



Akademija  
primijenjenih  
umjetnosti  
Sveučilišta u Rijeci

**Academy of Applied Arts University of Rijeka**  
**SELF EVALUATION**

January 2015

CLASS: 003-05/15-01/01  
REG. NO.: 2170-24-01-15-01  
In Rijeka, 15 January 2015

## SELF - EVALUATION

**Name of higher education institution:** Academy of Applied Arts at the University of Rijeka

**Name of university of which the institution is a constituent:** University of Rijeka

**Year of establishment:** 2004

**Address:** Slavka Krautzeka 83

**Tel:** 00385 51 228 880

**Fax:** 00385 51 322 363

**Website:** [www.apuri.hr](http://www.apuri.hr)

**E-mail:** [dekanat@apuri.hr](mailto:dekanat@apuri.hr)

**Title and name of the head of HEI:** Full Professor Josip Butković, Dean

**HEI bank name and account number:** Zagrebačka banka, IBAN: HR4223600001101845215

**Self-Evaluation Committee, appointed by the Council on 17 July 2014:**

Full Professor Josip Butković, Dean

Associate Professor Letricija Linardić, Vice Dean for Education, Study Programmes and Student Affairs

Associate Professor Lara Badurina, Vice Dean for Artistic and Scientific Affairs

Associate Professor Ingeborg Fülepp, Vice Dean for International Cooperation

Assistant Professor Aljoša Brajdić, Vice Dean for General Affairs

Zvezdana Nikolić, mag. iur., secretary

Dominik Grdić, undergraduate student of Applied Arts

Nevena Živić, undergraduate student of Applied Arts

**Self-evaluation report coordinator, appointed by the Dean on 7 October 2014:**

Paula Trinajstić Ivančić, art programs assistant

The Self-Evaluation report was adopted by the Council of the Academy of Applied Arts on 20 January 2015.

Dean:

Full Professor Josip Butković

## **1. Higher education institution management and quality assurance**

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

The Academy of Applied Arts at the University of Rijeka was established by the decision of the Senate of the University of Rijeka on 6 December 2004. It began operating on 1 November 2005 on the grounds of Permission of the Ministry of Science, Education and Sports on 21 December 2004. The first generation of students enrolled in the academic year 2005-2006.

The forerunner of today's Academy was the Department of Art Education and Fine Arts, founded in 1963, at the former Faculty of Education in Rijeka (today's Faculty of Humanities and Social Sciences). The Department offered a two-year study programme in fine arts, which grew into a four-year programme in 1978. Upon completion of the study programme, students received the title of art teacher.

From the academic year 2005-2006, when it officially became an independent institution, the Academy has been delivering two undergraduate study programmes: Art Education and Applied Arts, in the duration of four years, on the grounds of permissions obtained from the Croatian Ministry of Science, Education and Sports on 16 June 2005.

On 1 November 2005 the Academy took over all the students enrolled in graduate and undergraduate art studies at the Faculty of Humanities and Social Sciences and all the teachers and associates who delivered classes in these studies (14).

Upon completion of undergraduate study programme, the students acquire the academic title of Bachelor of Arts in Art Education or Applied Arts, and upon completion of graduate study programme, they acquire the academic title of Master of Arts in Art Education, or Applied Arts.

In 2013, the structure of study programmes was amended, from 4 + 1 to 3 + 2, so that both four-year undergraduate studies became three-year study programmes (180 ECTS). Duration of graduate study programmes was increased from one to two years, with the acquisition of 120 ECTS credit points.

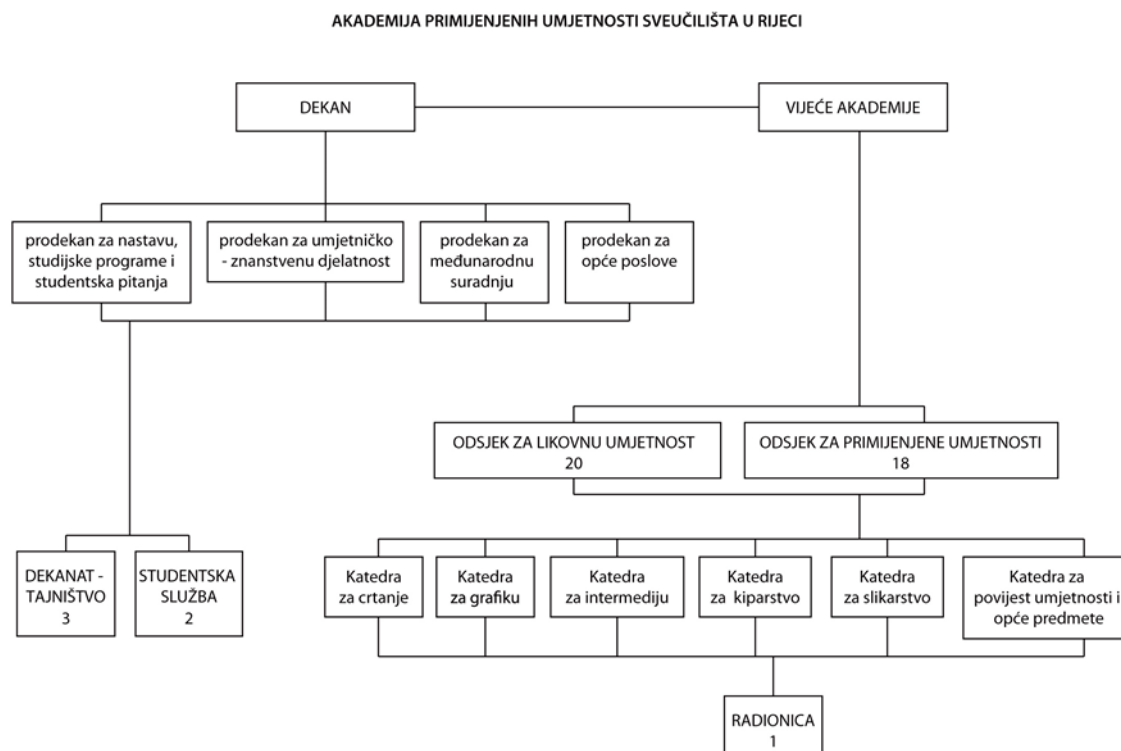
The revised undergraduate study programmes in Art Education and Applied Arts have been delivered since the academic year 2013-2014, based on the decision of the Senate of the University of Rijeka of 15 May 2013 and the Permission from the Croatian Ministry of Science, Education and Sports of 12 June 2013.

In the academic year 2013-2014, based on the decision of the Senate of the University of Rijeka and the entry into the Register of study programmes of the Ministry of Science, Education and Sports, in addition to our two graduate study programmes (Art Education and Applied Arts) we started delivering a new graduate study programme called Media Arts and Practices. Upon completion of the two-year programme, the students receive the academic degree of Master of Arts in Media Arts and Practices.

At the beginning of the academic year 2006-2007, the Academy moved to a renovated building at the new university campus and uses around 5800 m<sup>2</sup> of space.

In 2007, the Academy filed an application to the Croatian Ministry of Science, Education and Sport for registration into the Register of scientific activity, since it had the required number of teachers in artistic-teaching grades. However, the application was rejected, with the explanation that we had to wait until the Croatian Parliament adopts a document regulating the Croatian Academic and Research Network (CARNet). Due to this, the Academy's request for permission to carry out the procedure of appointment to artistic-teaching grades was also rejected, although we had twice the number of required teachers, who were entered into the Register of Scientists.

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



**Internal structure and management** of the Academy is regulated by the Articles of the Academy and the Rulebook on internal organization and classification of work posts, according to the Scientific Activity and Higher Education Act. The Council and the Dean are the bodies running the Academy, in accordance with the Act and the Articles.

The Dean represents the Academy and is its Head. More on the structure of management in the following section.

The **Academy Council** is the expert body of the Academy, consisting of all teachers and associates employed at the Academy at scientific-teaching, artistic-teaching, teaching and associate grades, student representatives and one representative of the employees who are not appointed into a grade. Students elect their representatives so that each student year elects one representative and his deputy. Dean, vice deans, vice heads of departments and departments heads of are members of the Council by function.

The Academy Council:

- Makes decisions regarding academic, scientific and professional affairs,
- Participates in the creation of development strategy of the Academy,
- Appoints and dismisses the Dean,
- Appoints and dismisses the vice deans at the proposal of the Dean,
- Adopts the Articles and other general acts at the proposal of the Dean,
- Carries out a part of the procedure of appointment into scientific grades,
- Conducts the procedure of appointment into scientific-teaching, art-teaching, teaching, and professional grades and corresponding employment positions,
- Establishes working groups and committees,
- Determines drafts of study programmes,
- Announces teaching vacancies,
- Appoints mentors to assistants, and mentors and heads of studies,
- Decides on specific matters of interest to students,
- Presents the syllabus,
- Performs other duties determined by the Law, University Articles and Academy

Articles, and by other general acts of the Academy.

**Organizational units** are represented by departments, chairs and workshops. A **department** is the basic organizational unit, based on the criteria of study programmes delivered at the Academy. Members of a department are teachers and associates of the Academy who are either employed or teach as external associates. The task of a Department is monitoring and analyzing the implementation of a study programme and syllabus; setting up a draft of a syllabus; developing the courses of a department; improvement of scientific, artistic, professional and teaching work, staffing, promotion and professional development of teachers and associates; monitoring work and progress of students and proposing changes in the rules of studying; discussing and taking stands on all other issues that affect the quality of performance of a study programme.

The Academy has **two departments**:

- **Department of Fine Arts**
- **Department of Applied Arts**

The **Department of Fine Arts** monitors the delivery of undergraduate and graduate study programmes in **Art Education**, while the **Department of Applied Arts** monitors the delivery of undergraduate and graduate study programmes in Applied Arts and the graduate study in **Media Arts and Practices**.

A **chai** is the basic organizational unit that comprises related courses. Members of chair are teachers and associates employed at the Academy, participating in the delivery of the courses

comprehended by an individual chair. A chair takes care of educational needs within the areas or fields where the members of the chair work, of the scientific- artistic activity related to the domain of its professional and scientific interest, and of scientific and professional training and advancement of teachers and associates.

The Academy has:

- Chair of painting;
- Chair of sculpture;
- Chair of graphics;
- Chair of drawing;
- Chair of Art History and general subjects,
- Chair of Intermedia.

Although the Rulebook on internal organization and classification of work posts foresees the establishment of several specialized workshops, only one person is employed as workshop coordinator; therefore a multipurpose **workshop** for delivery of diverse teaching courses has been established.

In order to perform administrative and legal affairs, the Academy has established a **secretariat** as an organizational unit, with working positions that deal with legal, general, staff, and student affairs. The secretariat employs three people: secretary of the Dean, secretary of the Academy and the secretary of the Department. The Student services office employs two people.

Besides the above mentioned stakeholders, the management structure includes students and external members. In accordance with the Law and the Articles the **Students** are equal members of the Academy Council and participate in the decision making by voting at the meetings of the Council. Students make up 15% of the members of the Council. Student representatives are elected by the students themselves from the ranks of the Student Council of the Academy, in accordance with the Student Council Act.

Apart through their membership in the Academy Council, the students participate as equal members in the work of the Quality Assurance Committee, Ethics committee, and other Committees.

**External members** participate in the work of the Quality Assurance Committee and through a series of Cooperation agreements.

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

The **Academy Dean**, according to the Scientific Activity and Higher Education Act and the Academy Articles represents the Academy and is responsible for the legality, implementation of the Articles and the decisions of university bodies at the Academy. The Dean issues general acts of the Academy in accordance with the Law and University Articles, except for those for which a different procedure has been expressly prescribed. At least fifteen days prior to the adoption, the Dean is required to put the draft of the general act for public discussion on the website of the Academy. In addition to these functions, the Dean:

- prepares, convenes and presides over the meetings of the Academy Council,
- passes an act on internal organization, with the approval of the Academy Council and the Senate
- organizes work and operating of the Academy,
- establishes working groups and committees,
- decides on financial plan and the statement of account,
- decides on investment maintenance,
- concludes employment contracts and decides on termination of employment,
- proposes Vice Dean to the Academy Council,
- approves the work of teachers outside the Academy,
- participates in the work and the decisions of university authorities in accordance with the Law and University Articles,
- perform other tasks required by the Academy Articles, the University Articles and by other general acts of the University and Academy.

The Dean may be elected from the ranks of the teachers of the Academy of Arts, (artistic- teaching, scientific-teaching, associate or full professor grade, employed full-time permanently. The Dean is elected for a three year mandate. The same person can be elected Dean no more than two consecutive terms. The election procedure is conducted by a committee made up of three members appointed by the Academy Council. The procedure must be completed no later than two months prior to the end of the mandate of the current dean. The committee collects the applications of candidates for the election of the Dean from the organizational units or teachers personally. Candidates for the Dean are obliged (within 15 days of the appointment of the committee) to submit their application and CV, along with a work programme for their mandate as dean. The work programme needs to be aligned with the strategic documents of the University. The Committee delivers a report to the Academy Council with the CVs and work programmes. The Academy Council elects Dean by secret voting. The candidate who receives the majority of votes of all members of the Council is elected Dean. If none of the candidates receives the required number of votes, the vote is repeated among the two candidates who received the most votes in the previous vote. If in the repeated voting none of the candidates receives the required number of votes, the vote is repeated only for the candidate who won the higher number of votes. At the same meeting at which the dean is not elected a new proceedings for the election of Dean will be established. The appointment of Dean is approved by the Senate within 60 days. If a new Dean is not elected by the end of the mandate of the current dean, or in case the current mandate is deemed irregular, within one month the Rector will appoint Acting Dean a person who meets the required conditions, for a period not longer than one year, during which time he has the obligation to organize the appointment of a new dean.

There are four **Vice Deans**, in accordance with the Law and the Articles, who assist the Dean. Vice Deans represent the Academy in the scope of activities and tasks for which they are authorized by the Academy Articles.

**Vice Dean for Education, Study Programmes and Student affairs:**

- ensures a regular teaching of courses,
- coordinates the work of the heads of organizational units and teachers of the same scientific fields and disciplines in matters of teaching,

- prepares a draft of the syllabus for the next academic year and proposes its implementation to the Academy Council,
- resolves students' requests which are not in jurisdiction of other bodies,
- acts as chairperson of the committee for student enrollment in the first year of the study,
- improves educational activities of the Academy,
- organizes and monitors the functioning of part-time studies,
- performs other duties as assigned by the Dean.

**Vice Dean for Artistic and Scientific Affairs:**

- monitors the organization and improvement of artistic, scientific and research activities of the Academy,
- monitors the implementation of the reform of the study,
- organizes and coordinates the work of organizational units during preparation of artistic, scientific, expert and other projects,
- submits a proposal of artistic, scientific and research programmes to the Academy Council, especially the programmes related to the national artistic and scientific-research programme,
- establishes cooperation with interested organizations in the development of studies, expertise, analyses, studies, art-science projects and technical documentation,
- collaborates with institutes on joint provision of artistic and scientific activities and high professional work,
- monitors artistic and scientific training of teachers and associates of the Academy,
- performs other duties as assigned by the Dean

**Vice Dean for General Affairs:**

- coordinates functioning of all departments,
- monitors cooperation with other academies, colleges, universities, agencies and organizations that do not fall within the scope of work of other employees of the Academy,
- manages business cooperation of the Academy with other businesses subjects,
- by position, as a rule, is the president of the committee for public procurement, according to the decision of the Dean,
- manages general security and safety at work,
- performs other duties as assigned by the Dean.

**Vice Dean for International Cooperation:**

- coordinates international cooperation,
- monitors, encourages and monitors international mobility of students and teachers,
- monitors applications, management and realization of international projects,
- monitors and participates in the negotiation of bilateral international student exchange agreements and others,
- monitors the activities related to the academic recognition of higher education qualifications and recognition of study periods,
- performs other duties as assigned by the Dean.



Vice Deans are elected by the Academy Council at Dean's proposal, with a majority of present members and by public voting. Vice-Deans are elected for a term of three years, i.e. no longer than until the end of the mandate of the Dean on whose proposal they were selected. A teacher appointed into artistic-teaching or science-teaching grade, with full-time permanent employment at the Academy may be elected Vice-Dean.

**1.4. If your institution is a constituent of a university, list the integrated elements.**

Since the founding of the Academy in November 2005, the University of Rijeka has pursued the integration of certain functions of its constituents. In accordance with its Articles and Strategy, the University of Rijeka has taken over certain tasks of its constituents (procurement within the university budget, determination of starting elements of wage policy, information system, library system, student standards, determining study capacities and enrollment quotas, publishing activity, improving work quality, launch of scientific research and programmes, helping students to overcome development and academic difficulties and development of scientific infrastructure). In order to create an integrated service of the University, on 16 March 2010 the Senate of the University of Rijeka adopted a Decision on the establishment of professional services of the University (Financial Services, General Personnel Services, Commercial Service, Campus Development Services, Supervision and Management Systems and Campus maintenance Service). The Academy Council adopted an Ordinance on 28 June 2010, on the grounds of which the internal organization of the Academy is harmonized with the decision of the Senate of the University of Rijeka. Therefore, the Financial Services, Student Services, IT Services and Technical Services should be transferred from the Academy to the University of Rijeka. The Academy's staff of Technical services and maintenance and IT Services are now employed at the University of Rijeka. However, the employees of the Student Services of the Academy still have not become employees of the common service of the University, but remain employees of the Academy. Also, the Financial services for the constituents of the University campus still has not started working, which creates a special problem for the Academy, because only one employee of the University of Rijeka has been performing extremely demanding financial and accounting operations for the entire Academy for the past two years. During the process of integration, the Campus maintenance service and IT Support Center were established with the aim of creating integrated administrative services of the University.

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

The Code of Ethics of the University of Rijeka of the (adopted in 2006) defines the objectives of encouraging understanding and acceptance of the fundamental principles of morally justified behavior and their application in the specific context of the University. The Code of Ethics seeks to affirm and promote sensitivity of values specific to the university activity in the broadest sense, and which are not, or have not yet been incorporated in the existing legislation. The fundamental principles advocated by the Code of Ethics are:

- human rights, respect for the integrity and dignity of persons
- equality and justice
- academic freedom
- professional behavior
- respect for the law and legal proceedings

According to the Code unacceptable behaviors are: discrimination, harassment, sexual harassment and any form of prejudice the result of which is insisting on objectivity and impartiality.

The Academy of Applied Arts of University of Rijeka has established an Ethics Committee with the task of implementing the Code of Ethics of the University. The Ethics Committee of the Academy is made up of three members: two teachers of the Academy and a student.

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

**MISSION**

The Academy of Applied Arts of the University of Rijeka as the only institution of the University of Rijeka to promote creation of fine arts, implements its mission through the delivery of undergraduate and graduate programmes in applied arts, contemporary forms of media arts and art education.

Together with general social principles such as ethics, communication and cooperation, through the promotion of educational and artistic research value the Academy affirms creativity, uniqueness and competence of the profession.

In order to create new knowledge and skills and secure general progress of the Community, the Academy profiles itself as a desirable place to study in a regional, national and international context. Its mission and vision develop and ensure the quality of study so that it could get recognized as an intersection of excellence in the field of education and professional work in art and culture. In our work we value: intellectual and artistic freedom, cooperation among disciplines, encouragement of diversity, creativity and knowledge, free and responsible exchange of ideas and lifelong learning.

**VISION**

The Academy will continue harmonizing its vision with its mission.

The cultural aspect of the studying quality is our key criterion of success effectiveness in educational and professional activity of the institution and as well as the need to develop lifelong learning, creativity and impact on the local and wider community.

The vision emphasizes:

- Recognition of the Academy as a relevant higher education institution thanks to its competitive study programmes
- Continuous work on the artistic-scientific, research and study projects
- Actively linking education and mediation of art in a wider social context

- Promotion of cooperation at all levels (local, regional, national, international)
- Ensuring mobility of students, academic and administrative staff
- Supporting and developing activities of the alumni association which will maintain lasting relationships between the Academy and graduates to their mutual benefit
- Strengthening local and regional co-operation with the economy
- Developing creativity with an emphasis on individuality and innovation, as well as their role in the community
- Efficient profiling of new staff based on criteria of excellence
- Specifics of individual and student-teacher conference classes and synchronization of teaching framework with contemporary Bologna principles (workshop equipment, optimal number of students in groups)
- Active engagement in creation of modern university studies and programmes that will ensure the future of the Academy through an increased interest of the public and students for these study programmes
- Developing motivating interpersonal relationships based on trust, mutual respect and affirmative competitiveness

The first strategy of the Academy of Applied Arts was adopted on 9 November 2011, followed by a second strategy of the Academy (2012-2013). The new strategy of the University of Rijeka (2014-2020), the UNIRI Strategy (2014-2020), in the creation of which the Deans of all constituents of the University directly participated, currently represents the basic document for the definition of further action plans of the Academy according to the years of realization. The strategy envisages further integration of the University to the point of becoming a functionally integrated University. All its constituents, including the Academy, have an annual reporting requirement on the implementation of the Strategy according to indicators of success. The reports are merged via an intranet portal - SharePoint portal of the University. Since the Strategy of the University was not created until the second half of 2014, the Academy plans for the realization of strategic goals for 2015 are under construction. They are based on the above mentioned university strategy, as well as on the conclusions drawn during the development of the self-evaluation report.

**1.7. Explain why is your institution important and unique when compared to other institutions in Croatia working in your scientific field.**

The significance of the Academy of Applied Arts of the University of Rijeka lies in the fact that we are the only art academy in Croatia with study programmes of applied arts. Although the Academy is trying to pursue new artistic practices through international development projects, the emphasis is on applied arts and development of art education, which makes us entirely different from other art academies.

**1.8. Comment on potential overlaps of your work with the work of similar institutions within the same university.**

At the University of Rijeka there is no direct overlapping of the activities performed by the Academy of Applied Arts with the activities carried out in other constituents of the University, and as such it is unique in the region and beyond.

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

The system of evaluation takes into account specifics of individual fields of science, arts and higher education. The quality assurance system at the Academy implies:

- an adopted institutional act on Quality Assurance (Rulebook) which defines the area of evaluation and structuring of quality assurance units  
[file:///C:/Users/Korisnik/Downloads/Pravilnik%20o%20sustavu%20osiguravanja%20i%20unapre%C3%B0ivanja%20kvalitete%20APURI%20\(pro%C3%A8i%C3%A6eni%20tekst\)%20\(1\).pdf](file:///C:/Users/Korisnik/Downloads/Pravilnik%20o%20sustavu%20osiguravanja%20i%20unapre%C3%B0ivanja%20kvalitete%20APURI%20(pro%C3%A8i%C3%A6eni%20tekst)%20(1).pdf)
- organized and functioning quality assurance unit;
- Quality Assurance Manual and other applicable documentation required for implementation and improvement of quality  
[file:///C:/Users/Korisnik/Downloads/Prirucnik%20za%20kvalitetu%20studiranja%20APURI%202014%20\(10\).pdf](file:///C:/Users/Korisnik/Downloads/Prirucnik%20za%20kvalitetu%20studiranja%20APURI%202014%20(10).pdf)
- implementation of internal audit of effectiveness of the institutional quality assurance system in order to continuously improve the quality system.  
[http://www.apuri.hr/propisi/kvaliteta/Izvjescje\\_povjerenstva\\_za\\_unutarnju\\_prosudbu\\_20-07.pdf](http://www.apuri.hr/propisi/kvaliteta/Izvjescje_povjerenstva_za_unutarnju_prosudbu_20-07.pdf)

The development of institutional quality assurance system is analysed each year and results in two documents issued by the University of Rijeka:

1. Report of the Academy on the implementation of the strategy, which is then included in the Summary Report on the implementation of the SURI strategy  
[file:///C:/Users/Korisnik/Downloads/Zbirno\\_Izvjescje\\_o%20provedbi%20Strategije%20SuRi%20u%202012\\_Senat%20\(2\).pdf](file:///C:/Users/Korisnik/Downloads/Zbirno_Izvjescje_o%20provedbi%20Strategije%20SuRi%20u%202012_Senat%20(2).pdf)

2. Self-evaluation of the quality of study of the Academy of Applied Arts

It is carried out according to the model of the University Quality Assurance Manual and the APURI Quality Assurance Manual. The method of self-evaluation is regulated by the Guidelines for drafting self-evaluation reports of higher education institutions within universities. The analysis is carried out every year, and the results are forwarded to the Quality Assurance Centre of the University of Rijeka. The results are published on the website of the Academy (Attachment Summary Report of Self-evaluation reports of the components of the University of Rijeka  
[http://www.uniri.hr/files/kvaliteta/projekti/Samovrednovanje%20sastavnica\\_2013\\_trend.pdf](http://www.uniri.hr/files/kvaliteta/projekti/Samovrednovanje%20sastavnica_2013_trend.pdf))

In addition to these annual reports, the efficiency of the system is determined through periodic analyses and researches conducted by the University and the Academy.

- Internal audit

The process of internal audit at the Academy is conducted annually in order to determine the current state of the quality system in accordance with the ESG standards, with the aim of determining the strategies and measures to improve the quality system at the Academy.

With the aim of increasing effectiveness of the quality system, we have recognized the need to systematize the procedures, so we have united them in the *APURI Quality Assurance Manual*, amended and published in 2014, and aligned with the Quality Assurance Manual of the University.

The current level of implementation of quality assurance through procedures and valid documents (in line with the action plan of the Quality Assurance Committee) is considered to be developed. The quality assurance system has been established and delivered in line with the annual plan.

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

The **Quality Assurance Committee** was formed at the Academy (hereinafter referred to as the Committee, 2006), which represents the basic operational organizational unit in charge of organization, coordination and implementation of quality assurance procedures. Bodies continuously dealing with quality assurance were formed in accordance with the Quality assurance manual of the Academy of Applied Arts of the University of Rijeka, Articles of the Academy of Applied Arts, Regulation on Studies (revised 2008) and the Rules of Procedure.

The Academy included its teachers and students in the ongoing process of improving the quality system, by establishing committees (Committee for International Cooperation and EU projects, Committee on learning outcomes, Committee for the ECTS system, Committee on programme review and Committee for education).

Recognizing the need for enhancement and development of the system, in a very short period of time (during 2011) the following documents of the system have been prepared, adopted and published: the Academy Quality Policy, the Academy Strategy for the period October 2011-2013 the Academy's Quality of the study manual, the Representation of the relations among the Management and the quality assurance system at the Academy, the SWOT analyses of Art Education and Applied Art study programmes. All the above mentioned documents are presented to the Academy Council and published on the website of the Academy under "Quality".

Through the implementation of the activities related to the quality assurance policy, in addition to the Department of Fine Arts and the Department of Applied Arts, the following bodies were appointed in order to continuously deal with improvement of the Academy's quality assurance

system:

- Academy Management
- Quality Assurance Committee (2006)
- Education Committee (2011)
- Team for Academy Strategy (2013)
- Internal Audit Committee (2012)
- Academy Website Committee (2012)
- Committee for the evaluation of final theses (2012)
- Ethics Committee (2005)

Areas of evaluation of the Academy quality assurance system (from the Rulebook):

- development strategies and procedures for quality assurance
- approval, monitoring and periodic review of programmes and qualifications
- student grading
- assuring the quality of teaching staff
- learning resources and student assistance
- information system
- informing the public
- artistic and scientific research
- international cooperation
- cooperation with the community
- other activities related to the activities of the Academy.

Evaluation of Performance of the Management takes place through regular reports of the Dean and Vice Dean at the Academic Council meetings. Through the Academy Council the management initiates all key changes and decisions concerning the quality of study.

The Academy Committee cooperates with all relevant institutions in the field of quality assurance. When performing activities described in the APURI Quality Assurance Manual (third revised and updated edition in 2014) the Academy Committee in cooperation with the University Quality Assurance Committee, University Quality Assurance Center and the Academy stakeholders, develops a strategy to improve the quality of the Academy, organizes, coordinates and implements evaluation procedures and develops internal mechanisms for quality assurance at the Academy, in accordance with the areas of evaluation.

Since 2011 the Education Committee has been continuously monitoring the quality of teaching, changes and improvement of the Academy study programmes. By submitting Annual reports on its work the Committee functions according to the action plan.

A team for Academy strategy was established in 2013. The first Strategy was written in 2011. A second, amended edition of the Strategy and Action Plan 2012-13 was written by the Quality Assurance Committee.

The Internal Audit Committee has been established for the purpose of conducting an internal assessment, which takes place once a year and results in a final report.

The Academy website Committee was formed in order to create a new web site, with the aim of assuring and improving the system of informing all stakeholders. The Committee meets regularly and acts in accordance with the action plan.

The Committee for assessment of final theses is formed each year in order to review and assess the quality of proposed final theses topics.

The Ethics Committee has been established in order to encourage understanding and acceptance of the fundamental principles of morally justifiable behaviour and their application in the specific context of the Academy. The committee meets as needed.

On the occasion of Academy Council meetings the Quality Assurance Committee analyzes various aspects of quality and prepares:

- Reports on student evaluation of teaching
- Reports on student success through the following analysis:

- Attractiveness of study programmes
- Analysis of data on the number of teachers and students
- Analysis of student success
- Analysis of data on number of the students enrolled in the next academic year
- Analysis of data on employment of the graduates
- Analysis of data on the studies of the graduates
- Analysis of the graduate employers' data

- Report on the evaluation of art and research work of teachers and associates
- Report on the evaluation of work of professional-administrative services

The largest part of the activities of the Quality Assurance Committee refers to the evaluation of teaching and affirmation of artistic profession as a scientific activity. To this end the evaluation procedures were developed based on the data collection of all teachers and art associates, and on the student and teacher evaluation of teaching quality.

At the meetings of extended Dean's Collegium and Academy Council, together with presentation and adoption of acts related to quality assurance, the following are analysed and adopted once a year:

- Report on the implementation of University Strategy
- Report on self-assessment of study quality at the Academy
- Report on student success and enrolment in the current academic year
- Report on the results evaluation of teachers and teaching/by students
- Report on the evaluation of art and research work of teachers / and associates
- Final Report on the implementation of internal audit

The system of quality assurance is fully implemented at the Academy. There is an evident need for a continuous use of the described rules and mechanisms of evaluation, so that in the future

controls of the quality system the required and adopted processes may become a routine, free of monitoring by the bodies appointed for quality management of the Academy.

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

The main strategic objectives are part of a broader strategic framework for the development of the University of Rijeka (University of Rijeka Strategy 2014-2020). Relying on the development strategy of the University, the Academy of Applied Arts management is running action plans which provide guidelines for development until 2016.

The fact that there are a number of aggravating circumstances relating to the activities of the previous managements cannot be ignored. The first Dean of the Academy stepped from duty, after which we elected a new Dean. Following the resignation of the second dean, and several acting deans, the new management, elected on 1 October 2013, spent the whole year fixing the current situation.

One of the main goals of the new management is improving business conditions. Further on, we will discuss strategic areas, objectives and tasks that should help make our institution visible. Apart from the importance of the strategic objectives, the main difficulties will be identified, as well as the risks to their successful realization.

As the youngest component of the University of Rijeka (established less than ten years ago) one of the main advantages of the Academy of Applied Arts is its programme. This specific programme provides a relatively simple, direct link with a range of occupations attractive to young people. Many visual arts disciplines that are studied through various programmes in our institution have an extremely high possibility of connecting with other arts, starting from theatrical, stage and film arts (costume design, set design) to the contemporary performing arts, architecture, and graphic communication and design. The advantage of our institution is the work on a series of concrete visual art professions and their direct application in practice, while at the same time the students are offered knowledge and skills for autonomous work in fine arts, painting, sculpture, graphics and contemporary art practice. Direct research in the field of fine art also contributes to this.

The brevity of the existence of the Academy, insufficient experience, "learning-while-doing" and the major changes in higher education in the Republic Croatia slowed down the development of our institution. In addition, the long lasting economic crisis, difficulties at opening new positions, particularly the associate positions, were a significant factor in slowing down the realization of programme development, opening a larger number of graduate studies, and development of total material potential. One of the most serious flaws is unfavourable personnel structure with regard to age and grade. A low number of full professors without any assistants is not a satisfactory state. Furthermore, the lack of assistants or their uncritical promotion to a higher level grade is not favourable for an institution that does much of the training through exercises and practice. The progress is seen in our recent engagement of several assistants into assistant grade according to the priority set in the recruitment plan.



**1.12. If your institution has already been subject to some form of external evaluation, comments on the recommendations given and the improvements implemented so far.**

The Academy was included in the Plan of External independent periodical audit of the quality system in the Republic of Croatia during the academic year 2011-2012. The procedure of external audit is aligned with the Standards and guidelines for quality assurance in the European Higher Education Area and is conducted by the Committee for External Audit of the quality assurance system of the Agency for Science and Higher Education (ASHE). During the external evaluation, based on the submitted documentation, the Committee before and during the visit to the Academy (17 and 18 November 2011), concluded that the system is **in transition from an initial phase of development to a developed phase**, based on the assessments of two key standards; ESG 1.1. (transition from an initial phase to a developed phase), ESG 1.2.1. (transition from an initial phase to a developed phase), and ESG 1.2.2. (initial phase), and proposed to the Agency for Science and Higher Education that an External independent periodical audit of the quality system of the Academy be implemented after 18 months (follow-up period).

The Academy Quality Assurance Committee has undertaken a number of activities as per the recommendations of the ASHE Committee, and triggered the implementation of the revised system documents, the creation of monitoring mechanisms and their establishment, and on the grounds of the external audit, further development of quality assurance systems was prompted.

This is the list of implemented changes as per the recommendations of ASHE:

**ESG 1.1. Quality policy and procedures for quality assurance**

The APURI Quality assurance manual from 2014 defines the standards, criteria, stages of procedure, mandate and working methods of the Internal audit of quality improvement system. After the first Internal audit carried out in 2012, the Internal audit is performed once every three years instead of it being performed annually, as recommended by ASHE in 2013-14.

Students and teachers of the Academy participate in art-scientific and research bodies at an international, national, regional and local level. This is how the Academy defines indicators of its achievements.

The Academy Strategy is updated through action plans in line with the strategic objectives of the University of Rijeka, according to the specifics of artistic profession.

The names and descriptions of relations between the bodies of the quality assurance system have been harmonized, as defined in accordance with the Quality Assurance Regulations of the University of Rijeka.

**ESG 1.2.1 Approval, monitoring and periodic review of study programmes and degrees of education**

By participating in artistic and research projects we have included external stakeholders in the review of the existing programmes of study.

The learning outcomes are continually aligned with the Croatian and European qualifications frameworks and laws.

Reports on teaching delivered in each semester for all study programmes have been drawn up. The Academy has coordinated introduction of new study programmes with the needs of the labor market.

### **ESG 1.2.2. Scientific research**

Mechanisms for evaluating art research work on an annual basis have been established. All the stakeholders of the Academy are familiar with the possibility of participating in ERASMUS, and CEEPUS programme. The new signed agreements are creating environments that encourage scientific and art research.

### **ESG 1.3. Student grading**

The Academy systematically implements a tutoring/mentoring system and orientation/motivational practicum for the first year of study. The mechanisms of studying are listed and described in the Quality Assurance Manual APURI from 2014. The Quality Assurance Committee systematically carries out surveys on student satisfaction with studies. Employers are also interviewed, and the Academy Alumni Club organizes the surveys.

Evaluation of teaching and teachers, artistic associates and assistants by the students is carried out regularly and the final results are applied in order to improve teaching.

### **ESG 1.4. Ensuring the quality of teachers**

Student evaluation includes evaluation of the courses and teachers. The University of Rijeka has developed a system of rewarding teachers, and the rewards include praise and remuneration. In addition to this, the annual awards are given by the Foundation of the University of Rijeka to those who made the largest contribution in the field of artistic activity.

The Action Plan of the Assurance Quality Committee for the year 2014-15 anticipates a practicum for pedagogical training of newly hired teachers.

All interested parties have the possibility of publishing their course materials and textbooks thanks to the Committee for publishing which operates at the University.

A mentoring-tutoring system has been conducted continuously since 2008.

In accordance with the increase of the scholarly literature library fund, we will try to complete the equipping of a computer laboratory that will become an integral part of the reference library.

### **ESG 1.6. Information System**

The Academy collaborates with related institutions on the issues of recognition of the specificity of artistic activities.

Recovery and development of quality culture and its transparency through information systems are continuously encouraged.

Information system is set up under the various sections. New sections named Re-accreditation and artistic- scientific projects are set up.

### **ESG 1.7. Informing the public**

Our website includes information on art projects ADRIART and CREATIVE START UP, the information on the participation of guest speakers and the information about student activities. Through these projects the Academy is included in informing on the websites of its partners. In addition, the Academy cooperates with all the local media: Novi list, Ri TV, KanalRi, HRT Radio Rijeka, University radio Sova and the councillors in the County Office.

The English version of certain parts of the website has been added. The Website Committee plans to reorganize and improve the site.

In accordance with the Final Report of the Committee for External Audit of the quality assurance system (October 2012) the Committee has proposed to the Agency (ASHE) a re-implementation of the independent and periodical external audit of the quality assurance of the Academy. The Academy is included in the Plan of external independent periodical audit of the quality system in the Republic of Croatia in the academic year 2014-15.

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

There are many institutions in Europe with a programme similar to the one of the Academy in Rijeka. The similarities are significant in the study programmes in painting, drawing, sculpture, intermedia, photography and graphic design, which are, e.g., offered by the Art Academy of Jan Matejko in Krakow. The University of Applied Arts in Vienna (Universität für angewandte Kunst Wien), also offers programmes similar to those of the Academy of Rijeka, such as photography, graphics, painting, sculpture and landscape design. The Faculty of Arts in Belgrade also has a department of applied arts and design, as well as a study programme for conservation and restoration. The Academy of Arts at the University of Novi Sad has programmes that accentuate plays, multimedia directing, dramaturgy and audiovisual media.

Apart from these examples, there are many other institutions whose activities are similar to the study programmes of the Academy in Rijeka. Many of these organizations offer study programmes we do not have, or that we plan to open in the future, such as the Department of film and animation. However, the Academy would compensate the students for the lack of certain study programmes through short or long study visits to other academies. It is interesting to point out that European art studios complement each other very well. Therefore, it is desirable to extend international cooperation.

#### **1.14. Specify when and how you reacted and/or participated in making decisions of public interest.**

Employees appointed into artistic-teaching and scientific-teaching grades of the Academy of Applied Arts are represented in the bodies involved in discussions and decision-making processes

of public interest in the field of higher education, especially in the field of culture, arts, and social sciences, as follows:

- **at the University level**, through membership in the following bodies: Senate of the University of Rijeka, Scientific Council of the University of Rijeka, Programme Accreditation Council of the University of Rijeka, Committee for Postgraduate Studies of the University of Rijeka, the University of Rijeka Library steering committee
- **at the level of cities and municipalities**, through membership in the following bodies: the Department of Culture's New Media Council of the of the City of Rijeka, the steering committee of the Museum of Modern and Contemporary Art in Rijeka, the steering committee of the Museum of Arts and Crafts in Zagreb
- **at the state level**, through membership in the following bodies: Committee of the Croatian Ministry of Science, Education and Sports (MSES), MSES's Regional Arts Council, Committee for the External Audit of the ASHE, Committee of the Ministry of Culture for awarding the State Award Vladimir Nazor, Cultural Council for the Visual Arts, Council for Entrepreneurship in culture, Committee for the visual symbols of the Universiade, Art Committee for the Olympic Games 2012, expert jury of the Triennial of Croatian sculpture.

The teachers of the Academy have actively participated in the preparation of the development strategy of the University of Rijeka (2014-2020).

In 2013, the Department of Culture of the City of Rijeka has created a Cultural Development Strategy of the City of Rijeka for the period 2013 - 2020, in collaboration with the staff of the Academy. The City of Rijeka has included its candidacy for the ECOC 2020 (<http://www.rijekaepk.eu/>) in the Strategy for the Development of the City of Rijeka as one of the most important strategic projects. The employees of the Academy also participated in concept development.

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

The initiated processes of integration at the University of Rijeka (and especially at the university campus) are not fully completed. Furthermore, since the separation from the Faculty of Philosophy to the present, the Academy has not had an independent accounting, but some sort of accounting services of the University, with only one employee that should meet all the needs for accounting services. This is mostly impossible and leads to overload and lack of full financial planning of development of the institution in a space that becomes ever more demanding for the Croatian faculties and academies. All previous internal controls have made remarks on this subject. The University needs to apply itself more to resolve this situation in a satisfactory manner, i.e. to establish an Academy accounting with permanent staff, as is the case in all the other faculties of the University. Furthermore, the Academy no longer has a library, because its entire fund remained at the Faculty of Philosophy. A reference library was an attempt to resolve the problem, but without professional employees this is impossible. And lastly, the problem is the building in which the Academy operates (owned by the City), which requires investment in terms of better security and surveillance area and protection of expensive equipment. In fact, on several

occasions the Academy materials went missing or were alienated. A fact that also causes dissatisfaction in the Academy of Rijeka is that resource planning is based on a mere filling of job vacancies. In other words, the promotion of teachers, scientists and artists is associated exclusively with available working positions. Teachers at the scientific-teaching and artistic-teaching grade after the expiry of the contract need to be given a chance for further progress if they meet technical and scientific terms regardless of the work place. Due to these and other bad personnel decisions and policies the Academy was left without assistants so now engages young experts as assistant professors and docents, by financing it with its own funds and the funds from programme contracts. Dissatisfaction of the Academy, and mine as its Head, lies in the fact that our council is not authorized to conduct the procedure for the appointment into art teaching grades. We have never received a clear answer to this question, although as an institution we fulfill all the necessary personnel and other criteria. The Academy is only allowed to announce teaching vacancies and ask an authorized Council of the Academy of Fine Arts in Zagreb or Split to conduct the appointment into grade. The authorized Academy council of the aforementioned Academies elects a three-member expert committee which on the grounds of reviewing candidates' documentation proposes to the same council mainly the candidates who meet the minimum requirements of the Rectors' Conference, regardless of the conditions of competition. After that, the relevant committee is sent an opinion on meeting the criteria of the election. In case of more equal candidates an inaugural lecture by all candidates is conducted in front of the Committee for the inaugural lecture, which is made up based on the decision of our unauthorized Council. After all this, according to the results of the inaugural lectures and proposals of the Committee, the unauthorized Council our Academy decides which candidate will ultimately be appointed into grade and the workplace. The real question that arises is: why are there authorized councils and advices of the Rectors' Conference and other Councils if the decision is ultimately brought by an unauthorized Council? Because of all this the appointment procedures take a long time. In addition, the candidates in the competition apply for several jobs in more artistic branches and according to the minimum and very incomplete terms of the Rectors' Conference, one candidate may be eligible for appointment into the grade of docent for graphics, sculpture, or animated film and new media, which is entirely unthinkable in other scientific and artistic areas. This expensive and inefficient procedure of appointment into art-teaching grades is often the reason for the increasing engagement of incompetent persons to work in the teaching process of education of artists. The conclusion is that it is necessary to change the procedure of appointment into art-teaching grade. It is necessary to re-examine the role of the Council and the Rectors' Conference in defining the minimum requirements and to review the level of performance of "authorized" Councils. Namely, the authorized Councils often do not assume the role of full implementation of the appointment procedure, but leave it to the councils who have announced a teaching vacancy and which concern them the most. A good personnel potential of each higher education institution is the most important segment of development and it should be given full attention.

## 2. Study programmes

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

The University of Rijeka Academy of Applied Arts delivers full-time study programmes. From its establishment in 2005 to 2013, the Academy was offering two 4-year undergraduate study programmes, Art Education and Applied Arts (eight semesters, 240 ECTS) and two one-year graduate study programmes, Art Education and Applied Arts (two semesters, 60 ECTS). These programmes were held according to the so-called 4+1 pre-Bologna structure.

In the academic year 2013/2014, the Academy's undergraduate study programmes, Art Education and Applied Arts, were changed into three-year long programmes (six semesters, 180 ECTS) while the graduate study programmes were changed into two-year programmes (4 semesters, 120 ECTS). In the same academic year, the Academy launched a new graduate programme, Media Arts and Practices. The Academy's study programmes are now carried out according to the so-called 3+2 structure (appendix: the Permission issued by the Ministry of Education).

The Academy is still running the 4+1 study programmes, but only until the last students who enrolled the pre-Bologna programme structure finish their studies.

### Structure of university study programmes at the Rijeka Academy of Applied Arts

LEVEL	STUDY PROGRAMMES	ACADEMIC DEGREE
1 <sup>st</sup> level	<b>UNIVERSITY UNDERGRADUATE STUDY</b> 3 years, 6 semesters, 180 ECTS	
	<b>ART EDUCATION</b>	<b>Bachelor of Arts in Art Education</b>
	<b>APPLIED ARTS</b>	<b>Bachelor of Arts in Applied Arts</b>
2 <sup>nd</sup> level	<b>UNIVERSITY GRADUATE STUDY</b> 2 years, 4 semesters, 120 ECTS	
	<b>ART EDUCATION</b>	<b>Master of Arts in Art Education</b>
	<b>APPLIED ARTS</b>	<b>Master of Arts in Applied Arts</b>

	<b>MEDIA ARTS AND PRACTICES</b>	<b>Master of Arts in Media Arts and Practices</b>
--	---------------------------------	---

**Modules in undergraduate study programmes**

<b>STUDY PROGRAMME</b>	<b>MODULE</b>
<b>UNDERGRADUATE STUDY IN ART EDUCATION</b>	GRAPHICS SCULPTING PAINTING
<b>UNDERGRADUATE STUDY IN APPLIED ARTS</b>	APPLIED GRAPHICS SCULPTING PAINTING

<b>STUDY PROGRAMMES</b>	<b>MODULE</b>
<b>GRADUATE STUDY IN ART EDUCATION</b>	GRAPHICS SCULPTING PAINTING
<b>GRADUATE STUDY IN APPLIED ARTS</b>	APPLIED GRAPHICS APPLIED SCULPTING APPLIED PAINTING
<b>GRADUATE STUDY IN MEDIA ARTS AND PRACTICES</b>	CARRIER MODULE INTERMEDIA CARRIER MODULE SCENOGRAPHIC SPACES CARRIER MODULE PHOTOGRAPHY
	PROGRESS TRACK TECHNIQUES IN PRACTICE DISCOURSES IN PRACTICE STUDIO SELECTIONS IN PRACTICE
	MASTER THESIS MODULE

The first year in the Academy's undergraduate study programmes is the same for all students. Students acquire basic knowledge and skills in theory and history of art, as well as in main fields of art (drawing, painting, sculpting, graphics). In the second year of study, the students select and enroll a module of their choice (Graphics, Sculpting or Painting), which they pursue until the final year.

In the undergraduate programme Art Education, students acquire 30 ECTS credits in the 4+1 structure, and 20 ECTS in the new, 3+2 structure of study, which includes pedagogy, psychology and methodology of teaching. After completing the undergraduate study, the students can enroll the graduate programme, and gain the total of 60 ECTS, or they can continue their studies in another art programme (in accordance with the Croatian Education Act from July 2008, (paragraph 6, Article 105).

The undergraduate study in applied arts is focused on the continuation of the study on graduate level, either in Applied Arts, or in Media Arts and Practices. Graduate students explore the selected area of applied arts and independently create artwork and art projects.

The graduate programme Media Arts and Practices is structured differently. It is organized in „carrier modules“, which are accompanied by the so-called „supporting modules“. Each student selects one carrier module, presents the concept of their graduate project and, accordingly, selects the supporting courses. Unlike the first two graduate programmes offered by the Rijeka Academy of Applied Arts, graduate programme in Media Arts and Practices enrolls students who finished other study programmes too, such as studies of humanities or studies of technical orientation, provided that the students present their motivation and their concept of an art project. The study programme allows for great mobility of students of different orientations, which enables the growth of different experts in media arts.

STUDY PROGRAMME	ENROLMENT QUOTAS IN THE PAST 5 YEARS				
	2010/11	2011/12	2012/13	2013/14	2014/15
<b>Art Education – undergraduate</b>	14+10+5	24+5	20+1	20+1	20+1
<b>Applied Arts – undergraduate</b>	14+10+5	24+5	24+1	24+1	24+1
<b>Art Education – graduate</b>	24+5	26+2	26+2	23+1	28+1
<b>Applied Arts – graduate</b>	24+5	26+2	26+2	26+1	26+1
<b>Media Arts and Practices – graduate</b>	-	-	-	6+3	10+2

In the process of planning the enrolment quotas, we always take into account a number of foreign students. In the beginnings of the Academy’s work, the student quota was always fulfilled, but owing to a lack of teachers and assistants, at one point we had to cut down the number of students enrolling our undergraduate and graduate studies.

However, since we enriched our offer of courses and formed the “modules”, a need arose to accredit new and more attractive study programmes. Hence, we plan to reorganize quotas, which means that we will be able to enroll a larger number of candidates.

### **Reasons for running undergraduate and graduate study programmes**

- Art teacher education (the Rijeka Academy of Applied Arts is the successor of the study programme established in 1963 at the Rijeka Faculty of Pedagogy, Visual Arts Department. This programme has been run for over 50 years, including the last ten years at the Academy of Applied Arts)
- Development of applied arts in Croatia and education of artists who work with traditional and contemporary media, in all fields of art: sculpting, painting, graphics, photography, intermedia, scenographic spaces, mosaics, costume design, glass design, jewelry design, comic books, illustrations...
- Competencies that students develop in the Academy’s study programmes are applied in art education of children and adults, in development of cultural industries, graphic design, scenography and costume design for theatres, work in television companies etc.
- Development of solo art careers



- The possibility of continuation of studies at specialist art programmes or doctorate programmes

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

Study programmes of the Rijeka Academy of Applied Arts do not overlap with the programmes of other faculties of the University of Rijeka, but there are certain similarities in particular courses or parts of the courses.

Undergraduate and graduate studies in Art Education and Applied Arts consist of courses that have similar names as courses held at the Art History Department of the Rijeka Faculty of Humanities and Social Sciences (Introduction to Visual Arts, Art of Antiquity, Art of Middle Ages, Renaissance Art, Baroque Art, 19<sup>th</sup> Century Art, 20<sup>th</sup> Century Art and Theory of Visual Arts). However, the contents of our courses correspond specifically to the needs of art education. In addition, our courses differ from those held at the Faculty of Humanities, in amount of learning and teaching materials, literature for exams, lectures, student workloads, etc.

The Faculty of Humanities and Social Sciences also runs a teaching module of 60 ECTS credits. This module provides pedagogic, psychological and didactic training, as well as training in the use of teaching methods, but only in graduate studies. At the Academy of Applied Arts, students acquire general competences in pedagogy (General Pedagogy, Family Pedagogy, Family and Children at Risk, Didactics) and psychology (Developmental Psychology, Educational Psychology) in undergraduate programmes, while specific teaching competences are developed at the graduate level (Methodology of Teaching Visual Arts, School Practice, Didactic Dokimology, Comparative Pedagogy, School Counseling, Regional Heritage in Teaching Visual Arts), in the 4+1, pre-Bologna structure of study.

In the new, 3+2 study structure, students are able to combine the teaching competencies gained at study programmes of the Faculty of Humanities with specific competencies offered by study programmes at the Academy. Within the methodology of teaching visual arts, the Academy offers the following courses: Methodology of Teaching Visual Culture, Methodology of Teaching Painting, Methodology of Teaching Sculpting, Methodology of Teaching Drawing and Graphics, and Methodology of Teaching New Media. By connecting with the teaching programmes offered by the Faculty of Humanities and Social Sciences, the Academy would be able to cut down the expenses of hiring adjunct instructors and use the money for development of its programmes.

**2.3. For each of the following types of study; undergraduate, graduate, integrated and postgraduate (separately for postgraduate specialist study programmes) as well as professional study programmes (if any) answer the following:**

**2.3.1. Specify the criteria you take into account when proposing enrolment quotas for undergraduate (or integrated undergraduate/graduate) study programmes, as well as professional study programmes (if any). Assess the suitability of the enrolment**

*quotas with regard to social needs and the number of unemployed, possibility of the higher education institution to provide quality education in groups and the number of capable students motivated for efficient studying in line with the given programme.*

**Enrolment quotas for each study programme are defined by the following criteria:**

- Personnel – the number of teachers and annual teacher workload
- Material conditions – equipment in classrooms and ateliers
- Space availability – the number of ateliers, classrooms and other premises
- Candidate's interest in study programmes

We must emphasize that we do not follow the recommendations made by the University of Rijeka about reducing the enrolment quotas. The University's recommendations are based on data provided by the Croatian Employment Office relating to employment of teachers of visual arts in the County of Primorje and Gorski Kotar. It is important to note that the Academy admits students from different Croatian counties. Moreover, the number of students coming to the Rijeka Academy from other counties sometimes accounts for more than 50 percent of total number of students, so we do not have a clear picture of employment. According to the statistics of the Croatian Employment Office (appendix: employment data by the Croatian Employment Office), the largest number of unemployed graduates is found in our county, but, as already stated, 50 percent of our students come from other counties so we may conclude that the employment in our county is satisfactory.

Financing of our study programmes was always directly related to the number of enrolled students. In the academic years 2013-2014 and 2014-2015 we implemented a pilot project of financing the programmes through Programme Agreements (Appendix: the Contract of Full Subsidizing of Student Participation for academic years 2012./2013., 2013./2014. i 2014./2015.). This was served as an additional motivation to use the funds for development of more attractive courses and study programmes that would allow for more successful employment of our graduates (for example, we have already created conditions for development of a new study programme of Graphic Design and Visual Communication).

### **Suitability of the enrolment quotas with regard to social needs and the number of unemployed**

The Rijeka Academy of Applied Arts admits 30 students to its undergraduate programmes and graduate programmes of Art Education and Applied Arts, while the study programme of Media Arts and Practices admits only 12 students. From 2005 until recently, the Academy was admitting the maximum number of students. However, in the period that followed, owing to the crisis and certain changes in financing systems, we were forced to cut the number of admitted students. We had to restructure our programmes and cut expenses.

In the future, we plan to reorganize the enrolment quotas, in favour of more attractive programmes study programmes of applied arts. These programmes will allow for a more successful employment, which, in turn, will allow for an increase in the number of enrolled students.

Bachelors of Arts in Art Education, upon completing the three-year programme, cannot find employment within their profession, but they have to enroll the corresponding graduate programme in order to gain the required competencies. After finishing the undergraduate study, the students are offered to pursue further studies in education, arts or applied arts.

Bachelors of Arts in Applied Arts can either seek employment or they can continue their studies in visual arts or applied arts. After graduation, they can seek employment or continue their studies.

In conclusion, the Academy does not have any plans to reduce enrolment quotas in the future, but to reorganize them in accordance with development of new programmes and courses. The Academy has significantly improved material and spatial conditions and the interest of students in the Academy's programmes is quite high (over 50 percent of the students come from other counties of Croatia).

### **Suitability of the enrolment quotas with regard to possibility of the higher education institution to provide quality education in groups**

Since its establishment in 2005, the Academy has followed the principle of working with small group of students. Until the recent crisis, conditions for employing teachers and assistants were quite good and the Academy hired a number of teachers, with the aim of forming a teaching staff that would correspond to the needs of the newly adopted Bologna standard. However, due to insufficient finances and changes brought on by the crisis, we had to cut expenses and cancel a part of our external cooperation. We found solution to this problem by connecting similar courses into modules, which helped us maintain the quality of our study programmes. We also hired contractual staff to assist us in running the practical parts of our courses. Practical work and work in small groups are extremely important in art education and we always have that in mind in planning the enrolment quotas.

### **Suitability of the enrolment quotas with regard to the number of capable students motivated for efficient studying in line with the given programme**

According to the students' pass rate, we may conclude that most of our students regularly and successfully complete all their tasks and duties. The students' motivation is never in question since all our candidates undergo additional testing in order to demonstrate their knowledge and artistic skills, which is a sound proof of their interests and talents. This is the reason why student drop-out rate at the Rijeka Academy of Applied Arts is really low.

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

High school grades of our candidates are less important than their success in school-leaving exams. Further, the average grades in the first year of study are hard to compare to the students' high school grades since our university applies different assessment criteria (i.e. there are differences in definitions of minimum passing scores).

ACADEMY OF APPLIED ARTS AT THE UNIVERSITY OF RIJEKA

Study programme	Pass rate in the first year of study – average grade %			ECTS credits %		
	2013/14	2012/13	2011/12	2013/14	2012/13	2011/12
Art Education, first year	3.81	3.61	3.6	59	58.8	58.6
Applied Arts, first year	4.11	3.93	3.81	58.9	57.5	58.8

The above table shows the pass rate of three generations students in their first year of study. Students of undergraduate programme of Art Education have slightly lower grades in the first year of study than students of Applied Arts. ECTS credits of both groups of students are quite high. On the whole, the students' success was equally good in both study programmes.

Study programme	Average high school grade ( <a href="http://www.drzavna-matura.com/">http://www.drzavna-matura.com/</a> )			Average grade after first year of study ( <a href="http://www.isvu.hr/javno/hr/index.shtml">http://www.isvu.hr/javno/hr/index.shtml</a> )		
	High school for applied arts	Comprehensive secondary education	Vocational secondary education	High school for applied arts	Comprehensive secondary education	Vocational secondary education
<b>2013/2014</b>						
Art Education	3.87	2.65	3.74	3.91	3.83	3.69
Applied Arts	3.94	3.91	3.89	4.14	4.39	3.92
<b>2012/2013</b>						
Art Education	4.01	3.41	3.99	3.71	3.49	3.46
Applied Arts	3.96	3.59	4.31	3.70	3.81	3.98
<b>2011/2012</b>						
Art Education	3.75	4.11	3.55	3.51	4.23	3.65
Applied Arts	3.86	3.88	4.50	3.46	4.17	3.84

The above table shows the average high school grades our students achieved in high school. The success in the first year of study is similar for all students, regardless of which type of high school they finished.

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

In accordance with its 2007-2013 Strategy, the University of Rijeka launched a curriculum reform based on learning outcomes and organized a special training for teachers of the Rijeka faculties. Two of our teachers attended the training, after which we held a meeting. At the meeting, we determined that learning outcomes in science education do not fully correspond to learning outcomes in art education.

Our teachers also participated in a two-day symposium organized by the University of Rijeka in 2012. The topics of the symposium were learning outcomes and competences of the University of Rijeka graduates in connection with the Croatian Qualification Framework. The meeting was later discussed at the meetings of the Academy's Council.

In March 2012, the Academy formed the Learning Outcomes Committee. The Committee consists of three teachers who defined the learning outcomes for all undergraduate and graduate study programmes of the Academy. In defining the learning outcomes for the Academy's, the Committee used the Learning Outcomes Handbook published by the University of Rijeka: <http://www.biotech.uniri.hr/files/Dokumenti/SVURI01-01Prirucnik.pdf>

The Academy's learning outcomes were published on the Academy's web site, in "Study Programmes". (Appendix: Learning Outcomes Committee).

The Rijeka Academy of Applied Arts also formed the ECTS Committee. The Committee consists of three members who made a presentation of ECTS system for all teachers of the Academy. (Appendix: The ECTS Committee).

In May 2012, the Academy's Council gathered on a session, discussing the ECTS credit system and learning outcomes. (Appendix: invitation to the Council's session)

The Academy will continue to train and inform its teachers about learning outcomes and ways of developing the students' cognitive, psychomotor and affective skills, which is essential in art education.

**Linking obligatory courses and competences**

Compulsory courses of undergraduate study in Art Education provide basic knowledge and skills in art, language of art and history of art. Compulsory courses that focus on pedagogy and educational psychology are introduced in the second year of study.

Compulsory courses in undergraduate studies of the Rijeka Academy of Applied Arts develop the students' competences in art and theory and history of art, while compulsory courses at Art Education also develops pedagogical competences. Compulsory courses are connected with the students' selection of the study module. For example, undergraduate study in Art Education offers the following modules: Graphics, Sculpting and Painting. Each module also has elective courses to provide additional support in skill development.

Upon finishing undergraduate study, the students enroll graduate study in Art Education, including the compulsory course Methodology of Teaching Visual Arts and courses focused on improving pedagogical competences (of up to 60 ECTS). In addition, the students select a field of art (according to their preferences).

ECTS credit distribution and ways of developing the students' competences in pedagogy, psychology and methodology of teaching are strongly connected to development of competences in art, history of art and theory of art, which is very important in education of future teachers of visual arts. Learning outcomes of this process, in combination with school practice provide the necessary knowledge and skills for work in schools and cultural institutions.

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

The most important objective in the process of defining the learning outcomes was making the competences visible at the end of study. The learning outcomes can be found on the following links: [http://apuri.hr/index.php?option=com\\_content&task=blogcategory&id=20&Itemid=33](http://apuri.hr/index.php?option=com_content&task=blogcategory&id=20&Itemid=33); [http://apuri.hr/index.php?option=com\\_content&task=blogcategory&id=21&Itemid=36](http://apuri.hr/index.php?option=com_content&task=blogcategory&id=21&Itemid=36); [http://apuri.hr/images/info%20o%20mapu\\_hr.pdf](http://apuri.hr/images/info%20o%20mapu_hr.pdf))

The students' diploma supplement may list the competences that students developed throughout the study, as well as specific competences that students gained by participating in different activities or volunteering.

We have recently launched a new study programme of Media Arts and Practices, which develops competences in the following modules: Intermedia, Photography and Scenographic Spaces. Furthermore, over the past ten years the Academy has created conditions for additional study programmes. For example, we plan to develop a graduate study in graphic design, based on Applied Graphics module in Applied Arts study programme.

The Academy will continue evaluating its study programmes, with the aim of creating interdisciplinary study programmes, especially graduate programmes. This will be done in accordance with the labour market needs, maintain the focus on development of artistic competences.

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

This process is described in details in syllabuses of each teachers and published on the Academy's web site: [http://apuri.hr/index.php?option=com\\_content&task=view&id=124&Itemid=87](http://apuri.hr/index.php?option=com_content&task=view&id=124&Itemid=87))

In 2.3.3., we stated that we plan to continue with teacher training and evaluation of learning outcomes in art education. We still need to develop criteria for assessment and grading of students' mental, psychomotor and affective skills. This would serve as the basis for making further adjustments of ECTS credit distribution and student workload.

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

In its process of accreditation, the Rijeka Academy of Applied Arts had to provide details about comparability of its programmes with the programmes of similar universities in Croatia and outside Croatia. In making the necessary comparisons, we gathered information from the websites of other academies and universities. However, not all information could be obtained from the web sites. Some web sites contained only syllabuses and some only programme descriptions. Of the web sites contained all information need for a thorough comparison.

In 2012/13, when we started the process of switching from 4+1 structure of study to 3+2, we listed all academies in Croatia and abroad whose work could be compared with the work of our academy.

In the comparison of **undergraduate and graduate programmes in Art Education** we used the information from the websites of the following academies:

**Academy of Arts, University of Osijek** offers undergraduate and graduate study in Fine Arts  
[http://www.uaos.unios.hr/index.php?option=com\\_content&view=article&id=91&Itemid=289&lang=hr](http://www.uaos.unios.hr/index.php?option=com_content&view=article&id=91&Itemid=289&lang=hr)

**Arts Academy, University of Split** offers undergraduate and graduate study in Fine Arts  
<http://www.umas.hr/odjeli/likovna-umjetnost/likovna-kultura-i-likovna-umjetnost/>

**Academy of Fine Arts, University of Zagreb** offers undergraduate and graduate study in Fine Arts

<http://www.alu.unizg.hr>

**Faculty of Education, University of Ljubljana**, offers undergraduate and graduate study in Art Pedagogy, <http://www.pef.uni-lj.si/149.html>

**National College of Art and Design, Dublin, Ireland**, offers design or fine art education and visual arts education, which includes undergraduate and graduate programmes:

<http://www.ncad.ie/undergraduate/faculty-of-education/design-or-fine-art-education/>  
<http://www.ncad.ie/postgraduate/faculty-of-education/ma-in-visual-arts-education/>

In the comparison of **undergraduate and graduate programmes in Applied Arts** we used the information from the websites of the following academies:

**University of Zagreb, Academy of Fine Arts**

<http://www.alu.unizg.hr>

**National College of art and design, Dublin, Ireland**,

[http://www.ncad.ie/undergraduate/faculty-of-design/craft-design-ceramics-glass-metals/;](http://www.ncad.ie/undergraduate/faculty-of-design/craft-design-ceramics-glass-metals/)  
<http://www.ncad.ie/undergraduate/faculty-of-design/visual-communication/>

**Academy of Fine Art and Design, University of Ljubljana** [http://www.aluo.uni-lj.si/oddelek\\_slikarstvo/smeri\\_studija/grafika/](http://www.aluo.uni-lj.si/oddelek_slikarstvo/smeri_studija/grafika/), [http://www.aluo.uni-lj.si/oddelek\\_slikarstvo/smeri\\_studija/slikarstvo/](http://www.aluo.uni-lj.si/oddelek_slikarstvo/smeri_studija/slikarstvo/)

In the comparison of **graduate programmes in Media Arts and Practices** we used the information from the websites of the following academies:

**University of Zagreb, Academy of Fine Arts**

Zagreb Academy of Fine Arts, offers two independent graduate programmes: New Media and Animation (at the Department of Animation and New Media)

<http://www.alu.unizg.hr>

**Arts Academy, University of Split**

The Department of Film and Video launched a two-year graduate study in Film, Media Art and Animation. The programme is organized in three main modules (Film, Media Arts and Animation) that function as independent structures.

<http://www.umas.hr>

**Academy of Dramatic Art, University of Zagreb**

Academy of Dramatic Art, University of Zagreb offers graduate programmes (Theater directing and radio broadcasting, Dramaturgy, Film and television directing, Cinematography, Editing Production) that have some similarities with our programme in Media Arts and Practices, but they also have many important differences.

<http://www.adu.unizg.hr>

**Chelsea College of Art and Design**, CCW Graduate school, (Master of Art – MA, Master of Philosophy – Mphil, Research doctoral study – PhD);

**Central St Martins, University of the Arts**; London

**Royal College of Art** (MA in Arts, Mphil in Philosophy, PhD in Philosophy); Goldsmiths College; London

**The Slade School of Fine Art**, University College London;

**Faculty of Architecture** (MA in Architecture), Graz University of Technology;

**Bauhaus-Universität Weimar**, Faculty of Art and Design (Public art and new artistic strategies MA);

**School Of Architecture And Design** (1st, 2nd and 3rd cycle of study programme Architecture), Catholic University of Valparaíso;



**Faculty of Sculpture of the Academy of Fine Arts in Cracow**, Field of study "Intermedia" (BA, MA level in Intermedia);

**University of Iowa**, School of Art and Art History, Intermedia Department (MFA Terminal Degree in Intermedia)

**AFAD- Academy of Fine Arts and Design, Bratislava**, Intermedia and Multimedia, BA in Fine Arts (intermedia and multimedia)

**Hochschule für Grafik und Buchkunst Leipzig / Academy of Visual Arts Leipzig**, Postgraduate course (Meisterschüler) in Media Art; Postgraduate course (Meisterschüler) in Photography, Cultures of the Curatorial MA programme

**University of Sussex**, School for Media, Film, and Music, Creative Media Practice MA programme

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

The accredited undergraduate and graduate study programmes in Art Education and Applied Arts, established in 2005 and harmonized with the Bologna Process, underwent a number of changes. The reason for that were changes in economic and financial circumstances, which were necessary to support the programme that offered a number of specific elective courses and relied on cooperation of adjunct instructors. (Programme changes and reasons for the changes are described in Section 2.3.1). The process of monitoring and improvement of Academy's programmes is described in the University of Rijeka Academy of Applied Arts Quality Assurance Manual which can be downloaded from the following website:

[http://apuri.hr/index.php?option=com\\_docman&Itemid=103](http://apuri.hr/index.php?option=com_docman&Itemid=103).

In the academic year 2012-2013, we restructured study programmes (from 4+1 to 3+2) in accordance with the Quality Assurance Manual. However, we did not change the programme content. In order to proceed with the structural changes, we took the following steps:

- programme changes workflow was designed
  
- we interviewed Art Education graduate students (class of 2012-2013) on January 28, 2013 (link <http://www.apuri.hr/propisi/kvaliteta/INT-STD/INTERVJU-SA-STUDENATIMA-DIPLOMSKE-GODINE-STUDIJA-LP.pdf>;) )
  
- we interviewed Applied Arts graduate students (class of 2012-2013) on January 29 and January 30, 2013 (link <http://www.apuri.hr/propisi/kvaliteta/INT-STD/ZAKLJUČI-temstskog-Vijeca.pdf>;) )

- Council session on the topic of *Education in Arts for the 21<sup>st</sup> Century* was held on January 30, 2013 (link <http://www.apuri.hr/propisi/kvaliteta/INT-STD/ZAKLJUcCI-temstskog-Vijeca.pdf>;) )

On the basis of 4+1 study programme analysis, interviews with the students and conclusions following the Council session, as well as discussions held by the Teaching Committee, it was concluded that changes in the structure of study programme (from 4+1 to 3+2) bring certain advantages. The next step was to write a statement of reasons which complies with the Strategy of the University of Rijeka.

The University of Rijeka designed 2007-2013 Strategy that was used as a basis for the creation of the Academy of Applied Arts strategic development which helped harmonize strategic goals and tasks.

One of the tasks set by the strategy refers to the change of study programme structure from 4+1 to 3+2 in undergraduate and graduate study programmes respectively. According to the statement of reasons, it is expected that in the future the changes are going to bring the following:

- a) better development of distinctive competences within the specific artistic field of the existing study groups
- b) identification and elimination of study risk factors (greater mobility of students in undergraduate and graduate studies)
- c) rationalization of resources necessary for the delivery of undergraduate and graduate studies by redistributing ECTS credits
- d) easier student mobility
- e) significant help for future revisions, harmonization and modernization of study programmes

(Appendix: The statement of reasons in which the purpose of the change and the Council's decision regarding the change are described in more detail). Furthermore, it was necessary to fill out the University of Rijeka forms for amendments to study programmes which were approved by the Teaching Committee and accepted by the Academy Council. Programme description forms and Council's decision were forwarded to the University of Rijeka.

Graduate study programme Media Arts and Practices is the result of a three-year long European project Adriart (see section 2.11.)

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

We do not offer any professional or specialist study programmes.

#### **2.4. Specify methods of checking class attendance and your opinion about them.**

The University of Rijeka Ordinance on study programmes provides that every study programme sets out conditions that students have to meet. Consequently, all our programmes require mandatory attendance of lectures as well as practical lessons is required.

- Ordinance on study programmes, July 1, 2008

[http://www.biotech.uniri.hr/files/Dokumenti/Pravilnik\\_o\\_studijima-2008.pdf](http://www.biotech.uniri.hr/files/Dokumenti/Pravilnik_o_studijima-2008.pdf);

- Senat of the University of Rijeka at its 50<sup>th</sup> session held on March 19, 2013 made a decision which initiated an open discussion regarding Draft 4 of the Amendments to the University of Rijeka Ordinance on study programmes  
[http://www.uniri.hr/index.php?option=com\\_content&view=article&id=3045%3Anacrt-4-odluke-o-izmjenama-i-dopunama-pravilnika-o-studijima-sveuilita-uniri&catid=89%3Aarhiva-vijesti&Itemid=176&lang=hr](http://www.uniri.hr/index.php?option=com_content&view=article&id=3045%3Anacrt-4-odluke-o-izmjenama-i-dopunama-pravilnika-o-studijima-sveuilita-uniri&catid=89%3Aarhiva-vijesti&Itemid=176&lang=hr);
- Amendments to the University of Rijeka Ordinance on study programmes  
[http://www.uniri.hr/files/naslovnica/jriidpos/JAVNA%20RASPRAVA\\_IZMJENE%20I%20DOPUNE\\_PRAVILNIK%20O%20STUDIJIMA.pdf](http://www.uniri.hr/files/naslovnica/jriidpos/JAVNA%20RASPRAVA_IZMJENE%20I%20DOPUNE_PRAVILNIK%20O%20STUDIJIMA.pdf))

Teachers are responsible for monitoring regular attendance. They have to keep record of students' attendance of lectures, practical lessons and seminars. The established forms of keeping record are: obtaining student's signature or roll-call. Student's presence or absence is then entered in special tables which are given to the teachers by the department's secretary.

A newly installed electronic card reader Smart X that is located in the Academy building might be used to monitor attendance electronically. However, introducing such monitoring system would incur additional expenses. Given that the nature of studying arts is such that the students are divided into small study groups, every teacher can easily monitor their attendance.

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

The delivery of undergraduate programmes in Art Education and Applied Arts is carried out through lectures, practical lessons and seminars. At the beginning of each academic year, teachers have to choose the appropriate teaching methods. The choice of teaching methods should be based on course content, student workload (ECTS) and learning outcomes. The most common teaching methods in the first year are lectures and practical lessons, while problem-based learning is somewhat less used. However, in the second and the third year this ratio changes, as problem-based learning becomes the most common teaching method. This method is used with an aim to develop students' independence and an interest for specific field of arts. This allows students to experience and participate in the process of creating artwork. In addition, students should create an adequate number of their own works, i.e., a portfolio that will enable them to enrol in graduate study programme. Frontal teaching method is the least frequently used method. Practical lessons rely on methods such as demonstration of various techniques and methods on how to use different materials and space.

Apart from the methods listed above, other teaching methods used at the Academy include: group and pair work, field work, exhibitions of students' work, commissioned work, artistic projects, expert excursions, visiting exhibitions and expert workshops. Participation in such forms of work helps students to develop additional social competencies and expertise.

In the graduate programmes, students participate in mentored classes where they create their master project. This type of teaching includes a variety of methods such as: lectures, work analysis, demonstration methods, creative workshops, field work etc., and offers a possibility to adjust each method to each student. Adjustments are made easily due to small study groups.

Occasionally, there are minor problems regarding the implementation of certain teaching methods. It is then expected that the student will assume the responsibility for his/her own artistic work, but sometimes the students do not feel prepared and motivated to do so. We believe that this problem will be resolved after completing the transformation in programme structure from one-year graduate study to two-year graduate study. This will take the pressure off students and they will be more prepared to work independently. Another solution to the problem lies in the change of the teaching methods used in undergraduate programme as well as the assessment of extracurricular work carried out in accordance with the teacher's instructions.

In general, additional improvements might come with the introduction of new teaching methods in the field of arts, which would undoubtedly motivate both students and teachers.

Art theory courses rely on combined teaching methods such as lectures, practical lessons and problem-based learning. Courses in the history of art use frontal teaching and seminars as prevailing teaching methods. In recent years, the University of Rijeka has paid much attention to MudRi e-learning system and has supported online learning aided by learning platform Moodle. Several courses at the Academy use e-learning system. This is particularly important when it comes to organizing international mobility workshops where it is sometimes necessary to communicate with students who are at different locations.

E-learning most certainly has its advantages, but given the fact that practical training is the basis of education in the field of art, the sole use of e-learning is not desirable.

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

Academy of Applied Arts in Rijeka organizes, as a part of School Practice course (taught in Fine Arts graduate programme), an internship for students. It is held in elementary schools which are designated as practice places for students. Art teachers working in those schools serve as mentors (Appendix: practice schools, mentors). Every year, the course leader along with the mentor organizes internships. During their internship, students learn about basic documents regarding the Croatian education system, curriculum, macro and micro programming, teaching plans and the responsibilities of an Art teacher. They observe mentor's lessons, after which they prepare and teach lessons themselves. These lessons are graded and they constitute a part of the final grade of Methodology of School Practice course.

Other study programmes do not organize internship attendance within an accredited course. However, students gain experience by submitting e.g. tender applications in the field of graphic design of various products (CROPAC) as is the case with the students who take Graphics Design and Visual Communication course, which is taught within Applied Graphics module.

Graduate and undergraduate students focusing on scenography and costume design work with professional and amateur theatres or create their own project, e.g. scenery for a play. Further development of these courses would certainly be enhanced by introducing mandatory practice in public spaces.

Students' exhibitions are an integral part of almost every course and a significant part of practical training. Students participate in exhibitions organized by the Academy or teachers either within the institution or in galleries and public spaces. Teachers very often motivate students to take part in exhibition competitions. That way, students develop competences necessary for organizing and setting an exhibition. They also learn how to produce their own work and create supporting materials (catalogues, newspapers, photographic documentation). In addition, they improve their social competences because they have to communicate with journalists, curators, visitors...

Providing practical training for the students of Fine and Applied Arts cannot be excluded from their education process. Teachers show great interest when it comes to inclusion of students in expert programmes, courses, exhibitions and tenders with the goal of helping them gain better professional competences.

In order to keep the records of all extracurricular activities teachers have to fill out a specific form regarding field work (term field work includes all activities which are organized outside of the institution except for practical training). They have to enter mentor's name, duration of the activity, name and location of the activity and names of all students who participate in the activity (including their personal identification number for the purpose of insurance). Teachers also have to turn in a workflow and a short description of the activity. The forms are submitted to the Dean in order to obtain permission. In addition, the forms go through the process of filing and archiving.

## **2.7. Assess availability and quality of the content of your study programmes which is offered online.**

Online information on the Academy's study programmes is available at the following website [www.apuri.hr](http://www.apuri.hr):

Section *Courses*

([http://apuri.hr/index.php?option=com\\_content&task=section&id=6&Itemid=61](http://apuri.hr/index.php?option=com_content&task=section&id=6&Itemid=61)) provides information on undergraduate and graduate study programme of Art Education as well as graduate study programmes of Applied Arts and Media Arts and Practices. This section contains the following information:

- duration of study programme (years/semesters)
- total number of ECTS credits in each study programme depending on its structure (4+1 or 3 +2)
- academic degree earned upon the completion of study programme

- list of courses taught in each year
- complete description of study programmes using the official forms of the University of Rijeka (description contains information on the course leader, course status, number of ECTS credits, course goals, enrolment conditions, learning outcomes, teaching methods, student requirements, course content, student evaluation-contains information whether the evaluation is carried out throughout the duration of the course or at the final exam, literature requirements and information on quality assessment)
- description of learning outcomes achieved upon the completion of study programme

#### Section *Syllabi*

([http://apuri.hr/index.php?option=com\\_content&task=blogcategory&id=29&Itemid=60](http://apuri.hr/index.php?option=com_content&task=blogcategory&id=29&Itemid=60))

contains the following information:

- annual syllabi of all study programmes
- summaries of lessons in each semester – syllabus/detailed teaching plans for all compulsory and elective courses which are taught during each semester - they are posted in each semester and contain the following information: time and place, forms of contacting the course leader (consultation hours, office number, phone number, e-mail), course status, number of ECTS credits, learning outcomes, teaching methods, student requirements, student evaluation, student requirements, literature requirements, list of topics covered each week, plans for the material that will be used during the course based on the number of practical lessons and the number of students. The Academy has its own form which teachers can extend, if necessary (Appendix: detailed syllabus form)
- calendar – it provides information on the beginning and the end of the academic year, holidays, vacations and examination dates
- examination dates – name of the course leader, winter, summer and autumn examination dates, time and place of the examination
- timetable – for each study programme
- teacher consultations – students can look for teacher's name and e-mail, date, time and place of consultations
- teachers' notifications

#### Section *Students*

([http://apuri.hr/index.php?option=com\\_content&task=blogcategory&id=29&Itemid=60](http://apuri.hr/index.php?option=com_content&task=blogcategory&id=29&Itemid=60))

contains the following information and links:

- student services – opening hours, basic information on the employees, phone number, information about ISVU system and additional information regarding examinations and completion of the studies
- student activity
- health care
- student FAQs

Section *Enrolment* contains information on current notifications, admission, various forms, enrolment requirements for the next year and ranking lists.

Access to the Academy's official website is public.

Part of the contents of the study programmes can be found on MudRi website which is largely used to post teaching materials.

In order to access this website and the materials students have to use their AAI@EduHr identity and password. This system is not public. The teachers are not required to post materials on MudRi website, but they must post detailed syllabus on the Academy's official website.

The content of the official website is updated regularly. One of the faculty members is in charge to do so at least once a week. A minor problem occurs with syllabi which cannot be posted before October of the current year because of enrolments in graduate programmes.

Our website tries to provide transparent information about organization and implementation of our study programmes.

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

Since it was accredited in 2005, the Academy has been running two undergraduate and two graduate programmes. In 2013-2014, we launched a new study programme called Media Arts and Practices.

During the past ten years of our work we noticed that there is a need for positions in traditional applied arts (glass design, ceramics, mosaics, handmade books, jewelry design etc.) and in the field of graphic design and visual communications. Graduate programmes along this line would allow for better employment and self-employment possibilities of our students.

We have created necessary conditions (material and spatial conditions and expert personnel) to launch these study programmes.

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

In 2013-2014, the Academy accredited four lifelong learning programmes in the field of art. Accredited programmes are training programmes without the possibility of earning ECTS credits.

The description of the programmes is available on the Academy's website, section *Lifelong Learning*: [http://apuri.hr/index.php?option=com\\_content&task=view&id=619&Itemid=133](http://apuri.hr/index.php?option=com_content&task=view&id=619&Itemid=133)

LIFELONG LEARNING PROGRAMME	ECTS	PROGRAMME DURATION
Digital painting	0	16 hours (2 hours a week, 8 weeks)
Specter – learning about colors	0	16 hours (2 hours a week, 8 weeks)
Tone / color painting	0	16 hours (2 hours a week, 8 weeks)
Terracotta – introductory course in ceramics	0	30 hours (3 hours a week, 10 weeks)

Programmes will be carried out for the first time in the academic year 2014-2015.

The programmes were designed with the aim to provide education in specific fields of art, to enhance competences of professionals (teachers) and students from other scientific and artistic fields and to educate the public and improve their quality of life.

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

The University of Rijeka has a draft of the Ordinance on recognition of previously acquired competences which would help systematize recognition of previously acquired competences (informal learning and non-formal education). However, the Ordinance has not been adopted yet because of inadequate legislative framework on a national level.

In this academic year, the University of Rijeka carried out a project of recognizing extracurricular activities through ECTS credits. The main goal of the project was to conduct a research and develop models of recognizing informal learning and non-formal education. The one-year project resulted in the publication of the manual called *The Model for Planning, Organizing and Recognizing Extracurricular Activities by Adding ECTS Credits: How to Recognize, Validate and Measure the Outcomes of Non-Formal Education Using ECTS Credit System*.

Students who want their previously acquired competences from other study programmes recognized have to submit a written request, supported by the required documentation, to the Dean of Academic Affairs. The documentation has to include verified student transcript (including ECTS credits earned) and the description of the course for which the student seeks recognition. The Dean of Academic Affairs checks whether there is a minimal basis for the recognition (field, classification of the study programme where the course was taken, eg. professional/university) and with the assistance of the ECTS Coordinator (at the Academy the Dean of Academic Affairs holds that position as well), the course is recognized and entered into student's records (index).

The University of Rijeka offers its students the possibility to join any of the common courses offered by the University's constituents. These courses can be taken instead of an elective course. The grade and ECTS credits are validated based on a form that is issued and signed by the faculty that runs the course.

The Academy has a practice of recognizing competences and ECTS credits that the student gained during previous education. The recognition is carried out according to the teacher's assessment.



Such practice is common in the artistic fields and it does not have to go through any special administrative process. Student is given specific tasks in order to complete the course and earn the remaining ECTS credits.

Students of Media Arts and Practices were able to participate in international mobility workshops as part of their Studio module. Competences gained in these workshops were recognized as a part of that course. Grades and ECTS credits earned in these workshops can be entered into student's records (index) in place of an elective course, if the student decides to do so. He/she has to submit a written request asking for approval.

Recognition of foreign qualifications is based on the criteria established by the Agency for Scientific and Higher Education (AZVO, link: <https://www.azvo.hr/index.php/hr/novosti/146-akademsko-priznavanje-inozemnih-visokokolskih-kvalifikacija>) and on the Act on Recognition of Foreign Educational Qualifications (Official Gazette, no. [158/03](#), [198/03](#), [138/06](#) and [45/11](#)). The candidate who seeks academic recognition or recognition of periods of study for the purpose of the continuation of education in Croatia has to submit all relevant documents to the University of Rijeka Office for the Recognition of Foreign Qualifications and Periods of Study. The Office will ask AZVO to determine whether foreign HEI is in the same category as our institution and whether it is possible to recognize the qualification. AZVO sends its findings, together with complete documentation, to the Academy. At the Academy, the Committee for Recognition of Foreign Qualifications examines the documents and gives its professional opinion. These documents have to be sent back to the Office for Recognition of Foreign Qualifications and Periods of Study, since the Office determines the final outcome.

### **2.11. Specify and describe formal mechanisms for approval, review and monitoring of your programmes and qualifications.**

The University of Rijeka has established procedures necessary for the initial accreditation of study programmes and amendments to study programmes. The initial accreditation is carried out according to the Ordinance on accreditation of study programmes that was issued on October 19, 2010 (link: [http://www.biotech.uniri.hr/files/Dokumenti/AKREDITACIJA\\_PRAVILNIK\\_procisc-tekst.pdf](http://www.biotech.uniri.hr/files/Dokumenti/AKREDITACIJA_PRAVILNIK_procisc-tekst.pdf))

Amendments to approved studies are carried out according to the same Ordinance and according to the University's current Instructions on the procedure of amendments to study programmes issued on July 10, 2012 (link: [http://www.biotech.uniri.hr/files/Dokumenti/NAPUTAK\\_O\\_POSTUPKU\\_IZMJENA\\_I\\_DOPUNA\\_S\\_TUDIJSKIH\\_PROGRAMMEA\\_2012.pdf](http://www.biotech.uniri.hr/files/Dokumenti/NAPUTAK_O_POSTUPKU_IZMJENA_I_DOPUNA_S_TUDIJSKIH_PROGRAMMEA_2012.pdf)).

The procedure for the proposal of new study programmes or amendments to approved study programmes includes the acceptance of the proposal by the professional council of the department that is in charge of delivering the programme. The proposals are then forwarded to the Faculty Council, which sends the accepted proposals to the Center for Study Programmes of the University of Rijeka. The Center will take further steps necessary for the process of accreditation (the process is governed by the Ordinance on accreditation of study programmes). Prior to this, the Academy needs to engage in the series of activities, which are outlined in its Quality Assurance Manual (link: [http://apuri.hr/index.php?option=com\\_docman&Itemid=103](http://apuri.hr/index.php?option=com_docman&Itemid=103)).

The activities that we have taken in order to change the structure of study programme from 4+1 to 3+2 are described in section 2.3.7.

Smaller amendments (the extent of change is less than 20%) to approved programmes are carried out almost every year. The amendments, which are based on the programme evaluations and questionnaire results, are sent to the University of Rijeka Center for Study Programmes. The amendments need to be approved by the Accreditation Committee and the Center's Expert Council and then sent to the Senate of the University of Rijeka which votes for or against the amendments and reports back to the Academy on the decision. The amendments to approved programmes have to be adopted by April or May of the current academic year, but come into force in the following year. (Appendix: an example of amendments to study programmes, forms, Council, the decision of the Senate)

## **2.12. If you institution can self-accredit own study programmes, explain the procedure and criteria applied**

The University of Rijeka offers a possibility of self-accreditation of study programmes. The process is defined by the Ordinance on accreditation of study programmes ([http://www.uniri.hr/files/staticki\\_dio/propisi\\_i\\_dokumenti/AKREDITACIJA%20 PRAVILNIK\\_p rocisc-tekst.pdf](http://www.uniri.hr/files/staticki_dio/propisi_i_dokumenti/AKREDITACIJA%20PRAVILNIK_p rocisc-tekst.pdf)).

The constituent has to send a request for the initial accreditation of the study programme to the University of Rijeka Center for Study Programmes. The request, written in Croatian and English, has to be sent at least one year prior to the academic year in which the constituent plans to deliver the programme. The study programme has to be adopted by the Faculty Council and it has to be in line with the quality assurance goals (see section 2.11.). The request contains a series of forms:

1. the description of study programme
2. the description of conditions necessary for the delivery of the study programme regarding personnel and space
3. financial analysis (costs and profits)
4. the description of quality assurance and measurement of the success of the study programme

The forms are available on the following link:

([http://www.uniri.hr/index.php?option=com\\_content&view=article&id=362%3Aobrasci&catid=44%3Apropisi-i-dokumenti&Itemid=108&lang=hr](http://www.uniri.hr/index.php?option=com_content&view=article&id=362%3Aobrasci&catid=44%3Apropisi-i-dokumenti&Itemid=108&lang=hr))

After the Center for Study Programmes sends a request to the Center's Expert Council, the Council will then forward it to the Accreditation Committee. The Committee appoints at least two reviewers to evaluate the description of the study programme and presents them with the study description form. Other submitted forms are reviewed by the relevant committee. Each reviewer evaluates the description of the study programme while the committee reviews other request segments (personnel and space requirements, financial analysis, quality assurance and measuring the success of the study programme). Based on the reviews and their own assessment the Accreditation Committee will send an expert opinion to the Center's Expert Council within 30 days. If the Council finds that the programme (undergraduate or graduate) can be delivered in the way it was described, it will suggest that the Senate grant the request. The decision on the initial

accreditation of the study programme is made by the University Senate, based on the proposal of the Expert Council. Further steps are taken in accordance with the Act on Quality Assurance in Science and Higher Education.

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

We are partly satisfied with the study programmes offered at the Academy. Programmes that were initially accredited had to be changed because they could not keep up with the economic and financial situation in the country. The reasons for that were a large number of elective courses and a need for external cooperation. The inability to hire assistants who would reduce teacher workload was rather frustrating. However, in this academic year we have managed to hire assistants in all fields of art so we certainly expect positive results, which will be visible at the end of the year.

It must be noted that our study programmes, especially graduate programmes, were improved last year, after we launched the new study programme in Media Arts and Practices. Furthermore, the Academy has created basic conditions (adequate number of teachers, equipment, spatial conditions) necessary for delivering new graduate programmes in applied arts (e.g. graduate programme of Graphic Design and Visual Communications). The possibility of merging the fields of costume design and scenography could result in new and modern interdisciplinary programmes. Such programmes would create experts who would easily find employment.

Being the only academy of applied arts, not only in Croatia, but in the wider EU region as well, we believe that we could develop interdisciplinary programmes that would offer new and modern contents. In addition, we could develop programmes that would help preserve traditional arts and crafts (mosaics, glass design, ceramics, handmade books, jewelry design, etc.) and we see this as our advantage.

After we conducted SWOT analysis (Appendix: request and the Dean's approval, SWOT analysis of study programmes), we learned that our teachers believe that the future of the Academy lies in development of applied arts because this artistic field offers numerous possibilities. They also believe that modern form of applied arts, such as the use of digital media, should not be neglected. It could be used for creation of new study programmes or for complementing the existing programmes.

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

For undergraduate and integrated study programmes, data for the first year in this and the past two years.

Undergraduate study in Art Education	Full-time students					Part-time students			Total				
	Year	Applied	First Choice	Second choice	Enrolment quota	Enrolled to the first year	Enrolled	Enrolled to the first year	Enrolment quota	Comprehensive secondary education		Vocational secondary education	
										Number	Grade average	Number	Grade average
2014/15	72/22**	32/21	11/0	20+1	17	-	-	-	2	3.92	18	3.85	
	26/8	13/8	1/0		3	-	-	-					
2013/14	78/21	26/21	15/0	20+1	10	-	-	-	1	3.83	20	3.81	
	39/19	25/18	7/1		11	-	-	-					
2012/13	96/16	27/11	24/2	20+1	7	-	-	-	2	3.41	19	4.0	
	41/28	27/25	3/1		14	-	-	-					

\*\*the first number stands for the number of interested applicants, while the other, behind the slash, is the number of applicants who satisfied the criteria for additional assessment

Undergraduate study in Applied Arts	Full-time students					Part-time students			Total				
	Year	Applied	First Choice	Second choice	Enrolment quota	Enrolled to the first year	Enrolled	Enrolled to the first year	Enrolment quota	Comprehensive secondary education		Vocational secondary education	
										Number	Grade average	Number	Grade average
2014/15	98/32	49/29	16/1	24+1	20				4	4,03	20	3.87	
	36/17	22/17	4/0		4								
2013/14	101/30	42/25	19/4	24+1	20				3	3,91	23	3.91	
	33/13	18/13	3/0		5								
2012/13	125/34	52/30	15/2	24+1	19				4	3,59	21	4.13	
	31/14	16/13	7/1		5	-	-	-					

Graduate study Art Education	Full-time students			Part-time students				
	Applied	Enrolled	Enrolment quota	Applied	Enrolled	Enrolment quota	Number of students transferred from other HEIs	Average grade
2014/15	20	19	28+1				0	3.89
2013/14	14	14	23+1				0	4.20
2012/13	25	25	26+2				0	4.14

Graduate study Applied Arts	Full-time students			Part-time students				
	Applied	Enrolled	Enrolment quota	Applied	Enrolled	Enrolment quota	Number of students transferred from other HEIs	Average grade
2014/15	17	16	26+1				0	4.31
2013/14	21	29	26+1				0	4.19
2012/13	34	29	26+1				0	4.21

Graduate study Media Arts and Practices	Full-time students			Part-time students				
	Applied	Enrolled	Enrolment quota	Applied	Enrolled	Enrolment quota	Number of students transferred from other HEIs	Average grade
2014/15	7	6	10+2				5	3.77
2013/14	8	8	6+3				5	4.08
2012/13	-	-	-				-	-

**Table 2.2. Pass rate at the study programme**

Study programme name: **Art Education, undergraduate study**

Year of enrolment	Number of students enrolled	Number of students who collected up to 1/3 of the maximum ECTS number	Number of students who collected from 1/3 up to 2/3 of the maximum ECTS number	Number of students who collected more than 2/3 of the maximum ECTS number	Number of graduates	Number of students who lost their right to study	Average grade during studying	Year of enrolment
2006/2007	39	2	1	0	32	3	4	4.16
2007/2008	30	1	2	0	27	0	0	4.06
2008/2009	32	2	1	0	24	0	5	4.13
2009/2010	23	0	3	0	17	0	3	4.06

Study programme name: **Applied Arts, undergraduate study**

Year of enrolment	Number of students enrolled	Number of students who collected up to 1/3 of the maximum ECTS number	Number of students who collected from 1/3 up to 2/3 of the maximum ECTS number	Number of students who collected more than 2/3 of the maximum ECTS number	Number of graduates	Number of students who lost their right to study	Average grade during studying	Year of enrolment
2006/2007	33	3	1	0	28	4	1	4.10
2007/2008	31	0	1	0	27	0	3	4.24
2008/2009	31	0	3	0	23	0	5	4.17
2009/2010	24	1	1	0	20	0	2	4.34

Study programme name: **Art Education, graduate study**

Year of enrolment	Number of students enrolled	Number of students who collected up to 1/3 of the maximum ECTS number	Number of students who collected from 1/3 up to 2/3 of the maximum ECTS number	Number of students who collected more than 2/3 of the maximum ECTS number	Number of graduates	Number of students who lost their right to study	Average grade during studying	Year of enrolment
2010/2011	31	1	0	0	30	1		4.84
2011/2012	21	2	0	0	19	2		4.35
2012/2013	25	0	0	2	23	2		4.66
2013/2014	14	0	0	12	2	0		4.75

Study programme name: **Applied Arts, graduate study**

Year of enrolment	Number of students enrolled	Number of students who collected up to 1/3 of the maximum ECTS number	Number of students who collected from 1/3 up to 2/3 of the maximum ECTS number	Number of students who collected more than 2/3 of the maximum ECTS number	Number of graduates	Number of students who lost their right to study	Average grade during studying	Year of enrolment
2010./2011.	21	2	0	0	19	2	0	4,84
2011./2012.	21	2	0	0	19	2	0	4,73
2012/2013.	29	0	0	1	28	1	0	4,58
2013/2014.	22	0	0	18	3	0	1	4,72

\*only the average grade is stated, without the grade for master project

The newly-launched programme in **Media Arts and Practices** has just started and there aren't any graduates yet.

**Table 2.3** Assessing learning outcomes

(Specify structure in the method of passing written exams at the undergraduate, graduate (including integrated undergraduate and graduate\*) as well as postgraduate specialist study programmes carried out by your institution (number of courses in relation to the total number, expressed in percentage). Comment in tables if necessary.)

*Note: the calculation was made in accordance with the entire programme, not just the current syllabi*

Study programme name	Final exam only				Only mid-term/preliminary exams/homework	Mid-term/preliminary exams/homework and the final exam	Seminar paper	Seminar paper and the final exam	Practical work	Other forms
	Final written exam	Final oral exam	Final written and oral exam	Practical work and the final exam						
Undergraduate study in Art Education		6/ 5.71%		82/ 78%				17/ 16.19%		
Undergraduate study in Applied Arts		6/ 5.26%		92/ 80%	6/ 5.26%			10/ 8.69%		
Graduate study in Art Education				10/ 62,5%	1/ 6.25%	1/6.25%		4/25%		
Graduate study in Applied Arts				24/ 100%						
Graduate study in Media Arts and Practices				37/ 74%				10/ 20%		3/ 6%

*\*\*this calculation is made in accordance with the one-year programme*



*Note: We do not offer doctoral studies*

**Table 2.4 Specify the number of research papers in scientific journals published by doctoral candidates as part of their dissertation.**

Name of the doctoral programme (specialisations)	Number of doctoral dissertations defended in the last 5 years	Number of published papers required for dissertation defence	Number of papers of doctoral candidates published in foreign scientific journals which are relevant for appointment into scientific grade	Number of papers of doctoral candidates published in Croatian scientific journals which are relevant for appointment into scientific grade

**Table 2.5 Specify the number of artistic works publicly presented by doctoral candidates as part of their doctoral work.**

Name of the doctoral programme (specialisations)	Number of doctoral dissertations defended in the last 5 years	Number of publicly presented works required for dissertation defence	Number of artistic works of international importance relevant for appointment into artistic-teaching grade	Number of artistic works of national importance relevant for appointment into artistic-teaching grade

**Table 2.6 Web pages**

Study programme name	Number of courses with a specific web page*	For courses which have a specific web page, it includes the following elements (in each column, specify the number of web sites which include this element)					
		Objectives and contents of the course, list of literature**	Schedule of written and oral exam terms and office hours	Results of preliminary exams and written exams	Exercises with keys from previous exam terms	Additional teaching material (texts of the lectures, PowerPoint presentations, drawings, pictures, videos, etc.)	Possibility of interactive communication between teachers and students
Undergraduate							Made possible thanks to MudrRI
Art Education	105		1	0	0	0	
Applied Arts	114		1	0	0	0	
Graduate							Made possible thanks to MudrRI
Art Education	16		1	0	0	0	
Applied Arts	24		1	0	0	0	
Media Arts and Practices	50		1	0	0	0	

- \* we have a web page with descriptions of each of the accredited course, as well as pages with detailed syllabi for each course separately
- \*\*objectives, contents and literature for each course are stated in the document titled Programmes description; therefore, we have stated only the number of pages of the detailed syllabi for each course

**Table 2.7.** Lifelong learning programmes (up to 60 ECTS credits)

<b>LIFELONG LEARNING PROGRAMME</b>	Duration	Acredited (yes/no) and by which institution	ECTS credits (if allocated)
Digital painting	16 hours (2 hours a week, 8 weeks)	Yes, University of Rijeka	
Specter – learning about colors	16 hours (2 hours a week, 8 weeks)	Yes, University of Rijeka	
Tone / color painting	16 hours (2 hours a week, 8 weeks)	Yes, University of Rijeka	
Terracotta – introductory course in ceramics	30 hours (3 hours a week, 10 weeks)	Yes, University of Rijeka	

### 3. Students

#### 3.1. **Comment on the quality and structure of the students who applied and students who enrolled undergraduate, graduate and integrated undergraduate and graduate study programmes as well as professional study programmes, if any (numerical data in table 2.2.) Based on your experience, comment on the consistency and adequacy of their prior learning.**

Our Academy offers two undergraduate and three graduate study programmes. Integrated and professional study programmes are not delivered. Table 2.1 shows the structure of students enrolled in the first year of our undergraduate and graduate studies. It demonstrates that most of the students who enroll in our study programmes come from vocational schools (approximately 90%), while the number of students coming from grammar schools is significantly lower. The average high school grade of both groups of students is nearly the same. The lowest high school grade recorded over the past three years is 3.42, and the highest is 4.13. The students' average grade after completion of the first year of study is nearly the same for both groups of students. .

A large majority of students who complete their undergraduate studies enroll in a graduate study programme (table 2.1.). Students of graduate programmes have a slightly higher average grade (3.89 – 4.31).

The table also shows that grammar school students who enrolled in our programmes in the academic year 2013/2014 had quite low average grade (2.65), as compared to grammar school students who had enrolled in our programmes in the previous years (their average grade in 2012/13 was 3.41, while in 2011/12 the average grade was 4.11). The average grade of students who come from high schools of applied arts and other vocational schools ranges from 4.31 to 3.55 (see table in section 2.3.2).

Speaking of consistency and adequacy of our students' prior learning, it is important to mention that although grammar schools and some high schools of applied arts offer art subjects, most of vocational schools in Croatia do not have such programs. That is why our admission procedure includes additional assessments referring to knowledge in fields of art (practical knowledge and theory). This is the most reliable way to assess previous knowledge of our candidates.

In general, students' knowledge from primary and secondary schools is not satisfactory, which has been particularly visible over the past few years. What we have observed lately is that the 1<sup>st</sup> year students do not use libraries often, they rarely read relevant art magazines and other publications, and they rarely go to exhibitions. They lack learning strategy and verbalization skills. In addition, more than half of our students come from other parts of Croatia and their adaptation to the new environment, not to mention the costs of accommodation and other expenses, reflect on their achievements in the first year of study. However, a larger number of students manage to overcome the aforementioned difficulties and the level of their knowledge significantly improves throughout the years.

Those who apply to study at the Rijeka Academy of Applied Arts need to undergo the admission procedure that consists of the following: scores from high school grades (10%), scores from the

national school-leaving exam (Croatian language, B level, 5%) and scores from additional tests (75%).

<b>SCORING SYSTEM OF ADDITIONAL ASSESSMENTS FOR ADMISSION TO UNDERGRADUATE STUDY IN APPLIED ARTS</b>	
<b>(assessment of specific knowledge, skills and competences, which makes 75% of the admission exam or 750 points)</b>	
<b>drawing</b>	180
<b>painting</b>	180
<b>sculpting</b>	180
<b>motivation</b>	60
<b>portfolio</b>	50
<b>test in art history</b>	100

<b>SCORING SYSTEM OF ADDITIONAL ASSESSMENTS FOR ADMISSION TO UNDERGRADUATE STUDY IN ART EDUCATION</b>	
<b>(assessment of specific knowledge, skills and competences, which makes 75% of the admission exam or 750 points)</b>	
<b>drawing</b>	160
<b>painting</b>	160
<b>sculpting</b>	160
<b>motivation</b>	60
<b>portfolio</b>	50
<b>test in art history</b>	160

Applicants who pass the admission exam scoring 50% (or higher) enter the list of candidates eligible for enrolment (appendix: Decision on Scoring of Additional Assessments for Admission to undergraduate studies in Applied Arts and Art Education). The additional assessment has proved very useful since this is the only way to identify possible talents and affinities for studying art. It enables us to make a selection of students with the highest level of knowledge, skills and talent, which is the reason why the pass rate of our students is significantly high. Our system of additional assessment is structured in such a way that it gives candidates the opportunity to show their particular skills and interests.

### **3.2. Comment data on the pass rate (numerical data in table 2.3.) Reflect on the enrolment quota, student motivation and organisation of teaching.**

We believe that our enrolment quotas fully correspond to our teaching capacities, materials and spatial conditions. We must emphasize that we have reduced the enrolment quotas over the past few years since we have not had enough assistants to deliver the classes for larger groups of students. However, this year, we have managed to hire external associates and we expect to enroll more students in the future, especially because we plan to enrich our offer with new programmes.

In the previous section, we have described the admission procedure for enrolment of students in the Academy's study programmes. As we have already mentioned, we admit students who pass the admission exam, which includes additional assessment of specific knowledge, skills and competences. These students express high level of motivation, which is why the dropout rate is extremely low.

The students' pass rate is significantly high both in undergraduate and graduate programmes. The large majority of students successfully finish their studies. Only a small minority (few students) loses the right to study at the Academy. Every year, approximately 10-15 % of our students leave to continue their studies abroad.

The classes in our undergraduate studies are organized in lectures and practical classes, except for the courses in art history, which also include the writing of seminar papers. Since we currently lack permanently employed assistants who should hold practical classes, as already mentioned, our teachers have to hold both the lectures and the practical classes. This is the reason why these two areas are sometimes combined in a course, given that one teacher has to do both jobs.

As a consequence of this situation, we have noticed that the quality of some of our classes has slightly dropped. Practical classes are quite specific since they require preparation of materials, tools and facilities and they involve other tasks that are usually performed by assistants. As we lack assistants, teachers have to do double work, which negatively affects the satisfaction of teachers and students in some of our courses.

A positive aspect of our class structure lies in the possibility of continuous assessment of students' achievements. Furthermore, our classes are held in small groups and they are organized in such a way that students can actively and independently perform their tasks. In such a setting, it is easy to monitor and guide the work of each student.

Graduate programmes offered at the Academy consist of mentored classes that rely on individualized approach. Students are guided toward realization of their ideas and they are encouraged to create and interpret their work in complete independence.

We should also mention that we carry out teacher evaluations on a regular basis. Every year, our students respond to a student satisfaction questionnaire. We believe that students are able to assess the quality of teachers' work and recognize the significance of a particular course. Teachers who get negative or below-average grades respond to a self-evaluation questionnaire, which should help them discover the reasons for such a poor performance.

In addition, the University of Rijeka requires from its constituents to deliver data on students pass rate every year. If the pass rate is low, a faculty is required to take action in order to make

improvements. We must emphasize that the pass rate in all of the Academy's programmes is higher than 50% and all students duly finish their studies.

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

The Rijeka Academy of Applied Arts regularly joins the University Fair. Until 2012, the Fair was organized in the form of promotion stands where each faculty presented itself and distributed promotional materials. The Academy also shared fliers and brochures with descriptions of the study programmes, courses and teachers. Apart from participating at the Fair, the Academy has always presented itself through different art projects and activities (Appendix: a flier with information on study programmes).

The University Fair was organized in the areas of Primorje, Gorski kotar and Istria, and the Academy was usually presented by the teachers and senior students. In the academic year 2012/2013, the Rijeka University organized an on-line fair for the first time. In this way, the information about the Academy was available not just to students living in the area of Primorje and Istria, but to students from all over the country, even to those who lived outside Croatia (<http://smotra.uniri.hr/>). We have warmly welcomed this form of promotion.

Along with the presentation at the University Fair, we have had positive experiences from presentations done by our teachers in high schools all over Croatia.

Information on study programmes, learning outcomes, syllabuses and teachers can be found on the Academy's web site:

([http://apuri.hr/index.php?option=com\\_content&task=blogcategory&id=20&Itemid=33](http://apuri.hr/index.php?option=com_content&task=blogcategory&id=20&Itemid=33);  
[http://apuri.hr/index.php?option=com\\_content&task=blogcategory&id=21&Itemid=36](http://apuri.hr/index.php?option=com_content&task=blogcategory&id=21&Itemid=36);  
[http://apuri.hr/index.php?option=com\\_content&task=view&id=480&Itemid=125](http://apuri.hr/index.php?option=com_content&task=view&id=480&Itemid=125)).

Every year, the Academy issues the announcement for enrolment in undergraduate study programmes, on which occasion it offers basic information on applications and admission, as well as detailed information about its study programmes. Announcements and all the other information can be found on the Academy's web site:

([http://apuri.hr/index.php?option=com\\_content&task=blogsection&id=9&Itemid=68](http://apuri.hr/index.php?option=com_content&task=blogsection&id=9&Itemid=68)).

The applicants can also make enquiries in person or by e-mailing and telephoning the Academy's Student Service.

### **3.4. Describe reasons guiding you during design of assessment of learning outcomes (table 2.4.) Specify measures which assure objectivity and fairness during exams**

Study programmes that were accredited in 2005, when the Academy was established, consisted of two-semester courses. These have been changed into one-semester courses, in line with the adjustments to the Bologna structure of study, which allowed for a better assessment of student work and learning outcomes.

Assessment of learning outcomes through monitoring of student work was officially adopted in 2008, in the Amendments to the Ordinance on Study Programmes of the University of Rijeka: [http://www.uniri.hr/files/studenti/studiji/propisi\\_i\\_dokumenti/Pravilnik\\_o\\_studijima-2008.pdf](http://www.uniri.hr/files/studenti/studiji/propisi_i_dokumenti/Pravilnik_o_studijima-2008.pdf) The Academy has not written its own ordinance so it follows the aforementioned Ordinance published by the University of Rijeka. The Ordinance says, „Students’ work and knowledge are continuously monitored and assessed throughout the study. Students success is measured by using ECTS scale and it is expressed in percentages (from 0% to 100%), in accordance with the University’s regulations. Final grade is expressed as a sum of percentages that student achieved in classes (70% of the grade), adding the score achieved in exams (30% of the grade). In courses that do not have exams, the final grade equals the percentage that student achieved in classes (100 % of the grade). The percentages and ways of assessment are defined by course syllabuses, in accordance with the University regulations. “

Each year, in certain art courses, the Academy assigns the course leaders in such a way that they teach one generation of students from their first year to the completion of their studies. That is why some syllabuses differ from teacher to teacher.

Every teacher has to monitor their students throughout the entire year, in relation to class segments (class attendance, students’ presentation of own work, home assignments, projects, etc.) and give a grade in the form of percentages. Since we mostly offer art courses, with a selection of courses in humanities, learning outcomes and assessments differ from course to course. Learning outcomes in art courses have to be constantly monitored and assessed, in order for the students to gain insight into their own progress. Students produce their own artwork, following the guidelines given by the teachers, and they receive grades that reflect their skills, knowledge and participation in classes. As regards to theoretical subjects, students take preliminary exams, and write seminar papers. Exam dates are regularly published on the Academy’s web page ([http://apuri.hr/index.php?option=com\\_content&task=view&id=95&Itemid=75](http://apuri.hr/index.php?option=com_content&task=view&id=95&Itemid=75) ), as well as in the Higher Education Institutions Information System (ISVU). The dates are given for full academic year, with details on exact time and place of exams and with information about course leaders.

Exams at the Academy are held in groups. Students can sit in on exams of their colleagues, which allows for a better monitoring of teachers’ work. In addition, it gives students the opportunity to compare and monitor their own work.

In case they are not satisfied with their grade, students may file an appeal, within 24 hours after taking the exam. The procedure is governed by the University of Rijeka Ordinance on Study Programmes and the Academy’s Quality Assurance Manual.



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

Every year, the Academy conducts evaluation of its classes and teachers. Students respond to a student satisfaction questionnaire and freely express their opinion. The questionnaire was designed by the University of Rijeka and it can be found in the Academy's Quality Assurance Manual.

Teachers receive the questionnaire results, including the students' comments. Teachers who receive below-average grade have to fill out to a self-evaluation form and go through a process aimed at improving the classes.

We must emphasize that our teachers receive high grades from our students, which is evident from the tables below. The tables show average results of students' evaluation of study programmes conducted in academic years 2011/12 and 2012/13.

**Average results in the evaluation of undergraduate and graduate study programmes in winter semester of 2011/2012 (paper-based evaluation)**

The number of students who responded to the questionnaire: 417

The number of evaluated one-semester courses: 72

	Ar. mean
General level of the teacher's efforts and enthusiasm	4.25
The teacher follows the course program ( I am familiar with course objectives and tasks)	4.35
The teacher's ability to share theoretical knowledge and use examples	4.09
The teacher's ability to encourage active approach and participation in class (i.e. to encourage the students to think, explore and discuss course topics)	4.23
The teacher's ability to provide arguments for criticism of students' work	4.21
The teacher's ability to encourage students' creativity	4.11
The teacher creates conditions for acquisition of skills and competences	4.16
The teacher encourages students to work independently and express their critical opinion	4.31
The teacher's availability for sharing advice and support	4.39
General level of technical support offered by the teacher	4.10
The teacher uses clearly defined and transparent assessment criteria	4.10
The teacher treats me with respect	4.72
The teacher hold classes regularly	4.72
Average grade given to the teacher	4.66
<b>Average score</b>	<b>4.29</b>

**Student evaluation of undergraduate studies in 2012/2013 (evaluation via the *Higher Education Institutions Information System (ISVU)*, average scores**

The number of students who responded to the questionnaire: 562

Initial interest in course contents (1-low, 2-medium, 3-high): 2.39

Time spent by students in preparation for classes: between one and three hours on average

Grade that students expect to receive (ar. mean): 4.06

Teacher assessment is based on a five-point scale, starting from 1 – I completely disagree to 5 – I completely agree	Arithmetic mean
The teacher holds classes regularly	4.58
I am clearly and fully informed about course objectives, tasks and grading criteria	4.17
The teacher establishes correlations with other courses and practical application	4.09
The teacher presents the course contents in a clear and understandable way, suitable to the level of the study	4.05
The teachers uses examples to clarify unfamiliar concepts	4.18
I am encouraged to be active in classes (participation in discussions, posing and responding to questions)	4.06
The teacher is motivated and enthusiastic about own work	4.21
The teachers treats me with respect	4.50
The teacher is always available for communication and gives me useful feedback	4.18
The teacher encourages interaction and cooperation among students	4.07
My work and efforts are regularly assessed, in accordance with the course syllabus (preliminary exams/projects/tasks/practice/seminars)	4.30
I am generally satisfied with the teacher	4.15
<b>Average score</b>	<b>4.25</b>

Course assessment is based on a five-point scale, starting from 1 – I completely disagree to 5 – I completely agree	Arithmetic mean
Lectures are well adjusted to other forms of classes (practice, seminars...)	4.21
Learning resources are available to everyone (teaching material, lectures notes, textbooks...)	4.17
Course tasks correspond to ECTS value	4.37
I am generally satisfied with this course	4.10
<b>Average score</b>	<b>4.21</b>

**Student evaluation of graduate studies in 2012/2013 (paper-based evaluation), average scores**

The number of students who responded to the questionnaire: 109

Initial interest in course contents (1-low, 2-medium, 3-high): 2.54

Time spent by students in preparation for classes: between one and three hours on average

Grade that students expect to receive (ar. mean): 4.61

Teacher assessment is based on a five-point scale, starting from 1 – I completely disagree to 5 – I completely agree	Arithmetic mean
The teacher holds classes regularly	4.59
I am clearly and fully informed about course objectives, tasks and grading criteria	4.46
The teacher establishes correlations with other courses and practical application	4.47
The teacher presents the course contents in a clear and understandable way, suitable to the level of the study	4.50
The teachers uses examples to clarify unfamiliar concepts	4.53
I am encouraged to be active in classes (participation in discussions, posing and responding to questions)	4.65
The teacher is motivated and enthusiastic about own work	4.62
The teachers treats me with respect	4.87
The teacher is always available for communication and gives me useful feedback	4.66
The teacher encourages interaction and cooperation among students	4.62
My work and efforts are regularly assessed, in accordance with the course syllabus (preliminary exams/projects/tasks/practice/seminars)	4.55
I am generally satisfied with the teacher	4.58
<b>Average score</b>	<b>4.59</b>

Course assessment is based on a five-point scale, starting from 1 – I completely disagree to 5 – I completely agree	Arithmetic mean
Lectures are well adjusted to other forms of classes (practice, seminars...)	4,33
Learning resources are available to everyone (teaching material, lectures notes, textbooks...)	4,24
Course tasks correspond to ECTS value	4,50
I am generally satisfied with this course	4,36
<b>Average score</b>	<b>4,36</b>

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

Rijeka's student campus has a large student restaurant, located in close vicinity of the Academy's building. Apart from the student restaurant at the campus, students can also use Index restaurant, which is located in the city center, with a direct bus line from the campus. In addition, the Academy has food and drink vending machines.

The students can use the student dormitory "Ivan Goran Kovačić", which is not far from the city center. However, the accommodation capacity of the dormitory is insufficient and it accepts only a limited number of students. This poses a large problem since more than half of our students come from other parts of Croatia.

The University of Rijeka has established the Accommodation Agency (<http://ssa.uniri.hr/hr/>), whose purpose is to monitor and regulate private accommodation market. However, the offer of apartments is quite scarce.

The Academy has a rich offer of well-organized extra-curricular activities. Part of the activities is carried out in the form of on-site classes (exhibition, lectures, excursions, etc.), presentations of students' works and participation in art contests and competitions. All of the activities are organized as part of the teaching process and they are performed inside and outside of the Academy's premises, in public spaces and even abroad.

The students themselves organize numerous extra-curricular activities, such as exhibitions, excursions and workshops. In addition, our students are actively involved in all forms of cultural events and manifestations, on their own initiative or in cooperation with a teacher.

The Academy does not organize sports activities, but the University of Rijeka has founded the University Sports Association, which is quite active and successful. Students can join the Association and participate in sports activities at any time. In addition, there are sports fields and open playgrounds in close vicinity of the Academy that students can use for recreation. There are also gyms and other recreational objects that have cheaper membership fees for students. Finally, students can take an elective course in physical education offered by the University.

A further construction of facilities in the Rijeka Student Campus may resolve the existing problems with shortage of accommodation and recreational objects.

**Table 3.2 Student standard**

(Specify the data on the following elements of students' standard in your institution)

		<b>Surface area (in m<sup>2</sup>)</b>	<b>Number of seating or active workplaces</b>
<b>Study area<sup>(1)</sup></b>	Ateliers		
	Specialized workshops	678	<b>110</b>
	Classroom – reading room	51	<b>10</b>
	Classrooms	204	<b>130</b>
<b>Student restaurant (for X-card users)</b>	Kampus restaurant	3500	<b>730</b>
	Indeks restaurant	2000	<b>420</b>
	Mini restaurant	205	<b>110</b>
<b>Other restaurants</b>	-	-	-
<b>Boarding</b>	Student dormitory I. G. Kovačić	4580	<b>649 beds</b>
<b>Sports objects (3)</b>	-	-	-
<b>Facilities for student associations and cultural activities<sup>(2)</sup></b>	-	-	-
	-	-	-
<b>Recreation facilities (3)</b>	-	-	-

Note: (1) – students can also use other spaces, depending on needs

(2) – student and the Alumni Club can use classrooms, library, internet and the Academy's Gallery, depending on needs

(3) – outdoor recreational objects are located in close vicinity of the Academy's building, within the Student Campus complex. They consist of concrete playgrounds and fields and they are intended for different sports activities. In addition, students can use gyms and sports objects at special prices.

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

Every year the Academy celebrates its Foundation Day (December 6), when it organizes an exhibition of students' works and honours the best students with the Dean's Award. Teachers propose the artwork and the students (Appendix: Ordinance on the Academy's awards) and the

Award Committee evaluates the artwork and decides on the winners. The award-winning ceremony is open for public and it takes place during the opening of the exhibition.

Each year, the University of Rijeka announces the Rector's Award Competition and the University Scholarship Competition. In addition, every year the University honours one student with the Volunteer of the Year Award and the Rector's Award for Student Activism. Our candidates regularly apply for the aforementioned competitions and we are very satisfied with their achievements (they are usually awarded in each of the categories).

Our students join numerous activities throughout the study. We must emphasize that a large number of the students chooses to volunteer based on personal convictions, not for the award.

In order to continue to motivate our students, we have recently adopted the Ordinance on Volunteering and Competence Acquisition, which is published on our web site: [http://apuri.hr/index.php?option=com\\_content&task=view&id=617&Itemid=131](http://apuri.hr/index.php?option=com_content&task=view&id=617&Itemid=131)). Pursuant to this document, students can request that the competences acquired in volunteering be entered in their diploma supplements.

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

The University of Rijeka has established the Career Office ([http://www.uniri.hr/index.php?option=com\\_content&view=category&layout=blog&id=19&Itemid=124&lang=hr](http://www.uniri.hr/index.php?option=com_content&view=category&layout=blog&id=19&Itemid=124&lang=hr)) with the aim of connecting students with potential employers. The Academy does not have such a service.

For learning support and support in development of personal strategies, students can contact the University's Counseling Center. The Center offers individual and group counseling for students who experience learning difficulties.

In the past, we had a coordinator for students with disabilities. Today, this task is performed by the Vice Dean for Education, Study Programmes and Student Affairs. Some of our students have certain disabilities. The Academy adjusts its classes according to the needs of such students, in terms of space organization or use of materials.

In the framework of Eduquality project, the University of Rijeka launched *Peer support to Students with Disability 1 and 2*, which is offered as an elective course to all students of the University. In order to enroll in this course, a student has to know a disabled person who needs peer support.

As for students who come from other countries, they usually visit based on Erasmus student exchange and they contact our Erasmus and ECTS coordinators.

For any legal matters related to their studies, students can consult the Vice Dean for Education, Study Programmes and Student Affairs or they can contact the Student Service, the Academy's secretary and the Dean. For other legal matters, such as matters relating to health insurance, sustenance and accommodation subsidies, student employment, complaints and appeals, scholarships, mobilities, etc., students can contact the Legal Counseling Service at the University of Rijeka Counseling Center. They can also visit their web page

(<http://www.ssc.uniri.hr/hr/pravno-savjetovaliste.html> ), which contains numerous documents and decisions that can assist students in resolving their legal issues.

The Rijeka Academy does not have sufficient funds for setting up scholarship mechanisms or for providing other forms of financial support. However, the tuitions fees at the Academy can be paid in installments and with postponement. For scholarship enquiries, students are referred to Aleksandar Abramov Solidarity Fund, established by the University of Rijeka:

([http://www.uniri.hr/index.php?option=com\\_content&view=category&layout=blog&id=17&Itemid=122&lang=hr](http://www.uniri.hr/index.php?option=com_content&view=category&layout=blog&id=17&Itemid=122&lang=hr)).

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

Regulations relating to protection of student rights can be found on

[http://apuri.hr/index.php?option=com\\_docman&Itemid=83](http://apuri.hr/index.php?option=com_docman&Itemid=83) in “Documents and Regulations”, and on the University of Rijeka web site

[http://www.uniri.hr/index.php?option=com\\_content&view=category&layout=blog&id=44&Itemid=115&lang=hr](http://www.uniri.hr/index.php?option=com_content&view=category&layout=blog&id=44&Itemid=115&lang=hr)

- The Articles of the University of Rijeka Academy of Applied Arts (čl.47.)
- The Ordinance on the Quality Assurance System of the Academy of Applied Arts
- The Articles of the Student Council of the Academy of Applied Arts (provisions on student ombudsman, article 24-26)
- The Ordinance on Study Programmes of the University of Rijeka ([http://www.biotech.uniri.hr/files/Dokumenti/Pravilnik\\_o\\_studijima-2008.pdf](http://www.biotech.uniri.hr/files/Dokumenti/Pravilnik_o_studijima-2008.pdf));
- The Quality Assurance Manual of the University of Rijeka Academy of Applied Arts ([http://apuri.hr/index.php?option=com\\_docman&Itemid=103](http://apuri.hr/index.php?option=com_docman&Itemid=103))
- [The Articles of the University of Rijeka Student Council](http://www.sz.uniri.hr/dokumenti_dokumenti/statut-szsur.pdf) ([http://www.sz.uniri.hr/dokumenti\\_dokumenti/statut-szsur.pdf](http://www.sz.uniri.hr/dokumenti_dokumenti/statut-szsur.pdf));
- The Ordinance on financing the work of Student Council, student associations and other student organization at the University of ([http://sz.uniri.hr/dokumenti\\_dokumenti/pravilnik-financiranja-szsur-2010.pdf](http://sz.uniri.hr/dokumenti_dokumenti/pravilnik-financiranja-szsur-2010.pdf));
- The Ordinance on student associations of the University of Rijeka ([http://www.uniri.hr/index.php?option=com\\_content&view=article&id=367%3Anormativni-akti&catid=44%3Apropisi-i-dokumenti&Itemid=108&lang=hr](http://www.uniri.hr/index.php?option=com_content&view=article&id=367%3Anormativni-akti&catid=44%3Apropisi-i-dokumenti&Itemid=108&lang=hr)).

### **The appeal procedure**

Students have the right of appeal in case of violation of their rights, pursuant to the Act on Scientific Activity and Higher Education (article 88, paragraph 1), the Articles of the University and other regulatory decisions.



Students need to fill out the appeal form at the Academy's Student Service (appendix: the appeal form). The Dean's secretary delivers the form to the vice dean for study programmes and student affairs.

The University of Rijeka Ordinance on Study Programmes provides all details on the procedure of appealing against a given grade. If a student is not satisfied with his/her grade, he or she has the right to appeal, within 24 hours from receiving the grade, and demand that the exam be repeated before a committee. If the Dean decided that there are justified reasons for the appeal, he/she appoints the exam committee within the next 48 hours.

### **Student ombudsman**

The role of student ombudsman was introduced by the Act on Student Councils and Other Student Organizations. Student ombudsman assists students in resolving conflicts relating to violation of their rights and discusses students' complaints with competent bodies. Ombudsman advises students about their rights and responsibilities, but he/she also takes part in disciplinary procedures against students. In addition, student ombudsman performs other duties defined by the regulatory acts of the higher education institution.

Student ombudsman at the Academy is elected by the Student Council. Students can turn to the ombudsman with any problem and the ombudsman communicates with the competent authority, acting as a mediator in the process of finding fair and equitable solutions.

For any issue, students can also turn to the student ombudsman of the University of Rijeka or the University's Legal Counseling Center.

### **Student organizations**

The Act on Student Councils and Other Student Organizations provides for the right of students to have representatives in competent bodies and the right to join student organizations in higher education institutions.

The Student Council is the students' representative body that protects the interests of students, participates in decision-making processes at the Academy and speaks for the students within the higher education system.

Apart from the Students Council, students also have their representatives in the Academy's Council. They elect their representatives to the Council pursuant to the aforementioned Act and the Articles of the University of Rijeka Academy of Applied Arts. In addition, students also have their representatives in the Quality Assurance Committee and the Ethics Committee.

Finally, the students of our Academy can also join the Association of Students of the Rijeka Academy of Applied Arts. The association engages in cultural activities, volunteering and numerous professional activities.

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

The Alumni Club of the Academy of Applied Arts was established in 2011 with the aim of gathering the Academy's graduates and graduates of the former Department of Fine Arts of the Rijeka Faculty of Humanities and Social Sciences, the Academy's predecessor. The tasks of the Club, among others, are to promote arts and art education, unite former students and help the graduates connect with potential employers. The Club currently has 37 members.

The Alumni Club follows and promotes the work of its members, by organizing exhibitions and other art events. It also fosters cooperation with similar associations and art experts (for example, it cooperates with the Department for Art History of the Rijeka Faculty of Humanities and Social Sciences).

One of the latest exhibitions organized by the Club, *I Cannot Change My Dreams*, which was held in Kortil gallery in Rijeka, was accompanied with a children's art workshop. Another project worth mentioning is GraficaRi (exhibition of graphic works of students and young artists), which was carried out in cooperation with the Academy and the Rijeka Museum of Modern and Contemporary Art.

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

We are generally satisfied with the situation at the Academy. We have enough space for delivering the existing and future study programmes; we have sufficient number of ateliers, workshops and cabinets. We also have a space designated for administrative services.

We are not fully satisfied with the number of our staff. Our teachers deliver their classes successfully, but they are overburdened with practical classes. A chance to employ assistants would certainly refresh our classes and lift some of the burden from the teachers' shoulders. In this way, teachers would be able to devote more time to course planning and other activities. Furthermore, it would allow them time to write textbooks and organize events in art and culture.

We are fully satisfied with the pass rate of our students. Student-teacher ratio is also very good, and students' evaluation of teachers' work is quite positive. In general, we are satisfied with the space and equipment used for delivery of our programmes. We intend to maintain the existing resources and continue to procure special tools and machines for our workshops.

As regards to the contents of our web page, we are quite satisfied for it provides teachers and students with detailed information, from class organization, exams and admission procedure to information about the Academy's structure, regulations and numerous documents. However, we are less satisfied with the appearance of the page. In addition, we believe that some parts contain too much information so we plan to reorganize some sections and create the English version as well.

The accommodation capacities are too low, considering the fact that more than half of our students come from other parts of Croatia. Since the student dormitory has a limited number of beds, our students have to find other forms of accommodation, which significantly increases the

costs of studying. We hope that the planned continuation of construction works in Rijeka's student campus would resolve this problem.

We are very satisfied with extracurricular activities of our students. Our objective is to establish even stronger systems of support to our students and help them continue with the good practice.

Finally, we are satisfied with the work and mutual support of the Alumni Club and we are proud of their active involvement in the field of art. The Club has existed only for few years, but it has already made significant achievements and it has largely contributed to the Academy's recognizability.

**Table 3.1** Student structure

Study programme	Full-time students	Part-time students	Senior undergraduate students ('absolvents')
<b>Undergraduate</b>			
Art Education	91	-	-
Applied Arts	103	-	-
<b>Graduate</b>			
Art Education	33	-	-
Applied Arts	34	-	-
Media Arts and Practices	13	-	-
<b>Total</b>	<b>274</b>	-	-

**Table 3.3** Graduate employment

Study programme name	Number of graduates in the past 3 years	Number of unemployed graduates according to the statistics of the Croatian Employment Service	
		No work experience	With work experience
<b>Undergraduate</b>			
Art Education	62	3	(1)
Applied Arts	67	3	(0)
<b>Graduate</b>			
Art Education	56	27	(14)
Applied Arts	68	31	(17)
Media Arts and Practices*	-	-	

Fine Arts**	14	4	(1)
-------------	----	---	-----

\*The graduate study in Media Arts and Practices does not have graduate students since the first generation of the students is currently in their second year of study.

\*\*The graduate study in Fine Arts is not delivered anymore. Students of this programme, which had been taken over from the Department of Fine Arts of the Rijeka Faculty of Humanities and Social Sciences, who passed all the exams and fulfilled the conditions for master thesis defense write special request, after which they receive the approval for completion of their studies.



HRVATSKI ZAVOD ZA ZAPOSŁJAVANJE

Registrirane nezaposlene osobe diplomanti Akademije primijenjenih umjetnosti Sveučilišta u Rijeci prema studijskim programima po županijama, stanje 30.IX.2014.		
ZUPANIJA Razina obrazovanja * Obrazovni program	Ukupno	Od toga bez radnog iskustva
<b>KRAPINSKO-ZAGORSKA</b>		
(4.5.1) diplomski sveučilišni studij 60 ECTS (51500/21.049) Likovna pedagogija	3	2
<b>KARLOVAČKA</b>		
(4.1) Fakultet, akademija (51001/21.028) likovna kultura	1	1
<b>VARAŽDINSKA</b>		
(4.5.1) diplomski sveučilišni studij 60 ECTS (51500/21.069) Primijenjena umjetnost	1	1
<b>PRIMORSKO-GORANSKA</b>		
(3.2.4) preddiplomski sveučilišni studij 240 ECTS (51400/21.024) Likovna pedagogija	2	0
(51400/21.031) Primijenjena umjetnost	3	0
(4.1) Fakultet, akademija (51001/21.028) likovna kultura	3	0
(4.2) Magisterij (51603/21.002) likovna umjetnost	1	0
(4.5.1) diplomski sveučilišni studij 60 ECTS (51500/21.049) Likovna pedagogija	19	9
(51500/21.069) Primijenjena umjetnost	25	12
(4.5.3) diplomski sveučilišni studij 120 ECTS (51500/21.047) Likovna kultura	1	1
<b>LIČKO-SENJSKA</b>		
(4.5.1) diplomski sveučilišni studij 60 ECTS (51500/21.049) Likovna pedagogija	2	1
<b>ZADARSKA</b>		
(3.2.4) preddiplomski sveučilišni studij 240 ECTS (51400/21.024) Likovna pedagogija	1	1
<b>OSJEČKO-BARANJSKA</b>		
(4.5.1) diplomski sveučilišni studij 60 ECTS (51500/21.069) Primijenjena umjetnost	2	2
<b>ISTARSKA</b>		
(4.5.1) diplomski sveučilišni studij 60 ECTS (51500/21.049) Likovna pedagogija	1	1
(51500/21.069) Primijenjena umjetnost	2	2
<b>MEDIMURSKA</b>		
(4.5.1) diplomski sveučilišni studij 60 ECTS (51500/21.069) Primijenjena umjetnost	1	0
<b>GRAD ZAGREB</b>		
(4.5.1) diplomski sveučilišni studij 60 ECTS (51500/21.049) Likovna pedagogija	2	1
<b>Ukupno RH</b>		
(3.2.4) preddiplomski sveučilišni studij 240 ECTS (51400/21.024) Likovna pedagogija	3	1
(51400/21.031) Primijenjena umjetnost	3	0
(4.1) Fakultet, akademija (51001/21.028) likovna kultura	4	1
(4.2) Magisterij (51603/21.002) likovna umjetnost	1	0
(4.5.1) diplomski sveučilišni studij 60 ECTS (51500/21.049) Likovna pedagogija	27	14
(51500/21.069) Primijenjena umjetnost	31	17
(4.5.3) diplomski sveučilišni studij 120 ECTS (51500/21.047) Likovna kultura	1	1

\* Nacionalna standardna klasifikacija obrazovanja (NN, 105/01)

#### 4. Teachers

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

The structure of permanently employed academic staff (7 full professors, 4 tenured, 14 associate professors, 13 assistant professors and 4 artistic associates) is considered adequate and so is their distribution in scientific and teaching posts. The average age of staff indicates regular progression in academic pathways. The list of staff members in Table 4.3 shows that permanently employed teaching staff received their education at various academies and faculties in Croatia and abroad, contributing to a wide range of knowledge, experiences and approaches to art.

We are currently facing a major shortage of artistic associates, and with the ongoing ban on recruitment (which is one of the government's savings measures), in few years we might witness a permanent decrease in the number of academic staff who teach basic subjects.

In order to mitigate the consequences of employment ban and staff going into retirement, this year the Academy has announced job vacancies for assistants in fine arts, graphics, sculpture and art history. We believe this could provide young people with opportunities for gaining work experience at the Academy and possibly encourage and stimulate individuals to continue their education and perfect their skills. In addition, this would build foundation for future academic staff at the Academy.

The number of external associates in teaching jobs has gone down significantly in the last 5 years due to insufficient funding and directives from the Ministry of Science, Education and Sports. External associates are mostly needed in undergraduate and graduate studies in Art Education. Since the structure of the study programme calls for interdisciplinary approach in the part of pedagogic and psychological competences, as prescribed by the Act on Education in Primary and Secondary Schools, it is necessary to ensure close cooperation of teaching staff in these fields.

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

Year	Number of students	Number of teachers	Teacher - student ratio
2010	317	36	1:8.80
2011	279	36	1:7.75
2012	276	39	1:7.07
2013	263	40	1:6.57
2014	274	38	1:7.21

The table shows the number of students and teachers in the last 5 years. The number of students varies according to the admission quotas. The table makes it clear that the Academy has a satisfactory ratio of teaching staff and the number of students.

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

The data in the table 4.2 indicate that in the last 5 years, due to major alterations of the study programme and cutting down on external cooperation, most classes at the Academy are conducted by permanently employed staff in all study programmes.

What has been a matter of some concern, though, is the fact that there are no permanently employed assistants or any permanently employed staff under the age of 30. This trend might lead to significant aging of the staff and impede the natural exchange of generations. Therefore, the Academy must ensure that the age structure of its staff changes in favor of younger employees.

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

Our permanently employed staff may work as external associates at some other faculty of the Rijeka University or partner academy, with Dean's approval in writing. The process of granting such approval takes into account the workload of a particular employee at the Academy. The records of issued approvals are filed in the Academy archives for each academic year. The approval for engagement at another institution is usually given based on the ratio of 1/3 of the overall work engagement at the Academy.

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

According to the Collective Agreement for Science and Higher Education (Oct 22, 2010), the size of study groups for lectures is maximum 150 students, maximum 15 students for seminars and 10 students for practical classes. As the annual total number of students in study programmes of undergraduate and graduate studies amounts to approximately 50, classes in art history and other theoretical subjects are held in groups of about 20 – 27 students. The Academy organizes practical classes in arts, which comprise fewer than 10 students. The size of the groups varies depending on the interest for a specific field in fine arts expressed by students during an academic year. If the group size increases, classes are divided into two or more groups. In order to accomplish specific teaching goals, our common practice is to further divide the groups into even smaller groups so the students can perform their tasks more successfully. Finally, group sizes and other specifics related to practical classes also depend on size and equipment of classrooms. If, for example, a classroom is equipped with six computers, there will not be more than six students in a group.

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

The competences of teachers and external associates are validated through the procedure of Appointment to artistic teaching, scientific teaching or teaching grades and associate positions, pursuant to the criteria laid down in the Croatian Act on Scientific Activity and Higher Education and, Ordinance on the Procedure of Appointment of Teachers and Associates to teaching positions at the University of Rijeka and in accordance with conditions set by the Rector's Conference. Information obtained in our student satisfaction questionnaire, in which students assess educational processes, also serve as indicators for assessment of teachers' competences. The evaluation process is carried out by the Quality Assurance Committee. The Committee president presents the results of the survey to the Academy Council and respective teachers

In order to improve performance as well as identify the weaknesses in their teaching practice, the teachers fill out a self-evaluation form, specially designed for teachers and associates in educational process. This form provides an auxiliary tool for course improvement. In case that a teacher is awarded a grade lower than 3, he or she is obliged to respond to a self – assessment questionnaire. In addition, he/she will be monitored and counseled by the Committee members in the following 3 years. The performance flaws need to be corrected within a given period. In case of promotion to a higher teaching position, teachers receive a certificate stating the quality of their work over a three-year period.

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

In the framework of a pilot project relating to the Agreement on subsidizing the costs of studying for full-time students for the academic years of 2012/13, 2013/14, and 2014/15, the University of Rijeka, in its effort to meet the strategic objectives in the University's development, organized a course aimed at enhancement of professional competences, which has involved two of our teachers so far. The Faculty of Humanities and Social Sciences in Rijeka is planning to establish a training center for teachers who work at higher education institutions. This may be very useful for the Academy staff as well, since this training model is used at foreign universities.

Following the action plans stated in the University Strategy, the University of Rijeka has organized seminars and training workshops dealing with learning outcomes (3 of our staff participated). In addition, three of our teachers took part in a seminar on ECTS system and three more were trained in a seminar on competences of graduate students, in accordance with the Croatian Qualifications Framework (CROQF) (more information on training programmes and methods of disseminating information will be given in chapter 2.3.3.)

Several of our employees were trained to work with e-MudRI system.

The teachers constantly review and improve their teaching methods. This is done in communication and interaction with students and colleagues from foreign institutions, through cooperation with other faculties and by involvement in scientific and research projects.



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

By evaluating our teaching staff, associates and external associates and by assessing their work in art and research, we gather relevant data relating to educational processes and the teachers' artistic activity. Evaluation results are presented to Academy councils, with emphasis on outstanding achievements and examples of good practice.

Currently, the Academy is developing plans and special methods for enhancing the motivation of teachers.

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

The use of teachings material differs depends on various branches of artistic activity. Its spans from excerpts of printed media to projections and presentations of recently recorded video material. Apart from the usage of conventional class material, special importance is given to attending exhibitions and other public events relating to art.

Department of Intermedia has organized training in e-learning, after which new subjects were introduced through MUDRI platform. We also used Moodle platform, in the phases of preparation for workshops in Media Arts and Practices.

There is no literature or textbooks written by the Academy teachers to cover the study programmes. However, in the framework of the project aimed at increasing the number of published textbooks at the University of Rijeka in the academic years 2013/14 and 2014/15, the teachers were given the opportunity to apply for funds for writing the textbooks for courses that lack such publications. The Academy and the University of Rijeka need financial resources and incentives that would encourage textbook publishing.

Since one of our strategic goals is to motivate teachers to write and publish deficient teaching material, we are planning to establish publishing committees that will be responsible for producing various publications and textbooks. These would be published or co-published by the Academy.

Teachers have donated some reference books to our makeshift library, which is available for use when the need arises.

Since the Academy does not have suitable conditions for establishing its own library, a rich source of reference books and corresponding literature required can be found at the Rijeka University Library. At the time of the Academy's cessation from the Faculty of Humanities and Social Studies, all library items belonging to the Department of Fine Arts became the possession of the aforementioned faculty. At the time, the Academy was unable to provide conditions for establishment of its own library. However, efforts are being made to meet the requirements for creation of a library/ reading room cum archives in the near future. Our students and teachers can borrow books and use the reading room at the Faculty of Humanities and Social Studies at any time. Also, they have at their disposal the Rijeka Municipal Library and the library of the Museum of Modern and Contemporary Art in Rijeka as well as University Library at the campus.

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

The teachers' workload presents a major issue due to significant decrease in employment of external associates over the past 5 years. Moreover, teachers have to carry out administrative tasks relating to professional, research and artistic projects. They perform a number of duties required for regular functioning of the Academy, such as working in committees, boards, management bodies and departments. A critically small number of administrative staff and constant growth of redtape work is a burden added to teachers' duties which might reflect negatively on the quality of educational process. One of the possible solutions is further integration of processes at the University of Rijeka, which should result in a stronger networking of administrative and other supporting services.

**Table 4.1** Staff structure

Staff	Full-time staff		Cumulative employment		Full-time teachers who are employed part-time in other institutions	External associates	
	Number	Average age	Number	Average age	Number	Number	Average age
Full professors	7	56	-		-	3	51
Associate professors	14	56	-		-	1	50
Assistant professors	13	49	-		-	1	38
Teaching grades	4	42	-		-	3	47
Assistants	-		-		-	17	31
Expert assistants	-		-		-	-	
Junior researchers	-		-		-	-	
Technical staff	1	30	-		-----	-	
Administrative staff	5	44	-		-----	-	
Support staff	-		-		-----	-	

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

Study programme name	Lectures		Seminars and exercises		Mentorship*		Other forms of teaching	
	Full-time teachers	Part-time teachers	Full-time teachers	Part-time teachers	Full-time teachers	Part-time teachers	Full-time teachers	Part-time teachers
Undergraduate study in Art Education	3390	750	1440	1117.5				
Undergraduate study in Applied Arts	4110	30	1710	1125				
Graduate study in Art Education	90	180	67,5	67.5	720			
Graduate study in Applied Arts					1170			
Graduate study in Media Arts and Practices	30	120	45	75	1470			

*\*refers only to a field of art.*

**Table 4.3** List of teachers

Teacher	Grade	Academic degree	HEI which issued the qualification	Field	Date of last selection into grade	Cumulative employment percentage	Workload on the employer institution in standardised teaching hours	Workload on other institutions in standardised teaching hours
Josip Butković	full professor - tenured	mr. art.	Academy of Fine Arts, University of Belgrade	Fine Arts	17/03/2003	100%	180	/
Maja Franković	full professor - tenured	mr. art.	Academy of Fine Art & Design University of Ljubljana, Slovenia	-//-	30/06/2008	100%	330	/

ACADEMY OF APPLIED ARTS AT THE UNIVERSITY OF RIJEKA

Ksenija Mogin	full professor - tenured	/	Academy of Fine Art & Design University of Ljubljana, Slovenia	-//-	12/05/2006	100%	300	/
Marijan Pongrac	full professor - tenured	/	Academy of Fine Arts, University of Zagreb	-//-	13/12/2011	100%	420	/
Emilija Duparova	full professor	/	Academy of Fine Arts, University of Zagreb	-//-	19/06/2012	100%	300	/
Jasna Šikanja	full professor	mr. art.	Academy of Fine Art & Design University of Ljubljana, Slovenia	-//-	20/01/2013	100%	390	/
Goran Štimac	full professor	/	Academy of Fine Arts, University of Zagreb	-//-	20/10/2009	100%	630	/
Lara Badurina	associate professor	mr. art.	Academy of Fine Art & Design University of Ljubljana, Slovenia	-//-	5/11/2013	100%	375	/
Marina Banić Zrinščak	associate professor	/	Academy of Fine Arts, University of Zagreb	Fine Arts	26/01/2011	100%	480	/
Ingeborg Fülepp	associate professor	mr. sc.	Harvard University, USA	Film Art	30/04/2013	100%	450	140
Želimir Hladnik	associate professor	mr. art.	Academy of Fine Art & Design University of Ljubljana, Slovenia	-//-	23/09/2009	100%	540	/
Đorđe Jandrić	associate professor	/	Academy of Fine Arts, University of Zagreb	-//-	13/12/2011	100%	390	/

## ACADEMY OF APPLIED ARTS AT THE UNIVERSITY OF RIJEKA

Letricija Linardić	associate professor	mr. art.	Academy of Fine Art & Design University of Ljubljana, Slovenia	-//-	28/06/2013	100%	217.5	/
Siniša Majkus	associate professor	/	Academy of Fine Arts, University of Zagreb	-//-	26/01/2011	100%	(sabbatical)	/
Ivan Matejčić	associate professor	dr. sc.	Faculty of Humanities and Social Sciences University of Zagreb	Art History	29/04/2014	100%	330	/
Mladen Mikulin	associate professor	/	Academy of Fine Arts, University of Zagreb	-//-	29/06/2011	100%	390	/
Zdravko Milić	associate professor	/	Accademia di belle arti, Venecija, Italija	-//-	9/06/2010	100%	270	/
Nenad Roban	associate professor	/	Royal Academy of Fine Arts in Antwerp, Belgium	-//-	5/11/2013	100%	450	45
Mauro Stipanov	associate professor	/	Accademia di belle Arti, Venice, Italy	-//-	26/01/2011	100%	300	/
Dražen Trogrlić	associate professor	/	Academy of Fine Arts, University of Zagreb	-//-	26/01/2011	100%	450	/
Anton Vrlić	associate professor	/	Academy of Fine Arts, University of Zagreb	-//-	5/11/2013	100%	420	150
Aljoša Brajdić	assistant professor	/	Faculty of Architecture University of Zagreb	Design	3/03/2010	100%	360	/
Tomislav Brajnović	assistant professor	mr. art.	Academy of Fine Arts,	Fine Arts	24/01/2013	100%	450	/

## ACADEMY OF APPLIED ARTS AT THE UNIVERSITY OF RIJEKA

			University of Zagreb					
Muhamed Čavrk	assistant professor	mr. art.	Academy of Fine Art & Design University of Ljubljana, Slovenia	-//-	9/12/2009	100%	360	/
Igor Eškinja	assistant professor	/	Accademia di belle arti, Venice, Italy	-//-	9/03/2011	100%	650	/
Vladimir Gudac	assistant professor	/	Faculty of Humanities and Social Sciences University of Zagreb	Art History and philology	29/06/2011	100%	390	/
Melinda Kostelac	assistant professor	mr. art.	Academy of Fine Art & Design University of Ljubljana, Slovenia	Fine Arts	6/12/2013	100%	390	/
Nadija Mustapić	assistant professor	MFA	University of Iowa, USA	-//-	3/03/2010	100%	375	/
Katarina Rukavina	assistant professor	dr. sc.	Faculty of Humanities and Social Sciences University of Zagreb	Philosophy	1/01/2014	100%	465	52.5
Damir Stojnić	assistant professor	/	Academy of Fine Arts, University of Zagreb	Fine Arts	27/06/2012	100%	540	/
Hrvoje Urumović	assistant professor	mr. art.	Academy of Fine Art & Design University of Ljubljana, Slovenia	-//-	9/03/2011	100%	300	/
Berislav Valušek	assistant professor	dr. sc.	Faculty of Architecture University of Zagreb	Art History	13/12/2012	100%	270	/

ACADEMY OF APPLIED ARTS AT THE UNIVERSITY OF RIJEKA

Fedor Vučemilović	assistant professor	/	Academy of Dramatic Art, University of Zagreb	Film Art	11/03/2014	100%	465	/
Jakov Žaper	assistant professor	mr. art.	Royal Melbourne Institute, Australija	Fine Arts	31/03/2010	100%	450	/
Elvis Krstulović	artistic associate	/	Academy of Fine Arts, University of Zagreb	-//-	1/07/2013	100%	540	/
Robert Mijalić	artistic associate	/	Academy of Fine Arts, University of Zagreb	-//-	1/07/2013	100%	480	/
Sanjin Stanić	artistic associate	/	Academy of Dramatic Art, University of Zagreb	Film Art	1/07/2013	100%	375	/
Dražen Vitolović	artistic associate	mr. art.	Academy of Fine Art & Design University of Ljubljana, Slovenia	Fine Arts	1/07/2013	100%	540	/

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

Year	Number of newly employed teachers	Number of teachers whose contracts expired
2009	3	1
2010	0	0
2011	0	1
2012	1	2
2013	7	1

## 5. Scientific/artistic and professional activities

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

The Academy's strategy and objectives in the fields of art and education are defined with reference to the needs, capacities and particularities of art studies in general. The main objective is to connect artistic and scientific activities with public and private sectors and make them part of social activities.

The Academy's efforts and activities are carried out in accordance with the 2014-2020 University of Rijeka Strategy, which lays out the following: "The University of Rijeka conducts research in arts and science, provides undergraduate, graduate, post-graduate and lifelong education, and encourages social and economic development in the region." By conducting its missions in research, education and public functions, the Academy plays an important role in cultural development of the region. By promoting art and artistic activities, it creates categories that are necessary for social progress. In addition, the University of Rijeka has recently included art into its plan for subsidizing research and scientific projects, which serves as a strong motivation to increase our number of projects in the upcoming years.

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

These are the most relevant magazines in which our teachers have published their written works since 2009:

1. *Filozofska Istraživanja*, Zagreb
2. *Antiquite Tardive*, Brepols Publishers
3. *Rivista di studi francescani*, Padova
4. *Ars Adriatica*, Zadar

Our teachers and art associates are renowned authors in numerous fields of art, from painting and graphics to sculpting and new media. They have also made significant achievements in scenography, experimental film and costume design.

The Academy's teachers have presented their work in nearly all prominent cultural institutions, museums and galleries in Croatia. Most of them are listed below.

Museums and galleries: the Museum of Modern and Contemporary Art in Rijeka, the Museum of Contemporary Art in Zagreb, Graphics Cabinet of the Croatian Academy of Sciences and Arts, National and University Library in Zagreb, Zagreb Modern Gallery, Rovinj Heritage Museum, Waldinger Gallery in Osijek, Art Gallery in Split, Split Multimedia Center

Theaters and cinemas: the National Theater Ivan Zajc; Rijeka Cultural Center (HKD), Rijeka Puppet Theater, INK Pula, Gavella theater in Zagreb, Zagreb Dance Center, Rijeka Art Cinema, Tuškanac Cinema in Zagreb;

Plastic arts:

Croatia

Zagreb: hawk statue in Maksimir Park, statue of Grgo Matić in Martić's street, the alley of sculptures on the



Sava bank, the bust of Juraj Habdelić, the bust of Dragutin Tadijanović, portraits at Mirogoj cemetery, Mihanović's memorial;

Krapina: DNA sculpture in the Krapina Neanderthal Museum;

Sisak: the statue of St. Kirin, statue of J. Bobetko;

Velika Gorica: the Dove sculpture, the cross in Krešimir's square, the bust of Franjo Lučić, the bust of Franjo Tuđman, the bust of Stjepan Radić

Istra: the bust of Herman Dalmatin in Pazin, the Mediterranean Sculpture Symposium, Labin;

Matulji: two sculptures in the business zone

Krk: two busts in Punat;

Vukovar: "Bečarski križ" sculpture, portraits of Juraj Njavro, Siniša Glavašević and Rene Matoušek: Lavoslav Ružička memorial, III brigade memorial;

Tovarnik: A.G. Matoš memorial, the bust of Ivan Burik;

Baška Voda: the statue of St Nicholas;

Ravna Gora: „Sovin portal“ sculpture;

Gornja Stubica: the bust of Rudolf Perišin;

Vransko jezero: plough sculpture;

Australia, Melbourne: the bust of Alojzije Stepinac in front of St. Patrick's cathedral,

Italy, Rome: the portrait and memorial to Bartol Kašić, St. Ignacio church

Germany, Munchen: the statue of Alojzije Stepinac

Works exhibited in museums and public collections outside Croatia: Museum of Contemporary Art, Ljubljana; Mini Teater theater, Ljubljana; Gregor Podnar gallery Ljubljana/Berlin; Museum of Modern Art, Vienna, Austria; Albertina, Vienna, Austria; Neue Galerie, Graz, Austria; Ludwig Museum, Budapest, Hungary; Vehbi Koç Foundation Contemporary Art Collection, Istanbul, Turkey; Watermill Collection New York, USA.

Artists' participation in world art fairs is always a great achievement, both for the author and the institution they come from. The Rijeka Academy of Applied Arts prides in producing successful artists who represent the contemporary visual arts in Croatia. Our artists have participated in the following fairs: Art Basel; Artissima, Torino; Fiac, Paris; Frieze Art Faire, London; Art Basel / Miami Beach; Arco, Madrid; Art Brussels; Frieze Art Fair, New York; Sao Paulo International Art Fair; Bogota International Art Fair.

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

These are the most relevant scientific papers written by the teachers of the Academy's Department of Art History:

Katarina Rukavina, "Istina u umjetnosti. Refleksije o spoznajnom aspektu vizualne umjetnosti", in: *Filozofska istraživanja* 115, (3) 2009.

Ivan Matejčić, "L'episcopium de Poreč" (with P. Chevalier), in: *Des domus ecclesiae aux palais épiscopaux*,

*Actes du colloque tenu à Autundu 26 au 28 novembre 2009*, Bibliothèque de l'antiquité tardive, 23, Brepolsed, 2012, p. 163-172.

Ivan Matejčić, "Crkva sv. Nikole u Puli", *Ars Adriatica*, 2, 2012, p. 7-40.

Ivan Matejčić, "Il crocifisso rinascimentale della basilica Eufrasiana di Paranzo e altri esempi di manufatti lignei tra le due sponde dell'Adriatico, Il santo", *Rivista francescana, di dottrina e arte*, 1, Padova, 2013, p. 59-76.

Citations in arts and humanities are not so frequently used as in fields of science. In addition, the amount of citations depends on the number of scientists, which means that journal impact factor increases with the number of scientists.

However, in its statement on appropriate use of impact factors, the European Association of Science Editors argues that the impact factor is not always a reliable instrument for measuring the quality of journals. The Association says that journal impact factors should be cautiously and only for measuring and comparing the influence of the entire journal, but not for the assessment of single papers, or for the assessment of researchers or research.

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

Art usually gives precedence to monographs, exhibition catalogues, art reviews and criticism and presentations of artists. The history of art also gives precedence to anthologies and symposia proceedings, as well as exhibition catalogues that include reviews.

In 2009, in *Dometi* magazine of Matica hrvatska cultural institution, art historian Branka Arh wrote a detailed review on graphics in Rijeka (p. 11– 130).

In 2013 the Academy published a monograph of the works of the Academy's teachers and former teachers. This monograph marked the 50<sup>th</sup> anniversary of art education in Rijeka and presented the most important artistic achievements in the above mentioned period. It included all teachers and associates who gave their contribution to the establishment and progress of art education in Rijeka.

In 2014, upon completion of ADRIART project (more details about this are given in other sections) and Map in Motion art festival, we published a monograph of the artwork produced within the project, titled *ADRIART REGIONAL COLLABORATIONS in MEDIA ARTS and PRACTICES (MAP master programme): opinions, impressions, works and facts* (ISBN: 978-953-7684-02-0).

**Books and anthologies of our teachers (from the Department of Art History)**

Books:

Ivan Matejčić, "Velika Gospa près de Bale (Istrie) I, L'eglise Velika Gospa près de Bale", vol II, M. Jurković and J.-P. Caillet as editors, Zagreb-Motovun 2009.

Ivan Matejčić, "Eufrazijana - katedrala u Poreču", Pula 2014.

Ivan Matejčić, "Umjetnička baština istarske crkve, 1, Kiparstvo od 4. do 13. stoljeća / Patrimonio artistico della chiesa istriana, 1, Scultura dal IV al XIII secolo", Poreč, 2014.

Anthologies:

Ivan Matejčić, "Crkva Sv. Petra na Zornji, in: M.-B. Carre, V. Kovačić and F. Tassaux, Sjeverno priobalje Poreštine u antici", Poreč 2012, p. 165-170.

Ivan Matejčić, "L'arca en marbre des saints Maur et Eleuthère de Poreč (1247)", (with Pascale Chevalier), in: *Leplaisir de l'art du Moyen Âge, Commande, production et réception de l'oeuvre d'art (Mélanges en hommage à Xavier Barral i Altet)*, Paris 2012, p. 115-121.

Ivan Matejčić, "Antependio argenteo dell'altare maggiore della cattedrale di Parenzo", in: *Ars auro gemmisque prior. Mélanges en hommage à Jean-Pierre Caillet, Dissertation et monographiae 6*, Zagreb-Motovun 2013, p. 395-406.

**Monographs on our teachers:**

Nada Beroš, monograph on Dalibor Martinis, *Dalibor Martinis: Javne tajne*, Zagreb Museum of Modern and Contemporary Art, 2006. (ISBN 953-6043-84-X (Muzej))

Monograph on Maja Franković, *Maja S.F. – Jedno desetljeće*, by Mikica Maštrović, Enes Quien and Branko Franceschi, 2007 (ISBN: 9789539589200)

Monograph on Goran Petercol, *Petercol: Landscapes*, editor: Grozdana Cvitan, AGM Zagreb, 2008. (ISBN 978-953-174-320-4).

Borivoj Popovčak: *Likovna monografija Anton Vrlić*, National and University Library in Zagreb 2009. (ISBN: 9789535000792).

Tonko Maroević, *Likovna monografija Dino Trtovac*, Art magazin Kontura, Zagreb 2013. (ISBN 978-953-6960-26-2)

Darko Glavan, *Josip Butković: od grafike do nove umjetničke prakse i natrag*, HDLU, Rijeka (ISBN 978-953-6508-46-4)

**Articles about our authors and articles published in renowned art magazines in the past five years:**

Michael Wilson, "Critics' Picks: Evidence of the Paranormal", *Art Forum*, New York, 2009

Damir Stojnić, "Rijeka/Istra, Aktivizam/Utopija", *Kazalište* magazine No. 47/48, izdavač: Hrvatski centar ITI, Zagreb 2011.

Damir Stojnić, "Hepening kao ritual protoutopije", *Kazalište* magazine No. 55/56, Hrvatski centar ITI, Zagreb, 2013.

**Art catalogues:**

Križić Roban, Sandra, "Nepoznato mjesto = Unknown site", Museum of Arts and Crafts, Zagreb 2009. (ISBN 978-953-7641-03-0)

Mislav E. Lukšić – "Proslov", in: *Mladen Mikulin - portretist Jima Morrisona*, 2011.

Sabina Salamon, "Međuprostori", the Museum of Modern and Contemporary Art, Rijeka 2013.

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

We do not deliver doctoral studies.

**5.6. Comment on your policy for the development of young researchers.**

/

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

The aforementioned book by Ivan Matejčić, *Velika Gospa prè de Bale (Istrie) II, L'eglise Velika Gospa prè de Bale, vol II*, (Zagreb-Motovun 2009), was written in cooperation with the International Research Center for Late Antiquity and Middle Ages, University of Zagreb, and Paris West University Nanterre La Défense ("Paris X Nanterre").

In the framework of ADRIART project, our associate professor Lara Badurina and the assistant professor Peter Purg from the University of Nova Gorica School of Arts, Slovenia, wrote an article called *New platforms of art education for urban reflection: the case of ADRIART site-specific workshops for European Capitals of Culture*, *Interartive*, ISSN 2013-679X, 2014, vol. 65. <http://cultureurbanspace.interartive.org/art-education/> [COBISS.SI-ID 3519227]. The article was published on "Interartive", an on-line platform specialized for collaborative practices and urban culture and it was presented at the MAP in Motion festival in Rijeka, in July 2014.

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

/

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

During the past four years, the Academy has made participation in artistic researches and professional projects financed by EU funds:

**ADRIART** is an international project funded by the EU Commission (ADRIART - Advancing Digitally Renewed Interactions in Art Teaching, No: 517845-LLP-1-2011-1-SI-ERASMUS-EMCR). In the period from 1<sup>st</sup> October 2011 till 30 September 2014 the project involved developing, accrediting and the full implementation of a two-year graduate study programme *Media Arts and Practices*, aiming at the academic field of audio-visual arts and creative industries (film, animation, photography), intermedia arts (new media, trans-media) as well as artistic discourse (historical, theoretical, critical). Consortium partners of the project are: School of Arts at the University of Nova Gorica (VSU / UNG) and the Academy of Applied Arts, University of Rijeka (APU / UNIRI) - as main partners; the **Institute of Contemporary Art** and the **Institute of Architecture and Media** of the Technical University Graz (IAM and SSC / TUG), and the Department of drama, music

and film art at the University of Udine (DAMS / UNIUD) - as smaller partners. During the project, some specific forms and mechanisms were developed for international performance of (so-called double programme) study programme of Media Art and practices through international mobility hybrid courses (as integral parts of the study programme). Such forms of shorter mobility courses strongly supported by digital media, e-learning, the A / V streaming, and other LMS educational systems, represent a kind of innovation of this project, and are piloted through the implementation of dozen of these international courses throughout the project. ADRIART project brought together over 50 so-called collaborative (associate) partners (art institutions and organizations, galleries, theatres, city and regional administrations, media, creative industries, etc.) in Rijeka, Zagreb, Ljubljana, Graz, Udine, Gorizia, Nova Gorica, Istria etc. The aim of these cooperation was to connect the production and teaching of graduate study programme and its students with the local communities.

**Password: Printmaking** (Culture Programme; Budget 2012 - Cooperation Project No. 522369-C-1-2012-1-SI-Culture Vol-121) is an international project (2012-2014) led by the MGLC - International Graphic Art Center in Ljubljana. Other project partners are institutions from Madrid in Spain, Krakow in Poland, Tallinn in Estonia, Kasterlee in Belgium and from Rijeka in Croatia. Project coordinators in Croatia are the Academy of Applied Arts and the Museum of Modern and Contemporary Art. The main purpose of the project is to popularize the graphical media and its prospects. It includes the international traveling exhibition of printmaking artists of all participating countries, workshops, residential stays of the artists, exchange of technical personnel and the conference. The project establishes a structure for creative integration of traditional printmaking events and residential programs, and connection between artists, theorists, art institutions and organizations involved in printmaking education across Europe, with the aim of raising public awareness and expert knowledge about reproductive, contemporary artistic printmaking practice. Academy has organized two residential programs with artists and their workshops, the exhibition and workshop of hand-made paper, it also organized a competition for the residential program in Belgium and Poland.

**Creative Start-up** (1/1/2014 – 17/06/2015.) - International IPA project, implemented jointly by the City of Rijeka as the lead partner, the Regional Development Agency Porin, Croatian Chamber of Economy, Academy of Applied Arts in Rijeka, School of Design, University of Primorska, Science and Research Centre of the University of Primorska, and the Regional Development Agency of the Ljubljana Urban Region. The main base, or starting point of the project is insufficient use of the potential of the creative sector. By creating and applying the management and sharing of resources of creative start-up entrepreneurs the project aims to increase their competitiveness in the market.

The programme of the project includes: SWOT analysis of the creative industries sector, mapping of Croatian and Slovenian creative business, creating training programmes with guidance for entrepreneurs creative people, motivational seminars, educational workshops and study visits, mentoring and development of business plans of entrepreneurs created in collaboration with mentors, presentation of creative entrepreneurs on cross-border trade fair, participation in fairs and Creative Forum conference, drafting curricula I-Arts (Interdisciplinary Arts), set up of an Internet site that will serve for informing and networking of creative entrepreneurs, developing and publishing guides *Shop Creative* and *Start-up: how to Start Creative Business*.

The project provides development of solutions in four directions: a common integrated analysis of resources of creative entrepreneurs in the border area, which can be the basis for new EU projects, raising awareness about the values of the sector and their representation, capacity building, expertise and sector potentials, building partnerships and strategic approach to the sector.

[ArTVision](#) (October 2012 - March 2015) is an international IPA project. Project partners include the region of Puglia, Italy, Primorsko-goranska County, Kanal Ri, Academy of Arts in Tirana, Albania, Ministry of Culture of Albania, Academy of Fine Arts in Venice, Italy, Veneto Region - Department for cultural and performing activities, Italy, Faculty of drama in Cetinje, Montenegro, Ministry of Culture of Montenegro, Pino Pascali Foundation - Museum of Contemporary Art, Italy. Project members are Museum of Modern and Contemporary Art Rijeka and the Academy of Applied Arts, University of Rijeka.

The project aims to promote innovation in the interactive, inter-institutional cultural cooperation between the Adriatic and European countries. The project wants to give maximum visibility and bring closer to the wider audience locally created art works by young authors that have great communication value at the international level, in other words - to affirm contemporary art in the general public through television media.

[HiLoVv - Hidden Live\(r\)s of Venice on Video](#) International Erasmus Intensive Programme (IP) called HiLoVv (winter semester of the academic 2010<sup>th</sup>/ 2011<sup>th</sup>, 2011<sup>th</sup>/ 2012<sup>th</sup>, 2012<sup>th</sup>/ 2013<sup>th</sup>) Academy of Applied Arts jointly implemented with the School of Arts, University of Nova Gorica (UNG), the Institute of Contemporary Art and the Institute for Media and Architecture, Technical University of Graz (TUG) and DAMS a University of Udine (UNIUD).

This is an intensive one-semester course hybrid mobility, held three times in three years, with the participation of students and mentors of all partner institutions. It is structured as a so-called project-based course with the aim of making a film omnibus of 5-6 short student documentary films in Venice. Each course mobility is again dealt with new specific issues related to Venice, lifestyle and urban culture, and all student works were included in one omnibus. The course leader was internationally recognised film director and professor at the University of Nova Gorica Rajko Grlic, additional mentors were local teachers of partner institutions, as well as additional experts from Venice.

HiLoVv course is based on a two-week field work of students and mentors in Venice, and intensive work before and after the mobility, through the Moodle platform for e-learning. During several weeks of in-depth research and pre-production through online learning, students defined their projects led by all involved mentors through learning about the themes. They were also grouped and created a framework scenarios and plans of recording. In the stages of post-production after the mobility, student again through Moodle platform and with the guidance of mentors worked on finalizing short movies.

Students - participants of HiLoVv course mobility gained formal ECTS credits. By cooperating with other students within the production teams students gained valuable interdisciplinary and

international professional experience that every year resulted in dissemination, distribution and projection of the omnibus at international film festivals.

Table 5.2 lists our art project and all projects related to art production. We should mention that this table corresponds to the Academy's new table that contains evaluations of artistic achievements of our teachers and associates (based on the Quality Assurance Manual, p. 46), designed with the aim of keeping record of the quality and results of our projects.

In addition, we have published the Teacher Portfolio on the University of Rijeka website, which contains art projects and achievements of our teachers and associates, as well as their education and scientific activity. We hope that our efforts in presentation and promotion of artistic activities contribute to a better position of the Rijeka University in the international rankings.

These are some of the most important individual projects carried out over the past five years:

„Objects“, the exhibition by Goran Petercol, for which he received the national award *Vladimir Nazor* for best artwork in 2011;

The maquette of the double-headed eagle of made by Hrvoje Urumović, in cooperation with the Rijeka Conservation Department; the maquette was made for the needs of reconstruction of the sculpture on Rijeka's clock tower;

The monument of John Paul II in Sarajevo, made by Hrvoje Urumović, after winning the international sculpting competition;

Works by Igor Eškinja, exhibited in prestigious world galleries, such as MAC/VAL Musee D'Art Contemporain, Val de Marne, Paris, Le Frac des Pays de la Loire, Carquefou/Nantes, France; MAXXI-Museo nazionale delle arti del XXI secolo, Rome; Caja De Arte Burgos and Department of Culture, Spain.

#### **5.10. Describe the ways in which scientific activities contribute to:**

- **teaching**
- **intellectual and technological contributions to society and economy**
- **other institutional activities**

In accordance with our Strategy and thanks to our relations to the community, we have been participating as partners in numerous art and research projects. These are mostly international projects and they focus on the organization of art workshops. The workshops largely contribute to the quality of teaching art and they open up new possibilities regarding the use of new technologies.

Our activities in different segments of culture support the development of creative industries. In addition, these efforts help create a positive image of our city as a culturally recognized place. The Academy's students and mentors are working together to create programs that would enhance Rijeka's cultural offer. Finally, the Academy's cooperation with the local government contributed to the development of the 2013-2020 *Strategy of Cultural Development of Rijeka*.

The projects listed below are created and carried out in cooperation with professional and cultural institutions, such as the Museum of Modern and Contemporary Art in Rijeka, the National Theater Ivan Zajc, the City of Rijeka Department of Culture, and the County Office. Both the teachers and the students

engage in these projects, which often include lectures and public discussions. Final results are exhibitions and cultural activities that are regularly covered by reports in the local media.

**Zajc and Malik (ZIM)** – the Rijeka Academy of Applied Arts has been cooperating with the National Theater Ivan Zajc for years. The Academy participates in the Theater’s workshops *Zajc and Malik* through the following courses: Scenography, Costume Design, Video Production, Visual Communication and Graphic Design.

**Password Printmaking** (2012-2014) is the project resulting from our cooperating with the Museum of Modern and Contemporary Art in Rijeka. The Academy has recently organized two workshops with prominent graphic artists. The participants were learning how to use techniques in printmaking and they discussed different approaches to graphics.

**ADRIART** is the international art project that enabled the Academy to launch a new study programme in Media Arts and Practices. The University of Nova Gorica School of Arts and the Rijeka Academy of Applied Arts, in cooperation with the University of Udine and the Graz University of Technology, organized a series of “mobility” workshops aimed at promoting new practices in contemporary art.

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

/

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

Speaking of the quality of our work and results of professional projects specified in Table 5.3, we would like to mention that we constantly conduct evaluations of extra-curricular activities of our teachers, through a self-evaluation form that is regularly completed by our teachers and associates. The form can be found on the link below.

[file:///C:/Users/Korisnik/Downloads/Umjetni%C3%A8ka%20djelatnost%20nastavnika%20Akademije%20primijenjenih%20umjetnosti%20tijekom%202013.%20godine%20\(2\).pdf](file:///C:/Users/Korisnik/Downloads/Umjetni%C3%A8ka%20djelatnost%20nastavnika%20Akademije%20primijenjenih%20umjetnosti%20tijekom%202013.%20godine%20(2).pdf)

Table 5.3 was filled out by teachers of both of our departments: Department of Fine Arts and Department of Applied Arts.

We would like to mention the graphics workshop project of Melinda Kostelac, which was financed by the Croatian Education and Teacher Training Agency of the Ministry of Education, Science and Sports. It took place in 2010, in the framework of *Novigradsko proljeće (The Spring of Novigrad)*.

We have also started two important projects that broaden the existing knowledge, share new values and



support art education:

***The impact of matrix and paper quality in printmaking process***

The aim is to explore the most important factors in selection of paper for printmaking. Seeing that contemporary practices tend to avoid toxic materials and chemical processes, this project will introduce new options regarding the use of non-toxic matrices. The research will connect several art institutions: the Rijeka Academy of Applied Arts, the Rijeka Museum of Modern and Contemporary Art and the Graphics Collection of the National and University Library in Zagreb.

***Interaction of space and performance art at specific locations***

The aim is to explore how different spaces affect a structured public performance (performance art, theatrical scenes, etc.) and how such performance alters the space and its elements. The research will consist of mapping and studying of different spaces (public, semi-public, private, abandoned, etc.). Ways of connecting these spaces will also be discussed.

This project deepens the cooperation between the Rijeka Academy of Applied Arts and the Acting and Media Studies, which contributes to the University of Rijeka strategy of development.

We would also like to say that the number of funded projects carried out by the Academy is constantly increasing. Funds for our professional projects are mostly received from the Croatian Ministry of Science, Education and Sports and the local government.

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

Under the mentorship of the assistant professor Aljoša Brajdić, students who took the courses in Visual Communication and Graphic Design won several awards in [Student Creative Workshop CROPAK](#) competitions. The award was last received in 2013, by Adi Franković who was the first year student of Applied Arts at the time. Adi Franković won the CROPAK award for his redesign of a mineral water bottle. The main goal of the CROPAK is achieving synergy between designer professionals, institutions of higher education and business sector by stimulating the creativity of students and their early introduction to the processes of packaging design of a real product / series from the graphic design aspect, under professional leadership and by a clearly defined assignment from a brand owner. Participants in the CROPAK workshops are students from three Croatian universities, Rijeka, Split and Zagreb, that are also patrons of the project. During the workshop students, under the mentorship of their mentors, university professors, and under the watchful eye of the authors of a creative assignment work on concepts and graphic design and/or redesign of a sponsor's trade mark packaging..

**CREATIVE START UP project** is another project that has produced impact. It is an international project in which the City of Rijeka Department of Culture and the Rijeka Academy of Applied Arts work as partners. The aim is to encourage the development of cultural industries in the region. In the frame of this project, the Academy organized jewelry

and ceramics workshops and the products were presented in Art Bazaar fairs in Rijeka and Ljubljana.

Finally, **ArTVision project** is an international project aimed at introducing contemporary art to a wider public, through TV features. The project involves participants from Rijeka, Italy, Albania and Montenegro. Students of our Academy will have the opportunity to take part in workshops that will explore TV as a medium.

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

In 2013, we set up an evaluation mechanism that relies on contribution factors defined by legal regulations (i.e. acts and decisions relating to higher education, the Rector's Conference decision of 12 July, 2006 and the Ordinance on Recognition of Artists' Rights issued by the Ministry of Culture). For scientific activities, we use the existing evaluation procedure for scientific grades (the official gazette 26/2013 and 34/2013), as described in the Quality Assurance Manual, p. 46.

The criteria for our teacher evaluation refer to their achievements both in the fields of art and in the fields of research. Our evaluation mechanisms give us the true picture of teacher activity.

However, we must point out that it is necessary that the Republic of Croatia creates a legal framework that would provide for a stronger support to art in the country's education system.

**5.15. Describe your policy of providing incentives for and awarding publishing in the highly ranked scientific journals (or with renowned publishers when books are concerned), that is, the support system for publishing in prestigious journals in your field (e.g. translation, internal peer-review, system of informing on submission deadlines etc.)**

The Vice Dean for Artistic and Scientific Affairs gives regular reports on artistic and extra-curricular activities of the Academy's teachers and associates, who are commended for their achievements.

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

The Academy Ethics Committee for Research and Science ensures the compliance with ethics in research. The committee follows the Code of Ethics of the University of Rijeka (2006) and the European Charter for Researchers. The Committee meets as the need arises.

In accordance with the Code of Ethics of the University of Rijeka, the Academy ensures that

everyone has equal opportunities for advancement. The assessment of persons' achievements is based on objective and clear criteria for measuring the accomplished results. In addition, the Academy pursues the policy of hiring young people, in order to refresh its teaching staff.

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

We are more than satisfied with the achievements of our teachers and associates and their contribution to all segments of art and culture.

Nevertheless, it is necessary to continue with creating interdisciplinary projects that connect art and science. There are many specific segments in artistic activity that need to be recognized. It is also necessary to create a legal framework that would provide for a better position of art in Croatia's education system.

Finally, it is vital to continue with the encouragement and promotion of art projects, with the aim of developing culture and innovativeness in society. This way we create a better community, competent authors and conscious audience.

**Table 5.2.** Sources of funding for art projects

Art projects include all of the funded projects from Table 5.2 and projects related to art production, exhibitions and independent projects of teachers and associates who deliver classes.

This data do not refer to teachers of our Department of Art History (they are referred to in Table 5.6)

Start year	Project (name)	Duration (months)	State budget (MSES)	State budget (other sources - list which)	Local government budget	EU funds	Business sector - private companies	Business sector - public companies	Other sources (list which)	TOTAL
2009-2013	Total number of projects: 206	Average duration: One week to one year	No	70X Croatian Ministry of Culture; 1x Croatian Ministry of Agriculture; 1x HAZU; Slovenian Ministry of Culture; 1x Macedonian Ministry of Culture; Galleries, museums and similar institutions	*	No	**	No	Author s' own funds ***	206

\*Departments of Culture of the following local governments: Rijeka, Zagreb, Split, Pula, Osijek, Labin, Rovinj, Slavonski Brod, Mošćenička Draga, Šibenik, Cres, Metkovići.

Croatian counties: Primorje-Gorski kotar, Zagreb, Istria, Osijek-Baranja

Tourist boards: Krk, Split, Opatija, Kastav

\*\*

HRT, Croatian Film Association, Splitska banka, Privredna banka Zagreb, Croatia osiguranje, Europapier Adria, Komunalac d.o.o., Energo d.o.o., Mladinska knjiga Slovenija.

\*\*\*

The Parish of Alojzije Stepinac, Croatian Museum of Tourism, The City of Čapljina, Bosnia and Herzegovina, Creative Scotland and Glasgow Life, Comune di Osoppo, Italy, The City of Pordenone, Croatian Embassy to Austria, Artists Association Wilhelmshaven, Germany, the City of Gelsenkirchen, Germany, European Ceramics Work Centre, Sunday Morning @EKWC Research Lab, International Foundation MUSAGETES, Canada.

**Table 5.3** Sources of funding for professional projects

Art projects include all of the funded projects from Table 5.3 and mentored projects such as workshops, on-site classes and field trips of teachers and associates who deliver classes.

This data do not refer to teachers of our Department of Art History (they are referred to in Table 5.6)

Start year	Project (name)	Duration (months)	State budget (ministries and public administration)	Local government budget	International funds	Business sector - private companies	Business sector - public companies	Other sources (list which)	TOTAL
2009 - 2013	Total number: 112	2 months to 3 years (ADRIART)	10x Croatian Ministry of Culture 9x Croatian Ministry of Science, Education and Sports	*		**	***		
				*	EU funds			Own funds	112

\* Departments of Culture of the following local governments: Rijeka, Rovinj, Opatija, Cres, Grobnik University of Rijeka, The National and University Library Zagreb, Ivan Meštrović Museum, Zagreb Museum of Arts and Crafts  
Counties: Primorje-Gorski Kotar, Istria

\*\*

Local Action Group Fozilići

\*\*\* Alpen-Adria Kunst Symposium

**Table 5.4** List of scientific and developmental projects

List of active scientific and developmental projects awarded by MSES, with names of project leaders
<p><b>1. THE IMPACT OF MATRIX AND PAPER QUALITY IN PRINTMAKING PROCESS</b>          (number of financial support: 13.01.1.2.01//, research team of 5 members,          Head of the project: Professor Maja Franković</p> <p><b>2. INTERACTION OF SPACE AND PERFORMANCE ART ON SPECIFIC LOCATIONS</b>          number of financial support 13.01.1.3.02// research team of 3 members          Head of the project: Associate Professor Lara Badurina</p>
List of active scientific, artistic and developmental projects from other national sources (UKF, NSF, other state institutions or Croatian industry), with the names of project leaders
<b>CROPAK – students creative workshop</b> , the mentorship of the assistant professor Aljoša Brajdić (Visual Communication and Graphic Design)
List of active scientific and developmental projects awarded by international funds, with the names of project leaders/coordinators
<p><b>ADRIART project (2011-14)</b>          coordinators: 2011: Professor Dalibor Martinis; 2012 Assistant Professor Nadija Mustapić; 2013: external associate Milijana Babić</p> <p><b>CREATIVE START UP project (2013-15)</b>          coordinator : art programs associate Dražen Vitolović</p> <p><b>ArTVision project (2013-15)</b>          Coordinator: Associate Professor Lara Badurina</p>

**Table 5.5 Bibliography (in the last 5 years)**

<b>Publication category*</b>	Total number of publications	Number of publications that were the result of collaboration with other HEIs and scientific organisations	Ratio: Number of publications/number of teachers**
<b>Publications in the journals included in the CC, WoS (SSCI, SCI-expanded and A&amp;HCI) and Scopus databases</b>	<b>5</b>		
<b>Other publications included in the databases recognized in the appointment to research grades</b>	<b>8</b>		
<b>Authorship of books published abroad</b>	<b>1</b>		
<b>Authorship of books published in Croatia</b>	<b>2</b>		
<b>Publications in national journals with international peer review</b>	<b>4</b>		
Peer-reviewed publications in proceedings of international and conferences abroad***	<b>2</b>		
<b>Publications in national journals with national peer review</b>	<b>2</b>		
Professional publications			
Chapters in peer-reviewed books	<b>2</b>		
Peer-reviewed publications in			

proceedings of national scientific conferences***			
Editorship of foreign books***			
Editorship of national books***	<b>1</b>		
Number of publications in journals published by your institution			

*\* Types of publications in bold are required*

*\*\* One person is included in the calculation only once*

*\*\*\* Proceedings that haven't been included in selection or review process should not be included*

**Table 5.5.a.** Bibliography of artists (in the last 5 years)

ARTISTIC ACTIVITY	Total
Number of complex artworks defined as extraordinary achievements with international merit	<b>44</b>
Number of complex artworks defined as extraordinary achievements with national merit	<b>97</b>
Number of artworks premièred at artistic events with international merit	<b>157</b>
Number of artworks premièred at artistic events with national merit	<b>229</b>
Number of artworks premièred with reviews published	<b>359</b>
Number of artworks premièred	<b>486</b>
Authorship of books published abroad	<b>6</b>
Authorship of books published in the Republic of Croatia	<b>14</b>



**Table 5.6** Research productivity of the organisational units

Publication category*	Total number of publications	Publication number/ teaching staff number ratio for each unit**		
		Unit 1	Unit 2	Unit 3
<b>Publications in the journals included in the CC, WoS (SSCI, SCI-expanded and A&amp;HCI) and Scopus databases</b>		5/3		
<b>Other publications included in the databases recognized in the appointment to research grades</b>		8/3		
<b>Authorship of books published abroad</b>		1/3		
<b>Authorship of books published in Croatia</b>		2/3		
<b>Publications in national journals with international peer review</b>		4/3		
Peer-reviewed publications in proceedings of international and conferences abroad***		2/3		
<b>Publications in national journals with national peer review</b>		2/3		
Professional publications				
<b>Chapters in peer-reviewed books</b>		2/3		
Peer-reviewed publications in proceedings of national scientific conferences*				

Editorship of foreign books		<b>1/3</b>		
Editorship of national books*				
Number of publications in journals published by your institution				

\* *Types of publications in bold are required*

\*\* *One person is included in the calculation only once*

\*\*\* *Proceedings that haven't been included in selection or review process should not be included*

**Table 5.7.** Artistic productivity of the organisational units

Category	Total	Work/ teaching staff number ratio for each unit		
		Unit 1	Unit 2	Unit 3
Number of complex artworks defined as extraordinary achievements with international merit	<b>44</b>	<b>19/19</b>	<b>25/17</b>	
Number of complex artworks defined as extraordinary achievements with national merit	<b>97</b>	<b>56/19</b>	<b>41/17</b>	
Number of artworks premièred at artistic events with international merit	<b>157</b>	<b>82/19</b>	<b>75/17</b>	
Number of artworks premièred at artistic events with national merit	<b>229</b>	<b>128/19</b>	<b>101/17</b>	
Number of artworks premièred with reviews published	<b>359</b>	<b>224/19</b>	<b>135/17</b>	
Authorship of books published abroad	<b>6</b>		<b>6/17</b>	
Authorship of books published in the country	<b>14</b>	<b>3/19</b>	<b>11/17</b>	
According to table 5.2 artistic projects are all projects related to art production (exhibitions and independent projects)	<b>206</b>	<b>121/19</b>	<b>85/17</b>	
According to table 5.3 professional projects are all mentored projects (workshops, on-site classes and professional tours)	<b>112</b>	<b>59/19</b>	<b>53/17</b>	

## 6. Mobility and international cooperation

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

The Rijeka Academy of Applied Arts supports internal mobility of students in several ways. Both the Academy and the University offer courses that can be taken by students of all faculties of the Rijeka University. They are listed on the following link:

[http://www.uniri.hr/index.php?option=com\\_content&view=category&layout=blog&id=27&Itemid=12&lang=hr](http://www.uniri.hr/index.php?option=com_content&view=category&layout=blog&id=27&Itemid=12&lang=hr) ;  
[http://www.uniri.hr/files/ZAJEDNICKI%20KOLEGIJI%20zimski%20sem%202014\\_2015\(2\).pdf](http://www.uniri.hr/files/ZAJEDNICKI%20KOLEGIJI%20zimski%20sem%202014_2015(2).pdf)).

In other words, the Academy offers courses that can be taken by students of other faculties and the University constituents offer courses that can be taken by our students. Every year, our Vice dean for Education, Study Programmes and Student Affairs invites teachers to list their courses and define the number of students from other constituents who can enroll in the courses. We have had only positive experiences so far. The incoming students have mostly been attracted to our courses in photography, jewelry design and experimental drawing. This year, we have offered as much as 16 elective courses for different levels of study.

Internal mobility in undergraduate study is possible only in the case of moving from one study programme to another. In order to do so, students have to satisfy certain criteria, in accordance with the Decision on Changing the Programme of Study (appendix: Decision on Changing the Programme of Study).

As regards to internal mobility to higher levels of study, i.e., enrolment in graduate study programmes, there are no prerequisites other than completion of undergraduate study.

In all our undergraduate and graduate programmes, students can enroll in courses outside of their study modules or their study programmes, by sending an official request to the Vice Dean for Education, Study Programmes and Student Affairs. In addition, our study programme in Media Arts and Practices offers a special course called Selections in Practice, which is a compulsory course and includes selection of courses from other study programmes of the Rijeka University.

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

The scope and success of our international cooperation is very high, considering the fact that we are still a very young institution.

In the framework of our participation in the European projects ADRIART, Password: Printmaking, arTVision and IPA Creative Start-Up, we have established fruitful cooperation with similar European higher education institutions.

Over the past four years, we have had numerous exchanges of students and teachers, and we have organized or participated in creative workshops. We have also received visits of renowned artists and professors and participated in international symposia and exhibitions.

In the academic year 2013/2014, we took part in international printmaking project *Triangle* in Rheine-Bentlage, Germany. Four students and one teacher of our Academy spend two weeks there, participating in art workshops. The workshops were organized by the highly renowned cultural center Kloster Bentlage, in cooperation with AKI, the Academy for Art and Design from Enschede, the Netherlands. This project made our Academy visible on the international scene, while our participants received an excellent opportunity for professional advancement.

Large majority of our teachers exhibit their work in international museums and galleries. Our works have been shown in the following countries: Albania, Austria, Belgium, Canada, China, France, Germany, Hungary, Island, Italy, Japan, the Netherlands, Poland, Russia, Serbia, Slovenia, Spain, Switzerland, the United Kingdom and the USA. In addition, one of our teachers holds classes at the University of Applied Sciences in Berlin.

### **International bilateral agreements and other international contracts and agreements**

In accordance with its 2014-2020 Mobility Strategy, the Rijeka Academy of Applied Arts has recently signed, through an immediate contact with Erasmus coordinators, a bilateral agreement with the University of Applied Sciences in Düsseldorf, Germany. In addition, through mediation of the University of Rijeka Office for International Cooperation, we have extended our previous agreements with the following institutions:

- Jan Matejko Academy of Fine Arts Krakow, Poland, 2014-2020(21),
- The University of Nova Gorica School of Arts , Slovenia, 2014-2020(21)
- The University of Ljubljana Faculty of Education, Slovenia, 2014-2020(21)
- The University of Applied Sciences in Aachen, Germany, 2014-2020(21)
- The University of Sussex, England (2014-2017)
- The Institute for Contemporary Art and the Institute for Architecture and Media of the Graz University of Technology, Austria
- Department for Arts, Music and Theatre of the University in Udine, Italy (UNIUD)
- The Venice Academy of Fine Arts, (for professional advancement, Leonardo da Vinci programme)

Bilateral agreements provide for:

- creation of long-term strategies of cooperation
- definition of positive indicators of learning outcomes
- definition of positive indicators of quality of study programmes and teaching staff,
- definition of positive indicators of quality assurance systems and their implementation in the European educational frameworks.

International bilateral agreements have a strategic importance for our Academy and its international visibility. Apart from extending the cooperation in the above mentioned agreements, we are also negotiating on signing new agreements, with several partners. We have also started negotiations for participation in CEEPUS programmes.

Erasmus+ programmes, conducted by the Croatian Agency for Mobility and EU programmes, have opened up the possibility of establishing cooperation with countries outside the EU, which significantly broadens our perspectives and plans. We have already started working on this matter.

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

The Academy of Applied Arts is not a member of international associations of similar institutions, for the time being.

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

Our activities within Erasmus programmes can be divided into two segments: activities in the framework of Erasmus platform, and activities in the framework of Erasmus+. The previous Erasmus platform (up to 2014) was related to a package of activities coordinated by the Croatian Agency for Mobility and EU programmes.

In the beginning of 2013, the Education, Audio visual and Culture Executive Agency – EACEA) promoted the new platform called Erasmus+. Since then, the existing types of mobility (mobility of students, teachers and non-teaching staff) have been organized into the “Key Action 1”. Under the Key Action 1, the Academy provides for mobility to all interested students and teachers, as well as members of non-teaching staff.

The entire protocol of the Erasmus activities is closely connected to our cooperation with the University of Rijeka Office for International Cooperation.

Mobility activities at the Academy are carried out as follows:

- by continuous cooperation with the University of Rijeka Office for International Cooperation and the Agency for Mobility
- by continuous communication with international partners (i.e., their coordinators)
- by our coordinators’ participation in workshops related to promotion of the Erasmus activities
- by giving continuous support to participants, especially students, relating to all segments of mobility
- by regularly updating our web pages and notice boards, by organizing information days, individual consultations, etc.

In 2012, we adopted the Decision on admitting incoming students to the Academy. In 2014, we updated our Form for transfer and recognition of grades and ECTS credits gained in mobility programmes. The form was included in the Quality Assurance Manual.

In addition, we passed a protocol for the regulation of the status of outgoing students, and adopted a document on credit transfer. This document governs the transfer of grades and credits received at other institutions in a mobility period and it needs to be signed by the student and the dean.

In 2013/2014, we started implementing the Erasmus+ Learning Agreement.

The Academy encourages its students, teachers and non-teaching staff to apply to Erasmus and CEEPUS international mobility programmes since this is an excellent way to expand our knowledge and gain new experiences. Likewise, we invite students and teachers from foreign institutions to hold lectures or workshops, as well as semester-long classes in subjects similar to subjects taught at our Academy.

Apart from Erasmus contract, the Academy is seeking to engage in CEEPUS programmes for teachers and students, by connecting with the higher education institutions in Sarajevo, Budapest, Venice and Poznan.

Since ADRIART project finished last year, we plan to start another ADRIART project. We intend to continue our fruitful cooperation with the University of Nova Gorica School of Arts, The Graz University of Technology and the University of Udine, and establish new cooperation with the Weimar University and the University of Poznan.

To sum up, we pursue international cooperation through delivery of lectures and classes, through mobility workshops and organization of visits of foreign lectures and students, as well as visits of our teachers and students to foreign institutions.

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

The international experience of our teachers and associates is shared with our students, which allows them to broaden their knowledge and gain new insights. These are some of the universities and institutions visited by our teachers: Harvard University; Massachusetts Institute of Technology - the Media Lab, (USA), Hochschule für Technik und Wirtschaft Berlin (Germany); Hoch Schule für Film und Fernsehen Konrad Wolf, Potsdam-Babepsberg (Germany); Headlands Center for the Arts, Artist in Residence, San Francisco, USA; Film, Media and Music Department, the University of Sussex, Brighton, UK; Intermedia Department, the University of Iowa, Iowa City, USA.

Our international experiences, gained during longer stays of our teachers and associates at foreign institutions, play an important role in development of our study programmes and our pursuit of new models of studying.

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

Our cooperation in the area of exchange of teachers and associates with other foreign HE institutions has always been productive and we have had only positive experiences.

In the framework of the aforementioned European projects (ADRIART, study visits to Bentlage, Karlsruhe, UdK Berlin, FH Aachen and FH-Dusseldorf), teachers and students were engaged in international programmes carried out in the form of workshops. These workshops, which resulted in exhibitions and public presentations of students' works, provided the opportunity for sharing experiences and gain new knowledge. Our students express a strong interest in these forms of classes.

Finally, students had the opportunity to study at foreign universities, where they spent one or two semesters and received the corresponding credits. This especially refers to our students of Media Arts and Practices, since this study programme was created upon the concept of student mobility.

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

Our new study programme in Media Arts and Practices (MAP), created within the three-year long project ADRIART, provides that part of the classes be delivered in English. Since the programme was developed in close cooperation with the foreign universities (The University of Nova Gorica School of Arts, the University of Nova Gorica School of Arts, the Graz University of Technology (Institute for Contemporary Art and Institute for Architecture and New Media) and the University of Udine (Department for Art, Music and Theater), the communication was in English.

In this project, we organized several mobility workshops with mentors from foreign institutions. English was the official language.

In cooperation with the University of Rijeka, we conducted a lifelong learning programme called *Pixel School of Film and TV*, in summer semester of 2013/2014. The programme leader was a renowned film-maker from the USA.

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

The students showed passionate interest in international projects. They produced high-quality artwork under the mentorship of teachers and their works were presented in exhibitions and public projections. The students returned from workshops and study visits full of positive impressions. They even organized presentations of their works locally.

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

Thanks to the EU project ADRIART, our students had the opportunity to participate in international art workshops and visits to foreign universities. They learned about different environments and study programmes, met foreign students and teachers and gained valuable experience. In addition, they had the opportunity to create their own artwork, which was shown in exhibitions and presentations (for example, in Venice, Graz, Nova Gorica, Tallinn, Tartu).

**j) Describe visits of foreign students to your HE institution (duration and content, table 6.2).**

Foreign students have the chance to study at our Academy thanks to Erasmus mobility programmes. Lately, we have recorded an increase in the number of incoming students. The incoming students usually stay at our Academy for six months.

The student mobility is provided by bilateral agreements, which were renewed in the academic year 2013/2014 and signed for the following period of seven years. International bilateral agreements are the foundation of high quality and continuous cooperation. In addition, they serve as indicators for learning outcomes and study programme quality.

Two-way student mobility at our Academy began in the academic year 2011/2012. Until then, we had only had cases of outgoing mobility. In the above mentioned year, we received a student from Jan Matejko Academy of Fine Arts from Krakow, in the framework of Erasmus mobility programmes. She attended a summer semester of the undergraduate study programme in applied arts and received the corresponding ECTS credits.

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

Although our Academy is quite a young institution, it has already made significant achievements in cooperation with foreign universities.

Following Croatia's EU accession, the Croatian higher education institutions became part of the European, even global, education system, which rests on mobility. Mobility and

internationalization of curriculums in the strategic period up to 2020 will be the main objectives of international activities of our Academy.

In accordance with our new strategy towards internationalization, our primary goals will be the following:

- to increase the number of our strategic programmes and partnering institutions
- to improve the quality and visibility of our study programmes, through international contracts and agreements
- to increase the offer of visiting teaching staff, with the aim of improving the quality of our study programmes
- to create foundation for international double-degree programmes
- to provide for professional advancement of our teaching staff, in terms of professional competences and research skills
- to increase the number of incoming and outgoing students
- to establish an office for international cooperation, including full administrative and professional support for our new strategy towards internationalization
- to provide for continuous development of our international projects within Key Action 1 and 2 of Erasmus+
- to resume the activities towards participation in CEEPUS programmes



**Table 6.1** Teacher mobility in the last 3 years

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

**Table 6.2** Student mobility in the last 3 years

	Number of students in international exchange		
	1 -3 months	3 -6 months	6 months and more
Own students	1	5	4
Foreign students	/	/	1

**Table 6.3** Non-teaching staff mobility in the last 3 years\*

Number of professional visits of non-teaching staff to a foreign HE institution		
1 -3 months	3 -6 months	6 months and more
/	/	/

\*Two of our non-teaching employees spent several days at international partner institutions in the framework of Erasmus mobility programmes, with the aim of professional improvements. The Academy does not provides for longer stays for non-teaching staff.

## **7. Resources: administrative and support services, space, equipment and finances**

### **7.1. Analyse the number of administrative, technical and supporting staff in relation to the number of teachers and associates, the number of students, teaching space, technical and other maintenance equipment and the institution's financial capacities.**

The Academy suffers from a shortage of administrative staff. This has posed a significant problem since the establishment of the Academy in 2005. There were only five employees performing all the administrative duties and one employee in charge of maintenance of our workshops, so we had to hire two more employees at our own expense.

We must not forget to mention that administrative tasks have largely increased over the past few years, which stands in a sharp contrast with the policies of the University of Rijeka. The University has started a process of integrating the administrative services of its constituents, which is still not finished. The ongoing ban on employment only adds to the problem.

Since 2005, when the Academy was founded, the University of Rijeka has been working to integrate the administrative tasks of all the constituents. The University's plan in 2011 was to transfer the Academy's Financial Service, Student Service, IT Service and Technical Service to the University of Rijeka. However, only the employees of the IT and Technical Service became the University's employees, while the process of integrating the financial and student service is far from finished. Therefore, apart from the shortage in administrative staff, the Academy also faces the shortage of staff that would be in charge for financial and accountancy matters. A signal employee has been performing these tasks for the University for years and the amount of work keeps growing.

As for other support services, the process of integration at the University of Rijeka has so far produced the Campus Maintenance Service, IT Support Service and the University IT Center.

The ratio of the number of administrative, technical and supporting staff to the number of teachers is 5 to 38 (1:8), and the ratio of the staff to the number of students is 5 to 270 (1:54).

### **7.2. Comment on the qualification structure of non-teaching staff and possibilities for their professional advancement.**

Non-teaching staff working in the Dean's Office and the Student Service are highly qualified for the work and they all have a university degree.

Maintenance of the workshops is performed by the employee with secondary education, which is sufficient qualification for this job.

The two employees hired by the Academy for assisting in administration also have a university degree. Such qualification was necessary because their work is related to the European projects, quality assurance activities and IT administration.

The Academy's management gives its full support to professional advancement of its employees. Two of the employees took part in Erasmus mobility programmes for non-teaching staff and they spent some time at foreign HEIs. In general, the Academy's non-teaching employees have the opportunities of professional advancement in workshops and seminars.

**7.3. Describe the current situation and your satisfaction regarding the existing number of classrooms and laboratories for teaching, taking into account the existing number of students, enrolment quotas and optimum number of students. Compare your own spatial capabilities with those of similar HE institutions.**

Considering the specifics of art studies, the Academy's classrooms are mostly designated as drawing rooms, workshops and other spaces intended for creative work and research. The Academy has two large rooms for lectures and presentations, both quipped with overhead projectors. In addition, we have a room intended for projections of films, videos and photographs, with high quality equipment for sound and image reproduction. Finally, we have twelve specialized workshops (ceramics, silk-screen, stone, etc, see table 7.3) and 30 laboratories/practice rooms for delivering art classes (drawing, painting, graphics, sculpting, scenography, etc, see table 7.3).

The number of classrooms and laboratories for teaching completely corresponds to the number of our students. Class delivery and the use of classrooms are organized in the best possible way. In comparison to other higher education institutions in Croatia, the Rijeka Academy of Applied Arts provides excellent conditions for work with students.

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

In 2006, when the Academy moved to the Trsat Student Campus, it received new Macintosh Apple computers, which were placed in computer workshops, the student room, administration service and teachers' cabinets. The Macintosh computers were necessary since they had special software used in creative industries.

However, over the years, several Apple computers have been replaced with PCs because of the need for reducing maintenance expenses.

In 2013 we installed additional memory in our Macintosh computers and these still fulfill all our needs, except for video production. For video production, we had to buy two more Macintosh computers in 2014.

Students are allowed to use the computer workshops outside of classes, with permission of teachers and teaching assistants. They can also use a room with five computers with internet access. All rooms have equipped for the use of laptops and have free wireless internet access via Eduroam service.

**7.5. Reflect on the internal policies of computer purchase and use.**

Owing to poor financial situation over the past few years, the Academy has not created a plan for procurement of computer equipment. We have invested in several new computers to satisfy the needs of administration work. The computers were procured with own funds and funds from art and EU projects.

The plan for the procurement of new computers will be made as soon as we renew the equipment in other workshops at the Academy. More precisely, available funds are currently used to buy the needed tools and materials for art workshops such as glass, ceramics and silk-screen workshops. Once this process is finished, we will work on our plans and policies on computer purchase. The new computers will be bought mostly by using own funds, while some expenses may be covered by funds from the EU projects.

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

The Academy has 27 teachers' offices, and the surface area of each is approximately 24 m<sup>2</sup>. Apart from few tenured professors, who have their own cabinets, other teachers usually share their cabinet with another teacher. Only two cabinets (Graphics and New Media) are shared by 4 teachers because the rooms are quite large. The average surface area for each teacher is 18 m<sup>2</sup>. If the external associates are included into this calculation, each teacher uses approximately 10 m<sup>2</sup>.

All cabinets are fully equipped for educational purposes. They are not equipped for producing art, but for that purpose, teachers always have workshops at their disposal. Teachers can also use meeting rooms.

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

The Academy has 12 specialized workshops and 30 laboratories/practices rooms with the surface areas ranging from 25 to 95 m<sup>2</sup>. Apart from rooms designated for specific forms of classes, such as sculpting, all rooms may be used for multiple purposes. In other words, all rooms are used in the most satisfactory way.

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

Before the Academy was established as a legal entity, i.e. prior to its cessation from the Faculty of Humanities and Social Sciences in Rijeka, the Faculty was responsible for all library activities. The library material belonging to institutions - forerunners of the present day Academy (from 1963 to 2005) has been stored in the library of the Faculty of Humanities and Social Sciences in Rijeka.. Students and academic staff can use the library resources at the Faculty (which is located in the next-door building) without charge. The working hours are Mon – Fri. 9 – 5 pm. The library contains interdisciplinary

material for the areas of the Croatian language and literature, foreign languages and literature, philosophy, psychology, sociology, pedagogy, history, art history and other areas suited to the needs of courses and research performed at the Faculty, and which is consequently vital for the Academy's course studies. Apart from this library, students, staff and Academy associates have at their disposal the campus branch of the Rijeka University Library, which was established to meet the needs of the University constituents that do not have their own libraries. It was opened on March 1, 2011 and is located on the ground floor of the University building close to the Academy. It is open on work days from 9 a.m. to 7 p.m.

The Academy has a makeshift library that serves as an aid in class work. It gathers catalogues, monographs and other material. Books are collected through purchase and donations.

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

The University Library and the library of the Faculty of Humanities and Social Sciences provide adequate electronic equipment for users to browse the databases. The data on collections of both libraries are available in on-line catalogues. The libraries employ the Crolist software and belong to the Crolist consortium. Library services, such as access to databases, library catalogue or e-services are available on the following websites:

[www.kampus.svkri.uniri.hr](http://www.kampus.svkri.uniri.hr) and <http://www.ffri.uniri.hr/hr/knjiznica.html>.

The library provides regular training in how to use electronic sources (for teachers and students). Croatian publications are available in collections of the Rijeka University Library (deposit copy) while users of the branch library can have desired articles scanned and delivered to them via e-mail. All Croatian digital publications from the catalogue are referred to a website address (hrčak.srce.hr.) by a direct link. The Rijeka University Library, following the needs of its constituents, provides databases from the University resources. Remote-access users have at their disposal available databases as well as the library catalogue and links to full-text versions (journals in Hrčak, free e-books). The databases are accessible by means of IP address system of the University and by proxy servers using AAI identity. All material is registered in the catalogue using the Crolist software and can be accessed remotely.

The frequency and methods of borrowing in the library of the Faculty of Humanities and Social Sciences have been electronically recorded since 2011, during which period about 100 Academy students have borrowed 1028 books.

In addition, the library users have access to all online databases covered by the subscription fee paid by the Ministry of Science, Education and Sports, as well as all online library catalogues in Croatia.

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

Premises for administrative staff are furnished with new office furniture, new electronic equipment and recently installed network infrastructure. These offices are located in the basement, on the ground floor, 1<sup>st</sup> and 2<sup>nd</sup> floor. The basement houses the office of the smart-x coordinator while the Student Services Centre is on the ground floor. On the 1<sup>st</sup> floor there are offices comprising Dean's secretary office, Department secretary office and Dean's office. Also, there is the Academy office of legal affairs. The accounting office is situated on the 2<sup>nd</sup> floor.

The spatial layout of the offices allows for efficient and concentrated way of providing services to the users.

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

Our financial data show that the Academy's budget mostly consists from the funds received from the state budget. Income from the state budget in 2012 accounted for 91,64% of the Academy's total income, and in 2013 it accounted for 94,9% of the income. Other income comes from local government, the National Foundation for Science Higher Education and Technological Development of the Republic of Croatia and international organizations.

Income from own operations and special regulation income mostly consist of tuition and enrolment fees, which totaled HRK 671.027 in 2012, and HRK 667.923 in 2013.

We have made a reduction in income from own operations, in line with decisions of the Ministry of Science, Education and Sports (subsidizing of the costs of study for most successful students).

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

The Academy of Applied Arts is an institution of higher education whose mission spreads across three major areas: art education, art creation and art research. However, poor market position of the academy is the result of general social and economic environment, which has caused a decrease in demand for creative industries.

A comparison of tuition fee income in 2013 and 2012 shows a decline of approximately 17,52% for undergraduate and graduate studies.

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

The accounting department keeps track of all activities by keeping records of income and expenses for each category. Costs incurred by own activities have to be covered entirely by own income.

Income obtained by own activities is distributed and used by the Academy and the Department for advancement of activities, covering of business costs and payments for work performed outside of regular activities of the Academy or the Department.

By advancement is meant: procurement of teaching and IT equipment; procurement of expert literature; procurement of computer software, maintenance costs; defraying of initial costs for introduction of new study programmes etc.

Business costs covered by own income consist of salary expenses and various expenses of employees, overheads, business trips, external cooperation costs and other business expenditure. As a rule, 3% of own revenue is directed towards development programmes of the University.

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

The largest part of the income is spent on the realization of primary activities. In addition, nearly all investments in equipment, i.e., procurement of non-financial assets, are covered by own income. This means that any reduction in our income would have a devastating effect on our basic operations.

In accordance with the Accounting policy of making profit on the market, the manner of distribution of income and payment of labour which is applied at the Academy in May 2012, the revenues generated from the scientific, specialized and professional work in the market, shall be distributed as follows:

- 3% of income in the annual university budget for capital investments, co-financing of collaborative research programs and development projects or programs that have been accepted with a view to improve activities
- 17% of income in its own budget for capital investments and development projects or programs that have been accepted with a view to improve activities (procurement of equipment, literature, investments, etc.)
- 80% of income for the direct executors of work - employees, collaborators, and subcontractors, travel and other expenses and stimulation of employees.

Revenues generated from undergraduate and graduate studies tuition, lifelong learning programmes, courses and other training programs, shall be distributed as follows:

- 3% of income in the annual university budget for capital investments, co-financing of collaborative research programs and development projects or programs that have been accepted with a view to improve activities,
- 27% of income in its own budget for capital investments and development projects or programs that have been accepted with a view to improve activities (procurement of equipment, literature, investments, etc.)
- 70% of income will be used to meet the costs of implementing the program and operational costs, as well as for the payment of the required work performed outside of regular activities of the Academy.

**7.15. Specify your priorities in investing any increase in the budget funding of your institution.**

In case of an increase in our budget income, we would use the funds for hiring new employees, with the aim of improving the quality of our work in general. If we were able to increase the number of our staff, we would reduce the costs of service contracts required for making payments to external assistants. This, in turn, would enable us increase the quality of our study programmes.

Part of the funds would be used for the purchase of equipment for our workshops.

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

We are mostly satisfied with the current situation because we managed to rationalize our expenses and carry out our work accordingly. However, since the funds that we have at our disposal are sufficient only for basic operations, we are not able to make larger improvements, at least not in the near future. Possible improvements are directly related to our financial capacities, which mostly depend on provisions from the state budget.



**Table 7.1** HEI buildings

(List the existing buildings, buildings under construction and planned construction)

Building ID	Location of the building	Year of construction	Year of annexed building or reconstruction	Total space for HE activities in m <sup>2</sup>	Total space for scientific activities in m <sup>2</sup>
	Slavka Krautzeka bb, Kampus Trsat, Rijeka	1928	2004/2005	Cca 5.000 m <sup>2</sup>	

**Table 7.2** Classrooms

Building ID	Classroom number or designation	Space (in m <sup>2</sup> )	Number of seats for students	Number of hours of weekly use	Equipment rating* (1 - 5)
	13 - Bauhaus	82 m <sup>2</sup>	50	15	4
	13 - II floor	47 m <sup>2</sup>	30	25	5
	14 - II floor	75 m <sup>2</sup>	50	25	4

**Table 7.3** Laboratories/practicums used for teaching

Building ID	Internal designation of laboratory/practicum	Area (in m <sup>2</sup> )	Number of places for students	Number of hours of weekly use	Equipment rating* (1 - 5)
	<b>BASEMENT</b>				
	8 - ceramics	48 m <sup>2</sup>	10	10	5
	5 - molding	75 m <sup>2</sup>	10	25	4
	7- carpentry woodwork	73 m <sup>2</sup>	10	10	4
	10 - jewelry design	63 m <sup>2</sup>	10	10	3
	11 - lithography	66 m <sup>2</sup>	10	15	5
	12 - mosaic	59 m <sup>2</sup>	8	20	5
	18 - technology	50 m <sup>2</sup>	15	6	3

ACADEMY OF APPLIED ARTS AT THE UNIVERSITY OF RIJEKA

	19 - metal	49 m2	6	5	2
	20 - stone	71 m2	8	10	4
	16 - new media	100 m2	20	10	5
	17 - photo lab.	24 m2	3	10	4
	<b>GROUND FLOOR</b>				
	5. - sculpture	98 m2	10	18	5
	6. - scenography	57 m2	10	10	4
	7. -costume design	31 m2	6	10	4
	8. - sculpture	31 m2	6	20	4
	10.-11. - sculpture	90 m2	10	32	5
	12. - sculpture	90 m2	10	20	5
	13. - sculpture	32 m2	6	15	4
	16. - painting	56 m2	8	15	5
	17. - painting	90 m2	12	15	5
	18. - painting	44 m2	6	15	5
	19.-20. - painting	55 m2	8	20	5
	22. - painting	95 m2	12	20	5
	23. - painting	50 m2	6	15	5
	24. - painting	95 m2	12	20	5
	<b>1<sup>ST</sup> FLOOR</b>				
	5. - drawing	95 m2	15	20	5
	6. - drawing	57 m2	10	10	5
	7. - drawing	31 m2	6	8	5
	8. - drawing	31 m2	6	8	5
	10.-11. - drawing	90 m2	15	20	5
	12. - photography	78 m2	15	10	5
	13. - drawing	46 m2	8	10	5
	17. - graphics	52 m2	10	20	4

ACADEMY OF APPLIED ARTS AT THE UNIVERSITY OF RIJEKA

	18. - graphics	70 m2	8	15	4
	19. - graphics	60 m2	12	15	4
	22. - graphics	95 m2	12	15	4
	23. - graphics	50 m2	6	10	4
	24.-25. - silkscreen	68 m2	8	15	5
	<b>2<sup>ND</sup> FLOOR</b>				
	5. - computer graphics	70 m2	10	15	4
	11.-12. - new media	90 m2	15	15	4

**Table 7.4** Workplaces for practical teaching

Building ID	Name of workplace	Number of students working in a workplace	Hours of teaching (per week) held in a workplace

**Table 7.5** Equipment of computer classrooms

Number of new computers (up to 3 years)	Number of computers older than 3 years	Functionality rating (1 - 5)	Maintenance rating (1 - 5)	Rating of possibility for use outside of classroom (1-5)
4	40	4	4	4

**Table 7.6** Teachers' offices

Building ID	Number of teachers' offices	Average space in m <sup>2</sup>	Equipment rating (1 - 5)	Average area in m <sup>2</sup> per full-time teacher/associate
	27	24 m <sup>2</sup>	5	Permanent employees - 18 m <sup>2</sup> All (employees + adjunct instructors) - 10 m <sup>2</sup>

**Table 7.7** Space used only for research, artistic and professional work

Building ID	Internal room or laboratory designation	Space (in m <sup>2</sup> )	Number of hours of weekly use	Equipment rating (1 - 5)

**Table 7.8** Space used only for professional work

Building ID	Internal room or laboratory designation	Space (in m2)	Number of hours of weekly use	Equipment rating (1 - 5)

**Table 7.9** Capital equipment

(Specify the data on the institution's available capital equipment with purchase value exceeding 200,000 HRK)

Name of the instrument (equipment)	Purchase value	Age (years)

**Table 7.10** Library equipment

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

Number of books titles	Number of textbooks *	Rating of books and textbooks as up to date (1- 5)	Number of foreign journal titles	Number of Croatian journal titles	Rating of functionality and catalogue of books and journals	Equipment rating (1 - 5)**	Assess the quality and availability of electronic content (1 - 5)***

\* Number of textbooks comprises all textbooks, regardless of the number of copies.

\*\* Possibility of using a copy machine for teachers and students, provision of copies from other libraries, catalogues of teachers' papers etc.

\*\*\* Electronic content comprises electronic editions of books, journals, databases, but also library's own and other libraries' catalogues.

**Table 7.11** Financial evaluation

		<b>N-2 Calendar year 2012</b>	<b>N-1 Calendar year 2013</b>
	INCOME		
<b>1.</b>	INCOME FROM STATE BUDGET	<b>10.763.006</b>	<b>10.978.571</b>
<b>1.1.</b>	Staff pay	<b>8.934.947</b>	<b>9.232.305</b>
<b>1.2.</b>	Operation costs (including fieldwork)	<b>653.202</b>	<b>599.430</b>
<b>1.3.</b>	Adjunct/visiting teaching staff pay	<b>547.993</b>	<b>298.759</b>
<b>1.4.</b>	National scientific projects		
<b>1.5.</b>	International scientific projects		
<b>1.6.</b>	International cooperation		
<b>1.7.</b>	Organization of academic conferences		
<b>1.8.</b>	Journal subscription fees		
<b>1.9.</b>	Maintenance		
<b>1.10.</b>	Capital investments (buildings), investments maintenance	<b>83.063</b>	<b>40.000</b>
<b>1.11.</b>	Equipment		
<b>1.12.</b>	Total income from other sources: material rights of the employees, students health insurance, programme agreements, Erasmus programme	<b>543.801</b>	<b>808.077</b>
<b>2.</b>	OTHER PUBLIC BUDGET INCOME	<b>92.477</b>	<b>17.000</b>
<b>2.1.</b>	Income and support by local authorities (town, city, county etc.)	<b>36.055</b>	
<b>2.2.</b>	Income and support by other institutions (such as the National Science Foundation)	<b>20.000</b>	
<b>2.3.</b>	Total income from other types of sources (donations from legal and physical persons)	<b>36.422</b>	<b>17.000</b>
<b>3.</b>	INCOME FROM INTERESTS	<b>301</b>	<b>556</b>
<b>4.</b>	INCOME FROM OWN OPERATIONS	<b>103.446</b>	<b>199.786</b>
<b>4.1.</b>	Tuition fees - postgraduate specialist		
<b>4.2.</b>	Tuition fees - postgraduate doctoral		
<b>4.3.</b>	Scientific projects		

ACADEMY OF APPLIED ARTS AT THE UNIVERSITY OF RIJEKA

4.4.	Professional projects		
4.5.	Rental income	496	1.557
4.6.	Total income from other sources: reimbursement of travel orders, , savings from sharing expenses with the University of Rijeka, reduction of liabilities from previous years	102.950	198.229
5.	SPECIAL REGULATION INCOME	567.581	468.136
5.1.	Tuition fees - undergraduate, graduate, professional	336.001	122.520
5.2.	Additional knowledge or skills testing (if implemented in addition to State Matura)	53.130	46.860
5.3.	Enrolment fees	77.020	20.504
5.4.	Publishing		
5.5.	Administrative fees (charging various forms, diplomas, certificates etc.)	29.240	82.015
5.6.	Total income from other sources: students health insurance, damage compensations, other income (funds from the Croatian Employment Service for professional training, etc.)	72.190	196.491
6.	OTHER INCOME NOT MENTIONED ABOVE: financial support from international organizations	243.243	29.362
A	TOTAL OPERATING INCOME	11.770.054	11.567.804

		N-2 kalendarska godina	N-1 kalendarska godina
	EXPENSES		
1.	EMPLOYEE EXPENSES	9.258.993	9.462.172
1.1	Staff pay	7.888.356	8.188.887
1.2.	Adjunct/visiting teaching staff pay		
1.3.	Total remaining expenditure (salary contributions and other employee expenses)	1.370.637	1.273.285
2.	MATERIAL AND ENERGY EXPENSES	377.158	494.156
2.1.	Office supplies and other material costs	65.726	62.314
2.2.	Laboratory supplies		
2.3.	Energy	243.198	315.863
2.4.	Material and equipment for maintenance (both types)	13.951	59.822

ACADEMY OF APPLIED ARTS AT THE UNIVERSITY OF RIJEKA

<b>2.5.</b>	Small inventory	<b>304</b>	<b>10.407</b>
<b>2.6.</b>	Total remaining expenditure: art materials	<b>53.979</b>	<b>45.750</b>
<b>3.</b>	<b>SERVICE EXPENSES</b>	<b>679.121</b>	<b>708.024</b>
<b>3.1.</b>	Telephone and postal costs, transport costs	<b>64.521</b>	<b>46.526</b>
<b>3.2.</b>	Maintenance and investment maintenance services	<b>69.595</b>	<b>42.226</b>
<b>3.3.</b>	Information and promotion	<b>15.042</b>	<b>5.378</b>
<b>3.4.</b>	Communal services	<b>183.794</b>	<b>190.661</b>
<b>3.5.</b>	Leasing, rent	<b>7.450</b>	
<b>3.6.</b>	Intellectual and personal services (fees, contracts) * external cooperation in classes - HRK 169.386	<b>273.209</b>	<b>*369.545</b>
<b>3.7.</b>	Computer services	<b>4.879</b>	
<b>3.8.</b>	Total remaining expenditure: health services, graphics and printmaking services, photocopying, binding, etc.	<b>60.631</b>	<b>53.688</b>
<b>4.</b>	<b>NON-FINANCIAL ASSETS EXPENSES</b>	<b>86.969</b>	<b>37.899</b>
<b>4.1.</b>	Facilities		
<b>4.2.</b>	Computer equipment	<b>15.325</b>	<b>36.907</b>
<b>4.3.</b>	Laboratory equipment		
<b>4.4.</b>	Office equipment	<b>54.965</b>	
<b>4.5.</b>	Communication equipment		<b>992</b>
<b>4.6.</b>	Other equipment	<b>4.920</b>	
<b>4.7.</b>	Reading materials (books, journals etc.)	<b>718</b>	
<b>4.8.</b>	Investment in machines, production facilities and other equipment	<b>11.041</b>	
<b>4.9.</b>	Additional investment in buildings		
<b>4.10.</b>	Total remaining expenditure (list all sources and amounts)		
<b>5.</b>	<b>EMPLOYEE REIMBURSEMENT</b>	<b>189.745</b>	<b>285.201</b>
<b>5.1.</b>	Travel costs	<b>27.226</b>	<b>51.936</b>
<b>5.2.</b>	Training costs	<b>950</b>	<b>1000</b>
<b>5.3.</b>	Other staff costs (list all) including transport costs - employee transport costs	<b>161.569</b>	<b>232.265</b>
<b>6.</b>	<b>OTHER BUSINESS EXPENSES NOT MENTIONED ABOVE</b>	<b>587.480</b>	<b>134.697</b>
<b>6.1.</b>	Insurance premiums	<b>27.114</b>	<b>16.940</b>



ACADEMY OF APPLIED ARTS AT THE UNIVERSITY OF RIJEKA

<b>6.2.</b>	Representation costs	<b>4.488</b>	<b>2.281</b>
<b>6.3.</b>	Membership fees		
<b>6.4.</b>	Bank costs	<b>4.744</b>	<b>4.261</b>
<b>6.5.</b>	Interest	<b>147</b>	
<b>6.6.</b>	Other financial costs	<b>172</b>	
<b>6.7.</b>	Other: costs of representative and executive bodies, committees, etc; reimbursements to persons who are not permanently employed, reimbursements to citizens and households	<b>550.815</b>	<b>111.215</b>
<b>B</b>	TOTAL BUSINESS EXPENSES	<b>11.180.966</b>	<b>11.122.149</b>
<b>C</b>	Bottom line carried over from the last year	<b>-582.485</b>	<b>6.603</b>
	BALANCE 31 Dec (A-B+C)	<b>6.603</b>	<b>452.258</b>