



SVEUČILIŠTE JOSIPA JURJA STROSSMAYERA U OSIJEKU  
**KATOLIČKI BOGOSLOVNI FAKULTET U ĐAKOVU**

# Self – evaluation

OF THE CATHOLIC FACULTY  
OF THEOLOGY IN ĐAKOVO

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2026.





SVEUČILIŠTE JOSIPA JURJA STROSSMAYERA U OSIJEKU  
**KATOLIČKI BOGOSLOVNI FAKULTET U ĐAKOVU**

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# Self – evaluation

OF THE CATHOLIC FACULTY  
OF THEOLOGY IN ĐAKOVO

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# 2026.



Name of the evaluated higher education institution:

**CATHOLIC FACULTY OF THEOLOGY IN ĐAKOVO (hereinafter CFT)**

Name of the university of which the evaluated higher education institution is a constituent:

**JOSIP JURAJ STROSSMAYER UNIVERSITY OF OSIJEK**

Year of establishment:

**2005**

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3. Prof. Šimo Šokčević, PhD, Vice-Dean for Science and Interfaculty Cooperation
4. Assoc. Prof. Davor Vuković, PhD, Vice-Dean for Finance and Business Organization
5. Tihana Kuterovac, Univ. Mag. Iur., Secretary of the Faculty
6. Antonija Pranjković, Dipl. Theol., Head of the Department for Quality Assurance and Improvement
7. Jelena Živković, President of the Student Union
8. Ana Volf, President of the Board of Directors of the KBF DJ Alumni Association
9. Prof. Suzana Vuletić, PhD, Academic Erasmus Coordinator

**Period covered by the self-evaluation report:**

**1.1.2021. - 31.12.2025.**

**The self-evaluation was adopted at the 8<sup>th</sup> extraordinary (8<sup>th</sup> electronic) session of the Faculty Council in the academic year 2025/2026 held on 10<sup>th</sup> April 2026.**



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The document **Self-evaluation of the Catholic Faculty of Theology in Đakovo 2026** (hereinafter: Self-evaluation) was prepared in accordance with the 2026 Plan for the Re-accreditation of Higher Education Institutions from September 25, 2025. Representatives of the Catholic Faculty of Theology in Đakovo (hereinafter: the Faculty) participated in preparatory workshops for the self-evaluation, during which a new method for collecting data and creating reports through the ISPIK system was presented.

By the Faculty Council decision of December 23, 2025 (E1), the Committee for the preparation of the Self-evaluation for the reaccreditation of the Catholic Faculty of Theology in Đakovo in 2026 was appointed.

By the decision of the Dean of December 29, 2025 (E2), members of the Working Groups for the preparation of the Self-evaluation for the reaccreditation of the Catholic Faculty of Theology in Đakovo 2026 were appointed, in accordance with their functions and positions.

For the purpose of creating the Self-Analysis, the Faculty organized coordinated data collection, collaboration among various stakeholders, and the use of specialized digital tools. At the very beginning, shared folders and documents were opened, allowing for the division of work by themes and monitoring of progress. This ensured constant availability of relevant materials to all users, encouraged collaborative work through the possibility of simultaneous document editing, exchange of comments, and tracking changes, ultimately speeding up the document creation process and enhancing the quality of joint results. During the creation period, meetings of working groups, committee members, and the Administration were held, as well as thematic consultations with employees from professional services, resulting in the alignment of views and the adoption of concrete conclusions relevant to the creation of the Self-Analysis. The Faculty Administration coordinated the work of teachers, associates, and administrative staff responsible for data delivery and processing through regular meetings and continuous communication, providing guidance for the collection, processing, and validation of data, which enabled uniformity and comparability of the submitted information.

All parts of the Self-evaluation were prepared based on data from relevant databases (ISVU, CroRIS, NISpVU, HZZ) and on internal sources - reports, minutes, plans, and strategic documents of the Faculty and the University Josip Juraj Strossmayer of Osijek. In addition, previously prepared documents were used, such as the Self-Evaluation 2020 and the report of the Expert Committee from the previous re-accreditation cycle, reports on internal assessment, reports on the implementation of strategic documents of the Faculty and the University, and the Dean's annual reports on the work, operations, and implementation of the Faculty's development strategy. In parallel with the writing, technical activities of data entry and validation in the CroRIS system were carried out. For the work in CroRIS and ISPIK during December 2025, employees of the Faculty in administrative and editorial roles participated in organized training sessions, during which they gained a clearer understanding of the methodology for creating the Self-Analysis. The entire process was based on digital collaboration and sharing tools that enabled centralized data collection and processing, ensuring availability to relevant stakeholders and reducing the



possibility of loss or duplication of information. This was further strengthened by a clear division of responsibilities and the exchange of information between the Administration, the leads of specific parts of the Self-Analysis, and the individuals responsible for the technical and content preparation of documentation. This ensured that the Faculty maintained a transparent and documented preparation for external evaluation.

The Faculty's self-assessment is based on the Quality Standards for Evaluation in the Re-accreditation Process, examples of good practice resulting from previous cycles of external assessment of the Faculty's quality system, and the European Standards and Guidelines for Quality Assurance in Higher Education (ESG). In the remainder of this document, all parameters of the quality assurance system are analyzed, and all claims are supported by evidence through links to publicly available information and documents, as well as additional sources collected for this purpose.

By decision of the Faculty Council of April 10, 2026 (E3), the Self-Evaluation of the Catholic Faculty of Theology in Đakovo was adopted as part of the 2026 re-accreditation process.

**Note: Evidence that is not available via hyperlink but is located in a shared space is numbered with a subchapter designation and the sequential number of the evidence from the list of evidence (e.g., D 1.1.1., D 2.1.1., etc.)**

## **EVIDENCE:**

1. Decision of the Faculty Council on the appointment of members of the Commission for the preparation of the Self-Analysis (CLASS: 602-03/25-01/05, REG. NO: 2121-32-01-25-03), December 23, 2025 (E1)
2. Decision of the Dean on the appointment of members of Working Groups for the preparation of the Self-Analysis (CLASS: 602-03/25-01/05, REG. NO: 2121-32-01-25-04), December 29, 2025 (E2)
3. Decision of the Faculty Council on the adoption of the Self-Analysis (CLASS: 602-03/25-01/05, REG. NO: 2121-32-01-26-06), April 10, 2026 (E3)



# INTRODUCTION

The Catholic Faculty of Theology in Đakovo, Josip Juraj Strossmayer University of Osijek, continues the tradition of studying philosophy and theology in Đakovo since 1806. First organized as a *Lyceum Episcopale* (Episcopal Institution), the study of philosophy was attended by candidates for the priesthood as well as secular students from all surrounding areas. In 1850, the Lyceum became a grammar school, and in 1931, the school was renamed the School of Theology.

The spirit of reform of the Second Vatican Council also brought changes in the organization of educational institutions. In 1974, the School of Theology produced a Statute modelled on the Catholic Faculty of Theology in Zagreb, and from 10 January 1987, the School of Theology became an affiliate study of the Catholic Faculty of Theology in Zagreb. With the return of the Catholic Faculty of Theology in Zagreb to the state University in 1994, the School of Theology changed its name to Theology in Đakovo, harmonizing the terminology with the then Law on Higher Education Institutions of the Republic of Croatia.

In 2003, began the process of separation from the Catholic Faculty of Theology of the University of Zagreb, and in 2005, in accordance with the decisions and approvals of the Congregation for Catholic Education in Rome and the Senate of the Josip Juraj Strossmayer University of Osijek, the affiliate study of Theology in Đakovo became the Catholic Faculty of Theology in Đakovo within the Josip Juraj Strossmayer University of Osijek. Its institutional identity is determined by a dual legal framework: as a component of a public university, it operates in accordance with Croatian legislation in the field of higher education and science, while as an ecclesiastical institution of higher education, it also operates in accordance with canon law and the Apostolic Constitution *Veritatis gaudium*.

The Faculty has so far undergone two cycles of reaccreditation through the Agency for Science and Higher Education. The first cycle began in 2014. Following the reaccreditation process, the Ministry of Science, Education and Sports issued a letter of expectations in 2015, setting a three-year deadline to eliminate the identified deficiencies. After implementing the necessary improvements, the Ministry of Science and Education issued a certificate in 2017 confirming that the Faculty meets the requirements for performing higher education and scientific activities. The second reaccreditation cycle was conducted in 2020 in a virtual environment. In 2021, upon completion of the process, the Ministry of Science and Education issued a certificate confirming compliance with the requirements for conducting higher education and scientific activities.

The Faculty currently offers two university study programs:

- University integrated undergraduate and graduate study in Philosophy and Theology
- University specialist study in Propaedeutics of Psychotherapy and Theotherapy

A joint university integrated undergraduate and graduate study in Mediation is being prepared, which is carried out by the Catholic Faculty of Theology in Đakovo, while the Faculty of Law in Osijek, the Faculty of Philosophy in Osijek, the Faculty of Educational Sciences in Osijek, and the Academy of Arts and Culture in Osijek also participate in its implementation.

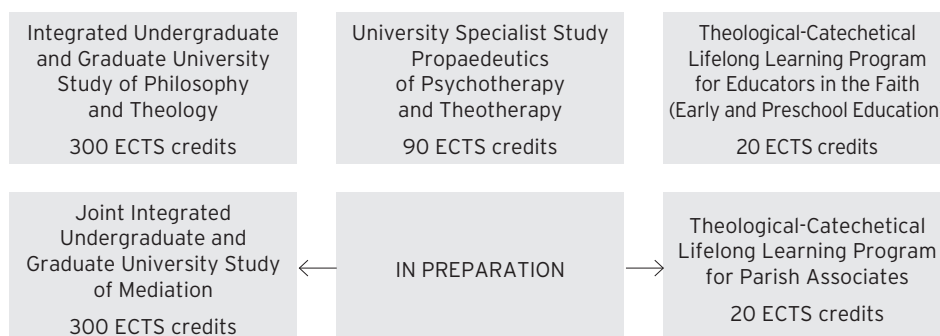


In addition to study programs, the Faculty also implements lifelong learning programs:

- Theological-Catechetical Lifelong Learning Program for Educators in Faith (Early and Preschool Education)

The Theological-Catechetical Lifelong Learning Program for Parish Associates is also in the process of being approved by the Faculty Council, and its implementation is planned to begin in the academic year 2026/2027.

## PROGRAMS OF THE CATHOLIC FACULTY OF THEOLOGY IN ĐAKOVO



**Table 1. Overview of study and educational programs at the Catholic Faculty of Theology in Đakovo**

The Dean and the Faculty Council manage the Faculty, while the authority lies with the Grand Chancellor, Monsignor Đuro Hranić, Archbishop of Đakovo and Osijek. The Grand Chancellor represents the Holy See before the Josip Juraj Strossmayer University of Osijek (hereinafter: the University) and before the Faculty, and also represents the Faculty before the Holy See.

**The Faculty Management Board**, elected for the term from 1 October 2024 to 30 September 2027, consists of:

- Assoc. Prof. Ivica Pažin, PhD, the Dean,
- Assoc. Prof. Boris Vulić, PhD, Vice-Dean for Teaching and Students,
- Prof. Šimo Šokčević, PhD, Vice-Dean for Science and Interfaculty Cooperation,
- Assoc. Prof. Davor Vuković, PhD, Vice-Dean for Finance and Business Organization.

In the previous five-year period, the Faculty faced a series of management and organizational challenges. First, the working conditions during the pandemic required rapid adaptation of teaching and administrative processes, and the institution was led by an interim administration (an acting dean and a vice-dean) for two consecutive one-year terms. In the same period, there were also personnel changes in the Faculty's administrative system after the termination of the employment relationship of the secretary and the assistant secretary.

The Faculty carries out its activities on the Đakovo campus, which includes the faculty buildings, the library, and the student dormitory. Work on these premises takes place in organizational units determined by the **Statute of the Catholic Faculty of Theology in Đakovo of the Josip Juraj Strossmayer University of Osijek** (hereinafter: the Faculty Statute), which consist of departments, chairs, the library, the secretariat, and the student dormitory. The internal organization is also regulated by the **Regulations on the Systematization of Jobs at the Catholic Faculty of Theology in Đakovo**. In addition to the above, organizational units can also be scientific institutes and centers.

Scientific and higher education activities are organized through the work of **three departments**, comprised of six chairs, and through the library and professional services.



**The Department of Philosophy and History includes:**

- The Chair of Philosophy and
- The Chair of Church History and Patristics.

**The Department of Holy Scripture and Systematic Theology includes:**

- The Chair of Holy Scripture of the Old and New Testaments and
- The Chair of Fundamental, Dogmatic and Ecumenical Theology.

**The Department of Practical Theology and New Evangelization includes:**

- The Chair of Moral Theology, Social Doctrine of the Church, and Liturgy and
- The Chair of Pastoral Theology, Canon Law, Catechesis, and Religious Pedagogy.

The **Central Archdiocesan and Faculty Library** is the main pillar of support for the success of studies and, on the other hand, the foundation of the quality and the support system for scientific, research, and professional work.

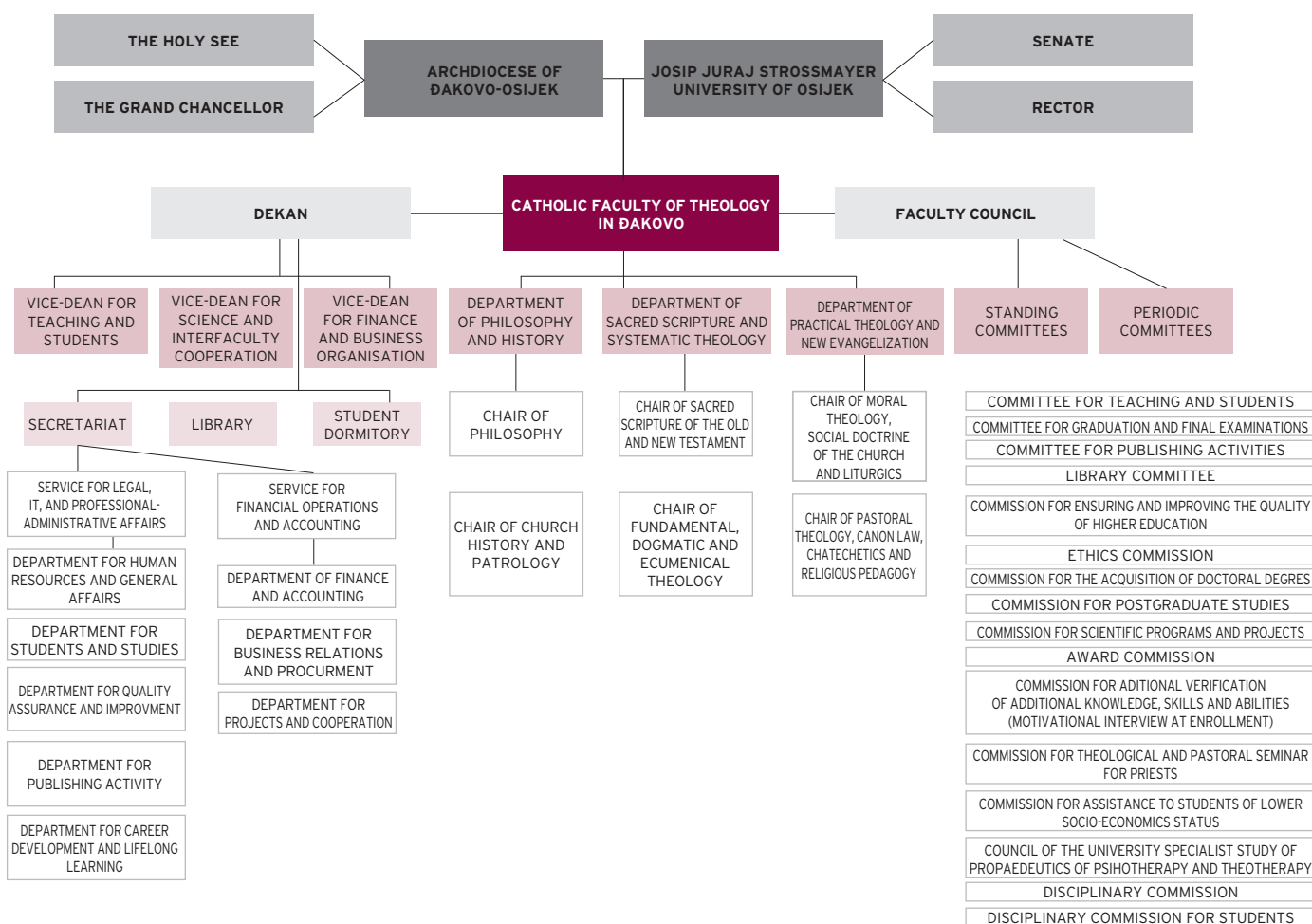
Administrative support for teaching and scientific activities is provided by the **Faculty Secretariat**, which includes legal, administrative, student, financial, and IT affairs.

The Faculty includes, as a separate organizational unit, the **Student Dormitory in Đakovo**, whose activities are more closely defined by the Agreement on Mutual Rights and Obligations on the Organization and Use of the Student Dormitory in Đakovo within the Catholic Faculty of Theology in Đakovo as part of the Josip Juraj Strossmayer University of Osijek.

The Faculty has professional and advisory bodies, whose composition, method of establishment, and powers are more closely regulated by the Faculty Statute, relevant regulations, or the founding decisions themselves. The following **permanent committees and commissions** have been established at the Faculty:

- Committee for Teaching and Students
- Committee for Graduate and Final Examinations
- Committee for Publishing Activities
- Library Committee
- Commission for Ensuring and Improving the Quality of Higher Education
- Ethics Commission
- Commission for Acquiring a Doctorate of Science
- Commission for Postgraduate Studies
- Commission for Scientific Programs and Projects
- Commission for Awards
- Commission for Additional Testing of Special Knowledge, Skills, and Abilities
- Commission for the Theological-Pastoral Seminar for Priests
- Commission for Assistance to Students of Lower Socio-Economic Status
- Council for the University Specialist Study Propaedeutics of Psychotherapy and Therapy
- Disciplinary committee
- Disciplinary committee for students

In addition to permanent committees and commissions, temporary committees and commissions are established as needed (for drafting general acts, decisions, and procedures) by decision of the Faculty Council and/or the Dean.



**Table 2. Overview of the organizational structure of the Catholic Faculty of Theology in Đakovo**

**The Overview of the Organizational Structure of the Catholic Faculty of Theology in Đakovo (Table 2)** presents a schematic outline of the Faculty's organizational units for the academic year 2024/2025. Today, the Faculty employs 42 staff members and continuously invests in the development of teaching and scientific staff, infrastructure, and study programs, thereby contributing to the development of the theological profession, science, and society in general.

Although the Faculty is among the University's smaller constituent units in terms of student and faculty numbers, it plays a significant scientific, educational, and social role in the fields of theology and the humanities. There are currently 146 students studying at the Faculty across all study programs, and 510 students have graduated from the Faculty's various programs from its independence in 2005 until 31 December 2025. The Faculty's scientific recognition is particularly evident in the scientific journal *Diacovensia - Teološki prilozi*, as well as in teachers' participation in international and national scientific projects and in cooperation with domestic and foreign academic institutions.



HIGHER EDUCATION  
INSTITUTION MANAGEMENT  
AND QUALITY ASSURANCE



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

**The mission** and **vision** of the Faculty are contained in the main strategic documents:

- the **Development Strategy of the Catholic Faculty of Theology in Đakovo 2022-2026** and
- the **Strategic Program of Scientific Research of the Catholic Faculty of Theology in Đakovo for the period 2021-2026**

and they are the starting point for the process of strategic planning and determining the strategic goals of the Faculty.

The publicly announced **mission, vision** and values, as well as the aforementioned strategic documents, on the **website**, represent the basis for informing stakeholders, while transparency is ensured by their active use and understanding in decision-making processes. This is manifested through the involvement of stakeholders through surveys, consultations and other forms of participation, which ensures their actual application in the work of the Faculty.

The **mission, vision** and values serve as the basis for all future strategic planning and for the development and implementation of the quality assurance process. The operational connection between the **mission** and strategic planning is ensured through defined goals, activities, and indicators in the development of study programs, scientific activities, quality systems, student support, and resource development. Progress is monitored through annual reports on the implementation of strategic documents (E 1.1.2., E 1.1.3.), and based on these reports, concrete measures have been implemented, including minor adjustments to study programs, improvements to quality assurance mechanisms, and redefined priorities for scientific research in line with recommendations from the previous external evaluation.

Due to the optimization of administrative tasks, the excessive number of different action plans, and difficulties in tracking responsibilities and the implementation of all defined tasks, as well as alignment with new legal regulations, which was determined by the analysis of annual reports on the implementation of strategic documents, a review of the Faculty's strategic documents was conducted in March 2025 (E 1.1.4.). The review encompassed the alignment of activities, indicators, and metrics for achieving strategic goals with the results of previous reports on strategy implementation, recommendations from prior external and internal evaluations, and changes in the academic and social environment. Development plans have been consolidated into a single strategic document, and new deadlines for the implementation of unrealized activities have been established, considering that following the crisis conditions caused by the COVID-19 pandemic, there was also a kind of management crisis in terms of an extended period of temporary board members or acting heads of the dean's and vice-dean's offices of the Faculty.

The **mission** of the Faculty is operationally realized through the integration of educational, scientific-research and professional activities, with a special emphasis on formation for church-pastoral services, the development of theological science and contribution to dialogue with society. Its implementation is visible in the design of study programs, scientific-research projects and professional activities that respond to the needs of the Church and society. The Faculty's activities are partly determined by its affiliation to the field of humanities, but also by the specificity that, as a theological faculty, it is primarily focused on the education of priestly candidates and believers for performing various church and pastoral services. The Faculty's core mission is to reflect philo-



sophically and theologically on man through teaching and scientific research, grounded in the foundations of the Christian faith, and to humanistically shape students to be ready for dialogue in social life by promoting the common good through the principles of responsibility and subsidiarity.

The goals of the Faculty stem from its **vision** and **mission**, and their coherence is reflected in the modernization and proposal of new scientific and research initiatives and projects, both at the national and international levels. Their coherence is also reflected in the encouragement and development of interdisciplinary cooperation, which, given the established and planned post-graduate studies since the last re-accreditation cycle and according to **the recommendations from it**, has already been partially achieved. Continuous work on the development and improvement of study programs will ensure the Faculty's even greater recognition and positioning in the field of humanistic and interdisciplinary education.

In the past five years, the Faculty has made measurable progress in implementing strategic goals, especially in developing new study and educational programs and strengthening project and scientific-research activities. The connection between the mission, strategic goals, and operational development of the Faculty manifests, for example, in the launch of the university specialist study Propaedeutics of Psychotherapy and Theotherapy since the academic year 2023/2024, in the preparation of the joint study Mediation, in the development of new lifelong learning programs and in an increased number of scientific research projects in which the Faculty participates.

The Faculty is profiled as a scientific-research higher education theological institution and as an ecclesiastical institution, which remains permanently faithful to its original mission of witnessing to Christian values in the academic community. It realizes its **vision** through the joint action of all relevant stakeholders, aiming to develop the philosophical-theological profession and science, and to advance church activities and society as a whole. For the above reasons, and according to the **recommendations from the last reaccreditation cycle**, representatives of various stakeholder groups (employees, students, and employers) were included in the development of new strategic documents (**Development Strategy, Strategic Program of Scientific Research**) based on the decisions of the Faculty Council on the appointment of committees for the development of individual strategic documents. Employees have made a crucial contribution through their professional and institutional knowledge, which has contributed to the organization of work, process efficiency, and support for the quality assurance system. Students have contributed by presenting the perspective of users of study programs, and their suggestions are important in defining measures aimed at improving the study experience and increasing employability. Alumni and employers have brought in the perspective of the labor market and long-term educational outcomes, highlighting the relevance of acquired competencies in a professional environment. Their insights have helped align strategic goals with the needs of society and employers. Overall, the inclusion of various stakeholders has contributed to greater legitimacy of strategic documents, better definition of priorities, and ensuring their feasibility in practice. Proposals for individual strategic documents were considered by individual departments, as the basic organizational units for carrying out teaching, scientific, and professional work, and, after agreement on the final version, were adopted at the Faculty Council sessions.

**The mission statement** of the Faculty, along with the **Development Strategy of the Josip Juraj Strossmayer University of Osijek for the period 2021-2030**, serves as the basis for strategic planning and goal-setting. Based on the above documents, the **Faculty Development Strategy** was created, which includes five key areas to achieve the goals of the **mission**:

- (1) Study programs and lifelong learning programs (focused on the development of new programs)
- (2) Teaching process and support for students (focused on increasing the relevance, quality, and efficiency of studying)



- (3) Scientific activity (focused on raising scientific excellence, popularization, and improving research infrastructure)
- (4) Internal quality assurance system and social role of the Faculty (focused on contributing to community development and recognizing regional identity)
- (5) Resources (improving capacities and strengthening professional competencies of employees)

Following the above-mentioned key areas, in the last five years, the Faculty has launched the aforementioned university specialist study Propaedeutics of Psychotherapy and Theotherapy, and is currently in the final process of initiating initial accreditation for the joint university integrated undergraduate and graduate study of Mediation, the first of its kind at the University of Osijek. The Theological-Catechetical Lifelong Learning Program for Parish Associates is also in the process of being prepared for approval.

To increase the relevance, quality, and efficiency of studies, the Faculty Council adopted a **Decision on the workflow for minor amendments and supplements to existing study programs.**

In addition, through decisions on the organization of scientific conferences (E 1.1.5.) and on **dedicated financing of scientific activities,** the institution set institutional goals that include strengthening research work within the framework of competitive financing, strengthening professional competencies, and encouraging a personalized approach to learning. Intending to increase the visibility and sustainability of scientific research, the Faculty has also adopted a **Strategic Program of Scientific Research for the period 2021-2026,** focused on developing key research areas, strengthening cooperation and internationalization, and encouraging multidisciplinary, innovation, and open science.

#### **EVIDENCE (E 1.1.):**

1. Faculty website, <https://www.djkbf.unios.hr/>
2. Annual reports of the Dean on the implementation of the development strategy of the Catholic Faculty of Theology in Đakovo for the academic years 2022/2023, 2023/2024, and 2024/2025. (E 1.1.2.)
3. Reports on the Implementation of the Strategic Program of Scientific Research for 2021, 2022, 2023, 2024, and 2025 (E 1.1.3.)
4. Decision of the Faculty Council on amendments to strategic documents (CLASS: 602-03/25-07/09, REG. NO: 2121-32-01-25-01), March 3, 2025 (E 1.1.4.)
5. Decision of the Faculty Council on the organization of scientific conferences (CLASS: 130-01/25-03/01, REG. NO: 2121-32-01-25-01), March 3, 2025 (E 1.1.5.)

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

**The Josip Juraj Strossmayer University of Osijek** has higher education institutions as university components with legal personality, which are public institutions with public powers. The Faculty is one of 19 components of the University. In accordance with Article 20 of the **University Statute**, the position and activities of the Faculty are determined by the **Act on Higher Education and Scientific Activity**, **the University Statute**, **Statutum Fakulteta**, the provisions of church legislation, **international agreements between the Holy See and the Republic of Croatia**, and the Agreement on the Position and Activities of the Catholic Theological Faculty in Đakovo within the Josip Juraj Strossmayer University of Osijek of 17 June 2005.

The academic self-government of the Faculty, as an institution of higher education that is part of the **University**, and the autonomy of the University itself are determined by the **Act on Higher Education and Scientific Activity („Official Gazette“ No. 119/22)** (hereinafter: **AHESA**) and **the University Statute**, the provisions of which also apply to the Faculty. The Faculty enjoys academic freedom and independence in its activities. The Faculty bodies, which include teachers, associates, employees, students, and external stakeholders, make decisions within the framework of their own self-government, in accordance with the legal framework and internal rules, and the University ensures freedom and responsibility in the organization and management of the Faculty.

The academic self-government of the Faculty includes:

1. determining the rules for studying and students' admission
2. proposing or electing leaders and selecting teachers
3. managing financial and other resources in accordance with the principle of public accountability in accordance with the **AHESA** and other regulations

The above-mentioned powers are exercised through the work of the Faculty Council, the Dean, and the professional bodies of the Faculty, which decide on study programs, personnel issues, financial planning, projects, and other development issues in accordance with statutory competences.

The autonomy of the **University** is an institutional framework that protects the academic rights and freedoms of members of the academic community, as well as the University's intellectual independence from any political pressure and economic power. The autonomy of the **University** includes responsibility towards the social community in which the University operates, and includes:

1. regulating internal organization in accordance with the **AHESA** and the **University Statute**
2. determining educational, scientific, artistic, and professional programs
3. decision-making on accepting projects and international cooperation
4. financial autonomy as part of the program contract in accordance with the **AHESA**
5. managing human and other resources at the disposal of the University in accordance with the **AHESA** and the **University Statute**
6. integrating the functions of the University's constituents and ensuring their coordinated action in accordance with the **University Statute**
7. other forms of autonomy in accordance with the **AHESA** and the **University Statute**.



The internal organization of the Faculty is in accordance with the **AHESA**, the **University Statute**, and the **Faculty Statute**.

**The Faculty Statute** is the core legal act that determines the organization of the Faculty, and the Faculty's authority, bodies, job positions, study programs, scientific activity, quality assurance, and financing. After the new **AHESA** entered into force on October 22, 2022, and then the new **Act on Quality Assurance in Higher Education and Science („Official Gazette" No. 119/22) (hereinafter: AQA)**, and subsequently the new **University Statute**, the Faculty began drafting a new core document, aligned with the aforementioned legal and university regulations. By decision of the Faculty Council, a commission was appointed to draft a new Statute, which then prepared the Draft Statute Proposal and submitted it **for public consultation**. After the public consultation process was completed, the new Statute was adopted at the Faculty Council session held on September 11, 2023. The Statute was then sent for the necessary approvals by the Holy See and the University Senate. After obtaining all the consents and approvals, the new **Faculty Statute** was published on the notice board and the Faculty website on February 2 and entered into force on February 10, 2024.

Over the past three years, numerous regulations at the University level have been amended and aligned with the new laws, which, upon adoption, are also applied to all constituents. Consequently, the last three years have been marked by efforts to align the Faculty regulations with new university and legal regulations. The process of adopting new or amending existing Faculty regulations was carried out in coordination with the University, i.e., the Board of Secretaries. The new university and faculty general acts are listed in the appendix (E 1.2.1.-E 1.2.17.), and, in accordance with Article 44 of the **University Statute**, ensure and demonstrate the University's autonomy and the functional integration of all university components.

The organizational structure complies with the provisions of the **Faculty Statute**. The Faculty enjoys autonomy in determining its internal organization and management.

The Dean is the head of the Faculty, has the powers and obligations of the institution's director, represents and advocates for the Faculty in national and international frameworks, and is responsible for ensuring the Faculty's compliance with the law. The Dean's functions include administrative management, the implementation of decisions of the University Senate and the Faculty Council, and the scientific and educational responsibility of the Faculty. The Dean is elected by the Faculty Council, approved by the Grand Chancellor, and confirmed by the Holy See. The University's Committee for Statutory and Legal Affairs gives a preliminary opinion on the conducted procedure for electing the Dean.

The authority of the Faculty is the Grand Chancellor – the diocesan bishop of the Đakovo-Osijek Archdiocese. The Grand Chancellor represents the Holy See before the University and the Faculty, and represents the Faculty before the Holy See. The powers of the Grand Chancellor are defined in Article 24 of the **Faculty Statute**.

The governing bodies of the Faculty are the **Faculty Council** and **the Dean**. The Faculty Council is the governing body that ensures the representation of teachers, associates, and other employees of the Faculty according to individual organizational units of the Faculty, the representation of teachers according to individual scientific-teaching and teaching positions, associates according to associate positions, the representation of other employees of the Faculty, and the representation of students through student representatives. The term of office of representatives of teachers, associates, and other employees in the Faculty Council is three years. The Faculty Council makes decisions on teaching, scientific, and professional issues important for the work and activities of the Faculty, adopts **the Statute** and other **general acts**, and is authorized to adopt strategic and financial documents.

The Faculty may have expert and advisory bodies, the composition, method of establishment, and powers of which are regulated in detail by the Faculty Statute. The Faculty has established



permanent **committees and commissions**, as presented in the Introduction to the Self-evaluation (Table 2.), which are established by the Faculty Council for a three-year term.

The internal organization of the Faculty is regulated, in addition to **the Statute**, by the **Regulations on the Systematization of Jobs at the Catholic Faculty of Theology in Đakovo**. Before the start of the academic year, the Faculty Council decides on the organization of the Faculty for the upcoming year (E 1.2.18.). It stipulates the organizational units and the distribution of employees for each. The decision is submitted to the University and forms part of the University's organization for the following academic year.

As previously stated, **the organizational units** of the Faculty are: departments, chairs, scientific institutes, centers, library and secretariat, and a special organizational unit, the Student Dormitory in Đakovo.

In accordance with the provisions of the **Faculty Statute**, the Faculty itself, or rather the Faculty Council, is responsible for determining and deciding on study programs and their amendments and supplements for university studies: undergraduate, graduate, integrated undergraduate and graduate studies, postgraduate specialist and doctoral studies, in accordance with the **AHESA** and regulations governing quality assurance in higher education and the **University Statute**. In accordance with the above, **the Faculty Council's decision of April 7, 2025**, adopted a workflow for minor amendments and supplements to the Faculty's existing study programs, intending to implement the procedure more clearly and efficiently.

The Faculty is free to decide whether to develop and accept projects and to conclude appropriate contracts, both at the domestic and international levels. When concluding the aforementioned contracts or agreements of cooperation, the Dean represents the Faculty and enters into legal transactions with third parties independently and without restrictions. The Dean has the right to undertake all legal actions in the name and on behalf of the Faculty up to an amount of €200,000.00, while for legal actions exceeding €200,000.00, the Dean requires the consent of the Senate.

Since 2022, the Faculty has established a Contract Register (E 1.2.33.) containing data on all contracts concluded since the establishment of the Faculty, which includes data on the contracting parties, the date of conclusion, the period for which it was concluded, the amount for which it was concluded, and other important data with direct links to individual contracts. Access to the Contract Register is available via a web server to the Management Board and individual services, and a notification of the concluded contract is electronically delivered to the departments whose area of work the contract relates to after it is signed. The establishment of the Contract Register has increased transparency and clarity in financial and contractual operations, which has contributed to greater employee trust in the Faculty's work. At the same time, the Register has improved the efficiency of document management, which has led to a reduction in processing time and enabled easier tracking of obligations, deadlines, and responsibilities.

The Program Contract of the Josip Juraj Strossmayer University of Osijek, from the academic years 2025/2026 to 2028/2029, was signed on October 21, 2025, by the Ministry of Science, Education and Youth and the University (E 1.2.23.). It establishes multi-year financing for the University's basic, development, and implementation budget components from the state budget of the Republic of Croatia, with the Faculty enjoying financial autonomy in determining the development and implementation budget components.

After extensive work to harmonize the statutes and regulations at the University level, including the Faculty, to mitigate risks of noncompliance with laws and procedures, changes were made to the entire **University quality system** in September 2025. New **Quality Policy, Quality Manual,**



and **Quality Procedures** were developed and applied to all University components. Since the University adopted a new quality system framework in September 2025, the Faculty is in the phase of harmonizing its internal procedures with the new university documents. In the transitional period, new university documents are applied, using those procedures from the 2017 Faculty **Quality Manual** that do not conflict and remain operationally applicable.

Based on the procedures for internal quality assurance and improvement defined in the **Quality Manual of Josip Juraj Strossmayer University of Osijek** (hereinafter: Quality Manual) and the results of conducted research, analyses, and reports, improvement activities are planned and implemented. For example, in the university specialist study program, based on student evaluations and suggestions from teachers, the course that provides fundamental methodological competencies for writing seminar papers (Specificities of Scientific Research Work in Psychotherapy) has been moved from the second to the first semester, so that students can acquire essential skills for writing papers right at the beginning of their studies. In addition to the above, based on student evaluations and the analysis of enrollment in elective courses and seminars, their reduced attractiveness has been determined, leading to the introduction of new elective courses and seminars aligned with student interests and contemporary thematic areas.

Based on the identified operational risks and opportunities in the reports on the implementation of strategic plans, to avoid strategic risks, in March 2025, strategic documents were amended, and activities were harmonized and supplemented to ensure the achievement of set goals, and the deadlines for individual activities were revised, as stated in Subchapter 1.1.

The powers of the Dean are defined in Article 34, while the powers of the Faculty Council are defined in Article 30 of the **Faculty Statute**. The aforementioned management bodies make decisions within the defined statutory powers, in accordance with laws, subordinate legislation, and regulations.

The powers and responsibilities of individual committees and commissions are defined by the **Faculty Statute**, the relevant regulations and/or rules of procedure, and founding decisions that contain provisions on responsibilities and jurisdictions. Thus, the **Committee for Teaching and Students** makes decisions on the rights and obligations of students and on individual issues of the study program, in accordance with the **Rules of Procedure of the Committee for Teaching and Students**. **The Committee for Publishing Activities** acts and makes appropriate decisions within its jurisdiction based on the provisions of the **Regulations of the Committee for Publishing Activities**. **The Committee for Graduate and Final Examinations** acts in accordance with the **Regulations for the Graduate Thesis and the Graduate Exam**. **The University Specialist Study Council** makes decisions in accordance with the provisions of the **University Regulations for Postgraduate Studies at the Josip Juraj Strossmayer University of Osijek**.

Student representatives participate in the work of the Faculty Council and of individual **committees and commissions** established by the Faculty Council, such as the **Commission for Ensuring and Improving the Quality of Higher Education** and the **Ethics Commission**, and are thus directly involved in the decision-making processes and management of the Faculty. Representatives of other employees also participate in the work of individual committees such as the **Faculty Council**, **the Library Committee**, and **the Ethics Commission**. External stakeholders, primarily alumni, are involved in the work of the **Commission for Ensuring and Improving the Quality of Higher Education**, **the Commission for the Theological and Pastoral Seminar for Priests**, and **the Commission for Assistance to Students of Lower Socio-Economic Status**.

Also, representatives of employees, students, and alumni are involved in the development of the Faculty's strategic documents (**Development Strategy**, **Strategic Program for Scientific Research**), as well as other faculty documents (Committees for the Development of Study Programs: Postgraduate Specialist Study Program in Propaedeutics of Psychotherapy and Theology (E 1.2.28.); Committee for the Development of the Lifelong Learning Program for Parish

Workers (E 1.2.29.)). The inclusion of employee, student and alumni representatives resulted in their greater relevance and alignment of documents with the needs of key stakeholders. In addition, such a participatory approach contributed to a higher level of acceptance and motivation for the implementation of the envisaged measures, thereby increasing the effectiveness of their implementation and overall institutional development.

Decisions are made based on:

- relevant data (as an example, Decision on determining the number of enrollment places for students in the first year of the university integrated undergraduate and graduate philosophical-theological studies at the Catholic Faculty of Theology in Đakovo in the academic year 2023/2024 (E 1.2.30.))
- documents (as an example, Decision on academic adjustment of studies (E 1.2.31.))
- proposals (as an example, **Decision on the conditions and method of awarding commendations for success in studies at the Catholic Faculty of Theology in Đakovo**) and
- reports (as an example, Decision on non-refundable financial aid (E 1.2.33.))

ensuring their legality and transparency, strengthening trust in the work of competent bodies, and enabling responsible management.

As shown above, a process structure has been implemented in the decision-making and management process. The participation of various stakeholders is a central feature of the decision-making process at the Faculty, ensuring a broader perspective and more effective outcomes. Particular emphasis is also placed on transparency in decision-making; therefore, information on decisions made is transmitted via e-mail, the document management system, and at Faculty Council sessions and Management Board meetings with various stakeholders.

The Faculty continuously, clearly, and transparently reports on the implementation of the strategy, operations, and planned activities, and submits reports on the implemented activities and their results. The Faculty Council is authorized to adopt core strategic documents, such as the **Development Strategy** and the **Strategic Program for Scientific Research**. The Faculty Management Board, therefore, in accordance with statutory provisions and individual internal acts, submits regular annual reports to the Faculty Council on the implementation of each individual strategic document (E 1.2.20., E 1.2.21., E 1.2.25.). Reports on the implementation of strategic documents are structured around a set of goals, data on the implementation of each goal, explanations in the event that the goals are not achieved or are achieved with a delay and, in accordance with the **recommendations from the previous reaccreditation cycle**, with clearly defined roles, i.e. responsibilities for the execution of specific tasks.

In addition to the above, the Dean submits Annual reports on the implementation of the Faculty's development strategy to the Faculty Council, the Grand Chancellor, and the Rector of the University (E 1.2.24., E 1.2.25.). The aforementioned reports for each academic year include data on the legality and efficiency of work, financial operations, resource management, and scientific activity.

Individual committees and commissions also submit annual reports to the Faculty Council, such as the **Commission for Quality Assurance and Improvement of Higher Education** and the Editorial Board of the scientific journal *Diacovensia - Teološki prilozi* (E 1.2.26.). Reports are submitted either for the previous academic year or the previous calendar year, on which the Faculty Council makes decisions. Information on submitted reports and decisions is made available on the **website** after the Faculty Council sessions.

The Faculty also regularly submits reports to the University on the implementation of the University Strategy (E 1.2.22.) for the previous calendar year, including indicators of goal fulfillment and the reasons for any deviations from the planned fulfillment metrics.



The Faculty, in accordance with the provisions of the **Law on the Right of Access to Information („Official Gazette“ No. 25/13, 85/15 and 69/22)**, regularly reports on the sessions of the Faculty Council and the decisions made at them via the website. After the session is convened, the Invitation with the agenda is published on the Faculty website in a **category** specifically designated for that purpose. After the Faculty Council session, a **report is published** that includes the conclusions and decisions.

In accordance with the provisions of the aforementioned **Law**, before adopting all general acts, and to ensure the drafting of the best possible faculty regulations, the Faculty conducts **public consultation** to collect information on the interests, views, and proposals of interested stakeholders. This strengthens the transparency and accountability of the Faculty's activities while identifying potential weaknesses and negative effects of new policies, allowing them to be eliminated before adoption.

The Program Contract of the Josip Juraj Strossmayer University of Osijek, from the academic year 2025/2026 to 2028/2029, was signed on October 21, 2025, between the Ministry of Science, Education and Youth and the University (E 1.2.23.). In accordance with the provisions of the Program Contract and its constituent parts, the Faculty will regularly report to the University and, through the University, to the competent Ministry on the implementation of the program contract in the coming period.

The Faculty manages financial resources responsibly and in accordance with the plan to achieve its educational and development goals. Financial operations are based on compliance with the financial regulations applicable to public institutions in higher education and science, and are further determined by the university's **Financial Operations Regulations and the faculty Regulations on the realization and use of earmarked revenues, own revenues, and non-earmarked donations to the Catholic Theological Faculty in Đakovo.**

In accordance with the Instructions for Drafting the State Budget of the Republic of Croatia and other applicable regulations regulating the financial operations of state budget users, the Faculty Council regularly adopts and accepts the **Faculty's Financial Plan for three years. Reports on the implementation of financial plans**, as well as any necessary amendments or rebalances, are regularly adopted by the Faculty Council and published on the Faculty's **website** upon adoption. In this way, all financial data is available to all competent authorities.

Every year, a **Public Procurement Plan** is adopted and published to make the planned spending of funds transparent.

The Faculty also completes the Fiscal Responsibility Questionnaire (E 1.2.27.), based on which it issues a Statement of Fiscal Responsibility for each year. Based on the completed Questionnaire, the Faculty determines its own weaknesses and irregularities in individual areas, and intervenes promptly where necessary. In the event of irregularities, they are attempted to be eliminated as soon as possible through specific activities.

According to the provisions of the **Instructions on the framework content, minimum set of data and method of public disclosure of information on the expenditure of funds on the websites of local and regional self-government units and budgetary and extra-budgetary users of the state budget and local and regional self-government units (Official Gazette, No. 59/23)**, the Faculty regularly publishes the **Fund Spending Form** on its website, starting from January 1, 2024.

Financing is aligned with the **Faculty's strategy** and teaching, scientific, and development goals. Long-term and multi-year planning takes into account the stability of income, realistic assumptions of obligations, and potential risks. However, it should be noted that, in times of inflation, the Faculty faces challenges securing the resources needed to cover operating costs. Therefore,

financial resources are used reasonably and effectively to achieve the Faculty's goals in a manner that is stable in the long term. In addition to revenues from the state budget used for salaries, there are also revenues generated under special regulations, as well as other revenues that are spent for designated purposes in accordance with regulations, and the Faculty's own revenues generated from tuition fees, tuition fees paid by students in part-time status, in postgraduate studies and lifelong learning programs, rent, electricity sales, and interest, which cover the operating costs as well as construction and investment maintenance.

Thanks to scientific and development projects within the framework of the signed Program Contract (E 1.2.23.), the Faculty has the opportunity to improve scientific excellence through additional participation in conferences, journal publications, and infrastructure upgrades. Proactive efforts are made, with financial resources secured through program contract, to support teachers' professional development, provide better classroom and library equipment, and improve physical and digital infrastructure.

### **EVIDENCE (E 1.2.):**

1. **Regulations on Studies and Studying at the Josip Juraj Strossmayer University of Osijek (consolidated text)**, November 2023.
2. **Regulations on Recognitions and Awards of the Josip Juraj Strossmayer University of Osijek**, March 2025.
3. **Regulations on Disciplinary Responsibility of Students of the Josip Juraj Strossmayer University of Osijek**, October 2024.
4. **Regulations on the implementation of the election/re-election procedure for scientific-teaching, artistic-teaching, teaching, associate, and professional positions at the Josip Juraj Strossmayer University of Osijek (consolidated text)**, February 2024.
5. **Regulations on the Announcement and Implementation of Public Tenders at the Josip Juraj Strossmayer University of Osijek**, February 2024.
6. **Regulations on Issuing Consent for Additional Work by Employees Outside the Josip Juraj Strossmayer University of Osijek**, December 2023.
7. **Regulations on Disciplinary Liability of Employees of the Josip Juraj Strossmayer University of Osijek**, October 2024.
8. **Regulations on the Work of the Catholic Faculty of Theology in Đakovo**, April 2024.
9. **Regulations on the Generation and Use of Assigned Revenue, Own Revenue, and Non-assigned Donations of the Catholic Faculty of Theology in Đakovo**, April 2025.
10. **Regulations on the Work of the Central Archdiocesan and Faculty Library**, July 2024.
11. **Regulations on Awards and Recognitions of the Catholic Faculty of Theology in Đakovo**, September 2025.
12. **Regulations on Awarding Financial Assistance to Students of the Catholic Faculty of Theology in Đakovo Based on Socio-economic Status**, February 2025.
13. **Regulations on Dormitory Rules and Conditions of Residence in the Student Dormitory in Đakovo**, March 2025.
14. **Regulations on the Organization and Implementation of the Theological-Catechetical Lifelong Learning Program for Educators in Faith (Early and Preschool Education)**, December 2022.
15. **Regulations on the Scientific Journal Diacovensia - Teološki prilozi**, September 2024.
16. **Regulations on the Implementation of the Process of Simple Procurement of the Catholic Faculty of Theology in Đakovo**, December 2025.



17. **Rules of Procedure of the Faculty Council of the Catholic Faculty of Theology in Đakovo**, February 2024.
18. Decision of the Faculty Council on the Organization of Jobs at the Catholic Faculty of Theology in Đakovo within the Josip Juraj Strossmayer University of Osijek in the academic year 2025/2026. (CLASS: 602-03/25-04/40, REG. NO.: 2121-32-01-25-01), September 8, 2025. (E 1.2.18.)
19. **Quality Manual of the Josip Juraj Strossmayer University of Osijek**, 2025. (E 1.2.19.)
20. Report on the Total Implementation of the Development Strategy 2016-2021 of the Catholic Faculty of Theology in Đakovo, Josip Juraj Strossmayer University of Osijek (E 1.2.20.)
21. Reports on the Implementation of the Strategic Program of Scientific Research for 2021, 2022, 2023, 2024, and 2025, with the decisions of the Faculty Council on their adoption (E 1.2.21.)
22. Action Plans for the Implementation of the Strategy of the Josip Juraj Strossmayer University of Osijek 2021/2022, 2022/2023, 2023/2024, 2024/2025 (E 1.2.22.)
23. Program Contract of the Josip Juraj Strossmayer University of Osijek from the academic year 2025/2026 to the academic year 2028/2029, October 21, 2025. (E 1.2.23.)
24. Annual reports of the Dean on the work and operations of the Catholic Faculty of Theology in Đakovo for the academic years 2020/2021 and 2021/2022, with the decisions of the Faculty Council on their adoption (E 1.2.24.)
25. Annual reports of the Dean on the implementation of the development strategy of the Catholic Faculty of Theology in Đakovo for the academic years 2022/2023, 2023/2024, and 2024/2025, with the decisions of the Faculty Council on their adoption (E 1.2.25.)
26. Annual reports on the activities of the scientific journal *Diacovensia - Teološki prilozi* and financial report for 2024 and 2025, with the decisions of the Faculty Council on their adoption (E 1.2.26.)
27. Questionnaires on the fiscal responsibility of the Catholic Faculty of Theology in Đakovo 2021-2026 (E 1.2.27.)
28. Decisions of the Faculty Council on the appointment and scope of work of the Committee for the development of the study program: Postgraduate Specialist Study in Propeutics of Psychotherapy and Theotherapy (CLASS: 602-04/21-02/02/, REG.NO: 2121-32-01-21-01-03), March 1, 2021; Decision on the amendment of the decision (CLASS: 602-03/22-02/05, REG.NO: 2121-32-01-22-08), November 22, 2022 (E 1.2.28.)
29. Decision of the Faculty Council on the Appointment of the Committee for the Development of the Lifelong Learning Program for Parish Workers (CLASS: 602-03/25-02/11, REG. NO.: 2121-32-01-25-01), July 1, 2025 (E 1.2.29.)
30. Decision of the Faculty Council on determining the number of enrollment places for students in the first year of the university integrated undergraduate and graduate philosophical-theological studies at the Catholic Faculty of Theology in Đakovo in the academic year 2023/2024 (CLASS: 602-03/23-06/01, REG. NO.: 2121-32-01-23-02), March 6, 2023 (E 1.2.30.)
31. Decision of the Teaching and Student Affairs Committee on academic adjustment of studies (CLASS: UP/I-053-01/24-01/27, REG. NO.: 2121-32-01-24-02), November 15, 2024 (E 1.2.31.)
32. Dean's Decision on the Award of Non-Repayable Financial Aid in the Academic Year 2024/2025 (CLASS: 602-03/24-04/15, REG. NO.: 2121-32-01-24-10), October 29, 2024 (E 1.2.32.)
33. Contract Register (E 1.2.33.)



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

The Faculty, within the **established quality assurance and improvement system** and available information systems, systematically collects and analyzes data on students, study programs, pass rates, success, employability, scientific productivity, and the quality of teaching using various methods, on the basis of which it makes informed decisions and implements concrete improvements in key areas of activity. Based on inconsistencies and needs for changes, amendments, and improvements observed in the analysis of the collected indicators, decisions are made on changes to admission requirements, the number of admissions, changes to study plans, minor changes to study programs, and the systems for evaluating the Faculty's teaching and scientific activities are improved.

**The Department for Students and Studies** uses existing information systems to collect and process data on studies and students, such as NISpVU, ISVU, and ISeVO. The same Department also uses various methods to collect and process data for official statistical reports.

Based on ISVU data, admissions, withdrawals, and study completions are analyzed and reported, and the success of study programs is monitored. Data is collected for the needs of the competent University, the competent Ministry, the Croatian Bureau of Statistics, and the Faculty's internal needs.

**The Department for Quality Assurance and Improvement** uses data from ISVU to develop and monitor quality indicators and monitor pass rates and progression through studies, as well as the success of taking exams, which can influence the expansion of improvement activities defined in the annual work plan of the Commission for Quality Assurance and Improvement of Higher Education (**2020./2021.**, **2021./2022.**, **2022./2023.**, **2023./2024.**, **2024./2025.**).

The Faculty's student surveys are largely conducted online, except for the survey on identifying inefficient and ineffective study habits and the exit survey on the completion of the study. The quality system also monitors quality indicators through data from the ISVU system, the Postani student portal, and other available tools for monitoring teaching and scientific activities (CRO-RIS), as well as internal forms. The survey results are accessible to representatives of the Student Union, either as members of the **Faculty Council** or as student **representatives on the Commission for Quality Assurance and Improvement of Higher Education**. The summary results and reports on indicators are available on the **Faculty's website**.

Scientific and teaching work is monitored using a special form (E 1.3.1.) for collecting data on teacher productivity (scientific, teaching, professional, and popularization work). These are consolidated into annual teacher reports (**2021.**, **2022.**, **2023.**, **2024.**, **2025.**) from which data on teachers' scientific and professional activities are analyzed. To increase teachers' scientific excellence and based on monitoring scientific productivity, a procedure for encouraging the scientific excellence of teachers has been designed and described in the **Decision on earmarked financing of scientific activities at the Faculty**.

Based on data regularly received from the Croatian Employment Service (HZZ) and the Catechetical Office of the Đakovo-Osijek Archdiocese, employability data is analyzed and processed.

Based on all the above-mentioned collected and analyzed data, which are compared over time, potential deviations are identified, and timely recommendations for improvement are provided.



The above is included in annual ([2020./2021.](#), [2021./2022.](#), [2022./2023.](#), [2023./2024.](#)) and periodic reports submitted to the Faculty Management, the Faculty Council, and other relevant stakeholders. This enables planning further activities, including improving study programs, organizing teaching and scientific activities, and adopting strategic documents.

At the semester level, the quality of the study program implementation is continuously monitored through thematic discussions between teachers and students on: course content and learning outcomes (purpose of selected content, amount of content); the way content is processed, i.e. the transfer of knowledge and skills; teaching methods and forms of work; the way acquired knowledge and skills are assessed, and student workload. On an annual basis, quality and success are discussed at department and chair meetings, or organized by the head of each study program, to improve the quality of the study program, and minor changes to study programs are proposed when necessary.

Students are informed through thematic meetings with the Vice-Dean for Academic Affairs and Students and/or with administrative services within the **mentoring support system** about procedures, resources, and support to improve study efficiency and student satisfaction with the study, and ultimately the experience of studying at the Faculty.

The Faculty uses information systems to systematically monitor key indicators that continuously ensure the fulfillment of legally prescribed conditions for performing higher education activities and timely identify and manage risks of non-compliance. Relevant indicators are regularly analyzed and documented in reports, minutes, and decisions.

The Faculty, within the framework of the **Faculty Development Strategy** and the set strategic goal relating to the management of the higher education institution and quality assurance, is implementing the digital transformation of education, and is systematically using digital solutions to improve the conditions of teaching processes. Modern digital technologies are used in teaching, and the further development of digital tools is planned.

In accordance with the national and university strategic goals and the Faculty's development goals, an Agreement on Participation in the „e-University” project was signed with the Croatian Academic and Research Network (CARNET) (E 1.3.2.). This project, financed from the National Recovery and Resilience Plan 2021-2026 for the purpose of the digital transformation of higher education, includes activities to establish network and computer infrastructure, which includes the improvement of passive and active networks at the locations of public higher education institutions, the development of existing information systems for maintaining central records in higher education into a new information system of records in higher education (ISeVO), the procurement of computer and multimedia (audio and video components) equipment for staff and classrooms necessary for the introduction of digital technology into teaching processes, and the planning and implementation of activities related to cybersecurity.

Digital transformation is part of the Faculty's development strategy, linked to human resources, financial, and infrastructure planning, and focused on the long-term development of the Faculty. Training of teaching staff in the application of advanced technologies in teaching is carried out through participation in educational programs of the e-University project implemented by CARNET, to modernize and update the educational process.

In accordance with the provisions of the **Regulation on Office Operations („Official Gazette” No. 75/21)**, the Faculty has established an office operations information system since January 1, 2023. In this way, the Faculty has focused on the digitalization of operations, meaning that individual files are no longer kept in paper form, and all documents are recorded in the office operations information system and signed with qualified electronic signatures. The Faculty has

provided all employees with a qualified electronic signature via the Certilia system, which handles the electronic signing process. A qualified electronic signature completely replaces a handwritten one, i.e., it has the same legal force. Electronic signing, therefore, eliminates the need for printing and ensures faster and more secure exchange of signed documents. An electronically signed document ensures authenticity (the signatory is really who they claim to be) and, indirectly, integrity, which guarantees the data's originality and integrity. A simple check can determine whether the data has been subsequently unjustifiably changed, using one of the validators (<https://epotpis.rdd.hr/validacija>). Since this was not just a technical change but also an optimization of business processes, the IT specialist conducted training for all Faculty employees on electronic signing and document digitalization. This important digital reform has enabled more efficient business management.

In addition to the above, the Faculty has also opened an access point, the email address [pisarnica@djkbf.hr](mailto:pisarnica@djkbf.hr). Other legal and natural persons can also use this email address to send documents to the Faculty, with a note that responses will be delivered in the same manner - electronically, unless the Faculty assesses that delivery in this manner is not appropriate. In such cases, delivery is carried out in another appropriate manner (e.g., by postal service).

The Faculty electronically maintains records and implements measures to ensure the confidentiality, integrity, and availability of data, while enabling access to and exchange of data exclusively with authorized persons and institutions, legally and securely, in accordance with the applicable regulations of the Republic of Croatia and **regulations on the protection of personal data**.

The Faculty is part of the Higher Education Information System (ISVU), which electronically maintains data on studies and students and teaching (ISVU module Studies and Students), employees (ISVU module Personnel), postgraduate studies (ISVU module Postgraduate Studies), exams (ISVU module Exams), and issued final documents (ISVU module for creating final documents eDiplome). Students register for exams through the Studomat application. Teachers keep records of classes held, lecture attendance, exams, and enter grades through the Nastavnički portal application. Data on student rights and academic cards is maintained through the common interface of the ISSP (Student Rights Information System) and ISAK (Academic Card Information System).

Access to the above modules and applications is allowed only to authorized persons through the Authentication (identity verification) and Authorization (access rights verification) Infrastructure of science and higher education in the Republic of Croatia - the AAI@EduHr system. Students have authorized access only to their personal data; teachers have authorized access only to data about their courses; and the ISVU coordinator manages the entire administrative work necessary to perform their job. Data in the above systems is exchanged only in cases specified by law with external institutions such as the Ministry of Science, Education and Youth, the Agency for Science and Higher Education, Josip Juraj Strossmayer University of Osijek, CARNET, DABAR, NISpVU, Merlin, Loomen, ISPIK-Reaccreditation Module, the National Information System for Monitoring the Employability of Graduates, and other state systems to which student admission data is automatically sent.

Through the state exam web application, the higher education institution Coordinator monitors the study application process, quotas, and study occupancy for the summer and autumn admission periods, enters the results of additional candidate checks, and defines the dates of additional checks and admission.

The Faculty applies prescribed **measures** for the use of information systems and for ensuring information security, based on **regulations on the protection of personal data, the Information Security Act, the Security Policy**, and other relevant internal acts.



The Faculty has an appointed person responsible for information security (CARNET system engineer), **an information officer, an officer for the protection of personal data**, and an officer for the protection of privacy, who ensure the appropriate use of information systems and personal data.

The Faculty has also adopted the **Regulations on the Processing and Protection of Personal Data of the Catholic Faculty of Theology in Đakovo**, which establish rules on the protection of individuals in the processing of personal data and rules on the free movement of personal data.

Technical measures related to information security include regular maintenance of devices and servers, regular updates and secure configuration of systems and software support, protection of the local computer network and electronic communications, surveillance and recording of events, vulnerability management, use of strong passwords, and protection and creation of safety data backups.

Physical data protection measures include locked server rooms, controlled access to offices, supervision of computer equipment, and prohibition of unauthorized removal of equipment and documents. The IT specialist regularly warns users about suspicious e-mails and links and sends instructions and notifications.

The Faculty regularly and timely publishes information on the **admission criteria** for all study programs, **admission quotas, study** and **educational programs, learning outcomes and qualifications**, forms of support available to students, procedures applied in teaching, learning, and assessment, pass rates (**2020./2021., 2021./2022., 2022./2023., 2023./2024. 2024./2025.**), and learning opportunities available to students, as well as information on **the employment** of graduates on its official website.

**Decisions on admission criteria and admission quotas**, after adoption by the Faculty Council, are regularly published on the Faculty website and submitted to the University, as part of the **joint tenders** for the admission of a new generation of students.

Various communication channels are used to inform the public about study programs, admission quotas, and other information related to studying at the Faculty. In addition to the **official website**, the Faculty also maintains **Facebook, Instagram, and YouTube profiles**. All information is available in both Croatian and **English**. Promotional videos about the Faculty, study programs, and study conditions are regularly published to reach the public.

According to the analysis and **recommendations from the previous reaccreditation cycle**, the Faculty has worked in the past five years on promoting the study programs offered at the Faculty, through the joint active engagement of students, staff, and external stakeholders. In the academic year 2022/2023, during January and February, at the initiative of the Student Union and the Faculty Management Board, a **promotion** of the integrated undergraduate and graduate university study of Philosophy and Theology was organized. The initiative was readily supported by religious teachers in schools and approved by principals, and the presentation was held in 25 high schools. Students from high schools in Osijek, Đakovo, Vukovar, Vinkovci, Županja, Slavon-ski Brod, and Virovitica worked in pairs to present the study opportunities in Đakovo, using a prepared presentation.

Students of the Faculty regularly participate in the **University Fair**, which annually attracts an average of 2,200 students from Croatia, Bosnia and Herzegovina, and Serbia. Next, the **MUZZA Science Weekend in Osijek** is an event that offers visitors the opportunity to explore the world of science in a fun and innovative way through interactive workshops, in which students of our Faculty, together with alumni representatives, regularly participate. The Faculty also regularly participates in the **Science Festival**, which is similar in form to the MUZZA Science Weekend, with a



special emphasis on a common theme addressed by the individual higher education institutions of the University from their respective scientific areas and fields. It is also important to highlight participation in **Career Week**, an event organized by the Josip Juraj Strossmayer University of Osijek, aimed at developing our students' careers and connecting them with the business sector. Career Week includes a series of activities, lectures, workshops, roundtables, forums, and speed dating. The Faculty regularly participates in the most important education fairs in the region (**Balkan Edu Expo**). At all of the above events, students are provided with information on admission conditions, the number of enrollment places, the method of study, learning, scholarship opportunities, completion of studies, and the employability of students who complete their studies.

The concluded business cooperation agreement with the company Vizija d.o.o. ensures the regular **presence** of the Faculty in the media space through the television show Academic Quarter on Osijek TV, which is dedicated to the current events at the University and its components. The show follows achievements, development, and everyday academic life through statements by participants, reports, and events such as student initiatives and scientific and professional conferences. Episodes are available on the YouTube channel.

Regular publication of articles in the **University Gazette**, a monthly contribution in the daily newspaper Glas Slavonije edited by the University, provides important information about the work of the Faculty, especially news and notable results, as well as information about publishing activities, scientific activities, projects, the popularization of science, international activities, information about study programs, information about conferences, student activities, etc.

### **EVIDENCE (E 1.3.):**

1. Overview of the contents of annual teacher reports on teaching, scientific and research, professional, and popularization work 2021 - 2025 (E 1.3.1.)
2. Agreement on participation in the project „e-University” with the Croatian Academic and Research Network - CARNET, October 31, 2023 (E 1.3.2.)



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

**The Faculty Statute** states that, in performing scientific activities, teachers, associate teachers, adjunct teachers, associates, and students are obliged to adhere to ethical principles in accordance with the **AHESA**, the **University Statute**, and the **Faculty Statute**.

Employees, students, and external stakeholders base their work on the principles of academic ethics. Students are educated in the field of proper citation and referencing of sources through independent courses within their study programs. Furthermore, through the mentorship support system, they are cautioned about the consequences of plagiarism and other forms of academic and unethical behavior. The success of this education is measured by monitoring consistency in the application of citation rules in student papers, the reduction of observed irregularities, similarity check results, and feedback from both students and mentors, with the possibility of comparing competence levels before and after the training.

Procedures for research ethics and compliance with **GDPR principles** when processing data for scientific research have been established. In the models for monitoring student work, students have access to a system for checking the originality of their work. When planning research, students consult the **Ethics Commission** and seek its approval on ethical issues. An integral part of the application documentation for graduate and specialist theses, in addition to the **Statements of Originality of the Work**, is the attached evidence of the work's originality, which prevents plagiarism and which mentors download using tools for verifying originality such as Turnitin.

Teachers are regularly encouraged to participate in available training on ethics and business transparency, especially on the application of artificial intelligence in teaching and research.

The core principles and values promoted by the academic community of the University and 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 application of modern technologies, protection of nature, animals and the environment. Taking into account the above core principles and values, a legal framework has been established to prevent behavior that is contrary to the principles and values promoted by the academic community of the University, or to prevent unacceptable behavior that damages the reputation of the academic community, and thus the reputation of the University and its constituents. Therefore, at the University level, have been adopted:

- the **Regulations on Conflict of Interest and Obligations at the Josip Juraj Strossmayer University in Osijek**
- the **Regulations on Issuing Consent for Additional Work by Employees Outside the Josip Juraj Strossmayer University in Osijek**
- the **Regulations on Preventing Nepotism at the Josip Juraj Strossmayer University in Osijek**
- the **Gender Equality Plan of the Josip Juraj Strossmayer University in Osijek 2022-2026**



The aforementioned documents also apply to the Faculty within the framework of functional integration.

The Faculty has defined a system of competences for resolving conflicts and irregularities and has demonstrated its functionality at all levels. To promote and protect ethical principles in teaching and scientific activities, in professional work, in mutual relations, and in public statements of teachers, associates, and other employees, the Faculty Council has established the **Ethics Commission**, which includes representatives of teachers, associates, other employees, and students. The Faculty's Ethics Commission is appointed and operates in accordance with the **University's Code of Ethics**, which establishes basic ethical principles, ethical conduct, and procedures for preventing and sanctioning unethical behavior. The Faculty's Ethics Commission has not received a single request to initiate a procedure for determining a violation of the Code of Ethics. In its work, the Ethics Commission also provides prior approval for conducting human research (E 1.4.1.).

In addition to the above, the University has adopted the **Regulations on the Disciplinary Responsibility of Students**, which apply to all students studying at the University. The University has also adopted the **Regulations on the Disciplinary Responsibility of Employees of the Josip Juraj Strossmayer University of Osijek**. By **Decision of the Faculty Council** of December 7, 2024, the Faculty decided to apply the aforementioned Regulations to its employees. The aforementioned documents provide more detail on the disciplinary liability of students and employees. In addition to the aforementioned documents, by decisions of the Faculty Council, the Faculty has established and appointed members of the **Disciplinary Commission responsible for disciplinary proceedings of employees**, and the **Disciplinary Commission for students**, who have not yet received any requests for disciplinary proceedings.

In accordance with the provisions of the **Act on the Student Union and Other Student Organizations („Official Gazette" No. 71/07)** and the **Statute of the Student Union of the Catholic Theological Faculty in Đakovo**, the Faculty has appointed a **Student Ombudsperson** within the **Student Union**, who is authorized to receive complaints from students regarding their rights and discuss them with the competent Faculty bodies, advise students on how to exercise their rights, and participate in disciplinary proceedings against students to protect their rights. The mandate of the appointed Student Ombudsperson lasts one year.

Based on European directives and examples of good practice, the **Unified University Student Surve** (JSSA) conducted at the University now also includes questions on discrimination, harassment, and unwanted behavior, whether students were directly affected or witnessed such behavior. Specifically, the questions relate to the investigation of an individual's disadvantageous position in relation to other students, and that the student can confidently claim that this was due to national or ethnic affiliation, religion, gender, physical characteristics or disability, sexual orientation, marital or property status, political or value orientation; then to harassment for the same reasons listed; then to the occurrence of unwanted behavior of a sexual nature (verbal or non-verbal); and finally to witnessing unwanted behavior, in relations with teachers, associates, administrative or other staff. Over the last five years, according to the Unified University Student Survey, the Faculty ranks last in the occurrence of these forms of unwanted behavior, with almost no recorded incidents. Details and results are published on the **Faculty's website** as part of the JSSA Results Reports for academic years **2020/2021**, **2021/2022**, **2022/2023**, **2023/2024**, and **2024/2025**.

The Faculty continuously works to apply new methods to eradicate all forms of unethical behavior. To improve the quality of academic work, the Faculty has included provisions in the relevant regulations to check academic integrity, prevent plagiarism, and improve the quality of final and graduation theses. The authenticity of the work is verified through the Turnitin program, which calculates the percentage of similarity between the text and other sources, ensuring the work is



original. Evidence from the verification program is a mandatory part of the documentation when applying for the thesis defense (E 1.4.2.). **The Regulations on the Graduation Thesis and the Graduation Exam** stipulate that the mentor is obliged to check the work using the program to verify authenticity before the final acceptance of the thesis, and to submit a report and printed evidence (E 1.4.2.). Furthermore, the **Rules and Instructions for the Application and Preparation of Specialist Thesis at the University Specialist Study Propaedeutics of Psychotherapy and Theotherapy** stipulate that when submitting specialist theses, students must submit signed Reports on the Originality of the Specialist Thesis (E 1.4.2.), in a regulated **form**. This ensures the authenticity of student work and prevents plagiarism, copying, and falsification of results.

#### **EVIDENCE (E 1.4.):**

1. Prior approval for conducting human research (E 1.4.1.)
2. Evidence on a reports od originality (E 1.4.2.)

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

The Faculty, in its activities, encourages the continuous improvement of teaching, scientific and administrative work through a system of values, procedures and responsibilities, which ensures the spread of a quality culture. The quality culture is manifested through the systematic and continuous improvement of the Faculty's operations. Awareness among all stakeholders regarding the importance of ongoing improvement at all levels of the Faculty's activities is developed through the application of methods such as:

- self-evaluation
- internal and external evaluations
- analysis of student success

Collection of feedback from students and faculty, dissemination of results from all aforementioned methods (E 1.5.1.) and by making informed decisions on areas for improvement, primarily achieves student satisfaction, the advancement of teaching content, and greater transparency in the Faculty's overall work.

Among the most important activities within the quality assurance and improvement system are monitoring the implementation of strategic documents and identifying potential risks, along with procedures to prevent their occurrence or mitigate their effects, which is evidenced in Annual Reports of the Quality Assurance and Improvement Committee for the academic years **2020/2021, 2021/2022, 2022/2023, 2023/2024.**

In the previous five-year period, the Faculty's quality assurance system was improved based

- on the **recommendations from the II. reaccreditation cycle**
- on the implementation of the Action Plan for Quality Improvement (E 1.5.2.)
- on the results of internal assessments and (E 1.5.8., E 1.5.9.)
- on reports on the implementation of strategic documents (E 1.5.4., E 1.5.5, E 1.5.7.)

The implementation of activities and recommendations contained in the Report on the Implementation of the Action Plan for Quality Improvement in 2022 and 2023 (E 1.5.3.) served as a base for changes to strategic plans during 2024. In this way, the findings from the external and internal evaluations were incorporated into the Faculty's further development framework.

**The Development Strategy** and the **Strategic Program of Scientific Research** include recommendations for improvement from:

- the Report on the Overall Implementation of the Development Strategy of the Catholic Faculty of Theology in Đakovo 2016-2021(E 1.5.4.)
- annual reports of the Dean on the implementation of the development strategy (E 1.5.5.)
- review of the Overall Implementation of the Strategic Program of Scientific Research of the Catholic Faculty of Theology in Đakovo (2015-2020) (E 1.5.6.)
- annual Reports on the implementation of the Strategic Program for Scientific Research (E 1.5.7.)
- **report of the Expert Committee on the Reaccreditation of the Catholic Faculty of Theology in Đakovo, Josip Juraj Strossmayer University in Osijek**



- report on the Implementation of the Action Plan for Quality Improvement in the Procedure of the II. Reaccreditation Cycle in 2022 and 2023 (E 1.5.3.).

Internal assessment of the constituent is conducted once a year (E 1.5.8., E 1.5.9.) in accordance with the procedure defined by the Quality Center of the Josip Juraj Strossmayer University of Osijek. Based on the internal assessment of all constituents, the Quality Center prepares a report and an improvement plan (E 1.5.10.).

At the basic level, in the event of detecting omissions, ambiguities, and observed inconsistencies, the system reacts by changing survey forms, specifying survey questions, harmonizing study programs and study implementation plans, organizing short meetings with students to share information and point to steps and procedures to provide students with mentoring support at a high level of individual monitoring. The process of monitoring teacher productivity has been improved by regularly harmonizing the form for submitting teacher reports, as well as the process for rewarding productivity and regular report submission through dedicated science funding.

Stakeholders are also informed on the work of councils, committees, and commissions through meetings, announcements on the Faculty's website, and reports and minutes. Reports and evaluation results are available on the [Faculty's website](#), and the results of external evaluations are also available on the website of the Agency for Science and Higher Education.

#### **EVIDENCE (E 1.5.):**

1. System Assessment - Comparison of External Evaluation Results (E 1.5.1.)
2. Action Plan for Quality Improvement in the Process of the Second Reaccreditation Cycle for the Period 2022-2026, February 2022 (E 1.5.2.)
3. Report on the Implementation of the Quality Improvement Action Plan in the Second Reaccreditation Cycle Process in 2022 and 2023 (E 1.5.3.)
4. Report on the Overall Implementation of the Development Strategy-2021 Development Strategy of the Catholic Faculty of Theology in Đakovo 2016-2021 (E 1.5.4.)
5. Annual reports of the Dean on the implementation of the development strategy of the Catholic Faculty of Theology in Đakovo for the academic years 2022/2023, 2023/2024, and 2024/2025 (E 1.5.5.)
6. Overview of the Overall Implementation of the Strategic Program for Scientific Research of the Catholic Faculty of Theology in Đakovo (2015-2020) (E 1.5.6.)
7. Reports on the implementation of the Strategic Program for Scientific Research for 2021, 2022, 2023, 2024, and 2025 (E 1.5.7.)
8. Internal assessment of the University constituent for the academic years 2020/2021, 2021/2022, 2022/2023 (E 1.5.8.)
9. Internal assessment of the University constituent for the academic years 2023/2024 and 2024//2025 (E 1.5.9.)
10. **Report on the Functioning and Effectiveness of the SUK Academic Year 2024-2025, September 2025** (E 1.5.10.)



# STUDY PROGRAMS AND LIFELONG LEARNING PROGRAMS



## 2.1. The intended learning outcomes at the level of a study program are aligned with the competences a student should gain by completing the study program, as well as with the CroQF level

The Faculty offers one integrated undergraduate and graduate university study in **Philosophy and Theology**, which falls within the scientific field of the humanities. In addition, at the post-graduate level, it offers a university specialist study in **Propaedeutics of Psychotherapy and Theotherapy**, which falls within the interdisciplinary scientific field. The study programs of the aforementioned studies have clearly defined learning outcomes, formulated in terms of the knowledge, skills, and values the student acquires by completing the study, and in a way that enables their verification through various forms of student assessment. They are publicly available and **published** on the Faculty's **website**.

The learning outcomes of the study program are linked to those of individual courses, establishing coherence (constructive alignment) among learning outcomes, teaching activities, and assessment methods. For instance, in the courses *History of Philosophy I and II*, the learning outcome 'to analyze fundamental philosophical questions and apply philosophical insights to theology, as well as to a transformative understanding of overall reality and society' is achieved through teaching activities such as lectures, guided textual analyses, seminar discussions, and essay writing. Evaluation is conducted via a written exam, a seminar paper, and an oral presentation, thereby directly verifying the achievement of the defined outcome.

When defining the learning outcomes of each study program, national and European higher education standards (Croatian Qualifications Framework - CroQF), and professional recommendations regarding the needs of the Đakovo-Osijek Archdiocese and the academic community were applied through comparisons with the study programs of other higher education institutions. For instance, the learning outcome 'to synthesize and actualize the content, origins, fundamental interpretive methods, and theological message of the Holy Scriptures' is mapped to:

- knowledge (CROQF/EQF Level 7)
- skills (cognitive and analytical skills required for solving complex problems)
- autonomy and responsibility (the ability to exercise judgment and take responsibility in complex situations).

The general goals of the study programs arise from the Faculty's **mission, vision**, and strategic goals, while the learning outcomes are operationalized at the study program and course levels. This connection is reflected in the development of new study programs and the content adjustment of existing ones in accordance with strategic priorities and social needs.

In line with the mission and vision, one of the key priorities of the Faculty is the development and expansion of the educational offer. In accordance with **recommendations from the previous reaccreditation cycle**, especially regarding the development of specialist studies and strengthening cooperation with the University's constituents, the Faculty worked to fulfill the prerequisites for launching new study programs. This is an attempt to increase the Faculty's relevance and social visibility.

As a result of these activities and further motivated by the need for experts who will serve the community as psychotherapists or counseling therapists, in 2023, a university specialist study program in Propaedeutics of Psychotherapy and Theotherapy was launched. The competencies,



knowledge, and skills that students acquire in individual courses within this study program are defined by the **study program** itself, and the study program is partially aligned with the **Regulations on the content of education and the manner of conducting propaedeutics of psychotherapy** adopted by the Croatian Chamber of Psychotherapists (E 2.1.1.). Upon completion of the study program, students acquire competencies to recognize and distinguish between healthy and dysfunctional psychological processes, and to provide basic psychological support while respecting spiritual dimensions. Performing the duties of a counseling therapist requires additional education and compliance with the requirements prescribed by applicable legislation.

In line with the strategic goal of expanding the educational offer, the initial accreditation procedure for the joint study program in Mediation has been launched, with the aim of developing interdisciplinary competencies relevant to conflict resolution.

From the above, it is evident that the knowledge, skills, and competences that students acquire through structured and planned study programs uphold the core values promoted by the Faculty, which are the dignity of the human person, the spirit of freedom and responsibility, the common good and education for community so that the good of the community comes before personal and individual interests, the spirit of solidarity and subsidiarity, excellence and the promotion of Christian spirituality, all in accordance with the defined **vision** and **mission** of the Faculty.

The system of harmonizing learning outcomes is regularly reviewed and improved through quality assurance procedures. The study programs offered by the Faculty are structured so that all their elements contribute to achieving the intended learning outcomes. Each course has clearly defined outcomes that contribute to the achievement of at least one outcome of the study program. The outcomes are vertically aligned so that students acquire basic knowledge and skills in the lower years, which are then built upon, deepened, and applied in the higher years of study. In addition to vertical alignment, outcomes are also horizontally aligned so that courses in the same year or semester complement each other. The teaching methods used are aligned with the learning outcomes, enable verification of fulfillment, and play a clear role in achieving the study program's outcomes. Study programs are implemented in accordance with the **study implementation plans** adopted by the Faculty Council.

Since study program learning outcomes are achieved through course-level learning outcomes, this connection is reflected in the matrix linking course learning outcomes to study program outcomes (E 2.1.6.). Methods of monitoring the achievement of outcomes, teaching methods, and evaluation methods are presented in tables that are an integral part of the course description and are **publicly available on the Faculty's website**.

The achievement of learning outcomes at the level of the study program is assessed continuously through various forms of evaluation during the study (exams, seminar papers), and the final exam (defense of the thesis and **thesaurus**) represents a final integrative test in which students demonstrate the ability to apply the acquired knowledge and competences independently. The intended outcomes of the study program are explicitly stated in the diploma supplement (E 2.1.2.) issued to the student upon completion of the Philosophy and Theology study program, together with a diploma in Croatian and English.

Learning outcomes serve as a basis for developing and revising study programs, with changes implemented based on feedback from students, teachers, and external stakeholders. As an example, an analysis of student workload and consultations with mentors indicated a need for a clearer demarcation of the phases involved in the preparation of the final thesis. Students expressed a need for their several-month-long research effort in the winter semester to be more systematically recognized through ECTS credits, rather than having the entire workload tied exclusively to the final stage. Consequently, based on the Faculty Council Decision of February 3, 2025 (E 2.1.5),



the annual course *Thesis Seminar* (9 ECTS) was revised. The title was changed, and the credits were redistributed to reflect the actual dynamics of the work: the course 'Thesis Writing' (5 ECTS) was introduced in the winter semester to formalize the research and writing process, while the summer semester now includes the 'Final Thesis Exam' (4 ECTS), which pertains to the defense and the final verification of knowledge. This administrative and curricular adjustment has enabled students to organize their time more effectively and has reduced the workload in the summer semester. The result is a higher quality of methodological preparation, as students are now motivated to earn their first ECTS credits as early as the winter semester through structured work with their mentors.

Previous changes to the study program have not required changes to the learning outcomes, as they have been assessed as relevant and aligned with the development of the profession and students' needs. Regular monitoring of pass rates in key courses has shown stable trends, indicating that the defined learning outcomes are realistically set and attainable for the student population at the specified level of study. The results of surveys on teaching quality and ECTS alignment confirm that students perceive the learning outcomes as clearly communicated and relevant to their future profession. Through regular consultations with the Catechetical Office, it has been confirmed that the skills acquired by students are fully aligned with current labor market requirements. Consequently, it was assessed that the learning outcomes remain highly relevant, and improvements have been implemented exclusively at the delivery level (e.g., new elective content, the redistribution of teaching load within courses, the expansion of course content) to further strengthen the attainment of these same outcomes, all in accordance with the **recommendations from the previous reaccreditation cycle**.

When implementing the curriculum in the parts related to classes, seminars, exercises, and professional practice, attention is paid to planning the implementation based on proven traceability and purposefulness, ensuring the achievement of defined learning outcomes and the realistic and objective evaluation of student achievements. The outcomes are logically arranged and gradually improved, enabling a clear connection between previously acquired knowledge and new content.

Students are referred to exercises and professional practice after mastering theoretical content, which enables the application and deepening of learning outcomes related to practical competencies. All forms of written work are prepared in the higher years of study, after acquiring methodological knowledge and skills, which ensure the achievement of learning outcomes related to analysis, critical thinking, and independent research.

At the course level, **the study plan** defines the methods of achieving and evaluating learning outcomes.

During the teaching period, students in a certain number of courses can take preliminary exams, which can be written or oral. After the teaching period, they also take a final exam. The skills, knowledge, and values acquired in the study of Philosophy and Theology are tested (in addition to regular preliminary exams) through an oral exam that assesses more complex learning outcomes, including understanding, argumentation, and value positions. The variety of assessment methods for learning outcomes (preliminary exams, oral and written exams, seminar papers) allows for the evaluation of different levels of student achievement, from the reproduction of knowledge to analysis, application, and independent work, thus ensuring that evaluation methods align with defined learning outcomes.

The structure of the study of Philosophy and Theology enables students to progress smoothly through the study. To enroll in the higher year of study, a student must cumulatively meet the **enrollment requirements** - the number of ECTS credits achieved and all non-transferable courses from the previous year of study passed. Each year of study includes core courses that



are prerequisites for further progress, as passing them prepares students to upgrade their knowledge, skills, and values in higher-year courses. This prevents unnecessary extension of studies and ensures efficient progress through the study.

In all courses of the Propaedeutics of Psychotherapy and Theotherapy study, the acquired skills, knowledge, and values are tested through written papers (100%). Seminar classes or written papers, with an appropriate number of hours per course, are active classes that involve critically reviewing and presenting basic material through independent research under the guidance of a subject expert. In 63% of courses, the testing method includes other forms of testing besides written work - oral testing (44%) or written exams (18%). After completing mandatory and elective courses in the first two semesters, students are sent to student practice in health and psychosocial institutions and to practice supervision. The practice aims to provide students with the opportunity to connect the acquired content with real demands, tasks, and challenges of the profession. In this way, students integrate theory and practice, applying all acquired knowledge to individual cases and distinguishing general principles from specific applications.

Knowledge testing and assessment, or evaluation of student achievements, are directly based on learning outcomes, which ensures consistency between expected achievements and evaluation criteria. Exams are held in accordance with the [\*\*Regulations on Studies and Studying at the Josip Juraj Strossmayer University of Osijek\*\*](#).

The study programs are aligned with the Croatian Qualifications Framework (CroQF) and the European Qualifications Framework (EQF), with the level and content of the acquired qualification clearly defined. The learning outcomes in the CroQF are presented in terms of knowledge, skills, independence, and responsibility.

Upon completion of the Philosophy and Theology study program, one earns the university master of theology degree, corresponding to level 7.1 of the Croatian Qualifications Framework. The defined learning outcomes of the study programs are aligned with the level descriptors of the CroQF and EQF. At the state level, within the sectoral council domain, occupational and qualification standards for the university master of theology have not yet been developed. Thus, the study program has not been entered into the CroQF Register. Since the Faculty is also a higher ecclesiastical institution, higher education institutions that award qualifications required for various church services have prescribed additional quality standards of curricula and rules for mutual recognition of diplomas, which are defined by the new apostolic constitution of Pope Francis [\*\*Veritatis gaudium\*\*](#) on ecclesiastical universities and faculties, with whose provisions the Faculty has aligned its new [\*\*Statute\*\*](#).

As part of the competition „Implementation of the CroQF at the level of higher education”, in cooperation/partnership with the Catholic Faculties of Theology in Zagreb and Split, the Faculty has entered the project entitled „CroQF at the level of theological and religious higher education - CroQF TERE0” (E 2.1.3.), within which the occupational standard for religious education teachers are included.

Upon completion of the university specialist study Propaedeutics of Psychotherapy and Theotherapy, one earns the academic degree of university specialist in propaedeutics of psychotherapy and theotherapy, corresponding to level 7.2 of the Croatian Qualifications Framework. In terms of alignment with the European Qualifications Framework, the university specialist study Propaedeutics of Psychotherapy and Theotherapy corresponds to EQF level 7 (2017/C 189/03). The learning outcomes at the level of the study program align with the Dublin descriptors, including knowledge and understanding, application of knowledge, making judgments, and communication skills.

When developing study programs, an analysis of social and market needs is conducted to ensure that learning outcomes align with the required competencies.



The decision to launch the new study program, Propaedeutics of Psychotherapy and Theotherapy, was based on a systematic analysis of labor market needs and strategic public policy guidelines. Key evidence for its justification is found in the Recommendations for Educational Enrollment and Scholarship Policy issued by the Croatian Employment Service, which consistently classify specialists in counseling and psychosocial support as a shortage occupation. Furthermore, the demand for this professional profile is documented in the Annual Reports of the Croatian Chamber of Psychotherapists (HKPT), which indicate a significant increase in the need for licensed psychotherapists who employ a holistic approach respecting the worldview and religious identity of clients. The program directly correlates with the guidelines of the National Plan for the Development of Social Services, as well as reports from the Ombudsman for Children, which regularly emphasize the necessity of a multidisciplinary approach and capacity building in the field of youth mental health. This demand confirms that the program addresses real societal challenges within formally recognized institutional frameworks.

The **learning outcomes of the study Propaedeutics of Psychotherapy and Theotherapy** are designed to develop the competencies necessary for working with people in the field of psychosocial support, as well as for continuing education in the field of psychotherapy. The learning outcomes of the study program are based on the content of the **Propaedeutics of Psychotherapy program prescribed at the national level by professional associations (SPUH - Association of Psychotherapy Societies of Croatia/Chamber)**.

The intended learning outcomes of the planned joint study in Mediation focus on the development of interdisciplinary competencies in conflict prevention and resolution, which align with the identified needs of the labor market. The study's relevance was also confirmed by the Croatian Employment Service's positive opinion on its compliance with the labor market's needs (E 2.1.4.).

**The learning outcomes of the study Philosophy and Theology** are comparable to those of similar programs in the Republic of Croatia and the European Union, as they are designed in accordance with the internationally recognized standards of Catholic theological education outlined in the documents of **Veritatis gaudium**. Comparability is reflected in the structure of outcomes, which include systematic theological knowledge, analytical and interpretative skills, and the ability to apply them in a pastoral and social context.

Although the study program Propaedeutics of Psychotherapy and Theotherapy includes specific elements related to the spiritual dimension, its **learning outcomes** are comparable to those of similar programs in the field of psychosocial support and counseling in the European Union. Comparability is reflected in the development of competencies such as understanding psychological processes, communication skills, ethical reasoning, and working with users.

Study programs develop not only professional-specific knowledge but also generic (transferable) competencies necessary for professional and social action. Generic competences, such as critical thinking, communication skills, teamwork, ethical reflection, and social responsibility, are developed through various teaching methods, including seminar papers, presentations, discussions, practical teaching, and professional practice, which achieve learning outcomes at the level of analysis, evaluation, and application of knowledge. At the same time, professional-specific competences are developed through courses that enable the acquisition of knowledge and skills necessary for understanding and interpreting biblical texts, for knowledge of basic theological disciplines, and for the application of theological knowledge in different contexts. This ensures consistency between the defined learning outcomes, the teaching methods, and the developed competences.

This is further demonstrated by the example of the university specialist study Propaedeutics of Psychotherapy and Theotherapy, in which the development of generic and professionally specific competences is achieved through courses that enable the acquisition of communication and



counselling skills, empathy and the ability to listen actively, to think critically and to make ethical judgments, as well as working in an interdisciplinary team and adopting the values of responsible and professional conduct in working with people. At the same time, students acquire specific professional knowledge and skills aimed at understanding the basic theories and approaches in psychotherapy, knowing the relationship between the psychological and spiritual dimensions of a person, applying the basic principles of theotherapy in working with people, recognizing the psychological and spiritual needs of an individual and applying the acquired knowledge in a counselling, pastoral or therapeutic context.

In addition to developing professional competence, the Faculty, as an ecclesiastical institution of higher education, systematically fosters the ethical responsibility of future theologians through clearly defined learning outcomes that include the development of ethical awareness, the ability of ethical thinking, and the making of ethically based decisions in personal, social, and pastoral work, especially in the context of plural and multicultural societies. The development of ethical competences is achieved through the coordination of learning outcomes, teaching methods, and assessment methods. The teaching uses case studies, guided discussions, and reflective tasks, while professional practice ensures the application of ethical principles in real-life situations of working with people. In this way, students develop the ability to discern and make responsible decisions in contexts marked by different cultural and value frameworks.

#### **EVIDENCE (E 2.1.):**

1. Certificate of Approval of the University Specialist Study Propaedeutics of Psychotherapy and Theotherapy from the Croatian Chamber of Psychotherapists, February 2022 (E 2.1.1.)
2. Diploma Supplement for the study of Philosophy and Theology, in Croatian and English (E 2.1.2.)
3. Documentation on the CroQF-TEREO project ( E 2.1.3.)
4. Opinion of the Croatian Employment Service on the compliance of the study Mediation with the needs of the labor market (CLASS: 103-02/26-01/01, REG. NO.: 344-227/26-06), March 2, 2026 (E 2.1.4.)
5. Decision of the Faculty Council on minor amendments to the study program (CLASS: CLASS: 602-03/25-02/02, REG. NO.: 2121-32-01-25-01), February 3, 2025 (E 2.1.5.)
6. Table 2.1. Analytical annex to the Self-evaluation - Learning outcomes at the level of the study program for the academic year of evaluation (E 2.1.6.)



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

The approval procedures for new study programs and revisions to existing ones, after the adoption of the new **AHESA**, are within the power of the Faculty Council and must be aligned with the new **AQA**. When proposing a new study program or revising an existing one, a predefined procedure is followed, which differs depending on whether it is a **minor** or **major** change, and the regulations are consolidated in the **procedures of the University's quality system**.

As mentioned above, the **Decision of the Faculty Council of April 7, 2025**, established a workflow for minor amendments and supplements to existing study programs carried out at the Faculty, with the aim of clearer and more efficient implementation. The department, as the basic organizational unit, in the event of a perceived need, proposes to the Faculty Council amendments and supplements to existing study programs, in the scientific area and scientific field from which the Faculty teaches courses, in accordance with the regulations governing quality assurance in higher education and science. The Faculty Council then adopts minor changes to the study program (E 2.2.2.e.).

For major changes to the study program, the Faculty Council first establishes competent commissions to prepare a proposal for the study program, composed of representatives of teachers, associates, students, other employees, and external stakeholders. After the study proposal is approved by the Faculty Council, it is submitted to the university Center for Quality Assurance and Improvement of Higher Education in accordance with Article 163 of the **University Statute** for review of the study program proposal and documentation. After receiving approval from the Center, the study program proposal is submitted to the competent Ministry of Science, Education and Youth or the Agency for Science and Higher Education for initial accreditation and license.

That the above procedure is consistently implemented, even before formalization by the Faculty Council, is shown by the example ( E 2.2.1.) of the newly established university specialist study Pro-paedeutics of Psychotherapy and Theotherapy. First, by the Faculty Council's decision of March 1, 2021 (E 2.2.1.a.), a Commission was appointed to prepare the Proposal for the above study program, consisting of teachers, students and external stakeholders. After preparation and Commission agreement, the Proposal for the new study program was adopted by the Faculty Council in its decision of November 22, 2022 (E 2.2.1.b.). Given that, under the regulations of the time, decision-making on new study programs was under the competence of the University Senate, the adopted Study Proposal was submitted to the University Senate, which adopted it by its decision of November 30, 2022 (E 2.2.1.c.). The University then submitted the Study Proposal for approval to the Agency for Science and Higher Education and the competent Ministry, which issued its approvals and licenses in February and March 2023 (E 2.2.1.d., E 2.2.1.e.). By fulfilling the above prerequisites and following the admissions procedure, **the first generation of students in the aforementioned university specialist study program was enrolled in the 2023/2024 academic year**.

Within the Philosophy and Theology Study Program, the Vice-Dean for Teaching and Students is responsible for ensuring the program's quality. Within the university specialist study program, the Head of Study is responsible for ensuring the quality of the new study program and regularly reports on it to the Faculty Management. Internal evaluations and student surveys (E 2.2.9., E 2.2.10., E 2.2.11., E 2.2.13., E 2.2.14.) are conducted continuously and periodically to assess teachers and courses; discussions are held with the catechetical office regarding the applicability of acquired knowledge;



meetings are organized with students and former students (alumni); and evaluations of study conditions are conducted. The results of the analyses are presented in reports or during Commission sessions in the **Annual Reports on the Work of the Commission for Improving and Ensuring the Quality of Higher Education (E 2.2.15.)**, which are submitted to the Faculty Council. The implementation of the studies is also regularly monitored, and based on all the above results, the Vice-Dean for Teaching and Students, in cooperation with the course leaders, collects minor proposals for changes and amendments to the study program before adopting new implementation plans.

Since the last reaccreditation, the Faculty has implemented minor changes to the study program (E 2.2.2.) that did not affect student workload or the content of mandatory courses. The changes related to:

- supplementing and expanding the content of elective courses and seminars
- the abolition of certain courses and
- the introduction of new elective courses and seminars.

Minor changes to the integrated undergraduate and graduate university study of Philosophy and Theology were made in:

- 2023 (changes to course names) (E 2.2.2.a.) and
- twice in 2025 (changes to course names, introduction of new elective courses, changes to existing courses) (E 2.2.2.d, E 2.2.2.e.).

Minor changes to the university specialist study program were made twice in 2024 to align with new regulations governing the activities of propaedeutics of psychotherapy and theotherapy (increasing the number of hours in a course, changing the course name, and redistributing practice hours within an existing course) (E 2.2.2.b., E 2.2.2.c.).

Both study programs were also aligned with the new **AHESA**. The changes made were then recorded in the ISVU and the Register of Study Programs at the competent Ministry (E 2.2.3.). Current versions of **study programs** are published and available on the Faculty's website.

When creating the teaching content of study programs, teaching methods and the assessment system are directly linked to the specific knowledge, skills, and values that a student should possess upon completing their studies. For the content of the study program and its outcomes to correspond to the level of qualification and the needs of the profession or future jobs, practical experience, suggestions and proposals from the Archdiocese of Đakovo-Osijek, the experiences of graduates and related faculties, as well as the opportunities and needs of the wider community were applied, taking into account the recommendations of the Croatian Employment Service.

Classes are held on a semester basis according to a **set schedule**. One ECTS point denotes a workload of 30 working hours. In this sense, ECTS credits are distributed according to the number of hours of lectures in a particular course and aligned with the difficulty of the examination literature the student needs to master, ranging from 2 to 5 ECTS credits per course. A larger number of credits is assigned to theoretical and abstract subjects, as the workload was determined by the scope of the literature and the time required for an average student to master the necessary content.

Each semester carries a total of 30 ECTS credits; i.e., the annual workload is 60 ECTS credits, or 1800 working hours per year. The total workload of the Philosophy and Theology study is 300 ECTS credits (73 mandatory courses, 44 elective courses, and 33 seminars). The total workload of the specialist study Propaedeutics of Psychotherapy and Theotherapy is 90 ECTS credits (13 mandatory courses, 3 elective courses, 2 student practice, and the preparation and defense of the final thesis).

Learning outcomes at the level of the Philosophy and Theology study program are assessed through a comprehensive graduation exam that verifies acquired knowledge, skills, and values. The graduation exam assesses the preparation and defense of the graduation thesis, as well as the defense of theses or exam areas.



The graduation exam is a final comprehensive public oral exam (so-called **thesaurus**) before an examination commission, in which the student demonstrates the knowledge acquired during the study as well as the ability to synthesize, connect, and apply that knowledge. **The thesaurus** has 14 exam areas, and three are covered in the defense: the first is determined by the topic of the graduation thesis, and the second and third are assigned by the Dean. The topic of the graduation thesis is from the field of integrated undergraduate and graduate university study. Based on the Proposal of the Committee for Graduate and Final Examinations, the Dean of the Faculty makes a Decision on the appointment of the Commission for the Graduation Exam and the Minute Taker, and on determining exam areas of the university study for the graduation exam (E 2.2.16.).

Learning outcomes at the specialist study level are assessed through a **specialist thesis**, which undergoes a formal process of application and acceptance of the specialist thesis topic, followed by application and assessment of the specialist thesis. The procedure itself ends with a public defense. The specialist thesis must be independent and reflect the adoption of specialized knowledge, skills, and values acquired during the study.

The success of each generation of students is monitored by analyzing the success and pass rates in relation to the number of courses passed and ECTS points, after the winter (E 2.2.5.) and summer (E 2.2.6.) examination periods. The annual passing rate (E 2.2.7.) is analyzed in November of each year and forms an integral part of the Dean's Annual Report on the Faculty's Development Strategy (E 2.2.12.).

Due to the need for the content of the study programs to be at the level of the latest scientific knowledge and in line with the standards of the profession, so that the student can acquire competencies required for the labor market or continuing education, the Faculty regularly checks the compliance of learning outcomes with the latest research and, if necessary, makes changes and adjustments to the study program. Based on the decision of the Faculty Council of February 5, 2025 (E 2.2.2.d.), due to the need to align the study program with the needs and expectations of students, the name of the annual course **Graduation Seminar** was changed, and its ECTS points were redistributed (9). According to the changes made, in the winter semester the course is now called **Graduation Thesis** and carries 5 ECTS points, and in the summer semester it is called **Graduation Exam** and carries 4 ECTS points.

Likewise, to modernize the study program and align it with recent scientific research in biblical theology and philosophy, by the decision of the Faculty Council of June 2, 2025 (E 2.2.2.e.), starting from the academic year 2025/2026, the elective course **Philosophy of Media** from the third year winter semester was replaced with the course **Philosophy and Psychoanalysis**, and the seminar **Types of Faith in the Gospel of John** in the summer semesters of the first and second years was replaced by the course **Encounters with the Resurrected Jesus in the Gospel of John**. These modifications are not merely nominal but reflect contemporary methodological shifts within the respective scientific disciplines. For instance, the course **Philosophy and Psychoanalysis** introduces students to recent research regarding the constitution of the subject and intersubjectivity, thereby addressing modern anthropological challenges that classical philosophy of media could no longer sufficiently encompass. Similarly, the new content within Johannine biblical theology shifts the focus from typological classification toward encounter-based exegesis and narratological analysis. This aligns with the latest trends in biblical hermeneutics, which emphasize the transformative power of the text.

Furthermore, since the last reaccreditation, English language courses have been introduced as extracurricular courses, and, through amendments and supplements to the study program from June 2, 2025 (E 2.2.2.e.), aimed at modernizing it, students have been offered English language I and II as elective courses from the academic year 2025/2026. By that, Faculty directly enables students to access the latest international scientific literature (primary databases such as Scopus and Web of Science), which is a prerequisite for student engagement in contemporary theological and philosophical discourse on an international level



Such an approach to continuous analysis and harmonization of study programs guarantees a high-quality and concrete study program aimed at the future development of science and society.

Study programs at the Faculty are designed to enable students to develop and improve the basic digital skills necessary for studying and professional work in a modern environment. These skills include searching and using digital sources, processing and presenting data, writing papers, and using digital tools in academic work. Through seminar classes, writing papers, and written reports, students actively apply and develop the aforementioned skills, ensuring their connection with the defined learning outcomes.

The content of all study programs enables students' horizontal mobility within the national and European education space. In the past period, the study of Philosophy and Theology has achieved three incoming mobility of international students, and the transfer procedure for three international students was carried out. Horizontal mobility is also enabled through our students' participation in student exchanges. So far, students have participated in exchanges through the Erasmus+ KA1 program and the „Swiss European Mobility“ program. Since all our study programs are based on the ECTS credit system, this enables mobility or progression within related study programs at the University level, but also at the level of other compatible faculties at other universities in the Republic of Croatia and countries that, in various roles, comprise the European Higher Education Area (EHEA). This is supported by the fact that over the past five years, the Faculty has received three student transfers from other theological schools in Croatia, with recognition of the ECTS credits earned and continuation of studies in higher years.

Vertical mobility, in the sense of transfer from undergraduate to graduate study, is not demonstrable, as the Faculty conducts integrated undergraduate and graduate university study. University specialist study is, by its nature, a final qualification and does not meet the criteria for vertical mobility.

The Faculty ensures the continuous alignment of ECTS credits with actual student workload through regular annual monitoring cycles. While previous external evaluation processes confirmed initial compliance, the Faculty now primarily relies on the results of internal surveys (E 2.2.9., E 2.2.10., E 2.2.11.), checking the results of conducted surveys (E 2.2.4., E 2.2.8., E 2.2.14.) and, if necessary, ensuring the compliance of ECTS credits with the actual student workload, making appropriate changes to the study program.

## **EVIDENCE (E 2.2.):**

1. Documentation related to the launch of the university specialist study Propaedeutics of Psychotherapy and Theotherapy (E 2.2.1.):
  - a. Decision of the Faculty Council on appointing the Commission for the preparation of the study program: Postgraduate university specialist study in Propaedeutics of Psychotherapy (CLASS: 602-04/21-02/02, REG. NO.: 2121-32-01-21-03) March 1, 2021, the decision of the Faculty Council on the amendment of the aforementioned decision (CLASS: 602-03/22-02/05, REG. NO.: 2121-32-01-22-08) November 22, 2022 (E 2.2.1.a.)
  - b. Decision of the Faculty Council on adopting the proposal to initiate the procedure to create a study proposal for new study programs (CLASS: 602-03/21-02/02, REG. NO.: 2121-32-01-21-01), March 1, 2021, and the decision of the Faculty Council on amending the aforementioned decision (CLASS: 602-03/22-02/05, REG. NO.: 2121-32-01-22-07), November 22, 2022 (E 2.2.1.b.)
  - c. Decision of the Senate of Josip Juraj Strossmayer University of Osijek on the approval of the Study Programme Elaborate (CLASS: 602-01/22-03/16, REG. NO.: 2158-60-01-22-7), November 30, 2022 (E 2.2.1.c.)
  - d. Opinion of the Agency for Science and Higher Education (CLASS: 602-04/23-15/04, REG. NO.: 355-02-04-23-02), February 20, 2023 (E 2.2.1.d.)



- e. Certificate of the Ministry of Science and Education (CLASS: 602-04/22-13/00149, REG. NO.: 533-04-23-004), March 3, 2023 (E 2.2.1.e.)
2. Documentation related to the amendments to the study program (E 2.2.2.):
  - a. Decision of the Faculty Council on minor amendments to the study program (CLASS:602-03/23-02/06, REG. NO.: 2121-32-01-23-01), May 8, 2023 (E 2.2.2.a.)
  - b. Proposal of the Commission for the University Specialist Study Propaedeutics of Psychotherapy and Theotherapy (CLASS: 602-03/24-02/01, REG. NO.: 2121-32-01-24-01), January 24, 2024 and Decision of the Faculty Council on minor amendments to the study program (CLASS: 602-03/24-02/01, REG. NO: 2121-32-01-24-02), February 5, 2024 (E 2.2.2.b.)
  - c. Proposal of the Commission for the University Specialist Study Propaedeutics of Psychotherapy and Theotherapy (CLASS: 602-03/24-02/05, REG. NO: 2121-32-01-24-02), May 21, 2024, and Decision of the Faculty Council on minor amendments to the study program (CLASS: 602-03/24-02/05, REG. NO: 2121-32-01-24-02), June 3, 2024 (E 2.2.2.c.)
  - d. Proposal of the Committee for Teaching and Students with attachments (CLASS: 053-01/25-03/01, REG. NO.: 2121-32-01-25-02), January 20, 2025, and Decision of the Faculty Council on minor amendments to the study program (CLASS: CLASS: 602-03/25-02/02, REG. NO.: 2121-32-01-25-01), February 3, 2025 (E 2.2.2.d.)
  - e. Proposal of the Committee for Teaching and Students with attachments (CLASS: 602-03/25-02/09, REG. NO.: 2121-32-01-25-05), May 8, 2025, and Decision of the Faculty Council on minor amendments to the study program (CLASS: 602-03/25-02/09, REG. NO.: 2121-32-01-25-06), June 2, 2025, (E 2.2.2.e.)
3. Decision of the Faculty Council on amending data on the university specialist study (CLASS: 602-03/25-02/19, REG. NO.: 2121-32-01-25-01), November 19, 2025 (E 2.2.3.)
4. Quality indicators (2021., 2022., 2023., 2024., 2025.) (E 2.2.4.)
5. Pass rate by year of study in the winter semester (2021./2022.; 2022./2023.; 2023./2024.; 2024./2025.) (E 2.2.5.)
6. Pass rate by year of study in the summer semester (2021./2022.; 2022./2023.; 2023./2024.; 2024./2025.) (E 2.2.6.)
7. Annual pass rate by year of study (2021./2022.; 2022./2023.; 2023./2024.; 2024./2025.) (E 2.2.7.)
8. Research into the causes of unsuccessful and inefficient studying ( 2023., 2024., 2025.) (E 2.2.8.)
9. Student Union survey 2024 (E 2.2.9.)
10. Internal surveys - specialist study (1<sup>st</sup> and 2<sup>nd</sup> generation) (E 2.2.10.)
11. Exit surveys of the Philosophy and Theology study (**2021.**, **2022.**, **2023.**, **2024.**, **2025.**) and the specialist study Propaedeutics of Psychotherapy and Theotherapy (E 2.2.11.)
12. Annual reports of the Dean on the implementation of the development strategy of the Catholic Faculty of Theology in Đakovo for the academic years 2022/2023, 2023/2024, and 2024/2025, with the decisions of the Faculty Council on their adoption (E 2.2.12.)
13. Analysis of the results of the survey on student satisfaction with the services and work of professional services, 2021 (E 2.2.13.)
14. Reports on the results of the JSSA for academic years **2020/2021**, **2021/2022**, **2022/2023**, **2023/2024**, **2024/2025**. (E 2.2.14.)
15. Annual Reports of the Quality Assurance and Improvement Committee for the academic years **2020/2021**, **2021/2022**, **2022/2023**, and **2023/2024** (E 2.2.15.)
16. Dean's Decisions on the Appointment of the Master's Thesis Defense Committee (D 2.2.16.)
17. Documentation related to the application and defense process of the Postgraduate Specialist Thesis (D 2.2.17.)



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

Although the Integrated Undergraduate and Graduate University Study of Philosophy and Theology does not provide for 'professional internship' as a separate and standalone curricular unit, it systematically integrates mandatory teaching activities with distinct professional practice elements within the methodology group of courses in the fifth year of study. This refers to a structured model of field-based teaching and observations (hospitations), which serves as direct professional preparation. The subject professor of catechesis, in agreement with religious teachers - mentors, organizes student attendance and monitors their work. Students are required to participate in ten hours of religious education (six in primary and four in secondary school), adopt teaching methods, and, under the mentor's expert guidance, deliver 4 (four) hours of teaching themselves (2 at the primary and 2 at the secondary school levels). Every student is encouraged to participate in religious education classes for different age groups: grades 1-4 and 5-8 in primary school, as well as secondary school classes.

The status of these activities is defined as an integral part of the learning outcomes of the respective course, whereby theoretical knowledge is directly applied within the educational system. Quality is ensured through three levels of documentation:

- student logs of observed lessons
- written lesson plans
- and the final report from the mentor-catechist (E 2.3.1.).

This form of practical teaching has proven useful in preparing students for future catechetical and religious education service. It should be noted that, in addition to the mentor's final report, students - participants in the methodological observation - are obliged to write a thorough preparation for each lesson, followed by a personal critical review. This is, of course, preceded by student records of all lessons attended with the mentor.

The university specialist study of Propaedeutics of Psychotherapy and Theotherapy, in the third semester, according to the [study program](#) and the provisions of the [Regulations on the content and method of implementation of education in Propaedeutics of Psychotherapy](#), has two courses related to professional practice - *Practice in Health and Psychosocial Institutions*, and *Supervision of Practice*. Through individual and group supervision sessions with a licensed supervisor, within the „*upervision of Practice* course, participants share their experiences and knowledge to learn methods of providing psychological and spiritual assistance. All the above forms of practice aim to provide students with the opportunity to connect the knowledge they have acquired with the real demands, tasks, and challenges of the profession. In addition, practice allows students to become familiar with the activities of various psychosocial institutions aimed at improving the quality of mental health of individuals and communities.

Since the Faculty encountered student practice only with the introduction of the university specialist study, and due to the perceived need for additional regulation and ensuring the quality of the practical part of education, harmonizing theory with practice, and defining the rights and obligations of students, teachers and mentors within the framework of professional practice, the [Regulations on Student Professional Practice](#) has been adopted, and determines the goals and organization of professional practice and other issues related to student practice. Until the special regulations were adopted, professional practice was conducted in accordance with the provisions of the study program, contracts with institutions, referrals, work diaries, and mentor reports.



The program of the university specialist study projects for:

- 60 hours of practice in health institutions and
- 100 hours in other psychosocial institutions (20 hours in preschool institutions, 20 hours in schools, 30 hours in social welfare institutions, and 30 hours in outpatient mental health care organizations).

Students are referred to professional practice after completing the theoretical part of the course. For practice in health institutions, the prerequisite is completion of the theoretical part of the following courses: Psychiatry, Rehabilitation, and Biological Basis of Mental Processes. For practice in psychosocial institutions, the prerequisite is the completion of the following courses: General Psychology, Rehabilitation, and Developmental Psychology. The completed professional practice carries 10 ECTS credits. For the purposes of implementing practical training, contracts have been concluded with over 60 institutions in the fields of health, preschool and school institutions, and social welfare and outpatient mental health care institutions (E 2.3.4.).

Students, in coordination with the desired institution and the course leader, independently negotiate and then submit requests for professional practice, based on which the Head of Study issues them a **referral** and delivers it to the institution that will conduct the practice. During professional practice, the student is required to keep **a work diary**. After the professional practice is completed, the student is required to submit to the course leader a diary and a report on the professional practice, as well as an **opinion** in which the mentor describes the student's work during the professional practice and confirms that the student has fully completed it (E 2.3.2.). Using the information obtained, the course leader evaluates whether the student has fulfilled the professional practice task plan and whether the tasks were appropriate from the student's perspective.

There is a possibility of performing professional practice in institutions with which the Faculty does not have a contract. In this case, the student reports to the Head of Study, who then initiates the procedure to conclude a contract of professional practice with the proposed new institution (E 2.3.3.). Also, students who are employed and work in jobs related to their field of study may have their practice recognized without additional obligations.

Students can also do their practice abroad, in institutions with legal personality or at higher education institutions that have been awarded the Erasmus Charter for Higher Education. Students are assisted in finding practice abroad by the Academic Erasmus Coordinator. The Faculty recognizes student practice completed abroad as part of the study program or as an extracurricular activity in accordance with the previously established Student Practice Agreement, which is confirmed in advance by the Academic Erasmus Coordinator. Recognition is carried out based on the Professional Practice Portfolio and the Learning Agreement for Traineeships. The Faculty has received one successful application for student practice abroad, which will be implemented in the summer semester of the 2025/2026 academic year.

The visit and practice are carried out under the mentorship of competent persons employed in health and psychosocial fields (psychiatrists, psychotherapists, counseling therapists, social workers, educational rehabilitators, etc.). The student's mentor is assigned by the institution that carries out professional practice, in agreement with the Faculty. After completing the professional practice, the mentor submits a written Report on the completed mentorship (E 2.3.2.). The Faculty provides mentors and institutions with continuous organizational and professional support through communication with the Head of Study and course leaders, delivery of necessary documentation and explanations related to the goals, course, and evaluation of professional practice. The quality of mentorship is systematically evaluated through anonymous surveys completed by students upon the conclusion of the curriculum, as well as through feedback from the Program Coordinator following the analysis of mentorship reports. Furthermore, the Pro-



gram Coordinator conducts regular evaluation meetings with mentors to identify challenges encountered while working with students. The collected data are directly utilized for the improvement of clinical and field practice. Based on high mentorship ratings, agreements with institutions are renewed, while lower-rated mentors undergo additional consultations or the cooperation is terminated. The analysis of feedback led to the development of the **Regulations on Student Internship**, which more precisely define expectations and student monitoring methods, thereby ensuring consistent quality of mentorship across different institutions

Since the university specialist study program Propaedeutics of Psychotherapy and Theotherapy began in the academic year 2023/2024, professional practice for the first generation of students was organized for the first time in the winter semester of 2024/2025. To gain insight into overall satisfaction with the study and practice, an internal survey was conducted among the first-generation students (E 2.3.5.). The survey results are analyzed and evaluated to improve teaching quality and take necessary actions. In line with the above, as already mentioned, the Faculty is in the process of adopting the **Regulations on the Professional Practice of Students**, which will determine the goals and organization of professional practice, as well as other issues related to performing student practice. Since students expressed a need for additional institutions where internships could be conducted, the Faculty signed over 50 new agreements with various institutions (E 2.3.4.), allowing for greater diversification of internship placements. Additionally, the organization of the internship was adapted for employed participants by enabling a portion of the hours to be completed during afternoon sessions and weekends, which resulted in a significant increase in satisfaction with the course organization.

### **EVIDENCE (E 2.3.):**

1. Documentation on the practical classes of students in the study of Philosophy and Theology (E 2.3.1.)
2. Documentation related to professional practice (E 2.3.2.)
3. Example of a contract on performing professional practice (E 2.3.3.)
4. List of concluded contracts on performing professional practice (E 2.3.4.)
5. Results of the internal evaluation survey of the first generation of participants ( E 2.3.5.)



## 2.4. Quality assurance of lifelong learning programs is part of the internal quality assurance system of the higher education institution. This ensures that study programs are relevant and up to date and that they meet the current social needs

**The mission** and **vision** of the Faculty, as contained in the core strategic documents, serve as the basis for the design and development of both existing and planned new lifelong learning programs. The Faculty is currently implementing one lifelong learning program, namely the **„Theological-Catechetical Lifelong Learning Program for Educators in Faith (Early and Preschool Education)“**, which has so far been implemented in three cycles.

Given the previously planned procedures for developing new lifelong learning programs (for deacons, Church Music, and the School for Parish Associates), the School for Parish Associates' Program Proposal is in the final stage of development. By decision of the Faculty Council of July 1, 2025, the Commission for the Development of the Lifelong Learning Program for Parish Associates was appointed (E 2.4.2.). The competent Commission has prepared a study proposal for the aforementioned lifelong learning program, which has been submitted to the Faculty Council for adoption. Upon adoption, it will be submitted to the Senate of Josip Juraj Strossmayer University for approval, and it is expected that the new lifelong learning program will begin in the academic year 2026/2027.

The Faculty continuously cares not only about the quality of regular study programs, but also about lifelong learning programs. In this regards, the **Regulations on the Theological-Catechetical Lifelong Learning Program for Educators in Faith (Early and Preschool Education)** determine the manner and conditions for enrolling a new generation of participants, the goals and outcomes of the program, and the method of implementing, completing, and evaluating the program. Compliance of the lifelong learning program with quality standards and regulations is ensured through procedures for revising the program proposal, adopting and amending the regulations, and analyzing feedback from participants and external stakeholders. In 2022, the new **Program Proposal** was sent to the University for evaluation due to its alignment with the new 2019 **University Regulations on Lifelong Learning**. Upon approval, a new **Regulation on the Theological-Catechetical Program of Lifelong Learning for Educators in Faith (Early and Preschool Education)** was developed. In 2025, minor amendments were made to the program (E 2.4.1.c.), and the fourth cycle of its implementation was launched, with 27 enrolled program participants.

The processes and procedures for developing new and improving existing lifelong learning programs are based on the **Regulations on Lifelong Learning of the Josip Juraj Strossmayer University of Osijek**, which prescribe the conditions for adopting new and amending existing programs. The processes of defining and developing new lifelong learning programs involve both internal and external stakeholders, primarily the Catechetical Office of the Archdiocese of Đakovo-Osijek. It was at the initiative of external stakeholders that the need was identified to place the theological-catechetical training curriculum for preschool educators, which had previously been implemented by other institutions, within the framework of non-formal education, i.e., as a program within the concept of lifelong learning. This ensures the program's relevance and quality, as well as its compliance with the needs of the labor market and society. In this regard, it should be emphasized that, in implementing this lifelong program, the Faculty also responded to the call of



the Croatian Bishops' Conference addressed to all ecclesiastical institutions of higher education to achieve a higher-quality system of education for preschool teachers. In cooperation with external stakeholders, it was also noted that the curriculum of the theological-pastoral-catechetical formation of the Archdiocesan School for Parish Associates, founded in 2004, should also be placed within the framework of the lifelong learning program. Therefore, internal and external stakeholders were included in the commission preparing the program proposal (E 2.4.2.).

The quality and success of the implementation of the lifelong learning program are monitored through an anonymous survey and through the teacher's personal monitoring of each participant (E 2.4.4.). Upon completion of the program, participants complete a questionnaire assessing their satisfaction with the program and the quality of its implementation. Based on the survey results, the theoretical workload for participants has been reduced, and the requirements for passing the final exam or completing the final thesis have been eased. With the 2022 program amendments (E 2.4.1.), the total credit load was reduced by 10, meaning the program now carries 20 ECTS credits, and the scope of the final thesis has been narrowed.

Alongside the Study Design (Elaborat), a new **Regulation on the Organization and Delivery of the Theological-Catechetical Lifelong Learning Program for Preschool Educators** was drafted. This ordinance introduced a key innovation: it ensures program completion even after the regular deadline for finishing the course has expired. This change directly contributed to the improvement of learning outcomes and participant success rates. An analysis of the results following the implemented changes shows an 18% increase in program success rate, while the timely completion rate (graduation within the prescribed timeframe) stands at 79% after the modifications. The reduced workload allowed participants to focus more deeply on core competencies, resulting in higher-quality seminar and final papers. Satisfaction surveys conducted after 2022 confirm that participants now perceive the workload as appropriate (with time invested in learning being in line with the assigned ECTS credits), which has significantly decreased the dropout rate and increased motivation for further professional development.

Existing and planned lifelong learning programs are designed and adapted to the real needs of the environment in which they are implemented. The starting points for the organization and development of lifelong learning programs are found in the documents of the Catholic Church, relevant international (Lisbon Communiqué, 2020), for the needs of the Archdiocese of Đakovo-Osijek, national, university, and faculty strategic documents, and in observing trends in monitoring the specific needs of educational and pastoral practice. In cooperation with external stakeholders (E 2.4.3.), primarily the Catechetical Office of the Đakovo-Osijek Archdiocese, and from the new cycle with the Catechetical Office of the Požega Diocese, social changes and challenges are analyzed and monitored, and lifelong learning program participants are helped to acquire and improve knowledge and competences that meet their personal, social, and professional needs.

For this purpose, prior to the implementation of the new program cycle, meetings were held with the Head of the Catechetical Office in Đakovo. During these meetings, market research results conducted among preschool educators were analyzed, and skill deficits for the implementation of religious education were identified. In parallel, employability data were utilized—specifically, how many participants from previous lifelong learning programs obtained a canonical mandate or found employment within the education system. Based on the needs analysis of the Archdiocese of Đakovo-Osijek and the Diocese of Požega, a fourth cycle of the lifelong learning program was launched. This directly addresses the observed need for theological-catechetical professional development for preschool educators, aimed at implementing and improving religious education for children of early and preschool age.



## EVIDENCE (E 2.4.):

1. **Program Proposal of the Theological-Catechetical Lifelong Learning Program for Educators in Faith (Early and Preschool Education)**, October 2022 (E 2.4.1.)
  - a. Decision of the Faculty Council on accepting the proposal for the Theological-Catechetical Lifelong Learning Program for Religious Educators (Early and Preschool Education) (CLASS: 602-03/22-02/10; REG. NO.: 2121-32-01-22-02), October 17, 2022 (E 2.4.1.a.)
  - b. Decision of Senat on granting approval to organize and implement a lifelong learning program entitled „Theological-Catechetical Lifelong Learning Program for Religious Educators (Early and Preschool Education)“ (CLASS: 602-01/22-01/6; REG. NO.: 2158-60-02-22-68), October 27, 2022 (E 2.4.1.b.)
  - c. Decision of the Faculty Council on Amendments to the Program Proposal (CLASS: 602-03/25-02/13, REG. NO.: 2121-32-01-25-02), September 8, 2025 (E 2.4.1.c.)
2. Decision of the Faculty Council on the Appointment of the Commission for the Development of the Lifelong Learning Program for Parish Associates (CLASS: 602-03/25-02/11, REG. NO.: 2121-32-01-25-01), July 1, 2025. (E 2.4.2.)
3. Contracts on co-financing the Program by external stakeholders and cooperation agreements (E 2.4.3.)
4. Survey results on the satisfaction of lifelong learning program participants (E 2.4.4.)



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



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

The Faculty organizes and implements the teaching process using various student-centered teaching methods that enable the achievement of defined learning outcomes. Students are expected to participate in the teaching process actively. Although we are a smaller Faculty in terms of student numbers, the smaller number of students per year of study allows teachers to provide an almost individualized approach to each student, thereby supporting the acquisition of learning outcomes and practical skills.

The way the studies are organized and the teaching methodologies used aim to encourage motivation, self-reflection, and student engagement. The teacher has the autonomy to adjust teaching methods within the course, which is regulated before adopting **the study plans**, and they, in correlation with the course outcomes, include the application of the following pedagogical methods described in the tables of connections between learning outcomes, teaching methods, and assessment within the course description:

- Interactive teaching (discussions, case studies, practical exercises, and simulations) is reflected through the analysis of active student participation, the quality of discussions, and the ability to apply theoretical knowledge in practical situations
- Independent and group assignments (seminar papers, group work, and team assignments) are reflected through the evaluation of the process of cooperation between students and independence in solving tasks
- Regular written assessments and preliminary exams are reflected through the analysis of results, which provides insight into the level of achieved learning outcomes. Teachers use this data to adapt the content, methodology, and support for students, i.e., to monitor student development continuously, which is reflected in the updating of course literature and minor amendments to the study program
- Mentoring and individual approach are reflected through regular consultations, monitoring the progress of individual students, and evaluating the effectiveness of personalized learning strategies
- Cooperation with clinical bases and observations allows students to gain practical experience in a professional environment, apply theoretical knowledge, and develop professional competencies
- Supervision in psychotherapy provides students with the opportunity to reflect on their own interventions and develop professional and ethical standards in working with clients.

Teaching in the study programs is organized through:

- Lectures - presenting the core course content, providing a theoretical framework for further activities
- Seminar classes - students present their own works and discuss topics through group discussions, developing communication and analytical skills
- Exercises and professional practice - applying acquired knowledge in specific tasks and professional situations
- Writing a study - a mandatory course in the 3<sup>rd</sup> and 4<sup>th</sup> years, in which acquired knowledge, skills, and values are tested, and the work also serves as preparation for the graduation thesis.

Teaching methods at the level of individual courses are defined and, if necessary, adjusted through **the study implementation plan**, with teachers having the option to select and combine different pedagogical approaches (lectures, seminar work, practical tasks) in accordance with

the defined learning outcomes. The organization of teaching is clearly defined in **the study implementation plan** for each academic year, which is adopted by the Faculty Council before the start of the academic year and published on **the Faculty website**. The study implementation plan contains details on: the schedule and teaching calendar, teachers and contacts, learning outcomes by course, compulsory literature, student obligations, and methods for assessing knowledge and skills. This type of organization enables transparent, structured teaching, encourages student participation, and facilitates the achievement of all expected learning outcomes.

Through various pedagogical methods and student-centered approaches, the Faculty ensures the promotion of interactive and inquiry-based learning, while fostering creative and critical thinking in addressing both practical and theoretical challenges. To reduce dropout rates and enhance student motivation and engagement, the Faculty has intensified the application of a series of activities and methods over the past period:

- **Field classes** and **study trips** - enable practical application of acquired knowledge and experiential learning;
- Participation in projects - students of all study programs of the Faculty, including alumni, can get involved in scientific and social projects, developing research skills and contributing to joint academic activities;
- Organization and **support** of **student colloquia** and **Teologijada** - encourages active collaborative learning;
- Inclusion in the organizational committees of scientific conferences (E 3.1.1.) and **visiting lectures** by **domestic** and foreign experts - develops organizational and communication competencies;
- Participation in professional events and support for the publication of the student magazine „**Teofil**” - encourages professional development and critical thinking in a real academic context.

These activities show promising trends in reducing dropout rates compared to the 2021/2022 enrollment cohort, which saw a peak dropout rate of 50% (E 3.1.7.).

With this approach, the Faculty not only ensures the achievement of the intended learning outcomes but also develops in students the abilities for independent and creative problem-solving, teamwork, and active inclusion in the academic community through projects and scientific activities. This is particularly evident in:

- the creative literary-scientific approach to different topics
- getting to know differentiated options for approaching the treatment of topics (artistic, professional-scientific, digital)
- critical confrontation and constant dialogical openness to understanding the new;
- competent approach, elaboration, and evaluation of processes, which are necessary to improve the personal performance of students.

All of the above-mentioned teaching methods, pedagogical methods, and techniques of working with students are regularly evaluated and adjusted based on the evaluation results. The evaluation process includes:

- Student feedback through surveys on satisfaction with teaching, mentoring support, and skills development, including the Unified University Student Survey (E 3.1.2.)
- Analysis of achieved learning outcomes through grades, preliminary exams, written papers, and practical tasks
- Monitoring student participation in projects, professional activities, and student initiatives.

The collected data is systematically analyzed at the course and **study program** levels to identify key strengths, weaknesses, and patterns in student achievement. The results of the analysis serve as a basis for implementing concrete improvement measures, such as:



- adjustment of assessment methods (e.g., the revision of the year-long „Master’s Thesis Seminar” course, which was split into the „Master’s Thesis” course in the winter semester and the „Master’s Exam” course in the summer semester, resulting in a more balanced student workload)
- revision of the course scope and redistribution of activities for the Developmental Psychology course
- updating the literature for Dogmatic and Moral Theology courses
- introducing contemporary topics through elective courses based on student feedback.

Based on these interpreted insights, faculty members propose revisions during the development of course syllabi, ensuring that teaching methods and formats are continuously adapted and improved. The effectiveness of these changes is reflected in:

- **student survey results**—maintaining course evaluation scores above the university average for the past five years and above the institutional average of 4.72
- increased pass rates for specific courses and
- a reduction in the number of exam retakes.

This confirms the efficacy of the measures taken and ensures the continuous quality enhancement of the instructional process.

Reflection on teaching practice is a systematic, continuous process through which teachers analyze their teaching methods, evaluate their effectiveness, and align their activities with the goals of achieving learning outcomes and improving the educational process. This process is defined by the **Faculty Quality Manual** (Procedure 2.8.2.) and includes:

- Analysis of student survey results through a review of results at the organizational unit level and at the Faculty level, and insight into personal results and students’ comments
- In the event of and based on detected non-compliances, and according to the **Plan of the Commission for Improving and Ensuring the Quality of Higher Education**, a Self-evaluation of all or individual teachers is carried out, to analyze the effectiveness of teaching methods and identify areas for improvement, and provide recommendations for organizing support for teachers in professional development

According to the **Quality Manual**, the self-evaluation procedure is carried out as a rule every three years, or according to the **work plan of the Commission**. Because to ensure the expediency of the procedures in the event of satisfactory results, the Commission has the right to double the interval between evaluations, which in this procedure would be every six years, the last time in 2019. It is important to emphasize that this extended timeframe does not imply a suspension of the self-evaluation process. In the interim, quality continuity is maintained through the monitoring of strategic document implementation, analysis of pass rates by semester and year of study, and the regular processing of student survey results. These mechanisms ensure that the system remains responsive and effective even during the periods between comprehensive institutional self-evaluations.

In addition to the procedure defined in the Manual, the Faculty also carries out:

- Internal evaluation of teachers and teaching assistants within the Faculty Council and mentor reports (E 3.1.3.)
- Exchange of experiences and good practices within teaching teams
- Adjustment of pedagogical methods and techniques of work with students based on the results of student feedback and achieved learning outcomes
- Monitoring contemporary trends and innovations in teaching, including digital and interactive learning methods.



Student feedback obtained through satisfaction surveys regarding teaching, mentoring support, and skills development (E 3.1.1.), as well as the analysis and monitoring of **pass rates** and **academic performance** during examination periods, serves as a key indicator of the effectiveness of the teaching process and the achievement of learning outcomes. These surveys enable monitoring students' motivation and engagement, assessing the quality of mentoring support and the individual approach, evaluating students' abilities in critical and creative thinking, and identifying areas for improving teaching methods and programs. With such a reflective approach, teachers ensure continuous assurance of teaching quality, encourage interactive learning, and contribute to the achievement of planned outcomes of study programs.

Excellent results from student evaluations of teaching staff via the **Unified University Student Survey** did not indicate any areas of systemic deficiency or risk, particularly when comparing the lowest-rated teacher at the Faculty ((2025: 4.28), (2024: 3.85), (2023: 4.20), (2022: 4.02), (2021: 4.59)) to the lowest average teacher rating at the University across the five core evaluation criteria (2025: 2.21). **The Quality Manual** defines the minimum satisfactory rating for teachers as 2.5.

Taking into account the **results of the internal survey** and student feedback after the first year of implementation and upon completion of the first full cycle of the university specialist study program (E 3.1.4.), minor modifications to the program delivery were carried out based on self-reflection and evaluation insights to enhance teaching quality (e.g., moving the course 'Specifics of Scientific Research in Psychotherapy' to the 1st semester of the 1st year of study)

Due to the nature of the study and the qualification it awards, the Faculty does not implement general flexibilization of studies but rather ensures targeted adjustments to teaching methods and forms of work in accordance with students' needs and, if necessary, provides support to students in vulnerable and underrepresented groups. To ensure the possibility of following classes for students with varying degrees of disability, the Faculty implements procedure (E 3.1.5.) in which students report to the Department for Students and Studies and submit a Request for Academic Adaptation of Studies, accompanied by appropriate documentation (E 3.1.5.a). The Committee for Teaching and Students determines the justification of the request and issues a Decision (E 3.1.5.b.) approving the academic adaptation. The Decision is submitted for approval to the Office for Student Affairs and Students with Disabilities of the Josip Juraj Strossmayer University of Osijek (E 3.1.5.c.). After approval, the student is allowed an individualized implementation of the regular study program, and teachers are given individualized recommendations for adjusting teaching methods and knowledge assessment (E 3.1.5.b.). During the observed five-year period, the Faculty received and approved one formal request for academic adjustment.

Before an activity, the methods for following classes and taking exams are individually agreed with students and tailored to their needs. The Faculty and the Department for Students and Studies provide additional support through necessary aids and space adjustments, such as elevator access, so that students with disabilities can follow classes and fulfill their study obligations.

Also, The Faculty is integrated into the university student support system, which includes **psychological and counseling support**, ensuring comprehensive care for students' well-being.

**The university specialist study Propaedeutics of Psychotherapy and Theotherapy** is organized as a part-time study, intended for employed students, with family and private obligations. Classes are conducted **modularly**, in shifts every two weeks (mostly on weekends), which allows for the coordination of private and business obligations with study obligations. Up to 30% of courses can be followed online, ensuring a hybrid teaching model tailored to students' needs.

Professional practice is organized in cooperation with clinical bases, and practice places are assigned to students based on their place of residence to facilitate accessibility and more efficient monitoring. The adaptation of clinical practice according to the student's place of residence



is evidenced by signed contracts with institutions across various regions (E 3.1.7.). The possibility of recognizing previously completed professional internship courses that are equivalent to the study requirements is also provided, thereby enabling an individualized approach to studying and the optimization of the teaching process.

With such a system, the Faculty ensures equal learning opportunities for all students, encourages active participation, and enables the achievement of the intended learning outcomes, while taking into account students' different life circumstances, specificities, and needs.

The Faculty ensures the use of standard technologies and, which is obtained in:

- classrooms are equipped with projectors and multimedia equipment, which enables high-quality delivery of lectures and seminars
- students have access to digital materials and resources to follow classes online
- classroom and lecture hall space is regularly innovated to improve the learning environment and encourage interactive work
- teachers continuously adopt new digital methods to improve the quality of teaching and facilitate the achievement of learning outcomes.

To modernize teaching and achieve the intended learning outcomes through the planned (E 3.1.6.), during the project implementation period, the use of advanced technologies will be ensured, which were **recommendations for improvement from the previous reaccreditation cycle:**

- introduction of e-boards in classrooms to improve interactive work and visual presentation of content,
- further improvement of audio-visual equipment and lecture space to enable modern and high-quality teaching.

Such technological and spatial infrastructure will enable the application of innovative teaching methods while providing students with flexible, modern, and interactive learning.

### **EVIDENCE (E 3.1.):**

1. Participation in the organizing committees of conferences - Decisions of the Faculty Council (CLASS: 602-03/24-07/03, REG. NO.: 2121-32-01-24-02), March 25, 2024, (CLASS: 602-03/25-07/06, REG. NO.: 2121-32-01-25-01), February 3, 2025 (E 3.1.1.)
2. Survey on satisfaction with teaching, mentoring support, and skills development, including the Unified University Student Survey for academic years **2020./2021., 2021./2022., 2022./2023., 2023./2024. i 2024./2025.** (E 3.1.2.)
3. Mentor reports on the work of associates (E 3.1.3.)
4. Internal surveys - specialist study (1<sup>st</sup> and 2<sup>nd</sup> generation) (E 3.1.4.)
5. Documentation related to academic adaptation of studies (E 3.1.5.):
  - a. Student request (E 3.1.5.a)
  - b. Decision of the Committee for Teaching and Students with recommendations for adaptation (CLASS: UP/I-053-01/24-01/27, REG. NO.: 2121-32-01-24-02), November 15, 2024 (E 3.1.5.b)
  - c. Prior approval of the Office for Students with Disabilities (CLASS: 602-01/24-06/04, REG. NO.: 2158-60-01-24-6), November 15, 2024 (E 3.1.5.c.)
6. Project documentation and equipment procurement plan (E 3.1.6.)
7. List of clinical practice agreements (E 3.1.7.)
8. Table of the Analytical Appendix to the Self-Analysis (E 3.1.8.)



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

The criteria and methods of evaluation and assessment are integral part of the description of each course, they are clear, transparent and published in the **study implementation plans** and within the **study information package** on the Faculty website. In this way, accessibility has been ensured and timeliness of information on the criteria and methods of evaluation and assessment of each course are ensured. In addition to the above, teachers present course descriptions during introductory classes, and students are also informed about the course content, learning outcomes, teaching methods, assessment and evaluation criteria, literature, workload, and the place and **time of consultations**.

Evaluation methods, align with the course-level learning outcomes and enable their verification through various forms of continuous and final evaluation. **The study implementation plan** specifies how student activities during class are evaluated and included in the final course grade. In accordance with the **Regulations on Studies and Studying at the Josip Juraj Strossmayer University of Osijek**, the achievement of student learning outcomes is checked and evaluated during classes, and the final grade is determined in the exam. During classes, the following may be evaluated:

- (a) student attendance in classes
- (b) student activities in classes determined by the study program that lead to the acquisition of credits (participation in discussions, written preparation for class work, project work, essay writing, internet searches, practical exercises in real situations, field research, e-learning, program development, seminar paper, etc.) or
- (c) preliminary exams that gradually monitor student achievements.

Oral knowledge assessments, or oral exams, are public and are taken in the presence of two or more students. The subject teacher is obliged to ensure publicity of the oral exam/oral part of the exam.

A student who is not satisfied with the grade achieved in the exam can file a complaint about the exam grade and request a retake before the teaching commission. The complaint procedure is defined in Article 59 of the **Regulations on Studies and Studying at the University**. Students are introduced to the grievance procedure during meetings with the Vice Dean for Education and Students via Procedure 2.5.4. of the **Faculty Quality Manual**. In the most recent five-year period, there have been no formal grievances filed regarding final grades.

Objectivity and consistency of assessment are ensured by applying predefined, published evaluation criteria, transparent assessment procedures, and the opportunity to review results and appeal in accordance with the applicable **Regulations**. The Faculty regularly monitors student perceptions of fairness, objectivity, and transparency in grading through student surveys. While these surveys serve as an indicator of student satisfaction with the applied criteria, the actual objectivity and consistency of the grading system are ensured through the alignment of examination questions with learning outcomes. An additional indicator within the **Unified University Student Survey** is the research regarding the correlation between the grade given to the instructor and the grade received on the exam (E 3.2.4.).

When formulating questions within the **Unified University Student Survey**, the aim was to include as many criteria within each category as possible with as few questions as possible, since



each student answers the same questions for each course and each teacher in the academic year being evaluated. In this context, questions about teachers' and associates' fairness in assessment provide insight into students' perceptions of fairness, consistency, and the application of assessment criteria. Such results (Table 3) represent an important perceptual indicator of the quality of the teaching process. Still, they are interpreted in combination with other, more objective sources of data (e.g., analysis of evaluation criteria, grade distributions, and learning outcomes) to obtain a complete picture of the objectivity and consistency of assessment.

<b>Results of the Unified University Student Survey</b>	<b>CFT</b>	<b>Department of Philosophy and History</b>	<b>Department of Holy Scripture and Systematic Theology</b>	<b>Department of Practical Theology and New Evangelization</b>
<b>5<sup>th</sup> category of questions: Correctness of teachers/associates in assessment</b>				
Academic year 2020/2021	4.838			
Academic year 2021/2022	4.710			
Academic year 2022/2023	4.765	4.860	4.713	4.832
Academic year 2023/2024	4.903	4.96	4.696	4.94
Academic year 2024/2025	4.854	4.90	4.83	4.87
Average grade in the last 5 years	4.814	4.901	4.74	4.88

**Table 3. Results of the JSSA - Questions about the fairness of teachers and associates in assessment**

All teachers who evaluate students receive support in improving their professional knowledge and pedagogical skills, especially in evaluation and assessment methods, through internal and/or external training, workshops, and mentoring. For the purpose of improving teaching quality, faculty members participated in a total of 16 training sessions focused on digital educational content, the application of artificial intelligence in education, learning and teaching in higher education, curriculum development, video lessons, and the internationalization and enhancement of the teaching process, thereby supporting the development of their knowledge and skills in student assessment and grading methods. Data on training courses and teachers' roles in these courses are available in the annual teacher reports (E 3.2.1.).

After a formal appointment, mentors monitor teaching associates and provide them with support and advice throughout the assessment process to ensure objectivity and consistency in student assessment. Also, through joint cooperation with the Faculty Council, and based on the provisions of the **AHESA** and the **Regulations on the Procedure for Appointing Mentors and Evaluating the Work of Associates at the Josip Juraj Strossmayer University of Osijek**, they evaluate, among other things, the results of assessments and exchange experiences, which further improves the competencies of associates and ensures the quality of the teaching process.

The methods of examination and assessment are designed so that students can clearly demonstrate their knowledge and skills in relation to the defined learning outcomes. Theoretical knowledge is evaluated through tests, while practical skills are evaluated through practice. Exams and practical tasks are designed to confirm to the teacher the attainment of predetermined knowledge and skills, and the scoring system for students' activities, defined in the course descriptions, allows ranking and creating levels of achieved learning outcomes based on success and course grade.

Teachers regularly provide students with timely, clear feedback on evaluation results, including explanations of the results achieved and guidelines for further learning. In accordance with the connections among learning outcomes, teaching methods, student activities, and evaluation methods, the course descriptions define the criteria for scoring student achievement at the level



of achieved outcomes to pass the course. The teacher informs the student of the result of the oral exam immediately after the exam, and the result of the written exam no later than five working days from the exam date. All exam documentation is kept in accordance with the **Regulations on Studies and Studying at the Josip Juraj Strossmayer University of Osijek**. Students can access their overall progress in their studies through ISVU. Although students receive immediate feedback during the oral exam, teachers are available to students in various ways to support their learning by providing additional materials, instructions, guidance, or an individualized approach, so that the student can achieve better results and improve their ability to achieve learning outcomes more effectively.

Students from vulnerable and underrepresented groups are more often at risk of obstacles and inefficiency, or irregular rhythm of studying. The support system is organized into several interconnected levels, including early identification, continuous monitoring, and targeted forms of support. Students at increased risk are identified already during **the competition for admission and accommodation in the Student Dormitory**. In accordance with the competence and in compliance with the regulations on the **protection of personal data**, students are informed promptly about the available rights and forms of support (e.g., adjustments to study obligations, advisory assistance, mentoring system).

Students continuously receive feedback on their work through **consultations** with teachers, which are regularly available and publicly announced. In addition, the mentoring system includes individual meetings and thematic workshops focused on developing learning strategies, time management, and mastering academic requirements. These activities result in concrete measures such as individualized learning recommendations, referrals to additional sources of support in cooperation with the Student Union and the spiritual director, and monitoring the progress of students at risk.

Students who are allowed academic adaptation of their studies are provided not only with an adapted teaching method but also with an individualized approach to exam evaluation. As stated above, the Committee for Teaching and Students provides teachers with recommendations for the use of individualized procedures for students who are allowed to have their studies academically adapted, as determined by an appropriate decision (E 3.2.2.). Individualized procedures include adapting studies to the student's needs, in accordance with the determined degree of disability, ensuring the achievement of the intended learning outcomes, and maintaining the academic standard. The examination procedures are adapted for students by making technical adjustments to the space, providing aids, and other forms of support.

At the Faculty level, performance indicators are systematically monitored, including exam pass rates, course and study-year performance, and reasons for dropping out (E 3.2.5., E 3.2.6., E 3.2.7., E 3.2.8.). Analyses also include monitoring repeating students and identifying the most common causes of inefficiency. Student support is achieved through coordinated actions of multiple stakeholders:

- The Department for Students and Studies provides administrative and advisory support related to study status and rights
- Generation mentors and teachers monitor academic progress and provide individualized academic support
- Student and faculty services contribute to informing and including students in the academic community
- University services, such as the **Office for Students with Disabilities** and the **Psychological Counseling Center**, provide specialized professional assistance.



In this way, a structured, continuous process of monitoring student achievement has been established, enabling timely identification of difficulties and the implementation of targeted support measures for learning and studying.

The Faculty has an established evaluation and assessment system that continuously collects information on student progress during and after studies, at both the individual and group levels (E 3.2.3.). At the individual level, students receive feedback on their own progress, while at the group level, the system provides statistical analyses of performance by year and cohort. These group analyses are regularly presented at Faculty Council meetings and are reviewed by the Committee for Quality Assurance and Improvement in Higher Education during the preparation of annual progress reports. This serves as a basis for informed decision-making in study management, curricula adjustments, and the enhancement of teaching methods.

### **EVIDENCE (E 3.2.):**

1. List of training sessions attended by teaching staff from 2021 to 2025, as part of the Annual Teacher Reports (E 3.2.1.)
2. Recommendations for teachers for individualized procedures (E 3.2.2.)
3. Results of the internal survey of the first year of implementation of the specialist study (E 3.2.3.)
4. Results of the Unified University and Student Survey in the area of grade conditionality for the academic years **2020/2021**, **2021/2022**, **2022/2023**, **2023/2024**, and **2024/2025** (E 3.2.4.)
5. Pass rate by year of study in the winter semester (2021./2022.; 2022./2023.; 2023./2024.; 2024/2025.) (E 3.2.5.)
6. Pass rate by year of study in the summer semester (2021./2022.; 2022./2023.; 2023./2024.; 2024/2025.) (E 3.2.6.)
7. Annual pass rate by year of study (2021./2022.; 2022./2023.; 2023./2024.; 2024./2025.) (E 3.2.7.)
8. Research into the causes of unsuccessful and inefficient studying ( 2023., 2024., 2025.) (E 3.2.8.)

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

The **conditions for enrolment in the study program, to the higher semester and higher year of study**, the conditions for continuing studies and the conditions for recognition are defined by relevant regulations:

- the **Regulations on Studies and Studying at the Josip Juraj Strossmayer University of Osijek**
- the Decision of the Faculty Council on the conditions for enrolment in all study programs (E 3.3.1.)
- the Decision of the Faculty Council on the conditions for enrolment in higher years of study (E 3.3.2.)
- the **Dean's Decision on the linear model of study**
- the Decision of the Faculty Council on determining the number of enrolment places for student enrolment in all study programs (E 3.3.3.)
- the **Senate Decision on special fees at the Josip Juraj Strossmayer University of Osijek** and **university constituents**
- the **Senate Decision on the teaching calendar** for the academic year
- the **Regulations on postgraduate studies at the Josip Juraj Strossmayer University of Osijek**
- the **Rules on the procedure for recognizing student mobility**

The above documents are published on **the Faculty's website** and are systematically and uniformly applied in practice. Students submit appropriate requests for the exercise of their rights, most commonly, these are requests for a leave of absence, as well as requests for the resumption and completion of studies, on predetermined, publicly available, and accessible **forms**, and the competent bodies (Dean, Committee for Teaching and Students, University Specialist Study Council, Faculty Council) issue decisions on the submitted requests in accordance with the above-mentioned regulations.

The enrollment policy is created in accordance with the mission and strategy of the Faculty (Task 13 within Objective 1.4 of the **Development Strategy**), as evidenced by the redistribution of enrollment quotas for new approved and planned study programs to reflect the Faculty's optimal capacity. Every year, the Croatian Employment Service (hereinafter: CES) publishes recommendations for educational enrollment policy at the levels of university and professional studies, which are considered by the Faculty, and enrollment quotas for new generations of students are adjusted accordingly. In accordance with the recommendations of the CES and the University itself, the Faculty Council, by its decision of March 6, 2023, reduced the total number of enrolment places (E 3.3.4.).

When planning the enrollment policy, the different life circumstances of candidates are taken into account, and measures are put in place to ensure equal access to the study. Thus, within the enrolment quota, a special number of enrolment places (E 3.3.3., E 3.3.4.) is foreseen for:

- candidates who graduated before 2010 and completed a four-year secondary school but did not take the state Matura exam
- Foreigners
- Croats outside the EU
- and foreign citizens



Also, the enrolment quota has been expanded to include the category of individual cooperation programs concluded by the Government of the Republic of Croatia with individual countries, which guarantee students from these countries the same study rights as students from the Republic of Croatia/EU. Such a program has already been concluded with the **Republic of North Macedonia**.

The aforementioned candidates are guaranteed enrollment without a minimum score threshold, so that, by evaluating the general average in high school and a motivational interview, candidates who did not score points on the state exam also meet the admission requirements. This applies in particular to students with regular status who are members of the Croatian national minority and the Croatian diaspora, and to students who have been granted temporary protection in the Republic of Croatia for displaced persons from Ukraine, who are provided with education under the same conditions as Croatian citizens.

In addition to the above, the needs of various student groups are recognized, and appropriate measures are taken to ensure academic progression, such as tuition fee waivers (E 3.3.5.) and support for studying (adaptation of classes, exams in the Croatian language). In addition, the Faculty regularly assists students from lower socio-economic status with other forms of scholarship, such as co-financing accommodation costs in the Student Dormitory (E 3.3.6.).

In the past five years, active promotion and achievement of inclusion were most evident through the recognition of previous studies and the enrollment of two students from Benin, Africa, and one from Bosnia and Hercegovina, in higher years of study (E 3.3.7.). With incentives and support, international students successfully completed their studies in a regular rhythm and within the deadlines, receiving the Rector's Award (E 3.3.8.) and the Dean's Award for the best graduation thesis (E 3.3.9.).

The **study enrollment requirements** are aligned with the study program requirements, are clear, published, and consistently applied. Student enrollment quotas and requirements for enrollment in the first year of study or for each new generation of students for the university specialist study is adopted by the Faculty Council, after which the criteria for enrollment in the basic study are also adopted by the Senate of the Josip Juraj Strossmayer University of Osijek and are an integral part of the joint **Competition of the Josip Juraj Strossmayer University of Osijek for the enrollment of students in the first year of study**.

All information on enrollment requirements and studying at the Faculty is available on the Faculty's website, and enrollment information is given separately for each study program: the **Study of Philosophy and Theology**, and the **University Specialist Study in Propaedeutics of Psychotherapy and Theotherapy**. In addition to the above, basic information about the Faculty is also published on the **virtual review** website of the Josip Juraj Strossmayer University of Osijek for future students.

All candidates for enrollment in the study programs undergo a transparent selection procedure that is in line with the principles of equal treatment (E 3.3.1). The ranking of candidates for enrollment in Philosophy and Theology Study is based on high school grades, the mandatory part of the state Matura, and the motivational interview. There is no prescribed minimum number of points for enrollment, which allows access to studies for people from underrepresented and vulnerable groups, including people who were not required to take the state Matura exam.

Since the Faculty, as a higher ecclesiastical institution, is oriented towards the education of candidates for the priesthood or a religious vocation, they nominally gain priority for enrollment upon the recommendation of the relevant ordinariate or persons designated by them for that purpose. The priority criterion is applied only when they meet all the criteria that apply to all candidates for enrollment. In addition to scoring, a test of special knowledge, skills, and abilities is applied, i.e., a motivational interview with a three-member Commission, the only criterion for which there is a passing score threshold.

Enrollment in the study is based on a joint university **public competition** announced by the Senate of the Josip Juraj Strossmayer University of Osijek. The Central Applications Office (SPU) is the national center for applications to study programs in the Republic of Croatia. The entire application process for the integrated undergraduate and graduate university study is carried out through the National Information System for Applications to Higher Education Institutions (NISpVU), which allows candidates to apply to selected study programs and records the state Matura exams that they must pass.

The Faculty monitors the quality of students enrolling in the Integrated Undergraduate and Graduate Philosophy-Theology study program by establishing student **motivation profiles** and using **quality indicators** (Table 3.1 E 3.3.21.), taking into account high school grades and academic performance after the first year of study. For admission to the program, the evaluation process of secondary education assesses relevant prior knowledge and skills, while an additional assessment through a motivational interview determines the alignment of candidates with the desired student profile that meets the requirements of the study program. In the selection process, it is possible to achieve 1000 points, where the points are distributed as follows:

#### High school grades:

Name	Evaluation
Average of all completed high school grades	<b>35%</b> (350 points)

#### Mandatory part of the state Matura:

Subject	Level	Evaluation
Croatian language	Can be B	<b>30%</b> (300 points)
Mathematics	B	<b>5%</b> (50 points)
Foreign or classical language	B	<b>20%</b> (200 points)

#### Elective part of the state Matura:

Subject	Mandatory	Evaluation
/	NE	/

#### Enrollment prerequisite

Name	Duration
Medical certificate of health fitness for study	Summer and autumn term

#### Additional tests of knowledge, skills, and abilities:

Name	Mandatory	Evaluation
Motivational interview	YES	<b>10%</b> (100 points)

*Grading threshold - min. 50 points*

A medical certificate of health fitness for study determines the candidate's ability to participate in the teaching and professional activities of the study program, especially those involving working with people. This requirement does not constitute a selection based on health status but rather an evaluation of functional ability to fulfill study obligations, while respecting the principle of equal opportunities and ensuring appropriate adjustments where possible.

The requirement for enrollment in the university specialist study Propaedeutics of Psychotherapy and Theotherapy is a completed graduate university study or an integrated undergraduate and graduate university study (formerly an undergraduate study). When defining the enrollment criteria for postgraduate studies, the competent Council takes into account that candidates must meet the entry competencies (through an appropriate average and passing differential exams), while defining the method of evaluating previous success in the study, ranking, and student status (E 3.3.1.). So far, three generations of students have been enrolled in the university specialist study Propaedeutics of Psychotherapy and Theotherapy.



The selection procedure is carried out through two levels:

Evaluation Level I	Maximum number of points	Evaluation Level II	Maximum number of points	Total maximum number of points
Weighted average of grades in a university graduate study or an integrated undergraduate and graduate university study	280	Additional assessment of knowledge, skills, and abilities - Motivational letter and oral interview	240	520

During the implementation of Level I, the weighted average of grades from an individual subject is evaluated, which contributes to the overall average to the extent that the subject's ECTS credits are weighted relative to the total number of ECTS credits achieved. Level II involves an evaluation of the motivation letter and an oral interview across six key areas. Each area carries a maximum of 40 points, totaling a potential 240 points for this level. The areas of assessment are:

1. Motivation for enrolling in the university specialist study (based on the motivation letter and interview).
2. Prior work experience in relevant institutions.
3. Communication skills of the candidate.
4. Capacity for cooperation and teamwork.
5. Understanding the specific nature of psychotherapy practice.
6. Ethical awareness and sensitivity in working with people.

The classification threshold for this level is 120 points. If a candidate does not achieve a minimum of 50% of the total points available in Level II (i.e., fewer than 120 points) across these six criteria, they will be excluded from the further process of determining the total score (D 3.3.1.). The enrollment quota is 40 students (D 3.3.3.).

Transfer to the study program offered by the Faculty is possible from other higher education institutions in the Republic of Croatia and abroad in the same scientific field as the Faculty, all based on the **Decision of the Faculty Council on the conditions for the transfer of students from other higher education institutions to related studies at the Faculty**. The decision defines the general and special conditions for transfer, and the transfer is approved by the Committee for Teaching and Students. During the observed five-year period, three student transfers to the Faculty from other theological institutions in Croatia were completed. Also, the Office for Academic Recognition of Foreign Higher Education Qualifications and Periods of Study of the Josip Juraj Strossmayer University of Osijek carries out the procedure for recognizing foreign higher education qualifications and periods of study completed at a foreign higher education institution for the purpose of continuing education in the Republic of Croatia, and issues a decision that serves as a base for enrollment procedure. During the observed five-year period, three student transfers to the Faculty from other foreign institutions were completed, according to the issued decisions (E 3.3.11.).

In the case of a university specialist study, if a student has previously completed a specialist or doctoral study, they may submit an Application for Examination Recognition (E 3.3.10.a.), which the competent Council of the University Specialist Study resolves by comparing the curricula of the courses implemented in the specialist study program and the courses that the student has passed at the same or higher level of the study program. After determining that the course description and learning outcomes match, the competent teacher, whose course recognition is requested, signs the Minutes (E 3.3.10.b.) to express their consent to the recognition of the course, and the competent Council issues a decision (E 3.3.10.c.). Since the establishment of the specialist study, the Council has positively resolved all four submitted requests for the recognition of exams passed at higher levels of study (E 3.3.10.)



The Faculty Management, based on available data from the ISVU system, continuously analyzes student progress by monitoring study success, pass rates in examination periods, year success according to courses passed, cohort pass rates, and study dropout rates, and in this way, along with surveys, investigates the causes of unsuccessful and inefficient studying (E 3.3.14.). The results of the analysis are used to introduce targeted measures, such as additional mentoring support, workload adjustments, and interventions for at-risk student groups, and to monitor their impact systematically to ensure student completion.

In terms of student numbers, the Faculty belongs to a smaller institution, which is certainly an advantage in situations that require early identification of students who have difficulty fulfilling their academic obligations. As we mentioned earlier, the competition procedures for enrolling in the study and exercising the right to subsidized accommodation provide criteria for identifying students at risk of failing to master academic obligations. An almost individualized approach to each student, in accordance with the data in Table 1.a of the Analytical Annex to the Self-Analysis (E 3.3.22.), enables teachers to regularly monitor class attendance, colloquium results, and the completion of other assignments, as well as to easily identify frequent absences, poor results, or a sudden decline in performance. Mutual confidential communication between competent support services and teachers also helps early detection of potential problems in students. When deemed necessary, teachers offer additional consultations, classes, counseling, or other appropriate support, as instructed by professional services. If necessary, with the student's consent, the procedure for academic adaptation of studies is initiated (E 3.3.17.).

Every year, a list of students with the highest grade point average is compiled, and these students receive the Dean's Award (E 3.3.15.). The Dean's Award for the best student, based on average, is awarded to one final-year student with the highest grade point average who has not fallen behind during the course of study. Additionally, an award for the best graduate thesis is presented every year (E 3.3.16.).

The Faculty ensures conditions for student mobility in a national and international context through the cooperation of the Academic Erasmus+ Coordinator and the Administrative Erasmus+ Coordinator with the **University Service for International and Interuniversity Cooperation**. The Faculty monitors and evaluates cooperation agreements and, together with the university, prescribes **its own rules** for evaluating exchanges, informs and provides support when applying for a competition, advises and coordinates the organization of mobility implementation and the preparation of learning agreements, and evaluates the study period and mobility results (E 3.3.18.).

Upon completion of study programs, students are issued a diploma confirming their completion and the acquisition of an academic title. The diploma and diploma supplement are issued in accordance with the applicable regulations in Croatian and English, in both digital and printed versions, with appropriate mechanisms for protection against forgery (E 3.3.19.). The diploma supplement provides detailed information on the outcomes of the study program, the exams taken, and the teaching load and content. The diploma and diploma supplement are issued and entered in the Digital Diploma Register for diplomas, certificates, and diploma supplements. All these documents are issued free of charge.

The Digital Diploma Register was built as part of the Information System of Higher Education Registers (ISeVO) and has been in operation since January 1, 2024. From that date, higher education institutions are obliged to issue diplomas and diploma supplements (final study documents) in both printed and digital form, and to submit the digital final documents to the Digital Diploma Register.

Due to temporary difficulties at the national level in establishing technical solutions for issuing diploma supplements at the postgraduate level, it is still not possible to issue a diploma supplement upon completion of a university specialist study. The removal of obstacles to the system for automatic generation of documents on the completion of studies at the postgraduate level is expected as soon as possible, in accordance with the Instruction of the Ministry of Science, Edu-



cation and Youth dated February 5, 2024 (E 3.3.20). Since the cause of this lies beyond the Faculty's control, students of the specialist study program have been informed regarding the subsequent issuance of Diploma Supplements.

In addition to the above, students are awarded a commendation in accordance with the criteria of excellence established by the **Decision on the conditions and manner of awarding commendations for success in studies**, which is then mentioned in the diploma and the diploma supplement. Through the mentorship support system, the Faculty regularly reminds students of the possibility of evaluating extracurricular and off-campus activities (E 3.3.12.). Upon approval, these activities are recorded in the Diploma Supplement. In the last five academic years, 22 requests have been evaluated (E 3.3.13.) in accordance with the **Decision on the Criteria and Methods for Evaluating Students' Extracurricular Activities**.

### **EVIDENCE (E 3.3.):**

1. Decisions of the Faculty Council on the Conditions for Enrollment to All Study Programs (E 3.3.1.)
2. Decision of the Faculty Council on the Conditions for Enrollment to Higher Years of Study (CLASS: 602-03/24-04/23, REG. NO.: 2121-32-01-24-01), November 4, 2024 (E 3.3.2.)
3. Decision of the Faculty Council on Determining the Number of Enrollment Places for Students in All Study Programs (E 3.3.3.)
4. Decision of the Faculty Council on reducing the Number of Enrollment Places (CLASS: 602-03/23-06/01, REG. NO.: 2121-32-01-23-02), March 6, 2023 (E 3.3.4.)
5. Decision of the Dean on Exemption from Tuition Fees, October 18, 2022 (E 3.3.5.)
6. Decision of the Dean on the Allocation of Non-Repayable Financial Aid (CLASS: 602-03/24-04/15, REG. NO.: 2121-32-01-24-10), October 29, 2024 (E 3.3.6.)
7. Decisions of the Committee for Teaching and Students on the Transfer of Foreign Students (E 3.3.7.)
8. Decision of the Senat on Awarding the Rector's Award (E 3.3.8.)
9. Decision of the Faculty Council on Awarding the Best Graduation Thesis Award (CLASS: 120-01/25-02/03, REG. NO.: 2121-32-01-25-10), October 13, 2025 (E 3.3.9.)
10. Documentation on the recognition of exams at the specialist study (E 3.3.10.)
  - a. Application for the recognition of exams with appendix (E 3.3.10.a.)
  - b. Record of examination recognition (E 3.3.10.b)
  - c. Decision on the recognition of exams (E 3.3.10.c.)
11. Decision on the Recognition of Foreign Qualifications and Periods of Study (E 3.3.11.)
12. Evaluation of informal learning of the Italian language (E 3.3.12.)
13. Example of a diploma supplement with registered recognition of extracurricular activities, and registered evaluated forms of formal and informal learning (E 3.3.13.)
14. Surveys on the causes of inefficient studying **2023., 2024., 2025.** (E 3.3.14.)
15. Decisions of the Faculty Council on Awarding the Dean's Award to the Best Students of Study Programs (E 3.3.15.)
16. Faculty Council decisions on the award for the best graduate thesis (E 3.3.16.)
17. Documentation related to the academic adaptation of studies (E 3.3.17.):
18. Documentation on the recognition of the mobility period (E 3.3.18.)
19. Examples of a diploma and diploma supplement (E 3.3.19.)
20. Instruction of the Ministry of Science, Education and Youth, February 5, 2024 (E 3.3.20.)
21. Analytical Annex, tables 1.a, 3.1., 3.2., 3.3., 3.4. (E 3.2.21.)



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

The Faculty provides students with a comprehensive and integrated support system that includes information and introduction to the study, academic and mentoring support, infrastructure resources, advisory and pastoral forms of assistance, and the development of digital and professional competencies. The system is designed to accompany the student from enrolment to completion of the study, with interconnected and complementary forms of support.

Information and an introduction to the study are provided systematically at enrollment and at the beginning of the academic year through a ceremonial **inauguration** and a **meeting with first-year students**. Students are introduced to the organization of the study program, the teachers, and the Faculty's resources, with an organized tour of the campus and the **Student Dormitory**. In addition, workshops for first-year students cover topics such as student rights and obligations, scholarships, use of the Studomat information system, library services, and extra-curricular engagement opportunities. During their studies, students are continuously informed via website, e-mail communication, and direct meetings with the Vice-Dean for Teaching and Students. At the same time, the printed and digital guide „**Academic Year Schedule**” provides an overview of key information about study.

Academic and mentoring support is provided through **regular faculty office hours**, which are publicly available and held throughout the academic year, as well as through a structured **mentoring system**. In October 2023, the mentoring system was revised, leading to the formation of mentoring groups at the 1st and 5th-year levels, when the students' need for support is greatest. Students in their 2nd, 3rd, and 4th years receive support through joint meetings with the Vice Dean for Education and Students and workshops regularly organized by the Faculty during the academic year. Minutes (E 3.4.6.) are kept for all meetings, which are held continuously according to predefined core themes. These themes cover various aspects of student life and academic progress, study organization, academic development, and adaptation to university life. The system is further enhanced through field teaching and study trips, as well as by encouraging student scientific research, with students regularly participating in competitions for the Rector's Award (10 awards in the last 5 years) (E 3.4.1.).

Infrastructural and organizational support includes the availability of a library with a reading room, professional staff, and training in database use; the possibility of work for student demonstrators in Library; and conditions for physical activities through the rental of sports infrastructure. Students are provided with accommodation in the **Student Dormitory** and meals right next to it, including adapted conditions for students with disabilities, as well as space for the work and activities of the Student Union.

Students have access to multiple levels of support at the Faculty. Counseling support involves academic and orientation guidance provided by professional administrative services. Psychological support is offered as professional assistance to students in coping with personal and emotional challenges. Pastoral support, a distinctive feature of the institution, is realized through the work of a chaplain who provides individual and group support by organizing various spiritual activities. These forms of assistance also include extracurricular interest groups, complementing academic support and contributing to the holistic development of students. These forms of assistance also include **extracurricular interest groups**, which complement academic support and contribute to students' comprehensive development.



The development of digital and professional competencies is an important part of the support system. Students can use information systems (ISVU, Studomat), academic licenses, and digital tools in classes, with continuous technical and advisory support from an IT specialist. The library organizes workshops for database searches and information management, which strengthen information and research skills. Over the past five years, five workshops have been organized, with a total of 170 participants (E 3.4.5.). Professional development is further encouraged through the work of the **Alumni KBF DJ** association (established in 2025 according to the **recommendations of the expert committee** in the process of the second cycle of reaccreditation on the necessary legal transformation of the Community of Friends of the Faculty, which existed since 2010 and gathered around 250 members, former students), which encourages networking of former and current students, exchange of experiences, and active participation in student career guidance (**Career Week** and **popularization activities**).

All the aforementioned forms of support are interconnected through the cooperation and coordination of the Vice-Dean for Education and Students with staff, services, and year-level mentors. These resources are available to students throughout their entire course of study, ensuring that the Faculty maintains a structured, transparent, and functional system that addresses diverse student needs and contributes to their academic success and personal development.

The Faculty provides both financial and organizational support for student initiatives, volunteer work, and projects, further strengthening the system of comprehensive student support. Specifically, the Faculty supports the publication of the student journal Teofil by financing printing costs, graphic design, and proofreading, as well as providing office space for the editorial board. Additionally, mentorship is provided through the appointment of a faculty advisor—typically the Vice Dean for Education and Student Affairs—who ensures the quality of the papers, thereby positioning the journal as a platform for developing digital and research skills.

By organizing various events, students gain valuable experience in project management. For instance, when organizing student colloquia, the Faculty provides students with lecture halls, technical equipment for presentations, and administrative assistance throughout the organizational process. Students also regularly participate in the Teologijada (a convention for theology students), where the Faculty assists in coordinating transportation and accommodation, along with co-financing travel expenses, which strengthens the sense of belonging to the academic community. Furthermore, the Faculty teaches students about financial sustainability by providing expert guidance during the application process for University grants, including assistance with budget preparation and the subsequent justification of project expenses (financial reporting). Finally, through the support of charitable activities, the Faculty promotes social engagement and volunteerism as integral components of the students' professional identity.

At the University level, there are the **Office for Student Affairs and Students with Disabilities**, the **Student Professional Counseling Service**, and the **Psychological Counseling Service**. The Faculty regularly publishes information on organized workshops for professional counseling on its website, cooperates with the Office for Student Affairs and Students with Disabilities to provide technical aids to students who need them, and has ensured the availability of psychological counseling at the Faculty. Students are familiar with the University's provision of psychological support, and a professor of psychology and psychotherapy from our own staff is also available to them.

The Faculty, by knowing the specific needs of students from underrepresented and vulnerable groups, provides students with counseling assistance (through psychological counseling and mentoring), material assistance (through cooperation between the Faculty Coordinator for Students with Disabilities and the University Office for Student Affairs and Students with Disabilities in obtaining the necessary aids for the purposes of facilitating studies), and financial assistance based

on the rules contained in the **Regulations on Allocating Financial Aid to Students of the Catholic Theological Faculty in Đakovo Based on Socio-Economic Status**. The competent **Commission** for allocating financial aid to students with lower financial status publishes an internal call (E 3.4.2.a) to which students apply and submit the appropriate documentation. After analyzing the applications received, **the Commission** proposes students with lower financial status to the Dean (E 3.4.2.b.), who then decides whether to allocate financial aid in the form of co-financing the accommodation costs in the Student Dormitory (E 3.4.2.c.). Considering the total student population, financial support for five students covers approximately 8% of the entire student body. An analysis of applications from previous academic years indicates that this figure encompasses the majority (if not all) of the students who meet the strict socio-economic criteria set forth in **the Regulations**. In addition, students with lower financial status are allowed to borrow faculty laptops.

The Faculty employs qualified professional, **administrative and technical staff** in accordance with the requirements and criteria for each position as prescribed by the Regulations on the Systematization of Job Positions, operating within the aforementioned departments and services. Employees regularly involve and undergo advanced training in workshops organized by various institutions or on mobility, as well as through scientific and professional projects. The report on the participation of professional, administrative, and technical staff in professional development programs and various forms of training is contained in the Dean's Annual Report on the Implementation of the Faculty's Development Strategy (E 3.4.3.).

The number of employed professional, administrative, and technical staff covers the academic needs of the students. The services directly serving students include three staff members at the **Central Archdiocesan and Faculty Library** and one staff member in the **Department of Academic and Student Affairs**. A list of all employees, organized by organizational units and including contact details, is available on the **Faculty's website**. Additionally, a list of staff with specific responsibilities in student services is also available in the annual study guide, '**Academic Calendar**'.

The last external evaluation highlighted the dedicated work and high motivation of the Faculty administration. The Faculty has strived to maintain this quality, despite the constant redeployments and changes over the last five years, by employing a person to support the publishing department and by awarding employees for special contributions to their work, in accordance with the **Regulations on Awards and Recognition of the Faculty**. Students express their satisfaction with the quality of support and the work of the Faculty administration through an anonymous student survey evaluating student support services (E 3.4.4.).

### **EVIDENCE (E 3.4.):**

1. Decisions of the Senate on the awarding of Rector's awards (E 3.4.1.)
2. Documentation related to the allocation of financial aid to students of lower socio-economic status (E 3.4.2.)
  - a. Call for the allocation of financial aid (E 3.4.2.a.)
  - b. Report of the Commission for the allocation of financial aid (E 3.4.2.b.)
  - c. Dean's decision on the allocation of financial aid (E 3.4.2.c.)
3. Annual reports of the Dean on the Implementation of the Development Strategy of the Catholic Faculty of Theology in Đakovo for the academic years 2022/2023, 2023/2024 (E 3.4.3.)
4. Student survey on the evaluation of the work of services (E 3.4.4.)
5. Extract from the library statistical data system for the 2021-2025 period (E 3.4.5.)
6. Minutes of mentoring meetings (E 3.4.6.)



### 3.5. The higher education institution provides favorable conditions and support for students entering international outgoing and incoming mobility programs

Students are informed in a timely and regular manner about the possibilities of studying abroad by **announcing competitions** for long- and short-term exchanges several times a year. Competitions include mobility for study, professional practice, or combined stays, and are published on the **Faculty's website**, ensuring continuous availability of information and timely preparation of students for applications. When new competitions are announced, promotional activities are carried out via the Faculty's social networks, and information leaflets and posters are displayed in campus areas, thereby increasing the visibility of the mobility program and stimulating interest among a wider student community.

The **Erasmus+ Info Day** stands out as a special information and promotional event, organized every year at the beginning of March in cooperation with the **University Service for International and Interuniversity Cooperation** to inform and motivate students. During the Info Day, the conditions for participating in the programs and applying for competitions, mobility implementation models, potential difficulties, and ways to address them are presented in detail, while presentations by students with mobility experience further reduce uncertainty and help inform decision-making about participation. In this way, these activities directly influence the increase in interest, aiming to encourage students to participate in mobility programs.

The Faculty applies its own **Regulations in the mobility recognition procedure** and, based on the predefined conditions in the signed learning agreement, ensures a clearly defined, transparent, and flexible system for recognizing ECTS credits achieved during mobility. This provides students with the certainty that their achieved learning outcomes will be recognized, significantly reducing the perception of risk associated with mobility. After determining the mobility results, the Faculty Council decides on the recognition of ECTS credits (E 3.5.4.c.) and on an individualized approach to studies. This includes defining the remaining study obligations and granting extraordinary exam deadlines for remaining courses upon return from mobility, thereby ensuring the continuity of studies and the timely progress of students.

Transparent and clearly defined recognition conditions, as well as rules for transition to a higher year of study, represent a key incentive for participation in international mobility because they allow students to make decisions with a high level of certainty regarding academic progression. In the last five academic years, 13 outgoing mobilities were approved, of which 10 were implemented (while three short-term mobilities were carried over to the academic year 2025/2026). Of the total number of mobilities implemented, two were short-term (E 3.5.1.) and eight were long-term (E 3.5.2.), as shown in Table 3.5. of Analytical Annex to Self-Evaluation. All students in the implemented outgoing mobility successfully continued their studies at a regular pace after returning from the exchange and completing the recognition procedure. These data indicate continued student interest and confirm the effectiveness of the established mechanisms for informing, motivating, and recognizing mobility.

Compared to the previous five-year period (until 2020), interest in exchange programs is growing slightly, as reflected in the realized mobilities over the last 5 years relative to the number of enrolled students in the academic year of evaluation. The share of Erasmus students in the Faculty's student population has increased slightly from 15% to 18%.



The holder of the Erasmus+ charter is Josip Juraj Strossmayer University, with calls and projects organized and implemented through the **Service for International and Interuniversity Cooperation**. Support for students in mobility is achieved through coordinated action of the University and the Faculty, with clearly defined roles at both levels. Student support at the Faculty level is primarily advisory and administrative, while the University and partner institutions provide financial and organizational support. The Faculty provides support to students in all phases of mobility - before, during, and after the exchange period. The Academic and Administrative Erasmus+ Coordinators play a key role in this process.

Pre-mobility support includes informing and advising students throughout the application process, including assistance with choosing a host institution, reviewing application documents, and drafting a Learning Agreement. After the host institution accepts the student's nomination, a Learning Agreement is drawn up between the home institution, the host institution, and the student and is a key instrument that defines academic obligations and outcomes during mobility in advance. This ensures transparency and clarity between the home and host institutions of mobility, and the recognition of fulfilled obligations is agreed in advance, thereby guaranteeing the academic value and continuity of studies, as well as the efficiency of the mobility recognition procedure. Students are provided with advisory support in developing a plan, selecting courses, and managing workload at a foreign institution, as well as in defining appropriate courses with associated ECTS credits from which the student will be exempted at home if they successfully fulfill their obligations at the host institution of the exchange. The Academic Erasmus Coordinator also consults with subject teachers to ensure the student is fully informed about academic obligations and recognition options upon return from the exchange. Records of exchange students and learning agreements are kept through the online EWP (Erasmus Without Paper) Dashboard system.

During mobility, students receive continuous support through communication with the Faculty and partner institutions, especially regarding academic obligations and potential changes to the Learning Agreement.

After mobility, the Faculty provides support in recognizing the mobility period and continuing studies, enabling students to resume their studies without any problems. Upon return from mobility, according to the **Rules for the Recognition of Student Mobility of the Catholic Faculty of Theology in Đakovo**, the student submits a Request for Recognition of the Mobility Period to the Academic Erasmus Coordinator, along with a Transcript of Records, a Statement of Host Institution on the Duration of the Exchange, and the signed Learning Agreement (E 3.5.4.a.).

Upon receipt of the request, the Academic Erasmus+ Coordinator, in cooperation with subject teachers, prepares a recognition proposal (E 3.5.4.b.). The minutes are an integral part of the recognition proposal and include the formal consent of the subject teachers to recognize the entire course or a part of it. Based on the proposal, the Faculty Council issues a Decision on the recognition of the mobility period and the acquired ECTS credits (E 3.5.4.c.), which must also contain a provision on the remaining obligations of the study. The decision on recognition is sent to the **Service for International and Interuniversity Cooperation** and the Department for Students and Studies, which records the recognized courses and the achieved ECTS credits in the ISVU system. The student is recognized for the acquired ECTS credits according to the Learning Agreement and, in accordance with the Decision on Recognition, they are recorded in the ISVU system in one of three possible categories: as mandatory courses, as elective courses or seminars, or as extracurricular courses, i.e., additional ECTS credits outside the study program.



The Faculty currently has 13 Erasmus+ inter-institutional agreements and one agreement within the SEMP program, and is also involved in the university project Colours, which further expands mobility opportunities (E 3.5.3.).

Trends in participation in international mobility programs are continually changing, with new mobility models emerging that offer students more flexible participation options. Accordingly, programs have been introduced that allow students year-round access, especially to short-term and combined forms of mobility, thereby opening competitions without clearly defined application deadlines. Such an approach significantly increases the availability and adaptability of mobility to individual students' needs.

It is within these new models of implementing mobility that the highest annual student interest and the largest number of approved mobility cases were recorded in the academic year of evaluation. Of particular note is that, for the first time, short-term mobilities have been implemented and that short-term professional practice will be offered in both study programs, indicating the successful adaptation of the mobility offer to students' needs and contemporary trends in higher education. The Faculty has already concluded the first Professional Practice Agreement between the student, the home institution, and the host institution for students of the university specialist study, who are offered a valuable opportunity to strengthen their professional competencies, build professional networks, and gain international work experience through work abroad.

The Faculty monitors the trends in outgoing mobility, which confirms the effectiveness of its information, support, and mobility recognition measures. On the other hand, the number of incoming mobilities remains relatively modest, indicating a need for further enhancement of the Faculty's international visibility and the attractiveness of its study programs.

During the academic year 2024/2025, two recognitions of BIP (*Blended Intensive Program*) mobility were carried out through the submission of a general student request, the resolution of which is within the competence of the Committee for Teaching and Students.

Information on study programs in **English** is available on the Faculty's website. The published information in English corresponds to the study information package and includes all information from the study implementation plan (type of study, list of courses, teaching methods and organization, course descriptions, teacher contacts). The Faculty's website provides basic information on study requirements and study programs also in **German** and **Italian**, as well.

Detailed information on international student enrollment and incoming mobility by jurisdiction is available on the **Faculty's website**, in cooperation with the **University Office for International and Interuniversity Cooperation**. The following categories of information are available: academic information on the work calendar, a list of components and Erasmus courses, the nomination and application procedure to the university, information on what to do before leaving home, how to plan a trip, information upon arrival, information for students with disabilities, and other useful information.

Regarding the possibilities of enrolling in a full-time study program for international students, all information on the prerequisites is available via the **„Study in Croatia”** portal. The first step is to register in the national „Postani student (Become a student)” system and carry out the procedure for recognizing a qualification or a period of study. To enroll in a study program that is not conducted in a foreign language, an international student must provide proof of proficiency in the Croatian language. The Faculty has established enrollment quotas for international students, and three have been enrolled in the last five years.



To increase international visibility, the Faculty uses available resources for its promotional activities, aiming to attract international students to undertake a mobility period or enroll in a study program to acquire a full-time qualification.

The Faculty has joined the national initiative to internationalize study programs through a bilateral agreement with the **Republic of North Macedonia** by offering the Philosophy and Theology study program, granting international students the same enrollment status as domestic students, and providing accommodation for international students.

The Faculty regularly updates information in English across promotional materials, from the Faculty website to the Erasmus Student Guide, and participates in presentation activities for new partnerships, the **Colours** university network, and virtual fairs such as **Balkan Edu Expo** and knowledge fairs. The Faculty is also promoted informally through the implementation of outgoing student and staff mobility, an opportunity that is consistently used to showcase the Faculty's educational offer.

All forms of support for incoming students are implemented in cooperation with the **Service for International and Interuniversity Cooperation**. In addition to support in the form of detailed instructions, flowcharts, and steps for the successful implementation of the exchange, monitoring, and timely response in case of non-fulfillment of students' obligations, academic support is also important when creating and making possible changes to the Learning Agreement. In cooperation with the **ESN** network and the Student Union, the exchange student is provided with the support of a local student (buddy) in solving practical and procedural tasks, including accommodation in the Student Dormitory, obtaining the OIB (Personal identification number), applying for residence, and other administrative procedures, which ensures a quick and smooth integration into the life and study community of the Faculty. The Administrative Erasmus+ Coordinator helps with issues related to enrolling in a particular course, coordinating consultative classes, and methods for taking exams and creating or collecting evidence of fulfilled obligations.

All faculty members actively use at least one foreign language, including German, English, French, and Italian, enabling smooth teaching and other academic activities in these languages and removing language barriers for international students. For this purpose, course descriptions in English were prepared, but due to the small number of exchange students, classes were conducted on an individualized or consultative basis.

Learning Croatian for international students is offered to all incoming students of the University of Osijek through a program organized by the **Service for International and Interuniversity Cooperation**. The common course for all Erasmus students, „**Croatian Language - Preparatory Course**“, aims to introduce students to one another and connect them. The course includes basic knowledge of the Croatian language and an introduction to Croatian culture and way of life, comprises 70 hours of lectures, and carries 6 ECTS credits.

The Faculty collects and analyzes feedback from students participating in mobility programs, with a special emphasis on their satisfaction with the support provided during their mobility. Upon their return, students fill out a report on implementation and finances in the Mobility Tool application, and for monitoring purposes at the Faculty level, they fill out a report on satisfaction with the mobility, with support from their home higher education institution and the host institution (E 3.5.5.).

Based on the collected reports, improvements have been made by adjusting advisory support to students, especially in the selection of host institutions and mobility planning. Students' experiences are systematically used in individual consultations and information activities (e.g., **Erasmus Info Day**), which contribute to better preparation of future mobility participants. The results of the feedback analysis are communicated to students through informative activities, and the relevant findings are also used to develop cooperation with partner institutions further.



### **EVIDENCE (E 3.5.):**

1. Example of recognition of short-term student mobility (E 3.5.1.)
2. Example of recognition of long-term student mobility (E 3.5.2.)
3. List of concluded contracts (E 3.5.3.)
4. Documentation on the recognition of the mobility period (E 3.5.4.)
  - a. Student request (E 3.5.4.a.)
  - b. Proposal of the Academic Erasmus+ Coordinator (E 3.5.4.b.)
  - c. Decision of the Faculty Council on the recognition of the period of study (E 3.5.4.c.)
5. Reports on satisfaction with the mobility (E 3.5.5.)
6. Balkan Edu Expo Analytics (E 3.5.6.)
7. Table 3.5. Analytical Annex to Self-evaluation (E 3.5.7.)

# IV.

TEACHING CAPACITIES AND INFRASTRUCTURE  
OF THE HIGHER EDUCATION INSTITUTION



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

Teaching at the Faculty is conducted and maintained by teachers who are elected to appropriate scientific-teaching, teaching, and associate positions, all in accordance with the approved study programs. As of December 31, 2025, the Faculty had 18 full-time **teachers** in scientific-teaching and teaching positions, with an average age of 51 years. Of these, 17 were in scientific-teaching positions, and one was in a teaching position, meeting the minimum of 7 full-time teachers in scientific-teaching positions prescribed by this standard. In addition, seven **external associates** were involved in the teaching process of the Philosophy and Theology study, of whom two were in scientific-teaching positions (elected to scientific-teaching positions at their home institutions), three in adjunct associate positions, and two in adjunct teaching positions. The Faculty has conducted the election process for the five aforementioned nominal associates into their respective nominal positions.

A larger number of external associates, 20 of them, were involved in the teaching process of the university specialist study, since it is an interdisciplinary study that the Faculty cannot cover from its own staff. Of the external associates who participate in teaching across all study programs, 12 were elected to scientific-teaching positions at their home institutions, while the Faculty conducted elections for 8 of them to appropriate adjunct scientific-teaching (2) and associate positions (6). An overview of employed teachers and associates, including external associates, by individual positions is shown in Table 4.1. in the Analytical Annex to the Self-evaluation (E 4.1.1.).

The Faculty conducts the Philosophical and Theological study in the scientific fields of Theology and Philosophy within the area of humanities. In accordance with the data shown in Table 4.2. in the Analytical Annex to the Self-evaluation (E 4.1.2.), during the academic year 2024/2025, the Faculty had 13 teachers employed in scientific-teaching positions in the field of Theology and three teachers employed in scientific-teaching positions in the field of Philosophy, as a result of which the Faculty meets the minimum of three permanently employed teachers in scientific-teaching positions in the fields in which the basic Philosophy and Theology study is conducted, as prescribed by this standard. In addition, the Faculty conducts a university specialist study in the Interdisciplinary scientific field and the cognitive scientific field, which, at the time of the initial accreditation of the study according to the then-valid **Ordinance on Scientific and Art Areas, Fields and Branches**, included the fields 5.06 Psychology and 6.02 Theology. In addition to the above data on employees in the fields of Theology and Philosophy, the Faculty has one employee in a scientific-teaching position in the interdisciplinary scientific field.

The ratio of the total number of enrolled students to full-time and adjunct teachers at the Faculty is 3.52:1, as shown in Table 1.a of the Analytical Annex to the Self-evaluation (E 4.1.3.).

The total annual workload for each study program is shown in Table 1.b of the Analytical Annex to the Self-evaluation (E 4.1.4.).

The total teaching capacity of all teachers and associates employed at the Faculty is 24,021 working hours, while the total annual workload of all teachers and associates employed at the Faculty is 21,245.7 working hours. From the above, it is clear that the total annual teaching workload of all teachers does not exceed 20% of the total annual teaching workload.

The annual teaching workload of teachers at the Faculty is intended to be in accordance with the standard division of working hours for teachers defined in Article 67 of the **Collective Agreement for Science and Higher Education**, which stipulates that the total number of working



hours of scientific-teaching positions consist of an average of 45% of working hours for teaching, the same amount of working hours for science, and 10% of working hours for the institutional contribution. Employees in management positions are entitled to reduce their teaching obligations under Article 72 of the aforementioned **Collective Agreement**.

At the beginning of each academic year, and after adopting the study plan, the Dean, in accordance with the provisions of the Collective Agreement, taking into account the criteria that ensure a balance between teaching, scientific-professional and administrative obligations, makes a decision on the actual division and composition of the workload of teachers at the Philosophy and Theology Study, for the purpose of regulating the workload of teachers (E 4.1.5.). For example, teachers are assigned a standardized number of teaching hours in accordance with their job position, while also planning time for scientific work (such as project work and paper publication) and professional development (participation in conferences and pastoral work). Administrative obligations are distributed evenly (e.g., participation in commissions, management of study programs). This ensures that individual teachers are not overburdened. Ensuring an even distribution of teaching obligations, scientific work, professional and personal development, and institutional obligations demonstrates the seriousness and responsibility of personnel policy.

The teaching workload of individual teachers is shown in Table 4.2. of the Analytical Annex to the Self-evaluation (E 4.1.2). The data show that the total annual teaching workload of some teachers exceeds 20% of the total annual teaching workload, which is partly a reflection of the weaker national policy of investing in new jobs at higher education institutions. However, it should be emphasized that the Faculty administration recognizes the aforementioned circumstance and addresses it in a planned, responsible, and development-oriented manner, within its powers and capabilities. In this regard, two new teaching positions have been negotiated within the first program contract, with implementation expected over the next three years, creating the prerequisites for the gradual balancing of the teaching load. Furthermore, the Faculty systematically invests in its own human resources, as evidenced by the fact that over the past period, seven doctoral candidates were sent to doctoral studies in Rome, with scholarships provided, to support the future teaching and scientific development of the Faculty. At the same time, the administration expresses openness to additional forms of organizational and professional support due to the increased teaching load, including the possibility of engaging external cooperation when teachers express a need. As a result of the above, it is evident that the Faculty administration is actively taking measures to gradually relieve the burden on teaching staff and to strengthen the institution's human resource capacities in the long term.

For teaching engagement at components outside the home University, teachers must have the Dean's approval, and additional workloads and obligations of teachers are monitored through the analysis of annual teacher reports.

The Faculty relies almost entirely on its own teaching staff for the basic study. The Faculty's serious personnel policy in recent years has ensured a sufficient number of teachers, associates, and external associates who have all the qualifications, work experience, and relevant knowledge necessary to teach at a high level. This is evident from the publicly available **CVs** on the Faculty's website.

The qualification of teachers to teach a particular course is determined by the compatibility of the scientific field of the teacher's election with the course content and learning outcomes, taking into account scientific and professional publications, project participation, and previous teaching experience related to the course topics. For example, the Catechetics course is taught by a teacher elected in the field of theology with a narrow specialization in Catechesis, from an international higher education institution, as confirmed by relevant scientific and professional works and by experience in religious education and catechetical practice. Modern catechetical



and pedagogical approaches are integrated into the teaching, recent documents and literature are used, and methods of experiential learning and analysis of teaching practice are applied. Additional value is brought by external associates from the school and pastoral context, who bring students closer to the practical application of the course content.

In this way, the functional connection of the teacher's competencies with specific courses is evident. In addition, teachers integrate the latest knowledge and trends into teaching by regularly updating course content, using recent scientific and professional literature, participating in projects, and collaborating with practice, which is manifested through pastoral and advisory work, as well as elements of supervision and work in small groups.

The Faculty conducts the university specialist study in the Interdisciplinary scientific field, which is why it was necessary to include external associates from appropriate professions and occupations in its teaching. Intending to provide students with knowledge from practice, the Faculty conducted election procedures for 8 external associates for adjunct scientific-teaching (2) and associate (6) positions. A significant number of external associates with whom the Faculty engages in teaching the aforementioned study have successful business careers, practical experience, and other achievements, as reflected in the **CVs** attached to the **study program proposal**. As experts with additional competencies in psychotherapy and extensive experience in counseling or therapeutic work, they provide students with insight into the practical application of theoretical concepts. Modern approaches are integrated through case work, experiential learning, and the involvement of external practitioners. This emphasizes the complementary role of external associates in enriching the teaching process.

#### **EVIDENCE (E 4.1.):**

1. Table 4.1. of the Analytical Annex to the Self-evaluation (E 4.1.1.)
2. Table 4.2. of the Analytical Annex to the Self-evaluation (E 4.1.2.)
3. Table 1.a of the Analytical Annex to the Self-evaluation (E 4.1.3.)
4. Table 1.b of the Analytical Annex to the Self-evaluation (E 4.1.4.)
5. Decision of the Dean on the Actual Division and Composition of the Teacher Workload in the academic year 2024/2025. (CLASS: 602-03/24-03/21, REG. NO.: 2121-32-01-24-01) (E 4.1.5.)



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

The Faculty regularly develops and continuously improves the Human Resources Management Plan (E 4.2.1.), which is submitted to the University and, upon Senate approval, becomes an integral part of the University Human Resources Management Plan. The plan is not developed once but systematically evaluated and revised based on specific indicators, such as teachers' workload, the needs of study programs, the outcomes of reaccreditation procedures, and the Faculty's projects. The plan includes projections of personnel movements (promotions, retirements, and other deviations), the need for new employment, and the development of new jobs, taking into account strategic goals and the real needs of teaching capacity. It is based on an analysis of the needs of individual departments and study programs, ensuring continuous alignment with the Faculty's development direction.

Recruitment and promotion procedures are carried out in accordance with applicable regulations, with prior approval from the University and the Ministry where necessary, with an emphasis on transparency, objectivity, and international visibility. Program guidelines and planned personnel changes are integrated into long-term planning, ensuring the stability and sustainability of the human resources management system.

The entire process of attracting, applying selection methods, selecting and recruiting, and developing and promoting the Faculty's teaching staff is based on professional, objective, and transparent criteria that promote excellence and are consistently applied. The recruitment processes for new positions follow the prescribed procedure (E 4.2.2.):

- They are initiated by the Faculty Council's decisions on the announcement of a public competition
- All competitions are published in the **Official Gazette**, on the websites of the **University** and the **Faculty**, and on the official website for jobs in the European Research Area (**EURAXESS**)
- To increase the visibility of the competition procedure and attract the best candidates, the Faculty additionally actively promotes competitions for new positions through its official channels on social networks
- The Faculty appoints an expert commission to implement the competition and propose the best candidate, and to ensure objectivity and transparency further, one member of the commission must be from another institution
- The final decision on the selection of candidates, based on the opinion and proposal of the expert commission and depending on the position for which recruitment is being made, is made by the Faculty Council or the competent Scientific Field Committee
- When conducting selection for associate positions, a decision on the institutional mentor for the selected candidate is made simultaneously with the decision on the selection
- The selection is also confirmed by the Grand Chancellor of the Faculty, by awarding a decree on appointment.

The recruitment procedures at the Faculty are strategically focused on development priorities, with new positions being created primarily to support the development of new study programs and the improvement of existing academic fields. The planned new hires approved under the



Program contract align with the Faculty's development priority to expand study programs. The dynamics of recruitment over the last five academic years align with the directives of the national employment policy within the University and reflect a planned, strategic approach to human resources management, with hirings corresponding to the identified development priorities and needs of academic programs.

The procedures for hiring and promoting teachers are carried out in accordance with the provisions of the **AHESA** and the university's **Regulations on the Implementation of the Procedure for Election/Re-Election to Scientific-Teaching, Artistic-Teaching, Teaching, Associate, and Professional Positions** and the **Regulations on the Announcement and Implementation of Public Tenders at the Josip Juraj Strossmayer University of Osijek**. In doing so, the principles of compliance with standards, transparency of the process, and excellence in candidate selection are consistently applied at all stages of the procedure, thus ensuring the functional connection of personnel policy with the development goals of the Faculty.

Although the new **AHESA** has introduced significant changes to the recruitment and promotion procedures for faculty and associates, the existing conditions and criteria remain applicable until the adoption of the new National Criteria, in accordance with the transitional and final provisions of the **Act** (Article 119). This ensures continuity of legal certainty through a transitional regime, whereby appointments and promotions are conducted according to the criteria of the Rectors' Conference and Scientific Area Councils that were in force at the time **the Act** took effect. Within this framework, the evaluation of teaching, research, and professional activities is carried out based on previously established categories, while full alignment with the new legislative framework will be achieved following the adoption of implementing regulations at both national and university levels. Each category has predefined criteria and a scoring system, which provides a necessary framework for transparent evaluation. For example, scientific papers are valued based on publication quality and the category of the venue, teaching engagement is assessed by the quality and volume of instruction, while professional and institutional activities are evaluated based on their contribution to the development of the Faculty and the community. All of these criteria require faculty members to engage in constant scientific research and teaching, as well as continuous publishing

The general conditions that all teachers must meet during evaluation include the appropriate number of teaching hours and a positive student survey score, which takes into account student feedback on teachers' work and activities. Student surveys are important source of information on teachers' teaching quality, and their results are integrated into the evaluation system as a transparent indicator of teaching quality, contributing to the principles of excellence and fairness in the selection and promotion of teachers.

According to relevant legal, university, and faculty regulations, the Faculty selects the best candidates for each position by applying the following procedures:

- For each selection for a position, a special expert commission is appointed to implement the procedure, which, based on the submitted documentation of the applicant, checks the fulfillment of the requirements in the field of scientific and teaching work, evaluates the candidate through a motivational interview, and submits an Opinion with a proposal for the selection of the best candidate who meets the scientific, teaching and professional criteria
- The final decision on the selection of the candidate based on the opinion and proposal of the expert commission and depending on the position for which the recruitment is made, is made by the Faculty Council or the competent Scientific Field Committee.

In addition to the prescribed national minimum requirements for each position, the **Statute** a further canonical requirement is prescribed for appointment to the rank of Full Professor – „Nihil obstat” of the Dicastery for Culture and Education of the Holy See (E 4.2.3.). Furthermore, candidates for the priesthood and religious orders must first obtain the „Nihil obstat” consent to apply for the competition from the competent ordinary.

In addition, the **Regulations on the Implementation of the Election/Re-Election Procedure for Scientific-Teaching, Artistic-Teaching, Teaching, Associate, and Professional Positions at the Josip Juraj Strossmayer University of Osijek** define the criteria for election to associate positions, like those for a particularly successful student.

Procedures for the promotion of teachers to higher positions are based on evaluating excellence and take into account important achievements such as international recognition, the number and category of published scientific papers, mentoring of graduate and specialist theses, participation in projects, in accordance with the Regulations on the Conditions for Election to Scientific Titles („Official Gazette”, No. **28/17, 72/19, 21/21** and **111/22**) and the Decision of the Rectors' Conference on the necessary conditions for the assessment of teaching and scientific-professional activities in the procedure for election to scientific-teaching titles („Official Gazette”, No. **106/26, 122/17** and **120/21**).

The assessment of faculty academic engagement at the Faculty is conducted through the systematic tracking of measurable performance indicators across three key dimensions:

1. The scientific work of teachers, reflected in the number and categories of published publications, increased participation in projects, and continuous active participation in symposia, demonstrates the quality and impact of research and their contributions to the academic discipline
2. High-quality teaching, alignment with current teaching trends, and positive student survey ratings demonstrate the effectiveness of knowledge transfer and its contribution to student learning
3. Teachers' engagement outside the academic framework and their active cooperation with institutions in their field indicate high-quality professional work. Various forms of participation in the development of study programs and strategic projects actively shape and improve the institution itself.

When promoting teachers, the applicable national and university standards and regulations are applied. The absence of additional faculty criteria stems from the fact that the National University, Scientific, and Artistic Criteria have not yet been established, to which the additional faculty criteria must be aligned. This currently ensures compliance with the system, transparency in procedures, and equal access for all teachers and candidates, while avoiding potential inequality or discriminatory practices.

#### **EVIDENCE (E 4.2.):**

1. Human Resources Management Plan (E 4.2.1.)
2. Example of Competition Documentation (E 4.2.2.)
3. The Nihil obstat of the Dicastery for Culture and Education of the Holy See (E 4.2.3.)



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

The Faculty systematically manages human resources through two interconnected processes – human resources planning and teacher competence development. Human resources planning is based on the Faculty's strategic development priorities. It includes an analysis of the need for new employment and promotions, aligned with the development of study programs and the strengthening of key academic areas such as catechetics, history, dogmatic theology, and liturgics. The development of teaching competencies is carried out through the guidance of professional development, where recommendations contain clearly defined and measurable performance indicators, such as scientific productivity in the field of theology, quality of teaching, participation in professional and pastoral activities, and contribution to the development of the church and social community.

On an annual basis, the Faculty conducts a planning cycle that includes an analysis of achieved results, identification of development needs within individual theological disciplines, and the definition of priorities for teacher professional development (such as strengthening research in a specific area and developing teaching methods). Priorities are set in accordance with strategic goals, ensuring continuous improvement in teachers' competencies and their alignment with the mission and development of the Faculty.

The Faculty ensures clarity, transparency, and consistency of the criteria for promoting and rewarding by fully operationalizing them at the institutional level. The criteria for election and promotion to scientific-teaching, teaching, and associate positions are defined in accordance with applicable regulations and further elaborated by internal acts at the university and faculty levels through pre-determined evaluation elements, their relative weights, and minimum success thresholds. The application of the criteria is ensured through standardized evaluation forms and uniform working procedures of commissions.

The promotion and rewarding procedures are clearly separated but functionally linked. Promotion is based on the formal-legal framework and prescribed conditions for election to higher positions, while rewarding is implemented as an institutional mechanism for encouraging excellence, with separately defined criteria and procedures.

In 2024, the Faculty adopted new **Regulations on Awards and Recognitions**, for awarding teachers for exceptional achievements in scientific research work, for excellence in teaching, for a successful young scientist, and a charter for exceptional contribution to the improvement of scientific, teaching, and professional activities and the promotion of the reputation of the Faculty in the country and abroad. The evaluation elements are, for example, the number and type of papers published in A1 journals or journals referenced in the WoS or SCOPUS database, h-index, number of Q1 and Q2 papers, number of approved projects, training abroad, mentoring of graduation, specialist and doctoral theses at the Faculty and other faculties, introduction of new courses, organization of international conferences, membership in journal editorial boards and others provided for in the aforementioned **Regulations**. All these criteria have the same weight and are evaluated through the total score. In cases where candidates achieve different types of achievements with the same score criteria, the candidate with longer working experience at the Faculty is given priority. Since the introduction of this method of rewarding teachers, an award for excellence in teaching has been awarded (E 4.3.1.), while earlier, also in the observed period, an award for exceptional contri-



bution to science was awarded, according to the then applicable regulations and with the application of equivalent criteria and evaluation by the competent Commission.

In both cases, with promotion criteria and with rewarding criteria, the evaluation of the scientific, teaching, and professional work of teachers is carried out transparently, with criteria and procedures publicly available before the evaluation. The consistency of application is monitored through the continuous practice of the commissions and the comparability of decisions over time. In this way, the Faculty ensures that the criteria are not only formally defined but also applied in a clear, transparent, and uniform manner.

The Faculty has established a functionally defined institutional structure to support the professional and career development of teachers, including management, advisory, and operational levels. At the management level, competent commissions, such as the **Committee for Teaching and Students** and the **Commission for Ensuring and Improving the Quality of Higher Education**, carry out procedures for monitoring and evaluating teachers' work, analyze results, and propose measures for improvement and professional development. Support for teachers is also provided through a mentoring system (especially for associates) that includes monitoring teaching, support in developing a scientific career, encouraging participation in scientific projects, and administrative support in applying for projects and mobility. On an individual level, faculty career development is monitored through annual performance analyses.

While the Faculty is working towards the formalization of a system of annual development plans, current support is provided through advisory consultations with the Faculty management and mentorship within the departments. Within these processes, faculty members receive guidance for further professional development, the selection of specific training programs, or involvement in research projects, ensuring that individual goals are aligned with the strategic needs of the Faculty.

The Faculty further encourages professional development through specific measures, including financial and administrative support. Thus, a special **decision of the Faculty Council** of June 2, 2025, defined the promotion of excellence in the scientific activity of teachers in terms of financial support for preparing and managing scientific projects, publishing papers, participation in conferences, organizing events, obtaining literature, translations, membership fees, popularization, and professional development and learning foreign languages, specialized digital tools, and outgoing mobility. Each teacher is entitled to a fixed part of the remuneration, which is the same for all teachers who meet the basic requirements, and to a variable part that is distributed based on the scoring system for scientific activities, taking into account the results and activities listed in the Summary Overview of the Content of Teachers' Reports on Teaching, Scientific and Research Work by Individual Years (E 4.3.2.).

The professional development of teachers is planned and implemented by including teachers in project activities of various projects - Mediation and the spiritual dimension of reconciliation: models of encounter and building trust (**PAXMED**) and the project Moral distress and compassion fatigue of palliative caregivers (**DSMPal**); participation in international and domestic scientific and professional conferences and workshops with the aim of additional encouragement of employees for scientific training and increased levels of mobility (**Erasmus Info Day**); study visits to foreign institutions (**Mostar, Belgrade**); online education programs and various other forms of training; which is visible in the Summary Overview of the Content of Teachers' Reports on Teaching, Scientific and Research Work by Individual Years (E 4.3.2.).

The Faculty actively encourages and provides opportunities for the continuous development of teacher competencies through the planning, implementation, and evaluation of professional development. The Faculty defines the development of teacher competencies through its devel-



opment strategy and annual work plans, aligning with the needs of study programs and identifying development needs through analysis of student surveys and reports on teaching implementation. Strategically focused development covers several areas:

- improvement of scientific and professional competencies through participation in scientific projects and publications to integrate research results into teaching
- improvement of teaching competencies through the evaluation of learning outcomes and digital competencies
- improvement of pastoral and communication competencies through training for work in parish communities and advisory work
- improvement of pedagogical and psychological competencies through a mentoring system, guiding graduation theses, and monitoring students' professional development.

Support is provided through the regular organization of lectures and professional conferences, encouraging participation in external professional and scientific events, and providing training literature. For training, additional education, and work on new scientific and research projects, teachers can also use a free study year (Sabbatical), which opportunity two teachers have used in the last five-year period (E 4.3.3.).

The effectiveness of competency development is monitored through an evaluation system that includes monitoring teachers' performance in teaching and research, and gathering feedback from students and teachers. The evaluation results are used to adjust future development plans and to reward initiatives and achievements.

The Faculty ensures a stable, functional digital infrastructure that supports the development and application of teachers' digital competencies. Classrooms have computer equipment (computers, projectors, internet access), enabled access to digital databases and library resources, and available tools for online communication and teaching (MS Teams, Zoom).

The development of digital skills focuses on digital didactics, the application of tools in teaching, and the enhancement of digital scientific literacy. Teachers in the university specialist study program thus use digital tools to prepare teaching materials and conduct online psychotherapy classes.

The Faculty conducts planned digital scientific literacy workshops to train teachers to perform effective database searches and manage literature. The development of digital skills includes organizing training based on identified needs, mutual exchange of teachers' experiences, technical and advisory support in applying digital tools, and encouraging participation in external training. The development of digital competencies is monitored and improved through student surveys, teacher self-assessments, and reports on training participation. This ensures continuous improvement of the quality of teaching and compliance with the needs of higher education.

Data on the level of teacher competencies and thus on the quality of teaching work are collected through the **Unified University Student Survey**, the internal student survey (E 4.3.4.), the Teacher Self-Assessment Survey (E 4.3.5.), the exit survey on the study (E 4.3.6.), as well as individual self-initiated evaluation surveys of subject teachers. Evaluation results are systematically analyzed at the course and study program levels by the **Commission for Ensuring and Improving the Quality of Higher Education**. Based on the analysis, specific development needs and priorities are defined and, if necessary, structured training, a mentoring support system, the exchange of good practices, etc., are planned to implement the acquired knowledge and skills in their work. The effect of the implemented interventions is monitored in the next evaluation cycle, and the results of the re-evaluation are used to confirm their effectiveness and plan new activities.



The results of the Unified University Student Survey represent a significant indicator of student satisfaction and their perception of teaching quality. The average grade of all teachers is on a high level, and the Faculty's grade in relation to other faculties and departments is at the very top. The Faculty's grade is consistently above the University's average, as shown in the Table 4.

Grade for the academic year:	Overall Faculty grade	CFT grade in relation to the University grade	Overall University grade
2023/2024	4.893	↑	4.77
2024/2025	4.800	↑	4.78

**Table 4. Average Faculty teacher grades in relation to the University teacher grades**

The Faculty systematically encourages and supports teacher participation in international mobility programs and collaborative networks as important instruments for the development of teaching, scientific, and institutional capacities. To encourage participation in international exchange programs, the Faculty regularly informs teachers on its website and via e-mail about published competitions for academic mobility, and it holds the **Erasmus Info Day** every year. Teachers are also provided with administrative and organizational support when applying for mobility programs (Erasmus+) and coordinating partner institutions and agreements. Teachers who participate in mobility can adjust their teaching obligations during mobility and have it recognized as part of their workload. In addition, the Faculty provides financial support and covers part of the participation costs for those who join collaborative networks. Through academic support, teachers are encouraged to join international research networks and establish partnerships with theological and related institutions.

The Faculty monitors and analyzes teacher participation through the number of teacher mobilities achieved annually and the number of active international partnerships and agreements. The Faculty currently has 13 Erasmus+ agreements (E 4.3.7.). In addition, it is a partner institution in the CEEPUS network „Systemic Psychological Interventions for Families in Need“. During the evaluated period, three teachers from the Faculty of Theology in Ljubljana completed three incoming mobilities for teaching and professional development, and one study visit to the Faculty, and two teachers from the Faculty completed four outgoing mobilities, two for teaching, one for professional development, and one mobility for teaching and professional development. There is a increase in the number of teachers' mobilities and in the share of teachers involved in international activities, indicating a strengthening of the Faculty's international dimension.

Mobility and international cooperation have a clear developmental function and contribute to improving the teaching process, by implementing a global perspective into the teaching process and incorporating examples from an international context, to developing scientific competencies that bring about networking and increase the visibility and quality of publications, and to strengthening institutional capacities through partnership development. Participation in mobility is evaluated within teachers' professional development, is integrated into reports on work and advancement, and is used as a basis for further planning of competency development.

Teacher participation in international and national competitive projects, in the context of establishing partnerships with various European universities, acquiring project and research experience, and contributing to science and innovation, is an extremely important component of their scientific and research work. The above is monitored and analyzed through the Summary Overview of the Content of Teachers' Reports on Teaching, Scientific and Research Work by Individual Years (E 4.3.2.). The Faculty actively encourages and supports teachers in international and national competitive projects, from planning through application and implementation. The Vice-Dean for



Science and Interfaculty Cooperation plays an important role in this by providing professional and administrative-technical assistance to teachers through informing, educating the faculty administration, and providing advisory support. Non-material motivation systems include the regular promotion of achieved project results through multiple channels, from Faculty Council sessions, e-mail communications, to the official website and social platforms. Material incentives are awarded in accordance with the **Decision on Earmarked Financing of Scientific Activities** and the provisions of the **Regulations on the Generation and Use of Assigned Revenue, Own Revenue, and Non-assigned Donations of the Catholic Faculty of Theology in Đakovo**.

#### **EVIDENCE (E 4.3.):**

1. Faculty Council decisions on awarding teachers (E 4.3.1.)
2. Summary Overview of the Content of Teachers' Reports on Teaching, Scientific and Research Work by Individual Years (E 4.3.2.)
3. Dean's decision on a free academic year (E 4.3.3.)
4. Internal student surveys (E 4.3.4.)
5. Teacher self-assessment (E 4.3.5.)
6. Exit surveys on studies (E 4.3.6.)
7. List of signed Erasmus agreements (E **4.3.7.**)

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

The Faculty carries out its activities at the following location: Petra Preradovića 17, 31 400 Đakovo, Croatia. The Faculty building is located on a cadastral parcel that is part of the Cultural and Historical Unit of the City of Đakovo (registered on the List of Protected Cultural Properties under number Z-2260) and is within the Archaeological Zone of the City of Đakovo (registered on the List of Protected Cultural Properties under number Z-3371) and as such is subject to the provisions of the Act on the Protection and Preservation of Cultural Goods and enjoys the status of a cultural property located within a protected cultural and historical unit (E 4.4.1.).

The campus includes 3 buildings, as shown in the Table 5:

Building identification	Building location	Year of construction	Year of extension or reconstruction	Total space area in m <sup>2</sup>
Faculty administration building (CFT)	Petra Preradovića 17 HR- 31400 Đakovo	1857	1994.	1,536.28
Central Archdiocesan and Faculty Library (CAFL)	Petra Preradovića 17 HR- 31400 Đakovo	1996 - 2005	/	4,298.00
Student Dormitory (SD)	Petra Preradovića 17 HR- 31400 Đakovo	2009 - 2010	/	1,866.66
TOTAL m <sup>2</sup>				7,700.94

**Table 5. Overview of Real Estate in the Đakovo Campus**

The land on which the mini-campus, the Faculty building, and CAFL are located is owned by the Archdiocese of Đakovo-Osijek, one of the founders of the Faculty, and the Faculty uses it pursuant to the Contract on the Lease of Business Premises dated October 1, 2006 (E 4.4.2.).

The construction of the Student Dormitory on the same land is regulated by a special contract between the Ministry, the University, and the Faculty. The investors of the construction were the competent Ministry and the University, as one of the founders of the Faculty. All the above-mentioned premises, both of the Faculty and the CAFL, are used equally for scientific and teaching activities.

The development of the Faculty's infrastructure is planned and implemented to achieve strategic goals in sustainability, teaching quality, and internationalization. In this sense, strategic goals are operationalized through specific investments in energy, spatial, and digital infrastructure. In the past five years, infrastructure investments have improved energy efficiency and the quality of life on the premises. Over the past two years, with the support of the building owner, the Archdiocese of Đakovo-Osijek, and through the implementation of the project **Faith and Identity** - Program for Strengthening the Identity of Croats in the Area of the Belgrade Archdiocese, and the **Bridges of the Spirit** project in cooperation with the Studenci Parish (BiH), **solar power plants** have been installed on the Student Dormitory building and on the Administration building. In addition to the **solar power plant**, inverter air conditioners have been installed in the Administration building, which, together with the existing solar power plant, achieve greater energy efficiency and ensure high-quality teaching and scientific work conditions. At the same time, this



has reduced electricity costs and increased energy sustainability of the Faculty building, with a positive effect on the satisfaction of teachers, students, and administrative staff. In the coming period, the energy renovation of the building is planned through the national Competitiveness and Cohesion Program 2021 - 2027. An Agreement on the preparation of the project and technical documentation for the energy renovation of the building has been concluded, and the work is progressing rapidly. In addition to the above, significant investments were made in videoconferencing equipment in the Bishop Josip Juraj Strossmayer Hall, which hosts not only classes but also scientific symposia, and which resulted in a technically equipped hall for online classes and organized symposia, with the effect of increased availability of classes through the online model and easier inclusion of international partners and lecturers in organized events.

All the above investment measures in solar power plants, air conditioning systems, and videoconferencing equipment represent interrelated measures aimed at increasing energy efficiency, improving working and teaching conditions, and developing modern forms of teaching and international cooperation.

All three buildings on the Đakovo campus have built-in elevators, ensuring access to all areas for persons with disabilities. It is evident that, with the existing infrastructure capacity and previous and planned investments, we are ensuring ideal conditions for conducting higher education and scientific activities within the framework of the set strategic goals.

The Faculty's Administration Building has five lecture rooms on the first floor, three seminar halls in the attic, and the Bishop Josip Juraj Strossmayer Hall. The Table 6 shows the area of the lecture halls mentioned.

Building identification	Lecture hall number or designation	Area (m <sup>2</sup> )	Number of seats for students	Number of hours of use per week	Equipment rating* (1 - 5)	
Administration Building of the Catholic Faculty of Theology in Đakovo	Lecture room no. 1	45.50	50	40	5	
	Lecture room no. 2	57.60	50	40	5	
	Lecture room no. 3	65.35	50	40	5	
	Lecture room no. 4	70.74	50	40	5	
	Lecture room no. 5	55.00	50	40	5	
	Seminar no. 1	41.00	20	10	4	
	Seminar no. 2	48.30	20	10	4	
	Seminar no. 3	48.30	20	10	4	
	Bishop Josip Juraj Strossmayer Hall		135.80	138	20	5
	TOTAL m <sup>2</sup>		567.59	448		

**Table 6. Showing area of lecture spaces**

As shown, the Faculty has 567 m<sup>2</sup> of teaching space and 448 seats, with 141 students currently enrolled. This ensures approximately 4 m<sup>2</sup> of teaching space per student, confirming that spatial capacities do not limit the organization of teaching but rather enable teaching in smaller groups, greater interactivity, and better achievement of learning outcomes.

The ground floor of the building houses the teachers' offices. There are eight offices totaling 163.68 m<sup>2</sup> available for teachers and associates (average office area: 20.46 m<sup>2</sup>). The average area per full-time teacher and associate is 9.09 m<sup>2</sup>. The office space is organized to allow efficient use of space through shared offices and time availability. Such a model ensures an optimal

balance between the rational use of space and the need for quality conditions for teaching preparation, scientific work, and work with students.

Furthermore, on the ground floor, partly on the first floor, and in the attic, there are offices for professional services. Data on the spatial capacities for the work of professional services with the number of employees in them are presented in the Table 7, and indicate the spatial conditions that enable the smooth and efficient performance of administrative and professional tasks, thereby increasing the quality of administrative support and the availability of services to students and teachers.

Dean's Office	Secretary's Office (1)	Department for Personnel and General Affairs - Faculty Archives (1)	Department for Quality Assurance and Improvement (1)	Department for Students and Studies (1)	Department for Financial Operations and Accounting (2)	Department for Publishing (1)	IT Specialist's Office (1)
39.5 m <sup>2</sup>	29.7 m <sup>2</sup>	38.8 m <sup>2</sup>	25.36 m <sup>2</sup>	35.0 m <sup>2</sup>	21.60 m <sup>2</sup>	39.3 m <sup>2</sup>	22.64 m <sup>2</sup>
TOTAL SPACE FOR THE FACULTY PROFESSIONAL SERVICES:							251.90 m <sup>2</sup>

**Table 7. Showing spatial capacities for the work of professional services**

The Faculty's campus includes the **Central Archdiocesan and Faculty Library**, which, together with the libraries of Bishop Strossmayer and B auerlein and the book collections of many priests and parishes, is among the most valuable in eastern Croatia. The Library is located in the courtyard building of the Faculty, which has a total area of 4,298 m<sup>2</sup>, of which the Closed Storage is about 700 m<sup>2</sup>, the Reading Room (+ office area) is 648 m<sup>2</sup>, and the Josip Juraj Strossmayer Memorial Library is 25 m<sup>2</sup>. Library employees have approximately 130 m<sup>2</sup> of office space within the Reading Room for work in the Library and Archives. Such office space for three librarians indicates favorable spatial conditions for performing library and information work.

All rooms used for teaching, namely the lecture rooms and the Bishop Strossmayer Hall, are equipped with teaching equipment, including LCD projectors, projection screens, teaching computers, and a sound system. The teaching desks in all lecture rooms are equipped with computers with internet access and basic equipment for managing presentation content. Seating in the Bishop Josip Juraj Strossmayer Hall is fixed, and in other teaching rooms, seating is adjusted to the needs of teaching, up to the space's maximum capacity. The Bishop Josip Juraj Strossmayer Hall is also equipped with videoconferencing equipment, enabling online and hybrid teaching. The equipment aligns with the needs of the teaching process. It is continually improved, and a plan is in place (E 4.4.3.) to procure additional equipment as teaching methods and technological requirements evolve.

Faculty offices and administrative staff workspaces are equipped with computers, printers, scanners, and other office equipment that provides the technological foundation for the digitalization of administrative and teaching processes. Operational efficiency is derived not merely from the availability of the aforementioned hardware, but from its integration with higher education management systems (e.g., ISVU), enabling rapid data processing and real-time access to information. The Faculty continuously secures financial resources for the maintenance of existing equipment and the procurement of new technology, while regularly updating software licenses to facilitate the use of contemporary analytical and research tools, all in accordance with the needs of the teaching process and institutional development plans. According to Microsoft 365 statistics, the Faculty has 55 active licenses for Windows and MAC platforms and 31 active licenses for



Android and iOS platforms. A total of 86 licenses are active, and the number of users (students/faculty/staff) who have activated these licenses is 55.

The integrated system of technology and infrastructure is not used solely for technical support; it is actively involved in the design and implementation of teaching and scientific research in the field of theology and directly contributes to achieving the intended learning outcomes.

The use of digital platforms for e-learning (e.g., Merlin), tools for collaborative work, data analysis, and interactive teaching, directly supports the development of key student competencies, including analytical thinking, independent research, and digital literacy. Technological solutions enable a variety of teaching and evaluation methods, such as online teaching (MS Teams, Zoom, EduMeet, Google Meet), continuous monitoring of student progress, and active student involvement in the teaching process. In this way, technology and infrastructure directly contribute to achieving the intended learning outcomes and improving the quality of teaching and scientific work. Technological infrastructure enables the recording of grades and the administration of courses, thereby enhancing transparency and efficiency in the teaching process. Communication channels enable the rapid exchange of information between teachers and students, thereby improving the coordination of activities. For instance, the use of the Turnitin system is not merely optional but is a mandatory part of the submission procedure for master's and specialist theses, as regulated by the **Regulation on Master's Theses and Final Exams** and the **Rules and Instructions for the Application and Preparation of Specialist Theses**. Access to relevant databases (such as the ATLA Religion Database with Atlaserials, EBSCO, and the WoS/Scopus databases) is provided via national licenses and the Faculty's IP range, as evidenced by document download statistics in annual library reports (E 4.4.4.). In this way, the integrated system of technology and infrastructure serves not only as technical support but also as an active factor in achieving the educational and scientific goals of theological study.

#### **EVIDENCE (E 4.4.):**

1. Documentation on cultural property (E 4.4.1.)
2. Documentation on ownership of campus real estate (E 4.4.2.)
3. Project Equipment Procurement Plan (E 4.4.3.)
4. Work Reports of the Central Archdiocesan and Faculty Library (E 4.4.4.)



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

**The Central Archdiocesan and Faculty Library** (CAFL) serves as a key infrastructure support for the implementation of study programs and scientific research work of the Faculty. The availability of relevant and current literature, along with well-developed library services and digital resources, directly supports the achievement of learning outcomes and the development of students' and teachers' research competencies.

The Library is located in the courtyard building of the Faculty, which has a total area of 4298 m<sup>2</sup>, of which approximately 700 m<sup>2</sup> is a closed storage, 648 m<sup>2</sup> is a reading room, and 25 m<sup>2</sup> is the Josip Juraj Strossmayer Memorial Library. The work of the Library is regulated by the **Regulations on the Work of the Central Archdiocesan and Faculty Library**.

The organization of space and technical equipment of the Library are aimed at active use by students and teachers. **A reading room** with 60 seats, five computers with Internet and scientific database access, and a wireless network enable students to conduct individual and research work, as well as to prepare seminars, graduation, and specialist theses. Access to **digital sources** and **databases** enables students and teachers to systematically search for relevant literature, which supports an analytical approach and critical evaluation of sources, in accordance with learning outcomes at the course and study program levels. Spatial and technical conditions ensure the continuous availability of library resources that meet user needs.

The ground floor of the building houses the **Bishop Josip Juraj Strossmayer Memorial Library**, which includes books from a wide variety of theological and secular sciences. The most numerous publications are from the fields of theology: dogmatics, biblical sciences, moral and pastoral theology, spiritual worship, liturgics, homiletic literature, canon law, church history, and popular spiritual literature. The books from the secular sciences include: civil law, secular history, sociology, politics, geography, literature, lexicons, and dictionaries. The collection consists of 7,295 volumes of books, brochures, and journals (5143 books and brochures, 2152 journals).

In the building's basement, there are two key storage units – the Closed Storage and the Vault. The Vault houses the **Collection of Old Books and Manuscripts**. This collection represents the most valuable segment of the library, spanning from the very beginnings of printing to rare manuscripts. It is systematically processed and divided into the following key units: RI: Incunabula and early printing. The collection holds 15 incunabula (printed before 1500), which represent the European printed heritage. RII: Croatian rare books (Croatica): Works by Croatian authors, printed in the homeland or abroad, which are of crucial importance for national culture. RIII: Rare foreign books: Valuable editions of European printers that testify to the intellectual connection of the diocese with the cultural centers of the time. As separate and indivisible provenance units, the collection also keeps two exceptionally important libraries: the Library of Bishop Josip Antun Čolnić and the Petrovaradin Library.

The Closed Storage contains the General Collection and thematic collections. This space holds the bulk of the library's treasures, organized for research and professional work.

- the General Collection: An impressive collection of over 110,000 volumes of books and journals in the fields of theology, philosophy, and history



- local Collection: Works of professors and priests of the Đakovo and Srijem Diocese, key to preserving local identity
- Cyclostyle and Script Collection: Materials documenting the history of teaching and internal publishing activities
- Small Print Collection: Ephemeral materials (posters, leaflets, commemorative prints) depicting social life throughout history.

The above-mentioned special collections and rare volumes not only represent cultural heritage but are also actively involved in scientific research. Their systematic processing, protection, digitization, and accessibility allow conducting original research and the development of advanced research competencies, especially at higher levels of study. Direct proof of the scientific evaluation of this material is the International Scientific Symposium on the 150th Anniversary of the „Glasnik/Vjesnik” of the Đakovo-Osijek Archdiocese. Thanks to systematic digitization, this event resulted in the publication of the scientific proceedings „**Gift and Task: Papers of the International Scientific Symposium,**” providing a foundation for further original research.

The Library actively applies modern methods to protect and present heritage through key projects, including Cooperation with **HMML (Hill Museum & Manuscript Library)**. As part of this international project, the most precious manuscripts were digitized, thus ensuring their permanent protection and global accessibility, increasing the visibility of scientific results, and encouraging inclusion in international research trends. Digitization of periodicals: **The project to digitize the Glasnik/Vjesnik** has made this important historical periodical publicly available to all researchers. The Library successfully balances strict storage in basements with modern user access. Participation in digitization projects and cooperation with international institutions enable permanent protection of the material and its global accessibility.

The Library currently has **three employees**: a library technician, a senior librarian who also serves as the Head of the Library, and a library advisor. Library employees, according to the possibilities of their regular work, receive professional education and participate in meetings of the Croatian Library Association, the Society of Librarians of Slavonia and Baranja, the CroList Library Consortium, and workshops and Web seminars organized by the Center for Continuing Professional Development of Librarians in the Republic of Croatia. Library employees are active in various committees and commissions, as well as in the Croatian Library Association. Librarians are administrators in the Dabar and CroRIS systems, as well as in international digital databases and repositories.

Because of the specific nature of the organization and the origin of the library material, the Library has: **the Library Supervisor, the Head of the Library,** and the **Library Committee**. By virtue of their office, the Vice-Dean for Finance and Business Organization is also the Library Supervisor and directly responsible for the Library’s management and business organization. They are appointed to the position of Supervisor by the diocesan bishop of the Đakovo-Osijek Archdiocese. The Head of the Library is directly and regularly responsible for managing professional and user-related issues, as well as the acquisition, processing, and protection of the Library’s collections. In accordance with the **Statute**, the Head of the Library is appointed by the Dean of the Faculty for a period of three years and is confirmed by the Grand Chancellor. The Library’s management and business organization is carried out with the help of the **Library Committee**, which has five members: the Library Supervisor, the Head of the Library, and three Faculty teachers, who are appointed by the Faculty Council for a period of three years on the Dean’s proposal.

The Library systematically monitors its operations through annual activity reports (E 4.3.1.) submitted to **the Library Committee**; once approved, these reports are forwarded to the National and University Library in accordance with statutory requirements. Based on the analysis of achieved results, the Library develops annual work plans (E 4.3.2.) to strategically guide the further development of library services and resources.



The Library is actively used in teaching and research, as reflected in the regular use of the reading room, digital databases, and library materials (E 4.5.3.). By providing access to digital tools and databases and by supporting students and teachers in searching, evaluating, and using scientific sources, the development of information and digital literacy, as well as critical thinking, is encouraged, in accordance with the intended learning outcomes. Data analysis shows that between 2021 and the end of 2025, a total of 175,215 object downloads were recorded from the digital repository. User interest also resulted in 179,109 catalog views and 27,086 views on the Repository itself. Given the specialized nature of the scientific material, these figures represent highly satisfactory results, confirming the resources' high visibility and consistent use (E 4.5.3.).

Students and teachers use library resources as a primary source of literature, whereby the Library directly contributes to the quality of studying and scientific work. The Library is **open** to all students and teaching and non-teaching staff, as well as to external visitors from Monday to Thursday from 8 am to 6 pm and on Fridays from 8 am to 4 pm (on Fridays from 8 am to 8 pm for students of the specialist study of Propaedeutics of Psychotherapy and Theotherapy on lecture days).

It is evident that the Library is not only a support service but an integrated part of the teaching and scientific research system, actively contributing to achieving the intended learning outcomes and developing students' academic competencies.

The Faculty's library collection contains 149,248 volumes of books and journals, including 130,255 volumes of books and 508 Croatian and 389 foreign journal titles, ensuring a broad and relevant literature base for the implementation of study programs and scientific research. In accordance with the Faculty's strategic plan, the library collection is continuously modernized and updated. In the period from 2021 to 2025, 1,207 new books on contemporary theological issues were purchased.

Users also have access to 70 scientific journals, 15 of which are available through subscription, while the remaining 55 titles have been provided through gifts from the Archdiocese of Đakovo-Osijek or individual donations. This procurement structure ensures that students and faculty members have constant insight into recent scientific findings. The acquisition of literature aligns with the needs of study programs, with basic literature provided in multiple copies and partly available in the reading room, ensuring continuous accessibility to students. Thus, the library collection directly supports the achievement of learning outcomes and the development of research competencies.

The library uses the Crolist system for cataloging and managing materials, ensuring easy reference and access to the library collection for users.

CAFL ensures the availability of information and communication technology by providing access to the Internet, computers, **digital catalogs, scientific databases**, and electronic sources. The continuous 24/7 availability of the Eduroam wireless network in the library reading room, along with equipped computer workstations for research and the preparation of seminar papers, reports, essays, and presentations, provides students and faculty with the necessary space and resources for individual and research-oriented work. By using the **online catalog, available databases**, and **repositories**, students and teachers actively use library resources in the preparation of seminars, graduation, and specialist papers, which confirms their functional connection with the teaching process and the achievement of the intended learning outcomes.

Students and teachers can search **catalogs** and **digital collections** using specialized tools, enabling high-quality use of sources and the development of research competencies. Digital collections include electronic books, scientific journals, databases, and digitized historical sources. In addition to technical resources, the library also provides professional support in searching, evaluating, and properly using sources, which contributes to the development of information literacy and academic integrity.



From the above, it is evident that students and teachers have continuous and functional access to digital tools and infrastructure necessary for studying, teaching, and scientific work.

The Library provides its users with access to library materials in printed and electronic formats, including physical collections and available digital sources, directly supporting the implementation of study programs and scientific and research work.

The Library provides users with access to library materials in printed and electronic formats through its own collection, the lending system within the Crolist system, and the **online catalog**, thus allowing users direct access to mandatory and supplementary literature. Cataloged library materials are available for search via the **online catalog**, while part of the collection is in open access. The total number of catalog records is 37,066 volumes of book materials. As of December 31, 2025, 20,557 volumes were on loan, of which 12,860 are in open access. The above indicates the active, continuous use of the library collection by students and teachers. It confirms that the available literature is not only formally provided but also used in teaching and scientific research.

In addition, users are additionally provided with access to electronic scientific and professional sources and **databases** through the national portal e-Izvori (e-Sources), with authentication via the institution's IP address. **Available databases** include, among others, JSTOR, Hrčak, and Dabar, ensuring access to relevant scientific and professional literature. The portal of electronic resources for the Croatian academic and scientific community provides access to national-licensed databases. It is financially supported by the European Social Fund (ESF) through the project Increasing Access to Electronic Sources of Scientific and Professional Information - e-Sources (2016-2021). This allows users expanded, continuous access to relevant international and domestic databases, which supports the quality of teaching and scientific research.

The Library provides several services to support users in using the available resources. The **web-site** provides users with basic information about the library, its holdings and services, and instructions for using resources. The professional staff has created a **Guide for working in the Library**, which includes borrowing rules and conduct guidelines for the reading room, and has organized individual workshops for students to develop information literacy and efficient source searching. In the last five years, 15 workshops have been organized, with the participation of 170 users (E 4.5.3.) Students can also participate in demonstration work in the library, which further encourages active use of resources. In this way, the Library ensures not only the availability of library materials, but also active user support for its effective use in teaching and scientific research.

The Faculty Library has at its disposal resources and services that are functional and focused on supporting teaching and scientific research. Shown availability of relevant literature, workspace, and the high level of expertise, training, and service of library staff allow students and teachers to use sources effectively to achieve study obligations and learning outcomes.

At the beginning of each academic year, workshops are organized for students, especially first-year and specialist students, focused on developing information literacy and training in independent search, evaluation, and use of scientific and professional literature. In this way, the Library directly contributes to the development of students' analytical and research competencies. Cooperation with other libraries, especially through interlibrary borrowing, further expands the availability of literature necessary for study and research. The Library also supports teachers in monitoring the scientific visibility and citation of papers. It collects and processes statistical data on resource use to improve service quality and plan further development.

Since 2021, through the national system and in cooperation with the National and University Library in Zagreb and the Ministry of Science, Education and Youth, the Faculty has access to electronic sources of scientific and professional information. This provides students and teachers with systematic access to relevant international databases used in teaching and scientific research.



Available **databases** include key sources from various scientific fields (e.g. APA PsycInfo; CAB Abstracts; CAS SciFinder Discovery Platform; Evidence-Based Medicine Reviews (EBMR); EconLit; HeinOnline; IEEE / IET Electronic Library (IEL); IOPscience extra; JSTOR Archival and Primary Sources Collection; MathSciNet; RSC Gold Journals; Scopus; Springer Nature Complete Collections, Statista; Web of Science Core Collections, Web of Science Citation Connection, Journal of Highly Cited Data; Wiley Online Library; Britannica Academic Suite; China National Knowledge Infrastructure (CNKI); ProQuest One Academic; ProQuest One Psychology; Sage Journals, Sage Research Methods; Science Direct eBook; Science Direct; Scopus AI; Taylor & Francis Subject Collections; Wiley; Tylor & Francis eBooks) which ensures the availability of recent and relevant scientific literature in accordance with the needs of study programs. The use of these sources enables students to develop research and analytical competencies and critically evaluate scientific information.

Institutional access to a wide range of international citation and bibliographic databases (such as Web of Science, Scopus, ScienceDirect, Wiley, and Taylor & Francis) is not only an infrastructural resource but a fundamental functional support for scientific and teaching staff. The total number of available full-text electronic journals is 35,289. Of these, 11,933 titles are provided through the national license subscription (NSK), while 23,356 titles are available in open access (572 titles from the Hrčak portal and 22,784 titles indexed in the DOAJ database) (E 4.5.3.). The continuous availability of these sources enables the direct integration of recent scientific knowledge into teaching materials and syllabi, ensuring that study programs align with current global trends.

The actual use of these resources is reflected in the increased number of references to subscribed sources in students' final and graduation theses, as well as in the scientific productivity of teachers whose works are indexed in these databases. In addition to traditional literature searches, the integration of advanced tools such as Scopus AI into the research process establishes the infrastructural prerequisites for a more systematic literature review and the identification of contemporary scientific trends. Consequently, these tools serve as a support for researchers in enhancing the methodological quality of their work, which directly contributes to the quality and competitiveness of the Faculty's scientific projects.

The Faculty's digital repository enables permanent storage and open access to graduation theses, scientific and professional papers, and teaching materials. This ensures the visibility and accessibility of the results of scientific and research work and their application in teaching.

#### **EVIDENCE (E 4.5.):**

1. SNFK Annual Activity Reports 2021-2025 (E 4.5.1.)
2. SNFK Annual Work Plans 2021.-2025. (E 4.5.2.)
3. Statistical indicators of library online catalogue usage and the digital repository in the Dabar system (E 4.5.3.)
4. Table 4.7 of the Analytical Annex to the Self-evaluation (E 4.5.4.)



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

The Faculty provides the necessary financial resources to conduct teaching, scientific, and professional activities, thus enabling the continuous and high-quality implementation of study programs, the development of scientific and research work, and the implementation of professional activities. The financial system, in compliance with national, university, and faculty financial regulations, enables the Faculty to operate in a stable, transparent, and responsible manner. Funds for the Faculty's operations are provided by the State Budget of the Republic of Croatia, as well as other sources of financing, such as projects and cooperation with ecclesiastical and social institutions, which further strengthen the stability and sustainability of the system. Through secured budgetary sources, the obligation of planned financial management, clearly defined procedures for spending funds, and a control and reporting system, conditions for the continuous and high-quality implementation of teaching, scientific, and professional activities are ensured.

The financial operations of the Faculty are aimed at creating conditions for the long-term execution of educational and scientific tasks and at ensuring the material and other rights of employees. The Faculty provides and directs financial resources through planned, strategically based processes, with funds distributed in accordance with the priorities of the development of scientific, teaching, and professional activities.

Regarding teaching activities, investments are made in developing modern teaching methods (e.g., videoconference rooms), acquiring digital tools (e.g., licenses), and ensuring the availability of relevant theological and psychotherapeutic literature. Special emphasis is placed on ensuring quality conditions for professional practice, including cooperation with external institutions where students develop counseling competencies, as well as engaging external associates to ensure the quality of the teaching process.

In the scientific segment, funds are directed to encouraging research in theology, spirituality, and integrative approaches to psychotherapy, including teachers' participation in scientific conferences, publication of papers, publication of books, and implementation of projects.

To plan, manage and control financial resources and ensure their efficient and purposeful use in accordance with strategic goals, the Faculty annually adopts a **financial plan** for the next three-year period, i.e. for the next year with projections for another two years, which contains planned revenue and expenses for performing higher education and professional activities for the three years, as well as planned revenue and expenses for performing scientific and professional activities. An integral part of this document is also the **explanations of the financial plan**, which provide a specific link to the strategic goals and indicators of the plan's achievement.

In the general part of the financial plan, revenue is forecast by source (state budget funds, tuition fees, project revenue, donations and cooperation with institutions, and other own revenue). The expenses are planned simultaneously (employee salaries, teaching, scientific and research activities, professional practice and cooperation, and maintenance of premises and infrastructure), thus ensuring the functioning and development of the studies. A special part of the financial plan contains the distribution of planned revenue and expenses by programs, activities, and sources. This clearly defined financial plan structure enables efficient planning, distribution, and control

of revenue and expenses for teaching, scientific, and professional activities, ensuring the purposeful use of financial resources and compliance with strategic goals.

The financial plan is adopted for a period of three years; therefore, it is a long-term plan to develop and ensure financial stability and the continuity of high-quality teaching, science, and professional work. As an important tool for managing financial resources, it also enables the implementation of administrative functions, such as investment decision-making, cost rationalization, and the determination of priority activities.

The long-term financial plan directly supports the Faculty's developmental goals through the dedicated allocation of funds. The impact of this plan is evident in the specific investments and developmental measures implemented over the past five-year period, such as:

- The development of the new university specialist study program, 'Propedeutics of Psychotherapy and Theotherapy'
- Investment in personnel and equipment through the systematic co-financing of faculty members' scientific professional development and the modernization of the Faculty's teaching facilities (video-conferencing hall).

At the beginning of this academic year, the Josip Juraj Strossmayer University of Osijek and the Ministry of Science, Education and Youth signed a four-year Program Contract, valid from the academic year 2025/2026 to the end of the academic year 2028/2029 (E 4.6.1.). It provides financial resources for the basic, development, and implementation components of all University of Osijek components, including the Faculty.

The largest part of the Faculty's financial resources comes from tuition fee subsidies from the competent Ministry, as well as tuition fees paid by part-time students of the university specialist study. In addition, the Faculty generates financial resources through co-financing of science (based on program contract indicators), income from lifelong learning programs, and other sources (donations). Thanks to scientific projects, the Faculty can strengthen scientific excellence through additional participation in conferences, journal publications, and infrastructure upgrades. Historically, The Faculty maintains a continuous practice of generating its own revenue, which is reinvested into the development of the institution. The above sources of financing - the program contract as the main and stable framework, along with tuition fees and other sources - ensure the continuous and sustainable implementation of the Faculty's study programs and enable the continuous improvement of teaching, scientific, and professional activities.

The Faculty's total annual revenues in 2025 amounted to EUR 1,983,923.19, an increase of 10.17% compared to the previous year. Revenues from the Ministry of Science, Education and Youth and the Josip Juraj Strossmayer University of Osijek amounted to EUR 1,772,119.59, which is 7.08% more than in the previous year and represents 89.32% of total revenues. Own revenues amounted to EUR 17,677.74 or 0.89% of total revenues. The increase in revenues from the competent Ministry and the University is due to higher allotments for salaries, transportation, and employee material rights. The increase in salaries is due to **the Regulation on Job Titles, Conditions for Positioning, and Coefficients for Calculating Salaries in Public Services**, which took effect in March 2024.

The total annual expenses of the Faculty in 2025 amounted to EUR 2,108,796.86, which is an increase of 19.95% compared to the previous year. Approximately 87.49% of operating expenses are employee-related. The Faculty's own funds are used to implement incentive rewards for jobs that represent additional employee activities and jobs that generate personal revenue. Material costs in 2025 amounted to EUR 263,819.20, which is 12.51% of total expenses. The efficiency of spending financial resources is reflected in the connection between invested



funds and achieved results, with funds being directed to key activities of the Faculty, such as increasing scientific production, ensuring professional practice, and improving the quality of teaching. Internal control systems ensure that funds are managed rationally and responsibly, and that obligations are settled regularly, which ultimately confirms the efficiency and stability of the financial system.

Table 8 shows the trend in revenues and expenses over a five-year period:

	2021	2022	2023	2024	2025
Revenue in EUR	1,1364,488.17	1,226,393.74	1,469,689.46	1,800,842.90	1,983,923.19
Expenses in EUR	1,170,448.22	1,301,806.90	1,469,445.51	1,758,044.41	2,108,796.86
Difference in EUR	-33,960.06	-75,413.16	243.95	42,798.49	-124,873.67

**Table 8. Revenues and expenses in the observed five-year period**

The negative operating result in 2025 is due to the application of the new **Ordinance on Budget Accounting and Accounting Plan**, under which sub-group 193 is abolished in 2025, and the salaries for December 2024 and December 2025 are recorded as expenses for that year. Although a negative result was achieved in year 2025, the fact is that it is a consequence of external factors, primarily regulatory changes and increased expenses for employees, and not structural financial instability. Financial sustainability and efficiency are confirmed through the continuity of all teaching and research processes, with no recorded reductions or delays in activities due to financial constraints during the period under review. Effective resource management has enabled the uninterrupted delivery of study programs, even in conditions of increased material costs, whereby all obligations toward students, employees, and external associates were fulfilled timely and in full. Such a level of liquidity and solvency represents a concrete indicator of sustainability, enabling further strategic development without compromising core activities.

From the data in Table 8, it is evident that revenue has been steadily increasing, with significant increases in 2024 and 2025. The main source of revenue is the competent Ministry, which ensures high stability and predictability of financing, because the low share of own revenue arises from the specific activity and institutional framework in which the Faculty operates.

While public funds cover basic costs, own-source funds are specifically directed toward the developmental segment. The expenditure structure of these own-source funds over the past period clearly demonstrates a focus on strengthening human resources:

- Scientific Professional Development: Co-financing the costs of participating in international scientific conferences (registration fees and travel expenses)
- Support for Publications: Covering the costs of scientific publications
- Awards for Excellence: Incentives for faculty members with exceptional scientific results.

According to the principle of fair allocation, where limited resources are rationally and purposefully directed towards professional development, education, business trips, necessary literature for the library, and field study, i.e., the organization of student study trips and external cooperation, measurable results and added value are achieved, leading to better teaching conditions and additional strengthening of teachers' competencies.

Transparent, lawful, efficient, and purposeful management of financial resources is evident in **financial plans**, their realization and implementation, and in **reports on their execution**, which provide insight into the structure of revenue and expenses, financial results, assets and liabilities, and the execution of the financial plan. Based on the aforementioned data, published on the **Faculty's website**, it is possible to evaluate the stability and efficiency of operations.

Financial management begins with the planning phase, in which the sources of revenue and the distribution of funds are defined through the **financial plan** and the **public procurement plan** in accordance with the strategic goals and the legal framework. They are publicly available, ensuring the transparency of the planned spending of funds.

In the implementation phase, controlled and purposeful use of funds is ensured through clearly defined approval procedures, an internal financial management system, and digitized processes that enable the efficiency and timeliness of financial activities. Financial efficiency is reflected not only in the high level of implementation of planned activities but primarily in cost rationalization and resource optimization. By regularly monitoring deviations from the plan and applying the principle of economy, the Faculty ensures that planned activities are carried out with maximum utilization of available funds, thereby confirming a high level of fiscal responsibility and discipline. For example, an internal online system governs the process for submitting requests for payment of earmarked funding for science, in accordance with the **Decision on Earmarked Funding for Scientific Activities at the Catholic Faculty of Theology in Đakovo. The Service for Financial Operations and Accounting** has been digitalized using an accounting software tool. All payments are made via bank transactions and, in the vast majority of cases (except for transactions that are exempt from the obligation to pay in this way), using the e-račun (e-invoice) system, which achieves operational efficiency and thus ensures cost control, timeliness of execution, and rational distribution of funds.

Monitoring and evaluation of financial management is carried out by applying and complying with legislation and subordinate legislation that ensure transparency and control of operations through:

- a system of regular public **semi-annual** and **annual** reports on budget execution and financial reporting plan
- **public disclosure of data on the monthly spending of funds**
- fiscal accountability mechanisms that confirm the legal, earmarked, and purposeful use of funds and the efficient and effective functioning of the financial management and control system (E 4.6.2.)

The established financial management system, based on prescribed planning and reporting procedures, ensures the compliance of operations with legal frameworks and internal regulations. Continuous monitoring of the financial plan's execution enables the timely identification of risks and the adjustment of expenditures, which directly contributes to operational stability. Although the majority of revenue is based on budget funds, the digitalization of processes and the focus on cost rationalization create the prerequisites for long-term operational sustainability and the uninterrupted delivery of study programs.

Additional sources of financing for the Faculty include scientific research projects, tuition fees from the specialist study, lifelong learning programs, and donations. The Faculty uses these sources to develop and improve its core activities and does not rely solely on budgetary funds for material costs. Approximately 89.32% of the annual revenue is received from the competent Ministry, while the remaining 10.68% come from the above-mentioned additional sources of financing. The above-mentioned share, although smaller than the budget funds, represents a key development segment of financing because it enables investments in innovation, scientific research, and improvements to the teaching process, all of which directly contribute to achieving the Faculty's strategic goals. In the past five-year period, the Faculty has secured additional financing of EUR 159,269.07 through scientific research projects. The use of funds from scientific research projects is defined in the Project Implementation Agreement (E 4.6.3.), and these funds are primarily intended for the purchase of equipment and similar development-related costs.



Through cooperation with various stakeholders, primarily the Archdiocese of Đakovo-Osijek, and through other donations, including donations from the Josip Juraj Strossmayer University of Osijek, the Faculty also generates additional revenue that is invested in the development of scientific and teaching processes and infrastructure.

Over the past five-year developmental period, the Faculty has systematically invested funds from additional sources into the advancement of scientific and teaching processes, in accordance with the priorities defined by the Faculty's Development Strategy. Total investments were directed toward the following activities:

- the launching and implementation of a new study program
- increasing scientific visibility by co-financing the organization of 41 scientific and professional conferences and by publishing 12 scientific publications
- modernizing IT infrastructure
- increasing the number of outgoing staff mobilities

The aforementioned activities resulted in increased scientific production, greater visibility of research results through participation in scientific conferences and publication of papers, and strengthened international cooperation, all of which directly contributed to the Faculty's recognition and reputation in the academic community.

Total infrastructure investments over the last five-year period amounted to 70,859.20 EUR. The investments included:

- The procurement of video-conferencing and computer equipment valued at 19,485.31 EUR, thereby enhancing the teaching process
- Capital maintenance of the building, including the installation of solar power plants and air conditioning, in the amount of 40,133.39 EUR, which ensured energy-efficient working conditions
- The continuous procurement of library literature with an invested amount of 11,240.50 EUR, directly improving the quality of study.

#### **EVIDENCE (E 4.6.):**

1. Program Contract (E 4.6.1.)
2. Fiscal Responsibility Questionnaires (E 4.6.2.)
3. Research Project Agreements (E 4.6.3.)

V.

SCIENTIFIC/ ARTISTIC  
AND PROFESSIONAL ACTIVITY



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

The Faculty bases its scientific work on original ideas and an original scientific approach, which is clearly emphasized in the **Strategic Program for Scientific Research 2021-2026**. From the outset, the goals and mission emphasize that scientific research is focused on developing original ideas and their relevance to the contemporary academic and social context. The **Strategic Program for Scientific Research** places special emphasis on an interdisciplinary and multidisciplinary approach, achieved by integrating fundamental areas with other scientific disciplines in which the Faculty teachers work, thereby further strengthening the scientific excellence of the topics and areas of scientific activity.

The Faculty bases its scientific work on developing new interpretations of theological and philosophical sources and applying them to contemporary social and ethical issues (E 5.1.8.). The originality of the scientific approach is reflected in the research work of the teachers who, starting from the fundamental sources of the discipline, develop new interpretations, conceptual frameworks, and research questions and place them in the broader context of contemporary scientific discussions. Special emphasis is placed on an interdisciplinary approach that connects theology and philosophy with other scientific fields, opening up additional research perspectives and deepening understanding of complex social and ethical phenomena.

In this way, scientific work does not remain at the level of reproducing existing knowledge, but contributes to its interpretation, elaboration, and actualization. Teachers' research results are visible in scientific publications and research activities, and their value is also reflected in their potential for application in social and pastoral contexts. This establishes a connection between scientific research and its broader social relevance, without violating scientific autonomy. Such a research approach is also reflected in the teaching process, in which students are encouraged to read sources analytically, compare different theoretical approaches, and develop argumentative and critical thinking skills. Teaching is not reduced to the transfer of existing content; it includes active reflection and interpretation, which introduce students to the basic patterns of scientific work. Often, the specific outcomes of individual courses are articulated in a way that their realization is also enabled by the use of interconfessional and interreligious literature, as stated in the course descriptions. This demonstrates teachers' openness to a broader horizon of knowledge, not exclusively tied to Catholic authority, although it is certainly necessary.

The Faculty fosters a culture of scientific excellence, aiming to achieve a high level in the number and quality of scientific works by teachers. Teachers' publications are published in scientific journals and presented at conferences that assess the originality and significance of the research.

The majority of teachers at the Faculty are elected in the field of humanities; therefore, works published in scientific journals included in the Scopus and Web of Science databases constitute the highest category in accordance with the **Regulations on the Conditions for Election to Scientific Titles**. In the past five years, a total of 84 scientific papers by Faculty teachers have been published in scientific journals, of which 59 are represented in relevant scientific databases, and 25 were published in other scientific journals. 25 papers resulted from collaborations with teachers outside the home institution, and 2 papers with foreign teachers. Out of 84 scientific papers, 72 are open access.

Teachers regularly present their work at international conferences, where they not only showcase their research but also strengthen scientific cooperation and foster dialogue within their disciplines. In total, 199 papers have been presented at scientific conferences in the past five

years: 125 at international, 21 at meetings with international participation, and 53 at domestic scientific conferences.

Data on the total number and quality of published papers by Faculty teachers are shown in Table 5.1. of the Analytical Annex to the Self-evaluation (E 5.1.1.), and in the internal records from the submitted teacher reports (E 5.1.2.), which are an integral part of the Report on the Implementation of the Strategic Program of Scientific Research (E 5.1.3.).

The results of the scientific research work of the Faculty's teachers and associates are reflected in measurable contributions to the development of the scientific disciplines in which they work, especially in theology, philosophy, and history. This contribution is evident through bibliometric indicators, especially through continuous citations and their involvement in further research, which confirm their relevance in the scientific community. In the period from 2021 to 2025, publications by faculty members indexed in the Web of Science (WoS) and Scopus databases achieved a citation count exceeding the values from the previous five-year period, with an h-index that stands above the national average for the humanities. This trend points to growing international visibility and impact, which has been detailed, quantified, and compared in Tables 9 i 10, based on data from the Reports on the Implementation of the Strategic Research Program in 2025 (E 5.1.3.). Total bibliometric indicators are presented in Table 5.1 of the Analytical Annex to the Self-Analysis (E 5.1.1.).

	2021	2022	2023	2024	2025
WoSCC	8	3	4	4	4
Scopus	9	16	13	18	14

**Table 9. Showing the number of indexed publications in the WoS and SCOPUS databases**

-	Number of papers	Number of citations	h-index
WoSCC (2021-2025)	23	9	2
Scopus (2021-2025)	70	19	2

**Table 10. Showing indexation, citations, and number of papers by year**

The contribution to the development of scientific disciplines is also reflected in the international visibility of research, as evidenced by the continuous presence of papers in relevant databases, in which the Faculty actively participates in shaping scientific discourse at the national and international levels. Additionally, the quality and impact of scientific work are confirmed through the recognitions and awards received. For example, Professor Emeritus of the Faculty, Prof. Pero Aračić, PhD, was awarded the Lifetime Achievement Plaque for his lasting contribution to scientific and teaching activities (E 5.1.4.), and assistant Petra Plantosar was awarded for **the best work of young historians in the field of history of Slavonia, Srijem, and Baranja**. The above awards indicate the continuous scientific excellence of the Faculty's employees and their contribution to the development of scientific disciplines and the broader scientific and social context.

The Faculty achieves continuous, qualitatively relevant scientific work, especially through publications in primary channels of scientific communication, primarily in peer-reviewed journals. In the period 2021-2025, a total of 84 papers were published in scientific journals, of which 59 (70%) were indexed in relevant international databases. Such a share of papers in internationally indexed journals indicates a stable presence of the Faculty's scientific work in publication channels that use peer review, ensuring selection and international visibility. The remaining papers were published in peer-reviewed journals evaluated according to national criteria, ensuring their scientific and professional relevance within the discipline. Publications of scientific books and book chapters, as well as papers in proceedings, further confirm the breadth of scien-



tific work. Still, the primary contribution to scientific communication is made through journal publications. Based on the above indicators, it can be concluded that the Faculty achieves a satisfactory scope and appropriate structure of scientific work in primary channels of scientific communication, with a continuous presence in internationally relevant publishing platforms.

The Faculty achieves continuous participation in scientific conferences through the presentation of research results and the publication of papers. In the period 2021-2025, the Faculty's teachers participated in 199 international and domestic scientific conferences, with 29 papers published in peer-reviewed conference proceedings. The relationship between the total number of participations and the number of published papers shows that conference activity is not limited to presentations; in fact, a significant portion of it results in peer-reviewed publications. Published papers are a key indicator of the quality and measurable impact of conference participation. The conferences at which papers are presented include international participants and include a selection process for submitted presentations, indicating that the research results are presented in the context of expert evaluation and broader academic relevance. Based on the above indicators, it can be concluded that the Faculty achieves a satisfactory level of participation in scientific conferences, with papers published in peer-reviewed proceedings serving as key evidence of meeting the indicators.

Compared to the previous period, the number of project applications, teacher participation in projects, and total project activity have increased, in line with recommendations from **the previous reaccreditation cycle**.

In the period 2021-2025, the Faculty increased its involvement in projects awarded through competitive procedures, especially through participation in projects funded by national and European sources. Within the framework of the Program Contract, two institutional research projects were contracted - ***Mediation and the Spiritual Dimension of Reconciliation: Frameworks of Encounter and Trust-Building (PAXMED)*** and ***Moral Distress and Compassion Fatigue among Palliative Caregivers (DSMPaI)*** - with a total value of EUR155,951.00, financed from the National Recovery and Resilience Plan 2021-2026.

Additionally, the Faculty participated in projects financed from the European Union's cross-border cooperation program (***Faith and Identity, Bridges of the Spirit I*** and ***II***), totaling EUR 114,601.54, of which EUR 62,833.82 was secured for the Faculty. The projects are awarded through public calls and involve a competitive selection process.

In addition, the research project ***SEED – 21<sup>st</sup> Century Slavonia: Educational and Ethical Models for Sustainable Democracy in the Digital Age***, which the Faculty submitted to the Croatian Science Foundation's call for proposals (HRZZ IP 2024 and 2025), successfully passed the review procedure on both occasions, but due to limited financial resources of the HRZZ, it was not approved for financing (E 5.1.5.). This data indicates the Faculty's ability to prepare competitive project applications that meet the criteria for national scientific evaluation.

The Program Contract also envisaged establishing an advisor position for project work, but due to employment restrictions in public services, the position was not approved. Consequently, the activities of preparing, applying for, and implementing projects are largely taken over by the Faculty's teachers, confirming the ability to carry out projects despite limited administrative capacity.

In addition to competitive projects, the Faculty has also participated in several professional and institutional projects (e.g., in the fields of **social services, digitalization**, and the **prevention of human trafficking**), which contribute to the application of scientific knowledge and to the social relevance of the Faculty's work. Based on the above indicators, it can be concluded that the Faculty achieves a satisfactory level of involvement in competitive projects, with a visible trend of growth in project activity and strengthening of project capacities. Data on individual teachers' involvement in projects are listed in Table 4.3 of the Analytical Annex to the Self-evaluation (**E 5.1.6.**).



The Faculty regularly organizes scientific conferences at the national and international levels, thereby promoting the presentation of research results and the development of scientific cooperation. In the period 2021-2025, the Faculty organized a total of 41 conferences, of which 28 were scientific and 13 were scientific-professional. Among the scientific conferences, 16 were international, and 18 additional scientific lectures were organized. The Faculty also participated as a co-organizer in 23 conferences (10 scientific and 13 scientific-professional). The international character of the conferences is reflected in the participation of scientists from various countries (e.g., the United States of America, Germany, Italy, Slovenia, Serbia, and Bosnia and Herzegovina) and in the inclusion of participants from other universities and scientific institutions. This means that the conferences go beyond the institutional framework and include the broader scientific community. The quality and recognition of the conferences are additionally ensured through an organizational structure that includes program and organizational committees composed of domestic and international experts (E 5.1.11.), as well as through defined organizational procedures adopted by the Faculty Council (E 5.1.12.). Scientific results presented at the conferences are published in proceedings, with 6 proceedings published in the last five years. Papers undergo double anonymous peer review, which ensures the scientific quality and credibility of the published contributions.

The Faculty has appropriate infrastructure for organizing conferences, including technically equipped halls that support hybrid formats. In addition, simultaneous translation is provided at scientific conferences to enable direct, effective communication among participants with different language backgrounds. This contributes to greater accessibility and comprehensibility of the presented content, which increases the quality of scientific communication and the international visibility of the conference. Based on the above indicators, it can be concluded that the Faculty continuously organizes scientific conferences that bring together national and international participants and lead to peer-reviewed publications, thereby achieving recognition in the wider scientific community.

Faculty teachers participate in the work of editorial boards of numerous scientific and professional journals, in various roles, from editors-in-chief to members of editorial and scientific (advisory) councils, and as editors of individual thematic issues. This enables monitoring of contemporary research trends and networking with relevant scientific communities, thereby enhancing the academic reputation of the institution. Data on teachers' participation in the editorial boards of scientific journals over the last five-year period are presented in Table 5.8 of the Analytical Annex to the Self-evaluation (E 5.1.7).

According to the Report on the Implementation of the Strategic Program of Scientific Research for 2025, during 2025 (E 5.1.3.), 13 teachers participated in the work of the editorial and scientific councils of journals - seven scientific, one professional, and one international review. Of these, nine teachers have a total of 13 memberships in the editorial boards of journals - four scientific, one professional, and one international review. Five teachers have seven memberships in the scientific councils of four scientific journals. Four teachers hold the position of editor-in-chief in two scientific, one professional journal, and one international review.

The Faculty has an organized publishing program and publishes scientific works that are nationally and internationally significant and recognized. The Faculty publishes the scientific journal ***Diacovensia - Teološki prilozi*** (Theological Contributions) four times a year. In 2017, the journal was included in the list of the most valuable journals in the Republic of Croatia in the field of humanities (a1). After an extensive evaluation in 2017, *Diacovensia* was accepted into the **Scopus database**, and since then, the Journal's issues have been successfully indexed in it, one of the most famous bibliographic and citation databases that indexes journals, book series, and conference proceedings from all fields of science and includes sources from all over the world, as confirmed by more than 102.6 million records, 29,100 active journals, 7,000 publishers, and 2.6 billion cited references since 1970. Since February 2018, the Journal has been indexed in the Directory of Open Access Journals (DOAJ) database, and since October 2018 in the Central and



Eastern European Library (CEEOL) database. Since November 2023, the Journal has been included in the international Index Copernicus database, achieving a very high score in the evaluation. In 2025, the Journal was again submitted to the evaluation process in the Web of Science (WoS) database, and this process is still ongoing.

After falling by one quartile in 2021, the journal *Diacovesnia - Teološki prilozi* was again in quartile 2 (Q2) in 2022, according to Scimago Journal & Country Rank (more about it [here](#)). These data were published in 2023 for 2022. According to the aforementioned ranking list, the journal *Diacovesnia - Teološki prilozi* in the field of Arts and Humanities, in the category of Religious Studies, was the third journal in Croatia that year overall and the second published by a theological institute. More about it [here](#). *Diacovesnia - Teološki prilozi*, according to the Scimago Journal & Country Rank for 2023, was again, for the second year in a row, in quartile 2 (Q2) (more about it [here](#)). These data are a clear indicator of the Journal's quality at the international level, given the importance of this ranking list.

Since 2018, the journal *Diacovesnia - Teološki prilozi* has been a member of Crossref through the Croatian DOI Office, and since then, DOI has been assigned to digital objects - the title and all articles within the Journal. This permanently archives, in digital form, all categorized articles published in the Journal since 2018 on the authorized server of the National and University Library in Zagreb. By permanently storing the papers in this way, the Journal has begun to implement another international standard adopted by all relevant scientific journals worldwide.

The Journal publishes original scientific papers, preliminary communications, and review papers in the field of the humanities and related disciplines, and all papers undergo double-anonymous peer review. The Journal publishes papers in Croatian, English, German, French, Italian, and Spanish. All papers published in the Journal are available on the portal of Croatian Scientific Journals *Hrčak*, and the Journal is, among others, indexed in the Central and Eastern European Online Library (CEEOL) and the Directory of Open Access Journals (DOAJ), where metadata with links to full texts are available. Since issue 32 (2024)<sup>1</sup>, the Journal has also published articles in *Hrčak* in XML format, enabling cooperation with the reputable EBSCO database.

The Journal conducts a double-anonymous peer review process, primarily through external peer review. The share of external reviews shows almost constant year-over-year growth, and in the last reporting period (2025), it amounted to 82%, of which 16% were foreign reviews.

According to all parameters, for 7 years, *Diacovesnia* has met all requirements and, in practice, functions as a journal with so-called diamond access, in accordance with the *Hrčak* criteria, but the database has not yet formally recognized this. We hope that this shift will happen during the revision in 2026.

In the work of the Journal, significant steps have been made towards digitalization: (1) the subscriber base has been digitized; (2) the method of charging subscriptions has been modernized; (3) all publishing procedures are almost entirely conducted via the OJS platform, which *Hrčak* enabled. In this way, despite the problems faced by publishing in general, the journal *Diacovesnia - Teološki prilozi* is striving to implement contemporary best practices in scholarly publishing as much as possible and to follow trends aligned with modern standards.

The **Regulations on the Scientific Journal *Diacovesnia - Teološki prilozi*** closely regulate the basic mission and responsibility of the scientific journal, its activities, structure and organization of the journal body, the procedure for submitting, receiving, and publishing papers, financing the journal, as well as all other activities and procedures for the purpose of publishing the Journal. The organization and management of the Journal's activities are carried out by the **Editor-in-Chief, the Editorial Board, and the Scientific Board**. The Journal's Editorial Board continuously improves its quality and supplements it with instructions for reviewers, instructions for referencing,

a statement of publishing ethics, and other documents. The Editorial Board submits a report on the Journal's activities and financial report to the Faculty Council once a year (E 5.1.9.).

The Editorial Board of the Journal, in accordance with best practices, also includes members from other faculties. Together with the Scientific Councils, which include a share of renowned non-faculty scientists, the Journal is managed in a way that strengthens interdisciplinarity and inter-institutional cooperation.

In addition to the Journal, since March 5, 2001, the Faculty has published the series „***Biblioteka Diacovensia***,“ which contains studies, manuals, and histories. Publication in the series is carried out in accordance with the rules specified in the **Regulations on the Faculty's Publishing Activities**. So far, 51 books have been published in the series.

The Faculty is also the publisher of the Lectio Strossmayer series, which arose from the conferences of the same name held at our Faculty. In addition to the works resulting from lectures by distinguished lecturers who presented at these conferences, in 2023, the series also published, for the first time, a document that is not from the lectures but has found a place in this series due to its value. This is the book „The Catholic Church in the Kingdom of SCS/Yugoslavia“ by Msgr. Marin Srakić, Archbishop Emeritus of Đakovo-Osijek. A total of five books have been published in the Lectio Strossmayer series so far. In addition, one monograph has been published outside the series.

The Faculty has a permanent **Publishing Committee**, and the **Faculty's Publishing Regulations** have been developed, which regulate the general conditions and manner of conducting the Faculty's publishing activities, as well as the organization, composition, and method of work of the Publishing Committee. Procedures that monitor the Faculty's publishing activities have also been developed. The Committee receives requests from proposers to include manuscripts in the Annual Publishing Plan. It determines a proposal for the Annual Publishing Plan for the next calendar year (E 5.1.9.), which the Faculty Council then adopts.

Between 2021 and 2025, the Faculty published **12 books**. From all the above, it is evident that teachers' publishing activity is very fruitful and contributes to the scientific reputation of teachers and the Faculty.

### **EVIDENCE (E 5.1.):**

1. Table 5.1. of the Analytical Annex to the Self-evaluation (E 5.1.1.)
2. Summary Overview of the Contents of Teachers' Reports 2021-2025 (E 5.1.2.)
3. Reports on the implementation of the Strategic Program of Scientific Research 2021-2025 (E 5.1.3.)
4. Plaque to Prof. Pero Aračić, PhD, for his life's work and his lasting contribution to scientific and teaching activities (E 5.1.4.)
5. HRZZ projects - SEED (E 5.1.5.)
6. Table 4.3. of the Analytical Annex to the Self-evaluation (E 5.1.6.)
7. Table 5.8. of the Analytical Annex to the Self-evaluation (E 5.1.7.)
8. Table 5.2. of the Analytical Annex to the Self-evaluation (E 5.1.8.)
9. Annual reports on the work of the scientific journal *Diacovensia-Teološki prilozi* (E 5.1.8.)
10. Annual plans for publishing activities for 2025 and 2026 (E 5.1.10.)
11. Decisions of the Faculty Council on the appointment of members of program and organizing committees for conferences (E 5.1.11.)
12. Decision of the Faculty Council on the method of organizing scientific conferences (CLASS: 130-01/25-03/01, REG. No: 2121-32-01-25-01), March 3, 2025 (D 5.1.12.)



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

Faculty teachers publish professional papers in professional journals, reviews, and proceedings of professional conferences. In the last five-year period, a total of 170 professional papers were published, of which 164 were in journals, four in proceedings of a professional nature, and two in professional books. Six papers were published in journals indexed in relevant databases, while 158 were published in other professional journals. 66 papers are available in open access (E 5.2.1.).

Faculty teachers and associates participate in professional projects, conferences, and public initiatives, where the results of their professional papers are applied in broader social and professional contexts. Professional papers aim to solve specific problems and contribute to practice-relevant discussions. This achieves the transfer of knowledge from the academic environment to the professional and social community.

In the last five years, the Faculty teachers have listed a total of 298 professional papers in their teacher reports (E 5.2.4.), of which 11 were published in journals, 7 in proceedings, and 280 in other professional journals. The most common are the *Vjesnik Đakovačko-osječke nadbiskupije* (Gazette of the Archdiocese of Đakovo-Osijek) and *Biblija danas* (Bible Today).

In the past period, teachers participated in a total of 107 professional conferences and meetings, including 22 international scientific and professional conferences, 4 international professional conferences, 36 domestic scientific and professional conferences, and 45 professional meetings.

Data on the Faculty's involvement in various forms of professional projects are described in Chapter 5.1. and shown in Table 5.6. of the Analytical Annex to the Self-evaluation (E 5.2.2.).

Although the Faculty is primarily focused on organizing scientific conferences, it also regularly organizes professional conferences, especially in cooperation with the Đakovo-Osijek Archdiocese and the City of Đakovo. The annual **Theological and Pastoral Seminar for Priests of the Đakovo-Osijek Archdiocese** plays a central role in this, bringing together experts in theology and philosophy and enabling discussion of current pastoral and social challenges through lectures, workshops, and round tables. The national recognition of this conference is reflected in its continued holding and in the involvement of experts from various church and academic institutions. The international dimension is achieved through the participation of priests from the Republic of Serbia, as well as through the inclusion of the seminar in the **Faith and Identity** project, implemented within the framework of cross-border cooperation between the Republic of Croatia and the Republic of Serbia, which includes the seminar in a broader international context of exchange of experiences.

In addition to the Faculty's direct organization of professional conferences, its visibility is reflected in teachers' active participation in organizing conferences within other relevant institutions and professional networks. In various organizational and professional roles, individual teachers participate in the design and implementation of professional events with national and international impact, including the Croatian Academy of Sciences and Arts, Matica Hrvatska, various bioethical and catechetical associations, and professional associations and chambers. Such engagement contributes to expanding the Faculty's professional influence beyond its institutional framework, strengthens its recognition in the academic and broader social communities, and confirms the active role of teachers in the development and promotion of the profession. Indirectly, these contributions are also reflected in the Faculty's reputation as a relevant stakeholder in the organization and co-formation of professional conferences. Based on the above, it can be concluded that the Faculty and teachers organize professional conferences that, although primarily focused on the national context, also achieve international recognition through project and collaborative frameworks.

Faculty teachers participate in the work of the editorial boards of professional journals. Data on teachers' participation on the editorial boards of professional journals over the last five-year period are presented in Table 5.8. of the Analytical Annex to the Self-evaluation (E 5.2.3.).

The Faculty has an organized **publishing activity**, within which scientific (studies and histories) and professional publications (manual) are regularly published. In addition to scientific publications, the publishing activity includes professional literature aimed at developing theological and pastoral practice. Publications that function as teaching and professional literature have also been published within the ***Biblioteka Diacovensia***.

Faculty teachers participate in the work of professional and scientific committees, commissions, and other relevant bodies at the national and international levels. Their participation includes serving on the editorial boards of scientific journals, program and organizational committees of scientific conferences, expert committees for curriculum development, and bodies for the evaluation of scientific and professional activities. Teachers are engaged in the bodies and offices of the Croatian Bishops' Conference, such as catechetical, pastoral, and doctrinal commissions, where they contribute their scientific and professional competencies to the development of national-level documents, guidelines, and programs. This is particularly evident in performing the duties of the head of the National Catechetical Office, which strongly connects academic theology with the practice of religious education in preschool institutions and in primary and secondary schools at the national level. Through the coordination of catechetical programs and participation in the formulation of guidelines for religious education, the Faculty's teachers actively contribute to improving the quality of religious education and ensuring its compliance with church and pedagogical standards. Through editorial work on textbooks and workbooks for religious education, the content and methodological quality of teaching materials are significantly influenced, directly shaping the educational process for students and teachers. Additionally, organizing professional conferences, especially catechetical schools, encourages the continuous professional development of religious education teachers, the exchange of best practices, and the implementation of modern didactic approaches. Data on these activities are systematically recorded in the Summary Overview of the Content of Teachers' Reports by year (E 5.2.4.) and in Table 5.1 of the Analytical Annex to the Self-evaluation (E 5.2.5.), ensuring their verifiability and the continuity of monitoring. By participating in the aforementioned bodies, teachers contribute to the evaluation of scientific papers and publications, the formation of educational and professional standards, and the organization of scientific conferences. In this way, they act not only as participants but also as stakeholders in processes that influence the development and improvement of the profession.

External associates are engaged based on predefined criteria that include scientific and professional relevance, work experience, and connection with the field of teaching for which they are engaged. The qualifications of external associates are reflected in their scientific and professional works, as well as in the professional experience gained in an academic, professional, or institutional environment. This is especially evident within the university specialist study, where external associates serve as experts from practice who, with their experience, help connect theoretical content with specific professional contexts. When selecting external associates, the criteria defined in the initial accreditation procedures for study programs are applied, thereby ensuring compliance with the prescribed quality standards. Data on their qualifications and professional experience are available in the relevant study program documentation.

#### **EVIDENCE (E 5.2.):**

1. Table 5.1. of the Analytical Annex to the Self-evaluation (E 5.2.1.)
2. Table 5.6. of the Analytical Annex to the Self-evaluation (E 5.2.2.)
3. Table 5.8. of the Analytical Annex to the Self-evaluation (E 5.2.3.)
4. Summary Overview of the Content of Teachers' Reports 2021-2025 (E 5.2.4.)
5. Table 5.1. of the Analytical Annex to the Self-evaluation (E 5.2.5.)



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

The Faculty has established mechanisms for disseminating its scientific and professional activities, including organized academic events, public appearances, and digital communication channels. Dissemination is achieved through participation in and organization of conferences, symposia, workshops, and other professional gatherings, as well as through the publication of scientific and professional papers.

In addition, the Faculty systematically uses digital platforms, including its official website, social networks (**Facebook**, **Instagram**, **TikTok**), and other online channels such as **YouTube**, thus ensuring continuous availability of information about its activities to the general public. The effectiveness of the aforementioned mechanisms is reflected in the scope of the popularization activities achieved. Over the past five years, the Faculty's teachers have participated in more than 720 activities aimed at the public, including 106 television and 247 radio appearances, 237 public lectures, seminars, forums and round tables, 41 newspaper articles, 20 book presentations, 14 interviews, and at least 50 activities via digital formats (webinars, podcasts and video content). Data on these activities are systematically monitored through teachers' reports (E 5.3.1.) and they are an integral part of the Report on the Implementation of Strategic Goals (E 5.3.2.), which ensures their transparency and evaluation. Based on the above, it can be concluded that the Faculty has developed effective mechanisms for disseminating its activities to society.

Social relevance and knowledge transfer at the Faculty are achieved through developed cooperation with external stakeholders, including formal, project-based, and informal partnerships, as well as various forms of public activity by teachers. The Faculty has established formalized cooperation with several institutions from the public, scientific and social sectors, including the City of Đakovo (organization of Strossmayer Days), the Archdiocese of Đakovo-Osijek (projects for digitizing the *Vjesnik*, cross-border cooperation and lifelong learning programs), the Tourist Board of the City of Đakovo, the Administrative Department for Sports, Youth and Demography of the Vukovar-Srijem County (implementation of educational forums), Matica Hrvatska (School of Philosophy), the Center for Human Development in Belgrade, and the Scientific Center of Excellence for Integrative Bioethics. The developed cooperation between the Faculty and the Croatian Bishops' Conference is manifested through institutional and professional connections in the fields of theological education, pastoral practice, and the formulation of church guidelines for religious education. Cooperation with the Agency for Education and Training is manifested through joint activities aimed at improving the quality of the educational system, particularly in the field of teachers' continuous professional development.

Cooperation is also achieved through indirect channels, for example, with the Croatian Employment Service in the area of employability monitoring, as well as through informal cooperation with other relevant institutions. In addition to institutional cooperation, knowledge transfer is achieved through joint activities of teachers and students, as well as through various forms of popularization of science. This includes holding lectures, seminars, forums, and workshops, as well as public appearances in the media, participation in professional and public debates, book presentations, exhibitions, and other forms of communication towards the wider social community. Cooperation with external stakeholders is also developed through partnerships with educational institutions, health and social institutions, and civil society organizations, which ensures the application of knowledge in specific social contexts.



In addition, the Faculty's teachers participate in shaping public policies in education, civil society, and bioethics, especially through curriculum development, work on expert bodies, and participation in public debates. At the national level, they participate in the development of the curriculum for religious education and in the work of relevant expert groups, including taking part in developing the National Plan for the Creation of an Enabling Environment for Civil Society Development (2021-2027).

Faculty teachers actively participate in national and international reviews of scientific papers, publications, and projects. According to the teachers' reports for the period from 2021 to 2025 (E 5.3.1.), a total of 530 review activities were carried out. They include reviews of scientific papers (314 in journals and 99 in proceedings), books (31), proceedings (20), and participation in the review of 62 scientific projects. The international dimension of these activities is reflected in the review of 59 papers in foreign journals, 15 papers in foreign proceedings, 2 books, 2 proceedings, and 10 projects. For part of the period (2021 and 2022), the data were not separated into domestic and international activities, and 161 reviews were recorded without that distinction. Data on reviewer activities are an integral part of teachers' reports, the Summary Overview, and the Report of the Strategic Program of Scientific Research (E 5.3.2.), thereby ensuring their verifiability and transparency.

#### **EVIDENCE (E 5.3.):**

1. Summary Overview of the Content of Teachers' Reports 2021-2025 (E 5.3.1.)
2. Reports on the Implementation of the Strategic Program of Scientific Research 2021-2025 (E 5.3.2.)



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

In accordance with the report from the last reaccreditation cycle, which recommended continuing the process of launching a sustainable postgraduate study because the effective development of the Faculty's scientific activities is largely linked to postgraduate study programs that ensure the dynamics of mutual teaching and learning, the Faculty launched the university specialist study Propaedeutics of Psychotherapy and Theotherapy in the observed period. The new study program follows and integrates contemporary scientific and professional achievements, including current therapeutic approaches and interdisciplinary insights, which is ensured by the involvement of qualified and recognized teachers with relevant knowledge and expertise in the field of psychotherapy.

Faculty teachers are also involved in implementing the aforementioned study program and, through a mentoring system for specialist papers, guide students in applying current theoretical approaches, methodological research, and ethical principles of the profession. In addition, Faculty teachers serve as mentors for doctoral dissertations at other faculties and universities. The scientific activity of teachers in the context of the aforementioned specialist and doctoral papers is reflected in a research-based approach in which students, with mentor support, address current, professionally relevant topics. The papers are based on the application of contemporary theoretical approaches, with clearly defined research goals, data analysis, and critical interpretation of results. The quality of scientific activity is also evident in the dissemination of results, as shown by the publication of papers in co-authorship with students on the topic of the defended specialist or doctoral theses.

In the observed five-year period, under the mentorship of seven Faculty teachers, three specialist theses were defended at the home institution, within the framework of the newly established university specialist study, as well as nine doctoral and licentiate theses at other faculties (Catholic Faculty of Theology, University of Zagreb; Faculty of Philosophy in Osijek; Faculty of Philosophy in Zagreb; Faculty of Medicine in Osijek; Faculty of Croatian Studies in Zagreb). A total of three scientific papers were published in co-authorship between the mentor and the student in the field of doctoral and licentiate theses. Additionally, during the observed period, teachers published 13 papers in collaboration with students, 8 of which were co-authored with doctoral candidates and 5 with students. They held a total of 16 presentations: 11 with doctoral candidates and 5 with students. Through such cooperation, students not only acquire research competencies but also gain experience disseminating their own results, further strengthening their scientific profile. The above data is shown in the Summary Overview of the Content of Teachers' Reports (E 5.4).

#### **EVIDENCE (E 5.4.):**

1. Summary Overview of the Content of Teachers' Reports (E 5.4.)



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

On March 27, 2024, the Senate of the Josip Juraj Strossmayer University of Osijek adopted the **Open Science Policy**, which serves as a fundamental normative document and applies to the University and its constituents, including the Faculty. The Policy establishes the obligation to ensure open access to scientific and professional publications, assessment papers (final and graduation theses and doctoral dissertations), educational content, and, where applicable, research data. In accordance with the normative framework, the Faculty systematically encourages and enables the storage and accessibility of the aforementioned types of content through institutional and national repositories, while applying the FAIR principle, i.e., ensuring that data and research results are clearly described, easily accessible, technically harmonized for exchange, and suitable for further use. This ensures the institutional application of the principles of open science through clearly defined obligations, infrastructure, and availability of the results of scientific and teaching work.

The Faculty provides an institutional repository for storage and open access to the results of scientific, teaching, and professional work through the Digital Academic Archives and Repositories (**DABAR**), within which it has established its own repository. Through the aforementioned repository, employees and students can store and publicly access assessment papers (final and graduation theses and specialist theses), ensuring open access to their complete texts. The **digital repository** was established on October 27, 2015, and since then, a total of 230 assessment papers have been stored in it, all of which are available in open access. The availability and representation of assessment papers for the period 2021-2025 are shown in Table 5.5. of the Analytical Annex to the Self-evaluation (E 5.5.1.). In addition to the institutional repository, the visibility and accessibility of papers are ensured through national and international systems and databases (Hrčak, CroRIS), thereby expanding access to the Faculty's scientific and professional content.

The Faculty encourages the application of the principle of open science through internal processes for information, recommendations, and technical support to employees and students, especially regarding the storage and open access of scientific and professional papers, **assessment papers**, and teaching materials in appropriate repositories. The application of the principle of open science is additionally ensured through institutional processes at the **University level**, in which the availability and visibility of scientific results, as well as storage in open repositories, are taken into account within the framework of reports on scientific and teaching activities and procedures for evaluating the work of employees. In this way, open science is not only a recommended standard but also an integral part of institutional practice, connecting the availability of research results with their visibility, verifiability, and social impact.

The Faculty has an organized publishing activity through the scientific journal ***Diacovensia – Teološki prilozi***, which has been in continuous open access since March 31, 2009, when it was included in the Portal of Croatian Scientific and Professional Journals **Hrčak**. All published works are available in full text without restrictions through **Hrčak** and relevant international databases (**DOAJ, CEEOL, Scopus**), ensuring their permanent availability and visibility in open access. Published works are available under the Creative Commons license (CC BY-NC), which allows their free use and sharing with attribution to the author. The Journal is further developing to improve open access, and from 2024, all papers will be published in XML format for better interoperability and inclusion in additional databases (e.g., EBSCO). In accordance with the principles of open science, the Journal does not charge fees for receiving, reviewing, or publishing papers, ensuring



full open access without financial payments for authors and users (the so-called diamond open access model). Based on the above characteristics, the Journal meets the open-access criteria and is currently undergoing evaluation for the *Diamond Journal* certification mark.

**EVIDENCE (E 5.5.):**

1. Table 5.5. of the Analytical Annex to the Self-evaluation (E 5.5.)