Rijeka, May 2022

Self-Evaluation Report

University of Rijeka Academy of Applied Arts

University of Rijeka
Academy of
Applied Arts

Basic Information

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University of Rijeka
Academy of Applied Arts

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https://www.youtube.com/c/Akademi-japrimijenjenihumjetnosti

HEAD:
Full Professor Letricija Linardić, *the Dean*

REG. AT RIJEKA COMMERCIAL COURT:
MBS 040213541
Decision of 13 May 2005

LEGAL FORM:
institution

ACTIVITIES:
higher education, development and delivery of university study programmes in arts, scientific and research activities in arts

FOUNDER:
University of Rijeka, Decision of 6 December 2004

BEGINNING OF OPERATION:
1 November 2005

REGISTRATION NUMBER IN MSE REGISTRY:
0287; Decision of 8 November 2005

HEI is not entered in the Register of Scientific Organisations

BANK:
Zagrebačka banka

IBAN:
hr4223600001101845215

MB:
1954253

OIB:
55704161999

Accreditation Council of the Agency for Science and Higher Education included the Rijeka Academy of Applied Arts in the Re-Accreditation Plan of 2022, and notified the Academy in a letter dated 9 July 2021. For the purpose of the re-accreditation, the Academy has prepared this Self-Evaluation Report, following the instructions published on the Agency's website.

By decision of the Academy Council of 24 October 2021, the Self-Evaluation Committee was appointed, with the following members:

- Letricija Linardić, Full Professor
  Dean

- Melinda Kostelac, Associate Professor
  Vice-Dean for Education, Study Programmes and Student Affairs

- Darija Žmak Kunić, Assistant Professor
  Vice-Dean for Artistic and Scientific Affairs, president of the Quality Assurance Committee

- Aljoša Brajdić, Associate Professor
  Vice-Dean for General Affairs

- Marko Koržinek, Associate Professor
  Vice-Dean for International Cooperation

- Nataša Antulov, Assistant Professor
  member of the Quality Assurance Committee

- Nina Licul, Teaching Assistant
  member of the Quality Assurance Committee

- Zvjezdana Nikolić, LL.M.
  head of the Legal Department — Academy Secretary

- Ivana Babić
  president of the Student Union of the Academy, student representative for graduate studies

- Dominik Višnjić
  student representative for undergraduate studies

By the same Decision, Assistant Professor Marin Lukanović was appointed coordinator for the consolidation of data in the Self-Evaluation Report and coordinator of the visit of the ASHE Committee.

In charge for gathering the documents and quantitative data:

- Mirela Ratković Gaća, M.ECON.
  head of Finance and Accounting Department

- Alis Vancaš, M.ECON.
  Administrative Assistant for Departments and Chairs

- Tigran Pejčić, B.PEAD.
  head of the Student Services

- Jana Bilović, M.ECON.
  expert associate for projects

- Daniela Šegota, LL.M.
  expert associate for administrative and personnel affairs

MOZVAG 2 administrators appointed by the Dean and authorised by the ASHE:

- Doris Ivšić, B.E.E.
  senior administrative assistant

- Alis Vancaš, M.ECON.
  Administrative Assistant for Departments and Chairs

- Mirela Ratković Gaća, M.ECON.
  head of Finance and Accounting Department

- Tigran Pejčić, B.PEAD.
  head of the Student Services

The work on each topic was distributed among the vice-deans according to their field of activity. The following are the working groups that supported the vice-deans in compiling the data and writing the Self-Evaluation Report:

1. WORKING GROUP FOR INTERNAL QUALITY ASSURANCE AND SOCIAL ROLE OF THE HIGHER EDUCATION INSTITUTION

- Darija Žmak Kunić, Assistant Professor
  Vice-Dean for Artistic and Scientific Affairs, president of the Quality Assurance Committee, head of the working group

- Nataša Antulov, Assistant Professor
  member of the Quality Assurance Committee, member of the teaching staff, deputy head of the working group

- Nina Licul, Teaching Assistant
  member of the Quality Assurance Committee, teaching assistant representative

- Nives Žarković, M.A.
  member Of the Quality Assurance Committee, external stakeholders' representative

- Ivana Babić
  member of the Quality Assurance Committee, student representative

2. WORKING GROUP FOR STUDY PROGRAMMES

- Melinda Kostelac, Associate Professor
  Vice-Dean for Education, Study Programmes and Student Affairs, head of the working group

- Olja Lozica, Assistant Professor
  member of the teaching staff, deputy head of the working group

- Radovan Kunić, Teaching Assistant
  representative of teaching assistants

- Branimir Lazanja, Lecturer
  external stakeholders' representative

- Ines Babić
  student representative

3. WORKING GROUP FOR TEACHING PROCESS AND STUDENT SUPPORT

- Melinda Kostelac, Associate Professor
  Vice-Dean for Education, Study Programmes and Student Affairs, head of the working group

- Marko Koržinek, Associate Professor
  Vice-Dean for International Cooperation

- Mirna O Kerr, M.A.
  external stakeholders' representative

- Antonija Radošević
  student representative

- Tigran Pejčić, B.PEAD
  head of the Student Services

4. WORKING GROUP FOR TEACHING AND INSTITUTIONAL CAPACITIES

- Aljoša Brajdić, Associate Professor
Vice-Dean for General Affairs, head of the working group

- Zvjezdana Nikolić, LL.M.
head of the Legal Department – Academy Secretary

- Mirela Ratković Gaća, M.ECON.
head of Finance and Accounting Department

- Gordan Đurović, M.S.
manager of the University of Rijeka Campus, external stakeholders' representative

- Marko Mrvoš
student representative

5. WORKING GROUP FOR ARTISTIC AND SCIENTIFIC ACTIVITY

- Darija Žmak Kunić, Assistant Professor
Vice-Dean for Artistic and Scientific Affairs, president of the Quality Assurance Committee, head of the working group

- Sanja Bojanić PhD., Associate Professor
member of the Committee for Artistic-Scientific Activity, teaching staff representative, deputy head of the working group

- Ingeborg Fülepp, Associate Professor
head of Centre for Innovative Media, representative of the Academy Centre managers

- Mirna Kutleša, Teaching Assistant
member of the Committee for Artistic-Scientific Activity, teaching assistant representative

- Željka Modrić Surina PhD.
director of the Natural History Museum Rijeka, external stakeholders' representative

- Katarina Kožul
member of the Committee for Artistic-Scientific Activity of the Academy, student representative

The Self-Evaluation Report *was adopted* by the Decision of the Academy Council, class 030-04/22-01/26, reg. code 2170-24-01-22-01, on 5 May 2022. It has 100 pages, and includes analytic supplements from the MOZ-VAG 2 database.

Introduction

Analysis of Academy's Activities

An introductory word of the Dean

The Academy of Applied Arts in Rijeka is an art institution that in its entire work and organization is guided by strategic management with a clearly outlined mission, values and principles.

Since the last re-accreditation of study programmes, there have been many positive developments in the Academy's management, organization of work, development of study programmes, activities of teachers and students and quality assurance.

I believe that the improvements and qualitative progress are the result of many years of strategic planning. Thanks to our action plans, we have managed to fulfil our objectives and improved the quality, guided by the ESG standards in the development of our primarily artistic activity.

By revising the existing regulations and adopting new ones, we have changed the outdated procedures and protocols, reorganized the positions of the administrative staff and formed offices that correspond to the modern functional organization and development needs of the Academy. With systematic planning, we have improved and modernized all the facilities, purchased new IT equipment, formed new art workshops and digitized document protocols.

Thanks to the continuous monitoring of work, institutional support, and the informing of teachers and associates, we have completed a great number of artistic and scientific projects in, collaboration with institutions and companies. We have participated in numerous artistic and artistic-scientific symposiums, exhibitions, performances and other activities that foster social and economic development and improve the life of the community. Through public action, we have contributed to greater visibility of the Academy.

With our artistic foundations and innovative teaching methods in the field of art, we pay special attention to learning and acquiring skills through practical work. This is done in the framework of all study programmes, through training facilities, professional and teaching bases, volunteering, fieldwork, project collaborations and the work of our art centres. We have improved the existing study programmes and accredited new ones with the aim of further development of applied arts.

Full Professor Letricija Linardić
Dean

Associate Professor Edvin Dragičević, Dean of the Academy of Arts in Split, also participated in this self-evaluation. In his review of the Academy's development in the last five years, he said:

"The Academy of Applied Arts Rijeka has a management and teaching staff who are ready to respond to any challenge. They are open for communication and cooperation with other academies in Croatia, which contributes to the development of all of us. The geographic location and the excellently equipped building at the University of Rijeka also play an important role in the Academy's further development, as they can potentially attract a larger number of students. Cooperation with the Split Academy of Arts is evident from the teacher exchange in the last five years, as well as student projects. This is a potential that needs to be exploited, as the basis for complementing and enriching the study programs of both academies."

Mission, vision, values and principles

The *Strategy* of the Academy 2022-2026 redefined the mission, vision, principles and values by which the Academy is guided in its work as a public institution registered for performing artistic activities.

MISSION

The Academy of Applied Arts in Rijeka, as an artistic and educational institution, is the creator of knowledge and skills in the fields of applied arts, design, art education and performing arts. Guided by artistic and professional principles, and oriented towards general progress of the community, it offers students high quality education, preparing them for responsible and professional work, and critical thinking.
In a stimulating environment, the Academy cultivates creativity, innovation, artistic research and educational excellence, as well as trust, mutual respect and dedication to art.
Teachers and students, in partnership with the local community and civil society, run creative projects and respond to the needs of society and the economy.

VISION

The Academy of Applied Arts in Rijeka is the leading institution of higher education in the arts, the centre of professional and artistic research, and the core of creative ideas in the field of applied arts, design, art education and performing arts. As such, it is a desirable place for studying art in Croatia and beyond.

VALUES

- artistic and scientific excellence
- professional development of individuals
- public action
- academic freedom
- ethics and social responsibility
- cooperation and connection with individuals, institutions, civil society and the economy
- promotion of environmental approach to sustainable development

PRINCIPLES

The Academy of Applied Arts, as a constituent of the University of Rijeka, is guided by the following principles:

- principles of common good, accountability and equality
- transparency principle
- principle of systematic strategic management
- principle of excellence and international comparability
- principle of academic integrity
- the principle of quality assurance by taking responsibility for personal and institutional development

Activity

The Rijeka Academy of Applied Arts, as an art constituent of the University of Rijeka, organizes and performs university art studies, fostering superior artistic creation and research activities in the field of art. The Academy's work is defined by the Statute. Its core activities are higher education and scientific activity, which are activities of special interest to the Republic of Croatia and form an integral part of the international, especially European, scientific, artistic and educational space.

Higher education is realized through the development and delivery of university art studies, in undergraduate and graduate form, and the cultivation of creativity and scientific research activities in the field of art. The artistic and scientific activity includes scientific and artistic research in the field of art, scientific programs, artistic creation and professional work, in particular: development of artistic, scientific research, professional projects, scientific and professional meetings, symposiums, consultations, seminars, congresses and other gatherings, and Lifelong Learning. In addition to these, the Academy may perform other activities that support the core activities.

The purpose of the supporting activities is to ensure the high integrity and standards of education and artistic and scientific activities, which include exhibitions, publications etc.

Since 2005 when it was founded, the Academy has been developing and conducting university studies based on the Bologna Declaration. The Academy offers undergraduate and graduate university studies in the field of fine arts, applied arts and theatre arts. These are all full-time studies. From its inception to the present day, 664 graduate works have been defended in graduate studies, and 186 final works in undergraduate studies.

There has been a significant increase in teacher and student mobility, based on Erasmus+ and CEEPUS programmes, and international cooperation agreements. The number of projects financed from national and foreign funds and sources has also increased significantly.

The inclusion of teachers in scientific and artistic research projects ensures continuous monitoring of the state of the profession, which develops scientific, professional and artistic knowledge at the Academy and ensures the recognition of the Academy in the wider community.

Organisation and management

The internal structure of the Academy is defined by the *Statute* of the Academy and the *Regulations* on Internal Organization and Organization of Jobs. The Academy has its governing bodies, as established by the Act on Scientific Activity and Higher Education, the Statute of the University of Rijeka and the Statute of the Academy. Dean and Academy Council make the managing bodies of the Academy.

THE DEAN
represents and acts for the Academy, has a role of the head and the leader and is responsible to the Council and Senate for the legitimacy of the institution's operation. The Academy has four vice deans whose competences are stipulated in the Statute of the Academy: Vice-Dean for Education, Study Programmes and Student Affairs, Vice-Dean for General Affairs, Vice-Dean for Artistic and Scientific Affairs and Vice-Dean for International Cooperation.

THE COUNCIL OF THE ACADEMY
makes decisions on academic, scientific, artistic and expert matters, participates in creating development strategies of the Academy, elects and removes deans and vice-deans from office, conducts election procedures for the appointment to the scientific-teaching, artistic-teaching, teaching, associate and expert grades and corresponding positions, defines study programme proposals, issues public calls for appointment to grades, decides on specific issues of interest for students, adopts the Statute and other general acts and manages affairs defined by the Statute and other general acts. The composition of the Council has been determined by the Statute. All teachers and associates employed at the Academy with at least 50% of working time in scientific-teaching, artistic-teaching, teaching and associate grades are members of the Council with one representative of the employees who have not been elected to grade while at least 15 % of the Council members come from student representatives elected by their peers according to the Act on Students' Council and other Organisations.

Dean, Vice-Deans and secretary of the Academy constitute the *Dean's Collegium* — advisory body that help the Dean in their work. If necessary, the Dean may summon the *Extended Dean's Collegium* with heads of the departments and subdepartments as additional members.

The internal structure of the Academy consists of organizational units: *departments, subdepartments, centres and workshops*, where teaching, professional and scientific-artistic activities are carried out.

DEPARTMENTS
are basic organizational units established according to the criteria of study programmes delivered at the Academy. The Academy has the following departments:

- Department of Fine Arts
- Department of Applied Arts
- Department of Performing Arts

SUBDEPARTMENTS
are organisational units that cover related courses. The Academy has the following subdepartments:

- Subdepartment of Printmaking
- Subdepartment of Painting
- Subdepartment of Sculpting
- Subdepartment of Drawing
- Subdepartment of Intermedia
- Subdepartment of Art History and General Subjects
- Subdepartment of Acting

THE CENTRES
are organisational units established to join practice, arts and higher education, involving teachers, external associates and students. The profits generated from the activities of the centres are used exclusively to improve the work of the Academy. The Academy has established the following centres:

- Careers Centre
- Design and Production Centre
- Centre for Innovative Media
- Ceramics Centre-Quark
- Glass and Mosaic Centre

WORKSHOPS
are organizational units that form significant part of regular classes. Only one

workshop manager is employed at the Academy, which is insufficient given the specificity of art classes. Large number of courses require practical work and a workshop environment. The Academy has the following workshops: *ceramics workshop, model room, wood workshop, stone workshop, jewellery workshop, lithography, screen printing, 3D printing and metal casting workshop, sound recording and editing workshop, C/B photo laboratory, paper cutting workshop, glass processing workshop, glass blowing workshop (in the process of furnishing), glass fusion workshop, stained glass workshop, mosaic workshop, stone workshop, metal workshop, intaglio printing workshop, etching workshop, soldering workshop, set design workshop 1, set design workshop 2, photography studio, digital printing workshop, digital ink-jet print, costume design workshop, computer workshop for graphic and web design and multimedia, computer workshop for 3D, VR and multimedia (more in Chapter 4.4)*

For the purpose of administrative and other supporting tasks, the Academy has its *executive services* (Dean, Financial and Accounting Service and Student Service). To meet the demands of an increasing workload, and to better organise the activities, in March 2022, the Academy amended the Regulations on Internal Organization and Organization of Jobs. In accordance with the Regulations, executive services were reorganized and new jobs were created, in order to better manage

human resources. The new structure corresponds to professional and organizational requirements and are part of quality assurance, with the following services and offices and highly professional employees:
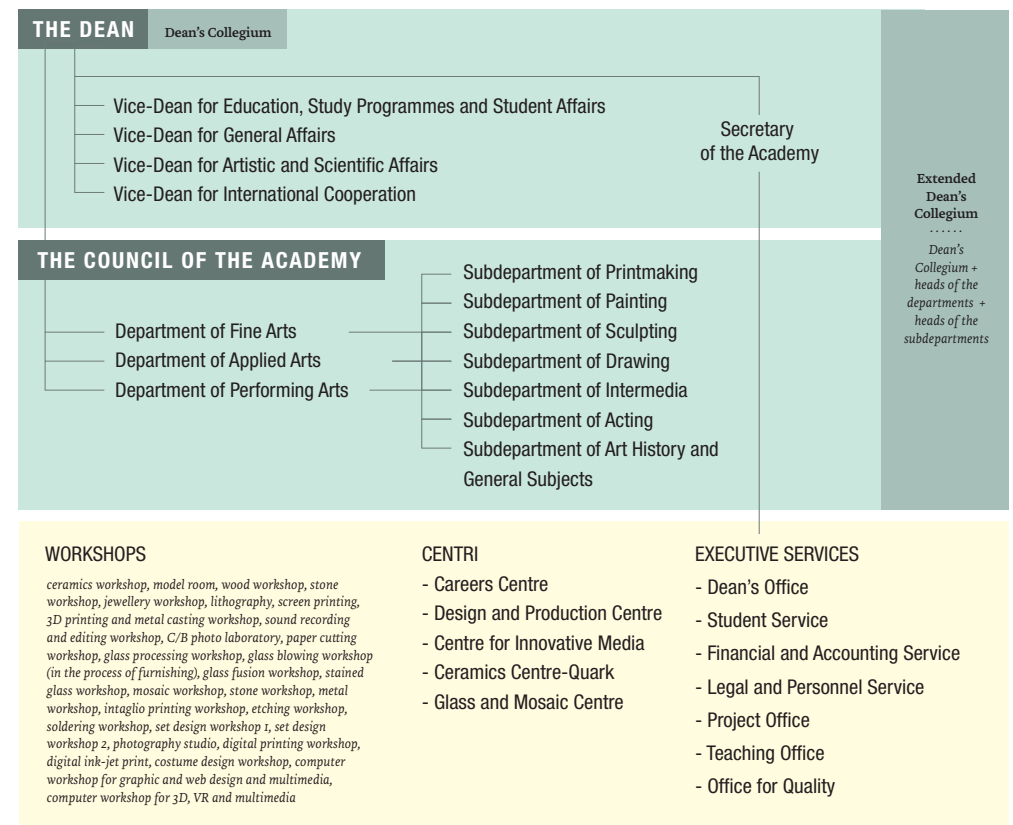
- Dean's Office
- Student Service
- Financial and Accounting Service
- Legal and Personnel Service
- Project Office
- Teaching Office
- Office for Quality (the service is established but has no employees yet)

The plan is to recruit more staff, of different professions, to support the work of the executive services. Some of the services need to be further strengthened, to provide adequate support to students and teachers, which is particularly emphasized in the *Academy Strategy 2022-2026*.

In accordance with the Statute, the Academy of Applied Arts has permanent and interim committees and boards. The competences, scope of work, rights and obligations of these bodies in the Academy's core activities are defined by the Act on Scientific Activity and Higher Education, the Statute of the Academy and the Regulations on Internal Organization and Organization of Jobs. External stakeholders are organizations, institutions and bodies of the University of Rijeka that occasionally or regularly participate in some forms of work at the Academy. Decision-making processes and manage-

ment methods are prescribed by the Statute of the Academy, which complies with laws, regulations, rules of procedures and other general acts that define ways and hierarchies in decision-making. Managing bodies are responsible for strategic management, organisational, operational and financial decisions, and the provision of spatial and human resources. Every year, a report and an action plan for the next academic year are submitted to the Academy Council.

Student Union of the Academy is an elective representative independent body through which students of the Academy participate in the management, elect their representatives to the Council and other bodies of the Academy, and participate in the work and decision-making processes, in accordance with the Student Union Act and the Statute of the Student Union.

THE DEAN — Dean's Collegium

- Vice-Dean for Education, Study Programmes and Student Affairs
- Vice-Dean for General Affairs
- Vice-Dean for Artistic and Scientific Affairs
- Vice-Dean for International Cooperation

Secretary of the Academy

Extended Dean's Collegium
......
Dean's Collegium + heads of the departments + heads of the subdepartments

THE COUNCIL OF THE ACADEMY

- Department of Fine Arts
- Department of Applied Arts
- Department of Performing Arts

- Subdepartment of Printmaking
- Subdepartment of Painting
- Subdepartment of Sculpting
- Subdepartment of Drawing
- Subdepartment of Intermedia
- Subdepartment of Acting
- Subdepartment of Art History and General Subjects

WORKSHOPS

ceramics workshop, model room, wood workshop, stone workshop, jewellery workshop, lithography, screen printing, 3D printing and metal casting workshop, sound recording and editing workshop, C/B photo laboratory, paper cutting workshop, glass processing workshop, glass blowing workshop (in the process of furnishing), glass fusion workshop, stained glass workshop, mosaic workshop, stone workshop, metal workshop, intaglio printing workshop, etching workshop, soldering workshop, set design workshop 1, set design workshop 2, photography studio, digital printing workshop, digital ink-jet print, costume design workshop, computer workshop for graphic and web design and multimedia, computer workshop for 3D, VR and multimedia

CENTRI
- Careers Centre
- Design and Production Centre
- Centre for Innovative Media
- Ceramics Centre-Quark
- Glass and Mosaic Centre

EXECUTIVE SERVICES
- Dean's Office
- Student Service
- Financial and Accounting Service
- Legal and Personnel Service
- Project Office
- Teaching Office
- Office for Quality

Development through the years

The education of art teachers in Rijeka *began* back in 1963 and was developing through various university institutions until 2005, when the Academy of Applied Arts was founded. In that period, the Academy was delivering study programmes in Applied Arts and Art Education, on undergraduate and graduate level, lasting 4 + 1 years. Sixty students were enrolled the first year, 30 in each study program. The first year of study was general, after which students chose their main art module - sculpting, painting or printmaking. In the third and fourth year, students could choose among man elective subjects in applied arts. The one-year graduate program allowed graduate students to create a work of art, guided by a mentor of their choice.

The study programmes at the Academy are specific for their selection of modules, great number of elective courses, close work with mentors and flexibility of topics for graduate work. Such a wide choice allows students to build their own study structure, based on their personal interests and abilities. This concept of study served as the framework for developing other study programmes at the Academy.

In 2006, the Academy moved to a renovated and newly furnished building of approximately 7000 square meters, located on the University of Rijeka Campus. The Academy continued to adapt and improve the system of studies. In academic year 2010/2011, by decisions of the Academy Council and the University of Rijeka Senate, undergraduate study programmes of Art Education and Applied Arts underwent additional changes. Two-semester courses became one-semester courses, to facilitate the implementation of international mobility programs.

In 2013, the study programmes of Art Education and Applied Arts *changed their structure* from 4+1 years to 3+2 years. The change was introduced to strengthen the mobility and comparability of the studies with the studies offered by other European academies. From 2010 to 2013, the Rijeka Academy of Applied Arts was a partner in the EU project Adriart. The result of this collaboration was a two-year study programme of Media Arts and Practices, which was accredited and granted *licence* to work in 2013. However, in 2016, the Council adopted a *decision* to suspend the study because there were not enough candidates. A *revision* process was initiated and since then the study program has been in suspension.

In 2016, undergraduate study programme of Acting and Media and the two-year postgraduate specialist study programme in Acting, Media and Culture were *transferred* from the University to the Academy of Applied Arts. The postgraduate study has not been launched yet. In the same year, a two-year graduate study programme in Acting received *licence* to work, representing a logical continuation of studies in performing arts.

By modernizing the Applied Printmaking module as part of the graduate study programme of Applied Arts in 2018, the Academy *launched* the graduate studies of Visual Communications and Graphic Design. In 2020, the Academy's undergraduate study programme in Graphic Design and Visual Communications was *accredited*. The programme replaced the previous Module of Applied Graphic Arts.

In further development of the graduate study programme in Applied Arts, new changes were introduced, which resulted in the *accreditation* of three study majors: Applied Painting, Applied Sculpting and Design for Theatre and Film.

Study programmes

The Academy currently delivers four undergraduate and four graduate programmes:

UNDERGRADUATE STUDIES
Duration 3 years / 6 semesters, ECTS: 180

- Art Education
- Applied Arts
- Graphic Design and Visual Communications
- Acting and Media

GRADUATE STUDIES
Duration 2 years / 4 semesters, ECTS: 120

- Art Education
- Applied Arts (3 orientations):
  Applied Sculpting
  Applied Painting
  Design for Theatre and Film
- Visual Communications and Graphic Design
- Acting

All undergraduate studies at the Academy last three years / six semesters and correspond to 180 ECTS credits, while all graduate studies last two years / four semesters, corresponding to 120 ECTS credits. Undergraduate studies are completed with final work, and graduate studies with the so-called graduate work.

In the *undergraduate study programme of Art Education*, the concept of studying is similar to that of Applied Arts. The first year is general, as in the study of Applied Arts. In the second year, students are offered three modules (printmaking, sculpting and painting), they learn about pedagogical aspect of the study and take courses related to teaching methodology and psychology at the *Faculty of Humanities and Social Sciences*, the *Teaching Module*, while in the third year the programme is horizontally related to the study of Applied Arts, where students of both programmes take elective subjects together. Undergraduate studies in Art Education offer students knowledge and skills for the continuation of studies in the graduate programme of Art Education.

The *graduate studies in Art Education* are designed in such way that students take approximately one third of the obligatory theoretical courses (art theory, pedagogy etc.), one third of the obligatory courses related to the methodology of teaching art, and one third of elective art courses, where they choose painting, sculpting or printmaking. In addition to that, students have compulsory practice in primary and/or secondary school, as well as extracurricular optional activities such as art workshops for different groups of citizens, volunteering in the elementary school for the blind and visually impaired children, etc.

In the *undergraduate study of Applied Arts* the first year is general, offering a group of theoretical and general courses, with a selection of art courses such as drawing, painting, sculpting and printmaking. In the first year, students are introduced to the main fields of art, in the second year they choose a module (sculpting or painting), while in the third year of study, they can enrich their program with a number of different courses in the area of applied arts. Students acquire enough professional knowledge and skills to continue their studies in a graduate programme.

The *graduate study programme of Applied Arts* has three majors: Applied Painting, Applied Sculpting and Design for Theatre and Film. By selecting one of the majors, students pursue further development as professionals who will find their place in the labour market, in cultural institutions and cultural industries. Students choose their major, and then, according to personal interests, choose elective art courses that additionally prepare them for the future profession.

The *undergraduate study programme of Graphic Design and Visual Communications* emerged from the study programme of Applied Arts, where graphic design was one of the modules (Applied Graphic Art). In the first year, the programme offers subjects where students develop theoretical and general competencies, and in the upper years it guides students towards the graduate level. Students gain knowledge and skills in the fields of art, presentations, design and software use, which help them pursue graduate studies.

The *graduate study programme of Visual Communications and Graphic Design* has four large units per semester, with project-based teaching. The programme includes various assignments and visiting lecturers, experts in the field of graphic design. Also, throughout the study, students work on smaller project. The final semester and final project prepares them for the so-called graduate work.

Undergraduate study programme Acting and Media offers knowledge and skills in the field of performance arts, with special emphasis on acting. The programme consists of courses that develop practical skills (Acting, Movement, Voice, Stage Speech and Accentology, etc.), which are complemented with theoretical courses in the related fields of art and science, such as theatre studies, philosophy, film studies and critical theory. The collaboration of teachers and students encourages openness, teamwork and independence. This study programme prepares students for work in international contexts, applying the Lessac Kinesensic Method. With the help of this method, students master stage speech in English.

Graduate study programme of Acting further develops actors, offering knowledge and skills of future authors. As part of the master workshops in acting, students learn different forms of acting. Students are encouraged to work independently, where they also take on the role of producers. They connect with students of Design for Theatre and Film, and prepare for work in a modern environment.

Study programmes in the field of art and design are horizontally linked through theoretical courses and joint elective courses. Students of the Academy can move along the vertical structure of the studies. Students with an undergraduate degree can enrol in several graduate study programmes. To do so, the need to earn take additional subjects in the first year of study.

Study programmes in the field of acting, both at the undergraduate and graduate level, are connected with the Design for Theatre and Film at the graduate study programme of Applied Arts. They share project-based classes that bring together costume design, set design and acting, preparing students for the realization of a play or a public event.

All study programmes are comparable to study programmes offered by universities in Europe, allowing for easier mobility of students and teachers. The Academy has one teaching and several professional bases, where students do practical work and participate in extracurricular activities. The Rijeka Academy of Arts has established the so-called Centres, to support students in acquiring knowledge and skills required by the labour market, according to personal interests.

Description of the self-evaluation process

So far, the Rijeka Academy of Applied Arts has undergone one re-accreditation procedure (2015), two external independent assessments of the quality assurance systems (2012 and 2016) and two internal independent assessments of the quality assurance systems (2016 and 2020). Based on the results of these evaluations, the Academy started to prepare for the upcoming re-accreditation scheduled for 2022. It drafted the Self-Evaluation Report, taking into account the recommendations of the committees and putting in sustained efforts to improve the quality of each segment of the Academy's activities. Since the last re-accreditation procedure of the Academy that took place in 2015, the Academy has improved its activities, of which we name only a few:

1. in cooperation with an external consultant, the Academy has developed its own strategic documents, *Strategic Goals of the Academy 2016-2020* and the *Strategy* 2022-2026. These activities involved the Academy employees, students and external stakeholders.
2. several thematic internal assessments of the quality assurance system have been carried out, such as: revision and alignment of the learning outcomes of the courses with the learning outcomes of the study programme (2021-2022); proposal of the plan for student practice;
3. the Academy conducted a revision of the Study Quality *Handbook* in 2019;
4. it strategically involved students and external stakeholders in the work of organisational structures;
5. it strategically involved students and external stakeholders in the drafting of documents;
6. based on the analysis of the collected data and feedback from various stakeholders, the annual *Action Plans* of the Quality Committee were revised in academic year 2019/2020 owing to the COVID-19 pandemic and the new requirements regarding the quality indicators.
7. the Academy has developed a strong awareness of the need for constant improvements in teaching quality and teaching skills;
8. it has improved the mechanisms for monitoring the quality of artistic and research activities and their alignment with the vision for the development of applied arts;
9. the Academy's website is partially translated into English.

On 20 July 2021, the Academy received a letter from the Agency for Science and Higher Education (ASHE) of 9 July 2021, concerning the Plan of reaccreditation of higher education institutions, stating that the Academy of Applied Arts was included in the Plan. The letter also informed the Academy of the workshop that was held in the autumn of 2021, on the topic of how to prepare a self-evaluation report. All the employees were informed of this, and the information on the accreditation procedure was published on the Academy's website. On 14 October 2021, the representatives of the Academy participated in the online workshop organised by the Agency, entitled "Guidelines for self-evaluation process" (Letricija Linardić, Darija Žmak Kunić, Melinda Kostelac, Zvjezdana Nikolić and ISVU coordinator Vesna Košćak).

From 10 to 12 November, a seminar was held in Zadar, called "Internal Quality Assurance of High Education Institutions - from the by-stander to the initiator of change", with the participation of Darija Žmak Kunić, Vice-Dean for Artistic and Scientific Affairs and president of the Quality Assurance Committee of the Academy.

By Decision of the Academy Council of 24 October 2021, the Self-Evaluation Committee was formed, to meet the needs if the Academy's re-accreditation procedure. The committee met regularly for consultations. The drafting of the Self-Evaluation report was coordinated by Marin Lukanović and Darija Žmak Kunić.

Along with the employees, members of the Committee and each working group, other teachers, students, external associates, and the administrative staff of the Academy participated in the collection of data for the Self-Evaluation Report. A special contribution to the drafting of Self-Evaluation Report was made by the employees of the Academy's executive services: Alis Vancaš, Zvjezdana Nikolić, Daniela Šegota, Mirela Ratković Gaća, Nataša Čulina Štimac, Tigran Pejčić, Tamara Kola Žepina, Jana Bilović, Marko Radović, Kristina Kregar, Doris Ivšić. The results of the *focus groups* of undergraduate and graduate students were also used in the self-evaluation process.

At the session held on 26 April 2022, the Committee adopted the final proposal of the text, and sent it to the Academy Council for approval.

1.

Internal quality assurance and social role of the higher education institution

1.1.

The higher education institution has established a functioning internal quality assurance system

1.1.1 *The internal quality assurance system includes and evaluates all activities of the higher education institution (study programmes, teaching process, student support, support to students from under-represented and vulnerable groups, learning resources, scientific/artistic activity, professional activity, etc.) and provides underlying documentation.*

1.1.2 *The internal quality assurance system seeks to involve all stakeholders of the higher education institution (students and external stakeholders - employers, alumni, representatives of professional organisations, civil society organisations and internal stakeholders).*

1.1.3 *The higher education institution adopted a quality assurance policy, which is a part of its strategic management and is achieved through the implementation of the strategy, including the strategic research agenda, involving a period of at least five years.*

1.1.4 *The implementation of the strategy includes SWOT or similar analysis, strategic goals, programme contract goals (where applicable), operational plan, defined responsibilities for implementation, monitoring mechanisms and the report on its implementation. The stakeholders recognize the strategy as an effective tool for improvement.*

1.1.5 *The higher education institution systematically collects and analyses data on its processes, resources and results, and uses them to effectively manage and improve its activities, as well as for further development.*

1.1.6 *The higher education institution uses various methods for collecting data on quality (student satisfaction surveys, peer review, feedback from employers and/or associates, graduates etc.).*

1.1.7 *The higher education institution is committed to the development and implementation of human resource management policies (managerial, scientific-teaching, artistic-teaching, administrative, professional and support resources), in accordance with professional principles and standards.*

The Academy of Applied Arts (APU) in Rijeka recognizes quality as one of the fundamental values for defining the strategy of its development, as confirmed in the *Strategic Goals* of Development of the University of Rijeka Academy of Applied Arts in the period from 2016 to 2020 (hereinafter the APU Strategy 2016-2020) and in the new *Development Strategy* 2022-2026 (hereinafter: the APU Strategy 2022-2026). The *quality policy* is published on the website of the Academy it is an integral feature of each segment of the Academy's activity and it is known to all employees as well as external associates and students. The Academy continuously pursues activities that improve the quality at all levels of operation. A quality assurance system has been established, which supports the development of a culture of quality where all stakeholders take responsibility and participate in ensuring and improving the quality in all activities of the Academy. The quality assurance system of the Academy is based on the *Act* on Quality Assurance in Science and Higher Education and the *Standards* and Guidelines for Quality Assurance in the European Higher Education Area as well as national, university and academic criteria. It is defined by the University of Rijeka *Regulations* on Quality Assurance and Improvement System and the APU *Regulations* on Quality Assurance and Improvement System. The procedures of quality assurance and evaluation are described in detail in the APU Study Quality *Handbook* 2019 and they are related to the University of Rijeka Study Quality *Handbook* 2022, where the president of the APU Quality Committee was one of the editors. The quality policy is also pursued through the Academy's *Vision and Mission*, the APU 2016-2020 *Strategy* and the APU 2022-2026 *Strategy*, which is aligned with the University of Rijeka 2021-2025 *Development Strategy* and all documents and laws accompanying the process of implementation and development of quality at the Academy.

The quality policy was first adopted in January 2006, together with the University of Rijeka *Regulations* on Quality System and the establishment of the Committee for Quality Management and Improvement, as well as the *Regulations* on Operation Procedures of APU Quality Committee. In accordance with the recommendations of the Agency for Science and Higher Education (ASHE), after an external independent evaluation of the quality system (First Revision Final Report of 15 October 2012, Second Revision Final Report of 25 January 2016), and after the process of re-accreditation of study programmes (May 2015), a revised quality policy was adopted, which was introduced and passed by the Academy Council and published on the website. The fourth, amended edition of APU Study Quality *Handbook* was adopted in 2019. The mission and vision were also revised, as recommended by the Agency, for the purpose of coordinating the strategic documents of the University and the Academy as its constituent.

The main objectives of the quality policy are: continuous implementation, harmonisation and improvement of quality assurance system based on the ESG standards, ASHE guidelines, APU Study Quality *Handbook* and the University of Rijeka Study Quality *Handbook* 2022; development of *study programmes*, *lifelong learning programmes* and continuous monitoring and systematic improvement of existing programmes; the development of art research *centres*, which ensures professional activities and education beyond the scope of the study programmes and provides connections with external stakeholders; public activities in terms of a continuous presentation of student work and teaching, as well as organization of art-related contents for students and the public (see *Reports* for every academic year since 2017); active involvement and contribution of students and external stakeholders in the educational process and in decision-making.

The *quality policy* is publicly available on the website and reflects the fundamental determinants of the APU 2022-2026 *Strategy*. In the process of implementing the recommendations from various evaluations, which served the Academy for the preparation of action plans and the establishment of activities, the Academy's Management Board faced a lack of understanding from individual employees who perceived the structuring of the system as unnecessary bureaucracy. Therefore, the Management Board, with the support of the members of the Quality

Committee, adopted some procedures with the aim of promoting the culture of quality and all its essential determinants. Communication with all internal stakeholders promoted the idea that the daily activities of each employee and each student is what constitutes the quality of the Academy. In the period from 2016 to the end of 2021, the Academy carried out a number of development activities (resulting from recommendations from previous evaluations) which were related to the development of a functional quality assurance system:

- it strategically involved students and external stakeholders in the work of organisational structures (see *Committees*, Boards, *Minutes*) – e.g. Quality Committee)
- it involved students and external stakeholders in the work of organisational structures– e.g. in the writing of *Study Quality Handbook*
- it encouraged an active participation of students and external stakeholders in activities aimed at improving the quality (e.g. members of the Quality Committee, members of different working groups…)
- it developed its own strategic documents: APU 2016-2020 *Strategy* and APU 2022-2026 *Strategy* (e.g. implementation of the strategy includes a *SWOT analysis* showing the strengths, weaknesses, opportunities and threats related to quality assurance for 2021)
- based on the analysis of the collected data and feedback from different stakeholders, the Quality Committee formulated annu-

al *Action Plans*
- various methods of collecting quality information have been developed, and they are listed in the *Study Quality Handbook*. In this process, the Academy developed forms of teacher evaluation based on peer-review and student assessments. This includes standardized questionnaires of the University, self-evaluation questionnaires, and procedures for monitoring the work of teaching assistants, postdoctoral students and mentors
- the Academy is highly aware of the need for continuous improvement of teaching, as well as for monitoring of the teaching quality, particularly in terms of advancing the teaching skills – links on the minutes from meetings, sessions, workshops and seminars on this topic
- the Academy has improved its mechanisms for monitoring the quality of artistic and research activities; the mechanisms are aligned with the vision for the development of applied arts and presented in annual *Reports and Action Plans*.

The Academy believes that quality assurance is an ongoing process that is closely connected to the operating policies of all segments of its activity and the promotion of artistic and scientific research. This process takes place based on: Standards and Guidelines for Quality Assurance in the European Higher Education Area; quality policy of the University of Rijeka and the quality policy of the Academy, as well as other relevant strategic documents and legal regulations;

regular implementation, harmonisation and improvement of quality assurance systems based on ESG standards, ASHE guidelines and the Quality Assurance Handbooks of the Academy and the University; mission, vision and APU 2016-2020 *Strategy*, APU 2022-2026 *Strategy* as well as their realization policies; procedures of internal and external periodic independent evaluations of the quality assurance system in accordance with the ASHE guidelines and the procedures for the re-accreditation of the Academy; development of study programmes and lifelong learning programmes, including the mechanisms for their continuous monitoring and improvement; the development of art research centres that promote professional activities and education beyond the scope of study programmes and establish connections with external stakeholders; public activities that include a continuous presentation of the work of students and teachers; the organization of artistic and scientific contents for students and the public; active involvement of students in the educational and decision-making process; close cooperation with internal and external stakeholders in the system of improvement and quality assurance and, finally, continuous improvement of all other segments of the Academy's activities.

The quality assurance system is aligned with the Quality Assurance System of the University of Rijeka. The organization and operation of the quality assurance unit is defined in the APU *Regulations* on Quality Assurance and Improvement System. The Academy has an established and functional quality assurance unit: *Committee* for Management and Improvement of the Quality System of the Rijeka Academy of Applied Arts (hereinafter referred to as the Academy Quality Committee). As specified by the *APU Regulations on Quality Assurance and Improvement System*, the Quality Committee consists of teachers and students, as well as external stakeholders and administrative services of the Academy. Currently, it includes: one teacher, who is also a member of the management board, in artistic/scientific position, one teacher in artistic-teaching position, one artistic associate, one teaching assistant, one student, one member of the administrative services of the Academy and one external stakeholder (from the Rijeka High School for Applied Arts).

The Committee organizes, coordinates and performs analyses, which serve as the foundation for implementing the measures for the quality system improvement. For example, based on analyses of study performance, as well as analyses of student progress and number of enrolled students, the Academy reviews its study programmes and introduces the necessary changes. In addition, at least once a year, students assess the quality of teaching and the teaching staff, and teachers evaluate themselves. These assessments also include feedback from the Academy's graduates and alumni. The Committee creates an annual and a long-term plan of activities. The Chair of the Quality Committee is obliged to submit *Reports* on her activities to the Council. The Quality Committee continuously monitors the work of its organizational units, i.e., the Management Board and Departments. It also monitors the work of administrative services and committees, advises the Management Board and participates in the adoption of internal acts of the Academy. At the initiative of the Quality Committee, during the pandemic, a working group was established at the University of Rijeka, with the aim of producing *Recommendations* for appropriate behaviour in online classes and other forms of work in virtual environments. The recommendations were drafted and voted on at the session of the University of Rijeka Quality Committee, and became an integral part of the third edition of the University of Rijeka *Handbook* for the Quality of Study 2022.

The Academy systematically collects and analyses data on its processes, resources and results, and uses them to effectively manage and improve its activities, as well as for further development. In addition to monitoring the implementation of the APU 2016-2020 *Strategy*, the Academy Quality Committee adopts its Action Plan and delivers annual reports on its implementation, as part of the Committee Chair's Report. The Academy Quality Committee also adopts its own recommendations and guidelines. Once a year, all vice-deans, centre managers, project managers and Lifelong Learning coordinators submit Reports containing all

elements of quality according to the ESG standards. All *Reports and Action Plans* are publicly available on the Academy's website.

The aim of regular monitoring, reviewing and amending of the study programmes is to ensure that they are adequately implemented, in an environment that is effective and supporting to students. The procedure for making amendments to the approved study programmes is carried out in accordance with legal regulations. The procedure is based on feedback from teachers, students, alumni, professional associations and employers. Amendments to study programmes always rely on the collected information. The collected information is analysed, and based on that, the Academy proposes changes to the programme. For this purpose, in November 2019, the Academy produced *Instructions* on the process of drafting, application, harmonisation and improvement of the study programmes. The Academy uses various methods of collecting information on quality. For the collection of information about students and study programs, the Academy uses Information System of Higher Education Institutions of the Republic of Croatia (ISVU system). The enrolment of students in the first year of study is carried out with the help of the National Information System for Applying to Higher Education Institutions (NISpVU). For the purpose of gathering information about the quality of study at the University of Rijeka, and in the framework of monitoring the quality of study programs, student

satisfaction with study programs and learning outcomes is regularly monitored and analysed. The Academy's Student Service regularly collects information by surveying students of the final years of undergraduate and graduate studies, and then submits this information to the University of Rijeka. Student satisfaction with undergraduate and graduate studies is examined at the end of the study programme, by using a questionnaire on satisfaction with the study. This is carried out in cooperation with the Centre for Quality Assurance and Improvement, which publishes the *Analysis* of satisfaction with undergraduate, graduate and integrated undergraduate and graduate studies at the University of Rijeka – e.g. Report for academic year 2020/2021. The evaluation of teacher work is conducted on the basis of various procedures or a combination of these procedures, namely: evaluation by students; teacher self-evaluation (the teacher independently evaluates his/her own work); evaluation by other teachers; evaluation of the work of assistants, post-doctoral researchers and mentors; analysis of studying; assessment of availability and appropriateness of teaching materials; institutionally coordinated communication with student representatives. The evaluation of teacher work is based on the results of the students' assessment of the teaching process. Students assess teachers using standardized questionnaires created by the university. The institutional evaluation of the work of teachers is also carried out regularly, at the end of each semester, and

the results of the evaluation are used in the process of appointment to a higher grade or re-appointment.

The internal evaluation of the quality assurance system of the University of Rijeka is a systematic and periodic procedure that determines whether the activities that make up the quality assurance system of higher education institutions are effective and in accordance with the university, national and ESG standards. It assesses the contribution to the continuous improvement of the institution's quality culture. The *Quality Committee of the University of Rijeka and the Centre for Quality Assurance and Improvement* organize and implement the internal evaluation of the quality assurance system at the University of Rijeka and are responsible for its effectiveness. The Academy has undergone several internal evaluations of the quality assurance system. The last one was conducted in January 2020, which is described the *Report* on the results of the internal judgment of the quality assurance system of the University of Rijeka – Academy of Applied Arts. In this Report, the Committee for Internal Evaluation made observations on the development of the Quality Assurance System of the Academy and gave recommendations for the development and improvement of the system, which the Academy included in the drafting of the APU 2022-2026 *Strategy*. The intention is to formulate substrategies for development of certain activities that the current Management Board sees as essential for the

development of the Academy (for example, Lifelong Learning). An external professional assistance (consultant) was hired for this purpose. Standards, guidelines and indicators based on which internal evaluation is carried out are defined by the University of Rijeka Study Quality *Handbook* 2022. The basis for the Academy's self-evaluation are documents related to the quality assurance system, reports and action plans aligned with the University of Rijeka 2014-2020 Development Strategy and the University of Rijeka 2021-2026 *Strategy*, as well as the reports from previous evaluations of the quality assurance system and/or re-accreditation of the institution. The purpose of self-evaluation is to assess the level of adoption of the established quality standards and to determine the effectiveness of the quality assurance system in achieving the defined objectives. The self-evaluation process includes an analysis of the compliance of the quality assurance system with standards and guidelines defined in the APU Study Quality Handbook and the achievement of goals and tasks according to the University of Rijeka 2014-2020 Development Strategy and the University of Rijeka 2021-2026 Strategy listed with each standard. Self-evaluation identifies and comments on the trends related to a particular standard, objective and task, and specifies which activities have been undertaken with the aim of improving the current situation.

In order for all stakeholders to recognize the strategy as an effective tool for improving

the Academy's operation, SWOT analyses are carried out periodically. For the purpose of developing the new Academy Strategy, the following SWOT analyses have been performed: *SWOT* by the Quality Committee, *SWOT* by the Management Board, *SWOT* by Department of Fine Arts, *SWOT* by Department of Applied Arts, *SWOT* by Department of Performing Arts and *SWOT* by external stakeholders.

Since the *Strategic Objectives* of the Academy include the creation of new, recognizable study programmes, tailored to the needs of society and the labour market, the Academy has defined the *Instructions* on the process of drafting, application, harmonisation and improvement of the study programmes, which clearly emphasize the involvement of students and external stakeholders in the extended teams (Committees).

The Academy is committed to the development and implementation of human resource management policies (managerial, scientific-teaching, artistic-teaching, administrative, professional and support resources), in accordance with professional principles and standards, which is regulated by Croatian legislation and all the documents, procedures, procedures, strategies, regulations and instructions mentioned so far. Once a year, the Academy conducts a unique analysis and revision of personnel policy, and assesses the need for hiring new personnel accordingly. All this has to be approved by the Academy Council.

Teachers, teaching assistants and non-teaching staff of the Academy pursue a continuous professional development. For instance, teaching assistant Nina Licul enrolled in doctoral study program "Izobraževanje učitelja in edukacijske vede" in the scientific field of teacher training and educational sciences in the field of fine art, mentored by associate professor Bea Tomšič Amon, Faculty of Education, University of Ljubljana (topic of doctoral dissertation — Effectiveness of Using Photography in Elementary Fine Arts Education); Darija Žmak Kunić and Dean's Secretary Zvjezdana Donadić have completed a Lifelong Learning program — Quality Assurance in Higher Education (Teaching Competences in Higher Education), University of Rijeka, Faculty of Humanities and Social Sciences, centre for Teacher Education; Dean Letricija Linardić, Vice-Deans Darija Žmak Kunić and Melinda Kostelac, Secretary Zvjezdana Nikolić and ISVU Coordinator Vesna Košćak participated in online training on how to write the self-evaluation report in October 2021, organized by the Agency for Science and Higher Education; the Chair of the Academy's Quality Committee completed an online course — Reflections on Leadership in Higher Education: Developments, Challenges and Examples of Good Practice. Some of the teachers and non-teaching staff took advantage of the partnership with *Coursera*, which allowed them to participate in courses, specializations and professional certified programs of the world's leading universities and industry companies to improve person-

al and professional skills and competences (see topic 5). All other information is available in the annual Spreadsheets of Artistic and Scientific Activity, which are an integral part of the annual *Reports and Action Plans* of the Academy.

Pursuant to the recommendations of the Academy's Quality Committee, the Management Board has involved various stakeholders (teachers, teaching assistants, students and external stakeholders) in the drafting of several documents, such as Self-Evaluation of 2022 and APU 2022-2026 *Strategy* (with a professional consultant), as well as in assessing the need for personnel in different departments, SWOT analyses and the creation of staff motivation and reward systems. Development of a human resources management strategy for the period of 2022-2026 is also planned.

Significant progress has been made in defining the rules and procedures to ensure high standards of work related to study programmes and studying, artistic activity and operation in general. Quality assurance monitoring (study programmes, teaching processes, student support, support for students from vulnerable groups, artistic, scientific and professional activities) at the University of Rijeka and the Academy of Applied Arts as its constituent is defined by the following *documents, procedures and instructions*: *Act* on Quality Assurance in Science and Higher Education; *Standards* and Guidelines for Quality Assurance in the European Higher Education Area; *Statute* of the University of Rijeka; *Statute* of the Academy of Applied Arts; *Regulations* on Internal Organization and Organization of Jobs; University of Rijeka Study Quality *Handbook* (December 2021); APU *Regulations* on Quality Assurance and Improvement System; APU Study Quality *Handbook*; *Instructions* for Study Programme Evaluation; Workflow of Study Programme Evaluation; University of Rijeka Development *Strategy*; APU 2016-2020 *Strategy*; APU 2022-2026 *Strategy*; *Rules* of Procedure on the Work of the Ethics Committee; *Rules* of Procedure on the Work of the Academy Departments, *Regulations* on Execution and Financing of Field Work; Regulations on Rewards for Teachers, Associates and Non-Teaching Staff (currently being discussed); *Work* Regulations; *Regulations* on Disciplinary Responsibility of Teachers and Associates.

The implementation of various and new quality development strategies is an ongoing task of the Academy and there are many more steps and challenges ahead until the full establishment of a quality assurance system that would be comparable internationally. The main goal of quality assurance at the Academy is to further develop new mechanisms for promoting and maintaining the highest level of quality in the teaching, artistic, scientific and professional work of the Academy, with the aim of further developing and functioning of the established quality assurance system.

1.2.

The higher education institution implements recommendations for quality improvement from previous evaluations

The Academy of Applied Arts has been evaluated from 2015 to the present day through the following procedures of internal and external independent evaluations:

- external independent periodic evaluation of the quality assurance system of higher education institutions in the Republic of Croatia in 2012
- internal independent periodic evaluation of the quality assurance system of higher education institutions in the Republic of Croatia, 2015
- re-accreditation of the Academy, May 2015
- external independent periodic evaluation of the quality assurance system of higher education institutions in the Republic of Croatia, 2016
- internal independent periodic evaluation of the quality assurance system of higher education institutions in the Republic of Croatia, 2020

The recommendations of expert committees in internal and external evaluation resulted in the formulation of new strategic documents, action plans and, consequently, concrete activities aimed at improving the Academy's quality. In accordance with the recommendations of the Agency for Science and Higher Education (ASHE), after an external independent evaluation of the quality system, and after the process of re-accreditation of study programmes, a revised Quality Policy was adopted, which was introduced and passed by the Academy Council and published on the website, along with part of the APU Study Quality Handbook.

In the process of re-accreditation, on 20 January 2015 the Self-Evaluation *Commission* drafted the *Self-Evaluation* Report, and the *Expert Committee* for Re-Accreditation of the University of Rijeka Academy of Applied Arts, appointed by the ASHE, visited the Academy on 25 and 26 May 2015. The Expert Committee submitted a *Report* with recommendations for quality improvements. These recommendations are integral part of the Accreditation Recommendations given by the ASHE in the re-accreditation process.

The annual *Plans* of the Academy, drawn up based on the Recommendations of the Commission, contain mechanisms for monitoring the implementation of the APU 2016-2020 *Strategy* on an annual basis (for the follow-up period). The mechanisms are implemented by defining the development objectives, tasks and responsible persons, as well as by defining the quality and performance indicators through action plans for each academic year. This also includes monitoring of the plan implementation (e.g. *2020/2021 Action Plan Implementation Report, with Action Plan for 2021/2022*). Reports and action plans are considered and adopted at the meetings of the Academy Council.

The Academy acted on the recommendations submitted in the 2015 report, and,

under paragraph 1.1 of this Self-Evaluation Report, it provides examples of changes related to the Internal Quality Assurance and Social Role of the Higher Education Institution (ESG 1.1, ESG 1.7, ESG 1.8).

At the end of the six-month phase of the 2015 re-accreditation follow-up, on 24 October 2016, the Academy submitted to the ASHE the report of the Committee for the Management and Improvement of the Quality System on the activities that were conducted according to the action plan for the follow-up phase of the audit (March to October 2016). The report was signed by the Dean, Letricija Linardić, with attached documents that resulted from the implementation of the above said activities. The external evaluation process ended with the *Final Report* on the results of the external independent periodic evaluation of the quality assurance system of the Academy of Applied Arts. The report contains the final assessment of the level of development and effectiveness of the Academy's quality assurance system, which was done according to the criteria for the evaluation of the level of development and effectiveness of the quality assurance system of higher education institutions in the Republic of Croatia.

In the *Final Report* on the Results of the External Independent Periodic Evaluation of the Quality Assurance System of the Academy of Applied Arts in Rijeka from 2016, the Committee for External Evaluation gave an objective assessment of the quality

assurance system, as well as recommendations for its improvement. The committee proposes to the ASHE that the process of re-accreditation of the Academy take place in the second cycle of the re-accreditation. Another internal evaluation of the quality assurance system was conducted again in March 2020, organized by the University of Rijeka. The evaluation was based on the procedure defined in the University of Rijeka Study Quality Handbook (2016), and the visit of the Commission on January 29, 2020. It was concluded, according to the *Report* on the Results of Internal Evaluation of the Quality Assurance System (2020), that numerous changes and improvements were made at the Academy from 2015 to 2020, with the aim of improving the quality of studying. The improvements are especially seen in connection with the documentation of the quality assurance activities, relationships with students, provision of resources and informing of the public.

Based on the recommendations of the Commission, the Academy has worked towards the realization of the plans and introduction of the necessary improvements. The improvements became evident in the current process of self-evaluation.

Report on the Results of Internal Evaluation of the Quality Assurance System and the Action Plan serve on an annual basis as the starting point for the proposal of activities of the Quality Committee, and are adopted together with a report on the activities implemented in the previous period, as part of the *Action Plans of the Quality Committee*. In academic year 2019/2020, COVID-19 pandemic caused significant changes in the education system and new measures of quality indicators in the higher education system had to be introduced. In accordance to that, the Academy revised its *Action Plan* of the Committee for the Management and Improvement of the Quality System of the Academy of Applied Arts Rijeka for 2020/2021.

As can be seen from previous evaluations, there has been a significant progress over the past seven years in terms of improving the quality system. Based on suggestions by internal and external evaluation committees, the Academy has used the available information to follow the indicators of work quality. It has planned further development based on the information analysis and implemented the principle of quality assurance by taking responsibility for personal and institutional development.

1.3.

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

The Academy supports academic integrity and freedom, prevents all types of unethical behaviour, intolerance and discrimination. It has provided a tool for authenticating graduate papers (Turnitin), applies the *Code of Ethics* of the University of Rijeka and has established the *Ethics Committee* of the Academy.

Ethical standards are clearly defined at the Academy of Applied Arts in Rijeka. The Quality Policy is based on expertise, knowledge, skills and ethics in the assumed responsibility for the implementation of the quality policy, to which all employees of the Academy contribute. Ethical principles in the activities of the University of Rijeka, as well as the Academy, are regulated by the *Code of Ethics* of the University of Rijeka. They refer to scientific work, publication of results, relationships among all participants of scientific, artistic and educational processes at the University in the broadest sense.

The Code of Ethics of the University of Rijeka defines the objectives of encouraging understanding and acceptance of the basic principles of morally justified behaviour and their application in the specific context of the University. The fundamental principles advocated by the Code of Ethics are: human rights, respect for person's integrity and dignity, equality and fairness, academic freedom, professional behaviour, compliance with laws and legal proceedings. Unacceptable behaviours, in accordance

with the code, are: discrimination, harassment, sexual harassment, and any form of prejudice. The Academy insists on objectivity and impartiality. The University has adopted the *Appendix to the Code of Ethics* of the University of Rijeka, and *Amendments to the Appendix* to the Code of Ethics of the University of Rijeka. In accordance with that, the *Ethics Committee* of the Academy is established. The Commission consists of a president (selected among teachers) and two members - one teacher and one student. Members, mode of work and other issues related to the Academy's Ethics Committee are regulated by the *Rules of Procedure* of the Ethics Committee. The Committee of monitors the implementation of the University's Code of Ethics, uses mechanisms to prevent unethical behaviour, intolerance and discrimination, conducts the necessary activities and gives recommendations for the elimination of unethical behaviour.

Documents and handbooks of the University of Rijeka related to ethical principles, obligations and responsibilities of students and teachers also apply to the Academy of Applied Arts, and are available to students and teachers on the Academy's website. The norms of behaviour that all students are obliged to respect are regulated by the *Code of Ethics for Students of the University of Rijeka*. This code defines infringements, including plagiarism, copying and falsification of results. The responsibility of students for violation of obligations and/or non-compliance is determined by the *Regulations*

on Disciplinary Responsibility of Students of the University of Rijeka adopted by the Academy Council. It regulates the disciplinary responsibility of students, disciplinary measures, disciplinary proceedings and the bodies monitoring the proceedings: Disciplinary Committee, Disciplinary Appeals Commission, and Secretary of the Disciplinary Commission and the Disciplinary Appeals Commission.

Disciplinary responsibility of teachers and associates of the University of Rijeka, disciplinary acts, disciplinary measures, manner of appointment of a disciplinary committee, implementation of disciplinary proceedings and other issues related to disciplinary responsibility are determined by the *Regulations* on Disciplinary Responsibility of Teachers and Associates of the University of Rijeka, which the Academy Council has adopted. The Academy Council has adopted the *Work Regulations*, based on which the employees of the Academy exercise their right to protection of security, privacy and dignity. Complaints regarding the protection of these rights may be lodged with the Dean of the Academy. According to the Ordinance, an employee who believes that his/her right guaranteed by the Personal Data Protection Act has been violated submit a request to the Croatian Personal Data Protection Agency for determination of a violation of rights.

In 2015, the Expert Committee for Re-Accreditation of the Academy concluded in

its recommendations that ethical standards for teaching and research activities were defined at the Academy, and that students, teachers and other stakeholders were familiar with them. The procedures for monitoring unethical behaviour are comparable to those of renowned higher education institutions in Europe. In the context of online teaching during the COVID-19 pandemic, to ensure that the rules of conduct are properly followed, the Academy formed a Working Group that produced *Recommendations* for Appropriate Behaviour in Teaching and Other Forms of Work in Virtual Environment. These included the rules of conduct, manners of communication, conditions for holding online classes, conditions for recording online classes and prohibitions against unauthorised sharing of teaching materials. The Academy adopted a *Decision and Instructions* on the Rules in Online Classes, which lay down the rules of appropriate behaviour and encourage mutual respect, acceptance of diversity and proper use language.

In order to protect and promote the rights of students guaranteed by the law and acts of the University, the Student Union of the University of Rijeka has established the *Office of the Student Ombudsman* as the umbrella-body that protects students from possible violations of their rights. The Office of the Student Ombudsman seeks to represent and assist students whose rights have been violated, and to actively inform students about their rights and how to protect them.

The Academy has its own *Ombudsperson* within the Student Union of the Academy. Student representatives participate in the work of the Academy Council and have all the rights as other members of the Council. At each Council meeting, students report on their activities and possible problems. Conflicts and irregularities are resolved on different levels, if possible among colleagues, and then at chairs or departments, in the Ethics Committee and Disciplinary Committee, or by involving the Dean, depending on the type of misconduct.

The University of Rijeka and the Academy strive to raise awareness among the employees and students regarding modern ethical practices, plagiarism, copyright, fair use and intellectual property. Some of the Academy's employees used the opportunity to attend courses concerning authorship, plagiarism and citation within literary, scientific and/or artistic fields, the use of Creative Commons licenses on educational content, and research integrity.

With the aim of understanding and accepting the basic principles of moral behaviour and their application in a specific context, the University of Rijeka has developed the handbooks *Gender Equality Plan* of the University of Rijeka 2021-2025 and *University of Rijeka — a safe place, without sexual harassment*, available to all employees and students on the Academy's website. Sanja Bojanić, the Academy's employee, participated in drafting of *Support and Imple-*

mentation of Plans for Gender Equality in Academia and Research (SPEAR), as part of the Horizon 2020 project, in which the University of Rijeka took part as a partner. Educational materials have been published on the GenPORT platform, which gathers the results of projects co-financed from EU programmes on gender equality and excellence in all scientific fields, technologies and innovations. At the initiative of Dean Letricija Linardić, in May 2021, the Thematic Council of the Academy was held on the topic "The practice of the Ombudsperson for gender equality related to protection against harassment and sexual harassment". The Council was attended by: Dean Linardić, Ombudsperson for Gender Equality of the Republic of Croatia Višnja Ljubičić, Rector of the University of Rijeka PhD Snježana Prijić Samaržija and advisor to gender equality ombudsman Nebojša Paunović. In October 2020, the Academy signed a "Diversity Charter" created as part of the *Diversity Mixer* project (co-funded by the EU). Acts related to copyright and the processing of personal data are available on the Academy's website: *Copyright and Related Rights Act (OG 111/21)*, and the *Act on the Implementation of the General Data Protection Regulation*.

The principles of academic ethics when writing scientific and professional papers are applied through the instructions on how to write seminar, final and graduate papers. *Regulations on graduate thesis and graduate exam* includes instructions for the

preparation of the graduate thesis, which specify the method of writing notes and citing the sources. *Regulations on Exams and Assessments* regulates the obligations and responsibilities of students and teachers, and defines inappropriate behaviour and disciplinary measures. *Academic Writing* course is part of the Academy's undergraduate study programmes of Art Education, Applied Arts, and Graphic Design and Visual Communications, and contains outcomes geared towards academic ethics. In the course, in addition to learning the basics of academic writing, students are introduced to the problems of plagiarism, copying and other violations of copyright and intellectual property.

As part of Student Counselling centre of the University of Rijeka, there is also the *Office for Students with Disabilities*, and *Psychological Counselling Centre*, which provides professional psychological assistance and support to students and other members of the University of Rijeka, with the aim of improving the quality of life and increasing the efficiency of study. Students are informed about this in Orientation and Motivation Practicum. The Academy has a coordinator for students with disabilities. Currently, Ana Sumner has been *appointed* to this position.

1.4.

The higher education institution ensures the availability of information on important aspects of its activities (teaching, scientific/artistic and social)

For the collection of information about students and study programs, the Academy uses Information System of Higher Education Institutions of the Republic of Croatia (ISVU system). The enrolment of students in the first years of study is carried out with the help of the National Information System for Applying to Higher Education Institutions (NISpVU). The Academy proves the transparency of its work by publishing on its website the reports of the Quality Committee. Following the recommendations from the 2015 internal evaluation, the Academy has made significant progress in gathering information related to the quality assurance system. The Academy informs all stakeholders accordingly, with the aim of conducting activities for further improvements of the study quality. The part dedicated to the activities of the Quality Committee gives full insight into the activities of the quality assurance system, the conducted evaluation procedures, the activities defined by action plans and annual reports.

The official website of the Academy is one of the forms of informing the public. The Academy has publicly available information about its work, including information on study programmes, admission criteria, foreseen learning outcomes, qualifications, and procedures applied in teaching, learning and evaluation. In addition to the website, the Academy informs the public through public events and manifestations, as well as through advertising in the media. The new official website of the Academy contains all the essential information intended for students and external stakeholders. To ensure the quality of information published on the website, in December 2019, the *Website Commission* was formed. Furthermore, information on study programmes is published in full detail, and learning outcomes for each course are published in Detailed Implementation Plans, which are only available within the institution. The website also contains news and announcements related to the activities of students and teachers, which are potentially interesting to internal and external stakeholders and the general public (e.g. exhibition announcements, plays...). To communicate with students, the Academy also uses e-mail and social networks. The e-learning system (Merlin) was minimally used in the past, but recently there has been an increasing number of teachers using it. During the pandemic period, a large number of teachers established a platform for communication via Microsoft Teams. So far, the website is in Croatian and partially in English. The navigation menu on the website consists of the following elements: Academy, Studying, Artistic Activities, International Cooperation.

Each of the above menus consists of drop-down submenus. Therefore, the Academy menu consists of: *About us*, which describes the mission, vision, values and principles of the Academy, as well as *Reports and Action Plans* for each academic year (only in Croa-

tian); *Organization*, containing information about the Management Board, heads of departments and chairs, professional services, as well as documents on the organization of the academy and committees; *Teachers* provides information about teaching staff, external associates, and also contains the list of retired teachers. For ease of visibility, teachers can be sorted by categories: All/Drawing/Acting/Printmaking/Intermedia/Sculpting/Painting/Theoretical Subjects. Each profile consists of a short CV, portfolio, contact information, as well as the name of the course for which the teacher is in charge. The *Public Calls* page lists public calls for participation in exhibitions, programmes, calls for appointment to titles, as well as calls for the commencement of employment.

The *Documents* segment contains all applicable regulations and documents based on which the Academy operates. These include essential documents, acts and regulations, ordinances, regulations on safety and protection at work, public procurement, financial operations and numerous forms. The website also contains information about the right to information, as well as information about re-accreditation. One of the fundamental values for defining development strategies is *Quality*. This segment lists all the Academy's objectives. The website also *contains* (in Croatian only) the Academy's action plans and provides information about different forms of student support offered through the Mentors, Tutors and Practicum systems. The next segments are: APU *Regu-*

lations on Quality Assurance and Improvement System, University of Rijeka Study Quality *Handbook* 2022, APU Study Quality *Handbook* 2019, Evaluations and the *Quality Committee*. *Accessibility submenu* includes the statement of accessibility and provides the chance of giving feedback to the Academy, as the institution strives to make its website accessible in accordance with the *Act on the Accessibility of Websites and Software Solutions for Mobile Devices of Public Sector Bodies of the Republic of Croatia*. The privacy and protection of individual's personal data is regulated by the General Data Protection Regulation and the Data Protection Act, which is highlighted on the contact page in relation to the processing of personal data and the exercise of the associated rights. *COVID-19* follows the current regulations in accordance with the recommendations of the Civil Protection Headquarters, as well as current studies of the same topic. Student activities are described in the *Student Union* submenu, which also contains information about the union members and deputies, as well as information about the student ombudsman.

The Study menu consists of the following submenus: *Enrolments*, which contains *information on study programmes*, enrolment applications, and detailed information on undergraduate and graduate study programmes (currently in Croatian only); *Study Programmes* contains links to undergraduate studies in *Applied Arts*, *Art Education*, *Graphic Design and Visual Communi-*

nications, and *Acting and Media*, as well as links to graduate studies in *Applied Arts* (applied painting, applied sculpture, design for theatre and film), *Art Education*, *Visual Communications and Graphic Design*, and *Acting*. Next, submenu *Teaching* comprises information on timetables and curricula of the undergraduate and graduate studies, exam deadlines and teacher consultation hours, and academic calendar. *Students* drop-down menu contains documents such as the *Statute of the Student Union* of the Academy of Applied Arts, *Accident Insurance*, *Health Insurance instructions*, *information* on how to obtain a Volunteering Certificate, *Certificate Of Competences* acquired through volunteering, and *Handbook* on Credits from Extracurricular Activities. There is also information on graduates, and the *Statute of Alumni Club*. In addition, the website contains notices given by the Student Service, contacts and the *Student Guide*. *Centres* menu contains links to art centres: *Center for Design and Production*, *Center for Innovative Media*, *Quark – centre for Ceramics*, which are aligned with the strategic objectives of the Academy's development. They contribute to its visibility in public and support cooperation with external stakeholders. The Academy's graduates and Alumni are involved in the work of the Centers, which helps them acquire experience for the labor market.

Workshops submenu comprises information about the Academy, its workshops and studios, as well as spaces offered to students

based on cooperation with external institutions.

Art Activities menu consists of the following submenus: *Final Exhibition 2020 (online)*, which was launched as an online platform for exhibiting the students' artworks created in academic year 2019/2020 and is divided into two parts – the Final Exhibition of Graduate Students 2019/2020 with submenus of the *Subdepartment of Drawing*, *Subdepartment of Sculpting*, *Subdepartment of Painting*, *Subdepartment of Intermedia*, *Subdepartment of Printmaking*, and *Subdepartment of Art history and General Subjects*, and Final exhibition of undergraduate students 2019/2020 with submenus of: *Subdepartment of Drawing*, *Subdepartment of Printmaking*, *Subdepartment of Acting*, *Subdepartment of Art History and General Subjects*, *Subdepartment of Painting*, *Subdepartment of Intermedia* and *Subdepartment of Sculpting*. In *Exhibitions* menu one can find information about international exhibitions, final exhibitions and more, with names of participating artists. The *Plays* page contains information about plays held by the Academy as well as names of participants and organisers. *E-editions* presents publications and catalogues of exhibitions, including the following: *All Nuances Of Vulnerability* – Movement, Sound, Image and Word in the Protection of The Rights of the Vulnerable, *Exhibition of artworks of the 2nd year students of graduate studies 2019-2020* and *Interactive art in the public sphere: discourses and techniques*.

The Academy strongly supports cooperation with related art institutions and associations in Croatia, Europe and the world, through the *International Cooperation*. The website contains contact information of the coordinators, a list of institutions with which the Academy has established regular cooperation, as well as the Erasmus contracts. More information on Erasmus+ mobility programmes, CEEPUS network, AdriArt.ce and Art without Borders programmes is also available here. Apart from the website, the Academy also has a Facebook page, called *the Academy of Applied Arts Rijeka*, and an Instagram account (*apu_rijeka*), where it regularly reports on interesting events and the achievements of its students and teaching staff. The Academy also maintains a YouTube channel called the *Academy of Applied Arts*, where new works by students of the Academy are regularly published. In addition, the *Centre for Innovative Media* (translated into English) as well as Facebook page of the *Department of Performing Arts*, Facebook page of the *Subdepartment of Scuplting* and Instagram account of *Glass course* largely contributes to public visibility of the Academy's artistic, scientific and social activities. The official website of the Academy has an additional extension in the form of *UserWay*, which increases the accessibility and makes it adaptable, to fit all users.

The plan for the next period is: the adoption of an outreach plan, authorization of web posts, translation of the website into foreign languages, development of a system for monitoring the employability of students (which is being implemented at the university level for the time being) etc.

1.5.

The higher education institution understands and encourages the development of its social role

The Academy understands and encourages the development of its social role at local, national and international level. The Academy understands very well the importance of its social role, its relationship with the city and the region, and its prominent role in the artistic life of the city, the region and beyond. The Programmes of the Academy are well aligned with the needs and requirements of society, students and the labour market, especially the labour market in the local environment.

Through artistic, scientific and research projects done in partnership with the economy (private and/or public sectors), the level of professionalism was improved between 2016 and 2020, as well as the professional competences in students, with the aim of contributing to the development of creative industries. For example, between 2014 and 2020, the Academy, in partnership with Rijeka 2020 d.o.o., participated in the EU Commission Programme on Rights, Equality and Citizenship for the period 2014-2020.

In cooperation with the Croatian Business Council for Sustainable Development and Rijeka 2020 d.o.o., the Academy implemented the *Diversity Mixer* project, which also included the signing of the Diversity Charter. The Academy also collaborated with the City of Opatija on the Riviera 4 Seasons project. By participating in the Drafting of Statutes for International Conference, the Academy established cooperation with

Apriori World d.o.o. The set design for a show of the local television Kanal Ri was also one of the Academy's achievements. One of the most important projects where the Academy worked as partner is *Wom@rts* (Women Equal Share Presence in Arts and Creative Industries), funded by the "Creative Europe" fund.

It is a four-year programme involving 10 partners from 8 countries: Spain, France, Lithuania, Ireland, Great Britain, Finland, Slovenia and Croatia. Wom@rts is a transnational network and platform dedicated to gender awareness, especially in the field of propulsive artistic media and creative industries. It promotes a greater visibility of women in art. Through its activities, the Academy is involved in the life of the local community and contributes to its development through its scientific, artistic and professional teaching activities, as well as other forms of participation, as described in more detail in Chapter 5: Artistic and scientific activity. The Academy continuously develops a Lifelong Learning system that ensures an active artistic participation of an individual, providing ways for a greater social development (see standard 1.6). The Academy has set up the above-mentioned Centres, to connect and improve artistic practice and higher education. The activities of the Centres are aligned with the strategic goals of the development of the Academy. They contribute to its visibility in public and enhance the cooperation with external stakeholders. Graduates and Alumni are

involved in the work of the Centres, which helps them acquire experience for the labour market.

A significant contribution to the development of the economy and the local community is made through the activity of the Academy's *Centre for Innovative Media (CIM)*. The Centre was founded in 2017, with the aim of connecting new media art, science and technology, based on ethics, ecology and self-sustaining systems. The Centre operates on the national and international level, bringing together renowned local and international artists, scientists and theorists, for the purpose of researching and presenting the latest developments in contemporary art, science and technology. In addition, the Academy collaborates with other faculties of the University of Rijeka, where new fields of science are explored, and with other universities, institutes and other cultural institutions in the creation of interdisciplinary and new media projects. The CIM program offers opportunities for innovative approaches in the fields of applied arts, 3D printing, microscanners, virtual (VR) and augmented reality (AR), interactive video, computer graphics and animation, and various aspects of creative work. This also includes the use of contemporary music and sound in media environment (film, video and Internet).

Quark – Centre for Ceramics was established in 2018, with the aim of further research and production in the medium of ceramics,

outside the regular curricula. New ways and methods of working with ceramic primarily refer to research in the field of object design, and interdisciplinary research within international, interinstitutional and university-based artistic/scientific projects, as well as projects done in collaboration with the economic sector. Since its inception, the Centre has been conducting intense research in the field of new technologies and cad-cam (in 2018, the Academy purchased a new ceramic 3D printer, the first of its kind in Croatia). The *Centre for Design and Production* focuses on the design, preparation and realization of simple commercial projects. This includes production of professional artworks in the field of graphic design and printing of simple graphic products. The Centre is in charge for the work of the digital printing machine, as well as other activities in the field of graphic design and production. It also monitors the exhibiting activity of students, teaching assistants and teachers of the Academy. In 2021, two new centres were established: The Glass and Mosaic Centre and the Career Centre.

The Academy occupies an important place in the local community and the city of Rijeka. For example, on the Academy's Day, on 6 December 2019, the Academy was visited by the Waldorf Primary School. Then, in cooperation with kindergarten "Đurđice", located in the immediate vicinity of the Academy, the Academy carried out a project called "Magic Day". The Academy participated in this project by running creative workshops.

These included a short tour of the Academy and the workshop I, SCULPTOR for a day! (35 preschool children and their teacher attended the workshops). There was also a workshop on making commemorative decorations, with elementary school R. K. Jeretov from Opatija (APU students and a mentor worked with the pupils and their teachers). In addition, the Academy's students volunteered in the workshops of the International Children's Festival Volos, held on 1 December 2019. More about other activities can be found in the Spreadsheets of artistic and scientific activities.

Teachers and students of the Academy are active volunteers, giving an immense contribution to the community. For example, in a voluntary collaboration with the Association of Deaf and Hard-of-Hearing Rijeka, Mirna Kutleša and Darija Žmak Kunić conducted a watercolour workshop at Moise Palace, as part of *With Wind Through Silence* project. Nataša Antulov, in collaboration with the Croatian National Theatre Rijeka, the Centre of Education and the Rijeka Down 21 Association, carried out a project called the *Fifth Ensemble*. The project, which lasted from 2018 to 2019, arose from the need to bring together young people who have different abilities, and form an artistic ensemble that produces high-quality performance art. Through the programs of the Student Cultural Centre, students of the Academy have launched more than 90 projects involving exhibitions, festivals, murals, performances, films, workshops, etc.

(*List of projects 2016-2021*). The support of the Student Cultural Centre allowed for the implementation of the following projects: Young Actors to Rijeka Festival; Murals Everywhere; Sea — a sculptural inspiration of playground design; picture book for children Grickonja užasa; Grannies — production and exhibition of documentary comics, etc. Before the pandemic, the International Festival of Drama Academies, organized by the Student Cultural Centre of the University of Rijeka, was taking place on a regular basis. The aim of the festival was to bring together students, as well as their academies, in trans-university and trans-national projects.

1.6.

Lifelong learning programmes delivered by the higher education institution are aligned with the strategic goals and the mission of the higher education institution, and social needs

The Academy is actively involved in the development of Lifelong Learning of the University of Rijeka. Vice-Dean Darija Žmak Kunić is a member of the *UNIRI Lifelong Learning Commission*, where she and other members oversee evaluation and accreditation procedures for Lifelong Learning programs. In addition to that, Žmak Kunić makes sure that quality is maintained in all programs and performs other tasks related to Lifelong Learning programs. These are documents and forms that the Academy applies in the development of its lifelong programs: *Regulations on Lifelong Learning* — Consolidated text of 24 July 2020, *Evaluation questionnaire*, *Description of Lifelong Learning programmes*, *Description of Lifelong Learning programmes* (Programmes for the acquisition of knowledge, skills and competences in an accredited study programme), *Description of spatial and personnel conditions* for the implementation of Lifelong Learning programmes, *Financial analysis form*, *List of teachers and associates* participating in the implementation of Lifelong Learning programmes, *Quality assurance* and monitoring of the programme performance.

The Academy delivers a Lifelong Learning program with the aim of empowering members of the community through educational processes. In the Academy's lifelong learning programmes, participants can improve, expand or renew their knowledge and skills in specific areas of art, thus contributing to personal, social or professional development. Lifelong learning supports competitiveness and improves person's adaptability in the fluctuating labour market, allowing the participants to be more active in their social roles.

In the period from 2016 to 2021, the following *Lifelong Learning Programmes* were accredited: Terracotta — introductory course of ceramics (assistant professor Dražen Vitolović), Spectre — Learning about Color (Miljenka Šepić, external associate), Value and Colour in Painting — Still Life (Professor Ksenija Mogin), Portrait Painting (Professor Ksenija Mogin), Digital Painting (Goran Kosić, external associate). The programs are of practical nature, carried out in the form of workshops. They belong to the group of professional development programs without ECTS, and are intended for all age groups.

From 2016 to 2018, the leader of the Lifelong Learning Programme was Darija Žmak Kunić, and Mirna Kutleša became the leader in academic year 2018/19. Five Lifelong Learning Programmes were implemented between 2016 and 2021 (see: *Action plans and Annual Reports*). All programs were completed with a public presentation of the artworks created by the participants, who were given the appropriate certificates. In addition, surveys/questionnaires were conducted, examining the satisfaction of the participants with the completed program. The exhibitions were reported on in the media. As part of the Lifelong Learn-

ing Programme, in 2020, the Academy established a successful cooperation with the *Moise Palace* in Cres. The following lectures and workshops were held there by the Academy's alumni and teachers, as part of the *UNIRI for the People of Cres* project: From Waste to Art (Tanja Blašković); Ceramic as Art Medium — Between Traditional and Contemporary, an introductory lecture on ceramics throughout history and its status in modernity (Dražen Vitolović); Dialogue Between Sculpture and Environment (Nikola Nenadić); The Forgotten Artistic Heritage of the Northern Adriatic: the Wooden Sarcophagus of St. Gaudentius of Ossero (Danijel Ciković); Live Drawing, animation workshop for children (Radovan Kunić). The Lifelong Learning program will continue its activities in the coming period. It will maintain the collaboration with *Moise Palace*, with a series of lectures and workshops within the UNIRI for the People of Cres project. This will include a presentation on contemporary artists who use intuition and restore female identity to art, held by Darija Žmak Kunić, as well as Robert Mijalić's presentation on stained glass windows of the Šibenik Cathedral, and Sanjin Kunić's presentation on the exhibition of the Lošinj Lugger.

The overall objectives of the lifelong programme are aligned with the mission and strategic objectives of the Academy. The programmes are in line with the mission and vision of the APU 2016-2020 *Strategy*, which is aimed at regional influence

and recognition. The goal is to provide a high-quality lifelong training in the field of arts and humanities, intended for a wider community, i.e. for all interested entities nationally and internationally. A larger number of their programs include the possibility of distance learning. Despite the difficult conditions in the pandemic period, development activities related to lifelong learning programmes remained relatively regular. They were only adapted to fit the format that was feasible in those circumstances. The programs are promoted on *APU Lifelong Learning* Facebook page, on *APU Facebook* page, on Instagram (*apu_rijeka*), and in print and electronic media. The Academy also hosts a series of informal art workshops/chat rooms/lectures. For example, as part of Sculptural Tuesday project, numerous lecturers, students and professors gather at the initiative of retired professor Žarko Violić, to hold discussions on current topics in life and art.

Students are encouraged to engage actively with the local community. For this purpose, the Academy has created a student workshop program called Student to Student, where students of the Academy offer drawing and sculpting workshops for students of other faculties of the University. Furthermore, Ecological Sculpture and Object, one of the Academy's courses, uses a method of teaching that involves the community — the course includes art workshops for local people. A large contribution to the coherence of the general

goals of the lifelong learning program with social needs is made by the activities of the Academy's Student Union, which has implemented a number of non-formal programs, such as Free Library on Campus, KLOPART, as part of the Academy Day ceremony, and lectures concerning the legal aspects of copyright. *The Student Union* has organized many humanitarian events, such as fund-raisers for the renovation of the space for "My Place in the Sun", as well as humanitarian aid for the Ukrainian refugees.

In collaboration with the Student Cultural Centre, teachers and teaching assistants of the Academy conducted the following courses for *the third age*:

- 2021 Beginner and Advanced Painting — Radovan Kunić; Beginner and Advanced Art Photography (online) — Petra Mrša
- 2020 Art Photography (online) — Petra Mrša
- 2019 Beginner Painting — Radovan Kunić; Beginner Painting 2 — Radovan Kunić; Advanced Painting — Radovan Kunić; Advanced Painting 2 — Radovan Kunić; Photography — Petra Mrša and Ivan Vranjić
- 2018 Painting — Mirna Kutleša; Water-colour — Mirna Kutleša; Sculpting (small format) — Darija Žmak Kunić, Silvester Ninić and Nikola Nenadić
- 2017 Sculpting — Darija Žmak Kunić and Rino Banko; Sculpting — Darija Žmak Kunić and Dražen Vitolović
- 2016 Beginner and Advanced Painting — Mirna Kutleša and Radovan Kunić;

Painting — Mirna Kutleša and Radovan Kunić; Artistic Abundance of Adriatic Cities — Melinda Kostelac

Thinking community is an event that took place within the framework of programme called "From the Citizens to Their City", with an active involvement of the Academy's teacher Nadija Mustapić. The programme explored the topics of artistic, social and activist empowerment of the community in specific contexts. It promoted art as a means of positive transformation of communities through interactions in public space. It engaged local people, particularly the young, emphasizing the importance of preserving the public space for the community.

2.

Study programmes

2.1.

The general objectives of all study programmes are in line with the mission and strategic goals of the higher education institution and the needs of the society

In line with the new APU 2022-2026 *Strategy*, the Academy plans to achieve open and student-centred learning and teaching, encourage artistic and scientific research through creative and innovative projects, enhance regional inclusion and visibility, and develop international cooperation while strengthening organisational and administrative capacities. During the year, Dean's Collegium, the extended Dean's Collegium, departments, subdepartments and the Council of the Academy summarize results and produce annual reports which demonstrate the development and accomplishments of the Academy's strategy. Based on these reports, the Academy formulates and adopts its *annual action plans*.

The general objectives of the study programmes are aligned with the *mission* of the Academy as an art education institution focusing on applied arts, design, art education and performing arts. Based on established values and principles, new study programmes are created, and existing ones are complemented and qualitatively improved.

Based on the national reference documents, the Act on Scientific Activity and Higher Education and the Act on Quality Assurance in Science and Higher Education, and according to the *Decision* on the Instruction on the Procedure of Amendments to the Study Programmes of the University of Rijeka, the *Handbook* for Accreditation and Evaluation of Study and Lifelong Learning Programmes at the University of Rijeka in Alignment with the Croatian Qualification Framework, the *Regulations* on Accreditation of Study Programmes of the University of Rijeka, the Academy has developed *Instructions* for the Production, Application, Coordination and Improvement of Study Programmes. Each study programme is in compliance with the institutional strategy for the development of study programmes, the mission and strategic objectives of the University and the Academy, and is *aligned* with the criteria of the Network of Higher Education Institutions. The documents show that the report includes information on teacher workload, teacher-student ratio, percentage of classes held by own teaching staff, space for each student in square metres, labour market needs, interest for the field of study on the regional level, number of enrolled students in summer deadline for admission, delivery of study programmes in the Areas of Special State Concern, compliance with priorities of the Republic of Croatia and compliance with state and county developmental strategies. The report also contains the financial part: the initial cost from the state budget, the cost from the budget per completed year of study, the implementation of the program in cooperation with other institutions, the relationship between the number of students and the number of students graduating from high school in the region, as well as data such as the number of students by age, teaching norms, the number of seminars and lectures in all study programs for employed teachers and external associates, as well as the number of students who have

obtained qualifications. Each study programme is planned, developed, supplemented and amended based on feedback from students, teachers and alumni, numerical indicators in the last three years, cooperation with the community and the economy, feedback from teachers in schools, etc. (in more detail in Chapter 2.4.)

The description of each study programme lists the reasons for initiating the study, as well as compliance with the strategic documents of the University and the Academy, then the assessment of purposefulness with regard to the *needs of the labour market* and the connection with the local community through the economy, entrepreneurship and civil society.

The Academy delivers art programs that do not have a regulated profession, with one undergraduate and graduate program that have a regulated profession in the field of education (Art Education). It is a study program that educates future art teachers, which has been delivered in Rijeka for almost 60 years, by various institutions of higher education (Academy of Pedagogy, Faculty of Pedagogy, Faculty of Humanities and Social Sciences in Rijeka / Department of Fine Arts, which became the Academy of Applied Arts in 2005). The names of the study program have changed according to the existing regulations for employment purposes in primary schools and secondary vocational schools. For the purpose of drafting the amendments, the *opinions* of

art teachers in *primary and secondary schools* were collected and processed, which was presented at a scientific conference and in the *published article*.

Study programmes at the Academy educate students for making art and working in art institutions or creative industries (with the study programme in art education for future teachers). All study programmes provide learners with the knowledge and skills necessary for the performance of various artistic and professional tasks.

These study programmes are applicable in the community because students are able to work in cultural institutions, cultural industries, graphic design studios or educational institutions upon graduation, or they can start their own business. Particularly at the graduate level, the programmes foster interdisciplinary forms and methods of work, project-problem teaching and teamwork. Students are encouraged to do their own projects, and in different forms of work with teachers on real or simulated projects and field classes students gain valuable experience for work after graduation. (More on the methods and forms of work in Chapter 3.3, more on professional practice in Chapter 2.6.)

The structure of the programmes is such that it provides for horizontal and vertical mobility of students in the national and international higher education area, primarily through the structure and rhythm of study, one-semester courses, ECTS credits, the

possibility of recognition of previous study, learning outcomes, as well as compliance with related European higher education institutions with a similar occupational profile. All study programmes are aligned with other related study programmes in Croatia for the possible mobility of students. When developing new study programmes or during the process of amendments, the Academy takes into consideration the curricula of reputable foreign higher education institutions of the same or similar profile. For example:

- M.A. Communication Design, Hochschule Düsseldorf, University of Applied Sciences, Germany
- Design of Visual Communications, university undergraduate study, University of Ljubljana Academy of Fine Arts and Design, Slovenia
- Visual Communication, undergraduate, National College of Art and Design, Ireland
- Art Education, University of Ljubljana Faculty of Education, Slovenia
- DAMS, Università di Bologna, Italy
- Graduate study programme Scenic Design, University of Ljubljana Academy of Theatre, Radio, Film and Television, Slovenia
- Graduate study programme, Department of Architecture and Urban Planning SCEN, Scenic Design, Faculty of Technical Sciences, University of Novi Sad, Serbia
- Graduate study programme Set Design, Accademia di belle arti di Venezia, Italy

- Akademie múzických umění, DAMU, Prague, Czech Republic
- Master's studies in the field of stage design of costumes and masks, Wimbledon College of Art, London, United Kingdom

Based on the comparison with other study programmes in Europe, a number of bilateral agreements were signed, creating the space for cooperation, programme comparability and the possibility of international mobility of students, teachers and non-teaching staff on Erasmus +, Ceepus, etc. platforms. (More on international mobility in Chapters 3.6 and 3.7)
Such approach enables students to compete in foreign labour markets.

2.2.

The intended learning outcomes at the level of study programmes delivered by the higher education institution are aligned with the level and profile of qualifications gained

Learning outcomes in the study programmes delivered by the Academy correspond to the level and profile of the qualification acquired upon completion of the undergraduate or graduate study programme. Learning outcomes, which are essential parts of all study programmes, are aligned with the higher education institution's mission. The Academy delivers study programmes in the fields of applied arts, design, art education and performing arts, at undergraduate and graduate levels. *Learning outcomes*, both in particular subjects and the programme in general, demonstrate that students are educated and trained for responsible, professional, critical and self-critical action within the social community. Moreover, joint projects, volunteering and work in professional bases demonstrate the fruitful activity of all stakeholders of the Academy. Learning outcomes are designed to correspond to the appropriate level in the Croatian Qualifications Framework and *Guidelines* for the alignment of study programmes with qualification standards and the development of new study programs aligned with the Croatian Chamber of Economy (to the extent applicable for artistic study programs), as the framework for the university undergraduate 6th and graduate 7th level of study programme. In each course, the number of learning outcomes is aligned with the number of ECTS credits, and the complexity of the outcome depends on the level of study. The number of ECTS credits depends on which group the subject belongs to (theoretical subjects have a lower number of ECTS credits, while the compulsory artistic ones have the highest number of ECTS credits).

Learning outcomes include the complete development of knowledge, skills and abilities through cognitive (cognitive), psychomotor, affective, social and aesthetic outcomes in the field of art. The level 6 and 7 of the Croatian Qualification Framework is related to the organized guidance of students through undergraduate and graduate studies; undergraduate programmes have more guided teaching, while graduate programmes put emphasis on independent work assisted by mentors.

The first year of undergraduate studies in the field of art (Art Education, Applied Arts, Graphic Design and Visual Communications) is of a general character. After the first year, students choose their module, with particular art medium, and in the third year they expand their knowledge by enrolling in elective courses in applied arts. The undergraduate level is oriented towards education and acquisition of skills in artistic techniques, art history, art technology, as well as the basics of design, materials, etc. In the third year of study, the responsibility of students increases through independent work and creation of artistic concepts. At the graduate level, there is less guided teaching and more independent work, The requirements in aesthetic, cognitive, conceptual, independent, critical and self-critical action of students are increased, all with regard to individual interests and possibilities.

In the undergraduate study of Acting and Media, the first year of study offers basic knowledge and lays the foundation for further development. In the second year, students begin to work on several tasks independently, and in the third year of study they create small theatre and film pieces on their own. Along with the work on practical acting skills, students also acquire knowledge in theoretical subjects, which they apply in practical work. At the graduate level, students take more responsibility for their work, and the relationship with the professors evolves into collaborative work on independent projects, ending in a final work (graduate work) that has all the characteristics of a professional production. In addition to acting, students are encouraged to learn dramaturgical, directing and production skills, in order to be well prepared for work after graduation.

The total workload of undergraduate students is a minimum of 180, and in graduate studies a minimum of 120 ECTS credits. The Academy encourages additional individualized and flexible learning pathways, through which students earn *additional ECTS credits*, visible in their *diploma supplement*. Students can earn extra ECTS credits by taking up additional projects, elective courses, online subjects in the scope of YUFE, extracurricular activities, etc. The concept of teaching and the distribution of ECTS credits per subject is visible in each Sylla-

bus, which are published on the Academy's website, on *Teachers* page. In addition to learning outcomes, these documents contain a Spreadsheet of constructive alignment of learning outcomes, methods and forms of work with students, as well as evaluations, by which teachers check the coherence and appropriateness of all these elements. Some examples of Syllabuses are listed *here*.

In order to achieve the necessary learning outcomes, classes are *organized* in several ways, appropriate to artistic programs: through regular classes, extracurricular activities, field classes, art workshops, visits to museums, work in professional and teaching bases, organization of student exhibitions, independent work in the academy's art workshops, implementation of student projects, lectures by visiting professors and artists, etc., thereby encouraging students to participate and achieve learning outcomes and acquire additional knowledge and skills necessary for the development of affective development goals (criticality, self-criticism, self-reflection, value acquisition, social engagement, etc.). Everything is gathered and made visible in the *annual reports*.

The evaluation of learning outcomes is planned and stated by teachers in detailed syllabuses in the constructive alignment Spreadsheet. Additional evaluations in teaching are made continuously throughout the semester/school year through various forms of continuous monitoring, until the final grade is formed. At the beginning of

the semester, students are introduced to the details of syllabuses, which are publicly available on the Academy's website.

The ways and procedures for verifying the achieved outcomes and the students' pace of progression through the study programmes are determined by the *Study Regulations* and elaborated in detail by the *Regulations* on Exams and Grading, which define the obligations of students and teachers, exam deadlines, the method of taking the exams, the communication about the exam grades, the objection to the exam evaluation, the application procedure, the venue, the duration and conditions for taking exams, behaviour on exams, the formation of grades, inappropriate behaviour and disciplinary measures, and the monitoring and analysis of exam success.

For more details about the specific forms of teaching and teaching methods see Chapter 3.3.

In all graduate study programmes, learning outcomes in most subjects are aligned with the requirements of the profession. Graduate students become members of professional associations in Croatia according to clear professional criteria (more on professional associations involving students upon completion of their studies in Chapter 5.2).

Undergraduate study programmes are completed with Final Work, and graduate studies with Graduate Work, which the students

create on their own. The procedures for the preparation of final or graduate work, scope, deadlines, form, mentors and other details are described in the corresponding regulations and *published on the website*.

List of documents available to all stakeholders of the teaching process and the public:
- The Academy has a *plan and program* which is implemented annually through the Syllabuses of undergraduate and graduate study programmes;
- Every year, the Academy *publishes* the syllabuses of all study programmes, which clearly state the ECTS load per each subject, in accordance with the accredited study programmes;
- The Academy has its own *Study Regulations*, aligned with the *Study Regulations* of the University of Rijeka from 2018, which is publicly available for all stakeholders on the website. This document clearly regulates all relationships in the study process, student status, rights and obligations during the study regime, and other components of study
- In 2018, the Academy officially published the *Regulations* on Exams and Grading, which clearly established the assurance of the quality of knowledge and skills
- To round up the outcomes of knowledge and skills of the undergraduate level (bachelor's degree), the Academy has introduced the subject called Final Work, through the Amendments to Undergraduate Study Programmes. At the same time, in 2018, the Academy issued *Final*

Work Regulations, which clearly regulate the procedures for taking exams for the Final Work, and for the graduate level it published *Regulations on Graduate Work and Graduate Exam*

- Based on the *decision* published on the website, students are given clear support and insight into how extracurricular activities are taken and how additional ECTS credits are entered in the diploma supplement, which further regulates their rights, outcomes and skills
- On the *website dedicated to students*, there are links to documents that offer clear information and guidance on how to earn credits for extracurricular activities and volunteering, activities in which students of the Academy regularly participate, with *information* on how to obtain a Volunteering Certificate, *Certificate Of Competences* acquired through volunteering, and *Handbook* on Credits from Extracurricular Activities.

Acquired knowledge of activities and subjects that do not enter the grade point average or have been added to the Register (additional elective course, extracurricular activity, Erasmus subjects not correlated in the transfer of grades and ECTS credits) are recorded through the diploma supplement *section 6.1.*

Feedback from graduates and students
By means of *questionnaires*, the Academy collects information from graduates of *BA* and *MA* programmes, and uses the feedback as guidance in the preparation of documents, revisions, regulations, etc. The questionnaire *responses* on learning outcomes are also used when reviewing the learning outcomes. The Academy collects feedback in several ways, for example through a *focus group*, *feedback* on alumni employment and *information* from the Croatian Employment Service.

2.3.

The higher education institution provides evidence of the achievement of intended learning outcomes of the study programmes it delivers

The regulations govern all questions related to the entire teaching process and are available on the Academy's *website* – the Study Regulations and the Regulations on Exams and Grading. The Study Regulations the Academy of Applied Arts is aligned with the Study Regulations of the University of Rijeka.

The study programmes define: the objectives of the courses, the conditions for admission of the course, the expected learning outcomes, the content of the subject, the types of teaching, the obligations of students, the monitoring of student work, evaluation of the work of students during the course and in the final exam, and ways of monitoring the quality that ensure the acquisition of knowledge, skills and competences.

Detailed syllabuses of each subject, in addition to the information on the study programme, contain the names of the teachers and assistants, their contacts, consultation hours, topics of lectures, practice, the structure of ECTS credits of subjects by activities, learning outcomes, methods of evaluation and grading. Detailed syllabuses are published for each course on the *Teachers* page, and contain a Spreadsheet of constructive alignment in which learning outcomes are aligned and verified with the subject content, methods and forms of work.

Every year, the Centre for Studies of the University of Rijeka gives a report on the published Detailed Syllabuses. One of the main goals of the Academy *Strategy* is student-centred learning and teaching.

The activities and work of students are followed through records of class attendance monitoring of students' artwork, periodic analyses of student assignments, instructions, interviews, discussions and other methods that enable individual development of students and the achievement of the intended learning outcomes. Every year, after the end of classes, the Academy organizes final performances and exhibitions of student artworks, which is also part of the teaching process and serves to evaluate the learning outcomes. In theoretical subjects, the acquisition of learning outcomes is verified through mid-term exams, seminars, research tasks and a written or oral exam. For the purpose of maintaining classroom dynamics, teachers can monitor different activities of students through group knowledge checks, presentation of seminar papers (independently or in groups), class discussions, written mid-term exams, etc. Knowledge verification methods are adapted to the theoretical or artistic type of teaching and are related to the realization of learning outcomes. Some examples of written exams and seminar papers can be found on the *link*.

According to the Academy's Study Regulations and the Regulations on Exams and Grading, in each subject students can achieve the minimum of 50% to a maximum of 70% of grading points, while the remaining percentage of points is earned at the final exam at the end of the semester.

The grading scheme is prescribed by the Regulations on Exams and Grading. The grading system follows a 1 – 5 scale, but it also corresponds to a percentage equivalency, from 0 to 100%, and letter-based equivalency, from F to A. The grading method is adapted to foreign universities in Europe so that students, both incoming and outgoing, are offered easier mobility and recognition of grades at other higher education institutions.

Upon completion of undergraduate or graduate study programmes, students, with the guidance of mentors, produce a final or graduate work. After defending the final or graduate work, students fill out a survey in which they give their opinion on the study programme, learning outcomes, the teaching process and other aspects of the study. The *University* recaps the results and presents them at the sessions of the Senate and the Expert Council of the Centre for Studies. The survey is also submitted to all members of the Academy Council.

Every year, the coordinator for ECTS credits, also Vice-Dean for Education, Study Programmes and Student Affairs, gives students advice on what to enrol in the next academic year, in order to successfully bring their studies to an end and to help them remove potential barriers.

The Academy keeps records of the number of its graduates in relation to the number newly-enrolled students. *The data* shows a favourable ratio of the number of graduates to the number of the newly enrolled students. The duration of the study is slightly higher than predicted.

Every year at the end of semester, based on the Study Quality *Handbook*, students complete an anonymous *questionnaire*, evaluating the classes in each subject and thus giving feedback to the teacher. The questionnaire consists of close-ended questions, and students can give their *comments*. The Quality Assurance and Improvement Committee conducts an *analysis* of the student evaluations and *turnout* to evaluations, *compares* the data with previous evaluations, and draws up a report. The evaluations were in paper form until 2020, but now they are completed online, through Studomat system. Before the end of each semester, a *Decision* is made on the evaluation procedure.

In 2021/2022, the Academy conducted a comprehensive review of learning outcomes on the four undergraduate and graduate study programmes of Art Education and Applied Arts. Since these programs have undergone many amendments since receiving the last licence in 2013, learning outcomes were written in different ways. Therefore, through methodological and terminological translation and alignment with the requirements prescribed in the relevant docu-

ments, the Academy carried out a detailed analysis and modification of the outcome. For the review process, the *Commission* for the Review of Learning Outcomes was formed, consisting of teachers and associates and an *external stakeholder — an expert advisor*. For the purposes of the revision, student opinions were collected through an online survey about learning outcomes and the necessary competences for the labour market. The data was collected from students who completed undergraduate studies in *Art Education* and *Applied Arts*, as well as from the *alumni* from the same programs at the graduate level. An external expert adviser from the Academy of Fine Arts in Zagreb produced an *analysis* of the learning outcomes and submitted it to the Dean and the Committee. An *analysis* of learning outcomes at the level of the *programmes* was also conducted, on the basis of the collected documentation and professional articles published by the teachers of the Academy, in relation to the learning outcomes and the necessary competencies.

The Commission launched a series of online meetings for methodological and terminological translation and alignment with the requirements laid down in the relevant documents. After completing this process, the *revised* learning outcomes at *course level* were aligned with *learning outcomes* at programme level.

Some of the examples of graduate works are: *graduate work in costume design* in Applied

Arts, *graduate work in applied painting* in Applied Arts, *graduate work in glass and mosaic* in Applied Arts, *graduate work in Acting*, *graduate work in Visual Communication and Graphic Design*, and *graduate work in Arts Education*.

Some of the feedback given by the alumni about their experiences in creating graduate works was recorded and is available online on the Academy's *YouTube channel*.

The Academy's study programmes are attractive to candidates. According to the *data* from the Central Applications Office of the Agency for Science and Higher Education, 225 high-school graduates currently compete for 15 spots in the study programme of graphic design and visual communications, and 63 have marked this study as their first choice. Since the rankings of the most attractive study programmes among the enrolees are formed based on the ratio of the enrolment quota to the number of candidates who have selected this study programme as the first choice, as many as four candidates compete for one place in graphic design and visual communications.

2.4.

The Academy uses feedback from students, employers, professional organisations and alumni in the procedures of planning, proposing and approving new programmes, and revising or closing the existing programmes

The development of study programmes of the Academy involving accreditation of new ones, as well as the improvements of the existing study programmes, is carried out according to the procedures described in the Handbook on Quality Assurance and Improvement and the Handbook on Study Quality of the University of Rijeka. In addition, the procedures are defined by the *Regulations* on accreditation of study programmes of the University of Rijeka and the *Instructions* on the procedure of drafting, application, harmonisation and improving of the study programmes of the Academy. The prescribed procedure of the initial accreditation of a study programme, as well as the amendments to the programme, must be clearly defined and based on the observation of teachers and associates made over a longer period, the *results* of the student survey, the *satisfaction of graduates*, feedback from the associates of the Academy, and professional and teaching bases.

Over the past five years, the Academy has accredited three new study programs: graduate university study of visual communications and graphic design, undergraduate university study of graphic design and visual communications, and graduate university study of acting. *Three new majors in the graduate study of Applied Arts* (Applied Sculpture, Applied Painting and Design for Theatre and Film) have also been accredited.

According to the Instructions on the process of drafting, application, harmonisation and

improvement of the study programmes of the Academy, the development of a study programme is carried out by the Committee appointed by the Dean, following the proposal of department or subdepartment, and consists of at least three members - teachers from a particular field relevant to the formation of the study programme. The committee defines a workflow, stating the obligations, deadlines and participants. It also *involves students* in the process (either as members of the committee or through interviews, discussions, SWOT analyses, questionnaires...). The process is supervised by the Vice-Dean for Education, Study Programmes and Student Affairs.

The Committee guides and coordinates the completion of the necessary steps for the drafting the report: *description of the study programme* in Croatian and *English*, a list of compulsory and elective subjects with number of hours of active teaching required for their implementation and number of ECTS credits, and a description of the subjects. The Committee also gathers resumes of teachers of the planned programme, as well as the consents from institutions in case of external cooperation in the programme delivery. The report also contains forms for *employed teachers*, *external associates*, *description of spatial and personnel conditions*, *financial analysis* and *quality*.

A newly proposed study programme is considered at sessions of the department and the Council, which may accept or reject the

program. In case the programme is rejected, it needs to undergo some improvements.

If the decision is positive, the documentation is completed and submitted to the Commission for Accreditation of Study Programmes at the University of Rijeka. The Commission inspects the documentation and hires *national* and *international* reviewers from the field of the proposed programme. Upon obtaining positive reviews and upon the *adoption of the programme by the Senate*, a *feasibility study* is drafted, which is submitted to the Agency for Science and Higher Education. The justification study contains a series of data to determine whether the Academy has the teaching, spatial and other capacities to deliver the study programme (more on the feasibility study / study programme report in Chapter 2.1 of this document). The study is prepared by the rapporteur of the study program who, in cooperation with the management of the Academy, has the obligation to coordinate and organize the completion of the forms, fills out the documentation, monitors the accreditation process and informs the dean about everything.

The Management of the Academy guides and coordinates the description of spatial and personnel conditions, produces financial analysis and monitors quality assurance procedures.

The accreditation procedure ends when the Ministry of Science and Higher Education

submits a *decision on the registration* of the study program and issues the licence.

In *periodic monitoring* of the study programmes, the Academy collects information from teachers and *students*, opinions of the *alumni*, opinions of *external stakeholders*, and *opinions* and *support of the teachers*. The number of enrollees in each subject, financial feasibility and *employability* are regularly monitored, based on which recommendations are made for the harmonisation of the study programme, to align it with the quality policy and the mission of the Academy. Ideas for revisions of the existing and introduction of new study programmes are presented at the Council (*presentation* for discussion on new study programmes, *presentation* on the development of theatrical and musical art at the University of Rijeka - meeting with external stakeholders, *proposals* and workflows for improvements in study programmes, *presentation* of the revision plan for the graduate study of Applied Arts). Amendments are made due to professional requirements of the study programme, revisions of learning outcomes, improvements of acquired competences, etc. In addition to the above, the amendments include student evaluations, teacher evaluations by students, *SWOT* analysis, interviews, teacher opinions collected through questionnaires, *questionnaires* of external stakeholders, etc. In the event that the study programme does not meet all the criteria of the ASHE, improvement and harmonisation must be carried out until the

criteria are fulfilled. The process is supervised by the Vice-Dean for Education, Study Programmes and Student Affairs. When the programme is adopted at the *Council*, it is sent to the the Accreditation Committee of the University of Rijeka.

In order to fully develop and implement effective processes of supporting the development of study programmes, it is necessary to strengthen the Office of Teaching and Quality at the Academy.

2.5.

The higher education institution ensures that ECTS allocation is adequate

Study programmes and syllabuses define the distribution of ECTS credits that determine the student workload. The focus of the study is placed on the main art subject, which contains the biggest number of lectures and exercises, while other subjects support the main subject, providing for the acquisition of general learning outcomes, deepening the theoretical knowledge and complementing the study with elective courses in art.

In the first and second year of undergraduate studies, the number of ECTS credits corresponds to the actual student load, however, this structure changes in the third year of undergraduate studies, as well as in graduate studies, focusing on independent individual development of students.

The ECTS system has its advantages, but is often not applicable when a more flexible approach is needed, especially concerning students of art who need to be supported in pursuing their own paths of development. Students and teachers would certainly benefit more if ECTS credits gained in certain art subjects were flexible. The students could determine their own priorities in terms of artistic development. Unfortunately, this is not possible in the current legislative framework.

The Vice-Dean for Education, Study Programmes and Student Affairs is also an ECTS coordinator at the Academy and is in charge of monitoring the achievement of ECTS credits in study programmes. A small proportion of students do not achieve a sufficient number of ECTS credits to enrol in a higher year of study for various reasons. All these problems are examined by the vice-dean. Together with the students, he determines the number of subjects they can enrol in the next academic year, which allows them to progress through the study. Progress through the study is visible in the Spreadsheet, which compares the number of enrolees with the *number of graduates*.

If teachers overburden students in subjects with fewer ECTS credits, students file complaints, and the Vice Dean for Teaching, and Dean if necessary, talks to the teacher to determine the cause of the problem and eliminate it. In these situations, student often rate the class with a score 3.5, after which, based to the quality protocol, the teacher is obliged to fulfil a self-evaluation form and talk to the vice-dean about possible problems and make improvements.

In the meetings of the departments, teachers discuss student workloads, student feedbacks and potential complaints of the Student Union members. If necessary, revisions are made, which are most often related to new elective art subjects for which students show great interest. Amendments to the programme often include alignments of ECTS credits in theoretical subjects delivered jointly, on the horizontally related study programmes.

2.6.

Student practice is an integral part of study programmes

The Academy enables learning and acquiring skills to students through practical work, carried out as part of all study programmes through training facilities, professional and teaching bases, volunteering, field classes, student projects and more. Practical work at the Academy can be divided into mandatory practical work, which is part of the course and has to be done by all students enrolled in the programme (for example, training facilities for the studies of art education, teaching base of the Croatian National Theatre "Ivan pl. Zajc" for acting and media students), an optional practical work, for students who express interest for a subject through volunteering, working in professional bases, working on projects with teachers, taking up field classes, etc.

In its work with students, the Academy cultivates all forms of practice and monitors the achievements of students. The *SWOT analysis of the Department of Fine Arts* and the *SWOT analysis of the Department of Applied Arts*, emphasize the importance of practical in the education of artists, applied artists and designers. Students have the same opinion, as evidenced by the conclusions of the *student focus group*, where they have stated that they consider practice crucial for their future occupation and the labour market.

School practice of students of the final year of Art Education is carried out as part of the course called Methodology of Art Teaching. It includes exercises in the *designated classrooms* in elementary schools. Such form

of practice educates, sensitizes and trains students for issues related to teaching art in schools and teaches them how to adequately prepare for their classes.

School practice in the Academy's classrooms includes an introductory talk, where teacher and students discuss the details and schedules for hospitations in schools and holding sample classes. Hospitations and sample classes are attended by all students, together or divided into groups, depending on the physical conditions of the classroom. Until the pandemic and the introduction of coronavirus protection measures, school practice was carried out through the hospitations in high school.

The assessment of achieving the predicted learning outcomes is performed in following ways:

- monitoring the presence of students in *school practice* (using the form *List of students and teaching calendar)*
- *journal* of student practice, which the students deliver to their teacher/teaching assistant at the end of the student practice, in print (students receive a proposed template, which has to contain a record of the student's presence in school practice, notes from hospitations, written preparation of classes, a self-evaluation form and notes from the classes (the official form of the Education and Teacher Training Agency), with a report/reflection on the overall course of practice, written by student

- *summative evaluation* of the written preparation for the class and delivery of the class (Summative Assessment of the Class form, which contains the following elements: 1. Written preparation (use of plan and program, professional concepts): written expression, adequacy of the task, techniques and motives, methodical and didactic elaboration of the teaching unit, 2. class delivery: wider research (correlation), focused research (key concepts), announcement of the task (art problem, technique and motive), demonstration of techniques and technical instructions, use of didactic means and aids, visual and non-visual motivation (artworks and teaching methods, strategies), way of talking and approaching to students, practical work of students, evaluation by teacher-mentor)
- individual assessment of students based on grade percentages and ECTS points (*Student Assessment form*, completed by teacher)
- students' activities, which also include the monitoring of their own progress; students receive clear instructions in teaching methodology classes at the Academy (*Instructions* on School Practice). During the course of the practice, in addition to keeping a practice journal, students are obliged to hold a class themselves (this includes: *preparing* for the class; *preparing* for the class with a presentation). Upon completion of the practice, students carry out *self-evaluation*.

During the COVID-19 pandemic and online teaching, the Academy created a *YouTube channel*, which contains art classes for 5th to 8th grade students of primary school. The aim of the channel, beside delivering classes during the lockdown period, was to share content with teachers and students, to help them learn and teach. The evaluation was adapted to the unfavourable circumstances of the pandemic: the pattern of summative evaluation was re-adjusted, and the students did not have to write the practice journal because of the increased demands imposed by the task of creating online video classes.

Practice at the Croatian National Theatre "Ivan pl. Zajc", the Academy's teaching base for undergraduate study programme in Acting and Media, and graduate study programme in Acting
Teachers at the Department of Performing Arts decide whether or not students participate in plays. Learning outcomes of a particular course have to match the concept of the play (production) staged in the Theatre. The cooperation with the theatre is established if learning outcomes of the courses related to the plays produced by the Theatre. Until now, students have been involved in opera and drama productions, through the following courses: Movement, Community Engagement and Master's Workshop. Students participating in professional theatrical productions, in addition to learning outcomes, receive the practical experiences they will need in further professional work after school, such as:

- opportunity and assistance in identifying the possibilities and potentials of the future profession in theatre, professional development of the acquired skills in working with the theatre ensemble, development of a sense of responsibility towards theatrical ethics (behaviour in rehearsals, attitude towards the task, respect for the time schedules of rehearsals, etc.), knowledge on the internal structure and hierarchy of theatre, establishing connections with theatre workers, and expert assessment of the assigned tasks and instructions.
- development of social self-awareness in the academic and professional environment, which is required for working in a theatre ensemble, development of self-confidence and communication skills (in communication with director, playwright, costume designer, set designer, composer, choreographer, tailors, stage managers, light designers, sound designers, photographers, etc.)
- guidance through the process that leads to the opening performance - choreographic rehearsal, music and directing rehearsal, directing rehearsal, costume rehearsal, technical rehearsal, rehearsal, etc.

The decision on the selection of students, as well as the course and supervision of the process itself, is made in relation to the style of the artist who stages the play under professional conditions of the Croatian National Theatre Ivan pl. Zajc. The students are expected to apply the knowledge they have acquired throughout their study programme. The most important role in this process is performed by the mentor/teacher, whose task is to monitor and evaluate the student's creative process and act as a mediator between the student, the director and the theatre. Evaluation and grading of the practice follows the assessment of the performed tasks and the fulfilment of objectives established in the syllabus. This includes timely arrivals of students, the level of their engagement in rehearsals, success in independent tasks, the use of the acquired knowledge and skills, etc.
Being the Academy's teaching base, the Ivan pl. Zajc National Theatre, also participates in the study programme, as a professional theatre that provides technical, spatial and production support for student productions (light, sound system, set, props, costumes etc.) Student productions are assessed by the teachers and citizens at public performances.

The University of Rijeka has formed a *Committee* for Scientific-Teaching, Teaching and Professional Bases. *The list* of professional and teaching bases of the University is published on the website of the University of Rijeka. So far, the Academy has formed *several* teaching and professional bases.

Before signing the agreement on the use of a professional base, teachers and students carry out different projects and activities such those carried out in the HKD Theatre,

as part of Set Design course. This cooperation led to the establishment of the HKD Theatre as the professional base of the Academy. Another example is the cooperation on the project Museums Together, which led to the establishment of a professional base at the local television Kanal Ri. This professional base contributed to the idea of launching the cultural educational show ZNAK. The pilot show was done as part of the UNIRI art project managed by Lara Badurina, the Academy's teacher.

The list of lectures by visiting professors and artists, field classes, teachers' projects, students' projects, volunteering, as well the list of many activities where students acquire additional knowledge and skills needed in the labour market, are stated in the *annual reports* of the Academy.

Students gain specific practical knowledge in the field of applied arts in compulsory and elective subjects, by working in Academy Centres, but also by collaborating on projects that cultivate various forms of teamwork in the field of applied arts and design. By taking up elective courses such as ceramics, glass, mosaic, web design, video production, set design, costume design, comic strip and illustrations, as well as the design of art books, students develop their own artistic expression and artistic sensibility, and they also work on projects in which they gain professional experiences that they would need in the future. For example, the Academy organizes various forms of practice

in cooperation with external stakeholders, such as the restoration of stained-glass windows/entrance rosettes of the Šibenik Cathedral (led by Robert Mijalić). The restauration was the result of the Academy's cooperation with the Conservation Department of the Ministry of Culture. Students participated in this restoration, with teaching assistants in sculpture Nikola Nenadić and Silvestar Ninić.

There are more examples, such as: the Award of the University of Rijeka Foundation, which is given to the most successful artists and scientists of the University of Rijeka, was created by the Academy students, mentored by Antun Vrlić and Ljiljana Barković; Award for Rijeka Run - Rijeka Half Marathon, which has been made by the Academy's students for years, under the mentorship of Darija Žmak Kunić; Pro PR Award, created by the students under the mentorship of Dražen Vitolović; posters and visuals for the STIFF International Student Film Festival, created by the Academy's students under the mentorship of Aljoša Brajdić; Mosaic "Mechanism", in the honour of the volunteers of the Rijeka ECC 2020 program, created by Radovan Kunić in collaboration with the students; documentary comics on the topic of women collecting bottles in Rijeka, as part of the promotion of the play "Grannies" (produced by the Igralke Collective, former students of the Academy) created by students under the mentorship of Damir Stojnić and Korina Hunjak - an exhibition was staged at the SKC, and the

proceeds from the sale of the comics went to poor women; theatre festival "Young Actors to the City of Rijeka" organized by former student Ana Marija Brđanović with the support of the Academy teachers, students of the Department of Performing Arts stage their plays.

The Academy promotes community volunteering as a form of active work with different social groups, children and associations, and thus encourages students to acquire additional knowledge and skills.
Here are some examples of volunteering and engaging students in practice through projects or courses:
Community engagement: Second-year students, as part of the course Basics of Photography IV (associate professor Stanko Herceg, teaching assistant Ivan Vranjić) cooperates with organizations, such as association for victims of violence, association of young people with developmental disabilities and animal protection association. The goal is to connect students with the local community and offer them a better understanding of themselves and their work.

The final results are photographs that not only serve as a means for the final evaluation of students, but also serve the needs of the "clients". These photographs are often shown at *exhibitions*, as in the case of student Ivana Ivaničić, whose works were presented at the SKC Gallery.
Service learning: as part of the course Ecological Sculpture and Object (Darija Žmak

Kunić), students make artistic interpretations in the context of environmental protection and thus acquire knowledge through community engagement. The pre-production/production of this public artwork is correlated with the wider social context.

Backpack (full of) culture: students of the Academy participate in the *implementation* of the roject Backpack (Full of) Culture – Art and Culture in Kindergarten and School, which is conducted throughout the Republic of Croatia. In its annual public call, the Ministry of Culture and Media, in cooperation with the Ministry of Science and Education, supports educational workshops.
Since the context is so specific and related to the study programme of Art Education, the workshop is led by a teacher or assistant of teaching methodology courses.

 Volunteering in the project-program of the Ministry of Culture: Participation in the project includes the creation of the workshop concept, procurement of materials, preparation of financial and other reports, coordination with the employees of the Ministry of Culture and Media, the organisation of field trips with students of the graduate study of Art Education. The students help in the preparation and realisation of the workshop at given locations, and receive volunteering *certificates* from the Ministry of Science and Education.

The students' participation in the project is optional, but useful, as they gain valuable experience in a direct work with children. Moreover, the project supplements the courses in teaching methodology. A volunteering coordinator has been *appointed* at the Academy, to *document* the work of volunteers and produce a *Report* on volunteering (example from 2019).
Upon completion of the project, the Ministry of Culture and Media gives reports on the workshops on its website.

Academy/Students section on the Academy's website contains links to documents that offer clear information and guidance on how to organise extracurricular and volunteering activities, as the Academy's students regularly participate in such activities. For that purpose, the Academy has published documents such as the *Handbook* for Recognition of Extracurricular Activities through ECTS, with information on how to obtain the volunteering certificate and an example of the certificate of competencies gained in volunteering.

3. **Teaching process and student support**

3.1.

Admission criteria or criteria for the continuation of studies are in line with the requirements of the study programme, clearly defined, published and consistently applied

The admission procedure, additional checks, points and criteria, is discussed every year at the meetings of the departments. Based on their proposals, the text of the call for enrollment is sent to the centre for Studies of the University of Rijeka, which combines the proposals of all constituents of the University and sets general and special requirements for the admission.

Every year, the University of Rijeka issues the *Call* for Enrolment, which clearly defines all the conditions and criteria for the enrollment in undergraduate and graduate study programmes.

Before the call is published, enrolment policies are defined and quotas are set, for each study programme. Based on analyses indicating trends in the number of students, as well as interest in certain study programs, quotas are reduced or increased. The Senate's decision on enrolment quotas contains several categories of students: full-time students from the EU, non-EU students (foreigners), and part-time students. In setting the quotas, the Academy is guided by the number of interested students and *employment trends* in the counties, which indicate that the Primorje-Gorski Kotar county has greater number of unemployed persons who completed the Academy's study programmes compared to other counties. However, it is important to point out that 60-70% of students at the Academy come from all over Croatia, not just from the Primorje-Gorski Kotar county. In graduate study programmes, quotas are determined based on the number of students enrolled in the 3rd year of undergraduate studies, as well as on spatial capacities.

Students with disabilities can enroll in a study programme directly, if they satisfy the minimum entry requirements, i.e., if they have 50% of the projected number of points in the additional checks.
Students from vulnerable groups, including senior students, are exempt from state high-school graduation exam. The University launches the call on its website and in official publications.

Every year, the Academy publishes an *information package* on its website. This information is published in spring semester of the current year, for each undergraduate and graduate study programme. Before that, candidates can to apply to the NIsPVU system, via *postanistudent.hr*. In addition to the general conditions and criteria of the call, the Academy clearly states additional requirements for enroling in the undergraduate and graduate study programmes.

The *website* publishes in a timely manner an information package for *undergraduate* admissions, an information package for *graduate* admissions, information on the cost of admission for *undergraduate* and *graduate* studies, *applications* for additional checks for undergraduate studies, as well as other necessary information. For the convenience of and an easier search for information, there is a home page banner on the website, which leads the candidates directly to the enrolment page.

Candidates for undergraduate studies apply through *postanistudent.hr* web portal. The application includes additional knowledge and skills checks. The online portal provides the Academy with information on the number of candidates for whom the Academy is the first choice, before they even apply for the enrolment procedure. On this portal, prospective candidates can learn more about the enrolment quotas and elements of evaluation in the enrolment procedure. It also offers a link to the Academy's website.

The registration system of the portal also processes the application for additional assessments. This facilitates the communication with the candidates, which expedites the enrolment procedure. The student service forms candidate lists and regularly updates the data in Become a Student portal. According to the Study *Regulations* and the *Decision* of the Academy Council, admission committees are formed for each academic year.

Based on the data obtained from the student service, the Academy compiles a list of *contacts* from high schools with largest number of interested candidates. In cooperation with the high school *principals*, online admission packages are delivered to students. A survey given to the candidates enrolling in the first year of study, shows that the can-

didates receive the information from their schools. Posts on online platforms and social networks to attract potential students

In order to attract high school students and other potential candidates, and to inform them to the study programmes, the Academy has launched several online platforms with *videos* made by students in the period the pandemic and online classes, student projects, feedback from the alumni, promotional video of the Academy, promotional video for the admissions to graduate studies, *footage* from the opening of exhibitions etc. The Academy continuously reports on its activities on *Facebook* and *Instagram*, where it also shares posts about student artworks.

Additional assessments for each study programme were carried out in situ until 2020/2021, when online enrolment procedure was successfully applied for the first time.

Online admission procedure: Candidates are given clear instructions on additional assessments on their e-mail addresses. Through the Google Drive platform, each candidate takes their materials for the interview and portfolio assessment, after which a Zoom appointment is scheduled with members of the committees. For the purpose of online assessments, the Academy has drawn up *instructions for teachers* in admissions committees, *instructions for applicants* to graduate studies in Applied Arts, Art Education and Visual Communications

and Graphic Design, *instructions for applicants* to undergraduate studies of Applied Arts, Art Education and Graphic Design and Visual Communications, *instructions for online admission procedure* for the graduate study in Acting, along with *information* on the interviews. The Academy has drawn up an *application form* for enrolling in graduate studies, since the whole procedure is carried out at the Academy, and not through online platforms.

The lists of applicants are kept by the Student Service, which further verifies the validity of documentation and prepares lists for each of the committees.

Each commission receives an evaluation list with defined *criteria*, later signed by all members of the admission commission (examples of lists for *Art Education*, *Applied Arts*, and *Acting and Media*).

In situ procedure: In situ admission procedure usually lasts several days. In case of a larger number of candidates, they are divided into groups according to *pre-defined* timetable, *specific* for each *study programme*, to facilitate the additional assessments. The additional assessments for the study programme of Art Education and Applied Arts cover the skills in painting, drawing, sculpting, as well as knowledge in art history, personal motivation for study and artwork portfolios. The additional assessments for the study programme of Graphic Design and Visual Communications examine visual per-

ception, motivation for study and artwork portfolios. The additional assessments for the study programme of Acting and Media include a motivational letter, recital and monologue, and they are usually held in two rounds. Preliminary rankings are published by the Student Service through the official platform NIsPVU, and the final ranking is published on the Academy's notice board (following the personal data protection guidelines). The candidates are also informed by e-mail.

For the last two years, prompted by the transition to the online admission procedure, a *survey* has been designed, which is completed by candidates right after enrolling in the first year of undergraduate studies. The survey provides an insight into how candidates obtain information and how accessible and informative the Academy's website is. It also gives an insight into the candidates' interest in similar studies offered in the Republic of Croatia. The results of the *surveys* are analyzed at the Extended Dean's Collegium and at the meetings of the departments.

According to the Academy's *Study Regulations*, the candidate has the right to *complain* to the admission committee about the admission procedure, in person or by e-mail, within 24 hours of the publication of the list on the notice board. The Commission is obliged to consider the applicant's complaint within 24 hours of its submission.

Enrolment in the first year and subsequent years of study are carried out through official forms. In case that a student cannot continue the studies for a while, the Study Regulations provide the *option* of pausing the study, which is regulated and monitored by the Student Service and the Vice-Dean for Education, Study Programmes and Student Affairs. The Study Regulations also provide for procedures of recognition of previous studies. For the purposes of recognition of prior studies, the Academy established a special *commission*. The Academy has also drawn up the following documents related to the enrolments: *3.1 Number of students per study programme* for the academic year of evaluation 2021/2022, *3.2 Structure of enrolled students* and interest in first-level study programmes, *3.3. Structure of enrolled students* and interest in graduate and postgraduate study programs.

All foreign nationals who show interest in enrolling in the first year of undergraduate studies are referred to the *ENIC NARIC* office, while the recognition of prior studies in an undergraduate study programme is done through the *Office for Academic Recognition* of the University of Rijeka, the *Committee for Academic Recognition* of the Academy, and Student and Legal Service.

The Academy has established appropriate mechanisms for recognition of prior studies, as well as academic recognition. In the case that a candidate acquired academic title in a foreign country, the recognition procedure is conducted in coordination with the *Office for Academic Recognition*, to which the candidate sends his or her application, through the forms and instructions provided at the *link*.

After receiving the request, the Academy's *Commission* for Recognition and Evaluation of Prior Studies and the Legal Service inspect the documentation and gives recommendations for the recognition of the academic title. For admission to undergraduate studies, the protocol of foreign high school diploma recognition is carried out through ENIC NARIC office. The Academy is a member of the University of Rijeka Commission for the Recognition of Prior Learning, whose task is to standardize the procedures and correctly distribute the information.

These are two examples of recognition of prior learning:

- The recognition of prior studies of student *Margerita Rakić* included sending the candidate, who had previously obtained the title of Master of Applied Painting at the Academy of Applied Arts, to the admission procedure for enrolling in the first year of graduate study programme in Art Education. The admission procedure was carried out by the competent Committee, which was followed by the study programme comparison and recognition of differentiating subjects. Based on this recognition, the Dean reached the Decision on Enrolment. The student enrolled in full-time studies based on the public call. For the purpose of acquiring the teaching competencies, she passed the pedagogy subjects of the undergraduate level, thus gaining 60 ECTS credits in teaching competencies, with the possibility of employment in educational institutions.

- Student *Mariana Ramalho*, enrolled in the academic year 2021/2022, having previously completed two years of undergraduate studies in Portugal. In academic year 2019/2020, the student participated in Erasmus Mobility programme at the Academy, where she passed some of the subjects. Prior recognition was resolved based on the certified official documents presented by the parent institution (transcript of records, certificates of previous education, presentation of certified syllabuses in English, and passport) and based on the Decision of the Dean, the student was enrolled in the 3rd year of undergraduate studies in Applied Arts (Sculpting Module).

3.2.

The higher education institution gathers and analyses information on student progress and uses it to ensure the continuity and completion of study

The progress of students through the study is defined in the *Study Regulations* of the University of Rijeka and the *Study Regulations* of the Academy. Data on students, their progress and success are collected through the ISVU and ISVU Patch systems.

In each academic year, students take up courses corresponding to 60 ECTS points. Full-time students who do not earn all credits in one year, have to re-enrol the subjects they failed, to compensate 60 ECTS points or more, depending on ECTS score in compulsory art subjects. The tolerance is 5% of the minimum number of ECTS points earned in a study programme, up to a maximum of 12 ECTS points. A student can study twice as long as predicted by the study programme, regardless of the level of study.

One of the goals of the Academy is to provide adequate support to students during their studies. Student pass rate, together with all other data examined by the Vice-Dean for Education, Study Programmes and Student Affairs, can be found in the annual *Reports*, which are presented and adopted at the Council meetings. Every year, the Academy prepares *Action Plans* with tasks for improving the quality of study programmes and student support.

Spreadsheet *3.4. Pass rate in the undergraduate study programmes in the first year of study*, with data gathered over the past five years, shows how many students earn 18-19 ECTS points, how many earn 30-54 ECTS

and how many earn 55-59 ECTS points, or 60 and more. According the data from the Spreadsheet, it is evident that the past rate of the Academy's students is very high. Very few students are in the 18-19 ECTS category and the 30-54 ECTS category. Each year, the Vice-Dean for Education, Study Programmes and Student Affairs talks to the students with poor achievements, to advise them and help them progress through the study. Spreadsheet *3.5. Graduation rate* indicates that students need approximately 3 years to complete an undergraduate study programme, and 2 years to complete the graduate studies.

Systematic and individualized work with small groups of students in all art subjects offers better support, therefore the pass rate is very good.

Every year, the best students in the generation receive Dean's recognitions, in the form of the Academy Awards. The awards are given at the final student exhibition, which is held in a public space. *The criteria* for awarding the students, in addition to the high grade point average and regularity in taking exams, are student activities, participation in extracurricular activities and volunteering. Every year, through the University's call, we submit proposals for Rector's awards for excellence, student activism, volunteering and artwork. The Academy's students regularly receive Rector's awards.

3.3.

The higher education institution ensures student-centred learning

The Academy has its *Study Regulations*, which in part regulate the teaching forms, evaluation and grading, and a specially elaborated *Regulations* on Exams and Evaluation. Both Regulations are available to students on the website. Students of the first year participate in an *orientation practicum*, where they are introduced to the current regulations, ways of evaluating and grading the student work, as well as appeals and complaints procedures.

In accordance with the learning outcomes defined in the study programmes, classes are taught in traditional form as lectures, seminars and exercises, and in accordance with the specifics of the art field, classes are delivered through field work, lectures by visiting professors and artists, professional guidance at exhibitions, work in teaching and professional bases, and mentoring work. All activities are regularly monitored and are summed up annually into a single document of *Annual Reports*. Theoretical courses are mostly taught through lectures, seminars and occasionally through lectures of various experts and scientists who visit the Academy .

The teaching methods described in *detailed syllabuses* are adapted by the teachers to fit the needs of students and meet the requirements of teaching art subjects. The methods of teaching and practical work in each course also depend on the level of study, the number of ECTS points, the content and evaluation. In the first year, the standard teaching methods are applied, while in the upper years and graduate studies a whole range of different methods are used.
All teaching methods are student-centred and encourage artistic creation and student activity, facilitating the acquisition of knowledge and skills. The dynamic use of teaching methods, especially in art subjects, achieves a greater manifestation of creative work, improves communication between students and teachers, encourages cooperation and activates the learning process. Some teaching methods are further adapted by teachers to meet the needs of students with health problems or students who belong to vulnerable groups. Individualized methods of teaching applied at the Academy have a positive effect on students.

The teaching methods are part of the detailed syllabuses of each subject and they are available on the Academy's website. They are also presented in the Spreadsheet of constructive alignment of learning outcomes, subject content, activities for teachers and students (i.e. methods and forms of work) and evaluation procedures. The Spreadsheet helps in understanding and planning the methods of work in relation to the subject content, as well as planning specific learning outcomes.

Methods and forms of teaching at the Academy cover the cognitive, psychomotor and affective domain. Social forms of teaching improve cognitive abilities through the acquisition of knowledge, the development of an individual approach to solving artistic

problems, and the development of interests and creativity. Methods of practical work aimed at development of specific artistic skills activate the development of the psychomotor skills. The third group of teaching methods influence the development of affective skills, such as self-evaluation, moral values, communication, etc.

These are some of the methods and forms of teaching listed in the detailed syllabuses: *Conversation, Discussion, Comparative Discussion, Oral Presentation, Analytical Observation, Synthesis of Adopted Concepts, Guided Research, Asking Provocative Questions – Guided Conversations, Experiential Learning, Cross-Learning, Collaborative Learning, Reciprocal Teaching, Meditative Method, Keeping a Visual Journal – Making Notes and Sketches, Method of Aesthetic Transfer from Artwork to New Art Experience, Experimental Work, Contextual Learning in the Field, Situational Simulation, Simulation of reality through VR and AR system, Guided development of concepts, Demonstration of various art procedures and techniques, Practical work with guidance, Independent practical work, project-based teaching, E-learning, Desktop research, Correcting works and suggestions, Guided Construction, Working with Visual Sources, Working with text, Work by observation, Work by Imagining, Service Learning (learning by community advocacy), Social activism, Flipped Classroom, Project Method, Discovery Learning, Guided Instruction, Interactive Lecture, Sensory Methods, Performative Methods, Workshops.*

Throughout the year, teachers continuously follow and evaluate students' work and progression, using appropriate methods of evaluation (conversations, individual work, activities, motivation), to encourage students and form the final grade. Methods of evaluation in art courses are different from the methods of evaluation in theoretical courses. The evaluation of learning outcomes is planned and listed by teachers in detailed syllabuses in the constructive alignment Spreadsheet. The methods of monitoring the work of students, evaluating and forming the grades are described in more detail in Chapter 2.3.

In addition to the above mentioned teaching methods, some teachers develop other methods and forms of work, which they use in curricular and extracurricular activities, workshops and field classes. Some of the specially designed teaching methods have become an integral part of the syllabus. The teaching methods and forms of work designed and performed by the teachers of the Academy are *made public and presented* in national and international conferences, as well as in teaching materials (more in Chapter 4.5), books and the website. Through public action, teachers of the Academy modernize and design the methods of teaching art. More about other forms of work through professional bases, methodical training facilities, field classes, guest lectures, art workshops, etc. is given in chapter 2.6.

In academic year 2020/2021, owing to the pandemic and health protection measures, the Academy switched to online classes, where teachers, in addition to online lectures, exercises and seminars, used special methods in online interfaces and various applications (e.g. Google Drive and video platforms) and thereby established direct contact with students. They also recorded the exercises and the processes of making artworks. For the needs of the compulsory school practice, which is part of the graduate study programme of Art Education, teachers created online lectures for students and posted them on a *YouTube channel*. Thus, students, in cooperation with teachers, prepared and recorded their own online lesson. In this way, they could hold their sample class in primary school, and at the same time they learned new skills.

During the pandemic, classes were regularly held, with an immense dedication of the vice-deans. The online classes required timely information and special documents that helped in the realization of classes. All these *documents* were sent to teachers and students, and were available on the website; for example: *Instructions* for online learning; *report form* for online lectures; *Decision* on protocol of online application for graduate work thesis defense; *Instructions* for lectures (autumn 2020); *Instructions* for lectures (May 2020); *Instructions* for evaluation of student work during online learning; as well as *Survey* on the possibility of attaining teaching outcomes (Painting).

Through the Online Learning Commission of the University of Rijeka, in which a member of our teaching staff is involved, all information regarding online teaching, as well as other relevant information, is updated and received. So far, there have been 11 sessions of the university committee whose task is to improve self-assessment of e-courses, *assessment* of the quality of teaching and online teaching, and the assessment of teacher activities for the purpose of advancement, etc. Also, since 2020, the University has been issuing a call for awarding the best e-course. All members of the Academy's teaching staff are informed about this in several ways.

In 2020, the Academy joined the *YUFE* network, whose classes take place in an online environment. The YUFE-based courses are introduced in the syllabuses of all study programmes at the Academy. Each academic year, there is a new cycle of the YUFE project, and members of the teaching staff join the programs of this virtual educational platform and gain new teaching experiences. Based on the recommendations of the Online Learning Commission that an e-course should be introduced for all courses, in 2021/2022, the Academy created e-subjects of all study programmes through the *Merlin platform*, in accordance with the *data* in the ISVU system.

Also, *Coursera* project of the University of Rijeka, which was launched in academic year 2021/2022, offers the possibility of acquir-

ing online certified competency packages. The opportunity to participate in Coursera was given to all teachers, students and administrative staff of the Academy, about which they were regularly and continuously informed via the official electronic identity. Classes at the Academy are taught regularly, in all subjects. Because of larger number of students, in the first year of Art Education and Applied Arts, the Academy offers the possibility of concentrated teaching in some of the art subjects. Based on the teacher's decision, which was supported by the vice-dean for teaching, some groups continued with concentrated classes, and others switched to a regular weekly plan.

With 29 specialized workshops, 30 studios and 4 lecture halls, the Academy provides students with a wide range of possibilities for artistic development. These rooms, with state-of-the-art equipment, are regularly maintained. For more about working spaces, see Chapter 4. The Academy provides the students with materials models, but, unfortunately, it is not able to fully cover the programme costs, so students bear part of the expenses.

Every year, based on the Study Quality *Handbook*, the students evaluate teachers. The evaluation is thoroughly analysed in order to improve the teaching process. Teachers rated with an average score below 3.5 have to fill out a self-evaluation form to examine the possible problem. They also have an interview with the chair of the

quality assurance committee or the Vice-Dean for Education, Study Programmes and Student Affairs, depending on the results of the evaluation. Evaluation is carried out after each semester, and at least once in an academic year. Over the past three years, the evaluations have been carried out online. At the end of each semester, all teachers and students are *informed* about the evaluation process, through e-mail, the official bulletin board and other notification spaces at the Academy. Teachers remind the students to fill out the *evaluation* form, in one of the last classes, before exam deadlines. The evaluation is *statistically* processed and *compared* with results of previous years. *Comments* of students are specially considered.

Every year, the Academy organizes final exhibitions of students. The exhibitions, which are held at the Academy's Gallery, offer the opportunity to assess the learning outcomes, but also to carry out professional evaluation of artworks. Graduates present their works in the city galleries, or give public performances. These events are announced in the media.

3.4.

The higher education institution ensures adequate student support

The Academy has published regulations and documents that govern the status and progress of students through the study, regulate their rights and obligations, and protect the integrity and privacy of their data.

Based on the new Regulations on Internal Organization and Organization of Jobs, the Academy has established the Office for Teaching, to support the structuring of classes and help students progress through their studies. The Academy has made following documents publicly available: *Study Regulations*, *Regulations* on Internal Organization and Organization of Jobs, Study Contract (*example*), *Regulations* on Graduate Work and Graduate Exam, *Regulations* on Final Work, *Regulations* on Exams and Evaluation.

Students are offered support on several levels – from the University level to the level of the Academy: University Student *Ombudsperson*, University *Counselling Centre* (presented through each orientation motivational practice at the beginning of the year), University *Careers Office*, Office for *International Cooperation* (Erasmus), the Vice-Dean for Education, Study Programmes and Student Affairs, Student and Legal Services, ECTS coordinators, *local CEEPUS coordinators (2), Erasmus coordinators*, heads of departments, representative of the APU Student Union, representative of APU Student Union, the newly established *Career Centre* of the Academy, which *cooperates* with the University Career Office.

The Academy's Career Centre was established to provide professional support to students, in terms of educational quality, artistic profession and understanding of students' individual needs. The mission of the Career Centre is to support students in developing personal potentials and achieving a successful career, by offering information, counselling and preparing them for the labour market. Careers Centre *Action Plan* was adopted as part of the *2021-2022 Action Plan*.

The information package for new students is published on the website. The Academy supports its students through the website and bulletin boards, offering detailed information on all levels, while urgent notifications are sent by e-mail. Through the assigned electronic identities, students are given access to all relevant platforms (ISVU; UNIRI tenders), while the official digital cards (X cards) provide them with access to the Academy's premises outside of working hours. The cards also provide access the Campus facility (dorms, restaurant, etc.). The official identity is assigned at the very beginning of the academic year, in the orientation and motivation practicum.

The Academy *organizes medical examinations* through the competent services, as well as occupational safety courses, which students attend in order to adequately use specialized art workshops and tools of the Academy. In addition to the annual orientation and motivation practicum, students can also use the *Mentor-Tutor System*. As part of this system, mentors are assigned on the principle of one teacher per three students.

In relation to the initial orientation motivational practicum, an APU Student Union practicum is organized as well, where first-year students are offered an insight into various possibilities of participating in student activities.

Students have the opportunity to use the University Library, which is located in the immediate vicinity of the building. Students can also use the Library of the Faculty of Humanities and Social Sciences, the City Library of Rijeka, the MMSU Rijeka Library, the Library of the City of Rijeka Museum and the Art-Cinema Library.

The Academy has its student representatives in the Student Union. Elections for student unions are held in accordance with the Rector's Decision on Student Union Elections. Representatives of the Student Union participate as members of the Academy Council at council meetings and in the activities of the Student Union of the University of Rijeka. All relevant information can be found on the Academy's website, on *Students* page.

The Student Service, the Vice-Dean for Education, Study Programmes and Student Affairs and the *Coordinator* for Students with Disabilities, in cooperation with the University of Rijeka Centre for Students with Disabilities, make adjustments in the

teaching requirements for students with disabilities. At the initial orientation and motivational practicum, the University Counselling Centre distributes information about opportunities for students with disabilities.

Students have the possibility of applying for university and state scholarships, based on their study results and other achievements – *scholarships* for student excellence, Rector's Award, scholarships of Aleksandar Abramov Fund, Erasmus + scholarships for student mobility, Student of the Generation, etc.

The *Regulations* on Scientific-Teaching, Teaching and Professional Bases of the University of Rijeka has opened a new chapter in higher education of the University of Rijeka, especially for the Academy, which has concluded contracts for teaching and professional bases in a short period of time. This form of organization of Professional Bases gives additional support to students in developing their knowledge and skills (more in Chapter 2.6).

Teachers and workshop leaders regularly encourage and support students in their activities, offering them spatial capacities, equipment, logistics, help with the posting of activities on websites and Facebook pages, etc. The *Students* page is continuously updated, with information about public calls and art competitions, as well as other useful information.

The Academy has its own official *Facebook page*, where various activities are regularly published, along with useful information and content. In addition, ten years ago, a *Facebook page* of the Academy alumni was created. There is also a Facebook page *APU projects*, and *APU Student Union* Facebook page, which offer information about foreign and national projects and activities. Teachers, as well as heads of departments and subdepartments, and heads of the Academy's centres, have formed separate pages, which, along with the pages of the University, local government units, counties and professional associations, forms an additional basis for information and support. The visibility and analytics of the official Facebook page is constantly monitored by the board members of the Academy.

3.5.

The higher education institution ensures support to students from vulnerable and under-represented groups

The University Strategy, adopted by the Academy, provides for the students from vulnerable and underrepresented groups. In addition, the University of Rijeka and the Academy follow the *guidelines* of the Ministry of Science and Education concerning this aspect. Vulnerable groups are included in general text of the University of Rijeka's call for enrolment in undergraduate studies.

In 2020, the Senate of the University of Rijeka adopted a decision giving some groups of students an advantage in applying to the call for enrolment. Students from vulnerable groups are also referred to the Student Counselling Centre (SSC) of the University of Rijeka for further assistance. Research that the Student Counselling Centre presented at the meeting of the Expert Council of the University of Rijeka showed that there are students with psychological, financial, medical and other difficulties, which disturb them in their studies. The COVID-19 pandemic caused serious problems in studying in the past period, and the Student Counselling Centre conducted a *survey* about this.

Some students' problems are revealed only after they begin their studies at the Academy. These students usually need a break from studies, and for that purpose, they have to submit a *request* for pausing the studies in person. When that happens, the Vice-Dean for Teaching, Study Programs and Student Affairs talks to these students

a sends the matter to the Student Service, in accordance with University Senate *Decision* on procedures for taking a year off study. Teachers also play an important role in detecting such difficulties, by means of keeping records of the students' class attendance and talking to students in classes and consultations.

The Academy also pays special attention to senior students, with the aim of supporting generational alignment and adaptation to the study process. Although the Academy does not have students with disabilities, feedback is sent annually to the Office for Students with Disabilities, confirming that the infrastructure and capacities of the Academy are adapted for students with disabilities. The building has an infrastructure that allows unhindered access and movement around the building (access ramp, parking and elevator). Every year, the Academy provides the University with the necessary information for access to students with disabilities. Work in the Academy's workshops is adapted according to needs and opportunities, in consultation with the teachers.

Every year, the Academy publishes on its website and bulletin board the responding to the public call for the *Abramov* Scholarship, and on the above link of the University there is a temporary ranking of scholarship holders and scholarship holders. More about student support can be found in Chapter 3.4.

3.6.

The higher education institution allows students to gain international experience

The Academy of Applied Arts offers students the opportunity to participate in international mobility programs through Erasmus and CEEPUS, and from 2021/2022, through the YUFE network.

The Academy started with the Erasmus mobility in academic year 2008/2009. Publications of calls for scholarships and mobility agreements are handled by the Office for International Cooperation of the University of Rijeka. The Academy actively participates in international mobility programmes, for students and teaching and non-teaching staff. The basis for the implementation of the activities are the Erasmus Charter of the University 2014-2021 and the new Erasmus Charter in Higher Education 2021-2027, as well as *international bilateral agreements*, the number of which has increased, particularly in the 2014-2021 cycle of the Erasmus+ platform. Many bilateral agreements were concluded based on direct contacts and the international reputation of the members of the teaching staff, which increased the Academy's international visibility. The number of scholarships is determined by the results of the call for scholarships. The number of the signed bilateral agreements is visible in the Spreadsheet of annexes.

The call is published once or twice a year, on the University's *website* and the Academy's *website*. Applications for outgoing student mobility are made online. Student mobility is carried out through study mobility (one semester or an entire academic year) or the student practice mobility. During the study mobility, students have a direct possibility of comparing the acquired knowledge, skills and competences with students from host institutions. They also gain insight into the structure of the study at the institution. Student practice mobility gives students the chance for acquiring new competences through *targeted segments of the practice*. This approach creates the foundation for a certain aspect of job shadowing and offers an insight into one's own knowledge and competences in the labour market of the European Union.

Students are given the opportunity to learn foreign languages at the host institution, and after returning to the home institution, they further valorise the knowledge they acquired at the host institution. For the purposes of the Erasmus + programme, the University of Rijeka has published several documents, which can be found on the Erasmus mobility network pages. On the ESN website and the Facebook page of ESN *Rijeka* there is additional information and for students who express interest in participating in student mobility.

As part of the Erasmus mobility activities, the Academy has *appointed* an Erasmus coordinator who works closely with the Vice-Dean for Education, Study Programmes and Student Affairs, the ECTS Coordinator and the Office for International Cooperation. Educational workshops of the Agency of Mobility are regularly attended. Erasmus Coordinator of the Academy participates in the work of the Committee for International Mobility of the University of Rijeka. The Academy's cooperation with the Office for International Cooperation is impeccable and intensive.

In the 2017-2021 Erasmus cycle, the Academy further strengthened the support for outgoing students, through a system for regulating student status before and after mobility.

Over the years, based on experience and feedback, the Academy has developed the above-mentioned system and formulated the following documents:

- "*Form* for keeping records of the correlation between completed courses and ECTS credits earned during the mobility period with courses and ECTS credits earned at the home institution" (in the above document, in addition to the basic data, the final note clarifies the ways of regulating the student status. There is also information on the grading system of the host institution, and relevant documents of the Erasmus student mobility file. The subjects that cannot be regulated through the direct correlation system are entered into Diploma Supplement. These do not form the grade point average. The Academy has developed a system of consultations with all teachers, before, during and after mobility. This significantly facilitates the timely taking of exams at the home institution.)

- The *Decision* to regulate the status of students in international mobility, co-signed by the Dean in addition to the student himself, thereby giving consent on how the status of mobility will be regulated. In its mobility activities, the Academy is guided by the principles, recommendations and instructions of the University of Rijeka. This ensures the flexibility of the mobility recognition.

The bilateral contracts and mobility (outgoing and incoming), are handled by the Office for International Cooperation. Students complete questionnaires measuring satisfaction with the experience. The questionnaires are anonymous, and are available only to the users of the mobility program.

The attached document provides data of outgoing and incoming mobility, with a *list* of all students and employees who have participated in mobility from 2017 to the present.

The Central European Exchange Programme for University Studies (CEEPUS) is a regional academic mobility programme. CEEPUS networks are regulated by the Agency for the National CEEPUS Program. All activities are recorded through a digital platform, and through national and local CEEPUS coordinators. Two active CEEPUS networks, of which the Academy is a partner, are registered in this platform. CEEPUS web portal facilitates the realization of mobility programs. The basic documents are Traffic Sheets and other application and confir-

mation forms that implement programs of artistic activities, visiting lectures and workshops in the network of partner institutions. Access to the CEEPUS portal is granted to national and local CEEPUS coordinators and users who access the registration on an individual basis. The portal contains all CEEPUS forms. The two active networks of the Academy are Adriart.ce (a network that has become a full-fledged CEEPUS network based on its specific artistic activities) and Art without Borders, each of which has its own official Local CEEPUS coordinator. Both networks are registered on the *CEEPUS* network link.

In academic year 2019/2020, the University of Rijeka joined *YUFE network* - Young Universities for the Future of Europe. Thanks to its teaching staff, the Academy immediately joined the activities of the YUFE network, based on a public call for online YUFE courses. At the same time, for a better visibility, these subjects were offered to the students at home institution, as elective subjects. This year a new cycle of YUFE programs has begun, conceived as an open educational platform, with new chances for mobility. The teaching staff have applied for teaching three YUFE subjects in the current academic year. These courses are offered to students as electives and are presented in syllabuses.

The above-mentioned platforms provide a continuous basis for comparison, self-evaluation and strategic reflection.

3.7.

The higher education institution ensures adequate study conditions for foreign students

Although the Academy does not deliver study programmes in a foreign language, nor does it have accredited study programmes in foreign (English) language, the teaching staff actively uses English in international mobility programs. The Erasmus Charter of the University and the bilateral agreements provided for a solid platform for the implementation of incoming study mobility.

Erasmus Coordinators of the Academy proactively offer support to all incoming students. The data on incoming student mobility is shown in the Spreadsheets attached to unit 3.6. The official Erasmus mobility forms and transcripts of student records are used for the purpose of regulating the status of incoming students.

The *information package* for foreign students can be found on the website of the University of Rijeka, which is added to the Academy's website. Incoming students have the opportunity to attend *Croatian language courses* at the Faculty of Humanities and Social Sciences. The number of incoming students has decreased lately owing to the pandemic, but it will increase again when the situation normalizes. Currently, the Academy has one foreign student, in the undergraduate study programme of Applied Arts (Sculpting Module).

The attached Erasmus documentation shows the procedure for incoming mobility, which is similar to the procedure for out-going mobility. Based on the Agreement on Studying, which contains information about the student, home institution and host institution, the student joins the study, where he/she can modify the structure of courses.

After completion of the mobility, courses are recognized with the help of Erasmus codes. The home institution also certifies the Confirmation of Study Period, which further proves the achieved mobility. The Academy issues the same confirmation for incoming students, along with the transcript of records. The transcript represents the basic proof of courses completed within the evaluation system of the Republic of Croatia, in accordance with the Study Regulations of the Rijeka Academy of Applied Arts. All *documents*, signed and certified, are sent to the home institution and the Office for International Cooperation.

3.8.

The higher education institution ensures an objective and consistent evaluation and assessment of student achievements

Chapter 3.3 provides *examples* of detailed syllabuses and lists methods and forms of teaching used at the Academy in theoretical and artistic subjects. It also describes the methods of online teaching, with procedures for monitoring and evaluation of student work. The methods of evaluation and grading of student work are described in more detail in Chapter 2.3.

The *Regulations* on Exams and Evaluation of the Rijeka Academy of Applied Arts regulates the obligations of students and teachers, exam deadlines, the ways of taking exams, the communication about grades in exams, complaints about the grades, manner of taking exams before the committee, exam registration and deregistration, the venue, conditions and duration of the exam, beginning of the exam and the behaviour on the exam, evaluation and forming of the grade, adding the grade to the teaching portal and ISVU, misconduct and disciplinary action, monitoring and analysis of exam success. The Regulations also provide for the chance to complain about the grade, and clearly describe the procedure.

The Academy received such a *complaint* in academic year 2020/2021. The procedure for evaluating the exam process was initiated, and the Dean formed an examination committee. Before that, the Vice-Dean for Education, Study Programmes and Student Affairs requested feedback from the teacher and the teaching assistant, as, as well as the detailed syllabus, which defines the manner and procedure of knowledge check. The Committee found that the complaints were justified. New exam period was given, which was all recorded in the register of the Student and Legal Service.

Every year, the Academy informs its staff about workshops aimed at improving teaching competencies. All members of the teaching staff can take part in workshops, where they can evaluate their own teaching skills, as well as methods of evaluating the students. These workshops are offered by the Faculty of Humanities and Social Sciences in Rijeka.

For the purpose of holding exams for students with disabilities, the teacher, student and the Vice-Dean for Education, Study Programmes and Student Affairs agree on the necessary arrangements for the delivery of classes and for taking the exam.

3.9.

The higher education institution issues diplomas and Diploma Supplements in accordance with the relevant regulations

The content and form of the diploma and diploma supplement is prescribed by the *Regulations* on the content of diplomas and diploma supplements of the Ministry of Science and Education and the *Regulations* on the form and content of the diploma and other certificates of the University of Rijeka. The *Diploma Supplement* is issued in Croatian and English, without fee, which is prescribed University of Rijeka *Study Regulations* and the Academy *Study Regulations*.

The aforementioned regulations define the procedure for issuing the relevant documents upon completion of study. At the request of the student, the Academy issues the transcript of all elements necessary for the transfer and recognition of ECTS credits (ECTS Transcript of Records). Upon completion of the study programme, the Academy issues the Certificate of Completed Study and the *Diploma Supplement* in Croatian and English. The Diploma Supplement is an integral part of the *diploma* presented to the student at the promotion. Diploma supplement contains the information about the achieved ECTS; example: Diploma Supplement with more than 120 ECTS at *graduate* and more than 180 ECTS at *undergraduate* study programme.

Diploma of the Academy contains the following information:
- name of country (Republic of Croatia) and the coat of arms, as well as the coats of arms of the University of Rijeka and the Academy,
- full name and the address of the Academy,
- DIPLOMA,
- the student's first and last name, date, place and country of birth,
- name of study programme and orientation,
- number of ECTS credits gained,
- academic title,
- registry number, place and date of issue,
- signature of the Dean and seal of the Academy.

Students can also make a request that diploma supplement contains information on *extracurricular activities*, together with the earned ECTS credits, as well as volunteering activities, Erasmus and CEEPUS mobility. This information are entered in segment 6.1 of the diploma supplement.

The Academy has its official archives and it prints its own diplomas, certificates and diploma supplements. Diplomas and diploma supplements are awarded to graduates at the graduation ceremony. The Academy awards bachelor's degrees and master's degrees, for each of its study programmes.
The Academy's archive keeps 186 final works and 664 graduate works.

Every year, until the beginning of the COVID-19 pandemic, graduation ceremonies were regularly organized at the Academy.

The Study Supplement contains:
- information on the holder of the qualification (name, surname, date, place and country of birth, JMBG)
- qualification data (title, name of study programme, name and legal status of the institution, language of study)
- qualification level data (level, duration, number of ECTS, required educational level for enrolment)
- data on the content of the qualification and academic success (method of study, requirements of the study programme and acquired competences, data on the program and subjects and assessments, as well as description of the evaluation system)
- use of qualifications (access to further levels of study, professional status)
- general Information
- authentication data (date and place, stamp, title, name and signature of the dean, class, and registry number)
- data (scheme) on the higher education system in the Republic of Croatia.

3.10.

The higher education institution is committed to the employability of graduates

The Academy does not have the regulations that defined the procedure and methodology for monitoring the employability of its graduates, but care about employability is visible from the following:

- study programmes are based on learning outcomes – they are defined at the level of all subjects, of each study programme, the implementation of which is monitored through the quality assurance system (*Regulations* on the Quality Assurance and Improvement System, the Academy Study Quality *Handbook* and the University Study Quality *Handbook*
- the *Quality Committee* also has a member who is a representative of external users from the Rijeka High School of Applied Arts
- the *Alumni Club APU* was founded
- the Academy also runs art *centres* which, beside raising the quality of artistic practice and higher education, establishes connections with the economy and offers art-related services in which students participate. In addition to gaining professional practice, the students connect with employers or get opportunities to work on projects.
- the Academy has established fruitful cooperation with of experts in the field of art, drama and design (22 external associates), who hold courses at the Academy or participate in teaching. These are renowned artists who connect students with the community and the economy
- the Academy has visiting artists and professors who participation in teaching, some of whom even participate in the development of graduate works (with special permission); the visiting artists also run workshops, do projects with students, etc.
- the Academy informs its students about scholarships and internships through *mobility programmes* (*Erasmus+*, *CEEPUS*, YUFE)

The Academy has established communication with its alumni and supported the *establishment* of their club. The members of the teaching staff collaborate with former students and cultivates relationships with them. Based on the Academy's *Action Plan*, a Career Centre was founded, which offers support to students after graduation, and *cooperates* with the *University Career Centre*.

One of the noteworthy examples is the organization of a workshop as part of the international EU project *Wom@rts* - "*Enterprising Art*" for young artists. The workshop was attended by 25 artists during July and August 2021, including the alumni and students of the Academy. The workshop consisted of several training units that promoted equal representation of women in the labour market, and better opportunities for women's self-employment in the field of arts and creative industries.

As an enduring value of the "Wom@rts" project, a platform has been formed, at *www.womarts.net*, where artists, current and former students of the Academy, have the opportunity to connect and *promote their artistic activity* with other artists in the EU and beyond.

Based on the data from the Croatian Employment Service and the data from questionnaires completed by the alumni, several categories of employment have been defined. According to responses from the above-mentioned questionnaire, the most prevalent forms of employment are part-time freelance engagements, small companies, associations and arts organizations. The aim of the *questionnaire* was to explore possible ways of preparing the future graduates for the labour market.

The questionnaire had 14 respondents, from all study programmes, of which 35.7% were masters of applied arts, 21.4% masters of acting, 35.7% masters of art education and 7.9% masters of visual communications and graphic design. When asked if they were currently employed, 35.7% said they had a permanent employment, 21.4% worked on a fixed-term basis or part-time, 14.3% of participants started their own companies, while 21.4% were unemployed. Half of the respondents said they worked within the field of their profession, 28.6% had a job similar to their profession, while 21.4% did not work in the field of their profession. The vast majority of respondents said that their working experience was related to the knowledge gained during the study: 21.4% said it was fully related, 42.9% said

it was related to a great extent, 21.4% said it was related to some extent, 14.3% said it was slightly related and 7.1% said it was not related at all.

Spreadsheet 3.7., *Employment* of graduates/alumni in the last three years, shows the number of graduates. The *report* of the Croatian Employment Service indicates that the Primorje-Gorski Kotar County has had the largest number of the unemployed alumni over the past three years. However, 60 to 70 percent of the Academy's students come from other counties of the Republic of Croatia, which entered these statistics.

4. Teaching and institutional capacities

4.1.

The higher education institution ensures adequate teaching capacities

On 1 April 2022, the Academy of Applied Arts had the 54 employees in artistic-teaching, scientific-teaching, teaching and collaborative positions (of which 31 were in artistic-teaching grade, three in scientific-teaching grade, seven in teaching grade and 13 in associate grade).

Seven teachers and associates are part-time employees: two assistant professors and one teaching assistant are employed at 50% of full-time equivalent, one teaching assistant at 67% of full-time equivalent, one teaching assistant at 45% of full-time equivalent and two teachers (one assistant professor and one senior art associate) at 7.5% of full-time equivalent. The rest are full-time employees. Of 54 teachers and associates, there are 12 full professors, 11 associate professors, 11 assistant professors, 3 senior art associates, 2 art associates, 1 senior lecturer, 2 postdoctoral students and 11 teaching assistants. The number of employees and their structure changes year to year. Given the rules that have changed significantly over the past five years regarding employment and advancement, the source of new jobs are the coefficients of teachers (usually full professors) who retired. The care for the development of teaching capacities is especially evident through an increase in the number of artistic-teaching, teaching and associate positions, through advancements into higher artistic-teaching and scientific-teaching grades, as well as changes from teaching positions to artistic-teaching positions to meet the requirements of the teaching staff quality. Special emphasis is placed on the employment of teaching assistants. Since art is a specific field of activity and there are no government-financed jobs in art projects, the number of teaching assistants is low. For that reason, only two teaching assistants in the artistic field and two assistants in the scientific field of humanities were employed in 2017. In April 2022, the Academy had 10 teaching assistants in the artistic field, one teaching assistant in the scientific field, and two postdoctoral students in the scientific field.

The following Spreadsheet provides an overview of new employments in artistic-teaching, teaching and associate positions from January 2017 to April 2022.

Since the beginning of the academic year 2019/2020, the Academy standardizes the teaching load in accordance with the Collective Agreement for Science and Higher Education (Official Gazette 9/2019). The standardization includes quantifying (weighting) of certain elements of the working process by the number of necessary working hours for employees in scientific-teaching, artistic-teaching, teaching and associate positions. Positions in teaching, science and arts, contributions to the institution and the administrative part of the work that make the standard annual quota undergo a separate form of standardization.

The teaching load of each teacher, which is defined before the beginning of each academic year, depends on the number of enrolled students in a particular course or study, as well as on the offer of elective courses. Any deviation from the standard structure of working hours and the introduction of a flexible standardisation occurs only under the conditions laid down in the Collective Agreement.

SPREADSHEET - *Dynamics of teacher and associate recruitment over the last five academic years*

Academic year	Number of newly employed teachers	Number of newly employed associates	Number of teachers no longer employed
2021/2022	1	0	2
2020/2021	0	2	1
2019/2020	4	4	3
2018/2019	0	2	2
2017/2018	4	0	1

Quality assurance in teaching, aimed at successful delivery of the study programmes and learning outcomes, is performed, among else, by selecting qualified teachers

SPREADSHEET - *Ratio of teachers to students over the years as of 1st October 2021*

Academic year	2017./ 2018.	2018./ 2019.	2019./ 2020.	2020./ 2021.	2021./ 2022.
Number of teachers	38	38	38	39	39
Number of students	285	270	264	266	268
Student–teacher ratio	7,5 : 1	7,1 : 1	7 : 1	6,8 : 1	6,8 : 1

in the course of appointment to artistic-teaching, scientific-teaching, teaching and associate positions. At the Academy, 23 teachers have been appointed to artistic-scientific grade in fine arts, three teachers in design, three teachers in theatre art, one in film and one in applied arts. As for the teachers appointed to scientific-teaching grades, three of them work in the scientific field of humanities, one in the field of art history, one in the field of philosophy, and one in the field of social sciences, i.e., interdisciplinary social sciences. Seven teachers have been appointed to teaching grades: six in the field of art (four in fine art, one in film and one in theatre) and one in scientific field, i.e., art history.

There are approximately twenty external associates from other institutions, as well as independent artists, who participate in undergraduate and graduate classes, depending on the needs of each academic year, contributing to the quality of teaching at the Academy with their knowledge, experience and competences.

4.2.

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

ELEMENTS OF THE STANDARD

4.2.1. *Teacher appointment (recruitment) procedures arise from the development goals of the higher education institution and they are aligned with the legislation and internal regulations in effect.*

4.2.2. *In selecting, appointing and evaluating teachers, the HEI takes into account their previous activities (teaching activity, research activity, feedback from students, etc.).*

4.2.3. *The higher education institution has adequate methods for the selection of the best candidates for each position and, in addition to the prescribed national minimum conditions for each position, it has prescribed competitive criteria ensuring the selection of excellent candidates.*

4.2.4. *Promotion of teachers into higher grades is based on the evaluation and rewarding of excellence and the HEI takes into account important achievements (such as international contribution to the scientific discipline, high-impact publications, significant scientific discoveries, successful projects, success in securing additional funds, supervision of final and graduation theses, authorship of textbooks / study materials, popular lectures, etc.).*

4.2.5. *Indicators of excellence include scientific/artistic, teaching and professional work and contribution to the development of the higher education institution.*

4.2.6. *Additional criteria for the promotion of teachers into higher grades reflect the strategic goals of the higher education institution.*

Teacher recruitment procedures arise from the goals of the Academy's development and are aligned with positive legal regulations and internal acts of the Academy. The regulations governing the procedures, conditions and criteria for the recruitment and promotion of teachers are as follows:

- Act on Scientific Activity and Higher Education (OG 123/03, 198/03, 105/04, 174/04, 02/07—decision of the USRH, 46/07, 45/09, 63/11, 94/13, 139/13, 101/14—decision USRH, 60/15—decision USRH and 131/17)
- Decision on the form and manner of delivering the inaugural lecture for appointment to scientific-teaching grade, artistic-teaching grade and teaching professions, *Official Gazette 129/2005*
- Decision on the minimum conditions for the assessment of teaching and professional activity in the process of appointment to teaching grades *Official Gazette 13/2012*
- Decision on the amendments to the Decision on the necessary conditions for the assessment of teaching and professional activity in the process of appointment to teaching grades *Official Gazette 120/2021*
- Decision on the minimum conditions for the assessment of teaching and professional activity in the process of appointment to artistic-teaching and teaching grades in the field of art *Official Gazette 61/2017*
- Decision on the minimum conditions for the assessment of teaching and professional activity in the process of appoint-ment to scientific-teaching grades *Official Gazette 106/2006* and *Official Gazette 122/2017*
- Decision on the amendments to the Decision on the necessary conditions for the assessment of teaching and scientif-ic-professional activity in the process of appointment to scientific-teaching grades *Official Gazette 120/2021*
- Decision on the minimum conditions of work obligations for re-appointment to scientific, scientific-teaching, artis-tic-teaching, teaching and expert grades and on the form of reporting of the ex-pert committee on the work of employees in the re-appointment process, *Official Gazette 24/2021*
- *Statute of the University of Rijeka* (consol-idated text of 16 June 2021)
- *Regulations on the procedure of appoint-ment into scientific-teaching, artis-tic-teaching, scientific, teaching and asso-ciate grades and to appropriate positions at the University of Rijeka* (consolidated text of 15 May 2015)
- *Regulations on the procedure of re-ap-pointment to scientific-teaching, artis-tic-teaching, teaching and expert grades at the University of Rijeka* (of 8 May 2014)
- *Statute of the Rijeka Academy of Applied Arts* (consolidated text of 2 April 2019)

At least once a year, the Academy conducts an analysis and review of its personnel policies and plans the needs for new staff. By the end of November each year, the Dean formulates and proposes to the Council

of the Academy a Plan for advancement, employment and other personnel changes for the following calendar year (hereinafter: Plan). The Dean prepares the Plan in accordance with the applicable rules for advancement, employment and other personnel changes, and together with the Legal and Personnel Service plans to recruit teachers or associates based on the following relevant data: teaching loads, student-teacher ratios, number of students in the study program and the number of teachers required for the implementation of the study program. In addition, great care is taken to maintain the quality of teaching, with adequate number professional staff members, and proper generational shift. In doing so, following the discussions at their separate meetings, the Departments are invited to present to the Dean the employment needs and the need for covering the classes on particular study programmes. Employees who are eligible for promotion to higher grade submit the corresponding request.

The rules of the competent ministry for obtaining the approval for the recruitment and advancement of teachers, associates and other employees have changed over the past few years. Until May 2020, the rule was that the available coefficient of the positions of employees who have retired or terminated their employment was reallocated for other persons' promotions and employment, in accordance with realistic personnel needs (advancement of employees who have met the prescribed requirements for appoint-

ment to a higher grade, have worked for five years in their current position or have met the minimum necessary conditions for appointment to higher grade since the previous appointment). Upon adoption of the Plan by the Academy Council, the Plan is submitted for approval to the University Senate. Based on the Decision on the adoption of the Plan, the University of Rijeka grants the approval for the issuing of public calls for the recruitment and promotion of teachers.

In May 2020, the *Decision* of the Government of the Republic of Croatia on limiting the use of funds provided for by the State Budget of the Republic of Croatia and the financial plans of extra-budgetary beneficiaries of the state budget for 2020 entered into force. Based on this decision, which I still in force, a restrictive fiscal policy is applied, which approves new employment and admission of employees in public services only exceptionally, with the prior approval of the competent ministry. The plans for employment, advancement and other personnel changes for 2021 and for 2022 were drawn up in accordance with the Instructions of the Ministry of Science and Education, following the new criteria: only one person can fill in the vacant position, regardless of the coefficients, and it has to be on valid grounds.

The decision to issue a public call and to initiate individual procedures of appointment to grades is made by the Council, based on

the previously obtained approvals from the University and the competent ministry. Public calls are issued for the purpose of new employment or advancement to particular artistic-teaching, scientific-teaching, teaching or associate grades and corresponding positions. The calls need to specify the field of activity. Pursuant to the law, calls are published in the Official Gazette, the daily press (Novi list), on the Academy's *website* and the European Research Area, and must be open for at least 30 days. Since the Academy is not authorised to conduct the procedure of appointment to artistic-teaching and scientific-teaching grades on its own, the request for appointment is submitted to the authorised scientific institution. The Council of the authorised scientific organisation forms an Expert Committee to determine whether the applicants meet the conditions for the appointment. After reviewing the application, the competent Scientific Field Committee makes the Decision on the fulfilment of appointment requirements. Upon receiving the *report by the Expert Committee and the Decision of the Scientific Field Committee*, the Academy Council makes the final decision on the appointment to grade and corresponding position of the applicant who best meets the criteria.

Applicants who are appointed to scientific-teaching, artistic-teaching and teaching positions for the first time, in addition to the requirements laid down by the Rector's Conference, deliver the inaugural lecture

in front of teachers and students of the Expert Committee, and the *lecture* has to be positively evaluated. The Expert Committee proposes to the Dean the topic and the date of the applicant's inaugural lecture, and the Dean has it published on the Academy's website and bulletin board of the Academy and the University.

If the procedure refers to appointment to artistic-teaching or scientific-teaching grade of full professor and full professor with tenure, the Council' Decision on the appointment is sent to the University of Rijeka Senate for approval. The appointment and evaluation of teachers take into account the previous teaching, scientific or artistic research activities, as well as student feedback. The obligatory content of the report of the expert committee includes information on the applicant's teaching and professional activities, based on which the applicant meets the *requirements of the Rector's Conference*. This includes a list of published scientific and professional papers for scientific-teaching, i.e. a list of artistic achievements for artistic-teaching positions.

If there is more than one applicant eligible for appointment, the Expert Committee puts forward a proposal to select the applicant who meets the requirements to the greatest extent, offering the explanation why it considers particular applicant most suitable for the position (e.g. the greatest experience in the field, etc.) Additional criteria, other than those prescribed by

the legal regulations and decisions on the requirements of the Rector's Conference, are not established.

The selected applicant then signs the employment contract, pursuant to the Act on Scientific Activity and Higher Education. Re-appointment procedures are conducted in accordance with the Act and *Regulations* on the procedure on re-appointment to scientific-teaching, artistic-teaching, teaching and associate grades at the University of Rijeka (of 8 May 2014) until the enforcement of the *Decision* on the minimum requirements for re-appointment to scientific-teaching, artistic-teaching, teaching and associate grades and on the form of the reporting of the expert committee on the work of employees in the re-appointment procedure (OG 24/2021). The Decision was adopted on 8 February 2021, and comes into force on 1 June 2022. From that date onward, the re-appointment procedure will be performed in accordance with the new Decision.

The *development strategies* of the Academy for the current period, as well as for the next period, include investments into human resource development, an increase in the number of researchers and teachers, encouragement of professional training, systematic monitoring of human resources development, establishment of a system for rewarding the employees, work quality assurance by means of standardized evaluation procedures, self-evaluation, and

internal assessment of quality assurance systems.

The Academy ensures the competence of its teachers, uses fair and transparent processes of recruitment and advancement of its employees, and plans and provides the necessary resources to improve competences for teaching, and professional and scientific development.

For the best results in teaching, the work of teachers of the Rijeka Academy of Applied Arts is continuously evaluated and the teachers receive regular feedback on their work.

4.3.

The higher education institution provides support to teachers in their professional development

The Academy provides its teachers with the possibility of professional development and improvement of teaching, professional and artistic competencies and supports all forms of participation in such activities. Every year, the Academy's action plans envision the encouraging of teachers and associates to improve.

The final annual reports monitor the activities of teachers through attendance at educations and trainings, book publications, artist-in-residence programs, Erasmus+ and CEEPUS international mobility programs, workshops, participation in artistic and scientific conferences, creation of own artworks and exhibitions. The Academy encourages and provides its teachers with financial, professional and administrative support, by offering available information, paid leaves, co-financing of trainings, travel expenses, etc.

The University's partnership with *Coursera* has allowed teachers, students and non-teaching staff of the Academy to participate in courses, specializations and professional certified programs of the world's leading universities and industry companies to improve personal and professional skills and competences. Some teachers of the Academy already participate in the programs, and students have taken up different courses as well. The University of Rijeka is part of the *YUFE* and *UNIRI CLASS* projects, which financially encourage teachers to collaborate and exchange experiences through international online courses. All information about the experiences of teachers who have participated in competence improvement programs is available in the annual Spreadsheets of artistic and scientific activities, which are an integral part of the annual Reports and Action Plans of the Academy. Some examples of such participation are listed in units 1 and 5 of this Self-Evaluation Report.

All the activities improve the professional competences of teachers and associates of the Academy. In addition, all employees have legal and administrative assistance in professional duties such as contracting, public procurement, filling out travel expense forms, writing applications and requests, etc. Procedures have been developed for spending funds in projects, as well as implementing, monitoring and preparing documents, checking of project items, and reporting on finances on projects. The Academy has specific forms for various applications and requests, for instance, an application form for travel orders, an application form for annual leave, time off or paid leave. There are also many regulations, instructions and decisions governing relationships, steps and procedures for various activities. All forms and regulations are published on the Academy's website.

In recent years, the Academy has established a Project Office and trained an administrator who provides project managers with institutional support, gives advice and information, administers EU projects, prepares documentation for the financial accounting service and implements procedures according to regulations and decisions:

- *Regulations* on the procedure for applying and implementing projects (with required forms)
- *Instructions* on procedures and guidelines for the approval of funding
- *Instructions* to project managers for the use of financial resources obtained under project contracts.
- *Decision* on amendments to the Instructions on procedures and guidelines for the approval of funding
- *Decision* on the procedure of defining contractual obligations.
- *Regulations* on generating income in the market, distribution of revenues and payment of work.

With the establishment of the Project Office, the number of art projects at the Academy has increased severalfold (see Spreadsheet 5.3 from MOZVAG). Part of the revenues from projects and other professional activities of the Academy, which are conducted through various artistic and professional services and activities, are allocated for the improvement of the activities of the Academy (investment maintenance, procurement of machines, computers and tools, exhibition activities, etc.) which directly supports the professional and artistic improvement of teaching and professional competences. Projects linking the Academy, i.e. its teachers, with the economy and the community

provide insight into wider social issues, thus complementing teachers' competences in working with students. Through the award system, once a year the University gives awards for artistic work and teaching excellence to teachers and associates, which encourage the most successful teachers towards further improvement. New regulations on teacher rewards are under public discussion at the moment. The regulations will provided for a greater number of rewarding categories.

Every year, the Academy organizes events that give the teachers the opportunity to promote their artwork or art projects at the APU Gallery. This includes exhibitions with a formal opening ceremony, catalogues and announcements in the daily press, Facebook and the Academy's website.

Every year, teachers who have occupied artistic-teaching positions for six years have the right to use the sabbatical leave for one full year or half a year, in relation to their exhibition activities, art residency programs and other professional activities that contribute to their professional development. The application procedures and conditions for the use of sabbatical leave are governed by the *Regulations* on the use of sabbatical leave, which also contain the necessary forms. The list of teachers who have used the sabbatical leave is in the annual reports.

4.4.

The space, equipment and the entire infrastructure (laboratories, IT services, work facilities etc.) are appropriate for the delivery of study programmes, ensuring the achievement of the intended learning outcomes and the implementation of scientific/artistic activity

The infrastructure development of the Academy is an integral part of the annual action plans based on the mission of the Academy and on the objectives defined in the strategic documents (*Academy 2016 – 2020 Strategy* and the new Academy 2022 – 2026 *Strategy*). Investments in the Academy's development includes the maintenance and improvement of technical, technological and infrastructure systems which the Academy owns or has the right to use, the purchase and maintenance of computer equipment (desktop computers and laptops, projectors, etc.), the purchase and maintenance of specialized equipment for the workshops (metal, glass, wood, stone, set design, printmaking, etc.). Examples of improvements are listed under standard 5.5. Scientific/artistic and professional activity and achievements of higher education institution improve the teaching process.

The owner of the building at the address Slavka Krautzeka 83 is the City of Rijeka, and the Academy is its user. The Academy has 6,930.00 m2 of net surface area for performing of its teaching, artistic, scientific and professional activities and accompanying functions, and a garden of 1,658 m2.

The *space*, equipment and the entire infrastructure (laboratories, IT services, work facilities etc.) are appropriate for the delivery of study programmes, ensuring the achievement of the intended learning outcomes and the implementation of scientific/artistic activity. Due to the specific-ity of the study programmes, most of the Academy's space is intended for workshops, art studios and other rooms intended for creative work and research. The Academy has three rooms intended lectures and presentations, equipped with projectors. One room is designed for film screenings and photograph presentations, and is equipped with devices for high−quality reproduction of image and sound. The Academy has 28 specialized workshops (for ceramics, screen printing, stone processing), 2 computer workshops with specialized workstations for graphic design, video and photo processing, 3D modelling and VR, and 30 laboratories/practicums for art courses (drawing, painting, printmaking, sculpting, set design...).

Students have a 24−hour access to the classrooms and workshops using Smart − X cards and electronic readers connected to the electronic access control system (depending on the course needs). In this way, students are given access to workshops outside of regular classes. The number of lecture halls and practicums of different sizes corresponds to the number of students of the Academy, which means delivery of classes and spatial use of lecture halls is optimally organized.

In cooperation with teachers and the Commissioner of Occupational Safety and Health, who is also the manager of the workshops, for the purpose of independent work of students in the workshops, where applicable, courses are organized that teach students how to use machines and tools safely. In additions, teachers complete an occupational safety course organized by authorized companies.

Teachers and associates of the Academy have at their disposal 30 offices with an average surface area of 22.5 m2 (497 m2 in total). Two to four teachers share one office, depending on its size. The average surface area per full-time teacher is 18 m2. With external associates, of whom there are currently 22, the average surface area used by a teacher is 10 m2.

All offices are completely suitable for teaching activities and they are equipped with computers. The offices are not suitable for performing artistic activities of most teachers, but teachers have at their disposal the Academy's workshops, which they can use for creating their artworks whenever they are not used for regular classes. Apart from the offices, the Academy also has large meeting rooms.

In 2022, new *Regulations* on internal organization and organization of jobs were adopted, based on which the Academy restructured the existing and envisaged new positions, for the purpose of a better work organization (e.g. Office for Quality), which would serve for the next period in the development of the Academy. Based on the Regulations, the premises intended for the work of professional services were also reorganized.

The Student Service was moved to a larger room, and equipped with an information desk, a bulletin board and student applications system. The Office for Students contains all student documentation, with space meetings of students and teachers.

Office spaces for the work of administrative services are equipped with new office furniture, new computers and internet infrastructure. The offices of the administrative staff are located on the ground floor, 1st and 2nd floor. The Dean's office, the Project Office and the office of the workshop manager are located on the ground floor. Student Service, the info-desk for students, the office of the ISVU coordinator and the Office for Teaching are on the first floor. The office of Legal and Personnel Services is also on the first floor. On the 2nd floor, there are two offices of the Financial and Accounting Service, and the vice-dean offices.

The spatial organization of the professional services of the Academy enables a concentrated operation and the provision of services to its users in a highly logical way.

4.5.

The library and library equipment, including the access to additional resources, ensure the availability of literature and other resources necessary for a high-quality study, research and teaching

The Academy does not have its own library, nor does it have employees in charge for library material. By moving to the new building in the University campus, the Academy lost the library it had used as the former Department of Fine Arts of the Faculty of Humanities and Social Sciences (which later branched into the Department of Art History of the Faculty of Humanities and Social Sciences and the Academy of Applied Arts).

At the beginning of each semester, in each course, students are given a list of assigned and further reading. Students are also referred to relevant websites for doing independent research in the field of art. In addition, teachers bring their own books and create small book collections, which the students are free to borrow.

Students of the Academy are referred to relevant institutions where they can borrow books and explore other materials to prepare for exams and cultivate personal development:

- *The Rijeka University Library* has a large quantity of books and journals, as well as access to databases for the scientific work of teachers and students, an archive of old books, graphic art portfolios and artist books, and an extensive online catalogue which is connected with all libraries of the University of Rijeka, providing the possibility of borrowing books from other faculties and universities. The library regularly organizes lectures and activities for students and teachers.
- *The Library of the Faculty of Humanities and Social Sciences Rijeka* — (in the building next to the Academy) offers literature in the area of education and psychology, philosophy of art, art history. It also contains a collection of art books of the former Department of Fine Arts.
- *The Library of the Museum of Modern and Contemporary Art Rijeka* offers a full overview of all catalogues of exhibitions and books in art history published since the foundation of the Modern Gallery Rijeka (predecessor of the Museum). The Museum also organizes lectures, public discussions, talks with artists, etc.
- *The Rijeka Public Library* has books and popular periodicals on the subject of arts.
- *The Art-Cinema Library* currently comprises three inventory collections that include 800 book titles that are divided into a General Collection and a Reference Collection, almost 600 periodicals of the Periodicals Collection (19 titles) and an Audio-visual Collection that includes more than 400 DVDs with contemporary and classic films. Art-Cinema also organizes meetings and talks with filmmakers, discussions about films, lectures etc.
- The Academy of Applied Arts has drafted the *Regulations* on the procedure and elements of evaluation of teaching texts, with instructions on how to write a teaching text and evaluation forms for the committees. According to the given instructions, teachers produce teaching materials that are evaluated by a *committee*, and produce additional teaching materials that are available to students. An *online book* by Nadija Mustapić and Katarina Rukavina was published and made available, with the Academy financing part of the cost.

4.6.

The higher education institution rationally manages its financial resources

The Academy is a budget user whose operation is funded by the state budget of the Republic of Croatia. The revenue from the state budget covers salaries, costs of special work conditions (PUR), material rights of the employees, external cooperation and funds from the programme contracts.

The largest share of the total income of the Academy is collected from the competent budget (Spreadsheet: Revenue according to the funding sources and their share in the total revenue of the faculty in percentage and Graph: Revenue according to the funding sources in absolute amounts.) Funds collected from the state budget for covering the costs of salaries, special work conditions and material rights of the employees are paid through Central Payroll System (COP).

Through programme contracts, the competent Ministry of Science and Education allocates to universities the funds aimed at covering the incurred costs of studies and co-financing the material expenses based on the number of full-time students at accredited undergraduate, graduate and integrated studies at public higher-education institutions. The funds for subsidising the participation in tuition costs of full-time students and co-financing the material expenses are designed to meet all the expenditures of public universities, polytechnics and higher education institutions relating to execution of study programs. On 27 September 2018, the Government of the Republic of Croatia adopted a *Decision* on programme funding

of public high education institutions in the Republic of Croatia for the academic years 2018/2019, 2019/2020, 2020/2021 and 2021/2022 and established the mechanisms for allocating funding to public high education institutions as well as determining the resources required for programme funding of these institutions including funds essential for co-financing the material costs of teaching, scientific and artistic activities in public universities and teaching activities at polytechnics and colleges of higher education in the Republic of Croatia. Co-financing of material costs of teaching activities includes a full subsidy for tuition fees of full-time students as well as co-financing of material expenditures incurred by public high education institutions. The University of Rijeka retains some of the income obtained through programme contracts for carrying out programme objectives and covering other expenditures of the University (21.63%) while the remaining amount is allocated to the University constituents, pursuant to the Senate Decision.

Co-financing of material costs of scientific activities includes basic scientific activities, development of the science system, scientific, artistic and research infrastructure and equipment as well as co-financing the publication of academic journals. Through programme contracts in science, the competent Ministry allocates means from the state budget for scientific, research and artistic projects. Funds are assigned to individual universities as a lump sum and they inde-

pendently take a decision on how they are to be further distributed. The University of Rijeka allocates the funds from the programme contracts in science to the constituents following a public call for scientific projects of the University. The Government of the Republic of Croatia has defined additional schemes of performance-based financing of the material costs for artistic activities as well as financing of the specific profile of the institution.

Other sources of income include foreign grants (EU projects), property income (interest on demand deposits), assigned revenue (tuition fees, administrative fees, exams, material costs of students) and market income. The assigned and market income are spent in compliance with the *Regulations* on ways of generating and distributing income and payments for work, *Instructions* on the procedures and guidelines for the approval of the Academy funds, *Financial Plan* and *Procurement Plan*. Three percent of the funds from market and assigned income sources are distributed to the University. Resources aimed for projects, scientific and artistic subsidies etc. are disbursed according to the contracts and financial plans of particular projects. The costs of equipment, IT rentals, licences, literature and inventory necessary for conducting and advancement of teaching practice are covered from assigned revenue and programme contracts. The Academy designs a financial plan for the coming year on a yearly basis as well as a biannual projection. Financial plans for projects and activities

funded by the state budget are created according to Instructions on forming budget proposals. The Academy publishes its *annual financial reports* on its website within eight days after their submission. Financial means available to the Academy during a year are collected and disbursed according to purpose and in compliance with laws and regulations referring to beneficiaries of the state budget of the Republic of Croatia and high educa-tion institutions, based on Decisions of the University and competent Ministry.

The legal framework for financial business activities is based on *Budget Act* (NN 144/21), *Regulations* on budget accounting and financial plan (NN 124/2014) and *Regula-tions* on amendments to the Regulations on budget accounting and financial plan (NN 108/2020).
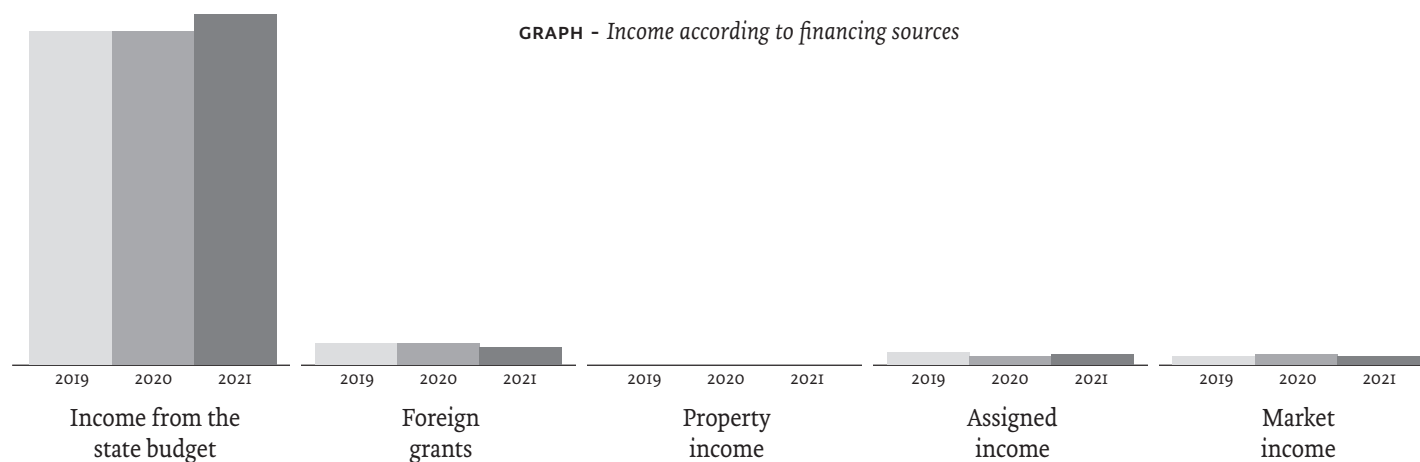
SPREADSHEET - *Revenues according to funding sources and their share in the total revenue*

Prihodi	Share (Kn)			Share (%)		
Year	2019	2020	2021	2019	2020	2021
Income from the state budget	13.896.977	13.887.647	14.855.653	88	88	89
Foreign grants	935.750	991.344	822.689	6	6	5
Property income	78	53	62	0,0005	0,0003	0,0004
Assigned income	617.711	434.682	485.356	4	3	3
Market income	409.705	517.798	462.822	3	3	3
Total	15.860.221	15.831.524	16.426.582	100	100	100

GRAPH - *Income according to financing sources*

Income from the state budget	Foreign grants	Property income	Assigned income	Market income
2019 2020 2021	2019 2020 2021	2019 2020 2021	2019 2020 2021	2019 2020 2021

5. Artistic and scientific activity

5.1.

Teachers and associates employed at the higher education institution are committed to the achievement of high quality and quantity of artistic and scientific research

The areas of artistic and scientific activity and research work of the Academy are determined by the APU *2016-2020 Strategy* and form an integral part of the new APU *2022–2026 Strategy*. The priority of the Academy, as a unique component of the University of Rijeka, is to systematically work on improving the conditions for a just evaluation of artistic and scientific disciplines at the university, national and international level. The University of Rijeka has set out development priorities for the field of culture and art through the *Development Strategy 2014–2020* and the *University Development Strategy 2021–2025*. Accordingly, the Academy has set its own general and specific strategic goals, aligned with the University strategy, which help develop and realize its *mission and vision*, considering the needs, possibilities and specificities of the artistic–scientific field. At the level of the University of Rijeka, four key strategic areas of activity have been defined, with specific goals and indicators of success. These areas of activity define the ways of measuring the success.

The Academy has determined its initial and target values for all four areas and incorporated them into the new APU *2022–2026 Strategy*:

1) Learning and teaching — the aim is to maintain the quality of teaching conditions, increase the organisation and efficiency of teaching, develop a personalised approach to learning, develop students' practical competences and maintain their satisfaction with their studies;

2) Research — the aim is to increase artistic productivity and scientific influence and productivity by publishing in journals indexed in relevant databases, i.e. to increase the number of artworks;

3) Knowledge transfer and regional inclusion — the aim is to increase influence at local and regional level by designing and implementing artistic educational programmes and interdisciplinary research and development projects;

4) Internationalisation — the aim is to increase the mobility of teachers and students, both incoming and outgoing, and to expand cooperation with international institutions through cooperation agreements and international events, such as summer and winter schools, seminars and conferences.

The Academy achieves excellence, which increases its recognition within teaching, artistic, scientific and professional activities, by doing the following:

- developing mechanisms of cooperation with gallery, museum, theatre and education institutions, with the aim of increasing the quality and efficiency of the education system in this joint endeavour (*list* of professional bases, *list* of cooperation agreements with international and national institutions, *list* of projects)

- intensifying interinstitutional cooperation (list of cooperation agreements with international and national institutions, list of professional bases and list of pro-

jects), and cooperation with professional associations and the local community

- interrelating the study programmes and encouraging the student mobility within the University and beyond (micro qualification programmes — *UNIRI CLASS*, *Erasmus*)

- encouraging the process of cooperation between YUFE network of universities in Europe and cooperation with the universities of the Adriatic region — Rijeka, Split, Pula, Zadar and Dubrovnik

- developing a platform to connect already existing art study programmes through shared projects

Indicators of success in achieving the goals are: evaluation of artistic and extracurricular activities of teachers, assistants and artistic associates, number of submitted and approved projects financed from various sources, number of signed cooperation agreements, Rector's Awards for Excellence, volunteering and student activism (for students), awards of the Foundation of the University of Rijeka. It is also important to note that in 2019, the award of the Foundation of the University of Rijeka, for the highest category — lifetime achievement — was awarded to associate professor Ingeborg Fülepp (founder of the *Centre for Innovative Media*), which is the first time that a lifetime achievement award has been given to a teacher appointed to an artistic/teaching profession (catalogue: *Winners of the Award of the University of Rijeka Foundation in the category of lifetime*

achievement in 2019.) As part of the work of the Centre for Innovative Media, a number of international activities were held, such as: international exhibition *Outlandish Rijeka*, A Walk in Memories and Math Behind the Walk . These were organized at the initiative and with support of associate professor Fülepp. The exhibitions were presented as part of the project Both Ways – Art and Science Beyond Frontiers, Science in the City Festival, ESOF, European City of Science Trieste 2020 and European Capital of Culture Rijeka 2020, in collaboration with Trieste Contemporanea, the APU Centre for Innovative Media and the Department of Mathematics, UNIRI, as well as other partners from Hungary, Romania and Serbia.

All exhibitions held at the APU Gallery (at the Academy) were accompanied by a catalogue, and the difficult situation during the pandemic was used to present to the general public the work of all students and their mentors through the *Online Final Exhibition 2020* , which was very well followed by the media.

Teachers and associates employed at the Academy are committed to the achievement of high quality and quantity of artistic and scientific research. Raising the quantity and quality of artistic and scientific research work is one of the important strategic goals of the Academy defined by the APU *2016-2020 Strategy*, the APU *2022–2026 Strategy*, and the *Development Strategy* of the University of Rijeka 2021–2025. In the period

from 2017 to 2021, the Academy's teachers and associates completed more than 1000 art projects (exhibitions, plays, set designs, costume designs, public sculptures, public appearances, graphic design, etc.), published 215 scientific papers (professional papers, peer-reviewed works at scientific and professional conferences, author's books, book chapters, editorial books, etc.) of international, national and local importance. Detailed data on activities are collected on a monthly basis in the Spreadsheets of Artistic and Scientific Activity, which are an integral part of the annual *Report and Action Plans* of the Vice–Dean for Artistic and Scientific Activity. Quantitative data are also available in Spreadsheets 5.1 and/or 5.2 of MOZVAG. The Academy finds one of its main advantages in its specific program with a number of professions attractive to young people and the general public. Traditional artistic disciplines studied through various programs at the Academy are associated with other arts, ranging from theatre, performing arts and film (costume design, set design) to contemporary arts, architecture, and graphic design. One of the Academy's advantages is that it runs several concrete art projects and practices, while at the same time offering students the knowledge and skills to independently engage in theatre and film, painting, sculpture, printmaking, graphic design and other contemporary art practices. In 2019, at the initiative of the Vice–Dean for Artistic and Scientific Activity, the *Commission* for Artistic and Scientific Activity was established, as a body

that governs the artistic activity of the Academy, plans art programs, takes care of the organization of exhibitions, performances and cultural events, proposes commissions for the selection of annual awards and commendations to students, etc. Members of these Commissions are: full professors, associate professors, assistants, students and representatives of external stakeholders. The commissions regularly hold meetings, keep minutes and propose various artistic and scientific activities.

In the period from 2017 to the end of 2021, more than 130 projects were carried out by the Academy (together with student projects and major projects such as *Wom@rts*, *Diversity Mixer*, *They Live* and *Glowing Globe*). These were systematically analysed and monitored in the 2017–2021 *Project Spreadsheet*, the Academy's *Reports and Action Plans*.

From 2017 to 2021, the Academy's scientists published approximately 50 internationally recognized scientific publications, which is a significant quantitative, but also qualitative shift from the previous period. Also, the shift can be observed in the number of citations, which has increased significantly over the above-mentioned period. The Academy keeps records on scientific activities in the monthly Spreadsheets of Artistic and Scientific Activity, and collects data on publications in the *List* of Publication Data (Indexation, Citation, H–Index) and the *List* of Scientific Publications categorized in accordance with the current Ordinance

on conditions for appointment to scientific positions for a specific field. Quantitative data are shown in Spreadsheets 5.1 and 5.2. of MOZVAG. Scientific/research activity at the Academy is continuously encouraged, through a number of procedures and established mechanisms, the following of which are of particular importance: 1) the reporting and management of scientific research projects has been facilitated by the recruitment of a project administrator, the result of which is already evident through an increase in the number of projects carried out by the Academy's teachers appointed to scientific—teaching positions, particularly the projects carried by young researchers; 2) the participation of the Academy's scientists in regional, national and international projects, and, in particular, participation in scientific conferences, which is regularly supported; 3) the research and publication of scientific papers is co—financed to some extent, as well as travel expenses and the costs of proofreading and translation of publications.

The high level of quality of the Academy's artistic achievements is visible, for example, in the works of: Igor Eškinja — EVERY TIME A EAR DI SOUN — Documenta 14 — curators Bonaventure Ndikung, Marcus Gammel and Elena Agudio, Savvy Contemporary, Berlin, Germany and WORKS FROM COLLECTION, Hommage to Claudia Gian Ferrari — Museo nazionale delle arti del XXI secolo - MAXXI Rome, Italy; Radovan Kunić — Vienna Contemporary — Ravnikar

Gallery Space (Ljubljana, SLO), Vienna, Austria; Elvis Krstulović (with Iva Kovač) — Sucre de l'est / Sugar of the East, La Box / ENSA, Bourges, FR,) et. el., Bruges, France; Melinda Kostelac — EU project "Wom@rts" — Women Equal Share In Arts And Creative Industries, international exhibition in City of Comics and European Art School (EESI), The New Factory, inside the City of Comics, Grand Angoulême Culture, Angoulême, France; Korina Hunjak — Wom@arts roaming exhibition, Grand Angoulême Culture, Angoulême, France; Nadija Mustapić — Me and the Place, Fluc, Vienna, Austria, and Pixelpoint — Media and Contemporary Art International Festival, Nova Gorica, Slovenia (group exhibition); Tomislav Brajnović — Galerie Wünsch, Linz, Austria, solo exhibition and Between There and There, Out of Sight, 2019, Antwerpen; Letricija Linardić - International Biennial of Graphic Art, Varna Municipality, Graphic Art Gallery, Varna, Bulgaria; Nadija Mustapić and Marin Lukanović — 15th Venice Biennial of Architecture - We Need It, We Do It (group exhibition, concept: Tolj, Veljačić, Peračić, Višnjić) - Arsenale, Venice, Italy. Students and professors of the Academy participated in Independent Biennial 2021, Cankarjev dom, Ljubljana (project initiator Lara Badurina in collaboration with teachers of Illustration and Comic Strip course).

Teachers, associates and students of the Academy of Applied Arts actively promote artistic achievements, through artworks and public shows: Hrvoje Urumović — author

of a faithful replica of the sculpture of the legendary double-headed eagle (symbol of Rijeka) which was placed on top of the Rijeka City Tower in 2017; Siniša Majkus, whose exhibition "MEGAMIX" was part of the celebration of Lauba gallery's anniversary in Zagreb; Zdravko Milić , who, for his retrospective exhibition Works 1981—2017, held at the Museum of Modern and Contemporary Art in 2017, received the biennial Award of the City of Rijeka for the best art exhibition in the field of contemporary art held in gallery and public spaces in in Rijeka; Igor Eškinja, who won the first prize of the ninth T—HT art competition, with his work Architecture of Optimism; Aljoša Brajdić and Marko Koržinek, who won WOLDA (Worldwide Logo Design) Award for creating visual identity of the Faculty of Civil Engineering in Rijeka; Nataša Antulov, the dramaturg of the short feature film All That Comes, awarded with "The Heart of Sarajevo" at the Sarajevo Film Festival, etc.

The scientific and artistic activity of the higher education institution is not yet visible in PhD theses because the Academy does not offer doctoral studies at the moment. The committee that examines and establishes the standards for introducing an international and innovative dimension in the work of the *Doctoral School of the University of Rijeka* gathers the following members: Celestina Vičević, who is the only holder of an artistic doctorate at the Academy, and Sanja Bojanić. Ms Bojanić, through the working groups for the preparation of

regulations for the development of doctoral theses and participation in webinars such as *Challenges and various approaches to the development of doctoral dissertations at the University of Rijeka* , is currently mentoring the preparation of four doctoral theses that will be defended at the Faculty of Humanities and Social Sciences in Rijeka, two of which problematize recent new media practices in art and research.

Teachers and associates of the Academy actively promote scientific/artistic achievements at meetings at home and abroad, which is documented in the *List* of Participation of Teachers and Associates at Scientific/Artistic/Professional Meetings. For example, teachers and associates of the Academy participated in the International Scientific and Artistic Symposium on Pedagogy in the Arts — INNOVATIVE TEACHING METHODS IN THE FIELD OF ART — which took place on October 23 and 24, 2020 at the Academy of Arts and Culture in Osijek. As part of the symposium, proceedings were published titled *Innovative methods of teaching in the field of art*. Teachers of the Academy of Applied Arts had their presentations which are an integral part of the proceedings. These were: Tomislav Brajnović — Art Education in the Time of Loss of Humanity; Nina Licul, Letricija Linardić — Use of Extended Media in Art Teaching: A Review on "Imprints Of Memory"; Katarina Rukavina / Nadija Mustapić — Responsive Art in the Public Realm — Discourses and Techniques: A Contribution to the

Innovative Methods of Teaching in the Field of Art, Based on This Case Study; Celestina Vičević — Artistic Practice and Yoga — The Natural Way of Discovering and Developing an Authentic Artistic Expression.

The Academy also organizes meetings, symposiums, conferences and webinars. For example, in the previous period, Ingeborg Fülepp and the *Centre for Innovative Media* organized symposiums *Glowing Globe, Artificial Art Alienated* and *Glowing Globe, Sound of Science*, Rijeka 2020. Glowing Globe, Artificial Art Alienated was an event that included an exhibition at Kortil Gallery, a symposium on the University Campus, film projections and audio-visual performances at the Astronomy Centre, as well as artist talks at the Academy. The upcoming symposiums of *Glowing Globe, Ethics and Aesthetics in Postdigital Art* (Rijeka 12 — 28 October 2022) and an exhibition of the same name at Kortil Gallery, will bring together international and local artists and theorists from the humanistic and artistic field whose goal is to explore what it means to approach art work ethically, how this is reflected in relation to aesthetics in post—digital art, and how such an approach to the artwork allows small, but significant changes in a broader social context. Other Glowing Globe symposiums and exhibitions, along with many other exhibitions and art activities, were held in previous years. More information about this can be found on the website of the Academy's *Centre for Innovative Media*. In 2018, the Academy organized an inter-

national symposium of artists at the Faculty of Humanities and Social Sciences in Rijeka. The topic was visual communications and graphic design — *A Socially Engaged Poster*. The works of three designers were presented there: Tomato Košir from Slovenia, Bojan Hadžihalilović from Bosnia and Herzegovina and Boris Ljubičić from Croatia. The introductory lecture, "The medium of posters between utopia, heterotopia and empathy", was given by PhD Sonja Briski Uzelac, after which the above authors presented their works. On the same day, at 8 pm, an exhibition opened at the Kortil Gallery, presenting the works of invited authors on the topic of the socially engaged poster.

Teachers of the Academy in scientific-teaching positions participate in various national and international conferences. For example, Sanja Bojanić participated in the following conferences: IUC Dubrovnik, Notation, Algorithm, Criticism: Towards A Critical Epistemology of Architecture, Architecture & Philosophy Conference (2018); the University of Sassari, Sardinia, Double Bind of the Feminist Movements — Rise of Misogyny, New Perspectives of Feminism Conference (2018); IUC Dubrovnik, Diagrams and Parametrics Conference Around 1800/2000 — Aesthetics at the Threshold (2019); the University of Florence, New Materiality and Old Syntax (Under the Skin of Ed Atkins), Conference the Age of Art Aesthetics and Grammar of Contemporary Artistic Languages; University of Verona, Crisis Times through Hannah Arendt's Lenses and Con-

cepts, Hannah Arendt Conference (2021); Cres Moise Palace, Gender Equality and Resilient Food Systems FoodWave/Eating City International Platform 2020–2030 (2021); the University of Aachen, Supporting and Implementing Partners in SPEAR – different but same? Projects: CHANGE, LeTSGEPs and SPEAR (2021).

Katarina Rukavina participated in Philosophy and Creativity Conference, the annual symposium of the Croatian Philosophical Society, (Zagreb, 2018) with the work "Philosophical Discourse of the Neo-Avant-Garde: Creativity in the Context of the 'Extended Concept of Art'", as well as in online conference Ivan Rabuzin and the symbolism of nature in the art of the 20th and 21st centuries (Zagreb, 2021), with the work "Deconstruction of landscapes in contemporary art: 'Do plants dream of tomorrow?' by Igor Eškinja". In 2021, Danijel Ciković participated in congress Luigi il Grande "Rex Hungariae" – Guerre, arti e mobilità tra Padova, Buda e l'Europa al tempo dei Carraresi in Padua, with the work "I Conti di Veglia tra Tre e Quattrocento: alleati degli Angioini, congiunti dei Carraresi e committenti di opere d'arte veneziane"; in 2018, he took part in conference Artistic Heritage of the Early New Age in Rijeka, the Croatian Littoral and Istria – new research and knowledge, held in Rijeka, with the work "Bishops, Apostolic Nuncios and Two Sacred Relics"; 2018 at the 7èmes journées d'études monastiques 'Saint-Pierre d'Osor (île de Cres) et le monachisme bénédictin dans l'espace adria-

tique', in Osor, with the work 'La cassa di San Gaudenzio di Ossero: la tipologia, l'autore ed i committenti'; 2018 at the Journées doctorales internationales congress "Quel lieu choisir? Implantation, représentation et mention de l'édifice et de l'objet (XIe–XVIe siècles), held in Amiens, with work "Places and (F)actors of Relocation of the Sacred Body: the Case of Gaudentius, Bishop of Osor" and in 2017 at the first workshop of the scientific project ET TIBI DABO – "Artworks, Patrons and Donors", held in Rijeka, with work "Polyptych of Paolo Campsa from Baska and its Patron".

Iva Jazbec Tomaić and Danijel Ciković jointly participated in the third meeting of the scientific project ET TIBI DABO – "Artworks, Contracting Entities and Donors", held in Zadar in 2019, with the work "Mitre of Krk bishop Vinko Lešić (1719–1729). and Pietro Antonio Zuccheri (1739–1778)" and in 2018 at the first conference of the scientific project ET TIBI DABO – "Public and Private Commissions – Donors and Works of Art in the Northern Adriatic during the Early Modern Period", held in Rijeka, with the work "Tutti li sudetti paramenti hanno l'arma de Sua Signoria Illustrissima et Reverendissima: Donazioni pubbliche e private del vescovo di Veglia, Giovanni della Torre."

The Academy teachers are authors of a number of monographies, handbooks, books and other editions, for example: *online book* by Nadija Mustapić and Katarina Rukavina co-funded by the Academy; *Diversity Mixer*

project resulted in multiple publications (project leader Sanja Bojanić, collaborator Marin Lukanović et al).

5.2.

The higher education institution provides evidence for the social relevance of its scientific/artistic/professional research and transfer of knowledge

The Academy has a strong presence in the society, not just in the transfer of knowledge and skills, but also in artistic and scientific and interdisciplinary activities within the sector of cultural and creative industries. Cultivating the contemporary artistic expression in applied arts such as design, glass, ceramics, mosaics and spectrum of visual art (photographs, videos, augmented, parallel and virtual realities...) and performance art (acting, set design, costume design...) the Academy employees strongly influence the creation of policies for the development of cultural and creative industries in Rijeka, Primorje-Gorski Kotar and Istria County, Croatia and the region. This influence is manifested both on individual and institutional basis, which was particularly visible in the period preceding 2020, at the time when Rijeka was the European Capital of Culture. Despite the great shock caused by the outbreak of the 2020 pandemic, adverse circumstances and precarious working conditions, an overview of activities, projects, institutional promotions and cooperation points to a clear line of progress in the Academy's artistic and scientific research. More than four terabytes of archive material, video and sound recordings, photographs, is the legacy of the ECC 2020 to the city of Rijeka, but most importantly, the effect was visible in the general atmosphere of the city, its coast, its museums and galleries. The Academy's *Centre for Innovative Media* regularly collaborates in projects, presentations and teaching with organizations and

institutions use new technologies, cutting edge digital equipment, particularly with the University of Rijeka (Faculty of Informatics and Digital Technologies, Department of Biotechnology, Faculty of Mathematics and Faculty of Civil Engineering). The values of universal design are promoted together with the *Office for Persons with Disabilities* of the Student Counselling Centre, in workshops and outdoor activities, on the University of Rijeka campus. *Science Festival*, organized for many years by the University of Rijeka in cooperation with the City of Rijeka and the civil sector, is a space for synergy between science and art, and teachers and students of the Academy have some of the assignments in this program (in Rijeka and Cres, in *Moise Palace*). As part of the program *UNIRI for the People of Cres*, teachers of the Academy, Darija Žmak Kunić, Dražen Vitolović, Mirna Kutleša, Radovan Kunić and Robert Mijalić (who worked on the restoration of the stained glass windows of this Renaissance palace), held workshops and lectures, while Danijel Ciković, Sanja Bojanić (president of the program council of the Moise Palace) and Nataša Antulov are frequent guests and active creators of the program activities.

The Academy participates in the university support systems that follow the needs of society and the labour market, such as the Coursera for Campus (C4C) program, which is designed for universities and piloted at more than 20 universities around the world, including Duke University, the University of Illinois and the Manipal Academy of Higher

Education. The University of Rijeka is the first university in the Republic of Croatia and the eastern part of Europe to enter into a strategic partnership with Coursera, the leading platform for online learning. This type of cooperation allows students, teachers and non-teaching staff to acquire skills and competences for a more successful inclusion in a competitive labour market, i.e., it gives them the opportunity to increase the quality of their work with students and perform their tasks more efficiently. The partnership with *Coursera* allows teachers, students and non–teaching staff of the Academy to participate in courses, specializations and professional certified programs of the world's leading universities and industry companies to improve personal and professional skills and competences. Some teachers of the Academy already participate in the programs, and students have enrolled in different courses.

The University of Rijeka is part of the YUFE network (*Young Universities for the Future of Europe*) and together with nine other European universities and several other organisations form the highest rated network in the European Commission's competition. The long–term objective of the YUFE network is to create a YUFE European University that will provide higher education to interested students at European level. The Academy, like other components of the University, is actively involved in the YUFE program, for which regular reports are given through the Expert Council by YUFE

coordinators. In this way, the Academy works on visibility and engages in modern trends in the development of new teaching practices of learning and teaching. Although YUFE courses are offered to all students of the Academy upon enrolment, interest in academic year 2020/2021 was somewhat lower. Therefore, the Vice-Dean for Education, Study Programmes and Student Affairs, Melinda Kostelac, to strengthen the support for the YUFE program, proposed to the Expert Council of the University of Rijeka that a local YUFE coordinator be appointed within each University component. The teachers of the Academy offered new courses through the YUFE network. These are: Sanja Bojanić – Interaction Design and Sustainability, which is delivered entirely in English; Tomislav Brajnović – one-semester courses Collage in Digital Space and Emergency Exit, which are partly performed in English. On behalf of the Academy, Tomislav Brajnović was appointed as a member of the Committee for Online Learning at the University of Rijeka, who launched an initiative for the development of as many e–courses as possible.

In 2021, as part of *UNIRI CLASS – research and development projects in education*, the University of Rijeka issued a public call for the allocation of funds to support projects aimed at improving the quality of teaching and outgoing competences of students of the University of Rijeka through AI program "Openly Personalized Education". Teachers of the Academy submitted an independent

project called Tools of Action and Association: Mental Health and Art, which was financed with HRK 90,000.00, as well as a project in cooperation with the Faculty of Humanities and Social Sciences – Ecology Today: Community, Reciprocity and Cooperation – which was also granted HRK 90,000.00 (proof: *Decision on UNIRI CLASS grants*). By joining the project, the Academy enabled its students to further develop the specific competencies and acquire so–called micro–qualifications with defined sets of learning outcomes. By engaging in different university support systems, the Academy has showed that one of its objectives is to develop flexible learning pathways that respond to current labour market demands and challenges of digital transformation. Since 2018, the Academy has been a member of the Elia community and, in the scope of their capabilities, teachers participate in the network as individuals or collectively.

A wide range of artistic orientations, especially in the field of applied arts, highlights the presence of the Academy's teachers in professional associations. Almost all of the teachers are members of the *Croatian Association of Artists*, *ULUPUH – Croatian Association of Artists of Applied Arts* or the *Croatian Society of Fine Artists of Istria*, and the work of younger colleagues are recognized in the *Rijeka branch of the Croatian Association of Artists*. In addition, Academy encourages its graduate students to join professional associations, especially since the Rector's Award of the University of Ri-

jeka and the awards of the Student Cultural Centre require such memberships. Teachers from the Department of Acting are members of the *Croatian Association of Drama Artists*, fellow designers are members of the *Croatian Designer Association*, while colleagues from the Department of Performing Arts are actively engaged in *SPID – Croatian Screenwriters and Playwrights Guild* with an objective of introducing changes in the normative frameworks of performing arts, collective copyright, which has been a burning topic in recent years. An important contribution to the Croatian cinematography and the care for the dignity and well–being of Croatian film professionals is made by the *Filmmakers Association of Croatia (HDFD)*, with one of the Academy's teachers as a member. Colleagues of scientific orientation operate through their professional associations, but also within the framework of the *Croatian Association of Interdisciplinary Artists (HUiU)*. Sanja Bojanić is a member of the Expert Committee of ECoD – European Capital of Democracy, a European initiative that encourages all cities to run as European Capitals of Democracy.

In relation to the previous accreditation period, the participation, organization and increased visibility of all workers and students of the Academy are all systematized and categorized in the annual *Spreadsheets of Artistic and Scientific Activities for 2020–2021*, which is available through a shared cloud, while the Spreadsheets for previous periods are archived and form an integral

part of the annual *Reports and Action Plans*. Katarina Rukavina has published papers in the journals Philosophical Research, Ars Adriatica, Ars & Humanitas and professional publications of the Faculty of Humanities and Social Sciences in Rijeka. Danijel Ciković has published chapters in the book and publications by renowned publishers Brepols Publishers, Brill, École française de Rome and the Institute of Art History. Iva Jazbec Tomaić has published papers in journal Byzantium in Eastern European Visual Culture in the Late Middle Ages and in professional publications of the Faculty of Humanities and Social Sciences. Nina Licul published texts in journal High Ability Studies; Centre for Educational Policy Studies Journal (Contributions to the Development of the Contemporary Paradigm of the Institutional Childhood: An Educational Perspective, as well as in the proceedings of the professional conference titled Teacher – between tradition and modernity of the University of Zadar; Pedagogy, education and teaching: Proceedings of the 3rd International Scientific Conference of the Faculty of Natural Sciences and Educational Sciences of the University of Mostar and Early Childhood Relationships: The Foundation for a Sustainable Future, the 69th International Conference of the OMEP. Sanja Bojanić published essays in journals included on the Sci lists Scopus and Web of Science, such as: Philosophy and Society, Выпуск 1, ISEGORÍA: Revista de Filosofía Moral y Política, Phenomenology & Mind, European

Journal of English Studies and Ethnic and Racial Studies. She also published professional and textbook editions of the Faculty of Humanities and Social Sciences, the Institute of Ethnology and Folklore Studies, and two books within the project Rijeka: European Capital of Culture 2020 and October Salon, the biennial of contemporary art in Belgrade.

5.3.

Scientific/artistic and professional achievements of the higher education institution are recognized in the regional, national and international context

In relation to the previous accreditation process, the Academy systematically monitors and encourages the rewards of artistic and scientific achievements of its employees, which increases its national and international recognition. The work of teachers and students is recognized and valorised at the university level, and the list of teachers rewarded for teaching excellence is given in the section of standard 5.4.4. Over the past two years, the University of Rijeka has introduced the *practice of commending* its employees who win national and international awards. The teachers are listed in the Spreadsheets of Artistic and Scientific Activity and the annual *Reports and Action Plans*.

Between 2016 and 2021, teachers, associates and professional staff of the Academy received numerous artistic, scientific and professional awards and recognitions, among which are: *Pentawards* Certificate of Excellence 2020 for medal and packaging of the Croatian Monetary Institute, by Marko Koržinek and co-authors Izvorka Jurić and Jurica Kos; *WOLDA* Bronze Award 2020 for visual identity of the Faculty of Civil Engineering in Rijeka, by Aljoša Brajdić and Marko Koržinek; the award for the best exhibition in 2020, organized by the HDLU under the auspices of the Ministry of Culture and Media, received by Fedor Vučemilović for the exhibition Open Photographic Concepts held at Prsten and PM (HDLU) galleries in Zagreb. Sanjin Kunić was awarded at the 14th International Conference of Cultural Tourism in Europe, held in Athens

and organized by the European Cultural Tourism Network (ECTN), for his work Nerezinac Lugger; Đorđe Jandrić received the Ex Aequo Award at the 26th Slavonian Biennale, MLU, Osijek; In 2016, Igor Eškinja won the first prize in the *T–HT nagrada@ msu.hr*, contemporary art competition, for his work Architecture of Optimism; Nataša Antulov won the "Heart of Sarajevo" award at the Sarajevo Film Festival in BiH for best short feature film All That Comes, where she worked as dramaturg, and a special award for the same feature film at the Zagreb Film Festival in 2021; Ingeborg Fülepp won the Lifetime Achievement Award of the University of Rijeka Foundation in 2019; Barbara Bourek won the Croatian Theatre Award in the category of best theatrical costume design for drama "Škrtac", produced by the Kerempuh Satirical Theatre and for drama "Insekti... zaustavljena priča", produced by HNK Split; Stefano Katunar won the Croatian Theatre Award in the category of best theatrical set for the ballet performance Pride and Prejudice, produced by the Croatian National Theatre Zagreb, while text by Mila Čuljak, Down, by Law, was nominated for best European radio drama at the prestigious BBC Audio Drama Awards in 2022.

The Academy's retired teachers gave great contribution to the quality of its artistic, scientific and professional achievements. These were: Sonja Briski Uzelac, full professor from 2006 to 2011; Josip Butković, full professor of art from 2005 to 2020 (print-

making); Josip Diminić, Professor Emeritus from 2005 to 2007 (sculpture); Muhamed Čavrk, associate professor of art from 2007 to 2015 (printmaking); Maja Franković, full professor from 2005 to 2018 (graphic); Ingeborg Fülepp, associate professor from 2013 to 2019 (interactive media, currently external associate); Vladimir Gudac, assistant professor of art from 2007 to 2016 (theoretical courses in design); Dalibor Martinis, Professor Emeritus from 2008 to 2012 (new media); Ivan Matejčić, associate professor from 2009 to 2015 (art history); Zdravko Milić, full professor of art from 2006 to 2019 (painting–mosaic); Ksenija Mogin, full professor of art from 2005 to 2020 (painting); Goran Petercol, associate professor of art from 2007 to 2014 (drawing); Marijan Pongrac, full professor from 2005 to 2020 (painting); Nenad Roban, associate professor from 2008 to 2016 (jewelry design, currently an external collaborator); Mauro Stipanov, associate professor from 2006 to 2017 (painting); Rade Šerbedžija, Professor Emeritus 2016 (drama); Nuradin Trtovac, assistant professor from 2009 to 2012 (painting); PhD Berislav Valušek, associate professor from 2005 to 2019 (art history); Žarko Violić, associate professor from 2005 to 2014 (sculpture); Ante Tonči Vladislavić, full professor from 2008 to 2013 (costume design and fashion); Fedor Vučemilović, assistant professor from 2007 to 2021 (photography).

The Academy also runs significant number of artistic/scientific/professional projects

(university—based, national and international), as described in segments 5.1 and 5.2. A detailed list of projects can be found in the *Project Spreadsheet* for 2016—2021.

Teachers and associates of the Academy are present at national and international research and vocational meetings, such as symposiums and conferences on innovative pedagogical practices in the arts. Among them is the already mentioned presentation at the International Scientific and Artistic Symposium on Pedagogy in the Arts — INNOVATIVE METHODS OF TEACHING IN THE FIELD OF ART — held at the Academy of Arts and Culture in Osijek, which also included the publication of symposium proceedings — *Innovative Methods of Teaching in the Field of Art*. Details are available in the *List* of Participation of Teachers and Associates at Scientific /Artistic/Professional Conferences.

The Centre for Innovative Media of the Academy pays great attention to interdisciplinarity and the correlation of art, technology and science, which is recognizable in the announcement of the *Glowing Globe, Ethics and Aesthetics Symposium in Postdigital Art (Rijeka, 12 — 28 October 2022),* as well as in the previous work of Ingeborg Fülepp, when the Academy collaborated with the Astronomical Centre and explored the phenomenon of artificial intelligence in artistic creation. Teachers selected in the scientific-teaching profession also participate in various national and international conferences, which are presented in detail in the annual Spreadsheets of Artistic and Scientific Activity, on aesthetics, architecture, epistemology of space, or some specific topics that represent a particular field of scientific research activities of some teachers.

5.4.

The scientific / artistic activity of the higher education institution is both sustainable and developmental

The University of Rijeka Strategy 2014–2020 set priorities for development for the field of culture and art. Accordingly, the Academy defined its *Strategic Goals* for 2016–2020, structuring them in four chapters: Development of study programmes; Development of artistic/scientific research and art; Connection with the local community and Lifelong Learning; and international cooperation. The field of artistic and scientific activity is divided into two segments: Artistic and extracurricular projects, which aim to achieve excellence and recognition in teaching, artistic and professional activities; and Publishing, with the aim of developing a strategy of the Academy's publishing activity. The mechanism for monitoring artistic/scientific research activities, i.e. the implementation of the *Strategic Objectives* of APU 2016–2020, takes place by performing the tasks of the strategic objectives set by the Action Plan for the implementation of strategic objectives for each academic year and through the annual Reports by the Academy's Management and all responsible bodies. The report is submitted annually, at the end of an academic year (in September) for the previous year, with a presentation of Action Plan (in October) for the following year. The action plans, which are adopted for each academic year, specify the activities and implementation of strategic goals and defines the teams of teachers who are directly involved in the implementation of individual activities. As an important part of the improvement of its artistic activity, the Academy regularly

organizes exhibitions in the spaces of the APU Gallery. These exhibitions meet all the requirements of the usual gallery standards: introductory opening, media coverage, conversation and lectures of artists (except in the case of student exhibitions), a poster and catalogue printed since 2017 at the Academy in collaboration of teachers and students. For educational purposes, the Academy organizes exhibitions of renowned artists, as well as exhibitions of its professors and visiting experts from related institutions. It has also established cooperation with other educational and cultural institutions in organizing artist lectures (Artist Talk) and workshops for students. For example, cooperation with the Museum of Modern and Contemporary Art Rijeka, in the form of joint exhibitions, lectures, field classes, projects.

In the past five–year period, approximately *10 exhibitions a year* and at least as many lectures, interviews with artists, workshops, collaborations, etc. have been organized as part of the APU Gallery programme. Some of the aforementioned exhibitions can be viewed on the Academy's website, under the *Arts Activities* menu, and they all include printed catalogues, posters and posts on the official social network *APU Facebook*. The ceremony for the Academy Day on December 6th is continuously celebrated, with participation of the students and the alumni. Every year there is a Final Exhibition of artworks of graduate students, held in collaboration with one of the city

galleries (Kortil, Klović etc), which also includes a printed exhibition catalogue. The final works of students of undergraduate programmes and the works of students of the first year of graduate programmes are presented at the APU premises during the Final Exhibition. Students from the Department of Performing Arts perform the theatrical pieces in front of the public, in in and around the Academy's premises, with occasional appearances in other cities. Graduate performances of students continue to be presented after their graduation as solo productions (for example, Tonka Mršić's Land of Wolves). All programs are open to the public.

During the pandemic in 2020, many teachers, assistants and students took part in the organizing of *online final exhibition*, which presented the work of all Academy's students. The public is regularly informed about projects, performances and other artistic and scientific activities of teachers and students, via websites, social networks, daily press, radio, etc.). Systematic work has begun to collect information on artistic and professional activities of teachers (and to improve the methods of collecting the information). The information clearly shows that teachers continuously use the possibilities of professional and scientific training and mobility. Moreover, they actively present themselves to the public through their own artistic projects. The collected data are an integral part of the Report and serve as important indicators for the Academy's

strategy. All data are thoroughly monitored and recorded in the Spreadsheets of Artistic and Scientific Activity.

In 2016, the Academy established a way of collecting the data related to the use of paid leave for the purpose of professional development, participation in exhibitions and performances, field classes, residential programs, and other activities of teachers – through the APU Self-Evaluation Form for The Quality of Study of December 2019.

Since 2012 the University of Rijeka finances art projects. In 2020/2021, on the basis of public calls, grants were given to the following art projects at the Academy:
1. Emergency Exit, leader: Tomislav Brajnović;
2. Research and development of techniques and procedures for modeling spatial templates for duplication in sculpture, object and product design through VR and CAD/CAM technologies, leader: Aljoša Brajdić;
3. The use of AR technology in performing arts practices, leader: Valentina Lončarić;
4. "Hidden/Invisible" graphic art portfolio, leader: Celestina Vičević;
5. Cultural and artistic animation of the local community of the island of Susak – eco workshop, leader: Darija Žmak Kunić;
6. SIGN – a television feature pilot, leader: Lara Badurina;
7. Social choreography and poetics of space, leader: Nataša Antulov,
8. Energy memory, leader: Goran Štimac.

Sanja Bojanić has implemented the project "Academy in the Wild", which lasts for three years. Grants (UNIRI and academy) received for artistic research in 2018: Interaction of landscapes and forms of expressing identity: Land Speaking about People / Returning Home, leader: Lara Badurina; Imprints of Memory, leader: Letricija Linardić; Ceramic modular elements produced using Cad/Cam technologies, leader: Dražen Vitolović; Interdisciplinary research and use of new media technologies in the art of virtual reality, leaders: Darija Žmak Kunić and Ingeborg Fülepp; Artist Books, leader: Celestina Vičević.

The development of the Centres for Commercial Services and the Development of Art Projects is an important strategic objective of the Academy's artistic/scientific activity. The Academy has set up its Centres for the purpose of connecting and improving artistic practice and higher education. These are: Centre for Design and Production, Centre for Innovative Media, Centre for Ceramics – Quark, Centre for Glass and Mosaic and Career Centre (established in 2021). The centres actively carry out their activities by running different projects, thus financially contributing to the Academy. Working with external stakeholders increases the Visibility of the Academy in public. Graduate students and the alumni are regularly involved in the work of the Centres, which helps them acquire experience for the labour market. The Academy continuously invests in its Centres, by

purchasing the needed equipment, tools and machines. Detailed reports and work plan of the Centres are be submitted by their managers as an annex to the annual Reports and Action Plans. All catalogues for the Academy's exhibitions, their design, typesetting and printing, are done by the Centre for Design and Production, thanks to which considerable savings are achieved. The Centre also prints catalogues, leaflets and posters for professional gatherings organized by the Academy. Other materials are printed as required – Lifelong Learning certificates, recognitions etc.

The Academy has secured spatial resources as well as satisfactory equipment with appropriate infrastructure. It continuously invests in the development of its material and spatial resources, with special emphasis on workshops, studios and centres. The Academy thoroughly maintains its premises and machinery, and buys materials and tools required for practical classes. For example, different tools for processing wood, metal, stone, glass and clay; Inventor software for storing artworks; digital sound equipment, cameras, computers, printers, equipment for 3D modelling, printing and VR, etc. (see annual reports of the Vice-Dean for General Affairs Aljoša Brajdić). The classrooms for courses in Acting have been refurbished. A computer classroom is now made available to all students, upon previous arrangement with the professors. Students can also use spaces that are open for extracurricular work. All specialized workshops are used

according to the schedule, but they can also be used in extracurricular times, in arrangement with the teacher, for the purpose of a task or project. The Academy has hired a security service, with a security officer at the entrance, and installed a clock–in system (see annual reports of Vice-Dean for General Affairs Aljoša Brajdić).

The Academy does not have its own library. The learning materials are available in the University Library, the Library of the Faculty of Humanities and Social Sciences or the City Library of Rijeka. Teachers always take care of the availability of learning materials. Scientific and artistic research activities of the teachers can be monitored based on project activity. Teachers have high-quality projects visible to the local and wider community. The projects involve students as well. Teachers are involved in international projects, where they assume a proactive role. In addition, the Academy participates in commercial projects and has established professional cooperation with external stakeholders. The Academy's records show that as much 150 projects were carried out in the period from 2016 to 2021. Data from the 2016–2021 Project Spreadsheet indicate that the Academy's project activity has significantly increased:

- 2016 – 11 projects were launched, worth HRK 93,463.62 (financed by the Primorje-Gorski Kotar County, University of Rijeka, Ministry of Culture, Municipality of Kostrena), as well as 14 student projects which were funded through the Student Cultural Centre of the University of Rijeka (SKC).
- 2017 – 8 projects were launched, worth HRK 206,756.95 (supported by the University of Rijeka, Ministry of Culture, Primorje–Gorski Kotar County, University Hospital Rijeka (KBC), "Priroda" Public Institution, with additional EUR 174,050.90 from EU Creative Europe for Wom@rts), and 21 student projects (SKC)
- 2018 – 10 projects worth HRK 218,642.29 (Šibenik Diocese, KBC Rijeka, University of Rijeka, Ministry of Culture, City of Rijeka, ICOM), with additional EUR 60,794.15 from EU Programme on Rights, Equality and Citizenship for the Diversity Mixer project
- 2019 – 52 projects, of which 10 were student projects (funded by the University through SKC in the amount of HRK 63,160.00), 11 projects as part of ECC 2020 (funded by ECC 2020 in the amount of HRK 122,430.00, and an additional project, 27 Neighborhoods – University of Rijeka Campus, HRK 22,500.00). Other sources of funding are the Ministry of Culture, the City of Rijeka, the Faculty of Maritime Studies, the City of Opatija, Apriori world j.d.o.o., the Goethe Institute, the Natural History Museum Rijeka, the University of Rijeka – Department of Physics, the University Foundation, KBC Rijeka, the Šibenik Diocese. The sum total of the project funding in 2019 is HRK 871,178.52.
- 2020 – 33 projects, of which 16 were student projects (funded by the University through SKC in the amount of HRK 98,803.40), with additional support from the University of Rijeka, the Ministry of Culture, the City of Rijeka, the Apriori world j.d.o.o., the Goethe Institute, KBC Rijeka, the Šibenik Diocese. A total of HRK 802,207.27 and an additional EUR 39,991.00 was received for the 2020 project called *They Live: Student Lives Revealed Through Context–Based Practices.*
- 2021 – 37 projects, of which 15 were student projects (funded by the University through the SKC in the amount of HRK 57,800.00). Other projects were financed in the amount of HRK 682,849.59, by the University of Rijeka, the University Foundation, the Ministry of Culture and Media, the City of Rijeka, the French Institute in Croatia. Total worth of projects reached HRK 740,649.59.

The most important project in the past five years period was the EU Creative Europe's *Wom@rts* (Women Equal Share Presence in Arts and Creative Industries), co–financed by the Ministry of Culture of the Republic of Croatia. In 2017, the Academy became a full partner in the high–budget European project Wom@rts, approved and selected out of many submitted projects of the EACEA Creative Europe platform. *It is a four-year programme involving 10 partners from eight countries*: Spain, France, Lithuania, Ireland, Great Britain, Finland, Slovenia and Croatia, with 20 additional partners. The Rijeka Academy of Applied Arts Rijeka represents Croatia in this project. Wom@rts is a trans-

national network and platform dedicated to gender awareness, especially in the field of propulsive artistic media and creative industries. It promotes a greater visibility of women in art.

The basis of Wom@rts project is the 70th anniversary of the first edition of Simone de Beauvoir's world—famous work, The Second Sex. The project includes master workshops, professional conferences, exhibitions, video projects, literary presentations of female authors in the field of contemporary comics, documentary film, printmaking and literature, and digital interactions in general. In the quest to further strengthen the visibility of female artists and awareness of gender equality and "Women in the Arts", tools of e—platforms and digital interactive media played a significant role in the project. The ideas and artworks of Wom@rts were presented using interactive media, which created many new opportunities for increasing the self—employability of individuals and strengthening the capacities of existing institutions. With "Wom@rts" project, as well as its mission, vision and policies, the Academy also joined the contemporary reflections on women in art, opening a large area of research and forming the basis for a new heritage culture in the society of tomorrow. The programme activities from 2018 to the end of 2021 included the following: 2018 "Meet the Master" and artist residences for the purposes of a traveling exhibition (comic strip and illustration, digital media

and graphic art); 2019: "Meet the Master" and participation in the Roaming Exhibition that was based on artist residences in the fields of printmaking, illustration and comic strip, and digital media (30 artists), and a traveling exhibition held in Maribor (April), Vilnius (July) and Santiago De Compostela (Oct.); 2020: "Meet the Master" and "Block the View, Rock the Boat", exhibition and interactive lecture; 2021, on the occasion of Women's Day on 8 March, 32 artists who participated in Wom@rts project were presented on billboards in Rijeka; in April of the same year, Wom@rts project was presented as part of the "Creative Treasury" day, held online and organized by the Faculty of Economics in Osijek; in May, the travelling exhibition Women RIvisible opened at the Vladimir Filakovac Gallery in Zagreb; in July and August, workshops were held for specific training of young female artists, called "Enterprising Art", which included the creation of a manual of the same name, aimed to assist women who plan to engage in entrepreneurship in the field of art; finally, in October, a film was shown at the Art Cinema in Rijeka, as an overview of the rich archives of the project partner, the Simone de Beauvoir Centre, which offered Rijeka's audience an interesting overview of feminist films, translated into Croatian.

Times Higher Education (THE) has published a ranking of the world's universities for 2022 as part of the three—day World University Summit 2021. In this ranking, among the 1600 best universities in the

world, University of Rijeka took its place for the first time. After being included in the RUR and QS systems, the ranking in this influential list of the world's best universities is a significant step forward for the University of Rijeka. The methodology of THE rankings evaluates achievements in teaching, research, internationalization and knowledge transfer. The Academy sees the possibility of contributing to the University's progress in THE rankings, by publishing valuable artistic and scientific research dealing with individual Sustainable Development Goals (SDGs) based on Elsevier's algorithms for recognizing such works.
For that purpose, we have started with the promotion of the SDG at the Academy and created the Spreadsheet of Sustainable Development Goals 2020.
The projects are supported by the European Union (Diversity Mixer, Glowing Globe, They Live), ministries, the University of Rijeka, Student Cultural Centre of the University of Rijeka, public institutions, local government, companies, and RIJEKA 2020 — European Capital of Culture.

The successful work of the Academy's teachers and students has been recognized and valorised through multiple *awards* given to students and teachers by the *University* and the Academy:
- 2016/17. five letters of thanks for the achievements that contributed to the promotion and progress of the University, and two UNIRI teaching excellence awards;

- 2017/18. two UNIRI teaching excellence awards, one UNIRI permanent appointment award, five awards for concept designs (students and teachers);
- 2018/19, two UNIRI teaching excellence awards;
- 2019/20 two UNIRI Teaching Excellence Awards; University Foundation awards: one for lifetime achievement, one for young artist, one for artist;
- 2020/21, two UNIRI teaching excellence awards;

The Academy has clearly defined instructions and criteria for giving awards and commendations. The Academy is currently working on the implementation of Regulations on rewarding teachers and teaching assistants. The Regulations have been presented to the Departments.

The Academy has developed a system of awarding and commending the students for their achievements, *guided by the criteria of student excellence*.

Every year, on the Academy's Day on 6 December, the best students are presented with the annual Academy Award. The list of awarded students can be found in the *annual reports* published on the website. The Academy keeps *records* of its award-winning students. A group exhibition of their artworks was organised at Kortil Gallery in Rijeka, on the occasion of the 15th anniversary of the Academy's foundation.

Students can engage in additional activities through the program of the Student Cultural Centre (SKC), through which the University and the Academy promote students' activities in culture and arts. The SKC, together with the Academy, organizes the Drama Academies Festival, an international event that brings together students from the entire region. Every year, students of the Academy are encouraged to submit their project to the SKC, and up to 20 students receive financial support for the realization of exhibitions, events, performances, etc. The Academy supports students in their artistic endeavours in a number of ways. A noteworthy example is the organisation of the first *International Exhibition of Prints and Artist Books – "GraficaRI"*, which was intended for students and young artists.

Students of the final year are encouraged to apply to national triennial exhibitions – the Croatian Printmaking Triennial, organized by the Croatian Academy of Sciences and Arts (HAZU) and the Triennial of Sculpture, organized by the HAZU Glyptotheque. This motivates the most successful students to promote their works of art. Students engaged in similar activities during the program of the European Capital of Culture – Rijeka 2020, where they participated in various art-related projects. One of the most significant ECC projects that involved the students of the Academy was the Balthazargrad Baths, where, in collaboration with their mentor, students created an art installation on one of Rijeka's beaches. It is

also worth mentioning that the Academy's students have won awards at many competitions in the field of design and visual communications.

Information on financial operations and investments of the Academy are available in the following documents published on the Academy's website: *Report* on the execution of the Financial Plan 2020, *Report* on the implementation of the Financial Plan 2021, *Rebalancing* of the Financial Plan 2020,

5.5.

Scientific/artistic and professional activity and achievements of higher education institution improve the teaching process

The undergraduate and graduate study programmes of the Academy use well—equipped *workshops* (for glass, mosaic, wood, ceramics, photography, design, lithography, jewellery making, etc.). Furthermore, in academic year 2020/21, the Academy introduced a system of digital registration, archiving and protocol of documents and e—accounts, pursuant to the law; it purchased waste containers classified by waste types; it equipped the computer workshop for 3D design, 3D modelling, visualization and VR is equipped, with high—performance PCs, for the purpose of developing new study programmes (the classroom is currently used for the following courses: Designing Forms, Design and 3D Modelling, New Media and Web Design). In academic year 2019/20, the photo and video studio is equipped with new lighting, background screens and cameras.

In academic year 2018/19, acoustic panels were installed in classrooms for drama courses; a compressed air structure was installed in all workshops in the basement of the left wing (workshops for ceramics, wood, jewellery, lithography, screen printing), and on the façade for the purpose of stone processing. An existing air compressor was connected to the installation; tools for manual woodwork were purchased, as well as an electric lathe; burners were installed for blowing small glass objects in the glass workshop; metal classroom cabinets, archive cabinets and glass showcase cabinets were purchased for the entrance hall; more RAM

was allocated to Apple graphics workstations; additional cameras, tripods, memory cards and other equipment necessary for successful delivery of photography classes were purchased; for the purposes of exhibitions and Lifelong Learning, the Academy also purchased frames for exhibitions measuring 100 x 70 cm and 50 x 70 cm; metalworking tools, welding tools, and an autogenic welding machine were purchased; the existing metal tables were repaired and two new metal tables were installed; professional aerial tools for processing stone was purchased and connected to the new compressed air system; a new Wi-Fi was installed, covering the entire building with a more powerful Wi-Fi signal.

In academic year 2017/18, the following improvements were made: blinds were installed to darken the rooms; new video projectors were installed, old canvases were replaced by new, larger ones; TV equipment used for new media courses was purchased, as well as new, higher quality video projector, needed for photographic and video works of students; new all—in—one computers for lecture halls and teacher offices were purchased; a Synology server was purchased for the needs of new media courses and the archiving of digital works; a 3D clay printer was purchased, for the production of ceramic items for sale in the Quark Ceramics Centre; 50 chairs were made for students of painting, etc. A detailed report on the continuous equipping of the premises and the procurement of equipment and

materials for scientific/artistic research and professional activities of the Academy can be found in the annual reports of the Vice-Dean for General Affairs of Aljoša Brajdić, which are an integral part of the annual *Reports and Action Plans* of the Academy.

From 2017 to the end of 2021, a large number of undergraduate and graduate students joined the academy's artistic, professional and scientific projects. The Academy's teachers actively engage undergraduate and graduate students in artistic, pedagogical and research work, which is evident from projects created in a joint effort of teachers and students. These works are shown publicly, at various exhibitions, gatherings and events, in theatres and film festivals. Thanks to all these activities, the students are encouraged to take on a more active role in the artistic activity at the Academy and the University. Examples of applications of students to public calls of the Student Cultural Centre (SKC) are available in the *Project Spreadsheet* 2016—2021. The Spreadsheet clearly shows that more than 60 student projects were completed during this period, with the support of the SKC and the Academy. In addition to involvement in the scientific/artistic/professional projects of the Academy, students participate in numerous extracurricular activities on the local and national level, such as: *ECC projects as part of Campus Neighborhood*, *Pay and Wear*, *ART Zagreb Festival*, *Young Actors to the City of Rijeka — WE ARE HERE*, *exhibition of students who received the Rector's Award* at

Kortil Gallery, *Experiment Platform*, *International Sculpting Colony Montraker*, *group student work as part of "Internet and Web Design" course, in collaboration with Museum of Modern and Contemporary Art Rijeka*, *International Exhibition of Prints and Artist Books – GraficaRI*, with which the Academy celebrated its first fifteenth birthday, bringing together the best artistic achievements of students and young artists in the field of contemporary graphic art in Croatia and abroad. In 2013, the *Student Cultural Centre of the University of Rijeka (SKC)* founded the SKC Gallery, located in the centre of the city, in the iconic Palach Club. *SKC Gallery Rijeka* is a platform for affirmation of young artists, but also a space for socializing, critical dialogue, play and experiment. Since its inception, the gallery has been managed by the students of the Academy. The current manager is Katarina Kožul, who is also a member of the Committee for Artistic and Scientific Activity of the Academy.

As part of the ECC 2020 program, students of the Academy designed the art installation on one of the Rijeka's beaches – *Rijeka Grčevo Beach – Balthazargrad Baths* (mentor: Igor Eškinja). The students also painted the plywood boards as part of the *Kaleidoscope* programme (mentor: Radovan Kunić), and student Nika Laginja created an underwater art installation called *Latus*, as part of the Lungomare Art program of ECC 2020, which was also her graduate work. The Academy's students and alumni also have many achievements; for example,

student Nives Žarković won the 1st prize at the 12th HT Competition in Contemporary Art, in the category "For young people", with graduate work Shame on You, and student Marina Rajšić is the first student of our Academy nominated for the Radoslav Putar Award, the most important award in Croatia for young contemporary artists.
Students from the Department of Performing Arts participate in the organization of the *Festival of Drama Academies*, as hosts, producers and technical staff, but also as performers (the project was not realized in 2020 and 2021 due to the pandemic, but a new edition is planned for the autumn of 2022). The Academy's Students are members of the jury, as volunteers, and the alumni are members of the team of selectors at the International Student Film Festival – STIFF, while students of Visual Communications and Graphic Design create visual identity of each edition of the festival. STIFF is co-organised by Filmaktiv, SKC and Art-kino.

Also significant is the contribution of the Student Union of the Academy, which promotes student rights and works on development of culture and art. Ivana Babić, president of the Academy's Student Union, who is also a member of the Quality Committee of the Academy, launched the initiative of forming the University of Rijeka Student Office for Culture. The Academy's Student Union has made considerable progress in increasing the quality and quantity of student projects during the pandemic, as

evidenced by the List of Activities of the Student Union of the Academy of Applied Arts from 2020 to 2022. The *ArtPUri* park project is one of the examples of the Student Union's achievements, as well as the *Liberated Word*: on sexual harassment and the wall of silence. (See *Reports of the Office of Culture*).

Under the mentorship of teachers, students are involved in a large number of artistic and scientific activities, some of which are already mentioned here, primarily through the following projects: *EPK 2020*, *Wom@rts*, *They Live*, *Diversity Mixer*, *Science Festival*, and Theory and Practice in collaboration with Kortil Gallery. All these activities are associated with teaching processes. For example, project called *Theory and Practice*, created by teaching assistant Katarina Podobnik with the support of her mentor Katarina Rukavina, connects the teaching material of the study programmes of Art Education, Applied Arts and Graphic Design with a given theme/term from art theory and art history. The project reflects the interaction of theory and practice, resulting in a didactic and artistic exhibition at Kortil Gallery. The student work demonstrates the level of knowledge and skills adopted in the theoretical and practical courses of study programmes, with an emphasis on analytical approach and articulation and mediation of the acquired knowledge. The student research is conducted under the mentorship of teachers of the Academy. The main objective of such a concept is based on the

pervasiveness, coordination and mediation of knowledge in art history, as well as education in practical courses of the Academy. By exhibiting their work in galleries, the Academy's students acquire the necessary skills, knowledge and experience for an artistic vocation, within the framework of institutional education. With projects and methods of informal education, they also learn different approaches in teaching art.