



**JOSIP JURAJ STROSSMAYER UNIVERSITY OF OSIJEK
CATHOLIC FACULTY OF THEOLOGY IN ĐAKOVO**

Self-Evaluation Report 2014

THE FACULTY OF TODAY CONTINUES THE NEARLY TWO HUNDRED YEAR OLD TRADITION OF THE STUDY OF PHILOSOPHY AND THEOLOGY IN THE DIOCESAN TOWN OF ĐAKOVO. ON 6 NOVEMBER 1806, IN THE BUILDING OF FORMER FRANCISCAN MONASTERY, BISHOP ANTE MANDIĆ OPENED THE THEOLOGICAL SEMINARY AND LYCEUM EPISCOPALE. WITH GREAT DIFFICULTY THE STUDY OF PHILOSOPHY WAS FOUNDED FIRST, AND EVEN THOUGH IT WAS FOUNDED AND HAS ALWAYS EXISTED A DIOCESAN INSTITUTE (AS WELL AS THE ENTIRE LYCEUM EPISCOPALE) IT BECAME AN INSTITUTE FOR NOT ONLY YOUNG MEN, CANDIDATES FOR THE PRIESTHOOD, BUT ALSO A LARGE NUMBER OF STUDENTS, AND NOT ONLY FROM SLAVONIA, BUT FROM DISTANT REGIONS, LIKE SOUTHERN HUNGARY. THE STUDY OF THEOLOGY IN ĐAKOVO MET THE REGULATIONS OF THE TIME. TO BE COMPLETED COMPLETE THEOLOGICAL STUDY, A LYCEUM NEEDED TO HAVE FOUR SYSTEMATIZED TEACHING POSTS AS WELL AS FOUR TESTED AND APPROVED PROFESSORS, WHICH THE LYCEUM EPISCOPALE IN ĐAKOVO HAD. THIS MODEL OF STUDY WAS IN EFFECT UNTIL THE REFORM IN 1849, THAT IS THE REFORM OF PIOUS XI, »DEUS SCIENTIARUM DOMINUS«, FROM 1931, THE STUDY OF PHILOSOPHY AND THEOLOGY WAS EXTENDED TO FIVE YEARS, AND THE SCHOOL WAS RENAMED THE SCHOOL OF THEOLOGY. THE SPIRIT OF RENEWAL OF THE SECOND VATICAN COUNCIL INTRODUCED NEW COURSES, WE HAVE A NEW GENERATION OF TEACHERS, AND THE MODEL OF EDUCATION IS THE HIGHEST THEOLOGICAL INSTITUTION IN CROATIA, THE CATHOLIC FACULTY OF THEOLOGY (CFT) IN ZAGREB. THE STATUTE OF CFT IN ZAGREB, IN 1974, SERVED AS THE BASE FOR THE STATUTE OF THE SCHOOL OF THEOLOGY IN ĐAKOVO. BY THE DECISION OF THE FACULTY OF THE SCHOOL OF THEOLOGY AND ON THE REQUEST OF THE DIOCESAN BISHOP AND THE CFT IN ZAGREB TO THE CONGREGATION FOR CATHOLIC EDUCATION, ON 10 JANUARY 1987, THE AFFILIATION TO THE CFT IN ZAGREB WAS APPROVED. WITH THE RETURN OF THE CATHOLIC FACULTY OF THEOLOGY IN ZAGREB TO THE STATE UNIVERSITY, THE SCHOOL OF THEOLOGY IN ĐAKOVO ALSO UNDERWENT CERTAIN REFORMS, AND WITH IT, IN 1994, CAME THE NAME CHANGE. THE SCHOOL OF THEOLOGY CHANGED ITS NAME TO THE THEOLOGY IN ĐAKOVO - AFFILIATE STUDY OF THE CATHOLIC FACULTY OF THEOLOGY IN ZAGREB, ALIGNING ITS NAME TO THE HIGHER EDUCATION INSTITUTIONS ACT OF THE REPUBLIC OF CROATIA, FROM 1993. THE STATUTE OF THEOLOGY IN ĐAKOVO, ALIGNED WITH THE CHURCH AND STATE REGULATIONS, WITH THE STATUTE OF THE UNIVERSITY OF ZAGREB AND WITH THE STATUTE OF THE CATHOLIC FACULTY OF THEOLOGY IN ZAGREB, THE STATUTE OF THEOLOGY IN ĐAKOVO CAME INTO FORCE ON 20 FEBRUARY 2005. AFTER THE REQUEST, MADE BY THE DIOCESAN BISHOP DOMINIK SRAKIC, FROM 7 NOVEMBER 2005, TO THE CONGREGATION FOR CATHOLIC EDUCATION IN ROME OF THE PASTORAL NEED TO ELEVATE THE THEOLOGY IN ĐAKOVO TO THE LEVEL OF THE CATHOLIC FACULTY OF THEOLOGY IN ĐAKOVO, THE CONGREGATION ACCEPTED THE REQUEST AND WITH THE DECREE NO. 194/2004 FROM 4 JUNE 2005, FOUNDED THE CATHOLIC FACULTY OF THEOLOGY IN ĐAKOVO AS PART OF THE JOSIP JURAJ STROSSMAYER UNIVERSITY OF OSIJEK. THE FIRST STATUTE OF THE FACULTY THAT WAS APPROVED »AD EXPERIMENTUM« FOR FIVE YEARS BY THE CONGREGATION FOR CATHOLIC EDUCATION ON 4 JUNE 2005, CEASED TO BE IN FORCE ON 20 APRIL 2010. ON THAT DAY, THE NEW STATUTE CAME INTO FORCE, WHICH WAS APPROVED BY THE CONGREGATION FOR CATHOLIC EDUCATION ON 25 MARCH 2010. THE SECRETARIAT IS AN ORGANIZATIONAL UNIT FOR ARRANGING OUR LEGAL, PROFESSIONAL-ADMINISTRATIVE, FINANCIAL-ACCOUNTING AFFAIRS, QUALITY ASSURANCE AND IMPROVEMENT, ACTIVITIES RELATED TO STUDENT AFFAIRS, TECHNICAL AND SUPPORT ACTIVITIES AT THE FACULTY, AND OTHER ACTIVITIES THAT ENSURE SUCCESSFUL WORK OF THE FACULTY AND ARE DEFINED BY THE STATUTE AND OTHER GENERAL ACTS. THE SECRETARIAT PERFORMS ALL THE ACTIVITIES FOR THE ENTIRE FACULTY, UNLESS THESE ACTIVITIES BELONG TO THE REGULAR ACTIVITIES OF OTHER ORGANIZATIONAL UNITS OF THE FACULTY, DEFINED BY THE STATUTE AND OTHER GENERAL ACTS OF THE FACULTY. ORGANIZATIONAL UNITS OF THE SECRETARIAT ARE LISTED IN THE CHART OF INTERNAL ORGANIZATIONAL STRUCTURE. STUDENTS ARE INVOLVED IN THE WORK OF THE FACULTY THROUGH THEIR REPRESENTATIVES IN THE FACULTY COUNCIL AND COMMITTEES. IN ACCORDANCE WITH THE SIZE OF THE FACULTY, THE STUDENTS HAVE TWO (2) REPRESENTATIVES IN THE FACULTY COUNCIL, AND THEREFORE DIRECTLY PARTICIPATE IN ALL DECISION MAKING REGARDING THE WORK AND DEVELOPMENT OF THE FACULTY. THEY ALSO HAVE THEIR REPRESENTATIVES IN THE ETHICS COMMITTEE, THE QUALITY ASSURANCE AND MONITORING COMMITTEE, THE LEARNING OUTCOMES WORKGROUP AND THE STUDENTS DISCIPLINARY COURT. EXTERNAL STAKEHOLDERS ARE INVOLVED IN THE WORK OF THE QUALITY ASSURANCE AND MONITORING COMMITTEE (THE ARCHDIOCESAN CATECHETICAL OFFICE AND THEOLOGICAL SEMINARY HAVE THEIR REPRESENTATIVES, WHO TAKE CARE OF LATER EMPLOYMENT OF THE MAJORITY OF STUDENTS WHO GRADUATE). IN THIS WAY THEY CAN INFLUENCE THE STUDY PROGRAMS, IN ORDER TO ENSURE THE DEVELOPMENT OF NEW AND IMPROVEMENT OF EXISTING STUDY PROGRAMS, ACCORDING TO THE NEEDS OF THE CHURCH AND SOCIETY. ON 21 JUNE 2010, THE FACULTY HAS FOUNDED THE COMMUNITY OF FRIENDS OF THE CFT WHICH BRINGS TOGETHER FORMER STUDENTS OF THE FACULTY, TODAY REPRESENTATIVES OF VARIOUS SCIENTIFIC, EDUCATIONAL, SOCIO-EDUCATIONAL CULTURAL INSTITUTIONS AND ENTITIES, WHO WILL, THROUGH GATHERINGS ORGANIZED BY THE COMMUNITY, CONTRIBUTE TO THE STRONGER CONNECTION BETWEEN THE FACULTY AND THE SOCIETY AS A WHOLE.



JOSIP JURAJ STROSSMAYER UNIVERSITY OF OSIJEK
CATHOLIC FACULTY OF THEOLOGY IN ĐAKOVO

Self-Evaluation

Report
2014

Self-Evaluation Report 2014

Name of higher education institution:

Catholic Faculty of Theology in Đakovo

(further in the text: Faculty of Theology, the Faculty; CFT)

Name of university of which the institution is a constituent:

Josip Juraj Strossmayer University of Osijek

(further in the text: the University of Osijek, the University)

Year of establishment:

2005.

Adress:

Petra Preradovića 17, 31400 Đakovo, Croatia

Phone:

++385 31 802 402

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++385 31 802 403

Web address:

www.djkbfs.unios.hr

E-mail:

tajnistvo@djkbfs.hr

Title and name of the head of HEI:

Prof. dr. PERO ARAČIĆ, Full Professor, Dean

Bank name and account number:

Hrvatska poštanska banka (HPB): IBAN-HR4523900011100474440



Sveučilište Josipa Jurja Strossmayera u Osijeku
KATOLIČKI BOGOSLOVNI FAKULTET U ĐAKOVU
Petra Preradovića 17
31400 Đakovo
Tel.: 031/802-400; fax: 031/802-403

Klasa: 602-04/14-01/01
Ur. broj: 2121-32-03-14-1
Đakovo, 20. siječnja 2014.

Fakultetsko vijeće Katoličkoga bogoslovnog fakulteta u Đakovu Sveučilišta Josipa Jurja Strossmayera u Osijeku na IV. redovitoj sjednici akad. god. 2013./2014. održanoj 20. siječnja 2014. g. pod 3. točkom dnevnoga reda, a temeljem članka 45. Statuta Katoličkoga bogoslovnog fakulteta u Đakovu donijelo je sljedeću

ODLUKU
o prihvatanju dokumenta „Samoanaliza 2014.“

I.

Prihvaća se Samoanaliza Katoličkoga bogoslovnog fakulteta u Đakovu Sveučilišta Josipa Jurja Strossmayera u Osijeku.

II.

Ova Odluka stupa na snagu danom donošenja.



Đakovo

Prof. dr. sc. Pero Arnčević

Sveučilište Josipa Jurja Strossmayera u Osijeku
KATOLIČKI BOGOSLOVNI FAKULTET U ĐAKOVU
Petra Preradovića 17
31400 Đakovo
Tel.: 031/802-400; fax: 031/802-403

Klasa: 602-04/13-01/08
Ur. broj: 2121-32-03-13-3
Đakovo, 28. listopada 2013.

Na temelju članka 45. i članka 48. Statuta Katoličkoga bogoslovnog fakulteta u Đakovu, Fakultetsko vijeće Katoličkoga bogoslovnog fakulteta u Đakovu na svojoj II. redovitoj sjednici u akademskoj godini 2013./2014., održanoj 28. listopada 2013. godine pod 2. točkom dnevnoga reda donijelo je sljedeću

ODLUKU
o imenovanju članova Povjerenstva za izradu Samoanalize
za potrebe reakreditacije Katoličkoga bogoslovnog fakulteta u Đakovu
u akademskoj godini 2013./2014.

1. Imenuju se sljedeći članovi Povjerenstva za izradu Samoanalize:

1. Prof. dr. sc. Pero Aračić, dekan, predsjednik Povjerenstva
2. Izv. prof. dr. sc. Vladimir Dugalić, prodekan
3. Doc. dr. sc. Ivo Džinić, prodekan
4. Doc. dr. sc. Šimo Šokčević, predsjednik Povjerenstva za osiguravanje i unaprjeđenje kvalitete
5. Petar Vidović, tajnik
6. Tamara Đurakić, studentica

2. Ova Odluka stupa na snagu danom donošenja.



Dekan

Prof. dr. sc. Pero Aračić

Dostaviti:

1. Prof. dr. sc. Pero Aračić, dekan
2. Izv. prof. dr. sc. Vladimir Dugalić, prodekan
3. Doc. dr. sc. Ivo Džinić, prodekan
4. Doc. dr. sc. Šimo Šokčević, predsjednik Povjerenstva za osiguravanje i unaprjeđenje kvalitete
5. Petar Vidović, tajnik
6. Tamara Đurakić, studentica
7. Pismohrana, ovdje

Sveučilište Josipa Jurja Strossmayera u Osijeku
KATOLIČKI BOGOSLOVNI FAKULTET U ĐAKOVU
Petra Preradovića 17
31400 Đakovo
Tel.: 031/802-400; fax: 031/802-403

Klasa: 602-04/13-01/08
Ur. broj: 2121-32-03-13-4
Đakovo, 29. listopada 2013.

Na temelju članka 45. i članka 48. Statuta Katoličkoga bogoslovnog fakulteta u Đakovu i Odluke o imenovanju članova Povjerenstva za izradu Samoanalize od 28. listopada 2013. godine dekan donosi sljedeću

ODLUKU
o imenovanju radnih skupina

I. U svrhu bolje organizacije i provedbe zadataka pri sastavljanju Samoanalize imenuju se radne skupine prema poglavljima *Uputa za sastavljanje samoanalize visokih učilišta u sastavu sveučilišta* kako slijedi:

1. *Upravljanje visokim učilištem i osiguravanje kvalitete*
Prof. dr. sc. Pero Aračić, dekan, voditelj radne skupine
Petar Vidović, tajnik
Antonija Pranjeković, stručna savjetnica za kvalitetu
2. *Studijski programi*
Izv. prof. dr. sc. Vladimir Dugalić, prodekan za znanost, voditelj radne skupine
Doc. dr. sc. Ivo Džinić, prodekan za nastavu
Valentina Kadić, studentica
3. *Studenti*
Doc. dr. sc. Ivo Džinić, prodekan za nastavu, voditelj radne skupine
Lidija Drmić, voditeljica Ureda za studente
Tamara Đurakić, studentica
4. *Nastavnici*
Izv. prof. dr. sc. Vladimir Dugalić, prodekan za znanost, voditelj radne skupine
Doc. dr. sc. Šimo Šokčević, Povjerenstva za praćenje i osiguravanje kvalitete
Danijela Išasegi Drenjančević, voditeljica Ureda za pravne, kadrovske opće i administrativne poslove
5. *Znanstvena i stručna djelatnost*
Izv. prof. dr. sc. Vladimir Dugalić, prodekan za znanost, voditelj radne skupine
Doc. dr. sc. Stjepan Radić
Tihonija Zovko, voditeljica Središnje nadbiskupijske i fakultetske knjižnice
6. *Mobilnost i međunarodna suradnja*
Izv. prof. dr. sc. Vladimir Dugalić, prodekan za znanost, voditelj radne skupine
Antonija Pranjeković, stručna savjetnica za kvalitetu
7. *Resursi: stručne službe, prostor, oprema, financiranje*
Prof. dr. sc. Pero Aračić, dekan, voditelj radne skupine
Petar Vidović, tajnik Fakulteta
Danijela Išasegi Drenjančević
Anda Čota, voditeljica ureda za računovodstveno financijske poslove

II. Ova Odluka stupa na snagu danom donošenja.



Đakovo

1806 - 2014



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Đakovo

1806 - 2014



HEI Management and Quality Assurance

- a) State short description of development of your HE institution and important events in the past 10 years (organisational changes, relocations, significant problems in operation).**

The Development of the Faculty

The Faculty of today continues the nearly two hundred year old tradition of the study of philosophy and theology in the diocesan town of Đakovo. On 6 November 1806, in the building of former Franciscan monastery, Bishop Ante Mandić opened the Theological Seminary and *Lyceum episcopale*. With great difficulty, the study of philosophy was founded first, and even though it was founded and has always remained a diocesan institute (as well as the entire *Lyceum episcopale*) it became an interest of not only young men, candidates for the priesthood, but also a large number of secular students, and not only from Slavonia, but from distant regions, like southern Hungary, as well.

The study of theology in Đakovo met the regulations of the time. To be considered as a complete theological study, a lyceum needed to have four systematized teaching posts as well as four tested and approved professors, which the *Lyceum episcopale* in Đakovo had. This model of study was in effect until the reform in 1849, that is 1850. With the Apostolic Letter of Pope Pius XI, »*Deus Scientiarum Dominus*«, from 1931, the study of philosophy and theology was extended to five years, and the school was renamed the *School of Theology*.

The spirit of renewal of the Second Vatican Council introduced new courses, we have a new generation of teachers, and the model of education is the highest theological institution in Croatia, the Catholic Faculty of Theology (CFT) in Zagreb. The Statute of CFT in Zagreb, in 1974, served as the base for the Statute of the School of Theology in Đakovo. By the decision of the faculty of the School of Theology and on the request of the diocesan bishop and the CFT in Zagreb to the Congregation for Catholic Education, on 10 January 1987, the affiliation to the CFT in Zagreb was approved.

With the return of the Catholic Faculty of Theology in Zagreb to the state University, the School of Theology in Đakovo also underwent certain reforms, and with it, in 1994, came the name change. The School of Theology changed its name to the Theology in Đakovo - Affiliate Study of the Catholic Faculty of Theology in Zagreb, aligning its name to the Higher Education Institutions Act of the Republic of Croatia, from 1993. The Statute of Theology in Đakovo, aligned with the church and state regulations, with the Statute of the University of Zagreb and with the Statute of the Catholic Faculty of Theology in Zagreb, the Statute of Theology in Đakovo came into force on 28 February 2000.

After the request made by the diocesan bishop, Dr. Marin Srakić, from 7 November 2003, to the Congregation for Catholic Education in Rome on the pastoral need to elevate the Theology in Đakovo to the level of the Catholic Faculty of Theology in Đakovo, the Congregation accepted the request and with the Decree No. 194/2004 from 4 June 2005, founded the



Catholic Faculty of Theology in Đakovo as part of the Josip Juraj Strossmayer University of Osijek. The first Statute of the Faculty that was approved »ad experimentum« for five years by the Congregation for Catholic Education on 4 June 2005, ceased to be in force on 20 April 2010. On that day, the new Statute came into force, which was approved by the Congregation for Catholic Education on 25 March 2010.

The chronological sequence of events and important events in the development of the CFT in Đakovo

- 1806** By the decision of Bishop Antun Mandić, it was the beginning of the study of philosophy and theology, and the opening of the institute *Lyceum episcopale*.
- 1931** After a series of reforms the institute *Liceum episcopale* changes its name to the *School of Theology in Đakovo*.
- 1971** The first stand-alone Statute of the School of Theology in Đakovo.
- 1974** The Statute of the School of Theology in Đakovo is aligned with the Statute of CFT in Zagreb.
- 1987** The School of Theology in Đakovo is affiliated to the CFT in Zagreb – 10 January.
- 1993** The publication of the first issue of the School's newly founded journal – *Diacovensia*.
- 1994** The School of Theology in Đakovo changes its name to the *Theology in Đakovo – Affiliate Study of CFT in Zagreb*.
- 1994** The reconstruction of the building at *Petra Preradovića 17* and relocation, and with it the study for the first time gets proper and adequate spaces.
- 1995** The publication of the first issue of student papers that later evolved into the magazine – *Theophilus*.
- 1996** The beginning of construction of the building of the Central Archdiocesan and Faculty Library (CAFL) with diocesan Archives, which was finished, completely equipped and opened on 10 May 2005.
- 2004** The positive opinion of Croatian Bishops' Conference (CBC) on elevating the Theology in Đakovo to the rank of the Faculty – 21 April.
- 2004** The positive opinion of the Faculty Council of the CFT in Zagreb on elevating the Theology in Đakovo to the rank of the Faculty – 30 April.
- 2004** The Decision of the Faculty Council of the CFT in Zagreb on separating the Theology in Đakovo from the CFT in Zagreb – 17 December.
- 2005** The Decision of the Senate of the Josip Juraj Strossmayer University of Osijek on accepting the separation of the Theology in Đakovo from the CFT in Zagreb and accepting the Catholic Faculty of Theology in Đakovo as part of the Josip Juraj Strossmayer University of Osijek – 9 February.
- 2005** The approval of the Senate of the University of Zagreb on the Decision of the Faculty Council of the CFT in Zagreb on separating the Theology in Đakovo from the CFT in Zagreb – 15 February.
- 2005** The licence from the competent Ministry to the CFT in Đakovo for performing activities of higher education – 31 May.
- 2005** The Congregation for Catholic Education in Rome signed the decree on establishing the CFT in Đakovo and approved the new Statute – 4 June.
- 2005** The agreement on the position and activities of the CFT in Đakovo as part of the Josip Juraj Strossmayer University of Osijek. Agreement was signed by competent church, state and university authorities – signed on 17 June.
- 2005** The approval of the Board for Statutory and Legal Affairs of the Senate of the University of Osijek on the new Statute of the CFT in Đakovo – 6 July.
- 2005** The Decision from the competent Minister on entering the CFT in Đakovo into the Register of Higher Education Institutions under No. 0282 – 25 July.
- 2005** The decision of the Diocesan Bishop Mons. Dr. Sc. Marin Srakić on the beginning of work of the CFT in Đakovo – 30 September.

- 2005** The Accreditation from the Ministry of Science, Education and Sports for performing the activities to the Catholic Faculty of Theology in Đakovo of the Josip Juraj Strossmayer University of Osijek.
- 2005** The Decision of the Ministry of Science, Education and Sports on entering the Catholic Faculty of Theology in Đakovo into the Register of Higher Education Institutions.
- 2006** The Interim Decision of the Ministry of Science, Education and Sports on entering the Catholic Faculty of Theology in Đakovo into the Register of Scientific Organizations.
- 2006** The Accreditation from the Ministry of Science, Education and Sports to the Catholic Faculty of Theology in Đakovo, the Josip Juraj Strossmayer University of Osijek, for extending the status of scientific organization in the Register of Scientific Organizations.
- 2006** The Committee for Quality Assurance and Monitoring was established at the CFT
- 2008** The Office for Monitoring and Assuring the Quality was established at the CFT in Đakovo.
- 2009** The Faculty Council adopted the new Statute of the CFT in Đakovo – 30 November.
- 2010** The Community of Friends of the CFT in Đakovo was established – 21 June.
- 2010** The integrated undergraduate and graduate university study program was reformed and completely aligned with the Bologna Process.



Note: When the process for autonomy started in 2003, the Theology in Đakovo was carrying out a five-year undergraduate university study program of philosophy and theology that was aligned with the program of the CFT in Zagreb. Therefore, when the Congregation for Catholic Education approved the autonomy in 2005, that study program was also approved together with the new Statute. The last generation of students enrolled in this program in 2009/2010. In this sense, we can say that the study program was completely aligned with the Bologna Process only after the new Statute of 2010.

- 2011** The Faculty Council adopted, on 2 May, the document Development Strategy of CFT in Đakovo for the Period (2011–2015).

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

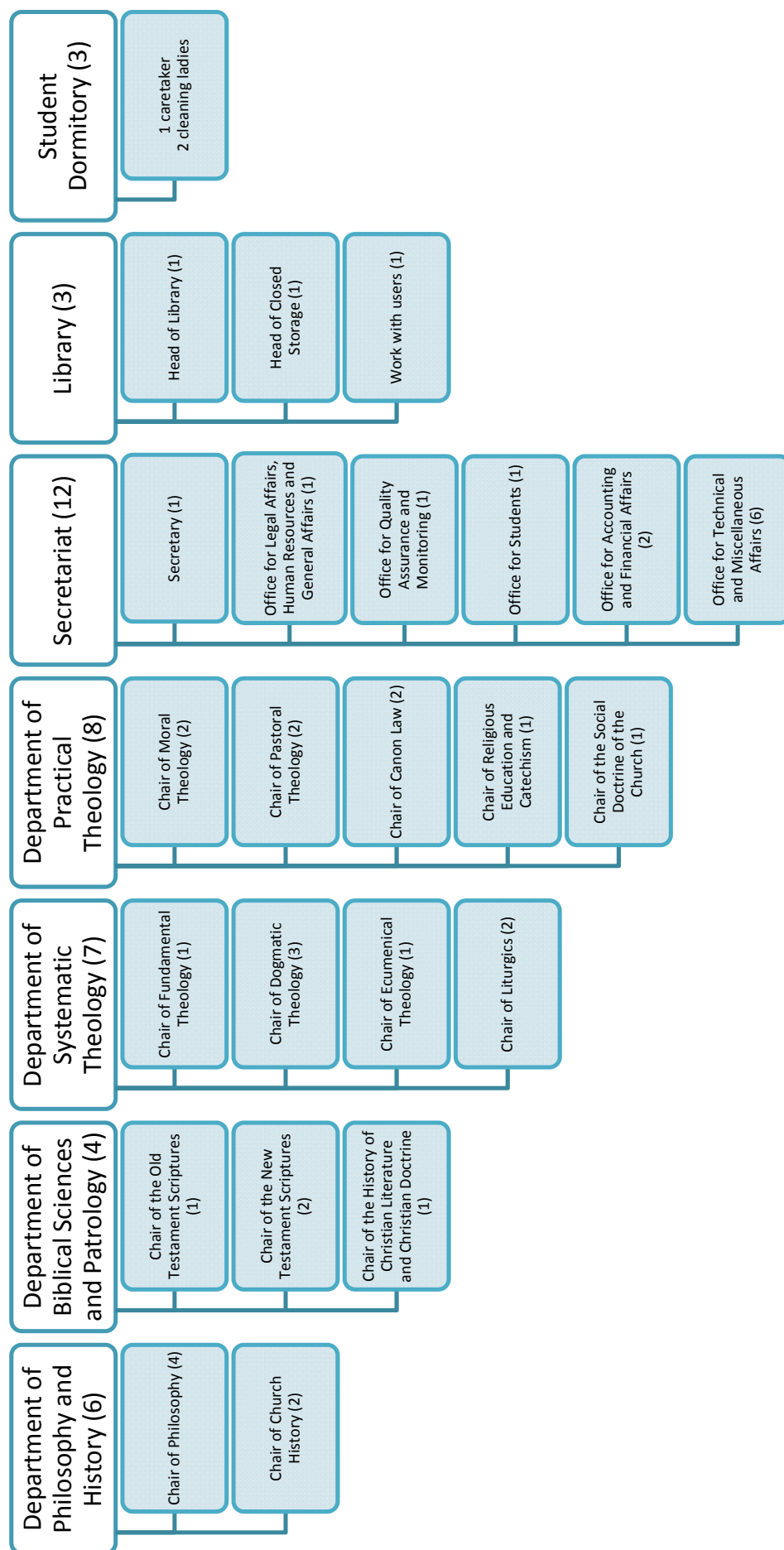
The diagram of the internal organizational structure and description of the composition and function of individual elements of the structure

The organizational structure of the CFT in Đakovo is in compliance with the Statute of the Faculty that was on the Dean's proposal adopted by the Faculty Council at the session on 30 November 2009. The Statute defined: organizational units (departments, chairs, secretariat and library - Articles: 10-18), authority (Grand Chancellor and Grand Vice Chancellor - Articles: 19-21) and the Faculty bodies (Dean, Vice Deans, Secretary, Senior Staff, Faculty Council - Articles: 22-48). The Faculty Council has permanent and temporary boards and committees.

Notes on the diagram below:

- Figures in parentheses indicate the number of full-time employees at the basic organizational units (collectively) as well as at each individual unit (individually).
- In 2011, the Faculty was entrusted with the management of the Student Dormitory in Đakovo which then also became one of the organizational units. Its status is defined in the Agreement on mutual rights and obligations in the organization and use of the Student Dormitory in Đakovo within the Catholic Faculty of Theology in Đakovo as a constituent of the Josip Juraj Strossmayer University of Osijek, signed on 23 September 2011 between the Faculty, the University and the competent Ministry.





Department

Department is a basic organizational unit of the Faculty for carrying out educational, scientific and professional work. Departments are composed of chairs. The Faculty consists of the following departments:

- *Department of Philosophy and History;*
- *Department of Biblical Sciences and Patrology;*
- *Department of Systematic Theology and*
- *Department of Practical Theology.*

The departments' mode of operation and decision making is regulated by the Faculty Regulations on the Organization of Job Positions.

The scope of work of department:

- Organizing and carrying out teaching, research and professional activities;
- Proposing to the Faculty Council new study programs in scientific areas and scientific fields in which the Faculty offers courses;
- Proposing changes and amendments of study programs in the syllabi of teaching subjects (compulsory and elective) that are carried out, or in the realization of which participate teachers and associates, who are members of the department;
- Proposing curriculums for teaching subjects for professional, undergraduate, graduate and post-graduate (doctoral and specialist) studies in which it carries out or participates in teaching activities;
- Caring, monitoring and analyzing the realization of work plan, analyzing results and taking measures for improving the work within the department;
- Proposing a plan for new job positions within the department;
- Proposing a plan for promotion of teachers and staff of the department;
- Taking care of the training of its members, especially assistants and junior researchers;
- Proposing the training of its members in the country and abroad;
- Preparing a draft for procurement of scientific and teaching equipment;
- Proposing to the Faculty Council the appointment of leaders for undergraduate and graduate students, and mentors for post-graduate students;
- Proposing scientific research programs and projects, as well as development and professional projects;
- Taking care of textbooks and handbooks for teaching;
- Carrying out other duties within the scope of its work.

Members of a department are teachers, assistants and junior researchers who carry out or participate in the carrying out of teaching subjects, in accordance with the study program and the curriculum of the Faculty.

In the work of department can also participate, without a right to vote, teachers, associates and other professionals who are employed outside of the Faculty, and who participate in teaching activities in accordance with the study program and the curriculum of the Faculty.

Chair

Chairs are established for one or more related courses. There are the following chairs at the Faculty:

- at the Department of Philosophy and History:*
- Chair of Philosophy
 - Chair of Church History

at the Department of Biblical Sciences and Patrology:

- Chair of the Old Testament Scriptures
- Chair of the New Testament Scriptures
- Chair of the History of Christian Literature and Christian Doctrine

at the Department of Systematic Theology:

- Chair of Fundamental Theology
- Chair of Dogmatic Theology
- Chair of Ecumenical Theology
- Chair of Liturgics

at the Department of Practical Theology:

- Chair of Moral Theology
- Chair of Pastoral Theology
- Chair of Canon Law
- Chair of Religious Education and Catechism
- Chair of the Social Doctrine of the Church.

Members of chairs are teachers, associates and scientists who carry out or participate in carrying out of teaching the same or related courses.

The scope of work of chair:

- Carrying out teaching, research and professional work within the department;
- Organizing and carrying out teaching activities of particular courses in accordance with the study program and curriculum;
- Organizing and conducting direct work with students (leading students during their study, consultations, seminars, exercises, development of programs, designing graduation papers, professional work, etc.);
- Proposing innovations in the syllabi of subjects that are entrusted to it and for which it organizes classes;
- Proposing forms and dynamics of scientific and professional training of chair members;
- Proposing scientific research and development projects;
- Carrying out other duties as requested by the Dean, Vice Deans, Faculty Council and Heads of Departments.

The Secretariat

The Secretariat is an organizational unit for carrying out legal, professional-administrative, financial-accounting affairs, quality assurance and improvement, activities related to student affairs, technical and support activities at the Faculty, and other activities that ensure successful work of the Faculty, and are defined by the Statute and other general acts.

The Secretariat performs all the activities for the entire Faculty, unless these activities belong to the regular activities of other organizational units of the Faculty, defined by the Statute and other general acts of the Faculty.

Organizational units of the Secretariat are listed in the chart of internal organizational structure.

The work of the Secretariat is headed by the Secretary of the Faculty.

The Library

The library is an organizational unit of the Faculty for performing library and information tasks and activities related to teaching, scientific research and professional needs of the Faculty.



The Faculty library system, with its library and information services, is part of the University library system.

Due to the specific organization and origins of the material, the library is called the *Central Archdiocesan and University Library*. Therefore, in addition to the Head of the Library, there is the position of the Library Superintendent, who is appointed among the employees of the CFT, and on the Dean's proposal, by the diocesan bishop.

The Head of the Library represents and directly manages the work of the library, and in his/her work is helped by the Library Council.

The Head of the Library is appointed by the Dean of the Faculty for a period of two years. The same person may be re-appointed to the position.

The Head of the Library can be a person that meets the requirements in accordance with the Libraries Act and the Regulations on the Organisation of Job Positions.

Preference in appointment of the Head of the Library should be given to an employee who has more of a librarian or academic title.

The duty of the Head of the Library is to act as the Chairman of the Library Council, which, in addition, includes three Faculty teachers and the Library Superintendent. The teachers are, on the Dean's proposal, appointed by the Faculty Council for two years.

The work of the Library is carried out according to the Library Rules and Regulations.

The involvement of other stakeholders

Students are involved in the work of the Faculty through their representatives in the Faculty Council and committees. In accordance with the size of the Faculty, the students have two (2) representatives in the Faculty Council, and therefore directly participate in all decision making regarding the work and development of the Faculty. They also have their representatives in the Ethics Committee, the Quality Assurance and Monitoring Committee, the Learning Outcomes Workgroup and the Students Disciplinary Court.

External stakeholders are involved in the work of the Quality Assurance and Monitoring Committee (the Archdiocesan Catechetical Office and Theological Seminary have their representatives, who take care of later employment of the majority of students who graduate). In this way they can influence the study programs, in order to ensure the development of new and improvement of existing study programs, according to the needs of the Church and society.

On 21 June 2010, the Faculty has founded the Community of Friends of the CFT which brings together former students of the Faculty, today representatives of various scientific, educational, socio-educational cultural institutions and entities, who will, through gatherings organized by the Community, contribute to the stronger connection between the Faculty and the society as a whole.

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

The Dean of the Faculty

The Dean represents the Faculty, he/she is its leader and manager, and has all the rights and obligations under the Statute of the University and the Statute of the CFT.

The Dean is responsible for the legality, the implementation of the canonical regulations, the Statute and the decisions of the university bodies at the Faculty. The Dean:

- organizes work and activities of the Faculty;
- adopts the Regulations on the Organization of Job Positions on the proposal of the Faculty Council and with the approval of the Senate;

- makes business decisions in accordance with the regulations;
- prepares, convenes and proposes the agenda, and presides over the sessions of the Faculty Council;
- proposes a Statute of the Faculty to the Faculty Council;
- proposes nominees for Vice Deans to the Faculty Council;
- informs the Grand Chancellor and university bodies on the activities and needs of the Faculty, under the provisions of the Statute of the University, this Statute and the Regulations;
- receives the required profession of faith of teachers when assuming a position;
- proposes appointments for heads of departments to the Faculty Council;
- appoints the Head of Department;
- elects the Secretary of the Faculty;
- decides on the selection of employees and employment in the Secretariat of the Faculty and the Library;
- proposes measures for improving the work of the Faculty to the Faculty Council;
- proposes the Faculty budget to the University;
- implements the decisions of the Faculty Council and the Senate and other university bodies that are related to the Faculty;
- appoints permanent and temporary committees to carry out activities within their scope;
- appoints a committee and sets an examination date following a student's appeal;
- signs diplomas and other official documents issued by the Faculty;
- decides on investments and procurement of valuable equipment for the Faculty, in accordance with the Statute;
- signs the contracts entered into by the Faculty;
- makes decisions about working hours and the redistribution of working hours;
- makes decisions about overtime;
- makes decisions about rewarding and recognition of the Faculty employees;
- determines the schedule of paid vacations;
- makes decisions on compensation for damages;
- makes decisions on inter-faculty cooperation in the country and abroad;
- presents the Dean's Awards to students;
- approves paid and unpaid leaves in accordance with the University Statute, this Statute, the Labour Act and other general acts of the Faculty;
- decides on the termination of employment of the Faculty employees in accordance with the Act on Scientific Activity and Higher Education, the Labour Act, and the Collective Agreement for Science and Higher Education;
- adopts other general acts in accordance with the Statute;
- when necessary, he/her meets with the rector of the seminary, heads of religious orders and congregations of apostolic life, with the aim of joint efforts in the education of candidates for holy orders;
- when necessary, he/her meets with lay students with the aim of joint efforts in education;
- carries out other duties stipulated by the Law, the Statute of CFT, the University Statute and other general acts of the Faculty.

The Dean has the right to take any legal actions in the name and on behalf of the Faculty up to the amount of 500,000.00 HRK.

For legal actions over the amount of 500,000.00 HRK, the Dean requires the approval of the Senate.

The Dean is responsible for his/her work to the Grand Chancellor, the Rector, the Senate and the Faculty Council.

At least once a year, the Dean submits a report on his/her activities and operations of the Faculty to the Faculty Council, the Grand Chancellor and the Senate.

The Election of the Dean

The professor of the Faculty in the scientific-teaching or artistic-teaching position of Associate Professor or Full Professor, who has an employment contract with the Faculty may be appointed the Dean.

The Dean is generally elected between professors incardinated in the Đakovo-Osijek Archdiocese.

The Dean is elected for a term of four years, and the same person may be appointed the Dean twice in a row.

The decision to initiate the procedure of election is passed by the Faculty Council. Initiating the election procedure for the Dean must begin no later than 6 months before the expiry of the Dean's mandate, i.e. on April 1 and finish by June 1.

In the case of repeating the procedure of election of the Dean, the election must be completed no later than 15 days before the new elected Dean was to begin his/her mandate.

The procedure of nomination and selection of proposals for the election of the Dean

The Faculty Council shall decide on the implementation procedure of collecting nominations of Dean candidates.

The Dean should convene a session of the Faculty Council within 15 days from the day of receipt proposals of nominations by the Committee.

The Faculty Council at its session in which the Dean is elected, elects, among its members, the Election Committee consisting of three members in order to carry out the procedure for the election of the Dean by secret ballot.

The Dean is elected by the Faculty Council by secret ballot and the personal voting of members of the Faculty Council at Election Session. The candidate who received the majority of votes of all members of the Faculty Council is elected the Dean.

In the event that the Faculty Council even in repeated nomination and election procedure does not appoint the Dean until 15 September, at the same session the Faculty Council should appoint the Acting Dean until the appointment of new Dean, for a maximum period of one year.

The Acting Dean cannot be any of the candidates who were in the election procedure for the Dean. The Faculty Council shall appoint the Acting Dean from among its members in the scientific-teaching position of Associate Professor or Full Professor.

The Acting Dean is elected and appointed by public vote of the Faculty Council, by a majority of votes of all members of the Faculty Council.

In the event that the Faculty Council does not elect the Dean and at the same session does not appoint an Acting Dean, the Grand Chancellor shall, within 15 days of receiving the notification of the Faculty Council, appoint the Acting Dean until the election of a new Dean, for a maximum period of one year.

The elected Dean is approved by the Grand Chancellor, and confirmed by the Holy See and the University Senate.

If the Dean is not confirmed within the prescribed timeframe, at the proposal of the Grand Chancellor and with the opinion of the University Rector, the Holy See and the University Senate shall appoint the Acting Dean for the next academic year among the qualifying professors of the Faculty.

Articles 29-32 of the Statute regulate issues regarding the inability of the Dean to perform his/her duties, dismissal and suspension.



Vice Deans

Vice Deans and the Secretary help the Dean in his/her work. The Faculty currently has two (2) Vice Deans:

- Vice Dean of Academic and Student Affairs
- Vice Dean of Science

The position of the Vice Dean of Development and Economic Affairs stipulated in the Statute has not yet been filled.

Vice Deans are responsible for their work to the Faculty Council and the Dean.

The Election of Vice Dean

The candidates for Vice Deans are proposed by the Dean, and elected by the Faculty Council. Vice Deans are elected upon the completion of the procedure of electing the Dean. Professor of the Faculty in the scientific-teaching position of Assistant Professor, Associate Professor or Full Professor who has an employment contract with the Faculty may be appointed Vice Dean. The same person can be repeatedly nominated for Vice Dean .

The candidates proposed by the Dean who in a public vote get a majority of vote of all members of the Faculty Council are elected Vice Deans.

In the event that the candidates for Vice Deans do not get the required number of votes, the Dean shall propose new candidates for the next session of the Faculty Council.

The mandate of Vice Dean is equal to the mandate of the Dean at whose proposal he/she is selected.

Vice Dean of Academic and Student Affairs:

- replaces the Dean in his/her absence;
- assists the Dean in the work;
- is a member of the Senior Staff;
- proposes measures for improving the teaching activities at the Faculty;
- takes care of the organization, implementation and improvement of teaching at the Faculty;
- coordinates and synchronizes the work of the Heads of Departments;
- proposes the Dean teaching assignments for full-time teachers and associates, and external associates, in cooperation with the Heads of Departments;
- takes care about the implementation of the study program and curriculum, and proposes measures for their advancement and improvement;
- coordinates activities related to the enrollment of students and making schedules of lectures and exams, and supervises the implementation of the same;
- monitors the work of the Student Union at the Faculty;
- cares about student issues;
- participates in the work of the Faculty Council and submits reports of his/her scope of work;
- manages the work of boards and committees under his/her jurisdiction;
- carries out other duties assigned by the Dean and the Faculty Council;
- is responsible to the Dean and the Faculty Council.

Vice Dean of Science:

- assists the Dean in the work;
- is a member of the Senior Staff;
- organizes and participates in the development of study programs related to postgraduate studies;

- cooperates with the Heads of Departments in the organization of scientific work;
- monitors and encourages scientific-research activities at the Faculty and proposes measures for its improvement;
- cooperates in preparing reports on scientific-research activities at the Faculty;
- takes care and keeps records of research projects in which the Faculty is involved in or are conducted by the Faculty;
- cooperates with principal researchers and other researchers on projects;
- proposes the Dean a plan for participation of the Faculty scientists and researchers at national and international conferences;
- takes care of the scientific and research work of junior researchers and assistants, and of their advancement;
- proposes the Dean the acquisition of computers and other equipment needed for the scientific research activities of the Faculty;
- coordinates the international cooperation of the Faculty;
- takes care of the scientific-research and scientific-teaching cooperation;
- participates in the work of the Faculty Council, and submits reports from his/her scope of work;
- coordinates and manages the publishing activities of the Faculty and proposes plans for these activities;
- is a member of the Library Council and monitors the work of the Faculty Library;
- in cooperation with the Heads of Departments, takes special care about the procurement of the required professional journals;
- proposes programs and plans for the renewal and development of the Faculty and programs of cooperation with church and state institutions;
- carries out all activities within the scope of the Dean, for which the Dean empowers him/her;
- carries out all other duties assigned by the Dean and the Faculty Council;
- is responsible to the Dean and the Faculty Council.

Vice Dean of Development and Economic Affairs: currently vacant.

The Head of the Department

A Head of the Department represents and manages the work of a department. The Head of the Department is appointed, at the Dean's proposal, and with the prior opinion of the department members, for a period of two years, by the Faculty Council in a public vote and with a majority vote of all members of the Council. The same person can be repeatedly appointed as Head of the Department. Professor of the Faculty in the scientific-teaching position of Assistant Professor, Associate Professor or Full Professor who has a contract of employment with the Faculty can be appointed the Head of Department. The Head of the Department has the following rights and obligations:

- represents the department within the Faculty, and by the authorization of the Dean also to third parties;
- organizes and coordinates the scientific, teaching and professional work of the department;
- supervises the work of department teachers and takes care about the regular carrying out of teaching activities according to the curriculum;
- makes proposals for improving and ensuring the quality of teaching;
- convenes and presides over the department meetings;
- executes the decisions of the Faculty Council and the Dean pertaining to the department;

- takes care of personnel policy at the department, the development of the department and the scientific and professional training of the department employees;
- takes care of the department economy and investments, the maintenance of equipment and the state of supplies needed for the work of the department within the available resources of the Faculty;
- carries out other duties in accordance with the Statute and other general acts of the Faculty;
- carries out other duties assigned by the Dean, Vice Deans and the Faculty Council.

At the beginning of his/her mandate, the Head of the Department appoints a deputy who is authorized, in the event of his/her absence or inability, to perform all duties within the scope of his/her work.

In the event that the Head of the Department is not appointed, the Dean of the Faculty shall appoint a Deputy Head of the Department as Acting Head of the Department until the appointment of a new Head of the Department, for a maximum term of six months.

The Head of the Chair

The Head of the Chair represents the chair and manages its operations. The Head of the Chair is elected and removed by all members of the department in which the chair operates. Professor of the Faculty in the scientific-teaching position of Assistant Professor, Associate Professor or Full Professor who has a contract of employment with the Faculty can be appointed the Head of the Chair. The Head of the Chair is elected for two years. The same person can be repeatedly elected the Head of the Chair.

The Head of the Chair:

- represents the chair within the department, and by the authorization of the Head of Department also to third parties;
- plans, organizes and coordinates the scientific, teaching and professional activities of the chair;
- proposes annual plans and programs of scientific-research, teaching and professional work;
- carries out other duties assigned by the Dean, Vice Deans, the Faculty Council and the Head of the Department.

The Secretary of the Faculty

The Secretary is the Head of the Secretariat of the Faculty and is responsible for carrying out organizational, professional-administrative, legal, technical and other general affairs at the Faculty.

The Secretary carries out legal and administrative affairs, in cooperation with the Legal Service interprets the law and other regulations, and performs other tasks stipulated by the Statute and the Law, and other regulations and general acts of the Faculty.

The Secretary is elected by the Dean of the Faculty on the basis of public tenders.

Person who has a law degree (civil or ecclesiastical) and five years of professional experience can be elected for the Secretary. In exceptional cases, the Secretary may become a graduate theologian who has the required experience in the higher education system.

The Secretary is responsible to the Dean of the Faculty.

The Senior Staff

The Senior Staff is the Dean's advisory body that consists of Vice Deans, the Secretary and the Heads of Departments.



The Senior Staff is convened by the Dean, as necessary, for:

- coordinating and monitoring the overall activities of the Faculty;
- improving the work of professional services of the Faculty;
- coordinating all business activities of the Faculty.

The Dean may expand the Senior Staff with particular heads of lower organizational units of the Faculty.

The Faculty Council

The Academic Council of the Faculty is the Faculty Council.

The Faculty Council consists of all full professors, associate professors and assistant professors, one (1) representative of teachers in teaching positions and two (2) representatives of associates elected to associate positions, who have an employment contract at the Faculty, and two (2) student representatives. In the event that the Faculty has no teachers in teaching positions, three (3) representatives of associates elected to associate positions shall be elected to the Faculty Council.

Teachers and associates, elected in teaching and associate titles, elect their representatives to the Faculty Council by public vote at the Election Session of all the teachers and associates of the Faculty, where they propose candidates and elect representatives of teachers and associates to the Faculty Council. The Election Session to elect the representatives of teachers and associates in the Faculty Council shall be convened by the Vice Dean of Academic and Student Affairs. Representatives of teachers and associates who at the Election Session by the public vote receive the majority of votes are elected as members of the Faculty Council. In the event that more candidates than the determined number of representatives get the same number of votes, those that have seniority in the teaching or associate position shall be elected members. If at the Election Session the representatives of teachers and associates are not elected in accordance with the determined number of representatives, the election procedure shall be repeated within fifteen days from the date of the Election Session to elect representatives of teachers and associates to the Faculty Council. The mandates of the representatives of teachers and associates in the Faculty Council last four years. A representative of teachers and associates in the Council may be dismissed from his/her duties as member of the Faculty Council before the expiration of the term for which he/she was elected. The dismissal of representatives is executed in the same manner and under the same procedure as the election.

The Faculty Student Union elects two (2) student representatives for the Faculty Council, in accordance with the Statute and regulations of the Faculty Student Union. The mandate of the elected student representatives in the Faculty Council lasts two years.

The Dean and Vice Deans are members of the Council ex officio. The Secretary participates in the work of the Council, without voting rights.

The scope of the Faculty Council, in accordance with the Act and the Statute, consists of the following:

- making decisions on academic, scientific, artistic and professional matters;
- electing and dismissing the Dean and Vice Deans;
- adopting the Statute and other general acts at the proposal of the Dean;
- adopting the Statute of the Student Union at the proposal of the Faculty Student Union;
- proposing study programs to the Grand Chancellor and the Senate;
- initiating and implementing part of the procedure of election in the scientific titles;
- initiating and implementing the procedure of election in the scientific-teaching, artistic-teaching, associate and professional titles and corresponding job positions;

- deciding on the appeals of tender applicants for election in the scientific-teaching, teaching, associate and professional titles;
- organizing postgraduate doctoral studies;
- organizing postgraduate specialist studies;
- determining the organization of the Faculty;
- making decisions on the establishment of new organizational units of the Faculty;
- appointing and dismissing the Heads of Departments;
- proposing the Regulations on the Organization of Job Positions;
- proposing study programs or changes and amendments of study programs to the Senate;
- deciding on the curriculum before the start of the new academic year;
- taking care and proposing measures for improvement and quality assurance of studies and scientific-teaching work;
- adopting a plan of financing student activities at the proposal of the Faculty Student Union;
- appointing leaders of undergraduate and graduate students;
- appointing mentors for students of postgraduate doctoral and specialist studies;
- selecting demonstrators at the proposal of the teachers;
- appointing committees for postgraduate studies;
- receiving the annual report of the Dean;
- making annual assessment of the work of assistants and junior researchers at the proposal of mentors;
- adopting the Rules of Procedure of the Faculty Council;
- carrying out other duties stipulated by the University Statute, the Faculty Statute or other general acts.

The Faculty Council carries out activities within its scope in the sessions. The Council may make decisions if the majority of its members are present in the sessions.

The Faculty Council passes decisions by the majority of votes of present members, except in cases for which it is determined otherwise by the Law, the University Statute, the Faculty Statute or other general acts.

The Faculty Council adopts the Statute of the Faculty and its changes and amendments, as well as the proposals of study programs and their changes and amendments, by a majority of votes of all members of the Faculty Council.

The Dean may invite all teachers and Faculty associates to the Faculty Council session which deals with issues of mutual interest for the operation and development of the Faculty (organization of the Faculty, organization of teaching, defining proposals of study programs, changes and amendments of study programs, the curriculum, defining a development plan for scientific-research activities, etc.).

The work of the Council and decision-making are specified in the Rules of Procedure of the Council, in accordance with this Statute and the Statute of the University, or other general acts.

The student representatives participate in the work of the Council in the manner determined by the Law and the Statute of the Faculty, or other general acts.

The Council may authorize other Faculty bodies to carry out specific tasks within its scope.

During the decision-making in the Council, the student representatives have the right of suspensive veto on issues of particular interest to students: changes in the study system, the quality assurance of studies, proposing study programs, deciding on the curriculum and student standards. Student representatives may use the suspensive veto when it is requested by both student representatives on the Council. After the suspensive veto, the Council shall

discuss the issue in question again within 8 days, at the earliest. In the new decision-making, the decision is passed by a majority vote of all members of the Council, without the right to use the veto again.

The Faculty Authorities

The Catholic Faculty of Theology in Đakovo, as well as other constituents of the University, enjoys academic freedom and independence in its work, but as a church institution, in accordance with canonical norms it has a provision in the Statute (Articles 19-21), which stipulates that the authority of the Faculty belongs to the Grand Chancellor - a diocesan bishop of the Đakovo-Osijek Archdiocese.

The Grand Chancellor represents the Holy See to the University and the Faculty, and also represents the Faculty to the Holy See. His duty is the preservation and advancement of the original Christian thought and life, as well as fellowship with the universal and local Church.

The Grand Chancellor is a diocesan bishop of the Đakovo-Osijek Archdiocese. If the chair is prevented or empty, the position belongs to whoever substitutes the diocesan bishop.

The Grand Chancellor cares for:

- faithful and integral preservation of the Christian doctrine;
- presenting the text of the Faculty Statute for the approval to the Holy See;
- encouraging ongoing scientific responsibility;
- promoting fellowship among all members of the academic community;
- compliance with the provisions of the Holy See and the Statute of CFT;
- proposing the Congregation for Catholic Education candidates who should be appointed or confirmed as the Dean of the Faculty, and the names of professors who need to get a *»nihil obstat«* from the Congregation for Catholic Education;
- approval of the lawfully elected Dean;
- appointing the teaching staff;
- receiving and revocation of *»missio canonica«* and *»venia docendi«*;
- receiving the confession of faith of the Dean at the beginning of the service;
- asking the Congregation for Catholic Education to issue *»nihil obstat«* for doctors *honoris causa* proposed by the Faculty;
- sending a three-year detailed report to the Congregation for Catholic Education on most important affairs, and academic, moral and economic situation of the Faculty;
- receiving appeals against the decisions of academic bodies and judging their legality;
- proposing, through the Dean, discussion questions to the Faculty Council;
- signing authentic graduation documents of all study cycles;
- giving consent to the general acts of the Faculty.

The Grand Chancellor performs his functions personally or through his representative, typically the Grand Vice Chancellor.

The Grand Vice Chancellor substitutes the Grand Chancellor in all activities for which he receives authorization.

d) If your institution is a constituent of a university, list the integrated elements.

The Catholic Faculty of Theology in Đakovo (hereinafter: CFT) is a full-fledged scientific-teaching constituent of the Josip Juraj Strossmayer University of Osijek (hereinafter: the University). The elements of integration are reflected in several segments of the Faculty work. As a constituent of the University, the Faculty is obliged to act in accordance with the laws and regulations that are passed at the university level, and which apply to all constit-



uents. The most important university acts are: the University Statute, the Strategy of the University, Regulations on Studies and Studying at the University, the University Code of Ethics, Regulations on Organization and Activities of the Quality Assurance System at the University, and the Handbook for Quality Assurance and Improvement of Josip Juraj Strossmayer University of Osijek.

The acts passed by the CFT are in compliance with the stated University regulations. The acts that are binding to all constituents, including the CFT, are: Regulations on Financial Business; Regulations on Election in Scientific, Scientific-teaching, Artistic-teaching, Teaching, Associate and Professional Titles and Corresponding Job Positions; Regulations and Form for Evaluating the Work of Assistants and Junior Researchers; Regulations on the Disciplinary Responsibility of Employees.

In the management of the University, the integration is reflected in direct participation in decision-making at the university level through the membership of the Faculty Dean in the University Senate. The basic legal acts of constituents must be approved by the Senate, and before that, they must go through the University Board for Statutory and Legal Affairs.

Within the Central Office for Legal Affairs, Human Resources, Teaching and Scientific Activities of the University (the University Secretariat) there is an expert advisory body - the Collegium of Secretaries. This Collegium has been formed in order to uniform the application of regulations and decisions of the university bodies, to consider professional and legal issues and improve the work of professional services of the constituents. The members of the Collegium are the general Secretary of the University and the secretaries of all constituents.

Regarding the quality assurance at the University level, there is the University Centre for Advancement and Assurance of Quality in Higher Education, which is connected with the organizational units of scientific-teaching constituents and coordinates their work.

Regarding the international cooperation, the University Office for International and Inter-university Cooperation helps the constituents in the realization and development of international cooperation. On the basis of the ERASMUS Charter of mobility, which was signed by the University, the constituents are able to exchange students, teaching and administrative staff with foreign universities.

In the area of teaching activities, the integration is reflected in the studies and publishing activities, and in scientific planning through participation in research (Faculty of Medicine, Faculty of Law). In some scientific-teaching constituents (Faculty of Philosophy, Faculty of Medicine) and university departments (Culturology) the lecturers are teachers and employees of the CFT. In addition, each academic year, the Senate proposes elective courses in undergraduate and graduate studies that can be implemented in all constituents of the University. Among these courses, there are two courses offered by the teachers from the CFT. The University Senate Board for Publishing (one member is from the CFT), at the request of the Faculty Council of constituents, proposes the necessary approval, in order for a release of a constituent be regarded as a university textbooks.

In the area of employment and advancement of employees, the University issues the Faculty the licenses for all advancements and new progressive job positions, and the election of teachers to the position of full professor must be confirmed by the Senate.

The teachers of the Faculty are members of following University boards:

- The University Senate Board for Statutory and Legal Affairs: 1
- The University Senate Board for Education and Human Resources: 1
- The University Senate Publishing Board: 1
- The University Ethics Committee: 1
- The University Council of the Josip Juraj Strossmayer University of Osijek: 1

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

In terms of ethical behaviour in the activities related to research, teaching and student relations, the CFT applies the provisions of the Code of Ethics of the J. J. Strossmayer University of Osijek. In order to enforce the provisions of the Code of Ethics and maintain a high level of ethics in all the activities of the Faculty, the Faculty Council has elected the Ethics Committee, which consists of five members, one of whom is a student representative. Together with the Dean, one person is appointed to be responsible for the protection of the dignity of employees.

The basic principles and values that are promoted by the academic community of the Faculty are:

- fairness and justice,
- legality,
- honesty,
- equality,
- academic freedom,
- academic excellence,
- scientific criticism,
- mutual respect,
- protection of human rights and dignity,
- responsibility in science and higher education,
- responsibility in business relations and relations with the public,
- responsible use of modern technologies,
- protection of nature, animals and the environment.

Strictly prohibited is any form of direct or indirect discrimination on the basis of race, colour, sex, sexual orientation, marital status, religion, age differences, political opinion, national, regional or social origins, financial assets, birth, social status and physical or social difficulties. The only criteria for professional evaluation and assessment are competence, ability, knowledge, professional merit, skills and results in the performance of certain tasks.

It is a moral obligation of each teacher to apply and protect the standards of professional work and ethical behaviour, and to point to any possible unethical behaviour of teachers and violations of the Code of Ethics. The teachers are obligated, in their work, scientific endeavours and public statements, to protect the freedom of academic community, promote ethical values, uphold the reputation of the Faculty and regard their colleagues with respect. In their work and relationship with students and colleagues, the teachers are required to promote human values and to protect the freedom of scientific-research and teaching work. The teachers shall protect their honor and the honor of their occupation by eliminating any and all attempts and forms of corruption.

The relationship between teachers and students is based on fairness, respect, impartiality, openness, trust and respect for privacy and dignity. The abuse of position of power and superiority over students is unacceptable. The teachers must evaluate students fairly, and solely on the basis of the presented knowledge, and are obliged to refuse any interventions, regardless of where they come from and how are they justified. The teachers must not condition the taking of exams with buying specific literature and supplies, and must be accessible to students in a way that they set a time for consultations. In communication with students they must be fair, and any manipulation of the students, in order to discredit fellow teachers is unacceptable.



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

The calling (mission), vision and values of the Catholic Faculty of Theology in Đakovo were formed after having carried out a SWOT analysis of the Faculty in the preparatory phase of creating the Development Strategy the Faculty. The calling (mission), vision and values were unanimously adopted at the Faculty Council session on 2 May 2011, together with the document the Development Strategy of the Catholic Faculty of Theology in Đakovo (2011-2015).

The sense of mission is of fundamental importance for the drive and development of the Faculty, in our case the mission in the Church and in society, regarding the specific contribution when it comes to the origin of man, his familiarity and openness to the transcendent, as well as the development of a society in which these dimensions will be present and mediated.

In this context, it is important that the Faculty has an ambitious vision of its uniqueness which is promoted through excellence, a well elaborated strategy and quality scientific work with students. The necessary prerequisites for this are: an ambitious teaching staff that is directed towards excellence, a staff that is helpful and friendly to students in all departments of the Faculty. Furthermore, it is important to have a well-organized library, in the highest possible degree tailored to the needs of students.

The Faculty has its main task, which is directed towards the education of candidates for the priesthood and in performing this task it is bound by the Church norms, which must constantly be monitored and considered. Likewise, the obligation of the Faculty is to educate all other profiles of church and pastoral workers, whether they are catechists or any other the Church needs. The obligation of the Faculty is also to educate staff profiles that are needed in social institutions to transmit the religious dimension in them, and to allow the presence of theologically formed professionals who will be able to respond to the spiritual rights and obligations in all possible situations. The Faculty is, therefore, aware of the obligation to offer various additional academic specializations in order to satisfy the aforementioned needs. In the new profiles of additional studies the Faculty is informed and familiar with other institutions and their cooperation, and consequently with interdisciplinarity.

Calling (Mission)

The Faculty will educate students to be, in the spirit of Christian faith and ecclesiasticism, morally responsible members of society that make critical analysis and act wisely and proficiently in order to contribute to the common good. Fulfilling the mission of evangelization, which Christ entrusted to the Church, the Faculty takes permanent care to ensure a better and more integrated education and formation of students. In particular, through the cooperation with church and university authorities, it develops excellence and diversity of academic programs, the quality of teaching and teacher training and advancement, encouraging and rewarding the success of students, with special interest in the field of scientific research.

In this regard, in order to fulfil its mission and vision, the Faculty will continue to strive:

- to promote and foster the science of theological disciplines through deepening of the understanding of the Christian revelation and presenting the truths that are contained therein;
- to help find answers to questions posed by today's culture;
- to provide students with a high level of quality of education;
- to prepare and educate students for morally responsible and competent acceptance of future obligations and ministries;
- to promote the ongoing formation of those who perform various duties in the Church;

- to promote the ongoing formation of those who have found their place in social or private institutions;
- to establish cooperation with other academic and scientific institutions, particularly with other constituents of the University of Osijek, in line with its mission of evangelization;
- to contribute to and serve the society in which it is located, promoting the common good;
- to promote the spirit of ecumenism, especially with the Orthodox churches.

Vision

In accountability to religious, cultural, social and historical heritage, the Faculty will constantly move forward to fulfil its core mission: the intellectual and spiritual development of young people, as well as scientific research and the establishment of the truths of the Christian faith. Therefore, it will permanently grow in excellence with regard to the quality of effective teaching, active learning, academic research, and with regard to the responsible commitment to local, university, national and international both social and church community. It will promote and nurture fellowship in all dimensions of faculty life, and at the same time, in light of its fundamental values, it will foster a spirit of openness and fellowship in, although predominantly Catholic, a religiously complex environment.

Values

Following its vision and mission, the Faculty will continue, in a particular way, to nurture and promote following values:

- in the spirit of Christian anthropology promote the dignity of human person;
- promote the spirit of freedom and responsibility;
- promote the common good and nurture fellowship in order to put the good of the community before any personal and individual interests;
- foster the spirit of solidarity and subsidiarity;
- foster excellence;
- promote Christian spirituality.

g) Explain why is your Institution important and unique when compared to other institutions in Croatia working in your scientific field.

This philosophical-theological educational institution has its bicentennial tradition and reputation. It gave many famous names in theological disciplines, some of the most eminent of them have been invited to the Catholic Faculty of Theology of the University of Zagreb, like Andrija Živković and Franjo Hermann. From the Đakovo institution of higher education came the first textbooks in Pastoral Theology (1856, Jerolim Andrić), the social doctrine of the Church (1912, Vilko Anderlić), abundant studies in canon law (Franjo Hermann), and moral theology (Andrija Živković, Marin Srakić). This institution has always been proud that the great educator and patron of the Croatian people, Bishop Josip Juraj Strossmayer has taught here.

The uniqueness is also in the fact that the professors of this institution are very sensitive to the social and religious values, which they build not only through the formation of theologians, but also directly through particular enterprises within the Church activities (e.g. marriage and family pastoral care, in the contribution of which this institution has a great reputation).

This Faculty covers the whole of eastern Croatia, as well as Croatian diaspora in Vojvodina, Hungary, and Croats from northern Bosnia.

At the individual constituents within the Josip Juraj Strossmayer University of Osijek, our teachers contribute in the subject matter of: philosophy, ethics, morality, church history, religion history.

Our teachers also participate in teaching at the Croatian Catholic University in Zagreb, and in postgraduate doctoral studies at the Catholic Faculty of Theology of the University of Zagreb, the Faculty of Medicine of the University of Osijek, the University Study Centre for Forensic Science of the University of Split...

Another important uniqueness is in the fact that our Faculty was the first in Croatia to implement a one-year postgraduate specialist study program of Pastoral Theology (60 ECTS) in three specializations: Parish Pastoral Care, Family Pastoral Care and Crisis Pastoral Care. Our goal was to provide additional specializations and training for possible new areas of work.

When it comes to cooperation with those for whom we educate staff, we can say that there is a good cooperation and participation of our teachers in the ongoing formation of both priests and catechists, as well as certain scientific endeavours and symposiums in the Arch/Dioceses of: Đakovo, Požega, Petrovaradin, Subotica, Banja Luka, Sarajevo, Belgrade.

h) Comment on potential overlaps of your work with the work of similar institutions within the same university.

There are no overlaps, since there are no similar studies in eastern Croatia.

i) Attach the document on strategy and procedures for quality assurance of scientific and teaching activities at your HE Institution, assess the level of its implementation and comment on the annual reporting procedures.

»The quality policy of the Catholic Faculty of Theology in Đakovo is the foundation for operation and development of the Faculty. It is based on the continuous commitment and orientation towards excellence of all aspects of operations, with a goal of ensuring the quality of teaching and formation of people of different profiles for the Church and for society as a whole. This goal is conditioned by our pastoral mission in the Church and society, the demands of students, the results of the development of the humanities, the demands caused by the development of work areas, educational trends and available financial resources.

The quality policy is realized and manifested through the development of excellence and diversity of academic programs, with particular emphasis on interdisciplinarity, improving the quality of teaching, spreading the culture of quality, training and advancement of all internal participants in the life and work of the Faculty, provision of resources to support scientific teaching activities, encouraging scientific research activities, and through cooperation with mutually dependant social and church institutions.

The intention of the Faculty to implement and ensure the quality is expressed in the calling (mission), vision and values, strategic development goals, and in defining activities and procedures of ensuring measurable quality indicators. The internal quality management system is based on the Standards and Guidelines for Quality Assurance in the European Higher Education Area, the European Organization for Quality Assurance in Higher Education, and on recommendations in the document the Culture of Quality, by the Holy See's Agency for Evaluation and Promotion of Quality in Ecclesiastical Universities and Faculties.«

The goal of developing a quality system at the CFT in Đakovo is to improve the quality of student experience - from registration and enrollment, through lectures, exams and graduation, to employment and further lifelong learning. Meeting this goal means satisfaction of all parties in the system - the students (who are the center of the learning process), teachers, administration, supporting administration and the community - which is a prerequisite for effective integration into the global trends of contemporary European and international higher education.

The Development Strategy of the University Quality Management System for the period 2013- 2018 is based on achieving the following strategic goals:

- Enhancing the effective organizational structure for the implementation of quality management activities at all levels.

- Improving the level of development and effectiveness of the quality assurance system according to all criteria of the Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG).
- Implementation of the activities defined in the Strategy of Josip Juraj Strossmayer University of Osijek 2011-2020.

The Development Strategy of the Catholic Faculty of Theology in Đakovo 2011-2015, also defines the strategic development goals. The strategic goals were developed on the basis of the SWOT analysis, conducted in January and February 2011, which provided insight into the strengths, weaknesses, unused opportunities and threats from the perspective of students, non-teaching staff and the Faculty departments, that is, teaching staff. The strategic goals are defined as long-term and specific goals that are operationally divided into 12 development areas of the Faculty, which clearly emphasize the importance of continuous efforts to improve the quality of teaching and scientific research. The specific goals involve concrete tasks to be accomplished in the five-year term, and measurable performance indicators, which are monitored throughout the year. The administration of the Faculty is informed on the implementation of the development strategy.

The quality assurance system is defined by the Statute of the CFT, and the Regulations on the Organization and Activities of the Quality Assurance System at the Catholic Faculty of Theology in Đakovo, the Handbook for Quality Assurance and Improvement of the Josip Juraj Strossmayer University in Osijek, which is, in accordance with Article 6 of the Regulations on the Organization and Activities of the Quality Assurance System at the Josip Juraj Strossmayer University of Osijek, applies to all constituents of the University, and the Handbook for Quality Assurance and Improvement of the Catholic Faculty of Theology in Đakovo, which defines procedures for quality assurance of teaching and scientific activities.

Regulations on the Organization and Activities of the Quality Assurance System at the Catholic Faculty of Theology in Đakovo establish the organization, activities and the evaluation area of the quality system of higher education at the Faculty. The CFT quality system includes all internal stakeholders of the Faculty, as well as external stakeholders, with whom the Faculty continuously maintains cooperation and in that way has a feedback on the quality.

The Faculty Committee for Quality Assurance and Monitoring of Higher Education, organizes, coordinates and carries out procedures of internal evaluation, develops institutional mechanisms for assuring, improving and promoting the quality at the Faculty, prepares annual and long-term action plans, in accordance with the Regulations on the Organization and Activities of the Quality Assurance System at the CFT in Đakovo, and also cooperates with the University Centre for Advancement and Assurance of Quality in Higher Education.

Regular activities of the quality assurance and improvement system

Regular activities of the quality system include the work of the Committee for Quality Assurance and Improvement, the implementation of the Unified University Student Survey, preparation of the Faculty Annual Report on the activities of quality assurance and improvement, collection and analysis of quality indicators, and preparing semestral and annual reports on the performance and success of students.

Here we also include the activities of training and education through participation in seminars, workshops and training courses on quality, organized by the Ministry, the Agency for Science and Higher Education, and the University.

j) List the bodies which continuously work in the field of quality assurance. Assess their work in the past 5 years.

The bodies that are involved in the field of quality assurance and system organization are defined in the acts on the quality system that were adopted by the Faculty Council. In accordance with the Regulations on the Organization and Activities of the Quality Assurance System at the CFT in Đakovo, the key role in the improvement of the quality system belongs

to the Committee for Quality Assurance and Improvement of Education. The monitoring of quality indicators and other activities of the quality assurance system are carried out according to the Handbook for Quality Assurance and Improvement of the CFT in Đakovo.

Organizational units of the quality assurance system operate in unison and share responsibility for assuring and improving the quality in all areas of the Faculty.

The Committee for Quality Assurance and Improvement of Higher Education (established in 2006) consolidates and coordinates all activities related to quality, and has the freedom to adjust the procedures of the quality system in accordance with the needs of the Faculty. The Committee consists of seven members: three members representatives of teachers, one member representative of assistants, one member representative of students, and two members representatives of external stakeholders. According to the Regulations, the Committee is responsible for implementing the strategic planning and making decisions on guidelines and procedures of quality assurance and improvement, as well as for organizing, coordinating and implementing internal evaluation procedures, for developing institutional mechanisms for assuring, improving and promoting the quality at the Faculty, and for preparing annual and long-term action plans in accordance with the Regulations.

The Office for Improving the Quality of Education was established in 2008. According to the Regulations on the Organization and Activities of the Quality Assurance System at the Josip Juraj Strossmayer University of Osijek, it is also an organizational unit of the university system for assuring the quality of higher education.

The responsibility for the implementation of quality assurance procedures at the Faculty belongs to the Office for Quality Assurance and Monitoring, which is responsible for organizing, monitoring, implementation and evaluation of all activities related to quality assurance and improvement of higher education at the CFT in Đakovo.

The Office for Quality Assurance continuously monitors key quality indicators and collects data for evaluating study performance. The quality indicators are read, at least once a year, from the collected data related to: the implementation of curriculum, the analysis of exam results, the passing rate, the research on student success and causes of inefficient and prolonged study, the number of applicants, enrolled students and graduates, and those who give up their studies, the employment of students immediately upon graduation, the implementation of the Unified University Student Survey and other forms of evaluation questionnaires; the training of teachers, administrative and technical staff is equally encouraged and monitored. The Committee and the Office regularly submit reports:

- to the Dean - on passing rates and exam scores per semester.
- to the Faculty Council and the Dean - an annual report on the success and effectiveness that is an integral part of the Dean's Annual Report on the work of the Faculty.
- to the University Centre for Quality - on the activities of the Committee (annually), on student success and the quality indicators (annually), on the results of the Unified University Student Survey (annually).
- to the Grand Chancellor of the Faculty and, through him, to the Agency for the Evaluation and Promotion of Quality in Ecclesiastical Universities and Faculties (AVEPRO).
- to the Agency for Science and Higher Education (AZVO) - a questionnaire on internal quality assurance system

The Office has initiated the making of the Development Strategy and the making and defining of learning outcomes for study programs, at the level of courses and study programs, it also developed the Regulations on Writing the Specialist Thesis, a proposition of the Regulations on Publishing Activities and a proposition of the Regulations on Writing the Graduation Thesis and Taking the Graduation Exam.

The Office informs internal and external stakeholders on the quality indicators, the results of the surveys and studies, the results of the internal evaluation of the quality system and other important documents, by publishing them on the website.

k) Specify and briefly explain the main strategic goals which the management plans to achieve in its current mandate and any 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.)

In accordance with the Development Strategy of the Catholic Faculty of Theology in Đakovo (2011-2015), we are presented with two main strategic goals of the Faculty: the teaching and research activities in the field of Christian Revelation and in that way the realization of the evangelizing mission of the Church.

Teaching activities are primarily focused on philosophical and theological formation of candidates for the priesthood and religious life, and the lay faithful who would as theologians in their local Churches, particularly in the Đakovo-Osijek Ecclesiastical Province, perform various services, usually as priests or catechists. In this sense, the Faculty, as its strategic objective, also has a life-long formation of priests and lay theologians, offering them various forms of professional and scientific specializations, as well as many forms of training through professional theological and pastoral seminars.

Research activities are the second strategic goal of the Faculty. This goal is achieved through various research projects, scientific conferences and publishing activities, as well as through cooperation with other constituents of the University of Osijek and other research institutions. In this sense, the continuous advancement of teachers in academic titles and concern for junior researchers and assistants impose themselves as strategic goals.

Long-term goals of the Faculty are, primarily, a continuous verification of the achieved results and a continuous effort to improve the quality of education and scientific research. They will be implemented in two ways: on the one hand, with openness to the public, i.e. the transparency of the study system, and through strengthening the awareness of the importance of the quality of studies, and on the other hand, by promoting the internal quality, which includes monitoring and reflection on the results achieved with the purpose of continuous improvement.

In order to achieve the long-term goals, the following needs impose themselves as specific goals: the continuous improvement of the quality of teaching, the introduction of new study programs, the strengthening of scientific research work and the advancement of teachers in academic titles, as well as the procurement of funds, in order to ensure the necessary resources for the realization of set goals.

Operationally, the specific goals are sought to be achieved in the following development areas:

- Studies
- Teachers and their activities
- Students and lifelong learning programs
- Employees outside of the teaching process
- Research activities
- Cooperation with other institutions
- Publishing activities
- Resources
- Organization of the Faculty
- Connection with the community
- International cooperation and mobility
- The quality assurance system

The document, the Development Strategy of the Catholic Faculty of Theology in Đakovo (2011-2015), for each of the above mentioned development areas, elaborates: task descrip-

tion, responsible people/services, monitoring performance indicators and implementation deadlines.

At the international and inter-confessional level we established good cooperation with the Faculty of Theology of the University of Ljubljana (Slovenia), the Faculty of Catholic Theology of the University of Vienna (Austria), the Faculty of Orthodox Theology in Belgrade (Serbia), the Faculty of Theology in Sarajevo (Bosnia and Herzegovina), Facolta Teologica di Milano (Italy). The task of the administration is to complete by the end of the mandate the already started processes of signing formal agreements on the already existing good cooperation, and also, how to achieve cooperation with other theological and related faculties.

I) State your opinion about main advantages and disadvantages of the program, staff and material potentials of your HE Institution.

The CFT in Đakovo with its program, personnel and material resources strives to achieve its mission and contribute to the development of philosophical-theological profession and science, as well as to the progress of Church activity and society as a whole.

Program Potentials

The basic program orientation of the CFT in Đakovo is teaching, scientific and professional work in the areas covered by the field of theology. Therefore, the areas of program activities are:

- teaching activity through the implementation of integrated undergraduate and graduate studies, postgraduate specialist studies, and programs of lifelong learning;
- scientific activity through doing research as part of the scientific domestic and international projects;
- professional activity through cooperation with the mentioned ecclesiastical provinces and institutions.

A large portion of the program potential belongs to the teaching process. The Faculty study programs cover all branches of theology. The students are able to follow a logical course of study in an integrated undergraduate and graduate study of philosophy and theology. According to the data on the ratio between the number of teachers and students and the Faculty spaces that are available, the conditions allow for a quality implementation of the teaching process and work with students. There is a great student interest to enrol, but the enrolment quotas are usually filled in the second period of admissions.

The program potentials of scientific research in the field of humanities are quite demanding, and with regard to the specific theological area, maybe not that attractive. However, the Faculty has two regular annual scientific conferences. The first one is the Theological-Pastoral Seminar for Priests (TPS), which involves domestic as well as researchers from other centres. The second symposium is mainly with international participation or international (often with participants from some 15 European countries), with a theme approved by the Faculty Council.

The program potentials of professional activities are significantly used in the cooperation with the aforementioned arch/dioceses (point g.) in the form of ongoing formation of priests and catechists.

Here we look back at the structure of philosophical-theological studies, prescribed by the Congregation for Catholic Education in Vatican. The possibilities for greater relevance and customization are found in elective courses, for which there is little room.

New study programs, which could possibly reduce the number of unemployed theologians, would be the double majors. The difficulty in this is that all church institutions would first have to agree and formalize where, especially among church activities, do they see these profiles. This is not yet the case, although the drafts of programs have been prepared.

In this context, we think that different forms of university postgraduate specializations may complement and complete the specific areas of the basic study program, which is otherwise very rich and diverse, and that is why there is a need to acquire additional competencies required both by society and the Church.

Staff Potentials

The Faculty staff potential is in line with the University employment policy, primarily for satisfying the needs of the teaching process. The selection of teachers strictly adheres to the legal criteria and the relevant University regulations. The structure of the teaching staff is presented and elaborated in detail in the chapter »Teachers« (Table 4.1.). It is evident that the existing staff allows for the successful implementation of the teaching process and quality work with students. The teachers' workload is in accordance with the prescribed norms. At the moment, some of the associate professors are in the process of becoming regular professors, and some of the senior assistants are in the process of becoming assistant professors. The procedure is managed by the CFT in Zagreb, which presents a »bottleneck«, and the procedure can last up to a year.

The difficulty so far has been that we did not start with procedures for election in the scientific and scientific-teaching titles until 1994 (due to the unresolved socio-political status of ecclesiastical education institutions in Croatia), so the formation of this structure was somewhat slow. However, as can be seen in Chapter 4 (Teachers) of this Self-Evaluation, after much effort and work we have achieved that the situation is currently good and satisfactory, with a tendency of further improvement.

Material Potentials

The Faculty has sufficient and well-designed space for carrying out the teaching process and holding scientific conferences, when we take into account all the spaces in the Faculty building and the Library.

The Faculty would welcome a well-equipped training centre with audio-visual equipment for practicing performing (rhetoric/homiletics) and holding classes with different groups.

m) If your Institution has already been subject to some form of external evaluation, comment on the recommendations given and the improvements implemented so far.

This is our first external evaluation.

n) If there is one, please mention foreign higher education institution you would compare to and explain the criteria for comparison.

We are not that familiar with any foreign higher education institution we could compare to by pointing out concrete criteria, in terms of quality and study conditions.

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

Together with the Catholic Faculties of Theology of the University of Zagreb and Split, on 1 November 2010, we reacted critically to the drafts of three new Acts: on Science, on Higher Education, and on University.

The statement of the Faculty on the Regulations on Conditions for the Election to Scientific Titles (Class: 643-01/13-01/02, Reg. No.: 2121-32-13/01-01) from 13 March 2013 was sent to the National Science Council. The objection in the statement was that the proposed Regulations do not respect the specific quality of the scientific field of humanities, particularly with respect to some illogicalness regarding the emphasis on the unrealistic ranking of journals and publishing houses, and the required conditions for election.

Our teachers are members of various scientific and professional groups where they contribute to the betterment of theological sciences, the development of some areas, and to making decisions and programs. To mention a few:

International

- International Association of Pastoral Theologians of Central and Eastern Europe (Post-Netzwerk) based in Vienna: 3
- The International Theological Society - Croatian Section: 1
- International Catholic Review *Communio* (editor-in-chief of Croatian Editorial Board): 1
- European Catechetical Team: 1
- European Academy of the Diocese of Banja Luka: 2
- International Human Development and Capability Association (HDCA): 1
- Association of Social Ethicists of Central Europe based in Vienna - Vereinigung für katholische soziaethik in Mitteleuropa – Institut für Soziaethik, Kath.-Theol. Fakultät der Universität Wien (2005-): 2
- SIAT - Società Italiana di analisi transazionale: 1
- EATA - European Association of Transactional Analysis: 1
- Lazio's Psychological Association (Italy): 1
- Association of Bioethicists in Central Europe (BCE), based in Vienna, (2008-): 1
- International Society for Clinical Bioethics (ISCB) (2011-): 1
- International Academy of Innovation in Rehabilitation, Social Integration and Adaptations of invalids and persons with disabilities (IRSIA), based in St. Petersburg/Russia (2011-): 1

Domestic

- Chairman of the Research Ethics Committee, Faculty of Medicine, University of Osijek (2010-): 1
- Ethics Committee of the Vinkovci General Hospital (2004-): 1
- Ethics Committee of the Emergency Medical Service of the Osijek-Baranja County (2005-): 1
- *Matica Hrvatska* (Central Croatian Cultural and Publishing Society) - Cultural Heritage Board of Osijek-Baranja County (2013-): 1
- Croatian Bioethics Society (HBD) (2010-): 1
- The Working Body of the City of Đakovo for the preparation and organization of scientific conference within the scientific-cultural event *the Strossmayer Days*: 3
- The Central Board for the Fields of Philosophy and Theology (AZVO): 1
- Association of Catholic Intellectuals: 4
- Commission for the Doctrine of the Faith of the Croatian Bishops' Conference: 1
- Liturgical Commission of the Croatian Bishops' Conference (CBC): 1
- The Governing Council of the Centre for the Promotion of the Social Doctrine of the Church (CBC): 1
- The Commission of the Croatian Bishops' Conference (CBC) and the Bishops' Conference of Bosnia and Herzegovina (BC BIH) for the Croatian Martyrology »Martyrs and martyr traces in Croatian history«: 1
- Croatian Canon Law Society: 2
- Office for the Promotion of Ecumenism: 1
- Ministry of Science, Education and Sports of the Republic of Croatia: *Expert Group for the Development of the Curriculum for the Subject Religious Education - low level of qualifications*: 1
- Institute for the Development of Education: 1

- Agency for Education and Teacher Training: 1
- Mixed Commission of the National Catechetical Office of the Croatian Bishops' Conference and the Ministry of Science, Education and Sports of the Republic of Croatia: 1
- Commission of the Croatian Bishops' Conference for Relations with the Government of the Republic of Croatia: 1
- Council for *Pedagogical Standards of Preschool, Elementary and Secondary School Education System in the Republic of Croatia*, Ministry of Science, Education and Sports of the Republic of Croatia: 1
- Commission for the Development of the Croatian National Educational Standard, Project of the Ministry of Science, Education and Sports of the Republic of Croatia: 1
- National Catechetical Office of the Croatian Bishops' Conference (CBC): 1
- The »Justitia et Pax« Commission of the CBC: 1
- Council for Catechetics of the CBC: 1
- The CBC representative for environmental issues; 1
- Croatian Philosophical Society: 3
- Croatian Bible Society: 1
- Association for Transactional Analysis (HR): 1
- Croatian Psychological Chamber: 1

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

With its organization, activities, and human and infrastructural capacities, the Faculty today represents a respectable academic institution and we believe that the situation is satisfactory.

Regarding the teaching process and the number of students, the current study programs of the Faculty attract a sufficient number of students.

However, as already mentioned, it is necessary to introduce double major studies, which does not depend only on the Faculty, but also on other Catholic Faculties of Theology and the Church leadership throughout Croatia.

The research activities at the Faculty are performed with certain difficulties due to the specificity of the field of humanities, but there were (and some are in the process of registration) several domestic and international projects. During the last few years we started developing an international exchange and research component, which certainly needs to be developed further in the future. Possible improvements in this area could come through increased application for EU funds, especially those that are available after the accession on 1 July 2013.

The strategic planning that began in 2011 needs to be fully integrated into all parts of the Faculty, in order to develop a culture of strategic planning, which, together with continuous monitoring of quality, enables continuous improvement.

The teachers are encouraged to regularly update their work on the portal of Croatian Scientific Bibliography (CROSB), which does not diminish the need for more systematic collection and analysis of data on scientific work of teachers and the final formation of the information database of the works of all Faculty teachers.

Learning outcomes at the level of academic programs and the level of individual courses have been defined and elaborated. When defining learning outcomes at the course level, we describe teaching activities, student activities, methods of assessment, and according to success, the way of allocating points, that is, achieving ECTS credits. A plan was developed at the university level aimed at achieving the third goal of Pilot Program Contracts 2012-2015, signed between the MSES and the University, with the purpose of ensuring *the establishment of study programs on the principle of learning outcomes with ECTS credits estimated on the basis*

of student workload required for the acquisition of learning outcomes and in accordance with the needs of self-development and social and economic development of Croatia. In this regard, the Faculty has defined procedures and criteria for assessing the learning outcomes, but they are not applied consistently and systematically in certain cases, as there appear to be open questions regarding the regulation of the ECTS grading system, as described in the Regulations on Studies and Studying at the Josip Juraj Strossmayer University of Osijek. Therefore, it is necessary to provide teachers with knowledge about the effective implementation of a credit based grading system (assigning ECTS), which has been foreseen in the near future through educational workshops in all constituents, organized by the University.

The teaching staff should be further motivated and encouraged for participation in programs of mobility and exchange. Primarily, since nearly all teachers of the CFT have the experience of staying abroad for longer periods of time, studying at European and worldwide institutions of higher education and universities. In accordance with the decision, the Faculty has so far financed or co-financed participation in various seminars and international and domestic scientific conferences.

It would be good to revise the existing university student survey and to introduce additional forms of assessing the quality of teachers.

Furthermore, we need to define a method of systematic collection of information and promotion of extra-faculty activities and social contribution of teachers. In this sense, all teachers are required, by the end of January, to prepare a detailed report on work and activities for the previous calendar year, and to submit it to the Secretariat.

Of course, in all aspects of work and life of the Faculty there is always room for additional improvement in quality.



Table 1.1. Internal quality assurance

Type of activity	Responsible for the activity (name of the body or person)	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	The Dean	1	1	
Activity of the board (committee) for teaching quality monitoring	The Quality Assurance and Monitoring Committee	2	11	
Student questionnaire (implementation, processing, informing students, teachers' responses)	The Office for Quality Assurance and Monitoring	5	3	
SWOT analysis at the level of the institution	The Quality Assurance and Monitoring Committee	1	1	
Monitoring quality indicators at HEI*	<ul style="list-style-type: none"> - The Quality Assurance and Monitoring Committee - Students Office - The Head of the Library 	1	5	
Other forms of evaluation	Private Research (Monika Ećimović)		1	

* The Ordinance on the Content of License and Conditions for Issuing License for Performing Activities of Higher Education, for Implementation of the Study Program and Re-accreditation of Higher Education Institutions (Official Gazette 24/10) and the Ordinance on Conditions for Issuing Licence for Scientific Activity, Conditions for Re-accreditation of Scientific Organizations and Content of License (OG 83/2010)





Study programmes

- a) **Provide a diagram with configuration of all study programmes along the vertical line (undergraduate, graduate, integrated and postgraduate) with their possible branching into specialisations or orientations. If you also carry out professional study programmes, show their configuration as well. Explain the functional reasons for such configuration, especially from the standpoint of achieving optimal educational results (employability, study continuation, mobility) in relation to the projected enrolment quota. Specify which study programmes are dislocated and comment on their justification.**

Integrated undergraduate and graduate philosophical and theological studies

Since the academic year 2010/2011 the Catholic Faculty of Theology in Đakovo has been enrolling students in the integrated undergraduate and graduate university study of philosophy and theology. In fact, that same year a new study programme along the lines of the Bologna Process was approved and its gradual introduction commenced. Therefore in the academic year 2013/14 the first four study years were enrolled under the new programme, and the fifth year students will complete the studies according to the old, Pre-Bologna programme of the university undergraduate study of philosophy and theology.

Both the old undergraduate university study of philosophy and theology and the new integrated undergraduate and graduate study of philosophy and theology last for five years. The difference is that the new programme of study is in compliance with the requirements of the Bologna study programme, which is also confirmed by the reviewing procedure. In fact, both programmes include a total of 300 credits, but the contents and the organization of the new programme are more suitable to learning objectives and outcomes. The old programme was fragmented into many small courses, which sometimes resulted in losing the entirety of the study and the synthetic thinking. In the curriculum of the integrated undergraduate and graduate university study of philosophy and theology courses are better structured («expanded») and better organized in terms of the required previous knowledge for enrolment into the subsequent years of study. Also, obligatory non-transferable courses were introduced, i.e. courses that students must pass as a prerequisite for enrolment in the next year of study. Besides, in order to achieve a personalized approach to the study and to encourage personal commitment, the number of elective courses and seminars has been increased. Another novelty is the obligation of writing two studies in the summer semester at the third and fourth study years, aimed at raising the culture of literacy and written expression and at preparing students for writing of the graduation thesis. In other words, more attention is given to student's personal work, through a larger number of offered elective courses and seminars with the intention of encouraging personal creativity and dedication during the study. In addition, in the fifth year more ECTS credits are awarded to personal preparation for the graduation exam.

Comparison of the number of courses at the undergraduate university study of philosophy and theology and at the integrated undergraduate and graduate university study of philosophy and theology

Study programmes	Number of courses and seminars per single year of the study programme					
	I	II	III	IV	V	Total
Undergraduate university study of philosophy and theology	27	25	26	23	25	126
Integrated undergraduate and graduate university study of philosophy and theology	22	20	18	20	18	98

Course schedule for study programmes based on the curriculum
(available at <http://www.djkbh.hr/index.php/dokumenti>)

The integrated undergraduate and graduate university study of philosophy and theology lasts five years. The first two years are more devoted to philosophical and Church history subjects as well as to introductory courses into the study of the Holy Scriptures and the Christian revelation. The first year has 22 courses, that include four non-transferable courses, courses that can be transferred into the higher year of study (total load 14 ECTS credits), then the pro-seminar in methodology, three elective courses, one seminar and physical education during both semesters. The second year of study consists of 20 courses, that comprise courses that can be transferred into the next academic year, four non-transferable (total load 17 ECTS credits), three elective courses and two seminars as well as physical education.

The third, fourth and fifth years of study are devoted to theological subjects. The third study year has 18 courses, of which some transferable, four non-transferable courses (total load 17 ECTS credits), then five elective courses, two seminars and the obligation to prepare a written study containing 12-15 pages under the guidance of mentor teachers, who teach courses in the first two study years. The fourth year of study includes 20 courses that comprise transferable courses, four courses that cannot be transferred into the subsequent study year (total load 14 ECTS credits), five elective courses, two seminars and the obligation to prepare a written study containing 12-15 pages under the guidance of mentor teachers, who teach courses in higher years of study. The fifth year of the study has 18 courses, of which four are optional, and during both semesters the student should prepare the graduation exam in consultation with the mentor.

Elective courses and seminars carry 2 ECTS credits, whereas obligatory courses, depending on the schedule and study load, carry 2-5 ECTS credits. The ECTS load per academic year is 60 credits, so that over five years of study students may acquire a total of 300 credits.

Graduation exam

Improved quality is observed in relation to the graduation exam as well. The undergraduate university study of philosophy and theology concludes with a graduation exam that comprises two parts. The first part includes examination in thesauri in front of a four-person examination board consisting of teachers of subjects the final theses belong to. Namely, the thesauri contain 32 theses divided into four areas: Biblical, fundamental, dogmatic and moral theology. Each area comprises 8 theses and the student responds to one thesis from each subject area. The second part of the graduation exam refers to writing of a graduation thesis under the guidance of mentor teachers with scientific or academic titles, which must contain at least 25 pages of authentic text. By fulfilling all stipulated preconditions the student earns the degree of a Bachelor of Theology. However, with the academic year 2013/2014 the last generation of students enrolled in this programme will finish their studies, which means that this model of taking the graduation exam will be withdrawn.

On the other hand, the curriculum of the integrated undergraduate and graduate university study of philosophy and theology provides a different model of the graduation exam. It still has two parts, of which the first continues to refer to writing of a graduation thesis to comprise some 30 to 60 text pages in the field of theology or related disciplines that are represented in the integrated undergraduate and graduate university study of philosophy and theology, under the guidance of mentor teachers holding scientific or academic titles. In other words, according to the Regulations on Graduation Exams the study of philosophy and theology still concludes with a written thesis and the graduation exam, which carry a total of 9 ECTS credits.

The model of examination in thesauri has changed. The new model envisages seven subject areas that represent all areas of study of philosophy and theology: (1) Philosophy and Fundamental Theology, (2) Church History and Ecumenical Theology (3) the Holy Scriptures and Biblical Theology; (4) Dogmatic Theology and History of Christian Literature, (5) Moral Theology and Social Teaching of the Church, (6) Pastoral Theology and Catechesis; (7) Liturgics and Church Law, and each area has ten theses.

The graduation exam now consists of two parts. In the first part the student defends his/her thesis, which covers one of the seven subject areas, before the Graduation Exams Commission appointed by the Dean based on the proposal of the Graduation Exams Board. In the second, verbal part of the graduation exam the student responds to two theses from two subject areas, which are different from the area covered by his/her graduation thesis.

Furthermore, when registering the graduation exam the student also applies for one of the mentioned seven areas he/she wants to be examined from, making sure that at least one area covers theological subjects and belongs to the Biblical, dogmatic-patristic, moral-social or pastoral-catechetical study area. When proposing members of the Graduation Exams Commission, the Graduation Exams Board determines the third subject area of the graduation exam. In this way we have enabled students greater freedom of choice in selecting study areas at the graduation exam because now the students can choose two areas of their own personal interest, and through the assessment of their acquired knowledge and skills we can still get a clear insight into the quality of learning outcomes of the study programme.

University postgraduate specialist study in Pastoral Theology

At the CFT in Đakovo the university postgraduate specialist study in Pastoral Theology is conducted with three specializations:

- Postgraduate specialist study in Family Pastoral Care
- Postgraduate specialist study in Crisis Pastoral Care
- Postgraduate specialist study in Parish Pastoral Care
- The study programme is designed for students, who have completed the integrated undergraduate and graduate university study of philosophy and theology or the catechetical programme of the study of theology at another faculty of theology, and can now broaden their knowledge in the field of pastoral theology within the scope of three planned areas of study and thus focus on the ability of identifying and participating in concrete situations in social and Church life. The programme is conducted in two semesters, i.e. in one year, and it consists of obligatory (6) and elective courses (5) with exercises and seminars and of the final specialist paper. So, the study consists of three elements: active classes of lecturing type, independent research work and writing of a specialist thesis.

In the first semester the teaching in compulsory courses is organized with total weekly requirements of 12-15 hours, while in the second semester, except for a small number of elective courses, exercises and seminars are conducted, either independently or in collaboration with a mentor, and within the scope of the research the students also prepare a specialist thesis. Seminar classes with an appropriate schedule are active classes aimed to provide a critical review of the presentation of the basic teaching material through independent research under mentoring guidelines of each area expert. The student pursues extracurricular

scientific activities, envisaged as exercises with an adequate schedule, either individually and/or in collaboration with a mentor. This form of classes comprises visits to certain social institutions. The registration of the specialist paper includes compiling of the prescribed information characterizing the paper and explaining its place in light of the knowledge of the problem area it covers. The student is required to attend all forms of teaching that are specified by the study programme and the curriculum, which is the precondition for obtaining the teachers' signatures and the corresponding number of ECTS credits along with the fulfilment of obligations related to teaching and the achievement of adequate results on tests. The student is required to enrol, take and pass all courses totalling at 50 ECTS credits.

Organization of the study:

- *first semester*: 6 obligatory courses in specialization (30 ECTS) 80h of lectures; 70h of seminars; 50h of exercises
- *second semester*: 5 elective courses in specialization (20 ECTS) 50h of lectures; 30h of seminars; 60h of exercises + specialist paper (10 ECTS)

Generally, by the end of the specialist study the student must meet a minimum of 130 hours of lectures in total, 100 hours of seminars and 110 hours of exercises. Upon successful completion of the university postgraduate specialist study 60 ECTS credits are acquired as well as the title of a university specialist in: Family Pastoral Care, Crisis Pastoral Care or Parish Pastoral Care.

CONFIGURATION OF THE STUDY

The configuration of the study (Figure 2.1.) at the Catholic Faculty of Theology in Đakovo provides first and foremost a vertical mobility of enrolled students. After completion of the integrated undergraduate and graduate university study of philosophy and theology, students may enrol into one of the offered specialist postgraduate study programmes at the CFT in Đakovo or continue attending other university postgraduate study programmes of theology in the Republic of Croatia (CFT in Zagreb and Split) and abroad.



Figure 2.1. Configuration of the study at the Catholic Faculty of Theology in Đakovo

b) Specify overlaps of your study programmes with similar study programmes at other constituents of your university, if such exist. Explain steps undertaken to avoid future overlaps.

Since 1806 the Catholic Faculty of Theology has been the only higher education institution in eastern Croatia to educate and provide formation of future theologians, especially candidates for the priesthood, and today it is the same at the Josip Juraj Strossmayer University of Osijek. Therefore, there are no similar study programmes within the University.

The programme of the university postgraduate specialist study in Pastoral Theology also does not coincide with any other study programme at the J. J. Strossmayer University of Osijek.

c) Answer the questions below for each study level separately (undergraduate, graduate, integrated and postgraduate, postgraduate specialised study and specialist studies, if any).

- Specify the criteria you take into account when proposing enrolment quotas for undergraduate (or integrated undergraduate/graduate) study programmes, as well as professional study programmes. Assess 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.

Corresponding to the interest of candidates for the study of philosophy and theology the Catholic Faculty of Theology in Đakovo has for a number of years had an enrolment quota of 50 students per year. On the one hand this ensures regular work at the Faculty and on the other it shows that the necessary (and interested) number of future theologians (catechists) and candidates for the priesthood in the ecclesiastical province of Đakovo-Osijek has been met. We are also taking into account the continuation of the study for a number of graduates. The proposed enrolment quotas thus ensure the required quality of education and are consistent with the existing space, equipment and the teaching staff as well as with the needs of the labour market. Accordingly, the Catholic Faculty of Theology in Đakovo has achieved intensive collaboration with the Theological Seminary in Đakovo (for candidates for the priesthood) as well as with the Catechetical Office of the Archdiocese of Đakovo-Osijek and the Catechetical Office of the Diocese of Srijem, and good cooperation with the regional office of the Croatian Employment Service of the Osijek-Baranja County. In this way the Faculty monitors the demand for future catechists attempting to prevent formation of theologians who might face possible unemployment. The admission quota for the study programme of the university postgraduate specialist study in Pastoral Theology is 20, which corresponds to the number of students interested in this type of study.

- Analyse the pass rate in the first year of study (undergraduate, integrated and professional) and relate it to the enrolment criteria. Reflect on the types of high schools your candidates are coming from and their average high school grade.

In regular cases, a prerequisite for enrolment in the study at the Catholic Faculty of Theology in Đakovo is the successfully passed state graduation exam (obligatory and elective parts), in compliance with the conditions and methods of evaluation contained in the database of the National Information System of Applications for Higher Education Institutions and the Central Office for Applications of the Agency for Science and Higher Education and the related Ministry. The rank list of applicants for the enrolment in the first year of study must be compiled according to the scoring system as follows:



Secondary school grades:		
Average of all grades		25% (250 points)
Obligatory part of the state graduation examination:		
Croatian	A level	25% (250 points)
Mathematics	B level	5% (50 points)
Foreign or classical language	B level	20% (200 points)
Elective part of the state graduation examination:		
Any subject	Obligatory	15% (150 points)
Additional precondition:		
Percentage threshold total		40% (400 points)
Additional assessment of knowledge, skills and abilities:		
Assessment type	M a n d a t o r y	E v a l u a t i o n
Motivational interview	YES	10% (100 points)
	Classification threshold – min. 50 points	
Other special accomplishments:		
Along with other preconditions, successfully passed state graduation exam and based on the written recommendation of the competent Ordinariate, i.e. its authorized representative, the candidates for the priesthood or religious life are entitled for direct enrolment, regardless of their place in the rank list.		

The candidates, who have completed four years of secondary education before 2010, i.e. without the state graduation exam, can also apply for the study programme, but in this case they do not receive points referring to this part of the evaluation. Such candidates must fulfil an additional precondition, the so-called percent threshold total, and collect a minimum of 400 points by passing a segment of the state graduation exam.

The motivational interview must be attended primarily due to the specific characteristics of the study. Before the examination board the prospective students must answer the questions mostly about their motives for enrolment in this study, where they see themselves after the completion of the study and what was their previous involvement in the Church community. The maximum number of points that a candidate can achieve for the enrolment is 1,000. To enrol in the study, however, the candidate must achieve at least 400 points.

In recent years we have generally had a sufficient number of people interested in our study programme. The number exceeds the enrolment quota, but in the end a few study places always remain available. However, by examining the structure of enrolled students and their interest in the study programme in the current and in the past two years we have gathered interesting information. Students, who have made our study their first choice, represent the enrolled majority, and this is evident in the fact that with the decrease of the number of such students the number of students enrolled in the first year also declines (see Table 2.1.). But looking at the structure of enrolled students we have observed that in recent years more students have come from four-year vocational schools than from grammar schools, the ratio being 60% to 40% in favour of vocational schools. In other words, the percentage of grammar school students in the enrolment quota ranges from 30 to 40. For that reason, although we can be satisfied with the number of students, who have made our study their first choice and who have enrolled in it, we cannot be fully content with the structure of the students; especially because these are not even the best students from the grammar and vocational schools. The average grade of students from the grammar schools and vocational schools is

nearly the same and ranges from 3.5 to 3.95 – i.e. students from vocational schools have a slightly lower average grade (3.57 to 3.78).

We can therefore say that our study programme does not register the best students from grammar and vocational schools and we can conclude that the quality of the acquired knowledge, with certain exceptions, is average, which is later reflected on the study. Although the pass rate at the integrated undergraduate and graduate university study of philosophy and theology is very high and ranges between 80 and 90%, we cannot be fully satisfied with the success rate. In other words, as the study progresses, the average grade of students from grammar schools slightly increases (4.06), and of those from vocational schools it drops significantly (3.0). This can be explained by the fact that grammar schools provide a better education in humanities and the classics-programme grammar schools teach the basics of Latin and Greek, so that such students have a better previous knowledge, which is a solid foundation for quality study of philosophy and theology later on (see Table 2.1.). The situation is similar at the specialist study of Pastoral Theology (cf. Table 2.1.b).

However, a comparison of the Pre-Bologna undergraduate university study of philosophy and theology with the Bologna programme of integrated undergraduate and graduate university study of philosophy and theology did not bring desired effects. In other words, the reduction in the number of courses per single semesters was expected to result in even higher pass and success rates, but due to the average quality of previously acquired knowledge, this did not happen; on the contrary, the rates even took a swing downwards (to around 80 %). The biggest difference can be observed exactly in the third, crucial year, where the pass rate on examinations, when compared to the previous study programme, decreased by almost 20 % (2.2.c). It may thus be concluded that it was easier for students to take exams while the courses were fragmented and less material had to be prepared for the exam. This tells us that students must be allowed to take more midterm exams, which would take the pressure off them in terms of the amount of the material for the final exam of each course. In addition, it is necessary to invest larger efforts to put an end to »last-minute studying«.



Table 2.1. Structure of enrolled students and interest for the study programme in the current and in the past two years *

For undergraduate and integrated study programmes specify data for the current and for the past two academic years.

Study of philosophy and theology	Full-time students					Part-time students			Total			
	Applied	First choice	Second choice	Enrolment quota	Enrolled in the first year of study	Applied	Enrolled in the first year of study	Enrolment quota	Grammar school		Vocational school	
Year									Number	Average grade	Number	Average grade
2013/2014	117	69	14	50	48	-	-	-	20	3.50	28	3.57
2012/2013	85	52	10	50	42	-	-	-	17	3.84	25	3.41
2011/2012	72	29	11	50	24	-	-	-	11	3.95	13	3.78

* If you conduct specialist studies, specify related data.

Table 2.1.a. – Comparison of students' success rate depending on the completed secondary education

Study of philosophy and theology	Grammar school			Vocational school		
	Number of enrolled students	Average grade in secondary education	Current grade point average	Number of enrolled students	Average grade in secondary education	Current grade point average
2012/2013	17	3.84	3.915	25	3.41	3.041
2011/2012	11	3.95	4.6	13	3.78	3.16

Table 2.1.b.

First study year data for the current academic year and for the past two academic years at the specialist study in Pastoral Theology

University postgraduate specialist study in Pastoral Theology	Full-time students			Part-time students (The optimal number of students is 10-20 per specialization, i.e. 30-60 students in total. A minimum of five (5) enrolled students is required for specialization).			Grade point average
	Applied	Enrolled	Enrolment quota	Applied	Enrolled	*Enrolment quota	
Year							Number of students coming from another higher education institution
Specialization: Crisis Pastoral Care							
2013/2014	-	-	-	6	6	20	2
2012/2013	-	-	-	14	14	20	7
2011/2012	-	-	-	8	8	20	3
Specialization: Family Pastoral Care							
2013/2014	-	-	-	0	0	20	0
2012/2013	-	-	-	0	0	20	0
2011/2012	-	-	-	9	9	20	5
Specialization: Parish Pastoral Care							
2013/2014	-	-	-	7	7	20	0
2012/2013	-	-	-	5	5	20	1
2011/2012	-	-	-	5	5	20	0
Total number of students enrolled in the university specialist postgraduate study of Pastoral Theology: 54				2013/2014		13	
				2012/2013		19	
				2011/2012		22	

Table 2.2. Pass rate of the study programmes

a) Integrated study of philosophy and theology

Year of enrolment	Number of enrolled students	Number of students who collected up to 1/3 of the maximum ECTS credits	Number of students who collected from 1/3 to 2/3 of the maximum ECTS credits	Number of students who collected more than 2/3 of the maximum ECTS credits	Number of graduates	Number of students who lost the right to study	Grade point average
2008/2009	259	5	17	218	19	1	3.968
2009/2010	259	4	12	210	33	0	3.779
2010/2011	269	4	23	193	49	0	3.784
2011/2012	218	3	30	139	46	0	3.675
2012/2013	203	4	15	151	33	1	3.851
TOTAL	1208	20	97	911	180	2	3.811

b) Postgraduate specialist study of Pastoral Theology (study was established 2 years ago)

2011/2012	22					0	
2012/2013	19				1	0	4.86
TOTAL							

Table 2.2.c) Exam pass rate at the undergraduate and graduate study of philosophy and theology (Pre-Bologna programme):

Academic year 2008/2009

Year	Number of students	Total number of exams per academic year	Passed	Not passed	Pass rate in %	
					Passed	Not passed
I	35	945	902	43	95	5
II	40	960	885	75	92	8
III	36	864	822	42	95	5
IV	31	744	674	70	90	10
V	47	1,175	1,027	148	87	13
Total for all years:		4,688	4,310	378	92	8

Academic year 2009/2010

Year	Number of students	Total number of exams per academic year	EXAMS		Total number of ECTS credits per academic year	ECTS credits		Pass rate in %	
			Passed	Not passed		Passed	Not passed	Passed	Not passed
I	45	1,215	1,126	89	2,700	2,496	204	93	7
II	31	744	708	36	1,860	1,746	114	95	5
III	43	989	897	92	2,580	2,303	277	91	9
IV	38	912	854	58	2,280	2,138	142	94	6
V	32	768	700	68	1,888	1,674	214	91	9
Total		4,628	4,285	343	11,308	10,357(92%)	951(8%)	93	7



Exam pass rate at the integrated undergraduate and graduate study (Bologna programme)

Academic year 2010/2011

Year	Number of students	Total number of exams per academic year	EXAMS		Total number of ECTS credits per academic year	ECTS credits		Pass rate in %	
			Passed	Not passed		Passed	Not passed	Passed	Not passed
I	42	924	815	109	2,520	2,156(86%)	364(14%)	88	12

Academic year 2011/2012

Year	Number of students	Total number of exams per academic year	EXAMS		Total number of ECTS credits per academic year	ECTS credits		Pass rate in %	
			Passed	Not passed		Passed	Not passed	Passed	Not passed
I	26	598	531	67	1,560	1,340	220	89%	11%
II	36	756	649	107	2,160	1,833	327	86%	14%
Total		1,354	1,180	174	3,720	3,173(85%)	547(15%)	87%	13%

Academic year 2012/2013

Year	Number of students	Total number of exams per academic year	EXAMS		Total number of ECTS credits per academic year	ECTS credits		Pass rate in %	
			Passed	Not passed		Passed	Not passed	Passed	Not passed
I	47	1,081	881	200	2820	2,227	593	81%	19%
II	25	515	458	57	1500	1,292	208	89%	11%
III	40	760	564	196	2400	1,708	692	74%	26%
Total:		2,356	1,903	453	6,720	5,227(78%)	1,493(22%)	81%	19%

- State which methodology was used to set learning outcomes when planning study programmes. Use one study programme as an example of linking obligatory courses and competences.

When defining learning outcomes in planning of study programmes, we have been guided above all by the requirements of our students' future occupation. On the one hand, these are candidates for the priesthood and the courses are geared towards their future pastoral practice and the service of the parish priest. On the other hand, there are students who will primarily work as catechists in schools. In this sense, our programmes had to be approved by the Congregation for Catholic Education and the defined learning outcomes of individual courses had to be consistent with the defined learning outcomes of the study programme within which they are conducted, particularly in compliance with the provisions that are valid and stipulated by the documents of the Catholic Church.

An example of connecting obligatory subjects and competencies acquired at the integrated undergraduate and graduate university study of philosophy and theology is shown here: the candidates for the priesthood who completed studies are qualified for pastoral practice; among others the mandatory courses, the outcomes of which ensure this defined learning outcome are: »Parish Pastoral Care«, »The Basics of Liturgics«, »Rhetorics«, »Preaching«, »Penance« etc. On the other hand, students who will work as catechists are qualified to work in schools by attending, among others, the obligatory courses, the outcomes of which ensure this defined learning outcome, such as: »Catechetics«, »Methodical Exercises in Catechetics« with the obligation of attending observation classes in the fifth study year, »The Introduction to Psychology« etc.



Table 2.3. Assessment of learning outcomes

Specify the structure of taking examinations at the undergraduate, graduate (both integrated undergraduate and graduate)* and postgraduate specialist study programmes of the higher education institution (number of courses in relation to the total number, expressed as a percentage). If you wish, you can enter your comment in the table.

* If you conduct specialist studies, provide related information.

Title of study programme	Final exam only			Only midterm exams/ homework	Midterm exams/ homework and final exam	Seminar paper	Seminar paper and final exam	Practical work	Other forms
	Final written exam	Final oral exam	Final written and oral exam						
Integrated undergraduate and graduate study of philosophy and theology	0	15.6% (23)	3.4% (5)	3%	38% (56)	21% (31)	15.6% (23)	3.4% (5)	0
Postgraduate specialist study of Pastoral Theology	0	17% (7)	0	7.3% (3)	9.7% (4)		63.4% (26)		2.4% (1)



- Specify most important goals you used to set learning outcomes. Assess to what extent have the goals you had in mind when creating new study programmes (undergraduate, integrated undergraduate/graduate, and professional, if any) been achieved.

When defining learning outcomes we wanted to educate people, who once they attain these outcomes will possess knowledge, competencies and skills that will entirely meet the requirements of the service of parish priests and catechists. In doing so, we have been guided by the experiences from the practice, suggestions and recommendations that came from the Archdiocese of Đakovo-Osijek, as well as by the experiences of graduates and related institutions, primarily of the Catholic Faculty of Theology from the University of Zagreb we have been a part of for many years. We have incorporated our own experience because our institution has been active since 1806. As for the defined learning outcomes, our conclusion is that they have been achieved to a large extent when knowledge, skills and competencies required to perform the mentioned services are considered. However, we will be able to obtain feedback only when the first generation of students enrolled at the integrated undergraduate and graduate university study finish the programme.

- Describe methods and comment procedures for adjustments of allocated ECTS credits with realistic assessment of student workload.

Taking into account the structure of the study and the manner of conducting studies, the integrated undergraduate and graduate university study of philosophy and theology at the Catholic Faculty of Theology in Đakovo is comparable with the same programmes at other Catholic universities around the world. Classes are conducted per semesters according to an established schedule. 1 ECTS credit signifies a load of 30 working hours. In this sense, the ECTS credits are allocated in proportion to the number of classes of a given course and consistent with the difficulty of the exam reference literature that the student should master and they vary from 2 to 5 ECTS credits per each course. Thus, the theoretical and abstract subjects bring a larger number of credits because they impose a greater workload in mastering the materials. Every single semester brings a total of 30 ECTS credits, i.e. the annual load amounts to 60 ECTS credits or 1,800 working hours.

At the university postgraduate study with specializations in Family Pastoral Care, Crisis Pastoral Care and Parish Pastoral Care, the number of hours during the first semester with obligatory courses and the ECTS credits is adjusted in the way that 80 hours of instruction (+seminars and exercises) bring a total of 30 ECTS credits (some courses bring 5 ECTS credits that have been categorized by teachers in view of the workload of lectures, exercises and seminars). In the second semester with two compulsory and three elective courses, 58 hours of instruction (+seminars and exercises) bring 22 ECTS credits (two compulsory courses bring 5 ECTS credits and three optional courses bring 4 ECTS credits that have been categorized by teachers in view of the workload of lectures, exercises and seminars). The description of each subject with the corresponding schedule and the appropriate number of ECTS credits is described in detail in the Study on the University Postgraduate Study Programme at the Catholic Faculty of Theology in Đakovo, which is also available on the website of the Catholic Faculty of Theology in Đakovo.

- Assess competences of experts who graduate from your higher education institution with a similar study programme at prominent HEIs in Europe and the world, and state to what extent your programmes follow recommendations of European or international professional organisations.

Competences of graduate theologians who have completed the study at our Faculty are comparable with those attained at related studies in Europe, because when creating the study

programmes we have followed recommendations regarding the structure and the manner of conducting courses comparable with programmes prescribed by the Congregation for Catholic Education of the Holy See, which is the authority in providing guidelines and approving curricula of all Catholic universities and faculties at the universal i.e. global level. It was, after all, the precondition for our Faculty to be recognized by the Church authorities. That is to say that Ecclesiastical universities and faculties have prescribed quality standards for curricula and mutual recognition of diplomas.

Students who complete the university postgraduate specialist study at the Catholic Faculty of Theology in Đakovo will acquire competencies comparable with those attained at related studies in Europe, since in preparing our study programme we have been guided by the existing study programmes and the best practices and recommendations of the relevant European institutes, programmes and initiatives.

- Describe your procedure of monitoring and improvement of study programmes, and their adaptation to new research. Specify any changes you made to the accredited Bologna study programmes, together with the decision-making process and the purpose of those changes.

The CFT in Đakovo continuously monitors the quality of existing study programmes and undertakes all necessary actions to improve them. Monitoring and the need for enhancing of academic programmes is determined on the basis of conducted surveys, information and impressions obtained through interviews and meetings with the alumni, members of the Community of Friends of CFT in Đakovo and by collaboration with the Croatian Employment Service regarding the data collection on employability, as well as by cooperation with the Diocesan authorities, responsible for appointments in service and employment of the personnel educated at our Faculty. The first feedback with regard to the new study programme (established in 2010) will be available after surveying the graduates of the first generation of the integrated undergraduate and graduate university study. In the academic year 2012/2013 the amendment process of the university postgraduate specialist study commenced. The procedures for altering study programmes have been comprehensively described in the quality assurance procedures, i.e. in the Quality Manual of the University in the procedure UNI-PO-7.1. *Evaluation of undergraduate, integrated, graduate and professional study programmes* and UNI-PO-7.2. *Evaluation of university postgraduate (doctoral and specialist) study programmes*. The success and pass rates are regularly monitored and appropriate commentaries and suggestions for improving quality provided.

- For professional and specialist graduate professional study programmes: explain their justifiability/reason for carrying them out at your HE Institution.

The lack of similar study programme and the need for crisis management specialists prompted us to establish the university postgraduate study in Pastoral Theology.

d) Specify methods of checking class attendance and your opinion about them.

The importance of regular attendance of classes is defined as a key factor of success in studying and achievement of learning outcomes. Specifically, regularly presence at lectures is of great significance for successful mastering of the prescribed course material, but also for successful passing of examinations and completion of the study in general. In this regard, checking of regular attendance of classes is carried out in accordance with the Regulations on study and studying at the J. J. Strossmayer University and the Article 56, paragraph 2. The record of students' attendance is conducted by listing the present students or calling the roll in classes. Non-attendance of lectures has negative consequences, in accordance with the Regulations, and on the other hand regularly presence at lectures directly influences the final grade on the exam.

The attendance of classes should be regarded as a result of the interaction of acceptability and understanding of a particular programme's materials, of teachers creating students' interest for the course and of the successful transfer of knowledge from the teacher to the student. On the other hand, important information about the mentioned topic is validated by surveying students; so far we have not had serious problems because we believe that students are, in this respect, aware of their responsibilities and the consequences of their own actions.

e) Describe and assess teaching methods, implementation of practical work (internship) and field classes. Particularly, reflect on problems and possible improvements.

Due to its specific characteristics and nature, the integrated undergraduate and graduate university study of philosophy and theology does not implement practical work and field classes. The exceptions are fifth-year students, who attend observation classes at schools. In consultation with catechists-mentors, the catechetics teacher organizes students' attendance of observation classes and monitors their work. That is to say that students are obliged to attend several religious education classes to observe teaching methods and then, under the supervision of their mentor, they conduct several classes themselves. Efforts are made to enable every student attending religious education classes for different age groups: grades 1-4 and 5-8 in elementary schools and in the secondary school. The mentor delivers his/her observations and assessment of the classes conducted by the students to their teacher, who then analyzes the results with the students.

This form of practical work proved to be good in preparing students for their future services as catechists and needs to be organized in a more systematic way. To be precise, at present the teacher has to take on the entire organization and this has turned out to be a very demanding task. We shall endeavour, in consultation with the Catechetical Office of the Archdiocese of Đakovo-Osijek, to improve this practice, primarily by a systematic selection of schools and catechists-mentors according to the criterion of excellence.

However, the university postgraduate specialist study at the CFT in Đakovo envisages practical work and field classes. Here contact is made with institutions outside the higher education system, such as the Department of Psychiatry at the University Hospital in Osijek, the Caritas Family Counselling of the Archdiocese of Đakovo-Osijek, family centres with their counselling offices in the Counties of Osijek-Baranja, Slavonski Brod-Posavina and Vukovar-Srijem, emergency medical services, disaster and accidents relief services, military Ordinariate and some military services etc.

f) Describe and assess quality of teaching in workplaces outside your institution (workshops, farms, internship and other). Explain the system of monitoring internship attendance. Particularly, reflect on problems and possible improvements.

The Faculty does not provide organized internship because it is not envisaged by the study programme.

g) Assess availability and quality of the content of your study programmes which is offered online.

The availability of the web contents is fully achieved by categorizing the contents in sections and subsections at the website www.djkbfb.unios.hr. The present study programmes have links to Departments and Sections with course details. Each subject is provided with a description that elaborates contents of the curriculum and gives information about the course teacher, the schedule, coefficient of student workload, learning outcomes of the course and the connection elements between learning outcomes, teaching methods and studying. On the website there are separate sections containing messages for students and the exam sched-

ule. The website also informs students about the schedule of all lectures and exams and provides important information about the work and activities of the Faculty. There is not a separate website for each subject, because in view of the number of academic programmes and students we think that the web contents are well-organized and provide a good overview of all relevant information. The Faculty has employed a computer network and information systems expert, who regularly updates the web contents on a daily basis. Improvements are always possible and we will continue with our efforts to modernize the design and contents of the website.

h) Comment on the overall study programmes at your institution and specify any plans and proposals for their change in the near future, together with reasons for it.

The study programmes conducted the Catholic Faculty of Theology in Đakovo have experienced some changes, which have been made in compliance with the existing laws and regulations of the J. J. Strossmayer University of Osijek and the CFT in Đakovo. The changes are aimed at increasing the quality of the existing study programmes. Since the teaching process is the core process at the Catholic Faculty of Theology in Đakovo, we consider constant analysis and improvement of the existing and, if necessary, introduction of new curricula, to be our duty and our objective as we are striving to do better. Namely, we are aware of the fact that our study programme is as good as our graduates' knowledge, competencies and skills that meet the requirements of their future service. However, as we depend on the regulations of the Church authorities, we must always act in consultation with the Congregation for Catholic Education. In this sense, we reflect and discuss with the Church authorities about the introduction of a double major study, university postgraduate doctoral study specializing in Ecumenical Theology, Catechetics and Religious Pedagogy, as well as about the possibilities of new specialist studies. Besides, if the Church authorities will show interest and offer employment opportunities, we can organize and conduct study programmes to provide education for certain profiles of Church ministries.

i) Specify lifelong learning programmes carried out at your institution, enter the number of programmes with and without ECTS credits and their duration in the table.

For now we do not conduct lifelong learning programmes. The only form of lifelong learning for priests is the three-day Theological-Pastoral Seminar, which is organized every year in mid-September by the Catholic Faculty of Theology in Đakovo on its premises. In addition, many teachers participate in forms of lifelong learning for catechists and other Church ministers organized by the Archdiocese of Đakovo-Osijek and the Diocese of Požega-Srijem in collaboration with the Croatian Education and Teacher Training Agency.

j) Explain the system for recognition of prior learning (informal and non-formal education). Explain the system for academic recognition of foreign higher education qualifications.

At the Catholic Faculty of Theology in Đakovo there is currently no system for the recognition of already acquired competences of formal and informal education. However, the data on volunteer work and active participation in the organization and work of student initiatives, along with the certificate, shall be entered into the Diploma Supplement under the Section 6.1.

The Office for Academic Recognition of Higher Education Qualifications and Periods of Study has been established at the J. J. Strossmayer University. It is in charge of recognition of foreign higher education qualifications and of periods of study spent at foreign higher education institutions for the purpose of continuing education in the Republic of Croatia. We have a very good cooperation with the Office and take an active part in the process through our representative.

k) Specify and describe formal mechanisms for approval, review and monitoring of your programmes and qualifications.

All programmes and qualifications at the Catholic Faculty of Theology in Đakovo undergo formal mechanisms for their approval, review and monitoring. Based on the proposal of the Departments, which beside the Sections are the fundamental units of the scientific and teaching work, the Dean's Collegium in cooperation with the Commission for Monitoring and Quality Assurance in Higher Education at the CFT proposes to the Faculty Council certain changes in the existing curricula and the Council either adopts, rejects or sends the proposals back for revision. Upon approval of the proposal, the Faculty Council forwards it to the University, where it is given careful consideration by the Commission for Undergraduate, Graduate and Professional studies at the J. J. Strossmayer University of Osijek. If the Commission agrees with the proposed amendments, it forwards them to the Senate of the J. J. Strossmayer University of Osijek, which either adopts, rejects or sends the amendments back for revision. The procedures for approval of new and modification of the existing study programmes have been described in the quality assurance procedures of the Quality Manual of the University (for undergraduate, graduate, integrated and professional university study programmes UNI-PO-7.1.; for university postgraduate doctoral and specialist study programmes UNI-PO-7.2) and the Faculty Manual for Monitoring and Quality Assurance at the Catholic Faculty of Theology in Đakovo (Chapter 2.2.). Monitoring and periodic review of study programme is prescribed by the process of self-evaluation.

l) If your institution can self-accredit own study programmes, explain the procedure and criteria applied.

The Catholic Faculty of Theology in Đakovo offers no possibility of self-accreditation of study programmes.

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

At present we are satisfied with the situation related to the number of students and the organization of teaching at the Faculty. We are pleased with constant monitoring of the existing study programmes and their changes, especially when it comes to increasing the quality of study. The number of teachers is sufficient to work with students in groups.

Improvements of the current situation should be sought in the increase of the number of midterm exams and seminars, in mentoring of students aimed at regular studying and preventing of last-minute studying and especially in the improvement of the organization of observation classes (internship) for all students. In a special way we have to work on a stronger involvement of student representatives, alumni and representatives of the Archdiocese of Đakovo-Osijek in the analysis of the existing study programmes and in the introduction of new study programmes and modules, in accordance with the scientific developments and the needs of the Church and the society.

Tables 2.4, 2.5, 2.6 and 2.7 are not applicable.

Đakovo

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Students

- a) Comment on the quality and structure of the students who applied and students who enrolled (numerical data in Table 2.1) at undergraduate, graduate and integrated undergraduate and graduate study programmes as well as professional study programme (if any). Based on your experience, comment on the consistency and adequacy of their prior learning.**

From the above-mentioned programmes, the Catholic Faculty of Theology in Đakovo (hereinafter: CFT) organizes the integrated undergraduate and graduate university study programmes. Based on the analysis of the secondary school education of students who enrolled at the CFT in Đakovo it is evident that they mainly attended vocational schools with an average grade in the past three years ranging from 3.41 to 3.74, whereas a smaller number attended grammar schools with an average grade in the last three years ranging from 3.5 to 3.84. The ratio between students arriving from grammar schools and those from vocational schools has not considerably changed in the past three years, i.e. its average value is 43:57. In this respect we can say that some inconsistencies are possible with regard to the previous knowledge that students have acquired during their secondary education as well as concerning the expected difference in quality of knowledge that would be optimal for the integrated undergraduate and graduate university study of theology at the CFT in Đakovo. However, with the introduction of the state graduation exam the disparity of the previous knowledge of future students has significantly decreased. Taking into consideration the students' pass rates, the success of enrolment into the second study year (87.67%) and the share of students who disenrolled in the first year of study (8.76%) over the last three years, we can conclude that the students' previous knowledge and the quality of the earlier education meet the requirements of the integrated undergraduate and graduate university study programmes. The observed difference may be indicative and confirmed later during the study, only when the data on the successful completion of the study are taken into account, which indicates that students arriving from grammar schools have made progress as regards the average grade in comparison to students arriving from vocational schools, whose performance in terms of the achieved learning outcomes and the average grade has weakened when compared to their previous education. (Table 2.1.a).

Apart from the regular admission criteria for the study of philosophy and theology (that include completed four years of secondary school and passed mandatory subjects at the state graduation exam) there are additional conditions of enrolment comprising the motivational interview and the attained minimum percentage threshold of 400 points.

A two-member commission consisting of the faculty staff carries out the motivational interview, i.e. the candidate screening.

According to the data shown in Table 2.1. it is evident that the number of students applying for the Catholic Faculty of Theology in Đakovo, the number of those making the study of philosophy and theology their first and/or the second choice, as well as the number of students enrolled into the first year of study has increased over the past three years.

To overcome potential difficulties in mastering of the study programme support is provided to students within the framework of the mentoring groups. All teachers are always available for consultation and assistance regarding the study. Efforts are made to meet the students' needs by organizing midterm exams to enable easier mastering of the entire study material and to reduce the stress of studying. What we perceive as a disadvantage is the insufficient number of exams to be taken solely as midterm exams, but the question is to what extent such an approach would be applicable and suitable for the assessment of knowledge acquired in the philosophical and theological fields of the humanities.

Since we consider the study at the CFT specific in terms of the universal human and religious formation, we have appointed a commissioner for students, who strives to inform and provide formation to the students as regards the need of permanent work and a responsible approach to studying through a variety of spiritual contents, through spiritual renewal, spiritual exercises, personal conversations etc.

Moreover, during the joint celebration of major religious holidays and important events such as the beginning and the end of the academic year, marking of the Faculty Day, but also on other occasions students are encouraged through inspiring speeches by the Faculty management, the Dean and the Great Chancellor to show seriousness and responsibility in their work and study.

All that illustrates and proves the concern of all participants in life and work of the Faculty for promoting its values aimed at the best possible formation of students during their five-year study, both on the intellectual and on the universal human and religious levels, for the benefit of the society and of the Church.

b) Comment data on the pass rate (numerical data in Table 2.2) of the study programme. Reflect on the enrolment quota, student motivation and organisation of teaching.

Based on the Decision of the Senate of the J. J. Strossmayer University of Osijek on the conditions of enrolment into the next year of the integrated undergraduate and graduate university study programme and on the Decision of the Faculty Council on the linear model of studying and the model of payment of the compulsory tuition and admission fees at the CFT in Đakovo of 10 September 2012, the following conditions have been stipulated:

- First year students acquire the right to enrol into the second academic year if they obtain 48 ECTS credits.
- Second year students acquire the right to enrol into the third academic year if they obtain 48 ECTS credits in the second year and pass all the exams of the first study year.
- Third year students acquire the right to enrol into the fourth academic year if they obtain 48 ECTS credits in the third year and pass all the exams of the second study year.
- Fourth year students acquire the right to enrol into the fifth academic year if they obtain 48 ECTS credits in the fourth year and pass all the exams of the third study year.

According to the numerical data in the Table 2.2, during the last five years the pass rate of CFT students (students who succeeded in achieving more than two thirds of possible ECTS credits, that is between 40 and 50 ECTS credits) averaged at 75.41%. To be more specific, the pass rate of single academic years was as follows:

- 2008/2009 average pass rate 84.16%
- 2009/2010 average pass rate 81.08%
- 2010/2011 average pass rate 71.74%
- 2011/2012 average pass rate 63.76%
- 2012/2013 average pass rate 74.38%

The grade point average in the past five years was 3.8

We believe that the students' pass rate depends on several factors. First and foremost, the fact is that a certain number of students leave the study of theology. The reason is usually the demanding study programme, which some students fail to master, despite all the efforts invested by teachers through consultations and mentoring groups aimed at making the first study year as easy as possible for the students.

The reality has shown that a certain number of students transfer from the CFT in Đakovo to some other faculty of theology in Croatia, and that students who withdraw from the Faculty lead by the insight that the study of theology is not their main interest in life are rare.

Another very important factor concerning the CFT students' pass rate is the question of motivation. Besides the already mentioned efforts to motivate students for a conscientious and responsible approach to studying, the offer of midterm exams, the work in mentoring groups and the formative segment of the study, we are striving to increase the pass rate of the students by a good organization of exam dates during the examination period, and in particular by a quality schedule of the so-called large or non-transferrable exams, as well as of all other exams. The debate of the Faculty Council focussed on these issues. At the CFT such organization can be achieved very easily since this is a relatively small faculty community in comparison to other constituent units within the University. Furthermore, at the end of the examination period the so-called Dean's exam term is offered to give students one more opportunity to enrol the year or to maintain the status of a full-time student at the CFT. According to the decision of the Faculty Council during the Dean's exam term the students are allowed to take exams in one or two subjects, for which up to 5 ECTS credits are awarded. Not infrequent is the practice of the so-called early exam terms, if for example two courses from the same theological field have been enrolled with the same teacher and in the same semester. In such cases, the teacher usually lectures one course after another within the teaching schedule of both courses in order to give the students an opportunity to take an early exam. Already during the second semester the students of the fifth year are offered the possibility of senior undergraduates' exam terms. Achievement of better students' pass rates is expected also by providing teaching materials for students as well as by using technical devices while conducting classes, in terms of raising the quality of teaching and studying.

c) Specify how you inform students about your institution and study programmes that are offered (qualifications, competencies, possibilities of further education and employment) – information packages, web pages, brochures, leaflets, etc.

The CFT in Đakovo makes potential future students acquainted with its integrated undergraduate and graduate university study programmes, among other things by actively participating in the J. J. Strossmayer University of Osijek Fair, which is held regularly every December on the premises of one of the University's constituent units. On this occasion promotional materials containing the essential information about the admission requirements and the study programme of the CFT in Đakovo are prepared. Along with these materials the interested parties are also offered the latest issue of the student magazine »Teofil«, the schedule of the current academic year that is issued every year with detailed information about the study of philosophy and theology at the Catholic Faculty of Theology in Đakovo as well as the opportunity of personal conversation with at least two students, who are usually present at the Fair. The basic information about the Faculty is published in the Guide for prospective students of the Josip Juraj Strossmayer University of Osijek. Through the official gazette and the Press Office of the Archdiocese and other weekly Church bulletins the CFT regularly announces new public competitions. The prospective students obtain the accurate information about the study also from the alumni based on their studying experience, and from the Community of Friends of the CFT in Đakovo established in 2010 and which among other things promotes the activities of the CFT. Furthermore, all information on the conditions of enrolment and the manner of study at the Catholic Faculty of Theology in Đakovo is available on the Faculty's website (<http://www.djkbff.unios.hr/studij>).



Through various programmes the CFT students strive to participate regularly and actively in the Science Festival of the J. J. Strossmayer University, which is held every year in the spring, thus presenting and promoting the activities of the CFT.

The media are informed on all events by the Press Office of the Archdiocese and/or by the Secretariat of the Catholic Faculty of Theology. It should also be mentioned that the website of the CFT is regularly updated.

A lot more could certainly be done regarding the promotion of the CFT in Đakovo, but given the limited enrolment quota of 50 students per year and taking into consideration the fact that so far we have not had major difficulties to meet these quotas, for now the CFT does not require a greater engagement pertinent to advertising.

d) Describe reasons guiding you during design of assessment of learning outcomes (Table 2.3). Specify measures, which assure objectivity and fairness during exams.

The assessment of learning outcomes at the CFT in Đakovo is conducted in accordance with the methods and procedures defined and published in the curriculum of the study programmes. The learning outcomes for the integrated undergraduate and graduate university study programmes and the university specialist study programmes as well as the monitoring methods and the activities aimed at their achievement are illustrated in the tables of the correlation of learning outcomes, teaching methods and assessment procedures that are an integral part of the courses descriptions, publicly available on the website of the Catholic Faculty of Theology (<http://www.djkbff.unios.hr/studij-programi>).

The success of each generation of students is monitored by the success rate analysis in relation to the number of passed courses and obtained ECTS credits, which is conducted every year in November and is the component part of the Annual Report of the Dean.

In the period when classes are conducted the students have the opportunity to take either written or oral midterm exams in a number of courses, and upon completion of the teaching period they have to take the unified final exam. This is the most widely used assessment method (38%) of learning outcomes for the courses, namely midterm and final exam. The assessment of learning outcomes in 15.6% of courses is conducted only through a final oral examination, whereas in 3.4% of courses the learning outcomes are assessed both through an oral and a written exam. Seminar courses are generally evaluated on the basis of a written final seminar paper (21%), and in some courses the assessment practice of learning outcomes includes both a final exam and a written seminar paper (15.6%).

In some courses the final exam also includes carrying out of practical exercises (3.4%), such as rhetorics, homiletics and church singing. Immediately upon completion of the exam the teachers give students feedback on their success or failure at the exam, and the majority of them are willing to clarify their assessment of the students' success or failure at the final exam.

It is important to note that lectures are obligatory; regular attendance of lectures is evaluated in terms of achievement of learning outcomes and it influences the final score. Teachers may withhold their signature to the student, who is absent from more than 30% of the total number of classes and the student is denied the right to take the examination (Regulations on Studies and Studying at Josip Juraj Strossmayer University of Osijek).

At the university postgraduate specialist study of Pastoral Theology learning outcomes are generally assessed through seminar papers and a final exam (63.4%), in some courses the assessment is conducted only through a final oral exam (17%) or through both midterm exams and a final exam (9.7%).

Holding of exams at the Catholic Faculty of Theology in Đakovo is in compliance with the Article 57 of the Regulations on Studies and Studying at Josip Juraj Strossmayer University of Osijek, which ensures impartiality and objectivity of the examination. This primarily means

that the exams are regularly held in the presence of two or more students, i.e. the teacher has provided the public.

It should also be mentioned that in the academic year 2012/2013 the CFT began using the ISVU system (Information System for Higher Education Institutions), which is essential for regular information and supervision of student obligations and is an important source of information for monitoring quality indicators and analyzing the students' success.

e) State opinions of students about relations between students and teachers mentioned in student questionnaires and collected via other means, and comment on any problems and procedures for their resolution, as well as methods of informing the students about measures that you have undertaken.

Students of the CFT in Đakovo conduct the assessment of teachers' work through the Unified University Student Survey (JSSA), and the results of this evaluation are issued as a proof of quality of teachers' work in the form of a confirmation used in the process of promotion of teachers, which applies especially to the terms of the Rectors' Collegium.

The CFT's Office for Quality Assurance is taking care of the implementation and the analysis of the JSSA in collaboration with the University Centre for Promotion and Quality Assurance in Higher Education. In the past five years the survey was conducted three times, in the academic years 2008/2009, 2009/2010 and 2011/2012. The latest survey was conducted on 15 May 2012, comprising 111 of the total of 185 students, which is about 60%. 124 classes and 31 teachers of all years of the integrated undergraduate and graduate university study of philosophy and theology were evaluated. The students filled in a total of 2,206 surveys.

In the survey the students could rate teachers with grades from one to five, and the average grade at the Faculty level for teachers was 4.4, which is slightly above the average grades achieved for teachers and staff (4.37) at the entire University level. We are glad to observe that from one survey to another the average grade for all teachers is increasing, i.e. in 2009 it was 4.17, in 2010 it was 4.28 and in 2012 it was 4.4. We consider that as progress in teachers' average grade, but also as an obligation to continue our work regarding improvement of the teaching quality and development of the teachers' professional competences. We are content that the range of the teachers' ratings is not as wide as it is, for example, on other constituent units of the J.J. Strossmayer University, because at the CTF the lowest average grade that a teacher received was 3.32, and the best was 4.83.

According to the SWOT analysis conducted among students on 18 January 2011, the students mentioned as strengths of the CFT in Đakovo, among other things, the openness of teachers (availability, approachability, consultations, tolerance), mutual communication, satisfaction with the number of young teachers that students find interesting and competent, as well as monitoring and mentoring of students.

Furthermore, following the initiative of the Student Union of the CFT a survey was carried out among students focusing on the quality of studying at the CFT, and its results were published in June 2011. The aim of the research was to improve the quality of studying at the CFT. Among other things, the survey dealt with the segment of communication and attitude of teachers towards students, and it showed that students are mostly satisfied with the level of the teachers' expertise, the quality of their teaching, objectivity level in assessment of learning outcomes and with the approach to students in general. Students praised the teachers' high level of communication and openness for collaboration with students. What a few students identified as a kind of a problem regarding teachers is a feeling that some students are being privileged, which usually refers to candidates for the priesthood.

Teachers have the right to be informed on the results of the survey if they want to, and the majority of information is publicly available on the CFT website. The Dean keeps all teachers regularly updated on the results of the Unified University Student Survey, and invites primarily those with a poor score to a discussion. In doing so the Dean strives to point to lower rated



segments of their teaching activities and to encourage them to make an effort to improve the teaching quality. In this context, individual students' complaints refer to disinterest of some teachers for the subject they teach, to their delay and nonattendance of classes without prior notification, to the monotony and lack of systematic planning of teaching as well as to a feeling of a preferential treatment of individual students.

In order to get an insight into the problem and the relevance of individual comments the self-evaluation of teachers was conducted in 2013; the teacher's assessment of students' work highlighted the problem of motivation for a more intensive and independent work. The following segments received the worst marks: the students prepare for classes and fulfil their obligations in time and autonomously search for additional sources of information about the course material.

- f) Give your opinion on the problem of students' accommodation and nutrition. Specify and comment on the extra-curricular activities that you organize for students, if applicable (courses, sport, recreation, etc). Comment on the student standard offered at your institution of higher education (according to data in table 3.2) and assess the degree of use. If you are not satisfied with the existing situation, identify the reasons and propose possible solutions.**

Within the Catholic Faculty of Theology in Đakovo there is a Student dormitory and the Faculty library, so that all the necessary facilities are provided to students for their quality work. Twenty meters away from the CFT there is a restaurant called »Croatia«, where students can eat. According to the Regulations on House Rules in dormitories as of 2011 every CFT student is entitled to accommodation in dormitories on account of the achieved points in the competition procedure for each academic year, based on the criteria of the Ministry of Science, Education and Sports and the additional criteria adopted by the Faculty Council of the CFT on the annual basis. The dormitory is not completely full because some students want to reside in private accommodation units and those who come from Đakovo and the surrounding villages mostly live with their families.

As noted above, within the CFT there is the Faculty library, which has adequate resources in terms of the availability of literature for the study, space, size of the reading room, as well as expertise and a high level of competence of the library staff. The reading room is equipped with a large number of computers and enables access to Internet network.

What we notice is the fact that a very small number of students use the reading room for studying, although they are encouraged to take advantage of this possibility. It is all substantiated by the results of the aforementioned research on the quality of studying at the Catholic Faculty of Theology conducted in 2011. According to these results the highest percentage of students expressed satisfaction with the quality of the equipment at the University Library and with the fact that the exam and seminar preparation materials are within easy reach. However, the results show that a very small number of students go to the library every day. In most cases the reason is the students' need to learn on their own in smaller secluded spaces, but also partly the so-called »last-minute« studying, since it is evident that during the exam period a far greater number of students attend both the library and the reading room.

The CFT provides a room for the activities of our very dynamic and creative Student Union. There are numerous possibilities in terms of extra-curricular activities to enrich the social life at the CFT. So students can, for example, engage in various sections, such as the Bible, drama or film sections, or they can work together in the student magazine »Teofil«, which has been regularly issued since 2006 (by 2006 it was a student newspaper) and shows the creativity of students in writing scientific texts, prose and poetry. For a number of years the Student Union has been organizing the »Creativity evening« of CFT students, on which occasion the students present their personal and group skills, such as singing, dancing, acting, poetry, meditation, painting etc. The mixed student choir has been active from the very beginnings of the CFT and it includes a large number of students, who can develop their singing abilities

in this way. Furthermore, for several years the CFT students have been organizing a humanitarian action that includes making of Christmas cards before the holiday season, selling the cards at a stand in the town and donating the collected money to charities, which makes the entire Faculty particularly proud.

What we, especially of late, feel like a disadvantage is the lack of organized sports activities in terms of students' engagement in sporting events at the university and other levels.

Boarding has been provided for students of the postgraduate specialist university study coming from distant parts of the Republic of Croatia (Split, Zagreb Požega...) in the Đakovo dormitory.

g) Specify possible special measures you introduced in order to motivate students (awards, recognitions, etc.) and comment on the effectiveness of such measures.

We strive to motivate students to responsible and effective work by presenting the most deserving and successful among them with awards; either the Rector's Award given on the occasion of the Strossmayer Days or the Dean's Award presented on the occasion of the Faculty Day. The Dean's Award is given for the best graduation thesis written in the previous academic year and the students' best studying achievements in all study years. Students' engagement in social life at the Faculty is also taken into account, as already discussed before. During the aforementioned »Creativity evening« students themselves give an award to one final year student for his/her dedication and commitment during the entire study at the Catholic Faculty of Theology in Đakovo. There is a practice to encourage the most successful students to enrol in postgraduate studies abroad by assisting them for example in finding a suitable scholarship. It is mainly the teachers who propose such students that may be future members of the teaching staff at the CFT or give their support to students who have shown special interest and excellence during the study. All these are additional motives for students to take a responsible approach to studying.

What still has not been achieved at the Catholic Faculty of Theology in Đakovo, and which might additionally motivate students to a more responsible and a better approach to the study, is the incoming and outgoing student mobility.

Students attending the university postgraduate specialist study consider practical work and exercises at various extramural institutions, such as Social welfare centres, Institutes for public health, penitentiaries, hospitals, various humanitarian organisations, family support and marriage counselling centers, probation offices etc., both as the greatest challenge and a motivation. The CFT in Đakovo issues special request for students of the university specialist study to enable them to visit such institutions and to complete practical training. The first generation students of the university specialist study have expressed their satisfaction in a survey assessing the performance of the study and the work of teachers with an average score of 4.65.

h) Specify supportive measures that you provide to students (mentorships, career counselling, study aid, aid for students with special needs and for international students, legal and financial support, etc.).

In the past five years the Catholic Faculty of Theology in Đakovo introduced mentoring work with students to provide support in the learning process but also in the overall organization of student life. Meetings of groups, whose leaders are faculty members are regular, their working methods and topics are not determined but left to the interests of leaders and students. In this way, work in small groups (up to 12 students per group) builds unity, trust, cooperation and care for others. In groups students learn together and pass on their knowledge of Latin for instance. During mentoring process small discussions about student life, learning, teachers, current social and religious issues are held, and on the other hand students organize short trips, visits to museums, theaters, cinemas with their mentors. Students choose

mentors themselves at the first and third year of study. First year students can select their mentor among junior study year teachers a month after the beginning of the academic year, as they have been given time enough to adjust and to get acquainted, which facilitates their choice. In the third year of study, students can choose a new mentor from a group of mentors for higher study years. Joint mentoring sessions are typically held three times per semester, but some groups meet more often than that.

In collaboration with their teachers the CFT students regularly participate in the Science Festival at the J. J. Strossmayer University of Osijek. For instance in 2009 they attended the Festival on the topic of evolution with two teachers, in 2010 they took part in the panel discussion on the theme of ecology, in 2011 within the scope of the Festival they organized a workshop at the Catholic Faculty of Theology in Đakovo called »The Light in the Bible«, and in 2012 they prepared a workshop called »The Decalogue«. It is not unfrequent for students and teachers to publish joint papers in professional and scientific journals. All this provides further insight into the methodology of the scientific research and motivates students for the study.

The CFT building like all other buildings on its grounds is fully adapted for disabled people. All teachers and staff are timely informed about the special needs of individual students, be it persons with disabilities or visiting students who have insufficient knowledge of the Croatian language. Regarding possibilities of obtaining scholarships students can contact the CFT Secretariat, which gives assistance in the form of instructions for the required procedure.

Furthermore, the professional services of the CFT provide support to students both in relation to the teaching and to extracurricular activities, and students' satisfaction with the professional services is regularly monitored by a questionnaire.

With respect to the current economic situation in the country the CFT in Đakovo strives to take into account financial possibilities of individual students. In this sense, it is not a rare case that students who submit an application and the required documentation are provided help through an adequate financial support. In compliance with the instructions of the J. J. Strossmayer University of Osijek aimed at achieving the first objective of the Pilot scheme of funding agreements between the Ministry of Science, Education and Sports and the University: (Facilitating access to study and support with the study for students of a lower socio-economic status and for students with disabilities), more recently we have made efforts to regularly monitor the financial status of all students, and if necessary, to help the neediest.

We are also trying to help students of postgraduate specialist studies, who have difficulties with settling the costs of education, by providing scholarships to facilitate the payment of the study.

In addition to aforementioned facts the CFT in Đakovo seeks to give material support to volunteer and extracurricular activities of students by financing or finding sponsors for issuing of the student newspaper, for the organization of Creativity evenings, provision of materials for students' humanitarian work and for other student initiatives. It also gives graduate students the necessary space for their extracurricular activities.

With that being said it should also be mentioned that due to the specificity of studying at the Catholic Faculty of Theology in Đakovo and following the students' need expressed in the SWOT survey the service of the Student Chaplain has been established and heartily welcomed by students. His mission is to organize various forms of spiritual contents, as well as to advise and assist interested students through confidential conversation.

The University's Office of Career Services organizes career-counselling programmes that include writing of the resume, employment and career development counselling and preparation for the job interview. On its website the Faculty regularly publishes information on workshops and individual counselling dates at the University.

i) Attach documents regulating the protection of student rights (appeal procedures, student ombudsman, etc.).

In matters of student rights protection the CFT in Đakovo is governed by the Statute of the Catholic Faculty of Theology in Đakovo, the Regulations on Studies and Studying at the J. J. Strossmayer University of Osijek and the Regulations on the Student Union of the University.

The Regulations on Studies and Studying at the J. J. Strossmayer University stipulate rules for filing an objection to the assessment. The University Quality Handbook prescribes the procedure for students' appeals (UNI-PO- 6.9).

Based on the Statute of the Student Union of the Catholic Faculty of Theology in Đakovo and the Regulations on Disciplinary Accountability of Students, the Student Union appoints the student ombudsman for a term of one year to represent the interests of students before the Faculty management and in disciplinary proceedings. Students have two representatives in the Faculty Council, one representative in the Commission for Monitoring and Quality Assurance, one representative of the Working Group for Learning Outcomes, two representatives in the Local Commission for Food Quality at the CFT and thus have a direct influence on decision-making and protection of student rights.

j) Specify methods for reaching out to alumni and how you collect data on their employment, as well as other information relevant for improvements of your study programmes.

For the purpose of collecting quality indicators we regularly seek information on the employability of former students of the Catholic Faculty of Theology in Đakovo from regional offices of the Croatian Employment Service-CES. But in order to get a more detailed insight, i.e. to be informed on the share of unemployed theologians that emerged from our Faculty we collaborate with the Catechetical Office of the Archdiocese, which has the mediation role in employment of all our students. The mentioned Office regularly organizes meetings, seminars and workshops dealing with lifelong learning in cooperation with the Education and Teacher Training Agency. Since for this purpose the Faculty and library space is used, we can say that meetings with former students of the Faculty are held regularly. The discrepancy regarding the number of unemployed students between our own records (73) and that of the CES (30) is evident, but the larger number in our records can be attributed to the fact that the data we dispose of apply only to employment in the field of education. Furthermore, it has been mentioned that on 21 June 2010 the Community of Friends of CFT friends was founded at the CFT, which now has over a hundred regular members, the alumni of the CFT. The Regulations and the list of members of the Community can be found on the CFT website. The student magazine »Teofil« and other scientific publications are mailed to all alumni, friends and members of the Community. The Community of Friends holds annual meetings in June, although there have been some mistakes with respect to the coordination of meetings due to the broader-level activities of all employees in the region regarding the Catholic religious education. The Community enables cooperation and obtaining of feedback on the students' experience with the studies and studying at the Catholic Faculty of Theology in Đakovo. Although the Development Strategy envisages a survey on the matter, we have decided to conduct a research only when the first generation of students have obtained their Master of Theology degree, which is not going to happen until the academic year 2014/2015.

Similarly, when it comes to alumni priests, the CFT regularly organizes the annual Theological-Pastoral Seminar intended for ongoing formation primarily of younger priests, and of all others. In this way this category of former students is also taken into consideration.

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

Taking into account the present situation we can say that the CFT is satisfied to the maximum extent with its entire »small campus«, that is with the arrangement of spaces where

teaching is conducted, with the existence of a Student dormitory and with the large library building and its additional halls. As noted above, the students have also expressed satisfaction, which is, among other things, indicated by the interest of a certain number of students arriving from other parts of Croatia to study theology in Đakovo.

Furthermore, the attitude towards students is also very satisfactory, which is easy and possible to achieve since the CFT in Đakovo is a relatively small Faculty. Moreover, we are pleased with the organization and the accomplishments of the formative segment of the study in Đakovo, as the students on the whole have taken it very seriously and have joined in. We are satisfied with other students' extra-curricular activities, which are for the most part initiated by students themselves.

What we need to insist on is first and foremost an adequate number of full and associate professors. In this respect we are very optimistic, especially in view of a large number of young assistant professors and senior assistants or PhDs. Since the CFT in Đakovo is a young faculty the current ratio of full and associate professors is expected to improve rather soon.

Furthermore, we should persist in encouraging students to work better and acquire a more responsible approach to studying, what should be reflected in the number of visits to the Faculty library and the reading room. Besides, it is not uncommon for the students to complain about the poor quality of food under the existing conditions, so that something fundamental should be changed in order to ensure higher quality of accommodation in Đakovo. Students also perceive the nonfunctioning of the restaurant in the Student dormitory as a problem, for which the CFT has not obtained the necessary permission from the Ministry of Science, Education and Sports.

Similarly we cannot be satisfied with the present situation regarding the employability of our students, because a considerable number of them are at the employment office. Then there is also the problem of the unattained student mobility that requires further efforts. Since the CFT is dislocated from other constituent units of the J. J. Strossmayer University it is difficult to organize double major study programmes.

Table 3.1. Student structure

Undergraduate university five-year study of philosophy and theology	Full-time students	*Part-time students (Lost full-time student status)	Senior undergraduates		Total
			With full-time student status	*Lost full-time student status	
2008/2009	209	7	24	14	254
2009/2010	205	8	36	10	259
2010/2011	217	7	32	13	269
2011/2012	179	8	18	13	218
2012/2013	176	9	8	10	203
TOTAL (2008-2013)	986	39	118	60	1,203

* The part-time study as such has not been established at the Faculty. Data refer to students, who have lost their full-time student status during their studies due to default in fulfilling their obligations and are currently in the so-called »study completion status«. The same applies to senior undergraduates.

University postgraduate specialist study of Pastoral Theology	Full-time students	Part-time students	*Senior undergraduates		Total
			With full-time student status	Lost full-time student status	
2011/2012	/	22	/	/	22
2012/2013	/	19	/	/	19
TOTAL		41			

* The course lasts for one (1) year and carries 60 credits, and that is why we do not have graduates in the usual sense of the word.

Table 3.2. Student standard

Provide information on the following elements of the student standard that are available in your institution of higher education.

	Area (in m2)	Number of seating or active workplaces
Study area (Lecture rooms + seminars + reading rooms)	1,245.89	534
Student restaurant (use of student X-card)	*166.20	96
Other student restaurants	0	0
Student accommodation	1,866.66	95
*Sports facilities	0	0
*Facilities for student associations and cultural activities	39.30	15
Recreation facilities	**0	0

* The dining room (restaurant in the Student dormitory) is fully equipped but not yet operational in terms of providing meals for students via X-cards. Food for students is provided by the restaurant called Croatia-turist located in the vicinity of the Faculty (approx. 20 m).

** The Faculty does not own any sports facilities. For sports activities we use the sports ground in the Theological Seminary. The CFT has reserved terms in the City Sports Hall for the Physical Education course.

*** The Faculty grants students the use of all spaces, from the lecture halls to the Anton Mandić Festive Hall, if they seek permission.

Table 3.3. Employability of graduates

Title of study programme	Number of graduates in the past 3 years	Number of unemployed graduates according to the statistics of the Croatian Employment Service
Undergraduate university five-year study of philosophy and theology	128	30

* According to the data from regional offices of the Croatian Employment Service-CES a certain number of unemployed persons, who have acquired qualifications of a Bachelor of Theology, is evident. In relation to the number of graduates in the past three years (128), the CES records show 30 persons or 23.43%.

We have received data from the following regional offices of the Croatian Employment Service:

Osijek-Baranja County:	16 (53.33%)
Slavonski Brod-Posavina County:	8 (26.6%)
Vukovar-Srijem County:	2 (6.66%)
Požega-Slavonija County:	4 (13.33%).

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Teaching staff

a) Provide an overview of the structure of teachers and associates shown in the table 4.1. Evaluate strong and weak points in the ratios of the numbers of full-time and part-time employees. Analyse the problems in the human resources policy.

The number of teachers and associates (Table 4.1.) meets the needs of the teaching process. The Faculty is almost completely reliant on its own teaching staff, and needs only three external associates, with which we are extremely pleased. We believe that the average age of nearly all categories of staff is satisfactory. The serious personnel policy of the Faculty in recent years has provided a sufficient number of teachers, assistants and associates, as well as their continuous improvement. In addition, in Table 4.1., we note that there is currently one teacher in the scientific-teaching title of associate professor in the process of election into the scientific-teaching title of full professor and the position of full professor, and there is also another tender opened for the election to the scientific-teaching title of assistant professor and to the position of assistant professor. This should increase, in the near future, the number of teachers in the scientific-teaching titles and improve the deficit of full professors, a title that is currently not represented in the structure of the staff. In addition, the upcoming election of a teacher to the scientific-teaching title of assistant professor will meet the minimum conditions that are prescribed for scientific organizations.

Although the Faculty has sufficient full-time teaching staff, external associates, especially from foreign institutions, are important for improving the quality of the teaching process. Their involvement in the teaching process is carried out through scientific symposiums and guest lectures that are organized each year for all students and employees of the Faculty, as well as for the wider public. However, we believe that in the future we need to increase the intensity of guest lectures during the teaching process, should the material conditions allow.

In addition to the teaching activities, the scientific research activities are also very important for the Faculty, which have been improved by the new modern Library building, as well as the building of the Student Dormitory, which together with the building of the Faculty make one locationally and organizationally coherent and networked unit that allows for a quality work and many additional and expanded possibilities in this regard.

The dynamics of employment in the last five academic years is shown in Table 4.4. The Table shows a strict rationality in the hiring of new teachers, where upon the completion of employment, the vacancies are filled with the equal number of new employees. That personnel policy fully follows the employment policy directives that have been defined at the University and the state level. However, we believe that in the future the trend of such strict rationalization cannot contribute to the betterment of science because it does not leave enough space for the integration of young staff in the scientific system.

Table 4.3. shows a list of all teachers with the date of the last election to academic title on the day 30 September 2013, the received academic degree and the name of the higher education institution that issued the qualification to the teacher, as well as the percentage of cumulative employment at the Faculty and workload in standard teaching hours at the employer institution and other external institutions.

As shown in Table 4.3., it is evident that the majority of teachers studied and received their doctorate abroad, which significantly broadened the teachers experience and contributed to

the quality of teaching regarding the transfer of knowledge and skills in organizing teaching and research activities. In this sense, many years of experience studying abroad greatly contributes to the quality of study, but on the other hand it reduces the interest of teaching staff to apply for and access formal programs of teacher mobility.

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

From the Table below we can see that the number of teachers and students over that period has been approximately constant, as well as the ratio of these numbers. In the past five years, one teacher has been burdened with an average of 19.80 students, which we believe to be the optimal ratio, and that it meets the criteria is confirmed by the *Ordinance on the Content of License and Conditions for Issuing License for Performing Activities of Higher Education, for Implementation of the Study Program and Re-accreditation of Higher Education Institutions*. As the number of teachers (in scientific-teaching titles) increased, so did the ratio decrease which created better preconditions for work. However, it should be noted that all teachers do not have the same workload. The workload of teachers varies depending on the year in which they teach, so the teacher/student ratio in the first year of study is the highest.

Academic year	Teachers (teaching and scientific-teaching titles)	Number of students	Ratio
2008/2009	14	254	1:18,14
2009/10	10	259	1:25,90
2010/11	12	269	1:22,41
2011/12	13	*240	1:18,46
2012/13	15	*222	1:14,08

* The number includes the students of the postgraduate specialist study program of Pastoral Theology which started in the academic year 2011/2012 (**22** in 2011/2012 and **19** in 2012/2013)

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

The teaching workload shown in Table 4.2. shows that the vast majority of classes are covered by the teaching staff of the Faculty. Thus, the share of external associates in the overall workload of all forms of teaching in the integrated undergraduate and graduate study of philosophy and theology is only 5.20%. At the postgraduate specialist study of Pastoral theology as a whole, in all three specializations and for all the courses offered, the share of external associates in the overall workload of all forms of teaching is 56.85%. Please note that this ratio is not constant, because the number of the offered elective courses at the level of the entire study is greater than that which students are required to choose. Therefore, the ratio for some specializations shifts in favour of the Faculty teachers, depending on the elective courses that students choose. In this sense, the coverage of classes with our own teaching staff is satisfactory for this study program, as well, and exceeds the required 50%. In workloads of teachers in Table 4.2., with some teachers there can be noticed a discrepancy in the number of standard teaching hours. The discrepancy is justified with regard to the national employment policy, and also, it is planned short-term, taking into account the promotion of assistants and senior assistants in scientific-teaching titles. Large differences in the number of mentorships of graduation thesis, which has significantly increased the workload of some teachers in previous years, has been resolved in 2009 by specifying the maximum number of graduation thesis in one academic year, which amounts to six per one mentor, and three per mentor co-leader. Formal procedures for monitoring external engagement are seen in the records of consents for external cooperation, in behaviour of teachers in accordance with the Decision on the Personal Activities of Teachers, and on the basis of the procedure described in Item 2.4.3. of the Handbook for Quality Assurance and Improvement at the Catholic Faculty of Theology in Đakovo.

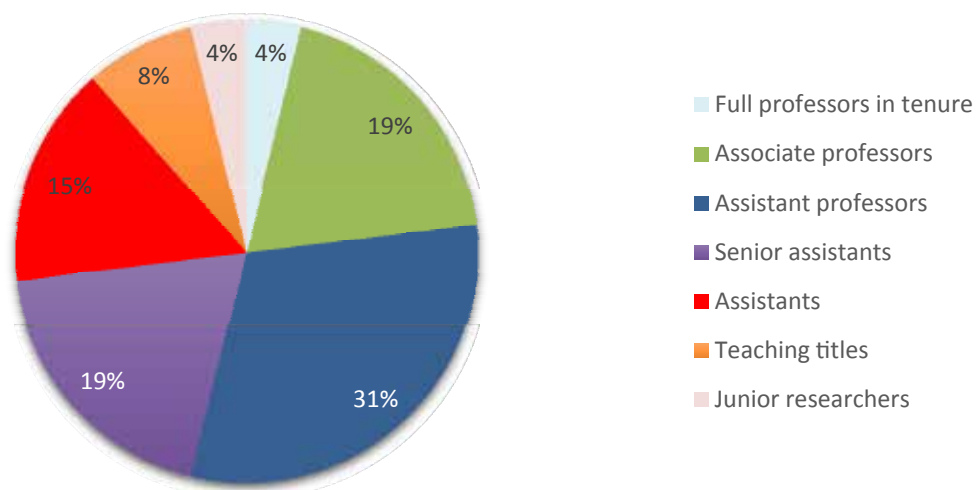
Table 4.1. Staff structure

Staff	Full-time employees		Cumulative employment		Full-time teachers who are part-time employed in other institutions		Part-time employees (external associates)	
	No.	Average age	No.	Average age	No.	Average age	No.	Average age
Full professors in tenure	1	69	-	-	-	-	-	-
Associate professors	5	51	-	-	-	-	-	-
Assistant professors	8	44	-	-	-	-	-	-
*Teaching titles	1	61	-	-	-	-	2	57
Senior assistants	4	36	**1	35	-	-	-	-
Assistants	4	32	-	-	-	-	-	-
Senior professional associates	-	-	-	-	-	-	1	50
Junior researchers	1	32	-	-	-----	-	-	-
Technical staff	-	-	-	-	-----	-	-	-
Professional-administrative Faculty staff + Library	10 (7+3)	39	-	-	-----	-	-	-
Technical and Support Faculty staff + Student Dormitory	8 (5+3)	45	-	-	-----	-	-	-

* To the entered number of staff there should be added one more employee in the teaching title of lecturer, who is employed for 50% of working hours.

** The entered senior assistant in cumulative employment at the CFT is employed for 50% of the working hours.

ad. 4.1. Staff structure



ad. 4.2. Structure of professional-administrative, technical and support staff

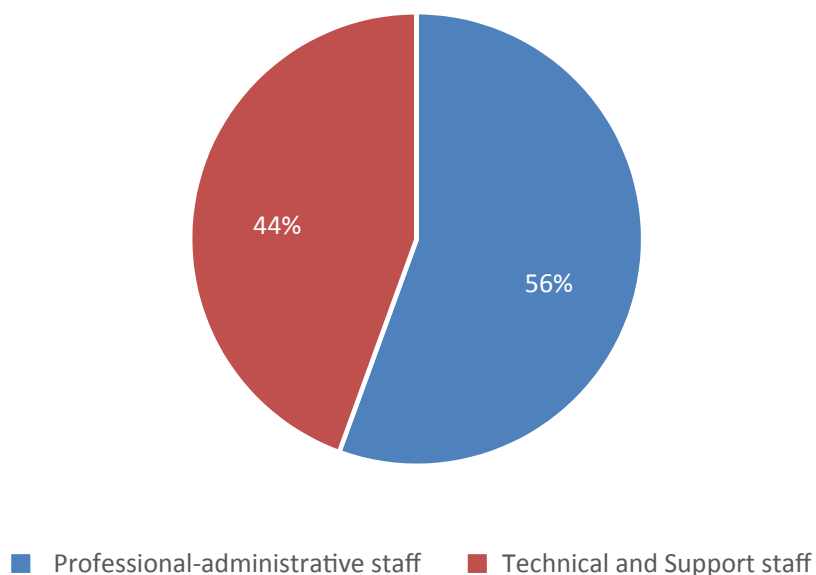


Table 4.2. Workload of full-time and part-time teachers (in standardised teaching hours)

Title of study program	Lectures		Seminars and exercises		Other forms of teaching	
	Full-time teachers	Part-time teachers	Full-time teachers	Part-time teachers	Full-time teachers	Part-time teachers
Integrated undergraduate and graduate study of philosophy and theology	6.540	210	652.5	45	15	120
Postgraduate specialist study of Pastoral Theology; specializations: Family Pastoral Care, Crisis Pastoral Care, Parish Pastoral Care	672	390	300	135	180	130

Table 4.3. List of teachers

Ord. no.	Name and surname of teacher	Title / grade	Academic degree	HEI which issued the qualification	Field	Date of last election into title	Cumulative employment percentage	Workload at employer institution (in standard teaching hours)	Workload at other institutions (in standard teaching hours)
1.	Pero Aračić	Full professor in tenure	Dr. Sc.	Pontificia Universitas Lateransis, Facultas S.Theologiae, Rome, Holy See	Theology	27.10.2008 (24.11.2008 approved by the Senate)	100%	60 The Dean	
2.	Vladimir Dugalić	Associate Professor	Dr. Sc.	Papal Lateran University, Alphonsian Academy, Graduate Institute of Moral Theology, Rome, Holy See	Theology	06.09.2010	100%	270 Vice Dean	106

Ord. no.	Name and surname of teacher	Title / grade	Academic degree	HEI which issued the qualification	Field	Date of last election into title	Cumulative employment percentage	Workload at employer institution (in standard teaching hours)	Workload at other institutions (in standard teaching hours)
3.	Ivica Pažin	Associate Professor	Dr. Sc.	Karl-Franzens-Universität Graz, Katholisch-Theologischen Fakultät, Austria	Theology	06.06.2011	100%	315	12
4.	Zvonko Pažin	Associate Professor	Dr. Sc.	Pontifical University of St. Anselmo, Pontifical Institute of Liturgy, Rome, Holy See	Theology	03.05.2010	100%	345	
5.	Ivica Raguž	Associate Professor	Dr. Sc.	Pontificia Universitas Gregoriana, Rome, Holy see	Theology	24.10.2011	100%	262.5	30
6.	Karlo Višaticki	Associate Professor	Dr. Sc.	Pontificia Universitas Gregoriana, Rome, Holy See	Theology	09.02.2009	100%	322.5	
7.	Miljenko Aničić	Assistant Professor	Dr. Sc.	Leopold-Franzes-Universität Innsbruck, Austria	Theology	03.12.2012	100%	322.5	
8.	Ivica Čatić	Assistant Professor	Dr. Sc.	Pontificia Universita Gregoriana, Facolta di Teologia, Rome, Holy see	Theology	24.10.2011	100%	292.5	
9.	Ivo Džinić	Assistant Professor	Dr. Sc.	Universität Wien, Vienna, Austria	Theology	03.05.2010	100%	232.5 Vice Dean	

Ord. no.	Name and surname of teacher	Title / grade	Academic degree	HEI which issued the qualification	Field	Date of last election into title	Cumulative employment percentage	Workload at employer institution (in standard teaching hours)	Workload at other institutions (in standard teaching hours)
10.	Grgo Grbešić	Assistant Professor	Dr. Sc.	Pontificia Universitas Gregoriana, Facultatis Theologiae, Rome, Holy See	Theology	12.01.2009	100%	315	
11.	Stjepan Radić	Assistant Professor	Dr. Sc.	Leopold-Franzes-Universität Innsbruck, Austria	Philosophy	02.05.2011	100%	352.5	20
12.	Šimo Šokčević	Assistant Professor	Dr. Sc.	University of Zagreb, Croatian Studies, Faculty of Philosophy of the Society of Jesus	Philosophy	29.10.2012	100%	382.5	
13.	Drago Tukara	Assistant Professor	Dr. Sc.	Pontificia Universitas Lateranensis, Istituto Patristico „Augustinianum“, Rome, Holy See	Theology	04.10.2010	100%	285	34
14.	Suzana Vuletić	Assistant Professor	Dr. Sc.	Pontificia Universitas Lateranensis, Istituto superiore di teologia morale Rome, Holy See	Theology	24.10.2011	100%	255	42.5
15.	Josip Bošnjaković	Senior Assistant	Dr. Sc.	Universita Pontificia Salesiana, Facolta di Scienze dell Educazione, Rome, Holy See	Psychology	08.04.2013	100%	150	45



Ord. no.	Name and surname of teacher	Title / grade	Academic degree	HEI which issued the qualification	Field	Date of last election into title	Cumulative employment percentage	Workload at employer institution (in standard teaching hours)	Workload at other institutions (in standard teaching hours)
16.	Darija Damjanović Barišić	Senior Assistant	Dr. Sc.	Pontificia Universitas Gregoriana, Facultatis Historiae Ecclesiasticae, Rome, Holy See	Theology	01.10.2013	100%	345	
17.	Zdenko Ilić	Senior Assistant	Dr. Sc.	Pontificia Universitas Gregoriana, Facoltà di Diritto Canonico, Rome, Holy See	Theology	09.09.2013	100%	435	
18.	Davor Vuković	Senior Assistant	Dr. Sc.	Pontificia Universitas Gregoriana, Facultatis Theologiae, Rome, Holy See	Theology	08.04.2013	100%	382.5	30
19.	Boris Vulić	Senior Assistant	Dr. Sc.	Pontificia Universitas Gregoriana, Facultatis Theologiae, Rome, Holy See	Theology	09.09.2013	100%	262.5	
20.	Antun Japundžić	Assistant	Mr. Sc.	Pontificio Istituto Orientale, Facoltà di Scienze Ecclesiastiche Orientali, Rome, Holy See	Theology	07.09.2009	100%	255	
21.	Mladen Milić	Assistant	Mr. Sc.	University of Zagreb, Croatian Studies, Faculty of Philosophy of the Society of Jesus	Philosophy	04.07.2008	100%	195	

Ord. no.	Name and surname of teacher	Title / grade	Academic degree	HEI which issued the qualification	Field	Date of last election into title	Cumulative employment percentage	Workload at employer institution (in standard teaching hours)	Workload at other institutions (in standard teaching hours)
22.	Josip Vrančić	Assistant	Mr. Sc.	Pontificia Universitas Gregoriana, Facultatis Theologiae, Rome, Holy See	Theology	07.09.2013	100%	262.5	
23.	Marija Živković	Assistant	Mr. Sc.	Pontificia Universitas Gregoriana, Facoltà di Diritto Canonico, Rome, Holy See	Theology	07.05.2012	100%	202.5	
24.	Biljana Hlavaček	Junior research assistant	Dipl. Theol.	University of Zagreb, Catholic Faculty of Theology, Theology in Đakovo	Theology	03.09.2007	100%	-	
25.	Marko Tomić	Senior lecturer	Mr. Sc.	Pontificia Universitas Gregoriana, Facultatis Theologiae, Rome, Holy See	Theology	29.03.2010	100%	472.5	
26.	Vinko Sitarić	Lecturer	Mr. Sc.	Pontificio Istituto di Musica Sacra, Rome, Holy See	Theology	07.05.2012	50%	232.5	

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

Year	Number of newly employed teachers and associates	Number of teachers and associates whose contracts expired
2012/2013	-	-
2011/2012	2	2
2010/2011	-	-
2009/2010	4	-
2008/2009	-	4

Table 4.5. Teaching materials used in the previous academic year

Title of the study program	Number of textbooks written in Croatian	Number of foreign textbooks translated in Croatian	Number of scientific publications associated with teaching	Number of handbooks *	Number of handy materials associated with artistic courses	Number of courses for which there is a reviewed handbook published on the web site	Number of courses for which there is a web page with supplementary teaching materials **	Number of courses that are carried out as e-courses
University undergraduate and graduate study of philosophy and theology (I-III year)	0	0	617	78	0	0	8	0
University graduate study of philosophy and theology (IV-V year)	0	0	387	45	0	0	2	0
Postgraduate specialist study of Pastoral Theology with specializations: Family Pastoral Care, Crisis Pastoral Care, Parish Pastoral Care	0	0	184	37	0	0	0	0

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

The part-time teaching employment of Faculty teachers at other institutions of higher education is approved by the Dean for the current academic year, on the basis of the requested consent from the higher education institution and the teacher. The scientific, teaching and professional activities of our employees outside the Faculty and outside the University may not be in conflict with the interests of the Faculty and the University, that is, they cannot bring into question their regular activities at the Faculty and the University. The Faculty employees carry out teaching activities on the basis of consent from the Dean at: the Croatian Catholic University, the Catholic Faculty of Theology of the University of Zagreb, the Catholic Faculty of Theology of the University of Split, the University Study Centre for Forensic Science of the University of Split, the Faculty of Medicine of the University of Zagreb - University Graduate Program of Nursing, the Faculty of Medicine of the Josip Juraj Strossmayer University of Osijek, the Department of Culturology of the Josip Juraj Strossmayer University of Osijek, the Doctoral School of the Josip Juraj Strossmayer University of Osijek. In addition, we are also monitoring the engagement of teachers in research projects, and we are developing some important mechanisms for monitoring other aspects of the external engagement of teachers, and for evaluating the threat to their responsibilities to their home institution. In any case, we believe that such a broad engagement of our employees is an indicator of the quality of our scientific-teaching staff, which is clearly recognized by other institutions, as well. We would also like to note that the strong engagement of our employees at other institutions is not only the case for this academic year, but that it is a continuity in which our other employees that are currently not engaged in this way also participated.

e) Specify the size of student groups for lectures, seminars, exercises and other forms of teaching and evaluate efficiency of teaching in the groups. Comment on the student opinions about this issue mentioned in questionnaires.

The sizes of student groups for lectures, seminars and other forms of teaching are fully in line with Article 32 of the Collective Agreement for Science and Higher Education. The number of students in lectures and seminars varies according to the year of study. In lectures, student groups are up to 50 students, and in seminars up to 12, which allows for a quality individual and group work, communication and the achievement of the set learning outcomes.

We believe that students are satisfied with the organization of teaching in current size groups and according to the exactly established group schedule because there is no negative feedback, nor are we expecting any given the situation. There are no questions in student surveys that would examine the effectiveness of teaching with regard to the size of the group. There has not been any personal remarks of this kind in the surveys, nor did we record any written remarks of this kind outside of student surveys.

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

The full-time and part-time teachers at the Faculty must prove their competence in the same manner as prescribed for all faculties, both in the teaching process and in scientific research work. The competence of teachers and associates is continuously monitored on the basis of legally prescribed procedures relating to elections in the scientific and scientific-teaching titles, and according to the instructions in the University Regulations on Election in Scientific, Scientific-teaching, Artistic-teaching, Teaching, Associate and Professional Titles and Corresponding Job Positions. The prescribed criteria demand from teachers continuous scientific research work and continuous publication. Furthermore, the conditions of the Rectors' Collegium demand from teachers active work with students, mentoring and publishing scientific

and professional papers with the students, active participation in international conferences and training through international specializations. In addition, the *National Council for Science, Higher Education and Technological Development* prescribes the form of the report, as well as minimum conditions of work responsibilities that have to be submitted in the report at re-election. The teachers improve their competences by actively participating in various scientific/professional (international and domestic) projects and by publishing works in recognized scientific/professional journals.

The assessment of teaching and teachers' competences is conducted through the student survey that is carried out at the University level since the academic year 2005-2006. In 2011, a detailed independent research was carried out on the topic *Student Feedback on the Quality of Study at the Catholic Faculty of Theology in Đakovo*.

(http://www.djCFT.unios.hr/sites/default/files/download/kvaliteta/Rezultati_istrazivanja_kvalitete_na_KBFu-2011.doc).

In case of a major deviation of a score compared to the average score of all teachers, the reasons are additionally examined through personal interviews of teachers with the Dean, in order to eliminate potential problems, to ensure and improve the competence of teaching staff and the quality of teaching. There has not yet been any official comparing of these indicators in the domestic and international context, although it is clear that the Faculty in its work always tries to follow the leading world and European universities. It very rarely happens that students negatively evaluate and comment on teachers' competence.

The Unified University Student Survey (UUSS) was conducted in May 2012, and after getting very good results, in the period from 14 January to 15 February 2013, we conducted a self-evaluation survey of teachers (detailed data on the self-evaluation of teachers can be found within the survey results report that was published on the Faculty website:

(http://www.djkbff.unios.hr/sites/default/files/download/kvaliteta/Rezultati_ankete_Samovrjednovanje_nastavnika_2013.pdf).

The following table shows a comparison between the results of the student survey and the survey on self-evaluation of teachers. The overall average score of the UUSS is very good (4.39), which shows the success of the implementation of the teaching process. A small discrepancy in Table 4.3. shows that there is a difference in the perception of students and teachers when it comes to the actual work of teachers. Given that in the majority of entries that difference is almost negligible, we do not give it too much attention. However, we believe that there is always room for improvement, and we need to actively work on educating students in terms of more objective and serious approach to the University survey. In addition, the teachers need to be shown the areas in which they can improve the quality of their work, all with the aim of preserving the quality of study at the Faculty.



Comparison of the results of teacher (2013) and student (2011/2012) surveys

Teacher (69%)	Average score	In relation to the student survey	In relation to the teacher survey	Average score	Student (60%)
I instruct students about their obligations.	4.72	↑	↓	4.47	Teacher instructs students about their obligations.
I inform students about the method of examination.	4.94	↑	↓	4.55	Teacher informs students about the method of examination.
I state clear criteria for assessing student work.	4.39	↑	↓	4.24	Teacher states clear criteria for assessing student work.
I teach in a clear and understandable way.	4.17	↓	↑	4.29	Teacher teaches in a clear and understandable way.
I encourage student activity.	4.22	↓	↑	4.2	Teacher encourages student activity.
I am available for consultations.	4.39	↑	↓	4.36	Teacher is available for consultations.
I am correct in communication with students.	4.61	↑	↓	4.45	Teacher is correct in communication with students.
I am approachable and friendly.	4.61	↑	↓	4.44	Teacher is approachable and friendly.
I make up for cancelled classes.	4.83	↑	↓	4.47	Teacher makes up for cancelled classes.
TOTAL AVERAGE SCORE	4.54	↑	↓	4.39	TOTAL AVERAGE SCORE

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

The Faculty encourages the training of teachers in the field of teaching competencies through ERASMUS programs. The goal is, in accordance with the financial capabilities, to provide the necessary support in the training and improving of teaching competencies. To this end, first of all, we cover the tuition costs of postgraduate studies for employees in associate titles, under the provisions of the Collective Agreement for Science and Higher Education, and in cooperation with the Đakovo-Osijek Archdiocese through various scholarships we cover costs of other forms of formal education (language training and shorter stays abroad).



In addition, the awareness of the importance of continuous, lifelong learning and education, and the need for improving the existing knowledge, encourage us to intensify the lectures and workshops for teachers regarding the improvement of teaching competencies of a methodical, didactic, psychological or pedagogical character.

On the Faculty website, on the bulletin board, and in everyday communication, the teachers are informed about organized symposiums, courses, seminars, workshops, about particular project cycles and various other opportunities, to which they are encouraged to apply and participate. The initiative to participate in various workshops and seminars also comes from teachers themselves.

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

The Faculty Development Strategy has provided the possibility to acclaim and/or award the deserving professors on the choice of teachers and students, every two years. The Faculty is always open to help covering personal costs (registration fees, travel expenses) for going to one scientific conference during the academic year in the country and one abroad (domestic or international) for all teachers. The result of this is satisfactory progress of our teachers. In addition, the Faculty also funds the organization of scientific and professional conferences.

The Quality Assurance Handbook provides for a method of analysing lifelong learning and training of teachers. To this end, we will collect different indicators, such as: attending courses that contribute to the quality of teaching, professional or scientific work; participation in workshops, seminars, round tables, forums; speaking at professional conferences; lectures at related higher education institutions; attending scientific and professional conferences, etc. Reporting on the results of the analysis could, in any case, improve the working atmosphere and influence the development of healthy competitive relationships.

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

The Faculty is continuously committed to provide students with handbooks by Faculty professors that will enable them to acquire new knowledge and skills according to the study programs, which significantly contributes to the quality of study. For a significant number of courses, the teachers publish teaching materials in electronic form on the web site which are then available to all students. Part of the teachers publish materials in printed book form, which students can buy at lower prices.

For each course we list the required and additional reading. The list includes various teaching materials; from textbooks, handbooks, scripts and various scientific and professional publications. The curriculum is well covered with the available literature, domestic and foreign, and most of the literature is available in the Central Archdiocese and Faculty Library.

Regarding the quality of teaching materials it is necessary to highlight the publishing activities of the Faculty (http://www.djkbff.unios.hr/izdavastvo_i_prodaja) which is the result of scientific and professional activities of the Faculty employees and as such contribute to its development and affirmation. The publishing activities of the Faculty include a *biblioteca* and a scientific journal. Within the *Biblioteca*, the teachers in a series of studies, handbooks and historiographies publish the results of scientific research, conclusions and achievements of scientific symposiums and books, as well as handbooks for assistance in teaching. The Faculty in accordance with the Decision on Temporary Regulations of Publishing Activities co-finances and ensures sponsors to cover the total or part of the publishing costs. In the scientific journal *Diacovensia*, the teachers publish scientific and professional papers. The

journal also publishes papers from scientific symposiums and training seminars organized by the Faculty.

In cooperation with the authors, sponsors and donors, the Faculty, through the Publishing Committee, takes care that the publications are as much as possible financially accessible to students. The Committee is also responsible for the promotion of Faculty publications.

Based on the above, and on prior activities, we can say that the dynamics of writing teaching materials is to a certain degree satisfactory. There is a need to additionally motivate the teachers to write different types of teaching materials.

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

We are satisfied with age and qualification structure of the teaching staff, their expertise and competence, and with the quality of teaching (which is reflected in the results of student surveys). The number of scientific-teaching staff and assistants at the Faculty completely allows for the implementation of teaching according to the Bologna Process. The interest of students for the study at the Faculty is consistently at the same level.

The ratio between scientific-teaching staff and students, which is between 1:22 and 1:13 with a decreasing tendency, is almost ideal for carrying out a quality teaching process. It is important to keep this ratio in the future, through constant renewal of staff and encouraging young staff to successful advancement.

The Faculty covers the teaching process at all levels with its own staff. In the analysis of the teaching workload, there can be noticed a certain imbalance in the workload of some teachers which exceeds the prescribed norms. The reasons for this are in the responsible personnel policy that, in the perspective of future advancement of assistants and senior assistants in scientific-teaching titles, monitors and ensures the workload of teachers.

The conducting of student surveys at the faculty and university level must of course be continued in the future. In the academic year 2011/2012, 60% of the students have completed the UUSS, which is, in our opinion, insufficient and we need to put more effort in motivating students to take part in the survey. The students can be motivated through activities of: (1) the Committee for Quality Assurance and Improvement of Education; (2) leaders of mentoring groups; (3) the Student Union. The average score of Faculty teachers is 4.4, which we consider to be a satisfactory average result. However, there is room for significant improvement at the individual level and that is the direction in which to put additional efforts and monitor the teachers who received lower scores.

Teachers and assistants are in a constant process of training and in that way contribute to personal growth and the progress of the Faculty, but the writing of textbooks and other teaching materials should be encouraged more. The problem with textbooks is the small number of students and the interest is limited only to the area of theology. It is necessary to broaden the area of those interested and in this respect we need to team up with other faculties of theology. On the other hand, there is a newer quality theological literature that is used in teaching and that replaces textbooks. Therefore, we believe that it would be more useful for students to put the emphasis on the handbooks.

The publishing tradition of the Faculty should be maintained by ensuring the best possible conditions for issuing handbooks. Further improvement is possible in the better promotion of publishing activities and in attracting more donors to cover the costs of printing.



Đakovo

1806 - 2014



Scientific and Professional Activity

a) Describe the strategy of scientific activity for at least a five-year period, concerning research in the scientific area for which your institution is registered in the Register of Scientific Organisations.

The main task of the Catholic Faculty of Theology in Đakovo (hereinafter: CFT or the Faculty) is to provide education to candidates for the priesthood, and in performing this task it is bound by the church norms, which should be observed and respected. Likewise, the Faculty provides education to all other profiles of church and pastoral workers, whether they are catechists or any other the Church needs. Moreover, the Faculty is obliged to train students for other staff profiles needed in social institutions to transmit religious dimension in them, and to allow the presence of theologically-formed professionals who will be able to respond to the spiritual rights and obligations in all possible situations. In order to meet all these needs, the Faculty offers a range of additional specialist study programmes. These require that the Faculty turn to other institutions to establish cooperation and enable interdisciplinary studies.

In line with the aforementioned the Faculty Development Strategy 2011 – 2015 defines the Faculty's mission as: interdisciplinary research and development of new skills which will contribute to the development of the society and the Church as a whole. More precisely, the Faculty's mission is to *educate and train students in the spirit of Christianity and the Catholic Church to enable them to become morally responsible members of the society capable of critical thinking and possessing qualifications that enable them to make wise decisions in the interest of common welfare. By complying with the evangelical mission God entrusted to the Church, the Faculty will provide comprehensive and high quality education to contribute to the formation of students. In cooperation with the Church authorities, the Faculty will develop a range of high quality study programmes, high quality teaching, teacher development and appointment to research grades, thus ensuring and improving student success. Likewise, the Faculty will strive to enable scientific research.*

In line with its mission, the Faculty's vision is to *exercise responsibility towards the church, cultural, social and historical heritage, and strive to complete its primary mission: to contribute to young people's intellectual and spiritual development, scientific research and the justification of truths of the Christian faith. The Faculty will constantly raise its excellence based on the teaching quality and efficiency, research activities, and its commitment to local, university, national and international social and church communities. It will create and cultivate collectivity in all aspects of the Faculty life, whilst, in line with its basic values, simultaneously cultivating the spirit of openness and collectivity in its natural, mostly Catholic but still complex, environment characterized by the presence of many faiths.*

To achieve the aforementioned goals, the »2011 to 2015 Strategic Development Goals of the Faculty of Theology in Đakovo« were adopted in a meeting of the Faculty Council. These goals are an integral part of the Development Strategy of the Faculty of Theology in Đakovo for 2011 to 2015. The adopted strategy emphasizes two primary strategic goals: teaching and

research of Christian publications, and their role in completing the evangelical mission of the Church. As stated before, the teaching activity focuses mainly on philosophical-theological formation of the candidates for the priesthood or religious life and the lay faithful. These will assume positions of theologians in churches, especially the ones in the region of Osijek and Đakovo, and will perform different duties in the capacity of priests or catechists. To ensure that their needs are met, the Faculty has set a strategic goal to ensure lifelong priest and the lay faithful development by providing varied professional and scientific specialist study programmes and offering a range of professional development seminars on theology and pastoral activity.

Likewise, the second strategic goal of the Faculty, i.e. research, will be achieved through participation in research projects and scientific events, publishing activity, and cooperation with other HE institutions of the University of Osijek and wider. Consequently, the third strategic goal is related to the permanent professional teacher advancement to enable appointment to research grades and ensure special care for assistant teachers and junior researchers. In order to meet long-term strategic goals, the Strategy places a special emphasis on the constant teaching quality improvement, new study programmes introduction, the significance of scientific and research activities and teacher appointment to research grades. Likewise, the Strategy lays great stress on the importance of the identification and the provision of financial resources to ensure the means to meet the goals set. In other words, the prerequisite for meeting the goals set is to ensure the conditions, i.e. the necessary number of teachers with the grade of a full professor. This will enable the Faculty to offer doctoral study programmes and consequently raise the level of research activity.

It is important to mention in this context that in 2011 the Working group for a doctoral study programme preparation was formed. During 2012 the study programme including the teaching curriculum, which determines the entry criteria, assessment plan, competencies, teaching resources, responsible individuals and the description of the courses within the postgraduate doctoral studies in ecumenical theology, pedagogy of religion and catechism was designed. However, the programme verification process, i.e. the international and in-country review, has not started yet due to the insufficient number of full professors employed.

Nevertheless, the fact that the Faculty teaching staff has participated and delivered a range of lectures in various international scientific events and collaborated in almost all former national scientific research of religious and social issues speaks in favour of the staff quality. The Faculty regularly organizes, either by itself or in cooperation with other institutions, at least two scientific symposia per year followed by the publication of the proceedings. In order to promote their scientific research and/or publications, CFT professors also publish their papers in Biblioteca Diacovensia and the Faculty's scientific journal Diacovensia.

The Faculty's scientific and research dimension is reflected in the participation in scientific projects. This, however, poses problems common to all faculties dealing with the humanities. Namely, research in this field is more difficult and expensive given the relevant sample required. It is also difficult to find sponsors for such research due to its low market cost efficiency. Despite that the Faculty has participated in the international project Aufbruch, which dealt with researching religiousness in 10 former communist countries. In cooperation with the Faculty of Theology in Zagreb, we also participated in the European Value Study projects in 1997 and 2007. Additionally, the Faculty participated in a number of national projects, such as Solidarity in Croatia; Subsidiarity in Croatia; Uomo e donna lo creo, to mention only a few, and the international project: »Pastoral theology in post-communist countries«. Finally, the Faculty has conducted its own project »Kršćanski identitet i kvaliteta bračnog i obiteljskog života« (Christian Identity and the quality of Marriage and Family Life). The aforementioned proves that the CFT scholars have regularly participated in almost all former national scientific research in the field of religion and social study.

The Faculty Strategy sets clear goals for research activities: to respond to invitations for bidding in international projects; to identify possible areas for projects and submit requests for funding to the Ministry of Science, Education and Sport; to participate in international scien-

tific research projects; to keep up to date with scientific research; to build and update bibliographical database including recent research carried out by this Faculty's staff to motivate and create positive attitude towards research; to introduce new doctoral study programme and encourage students to continue education, and motivate students and their mentors to publish their work; and finally to organize symposia and forums.

CFT has established cooperation primarily with the other Faculties included in the University of Osijek, especially with the Faculty of Medicine, the Arts Academy, the Faculty of Civil Engineering and the Faculty of Education. Several joint study programmes could be introduced to promote the cooperation in the field of the humanities or the social sciences. To achieve that CFT would should be given space on the University Campus so that the Faculty is able to run optional courses offered at the University level. The cooperation with the Faculty of Theology in Zagreb is equally good, the reason lies in the fact that the Faculty in Đakovo used to be part of the Faculty in Zagreb, and today our professors participate in conducting doctoral study programmes in Zagreb. CFT cooperates or maintains contacts with the other faculties of theology from its immediate neighbourhood. Meetings with the staff of these faculties are held during the faculty days (Ljubljana, Split, Rijeka, Sarajevo), or, if circumstances allow, more frequently. To promote and organize cultural events, cooperation with different polytechnics and the city of Đakovo has been established. Teaching staff of the Faculty is associated in research projects of the Faculty of Medicine, University of Zagreb and also the Faculty of Medicine and Faculty of Law, J. J. Strossmayer University of Osijek. Recently, cooperation with the Faculty of Orthodox Theology in Belgrade has been initiated.

In October 2013 the Josip Jurij Strossmayer University of Osijek Senate established the University Centre for bibliographic and documentary materials on Bishop Josip Jurij Strossmayer and the church history in general. The Centre is located on the premises of CFT, one of the Faculty's teachers of Church history was appointed as acting head. We believe that the establishment of this Centre and its close relationship with the Faculty will open new possibilities for research for the scholars employed by CFT. Combined with the plans for the establishment of the Croatian Academy of Sciences and Arts Section for Science and Arts in Đakovo, which will be done in close cooperation with CFT, the opportunities for research, especially of the archival material and church and national history as such, will add a new dimension to the Croatian research community and thus become its important part. Another important contribution to this field is the celebration in honour of the 200th anniversary of Bishop Strossmayer's birth. In cooperation with the University in Osijek, CFT is organizing a scientific symposium in Đakovo and Osijek and, in cooperation with the Croatian Academy of Sciences and Arts, several smaller scientific events in Rome, Vienna and Paris. The results of the archival materials research, in particular of the materials found in the Hungarian Archives that have not been researched yet, will be disclosed on the occasion of this anniversary. This will free the Bishop's character and legacy interpretation from any ideological implications and bring him closer to the public.

We are well aware of the limitations which arise from the nature of the humanities, which exclude experiments and are more theoretical. As such, they have less appeal to the enterprise sector as their main aim is neither to improve production possibilities nor to provide conditions for market enlargement. The humanities orientation towards the spiritual, particularly towards theology, hinders their efforts in finding a suitable place in the scientific databases, which are more oriented towards empirical sciences, such as technical, medical and other sciences based on experiments. Likewise, the recognition of the scientific work carried out in the field of the humanities, especially its original contribution, is much more difficult as it is less subject to empirical criteria. Thus, the culture that favours experts over intellectuals, positive circumstances over the depth of the human soul, achievements in discovering material world over spiritual, creates difficulties when it comes to the scientific recognition of our work. Moreover, the Croatian science development strategies based on the criteria applicable to the empirical sciences create conditions that are unfavourable for humanities, i.e. it is difficult for them to be included into the scientific databases and relevant scientific journals. Furthermore, many scientific journals published by the institutions of the Church, which we

are close to CFT due to the nature of our research, are not reviewed in the public scientific databases or have been reviewed since 2012 only.

Finally, a special problem that researchers at the Faculty are faced with are the additional duties they should perform for the institutions of the church as the Archdiocese expects the teachers, who are mostly priests, to honour their commitment to the church authorities, too.

In light of the above-mentioned difficulties, the Strategy defines the following future tasks: (1) to join efforts of the Faculty and the Archdiocese to promote the Faculty; (2) to monitor the duties performed by professors outside the Faculty, so that these do not impede their work for the Faculty; (3) to reinforce cooperation with the faculties included into other universities through study visits and to hold University of Osijek meetings and workshops on the premises of our Faculty; (4) to establish cooperation and communication with the secondary and the primary schools via the Catechetical Office to ensure the possibilities of field work; (5) to integrate befriended or partner faculties and scientific institutes into an Association of friends of the Faculty as supporting or honour members (the University of Osijek, the Ministry of Science, Education and Sport, the Croatian Academy of Science and Arts, the Institute of Ivo Pilar etc.); (6) to deepen and monitor cooperation with the Catechetical Office and the Croatian Employment Service; (7) to establish cooperation with similar faculties in the region (e.g. the faculties of Theology in Seged, Sofia, Milan, Sarajevo, Ljubljana, Vienna and the Faculty of Orthodox Theology in Belgrade) to enable ERASMUS mobility.

b) List 10 world-renowned scientific journals in which your teachers publish their works. Comment on the relevant impact factors. Specify several prominent cultural institutions museums and galleries where your teachers present their works.

Over the last 5 years CFT teachers have published papers in approximately 10 different journals, most of which deal with the humanities, the field of theology in particular. However, it is important to acknowledge the lack of a widely recognized list of international theological journals, which could be used as a reference for appointment to research grades in the field of theology. To be more specific, the nature of studies of theology is to integrate the culture of religion into the social and traditional environment of a nation as well as into the church public. Thus, the appointment to research grades primarily depends on the number of publications in journals categorized as A1 or A2. Hence, the journals listed below are relevant for appointment to research grades:

A1:

Bogoslovska smotra
Crkva u svijetu
Obnovljeni život
Filozofska istraživanja
Vrhbosniensia
Synthesis Philosophica

A2.:

Diacovensia – teološki prilozi
Riječki teološki časopis
Nova prisutnost

As stated before, these journals published by the institutions of the church have been indexed in the international databases such as Scopus, WoS and CC for only a year or two. Articles written by CFT scholars and published from 2008 and 2011, have not been included in the international databases, however, they are included in the list below:

PAŽIN, Zvonko - SENJAN, Davor, Obredi blagoslova ulja i pomazanja sv. uljem u rimskoj liturgiji, (The Rites of the Blessing of the Oils and Anointing with the Consecrated Oil) in: *Crkva u svijetu* 2013, 48(3), 00. 279-301. In: Scopus

- PAŽIN, Zvonko - VIŠATICKI, Karlo, Sveopća molitva bogoslužja Velikog petka (The Prayer of General Intercessions from the Good Friday Liturgy), in: Crkva u svijetu 2012, 47(2), pp. 210-234. In: Scopus
- RAGUŽ, Ivica, Parezija - Michel Foulault i teologija u dijalogu (Michel Foulault and Theology in dialogue), in: Nova prisutnost 2013, 11(2), pp. 237-264. In: Scopus
- RAGUŽ, Ivica, Nekoliko crtica o sveučilišnoj teologiji teološkim časopisima (Several short narratives on the university theology published by theological journals), in: Bogoslovska smotra 2011, 81(1), pp. 147-153. In: Scopus
- PAVLIĆ, R. - VUKOVIĆ, Davor, Koncilsko ozračje: Henri de Lubac (The Council's Climate: Henri de Lubac), in: Crkva u svijetu 2013, 48(2), pp. 189-208. In: Scopus
- GRBEŠIĆ, Grgo, Poimanje i primjena tolerancije u progonjenoj, slobodnoj konstantinovoj i državnoj Crkvi (Tolerance concept and application in persecuted Constantine's free and state Church), in: Bogoslovska smotra 2013, 83(2), pp. 287-308. In: Scopus
- DŽINIĆ, Ivo, Smjernice za propovjedničku službu o najčešćim očekivanjima i zamjerkama slušatelja (Preaching ministry guidelines on the most frequent student expectations and objections), in: Crkva u svijetu 2013, 48(1), pp. 28-49. In: Scopus
- DŽINIĆ, Ivo, Retorika i homiletika: Neke teološke rasprave o odnosu dviju disciplina (Rhetorics and Homiletics: Several Theological Dissertations on the Relationship of the Two Disciplines), in: Bogoslovska smotra 2013, 83(1), pp. 91-110. In: Scopus, Citiranost – Scopus 1
- VIŠATICKI, Karlo, Ez 20 i moralne implikacije (Ez 20 and its Moral Implications), in: Bogoslovska smotra 2012, 82(3), pp. 695-709. In: Scopus
- VIŠATICKI, Karlo - ZOVKO, Tihonija, Novozavjetna biblijska bibliografija na Hrvatskom jeziku (Bible Bibliography of the New Testament in Croatian), (2006.-2010), in: Crkva u svijetu 2011, 46(4), pp. 489-515. In: Scopus
- VIŠATICKI, Karlo - ZOVKO, Tihonija, Starozavjetna biblijska bibliografija na hrvatskom jeziku (Bible Bibliography of the Old Testament in Croatian) (2006.-2010.), in: Crkva u svijetu 2011, 46(3), pp. 371-394. In: Scopus
- ČATIĆ, Ivica, Osnovni elementi Pavlova moralnog učenja u prvoj poslanici Solunjanima (Main elements of Paul's moral teaching in his first letter to the citizens of Salonica), in: Bogoslovska smotra 2012, 82(3), pp. 617-639. In: Scopus
- ŠOKČEVIĆ, Šimo, Identitet i »pluralni monokulturalizam« (Identity and »plural monoculturalism«), in: Filozofska istraživanja 2011, 31(84), pp. 735-749. In: Scopus, WoS
- ŠOKČEVIĆ, Šimo, Ambivalentnost procesa globalizacije i etičke implikacije teorije društvenog izbora Amartye Sena (Globalization Process Ambivalence and Ethical Implications of Amartya Sen's Social Choice Theory), in: Filozofska istraživanja 2009, 29(1), pp. 119-130. In: Scopus, WoS
- ŠOKČEVIĆ, Šimo, Identity and Violence: Illusion of Destiny, in: Filozofska istraživanja 2009, 29(2), pp. 390-393. In: WoS
- RADIĆ, Stjepan, Individualizam kao čovjekovo egzistencijalno uporište: Filozofijsko-teorijsko razmatranje individualizma s pripadajućim posljedicama (Individualism as Man's Existential Stronghold: Philosophical and Theoretical Discussion of Individualism and Pertaining Consequences), in: Bogoslovska smotra 2011, 81(83), pp. 537-558. In: Scopus
- RADIĆ, Stjepan, Neki od problemskih aspekata 'Projekta svjetski etos' (II): Jedan analitičko-filozofski pristup problemu (Several Problematic Aspects of the World Ethos Project (II): An Analytical and Philosophical Problem Approach), in: Filozofska istraživanja 2010, 30(1-2), pp. 269-282. In: WoS, Scopus, 1 citation according to Scopus
- RADIĆ, Stjepan, Neki od problemskih aspekata 'Projekta svjetski etos' (I): Jedan analitičko-filozofski pristup problemu (Several Problematic Aspects of the World Ethos Project (I): An

Analytical and Philosophical Problem Approach), in: Filozofska istraživanja 2010, 39(14), pp. 733-744. In: WoS, Scopus, 1 citation according to Scopus

RADIĆ, Stjepan, Toleranz als triebkraft von demokratie und menschenrechten: Eine darstellung der toleranz als tugend. Zu antropologischen grundlagen der toleranz, in: Synthesis Philosophica 2008, 23(2), pp. 333-350. In: WOS, Scopus, CC, 1 citation according to Scopus

RADIĆ, Stjepan, Aristotle´s critique of democracy, in: Filozofska istraživanja 2012, 32(81), pp. 187-191. In: WoS

VULETIĆ, Suzana, Ne/odgovornost za začeti život u liberalnim i pro-abortivnim sub/kulturalnim društvenim okolnostima. Rezultati znanstveno-istraživačkog projekta »Kršćanski identitet i kvaliteta bračnog i obiteljskog života« (Ir/responsibility for Conceived Life in Liberal and Pro-Abortion Sub/cultural Social Environment. Results of »Christian Identity and the Quality of Marriage and Family Life Project«), in: Obnovljeni život 2011, 66(2), pp. 151-171. In: Scopus

PAŽIN, Ivica - VULETIĆ, Suzana, Spolnost unutar promišljanja o identitetu kršćanske obitelji. Moralno-teološke i pastoralno-katehetske odrednice na temelju projekta »Kršćanski identitet i kvaliteta bračnog i obiteljskog života (Sexuality in Reflections on Christian Family Identity. Moral-theological and Pastoral-Catechist Determinants Based on »Christian Identity and the Quality of Marriage and Family Life Project«), in: Crkva u svijetu 2011, 46(1), pp. 31-58. In: Scopus

The comparison between the articles written by our scholars indexed in the international databases and those published in the journals relevant to the appointment to research grades in our field shows that our scholars have primarily had their articles published in A1 journals, such as Bogoslovska smotra - 6, Crkva u svijetu - 7, Filozofska istraživanja - 6, Obnovljeni život - 1, Synthesis Philosophica - 1. This indicates that these journals are highly recognized in our field, i.e. out of 22 papers included into the databases, 21 have been published in A1 journals, the majority of these have been categorized as original scientific paper.

c) List 10 most important papers of your institution(for each scientific area your institution is working in) in the last 5 years. Specify and comment the citation of your papers according to the global databases (WOS, SCOPUS, Google Scholar). Compare the scope of your scientific achievements with comparable Croatian and international HE institutions.

The answer to the previous question included the explanation as to why the international databases started including articles written by our scientists only in 2012. Consequently, we cannot list 10 most important papers due to the lack of the objective criteria, i.e. the number of citations. We hope that this will not be the case in the near future as more and more scientific journals from our field start entering the published papers into the global databases.

The review of the complete bibliography of the papers published up to date indicates that they have been published in the journals recognized and relevant to appointment to research grades (113) or in the national journals with international (23) or national (72) peer-review, as well as in foreign and national conference proceedings (21). Likewise, the number of professional publications should not be ignored.

Table 5.1 Bibliography (over the last 5 years)

Publication category*	Total number of publications**	Number of publications co-authored by two or more teachers	Number of publications resulting from the cooperation with other HEIs and scientific organisations**
Publications in the journals included in the CC, WoS (SSCI, SCI-expanded and A&HCI) and Scopus databases	WoS 7 Scopus 20 CC 1 28	1	11
Other publications included in the databases recognized in the appointment to research grades	113	2	19
Authorship of books published abroad	1	1	1
Authorship of books published in the country	7	0	6
Publications in national journals with international peer review	23	1	13
Peer-reviewed publications in proceedings of international and conferences abroad***	21	2	13
Publications in national journals with national peer review	72	2	19
Professional publications	162	3	15
Chapters in peer-reviewed books	4	2	5
Peer-reviewed publications in proceedings of national scientific conferences***	5	0	4
Editorship of foreign books***	1	1	1
Editorship of national books***	21	0	8
Number of publications in journals published by your institution	36	0	16

* The categories in bold are obligatory, the others are left to your discretion.

** The same teacher to be included only once.

*** Proceedings without peer review and selection process are not included.



Table 5.2 Publications by constituent units of your institution

Publication category*	Total number of publications	Publication number/ teaching staff number ratio for each unit**			
		Department of Philosophy and History	Department of Biblical Study and Patrology	Department of Systematic Theology	Department of Applied Theology
Publications in the journals included in the CC, WoS (SSCI, Unexpanded and A&HCI) and Scopus databases	28	13/6	5/4	5/7	5/8
Other publications included in the databases recognized in the appointment to research grades	113	22/6	25/4	34/7	38/8
Authorship of books published abroad	1	1/6	0/4	0/7	0/8
Authorship of books published in the country	8	1/6	2/4	4/7	2/8
Publications in national journals with international peer review	23	7/6	4/4	7/7	/8
Peer-reviewed publications in proceedings of international and conferences abroad***	21	5/6	3/4	4/7	/8
Publications in national journals with national peer review	72	12/6	14/4	26/7	24/8
Professional publications	162	16/6	58/4	45/7	50/8
Chapters in peer-reviewed books	4	0/6	1/4	1/7	4/8
Peer-reviewed publications in proceedings of national scientific conferences***	5	1/6	0/4	1/7	3/8
Editorship of foreign books***	0	0/6	1/4	0/7	0/8
Editorship of national books***	21	1/6	3/4	4/7	16/8
Number of publications in journals published by your institution	36	8/6	9/4	13/7	6/8

* Publications in bold are obligatory, the other are left to your discretion.

** The same teacher is to be included only once.

*** Proceedings without peer review and selection process are not include

d) If your scientific area gives precedence to other types of publications (books, conference proceedings, etc.), list 10 most important publications of that type. Comment on the criteria for choosing them.

Due to their specific field of study, CFT scholars focus on theory and relevant research of social and religious issues or the study of archival materials. Their research results are then mainly presented on conferences or published in conference proceedings. Tables 5. 3 and 5.4 include the list of conferences and symposia over the last 5 years and the list of international events our teachers participated in over the same period of time.

Table 5.3 List of conferences and symposiums over the last 5 years

2008./2009.
International symposium <i>Dative Tabor U Squirming 22. vibrant 359. iodine</i> (Convocation at Fermium 22 May 395 AD). To mark the 1650 th anniversary of the event; held 21 and 22 May 2009.
Theological-pastoral seminar for the Archdiocese of Đakovo and Osijek priests aimed at their continuing education in the field. Theme: <i>Župna kateheza – kateheza zajednice</i> (Parish Catechism – Community Catechism), 15 – 17 September 2009
Scientific symposium <i>Izabrana pitanja ruske religiozne filozofije</i> (Selected Issues of the Russian Religious Philosophy, held 28 and 29 September 2009
2009./2010.
Symposium with international participation <i>Svećeništvo danas: Poteškoće i nadanja</i> (Priesthood today: Problems and Hopes) 29 April 2010
The Strossmayer Days – 29 May 2010. Theme: <i>Strossmayer i liberalizam</i> (Strossmayer and liberalism)
Theological-pastoral seminar for the Archdiocese of Đakovo and Osijek priests. Theme: <i>Svećenik – propovjednik</i> . (A Priest – a preacher), held 15 – 17 September 2010
2010./2011.
International symposium: <i>Biblija i moral</i> (The Bible and the Morality), organized by the Bible Institute of the Catholic Faculty of Theology in Zagreb and hosted by CFT in Đakovo, held 10 and 11 December 2010
Scientific conference »Kršćanski identitet i obitelj« (to present the outcomes of the scientific project »Christian Identity and the Quality of Marriage and Family Life«); held on 23 May 2011
The Strossmayer Days – 21 May 2011. Theme: <i>Strossmayer i HAZU</i> (Strossmayer and the Croatian Academy of Science and Arts); to celebrate the 150 th anniversary of the Academy
Theological-pastoral seminar for the Archdiocese of Đakovo and Osijek priests. Theme: <i>Svećenik u svijetu medija</i> (A priest and the media); 15 – 17 September 2011.
2011./2012.
Symposium with international participation. Theme: <i>Darvinizam i suvremene socijalne teorije</i> (Darwinism and Modern Social Theories). 14 October 2011.
The Strossmayer Days – 26 May 2012. Theme: <i>Strossmayer and Rački</i> .
Theological-pastoral seminar for the Archdiocese of Đakovo and Osijek priests. Theme: <i>Aktualnost pastoralne Konstitucije »Gaudium et spes</i> (Modern Aspects of the pastoral Constitution »Gaudium et spes«), 11 – 13 September 2012).
14 April 2012 the Faculty of Theology in Đakovo hosted the traditional symposium for professors of philosophy and theology from Croatia and Bosnia and Herzegovina. About 80 professors participated.
2012./2013.
Symposium: <i>Vjera pred izazovima današnjega agnosticizma i vjerskog indiferentizma</i> (Religion facing the challenges of modern agnosticism and religious indifference), 25 and 26 October 2012.
The Faculty co-organized the symposium <i>Za slobodu nas Krist oslobodi – Nova evangelizacija u svjetlu djelovanja svete braće Ćirila i Metoda</i> (It is for freedom that Christ set us free – New evangelism in the light of Brothers Cyril and Methodius). The symposium held in Srijemska Mitrovica and Belgrade, 18 – 20 April 2013 was organized to mark 1700 th anniversary of the Milan edict and the 1150 th anniversary of the arrival of Brothers Cyril and Methodius in the Panonian region.
The Strossmayer's Days – 25 May 2012. Theme: <i>Strossmayer and Europe</i> .
Theological and pastoral seminar for the priests of the Archdiocese of Đakovo and Osijek. Theme: <i>Vjerska sloboda – izazov za Crkvu i društvo</i> (Freedom of religion – challenge for the Church and the society). Held 11 – 13 September 2013.
Congress to mark the 20 th anniversary of the journal <i>Diacovensia</i> , held on 20 November 2013.

5.4. The list of international symposiums, congresses and conferences that CFT teachers participated in.

Year	Symposium/conference	Place, country	Time
2008	Bioethik in Mittel und Osteuropa	Laab im Walde, Wien, Austria	5-7 February
2008	»Identification of the moral and human goals in medicine between different bioethical positions«	Zagreb, Croatia	11 March
2008	Interdisciplinarnost i teologija (Interdisciplinary studies and theology)	Split, Croatia	26-27 March
2008	Filozofija na katoličkim teološkim učilištima (Philosophy in Catholic Faculties of Theology)	Sarajevo, Bosnia and Herzegovina	23-24 May
2008	Kongres europske katehetske ekipe (Congress of the European catechetical group)	Lisbon, Portugal	27 May -2 June
2008.	XV. Congresso Internazionale di Archeologia Cristiana, »Episcopus, civitas, territorium«	Toledo, Spain	8-12 September
2008	(300. godišnjica početka visokog školstva u Osijeku) 300th anniversary of the HE in Osijek	Osijek, Croatia	26 September
2008	Pastoralplanung – Bedarf oder Mode?	Celje, Slovenia	18-21 September
2008	Dani Frane Petrića - Filozofija i Globalizacija (The Frane Petrić Days– Philosophy and Globalization)	Cres, Croatia	21-24 September
2008	Humanae Vitae: attualità e profezia di un'Enciclica	Rome, Italy	3-4 October
2008	Ništavost ženidbe: procesne i supstantivne teme (Marriage annulment: procedural and materials themes)	Zagreb, Croatia	10 October
2008	Organizacija Europskog pokreta Hrvatska i neprofitne ustanove »Otok znanja« Kolokvij na temu: Ljudska prava (Seminar organized by the European Movement Croatia and the non-profit organization »The island of Knowledge«, theme: Human rights)	Koločep, Croatia	14-17 October
2008.	Kolokvij o duhovnosti katoličke obitelji u BiH - stanju i perspektivama (Seminar on the spirituality of a catholic family in Bosnia and Herzegovina – present state and prospects)	Sarajevo, Bosnia and Herzegovina	22 November
2008	Međunarodni simpozij »Crkva u Hrvatskoj i Drugi vatikanski koncil – sudjelovanje, doprinos i prijem« (International symposium Church in Croatia and Second Vatican Council – cooperation, contribution, admission)	Roma, Italy	4 – 5 December
2009	Dani Ivana Antunovića (The Ivan Antunović Days)	Subotica, Serbia	16 January
2009	»La fede e la ragione«	Rome, Italy	26-27 February

Year	Symposium/conference	Place, country	Time
2009	»Religion and Churches in Common Europe«	Peccs, Hungary	4 – 8 March
2009	»III. Mediteranski korijeni filozofije« (The Mediterranean roots of philosophy)	Split, Croatia	26-28 March
2009	XXXIII. Međunarodni simpozij profesora teologije i filozofije (XXXIII. International symposium for professors of philosophy and theology)	Lovran, Croatia	14-16 April
2009	Međunarodni simpozij »Budućnost oblikovati – odmah! Socijalno-etičke perspektive« (International Symposium Create future – Now! Socio-ethical aspects)	Zagreb, Croatia	16-18 April
2009	»La communita cristiana e il primo annuncio«	Rome, Italy	4-7 May
2009	Datirani Sabor u Sirmijumu 22. svibnja 359. (Convocation in Sirmium 22 May AD)	Đakovo, Croatia	21 and 22 May
2009	Questioni varie di Diritto Canonico	Brescia, Italy	1-5 June
2009	Trapisti u Banjoj Luci – Europa u BiH u povodu 140. obljetnice trapističke opatije »Marija Zvijezda« (Trappists in Banja Luka – The presence of Europe in BH, to mark the 140th anniversary of the Trappist abbey »Marija Zvijezda«)	Banja Luka, Bosnia and Herzegovina	18-20 June
2009	»Philosophy and Democracy – Democracy and Political Education«	Dubrovnik, Croatia	30 August – 4 September
2009	Sakramente heute – Wandel der Sakramentenpastoral?	Opole, Poland	15-18 September
2009	Was h'alt Europa zusammen? Die Osterweiterung der Europäischen Union als sozialthische Herausforderung,	Essen, Germany	21-22 September
2009.	»Izabrana pitanja ruske religiozne filozofije« (Selected Issues of the Russian Religions Philosophy)	Đakovo, Croatia	28-29 September
2009.	»Verso Cristo« A 30 anni da Redemptor Hominis. Attualità di una via all'uomo	Rome, Italy	16-17 October
2009.	Laicità cristiana e società secolare nel Magistero di Giovanni Paolo II e Benedetto XVI	Rome, Italy	19-20. October
2009.	Paulus und Papyri. Der Völkerapostel im Alltag seiner Gemeinden	Vienna, Austria	22-24 October
2009.	Posebni sudski postupci i postupanja (Judicial proceedings and procedures)	Lovran, Croatia	26-27 October
2009.	Bioethicists in Central Europe (BCE). Theology meets Biology	Košice, Slovakia.	13-14 November
2010.	Međunarodni znanstveni skup o provedbi spolnog odgoja u zemljama Srednje i Istočne Europe (International conference on sexual education in Central and Eastern European countries)	Opole, Poland	17 March

Year	Symposium/conference	Place, country	Time
2010.	XXXIV. Međunarodni simpozij profesora filozofije i teologije (XXXIV International symposium for professors of philosophy and theology)	Zadar, Croatia	7-8 April
2010.	Svećeništvo danas: Poteškoće i nadanja (Priesthood today: Problems and Hopes)	Đakovo, Croatia	29 April
2010.	Freunde oder Feinde? Zum Verhältnis zwischen Kirche und Medien	České Budějovice, The Czech Republic	16-19 September
2010.	Dani Frane Petrića – Pitanje identiteta (The Frane Petric Days – The question of identity)	Cres, Croatia	19-22 September
2010.	Crkveni fakulteti i bolonjski proces (Church Faculties and the Bologna Process)	Rome, Italy	21-23 September
2010.	»Młodzież "trudna"« - współczesne wyzwania dla młodzieżowych ośrodków wychowawczych. Poszukiwania naukowo-praktyczne	Trzciniec, Poland	23 October
2010.	Vjernici, društva, pokreti (Believers, societies, movements)	Zagreb, Croatia	29-30 October
2010.	»Bioethicists in Central Europe (BCE). Der bioetische dialog in der Gesellschaft«	Oppeln, Poland	22-24 November
2010.	Biblija i moral (The Bible and the morality)	Đakovo, Croatia	10-11 December
2011.	Teološko-pastoralni tjedan: »Novi govor vjere kao odgovor na potrebe suvremenog čovjeka« (Theological-pastoral week: New discourse of religion as a response to the needs of a contemporary man)	Zagreb, Croatia	25-27 January
2011.	Biskupska konferencija Bosna i Hercegovina: Predškolski vjerski odgoj – konferencija (Bosnia and Herzegovina episcopal conference: Pre-school religious education)	Mostar, Bosnia and Herzegovina	28 February
2011.	35. Međunarodni simpozij profesora teologije i filozofije (35th international symposium for professors of theology and philosophy)	Zagreb, Croatia	26-28 April
2011.	Solidarität in der Krise. Auf der Suche nach neuen Wegen	Vienna, Austria	28-30 April
2011.	Urbani Šokci 6 – Marijanska svetišta Šokaca i Bunjevaca Međunarodni okrugli stol (The urban Šokci 6 – The Šokci and Bunjevci sanctuaries of Virgin Mary, international round table)	Osijek-Sombor, Croatia - Serbia	9-10 October
2011.	»Advanced Technologies and Bioethics«	Moscow, Russia,	7-8 September
2011.	Gemeindeentwicklung in Mittel- und Osteuropa. Tendenzen, Kriterien und Optionen	Bratislava, Slovakia	15-18 September
2011.	»Suizid. Vom gesellschaftlichen Tabu zum ethischen Thema«	Pecs, Hungary	21-23 October

Year	Symposium/conference	Place, country	Time
2011.	Darvinizam i suvremene socijalne teorije (Darwinism and Modern Social Theories)	Đakovo, Croatia	14 October
2011.	Geschichten und Geschichte: Das Bild Israels im Buch der Richter	Vienna, Austria	21-22 October
2011.	Peaceful and Sustainable Dialogue After Selfish Prometheus	Ljubljana – Celje, Slovenia	4-6 November
2012.	52. Teološko-pastoralni tjedan, »Crkva u Hrvatskoj u perspektivi europskog društva« (Church in Croatia from European community perspective)	Zagreb, Croatia	24-26 January
2012.	»Preti sul lettino: agio e disagio del servizio pastorale del clero«	Rome, Italy	12 March
2012.	Međunarodni simpozij profesora teologije i filozofije (International symposium for professors of philosophy and theology)	Đakovo, Croatia	12-14 April
2012.	»Die christliche Initiation in der Perspektive der Neuevangelisierung«	Rome, Italy	7-10 May
2012.	»Integrativna bioetika pred izazovima biotehnologije« (Integrative bioethics and the challenges of biotechnology)	Sarajevo, Bosnia and Herzegovina	25-26 May
2012.	»Philosophy and Democracy – Europe and Democracy«	Dubrovnik, Croatia	2-7 September
2012.	Alte und neue Herausforderungen für Pastoraltheologie. 23 Jahre nach der Wende	Zagreb, Croatia	13 -16 September
2012.	»Global and Deep Bioethics – From New Medical Ethics to the Integrative Bioethics«	Rijeka, Croatia	23-25 September
2012.	Beschäftigung und Arbeitslosigkeit der Gegenwart – Rad i nezaposlenost danas (Work and unemployment today)	Tuhelj, Croatia	8-12 October
2012.	»Die Zukunft der Landwirtschaft in Europa - Bioethische Perspektiven«	Zagreb, Croatia	19-21 October
2012.	Vjera pred izazovima današnjega agnosticizma i vjerskog indiferentizma (Religion facing the challenges of modern agnosticism and religious indifference)	Đakovo, Croatia	25 and 26 October
2012.	Kanonsko pravo i medicina/Izabrana pitanja (Canon law and medicine/Selected issues)	Dubrovnik, Croatia	26-27 October
2012.	»Vjera u Bibliji« (Religion in the Bible)	Sarajevo, Bosnia and Herzegovina	14-15 December
2012.	»Misaona popudbina Tome Vereša« (Tomo Vereš intellectual legacy)	Subotica, Serbia	14-16 December
2013	Prvi dani praktičke filozofije (The beginning of applied philosophy)	Osijek, Croatia	17-18 January

Year	Symposium/conference	Place, country	Time
2013.	Christliche Identität in Europa auf Prüfstand. Pastoraltheologische Begegnungen: Horizonte und Optionen	Prague, The Czech Republic	19-22 March
2013.	«Depresija, ovisnost, suicid» (Depression, addiction, suicide)	Opatija, Croatia	1-3 March
2013.	»Za slobodu nas Krist oslobodi«. Nova evangelizacija u svjetlu djelovanja svete braće Ćirila i Metoda (It is for freedom that Christ set us free – New evangelism in the light of Brothers Cyril and Methodius)	Srijemska Mitrovica / Belgrade, Serbia	18- 20 April
2013.	»Der katechumenale Weg: eine Last oder ein Ferment?«	Delemont, Switzerland	26-28 April
2013.	50 anni dal Concilio Vaticano II e 30 anni dal Codice di diritto Canonico	Brescia, Italy	10-14 June
2013.	»Aktualnost deklaracije Dignitatis Humanae II. Vat. Sabora (Up-to-date nature of Second Vatican Council Dignitatis Humanae)	Đakovo, Croatia	11-13 September
2013.	Dani Frane Petrića – Perspektive filozofije (The days of Frane Petric – Perspectives of Philosophy)	Cres, Croatia	22-25 September
2013.	XVI Congresso Internazionale di Archeologia Cristiana, »Costantino e i Costantinidi: l'innovazione costantiniana, le sue radici e i suoi sviluppi«	Rome, Italy	22-28 September
2013.	»The Catechist-Witness of the Faith«	Rome, Italy	26.-28 September
2013.	»Zaručništvo i priprava za brak» (Engagement and preparation for marriage)	Subotica, Serbia	11-12 October
2013.	"Gehirn - Vernunft - Seele. Theologie, Philosophie und Naturwissenschaften im Streit um eine adäquate Anthropologie"	Olsztyn, Poland	12-13 October
2013.	2. Međunarodna konferencija Saveza psihoterapijskih udruga Hrvatske »Nijanse psihoterapije« (2nd international conference of the Association of Psychotherapy Societies of Croatia: Shades of Psychotherapy)	Zagreb, Croatia	19-20 October
2013.	Dei Verbum – nach 50 Jahren wieder gelesen	Vienna, Austria	25-26 October
2013.	»Fenomen Glasa Koncila 1963. - 2013.« (Phenomenon of the weekly newspaper Glas Koncila 1963 - 2013)	Zagreb, Croatia	25 November
2013.	Pastoral Care of Politicians: Spiritual Companionship and Promotion of the Common Good	Rome, Italy	14-15 November
2013.	Kirilometodijevsko predanje, jezik i misija Crkve u 21 veku (The legacy of Cyril and Methodius, the language and the mission of the Church in 21st century)	Belgrade, Serbia	6-7 December
2013.	Speech Research	Zagreb, Croatia	5-7 December

Due to the nature of the scientific activities, which were mainly directed towards organizing of and presenting on conferences, and publishing papers in conference proceedings, CFT first journal, *Diacovensia* – papers on theology, was published in 1993. After that the staff of the former Theology Department in Đakovo, which is now the Catholic Faculty of Theology in Đakovo (CFT), started thinking about founding their own publishing company. The main purpose was to win greater recognition and raise the Faculty's quality by promoting scientific research among its teachers, and at the same time to create preconditions for the transformation of the Department into the Faculty of Theology. In other words, the immediate cause was the need for teacher appointment to research grades, which is conditioned by the number of publications. This resulted in the decision to found the *Diacovensia* Library, which was made during the 4th regular meeting of the Council of Theology on 5 March 2001. The primary role of the publishing activity is to contribute to the Faculty teaching, scientific, educational and other activity development by encouraging creativity. The publishing activity is conducted in line with the Faculty's mission, tasks, needs and capabilities.

Following the transformation of the Theology Department into the Faculty of Theology in Đakovo, which occurred during the First meeting held on 19 September 2005, Permanent and Temporary Faculty Bodies were selected. Thus, the former *Diacovensia* Library Editorial Board's responsibilities were transferred to the Publishing Commission headed by the Vice Dean for Science. The other members of the Commission include the editor of the scientific journal *Diacovensia* and one teacher, a member of the Faculty Council. An important milestone in the development of the *Diacovensia* Library occurred in 2008, namely, in its 3rd regular meeting held on 1 December 2008 the Faculty Council adopted temporary Regulations on Publishing Activity.

The Publishing Commission is responsible for the criteria and the selection process. In line with the temporary Regulations on Publishing Activity, the Commission is tasked with: (1) proposing annual plans that are approved by the Faculty Council in December at the latest. Papers for publication are submitted to the Commission twice a year; (2) designing plans based on the papers submitted or on the recommendations made by the Editorial Board; (3) proposing peer-reviewers, readers and proofreaders; (4) evaluating submitted papers and proposing selected papers for publishing; (5) approving publishing and financing of the Faculty publications and those not financed by the Faculty; (6) defining the Faculty's share in financing a scientific project publication; (7) taking care of technical aspects related to publishing; (8) proposing textbooks and other publications' retail price; (9) monitoring the implementation of annual plans; (10) submitting annual reports to the Faculty Council; (11) performing other duties defined by the Regulations or assigned by the Council. Up to date *Diacovensia* Library has published 27 books, i.e. an average of 2 books per year.

Over the last 5 years *Diacovensia* Library has published the following publications:

ARAČIĆ, Pero, *Teologija u dijalogu s drugim znanostima*. Proceedings from the symposium with international participation. Held to mark the 200th anniversary of study programmes of theology-philosophy in Đakovo, 1806.-2006. (editor), Katolički bogoslovni fakultet, Đakovo 2008., pp. 343.

ŠKALABRIN, Nikola, *Franjo Herman i Kodeks iz 1917.: Suum cuique tribuere*. Proceedings from the symposium with international participation. Held to mark the 125th anniversary of the birth of Franjo Herman (1882.) and the 90th anniversary of the first Code of canon law (1917.) (editor), Katolički bogoslovni fakultet, Đakovo, 2008., pp. 352.

DŽINIĆ, Ivo - RAGUŽ, Ivica, *Iščekivati i požurivati dolazak dana Božjega. Almanac to mark Prof. Dr. Sci. Pero Aračić' 65th birthday* [editor], Katolički bogoslovni fakultet, Đakovo 2009., pp. 631.

DUGALIĆ, Vladimir - RAJKOVIĆ, Ivan, *Božji trag u stvorenom. O kršćanskom poimanju dostojanstva ljudske osobe pred izazovima antropoloških paradigmi današnje bioetike i Projekta ljudski genom*, (God in the Created. On Christian perception of a person's dignity

challenged by anthropological paradigms of modern bioethics and Human genome project) Katolički bogoslovni fakultet, Đakovo 2010., pp. 230.

PAŽIN, Ivica, *Vjeronauk u školi. Izbrane teme* (Catechism at school) Katolički bogoslovni fakultet u Đakovu, Đakovo, 2011., pp.2010.

DAMJANOVIĆ, Darija, *1700 godina svetih Srijemskih mučenika*. Proceedings from the international symposium to mark the 1700 anniversary of martyrs from Sirmium and Panonian region (304 AD-2004), [edited] Katolički bogoslovni fakultet, Đakovo 2011., pp. 338.

TOMIĆ, Marko – VIŠATICKI, Karlo, *Riječ Božja u riječi Hrvatskoj. Proceedings from the international symposium to mark the 175th anniversary of the first printed Croatian translation of the Bible 1831-2006*, [edited] Katolički bogoslovni fakultet u Đakovu, Đakovo, 2011., pp. 294.

ARAČIĆ, Pero – DŽINIĆ, Ivo – HLAVAČEK, Biljana, *Kršćanski identitet i obitelj. Rezultati znanstveno-istraživačkog projekta »Kršćanski identitet i kvaliteta bračnog i obiteljskog života«* (Christian Identity and Quality of Marriage and Family Life. Results of the project), [edited], Đakovo: Katolički bogoslovni fakultet, 2011., pp. 370.

ŠOKČEVIĆ, Šimo, *Etika sposobnosti: »preklapajući konsenzus«* ideja Amartye Sena i kršćanske socijalne etike, (The Ethics of capability: the ideas shared by Amartya Sen and the Christian social ethics), Katolički bogoslovni fakultet, Đakovo, 2012., pp. 252.

DOGAN, Nikola (ed. RAGUŽ, Ivica), *Religije i spas. Izvan Crkve nema spasenja* (Religion and salvation. There is no salvation outside the Church), Katolički bogoslovni fakultet, Đakovo, 2013., pp. 232.

PAŽIN, Zvonko – VIŠATICKI, Karlo, *Vlastiti misal Đakovačke i Srijemske biskupije* (The Diocese of Đakovo and Srijem Breviary), Katolički bogoslovni fakultet, Đakovo, 2013., pp. 309.

ARAČIĆ, Pero – DŽINIĆ, Ivo, *Mladi roditelji o Bogu, Crkvi i odgoju. Rezultati i refleksija nad razgovorima mladim roditeljima* (Young parents on God, Church and upbringing. Results of and reflection on conversations with young parents), Katolički bogoslovni fakultet, Đakovo, 2013., pp.. 463.

Besides papers published by the Faculty Diacovensia Library, our teachers have been published also by other publishers.

RAGUŽ, Ivica, *Teološka promišljanja o knjizi Isus iz Nazareta Josepha Ratzinger/ Benedikta XVI.* (editor) (Theological reflections on Jesus of Nazareth, the book by Joseph Ratzinger/ Pope Benedict XVI), KS, Zagreb, 2009., pp. 196.

Multorum fratrum vehementissima postulatione et maxime tua iussione compulsus (editor) (A compilation of works to mark the 70th birthday of Prof. Dr. Sc. fra Marijan Mandac (edited), Služba Božja, Split 2010., pp. 369.

Sretni u nadi. Teološka razmatranja o sreći (Happy in faith. Theological reflections on happiness), HILP, Zagreb, 2013., pp. 311.

RADIĆ, Stjepan, *Die Rehabilitierung der Tugendethik in der zeitgenössischen Philosophie. Eine notwendige Ergänzung gegenwärtiger Theorie in der Ethik [Doktorarbeit]. – Münster: LIT Verlag, 2010.* pp. 182

VIŠATICKI, Karlo – PAŽIN, Zvonko, *Živa voda- majim hajim. Teološko značenje vode i njezina uloga u spasenju svijeta*, (The water of life. Theological significance of water and its role in the world salvation), Hrvatsko biblijsko društvo, Teovizija, Zagreb 2008., pp. 158.

VIŠATICKI, Karlo – ZOVKO, Tihonija, *Biblijska bibliografija – fragmenti. Prilozi za hrvatsku biblijsku bibliografiju (1945.-2010.)*, [adapted] (The Bible bibliography – extracts.

Contributions to the Croatian Bible bibliography) Hrvatsko biblijsko društvo, Zagreb, 2013., pp. 223.

VIŠATICKI, Karlo, (ed.), *Za slobodu stvoreni. Zbornik radova povodom 70. godina života i 35. godina profesorskog djelovanja Tomislava Jožića*, (Made to be free. A compilation to mark the 70th birthday and the 35th anniversary of Tomislav Jožić' teaching activity), KBF, Sarajevo: GK, Zagreb, 2013., (co-edited with Drago Župarić)

It is also important to mention *Sabrana djela Mons. Dr. Sc. Marina Srakića*, former CFT Great Chancellor and Đakovo and Osijek Archbishop and metropolitan in peace – a compilation of papers in 11 volumes, first 5 volumes are of scientific nature, they include manuals on moral theology:

DUGALIĆ, Vladimir (ed.),

1. *Opjevajmo slavne muževe.* (Let us now sing the praises of famous men. Historical papers and archival material on the life and work of bishops, priests and institutions of the Đakovo – Osijek – Srijem (arch)diocese, Đakovo, 2013., str. 760.
2. *Moja je savjest čista.* (My conscious is clear. Theological papers on moral life and following Jesus, consciousness and celestial virtue), Đakovo, 2013., pp. 648.
3. *U Krista zagledani.* (Staring in Christ. Theological papers on religious virtue and respect for God's name, God's day and Christian life in light of the Sacraments, on priesthood and seminary education), Đakovo, 2013., pp. 696.
4. *Život biraj!* (Choose life! Theological reflections on Christian marriage and family, the sanctity of human life and responsible parenthood), Đakovo, 2013., str. 560.
5. *Blago mirotvorcima!* (Blessed are the peacemakers! Theological reflections on moral virtue, fairness and veracity, on war and peace, and community and social issues and catechism in schools), Đakovo, 2013., pp. 656.
6. *Divan je Bog u svetima svojim.* (God is wonderful in his saints. Homilies for the feast days of Our Lord, Virgin Mary and other saints, liturgical and theological reflections), Đakovo, 2013., pp. 816.
7. *Istina će vas osloboditi!* (The truth will set you free! Reports from the war, public appeals, ecumenical efforts and occasional speeches and sermons on reconciliation, evangelism of the culture, blessings and dedications to the church), Đakovo, 2013., pp. 784.
8. *U zajedništvu Kristova poslanja.* (Together for Christ Ministry. Pastoral epistles and appeals, addresses and occasional sermons on evangelical emphases of the Second diocesan synod), Đakovo, 2013., pp. 912.
9. *Stopama sadašnjice.* (Tracing contemporary time. Theological and pastoral reflections in Vjesnikovi uvodnici), Đakovo, 2013., pp. 800.
10. *Govori u zgodno i nezgodno vrijeme!* (Speeches in appropriate and inappropriate time! Sermons and discussions on the mission of the Church in modern society), Đakovo, 2013., pp. 848.
11. *Plodovi prošlosti – zalag budućnosti.* (Fruits of the past – tokens of the future. Prologues on, memories of our precursors and bibliography of priests of the Đakovo – Osijek – Srijem (arch)diocese, Đakovo, 2013., pp. 752.



The Table below demonstrates the diversity of the scientific and professional activities carried out by the Faculty over the last 5 years.

Table 5.5 The list of scientific and professional activities in the last 5 years

	2008	2009	2010	2011	2012	TOTAL
Symposiums		1	2		2	5
Conferences	2	2	1	3	1	9
Seminars	1	1	1	1	1	5
Forums	2	1			2	5
Lectures	1					1
Book presentations	2	2			1	5
Film promotions					1	1

e) Specify the criteria for scientific productivity for mentors of doctoral dissertations at your doctoral study programmes and compare them with similar HE institutions in Croatia and abroad.

CFT does not offer a doctoral study programme. However, the teaching staff with research grades participate in conducting postgraduate study programmes at the Faculty of Theology in Zagreb, where they act as mentors to master and doctor's degree candidates. Up to date three master and two doctor's dissertations have been written under the mentorship of our professors (Prof. Dr. Sci. Pero Aračić, Asst. Prof. Dr. Sc. Zvonko Pažin and Asst. Prof. Dr. Sc. Vladimir Dugalić). CFT professors meet the requirements set by the University of Zagreb as the Faculty of Theology in Zagreb is authorized to appoint CFT teaching staff to research grades.

Table 5.6 Mentors

(Mentors for scientific fields)

Doctoral study programme (fields)	Number of mentors with Ph.D. received in the last 5 years	Number of mentors' publications in national journals with peer review in the last 5 years*	Number of mentors' publications in foreign journals with peer review in the last 5 years*

* Not applicable as doctoral study programmes are not offered.

(Arts Mentors)

Doctoral study programme (fields)	Number of mentors with Ph.D. received in the last 5 years	Number of mentors' work exhibited in relevant national exhibitions or other artistic events in the last 5 years	Number of mentors' work exhibited in relevant international exhibitions or other artistic events in the last 5 years

* Not applicable

f) Comment on your policy for the development of junior researchers.

Student success has been monitored for years and on the occasion of the Faculty Day the best student in each class and the best diploma thesis writer is awarded. Likewise, due to the retirement of a number of teachers, the employment strategy by the year 2022 has been defined. The Faculty chooses the very best students and helps them obtain scholarship for

postgraduate studies abroad, either to meet the needs of the faculty or the Archdiocese of Đakovo and Osijek. Additionally, the best students are also encouraged to do their postgraduate studies at the Faculty of Theology in Zagreb or other similar faculties. Candidates for junior research and teacher assistant positions are then recruited among these students based on the Faculty's needs and in accordance with the requirement of advertising a position.

To meet the Faculty's needs, 7 students are currently attending postgraduate study programmes:

- in Italy (Rome) – 4 students;
- in Israel (Jerusalem) – 1 student;
- in Germany – 2 students.

Besides them, to meet the needs of the Diocese of Srijem and Subotica, 3 other students that have graduated from our Faculty are studying in Rome and several are taking a specialist study programme in Zagreb. One of our students has completed doctoral studies in Vienna, four at the Faculty of Theology in Zagreb, and approximately 10 hold master's or doctor's degree from other national or international institutions. These students will definitely contribute to the Faculty's future development.

Besides taking care of the best students, assistant teachers and junior researchers' mentors are obliged to submit annual reports on their mentees' performance (Figure 5.1). In principle, mentors are heads of departments, they present their reports and arguments on the Faculty Council meetings, the final annual grade is awarded by the Council. Mentors assess their mentees in accordance with the University of Osijek Regulation on assessing teacher assistants and junior researchers, which was adopted on the University Senate meeting on 20 February 2006. Article 4 of the Regulation determines that the written report assessing the assistant teacher or junior researcher's performance should be written by the mentor and forwarded to the Faculty Council. The report includes the assessment of the mentee's scientific or artistic performance, teaching performance and the level of success in the postgraduate programme he or she is attending. This assessment process is carried out once a year, usually at the beginning of an academic year for the previous academic year, the grade is awarded by the end of a calendar year at the latest. The written report is submitted on Form AS (see Figure 5.1).



Figure 5.1. Form of annual report on activities of teaching assistants Form AS
Report on activities of teaching assistants for _____ (year)

Name and Surname:
Date of birth:
Graduated from:
Contract covers the period from to
Mentor (s):
Course taught:
Started postgraduate (doctoral) study programme:
Performance and grade:
Description of scientific/artistic work and grade:
Progress achieved in the postgraduate (doctoral) study programme and grade:
Final grade (pass/fail)

Mentor(s)' signature(s):



- g) **Comment on the number of scientific publications produced within international cooperation of your teachers and associates, with foreign scientists and artists as co-authors. Compare those results with the practice of other similar HE institutions.**

Up to date the Faculty has not experienced this kind of cooperation.

- h) **Specify opinions of doctoral candidates about availability of the mentors of doctoral dissertations, i.e. time allocated for their introduction into methods of scientific research.**

Not applicable.

- i) **Specify the content and character of 10 most important scientific projects of your institution in the last 5 years (numerical data in table 5.2). State your opinion on the quality of work and results.**

Up to date the Faculty has independently carried out only one research project, namely, the project named: »Kršćanski identitet i kvaliteta bračnog i obiteljskog života« (Christian Identity and Quality of Marriage and Family Life). The project was supported by the Ministry of Science, Education and Sport and registered under the no. 282-0000000 -0780 (2007.). The project leader was Prof. Dr. Sc. Pero Aračić. Eight CFT teachers participated.

The Faculty has recently submitted the two projects listed below to the National Foundation for Science. The projects are currently being reviewed:

1. »Identitet muškarca u hrvatskom društvu« (Man's Identity in the Croatian Society)– project leader: Prof. Dr. Sc. Pero Aračić
2. »Melankolija između kreativnosti i depresije. Teologija, filozofija, umjetnost i psihologija o melankoliji« (Melancholia between creativity and depression. Theology, philosophy, psychology on melancholia)– Project leader: Asst. Prof. Dr. Sc. Ivica Raguž

1. Project financed by the Ministry of Science, Education and Sport: Kršćanski identitet i kvaliteta bračnog i obiteljskog života (Christian Identity and Quality of Marriage and Family Life).(282-0000000 -0780)

Project leader: Prof. Dr. Sc. Pero Aračić

The project was based on the hypothesis that religiousness or life by Christian values should have a great impact on how a person perceives marriage and modern marriage stability, how many children a family has and the way they are raised, on the respect for life from its very beginning, on the better quality of family life and a complete rejection of family violence. The more religious life a person lives or the more respect for the Christian faith a person shows should considerably influence couples that cannot have their own children to adopt abandoned children. Thus, the artificial insemination would not be the only way to have children. The project also postulated that the quality of cohabitation of generations within a family would improve, consequently, more children would be ready to take care of their old and weak parents or grandparents. To summarize, the project aimed at researching if and how much religiousness and faith influenced the perception of marriage and family, marriage and family life, and the adoption of closely related values described in the hypothesis.

This research project was carried out on a representative sample of 1205 adults, citizens of Croatia, who are married or have been married before in May and June 2008. The sample was constructed by using the three-stage probabilistic sampling method, which means that a town within a region, household within a town, and an examinee within a household was selected randomly. To increase the possibility to draw conclusions at the level of a region, equal number of examinees in each region was chosen (200 per region). The regions' real share was mathematically adjusted to the population parameters by weighting. Six regions were



included: 1. Dalmatia; 2. Lika, Pokuplje, Banovina; 3. Istria and Primorje; 4. Zagreb and Zagreb County; 5. Northern Croatia; and 6. Slavonia. The survey was carried out in the households by »face-to-face« method. Only one individual from a household that fit the profile (18 or older, married now or before) was interviewed. The average length of an interview was 40 minutes.

The outcome of the survey can certainly be used to create quality family policy in Croatia, as the results reveal the information on the actual situation and propose possible solutions for future marriage-family development. As for the ecclesiastical and pastoral activity, the survey points to the need for systematic, comprehensive and solidarity-based work with families. Thus, this research contributes to the creation of true marriage and family pastoral care, which should focus on working directly with families. This research can also generate useful ideas with regard to the demographic development in Croatia. The results of this research present a contribution to the whole scientific community, as they can lead to additional research to collect the missing information on the relationship between religiousness on the one hand and marriage and family life on the other as it is obvious that this relationship should be taken seriously. Up to date a number of publications on this research have been printed, *Kršćanski identitet i obitelj* almanac has also been issued, another almanac is to be finalized by the end of this academic year.

j) Describe the ways in which scientific activities contribute to the overall work of your institution, i.e. teaching and intellectual and technological contributions to the society.

The scientific activities pervade the daily activities at the Faculty. The following are particularly encouraged: (1) integration of teaching and scientific activities; (2) integration of students into research, especially during their work on the diploma thesis; (3) research and academic development of junior researchers; (4) teaching staff continuing advancement; (5) transfer of knowledge to the teaching process; (6) cooperation of scientists and institutions through interdisciplinary research; (7) closer cooperation with the Archdiocese of Đakovo and Osijek and other church and scientific institutions.

In order to achieve the above-mentioned, the Faculty Development Strategy defines the following tasks: (1) to respond to invitations for bidding in international projects; to identify possible areas for projects and submit requests for funding to the Ministry of Science, Education and Sport; (2) to participate more actively in international scientific research projects; (3) to keep up to date with scientific research and build a bibliographical database which will include recent publications of the Faculty teaching staff to motivate and create positive attitude towards and creative conditions for research; (4) to open new opportunities by introducing new doctoral study programme and encouraging students to continue education; (5) to motivate students and their mentors to publish their work; and (6) to organize symposia and forums.

k) List your own journals and describe their character (scientific/professional, composition of the editorial board, selection procedure, impact factor if any, etc.)

Diacovensia is a scientific journal, which has been publishing scientific papers, reviews and translations of papers published in foreign languages and dealing with theology and related fields (history, philosophy and other humanities) since 1993. From 2003 to 2010 the journal was published twice a year, in 2010 it became a quarterly. Up to date 36 issues have been published. The journal publishes papers neither published nor edited elsewhere. Abstracts, summaries, synopses, extracts from master theses, presentations and lectures delivered on scientific and professional conferences are not considered publications. The appendix to the journal may include book summaries or reviews, short translations, reviews and news related to theological and religious issues and the role of the Church and Christianity, especially in the region covered by the Archdiocese of Đakovo and Osijek.

The papers meeting set technical criteria are submitted electronically to the Editorial Board. Papers of maximum 16 to 32 copyright cards (the text on A4 paper with spacing of 1.5) are accepted, the length includes tables, graphs, figures and diagrams. All contributions should include: the title, abstract in Croatian and one foreign language (25 lines) with key words, introduction, body including the research outcomes or discussions, conclusion and references. The papers should also state the methodology used and be accompanied by notes. Reviews and descriptions of national and foreign papers should be 4 to 8 copyright cards long. All papers are reviewed by national or international reviewers from the relevant field. In accordance with UNESCO recommendations, the papers recommended by 2 reviewers are assigned UDK number and categorized as: original scientific paper, announcement of conference presentation, conference presentation, review or professional article. Manuscripts are not returned to the authors, peer-reviews are kept by the Editorial Board. When submitting a contribution, authors are obliged to include the following details: name and surname, research grade, their address and the full name and the address of the institution they work for.

The journal is referenced in the following databases: *Religious and Theological Abstracts* (USA) and *European Reference Index for the Humanities* (Strasbourg, France). The Scientific Council includes not only the scholars from this Faculty but also those from Germany, Austria, Italy, Hungary, Slovenia and Bosnia and Herzegovina. The Editorial Board and the Faculty management have been working towards achieving higher quality of the journal and ensuring its compliance with the legislation and the criteria set for scientific journals. Additional efforts should be put into meeting the requirements set for A1 category as this will definitely contribute to further development of scientists in this region and enable their appointment to research grades. The total number of publications includes the Faculty professors' contributions. A Digital Archive with all volumes of the journal and the software enabling key word search has been recently released.

The Faculty Development Strategy sets the following tasks in this area: (1) to intensify the Editorial Board's work aimed at further development of the journal *Diacovensia*; (2) to take concrete measures to meet the criteria for raising the journal's category; (3) to ensure administrative support required when publishing an internationally recognized journal; (4) to devise a financial plan to support the publishing activity; (5) to adopt Regulations on criteria and standards for publishing; (6) to finalize the upload of older issues on the Croatian Scientific Journals Portal Hrčak.

In cooperation with the Student Union, the Faculty will continue to encourage student research, which is made available to the public through the student journal *Teofil*.

I) Specify the content and character of professional projects of your institution in the last 5 years (numerical data in table 5.3). State your opinion on the quality of work and results.

The foundation of the Faculty and our determination to raise the teaching quality are the reasons for a relatively small number of professional projects. Likewise, the nature of the studies of theology and philosophy does not provide much space for professional projects as these subjects are more oriented towards theory, education or research of the archival materials. Nevertheless, our teachers have been involved in several professional projects at the Archdiocese of Đakovo and Osijek level; they participated in field surveys and contributed to the preparation of materials for the 2nd Đakovo and Srijem diocesan synod, delivered seminars for teachers of catechism and professional development courses for childcare workers, organized projects of social days etc. At the level of the Faculty several worthwhile projects have been carried out in the past 10 years, to mention some: the project to mark the printing of the first Catholic sociology book in Croatian; the study of the legacy of Vilko Anderlić; the study of the legacy of Jerolim Andrić and reprinting of his »Bogoslovlje pastirsko«, originally published in 1862; the publication of *Bibliografija knjiga, brošura, monografija i muzikalija svećenika Đakovačke i Srijemske biskupije 1527.-2006.* (Bibliography of books, brochures, monographs and music sources of the Diocese of Đakovo and Srijem priests from 1527 to 2006); due to the efforts of Dr. Marin Srakić the Faculty participated in

the publication of the translation of the Code published in 1917 from Latin. This translation was finalized by Franjo Herman in 1947, however, it was not published as he did not obtain a necessary documentation from the civilian authorities, so the translation was published by Glas koncila in 2007. It is also important to mention the project led by two of our professors of biblical science that worked, in cooperation with the Croatian Bible Society and one professor from the Faculty of Philosophy, J. J. Strossmayer University of Osijek, on the project aimed at reprinting Katančić' translation of the Holy Bible dating back to 1831.

In cooperation with the Croatian Bible Society, one of our professors worked on the second (corrected) edition of the translation of the Holy Bible by Ivan Evandelist Šarić from 1941-1943.

One of our professors of biblical science is currently involved in the new Holy Bible translation project organized by the Bible Institute, the Faculty of Theology in Zagreb and the Croatian Bible Society.

All projects mentioned were mostly financed by the Archdiocese of Đakovo and Osijek or by private donations of the professors, as such, they did not follow the official procedure applicable when submitting a project.

The Faculty has submitted a project aimed at preparing the celebration of the 200th anniversary of the birth of Bishop Strossmayer in 2015.

1. Symposium to mark the 200th anniversary of the birth of Bishop Strossmayer (2015) – Pecs and Kalocsa archive materials research

Project leader: Assoc. Dr. Sc. Grgo Grbešić

Despite numerous publications and researched archival materials, the legacy of Bishop Strossmayer, especially his efforts in the political arena, which are manifested in his correspondence with many politicians, diplomats and Church dignitaries, and political officials from Croatia and Europe, especially from the Slavic countries, has not been thoroughly researched. Therefore, this project aims to research the Hungarian archives, especially those in Pecs and Kalocsa. These archives are important as they have not been researched due to the language barrier, even the Hungarian historians have researched mainly the archives in Budapest. However, the Pecs and Kalocsa archives are of great importance to us as they can shed the light on Bishop Strossmayer's position towards the Hungarians and the 19th century relations between the Croats and the Hungarians, present the reasons for Strossmayer's political standpoint and enable more objective, critical and scientific analysis. So far his political views have been subject to free interpretation, frequently intertwined with ideology, as they were perceived solely on the basis of the Croatian archival materials. Thus, the outcome of this project will contribute to a more objective approach to and better evaluation of Bishop Strossmayer's political views of the Hungarians. It will also help discover new details pertaining to the relationship of the two nations, and shed light on the Hungarian politicians and Church dignitaries' views of Bishop Strossmayer's policy. Please note that in Strossmayer's time a part of today's Archdiocese of Đakovo and Osijek belonged to Pecs diocese, whilst the other part belonged to the Archdiocese in Kalocsa as late as until the end of the 18th century. This project will, therefore, contribute to a better understanding of the situation in the Church and Bishop Strossmayer's attitude towards the neighbouring nation.

The project's value is also manifested in the fact that it will include graduate students specializing in church history. It is obvious that this project will not only result in new scientific knowledge but will also serve as a good platform for junior researchers' promotion, and will eventually create a network of researchers interested in this field of our national and church history. Finally, the project will promote the University named after this great bishop of Đakovo.

m) Specify the impact of your professional and developmental projects and services on the development of Croatian economy, service sector and state administration.

Not applicable.

n) Specify the ways in which you established a systematic policy of monitoring the volume and quality of scientific activity at your institution, and describe its elements and methods of effective application.

To achieve a more effective policy of monitoring of the the volume and quality of scientific activity at the Faculty, the Vice Dean for Science is responsible for collecting and disseminating information on new projects in a timely fashion, twice a year he also informs the Faculty Council of the achievements. Furthermore, in cooperation with Department heads and taking account of national strategic areas, the Vice Dean for Science is responsible for setting up new projects in specific fields included into the Faculty. Once a year he informs the Faculty Council of the projects' progress. Likewise, the members of the Council of the Dean, in cooperation with the Vice Dean for Science, are tasked with identifying the possibilities and ways of participating in international research projects, identifying funds and financial sources other than the state budget, and submitting annual reports on participation in international projects to the Faculty Council.

At the beginning of every calendar year each teacher is obliged to submit a written report on his scientific activities and participation in conferences to the Faculty Council. Based on these reports the Head of the Library, in cooperation with the IT engineer, keeps records of the publications and updates the database, which is then published on the Faculty's website. Thus, publications list is constantly updated and available to students, who get access to recent scientific research, especially the research relevant to the students of philosophy and theology. Likewise, in accordance with the Faculty Statute, Article 41, the Faculty Council, in its meeting held on 22 October 2007, made a decision to support the Faculty teaching staff participation in conferences. This Decision specifies that the Faculty will fund not only the participation in the regular symposium for teachers of theology in Croatia, but it will also reimburse travel expenses (the cost of a return train ticket, 2nd class) and the seminar fee for participation in one national and one international event.

Another instrument used in this area is the quality control mechanism, part of the quality control system used by the J. J. Strossmayer University of Osijek. This ensures research quality control as the results are annually reported to the University. The mechanism is based on the research activity analysis, development projects analysis and the assessment of the assistant teachers and junior researchers' performance. To paraphrase, research profile analysis is carried out to harmonize research with goals and objectives stated in the University Strategy, the European Charter and Code for researchers. Within the framework of this analysis SWOT assessment was carried out. SWOT results assisted the Faculty in defining research goals and setting the priorities. As of this year, the analysis will also include the teaching staff publications, i.e. the number of publications indexed in scientific journals in accordance with the present criteria for appointment to research grades. Active and passive participation in scientific and professional conferences will also be analysed.

o) Describe your policy of providing incentives for and awarding publishing in the highly ranked scientific journals (or with renowned publishers when books are concerned), that is, the support system for publishing in journals with the biggest impact factors.

No such policy exists, however, in several meetings of the Faculty Council teachers were encouraged to increase the number of publications indexed in global databases and apply for more scientific and professional projects. Up to date publishing in A1 category journals of different quality, impact factor and quartiles has been encouraged, as these publications are important for appointment to research grades and are listed in the Regulations on conditions for appointment to research grades. Likewise, due to the international cooperation and integration into the European research domain orientation, everyone is encouraged to publish in journals of major impact. Moreover, in order to demonstrate the Faculty's appreciation for scientific work, the Faculty Council has made a decision to include presentations of books published by our teaching staff over the last academic year into the programme organized

on the occasion of the Faculty Day. This will also demonstrate the Faculty's determination to promote scientific work and better recognize the achievements of its staff.

p) Explain your methods of monitoring research ethics, and implementing European and global standards for employment of the best scientific staff (such as The European Charter for Researchers).

The Faculty Ethics Commission consists of 5 members, its work is governed by the J.J. Strossmayer University of Osijek Ethic Code, as an essential regulatory document issued by the University. Among other issues, this Code defines ethical principles relating to research and teachers' conduct. The Faculty has also appointed the Disciplinary Board responsible for teachers and associates' conduct. The Board acts in accordance with the J.J. Strossmayer University of Osijek Regulations on teachers and associate teachers' disciplinary accountability.

Under current regulations on employment of teachers, positions are advertised in the Official Gazette of the Republic of Croatia, daily newspapers, the Faculty's website and the EURAXESS Job Portal. Eligible candidates for junior researcher or assistant teacher positions meet the basic employment criteria, have completed their study programme in top 10 students in their class, i.e. the best 10%. The candidate selection for available positions depends on the following key factors: average grade and the length of study time, awards, participation in research, inclination towards research. Selection is performed by a Commission, which recommends the best candidate to the Faculty Council, which makes the final decision.

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

Taking account of the fact that the Faculty is a relatively new institution, small in size in terms of the number of teachers and students, our achievements are satisfactory. We are sure that the introduction of a doctoral study programme and the participation in more scientific and research projects will raise the quality and improve the position of the Faculty, therefore, the aforementioned have been set as priorities in the Faculty development. However, the number of organized scientific and professional conferences, the number of publications up to date and the contacts with other similar institutions, indicate that this Faculty is headed in the right direction.



Table 5.7 Sources for funding scientific projects

Started in	Project	Duration (months)	State budget (Ministry of Science, Education and Sport)	State budget (other sources)	Local administration budget	EU funds	Economy- private sector	Economy – public companies	Other (Croatian Academy of Science and Arts)	TOTAL
2007	Kršćanski identitet i kvaliteta bračnog i obiteljskog života (Christian Identity and Quality of Marriage and Family Life)	36	75,000 kn				37,000 kn		10,000 kn	122,000 kn
	Total									

Table 5.8 Sources for funding professional projects

Started in	Project	Duration (months)	State budget (ministries and public administration)	Local administration budget	International funding	Economy (private sector)	Economy – public companies	Other (University)	TOTAL
2013	Symposium to mark the 200 th anniversary of Strossmayer's birth	12						12,000 kn	12,000 kn
	Total								

Table 5.9 The list of scientific and development projects

<p>The list of live scientific and development projects given by the Ministry of Science, Education and Arts including the project leaders' names</p>
<p>No such projects at the moment. The project named Christian Identity and Quality of Marriage and Family Life has recently been completed. It was partially funded by the mentioned Ministry under number 282-0000000 -0780 (2007). The project leader was Prof. Dr. Sc. Pero Aračić. Eight CFT teachers participated in it.</p>
<p>Listing of live scientific and development projects funded from other national sources (UKF, National Science Foundation, other state institutions or national enterprise sector, the project leaders' names included</p>
<p>No such projects at the moment. The Faculty has recently submitted 2 projects to the National Science Foundation, they are currently under review.</p> <ol style="list-style-type: none"> 1. »Identitet muškarca u hrvatskom društvu« (A man's Identity in the Croatian Society)– project leader: Prof. Dr. Sc. Pero Aračić 2. »Melankolija između kreativnosti i depresije. Teologija, filozofija, umjetnost i psihologija o melankoliji« (Melancholia – between creativity and depression. Theology, philosophy, art and psychology on melancholia) – project leader: Associate Prof. Dr. Sc. Ivica Raguž
<p>Listing of live scientific and development projects funded internationally, project leaders' names included.</p>
<p>*No such projects at the moment.</p>



Mobility and International Cooperation

a) Explain how you support internal mobility of students (possibility of transfer for students who graduated from similar programmes).

According to the Statute of the Faculty of Theology in Đakovo (hereinafter: CFT or the Faculty) the Faculty's activities are regulated by the national legislation, the agreements between the Holy See and the Republic of Croatia, and the directives and guidelines issued by the Congregation for Catholic Education, especially its primary document *Sapientia Christiana*. The directives and guidelines issued by the aforementioned Congregation apply to all catholic faculties and universities worldwide. This ensures compatibility and interoperability across programmes at both international and national levels. As far as CFT is concerned, the internal mobility is not applicable due to the existence of only one programme and the nature of study area as such. However, the integrated undergraduate and graduate programme enables mobility of students among the faculties of theology in Croatia and to a certain extent among the national universities, i.e. the ones that include the faculty of theology. Likewise, in order to foster the internal mobility of students, the Faculty of Theology in Đakovo offers certain courses, such as Introduction to Christianity, Christianity within myth, philosophy and religions; Christianity and other religions, to students of other faculties within the University of Osijek (See <http://www.unios.hr/upload/j150/SVEUCILISNI-IZBORNI-KOLEGIJI-2012/13.pdf>)

Postgraduate specialist study is open to candidates from Croatia and abroad, provided they hold a degree from the university integrated undergraduate and graduate studies in philosophy and theology or catechism, or the university undergraduate studies in philosophy and theology. If a candidate for the university postgraduate specialist programme holds a degree from a related university programme, the Commission for postgraduate programme defines if and what courses the candidate lacks and is obliged to pass.

b) Describe the objectives you wish to accomplish through your institution's international cooperation. Specify the form of cooperation (European projects, bilateral agreements with foreign HE institutions, individual research cooperation, short- and long-term stays abroad – teachers and students, organization of international conferences in Croatia, participation at international conferences and other forms of cooperation), and assess the scope and success of your institution's existing international cooperation.

The Faculty's vision, adopted in 2011, sets a clear goal: to create an institution that stands out from the similar institutions in the region in terms of recognition and excellency. Accordingly, the main objectives of the international cooperation are based on the following development strategic goals:

1. to establish good cooperation with foreign faculties by signing agreements on cooperation;
2. to educate, raise student, teaching and non-teaching staff's interest and ensure their familiarity with possibilities and advantages of mobility.



In line with the aforementioned goals, particularly the purpose of promoting the recognition of the Faculty and the work done at CFT, the Faculty fosters the presence of its employees abroad especially through individual contacts, membership in international associations and participation in international initiatives. It is the teaching staff that contribute mostly to CFT international status. This is possible due to the established practice of fostering cooperation in order to build this Institution's identity capital by exchanging good practices and experience with other HE institutions. It is important that we point out that our teaching staff maintains regular contacts with the institutions they hold doctor's degree from. Due to this cooperation, CFT is able to organize visits of its graduate theologians to foreign countries. These visits provide familiarization with the culture and the language of the country where the aforementioned CFT graduates will continue their studies in doctoral programmes. According to our records, CFT teaching staff that hold or are candidates for the doctoral degree have been awarded scholarship by a number of European, mainly ecclesiastical institutions from Munich, Düsseldorf, Vienna and Rome.

Additionally, it is important that we mention that the scientific conferences organized by CFT over the last 10 years have frequently been attended by professors from the foreign institutions where CFT staff had attended doctoral study programmes. The contributions of Terence Kennedy and Martin McKeever from the Papal Lateran University in Rome, Helmut Renöckel from the Theological University in České Budejovice, Robert Schreiter from Chicago, Winfried Löffler from the Faculty of Theology in Innsbruck; and Janez Juhant and Peter Kvaternik from the Faculty of Theology in Ljubljana should be mentioned. Moreover, our teaching staff regularly attend the annual international symposium for professors at faculties of theology, which is usually attended by approximately 100 participants from Croatia and Bosnia and Herzegovina. Every year participants from 7 out of 14 departments meet to discuss the theological development at their institutions.

Furthermore, for many years our teaching staff have been actively participating in numerous international scientific events, such as the conferences on Marriage and Family Pastoral Duties held in Brno in 2003 and Zagreb in 2004. In addition to that, the international Symposium of pastors was held in Đakovo in 2004. Finally, as stated in Table 5.a in the previous chapter, CFT has organized several scientific events over the last 5 years:

2008/2009
The International symposium <i>Datirani Sabor u Sirmijumu 22. svibnja 359. godine</i> (organized to mark the 1650th anniversary of the Convocation at Sirmium held on 22 May 359 AD). The symposium was held 21 – 22 May 2009
2009/2010
Symposium open to international participation: <i>Priesthood today: Problems and hopes</i> , held 29 April 2010.
2010/2011
10 – 11 December 2010 this institution hosted the international symposium <i>Bible and morality</i> organized by the Biblical Institute, Faculty of Theology in Zagreb.
2011/2012
Symposium open to international participation: <i>Darwinism and modern social theories</i> , held 14 October, 2011.
2012/2013
International symposium: <i>Religion facing the challenges of modern agnosticism and religious indifference</i> , held 25 – 26 October 2012 .
The Faculty co-organized the symposium <i>It is for freedom that Christ set us free – New evangelism in the light of Brothers Cyril and Methodius</i> ; held in Srijemska Mitrovica and Belgrade, 18 – 20 April 2013.

Likewise, for many years the Faculty teaching staff have participated as researchers in the international project *European Values Study*. The project was led by Prof. Dr. Sc. Josip Baloban from the Faculty of Theology in Zagreb, whilst the Croatian part of the international project (Aufbruch), aimed at studying religion and the social situation in post-communist countries of central and eastern Europe – 10 in total, was led by Prof. Dr. Sc. Pero Aračić, the CFT Dean. Yet another international project, the international survey of priests (as part of the project *Priester 2000*) was carried out in the Archdiocese of Zagreb (led by Prof. Dr. Sc. Josip Baloban), the Archdiocese of Đakovo and the Diocese of Srijem, where it was led by Prof. Dr. Sc. Pero Aračić,).

The CFT teachers regularly participate in international symposia, conferences and other scientific events as shown below:

Year	Symposium/conference	Place, country	Time
2008	Bioethik in Mittel und Osteuropa	Laab im Walde, Wien, Austria	5-7 February
2008	»Identification of the moral and human goals in medicine between different bioethical positions«	Zagreb, Croatia	11 March
2008	Interdisciplinarnost i teologija (Interdisciplinary studies and theology)	Split, Croatia	26-27 March
2008	Filozofija na katoličkim teološkim učilištima (Philosophy in Catholic Faculties of Theology)	Sarajevo, Bosnia and Herzegovina	23-24 May
2008	Kongres europske katehetske ekipe (Congress of the European catechetical group)	Lisbon, Portugal	27 May -2 June
2008.	XV. Congresso Internazionale di Archeologia Cristiana, »Episcopus, civitas, territorium«	Toledo, Spain	8-12 September
2008	(300. godišnjica početka visokog školstva u Osijeku) 300th anniversary of the HE in Osijek	Osijek, Croatia	26 September
2008	Pastoralplanung – Bedarf oder Mode?	Celje, Slovenia	18-21 September
2008	Dani Frane Petrića - Filozofija i Globalizacija (The Frane Petrić Days– Philosophy and Globalization)	Cres, Croatia	21-24 September
2008	Humanae Vitae: attualità e profezia di un'Enciclica	Rome, Italy	3-4 October
2008	Ništavost ženidbe: procesne i supstantivne teme (Marriage annulment: procedural and materials themes)	Zagreb, Croatia	10 October
2008	Organizacija Europskog pokreta Hrvatska i neprofitne ustanove »Otok znanja« Kolokvij na temu: Ljudska prava (Seminar organized by the European Movement Croatia and the non-profit organization »The island of Knowledge«, theme: Human rights)	Koločep, Croatia	14-17 October
2008.	Kolokvij o duhovnosti katoličke obitelji u BiH - stanju i perspektivama (Seminar on the spirituality of a catholic family in Bosnia and Herzegovina – present state and prospects)	Sarajevo, Bosnia and Herzegovina	22 November

Year	Symposium/conference	Place, country	Time
2008	Međunarodni simpozij »Crkva u Hrvatskoj i Drugi vatikanski koncil – sudjelovanje, doprinos i prijem« (International symposium Church in Croatia and Second Vatican Council – cooperation, contribution, admission)	Roma, Italy	4 – 5 December
2009	Dani Ivana Antunovića (The Ivan Antunović Days)	Subotica, Serbia	16 January
2009	»La fede e la ragione«	Rome, Italy	26-27 February
2009	»Religion and Churches in Common Europe«	Pecs, Hungary	4 – 8 March
2009	»III. Mediteranski korijeni filozofije« (The Mediterranean roots of philosophy)	Split, Croatia	26-28 March
2009	XXXIII. Međunarodni simpozij profesora teologije i filozofije (XXXIII. International symposium for professors of philosophy and theology)	Lovran, Croatia	14-16 April
2009	Međunarodni simpozij »Budućnost oblikovati – odmah! Socijalno-etičke perspektive« (International Symposium Create future – Now! Socio-ethical aspects)	Zagreb, Croatia	16-18 April
2009	»La comunità cristiana e il primo annuncio«	Rome, Italy	4-7 May
2009	Datirani Sabor u Sirmijumu 22. svibnja 359. (Convocation in Sirmium 22 May AD)	Đakovo, Croatia	21 and 22 May
2009	Questioni varie di Diritto Canonico	Brescia, Italy	1-5 June
2009	Trapisti u Banjoj Luci – Europa u BiH u povodu 140. obljetnice trapističke opatije »Marija Zvijezda« (Trappists in Banja Luka – The presence of Europe in BH, to mark the 140th anniversary of the Trappist abbey »Marija Zvijezda«)	Banja Luka, Bosnia and Herzegovina	18-20 June
2009	»Philosophy and Democracy – Democracy and Political Education«	Dubrovnik, Croatia	30 August – 4 September
2009	Sakramente heute – Wandel der Sakramentenpastoral?	Opole, Poland	15-18 September
2009	Was h'alt Europa zusammen? Die Osterweiterung der Europäischen Union als sozialthische Herausforderung,	Essen, Germany	21-22 September
2009.	»Izabrana pitanja ruske religiozne filozofije« (Selected Issues of the Russian Religions Philosophy)	Đakovo, Croatia	28-29 September
2009.	»Verso Cristo« A 30 anni da Redemptor Hominis. Attualità di una via all'uomo	Rome, Italy	16-17 October
2009.	Laicità cristiana e società secolare nel Magistero di Giovanni Paolo II e Benedetto XVI	Rome, Italy	19-20. October
2009.	Paulus und Papyri. Der Völkerapostel im Alltag seiner Gemeinden	Vienna, Austria	22-24 October

Year	Symposium/conference	Place, country	Time
2009.	Posebni sudski postupci i postupanja (Judicial proceedings and procedures)	Lovran, Croatia	26-27 October
2009.	Bioethicists in Central Europe (BCE). Theology meets Biology	Košice, Slovakia.	13-14 November
2010.	Međunarodni znanstveni skup o provedbi spolnog odgoja u zemljama Srednje i Istočne Europe (International conference on sexual education in Central and Eastern European countries)	Opole, Poland	17 March
2010.	XXXIV. Međunarodni simpozij profesora filozofije i teologije (XXXIV International symposium for professors of philosophy and theology)	Zadar, Croatia	7-8 April
2010.	Svećeništvo danas: Poteškoće i nadanja (Priesthood today: Problems and Hopes)	Đakovo, Croatia	29 April
2010.	Freunde oder Feinde? Zum Verhältnis zwischen Kirche und Medien	České Budějovice, The Czech Republic	16-19 September
2010.	Dani Frane Petrića – Pitanje identiteta (The Frane Petric Days – The question of identity)	Cres, Croatia	19-22 September
2010.	Crkveni fakulteti i bolonjski proces (Church Faculties and the Bologna Process)	Rome, Italy	21-23 September
2010.	»Młodzież «trudna« »- współczesne wyzwania dla młodzieżowych ośrodków wychowawczych. Poszukiwania naukowo-praktyczne«	Trzciniec Poland	23 October
2010.	Vjernici, društva, pokreti (Believers, societies, movements)	Zagreb, Croatia	29-30 October
2010.	»Bioethicists in Central Europe (BCE). Der bioetische dialog in der Gesellschaft«	Oppeln, Poland	22-24 November
2010.	Biblija i moral (The Bible and the morality)	Đakovo, Croatia	10-11 December
2011.	Teološko-pastoralni tjedan: »Novi govor vjere kao odgovor na potrebe suvremenog čovjeka« (Theological-pastoral week: New discourse of religion as a response to the needs of a contemporary man)	Zagreb, Croatia	25-27 January
2011.	Biskupska konferencija Bosna i Hercegovina: Predškolski vjerski odgoj – konferencija (Bosnia and Herzegovina episcopal conference: Pre-school religious education)	Mostar, Bosnia and Herzegovina	28 February
2011.	35. Međunarodni simpozij profesora teologije i filozofije (35th international symposium for professors of theology and philosophy)	Zagreb, Croatia	26-28 April
2011.	Solidarität in der Krise. Auf der Suche nach neuen Wegen	Vienna, Austria	28-30 April

Year	Symposium/conference	Place, country	Time
2011.	Urbani Šokci 6 – Marijanska svetišta Šokaca i Bunjevaca Međunarodni okrugli stol (The urban Šokci 6 – The Šokci and Bunjevci sanctuaries of Virgin Mary, international round table)	Osijek-Sombor Croatia - Serbia	9-10 October
2011.	»Advanced Technologies and Bioethics«	Moscow, Russia,	7-8 September
2011.	Gemeindeentwicklung in Mittel- und Osteuropa. Tendenzen, Kriterien und Optionen	Bratislava, Slovakia	15-18 September
2011.	»Suizid. Vom gesellschaftlichen Tabu zum ethischen Thema«	Pecs, Hungary	21-23 October
2011.	Darvinizam i suvremene socijalne teorije (Darwinism and Modern Social Theories)	Đakovo, Croatia	14 October
2011.	Geschichten und Geschichte: Das Bild Israels im Buch der Richter	Vienna, Austria	21-22 October
2011.	Peaceful and Sustainable Dialogue After Selfish Prometheus	Ljubljana – Celje, Slovenia	4-6 November
2012.	52. Teološko-pastoralni tjedan, »Crkva u Hrvatskoj u perspektivi europskog društva« (Church in Croatia from European community perspective)	Zagreb, Croatia	24-26 January
2012.	»Prete sul lettino: agio e disagio del servizio pastorale del clero«	Rome, Italy	12 March
2012.	Međunarodni simpozij profesora teologije i filozofije (International symposium for professors of philosophy and theology)	Đakovo, Croatia	12-14 April
2012.	»Die christliche Initiation in der Perspektive der Neuevangelisierung«	Rome, Italy	7-10 May
2012.	»Integrativna bioetika pred izazovima biotehnologije« (Integrative bioethics and the challenges of biotechnology)	Sarajevo, Bosnia and Herzegovina	25-26 May
2012.	»Philosophy and Democracy – Europe and Democracy«	Dubrovnik, Croatia	2-7 September
2012.	Alte und neue Herausforderungen für Pastoraltheologie. 23 Jahre nach der Wende	Zagreb, Croatia	13 -16 September
2012.	»Global and Deep Bioethics – From New Medical Ethics to the Integrative Bioethics«	Rijeka, Croatia	23-25 September
2012.	Beschäftigung und Arbeitslosigkeit der Gegenwart – Rad i nezaposlenost danas (Work and unemployment today)	Tuhelj, Croatia	8-12 October
2012.	»Die Zukunft der Landwirtschaft in Europa - Bioethische Perspektiven«	Zagreb, Croatia	19-21 October

Year	Symposium/conference	Place, country	Time
2012.	Vjera pred izazovima današnjega agnosticizma i vjerskog indiferentizma (Religion facing the challenges of modern agnosticism and religious indifference)	Đakovo, Croatia	25 and 26 October
2012.	Kanonsko pravo i medicina/Izabrana pitanja (Canon law and medicine/Selected issues)	Dubrovnik, Croatia	26-27 October
2012.	»Vjera u Bibliji« (Religion in the Bible)	Sarajevo, Bosnia and Herzegovina	14-15 December
2012.	»Misaona popudbina Tome Vereša« (Tomo Vereš intellectual legacy)	Subotica, Serbia	14-16 December
2013	Prvi dani praktičke filozofije (The beginning of applied philosophy)	Osijek, Croatia	17-18 January
2013.	Christliche Identität in Europa auf Prüfstand. Pastoraltheologische Begegnungen: Horizonte und Optionen	Prague, The Czech Republic	19-22 March
2013.	»Depresija, ovisnost, suicid« (Depression, addiction, suicide)	Opatija, Croatia	1-3 March
2013.	»Za slobodu nas Krist oslobodi«. Nova evangelizacija u svjetlu djelovanja svete braće Ćirila i Metoda (It is for freedom that Christ set us free – New evangelism in the light of Brothers Cyril and Methodius)	Srijemska Mitrovica / Belgrade, Serbia	18- 20 April
2013.	»Der katechumenale Weg: eine Last oder ein Ferment?«	Delemont, Switzerland	26-28 April
2013.	50 anni dal Concilio Vaticano II e 30 anni dal Codice di diritto Canonico	Brescia, Italy	10-14 June
2013.	»Aktualnost deklaracije Dignitatis Humanae II. Vat. Sabora (Up-to-date nature of Second Vatican Council Dignitatis Humanae)	Đakovo, Croatia	11-13 September
2013.	Dani Frane Petrića – Perspektive filozofije (The days of Frane Petric – Perspectives of Philosophy)	Cres, Croatia	22-25 September
2013.	XVI Congresso Internazionale di Archeologia Cristiana, »Costantino e i Costantinidi: l'innovazione costantiniana, le sue radici e i suoi sviluppi«	Rome, Italy	22-28 September
2013.	»The Catechist-Witness of the Faith«	Rome, Italy	26.-28 September
2013.	»Zaručništvo i priprava za brak« (Engagement and preparation for marriage)	Subotica, Serbia	11-12 October
2013.	"Gehirn - Vernunft - Seele. Theologie, Philosophie und Naturwissenschaften im Streit um eine adäquate Anthropologie"	Olsztyn, Poland	12-13 October
2013.	2. Međunarodna konferencija Saveza psihoterapijskih udruga Hrvatske »Nijanse psihoterapije« (2nd international conference of the Association of Psychotherapy Societies of Croatia: Shades of Psychotherapy)	Zagreb, Croatia	19-20 October

Year	Symposium/conference	Place, country	Time
2013.	Dei Verbum – nach 50 Jahren wieder gelesen	Vienna, Austria	25-26 October
2013.	»Fenomen Glasa Koncila 1963. - 2013.« (Phenomenon of the weekly newspaper Glas Koncila 1963 - 2013)	Zagreb, Croatia	25 November
2013.	Pastoral Care of Politicians: Spiritual Companionship and Promotion of the Common Good	Rome, Italy	14-15 November
2013.	Kirilometodijevsko predanje, jezik i misija Crkve u 21 veku (The legacy of Cyril and Methoios, the language and the mission of the Church in 21st century)	Belgrade, Serbia	6-7 December
2013.	Speech Research	Zagreb, Croatia	5-7 December

If we take into account what has been said so far, the geographical distance and relatively short existence of the Faculty, it is clear that the Faculty can be satisfied with the number of different international scientific events that it has organized as well as with the participation of own staff in international events. As mentioned before, the main reason lies in the fact that our teaching staff hold degrees from established European universities and have maintained personal contacts along with professional cooperation with their former universities.

c) Specify international associations of similar institutions of which you are a member and describe how you actively contribute to the joint goals.

There are no international associations covering all fields of theology. As we live in a small country, there are no national associations or societies of catholic faculties and universities either, as is the case in bigger countries, which have several HE theological institutions. Therefore, the international associations of scientists dealing with a certain field of theology are more relevant to mention here. A considerable number of our teachers are members of certain international associations from their field of interest. Among others, we can mention the international society for pastoral theology, chaired by CFT dean, Prof. Dr. Sc. Pero Aračić, it is his 3rd mandate as its chair. Our teaching staff are active in the European Society for Catholic Theology, Association for Pastoral Theology in Eastern and Central Europe, Circle of Philosophers, and Biblical society and Association of bioethicists in Central Europe, both in Vienna. The Faculty also maintains regular cooperation with the Congregation for Catholic Education by submitting annual reports and by including the details of each of our teaching staff into the Congregation's website, thus all our teaching staff are included into the network linking catholic faculties and universities. Likewise, it is important that we mention the cooperation with the newly founded Holy See's Agency for the Evaluation and Promotion of Quality in Ecclesiastical Universities and Faculties.

The cooperation with foreign institutions is realized primarily through lectures, forums, symposia, joint plans and research projects, and coordination and improvement of education programmes.

d) Describe forms of your involvement in inter-institutional cooperation through Erasmus programme and other types of European projects, bilateral cooperation, joint programmes etc.

In 2009 the J. J. Strossmayer University of Osijek was presented with Erasmus University Charter for participation in the Erasmus programme to the academic year 2013/2014. This led to the adoption of the Regulations on Erasmus Programme of international mobility (<http://www.unios.hr/uploads/50Pravilnik-Erasmus/O-programu-mobilnosti.pdf>). Additionally, each academic

year Regulation on allocating funds from the Erasmus Programme for The University of Osijek student mobility (<http://www.unios.hr/uploads/50Pravilnik%20Erasmus%20studenti%2013%2014.pdf>) along with the Regulations and rules governing the incoming and outgoing mobility are adopted (UNI-PO-6.7 i UNI-PO-6.8). In order to ensure conditions for conducting the Erasmus Programme activities, an Erasmus academic coordinator (Asst. Prof. Dr. Sc. Vladimir Dugalić) and Erasmus administrative coordinator (Antonija Pranjković, B. Sc. Theol.) have been appointed. Since the academic year 2011/2012 the conditions for the incoming mobility have been ensured.

At the University level a number of agreements on bilateral cooperation have been signed. However, despite the fact that all formal prerequisites have been met, the Faculty in Đakovo has not implemented the Erasmus Programme in terms of student mobility yet. Up to date CTF has only had one (unsuccessful) application for outgoing mobility. A possible reason for the lack of interest among students could be the finances. Namely, in line with the Senate's Decision on linear model of the university study financing, students are obliged to participate in covering the costs when studying abroad. (<http://www.unios.hr/uploads/502%2013%2014%20UPUTE%20studentima.pdf>)

e) Analyse the application of your teachers' and associates' foreign experience, acquired through longer visits (a year or more) to eminent HE institutions or institutes worldwide. Compare this with other similar institutions and give your opinion on this matter.

Table 4.2 shows that 90% of CFT teachers have completed doctoral studies at one of the eminent European Universities. This indicates that 90% of our teachers have experienced the work and research methods and have been able to get an insight into the teaching methods used at European eminent universities over the period of several years. The international experience is mostly reflected in the quality of and the knowledge transfer during lectures. The survey of the quality of education at the Faculty conducted among our students in 2011 also showed that students had a very high opinion of their teachers, some students even stated that they had been surprised by the knowledge and the competence of their teachers.

A comparison with other similar HE institutions is possible, in particular in terms of structure and organization as it is clear that world renowned experts in the field of theology hold degrees from the same universities that our staff have been attending. Secondly, all education programmes are based on the same regulations defining their content and organization. The differences between CFT and the eminent HE institutions lie in the financial capability and the cultural environment that encourages research and shows a great interest in the results of research in the field of the humanities. In the academic year 2011/2012 a 3-month study visit abroad, i.e. a paid leave, was realized under the Science and HE Collective agreement, Article 50.

f) If there is one, describe and assess cooperation in the area of exchange of teachers and associates with other foreign HE institutions. State possible students' opinions and comments about the visiting teachers.

During the last 5 years no exchange has occurred.

g) State how you support courses in English or some other world language in order to attract foreign students.

As already mentioned, the experience that our teachers gained while doing their doctoral studies abroad has enabled them to deliver courses in a foreign language. All CFT teachers can actively use at least 2 world languages such as German, English, French and Italian. In order to attract foreign students, the Faculty has been constantly adding new courses to the list of courses open to international participation.

Course title	Lecturer	UNI Code	ECTS
INTRODUCTION TO PSYCHOLOGY	Josip Bošnjaković	CTH02-012	2
EINFÜHRUNG INS PHILOSOPHISCHE DENKEN	Mladen Milić	CTH02-013	2
WISSENSCHAFT, PHILOSOPHIE UND GLAUBEN – UNTERSCHIEDEN UND VERBINDEN	Mladen Milić	CTH02-014	2
PHILOSOPHISCHE ANTROPOLOGIE	Mladen Milić	CTH02-015	4
THE ETHICS OF ARISTOTLE	Šimo Šokčević	CTH02-004	2
CROATIAN NATIONAL CHURCH HISTORY: ANCIENT AND MEDIEVAL AGES	Darija Damjanović Barišić	CTH02-001	4
ANCIENT DIOCESE ON THE TODAY'S CROATIAN GROUND	Darija Damjanović Barišić	CTH02-002	2
THEOLOGIE DES ALTEN TESTAMENTES	Karlo Višaticki	CTH02-011	2
BIBLICAL HEBREW	Ivica Čatić	CTH02-016	2
LITURGIA FONDAMENTALE	Zvonko Pažin	CTH02-010	3
PSYCHOPATHOLOGICAL TYPES OF IMMATURE AND MORAL SCRUPULOUS RELIGIOSITY	Suzana Vuletić	CTH02-005	2
MINIMALISTIC MORAL TENDENCIES OF CONTEMPORARY MEDICINE	Suzana Vuletić	CTH02-006	2
THE RIGHT TO LIVE IN THE WHIRL OF BIOETHICAL PARADIGMS	Suzana Vuletić	CTH02-007	3
BIOETHICS	Suzana Vuletić	CTH02-008	4
CHALLENGES OF BIOTECHNOLOGICAL AND GENETIC ENGINEERING	Suzana Vuletić	CTH02-009	3
INTRODUCTION TO CANON LAW (Code of Canon Law 1st and 3rd Book)	Zdenko Ilić	CTH02-003	4

See: <http://www.unios.hr/?t=17&g=5&i=10&j=124>

Moreover, in line with the Commission for quality assurance maintenance initiative, the Faculty has started reviewing its web page to enable a systematic display of the relevant information in both the Croatian and English languages. Every year the University of Osijek publishes *Erasmus Student Guide* with the basic information on the affiliated institutions and the cultural sites of Slavonia and Baranja region. (<http://www.unios.hr/uploads/ERA-GUIDE/2013-2014.pdf>).

h) Analyze international cooperation of your students, especially from professional standpoint (professional student symposiums, study visits, etc.), and from the standpoint of association in order to promote student rights.

The CFT students participate in the decision-making at the University and Faculty levels through their Student Council representatives. Up to date no international cooperation aimed at promoting students' rights, participation in student symposia and study visits has been established.

i) Comment on the possibilities of your students to spend part of their studies abroad and forms of institutional support for it.

CFT has been monitoring and giving guidance to outstanding students by sending those who have excelled to complete or continue their studies abroad. This has mainly been done with priest candidates who have been sent to Pontificium Collegium Germanicum et Hungaricum in Rome. Based on the interests of an excellent student, the Faculty and individual course teachers take care of the scholarship, accommodation and language training to ensure the student's easy transfer to an institution abroad. Unfortunately, these students are disenrolled from CFT, therefore, it is not possible to talk about mobility and student exchange in the strict sense of the word. Other forms of study visits are defined in the University regulations mentioned under d).

j) Describe visits of foreign students to you HE institution (duration and content, Table 6.2.)

Up to date the incoming mobility has been insignificant as only 2 guest students studied at CFT. One of them was from Vienna and spent one 3rd year semester at CFT, the other was from Hungary and decided to complete his studies at CFT where he actually spent 5 semesters.

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

We are satisfied with the current contacts with the institutions abroad, especially with the institutions from the region: The Faculty of Theology from the University of Ljubljana, the Catholic Faculty of Theology from the University of Sarajevo, the Faculty of Orthodox Theology from the University of Belgrade. These contacts, however, need to be formalized by official agreements, therefore, agreements with the faculties in Ljubljana and Belgrade are currently being prepared. Likewise, a more systematic promotion and familiarization of students and teachers with the mobility programmes are necessary. This is particularly important for CFT teachers, who should be encouraged to plan their visits abroad early enough and take advantage of the opportunity to apply for outgoing mobility of teachers. Up to date, the teachers themselves have been responsible for covering the costs of their visits, even though the purpose of their visit is to get familiar with the new trends and focal points in the field of philosophy and theology, improve job-related language skills or buy newly-published literature from their field of interest.

Furthermore, it is important that we open more courses for incoming mobility and, in cooperation with the University's Office for international cooperation and mobility, organize a workshop for our teachers and students.

Table 6.1. Teachers' mobility in the last three years

	Number of study visits of the Faculty teachers and associates to foreign institutions			Number of visits by foreign teachers to the Faculty of Theology in Đakovo		
	1 - 3 months	3 - 6 months	6 months and more	1 - 3 months	3 - 6 months	6 months and more
Scientific	1	0	0	0	0	0
Arts	0	0	0	0	0	0
Teaching	0	0	0	0	0	0
Professional	0	0	0	0	0	0

Table 6.2. Students' mobility in the last three years

	Number of students in international exchange		
	1 - 3 months	3 - 6 months	6 months and more
Students of the Faculty of Theology in Đakovo	0	0	0
Foreign students	0	0	1

Table 6.3. Non-teaching staff's mobility in the last three years

Number of professional visits by the Faculty of Theology in Đakovo staff to institutions abroad		
1 - 3 months	3 - 6 months	6 months and more
0	0	0



Resources: administrative and support services, space, equipment and finances

- a) **Analyze the number of administrative, technical and support staff in relation to the number of teachers and associates, the number of students, teaching space, technical and other maintenance equipment and the institution's financial capabilities.**

We believe that the number of administrative, technical and support staff in relation to the number of teachers and associates is well balanced. The ratio of employed teachers and associates to the number of administrative and support staff that is directly involved in the teaching process is 3:1. The cooperation of the aforementioned staff is achieved through the Secretariat, one of the constituent units of the Catholic Faculty of Theology in Đakovo (hereinafter: CFT or the Faculty), the services/offices within the Secretariat and through the Library.

No. of teachers and associates with permanent contract	Library staff	Administrative staff	Faculty Technical and support staff	Student residence technical and support staff
26	3	7	5	3

On the other hand, if we compare the number of all administrative, technical and support staff with the number of permanently employed teachers, it is apparent that the ratio exceeds the recommendations. The main reason lies in that fact that, following the adoption of the Agreement signed by the University and the Ministry of Science, Education and Sport, and the Faculty, the management of the student residence hall, which became the constituent part of the Faculty, fell under the remit of CFT. Secondly, the sheer size of the space occupied by the Faculty, the Library and the student residence hall, which measures 7.700.94m² in total, requires the appropriate maintenance. Consequently, the current number and the distribution of the above-mentioned staff meet all the needs of the teachers, enrolled students and other actors involved in the teaching process and other operations conducted by the Faculty. At the same time, we believe that the staff employed enables quality maintenance of all the Faculty facilities. The results of SWOT analysis or assessment show that students share this positive opinion of and the satisfaction with the services. However, due to the fact that the scope of the administrative operations has not been determined by the size of the institution but the legal framework and regulations in effect that are applicable to all faculties, the CFT administrative and support staff workload is excessive. The internal organizational structure diagram shows that each administrative area within the Secretariat is covered by one employee, with the exception of the Accounting department (Chapter 1.b). Under the CFT Regulation on job classification, in the future it will be possible to employ one administrative clerk for general and human resource service and one assistant for student affairs.

b) Comment on the qualification structure of non-teaching staff and possibilities for their professional advancement.

The structure of non-teaching staff, in terms of their qualifications, is satisfactory:

- Six (6) employees working for the Secretariat, namely the Secretary and all office supervisors, have higher education qualification.
- two (2) employees working for the library have higher education qualification along with the required title of a senior librarian/university graduate; one (1) has completed the secondary school and works as an assistant librarian.
- The majority of employees in charge of technical or support jobs within the Faculty and the student residence hall (janitors, doormen, cleaning staff) have completed secondary schools.

The Faculty enables regular professional development to all the staff. However, due to the negative influence of longer absences on the daily operation of the Faculty, it is difficult to ensure that non-teaching and administrative staff attend longer courses, i.e. the current services cannot be reorganized to include any additional assignments.

**Education and training courses for administrative staff, KBF, Đakovo
2011 - 2013**

Seminar	Date and place	No. of participants
Seminar given by the Agency for Science and HE	09/02/2011 Osijek	1
Workshop for system analysts – Backup Pc	12/04/2011 Osijek	1
Government Programme – <i>Dovesti svoju kuću u red (Tidy up your house)</i>	02/06/2011 Osijek	1
Budget planning	04/07/2011 Osijek	1
Workshop on fiscal responsibility	03/02/2012 Osijek	2
Presentation of electronic inventory list, delivery of archival materials and documentation.	14/02/2012 Osijek	1
Workshop »Partnership in establishing libraries and librarian services« (<i>Partnerstvo u uspostavi knjižnica i knjižničnih usluga</i>)	26/09/2012 Osijek	1
Familiarization with the EU Seventh framework programme	22/10/2012 Osijek	1
Seminar on budget and budget users	26/11/2012 Osijek	1
Changes in questionnaires on fiscal responsibility	30/11/2012 Osijek	2
News for budget users	18/01/2013 Osijek	2
Budget news in higher education	25/01/2013 Osijek	1
Evaluation of IT services	22/02/2013 Osijek	1
Implementation of general goals stated in the University programme contracts	13/03/2013 Osijek	4
Eduroam week	08/04/2013 Osijek	1
Workshop: Review and write-off in the higher education institution and specialized libraries	23/05/2013. Osijek	1
Workshop: Presentation of international projects the Josip Jurij Strossmayer University of Osijek is included in	21/06/2013. Osijek	1
International seminar Quality assurance in higher education	27/06/2013. Biograd n/m	1
VAT and payment transactions	04/07/2013 Osijek	2
Workshop on how to conduct self assessment	10/10/2013 Zagreb	3

c) Describe the current situation and your satisfaction 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. Compare your own spatial capabilities with those of similar HE institution.

We are satisfied with the classrooms (see Table 7.2). The classroom space stretches over the area of 606.89m² and is meant for about 250 students in two (2) major study areas (integrated undergraduate and graduate studies in philosophy and theology, and postgraduate specialist studies). If maximum number of students were enrolled in every year and every field of study, each student would be provided with 2,42 m² of space. As the Faculty deals with the humanities, there are no specialized classrooms or laboratories. In comparison with similar higher education institutions, we believe that the Faculty provides ideal conditions for good-quality work. All rooms are well-furnished.

d) Specify the state and functionality of computer equipment used in teaching. Especially describe the possibility of students using this equipment outside classes.

The teaching process is supported by good computer equipment. As stated in the comment below Table 7.2, each classroom and lecture hall features a LCD projection screen, lap top, other necessary infrastructure and loudspeakers. This equipment is periodically replaced. CFT IT assistant for computer and information system network (system engineer) is responsible for equipment maintenance. Teaching materials are available on the Faculty's web page. Students use computers for research, writing papers, reports and essays, preparing Power Point presentations etc. Computers with the Internet access placed in the information club are made available to students Monday through Friday, from 8:00 to 20:00, whilst those in the library are available Monday through Friday, from 8:00 to 18:00. Each room in the student residence hall (the lay faithful) and in the Seminary (students – candidates for priesthood) is also provided with the Internet access .

e) Reflect on the internal policies of computer purchase and use.

The internal policy on computer purchase depends entirely on the funds available, i.e. the needs for computer equipment are met in line with finances allocated. The purchase of equipment is governed by law and depends on the funds that are available and can be allocated for that purpose (government procurement procedure etc.) The equipment worth less than stated in the government procurement procedure is purchased through a private company in Đakovo, which is also contracted for minor repairs. This company has been contracted for software maintenance (accounting etc.) and other computer related issues as stated in the Contract.

f) Reflect on the teachers' offices, their number (data from the Table 7.6) and functionality. Assess the appropriateness of offices for performing teaching and scientific activities of your teachers and associates.

We believe the number of offices and the space dedicated to meet the needs of teachers and associates that work for CFT to be adequate. Table 7.6 shows that teachers have eight (8) offices spreading over the area of 163.68 m² (an average office being 20.46 m²) at their disposal. The average space at each teacher or associate teacher's disposal is 6,54 m². This proves good office functionality.

Additionally, as already stated in the comment under the above-mentioned table, the premises provide excellent conditions for teaching and research activities, especially if we take into account that the Library is placed on Campus and every office is well-furnished and equipped with a computer with the access to the Internet.

g) Describe the size and equipment level of the space used only for scientific research activity and estimate how well the space is used.

The Faculty does not have rooms dedicated to research only. Research is to be primarily conducted in the Central Library of the Archdiocese and the Faculty, as well as on the premises of the Archive.

h) Describe your Institution's library space and its working hours for students, teachers and associates at your Institution, as well as outside visitors. Comment on the number of books and journals (national and foreign) in the library, and on the amount of funds used annually for the purchase of new books and journals.

The Library is situated in a court-yard building of the Faculty. It occupies over 4,298 m², 700m² of which belong to the Closed stacks, 648 m² to the Reading room and 25m² to the Josip Jurij Strossmayer Memorial Library.

The present Central Library of the Archdiocese and the Faculty in Đakovo, which includes the Libraries of Bishops of Strossmayer and Bäuerlein and the sources owned by many priests and parishes, is among the best libraries in the eastern part of Croatia.

The library includes books dating back to the 15th to the 21st century. These books deal with biblical science, philosophy, theology, history, literature, liturgy, whilst the reference books include encyclopedias, dictionaries, lexicons, directories, bibliographies. The Library also boasts of a rich collection of old books and manuscripts that include: eleven (11) incunabula, Croatian books and Rare foreign books; additionally, it houses 2 separate collections that belong to the libraries of Petrovaradin and Bishop Colnic.

The reading room is fitted with bookcases where books and professional journals are placed for easy access. The reading room can seat 60, it is equipped with 6 computers with the access to the Internet enabling the users to browse the existing databases. The reading room is currently used by 326 users, 220 or 67,48% of these are students.

The library and the reading room are open to all students, teaching and non-teaching staff, as well as other visitors. Opening hours: Monday through Friday, 0800 – 1800 hrs.

The library's collection includes: about 140,000 copies (70,000 titles and 750 textbooks, along with a number of graduation theses, such as bachelor's and master's theses, doctoral dissertations, stored in the library. The library also provides its users with the access to 567 Croatian journals and 390 journals published abroad (about 15,000 volumes).

The Chief Librarian's annual reports show that the Library has spent about 75,000 kuna on new books and journals (the average for the last 3 years). All funds for new books and journals have been provided by the Archdiocese of Đakovo and Osijek. According to the annual reports issued by the Chief Librarian, in 2011 the funds allocated for this purpose amounted to 82,491.59 kuna, whilst 2012 fund was 55,345.78 kn.

The Library has established good cooperation, particularly in inter-library loans, with the other Croatian libraries dealing with the same or similar field of the humanities.

The Library is equipped with a photocopying machine. All materials in stock may be photocopied in accordance with the copyright regulations.



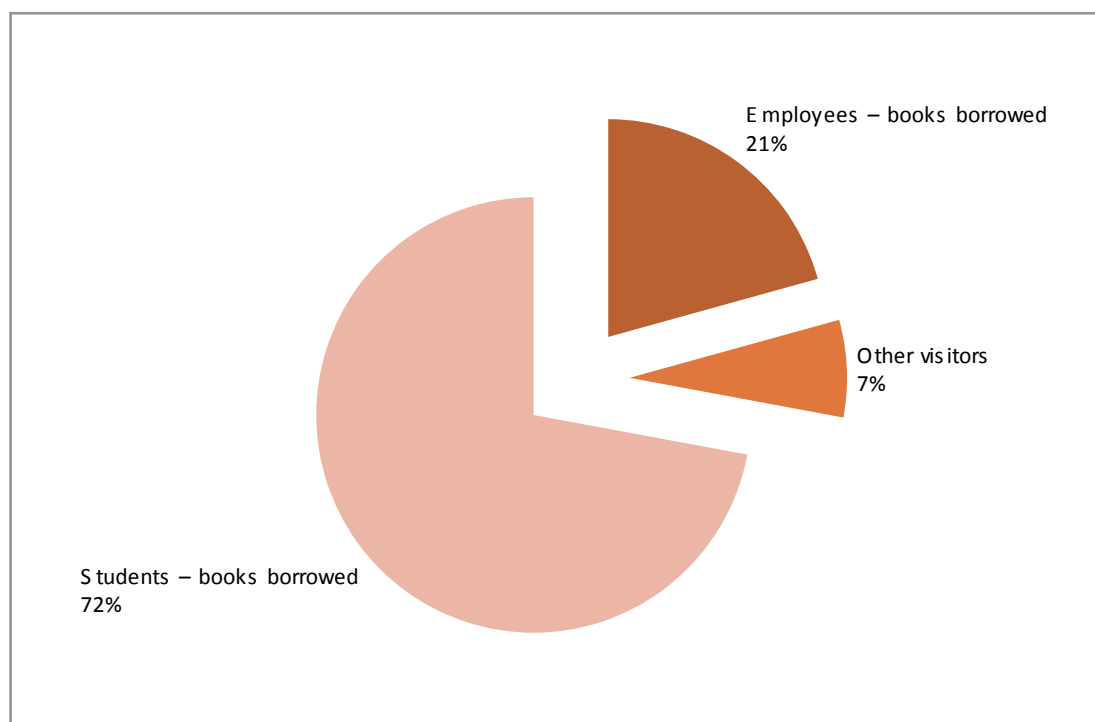


Figure 7.1. *Library user profile*

i) Assess the IT level of your library. In particular, specify electronic databases of books and journals available to teachers, associates and students, and describe the manner and frequency of use. Compare this with other similar institutions.

The Library's IT level is good. The agreement on the use of the library software Crolist has been reached between the City and the University of Osijek libraries, and the Faculty Library. The training of librarians is in progress.

At present, librarians are using the internal database (Book Organizer Delux) along with the incomplete inventory list made in Excell and Word, and the inventory of all journals in Word. The aforementioned lists are not complete and are not expected to be finalized soon due to the fact that only two librarians have been involved in their systematic compilation. Likewise, their work progresses slowly due to the size of the library collection, which was moved several times in the period from 2001 to 2005.

The reading room houses 5 computers with the Internet access. All IT users can access databases managed by the Online databases Centre (<http://www.online-baze.hr>). These databases are made accessible to all research and higher education institutions in the Republic of Croatia. The access to these databases depends on the IP address of the library, consequently, direct access without registering is possible. The following are databases that are of great interest to our employees and students: Academic Search Complete, Ebsco, Google Scholar. (<http://www.djkbff.unios.hr/node/1138>)

Besides free databases the other mostly searched Croatian database is HRČAK – the Croatian scientific journals' portal. Up to date our Library has not subscribed to any closed-type database, however, this will change in the near future.

According to the user records and the Chief Librarian's annual reports, the Library provides from 1,500 to 2,000 services (reading room service, book lending or return service) annually (the average for the last 3 years), whilst 12,000 units are used through: queries, borrowing of books or journals, borrowing of other materials, access to archived materials etc.

j) Comment on the offices of administrative services (such as secretariat, accounting and finance, IT services etc.)

Administrative and technical staff offices are functional, well-furnished and equipped with good IT equipment (See Table below).

The same refers to the library space with about 150.00 m² of office space available to the Library and the Archive's employees.

Dean's Office	Secretary's office	- Office for legal, personnel, general and administrative affairs - Office for quality assurance - Faculty Archives	Student Office	Accounting and finance office	System Engineers Office
39,50 m ²	29,70 m ²	38,80 m ²	35,00 m ²	21,60 m ²	11,95 m ²
TOTAL SPACE DEDICATED TO ADMINISTRATIVE AND TECHINCAL STAFF:					176,55 m ²

k) Give your opinion on the ratio of the Institution's state budget (teaching, scientific and artistic) and market incomes, and comment on the degree of your Institution's autonomy and flexibility in its financial operations.

The majority of the CFT income comes from the state budget (89%), the rest (11%) is the turnover from the Faculty's activities (See Figure 7.2). Employees receive their salaries on their personal bank accounts directly from the state budget, the other transactions are made via the Faculty's bank account. In accordance with the law and the existing regulations, the Faculty manages all allocated funds autonomously. The Faculty tries to apply the rules of good business practice, i.e. it regularly meets its liabilities. Likewise, the Faculty makes sure that assets available on its account are in line with the dynamics of expenditures and investments planned for a certain period. The aforementioned enables considerable flexibility in conducting financial operations.

Total income of the Faculty in Đakovo in 2012:

Budget generated income	6.912.702,49 kn
Other income	869.137,15 kn
Total income	7.781.839,64 kn

Budget generated income in 2012:

Salaries and other allowances and compensations ...	6.273.871,75 kn
Operating costs	354.030,00 kn
Other costs	284.800,74 kn
Total Budget generated income	6.912.702,49 kn

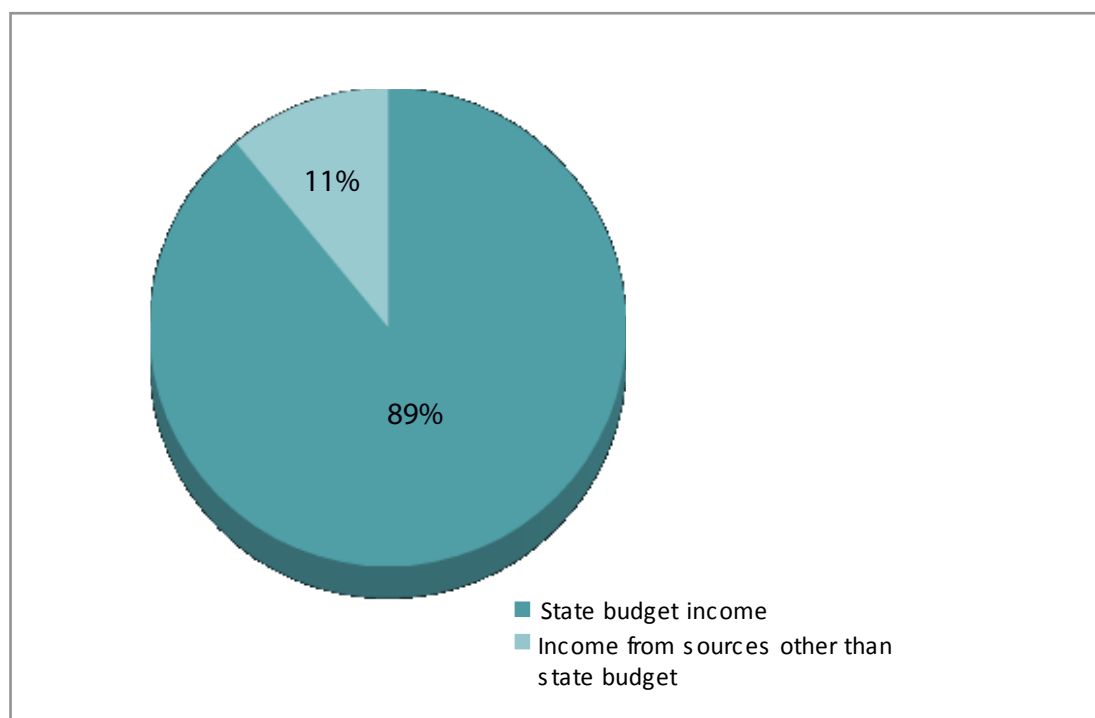


Figure 7.2. 2012 Income structure

I) Provide a more detailed comment on the structure of market income sources (charging tuition fees from students, research and analytical projects, services, other activities) of your institution.

For details on the structure of market income sources in 2012 see Figure 7.3, which shows that accommodation fees represent the largest source of income, the other considerable source of income is the tuition fee (33%). The proportion of market income increases every year.

Market income in 2012

Tuition fee	196.402,46 kn
Accommodation fees	328.233,33 kn
Entry fees and other charges	62.500,00 kn
Other	16.473,50 kn
<hr/>	
Total	603.609,29 kn

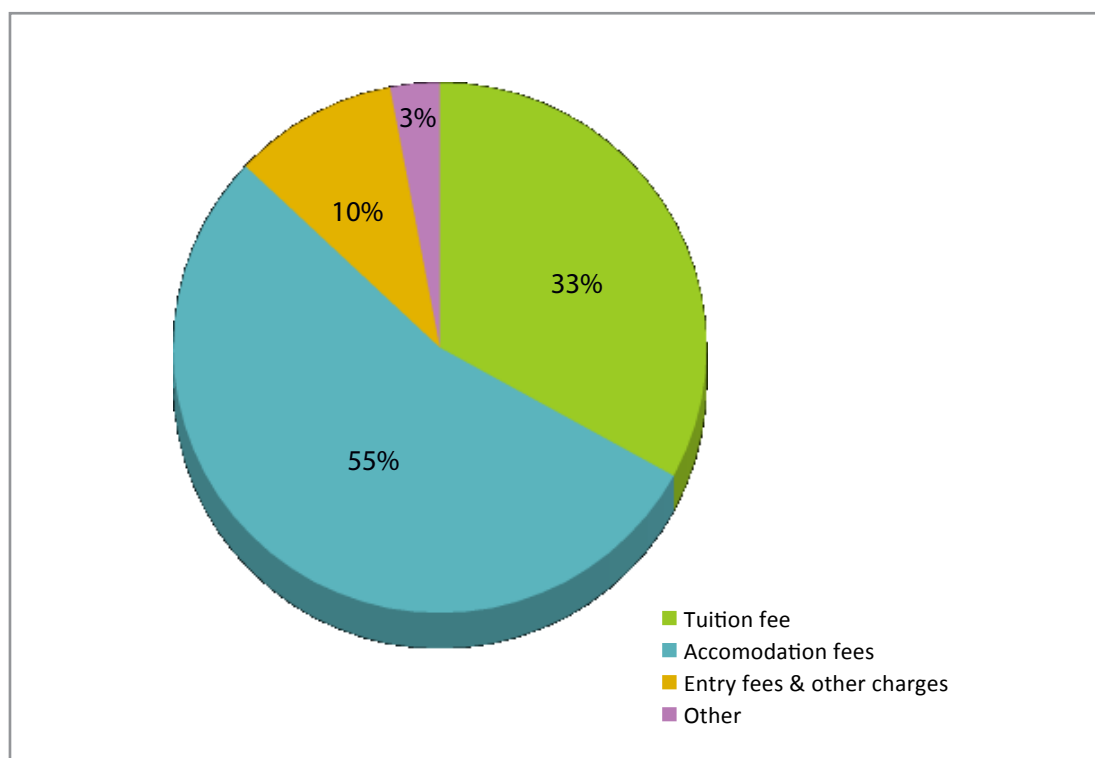


Figure 7.3. Market income structure in 2012

The tuition fee analysis indicates a substantially bigger share of fees generated from the integrated undergraduate and graduate studies (57%) in comparison with the share from the postgraduate specialist study programme (43%).

Income from tuition fees

Undergraduate and graduate study programmes. 112.102,46 kn

Postgraduate specialist study programme 84.300,00 kn

Total 196.402,46 kn

m) Comment on the institutional management of income generated from market services in order to improve the quality of your activities.

The management of all income, market income included, is based on the law and regulations especially on the Act on Budgetary Accounts. The provisions of this Act are implemented through Regulations on Budgetary Accounts and the Faculty's internal regulations. Market income is used to improve the quality of CFT activities through the purchase of equipment (IT etc.) and investment in staff professional development (participation in professional events, specialist studies etc.)

n) Provide your comments on the percentage structure of investing market income and estimate to what extent a reduction in or lack of these funds can impact the institution's functionality and its primary activity.

If salaries are excluded from the total income (6,140,893.59 kn i.e. 85%), the income amounts to 1.640.946,05. This covers all expenses (i.e. 1,090,645.04 kn) as follows:



Expenses:

Material and energy expenses	414,504.37 kn
Service expenses	327,542.37 kn
Non-financial assets expenses.....	93,669.60 kn
Employee reimbursement	228,079.78 kn
Other	26,848.92 kn
TOTAL	1,090,645.04 kn

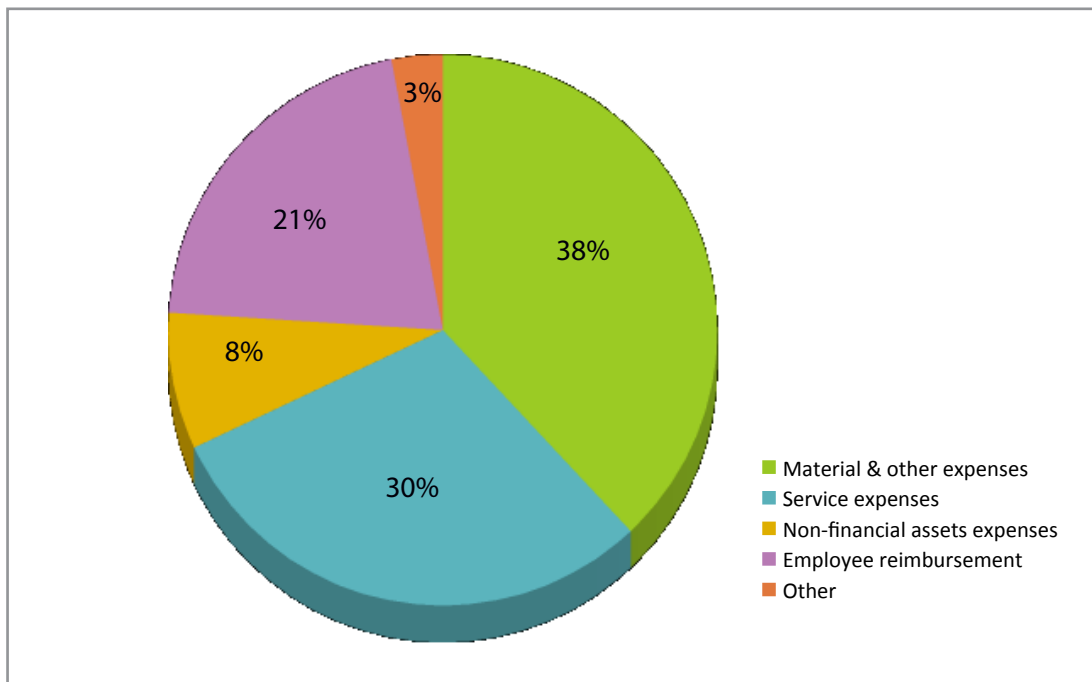


Figure 7.4. Structure of expenditures other than salaries in 2012

The expenses of the Faculty amounted to 7,231,538.63 kn, the budget income was 6,912,702.49 kn, which means that the Faculty spent 318,836.14 kn or 36.69 % of its own income. The structure of expenses is as follows: capital assets expenses 93,669.60 kn (29.40 %), the rest was spent on material expenses and partly on the wages of the contracted associates (225,166.54 or 70.60%). The rest of the Faculty's own income – 550,301.01 kn (63.31%) was transferred into the year 2013 as a surplus to be used for possible expenses in the future.

o) Specify your priorities in investing any increase in the budget funding of your institution.

If the state budget generated income was increased, the funds would be used to equip audio-visual classroom, improve the space dedicated for students use and purchase more computers for students.

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

Given the proximity of the buildings of the Faculty and the Library to the Student residence hall (mini-campus) as well as the fact that meals are provided, the current situation is almost ideal, as there is no idling.

In order for the Faculty to develop as a research institution, an increase in employing and developing teaching staff as researchers is imperative along with an increase in funds for foreign publications, which are currently mostly paid for by the Archdiocese. The same could be said about the purchase of books, both foreign and domestic.

Table 7.1 Faculty buildings

Specify the buildings used, buildings under construction and buildings planned.

Building ID	Building location	Year of construction	Year of annexed building or reconstruction	Total space for HE activities in m ²	Total space for research activities in m ²
The Faculty	Petra Preradovića 17 HR- 31400 Đakovo	1857	1994	1,536.28	/
Central Library	Petra Preradovića 17 HR- 31400 Đakovo	1996 - 2005	/	4,298.00	/
Student residence hall	Petra Preradovića 17 HR- 31400 Đakovo	2009-2010	/	1,866.66	/
TOTAL in m ²				7,700.94	

- The land where the mini-campus lies as well as the buildings where the Faculty and the Library are belong to the Archdiocese of Đakovo and Osijek. The construction of the Student residence hall on the land aforementioned was regulated by a special agreement reached between the line Ministry and the University, and the CFT. The construction was funded by the line Ministry and the University.
- The Faculty deals with the humanities (philosophy and theology), therefore the space dedicated to research has not been specified. Research activities are carried out in all teaching staff offices in the Faculty building as well as in the Library and the Archive.
- The above stated space occupied by the Library and the Reading room also includes the other necessary areas such as: halls, closed library stacks, the chapel, the machinery room.
- The Library building includes the premises of the Archive of the Archdiocese and the Bishop Strossmayer Memorial Library.

Table 7.2 Faculty classrooms

Building ID	Classroom number or designation	Space (in m ²)	Number of seats for students	Number of teaching hours per week	Equipment rating (1 - 5)*
Faculty building	Classroom 1	45.50	50	40	5
	Classroom 2	57.60	50	40	5
	Classroom 3	65.35	50	40	5
	Classroom 4	70.74	50	40	5
	Classroom 5	55.00	50	40	5
	Seminar room 1	41.00	20	10	4
	Seminar room 2	39.30	20	10	4
	Seminar room 3	48.30	20	10	4
	Seminar room 4	48.30	20	10	4
	Bishop Strossmayer auditorium	135.80	138	20	5
	TOTAL in m ²	606.89			

- All classrooms and the auditorium are well-furnished, with good lighting installation, LCD projection screen, loudspeaker system and lap tops. Up to date not all the seminar rooms have been equipped in the same manner, however, as the seminar rooms are used by smaller groups, this has proved not to have a negative impact on the quality of teaching or the teaching process as a whole.
- Bishop Strossmayer lecture hall features fixed seating whilst the seating in the other rooms can be rearranged to meet the needs, of course bearing in mind the maximum number of seats possible for an individual room.

Table 7.3 Laboratories/rooms for practicum

Building ID	Internal designation of Laboratory/ practicum	Space (in m ²)	Number of workplaces for students	Number of hours of weekly use	Equipment rating (1 - 5)

- Not applicable.

Table 7.4. Workshops used for practicum

Building ID	Workshop ID	Number of students per workshop	Number of hours per week per workshop

- Not applicable.

Table 7.5. Computer classroom equipment

(Provide details on computers in computer laboratories/workshops)

Number of new computers (up to 3 years old)	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)
0	21	4	4	5

Table 7.6. Teachers' offices

Building ID	Number of teachers' offices	Average space in m ²	Equipment rating (1 - 5)	Average area in m ² per full-time teacher/associate
Faculty building	8	20.46	5	6.548

- Ten (10) out of 25 full-time teachers/associates live short distance (about 500m) away from the Faculty, thus the conditions for work are satisfactory.

Table 7.7. Space dedicated to research activities

Building ID	Number of designation of the room	Space in m ²	Number of hours of weekly use	Equipment rating (1 - 5)

- Not applicable.

Table 7.8. Space dedicated to professional work

Building ID	Number of designation of the room	Space in m ²	Number of hours of weekly use	Equipment rating (1 - 5)

- Not applicable.

Table 7.9. Major equipment

(Provide details on major equipment whose purchase price is over 200 000 kn)

Instrument (equipment)	Purchase price	Year of purchase

- Not applicable.



Table 7.10. Library equipment

Total area m ²	Number of employees	Number of seats	Number of students using library	Electronic database of books and journals
648.00 (Reading room)	3	60	220	- Internal database available. - In the academic year 2012/2013 the agreement on library software Crolist was reached.

- For details on the Library building, which spreads over the area of 4,298.00 m² (all facilities included – halls, storage rooms, the archives, chapel etc.), see Table 7.1, the information below refers to the Reading room only.

Number of book titles	Number of textbooks*	Rating of books and textbooks as up to date (1 - 5)	Number of foreign journals	Number of Croatian journals	Rating of functionality and catalogue of books and journals	Equipment rating (1 - 5)**	Rating of quality and availability of electronic content (1 - 5)***
140,000 copies (70,000 titles)	750	4	390	567	3	4	4

* The number of textbooks refers to all textbooks regardless of the number of copies.

** Photocopying for teachers and students, inter-library loans, catalogues containing papers written by teachers etc.

*** The number refers to electronic books, journals, databases or catalogues published by this and other libraries.

Table 7.11. Financial evaluation

		2011 Calendar year	2012 Calendar year
	INCOME		
1.	STATE BUDGET INCOME	6,668,334.93	6,912,702.49
1.1.	Employees' salaries	5,594,229.68	5,963,071.33
1.2.	Business expenses (field classes included)	372,200.00	354,030.00
1.3.	Part-time teachers		10,808.24
1.4.	Croatian research projects		
1.5.	International researcher projects		
1.6.	International cooperation		
1.7.	Organization of scientific meetings		
1.8.	Acquisition of journals (funded by Archdiocese)		
1.9.	Overhead		
1.10.	Construction and investment maintenance		
1.11.	Equipment		

		2011 Calendar year	2012 Calendar year
	INCOME		
1.12.	Other types of income (specify)		
	- tuition fees	328,369.00	215,331.00
	- refunds (accommodation and business trips)	7,126.00	58,661.50
	- employees' allowances and bonuses (annual leave, Christmas bonus, years of service bonus)	179,698.05	115,592.82
	- transport allowance	165,619.80	189,041.60
	- regular medical check-up	8,000.00	6,166.00
	- students' medical insurance	13,092.40	
2.	OTHER PUBLIC BUDGET INCOME	99,826.60	241,557.16
2.1.	Income and grants from local government entities (cities, counties, etc.)	40,000.00	30,000.00
2.2.	Income and grants from other subjects (e.g. National Science Foundation)	59,826.60	10,000.00
2.3.	Other types of income (specified)		
	Ongoing support from international organizations		201,557.16
3.	INTEREST INCOME	9,507.41	23,970.70
4.	OWN ACTIVITY INCOME	30,000.00	99,432.50
4.1.	Tuition fees – postgraduate specialist study	28,200.00	84,300.00
4.2.	Tuition fees – postgraduate doctoral study		
4.3.	Research projects		
4.4.	Professional projects		
4.5.	Rent income	1,800.00	15,132.50
4.6.	Other types of income (specified)		
5.	SPEACIAL REGULATION INCOME	220,944.13	504,176.79
5.1.	Tuition fees – undergraduate, graduate, professional	75,994.13	112,102.46
5.2.	Additional test of special knowledge, skills and abilities (if carried out parallel to state graduation exam)	2,900.00	5,300.00
5.3.	Enrolment fees	22,400.00	25,000.00
5.4.	Publishing activity	3,400.00	150.00
5.5.	Fees for students applications, certificates, diplomas, matriculation books, etc.)	34,800.00	32,200.00

		2011 Calendar year	2012 Calendar year
	INCOME		
5.6.	Other types of income (specified)		
	- accommodation fees	78,500.00	328,233.33
	- Faculty Friends Society	2,950.00	1,191.00
6.	OTHER INCOME NOT MENTIONED ABOVE (specified)		
	- Refund for expenses at the University and CARNeta	11,220.76	
A	TOTAL BUSINESS INCOME	7,039,833.83	7,781,839.64

		2011 Calendar year	2012 Calendar year
	EXPENSES		
1.	EMPLOYEE EXPENSES	5,850,303.12	6,140,893.59
1.1.	Employees' expenses	5,594,229.68	5,963,071.33
1.2.	Part-time teachers	76,375.12	72,057.96
1.3.	Other types of expenses (specified)		
	Awards for years of service, compensations, annual leave allowance, Christmas bonus	179,698.32	105,764.30
2.	Material and energy expenses	403,762.24	414,504.37
2.1.	Office supplies and other material expenses	48,971.33	51,074.52
2.2.	Laboratory expenses		
2.3.	Energy	212,231.22	322,824.90
2.4.	Material and parts for maintenance	2,714.65	6,036.31
2.5.	Small inventory	118,750.64	12,222.16
2.6.	Other (specified)		
	Other(field classes, the University Fund etc.)	21,094.40	22,346.48
3.	Service expenses	199,201.66	327,542.37
3.1.	Telephone, mailing, transport	21,571.69	19,745.08
3.2.	Overhead services	37,655.91	59,751.40
3.3.	Promotion and information dissemination	10,590.36	18,396.95
3.4.	Utility services	34,264.60	51,481.41

		2011 Calendar year	2012 Calendar year
	EXPENSES		
3.5.	Lease, rent	3,463.80	
3.6.	Intellectual and personal services (part-time contracts, fees)		84,906.85
3.7.	IT services	10,063.80	10,183.80
3.8.	Other types of expenses (specified)		
	- Graphics and publishing services	77,683.86	72,902.63
	- Other services	3,907.64	10,174.25
4.	Non-financial assets expenses	129,050.56	93,669.60
4.1.	Business facilities		
4.2.	Computer equipment		8,408.01
4.3.	Laboratory equipment		
4.4.	Office equipment	35,484.31	13,526.00
4.5.	Communication equipment	5,302.00	1,528.00
4.6.	Other equipment	88,264.25	70,207.59
4.7.	Literature (book and journal purchases for the Library are provided by the Archdiocese, amounts are included in 7.h.)		
4.8.	Plant, machinery and other equipment investments		
4.9.	Additional investments in building facilities		
4.10.	Other types of expenses (specified)		
5.	Employee reimbursement	225,231.50	228,079.78
5.1.	Business trips	33,469.20	25,241.93
5.2.	Professional training	4,696.92	3,851.45
5.3.	Other types of expenses (specified)	166,096.40	192,386.40
	- costs of transport to work		
	- regular medical check-ups	20,968.98	6,600.00
	- medical insurance for students		
6.	Other business expenses not mentioned above	41,306.25	26,848.92
6.1.	Insurance premiums	5,319.00	5,130.00
6.2.	Representation	6,566.09	5,847.48
6.3.	Membership fees		
6.4.	Banking and financial transaction fees	3,330.16	3,371.44
6.5.	Interests		

		2011 Calendar year	2012 Calendar year
	EXPENSES		
6.6.	Other financial expenses		
	Teacher promotion and ongoing donations	26,091.00	12,500.00
B	TOTAL BUSINESS EXPENSES	6,848,855.33	7,231,538.63
C	Balance brought forward from previous year	622,492.34	813,470.84
	TOTAL BALANCE as of 31 December (A-B+C)	813.470,84	1.363.771,85

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Conclusion

The Catholic Faculty of Theology in Đakovo of the Josip Juraj Strossmayer University of Osijek manifests its strengths and advantages in a special way, besides the quality scientific-teaching staff, in the organizational structure and constitution, as well as in infrastructure capacities which are optimal for the size of the Faculty regarding the number of employees and the number of students, in the sense of ensuring the excellence of studying conditions. It is precisely the size of the Faculty that allows for a personal approach and interpersonal student-teacher relationships which, among other things, certainly affect the motivation of students. Besides the teaching activities, the teachers hold mentoring meetings with students in order to get acquainted and to point out possible difficulties during their study at the CFT. A certain number of students, that is, candidates for the priesthood, who are staying at the Theological Seminary during their study, along with the intellectual formation receive appropriate existential and spiritual formation. However, also on the initiative of students, who are not candidates for the priesthood, we appointed a spiritual director and a commissioner for lay students. The importance and development of fellowship among students is reflected in various student initiatives, volunteering and charity work, and in the organization of extracurricular activities.

The Faculty takes into account the future needs regarding the scientific-teaching staff, and to this end, it refers the most exceptional students, according to their area of interest, to the prominent European and worldwide doctoral studies. The basic form of monitoring the theologians who graduated from our Faculty is the cooperation with the Archdiocesan Catechetical Office, which takes care of theologians employed in education, and through meetings of the Community of Friends of CFT. The Faculty regularly monitors the employability of graduates, and in order to ensure future employability, evaluates the purposefulness of the implementation of a double major study.

The teaching staff with respectable international scientific experience, gained during their stay at prestigious European doctoral studies, is a big Faculty advantage. During their stay at foreign universities, the teachers have formed and maintain acquaintances and friendships with professors, but also colleagues who like them returned to their home institution after completing doctoral studies. In this individual connection of our teachers with prominent European theologians and philosophers, the Faculty sees an excellent opportunity for the realization of great international institutional cooperation in the near future, especially in the field of mobility and improving the scientific research work, as well as the possibility of the realization of joint study programs. Social significance and contribution of the Faculty teachers is reflected in the specificity of their callings, since 80% of them are Catholic priests, and as such are in constant engagement with the social and church developments at the local, regional and national level, by participating in discussions (public appearances in the media) and giving their contribution through work in many associations, councils, committees, organizational boards and meetings.

The scientific work of the Faculty is also reflected in the quality of the Faculty scientific journal *Diacovensia* that has reached the highest level of excellence, according to the requirements of the National Science Council and the evaluation of the Regional Council for the Humanities, but due to the reform of the evaluation system during the process of catego-

rization, *Diacovensia* remained in the current status of the category a2 journal. Among the advantages and strengths of the Faculty we also include the *Biblioteca Diacovensia* which publishes results of research and scientific deliberations, that is, handbooks, historiographies and studies. Better results on the scientific research plan would be achieved and ensured with the implementation of doctoral study, which is in its final development stage, but for reasons of short period of independent personnel planning and activity within the University of J. J. Strossmayer, we have not yet managed to achieve the required level that would ensure the conditions for independent implementation of the study, in terms of the required number of scientific-teaching staff.

Basic threats to the further development of the Faculty are primarily result of the economic crisis and financial instability of Croatian society. At the national level, it is difficult to find financial support for projects that do not result in a final product that can be cashed. In this spirit, the new national Strategy for Education, Science and Technology has been developed. In order to ensure the study conditions in the spirit of the Bologna at the university level, it is expected that new employments will be redirect to profitable educational institutions, which means that the financial reasons will stop the growth and development of higher education institutions with a long humanistic tradition. Therefore, attention should be drawn to the responsibility in planning, and consequently to securing their future. Unfortunately, it seems that these are the dangers we will not be able to avoid. In this sense, it is necessary to devise new scientific research projects, and to search and apply to international tenders and projects of the European Union, and work closely with other similar higher education institutions at the university, national and international level.



