



SELF-EVALUATION OF THE FACULTY OF ECONOMICS, UNIVERSITY OF RIJEKA

September, 2024

Self-evaluation

Name of the Evaluated Higher Education Institution:: **Faculty of Economics - EFRI**

Name of the University to which the Evaluated Higher Education Institution Belongs: **University of Rijeka**

Year of Establishment: **1961.**

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Commission for Self-Evaluation Preparation: **The Dean with the Vice-Deans, Office for Quality Assurance**

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Introduction

In its 60 years of activity in the fields of science and education, the Faculty of Economics, University of Rijeka has become a reputable institution contributing to the education and development of scientists, researchers, and business professionals. Established in 1961 as part of the University of Zagreb, the Faculty became part of the University of Rijeka in 1973 and began delivering lectures on November 1, 1961, educating economic experts for the coastal and Istrian regions.

The Faculty of Economics, University of Rijeka offers university programs aligned with the Bologna Declaration, utilizing the internationally recognized 3+2+3 model for Business Economics programs, and an integrated undergraduate and graduate program in Economics. Through this model, students earn a University Bachelor's degree in Economics after three years of university [undergraduate](#) study, a University Master's degree after two years of university [graduate](#) study, and a PhD after three years of [doctoral studies](#). Additionally, in the university [integrated undergraduate and graduate program](#) in Economics, students earn a university Master's degree after five years of study.

Besides doctoral programs, the Faculty also offers various university [specialist studies](#).

In addition to education at different levels, the Faculty engages in scientific activity in the field of economics. As part of its scientific research activities, the Faculty publishes the journal "[Zbornik radova Ekonomskog fakulteta u Rijeci: časopis za ekonomsku teoriju i praksu / Proceedings of Rijeka Faculty of Economics: Journal of Economics and Business](#)". The Faculty also successfully conducts research in numerous scientific projects funded from various sources, participates in the development of professional studies and reports, and organizes seminars, conferences, and other scientific research activities for the needs of the economy and local government. Notably, the "[Economics of Digital Transformation \(EDT\)](#)" conference brings together experts in macroeconomic policy, monetary and fiscal theory and practice, and new business models in the digital age.

The Faculty of Economics implements the goals set in its [Development Strategy](#) for the period 2017–2025, which is in line with the [Strategy of the University of Rijeka](#) for the period 2021–2025. The Faculty has adopted a [vision and mission](#) to enhance its operations and adapt to modern economic trends. The Faculty's mission is to "Develop entrepreneurially oriented and socially responsible managers in an international environment and contribute to the development of science." The Faculty's vision is that "Through continuous development, the Faculty will be recognized as a socially responsible and desirable higher education institution and a partner to the community in creating a sustainable society." The core values of the Faculty are responsibility, excellence, connectivity, partnership, and sustainability.

In the expert commission's report on the re-accreditation of the Faculty of Economics, University of Rijeka, all five areas were rated as meeting the required level of quality.

The main strengths highlighted include the Faculty's staff, online studies, extensive collaborations with external stakeholders, internationalization, and institutional support for students with special needs. Following these examples of good practice and strengths, the Faculty continues to nurture these advantages in its operations.

However, this brief reflection on the results of previous external evaluations will focus on the shortcomings. The main deficiencies noted were:

1. Lack of a clear value proposition and insufficient specialization in undergraduate and graduate programs.
 - In the academic year 2021/2022, a modernized study program was introduced, addressing these shortcomings.
2. Low response rate to student surveys, with no clear strategy to address this issue.
 - The response is still below a satisfactory level, but intensive efforts are being made to address this. One of the measures is the introduction of mandatory teacher reflection

during the introductory lecture on the results of surveys from the previous academic year. This is intended to show students how their comments and suggestions are taken into account when planning and conducting lessons in the upcoming academic years.

3. Lack of a clear and shared understanding of the roles and responsibilities of teaching assistants among different departments.
 - Teaching assistants primarily work within their own department but may participate in courses from other departments only when necessary and in exceptional circumstances. Some professors and assistants are full members of one department and affiliated members of another, participating in both.
4. Significant variations among teaching staff regarding scientific productivity and publishing output.
 - The Faculty is actively working on providing education and support for applying to scientific projects and is striving to allocate research funds equitably among its scientific staff.
5. Limited access to important databases.
 - The Faculty has access to [key databases](#) for all staff and students, including those under the Faculty's individual subscription, such as ProQuest One Business and Orbis Europe.
6. Large discrepancies between learning outcomes at the study and course levels, which need better alignment.
 - With the introduction of a new and modernized study program, learning outcomes have been balanced at both the study and course levels across all levels of study.

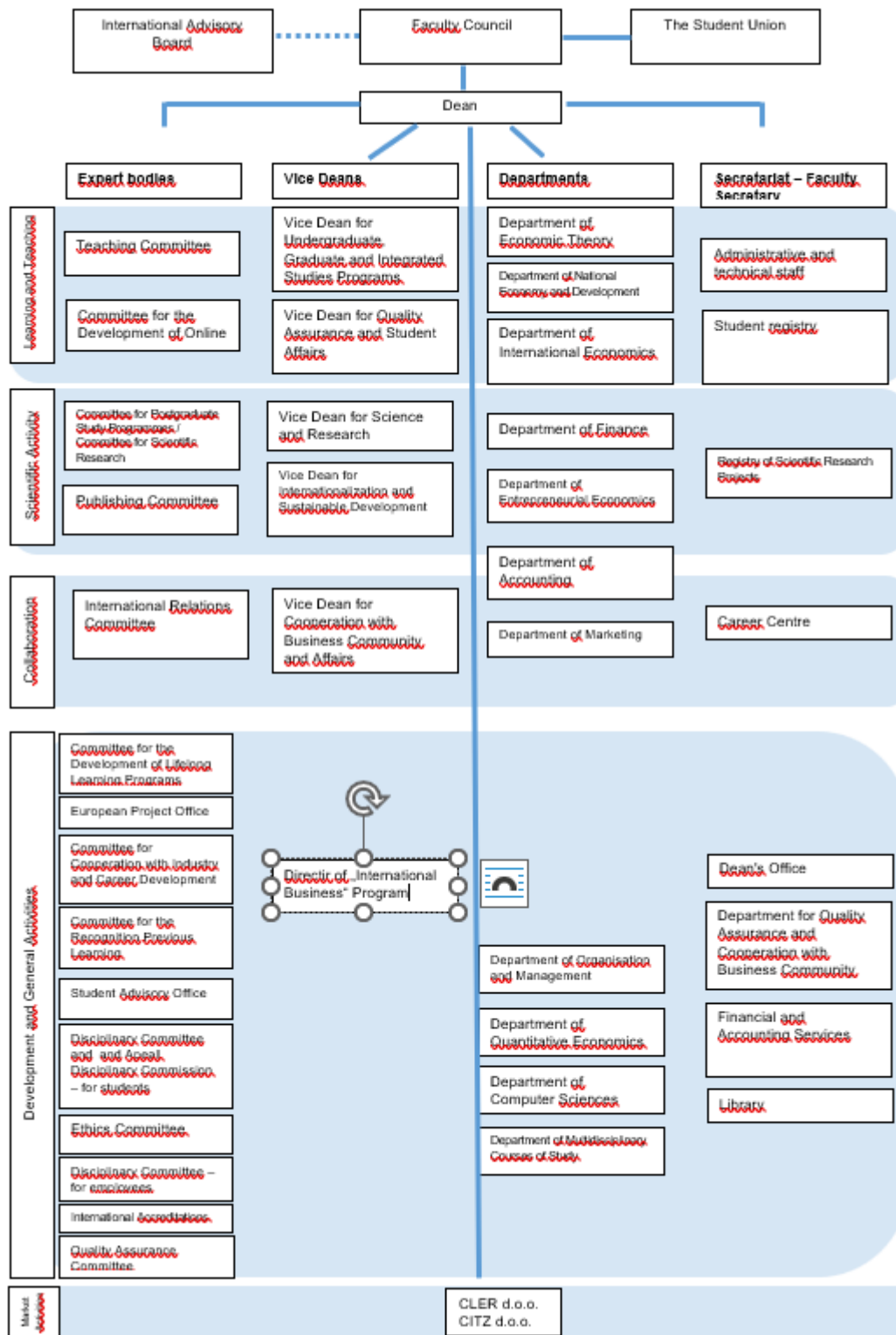
The organizational structure of the Faculty is determined by the [Statute](#) of the Faculty of Economics in Rijeka (Scheme 1). The basic organizational units of the Faculty are [departments](#).

The Faculty's [governing bodies](#) are the Dean and the [Faculty Council](#). The Dean is assisted by five vice-deans and the Faculty Secretary, who together form the Faculty Board. To handle legal, personnel, accounting, administrative, technical, and other general affairs of the Faculty, [administrative and technical staff](#) are organized.

The Faculty Council is the Faculty's professional council, composed of all full professors, associate professors, and assistant professors, one representative of teachers elected to one of the teaching positions, one representative of assistants, one representative of senior assistants, one representative of staff, and student representatives. The Faculty Council makes decisions at meetings and is competent to discuss and decide when more than half of the total number of members are present. The Faculty Council makes decisions, conclusions, and positions by a majority vote of the members present, unless otherwise stipulated by law, the Statute of the University of Rijeka, or the Faculty Statute.

The [Student Union](#) is the student representative body that protects the interests of students, participates in decision-making in the Faculty's bodies, and represents students in the higher education system. Through the Student Council, students are involved in discussions and decision-making related to the Faculty's activities. The Student Council elects student representatives to the Faculty Council from among undergraduate, graduate, and postgraduate students.

Scheme 1: Internal Organizational Structure of the Faculty of Economics in Rijeka



The Department is the fundamental organizational unit of the Faculty, established to carry out teaching, scientific, and professional activities at the Faculty. Members of the department include all employed lecturers and associates of the Faculty who fulfill their scientific and teaching obligations in the study programs conducted by the Department. The departments encompass related courses

within the same scientific fields or branches. The departments of the Faculty of Economics in Rijeka are: Department of Economic Theory, Department of National Economy and Development, Department of International Economics, Department of Finance, Department of Entrepreneurial Economics, Department of Accounting, Department of Marketing, Department of Organization and Management, Department of Quantitative Economics, Department of Computer Sciences, and the Department of Multidisciplinary Courses of Study.

The Faculty's [expert bodies](#) (committees and offices) assist the Faculty Council and the Dean's Board in their work.

Professional services are involved in the Faculty's operations, consisting of employees who perform professional, general, and other tasks, such as legal, accounting, administrative, technical, and other duties. Each service is managed by a department head, and the Faculty's Secretary is the head of all professional services, responsible for coordinating and overseeing their work.

The Faculty [Library](#) is an organizational unit of the Faculty, intended to effectively and comprehensively ensure the conditions for the realization of scientific research, teaching, and educational activities. The Library operates according to established Standards for Higher Education Libraries and in accordance with the Library Act.

Quality development at the Faculty is the responsibility of all staff, who, by taking responsibility for the quality of their own work, contribute to the quality assurance system. The Faculty continuously develops and improves its quality management system in line with the University's quality assurance policy.

The following document presents a state analysis according to the following themes:

- 1. MANAGEMENT OF HIGHER EDUCATION AND QUALITY ASSURANCE**
- 2. STUDY PROGRAMS AND LIFELONG LEARNING PROGRAMS**
- 3. STUDENT-CENTERED LEARNING AND TEACHING – TEACHING PROCESS AND SUPPORT**
- 4. TEACHING CAPACITIES AND INFRASTRUCTURE OF THE HIGHER EDUCATION INSTITUTION**
- 5. SCIENTIFIC/ARTISTIC AND PROFESSIONAL ACTIVITY**

In the preparation of the self-assessment, fundamental documents determining the Faculty's operations were used: the Statute of the University of Rijeka, the Statute of the Faculty of Economics, University of Rijeka, the Development Strategy of the University 2021–2025, the Development Strategy of the Faculty of Economics in Rijeka for the period 2017–2025, and various relevant regulations and manuals from the University and Faculty, as well as national legal acts.

I. MANAGEMENT OF HIGHER EDUCATION AND QUALITY ASSURANCE

1.1. The Mission of the Higher Education Institution Guides the Process of Operational Planning and the Development of Quality Assurance Processes

The higher education institution has a publicly declared contemporary mission that, along with defined values and goals, provides the framework and direction for its activities.

The Faculty of Economics, University of Rijeka directs its operational planning and quality assurance processes through a clearly defined and publicly announced [mission and vision](#), developed in collaboration with various stakeholders. The mission is linked to strategic and operational planning processes and encourages the engagement of all stakeholders in its realization. The Faculty of Economics, University of Rijeka has publicly announced its mission, which states: " In the international environment, we develop entrepreneurially oriented and socially responsible managers and contribute to the development of science," highlighting the Faculty's commitment to educating professionals capable of operating in a global context while contributing to societal progress and scientific development. The public announcement of the mission ensures transparency and accessibility for all stakeholders, including students, lecturers, partners, and the broader public, and the mission is published in both Croatian and English. Alongside the mission, the vision and core values are also publicly available.

The Faculty's [quality policy](#) is implemented in accordance with the mission, vision, and goals of the Faculty of Economics and the University of Rijeka as defined in [the Development Strategy of the Faculty of Economics](#) for the period 2017–2025 and the [Development Strategy of the University of Rijeka](#) 2021–2025. The Faculty places a strong emphasis on the implementation of the [Quality Assurance Manual for Studies at the University of Rijeka and the Standards and Guidelines for Quality Assurance in the European Higher Education Area](#). The establishment of the quality system and supervision of the implementation of the quality policy at the Faculty of Economics is carried out by the Vice Dean for Quality Assurance and Student Affairs, the Committee for Quality Assurance, established by the decision of the Faculty Council, and the Office for Quality Assurance.

The mission clearly defines the specific role of the higher education institution in performing higher education, scientific, and professional activities, as well as its contribution to the development of modern society. The mission positions the higher education institution in the domestic and international context, guides the development of study and educational programs content, and all activities of the higher education institution.

The Faculty of Economics conducts scientific research and professional work in the field of social sciences, particularly focusing on programs of strategic interest for the region in which it operates and for the Republic of Croatia. In doing so, the Faculty actively collaborates with academic and business partners both domestically and internationally, ensuring mobility opportunities for its students and faculty members, the rational use of human and material resources, the development of multidisciplinary scientific and teaching activities, and the supervision and continuous improvement of the quality, competitiveness, and international competitiveness of its teaching, scientific, and professional work.

The Strategy of the Faculty of Economics, University of Rijeka serves as the fundamental strategic document, providing a framework for the Faculty's development. It encompasses the Faculty's mission and vision, key strategic areas, quantitative indicators, and planned activities to achieve the set goals.

Representatives of Various Stakeholder Groups Participate in the Development and Definition of the Mission of the Higher Education Institution.

The Faculty regularly reviews its mission to adapt it to changes in the environment and strategic goals. This process involves the administration and the Faculty Council, ensuring continuous adjustment and relevance of the mission. During the design, adoption, implementation, and revision of the mission, a thorough analysis of labor market needs and educational trends is conducted, along with consultations with various stakeholders, including internal stakeholders (teaching staff, administrative staff, students) and external stakeholders (industry representatives, alumni, and the broader community). Based on the feedback, a draft of the mission is created, which is then presented and adopted by the Faculty Council, composed of employee and student representatives. The most recent mission and vision were adopted during the 251st session of the Faculty Council, held on June 14, 2021.

This approach ensures that the Faculty's mission reflects a broad range of interests and needs. Changes to the mission were prompted by the complexity and difficulty in proving the previous mission, as indicated by industry representatives and external accreditation bodies. Additionally, due to modifications in study programs, a new mission was developed that better reflects the Faculty's direction and objectives. These changes in study programs were made in close collaboration with industry partners.

The process of revising and updating the mission is part of the broader strategic planning framework. The Faculty administration, together with the Committee for Quality Assurance, periodically reviews and updates the mission in line with changes in educational trends and labor market needs. To further engage various stakeholders in the development of the next Faculty Strategy, and consequently the mission and vision, the [EFRI Economic Council](#) was established as an advisory body. This council, operating at the Faculty of Economics in Rijeka, brings together representatives from the economic, public, and academic sectors.

The Mission Statement is the Basis for the Process of Strategic Planning and Setting Strategic Goals.

The mission of the Faculty is strongly linked to the processes of strategic and operational planning. The Faculty's mission guides the setting of strategic goals, the planning of activities, and the allocation of resources. This connection ensures alignment between operational processes and the institution's long-term objectives. The Faculty of Economics implements the goals outlined in its [Development Strategy for the period 2017–2025](#), in accordance with the [University of Rijeka's Strategy for the period 2021–2025](#). The strategic goals of the Faculty, such as education, science, public function, and organization, are directly connected to the mission. The Faculty uses the mission as the foundation for developing strategic and operational plans, which include the development of study programs, research activities, international collaboration, and other key activities. In this way, the mission serves as a guideline for decision-making and directing all of the Faculty's activities toward long-term priorities.

Stakeholders contribute to the realization of the mission through their various roles and participation in Faculty activities. Faculty members and researchers contribute through teaching and research activities aligned with the mission. Students participate through evaluations and feedback, while external partners contribute through collaborations, projects, guest lectures, and participation in the Faculty's working bodies.

- 1.2. The higher education institution has defined the internal organization and processes that are managed responsibly, efficiently and effectively, and the higher education stakeholders are included in the decision-making processes.

The management of the higher education institution is based on the academic self-governance of the higher education institutions and the autonomy of the university. The autonomy of the university includes the arrangement of the internal organization and management in accordance with the Law on Higher Education and Scientific Activity and subordinate laws and regulations; the determination of educational, scientific, artistic, and professional programs; decision-making on the acceptance of projects and international cooperation; financial autonomy as part of the program contract; and responsibility towards the social community.

The governance of the Faculty is based on the principles of academic self-governance and the autonomy of the University. The rules of study, types and levels of study, study programs, organization and delivery of studies, as well as the system of studies with the rights and obligations of students at all components of the University of Rijeka, including the Faculty of Economics, are regulated by the [Regulation on Studies and Studying at the University of Rijeka](#). The conditions and procedures for application and admission to undergraduate, integrated undergraduate and graduate, and graduate studies are determined through publicly announced calls for applications. Enrollment in the first year of university undergraduate studies and the university integrated undergraduate and graduate studies is conducted through the National Information System for Applications to Higher Education Institutions (NISpVU), which can be accessed via the website www.postani-student.hr.

In accordance with the Act on Higher Education and Scientific Activity, the Act on Institutions, and the Statute of the University of Rijeka, the Faculty Council of the Faculty of Economics adopted the [Statute](#) of the Faculty of Economics, University of Rijeka. According to this Statute, the Dean represents and manages the Faculty, serving as its head and being responsible for the legality of its operations. The Statute outlines the fundamental provisions and status of the Faculty of Economics, University of Rijeka, its structure, the powers and decision-making processes of its bodies, its activities and operations, the status of teachers and associates, the status of students, and other matters significant to the Faculty's activities and operations.

The higher education institution has defined its internal structure and management processes, not only through the statute but also through [regulations](#) that precisely govern the organizational structure and decision-making mechanisms, providing a framework for responsible and efficient management. These documents cover bodies such as the Faculty Council, professional (expert) bodies, departments, and the administration, with clearly defined responsibilities and powers for each body, ensuring responsible and effective management. The internal organization and job structure of the Faculty of Economics, the name and number of organizational units, the positions of teachers, associates, and other employees, as well as job descriptions and the requirements for their performance, are set out in the Internal Organization Regulation, which is currently being revised and adjusted to the new legal framework.

Management of financial and other resources is carried out in accordance with the principle of public accountability, which includes transparency and responsibility to the community. All [general acts](#), [procurement-related documents](#), [financial reports](#) (such as the [Financial Report for 2023](#)), and other relevant information are publicly available on the Faculty's website. All procedures and decisions related to resource management are aligned with the Act on Higher Education and Scientific Activity, as well as relevant regulations and guidelines. Regular internal and external audits are conducted to ensure compliance with current laws and regulations, and to achieve optimal resource utilization to improve education and scientific activity. Additionally, the higher education institution monitors and evaluates its progress toward achieving strategic goals through annual reports on operations and performance.

Key stakeholders, including teachers, students, and external collaborators, are actively involved in decision-making processes through various professional bodies and decision-making levels. Students and/or student representatives from all levels of study, as well as scientific, teaching, and administrative staff, are members of commissions, and the Faculty Council, participating in the collection, analysis of data, and decision-making. External stakeholders are engaged through guest lectures, projects, and various Faculty activities, and they are also involved in decision-making processes through the Faculty's expert bodies, such as the [Committee for Quality Assurance at the Faculty of Economics](#), and the [International Advisory Board for the International Business study program \(IAB IB\)](#). The alumni community associated with the Faculty is also actively involved in decision-making processes.

The higher education institution, using the quality assurance system and available information systems, collects data by various methods, processes, analyzes, and creates reports. Based on the results of the analyses, further activities and improvements are planned using a risk- and opportunity-based approach. The administration and relevant authorities make well-founded decisions. Students and other stakeholders are involved in these processes.

The establishment of the quality assurance system and oversight of the implementation of the quality policy at the Faculty of Economics is carried out by the Vice Dean for Quality Assurance and Student Affairs, the [Committee for Quality Assurance](#), which was established by a decision of the Faculty Council, and the [Office for Quality Assurance, Improvement, and Cooperation with Industry](#).

The quality assurance system, structured according to the Standards and Guidelines for Quality Assurance in the European Higher Education Area, while taking into account the specificities of the Faculty and its integration within the University of Rijeka, places emphasis on the Faculty's scientific and teaching processes. In its [Quality Statement](#), the Faculty of Economics is committed to establishing and improving the quality assurance system based on European Higher Education Area standards and guidelines, as well as national and university criteria (norms). It promotes the active role of all stakeholders, encourages student involvement in the quality assurance system, fosters teaching excellence, develops study programs based on scientific research at the Faculty and University, aligned with contemporary economic trends, actively involves students in the educational process and other Faculty activities, and encourages scientific and professional research that ensures the Faculty's active role in the development of the economy and the community in which it operates. The Faculty also emphasizes the continuous professional development of both academic and non-academic staff, transparency in operations, responsible business practices, continuous monitoring of quality indicators, and periodic revision of quality assurance policies, objectives, and procedures based on these indicators.

According to the [Statute of the Faculty of Economics](#) and [the Regulations on the Quality Assurance System of the University of Rijeka](#), the primary operational unit responsible for organizing, coordinating, and conducting quality assurance procedures at the Faculty is the Committee for Quality Assurance. The composition of this committee is defined by the Faculty's [Quality Assurance and Improvement Regulations](#) and includes at least nine members: representatives of the Faculty's administration, teaching staff, teaching assistants, students, non-teaching staff, external stakeholders, and student representatives.

The Faculty plans and implements supervision, measurements, data analysis, and improvements to ensure that all services, as well as administrative and support activities, are monitored and measured with the aim of: fulfilling user requirements and demonstrating compliance with set criteria, identifying and assessing services that do not meet these requirements, initiating corrective actions, analyzing the causes of non-compliance, and establishing preventive measures to avoid recurrence. The Faculty collects and analyzes appropriate data to demonstrate the adequacy and effectiveness of the Quality Management System and to assess opportunities for continuous improvement in its effectiveness. This includes data obtained through monitoring and measurement, as well as from other relevant sources.

The higher education institution regularly and transparently reports on the implementation of its strategy, operations, and the execution of program contracts, where applicable.

The Faculty follows the [University of Rijeka's 2021–2025 Strategy](#), whose core objectives have been incorporated into the Faculty's Development Strategy. The alignment of the University of Rijeka's strategic goals with those of the Faculty of Economics is evident in the analysis of the strategy's implementation. At Faculty Council meetings, annual Reports on Strategy Implementation are adopted, and an Action Plan for the upcoming year is created. The most recent qualitative and quantitative Report on the Achievement of the University Strategy's Goals was adopted at the Faculty Council meeting in February 2022. These [reports](#) demonstrate the Faculty of Economics' contribution to achieving the goals set out in the University's Strategy, which is discussed during Senate meetings at the University level.

The Management presents the annual Report on Strategy Implementation to the members of the Faculty Council. Based on this report, Action Plans for the next academic year are defined in accordance with the Strategy. The Strategy Implementation Report includes a system for monitoring key performance indicators according to the predicted metrics of the University of Rijeka's Strategy. The areas of key performance indicators for the Faculty are defined by both the Faculty and University strategies, as well as by financial reports. Additionally, the Faculty Council adopts the financial reports for the previous year.

The higher education institution manages financial resources transparently, efficiently, purposefully, and sustainably.

In line with its [Quality Policy](#), the Faculty of Economics commits to transparency in operations and responsible business practices, continuously monitoring work quality, and periodically revising its policies, goals, and quality assurance procedures based on these reviews. The Faculty regularly prepares business reports (annual financial reports) that cover financial operations, resource management, and the implementation of key projects. These reports also include information on income and expenses, as well as analyses of financial stability and sustainability. The annual financial reports and accompanying notes do not need to be approved by the Faculty Council. Instead, the person responsible for the budget, or the designated individual, signs and submits the financial reports, taking responsibility for their submission. [Financial reports](#), as well as [financial plans, rebalancing measures, and the execution of financial plans](#) that enable long-term planning and financial sustainability, are publicly available on the Faculty's official website.

The Faculty independently manages its financial resources within the framework defined by a program contract with the relevant authority, aligning with its own priorities and strategic goals. This enables long-term planning and investment in strategic projects and infrastructure that support teaching and research activities. The Faculty uses funds in accordance with the provisions of the contract, and spending control is ensured through regular audits and evaluations, which assess financial operations and fund usage. Audit reports provide an independent assessment of the quality management system and financial activities, ensuring responsible management and transparency.

The Faculty secures additional funding sources through lifelong learning programs, specialist studies, and other activities. Transparency in funding is ensured through publicly available financial reports and expenditure statements, confirming responsible and efficient resource management. Financial reports, plans, and audits ensure that all financial flows are transparent and that funds are used responsibly. The documents also emphasize the importance of diversifying funding sources to reduce reliance on a single source and ensure long-term sustainability. Funding transparency is also reflected [in publicly disclosed procurement processes](#).

1.3. The higher education institution ensures the collection, analysis, and use of information relevant to the effective management of all activities and publishes information about its work.

The higher education institution, using the quality assurance system and available information systems, collects data (on employees, students, programs, etc.) by various methods, analyzes it, and uses relevant information to monitor trends, report on its activities, plan further activities, and make informed decisions. Students and other stakeholders are involved in all processes.

The Faculty of Economics, University of Rijeka adopts and continuously develops established standards through its normative acts and study practices, adhering to recognized good practices and criteria while developing its own mechanisms for achieving these standards when necessary. The Faculty utilizes various tools and strategies for data collection, analysis, and stakeholder communication to ensure transparency and efficiency in its management.

Processes of collecting and analyzing information about the quality of study programs and other activities enable the continuous improvement of the quality assurance system. The information used for decision-making includes:

- Teacher evaluation results:
 - Published on the Faculty website in the Faculty Council materials.
- Minutes from the Quality Assurance Committee meetings where can be seen topics discussed and conclusions reached, which are then placed on the agenda of Faculty Council meetings.
- Recognition of top-rated teachers at the Faculty Council meetings
- "Suggestion Box for the Dean" located on the ground floor of the Faculty, this allows students to anonymously submit suggestions and feedback.
- Vice-Dean consultations with undergraduate and graduate students, held 2 hours per week, the Vice Dean for Undergraduate, Graduate, and Integrated Studies, along with the Vice Dean for Quality Assurance and Student Affairs, hold consultations at predefined times each semester to address student concerns and issues.
- Student Council Representatives present student concerns and achievements at Faculty Council meetings.
- Peer evaluations of teaching, which aims to improve teaching based on feedback from fellow teachers.
- Student satisfaction survey upon completion of studies, administered at the conclusion of undergraduate and graduate studies. The collected data is processed by the University of Rijeka's Committee for Learning and Teaching and serves as a foundation for discussions in the Faculty Council.
- Library satisfaction survey which is collected in the library and processed by the Quality Assurance Committee.
- Information on access to learning resources which is collected through student questionnaires on course evaluations.

The processes of gathering, analyzing, and using information cover students across different years and statuses, including undergraduate, graduate, and postgraduate studies, as well as full-time and part-time students. Reports on enrollment results and the success rate of study completion are analyzed and submitted by the [Quality Assurance Committee](#) at Faculty Council meetings.

Student satisfaction with study programs is measured in two ways:

1. Study satisfaction surveys: Conducted at the end of the program. The University of Rijeka processes these surveys through the Committee for Learning and Teaching and sends comprehensive and comparable results to its faculties. The results are presented and discussed at the Faculty Council meetings.

2. Course evaluation surveys: Conducted each semester for all courses. Processed through the ISVU system, the Quality Assurance Committee summarizes and presents the semester results. A written report highlighting the top three rated instructors and associates per semester and per study type (undergraduate and graduate) is submitted to the Faculty Council.

The internal evaluation of the quality assurance system is a systematic and periodic process that assesses the effectiveness and alignment of activities and results within the quality assurance system with university, national, and European Higher Education Area standards and guidelines. This process evaluates the contribution to the continuous improvement of the institution's quality culture. Internal audits are conducted based on predefined criteria that assess the system's development and effectiveness and its impact on higher education quality. [External evaluations](#) of these quality management processes are also carried out.

The Faculty produces annual analyses of student performance at undergraduate, graduate, and postgraduate levels. Data from the ISVU system is used to track student success, including average grades, the number of passed exams, and performance in individual courses. If discrepancies in pass rates are identified, defined by the University's Quality Manual (below 50% for full-time and below 33% for part-time students), course instructors are required to submit a self-assessment to the Quality Assurance and Improvement Committee to identify the reasons for low pass rates.

Student progress is one of the key goals of the University of Rijeka's Strategy and the Faculty's own strategy, which tracks the number of ECTS credits earned after the first year. The Faculty also monitors the pass rates of students in each year of undergraduate and graduate studies.

Reports on changes implemented based on [feedback](#) from student surveys and evaluations are regularly communicated to students via the official website, social media, and directly during the first lecture, as part of the teachers' reflection on last year's survey results. Students also have the opportunity to participate in consultations and workshops to receive detailed information about these changes.

However, students across the University tend to participate inadequately in completing survey questionnaires. Surveys are also conducted for postgraduate studies.. The Faculty remains committed to developing and implementing policies for managing its human resources. The long-standing tradition and achievements in scientific, professional, and educational fields are the result of the joint efforts and synergy of all teachers, students, and administrative staff.

The higher education institution uses information systems to monitor indicators of compliance with legal requirements for conducting higher education and scientific or artistic activities where applicable.

The Faculty uses several information systems, such as ISVU (Information System of Higher Education Institutions) for academic management, Merlin for e-learning, and other specific tools for administration and finance. All these systems comply with legal regulations, including the Data Protection Act and GDPR, ensuring privacy protection and data security.

The Faculty utilizes the following information systems for data collection, analysis, and usage relevant to effective management of activities and monitoring students' educational paths:

- Information System of Higher Education Institutions of the Republic of Croatia (ISVU, Teacher Portal) – data on study programs, students, courses, grades, pass rates, ECTS credits, and student surveys.
 - The ISVU system provides detailed insights into student, study, and teacher data. Analyzing the retrieved data, the institution makes decisions and plans actions in the following areas:
 - Admission quotas

- Study programs (course modifications, adjustments to workload, teaching methods, etc.)
- Pass rates in courses
- Exam schedules
- Student exchanges (incoming and outgoing)
- Graduated students
- Teaching performance based on average grades.
- Additionally, the ISVU system supports multilingual descriptions of course components, important for programs taught in English, enabling the issuance of certificates and documents in other languages.
- National Information System for Applications to Higher Education Institutions (NISpVU), Postani student portal – data on applicants, applications, high school grades, and matura (final exam) results.
- CroRIS – Information System for Science in Croatia.
- UNIRI Portfolio and University of Rijeka SharePoint Portal – information about university staff, working bodies, documents, decisions, and university tenders.
- Merlin e-learning system.
- Faculty website (Intranet).
- Dabar digital repository.
- Turnitin – system for checking the originality of undergraduate, graduate, and postgraduate student papers.
- FAROS – Accounting information system.
- STATUS – System for payroll management and asset tracking.
- COP – Central payroll system.
- EBA DMS – Document management system

Upon each new hiring or engagement of external collaborators, a specific AAI identity is created with accompanying passwords and email addresses, granting employees access to the Faculty's and the University of Rijeka's digital services.

The digitalization of such a large part of operations also involves changes in the perception of business security, particularly the protection of personal data and classified business information. All data collection and processing activities at the Faculty are compliant with the Data Protection Act. The Faculty uses specific protocols and data protection policies, applied within administrative and academic systems. In addition to the [Regulation on the Collection, Processing, and Protection of Personal Data](#), the Faculty has also appointed [a Data Protection Officer](#).

The higher education institution has a strategy for the digital transformation of education, which is integrated into the overall strategies for institutional development and quality improvement. The institution maintains electronic records of data and ensures access to and exchange of data in accordance with the national legislative framework. The higher education institution has prescribed measures for the use of information systems and ensuring information security and implements them consistently.

The [Development Strategy of the Faculty of Economics](#), University of Rijeka, foresees the establishment of a business process management system through the procurement and implementation of software for managing business processes and investments in ICT used in teaching and other infrastructure, aiming to strengthen digital transformation. Digital transformation involves enhancing all business processes by integrating, simplifying, and making internal institutional procedures and regular data collection more transparent.

The Faculty has made significant efforts toward digital transformation through the modernization of information systems (procurement of computer equipment, equipping classrooms, improving WIFI connectivity), and increasing digital interaction with students and all staff (Merlin, Office 365). This transformation includes the development and implementation of new systems for data management and e-learning, as well as upgrading technological infrastructure by participating in projects such as the "e-University," led by CARNET.

In terms of digitalization, the following has been achieved:

- 2023 – Migration of LDAP directory services from @efri.hr servers from local physical servers to @uniri.hr within the AAI infrastructure, improving the scope and stability of available services and enabling access to Microsoft products within O365 for students, teaching, and non-teaching staff.
- 2023 – Migration of email services from local Carnet Debian servers (Postfix, Dovecot, Roundcube) to O365, making it the primary communication platform, thus increasing security, quality, and availability.
- 2023 – Intensified use of the portfolio of O365 products provided by the Ministry of Science and Education for educational and administrative activities.
- 2023 – Increased use of the virtual data center VDC.SRCE.HR and COMPUTING.srce.hr resources, improving the quality and availability of application servers and services, and allowing expansion and migration of existing solutions.
- 2024 onwards – Preparation for integrating new services available through the Ministry of Science and Education and the University of Rijeka, such as ISeVO, Provis, etc.
- 2024 – Improvement of wireless network quality by migrating to UNIRI.hr RADIUS servers and replacing older access points and configurations with RUSKUS UNLEASHED, enhancing internet access for eduroam users and guests using the "Guest EFRI" Captive portal for access without an EDUROAM or AAI identity.
- 2024/2023 – Active participation in the implementation of the e-University project in coordination with CARNET, including preparatory actions such as collecting documentation for further project implementation.
- 2024 onwards – Enhancing the quality of computers in labs, offices, and administrative areas by upgrading components or purchasing new computers and equipment.
- 2023 onwards – Work on virtualizing local servers (Hyper-V hypervisors), monitoring local systems (PRTG), consolidating resources, and documenting the computer network as preparation for the e-University implementation.
- 2023 onwards – Informing and providing formal/informal education to all users on how to use ICT technologies via the intranet SHAREPOINT portal (<https://uniri.sharepoint.com/sites/efri-erc>) and through services like mod.srce.hr.

The safety of information systems is managed by the staff of the Faculty's Computer Center, who monitor network and service operations daily, manage them, oversee user activity to detect unauthorized actions, and respond promptly when necessary. This is done in collaboration with the system engineer from CARNET, while respecting user privacy and the confidentiality of any information encountered during their work.

Clear, accurate, objective, and valid information about study programs and the work of the higher education institution is publicly and easily available in Croatian and one of the world's languages.

The Faculty of Economics at the University of Rijeka informs the public about its study programs and activities through its official website, social media profiles, brochures, and other publications. To enhance its promotion and increase visibility and recognition within the wider community, the Faculty has successfully collaborated with media to advertise significant events and achievements.

Responsibility for the administration of the website in both [Croatian](#) and [English](#), as well as the management of official social media profiles, is publicly listed on the Faculty's website and can be accessed [here](#). The Faculty's website, created in 2017, is optimized not only for desktop viewing but also for mobile devices and is digitally accessible to individuals with certain levels of disability. The activity schedule for current and prospective students is also visible on the event calendar on the main page, helping users plan which activities they want to attend.

The official website is available in Croatian and English and contains the following information: about the Faculty, core legal documents, organizational and staff information (with contact details), information about academic and other programs (study programs, lifelong learning programs, professional development, etc.), timely updates on the implementation of study programs, academic calendar, class schedules, exam dates, graduation procedures, enrollment calls and criteria, research activities, information on international cooperation, available resources for studying, and other useful information for current and former students.

[Regulations](#) regarding studying, grading, and final/diploma papers are publicly accessible on the Faculty's website. Evaluation and grading criteria and methods are publicly available and published on the detailed course syllabus (accessible with an AAI identity via the Merlin e-learning system) at the beginning of each semester. Additionally, these criteria and methods are presented during the first introductory lecture of each course at the start of the semester.

The Faculty regularly updates its website with all relevant operational information, including annual reports, decisions on admission quotas and criteria, study program information, and financial updates. Brochures, flyers, and other promotional materials that inform the public about the Faculty's activities are also available on the website. In different subsections, there is a [Freshman Guide](#) in Croatian, helping first-year students navigate the beginning of their studies. It offers guidance on adjusting to a different way of learning and exam-taking, as well as practical tips for navigating Rijeka, since many students come from other regions of Croatia. The significant number of international students, in line with the University of Rijeka's Strategic Guidelines 2021–2025, choose the Faculty of Economics for their continued education or student exchange, thanks to the International Business study program in English and international accreditations. A student guide in English, the [EFRI Student Guide](#), is available for them, containing welcome messages, information about the Faculty, student experiences, key information about Rijeka and Croatia, course listings, and their workload, as well as application processes for EU and non-EU students. The list of courses for the International Business program is available online and is used during school visits and education fairs. For international students, a shorter brochure is also available, which includes an explanation of the admission process and recognition of prior education.

Lifelong learning programs are fundamental for personal development, adaptation to changing circumstances in personal life, the workplace, and society. In today's business environment, lifelong learning creates adaptable employees capable of generating and realizing new business opportunities. All information is available in the [guide](#).

The Faculty's Summer School on International Environment and European Integration began in 2005, and 16 editions have been successfully held to date, attracting over 500 participants from 45 countries worldwide. The Summer School program is entirely taught in English and is intended for university undergraduate, graduate, and postgraduate students from Croatia, Europe, and beyond, earning participants 6 ECTS credits. Information about the Summer School is available in the English-language [brochure](#).

The Faculty of Economics in Rijeka is the first university faculty in Croatia to offer accredited undergraduate and graduate online studies in business economics, which can be attended in a virtual environment. A [Student Guide for Online Studies](#) and a [Teacher Guide](#) for those involved in online teaching have been developed to facilitate the process. Starting in the 2024/2025 academic year, the Faculty will switch to using the Office 365 suite for teaching, significantly enhancing the quality of instruction, student identification, and communication. Training was held in July 2024, and a manual

was distributed to all teaching staff, which will also be available to students and staff participating in the program.

Information about university specialist and doctoral studies is available [here](#).

The official Faculty website is the primary source of information for the interested public on all activities. Information can also be found on the Faculty's social media, particularly on LinkedIn (over 10k followers), Facebook (over 9k followers), and Instagram (over 3k followers), while other communication channels such as TikTok, YouTube, and X are under development.

The Faculty of Economics in Rijeka was the first to develop a mobile application, a new communication channel that has significantly modernized and accelerated the flow of information and increased visibility for key Faculty events. Newer generations primarily access the Faculty's website via mobile devices, making it easier to decide how to develop new communication channels. The mobile app provides access to all important data and information about studies, as well as additional content offered weekly by the Faculty. To ensure important information isn't missed, users can receive notifications through the app, and data on teachers and Faculty services can be accessed using a QR code scanner for over 200 codes placed throughout the Faculty building. Through the E-Referada section of the mobile app, students can access services and forms without needing to physically visit the Faculty, optimizing their time and responsibilities.

On screens located in high-traffic areas within the Faculty building, current information about teaching processes and activities for students and staff is displayed.

The Faculty collaborates with high schools and organizes various programs for prospective students, including Open Days and presentations at education fairs. These activities inform potential students about study opportunities at the Faculty. The Faculty cooperates with high schools through various informational programs and workshops designed to inform students about study opportunities at the Faculty, including presentations about study programs, discussions with teachers and students, and campus visits. Some examples include:

- [EFRI Open Day](#)
- [Career Fair in Poreč](#)
- [EAIE Fair in Rotterdam](#)
- [EXPO 2023 Education Promotion Fair](#)
- [Visit from Juraj Dobrila High School and Vocational School in Pazin](#)
- [INFORMATIVA Education and Career Fair in Ljubljana](#)
- Regional Virtual Fair (online)
- Higher Education and Scholarship Fair
- Eurasia (Begin Eurasia Online Fair)
- 16th Higher Education and Scholarship Fair
- Belgrade Education Fair
- Scholarship and Higher Education Fair in Zagreb
- Scholarship and Higher Education Fair in Rijeka
- Faculty Showcase for high school seniors in Bjelovar-Bilogora County, Bjelovar
- Lifelong Learning Fair, Rijeka

The Faculty organizes various public actions and practices to inform the public, including live broadcasts of student graduation ceremonies, the use of social media to post the latest news, and the EFRI mobile app for students. The Faculty regularly participates in education and scholarship fairs, conducts public actions such as Open Days, participates in education fairs, and organizes public lectures and workshops to inform the public about its work and academic programs. For example, the Faculty organizes an Open Day to inform high school students about continuing their education at the Faculty, presenting study programs in both Croatian and English, as well as opportunities for studying abroad, internships, and numerous opportunities available to students during their studies. The Faculty also organizes various [activities](#) for current and prospective students. Activities for current students include [Career Week and Networking Week](#) each semester, where professionals share their

experiences studying at the Faculty, introduce their organizations, and use practical examples to discuss the course material. For prospective students, activities include school presentations and Open Days.

The higher education institution is obliged to inform the interested public about enrollment criteria, enrollment quotas, study and educational programs, learning outcomes and qualifications, forms of support available to students, procedures applied in teaching, learning and evaluation, pass rates and learning opportunities available to students, as well as information on the employment of graduates.

Through its [official websites](#), the Faculty of Economics and the University of Rijeka inform the public about the admission criteria for each [study program](#) in both Croatian and English, [admission quotas](#), study and educational programs, learning outcomes (e.g., available [here](#) for undergraduate studies), qualifications, teaching, learning, and assessment procedures, available student [support services](#), and learning opportunities. Upcoming events are also advertised on the Faculty's homepage. The decisions on admission criteria include information on scoring, required documents, and application procedures. The Faculty makes annual decisions regarding admission criteria and quotas based on an analysis of labor market needs, student interest, and available resources. These decisions are publicly posted on the Faculty's website.

The information package about study programs includes detailed information on undergraduate, graduate, and postgraduate programs, including curricula, goals, learning outcomes, and opportunities for mobility and internships. All necessary information about admissions and [study programs](#) is also publicly available in the following categories:

- [Integrated Undergraduate and Graduate Program](#): This section includes detailed descriptions of all courses offered in the integrated undergraduate and graduate program in economics, enrollment information, a freshman corner, frequently asked questions, and student information.
- [Undergraduate Study](#): Contains detailed descriptions of all courses offered in the undergraduate program in business economics, information for current and prospective students, student experiences, the academic calendar, class schedules, exam dates, first-year and continuing-year enrollment information, frequently asked questions, and a freshman corner.
- [Graduate Study](#): Provides detailed descriptions of all courses offered in the graduate economics and business economics programs launched before the 2021/2022 academic year, as well as updated programs from the 2021/2022 academic year. It includes information for students, the academic calendar, class schedules, exam dates, first-year and continuing-year enrollment information, frequently asked questions, and information on the bridging program for acquiring the skills and competencies required for enrollment in the graduate university program at the Faculty of Economics in Rijeka.
- [University Specialist Study](#): Includes subcategories with information on programs, course leaders, enrollment details, and other useful information for each postgraduate specialist program, along with FAQs, final thesis defenses, and the program for acquiring missing knowledge and competencies for enrollment in postgraduate programs at the Faculty of Economics in Rijeka.
- [Doctoral Study](#): Provides subcategories with information on two doctoral programs: the Doctoral Program in Economics and Business Economics and the Joint Doctoral Program in Public Sector Management and Economics, which is conducted in collaboration with the Faculty of Administration, University of Ljubljana.
- [Online Study](#): Contains all information about the three undergraduate and graduate programs that are offered online for part-time students. In addition to general information about the

study programs, enrollment, and student experiences, it includes the admission conditions for prospective international students from neighboring countries who wish to study in Croatian.

- [Study Programs in English](#): Fully available in English, this section includes subcategories with information about the programs conducted entirely in English as part of the International Business program, enrollment information for EU and non-EU students, information on mobility and transferring from foreign universities, all in accordance with the University of Rijeka's Strategy 2021–2025, which emphasizes internationalization by increasing the number of international students and conducting studies in foreign languages.

Course information can be accessed in two ways: through categories listing courses by [study level](#) and program or through the profiles of individual [academic staff](#) on the website. Information on courses, course leaders, ECTS credits, and the semester in which they are offered can also be publicly accessed via the course link published on the website.

The qualifications obtained upon completion of studies are indicated on the website and aligned with legal acts (e.g., available [here](#) for undergraduate studies). The qualifications and academic titles students receive after completing the program are listed for all study levels.

Learning outcomes are defined in ECTS forms and available on the Merlin e-learning system, as well as in course plans posted on the Faculty's notice boards. Students access the e-learning system using their AAI identity.

The [Career Center](#) actively supports students in developing their careers during and after their studies.

1.4. The higher education institution supports ethical behavior and transparency in its operations, academic integrity and freedoms, and prevents all forms of unethical behavior, intolerance, and discrimination.

The higher education institution continuously promotes, supports, and ensures ethical behavior and transparency in operations, academic integrity, and freedom among all stakeholders (in theory and practice) throughout the organization, thereby demonstrating its social responsibility.

The Faculty of Economics continuously promotes and supports ethics, transparency, academic integrity, and freedom for all participants, demonstrating its commitment to social responsibility. The Faculty has clearly defined strategies that promote ethical conduct and transparency, as outlined in its [Development Strategy](#). This strategy includes encouraging academic integrity, freedom of research, and transparency in all procedures and decisions. The Faculty regularly reviews its policies to ensure they remain aligned with best practices and international standards, fostering an environment where the free exchange of ideas can thrive within the academic community.

This exchange relies on the reputation of members, mutual trust, and confidence in institutions that ensure fair professional evaluation and respect for work. All members of the academic community are responsible for their statements, actions, research methods, and the results they achieve.

The University of Rijeka, including the Faculty of Economics, ensures that all members enjoy human rights derived from their membership in the academic community, as well as other rights guaranteed by the Constitution and laws of the Republic of Croatia. Every member of the university community should be respected as an individual, with respect for their life, integrity, and dignity, and has the right to privacy and autonomy in their actions. Conditions for professional development and improvement are guaranteed to all members, in accordance with their abilities and beliefs, without infringing on the rights of others.

The University of Rijeka emphasizes academic freedom as a core value, encouraging free inquiry and critical thinking, and protects it from attempts to limit this freedom. It supports [freedom of opinion and expression in all areas of university life](#). Members of the university community have obligations and responsibilities, including behaving fairly, honestly, and impartially, and striving to raise standards of excellence. The principle of equality and fairness is crucial, with a clear prohibition of discrimination,

harassment, bullying, or exploitation. The University is obligated to provide conditions for upholding these principles to the highest standards.

Students are expected to behave responsibly, respecting all relevant laws, fundamental human rights, the integrity and dignity of others, and the principles of academic freedom.

The employees of the higher education institution, students, and external stakeholders base their work on the principles of academic ethics.

The work of all employees, students, and external collaborators at the Faculty of Economics is based on the principles of academic ethics to preserve the integrity and quality of academic and research activities. This includes responsibly and professionally fulfilling obligations towards all participants of the Faculty. The principles of objectivity, impartiality, prudence, fairness, dialogue, and tolerance are essential to the Faculty's daily operations. Continuous professional development in one's field and decision-making based on verified facts, free from bias, are also important. Collaboration and effective use of resources should enhance scientific research and education.

External activities must align with professional responsibilities and not harm the Faculty's reputation. In scientific research, it is crucial to respect fundamental ethical principles to ensure research integrity and prevent data manipulation. Instructors are responsible for imparting knowledge and fostering student development, as well as ensuring fair and transparent evaluation. They should also consider student feedback for the continuous improvement of the teaching process.

The higher education institution effectively implements measures to prevent unethical behavior, intolerance, and discrimination.

The Faculty of Economics effectively implements measures to prevent unethical behavior, intolerance, and discrimination. To address such behavior, [several committees](#) have been established, including the Ethics Committee, composed of academic staff and a representative from the Student Council; the Disciplinary Committee for Students, which includes student representatives; the Appeals Disciplinary Committee for Students, also with student members; and the Disciplinary Committee for Employees. The Ethics Committee promotes ethical principles and values and provides opinions on violations of the Code of Ethics. The Disciplinary Committee for Employees investigates violations of [the Regulations on Employee Disciplinary Responsibility](#), while the student disciplinary committees handle cases of student misconduct. These committees regularly report on their activities.

The Faculty enforces regulations, codes, and other documents that clearly define unacceptable behaviors, which are accessible to all members of the academic community. The committees operate based on established regulations and procedures, such as the [Regulations on Disciplinary Responsibility](#), which clearly outline procedures and measures for addressing unethical behavior, and the [Regulations on Employee Disciplinary Responsibility](#) at the University of Rijeka, as well as the [Code of Ethics](#) for the University and its students, including its amendments. The Code of Ethics details expected behaviors and practices related to academic integrity, honesty, and the prevention of discrimination and unethical behavior. This document is publicly available on the Faculty's website and is regularly updated to remain relevant.

The Faculty actively engages in sanctioning unethical behavior, intolerance, and discrimination. The [University Ombudsman](#) plays a key role in promoting academic integrity and preventing discrimination and intolerance, serving as a point of contact for students who wish to report violations of their rights or unethical behavior.

In compliance with the Act, the Faculty has adopted the [Regulations on Internal Whistleblowing at the Faculty of Economics, University of Rijeka](#), and issued a [Decision on the Appointment of a Person for Receiving Reports on Irregularities](#) related to institutional fund management. A confidential person and their deputy have been appointed to handle internal whistleblowing cases, as prescribed by the [regulations](#). Additionally, to address internal conflicts, the Faculty has issued a [Decision](#) on the

Appointment of Persons Authorized to Receive and Address Complaints regarding the protection of workers' dignity.

In its Strategic Plan for 2021–2025, the University of Rijeka emphasizes strengthening inclusivity and solidarity under the area of "Knowledge Transfer and Regional Involvement / Socially Responsible University." This is achieved through defined action priorities within the University's components for implementing the YUFE Strategy on Diversity and Inclusion and the Gender Equality Plan. The University also promotes zero tolerance for sexual harassment. As part of the University of Rijeka, the Faculty of Economics upholds these same values. The Faculty publishes [relevant information](#) on its website and places promotional materials in common areas that encourage gender-sensitive language. Additionally, employees have been provided with printed materials titled "Guidelines for Gender-Inclusive Communication," aimed at reducing gender stereotypes, biases, and prejudices, and fostering an inclusive university environment.

The higher education institution carries out activities to sanction unethical behavior, intolerance, and discrimination, ensuring that all procedures are conducted fairly and impartially for all involved.

Activities for sanctioning unethical behavior, intolerance, and discrimination, as well as ensuring fair and impartial procedures for all interested parties, are carried out by the Disciplinary Committee for Students, the Appeals Disciplinary Committee for Students, the Disciplinary Committee for Employees, and the Ethics Committee, based on received complaints. The members of these committees are appointed by the Faculty Council.

If a complainant believes that a student has violated the obligations outlined in the Regulations on Disciplinary Responsibility of Students at the University of Rijeka, they submit a written complaint to the Disciplinary Committee for Students. If there is a basis for initiating disciplinary proceedings, the Chair of the Committee forwards the proposal to the student, who has the right to submit a written response. The Chair simultaneously advises the student to consult the Student Ombudsman for the protection of their rights. After deciding to initiate disciplinary proceedings, the Committee conducts an inquiry to determine the relevant facts and circumstances. The student has the right to participate in the inquiry, provide statements, present facts, propose evidence, and bring forward witnesses. The student gives testimony without the presence of witnesses, but the Committee may confront witnesses with each other or with the student. If the Disciplinary Committee for Students imposes a disciplinary measure, the student, their defense counsel, the complainant, or the University or Faculty leadership can file an appeal with the Appeals Disciplinary Committee for Students within 15 days of receiving the decision.

Procedures before the Disciplinary Committee for Teachers and Associates are defined by the Regulations on Employee Disciplinary Responsibility at the University of Rijeka, ensuring fair and impartial proceedings.

Procedures before the Ethics Committee are defined by the Code of Ethics of the University of Rijeka, the Addendum to the Code of Ethics, the Decision on Amendments, and the Rules of Procedure of the Ethics Committee. The process is initiated by a written request for an opinion on the existence of a violation of the Code of Ethics, which can be submitted by any member of the university community. According to the Rules of Procedure, the Ethics Committee convenes a meeting and invites the person who submitted the request, the person against whom the complaint was made, witnesses, and other relevant individuals. The procedures for determining violations of the Code of Ethics are confidential when they pertain to individuals, and the processing of personal data is conducted in accordance with applicable regulations.

Committee members who make decisions and issue opinions in accordance with the regulations, the Code of Ethics, its Addendum, and the Rules of Procedure must not have any conflicts of interest.

The system of jurisdiction for resolving conflicts and irregularities is defined and functional at all levels of the higher education institution.

The system of authority for resolving conflicts and irregularities is well-defined and functional at all levels of the higher education institution. Conflict resolution at the Faculty follows the organizational hierarchy, with decision-making powers clearly outlined at all levels of the institution according to the Statute and the Regulations on Internal Organization of the Faculty of Economics.

The Dean heads the Faculty, with duties and responsibilities established by relevant laws and the Statute. The Dean is supported by Vice-Deans and the Chief Secretary, whose roles are also defined by the Statute. The Faculty is comprised of various organizational units, including departments, the library, the computer center, and administrative services. Leadership roles within each unit, such as department heads, are clearly defined, while the Chief Secretary oversees all administrative services.

At the Faculty of Economics, the Ethics Committee and the Disciplinary Committees are responsible for maintaining ethical conduct and resolving disciplinary issues. The Ethics Committee promotes ethical principles and values and provides opinions on violations of the Code of Ethics. The Disciplinary Committee for Employees is responsible for investigating violations of the Regulations on Employee Disciplinary Responsibility, while the Disciplinary Committee for Students and the Appeals Disciplinary Committee for Students handle cases of student disciplinary responsibility.

The higher education institution encourages the investigation of the causes and consequences of unethical behavior, the effectiveness of measures taken to prevent it, reports on research results, and monitors trends.

The Faculty of Economics actively analyzes all aspects of unethical behavior within its community. By fostering ethical conduct, transparency, academic integrity, and freedom, and through a well-established system for reporting and handling cases of unethical behavior, intolerance, and discrimination, the Faculty successfully maintains a low number of such incidents. Additionally, by continuously informing all stakeholders about the values outlined in the Code of Ethics and other relevant documents, the Faculty raises awareness of the importance of ethical behavior.

The number of requests submitted to the Disciplinary Committee for Students and Appeals Disciplinary Committee for Students was low, indicating the soundness and fairness of the decisions made regarding disciplinary measures. The Ethics Committee and the Disciplinary Committee for Faculty had no cases during this period.

To better understand and analyze aspects of unethical behavior among faculty members, the student evaluation of teaching and learning plays a crucial role. Members of the Committee for Quality Assurance analyze both quantitative indicators and student comments and suggestions for individual courses.

The higher education institution applies new technologies with the aim of eradicating all forms of unethical behavior. The institution systematically addresses issues of plagiarism, cheating, and falsification of results.

The Faculty explicitly condemns plagiarism, cheating, and forgery as unethical practices. When submitting a final thesis, graduate thesis, or postgraduate work, a proof of originality must be provided—Appendix 5 for [the final thesis](#), Appendix 6 for the [graduate thesis](#), and for [postgraduate doctoral and specialist university studies](#).

To ensure originality, the Faculty uses licensed software Turnitin, which detects non-original content by comparing submissions with an extensive database of internet pages, student papers, and academic and professional articles. This tool helps prevent plagiarism and forgery, supporting adherence to ethical standards and study regulations. The use of this software is a standard procedure for submitting final, graduate, and postgraduate papers, ensuring further prevention of plagiarism and other forms of academic dishonesty. Turnitin verification is mandatory and stipulated in the Faculty's regulations, where each paper must include a Report on the Originality Check.

Intellectual property rights hold crucial importance in the academic community, and academic dishonesty, such as plagiarism and forgery, is strictly prohibited according to the Faculty's Code of Ethics. Failure to report such violations enables the continuation of unethical behavior, undermining the integrity of the educational and scientific process and damaging the Faculty's reputation.

All final, graduate, and postgraduate papers are entered into the [Digital Academic Archive and Repository \(Dabar\)](#) to reduce unethical behavior in the production of papers. Furthermore, a large number of courses address various ethical issues, training students to reflect on the importance of ethical conduct. For the Proceedings of the Faculty of Economics in Rijeka: Journal of Economics and Business, a regular scientific publication of the Faculty, originality checks are also conducted for scientific papers submitted for publication.

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

The higher education institution supports the development of a culture of quality, which promotes the importance of active participation among all stakeholders in both internal and external quality assurance procedures. This involvement ensures that these processes fulfill their purpose, act as a catalyst for change, and offer new perspectives to the institution.

The Faculty of Economics, in accordance with its mission, vision, and goals outlined in the [Development Strategy of the Faculty of Economics in Rijeka](#) for the period 2017–2025, and its commitment to achieving a high level of quality in all its activities, has established its own [quality policy](#). The Quality Policy clearly demonstrates the Faculty's commitment to: establishing and improving a quality assurance system based on the Standards and Guidelines for Quality Assurance in the European Higher Education Area, national and university criteria (norms), promoting the active role of all stakeholders, and encouraging the active engagement of students in the quality assurance system; promoting teaching excellence, developing study programs based on scientific research at the Faculty and University, and aligned with the demands of modern economic trends; actively involving students in the educational process and other Faculty activities; fostering scientific and professional research that ensures the Faculty's active role in the development of the economy and the community it serves; encouraging the professional development of both teaching and non-teaching staff; ensuring transparency and responsible operations; and continuously monitoring quality indicators and periodically revising policies, goals, and procedures based on those indicators.

The quality assurance system at the Faculty of Economics is structured according to the [Standards and Guidelines for Quality Assurance in the European Higher Education Area](#), while respecting the specific characteristics of the Faculty and its integration within the University of Rijeka. The Faculty's permanent professional body, the Committee for Quality Assurance of the Faculty of Economics in Rijeka, is the main organizational and functional body responsible for ensuring quality. In addition to academic staff, the Committee includes administrative staff, student representatives, and an external representative from the business sector. The results of the Committee's work are presented at Faculty Council meetings.

All Faculty employees and students contribute to the realization of the quality policy through their roles within the administration, departments, and other organizational units such as student offices for undergraduate, graduate, and postgraduate studies, the library, the Student Union, etc. The Faculty also has a Office for Quality Assurance. The office employs a full-time staff member responsible for administratively monitoring and recording all activities related to quality management at the Faculty.

The foundation and support for establishing criteria and standards for effective study organization and optimal student support in achieving set goals is provided by the [University of Rijeka Quality Assurance Handbook](#), which elaborates on the key areas of quality assurance recognized in the Standards and Guidelines for Quality Assurance in the European Higher Education Area.

The quality assurance system is periodically improved and revised based on the results of regular internal and external quality assurance procedures in accordance with the ESG, and stakeholders are informed about this in a timely, clear, accurate, and objective manner.

The Faculty of Economics at the University of Rijeka periodically improves and revises its quality assurance system based on the results of regular internal and external quality assurance processes. The Faculty conducts thorough internal and external evaluations, communicates results to all relevant stakeholders, develops action plans for improvement, and regularly monitors the implementation of these plans to ensure continuous quality enhancement.

The monitoring of the development and assessment of the quality assurance and improvement system is systematically carried out through:

- External evaluations of the quality assurance system in accordance with ESG standards,
- Internal evaluations (audits) of the system based on the guidelines of the University of Rijeka's Quality Assurance Handbook,
- Course and instructor evaluations by students,
- Surveys of graduates regarding their study experience,
- Evaluations of the work of administrative services and the library.

The Faculty participates in periodic external quality assurance processes conducted by the University of Rijeka, the Agency for Science and Higher Education (AZVO), EDAMBA, EFMD, and AACSB. The University of Rijeka conducts an external quality assurance process every three years, EFMD every three years, AZVO every five years, and EDAMBA periodically.

The quality management system is regularly evaluated by AZVO and through internal assessments by the Committee for Quality Assurance of the University of Rijeka. The University conducts internal quality system evaluations every three years, with the most recent evaluation carried out in 2022.

The higher education institution conducts internal evaluations of the quality assurance system on a cycle shorter than the external evaluation cycle.

The internal review of the Faculty of Economics at the University of Rijeka was carried out according to the procedure defined in the University of Rijeka's Quality Assurance Handbook. The aim of this procedure is to assess the effectiveness of the quality assurance system and its alignment with the quality policy and strategic guidelines at both the university and faculty levels. It is based on the Self-Evaluation Report of the Faculty, the Report on the Previous Internal Review, data from the Faculty's website, available documentation, and information collected during visits to the Faculty through discussions with various stakeholder groups.

The internal audit of the higher education institution's quality assurance system is a systematic, periodic process that evaluates the effectiveness of the activities and results of the quality assurance system in accordance with university, national, and ESG standards. This process assesses the contribution to the continuous improvement of the quality culture within the institution. Each higher education institution defines its mission, vision, strategy, and development goals. The purpose of the internal review is to evaluate the functionality and relevance of the quality assurance system and its

contribution to achieving the institution's mission and the overall development of the institution and its activities.

The Committee for Quality Assurance and the Center for Quality Assurance and Improvement organize and conduct the internal audit of the quality assurance system at the University of Rijeka and are responsible for its effectiveness. The internal audit is carried out based on a plan developed by the Committee and approved by the University Senate. The results of the audit are publicly published on the University's website. In the [Internal Audit Report](#), the committee presented observations on the development of the institution's quality assurance system and recommendations for further development and improvement.

After each accreditation cycle, the Faculty took steps to adopt suggestions aimed at improving the system. For example, following the internal review of the University of Rijeka's quality system, an Action Plan with proposed activities was developed and approved by the Faculty Council.

The higher education institution ensures the competence of internal auditors and encourages and enables them to acquire the necessary knowledge and skills.

At the University level, lifelong learning programs are periodically organized, including the program "Teaching Competencies in Higher Education: Quality Assurance in Higher Education," primarily aimed at all those involved in the quality assurance system at the University of Rijeka. As part of this program, the course Quality Assurance in Higher Education is offered, which consists of 20 hours of instruction and a total student workload of 4 ECTS credits. The goal of the Quality Assurance in Higher Education course is to familiarize participants with the quality assurance system in higher education. By examining the strategic documents underpinning the quality assurance system, participants learn about the existing mechanisms for external and internal quality monitoring in European institutions, the activities of the Agency for Science and Higher Education (AZVO), and the specificities of the quality assurance system at individual higher education institutions. In the 2023/2024 academic year, the newest member of the EFRI Quality Assurance participated in this program.

To achieve international recognition, the Faculty of Economics integrates the guidelines of international accreditation organizations into its quality management system, such as EDAMBA (European Doctoral programs Association in Management & Business Administration EFMD - European Foundation for Management Development, PRME (Principles for Responsible Management Education), and AACSB (The Association to Advance Collegiate Schools of Business).

The higher education institution ensures that, during the preparation for internal and external quality assurance procedures, the progress made since the last internal and external quality assurance procedures is taken into account. This forms a cycle of continuous improvement and contributes to the accountability of the institution.

Following external and internal evaluations, action plans are developed based on the findings and recommendations of the committees to improve the quality assurance system and the overall activities of the Faculty. Progress on these action plans is monitored annually, and, if necessary, additional activities are planned accordingly. The Faculty has undergone several external evaluations, including initial accreditation, periodic reaccreditations, and specific thematic evaluations focused on certain aspects of the Faculty's operations. These reports are thoroughly analyzed by relevant Faculty bodies, and decisions regarding the adoption of the recommendations from the reports are made based on discussions within the Quality Assurance Committee and the Faculty Council.

The Faculty develops action plans for the follow-up phase after each external evaluation. These action plans define specific steps the Faculty must take to address identified shortcomings and improve its practices. The action plans include deadlines, responsible persons, and the resources needed to

implement the recommendations from the external evaluations. These plans are approved by the Faculty Council and are regularly monitored.

In addition, the Faculty of Economics continuously monitors student satisfaction by conducting surveys, such as the Satisfaction Questionnaire for Graduates of Undergraduate and Graduate Programs. The results of these evaluations are reported by the Quality Assurance Committee during Faculty Council meetings.

All evaluations and assessments serve as a basis for making management decisions aimed at continuously improving the quality of study programs and overall operations at the Faculty of Economics.

The combined impact of internal and external quality assurance processes on the development of the higher education institution is analyzed and monitored.

The combined impact of internal and external quality assurance processes on the development of the Faculty is analyzed and monitored to ensure continuous improvements in the educational system. Regular analyses allow for the identification of strengths and weaknesses, enabling the implementation of necessary changes through the realization of action plans.

Internal processes provide detailed insight into the Faculty's internal operations and specific needs, while external processes offer an outside perspective and ensure alignment with national and international standards. The combination of these processes leads to a comprehensive understanding of education quality, promoting transparency and accountability, while also ensuring the Faculty's competitiveness and relevance in the global educational context. The Faculty regularly prepares reports on the progress of implementing the action plans adopted following external evaluations. These reports include detailed information on which recommendations have been implemented, which are still in progress, and any challenges encountered during implementation. These reports are presented to the Faculty Council and other relevant bodies, and are made available to all stakeholders to ensure transparency and accountability.

The higher education institution publishes clear, accurate, objective, valid, and easily accessible information about the procedures for internal and external evaluations.

At Faculty Council meetings, information about internal and external evaluations is communicated in a clear, accurate, and objective manner, and the results of the evaluations are thoroughly discussed. This ensures trust and understanding among all involved parties, including students, staff, and external evaluators, and the dissemination of information contributes to the continuous improvement of the quality of studies and operations at the Faculty.

II. STUDY PROGRAMS AND LIFELONG LEARNING PROGRAMS

The study programs are designed with attention to the academic progression (vertical structure), from undergraduate to graduate and postgraduate levels, ensuring that each lower level creates the prerequisites for enrollment at the next higher level.

A high degree of vertical and horizontal student mobility is one of the key features of the study programs. These programs allow for a direct transition to higher-level programs at the Faculty. The undergraduate program offers the possibility of broader qualifications with the option of further specialization through the selection of a study modul, which can continue at the graduate level. This configuration of study programs enables optimal educational outcomes, as a graduate of the undergraduate program in economics has the opportunity to either seek immediate employment or continue their studies in graduate programs at the Faculty or in graduate programs at other institutions, both domestically and internationally. The study programs are aligned with European economic and business programs, ensuring greater opportunities for student exchanges and transitions to other study programs.

For many years, the Faculty of Economics in Rijeka has been monitoring, innovating, and developing study programs in line with market demands and by tracking developments in the European educational space. To enhance recognition and internationalization, the Faculty has been offering study programs in English at the undergraduate, graduate, and doctoral levels. The popularity of these programs is reflected in the significant number of incoming exchange students through ERASMUS, CEEPUS, and other programs.

Since the 2015/2016 academic year, the Faculty has been accredited to deliver the online graduate program in Business Economics, and since 2019/2020, it has also offered the online undergraduate program in Business Economics. The appeal of this program is evident in the number of students enrolled from across Croatia, as it provides flexibility in studying and makes study programs accessible beyond the region. This approach ensures inclusiveness and equality for all students.

The study programs offer flexibility and inclusivity in completing study obligations, particularly for students with disabilities, part-time students, and student-athletes, by providing additional accommodations and allowing for study obligations to be fulfilled according to an adapted schedule.

Learning outcomes, teaching methods, and student assessments, depending on the level of study, reflect the competencies required for entering the labor market, continuing education, or meeting the individual or societal needs. They are focused on developing both general (generic) and professional (specific) competencies. Therefore, the learning outcomes of the study programs are classified into groups related to knowledge comprehension and application, teamwork and communication, thinking and problem-solving skills, interpersonal relationships, and ethical conduct.

2.1. The expected learning outcomes of the study program are in accordance with the competencies that the student should acquire upon completion of the studies and correspond to the level of the Croatian Qualifications Framework (HKO).

The expected learning outcomes of the study programs and all elements of the study programs (courses, modules, exercises, seminars, internships, projects, etc.) are clearly defined, utilizing examples of good practice for defining the expected learning outcomes (e.g., ECTS Guide 2015).

The intended learning outcomes of the study programs at the Faculty of Economics, University of Rijeka, are aligned with the competencies students are expected to acquire upon completing their studies and correspond to the Croatian Qualifications Framework (CROQF) levels.

For each [study program](#), the learning outcomes are clearly specified at the undergraduate, graduate, and postgraduate levels. General learning outcomes for the programs are articulated at a broad level (e.g., for the [undergraduate program in Business Economics](#)), while their realization is reflected in

detailed and precise individual learning outcomes specified for each course, which are accessible and clearly visible to students in the Teaching Plans. These general learning outcomes are in line with best practices and follow the guidelines outlined in the ECTS Guide, with the learning outcomes for individual courses also detailed accordingly.

The learning outcomes of the study programs are structured based on the Dublin Descriptors (grouped into five categories: Knowledge and Understanding, Application of Knowledge and Understanding, Judgement, Communication, Learning Skills—where the first three categories relate to professional or field-specific outcomes, and the last two to generic outcomes) and Bloom's Taxonomy (with levels ranging from one—recall, to six—synthesis, reflecting the depth of cognitive processes in processing information).

The learning outcomes specified in the study programs and the associated qualifications correspond to the appropriate levels of the CROQF, with the undergraduate level corresponding to level six, the graduate level to level seven, and the doctoral level to level eight.

Each study program has clearly defined student workloads expressed in ECTS forms for each course. All ECTS forms are an integral part of the study program, which is proposed and approved by the Faculty Council in accordance with deadlines set by the Decision on the Procedure for Amendments and/or Supplements to Study Programs of the University of Rijeka. The Faculty adopts study programs and lifelong learning programs according to the procedure for the creation and approval (accreditation) of study programs and lifelong learning programs of the University of Rijeka. Any changes or amendments to study programs, resulting from recent scientific knowledge in economics and business economics, as well as employer suggestions, are submitted to the Accreditation and Evaluation Committee of the University of Rijeka and approved by the Faculty Council.

Student surveys assess the alignment of ECTS credits with the actual workload of individual courses. All learning outcomes of the study programs are publicly available, and the learning outcomes for each course are specified in the ECTS forms for each course, as well as in the Teaching Plans, which are published on the course web pages (Merlin e-learning system) and on bulletin boards at the Faculty. Furthermore, the connection between thematic units and course learning outcomes (constructive alignment) is clearly established in the course implementation plans. The Faculty has established a matrix of learning outcomes to ensure the alignment of learning outcomes at both the program and course levels.

The expected learning outcomes are in accordance with the mission and goals of the higher education institution.

The Strategy of the University of Rijeka for the period 2021-2025 sets general strategic objectives that provide a framework for the development of the Faculty of Economics. These objectives, alongside the Faculty's mission and vision, encompass fundamental strategic areas, quantitative indicators, and planned activities to achieve set goals. The Strategy of the Faculty of Economics is directly aligned with the University's strategy, in the creation of which the Faculty actively participated as a part of the University. The Faculty is committed to implementing the strategy, while considering the specific scientific areas represented within the Faculty. Consequently, the Faculty's unique characteristics are also emphasized in the strategy's implementation.

The strategy includes the modernization of existing programs and the planning of new ones, including English-taught programs and lifelong learning programs. The overall strategic goals of all study programs at the Faculty are in accordance with its mission and vision.

University undergraduate programs are designed to prepare students for corresponding graduate studies. The aim of the undergraduate program is to equip students for positions such as lower or mid-level managers, directors of small/medium-sized companies or institutions, as well as various

business, financial, banking, and organizational professionals like analysts, PR or HR specialists, and more. These programs provide students with a broad foundation of knowledge and skills for independent work or teamwork. Upon completing the undergraduate program, students will have a broader education (including knowledge beyond their field of study) and will be prepared for continuous learning and professional development.

Should students decide to continue their education, they can enroll in a corresponding graduate program at the Faculty of Economics or an equivalent program at another university, domestically or abroad.

Graduate programs focus on specialized knowledge in specific fields, enabling students to handle complex tasks using a scientific approach. Students acquire new specialized knowledge and the ability to apply it in practice. Studying at the graduate level at the Faculty of Economics equips students with important competencies for a future career in economics, such as analysis, synthesis, and problem-solving in economic and business fields, critical thinking, self-learning, adaptability, and the ability to use research methods to creatively solve institutional or business problems.

The study programs incorporate Bologna Declaration recommendations related to quality assurance, mobility during studies, and degree recognition. All general goals of the study programs are fully implemented at the Faculty, with their achievement being continuously monitored through the University of Rijeka Strategy 2021-2025, as well as through ongoing evaluations carried out by the Faculty's Committee for Quality Assurance, which submits an annual report to the Faculty Council on evaluation results.

The expected learning outcomes of the study programs and all elements of the study programs are mutually aligned.

All study programs at the Faculty of Economics are conducted in accordance with legal regulations that ensure alignment with the Bologna Process, with the evaluation and recognition of qualifications based on learning outcomes achieved through the ECTS credit system. At each level of study, students acquire specific competencies that enable them to be employed in relevant professional roles and provide a foundation for continued learning, thereby increasing their knowledge and skills at higher levels of study or through specialized education.

General learning outcomes for study programs are clearly articulated (for example, in the undergraduate program, [business economics](#)), while their achievement is reflected in detailed and specific individual learning outcomes for each course. The alignment of learning outcomes of the study programs with the learning outcomes of individual courses is demonstrated in Annex II – Table 2.1, where the learning outcomes for each course are linked to the learning outcomes of the respective study program across all study levels offered at the Faculty.

The expected learning outcomes are used as a basis for the development and revision of the study program, the implementation of the study program, and the assessment and evaluation of student achievement. They are designed to enable smooth progression of students through their studies.

Among the primary objectives defined by the Faculty during the development and definition of learning outcomes for study programs were the following: creating study programs that are easily recognizable and comparable to similar programs in EU countries, promoting learning that fosters both specific and general competencies for students, facilitating student mobility, ensuring flexibility in study programs, and strengthening the connection between education, research, and economic entities. The structured quality assurance system of the Faculty enables the monitoring and improvement of the quality of each course, module, the entire study program, and the organizational and administrative support provided.

When the need for improvement is identified through continuous monitoring of teaching methods and the learning outcomes achieved by students, the process of amending and updating study programs is initiated in accordance with the Regulations on the Accreditation of Study Programs of the University of Rijeka and the [guidelines for quality assurance in the area of study program evaluation at the University](#).

Student surveys are conducted at the end of each semester for all courses attended in the previous semester. These surveys assess the quality of course content, teaching methods, workload alignment with ECTS credits, and ethical issues. Based on these results, study programs are periodically reviewed to update and improve quality. Changes in study programs in recent years have been driven by market needs, changes in course instructors, updates to course content and literature, and the addition of elective courses.

Program changes include adjustments to learning outcomes, enrollment conditions, teaching methods, student performance monitoring, and required and supplementary literature, all aimed at modernizing and improving the teaching process. The Faculty regularly updates and revises study programs, with the changes approved by the Faculty Council and documented through the forms for program amendments.

The expected learning outcomes of individual courses form the basis for course content and the teaching plan. Detailed teaching plans for all courses are made available on Merlin and the notice boards prior to the start of the semester, allowing students to fulfill the expected course outcomes and progress smoothly through their studies.

Evaluation of learning outcomes is based on assessment criteria outlined in the study programs for each course. Student grading is done using the European Credit Transfer and Accumulation System (ECTS) and a numerical system. The final grade reflects continuous student performance (seminar papers, colloquiums, tests, etc.) and the final exam. Grading criteria are defined by the instructor for each course and published on Merlin, while exams are based on the previously defined learning outcomes.

Exam results are announced within a week on Merlin, which also hosts various teaching activities for all courses, thereby contributing to the quality of teaching and student success. Exam schedules are published on the Faculty's website before the start of the teaching period (for example, in the undergraduate program, under the [student information category](#)), and exams can be conducted as written, oral, practical work, or a combination thereof. Oral exams and written tests are conducted through exam questions based on the predefined learning outcomes. The exam results are published via the Merlin e-learning system, no later than one week after the exam has been taken.

After graduation, all final and thesis papers are stored in the Faculty's [digital repository](#), providing permanent access to the institution's scientific, intellectual, and creative output.

The Faculty conducts employment analyses for its graduates, gathering data on employability, types of jobs, and the correlation between qualifications and job positions. Feedback from graduates and their employers is also collected to assess the effectiveness of study programs and learning outcomes. This feedback is obtained through periodic surveys and the Internship Reports, completed by the student and their mentor. The insights gained from this feedback are used to identify strengths and weaknesses in the programs and to adapt the curriculum and teaching methods accordingly. Employers and alumni are actively involved in evaluations and advisory boards, offering valuable perspectives on labor market needs. The results of these analyses are utilized to improve study programs and align learning outcomes with current and future job market demands.

The expected learning outcomes of the study programs are in accordance with the descriptors of the levels of the Croatian Qualifications Framework (HKO) and the European Qualifications Framework (EQF) at which the program is proposed. The qualifications awarded based on the program are clearly described and presented.

The Croatian Qualifications Framework (HKO) Register has not yet been fully populated with data regarding sets of learning outcomes, occupational standards, and qualification standards in the Economics and Trade sector. However, the learning outcomes prescribed by the Faculty's study programs at all levels, along with the qualifications awarded, are aligned with the appropriate HKO levels (in accordance with the Croatian Qualifications Framework Act, NN 22/2013), as highlighted in the study programs. The continuous alignment of programs with the corresponding qualification standards is carried out in order to register the programs in the HKO Register.

The qualifications that students acquire upon completing their studies are clearly presented and explained in the Diploma Supplement. This document outlines the qualification holder, qualification details, qualification level, content, performance, and its application.

Student feedback is of great importance for the continuous improvement of education quality. Students are involved in evaluations of courses, teachers, and study programs. Based on these evaluations, the Faculty implements adjustments in teaching methods, curriculum content, and student support to ensure that the intended learning outcomes match the required competencies and HKO levels. Students are informed by the teachers about the results of previous years' evaluations, with proposed changes or clearer explanations of certain course activities.

The Faculty's study programs are aligned with the recommendations of external stakeholders. The Faculty actively collaborates with external stakeholders to ensure that its programs meet current industry standards and demands, ensuring that graduates are competitive in the labor market.

The expected learning outcomes of the study programs clearly reflect the competencies needed for entering the labor market, continuing education, or fulfilling other personal and societal needs.

The Faculty regularly reviews learning outcomes, gathers feedback from various stakeholders, and adjusts its programs according to labor market needs and recommendations from other stakeholders. These processes ensure that students acquire relevant skills and knowledge necessary for their professional development.

The Faculty achieves this through various teaching and extracurricular activities organized by the Career Center, including workshops and conferences. As part of the Career Center's activities, students are provided with the opportunity to acquire practical skills through internships in companies. Students acquire expected competencies by participating in research and professional work, attending academic conferences, engaging in projects, committees, and other Faculty bodies, and through interactive workshops led by distinguished experts from Croatia and abroad. The primary goal is to support personal development, build a broad base of advanced knowledge, and encourage scientific work.

The competencies gained during the course of study enable students to seamlessly integrate into the workforce. The learning outcomes defined in study programs align with the level and profile of qualifications required by the job market. Additionally, during the periodic modernization of study programs, input is gathered from Alumni members and business partners with whom the Faculty has signed cooperation agreements. This direct feedback helps identify the skills needed by economics graduates and ensures alignment with the labor market.

To deepen this collaboration, the Faculty regularly organizes lectures and events for both students and the business community. For example, the Faculty has hosted "[Career Week](#)" and "[Networking Week](#)" for several years. These events, organized by the [Career Center](#), facilitate direct contact

between future economists and potential employers, allowing companies to present themselves to students who will soon be entering the job market. Such interactions have been recognized by both local and international employers as essential, as they have consistently found graduates from the Faculty of Economics in Rijeka to be highly skilled and in demand. Consequently, many students receive job offers before they even graduate, often during their mandatory internships.

At the Faculty, as previously mentioned, there is a working body called the [Economic Council](#), whose members include the Dean, the Vice Dean, a representative from a secondary economics school, and individuals from reputable institutions and companies within the Faculty's field of expertise. The EFRI Economic Council is an advisory body at the Faculty of Economics in Rijeka, bringing together representatives from the economic, public, and academic sectors. The Council's activities focus on strengthening collaboration between academia and industry by aligning study programs with industry needs, designing and implementing lifelong learning programs, working on research and European projects, and conducting a wide range of activities that benefit the broader community. The EFRI Economic Council serves as a body that connects science and the business community through joint initiatives, addressing challenges analytically, including proposing specific laws and segments of regulation and incentives that should be recommended to public authorities.

The Faculty is open to considering ideas through other forms of collaboration, such as educational programs and the development of curricula. With the increasing number of cooperation agreements signed with various stakeholders, the Faculty encourages and creates the conditions for developing various forms of work-based learning, such as mandatory student internships and similar initiatives.

The Faculty issues a diploma supplement that details the student's qualifications, including acquired competencies, learning outcomes, and the level of education in accordance with the Croatian Qualifications Framework (HKO) and the [Rulebook on the format and content of certificates, diplomas, and diploma supplements](#). This document assists employers and other stakeholders in evaluating the skills and competencies of the students. In accordance with the Rulebook, the Faculty issues the diploma in printed form within 45 days and in digital form within 30 days from the date of study completion.

The expected learning outcomes of the study programs are comparable to the expected learning outcomes of similar programs in Croatia and EU countries.

The expected learning outcomes of all study programs at the Faculty of Economics, University of Rijeka, are clearly defined and aligned with the competencies that students are required to acquire. The current learning outcomes for undergraduate and graduate programs, as well as for the integrated undergraduate and graduate programs, were adopted by the Faculty Council in 2021, while the learning outcomes of the university specialist studies were aligned and approved by the Faculty Council in April 2024. These outcomes are publicly available and can be found in the curriculum of each study program.

The study programs offered by the Faculty are comparable to similar programs in Croatia and EU countries. This comparability is reflected in the large number of courses with the same names offered in similar programs, as well as courses with similar names and nearly identical learning outcomes. This is confirmed by the significant number of previously acquired learning outcomes recognized for both domestic students participating in exchange programs abroad and international students participating in exchange programs at our Faculty. At the accreditation of study programs, it is necessary to conduct a comparability analysis of the study program with similar programs accredited by higher education institutions in Croatia and the EU. The documents for university specialist studies are in Folder 2.1., while the comparability for undergraduate, graduate, and doctoral studies is provided below.

University Undergraduate Program in Business Economics

- <https://www.efst.unist.hr/studijski-programi/prijediplomski-studij/sveucilisni-studij/prijediplomski-studiji/poslovna-ekonomija>
- <https://www.efos.unios.hr/studiji/prijediplomski-studij-poslovna-ekonomija-i-ekonomija/>
- http://www.ef.uni-lj.si/undergraduate/upes_business_and_economics
- <https://www.econ.lmu.de/de/studium/bachelor-volkswirtschaftslehre/studienangebot/>

University Graduate Program in Business Economics

- <https://www.efzg.unizg.hr/studiji-29719/sveucilisni-integrirani-prijediplomski-i-diplomski-studiji/sveucilisni-integrirani-prijediplomski-i-diplomski-studij-poslovna-ekonomija/22350>
- <https://www.efst.unist.hr/studijski-programi/diplomski-studij/diplomski-sveucilisni-studiji/poslovna-ekonomija>
- <https://www.efos.unios.hr/sveucilisni-diplomski-studij-poslovna-ekonomija/menadzment/>
- <http://www.ef.uni-lj.si/graduate/bfmgmt>
- <https://www.en.master.econ.uni-muenchen.de/program/structure/index.html>
- <https://econ.univie.ac.at/study/master-applied-economics/#c698175>

University Integrated Undergraduate and Graduate Program in Economics

- <https://www.efzg.unizg.hr/studiji-29719/sveucilisni-integrirani-prijediplomski-i-diplomski-studiji/sveucilisni-integrirani-prijediplomski-i-diplomski-studij-ekonomija/22351>
- <https://www.efst.unist.hr/studijski-programi/diplomski-studij/diplomski-sveucilisni-studiji/ekonomija>
- https://www.en.mqe.econ.uni-muenchen.de/program_mqe/curriculum_mqe/index.html
-

Doctoral Programs

- https://www.efzg.unizg.hr/UserDocImages/MAR/vskare/doktorski_studij/dokumenti/Doktorski_studij_EIPE-brosura_2020.pdf
- http://www.ef.uni-lj.si/doctoral/general_information
- <https://www.epf.um.si/izobrazevalna-dejavnost/studijski-programi/doktorski/predmetnik/>

The expected learning outcomes of the study programs include the development of both generic (general/key/transferable) and field-specific competencies.

At the undergraduate level for business economics, the [intended learning outcomes](#) are divided into four categories: Business Knowledge, Thinking Skills, Communication, and Business Ethics. Students achieve learning outcomes through core subjects and subjects with specific knowledge. The learning outcomes of university programs are aimed both at acquiring qualifications that will enable students to continue their studies at a higher level and at acquiring qualifications that provide professional competencies for employment in the field.

At the graduate level, the [intended learning outcomes](#) are also divided into four categories: Understanding and Applying Business Knowledge, Critical Thinking, Communication and Teamwork, and Ethical Decision-Making. Students acquire specialist knowledge in their field of study, equipping them to tackle complex tasks based on a scientific approach to problem-solving. Graduate courses are designed to deepen knowledge in the chosen field (module). Students are encouraged to be

independent, innovative, and research-oriented, so they can achieve learning outcomes that allow those interested to continue their education at a higher level, particularly in scientific research. At the postgraduate university (doctoral) level, the intended learning outcomes focus on independence, creativity, social responsibility, and significant scientific contributions in relevant areas of the scientific field.

The expected learning outcomes of the study programs include the enhancement of ethical awareness, the ability for ethical reasoning, and the application of ethical principles in decision-making related to professional issues as well as issues connected to the profession, especially those arising in a multicultural context.

The intended learning outcomes of the study programs are divided into categories. Business Ethics at the undergraduate level and Ethical Decision-Making at the graduate level are highlighted as key categories.

Through Business Ethics at the undergraduate level, students will be able to identify, assess, and formulate conclusions regarding ethical and social issues and challenges in specific areas of business economics. Through an ethical approach to decision-making at the graduate level, students will be able to choose an ethical approach when making decisions in particular areas of business economics. It is evident that the Faculty has recognized the importance of strengthening ethical awareness, ethical thinking, and the application of ethical principles in decision-making related to professional issues that arise in a multicultural context. These aspects have been clearly defined as key learning outcomes in all study programs at all levels of study.

- 2.2. The higher education institution has established processes for planning and developing new study programs, as well as for monitoring and periodically revising existing study programs. This ensures the modernity of the programs and the alignment of the study program content with the latest scientific / artistic / professional knowledge.

The processes for developing new and continuously improving existing study programs are clearly defined. They include internal and external stakeholders, are consistently implemented, and go through a formal approval process within the higher education institution.

When defining study programs, attention is paid to their comparability with European higher education institutions, and external collaborators and industry experts are involved in the implementation of the study programs. External reviewers are included in the approval process by the University and the Agency for Science and Higher Education. Based on the work of the Faculty's Departments and thematic sessions of the Faculty Council, changes and amendments to the study programs are adopted. All study programs, before being forwarded for further procedure, are approved in Faculty Council sessions.

In line with its [vision](#), through continuous development, the Faculty aims to be recognized as a socially responsible and desirable higher education institution and a partner to the community in creating a sustainable society. The Faculty provides high-quality and efficient education based on learning outcomes and the concept of lifelong learning. Over more than 60 years of its existence, the Faculty has established 11 [Departments](#), which are responsible for activities in the study programs and continuously analyze these programs to ensure relevance and alignment with the needs of the labor

market and the broader social community. In this regard, the Departments propose requirements in accordance with the needs of the study programs they oversee. A teacher's sabbatical year, before being approved by the Faculty Council, is approved by the Department. According to the [Development Strategy of the Faculty of Economics in Rijeka](#), education is the Faculty's primary strategic goal.

The established quality assurance system at the Faculty enables the monitoring and improvement of the quality of each subject, module, entire study program, as well as organizational and administrative support. When the need for further improvement of study programs is identified during the continuous monitoring of teaching methods and the learning outcomes achieved by students, the process of amending and supplementing study programs is initiated in accordance with the Regulations on the Accreditation of Study Programs of the University of Rijeka. The Faculty has clearly defined procedures for developing new and revising existing study programs. The revision process includes regular evaluation of learning outcomes, updating content according to new scientific insights, and adjusting ECTS credits based on actual student workload.

The Faculty of Economics at the University of Rijeka has established processes for planning and developing new programs as well as for monitoring and periodically reviewing existing study programs. These processes ensure the modernity of the programs and their alignment with the latest scientific and professional knowledge, thereby ensuring the quality of education and preparing students for labor market challenges. The Faculty regularly collects feedback, involves internal and external stakeholders in the processes, and adjusts its programs to align with best practices and market needs.

For all subjects attended by students in the previous semester, student surveys are conducted each semester. Based on the analysis of the survey results, which address the quality of content and teaching methods (lecturer performance, alignment of teaching formats, learning and teaching methods, and the alignment of workload with the assigned ECTS credits for the subject) and ethical issues, the study programs are periodically reviewed to update and improve quality. Data on student pass rates in all subjects and on students who have completed their studies are collected each semester. The data collection is automated through the development of the ISVURI system.

The result of the joint efforts of employees, students, and external stakeholders of the Faculty is reflected in the positive evaluations of various aspects of the Faculty's work. The most significant changes in recent years have been made to the study programs. Changes to study programs were made in close collaboration with the business sector and its guidelines, while every modification of a study program requires approval from the Faculty Council, whose members include teaching staff and students. The study programs are updated and improved annually, with the most recent major revision of undergraduate and graduate programs made in 2021. Before that, years of analysis, proposals, and communication with employers and alumni were necessary to align the study programs with market demands. At the same time, faculty members worked on scientific and professional projects, the results of which were incorporated into the teaching processes. The ongoing process of reviewing and improving study programs also includes findings from labor market analyses and employer needs.

The Faculty annually makes minor adjustments to study programs. Furthermore, during 2024, the learning outcomes were aligned, and necessary changes were made to university specialist studies. The proposed changes are fully aligned with the mission and vision of the Faculty of Economics and the University of Rijeka. The proposed changes are also aligned with the strategic goals of the Faculty and the University of Rijeka, as updating the content increases the attractiveness of university studies to attract more students.

The [Regulations on Quality Assurance in the Evaluation of Study Programs at the University of Rijeka](#), adopted in 2023, describe procedures that support the autonomy of study program leaders and

enable greater operational efficiency in implementing changes and amendments to study programs with the goal of improving quality and modernizing the curriculum. These regulations also build upon legal provisions for the initial accreditation of study programs from the perspective of systematic institutional quality care. The regulations ensure a unified process for evaluating study programs at the University, applying consistent criteria for assessing the quality of the submitted documentation for proposed programs. In the subsequent procedure, the University's Study Program Evaluation Committee provides an independent assessment of the content alignment of the program with the University's strategic interests, allowing the Senate to make an affirmative decision regarding its acceptance.

The Faculty adopts study programs and lifelong learning programs according to the procedure for developing and approving (accrediting) study programs and lifelong learning programs at the University of Rijeka. Each modification and supplement to the study programs, based on recent scientific findings in the fields of economics and business economics, as well as employer suggestions, is submitted to the University's Study Program Accreditation and Evaluation Committee and approved by the Faculty Council.

The quality assurance system has been applied at the University of Rijeka for about twenty years. Within this system, a significant component is the evaluation of study programs, which is focused on maintaining high standards of quality assurance and is aligned with the needs for modernization, relevance, attractiveness, and competitiveness of study programs offered at University departments. If the evaluation of a study program requires initial accreditation, the regulations stipulate that the program evaluation procedure is conducted by the program leader, who prepares the prescribed documentation in accordance with AZVO's (ASHE) guidelines for initial accreditation. The documentation required for initial accreditation, including the Study Program Initial Accreditation Request Report, is submitted together with the Faculty Council's decision to the aforementioned University Committee for verification of completeness, upon which the Committee issues an opinion to the University Senate. The Committee further evaluates the content of the submitted documentation, including the table correlating course learning outcomes with program learning outcomes, and appoints reviewers based on their scientific, teaching, and professional competencies in the scientific area and field of the study program. Following any necessary revisions, based on the reviewers' opinions, the Committee conducts a final evaluation of the alignment and completed corrections and issues a final opinion on the initial accreditation proposal, which is forwarded to the Senate for decision.

If the evaluation procedure for the study program does not require initial accreditation, a similar evaluation process of program modifications is conducted by the University Committee, with reviewers being engaged only as needed.

Regarding the involvement of internal and external stakeholders in the development of new and revision of existing study programs, it is important to note that, since 2023, the Faculty of Economics has established an Economic Council. This council consists of representatives from reputable institutions and companies in the Faculty's field of activity, who will participate in the future revision of existing study programs.

New programs and modifications to existing programs are approved at Faculty Council sessions, which include representatives from the Student Union from all years of study. The Faculty has led the European [ECONQUAL](#) project and was a partner in the [Excellence and Efficiency in Higher Education in the Field of Economics \(E4\)](#) project, within which labor market and employer needs analyses were conducted and incorporated into the study programs. The Faculty made significant changes and revisions to study programs in 2021, and in the 2022/2023 academic year, it launched a new Integrated University Undergraduate and Graduate Program in Economics. The Faculty (or the heads

of individual courses, through the Departments) regularly updates the required and additional literature to align it with the latest scientific knowledge, with the recency of literature being one of the key criteria during program review.

All changes and amendments to the study programs are published on the study program websites. All current course syllabi and ECTS forms are available to students through closed web pages (the Merlin e-learning system).

Key indicators for monitoring the quality of study program delivery have been defined, along with methods for collecting and analyzing the necessary information, resulting in reports with proposals for program improvements. To create an effective learning environment and support for students, the following aspects are evaluated; effectiveness of student evaluation procedures; expectations, needs and satisfaction of students in relation to the programs and the learning environment and appropriateness of support services for the programme.

There are several key indicators for monitoring the quality of study programs, including student pass rates, exam success, feedback from current and graduated students, and the results of teaching staff evaluations. Information is collected through surveys, focus groups, evaluations, and data analysis from information systems (ISVU) and is presented at Faculty Council meetings.

The Faculty of Economics in Rijeka has well-defined processes and key performance indicators for monitoring the quality of study delivery, as well as a comprehensive system for collecting the necessary information. After completing individual courses, students have the opportunity to fill out student surveys, which serve as an indicator of the quality of study delivery. These surveys are conducted continuously (each semester) through questionnaires in which students evaluate the quality of course content and teaching delivery (teacher performance, alignment of teaching methods, and workload consistency with the assigned ECTS credits for the course). This provides teachers with direct feedback on their work, which they can implement when planning study programs. Additionally, at the introductory lecture, they are required to reflect on the results of surveys from the previous academic year, demonstrating to students that their feedback has an impact.

Moreover, the Faculty's Quality Assurance Committee conducts an analysis of student pass rates per course and year of study every academic year. This information is used for the continuous improvement of existing programs. In cases of poor feedback, the Faculty requests a written explanation from the teacher. The mechanisms for reviewing and adjusting teaching methods and assessment approaches are defined in the Regulations on Studies and Studying at the University of Rijeka. As part of the University of Rijeka, the Faculty of Economics adheres to these regulations when conducting its study programs.

Study programs are developed and improved in collaboration with students and other stakeholders. Student representatives on the Faculty Council are directly involved in the formal processes of approving study programs at the Faculty level. Proposed changes to study programs are submitted for approval to the Faculty Council, where student representatives are present and invited to participate with suggestions for redistributing ECTS credits and allocating them across specific activities in each course. As students are also active members of the Quality Assurance Committee, they can react at earlier stages when study programs are being revised and updated.

Student satisfaction with undergraduate and graduate programs is assessed at the end of the program through satisfaction surveys, which are conducted by the University of Rijeka's Quality Assurance Center in collaboration with all University faculties, including the Faculty of Economics. These surveys provide valuable information that allows for improvements to be implemented in the coming academic years, contributing to the overall quality of study. Regarding student satisfaction with studying and the learning environment, it is important to note that continuous investments are made

in new IT equipment and the development of teaching and learning methods that foster critical thinking, problem-solving, and economic problem orientation. Graduates, in their satisfaction surveys over the past few years, have given high marks for their experience at the Faculty of Economics.

Changes to the study programs have been recorded, and the current versions of the study programs have been published.

Current versions of all study programs are [published on the Faculty's official website](#) for all existing programs. Additionally, an [English version](#) is available for all the aforementioned content.

When study programs are revised, the Faculty promptly updates and publishes the modified programs for the respective courses.

The content of the study programs enables the acquisition of the expected learning outcomes.

The learning outcomes of university-level programs are aimed at obtaining qualifications that will allow students to continue studying at higher levels, while also providing professional competencies for employment in their fields.

Students are encouraged to develop independence, innovation, and research skills, ensuring that they achieve learning outcomes that can lead to higher-level education, particularly within scientific research.

In the study programs, the learning outcomes are clearly defined at the [undergraduate](#), [graduate](#), integrated undergraduate and graduate, and postgraduate study levels. The fulfillment of general learning outcomes is evident in the detailed and specific learning outcomes expressed at the level of each course for undergraduate, graduate, and doctoral studies.

The Faculty has continuously improved its study programs based on feedback from students and employers. For example, new elective courses are regularly introduced to meet specific student interests and employer demands, while certain courses have been revised to better reflect current industry practices. During the program revisions, learning outcomes for a smaller number of courses were adjusted by up to 50%. Every modification was approved by the Faculty Council.

All learning outcomes are in line with the Faculty's mission and vision. The Faculty's strategy is directly aligned with the University of Rijeka's Strategy for 2021–2025, in which the Faculty actively participated as a University constituent and committed to implementing it while respecting the specific scientific areas represented at the Faculty. Accordingly, the University Strategy's implementation takes into account all the particularities and specificities of the Faculty of Economics, which are further emphasized in the Strategy. Based on an analysis of the environment in which the Faculty operates, the current level of development, and the Faculty's defined mission and vision, strategic goals for the Faculty are set. These strategic goals are defined across four key areas: 1) education, 2) research, 3) organization, and 4) public function.

The content of the study programs reflects the latest scientific, artistic, and professional research in the given discipline. This ensures the modernity of the programs and their alignment with the evolving needs of society, as well as the needs and expectations of students.

In accordance with the Faculty of Economics' [mission, vision, and goals](#), and its [Quality Policy](#), the Faculty is committed to developing study programs based on research conducted at the Faculty and the University, in line with the demands of modern economic trends.

Economic entities that employ professionals play a significant role in the creation of study programs. For this purpose, the Faculty regularly signs agreements on scientific, educational, and professional collaboration with other educational and research institutions as well as with industry partners. These agreements allow for a two-way exchange of information, knowledge, and experience, and enhancing

such synergistic collaboration is one of the main commitments upon which the Faculty's development is based. Through ongoing interaction with the business sector and engagement with domestic and international scientific institutions, the Faculty demonstrates a systematic and regular approach to the development activities related to study programs, which are continuously updated and aligned with the needs of the economy.

Since 2023, the Faculty has a working body called the [Economic Council](#), composed of representatives from reputable institutions and companies in the Faculty's field of activity, who will participate in the future revision of existing study programs.

Moreover, the Faculty periodically invests resources in acquiring modern literature for teaching staff to enrich the content of the courses with the latest knowledge.

The content of the study programs enables the acquisition and improvement of digital skills for students where applicable.

Since the Faculty offers courses in information science, particular attention is given to subjects that enable students to acquire and enhance their digital skills. Such courses include Business Databases, Digital Channels of Business Communication, E-Business, ICT in Economics and Business, Information Systems for Decision Support, Business Aspects of Database Management Systems, Business and Management Information Systems, Application of Digital Technologies in Business, Artificial Intelligence in Business, Big Data, and Business Intelligence, and, for example, the Digital Marketing course from the Department of Marketing.

Additionally, in statistics and econometrics courses, students use various calculations for which both instructors and students create their own programs in open-source software (Excel) or use commercial software licensed by the Faculty (e.g., Statistica, Stata, etc.).

Furthermore, the Faculty uses the Merlin e-learning system for virtual teaching environments, which also offers a wide range of features. Merlin is based on the Moodle platform and allows for the distribution of teaching materials (text, video, audio, etc.), support for teaching activities (online tests, online assignment submission, interactive lessons), and communication with students. The Faculty's good equipment, quick response to acquiring additional equipment (online learning platforms, video conferencing platforms, graphic tablets, microphones, cameras, etc.), and the digital skills of the staff facilitated a smooth transition to online hybrid teaching during the COVID-19 pandemic.

The content of the study programs ensures the horizontal and vertical mobility of students within the national and European education space.

The Faculty of Economics has always ensured that its study programs are comprehensive, attractive, up-to-date, and well-suited to current needs, making them comparable to similar programs at other universities, primarily in Croatia. This has established the fundamental prerequisites for better student mobility in terms of horizontal and vertical mobility within the national and European education spaces.

Regarding vertical mobility, students are actively encouraged to participate in international mobility programs such as ERASMUS, CEEPUS and YUFE, as part of their studies. These programs allow students to enroll in courses at foreign partner institutions, write final or master's theses at foreign institutions, complete internships, attend courses, and more. The Faculty has ERASMUS and CEEPUS coordinators, who, together with the University's International Cooperation Office, provide support to students during preparation, implementation, and after completing the mobility program. The Faculty also recognizes ECTS credits through a specially formed committee for the recognition of prior learning. Students can take exams in subjects enrolled at the Faculty upon returning from mobility.

In terms of horizontal mobility, University of Rijeka students have the option to enroll in elective courses outside of their program, known as joint elective courses, which are listed on the [University's free \(elective\) course list](#). The student earns credit, which is then recorded on the diploma supplement.

The alignment of ECTS credits with actual student workload is ensured.

Each study program has clearly defined student workloads, expressed in ECTS forms for each course. All ECTS forms are integral parts of the study program, which are proposed and approved by the Faculty Council. Annually, analyses are conducted on the pass rates of undergraduate and graduate studies for each course. Through student evaluations of teaching, the workload is assessed with the statement: "The obligations of the course are aligned with the ECTS credits." By reviewing student evaluations, the alignment of the course with the expected ECTS credits is determined. The academic records system, used for the Ministry of Science and Education as well as the implementation of the University of Rijeka's strategy, analyzes student progression and graduation rates. The action plan aligned with the University's strategy is adopted by the Faculty Council and submitted to the University. Based on this data, ECTS credits are adjusted as necessary to better reflect the actual student workload.

Across all programs, the Faculty ensures that ECTS credits are aligned with the actual student workload. When creating study programs at all levels, and with every revision, special attention is given to defining learning outcomes, which includes a detailed assessment of the average time a student needs to invest to achieve the planned learning outcomes.

ECTS credits are allocated in such a way that the total workload of a full-time student during one academic year is valued at 60 ECTS credits, corresponding to 1,800 hours of work annually. One ECTS credit corresponds to 30 hours of work, and when assigning ECTS credits to individual courses, care was taken to ensure that the workload expressed in ECTS credits reflects the time required to complete all planned student activities, including attendance at lectures (lectures, seminars, and exercises), the preparation of assignments, and independent learning.

Thus, efforts were made to ensure that ECTS credits realistically reflect the actual amount of work, or time, needed to achieve the learning outcomes for each course relative to the total work required for an average student to successfully complete the academic year. The estimation of the ECTS credits assigned to each course and its learning outcomes is based on an assessment of the actual workload for the average student.

To verify the accuracy of the ECTS credit allocation, annual student surveys are conducted through the Faculty's internal quality control system, where students can express their views on the distribution of ECTS credits. The question in the student surveys, "Alignment of obligations with ECTS credits," allows students to evaluate the alignment of assigned ECTS credits with specific learning outcomes, rating it from 1 (strongly disagree) to 5 (strongly agree). This provides feedback on how much time students actually needed to achieve the defined learning outcomes for a specific course.

If it is observed that the initial estimation was inaccurate in certain cases, adjustments to the activities can be made to align with the actual workload indicated by the number of ECTS credits during subsequent program improvements and curriculum updates.

The distribution of ECTS credits by student obligations is available for each course in the course description of the study program (for example, for undergraduate studies can be seen [here](#)). The Teaching plans (available on Merlin and displayed outside the teachers' offices) for each course clearly indicate and detail the total number of ECTS credits and their distribution. This allows students to plan how much time they should invest in each activity to successfully achieve the required learning outcomes. Additionally, after completing the course, students can compare the actual time invested

for each activity with the teacher's estimate. If students believe that the ECTS credit allocation for a specific activity was inaccurately estimated, they can mention it in the survey.

The feedback gathered from students can be used to adjust ECTS credits during program revisions, which may include:

- Program changes without substantial modification of learning outcomes: These adjustments may involve redistributing ECTS credits (student workload across various course obligations) within the total ECTS credits for a specific course, redistributing the number of teaching hours across different teaching methods, and redistributing ECTS credits between courses while maintaining the total number of 30 ECTS credits.
- Program changes with significant modification of learning outcomes: In these cases, a committee is formed to propose program changes. This committee analyzes the current program and prepares proposed changes, outlining key elements such as the reasons for suggesting program revisions, an explanation of how the changes affect the defined learning outcomes in the study program, the redistribution of ECTS credits, and the structure of the proposed changes.

In the process of revising study programs, students participate indirectly through suggestions and comments in the student surveys, as well as directly through their representatives in the Faculty Council and working bodies. Program changes are submitted for approval by the Faculty Council, and thus students are informed and invited to contribute their suggestions regarding the redistribution of ECTS credits and the distribution of credits for each activity within individual courses.

2.3. Student internships are an integral part of study programs where applicable.

Student internships enable the acquisition of practical skills in accordance with the expected learning outcomes, where applicable.

The internship is a mandatory course for students at the Faculty of Economics, University of Rijeka, during the summer semester. It is conducted within the undergraduate university programs in Economics and Business Economics with a requirement of 300 hours, and within the graduate university programs in Economics and Business Economics with a requirement of 450 hours. The goal of the internship is to complement students' theoretical knowledge with practical experience, provide preparation for their final or graduate thesis through work experience, and promote professional responsibility, ethics, sustainability, and integration into the labor market. This ultimately contributes to students' career development and enhances their employability.

By attending the Internship course, students enrich their theoretical knowledge with practical application while critically considering solutions to problems in economics and business economics. During the internship, students are encouraged to analyze ethical challenges, assess the ethical and social components, and use their experience to prepare their final or graduate thesis in their field.

One of the key principles of the Faculty's strategy is to educate professionals with the appropriate practical and specialized knowledge, skills, and competencies that meet the needs of the labor market. The Faculty collaborates with a wide range of organizations from the public, private, and nonprofit sectors, both nationally and internationally. By building and strengthening two-way communication, the Faculty's ongoing goal is to transfer innovative results from its scientific research into the

economy. Simultaneously, through academic programs aligned with this work, it educates highly qualified professionals who can meet current economic demands and participate in its transition toward adopting new technologies, enhancing capacities, and improving competitiveness.

In this context, the Faculty not only facilitates learning and skill acquisition through internships but also makes student training through internships a mandatory part of all study programs offered at the Faculty.

To facilitate the implementation of professional internships, the Faculty signs Internship Agreements with organizations from the public, private, and nonprofit sectors.

Student internships are conducted in a systematic and responsible manner.

The objectives, organization, implementation, and evaluation of the course Internship are defined by the [Regulations on Internship for Students](#) of the Faculty of Economics, University of Rijeka. These regulations prescribe the rights and obligations of all stakeholders involved in conducting the internship.

The execution of the Internship course is supervised by mentors within the organization, faculty mentors (if assigned to a student), the Course Coordinator, and the Career Center. The Course Coordinator oversees the entire process, informs students about their responsibilities, approves internship agreements, reviews the content of the Internship Diary and the Report on the Achieved Learning Outcomes, and makes decisions regarding the successful completion of the course based on the documentation submitted. The role of the Career Center is to collaborate with the Course Coordinator in coordinating the signing of agreements, directing students to internships, informing them about their obligations, collaborating with mentors from organizations, and overseeing the timely fulfillment of students' responsibilities.

Organizational mentors define the tasks and activities that students will perform during the internship and enter these details into the [Internship Portal](#). They supervise students' work through recorded tasks on the Portal, providing feedback to help students achieve the learning outcomes. In addition to organizational mentors, faculty mentors (professors) also supervise students' progress and ensure the fulfillment of learning outcomes.

Starting from the winter semester of 2021, the organization of the Internship course has been enhanced with the introduction of a new Internship Portal, aimed at digitizing and streamlining the course process and allowing students to focus more on gaining practical experience. The Internship Portal provides a digital system for registering students enrolled in the course and connecting them with employers for the purpose of completing their internships. Students use the Portal to choose mentors and organizations, while mentors can select students based on their resumes.

Professional practice is an integral part of the study programs and is organized outside the higher education institution in collaboration with the industry, where applicable.

The Faculty of Economics at the University of Rijeka was among the first higher education institutions in the Republic of Croatia to recognize the need for connecting students with employers during their studies. As a result, in the 2012/2013 academic year, the Career Development Office was established with the primary goal of enabling students to acquire practical knowledge, skills, and their first work experience upon graduation. In 2016, the office was renamed the Career Center, and through a wide range of activities and projects, it aimed to prepare students for the demands of the labor market.

During consultations, focus groups, and other exchanges with industry representatives, the need to increase the number of working hours for professional internships and the associated academic workload was emphasized. Employers also expressed the view that internships should become a

mandatory course at all study levels. Consequently, in response to labor market needs and applying the experiences of established institutions from developed countries in Europe and around the world, amendments to the study programs made Internship a compulsory course for all undergraduate (up to 300 working hours) and graduate students (up to 450 working hours), with a workload of 10 ECTS credits for undergraduate and 15 ECTS credits for graduate studies. The ECTS credits assigned to internships reflect the time and effort students must invest to meet the internship requirements.

Through professional internships, students become familiar with relevant job roles for which they are being trained during their studies. Their task is to verify and enhance their professional knowledge, skills, and competencies while gaining a comprehensive understanding of the work process in an economic entity. A large number of organizations, with which the Faculty has signed agreements, are available to students for their internships.

Students also have the opportunity to complete their internships abroad, following the same procedures as for internships in domestic organizations.

The higher education institution provides support to supervisors of professional practice and organizations where students undertake internships through orientation programs and/or training for mentoring students in the internship.

The Career Center, before the start of the summer semester, organizes practical workshops for mentors from organizations, introducing them to the concept of mentorship and their role in conducting professional internships, as well as the characteristics of quality mentors and the benefits of internships from the perspective of the mentors, students, and organizations. During these workshops, mentors are informed about all aspects of the implementation of the internship course. Mentors from organizations maintain continuous contact with the Internship Coordinator and the Career Center, and they receive both formal and informal support throughout the internship process.

In addition, mentors have access to the [Student Internship Guide](#) of the Faculty of Economics in Rijeka and the [Internship Regulations](#), which provide detailed information and guidelines for successfully conducting student internships.

The processes for monitoring and improving the quality of student internships are clearly defined, continuously implemented, and involve internal and external stakeholders. Collected and analyzed information is used to promote good practices and initiate necessary improvement activities.

Mentors from organizations have access to an evaluation form on the Internship Portal, which they are required to complete. Through this evaluation, they assess the student's competencies, the quality of tasks performed, the ability to learn, attitude, and other relevant criteria. On the other hand, students also complete an evaluation form where they assess their mentors across various categories, such as satisfaction with communication, the organization of the internship, the level of dedication, and potential opportunities offered by the organization upon the completion of the internship.

2.4. Ensuring the quality of lifelong learning programs is part of the internal quality assurance system of the higher education institution. This ensures the modernity of these programs and their alignment with current societal needs.

The mission statement and the strategic planning process are the foundation for the development of lifelong learning programs that are aligned with them.

In accordance with the [mission and vision](#) of the Faculty, and through [strategic planning processes](#), several [lifelong learning programs](#) have been developed. Lifelong learning is a strategic commitment of the University of Rijeka, regulated by the University's Lifelong Learning Regulations. The University's strategy for lifelong learning aims to raise the educational level of general and specific populations to enhance individual and societal awareness, improve the quality of life through increased motivation and social inclusion, bridge research findings with non-academic communities (especially businesses), and contribute to a more dynamic labor market by enabling rapid adjustments through requalification and additional qualifications, thereby improving employability and reducing unemployment.

For many years, the Faculty has been offering programs to acquire the necessary knowledge, skills, and competencies required for admission to master's and postgraduate studies. The Faculty of Economics at the University of Rijeka offers several lifelong learning programs aimed at different target groups, including professionals seeking to upgrade their skills, as well as individuals looking to retrain or acquire new knowledge. These programs include short courses, workshops, and certified programs, with offerings regularly updated to meet labor market needs and industry trends.

The Faculty offers several lifelong learning programs tailored to the modern needs of economic and social development, including: Public Procurement Training Program, Public Procurement Skills Improvement Program, Program for acquiring knowledge, skills, and competencies for admission to the master's program at the Faculty of Economics, Rijeka (30 ECTS), Program for acquiring knowledge, skills, and competencies for admission to postgraduate studies at the Faculty of Economics, Rijeka (30 ECTS), Online Marketing Program, Negotiation in International Business/EFRI International Business Workshops (6 ECTS), EFRI International Summer School (6 ECTS), Preparatory Seminar in Mathematics, Marketing for Small Producers

Depending on the program, it can involve current students, those who wish to continue their studies at the Faculty, as well as participants from the business sector. All these programs are developed, implemented, and conducted in accordance with the [Lifelong Learning Regulations of the University of Rijeka](#).

The internal quality assurance system of the higher education institution also includes processes for ensuring the quality of lifelong learning programs.

The quality assurance of lifelong learning programs is an integral part of the internal quality assurance system at the Faculty of Economics, University of Rijeka. The Faculty has clearly defined processes for the development and revision of these programs, involving various stakeholders, and utilizing key performance indicators and feedback to continuously improve the programs. This ensures that the programs remain up-to-date and aligned with current societal needs.

The Faculty has developed a comprehensive Quality System, along with various accompanying documents at both the Faculty and University level, through which the [Committee for Quality Assurance](#) implements the established [Quality Policy](#), which includes lifelong learning. In line with the [Lifelong Learning Regulations](#), when submitting a request for a new lifelong learning program, it is mandatory to define the quality assurance of the program using the Quality Assurance and Program

Performance Monitoring form. The [Lifelong Learning Commission](#) of the University of Rijeka has also defined a proposed Evaluation Questionnaire for lifelong learning programs.

The processes for developing new and continuously improving existing lifelong learning programs are clearly defined and include internal and external stakeholders.

The revision and development of lifelong learning programs are conducted systematically and regularly. The [Lifelong Learning Regulations](#) of the University of Rijeka govern the system of lifelong learning, the procedure, and the criteria for evaluating program proposals, as well as the tasks and composition of the bodies responsible for evaluating the programs offered at the University. Over the past five years, the Faculty has systematically implemented existing programs and developed new ones. For some programs, participants receive ECTS credits, while others do not include credits.

The processes for developing new and improving existing lifelong learning programs are comprehensively defined by the Lifelong Learning Regulations of the University of Rijeka, along with supporting documents and written guidelines. These documents guide higher education institutions in activities related to all aspects of lifelong learning programs that they propose and implement. [The current documents](#) used for the preparation of new and the improvement of existing programs are aligned with the regulations and include Program Application Forms, Program Modification Forms, and Forms for the Registration of Professional Development Programs with ECTS Credits, which are aligned with the Croatian Qualifications Framework (HKO).

The process of proposing a new program or enhancing an existing one involves both internal and external stakeholders and begins with the preparation of a proposal, which is submitted to the Committee for Lifelong Learning for approval by the Faculty Council. The proposal is then forwarded to the University Committee for Lifelong Learning and finally to the University of Rijeka Senate for approval. This structured approach ensures that the programs are aligned with current educational and industry needs while maintaining high standards of quality.

Key performance indicators for monitoring the quality of lifelong learning programs, as well as methods for collecting and analyzing the necessary information, have been defined. These methods result in reports with proposals for program improvement.

The fundamental provisions related to ensuring and monitoring the quality of lifelong learning programs and their delivery are defined by the [Lifelong Learning Regulations](#) of the University of Rijeka. Other elements of the quality system, its monitoring, and assurance, as well as the methods and frameworks for collecting data, are not only set by the Regulations but also by accompanying documents such as the Quality Assurance and Program Performance Monitoring Form.

These documents outline key indicators, including evaluation procedures that track and assess the quality of program delivery. These procedures encompass the following: Evaluation of instructors and collaborators, Monitoring the assessment process to ensure it aligns with expected learning outcomes, Ensuring the assigned ECTS credits match a realistic assessment of participants' workload, Evaluating the availability of appropriate resources (spatial, human, informational) for the learning and teaching process, Monitoring the success or failure rates of participants.

Additionally, these documents define procedures for improving the quality of program delivery, such as creating action plans based on evaluation results and tracking the effectiveness of actions taken following these evaluations. Moreover, they establish how to inform stakeholders—such as participants, employers, and alumni—about the programs.

The [Committee for the Development of Lifelong Learning Programs](#) at the Faculty includes 11 members of the academic and non-academic staff. For any inquiries regarding lifelong learning programs, the Office for Lifelong Learning is available to provide assistance.

Lifelong learning programs are aligned with current economic and social needs.

Following market trends, labor market needs, and higher education guidelines, the Faculty has recognized the importance of lifelong learning. Aligning with and responding to current societal and economic needs and demands has been a key element in the development, proposal, and implementation of lifelong learning programs. For several years now, the programs offered have included programs for entry into university-level master's and doctoral studies. These programs aim to increase student numbers by addressing societal demands for more flexible educational pathways and enhancing student mobility.

Existing programs such as the Training Program in Public Procurement, the Advanced Public Procurement Program, Online Marketing, Negotiation in International Business/EFRI International Business Workshops (6 ECTS), EFRI International Summer School (6 ECTS), Preparatory Seminar in Mathematics, and Marketing for Small Producers help to educate students and professionals whose skills are in demand, thus making them more attractive to both students and industry. These programs meet the evolving needs of both the education sector and the labor market, preparing participants for critical roles in industries facing skill shortages.

III. STUDENT-CENTERED LEARNING AND TEACHING – TEACHING PROCESS AND SUPPORT

3.1. Learning and Teaching are Student-Centered and Ensure Achievement of All Expected Learning Outcomes.

Study programs and their execution are designed to foster motivation, self-reflection, and student engagement in the learning process.

The development and improvement of study programs are based on monitoring labor market needs and the latest scientific and professional advancements. This approach fosters intrinsic motivation in students by ensuring that the content they engage with during their studies is relevant and modern. Regular updates to study programs are made at the request of course holder, primarily focusing on revising or aligning learning outcomes and supplementing course materials. The connection between theoretical and practical knowledge is emphasized through events such as [Career Week](#) and [Networking Week](#), held each semester, allowing students to gain a clear understanding of how their profession is perceived in the labor market, thereby directly influencing their extrinsic motivation.

In this context, it is important to highlight the final and master's theses, which are often developed in collaboration with companies. Some students have requested confidentiality of their results, opting for publication in closed access in the digital repository. Through discussions and independent tasks, detailed in the course teaching plans, students are encouraged to engage in self-reflection. This allows them to explore various topics, helping them discover their potential and better understand their interests.

The institution promotes diverse teaching methods and the flexible use of different pedagogical approaches, tailored to the intended learning outcomes.

The higher education institution encourages various teaching methods and the flexible use of different pedagogical approaches in accordance with the intended learning outcomes.

Faculty members continually improve their didactic and pedagogical skills, with a focus on modern methods and teaching principles. Each instructor selects teaching methods that align with their course content, ensuring the achievement of intended learning outcomes while prioritizing the needs of students. This is thoroughly detailed in the course teaching plans. Students have constant access to learning materials through the Merlin e-learning platform and can contact instructors directly at any time via digital communication tools.

There are no restrictions on the use of modern teaching methods, and increasingly, innovative approaches are being incorporated into classes. In addition to traditional formats, also group work, project-based learning, and distance learning are used extensively, especially in online study programs.

Teaching and learning at the Faculty employ a flexible mix of methods, including:

- Verbal, visual, and practical methods:
 - Verbal: Lectures, seminars, and exercises, as defined in detailed teaching plans.
 - Visual: PowerPoint presentations available on course websites, video presentations.
 - Practical: Courses like Internship and many others.
 - Descriptive, graphical, and mathematical methods: Defined in the detailed course teaching plans.
 - Final and master's thesis work: Supported by practical examples from real-world applications.

The Faculty also organizes workshops and training sessions for instructors to enhance their pedagogical skills and adopt innovative teaching methods. This professional development ensures that educators are well-equipped to meet the evolving demands of higher education and to foster student engagement and success.

By using various pedagogical methods and techniques, interactive and investigative learning, problem-solving, and creative and critical thinking are encouraged.

Faculty members at the University of Rijeka Faculty of Economics employ a wide range of teaching methods tailored to various student learning styles. Additionally, teachers regularly engage in self-reflection and analysis to evaluate the effectiveness of their teaching methods in achieving the intended learning outcomes, which serve as the foundation for the continuous improvement of teaching practices. The Faculty's [International Accreditation Committee](#) has also produced a report on enhancing the use of teaching and pedagogical methods.

Teacher individually choose pedagogical techniques that are most appropriate for the course material while stimulating student interest, creativity, and independence, in alignment with the University's [Regulations on Study and Learning](#). The Faculty uses a blended approach in teaching, combining various formats, including lectures, seminars, exercises, distance learning, independent assignments, and mentorship. Where possible, interactive and research-based learning is encouraged. Effective communication between instructors and students, both in the classroom and via email or office hours, helps boost student motivation and positively influences the success of learning outcomes. This is particularly evident in exercises and seminar preparation, where students' creative and critical thinking—individually or in groups—is emphasized.

Beyond classroom teaching, the Faculty benefits from strong partnerships with many relevant companies in the region. Each week during the semester, professionals from these companies are invited to co-teach, providing real-world insights and sharing their work experiences with students. The Faculty also runs numerous industry projects, offering workshops, seminars, and guest lectures, which are valuable opportunities for students to enhance their learning and gain practical experience.

Various teaching methods, pedagogical approaches, and techniques for working with students are regularly evaluated and adjusted based on the results of these evaluations.

Teaching at the Faculty of Economics, University of Rijeka, includes various forms of work, educational resources, and activities, such as lectures, seminars, exercises, distance learning, and other methods, all of which are prescribed in the detailed syllabi of each course. The effectiveness of teaching methods, pedagogical approaches, and techniques used with students is regularly evaluated by students through a well-established quality assurance system via the ISVU system. The evaluation form asks a series of specific questions regarding students' experiences in the teaching process, and also includes several open-ended questions where students can provide feedback, praise, suggestions, and comments. These surveys are conducted for all courses taken in the previous year when students enroll in the next academic year. The evaluation process is overseen by the [Quality Assurance Office](#) with the support of the [Committee for Quality Assurance](#), following [the University's Handbook for Quality in Education](#). Each teacher can access their survey results via the [Teaching Portal](#). The top-rated teachers for the summer and winter semesters are recognized in Faculty Council meetings.

In cases where student evaluations identify unsatisfactory results in teaching performance or course content, actions are taken to address the identified shortcomings, in accordance with the [Regulations on Actions Following Student Evaluation of Teacher Performance](#). The Committee for Quality Assurance, in consultation with the Dean and the Vice-Dean for Quality Assurance and Student Affairs,

requests a written explanation and self-reflection from the instructor who received a poor rating. In their response, the instructor must also propose improvements to the teaching process, thus providing them with an opportunity to improve their teaching performance before the next survey. On the other hand, the best teachers are nominated for university-level awards for teaching excellence.

The learning and teaching process considers various modes of instruction, including:

- Different teaching environments:
 - Onsite (classroom) for undergraduate, graduate, and integrated studies.
 - Virtual environment for distance learning (online undergraduate and graduate studies).
- Involvement of domestic and international professors:
 - Faculty professors.
 - Guest lecturers, such as those approved during the 263rd Faculty Council session (March 21, 2022), where proposals for teaching assignments were accepted for guest professors and prominent experts for the 2022/2023 and 2023/2024 academic years, subsequently forwarded to the University Senate.
- Involvement of professionals from industry
- Participation of industry experts during Career and Networking Week (held once every semester).
- Involvement of demonstrators who assist students in mastering the material.
- Different teaching locations:
 - On-campus teaching.
 - Field teaching, such as during the Internship course.
- Various forms of teaching, as defined in the ECTS documents for each course, including lectures, seminars, workshops, exercises, fieldwork, independent assignments, multimedia use, mentorship, and others.
- Community engagement learning, which combines theoretical knowledge, practical application, and student involvement with real-world case studies throughout the semester.

The learning and teaching process fosters mutual respect between teachers and students through dialogue and feedback from students, which is considered, discussed, and, where possible, acted upon. For example:

- Interaction between teachers and students is facilitated not only during classes and office hours (in person and via online platforms like Google Meet, Zoom, Skype, Teams, etc.) but also through mentorship (in person or online), and digital platforms such as Merlin (the e-learning system), Studomat, EFRI's Facebook page, the Student Council, various student events like the Economist Ball and Economiada, Internship, the Alumni network, CLER (Center for Local Economic Development), CITZ (Center for Innovation and Knowledge Transfer), and the Summer School. Communication also takes place via phone and email.
- Respect for students' opinions is evident from the results of teacher evaluations (accessible via the Teaching Portal - ISVU).
- Student opinions are further respected by including students in Faculty committees, particularly the Faculty Council.

Teachers regularly engage in self-reflection processes regarding their teaching practices to continuously improve the educational process.

Teachers conduct self-reflection, focusing on the methods they use in their work, with the goal of continuously improving the educational process. Examples in practice include various methods such as taking notes, keeping journals, developing growth plans, etc. At department meetings, discussions are held regarding the challenges of achieving better teaching outcomes. If necessary, teachers may visit assistant or other teachers' classes. For the continuous improvement of the educational process, the motivation of all participants in the teaching process is extremely important. During the peer review process, the form requires teachers to perform a self-evaluation/reflection on that particular lesson. The motivation is certainly increased by the continuous investment in teaching and IT equipment. Along with the communication between all participants in the teaching process, after the completion of courses, students fill out surveys tailored to individual courses where they have the opportunity to comment and offer suggestions for improvement. These surveys serve as additional feedback for teachers, useful for enhancing course delivery. Based on all the previously mentioned facts and conclusions, the Faculty regularly updates all study programs, with the mandatory participation of student representatives.

The methods of teaching are adapted to a diverse student population, including non-traditional students, part-time students, older students, underrepresented* and vulnerable groups* etc.

The [Regulations on Studies and Studying at the University of Rijeka](#), in the category of students eligible for special rights in terms of academic progression and support, particularly highlight non-traditional student populations (student parents or guardians, and students with disabilities). A student parent or guardian has the right to study under adjusted conditions. For example, a female student can request a study suspension during pregnancy and until the child reaches the age of one. Additionally, the [University Counseling Center \(SCC\)](#) at the University of Rijeka, which includes the Psychological Counseling Office and the Office for Students with Disabilities, provides assistance to both students and faculty in adapting the teaching methods outlined in the course plans. The Office offers information, direct assistance, and support in addressing the specific needs of students, and provides faculty with information on adapting teaching and exams for students. Each faculty unit appoints a coordinator for students with disabilities (at this Faculty, the [coordinator](#) is from the Undergraduate and Graduate Student Office), who ensures that faculty, the student office, and other services provide support to students in exercising their rights related to teaching and exam adjustments. For students who completed their undergraduate studies at another unit of the University of Rijeka or another higher education institution, the lifelong learning program allows them to acquire the skills and knowledge necessary for progressing through their selected graduate program. The Faculty offers a complete study program for part-time students at the undergraduate and graduate levels, which is conducted entirely online. Classes in these programs typically begin after 4:00 PM to avoid conflicts with work obligations.

The student-centered learning and teaching process includes acknowledging and adapting to the diversity of students and their needs by offering flexible learning paths through:

- the option to choose between different (elective) courses, which can be taken at the Faculty or outside it,
- the possibility of student mobility and achieving learning outcomes through mobility programs:
 - CEEPUS mobility program
 - ERASMUS mobility program
- part-time study:
 - part-time online undergraduate study (distance learning)
 - part-time online graduate study (distance learning)

- lifelong learning
- Program for building students' competences for admission to graduate studies
- Program for building students' competences for admission to postgraduate specialist studies

For students with special needs (students with disabilities, top athletes, etc.), study conditions are adjusted accordingly.

Students are at the center of the learning process and share responsibility for the success of the educational process at the Faculty (in learning and teaching, research, and collaboration with the economy). Student autonomy, along with appropriate guidance and support from faculty, is achieved in two ways: through various forms of teaching specified in the course plan (individual or team work, seminar assignments, critical reviews...) and by involving students in decision-making processes through their representation in the Faculty's decision-making bodies on matters that affect them:

- in committees (Teaching Committee, International Cooperation Committee, Disciplinary Committee, Appeal Disciplinary Committee),
- in boards (Quality Assurance Board of the Faculty of Economics in Rijeka),
- and in other bodies (Student Advisory Office, Career Center, etc.).

The Faculty offers the adaptation of teaching to meet different student needs. For instance, the Faculty uses flexible teaching methods that include online teaching, blended learning, as well as adapting materials and assignments for students with special needs. Additionally, the Faculty offers extra consultations, mentorship, and support to ensure that all students have the opportunity to achieve the intended learning outcomes. In cases of individual student needs related to teaching adjustments, the process is as follows: the student submits a request to the Student Office, which then forwards the request to the Teaching Committee, where a decision is made regarding the student's request. Accordingly, a decision is issued and delivered to both the student and the faculty members of the courses the student is taking.

The higher education institution ensures the use of advanced technologies with the aim of modernizing teaching and achieving the expected learning outcomes.

All courses in the study programs are available 24/7 through the e-learning system (LMS) called [Merlin](#). Learning resources are accessible to students (lecture/exercise/seminar materials, internal scripts, textbooks, etc.) on Merlin, and their availability is verified through student surveys. The e-learning system is upgraded every year. Unique course headers have been developed, containing information about teaching staff (contact details and consultation times) and other relevant course information. Merlin provides access to online materials, discussion forums, assignments, and quizzes. This system supports various learning styles and enables students to learn at their own pace.

Additionally, the use of innovative teaching methods and new technologies in teaching processes is encouraged (use of smartboards, large number of graphic tablets, distance learning (e-learning), various software tools, databases, Google Meet, Zoom, Microsoft Teams, Office 365, etc.). For checking the originality of undergraduate, master's, and doctoral theses, the anti-plagiarism software [Turnitin](#) is used.

Besides the infrastructure itself, the use of the online learning platform [Coursera](#) is promoted through regular invitations to both teaching and administrative staff to participate. The use of Coursera for the professional and personal development of faculty and staff has also led to increased student interest in the platform. Students are also provided access to [library catalogs](#) at the Faculty and other major libraries in the country and worldwide through the Faculty's website.

Furthermore, with the transition to the @uniri identity, the Faculty has enabled teachers and students to use the [Office365](#)/OneDrive/Teams platform and provided access to various software programs such as Statistica, Stata, R, etc.

The Faculty also offers support to teachers and students through technical assistance and training to ensure effective use of e-learning and other digital resources (Office 365 training, online teaching training, internal training via the Moodle platform, etc.).

3.2. Evaluation and Grading are Objective and Consistent and Ensure the Achievement of All Expected Learning Outcomes.

The criteria and methods of evaluation and assessment are clear and published before the start of individual courses. Students are familiar with them.

The criteria and methods for evaluation and assessment are fully aligned with the relevant documents to ensure the achievement of learning outcomes, with high student satisfaction regarding subjects and programs. This alignment aims to enhance the quality, effectiveness, relevance, and accessibility of higher education.

The criteria and methods for evaluation and assessment are consistent with the following documents: the [Strategy of the University of Rijeka](#), the [Strategy of the Faculty of Economics](#), the [Regulations on Studies and Studying at the University of Rijeka](#), the [Regulations on University Specialist Studies at the Faculty of Economics](#) of the University of Rijeka, and [the Regulations on Doctoral Studies at the Faculty of Economics](#) of the University of Rijeka. To incorporate all the guidelines defined in these documents, for every subject at the undergraduate and graduate levels, each study program specifies the way student work is monitored, and the procedure and examples of how learning outcomes are evaluated during classes and in the final exam, as detailed in the course teaching plans. It also clearly indicates the number of ECTS credits represented in each evaluation process and, accordingly, the estimated time required for students to achieve the set learning outcomes.

Before each semester, all course holders prepare detailed teaching plans for the subjects being taught during that semester, along with a schedule for midterms. These plans clearly outline the dates and content of the assessments and the evaluation of achieved learning outcomes. These documents are constantly and publicly available to students, both on Merlin and in front of the faculty offices.

Finally, at the beginning of each semester, every instructor informs students in the introductory lecture about the evaluation criteria and methods, the timeline for assessments, the conditions for successfully passing the course, and the opportunities to repeat the assessment process. This information remains available to students throughout the semester for each course via the Merlin system. All detailed information regarding [postgraduate university specialist](#) and [doctoral studies](#) is accessible online, where students can learn about their rights and obligations. As with the undergraduate and graduate levels, students are informed about the evaluation criteria and methods, the assessment timeline, conditions for passing, and options for repeating the assessment process during the introductory lecture of each course.

The criteria and methods of evaluation and assessment are aligned with the applied teaching methods and the intended learning outcomes. They are conducted consistently and objectively. Mechanisms have been established to ensure the objectivity and reliability of evaluation and assessment.

The Faculty has established mechanisms to ensure the objectivity and reliability of evaluation, with clear communication of grading methods to students during each introductory lecture and in detailed teaching plans.

The criteria and methods of evaluation and assessment take into account the specificities of individual subjects. Written exams, which ensure objectivity and equal conditions for all students, are predominantly used. However, some courses also include oral exams conducted in an environment

that ensures objectivity (with multiple students present). Additionally, seminars are assessed, where learning outcomes related to independent and creative student work are achieved, and the criteria and methods for evaluation are precisely defined for each segment of these activities.

Objectivity and reliability in evaluation and assessment are ensured by clearly and precisely established criteria for each learning outcome. Student satisfaction with learning outcomes is verified through student surveys, which are conducted annually for all subjects that students have attended. Students evaluate statements such as: "The instructor clearly and thoroughly explained the criteria for evaluation and grading" and "The instructor evaluates student work throughout the semester in accordance with the teaching plan and regularly provides feedback." Additionally, students are encouraged to submit anonymous comments to further enhance the quality of evaluation and assessment. In cases where an element of grading receives low ratings or student dissatisfaction, the responsible person takes measures to improve the quality and increase student satisfaction with the teaching process for that subject, in accordance with the [Regulations on the Procedure for Student Evaluations of Teacher Performance](#).

In cases where students are dissatisfied with the evaluation of certain learning outcomes, as per the [Regulations on Studies and Studying at the University of Rijeka](#), a student has the right to file a written, reasoned complaint to the dean. If the complaint is deemed justified, a three-member committee for evaluation and grading is appointed. The committee re-examines the written exam (if that was the evaluation method) and schedules and conducts an oral exam. The committee makes the final decision on the student's grade by majority vote.

All individuals involved in student assessment receive support in developing their knowledge and skills related to evaluation and grading methods.

The [Standards and Guidelines for Quality Assurance in the European Higher Education Area](#) specify that "those who teach must know and understand the subject they teach, possess the necessary skills and experience to effectively transfer their knowledge and understanding of the subject to students in different teaching contexts... and that teachers should be given opportunities to develop and enhance their teaching abilities." In line with good practice examples from EU countries, the University of Rijeka, in its [Strategy](#), has set priorities for learning and teaching: "Encouraging teachers to engage in programs to improve teaching competencies" and "Developing a support system for the digitalization of the teaching process through investments in digital infrastructure and tools, as well as the education of teachers." In this regard, teachers are encouraged to participate in the Lifelong Learning program "[Teaching Competencies in Higher Education: Learning and Teaching](#)," which is aligned with the Lifelong Learning Framework of the University of Rijeka and organized by the Faculty of Humanities and Social Sciences in Rijeka. Each year, several teachers from the Faculty of Economics participate in this program. During the program, participants acquire competencies related to designing and planning learning activities, creating course syllabi, planning and implementing changes in their everyday practice in line with an increased understanding of student learning processes, evaluating implemented changes, and creating a stimulating learning environment while providing support to students.

The Faculty organizes workshops and training sessions for teachers to educate them on the latest methods of testing and assessment, particularly in the virtual environment for online programs. These activities provide teachers with the necessary skills to apply various assessment methods, including the development of objective tests, grading rubrics, and outcome-oriented approaches. Teachers have adapted the teaching methods of individual courses based on this new experience. Such programs ensure that all teachers have the appropriate tools and knowledge to consistently and fairly assess students.

According to the [Faculty of Economics' Work Regulations](#), an employee may, at their request, be granted paid or unpaid leave for scientific or professional development or participation in the work of scientific institutions or international organizations. A teacher in a scientific-teaching position or a researcher may be granted a sabbatical (study leave) with basic salary compensation for scientific and professional development or for scientific-professional work, in accordance with the [Sabbatical Policy](#). Paid leave of up to three months, or more than three months, may be granted for familiarization with new techniques and methods of work.

The encouragement for teachers to improve their teaching competencies is further supported by the annual awards for teaching excellence at the University of Rijeka. The purpose of these awards is to promote high-quality teaching processes by recognizing outstanding teachers who have contributed to improving the quality of study through their teaching and work with students. Each year, the Faculty of Economics nominates one teacher and one teaching assistant to the University of Rijeka for excellence in teaching, as demonstrated in the [case of 2023](#).

Many teachers attend [training](#) to further develop their teaching and professional competencies, with a focus on teaching methodology and, on the other hand, the development of professional teaching capacities. Additional training for teachers is provided through the online program "[Coursera for Academic Staff](#)" which is promoted by the University of Rijeka. Through this program, participants can choose one or more courses aimed at their own professional or teaching development.

Training for teaching assistants is continuously provided at the Faculty through a mentorship model. Since assistants are involved in teaching, they regularly receive training by attending their mentors' lectures, through daily communication, and through trial lectures, which must be positively evaluated when appointing an assistant to the academic rank of assistant professor. Additionally, assistants have mentors throughout this period who evaluate their work once a year, and they, in turn, evaluate the work of their mentors.

Evaluation allows students to demonstrate the extent to which they have achieved the expected learning outcomes.

The learning outcomes of university-level programs are focused both on obtaining qualifications that enable students to pursue further studies at a higher level and on acquiring professional competencies that equip them to enter the labor market. At the graduate level, students gain specialized knowledge in their field of study, which prepares them to handle complex tasks based on a scientific approach to problem-solving. The courses in the graduate program are designed to deepen knowledge. Students are encouraged to be independent, innovative, and research-oriented, achieving learning outcomes that allow interested students to continue their education at the postgraduate level within the framework of scientific research. The learning outcomes for individual study programs are presented on the Faculty of Economics website for [undergraduate](#), [graduate](#), [integrated undergraduate and graduate programs](#), and [postgraduate](#) programs.

The achievement of learning outcomes is realized through the detailed learning outcomes of individual courses, which are specifically outlined and available to students in the Teaching Plans for each subject. All learning outcomes of the study programs are fully aligned with the Faculty's [mission and vision](#). The evaluation of learning outcomes is conducted according to assessment criteria described in the Teaching Plans for each subject. Student grading is carried out using the European Credit Transfer and Accumulation System (ECTS) and the numerical system in accordance with Articles 28, 29, and 30 of the [Regulations on Studies at the University of Rijeka](#), and for postgraduate studies in accordance with the [Doctoral Studies Regulations](#) and the [Regulations on University Specialist Studies](#).

The final exam grade largely depends on the results of continuous student assessment (e.g., tests and seminar tasks during the course) and the final exam, which is held after the course material has been covered. At the Faculty of Economics in Rijeka, student assessment is conducted using the European Credit Transfer and Accumulation System (ECTS) and the numerical system. Student success in each subject is expressed on the ECTS grading scale in percentages from 0 to 100% of the grade points. The monitoring and evaluation of students for each subject are carried out during the course and in the exam as follows: the total percentage of student success during the course constitutes 0-70% of the grade points, and the total percentage of student success on the exam constitutes 0-30% of the grade points.

The grading method is determined by the teacher for each subject and is published within the e-learning system [Merlin](#), as well as outside each professor's office. Knowledge assessments are based on predefined and similarly published learning outcomes for each subject.

Student satisfaction with learning outcomes is assessed through student surveys conducted annually for all subjects taken by the student. After analyzing student satisfaction with learning outcomes and, more broadly, with the teaching methods, the [Committee for Quality Assurance](#), if necessary, makes changes and improvements to the teaching process to ensure that students acquire the required learning outcomes as quickly and efficiently as possible. Additionally, the [University of Rijeka's Committee for Quality Assurance](#) conducts an analysis of student satisfaction, which examines satisfaction with various aspects of studying, students' plans after graduation, and more. This contributes significantly to improving the quality of education and ensures enhancements for upcoming academic years.

Students receive feedback on their assessment results and, when necessary, advice and/or support in the learning process based on these results.

At the beginning of each semester, teachers publish assessment criteria in their syllabi and course plans, including descriptions of evaluation methods (exams, seminar papers, projects, oral exams) and the weighting of each element in the final grade. This transparency helps students understand the expectations and allows them to prepare appropriately for exams and assignments. The criteria and methods of assessment and evaluation are publicly available and timely published in the detailed teaching plans (accessible through AAI identity on the Merlin e-learning system) and on the notice boards outside the professors' offices for each course at the beginning of the semester. Additionally, the criteria and methods of assessment and evaluation are presented during the first, introductory lecture at the beginning of the semester. Timely publication of feedback on student performance is prescribed by regulations, particularly concerning the prompt publication of test, exam, and other assessment results throughout the semester. Information about performance is posted on the course websites (Merlin e-learning system).

For every assessment of student learning outcomes, the evaluation results are always published quickly in the case of written exams, or immediately in the case of oral exams. In accordance with the [Regulations on Studies at the University of Rijeka](#), instructors allow students to review their written evaluations immediately after the results are published and provide feedback on the evaluation process, while oral exam results are communicated immediately after the exam.

Based on the evaluation results, instructors guide students on how to improve or achieve learning outcomes more efficiently, where possible. There is also the opportunity to retake assessments for learning outcomes achieved during the course (for tests) and four exam periods are available, allowing students to retake the assessment after completing the course. In all cases, instructors are available for consultations to advise students and ease the learning process. For university specialist students, the rights and obligations are prescribed by the [University Specialist Studies Regulations](#). Doctoral

students are especially mentored throughout their educational process, in accordance with the [Doctoral Studies Regulations](#).

Students receive feedback on their work, as well as advice on the learning process, throughout all forms of instruction: in lectures, demonstrations, and consultations, with the schedule of consultations published on the Faculty's website, the course's webpage (Merlin e-learning system), and on the office doors of teachers. For courses with multiple co-teachers, assessments are conducted by all co-teachers. During the semester, other forms of assessment, such as seminar tasks, are most often conducted by teaching assistants during seminar classes. At the end of undergraduate, graduate, and postgraduate studies, students write a final, graduate, or doctoral thesis, which is evaluated by a defense committee following the procedure prescribed by the relevant regulations.

The continuous assessment and monitoring process enables the identification of students facing difficulties in regularly meeting academic obligations and provides timely support and assistance in learning.

The Faculty employs various methods to identify students who face challenges in fulfilling their academic obligations, including monitoring grades, attendance, and feedback from instructors. When students struggling with academic duties are identified, the Faculty offers additional support such as counseling, extra tutoring, mentoring, and accommodations in examination procedures. In most cases, students who encounter difficulties in meeting academic requirements report to the relevant vice deans, who then handle the request through the Teaching Committee and the dean's decisions. Each course instructor is responsible for tracking student achievement as part of the continuous assessment process, and they can additionally use the [Merlin](#) e-learning system to maintain records. Basic student support is provided in the form of extra consultations by teachers and/or demonstrators, for whom [regular calls are made](#). If needed, vice deans also become involved in providing timely support and assistance to individual students. Vice deans maintain regular communication with students on an individual basis and are available for weekly consultations, which are held for 2 hours.

There is a formally defined appeals process with which students are timely informed, and it is consistently implemented.

The [University of Rijeka's Regulations on Studies and Studying](#) stipulate that a student has the right to appeal the evaluation and grading in continuous assessment. If a student is dissatisfied with the result of an exam, they have the right to file an appeal after the final grade is announced. The regulations describe in detail the procedure for a student to appeal the evaluation of learning outcomes in continuous assessment during the course.

The Faculty has an established formal procedure for handling student complaints regarding grading. Students can submit an appeal against their grade or the grading method directly through student representatives in the Student Council, during consultations with the vice deans, by submitting written requests to the Registry Office or the Dean's Office, or by anonymously submitting complaints in the Dean's mailbox located on the ground floor of the Faculty. These complaints are reviewed by the relevant committee (which includes student members). After reviewing the complaints, the committee issues a written decision.

In addition to the ability to file complaints against faculty members or the teaching process, students are informed of their responsibilities, including what constitutes inappropriate conduct when fulfilling their academic obligations (e.g., cheating on exams, copying seminar papers, presentations, projects, or plagiarism in general), as well as the consequences of such behavior.

In cases where students appeal the procedures for testing knowledge, skills, and competencies during the final exam, they submit the appeal to the Dean, who forms a committee to evaluate the effectiveness of the evaluation procedures.

The following circumstances and regulations define the appeal process:

- Formally defined grade appeal procedure:
 - [Regulations on Studies and Studying](#)
- Formally defined consequences of inappropriate student behavior:
 - [Regulations on Disciplinary Responsibility at the University of Rijeka](#)
 - [Code of Ethics of the University of Rijeka](#)

At the Faculty, members of [committees](#), including the Student Disciplinary Committee, Employee Disciplinary Committee, Ethics Committee, and the Student Disciplinary Appeals Committee, are elected from the ranks of faculty, staff, and students for a mandate period. These committees assist the Dean in making final decisions, thereby concluding the appeals process.

The evaluation procedures take into account the special circumstances of studying for certain groups of students (e.g., adapting examination procedures for students with disabilities) while ensuring the achievement of the expected learning outcomes.

The [University Counseling Center \(SCC\)](#) of the University of Rijeka provides support to both faculty and students in adapting teaching methods for specific student groups, including assistance in ensuring the achievement of expected learning outcomes. This is facilitated through the Psychological Counseling Office and the Office for Students with Disabilities, operating within the SCC. The systematic consideration of individual limitations is guaranteed through the [Protocol for the Care and Monitoring of Students with Health Difficulties, Disabilities, and Chronic Illnesses](#).

The Faculty has accommodated students with mobility, speech, hearing, and vision impairments. Adapted assessment methods for blind and visually impaired students are ensured by modifying exams (font size, duration, etc.) according to the student's request. For students with disabilities, assessments are adjusted in terms of time and space (holding classes and exams on lower floors accessible by elevator, extended exam writing time, adjusted materials on the Faculty's website, and exam technology adjustments such as text size, contrast, background, etc.).

Additionally, the regulations provide for cases where students have the right to suspend obligations during pregnancy, while on maternity or parental leave, during periods of incapacity for work lasting more than three months, and in other cases as determined by the Faculty Council.

Faculty members are open to discussing and agreeing on appropriate adjustments to examination procedures with any student requiring such accommodations, following recommendations provided. From the students' perspective, the University Counseling Center offers assistance to those experiencing difficulties in learning and taking exams through the [Learning and Exam Support Group](#). The Faculty strives to ensure that all students have equal opportunities for success, regardless of their individual needs. For example, the Faculty allows extended time for written assessments—50% more than usual—provides the option for seminar presentations in a separate room or before a smaller group, and ensures an individualized approach through agreements between the student, professor, and assistant.

The higher education institution has established an evaluation and assessment system that provides information on individual and group progress through the study program and completion of studies, serving as a basis for making decisions on study management.

As previously mentioned, the monitoring of student achievement in the continuous evaluation process for each course is conducted through the [Merlin](#) system. This system, which is mandatory for all courses offered in the study program, enables the management of a database containing information about students, courses, syllabi, and exams. The web application ISVURI provides information on academic progress and the completion of studies at both individual and group levels. In accordance with the provisions of the [Regulations on the Quality Assurance and Improvement System of the University of Rijeka](#) and the [Regulations on the Quality Assurance System of the Faculty of Economics](#), the [Committee for Quality Assurance](#) continuously conducts research on the effectiveness of studying and the causes of unsuccessful or prolonged studies. The Committee reports its findings to the Faculty Council and the students, which serves as the basis for making further decisions aimed at improving the teaching process.

If possible, the higher education institution conducts an evaluation of the grading system.

The evaluation of grading is carried out in accordance with the University of Rijeka's "[Manual for Quality of Studies](#)." At the level of individual Departments, discussions among faculty members are held with the aim of standardizing criteria and improving the quality of education across each study program. Additionally, the [Committee for Quality Assurance](#) actively monitors and analyzes pass rates in courses as well as the previously mentioned evaluations of teaching performance by teachers and assistants, as collected from student feedback forms.

The student evaluation includes a question, "The instructor assesses students' work during the semester in accordance with the course syllabus and regularly provides feedback." This serves as an indicator of potential discrepancies with the course syllabus, prompting the implementation of measures to improve the teaching process. The Committee reports its findings to the Faculty Council, and in the case of courses with lower pass rates or lower evaluations, discussions are held, and appropriate actions are taken in accordance with the "[Regulations on Student Survey Procedures for Evaluating Instructor Performance](#)."

3.3. Enrollment and progression conditions for students, recognition, and certification are clear, publicly available, and consistently applied.

The higher education institution consistently implements predetermined and published regulations that cover all phases of studying.

All relevant regulations are available on the Faculty's website in both [Croatian](#) and [English](#). A detailed overview and description of all current regulations enforced at the Faculty can be found [here](#). Additionally, the website contains complete study programs and learning outcomes for each [study program](#). On this page, you will also find links to the specific web pages of individual study programs, providing detailed information about the courses.

In addition to the study programs and learning outcomes, the website includes the current academic year's [teaching plan](#), [class schedule](#), [academic calendar](#), and [exam schedule](#). Besides various announcements useful to students, the website also contains information about the duration of studies, goals, learning outcomes, recognition of prior learning, continuation of studies, and the professional title awarded upon completion.

When announcing calls for enrollment in the first year of undergraduate, graduate, or doctoral studies, as well as for higher years, a notice is posted containing links to information and materials that include admission criteria and qualifications required to apply. Alongside the information on the study program pages, prospective and new students are provided with an [EFRI guide for freshmen](#), which is also available in English. This guide contains all the necessary information to help navigate the Faculty and student life.

The Faculty is also actively represented on social media platforms like LinkedIn (with over 10k followers), Facebook (over 9k followers), and Instagram (over 3k followers), while other communication channels such as TikTok, YouTube, and X are under development.

The enrollment policy aligns with the national legislative framework, the mission and strategy of the higher education institution, and takes into account the capacities of the institution and the context in which it operates.

Based on the analysis of needs and enrollments from previous years, the Faculty Council makes decisions regarding enrollment quotas and admission conditions for the upcoming academic year. Additionally, each year the Faculty organizes various lectures and events where students have direct contact with their potential employers. This interaction allows companies from the local area, and beyond, to present themselves to the new generations, who will undoubtedly become valuable assets to their business teams. This form of engagement with students has been recognized as highly important by both domestic and international employers, as they have come to appreciate the young economists as high-quality and sought-after professionals.

As a result, these young future experts often find employment quickly, either locally or abroad, and it is not uncommon for them to receive job offers while still students, often during their later years of study before graduation, and particularly after completing the mandatory internships that are an integral part of their study programs. Moreover, the Faculty continuously establishes contacts and signs cooperation agreements with new business entities in Croatia, negotiating collaborations or expanding existing ones in the form of professional projects, joint EU project applications, and student internships.

Enrollment policies and student recruitment strategies are sensitive to the needs and challenges of students from vulnerable and underrepresented groups and promote inclusivity.

The Faculty's enrollment policy is sensitive to the needs and challenges of students from vulnerable and underrepresented groups. All enrollment information is available on the Faculty's homepage during the application and enrollment period. Additional information can be obtained from the Office for Student Affairs and Student Standards, either by phone or email. The entire enrollment process is conducted online, allowing candidates who are eligible for admission to complete their enrollment without having to be physically present.

Based on the recommendation of the Rector's Council and the decision of the University of Rijeka, candidates with a physical disability of 60% or more, as well as children of Croatian war veterans, have the right to enroll as full-time students outside the approved enrollment quota, provided they meet the minimum points threshold. The Ministry of Science and Education covers the study costs for such candidates in full. Students with disabilities, ranging from 1st to 5th category (with over 50% physical impairment), are entitled to direct access to student housing in the Ivan Goran Kovačić and Trsat student dormitories, further promoting inclusivity for students from vulnerable and underrepresented groups.

According to the decision regarding the amount of tuition fees, students with disabilities of 60% or more have their tuition costs subsidized for a period corresponding to twice the prescribed duration of their studies, and this right can be used only once. Part-time students who are Croatian war veterans, disabled veterans from the Croatian War of Independence, children of fallen, imprisoned, or missing veterans, children of 100% disabled war veterans from the first group, and persons with 60% or more physical disability, may pay no more than 50% of the full tuition fee. Part-time students from alternative care systems (children's homes, foster families) also pay no more than 50% of the participation fee.

Additionally, the Student Union of the University of Rijeka has established [the Office for Academic Support and Inclusivity](#). The main goal of this office is to ensure equal access to education and resources for all students, including those from vulnerable and underrepresented groups, directly promoting inclusivity at the University.

The criteria and procedures for student selection and enrollment prevent discrimination and bias. They are publicly announced, consistently applied, and periodically reviewed on a sound basis.

The Faculty allows enrollment for all candidates who meet the admission criteria for study programs, within quotas previously approved by the University of Rijeka. Additionally, the Faculty informs the public about the admission criteria and procedures through official channels such as the Faculty's website, the University's website, and social media.

Admission criteria are published in the "[Postani Student](#)" application of the National Information System for Applications to Higher Education Institutions (NISpVU) as well as on the Faculty's and University of Rijeka's [websites](#), in accordance with the guidelines of the University of Rijeka's [Regulations on Studies and Studying](#). Enrollment quotas are adapted to the Faculty's capacities and market demands. Before the start of the academic year, the University of Rijeka announces the [Call for Enrollment in the First Year of Undergraduate and Integrated University Studies, as well as Professional Undergraduate Studies](#), and the [Call for Enrollment in the First Year of Graduate University Studies](#). These announcements clearly state the criteria and enrollment procedures for the Faculty of Economics in Rijeka (along with other studies offered by the University of Rijeka). Ranking lists are published according to the deadlines specified in the public announcement. The admission criteria for specialist university studies are [available for each program](#) on the Faculty's website, while the [call for enrollment in the postgraduate doctoral studies](#) of the Faculty is also published on the Faculty's website. Throughout the entire enrollment period, the [Student Registry](#) provides support to all students.

Admissions to undergraduate studies are conducted through the Central Applications Office of AZVO, via the National Information System for Applications to Higher Education Institutions (NISpVU), and the criteria for undergraduate admissions are advertised through www.postani-student.hr, as well as in the call for enrollment published on the Faculty and University websites.

Graduate admissions are conducted based on a publicly announced call, with the criteria for admission, scoring methods, and all other necessary information published on the official websites of the Faculty and the University of Rijeka. For the academic year 2025/2026, the graduate enrollment process will be conducted in the same way as the undergraduate process, via the National Information System for Applications to Higher Education Institutions (NISpVU).

The criteria and procedures for selecting and enrolling students ensure the selection of candidates with appropriate prior knowledge, aligned with the requirements of the study program.

The criteria and procedures for the selection and enrollment of students are aligned with the content of the study program to ensure the admission of candidates with appropriate prior knowledge. In accordance with the provisions of the [Quality Assurance Handbook for Studying](#) and the [Rules on Student Survey Evaluation](#), the Committee for Quality Assurance continuously conducts evaluations of teachers' performance and the quality of courses from the students' perspective, as well as research on academic success and the causes of failure, inefficiency, and prolonged studying. The results are reported to the Faculty Council. The qualitative structure of students enrolling in the first year of undergraduate studies is presented in Table 3.2, while data for students enrolling in graduate and postgraduate studies can be found in Table 3.3.

Admission requirements were determined as follows:

- Secondary school performance was weighted at 40% of the total points.
- Mandatory components of the state exam were weighted as follows: 20% for Croatian language (Level B), 20% for Mathematics (Level B), and 20% for a Foreign language (Level B).
- Results from national competitions in Croatian, Mathematics, Entrepreneurship, Accounting, Statistics, and Foreign Languages were additionally weighted with 2%.
- Athletes ranked from the first to the third category were additionally weighted with 5%.

The higher education institution has established appropriate procedures for the fair recognition of higher education qualifications, periods of study, and prior learning, including the recognition of non-formal and informal learning, based on:

- Alignment of recognition practices at the higher education institution with the principles of the Lisbon Recognition Convention
- Collaboration with other higher education institutions, quality assurance agencies, and national ENIC/NARIC offices

The Faculty has established a Committee for the Recognition and Evaluation of Prior Learning, tasked with recognizing and evaluating learning gained through formal and non-formal education, as well as informal learning, to facilitate enrollment in the Faculty's accredited programs, exemptions from parts of accredited programs, and the evaluation of learning outcomes for the award of ECTS credits within the Faculty's accredited study programs. The Committee is also actively involved in designing and implementing an effective process for recognizing competencies acquired by students through international mobility programs and the Faculty's internationalization efforts. The Committee operates based on the Regulations on the Recognition and Evaluation of Prior Learning of the Faculty of Economics in Rijeka.

The recognition of prior learning, including non-formal and informal learning, during admission to undergraduate and graduate university studies, is carried out by the [Committee for the Recognition and Evaluation of Prior Learning](#). The recognition process at the institution is aligned with the principles of the [Lisbon Recognition Convention on the Recognition of Higher Education Qualifications in Europe](#), the [Faculty's Statute](#), and the University of Rijeka's [Regulations on the Recognition and Evaluation of Prior Learning](#). Applicants from other Faculty programs or other institutions must submit an application for recognition along with a transcript of their completed subjects and the previous study program. The Committee compares the learning outcomes of the courses completed at the previous institution with those of the new program, and the prior learning outcomes are recognized accordingly. Applicants who have completed a non-equivalent undergraduate university study must

complete a corresponding lifelong learning program to acquire the necessary knowledge, skills, and competencies for admission to graduate or postgraduate university studies.

The Faculty also recognizes Coursera courses through the Committee for Prior Learning Recognition, evaluating and comparing acquired learning outcomes. It offers micro-qualification programs available to other University of Rijeka students, along with joint courses within the [YUFE network](#). Candidates who completed their studies abroad must submit a resolution on the academic recognition of their foreign higher education qualification upon enrollment. This recognition request is submitted to the Agency for Science and Higher Education. ECTS credits earned from activities outside the curriculum, as described in the study programs and syllabi, are recorded in the student's diploma supplement.

To enhance the prior learning recognition process, the Faculty collaborates with other higher education institutions and national ENIC/NARIC offices. This collaboration is facilitated by the [University of Rijeka's Academic Recognition Office](#), which processes the recognition of foreign higher education qualifications and study periods completed abroad for continuation of higher education at the University. The Academic Recognition Office is responsible for the recognition process according to the Law on Recognition of Foreign Educational Qualifications and related regulations, in a following way:

- The process of recognizing foreign higher education qualifications for the purpose of continuing education (academic recognition)
- The process of recognizing a study period completed at a foreign higher education institution for the purpose of continuing higher education at the University of Rijeka. The recognition process is carried out in consultation with national ENIC and NARIC offices.

For recognition of foreign higher education qualifications or study periods, the following steps are required:

- Complete the application form and gather necessary documents.
- Pay the processing fee.
- Submit the completed application form and documentation to the University of Rijeka's Academic Recognition Office.

Collaboration with the Office for Academic Recognition (UNIRI) primarily concerns cases of applications for the selection process for enrollment in the master's degree program by students with foreign diplomas, specifically in cases where it is necessary to assess whether the completed qualification falls under the field of economics to meet the admission requirements for the faculty. Collaboration with the ENIC/NARIC office is related to cases of verifying the status of the higher education institution and the study program in situations of recognizing prior learning concerning a study period, particularly when it involves a foreign qualification.

Feedback shows that the majority of students find the recognition process clear, transparent, and fair, and that their previously acquired qualifications are appropriately evaluated. In cases where a student files an appeal, a meeting is organized with representatives from the Commission for the Recognition of Prior Learning to clearly explain the process and criteria for recognition.

The higher education institution monitors and analyzes student progress and ensures continuity and completion of studies.

The monitoring of student progress is conducted systematically and continuously, utilizing various evaluation methods, in accordance with the [guidelines of the Quality Assurance](#) at the Faculty of

Economics, University of Rijeka, and the [Quality of Studying Manual of the University of Rijeka](#). The Committee for Quality Assurance continuously conducts evaluations of students entering the first year of studies, evaluates the work of teachers and the quality of courses from the students' perspective, and investigates the success of studies and the causes of unsuccessful, inefficient, and prolonged studies. Data on course pass rates after each semester, at the study and academic year level, is regularly forwarded to the Faculty Council. In addition to success and pass rates, the completion rates of students in study programs are also regularly monitored and analyzed. The Vice-Deans regularly communicate with students on an individual basis, as well as during weekly Vice-Dean consultations, where students are informed, advised, and provided with important information relevant to their studies and degree completion.

Mechanisms are established to timely identify students with difficulties in regularly fulfilling academic obligations, ensuring timely and continuous support and assistance in learning.

On an individual basis, support is also provided through demonstrators and additional consultations to help students with their academic responsibilities, exam preparation, and progress through their studies. Each academic year, a [call for demonstrator positions](#) is announced for numerous courses. Students who encounter difficulties in mastering the material are approached individually, and teaching and exam materials are adapted, taking into account the nature of the difficulty. The [University of Rijeka's Study Regulations](#) also provide special conditions for top athletes, artists, and students with a 60% or greater physical disability, allowing the Faculty Council to approve completion of their studies under conditions set for part-time students.

Additionally, the [University Counseling Center](#) offers students professional psychological assistance and support to help them achieve academic success, improve study efficiency, and enhance their quality of life. Alongside individual and group counseling aimed at overcoming various learning difficulties, managing anxiety and depression, resolving relationship issues, and improving self-esteem, the Center also offers educational activities such as lectures, workshops, seminars, leaflets, and brochures.

Furthermore, the [Office for Students with Disabilities](#) provides support to students with visual and hearing impairments, physical disabilities, multiple disabilities, chronic illnesses, and other health conditions or difficulties that may affect their studies, ensuring they have the conditions necessary for successful and quality learning. The Office offers information, direct assistance, and support in addressing specific needs according to the student's disability and provides faculty members with information and recommendations on how to adjust teaching and exams to meet the needs of students with disabilities.

To further support students with special needs, the Faculty has invested in installing special ramps and elevators, making almost all spaces intended for teaching processes accessible to students with mobility challenges.

The higher education institution ensures conditions for student mobility in both national and international contexts.

Students are continuously encouraged to spend part of their education at foreign higher education institutions through the ERASMUS and CEEPUS programs, as well as to complete internships abroad. They are supported by the faculty's ERASMUS and CEEPUS coordinators and the [International Cooperation Office](#), both during the application phase and throughout their studies abroad, as well as upon their return.

In February 2021, the University of Rijeka was awarded the [ERASMUS University Charter \(101005205-UNIRI\)](#) to participate in the ERASMUS+ program from 2021 to 2027. Through the faculty's [ERASMUS](#)

and [CEEPUS](#) websites, students are informed about the opportunities to complete part of their studies abroad. Students are offered the opportunity to attend foreign institutions with which the Faculty has signed a bilateral ERASMUS agreement. In addition to the possibility of enrolling in courses worth up to 30 ECTS credits per semester, students can also complete their final or master's theses and internships at foreign institutions.

The total student mobility over the past five academic years is provided in Table 3.5, and in terms of both incoming and outgoing student mobility, we are among the leading constituents of the University of Rijeka.

Before a student departs for a study stay at a foreign institution, ERASMUS and CEEPUS coordinators check the compatibility between the Faculty's study program and the foreign university's program. The Faculty ensures that all students receive recognition for the learning outcomes achieved during their mobility period at the foreign institution, exempting them from taking equivalent courses at the Faculty through the Committee for Recognition of Prior Learning. Earned ECTS credits are entered into the ISVU system.

Additionally, the [Outgoing Mobility Handbook](#) provides extra exam terms for students who have been on exchange (ERASMUS, CEEPUS). All students' previously acquired knowledge (through other forms of learning, at other institutions, etc.) is evaluated by the Committee for Recognition of Prior Learning, in which we are leaders at the University.

The higher education institution issues a diploma and diploma supplement (free of charge, in Croatian and English) in accordance with the relevant regulations.

Upon completion of their studies, students are issued a diploma and a diploma supplement. These documents describe the qualification, achieved learning outcomes, as well as the level, content, and status of the studies.

The diploma and diploma supplement are issued in both digital and printed form, free of charge, in accordance with the [Regulations on the Format of Diplomas](#) and the Content and Format of Certificates, Confirmations, and Attestations of the University of Rijeka, as well as following the guidelines of the Ministry of Science and Education of the Republic of Croatia and in compliance with the [Regulations on the Content of Diplomas and Diploma Supplements](#).

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

The higher education institution provides support to students in their learning and progression, and offers necessary consultations to ensure an optimal study experience (e.g., tutors, mentors, and other advisors, as well as student services and other appropriate services for professional student guidance, psychological counseling, legal counseling, support for students from vulnerable and underrepresented groups, support for students participating in international mobility programs, library services, etc.) at the institutional level.

The Faculty Council, upon the proposal of the Dean, appoints the heads of the [International Business study program](#), as well as the heads of the [university's specialist](#) and [doctoral study programs](#). The role of the heads of undergraduate and graduate studies in business economics and the integrated undergraduate and graduate studies is held by the [Vice Dean for Undergraduate, Graduate, and Integrated Studies](#). These heads are responsible for overseeing the execution of the studies in accordance with the [Regulations on Studies and Studying at the University of Rijeka](#). In addition to

overseeing the study programs, the heads of studies are available to students for all study-related information, advice on studying, and assistance with completing their studies at the Faculty.

The staff of the [Office Registry](#) are available to provide all necessary information regarding undergraduate, graduate, and postgraduate studies, as well as lifelong learning. This includes information on enrollment in the first and higher years of study, withdrawal, the suspension of rights and obligations, information on completing studies, and various other administrative services for students. On the Faculty's website, students can find working hours and all the necessary forms for requests and applications, which significantly facilitate and speed up administrative processes, as well as various announcements relevant to all students of the Faculty.

Each individual undergraduate, graduate, and postgraduate study program at the Faculty has its [own dedicated website](#) where all necessary information about the study is available (study program and learning outcomes, class calendar, timetable, exam schedules, execution plans, deadlines for submitting final/master's theses), as well as news specific to that program.

The [Student Council](#) of the Faculty of Economics participates in financing student projects, organizing various lectures and courses to gain additional experience, and similar activities. Among the contacts of the Student Council for student matters, students can seek help with legal issues from the [student ombudsman](#). Students have their representatives in the Faculty Council and committees, thus having the opportunity to propose and influence all decisions made by the Faculty.

Faculty staff are available for direct communication with students through personal consultations at the Faculty, which are scheduled each semester, by phone or via email, to assist students with questions related to specific courses or general study matters. The consultation hours of all teachers are published in the notifications in the [Merlin](#) e-learning system for each individual course, on the [websites](#), and on office doors, and they are held regularly (fixed two hours per week at the same time throughout the semester). A QR code is displayed on all office doors.

At the beginning of the academic year, the Faculty Council makes a Decision that defines the number of final and master's theses per course holder, and students select mentors. The selection and application of mentors is prescribed by the procedure explained in the Regulations on Final and Master's Theses, and forms for mentor and topic applications are defined. If necessary, and upon the request of the course holder and students, a co-mentor may be appointed for final and master's theses (usually younger researchers who do not necessarily have to be course holders).

At the beginning of the semesters (winter and summer), the Faculty announces a [Call for the selection of demonstrators](#) for courses in the winter/summer semester of the current academic year. The role of demonstrators in most courses is to provide extracurricular support to students in mastering course obligations and preparing for exams. Demonstrators, who are students of the Faculty who have passed that course in previous academic years, typically hold consultations for students once a week, or more frequently if needed.

Support for students from vulnerable and underrepresented groups at the University of Rijeka is provided through the [Student Counseling Center](#), with the possibility of direct communication with vice deans during vice dean consultations. As part of the Student Counseling Center, students have access to psychological counseling, study support, and career management assistance. Psychological counseling can be individual and/or group-based, focusing on issues such as learning and exam-taking, social anxiety, and public speaking fear. Study support for students with disabilities includes adaptations to teaching, knowledge assessment, and literature, peer support, specialized transportation and equipment, and adapted accommodation in the student dormitory. The Faculty has also appointed its [coordinator for students with disabilities](#). The [Career Center](#) offers individual and group counseling aimed at supporting the development of career self-perception, setting career goals, exploring career opportunities, and establishing contacts with potential employers. Student

satisfaction with the professional support is surveyed by the Student Counseling Center for the entire University.

Support for all incoming and outgoing students participating in international mobility programs is provided by [ERASMUS](#) and [CEEPUS](#) coordinators.

The Faculty [Library](#) is located on the ground floor of the building, which greatly facilitates access for students with reduced mobility. The library includes a reading room with computers intended for research and study, through which students have access to databases and catalogs of all libraries of the University of Rijeka. The use of the library and computer library is based on the [Regulations of the Library of the Faculty of Economics of the University of Rijeka](#). The library staff provides assistance in searching and selecting relevant materials according to students' individual needs and educates students on independently searching for information sources in accordance with the principles of modern library activities.

Students are informed about the various forms of support available to them.

At the beginning of each academic year, a welcome speech is held for first-year students, during which they are thoroughly informed about the rules of studying at the Faculty in accordance with the [Regulations on Studies and Studying at the University of Rijeka](#). For newly enrolled students, an introductory lecture is organized at the start of each academic year to familiarize them with the functioning and rules of the Faculty and its study programs. The introductory lecture is attended by the Dean and Vice Deans, who inform the students about their studies, rights, obligations, and responsibilities; the employee of Student Registry, who informs them about how student records operate and how to obtain necessary information; the Head of the Library, who explains how to access and use the library resources as well as the possibilities of online database searches; a representative of the Career Center, who informs them about the possibilities of connecting with the business sector and internships; a representative of the Office for International Cooperation, who informs students about exchange opportunities during their studies through various mobility programs; a representative of the Student Council, who explains how the Student Council at the University of Rijeka functions and how students can get involved; and a representative of the University of Rijeka's Psychological Counseling Center, who informs students about the services of the Counseling Center and how to access them.

For senior students, the [Student Registry](#), as well as the Vice Deans during [regular vice dean consultations](#), are available to improve communication between the Management and students. These consultations provide direct contact with the Vice Deans, who are able to offer necessary advice on continuing studies.

Student support services include the Undergraduate and Graduate Studies Office, the Postgraduate Studies Office, the International Cooperation Office, the Lifelong Learning Office, the Career Center, and the Library. Their work is governed by the Faculty's Statute and other legal acts. Additional student support is provided by the Student Advisory Office, which consists of academic and administrative staff, and the activities of the Student Council representatives.

The Faculty's website contains necessary information depending on the specific study program, including basic information on studying (for example, for [undergraduate studies](#)), enrollment, a section for freshmen, and an FAQ that provides students and attendees with an overview of the most frequently asked questions and answers related to undergraduate and graduate studies, postgraduate studies, the Program for acquiring missing knowledge and competencies for enrollment in graduate or postgraduate studies, etc.

The Faculty prepares information packages for new students, which include all essential information about studying, available resources, rights and obligations, and support services provided by the

Faculty. These packages are distributed to new students during orientation programs and are available on the Faculty's website. The website also features an Information Package in the form of a [Freshman Guide](#) available in both Croatian and English, which includes a collection of information aimed at students and those interested in studying at the Faculty of Economics. In addition to basic information about the Faculty, the guide contains information that can help new and existing students adapt to studying and student life in Rijeka.

Furthermore, students are encouraged to participate in the RIBROO Freshman Camp to ease their transition into student life. For the past four years, the Faculty has implemented the "EFRI Buddy" project. This mentorship program involves senior students mentoring first-year undergraduate students, helping them navigate the first few months of their studies.

The Faculty provides students with counseling and support during their studies, such as:

- Psychological counseling – The [University Counseling Center's Psychological Counseling Service](#) provides professional psychological help and support to students and other members of the University of Rijeka with the aim of improving the quality of life and increasing study efficiency.
- Legal counseling – The Office of the Student Ombudsman at the University of Rijeka informs students about their rights and obligations, represents students in the event of a violation of their rights, and works on improving the University in relation to student needs. In addition to the Student Ombudsman's office, students can also contact the Faculty Secretariat.
- Support for students with disabilities – The Faculty Coordinator for Students with Disabilities is available to assist students in exercising their rights to adjust teaching and exams, as well as addressing other issues related to the rights and studies of students with disabilities. This support is also provided by the Office for Students with Disabilities at the University Counseling Center.
- Support for participating in incoming and outgoing mobility programs – This is provided by the Office for International Cooperation.

The higher education institution provides support to students for acquiring and developing digital skills.

As part of its study program, the Faculty offers educational activities aimed at acquiring and developing students' digital skills, primarily through courses from the Department of Information Sciences. The Faculty also regularly invites and registers students for [Coursera courses](#), offering free certification, where students can choose courses on digital skills development among other available educational options.

The Faculty continuously upgrades the IT equipment in its computer and teaching classrooms. All classrooms are equipped with projectors. They are also equipped with desktop computers and cameras, enabling hybrid learning (when necessary) and the delivery of a complete online study program from the Faculty's premises. The entire Faculty is covered with wireless and free internet access. The use of the [Merlin e-learning system](#) is mandatory for all courses, providing access to teaching materials, sending announcements, forum discussions, knowledge testing, project submission, homework submission, and similar activities.

Support for students is tailored to a diverse student population (part-time students, older students, international students, students from underrepresented and vulnerable groups, students with certain difficulties in mastering the curriculum and progressing through their studies, etc.).

All information regarding enrollment for prospective students is available on the Faculty's website during the application and enrollment period. Additional information can be obtained at the [Student Registry](#) in person, by phone, or via email.

Student support is tailored to a diverse student population, primarily on an individual basis, through student demonstrators and additional consultations with vice deans to assist with mastering course material and progressing through their studies. According to the [Regulations on Studies and Studying at the University of Rijeka](#), part-time students can study within a full or adjusted timetable and typically enroll in 30 to 60 ECTS credits per academic year, according to the course plan, allowing them to meet both work and academic obligations. The Faculty also accommodates older students, mainly in part-time studies, by providing necessary support through consultations with vice deans and course teachers. Part-time students are often those who study while working.

For students coming from abroad who do not have basic knowledge of the Croatian language, Croatian language courses are offered by another unit of the University of Rijeka, with all costs fully covered by the University.

Financial assistance for students is provided at the university level through the "Solidarity" program of the "[Aleksandar Abramov](#)" Fund, which supports full-time and part-time students from lower socio-economic backgrounds enrolled in undergraduate, graduate, and integrated university studies at the University of Rijeka.

The Faculty provides comprehensive support through various specialized services, including:

- Academic and study counseling: Assists students with study planning, course selection, and academic challenges.
- Career counseling: Helps students develop career plans, prepare for the job market, write resumes, and prepare for interviews.
- Psychological counseling: Available to students for emotional and psychological support, in collaboration with the [university counseling center](#).
- Support for students from vulnerable and underrepresented groups: Offers additional resources and support for students with special needs, as well as international students participating in mobility programs.

The higher education institution systematically monitors the diverse needs of students, especially those from vulnerable and underrepresented groups. It ensures the conditions for studying and adapts the mode of instruction and the assessment of knowledge and skills according to their individual needs.

The Faculty has implemented various adjustments to support students from vulnerable and underrepresented groups. For example, the enrollment process has been adapted to include flexible deadlines and special conditions for students with special needs. Curricula have been modified to allow individualized forms of instruction, and examination procedures include adaptations such as extended time for exams or the use of assistive technologies. The physical infrastructure has also been adapted to meet the needs of students, ensuring accessibility and inclusivity. Investments have been made in building special ramps, accessible toilets, and access to elevators, making nearly all areas of the Faculty accessible to students with mobility impairments. The University of Rijeka has approved funding for further adaptations of the Faculty's facilities to ensure access to the highest floor for students with reduced mobility.

The [Faculty's website](#) includes accessibility settings to better accommodate students from vulnerable and underrepresented groups. The teaching process is tailored to the individual needs of these students, allowing them to follow the coursework and access teaching materials in accordance with accessibility principles (e.g., font size, font type, contrast). Adjustments are also made for students unable to participate in certain physical activities. Based on a medical recommendation, in agreement with instructors and after approval by the Teaching Committee, alternative exam elements may be determined to ensure the achievement of the intended learning outcomes. Exam modifications can include written instead of oral exams, or vice versa, extended writing time, larger font size, increased spacing on exams, and so on.

The University of Rijeka's [Student Counseling Center](#) digitizes course literature upon request and possesses specialized equipment (e.g., small portable computers, handheld scanners, electronic magnifiers, braille notebooks, laptops with built-in speech units) for students who require it. Teaching and assessment of students from vulnerable and underrepresented groups are guided by the [Protocol for the Care and Monitoring of Students with Health Difficulties, Disabilities, and Chronic Illnesses](#).

Full-time students from vulnerable and underrepresented groups who are not covered by this Protocol can request adjustments to their academic obligations based on a petition to the Teaching Committee, accompanied by the necessary documentation (from the Student Counseling Center, medical documentation, documentation from an employer, or another authorized entity). The Teaching Committee members are responsible for reviewing medical documentation, and teachers are only informed of decisions regarding the necessary adjustments for the student.

Peer support is provided by the University Counseling Center's Office for Students with Disabilities, which issues a call each September for student assistants to offer peer support to students with disabilities. With the help of a student assistant, students with disabilities can overcome organizational, spatial, and administrative barriers. This role is a [paid position](#). At the Faculty, peer support is also facilitated through the Merlin learning system (an e-course called "Referada," in which all Faculty students are enrolled), where students can communicate with each other and offer support through announcements, forums, surveys, and similar features.

The higher education institution employs an adequate number of qualified and dedicated professional, administrative, and technical staff.

The Faculty ensures an adequate number of employees in the library and administrative services, with a diverse educational background. Staff are available to students during working hours and provide various forms of support.

In accordance with the Regulations on the Internal Organization of the Faculty of Economics at the University of Rijeka, the Faculty employs staff who perform professional, legal, accounting, library, technical, and other administrative, general, and auxiliary tasks that contribute to student support. The Job Structure Regulations define the organizational structure of the Faculty, including the roles and responsibilities of employees in administrative and advisory services, ensuring effective student support. Administrative, technical, and auxiliary staff make up over 25% of the Faculty of Economics' employees and are employed in the following [administrative and technical staff](#): Faculty Secretariat, Human Resources and General Affairs Office, IT Center, Financial and Accounting Services Office, Student Registry, Office for Quality Assurance and Relations with the Economy, and the Library.

The Student Registry and the Library are the most prominent in providing support to students. The Office for Student Registry employs nine staff members with higher and secondary education qualifications and extensive experience working with students, while the Library employs two staff members. To enhance their skills and professional competencies, and thereby improve the quality of support for students, the staff of these services have participated in workshops, training, and

professional development programs. Administrative staff are also encouraged to enroll in Coursera courses to improve their knowledge and skills in their respective fields of work.

3.5. The higher education institution ensures favorable conditions and support for students participating in outgoing and incoming international mobility programs.

Domestic students are informed about the possibilities of attending part of their studies abroad.

By decision of the European Commission, the University of Rijeka has been granted a new [ERASMUS University Charter](#) for participation in the ERASMUS+ program for the period from 2021 to 2027.

The Faculty appoints an ERASMUS and CEEPUS coordinator responsible for implementing activities defined by the [University's Regulations on International Student Exchange](#). Information about opportunities to study abroad is communicated to students via the Faculty's website. Additionally, students are regularly informed about the opportunities offered by mobility programs. Mobility options are explained to freshmen during introductory speeches, and the Faculty organizes ERASMUS info days.

Students are also regularly informed about new [ERASMUS](#) opportunities through social media, the official website, and printed leaflets distributed on campus. Students are given the opportunity to attend foreign higher education institutions with which the Faculty has signed inter-institutional bilateral ERASMUS agreements. In addition to enrolling in courses worth up to 30 ECTS credits per semester, students can also complete their final/master's theses and internships at foreign higher education institutions and companies. In agreement with the foreign institution, students may also engage in blended mobility within the Blended Intensive Program (BIP) if the foreign institution offers it.

Student mobility is also supported through the [CEEPUS](#) mobility program, with students being informed by the Faculty's CEEPUS coordinator.

The higher education institution encourages students to participate in outgoing mobility programs through various promotions and information dissemination, as well as by implementing a regulated and flexible system for recognizing ECTS credits earned during mobility periods.

Students are continuously encouraged to spend part of their education at foreign higher education institutions within the [ERASMUS](#) and [CEEPUS](#) programs, as well as to complete internships abroad. The [University's Office for International Cooperation](#) also provides support throughout the application phase, during their studies abroad, and upon their return.

The Committee for the Recognition of Prior Learning at the Faculty of Economics is responsible for granting exam exemptions and recognizing ECTS credits. Upon returning from a foreign institution, students submit a completed application for recognition to the ERASMUS or CEEPUS coordinator, along with the Learning Agreement and transcript of grades. After the Committee makes a decision to exempt the student from attending and taking courses based on the exams passed during mobility (recognition of acquired learning outcomes), the passed exams are recorded in the ISVU system.

The higher education institution provides support to students during the application and realization of exchange programs.

The Faculty has a Committee for International Cooperation and an Office for International Cooperation as [institutional support for student and staff mobility](#). Information about opportunities to study abroad is publicly available on the Faculty's website.

Throughout the academic year, students receive ongoing support from the [ERASMUS](#) and [CEEPUS](#) coordinators, as well as the [Office for International Cooperation](#).

As part of the study programs, students are required to take four compulsory business English courses, as well as several elective courses in German, Italian, and English. Since the content of these courses includes not only language proficiency but also cultural and communication competencies and skills, students are better prepared for integration into an international environment. Additionally, during outgoing mobility, the teachers from the Multidisciplinary Department issue students the necessary certificates related to the levels of foreign language proficiency required for exchange programs.

Students are exposed to foreign literature, experiences, and practices through collaboration with international professors and peers. The Faculty regularly organizes guest lectures by international professors and encourages the inclusion of international elements in the curriculum.

The higher education institution ensures the recognition of ECTS credits earned at another higher education institution.

The Faculty has clearly defined procedures and guidelines for the recognition of credits, in line with the principles of the Bologna Process and the ECTS system. The ERASMUS coordinator at the Faculty collaborates with instructors and administrative staff to ensure consistent recognition of academic achievements earned abroad, with the main role played by the Committee for the Recognition of Prior Learning.

Upon returning from a mobility program, the student submits a request to the Committee for the Recognition of Prior Learning, including the ECTS credits obtained at the foreign institution. If the learning outcomes are recognized, the student is exempt from taking the corresponding courses at the home institution. In terms of both outgoing and incoming mobility, the Faculty ranks among the most successful units at the University of Rijeka, with a significant number of ECTS credits recognized upon students' return from exchange programs.

Detailed information about enrollment and study opportunities is available to international students in a foreign language.

The Faculty offers specially accredited [study programs in English](#), which are regularly conducted at the undergraduate and graduate levels, while postgraduate programs can also be delivered in English. The Faculty's website is [available in English](#), providing necessary information about study opportunities. For students coming to study at the Faculty through mobility programs, all relevant information about their study stay is available, as well as in the Freshman Guide, which is also accessible in [English](#). At the University level, a structured system is in place to encourage incoming mobility of international students to all University units. This information is also available in English.

The higher education institution is actively engaged in attracting international students to undertake periods of mobility and/or enroll in study programs to obtain a complete qualification.

The University of Rijeka has established a [Committee for Internationalization and Programs to Attract Foreign Students](#). As part of the [University of Rijeka's Strategy](#), there is a defined need for stronger activities aimed at attracting students and enhancing internationalization in the area of studying. The decline in the population of the Republic of Croatia and the increasing number of Croatian students

choosing to study abroad have highlighted the need for active promotion of the University, specifically the Faculty, internationally. The Faculty of Economics, as part of the University of Rijeka, regularly participates in higher education fairs in Croatia and abroad. Data on overall incoming and outgoing student mobility over the past five academic years is provided in Table 3.5.

The Higher Education Institution Provides Support to International Students During Application, Integration, and Studying at the Domestic Institution.

For international students who have studied at the Faculty, assistance is provided in obtaining residence permits, arranging health insurance, and finding accommodation through the Office for International Cooperation. For students coming to the Faculty under the ERASMUS+ and CEEPUS programs, program coordinators, along with staff from the Office for International Cooperation, support students throughout all stages: from application, monitoring during their studies/stay, to submitting final reports. The University has also prepared a [special guide](#) with all the necessary information about studying at the University, issued by the University's Office for International Cooperation. At the start of each semester, an ERASMUS Welcome Day is organized for all ERASMUS students, where international students are informed about studying at the host institution, as well as extracurricular opportunities to make their stay as pleasant as possible.

The number of international students studying full-time at the Faculty is also increasing, currently totaling 9 full-time foreign students.

International Students Have the Option to Attend Classes in a Foreign (English) Language.

Since the 2011/12 academic year, the Faculty has been offering the regular study program "International Business" in English. This program has an international dimension, attracting both domestic and international students, especially those participating in international exchange programs.

Information about study opportunities for international students is available on the [Faculty's website in English](#). The Faculty offers courses in English for all subjects within the undergraduate program International Business. Upon completion of the undergraduate program, the Faculty ensures vertical progression to the graduate program in the same field, which is also conducted in English. After completing the graduate program, students can enroll in a doctoral program, where all obligations can be fulfilled in English.

The Faculty of Economics offers specially [accredited study programs at both undergraduate and graduate levels](#), exclusively in English, for both domestic and international students. Postgraduate study programs also have the option to be conducted in English.

Learning Croatian Language for International Students is Provided at the Institutional Level.

Learning the Croatian language is made available to international students at the University level. The Faculty of Humanities and Social Sciences at the University of Rijeka organizes free Croatian language courses for interested ERASMUS+ students and other mobility program participants (["Learning Croatian as a Second and Foreign Language: School of Croatian Language, Culture, and Civilization - Intensive Croatian Language Course"](#)). Upon completion, students can earn 4 ECTS credits. Given the relatively low interest from foreign students in learning Croatian thus far, the current organization at the Faculty of Humanities and Social Sciences has proven sufficient. However, if there is an increased interest in the future, the Faculty will consider offering organized Croatian language learning on-site.

The Higher Education Institution Collects and Analyzes Feedback on the Satisfaction of Students Involved in Outgoing and Incoming Mobility Programs with the Quality of Support Provided by the Institution and Actively Reports to Students and Other Stakeholders on Implemented Interventions and Improvements.

The Faculty collects feedback from students regarding their satisfaction with the support provided during mobility programs through institutional coordinators and student representatives. The feedback consistently shows a high level of student satisfaction, particularly with the work of the Office for International Cooperation, the support from coordinators, and the quality of information and advice provided. The Faculty continuously works on improving its mobility programs based on feedback from students and other stakeholders. Examples of improvements include enhancing administrative procedures, offering additional workshops and information sessions for students, and developing better-integrated support networks for incoming students.

IV. TEACHING CAPACITIES AND INFRASTRUCTURE OF HIGHER EDUCATION INSTITUTION

4.1. The higher education institution ensures appropriate teaching capacities.

The higher education institution has an adequate number of full-time teachers employed in scientific-teaching positions, along with an appropriate number of teachers selected in the field in which the study is conducted (for a faculty, seven teachers are required, of whom at least three must be in the field).

In the [Faculty's Development Strategy for the 2017-2025 period](#), strategic goals have been defined concerning the management of human resources at the Faculty and their continuous professional development, establishing instruments for the advancement of academic staff.

An analysis of data on the composition of teaching staff at the Faculty (Table 1a and Table 4.1.a) shows that the Faculty employs 53 full-time teachers in academic positions and 3 in teaching positions. Each year, an analysis of the teaching staff's workload is conducted, and external associates are engaged as needed, in accordance with the plan for hiring external collaborators. Additionally, the [Faculty staff portfolio is available](#), where the qualifications, experience, and competencies of teachers in the context of academic work and pedagogical activities are visible. This portfolio also includes detailed information about each teacher's professional work, achievements, and contributions, which can also be found on the Faculty's website, both for [administrative](#) and [teaching](#) staff.

Full-time teachers cover all core and specialized courses, while external associates are typically engaged for specific content, mostly at the postgraduate level. Data on the teaching workload of full-time staff for each study program is available in Table 1b.

An analysis of the academic degrees and fields, shown for each teacher in each of the Faculty's study programs (Table 4.2. and Table 4.3.), demonstrates that the Faculty has a sufficient number of qualified teachers, ensuring the quality and continuity of education to achieve the intended learning outcomes. The competence of both full-time staff and external associates is further confirmed by their contributions to scientific and professional projects, the publication of textbooks, and published scientific and professional papers (Table 4.3.).

The ratio of the total number of enrolled students to full-time teachers and titular teachers does not exceed 30:1.

The total number of full-time teaching staff in academic and teaching positions during the 2022/2023 academic year is presented in Table 1a. During the same academic year, the Faculty had a total enrollment of 1,285 full-time students and 1,163 part-time students (Table 1a). The ratio of the total number of enrolled students to full-time employed teaching staff and external associates must not exceed 30:1, in accordance with the [Law on Quality Assurance in Higher Education](#). Following Article 12 of the Law, the student-to-teacher ratio at the Faculty was 24.

The total annual teaching load of all teachers does not exceed 20% of the total annual teaching load.

The workload of teachers is strictly adjusted according to current regulations and the [collective agreement for science and higher education](#), under which the individual teaching load generally does not exceed 20% of the total annual teaching workload, as well as relevant acts of the competent authorities, collective agreements, and other relevant documents. All aspects of the teachers' work schedules are carefully planned and reviewed to ensure compliance with regulations and standards. This approach ensures respect for teachers' labor rights and maximizes their effectiveness in fulfilling

their duties, contributing to the stability and quality of the academic environment at the Faculty. Additionally, such compliance ensures transparency and trust among faculty members, providing a foundation for successful collaboration and academic progress.

The total annual teaching load of an individual teacher does not exceed 20% of the total annual teaching load.

The Faculty monitors and analyzes the teaching workload of each teacher to ensure an even distribution of work and to prevent overburdening the teaching staff. Teaching proposals are prepared at the departmental level and then forwarded to the Faculty Management. Data on teaching workloads include the number of lecture hours, seminars, and exercises, participation in research projects, and mentoring of students.

The workload data for the academic year 2022/2023 is provided in the attachment (Table 1b and Table 4.2.). The data shows that the workload for the majority of instructors is aligned with the applicable legal regulations.

The workload of teachers ensures an even distribution of teaching responsibilities, scientific work, professional and personal development, and administrative duties.

With the adoption of new undergraduate and graduate study programs, there has been a closer examination of the differences in teaching workloads among faculty members, leading to a more balanced distribution of work. Additionally, it is a common practice to have multiple teachers assigned to each course, which allows for greater flexibility in teaching delivery. This flexibility benefits teachers by enabling them to specialize more deeply in certain topics. Moreover, the large number of accredited elective courses ensures that, even in cases of extended absence of a faculty member (due to study exchange programs, sabbaticals, or medical leave), courses can be temporarily paused without significantly reducing the breadth of available electives.

In addition to their teaching obligations and mentoring roles for undergraduate, graduate, specialist and doctoral theses, faculty members of our institution also achieve notable success in the field of scientific and professional work. This is clearly reflected in the provided data on the number of published papers, textbooks, as well as their leadership and participation in scientific and professional projects (Table 4.3.). Faculty members also actively participate in various committees and bodies within the Faculty and the University, with careful attention to ensuring an even distribution of their responsibilities and workload.

Furthermore, the presence of an adequate number of qualified faculty members ensures support for students in their academic development, not only through mentoring but also through individualized support. The workload of faculty members is carefully designed to maintain a balance between scientific research, teaching responsibilities, professional and personal development, and administrative duties. This approach allows faculty to successfully fulfill their tasks across all these areas, contributing not only to their personal advancement but also to the quality of student education and the research they conduct.

The system of equitable workload distribution supports faculty members' long-term professional development and helps maintain a high level of engagement in all aspects of academic work. This integrated approach is not only crucial for enhancing the academic culture at the Faculty but also for strengthening the collective effort toward achieving excellence in all areas of academic activity.

All teachers, including external associates, are qualified for the courses they teach, possess relevant work experience, and incorporate the latest trends and knowledge from the labor market into the teaching process.

The Faculty collects and maintains detailed records on every teacher involved in its study programs. These records include CVs, different decisions, publications, and professional achievements. This information is available on the Faculty's website, alongside each instructor's profile, allowing students and other interested parties to review the qualifications and expertise of the teaching staff.

The Faculty of Economics ensures the education and continuous professional development of its teachers, promoting their advancement in the field of economics and related areas relevant to their teaching. The Faculty provides the material and technical conditions necessary for the successful implementation of both teaching and research processes. To increase the accessibility of professional development opportunities for a larger number of instructors, the Faculty organizes training sessions both on-site and online. Some of these sessions are also held at other institutions, domestically and internationally.

Teaching responsibilities for every study program are covered by employed teachers. This includes data on the number of teachers involved in each program, the number of courses and teaching hours per teacher, and contingency plans for replacing teachers who are temporarily absent. The Faculty ensures that all courses are delivered by qualified teachers and that the necessary resources are available to ensure smooth teaching operations.

All teachers at the Faculty (as shown in Table 1d., Table 4.2., and Table 4.3.), including external associates, possess the required qualifications to teach the courses they are assigned. In addition to their academic qualifications, they bring substantial professional experience from their specific fields, enabling them to provide students with real-world context and practical knowledge. Their involvement in the teaching process is not solely based on theoretical expertise, but also on the latest trends, research, and insights from the labor market. This approach ensures that the education students receive is relevant, aligned with current industry needs, and prepares them for successful entry and progression in the workforce. This is further supported by the Faculty's active collaboration with industry, demonstrated through initiatives such as:

- The introduction of mentors from companies during mandatory internships, which last 300 hours at the undergraduate level and 450 hours at the graduate level.
- Collaboration agreements with companies.
- Participation [in commercial projects](#)
- The Faculty's [Economic Council](#)

4.2. The employment, promotion, and reappointment of teachers are based on objective and transparent procedures that include the evaluation of excellence.

The higher education institution has developed and regularly updates its staffing policy and plan to ensure adequate teaching capacities. The entire process of attracting, applying selection methods, selecting and hiring, as well as developing and promoting teaching staff, is based on professional, objective, and transparent procedures and criteria that promote excellence and are consistently applied.

The Faculty's recruitment plan and policy for hiring teaching staff are regulated by the [Law on Higher Education and Scientific Activity](#) and the [Regulations on the Procedure for Appointment to Scientific-Teaching, Artistic-Teaching, Scientific, Teaching, and Associate Positions and Corresponding Job](#)

[Positions](#) at the University of Rijeka. The Faculty Council decides on the announcement of a public competition for the selection of teachers/associates for an open position. The recruitment process is conducted transparently, based on publicly announced competitions. These announcements are published in the "Narodne novine" (Official Gazette), daily newspapers, the Euraxess portal, and on the websites of the Faculty and the University of Rijeka, in accordance with the provisions of the law and the general acts of the University of Rijeka and the Faculty. The calls include detailed information about the job conditions, required qualifications, selection criteria, and the application process.

When making the decision to announce a Call, the Faculty Council appoints members of the Expert Committee, which, on behalf of the Council, analyzes the submitted candidate documentation, evaluates whether the candidates meet the prescribed criteria for the position, assesses the previous activities of all applicants, and submits a report to the Faculty Council recommending the selection of the best candidate based on excellence. The selection process takes place after the Committee submits its report within the prescribed deadlines, during a Faculty Council meeting. All members of the Faculty Council have the opportunity to review the report before the meeting, as it is posted on the Faculty Council's intranet portal along with the meeting invitation, allowing them to prepare for a reasoned discussion. At the end of the process, the Faculty Council either accepts or rejects the report of the Expert Committee (unanimously or by majority vote). When selecting candidates for scientific-teaching positions, the Council's decision is forwarded to the relevant Board of Experts.

The Faculty keeps copies of the call announcements, the composition of committees, committee reports, and the decisions of expert bodies as part of its internal documentation. These documents include information on each call held, the composition of expert committees evaluating the candidates, and detailed reports on the selection process and decision-making. These examples demonstrate that recruitment and promotion are based on transparent and objective criteria, with the involvement of relevant experts and evaluation bodies.

The procedures for hiring teachers stem from the development goals of the higher education institution and are aligned with positive legal regulations and internal acts.

The recruitment procedures for teaching staff at the Faculty of Economics are in full compliance with the existing legal framework of the [Law on Higher Education and Scientific Activity](#) and the [Regulations on the Procedure for Appointment to Scientific-Teaching, Artistic-Teaching, Scientific, Teaching, and Associate Positions and Corresponding Job Positions at the University of Rijeka](#). These procedures are also aligned with the [strategic development goals of the University of Rijeka for 2021-2025](#) and the [strategy of the Faculty of Economics](#), as expressed in its [mission and vision](#). The teacher recruitment process is strictly conducted according to legal regulations and the mentioned University regulations. All recruitment procedures for teachers are approved by the Faculty Council, which makes the final decision. The composition of the Expert Committees responsible for selecting candidates during the recruitment process complies with the relevant regulations.

Each calendar year, the Faculty Council adopts a Plan for Promotion, Recruitment, and Other Personnel Changes, based on the expiration of employment contracts, the requirement for promotion or reappointment to the same scientific-teaching position, and replacement hires due to the termination of employment. For teachers who do not meet the requirements for promotion, a reappointment process is conducted for the same scientific-teaching position, in accordance with the aforementioned legal acts and general regulations of the University of Rijeka and the Faculty.

The Senate of the University of Rijeka adopts the Plan and, based on the Faculty's Request and the Decision to Adopt the Plan, the University grants prior consent for the announcement of public calls. Upon receiving this prior consent, the Faculty submits a hiring request with all necessary documentation to the Ministry of Science and Education, which issues approval for the recruitment.

The decision to initiate the individual selection process for academic ranks is made by the Faculty Council, based on the consent of the University of Rijeka and the Ministry of Science and Education, by announcing public competitions and appointing expert committees to conduct the selection process.

In the selection, appointment, and evaluation of teachers, their previous activities (teaching activity, research activity, feedback from students, etc.) are taken into account.

In the selection, appointment, and evaluation of faculty members, consideration is given to their past activities, including teaching performance, research work, and feedback from students. The selection and evaluation process is based on an assessment of their activities, with a focus on teaching quality, which is monitored through student feedback collected via student surveys. Teaching performance is also assessed through mentorship activities (e.g., mentoring undergraduate, graduate, and doctoral theses) and contributions to educational materials such as textbooks, manuals, and collections of exercises.

Scientific and research activities are evaluated through research work, scientific advancement, and the publication of scientific and professional papers, as well as participation in national and international competitive projects, conferences, editorial roles in scientific journals, and reviewing of scientific papers and projects. The assessment is also guided by legal regulations for the appointment to academic positions. Candidates for the rank of assistant professor must receive a positive evaluation of their first lecture from the Expert Committee, in accordance with the provisions outlined in the Decision on the Format and Method of Conducting First Lectures for Appointment to Academic, Artistic, and Teaching Positions (NN 129/05) and the University of Rijeka regulations.

At the start of each academic year, the Faculty Management holds individual meetings with each faculty member to discuss their teaching and research workload. During these meetings, teachers are informed of the exact number of teaching hours they completed in various roles in the previous academic year. This is also an opportunity to discuss teaching assignments for the upcoming academic year.

The higher education institution has appropriate methods for selecting the best candidates for each position. In addition to the prescribed national minimum requirements for each position, it has established competitive criteria to screen for excellence.

All candidates applying for a specific position, based on a publicly announced call, are subject to evaluation by the Expert Committee in accordance with the prescribed conditions, as outlined in the report for each candidate. The evaluation process is guided by the principle of excellence, involving the analysis and assessment of teaching, scientific, and professional activities, as well as compliance with the requirements established by the Law on Higher Education and Scientific Activity (NN 119/22) and the Decision on the Necessary Conditions for the Evaluation of Teaching and Scientific-Professional Activities in the Selection Process for Scientific-Teaching Titles by the Rectors' Council and the National Council for Science, Higher Education, and Technological Development (NN 122/17, 120/21) for the advertised position in scientific-teaching roles or for associate positions as regulated by the Law on Higher Education and Scientific Activity (NN 119/22).

In addition to these requirements, the Expert Committee also assesses the international recognition of the candidate, awards and recognitions received, positive feedback on teaching from students, active participation in national and international projects, and academic success. If more candidates apply than the number of positions available, the Expert Committee recommends the candidate based on excellence.

Procedures for the promotion of teachers to higher ranks are based on the evaluation and rewarding of excellence, taking into account significant achievements (e.g., international contributions to the discipline, prestigious publications, significant scientific discoveries, successfully completed projects, successfully secured additional funding, mentorships, supervision of final and graduate theses, lecture notes, textbooks, popular lectures, etc.).

In the faculty promotion process, the Faculty Council appoints an Expert Committee to assess the achievements of faculty members applying for advancement. The procedures for promoting faculty to higher academic ranks consider scientific excellence, which is evaluated through indicators such as the number of publications per researcher, mentorship of undergraduate, graduate, and doctoral theses, publication of textbooks, patents, and other criteria established by the Rectors' Council and the National Council for Science, Higher Education, and Technological Development (NN 122/17, 120/21).

Additionally, scientific excellence is rewarded through financial incentives specifically aimed at supporting future research, particularly for prestigious publications. When preparing the report, the Expert Committee evaluates the teaching, scientific, and professional activities of the applicants, including the assessment of significant achievements. It also verifies whether the candidates meet the required conditions, and based on this evaluation, submits a report with an opinion and recommendation to the Faculty Council.

Indicators of excellence encompass scientific, teaching, and professional work, as well as contributions to the development of the higher education institution.

In the process of faculty promotion, the faculty member applying for advancement submits a list of their accomplishments along with supporting evidence, if available. The Expert Committee reviews and evaluates the candidate's scientific, teaching, and professional activities based on these achievements, which forms the mandatory content of the report submitted to the Faculty Council. This process is carried out in accordance with the Regulations on the Procedure for Appointment to Scientific-Teaching, Artistic-Teaching, Scientific, Teaching, and Associate Positions and Corresponding Job Positions at the University of Rijeka.

Additional criteria for the promotion of teachers to higher ranks reflect the strategic goals of the higher education institution.

The additional criteria for the promotion of faculty to higher academic ranks reflect the strategic goals of the institution, aligned with the strategic objectives of the Faculty of Economics, University of Rijeka, as well as the strategic goals of the University of Rijeka for 2021-2025 —The European University of the Future. These additional promotion criteria are particularly considered when multiple candidates apply for the same academic position. In such cases, the criteria are used to evaluate and distinguish candidates based on their alignment with the institution's long-term strategic objectives, ensuring that the selected candidate contributes to these broader institutional goals.

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

The higher education institution has a teacher development plan with defined performance indicators. Annually, it determines the priorities for the professional development of teachers. The criteria for advancement and rewarding excellence are clear, transparent, and consistently implemented.

The Faculty of Economics has established criteria for promotion and rewarding excellence that are consistently applied. One form of rewarding excellence is through financial incentives for authors who publish scientific papers in top-tier scientific journals.

The Faculty continuously supports academic staff who have been granted:

- Scientific projects by the Croatian Science Foundation,
- Scientific projects by the University of Rijeka.

Various methods are employed by the Faculty to motivate faculty members to increase their scientific output. These methods include financial incentives, awards for excellence, reducing teaching loads for active researchers, and support for publishing papers in prestigious journals. Data on scientific productivity shows an increase in the number of publications, conference presentations, and research projects over the last five years, demonstrating the effectiveness of these measures. The Faculty encourages the publication of scientific papers in significant SSCI, SCI, and CC scientific journals, which increases the likelihood of publication in reference journals that often require payment for publication.

Scientific production data can be viewed in the CroRIS-Crosbi database by searching for the institution (the Library ensures all records are linked to the institution). If we consider the number of scientific papers indexed in the Web of Science Core Collection across three citation indexes featuring influential journals, where faculty are encouraged to publish, there is a clear increase in scientific productivity over the past five years (WoSCC database, citation indexes: SCI-Exp, SSCI, A&HCI – number of papers per year: 2023 (17 papers), 2022 (19 papers), 2021 (11 papers), 2020 (13 papers), 2019 (7 papers)).

The higher education institution has clearly defined how it supports teachers in their professional and career development. The institution encourages the transfer of knowledge within the organization.

The Faculty of Economics, within legal and financial constraints, facilitates the advancement of faculty members to higher academic and teaching positions. Promotion procedures are initiated regularly and in a timely manner, with the formation of Expert Committees. To support their professional development and career growth, faculty members are encouraged to engage in inter-institutional collaboration, particularly through teaching mobility. This approach not only fosters academic growth but also enhances the faculty's overall capabilities and exposure to international best practices.

The higher education institution encourages and provides opportunities for improving teacher competencies at the institutional level.

The faculty members of the Faculty of Economics participate in organized professional development programs aimed at improving teaching competencies, both within and outside the University of Rijeka. The Faculty regularly sends newly employed assistants to lifelong [learning programs on teaching competencies](#) offered by the Faculty of Humanities and Social Sciences at the University of Rijeka.

Upon request, an employee may be granted paid or unpaid leave for scientific or professional development or participation in the work of scientific institutions or international organizations. Faculty members in scientific-teaching positions or researchers may be granted a sabbatical with basic salary compensation for scientific and professional development or for scientific-professional work, in

accordance with the [Regulations on the Use of Sabbatical Leave](#). Paid leave of up to three months may be approved for the purpose of learning new techniques and methods, using instruments not available at the institution but necessary for project or program work, and for collaborative projects.

To encourage the enhancement of teaching competencies, annual awards for teaching excellence are given at the University of Rijeka. The purpose of these awards is to promote a high-quality teaching process and to reward outstanding teachers who have contributed significantly to improving the quality of education through their teaching and student engagement. In line with this, the Faculty of Economics nominates one teacher and one associate each year to the University of Rijeka for their exceptional contributions to teaching quality.

The higher education institution provides and encourages the development of teachers' digital skills.

Faculty members are regularly informed about seminars and professional development programs on digital competencies, which are held at the Faculty or through the [Coursera platform](#). To promote the development of digital skills among faculty members, the Faculty continuously strives to upgrade its computer infrastructure. Efforts are made to maintain a consistent schedule for purchasing new computers, ensuring that the average age of computer equipment does not exceed five years.

In addition, the Faculty is committed to continuously improving digital infrastructure support. The current state of general infrastructure, spatial capacities, and available equipment indicates that this support largely meets both teaching and research requirements.

The Faculty implements various programs for enhancing digital competencies among teachers, including training on using e-learning tools, integrating digital technologies into teaching, and ensuring internet security. Documentation, manuals, and video materials are available on the [MoD platform](#). Data shows that most faculty members have participated in such training, ensuring they are equipped to effectively use modern technologies in their teaching.

Also, within the [LaDiEd project](#) funded under the ERASMUS+ program, the Faculty, in collaboration with three partners: the University of Limerick with its Center for Transformative Learning, the Faculty of Economics and Business at the University of Maribor, and the start-up Giritech from Dublin, has created a series of around 60 short video lessons dedicated to various digital topics that teaching staff need on a daily basis. These topics and short video lessons are [freely available online](#), and teachers are informed about them and encouraged to use them to improve their digital skills.

The higher education institution promotes the improvement of teachers' competencies based on collected and analyzed feedback on the effectiveness and efficiency of their work (self-assessment of teachers, collegial observations, student surveys, focus groups, etc.).

A key incentive for improving teacher competencies lies in gathering feedback on the quality of their work. The Faculty of Economics collects information on the effectiveness and efficiency of teaching in various ways, with student surveys playing an important role. Students are encouraged to offer concrete suggestions for improving teaching delivery and methods. Feedback on enhancing teaching competencies is also partially obtained by surveying alumni about their study experience.

Since the 2017/2018 academic year, peer reviews of teaching have been conducted in accordance with the procedures outlined in the University of Rijeka's Quality of Study Handbook. The handbook specifies that peer reviewers should hold the same academic rank as the teacher being evaluated, with the recommendation that the reviewer not be from the same department. The peer review process involves four main stages: preparation for the observation, the observation itself, a follow-up meeting, and the teacher's self-reflection.

This comprehensive approach helps ensure continuous improvement in teaching quality, driven by both student input and professional peer evaluations.

The higher education institution encourages the participation of teachers in international mobility programs, collaborative networks, etc.

The Faculty of Economics participates in the Central European Exchange Program for University Studies (CEEPUS) and the ERASMUS mobility program. Faculty members enhance their skills at domestic and international higher education institutions through the ERASMUS and CEEPUS programs, as well as through individual applications to various professional development programs. Funding for these opportunities often comes from scientific research projects.

The ERASMUS program provides opportunities for teaching/training in scientific and academic fields, as well as for the professional development of faculty abroad. Teacher mobility is encouraged through direct notifications (via email) to each faculty member about open calls within the CEEPUS and ERASMUS mobility programs. Additionally, the Faculty Council encourages faculty to apply for international mobility programs, and announcements are posted on the Faculty's website. Information about the ERASMUS program is continuously updated on the website.

In the CEEPUS program, teaching/training in scientific and academic activities is facilitated through network mobility, which involves mobility within approved CEEPUS networks. The [Office for International Cooperation](#) regularly informs faculty about international exchange opportunities. Data on faculty and associate mobility is presented in the attached tables (Table 4.4.).

The higher education institution encourages the participation of teachers in international and national competitive projects and provides support in this.

The Faculty of Economics encourages faculty participation in international and national competitive projects by offering infrastructural support for conducting the scientific portion of research. The Faculty provides access to all its facilities and equipment as needed. Participation in such projects allows faculty members to dedicate part of their working hours to organized scientific research, often playing a crucial role in the development of their personal scientific competencies.

The Faculty's [administrative and professional services](#) offer significant informational and administrative support to facilitate faculty participation in both international and domestic competitive projects. Additionally, the Faculty's website provides information about faculty involvement in [scientific projects](#), ensuring transparency and accessibility for all stakeholders.

4.4. The space, equipment, and overall infrastructure are suitable for conducting teaching, scientific, and professional activities.

The higher education institution plans and improves its infrastructural development in line with its strategic goals.

The spatial capacities of the Faculty of Economics are divided between two buildings, the main building and the Annex building, where teaching activities take place. The Faculty continuously invests financial resources in infrastructural development, with a particular focus on improving working conditions in lecture halls and computer rooms. Investments are made in general infrastructure, such as maintaining the Faculty's working spaces (e.g., creating new classrooms, renovating existing ones, offices, and workspaces, and repairing roofs and staircases), as well as enhancing the surrounding environment to provide a more pleasant and efficient space for work, study, and campus life. Regular maintenance activities are carried out across all classrooms, with several lecture halls equipped annually with new projectors and computers to replace outdated equipment.

Special attention is given to the area around the Faculty. The surrounding environment is well-maintained, with walls adorned by murals created by students from the School of Art and Design, students from the Academy of Applied Arts, and other young artists. These enhancements provide additional spaces for students to study, socialize, and communicate.

The Faculty is also committed to continuously improving its computer infrastructure, maintaining a consistent schedule for purchasing new computers, and keeping the average age of computer equipment below five years. Overall, the current state of infrastructure, spatial capacities, and available equipment indicate that the Faculty is well-equipped to meet both teaching and research needs.

The higher education institution ensures at least 1 m² of space capacity per student.

The spatial capacities of the higher education institution (Table 4.5.) meet the requirement of at least 1 m² of space per student, when considering the total spatial capacity. The total area exceeds 2400 m², which corresponds to the total number of students (both onsite and online), meaning that the institution ensures 1 m² of space per student through its spatial capacity. It is important to emphasize that there are over 1100 part-time (online) students, who complete all their obligations online (lectures, seminars, exercises, exams, etc.), and they do not come to the Faculty, so no physical space for teaching and other student needs is required for them.

The higher education institution has lecture halls, laboratories, spaces for conducting practical classes, a library, a computer lab, teacher offices, and offices designated for administrative services.

The higher education institution is equipped with well-prepared spaces for teaching and scientific research (as shown in Table 4.5.). For teaching purposes, there are 15 lecture halls and 3 computer labs available, where lectures, seminars, and exercises are conducted for full time students. Additionally, the institution has a well-equipped library that, in addition to printed materials, provides students with access to computers with software necessary for their study programs.

Most of the Faculty's administrative offices are located in the main building, while part of the administrative offices are in the Annex building.

Lecture halls are equipped with seats for students, a podium, and equipment for presenting teaching materials. Laboratories are equipped with appropriate laboratory equipment intended for conducting university research and practical teaching. Teacher offices and administrative offices are equipped with office equipment for the work of teachers and administrative services.

All classrooms at the Faculty are equipped with seating for students, a computer, a digital projector, a whiteboard, a pointer, and necessary accessories. A total of 15 classrooms (as indicated in Table 4.5.) adequately meet the capacity requirements for lectures, seminars, and exercises at the Faculty. Faculty offices and administrative service spaces are furnished with office and other essential equipment for the work of faculty members and administrative staff. All offices are appropriately furnished with office furniture, desktop computers with printers, internet access, telephones, windows, ceiling lights, and heating. Nearly all offices are also equipped with air conditioning, and a smaller number include color printers and scanners.

The administrative offices are located in office spaces that are fully equipped with the necessary tools for work, such as computers, furniture, internet, telephones, printers, scanners, air conditioning, lighting, and windows. These provisions ensure that both teaching and administrative staff have the resources needed to carry out their responsibilities effectively.

The higher education institution ensures an adequate number of computers available to students and wireless internet access in all rooms designated for students.

A sufficient number of computers for student use is provided in the computer reading room (as shown in Table 4.7.), where students have access to computers equipped with specialized software, as well as general-purpose computers for tasks such as writing papers and creating presentations. The entire Faculty building, including lecture halls, hallways, and the cafeteria, is equipped with wireless internet infrastructure via Eduroam. All employees and students can access this network using their digital identities, ensuring seamless connectivity throughout the campus.

The higher education institution uses appropriate technologies that support all teaching and scientific needs.

In addition to its spatial capacities, the Faculty utilizes various technologies to support its teaching and research needs. All lecture halls are equipped with digital projectors and whiteboards, and graphic tablets (Wacom) are also used in the teaching process. The Faculty employs software solutions such as the Merlin system to further enhance learning. All rooms are covered by a wireless signal providing internet access. Additionally, there are three computer rooms available for student use. The Faculty has also purchased licenses for several software programs, including Statistica, Stata, and DEA Solver Pro, to meet students' academic and research needs.

The space, equipment, and overall infrastructure (laboratories, IT services, workspaces, libraries, reading rooms, studios, galleries, multimedia rooms, offices, storage spaces, etc.) are suitable for the implementation of study programs and ensure the achievement of the intended learning outcomes.

The available space in lecture halls and computer classrooms (as shown in Table 4.5.) is sufficient to accommodate the current number of students and enrollment quotas. The Faculty has a total of 15 classrooms equipped with projectors, appropriately sized whiteboards, an adequate number of seats, and desktop computers installed for teaching purposes. In terms of computer equipment used in teaching processes, the Faculty is well-equipped for the current number of students, considering the number of available computers and the wired computer network. Additionally, the Faculty is covered by the Eduroam wireless network, which meets the basic requirements of users.

The computer rooms (as noted in Table 4.5.) are equipped with an adequate number of computers, along with the necessary software to support specific teaching modules. The Faculty also provides space for the Student Union, which has access to a suitable area for meetings, socializing, and recreational activities (as mentioned in Table 4.5.). At the end of each semester, students fill out a survey where they evaluate the quality of the teaching in the courses they have attended. In this survey, they are also free to comment on their satisfaction with the spatial conditions for studying and student activities.

The space, equipment, and overall infrastructure (laboratories, IT services, workspaces, etc.) are suitable for the realization of scientific and professional activities.

Scientific research activities at the Faculty are primarily conducted in faculty offices (as noted in Table 4.5.). In terms of equipment, the average level of equipment is considered satisfactory. Most faculty members have recently acquired computer equipment in their offices. The acquisition of higher-value equipment typically depends on the participation of faculty/researchers in specific scientific projects, with the budget for such projects often covering the necessary equipment purchases. Through continuous annual investment of its own funds, within the available resources, the Faculty helps maintain a steady pace in the balanced development of its infrastructure. The utilization rate and spatial load of spaces are considered satisfactory.

4.5. The library and its equipment, as well as access to additional resources, ensure the availability of literature and library services needed for quality studying and high-quality scientific and teaching activities.

The library and its equipment, as well as access to additional resources, ensure the availability of literature and library services needed for conducting study programs, as well as for scientific and professional work (availability of teaching literature and literature for scientific and professional work, availability of information and communication technology resources, access to materials in printed and/or electronic form).

The Library of the Faculty of Economics in Rijeka is located on the ground floor of the building, ensuring broad accessibility for the diverse student population, including students with disabilities. Its physical accessibility is a fundamental resource, featuring a reading room equipped with computers for learning, attending online lectures, and engaging in individual or group work.

The library spans a total area of 290 m² and is located on the ground floor of the Faculty's main building. The computer section of the reading room is separated by a glass partition, allowing direct access from the hallway. The reading room offers 32 user spaces (as detailed in Table 4.7.).

Wireless internet access is available throughout the library. In terms of borrowing and service usage, the library is open to all users from 9:00 AM to 8:00 PM Monday through Friday, and from 8:00 AM to 12:00 PM on Saturdays. The majority of users are students and faculty members, but library services are also available to the broader academic community and other interested users.

The library has its [own webpage](#) where general information and announcements, links to library resources, and access to available databases can be found. To support online learning, the library has opened a communication channel for accessing exam literature through the Digital Library EFZG platform—an online collection of digital materials (textbooks, articles, etc.) published by the Faculty of Economics.

As support for teaching, the Faculty has subscriptions to numerous [databases](#) (Proquest, Orbis, etc.).

The library and its equipment, along with additional resources, ensure the requirements for quality studying in accordance with, among other things, the conditions prescribed by the Standards for Higher Education, University, and Scientific Libraries (NN 81/22).

The conditions for the regular operation of the Library of the Faculty of Economics in Rijeka are defined by the Library and Library Activity Act, which encompasses the provision of an adequate collection, space, equipment, library staff, financial resources, and programs necessary for the library's ongoing activities. The Library of the Faculty of Economics is a higher education library registered in [the Library Register of the Ministry of Culture](#) under registration number K-848/4. The library regularly updates changes to the registration list following the prescribed procedure.

The library ensures an adequate number of copies of mandatory literature for each course and regularly updates its collection based on current lists of required and supplementary literature. It has spaces for users, storage for library materials, staff, and information-communication infrastructure for performing library activities. The library employs two staff members.

In accordance with the primary tasks of a higher education library, the Library and Library Activity Act (NN 17/19, 98/19, 114/22, 36/24), and the Standards for Higher Education, University, and Scientific Libraries (NN 81/22), the library is responsible for acquiring, processing, protecting, and preserving materials, which are made available to users. It builds and maintains the library collection, updates and ensures the collection's relevance, participates in creating collective catalogs, provides access to and loans materials, ensures access to databases and other information sources, offers spaces and

equipment for learning, research, and other library services, and provides information and reference services, thematic searches, online consultations, and user training for library and information resource use. Additionally, the library documents and tracks the scientific productivity of the institution, prepares bibliometric reports for issuing certificates of indexation and citation of scientific papers in relevant databases, builds and maintains the institution's repository, maintains records of the collection and users, conducts audits of the library materials, and offers other services according to user needs and developments in information technology in science.

The library's materials can be accessed via the Faculty of Economics' [online catalog](#). The library independently creates original bibliographic and normative records in addition to cooperative cataloging. The organization of library services is further regulated by the [Library Regulations of the Faculty of Economics](#), University of Rijeka. Data privacy protection is governed by the Faculty's internal regulations.

The higher education institution has ensured teaching literature and literature intended for scientific and professional work.

The limitations in acquiring specific titles are addressed by providing materials in the library's reading room: one copy of each mandatory textbook is always available in the library for every student to access. If necessary materials are unavailable at the Faculty, interlibrary loans are utilized.

The library's collection is continuously updated, renewed, and modernized, with a focus on acquiring literature for the programs offered by the Faculty. Materials are procured based on requests from faculty and students, ensuring a balanced representation of titles across various subject areas, in accordance with the Standards for Higher Education, University, and Scientific Libraries. Books are acquired according to the needs expressed by teaching staff and library recommendations, and the publishing industry is monitored. A monthly list of newly published books and the Library's "New Arrivals Bulletin" is shared with faculty. The availability of titles and the number of copies can be checked via the library's online catalog.

The library acquires materials within its approved budget, following the [Program for the Operation and Development of the Library at the Faculty of Economics](#), University of Rijeka. In addition to purchasing specialized publications for scientific research, professional development, and learning, the library procures literature for scientific projects, recent editions of textbooks, and fulfills requests for titles that interest students. The aim is to provide users with access to contemporary academic literature, with the library's resources detailed in Table 4.7.

For materials that the library does not possess and are not available, interlibrary loans of books and articles are arranged in cooperation with other libraries. There are plans for increased institutional acquisition of e-books and access to electronic data sources. However, a challenge is the inability to borrow e-books through the outdated Crolist library system, which is used by all libraries at the University of Rijeka. A priority goal for the development of the library system at the University of Rijeka by 2025 is the implementation of a new library system, in line with the national plan. This initiative, supported by the National and University Library (NSK) and Carnet, aims to provide a modern and developmental library system for the entire Croatian library network.

Students and teachers have access to information and communication technology resources

The Library space is equipped with modern furniture and equipment, including computers for users, on which various software tools and programs for work and study are installed, such as Office 365, Statistica, Stata, and others. The Faculty's Computer Center is responsible for the procurement, maintenance, and administration of these computers and software tools.

For all courses held at the Faculty, access to teaching materials is provided via the [Merlin](#) protected online platform. This platform enables instructors to share materials such as presentations, handouts, additional literature, and assignments, while students can access these resources from any location, allowing for flexibility in studying and class preparation. This system ensures the distribution of all necessary and updated teaching materials, as well as fast and continuous communication between teachers and students.

Students and teachers have access to library materials in printed and/or electronic form

The printed materials in the Library's collection are available for open access to all users. The shelves are labeled according to the Universal Decimal Classification (UDC) system, with clearly marked subject indicators. The Library's lending department operates throughout the day, ensuring constant access to the physical collection and services. The Library's collection can be browsed through the [online catalog](#) of the Faculty of Economics, Crolist. In addition to accessing the catalog, users can explore the catalogs of other libraries, a discovery service (a unified search interface), available databases, the institutional repository, and the collective digital repository of the University of Rijeka (UNIRI Digital Library) via the Library's website.

The Library collects and supports the use, storage, and permanent preservation of the results of scientific-teaching, study, and scientific research work, as well as other scientific achievements by the institution's staff and students in digital form. All final theses, graduate theses, and doctoral dissertations, as well as other types of works, are stored in the institutional repository—the [Repository of the Faculty of Economics in Rijeka](#). Library staff manage the digital objects, control metadata, and oversee the development and implementation of new features within the Dabar system (Digital Academic Archives and Repositories).

The library and its equipment, along with additional resources, ensure the quality requirements for studying

In addition to the basic library services of lending materials outside the library and using them within the reading rooms, the library also offers information referral services, directing users to relevant information sources. During an introductory lecture for first-year students at the start of the academic year, the library introduces new users to the available collections, services, and the online catalog. The library also responds to individual information requests via email, extends borrowing periods, and arranges interlibrary loans from other libraries when necessary.

The demand for electronically delivered documents and information requests increased significantly due to the COVID-19 pandemic and has continued to grow, indicating a shift toward providing library services in an online environment. The library offers both oral and written information based on its catalog and collections, as well as catalogs from other libraries, bibliographies, scientific journal portals, online databases, and other relevant sources. The [library's website](#) is regularly updated.

The library systematically collects statistical data and indicators necessary for monitoring and assessing the quality of its. The Student Satisfaction Analysis at the University of Rijeka report for the 2022/2023 academic year highlighted the availability of literature and learning materials as one of the top-rated aspects of studying at the University. Students of the Faculty of Economics in Rijeka rated their satisfaction with the library highly. The availability and applicability of learning materials are evaluated by students for each active course in the current academic year through the standardized student evaluation questionnaire, which includes the question: "Learning resources are available to students (teaching materials, handouts, textbooks, etc.)."

The Faculty regularly gathers feedback from students. Throughout the year, an evaluation box is available in the library, allowing students to anonymously submit feedback regarding library services.

This feedback consistently shows a high level of satisfaction with the library's operating hours, which provide all-day access, as well as the availability of domestic and international literature via remote access. Students also appreciate the accessibility and helpfulness of the library staff.

Starting from the 2024/2025 academic year, the Faculty plans to enhance the method of measuring student satisfaction by expanding the scope of questions in the existing student survey and conducting it online by sending questionnaires to active library users via email. In 2025, the Faculty also plans to extend satisfaction measurement to include academic staff by creating a separate online questionnaire with questions tailored to the library services used by that group.

The library and its equipment, along with additional resources, ensure the requirements for scientific and teaching activities

Within the Faculty premises, including the library, access to computer databases with national licenses is available. The library subscribes to a wide range of bibliographic and full-text databases, including prominent ones such as EBSCOhost, JSTOR, Scopus, Web of Science, and others. The Faculty library also has access to databases available to the Croatian academic and scientific community, funded by the Ministry of Science and Education, as well as other [various databases](#). The library periodically establishes free trial access to databases when offered and forwards information about such trials available at the University level.

The library prepares bibliometric analyses and reports for academic staff, tracking scientific output and citation impact for authors and the institution. Upon request, the library provides certificates of scientific productivity required for promotions or project applications. It also participates in preparing documents for multi-year program funding for Faculty components and the University, in coordination with the University Library Rijeka, by providing data on the number of publications and citations, according to forms tailored to specific scientific fields and databases.

The library verifies the accuracy and completeness of metadata descriptions for publications by the Faculty's academic staff in CROSB (correct categorization of works, journal indexing, author affiliation). Additionally, the library is involved in the Faculty's publishing activities by assigning classification codes for articles published by academic staff, administering ISBN and ISSN numbers, and distributing mandatory copies in accordance with legal requirements.

4.6. The higher education institution ensures the necessary financial resources for conducting teaching, scientific, and professional activities.

The higher education institution has a financial plan that includes projected revenues and expenditures for conducting higher education and professional activities over a three-year period

The Faculty of Economics is a budgetary user whose operations are funded through the State Budget of the Republic of Croatia. According to the Budget Act, the Faculty prepares a financial plan in accordance with the allocated limits and deadlines, and the funds received are spent according to their intended purpose. Both budgetary and extrabudgetary users are required to publish their annual financial reports on their websites no later than eight days after their submission, which the Faculty regularly does. The Dean presents the financial report to the Faculty Council.

At the end of each year, a financial plan is prepared for the following three-year period. All previous financial plans for three-year periods are [publicly available on the Faculty's website](#).

The Faculty of Economics in Rijeka anticipates total revenues of up to 6 million euros over the next three years. Financial operations at the Faculty for the period from 2024 to 2026 are planned to be carried out through regular activities and program funding.

The public higher education institution demonstrates the availability of funds needed for conducting studies through a concluded program agreement, tuition revenue projections, or other income

The financial plan for program-based funding of public higher education institutions outlines the allocation of funds for teaching activities, scientific and artistic activities, and various scientific research supports, based on the limits provided by the University of Rijeka. The University disburses program funds in accordance with the Program Funding Agreement, which is aimed at ensuring the continuity of teaching and scientific activities. These program funds play a crucial role in maintaining and advancing both educational and research processes at the Faculty.

Financial sustainability and efficiency are evident in all aspects of the higher education institution's operations

The total revenue of the Faculty of Economics in 2023 amounted to €6.35 million (Table 4.8.), with 58% of this being derived from the state budget. Total budgetary expenditures amounted to €6.37 million, of which 81% was allocated to employee expenses. The Faculty is capable of securing all the necessary funds for its operations, ensuring financial stability and the ability to meet its obligations.

The higher education institution manages financial resources transparently, efficiently, and purposefully

To maintain high operational efficiency and ensure the appropriate use of financial resources according to the Faculty's needs, a detailed financial plan is prepared annually. This plan includes projected income and expenditures for the upcoming year, along with projections for the following two years. Additionally, at the beginning of each year, financial reports are generated with detailed information on the income and expenditures from the previous year. To ensure financial transparency, all reports are [publicly available on the Faculty's website](#). Furthermore, the Faculty prepares annual reports on the implementation of the University of Rijeka Strategy 2021-2025, which allow for tracking the success of the Faculty's work and operations.

The Faculty secures additional funding through the implementation of postgraduate specialist studies and lifelong learning programs, as well as from tuition fees for part-time students and doctoral candidates. These funds are used to improve the material foundation for operations. In accordance with the University's Statute, part of these additional funds is allocated to the University. After the mandatory allocations to both the University and the Faculty, the remaining funds are used to cover the costs of conducting studies or programs, based on calculations made before the start of the program. Upon program completion, a final cost and revenue calculation is conducted before any disbursements are made.

Additional funding sources are used for the development and improvement of the higher education institution

In order to develop and improve teaching, the Faculty allocates funds for the purchase of educational and IT equipment. Funds collected from tuition fees for part-time studies, programs conducted in English, and doctoral studies are used in accordance with their purpose to cover teaching costs, purchase office supplies, literature, research databases, student ID cards, various forms, and other necessary materials.

Teaching costs for part-time studies and studies conducted in English are paid based on reports on conducted classes and a calculation of teaching hours, which are signed by the relevant vice deans, the head of accounting, and the dean. The postgraduate and doctoral studies office maintains records of completed teaching and provides payment orders.

Tuition fees are paid into the University of Rijeka's budget, which is used to finance student loan funds, improvement of student standards, the student advisory center, the library, the University student union, cultural activities, and other student initiatives. Funds allocated to the Faculty are used to cover material costs not funded by the state budget, such as student union activities (organizing the Economists' Ball, sports activities, and student-professor gatherings), student associations, equipment procurement, ongoing and capital maintenance, employee professional development, salary supplements for increased work according to the collective agreement, donations, holiday bonuses, awards for top students, and financial aid for students with disabilities.

ZIP UNIRI projects are research initiatives funded by the Faculty. The University of Rijeka conducts a [call for proposals](#) (defined by the Decision on Procedure, Criteria, and Funding of ZIP UNIRI Projects, available in Folder 4.6), in which researchers from the Faculty of Economics apply with their research teams (a list of UNIRI projects over the last five years is available in Table 5.6). The projects are reviewed by external reviewers not employed by the University of Rijeka. For projects announced in 2022 (with contracts signed in 2023), the Faculty allocated a fund of over €106,000. For earlier calls, the allocated amounts were significantly smaller (€30,000 in 2019 and €53,000 in 2020), indicating the Faculty's ongoing commitment to developing its research activities.

Additional funding sources are secured through domestic and international projects, industry cooperation, the local community, etc.

Projects and collaborations are an important source of additional revenue for the Faculty, as evidenced in Table 4.8.

V. SCIENTIFIC / ARTISTIC AND PROFESSIONAL ACTIVITY

5.1. The higher education institution is recognized for its scientific research and/or artistic achievements in all scientific fields in which it offers studies.

The higher education institution bases its scientific work on original ideas and original scientific approaches.

The Faculty is recognized for its scientific and research achievements in all academic fields in which it offers studies. Activities such as participation in research projects, publication of scientific papers in top international journals, organization of international conferences, and involvement in scientific bodies and editorial boards of international journals confirm this recognition.

The Faculty's scientific work, based on original ideas and scientific approaches, is defined by the [Strategy for the Development of the Faculty of Economics](#) at the University of Rijeka, which aligns with the [University of Rijeka's Strategy 2021-2025](#).

The high level of scientific and innovative activity is monitored through the scientific output of researchers and their impact in leading journals.

Through active collaboration with the economy, partnerships for community development, direct and indirect (via the University of Rijeka) involvement in the European Research Area and the European Higher Education Area, and the highest level of organization and responsibility, the Faculty of Economics demonstrates its public responsibility and contributes to the transition towards a knowledge society.

The Faculty of Economics is a dynamic institution that encourages the development of research careers and enables the expression of talent and entrepreneurial energy in every individual (professors, assistants, administrators, and students). In doing so, within the [mission and vision](#) of the Faculty, key elements emphasize contributions to the development of science and partnerships with the community in creating a sustainable society.

The number and quality of published works by the institution's teachers are at the highest level.

The faculty and associates are dedicated to achieving the highest quality and quantity of scientific research and its dissemination through publications in prestigious scientific journals (Table 5.1 and Table 5.2). In order to encourage high-quality work and an increased number of publications in significant scientific journals, in 2018 the Faculty adopted the Decision on the Adoption of Measures to Stimulate Scientific Activity at the Faculty of Economics, University of Rijeka (CLASS: 612-10/18-18/2, REG. NO.: 2170-57-18-18-6). This decision, among other things, financially rewards scientific papers in the field of economics indexed in the CC and WoSCC (SSCI and SCI) databases, encourages active participation in international scientific conferences indexed in relevant databases, and introduces other measures to create the conditions for greater citation impact.

Each year, the Faculty also awards prizes to scientists, assistants, and doctoral students for their scientific and teaching contributions (the annual awards "Prof. Dr. Ivo Sever Award," the "Dr. Irena Fatur Krmpotić Award" for excellence among staff in associate positions at the Faculty of Economics, University of Rijeka, and the "Best EFRI Doctoral Student Award" for the most significant scientific contribution by a doctoral student at the Faculty of Economics, University of Rijeka; (all relevant documents can be found in folder 5).

All academic staff and associates are required to create a public Google Scholar profile, where data on citations and h-index can be clearly viewed. Several of our faculty members have an h-index above 10 and citation counts exceeding 1,000, demonstrating that their research significantly contributes to the field of economics.

The research results of the faculty significantly contribute to the development of the scientific field and/or artistic field in which they operate.

A significant contribution to the development of the scientific field in which the Faculty's staff operate is reflected in the high overall citation count of A-category publications, as well as the high citation rate of individual A-category publications.

The higher education institution has a satisfactory number of scientific papers in prestigious primary scientific communication channels in its field.

In prestigious primary channels of scientific communication within its fields, the Faculty has a significant number of prominent works, with details for all these prestigious publications shown in Table 5.2. For many years, the Faculty has continuously encouraged scientific excellence among its staff, aiming to increase both the number and quality of outstanding scientific publications. The incentive consists of providing financial support to Faculty staff for publishing prestigious publications, funding research projects, organizing workshops for project applications to the Croatian Science Foundation, organizing [workshops on academic writing](#), [searching of databases](#), and similar activities.

The higher education institution has a satisfactory number of papers presented at prestigious conferences.

The Faculty's teachers and associates actively promote scientific achievements at conferences both nationally and internationally. Faculty staff have participated in numerous organizational committees of various scientific conferences, as shown in Table 5.7.

Teachers from the Faculty of Economics, University of Rijeka, present their scientific papers at prestigious international conferences. Many scientific papers have been published in conference proceedings (Table 5.1).

The higher education institution is involved in a satisfactory number of competitive projects.

The Faculty of Economics is involved in a respectable number of competitive scientific projects, which are highly beneficial for community and societal development, as can be seen on the [Faculty's website](#). The Faculty has participated or is participating in Horizon 2020, European projects, Croatian Science Foundation (HRZZ) projects, University of Rijeka (UNIRI) projects, and UNIRI CLASS projects. Details of all these projects are shown in Table 5.6.

Within the framework of the Faculty's scientific activities, numerous projects have been conducted, where the Faculty is either a lead institution or a partner: research and establishment projects funded by the [Croatian Science Foundation](#), the University of Rijeka, [international sources](#), or financed by European Union funds (including partnerships in [HORIZON projects](#) and the [Jean Monnet chair](#)) as well as development projects funded by other sources (industry, local and regional government, and other sources) (Table 5.6. Projects in the last 5 calendar years). All of our faculty members are part of at least one project team or serve as project leaders, mainly on projects funded by European funds.

In the future, the Faculty will continue to develop its policy of enhancing scientific productivity, primarily through involvement in as many international scientific projects as possible, thus strengthening international recognition, scientific output, and global visibility. To this end, the Faculty's project office continuously informs staff about open calls, organizes workshops for teachers

on project preparation, and works closely with the University of Rijeka's project office, which provides additional support in project preparation. These initiatives will continue to be pursued in the future.

The higher education institution organizes nationally and internationally recognized scientific conferences.

The Faculty participates in organizing both national and international conferences. It is actively engaged as an organizer or co-organizer of international scientific and professional conferences, workshops, symposia, and international summer schools (Table 5.7. Conference organizing committees in the last 5 calendar years). The scientists of the Faculty of Economics, University of Rijeka, are regular members of the organizing/scientific committees of conferences that the Faculty (co)organizes, as well as those in which it is not directly involved.

Since 2005, the Faculty has organized the [International Summer School on the Environment and European Integration](#), and to date, it has successfully held 16 editions, bringing together over 500 participants from 45 countries across Europe and the world. The Summer School program is conducted entirely in English and is intended for undergraduate, graduate, and postgraduate students from Croatia, Europe, and other countries, awarding 6 ECTS credits. Information about the Summer School is available in the [English brochure](#).

The Faculty of Economics, University of Rijeka, strives to be relevant to both the scientific community and the business sector. Since 2023, the Faculty has organized the [EFRI Economic Forum](#) as a unique platform bringing together leading experts from the fields of economics, business, academia, and public authorities. What set this Forum apart, with over 100 participants, was its ability to combine different perspectives, promoting innovative solutions and long-term strategies for economic growth and development. The Forum offered relevant insights into current global and regional economic trends, enabled direct dialogue between representatives of the private and public sectors, considered expert opinions and real business challenges, and provided opportunities for further networking and exchange of experiences. The Faculty of Economics, University of Rijeka, aims to act as an active member of the broader community, deeply involved in economic changes and trends, making the organization of such a significant event a logical step, with the ambition to establish it as a key event for those looking to understand market complexities and lay the foundations for a competitive future. For seven consecutive years, the Faculty has organized the international [EDT Conference - ECONOMICS OF DIGITAL TRANSFORMATION](#). The latest edition took place from June 19 to 22, 2024, featuring leading global economists as speakers, such as Peter Nijkamp and Tomasz Kozluk, economic advisor to the chief economist of the OECD. The conference is well-recognized for bringing together esteemed scientists, researchers, representatives of renowned domestic and international institutions, doctoral students, representatives of the academic sector, and industry professionals, who use the conference as a platform for exchanging innovative ideas and accessing the latest research on current topics in economics and related fields. The international nature of the conference is reflected in the diversity of its participants, who come from various cultural, academic, and professional backgrounds. Speakers and panelists, renowned experts from prestigious universities and research centers worldwide, provide insights into the latest global economic trends, challenges, and opportunities, offering perspectives that transcend national boundaries. The conference provides opportunities for presenting scientific papers and building collaborations that contribute to economic development and solving global challenges. The rich program ([example from 2024](#)) includes panel discussions, lectures, workshops, and interactive sessions where participants can actively contribute to finding solutions to the most pressing global economic issues.

The Faculty is also recognized internationally as a partner for co-organizing high-level scientific conferences. In 2023 and 2024, the Faculty co-organized the [Croatian Health Economics Workshop \(CHEW\)](#) together with the University of Manchester and the European Health Economics Association, attracting participants from about ten European countries. The Faculty is also the home and founder of the professional association Croatian Health Economics Association. As the first such workshop in Croatia, CHEW addresses topics related to the financing and organization of the healthcare system and the challenges posed to the public health system by population aging, modern technologies, and epidemiological changes. In 2024, the Faculty (through the Croatian Health Economics Association) co-organized the [13th Workshop on the Economics of Risky Behavior](#) together with the School of Public Affairs at American University, Washington, USA. This prestigious international conference attracted around thirty scientists from around the world.

Teachers of the higher education institution participate in the work of committees and other bodies of higher education and science.

The participation of the Faculty's teachers in the work of committees and other bodies of higher education and science contributes to the continuous improvement of academic practice as well as the development of education and science, which represents an important aspect of the institutional culture. This activity is a key part of the Faculty's efforts to maintain high standards of academic integrity and expertise and to actively contribute to the broader development of higher education and science.

Teachers participate in the work of committees and other bodies of higher education, such as the [Accreditation Council of the Agency for Science and Higher Education](#), the [National Council for Higher Education, Science, and Technological Development—specifically the Committee for Economics](#)—and the [Expert Council for Research and Innovation at the University of Rijeka](#).

External collaborators are recognized experts in their field, with appropriate scientific or professional works and relevant work experience.

External collaborators involved in the teaching process at the Faculty are recognized as experts in their respective fields. Their engagement in teaching includes participation in delivering lectures, exercises, and seminars. Each of the external collaborators has relevant work experience and acknowledged professional expertise in their fields, making them valuable contributors to our educational and research environment.

Teachers at the higher education institution participate in the editorial boards of scientific journals.

The Faculty's teachers actively participate in the editorial boards of various scientific journals, as shown in Table 5.8. Through this involvement, they contribute to the peer-review process, organization, and publication of scientific papers. The engagement of Faculty teachers on editorial boards ensures the quality and relevance of published works, thereby promoting academic excellence and contributing to the dissemination of knowledge in their specific fields.

Teachers from the Faculty of Economics, University of Rijeka, are members of the editorial boards of several international scientific journals (notably A1 journals - Q1 and Q2 - from publishers such as [Springer](#) and [Emerald](#); Table 5.8. Editorial roles in journals over the past 5 calendar). Additionally, our teachers are members of the scientific or organizational committees of numerous national and international conferences., like

The higher education institution has an organized publishing activity and is the publisher of scientific publications that are nationally and internationally significant and recognized.

The Faculty of Economics is the publisher of an international journal dedicated to disseminating works in the field of social sciences. A significant segment of its scientific-research activity is its publishing efforts, which include a regular publication: [Proceedings of Rijeka Faculty of Economics: Journal of Economics and Business](#). The journal has been continuously published since 1993, releasing two issues annually (June and December). Starting with the second issue in 2024, the journal will transition to "online first" publishing. Over the past four years (seven issues), each issue has featured between 7 and 11 scientific papers. The authors are internationally recognized scientists from all continents.

The journal is open access and is entirely free to access via the website of the Faculty of Economics, University of Rijeka and the [Hrčak portal](#). Under the CC BY-NC-ND license, users are allowed to read, download, copy, distribute, print, search, or link to the material as long as they properly cite the source, but they may not alter it or use it for commercial purposes. The journal's papers are indexed in the following databases: Scopus (since 2008); Web of Science Core Collection (WoSCC) – Emerging Sources Citation Index (ESCI) (since 2019); EconLit (since 1993); CAB Abstracts (since 2007); EconLit with Full Text, EBSCO (since 2007); ABI/INFORM Collection, Proquest (since 2009); ProQuest One Business, Proquest (since 2009); Social Science Premium Collection – International Bibliography of the Social Sciences (IBSS), Proquest (since 2006); DOAJ (since 2007); ERIH PLUS (since 2016), RePEc (since 2009). The Journal Impact Factor (JIF) was 1.2 for 2022 and 0.7 for 2023 (third JIF quartile (Q3) in the field of economics).

The Faculty of Economics, University of Rijeka, also has a significant publishing activity. Between 2019 and 2023, the Faculty published 21 books (16 scientific monographs and 5 textbooks for higher education), all of which are available as e-editions in open access in the Faculty's online repository (21 books, 100% open access). The repository was established in 2016 and provides open access storage for all types of publications. The repository is part of the national Dabar infrastructure: Digital Academic Archives and Repositories. The contents of the Faculty's repository are included in European scientific-research infrastructures such as OpenDOAR and OpenAIRE, increasing the visibility of its open-access content.

An example of the recognition of the Faculty's publishing activities is the "Ivan Filipović" award given to the authors of the university textbook "Operations Management" in 2023. This award is presented by the Ministry of Science, Education, and Youth of the Republic of Croatia on behalf of the Croatian Parliament. It is the most prestigious Croatian award for work in education, presented to the recipients during a ceremony commemorating the 200th anniversary of the birth of Ivan Filipović. Among the award recipients and co-authors of the textbook are professors from the Faculty of Economics in Rijeka.

5.2. The higher education institution is recognized for its professional achievements in all fields in which it offers professional studies..

NOT APPLICABLE

5.3. The higher education institution influences the economy and society as a whole through the scientific and/or artistic work of its faculty members.

The higher education institution has appropriate mechanisms for disseminating its activities to society.

The Faculty systematically analyzes and monitors the needs of society and the labor market through its scientific research work. Research topics cover theoretical and applied areas of economics, keeping pace with trends and challenges of modern society, such as globalization and the future of the market economy, the development of economic theory, economic (regional) development, measurement of development, human resources, social policy and the labor market, economic integrations, international finance, the economics of the energy sector, the economics of education, healthcare economics, the financial and banking sectors, insurance, sector competitiveness, controlling, accounting systems and their implications, strategic management, renewable energy economics, management and organization, marketing and consumers, international business, global logistics processes and activities, tax systems and tax policies, quantitative research in economics, and multidisciplinary areas.

The Faculty frequently uses various platforms to disseminate its activities, including public presentations, seminars, workshops, publications, websites, and social media. These mechanisms enable the Faculty to present its scientific activities to the broader public, the business community, and society.

Each year, the Faculty of Economics, University of Rijeka, organizes a job fair for students, aiming to inform them about the labor market and employment opportunities during and after their studies. Additionally, [Career Week](#) and [Networking Week](#) are held every semester. The Faculty also participates in University events such as Researcher's Night and the Science Festival, aimed at promoting and popularizing education and science to provide the general public with insight into recent technological advancements.

The dissemination of the Faculty's activities is also carried out through regular posts on websites and social media such as Instagram, Facebook, and LinkedIn, where information and invitations to workshops, lectures, and various actions open to the public are published. Additionally, project activity results and news about published publications are shared to promote the Faculty's work within society. Faculty members' activities are also frequently covered by other media, including newspapers and radio programs.

Lifelong learning programs form the foundation of personal development and continuous adaptation in changing circumstances in personal life, the workplace, and the community. These programs are one way the Faculty's academic work impacts the economy and society as a whole. In the modern business environment, lifelong learning enables the creation of prosperous and adaptable employees capable of developing and realizing new business opportunities ([information in the guide](#)). For example, in 2024, the Faculty of Economics, University of Rijeka, in cooperation with the U.S. Embassy in Zagreb, launched a lifelong learning program for women entrepreneurs. This initiative, [the Academy for Women Entrepreneurs \(AWE\)](#), was first introduced by the U.S. State Department's Bureau of Educational and Cultural Affairs (ECA) in 2019 and is now implemented in nearly 100 countries worldwide, and in 2024, for the first time in Croatia. Another example is the [International Business Workshop \(IBW\)](#), a lifelong learning program that serves as a platform for disseminating knowledge to the wider public.

The Faculty also organizes scientific-professional gatherings as a platform for transferring knowledge and research results from scientific projects to the broader community (Table 5.7). Examples include the scientific-professional gathering "The Future of the Croatian Wine Industry" (2022), the "2nd International Scientific Conference: Sustainability of Croatian Agriculture" (2024), the Croatian Health Economics Workshop (2023 and 2024), and the FinTech Conference. These were organized as

international symposia where scientific research results from projects and general research interests of the Faculty's scientists were presented, with the goal of dissemination and connecting scientists and other stakeholders in the public and business sectors.

The large number of projects in which the Faculty participates, funded by national and international competitive scientific and professional projects, highlights the involvement of Faculty members in addressing the challenges faced by the economy and society. Particularly noteworthy are the [professional projects](#) commissioned from the Faculty by private and public sector entities in Croatia, as well as European professional projects (primarily INTERREG [projects](#)) that, in collaboration with public and private sector partners across Europe and Croatia, address current challenges in various fields. Furthermore, the Faculty itself funds [competitive scientific projects](#) from its own resources, which are reviewed by external reviewers through the University of Rijeka. These projects must address contemporary societal challenges (Table 5.6).

The higher education institution has developed cooperation with external stakeholders.

The institution has developed a system for establishing contracts and agreements for collaboration with other educational and scientific institutions as well as business entities. These agreements serve as a legal framework for developing cooperation in various areas of activity, ensuring mutual interest and benefit. Such agreements also facilitate the implementation of internships, connecting students with external stakeholders. In addition to agreements for internships, the Faculty continuously develops and nurtures cooperation with external partners in various ways.

The [EFRI Economic Forum](#), the [EFRI Economic Council](#), and the [FinTech Conference](#) are examples of successful collaborations between research, teaching, and industry. These unique initiatives allow for the exchange of ideas, knowledge, and experiences, with a particular focus on the challenges and opportunities in the modern business environment. They also enrich the teaching process, as the Faculty's students are invited to participate. The EFRI Economic Forum (scientific and professional conference) promotes different forms of collaboration between the Faculty's researchers and lecturers and entrepreneurs, with the aim of finding practical solutions to business problems and economic challenges. In this way, the Faculty's research becomes directly connected to the needs of the economy, contributing to innovation and sustainable development. The FinTech Conference is organized in collaboration with the Faculty of Engineering at the University of Rijeka, combining finance and technology through presentations of the latest trends in FinTech and blockchain technology by leading experts and enthusiasts.

The book "Food and Community" is a research output of the project Models of Governance in Conditions of Uncertainty (ZIP-UNIRI 130-10-0), which represents the combined research results within the project "Food and Community" (funded by the European Social Fund). This project involved faculty members and students from the Faculty of Economics, University of Rijeka, along with colleagues from the Faculty of Humanities and civil society organizations. It is a prime example of developed collaboration with external stakeholders. The project contributed to the implementation of the National Strategy for Education, Science, and Technology, the National Strategy for Creating a Stimulating Environment for the Development of Civil Society, and the Law on Scientific Activity and Higher Education, which emphasizes the need for higher education to be based on "interaction with the community to promote social responsibility among students."

More than one hundred undergraduate and graduate students from the Faculty of Economics and the Faculty of Humanities participated in the "Food and Community" project, with support from fourteen university professors and three teaching assistants. While working on their projects, students and their professors collaborated with numerous civil society organizations, the Ministry of Agriculture, and companies involved or interested in food donation processes. The best-performing students were

invited to further their research in collaboration with their mentors, either through mentorship or co-authorship, contributing to the joint publication of the book “Food and Community”.

The higher education institution participates in the formulation of public policies within the context of the scientific and/or artistic field in which it operates.

In the context of participating in the development of public policies within its scientific field, the Faculty acts as a partner through various types of projects and platforms, and actively participates in public discussions on policy-making, such as consultations aimed at preparing preliminary positions for the upcoming Framework Programme for Research and Innovation – FP10 in year 2024.

Additionally, the Faculty is represented in various bodies, such as the [Operational Working Group for monitoring the implementation of measures and activities defined by the Action Plan for the improvement of financial literacy among consumers](#).

Faculty members of the higher education institution are involved in various scientific or management bodies, both national and international.

The teachers of the institution are involved in various scientific or governing bodies. Faculty members participate in committees and other higher education bodies, such as the [Accreditation Council of the Agency for Science and Higher Education](#), the [National Council for Higher Education, Science, and Technological Development – the field committee for economics](#), and the [Expert Council for Research and Innovation at the University of Rijeka](#).

A large number of teachers and associates are involved in the activities of scientific and professional associations and serve on the boards of public institutions. The Faculty is the founder of [the Croatian Health Economics Association](#), a member of the European Health Economics Association.

Faculty members of the higher education institution participate in national and international reviews of projects, programs, and scientific papers.

The institution's faculty members participate in national and international project reviews. In the past five years, notable examples include project reviews for the European Research Council (ERC) and the Croatian Science Foundation. Faculty members also engage in the peer review of scientific papers, as evident from their Web of Science profiles. Examples include reviews for many prestigious journals (evidence can be found in folder 5.3.).

5.4. The doctoral studies of the higher education institution are aligned with its strategic program, contemporary scientific/artistic achievements, industry standards, and internationally accepted standards of quality doctoral education, where applicable.

The planning and proposal of doctoral studies are aligned with the mission and strategic goals of the higher education institution.

The Faculty's strategic program is based on its past achievements, which have been developed in response to environmental changes and the process of adopting European standards in higher education and science. The strategic program aligns with national priorities, whereby research universities must take an active role in transferring innovations from science to the economy and social activities in their immediate environment, develop the national knowledge triangle connected with European and global knowledge, and enhance national and international competitiveness.

In accordance with the Faculty's Strategic Research Program, and to achieve its mission and vision while addressing identified weaknesses, the Faculty has defined two fundamental strategic goals aimed at improving scientific work:

1. Increasing the scope and quality of research activities and connecting the Faculty's research with the developmental needs of the economy and society, while achieving international visibility.
2. Increasing the number of defended doctoral dissertations.

The [mission](#) of the Faculty of Economics at the University of Rijeka includes contributing to the development of science. The Faculty actively collaborates with academic and business partners both domestically and internationally, ensuring mobility opportunities for its students and faculty, rational use of human and material resources, the development of multidisciplinary scientific and teaching activities, and the supervision and continuous improvement of the quality, competitiveness, and international competitiveness of teaching, scientific, and professional work.

The [doctoral programs](#) at the Faculty of Economics, Rijeka, are fully aligned with the Faculty's mission and vision. Scientific research is the foundation of the doctoral program, which involves conducting research under the supervision and guidance of mentors. All activities related to the doctoral program are governed by the [Regulations on the Doctoral Studies in Economics and Business at the Faculty of Economics, Rijeka](#).

The study programs are designed with the needs of the economy, local community, and the Republic of Croatia in mind. Collaboration with academic and business partners is encouraged. The doctoral programs are in line with the Faculty's strategic goals according to its [Development Strategy](#), in the areas of strategic goals. In education, this is achieved through periodic revision and modernization of study programs, investment in new teaching and computer equipment, promotion of programs, student projects, and activities using modern and attractive platforms and tools, etc. In science, the Faculty promotes the publication of scientific papers in prestigious journals and encourages the internationalization of doctoral studies by offering courses and exams in English. The Faculty also promotes the submission of projects with opportunities for employing researchers.

Through various initiatives, the Faculty ensures access to [scientific bibliographic resources](#), either independently or within national or University of Rijeka initiatives. In the area of internationalization, doctoral programs contribute to the Faculty's strategic goals by publishing all relevant information about the program and research opportunities. Most courses offer lectures in English, and the Faculty supports the expansion of international research collaborations and large-scale research projects. It also seeks to increase the number of internationally recognized collaborative research projects, both independently and as part of the University of Rijeka, including initiatives such as [YUFE](#) (Young Universities for the Future of Europe) and through the [CESEENet](#) doctoral network.

Enhancing the level of research at Croatian universities is a key factor in economic development, job creation, and overall societal progress. The Faculty's research development involves making the best possible use of all its resources, with doctoral students being a significant resource for research activities. Efficient resource management requires more effective study processes, particularly improving the efficiency of doctoral studies, i.e., increasing the number of defended doctoral dissertations. The Faculty also funds doctoral students' participation in selected educational programs and stays at foreign institutions.

The Faculty leads scientific research projects aimed, among other things, at integrating doctoral students into research. The support for doctoral students provided through these projects can be used exclusively for creating the informational and methodological basis for research and for conducting research and publishing results (field research and surveys, paper publishing, computer equipment, software acquisition, proofreading, translation costs, participation in congresses, seminars, workshops, and conferences – registration fees, accommodation, and per diems; book, journal, and statistics acquisition, subscription to bibliographic and data databases, membership fees, organizing roundtables and workshops, and researcher mobility).

Teaching in postgraduate university programs and doctoral dissertations reflects contemporary scientific research. The insights gained from these studies are integrated into the teaching process. Doctoral candidates, through their research and participation in projects, produce papers that they present at national and international conferences. Additionally, they share these insights with other students through their involvement in the teaching process.

Planning and proposing doctoral studies contributes to the national development of higher education and science.

The planning and proposal of doctoral programs contribute to the national development of higher education and science through several key aspects. Doctoral programs promote international collaboration, leading to joint research projects (Table 5.6), publications, and conferences (Table 5.1). Doctoral candidates have the opportunity to participate in international exchange programs through [CEEPUS](#) and [ERASMUS](#), enabling them to work in foreign institutions and collaborate with leading experts in their fields. In this way, global expertise and knowledge are brought to the national level. Doctoral programs also strengthen domestic capacities, as many PhD graduates who defended their dissertations at the Faculty continue their careers in academia and industry. They often take on advisory roles and/or participate in governmental and other bodies, where their expertise helps shape policies that promote national development across various sectors. Additionally, doctoral programs have an economic impact, as PhD holders employed in industry and academia tend to earn higher salaries and make significant contributions to the economy.

The institution typically develops new doctoral programs through collaboration with academic staff, researchers, and external stakeholders. The process involves analyzing the needs and relevance within the context of the institution's strategic plan, international standards, and contemporary scientific and artistic achievements. New programs often undergo several levels of approval within the institution. Revisions and updates to doctoral programs are based on student feedback, program evaluations, and changes in scientific standards. These updates include curriculum adjustments to align with new research trends and labor market needs, and the revision process is procedurally identical to that for undergraduate and graduate programs, in line with the [Guidelines for the Evaluation of Study Programs at the University of Rijeka](#).

Although no new doctoral programs were launched during the analysis period, the existing doctoral program in Economics and Business Economics is aligned with the [University of Rijeka Development Strategy 2021-2025](#), as well as the [Faculty of Economics Development Strategy 2017-2025](#) and the [Strategic Research Program 2021-2025](#). In line with the Faculty's mission, "In an international environment, we develop entrepreneurially oriented and socially responsible managers and contribute to the development of science," and its vision, "Through continuous development, the Faculty will be recognized as a socially responsible and desirable higher education institution and a community partner in creating a sustainable society," the doctoral program in Economics and Business Economics contributes through new scientific insights resulting from doctoral research and through the continuous revision of its study program.

Doctoral studies and dissertations reflect the scientific and/or artistic research and achievements of the higher education institution.

The scientific research and achievements of the Faculty of Economics are a reflection of the work of professors who are actively involved in doctoral studies through their leadership of courses. Doctoral students receive specialized mentorship throughout their educational process and maintain constant contact with their mentor. Professors who meet the mentorship criteria, as outlined in the [Regulations on Doctoral Studies at the Faculty of Economics](#), University of Rijeka, are required to be research-active and guide doctoral research in areas where scientific contributions can be made. As a result, the doctoral studies and dissertations reflect the scientific research and accomplishments of the Faculty.

Doctoral research is aligned with the broader research goals and priorities of the university, ensuring relevance and contributing to the strategic research directions of the institution. Doctoral students often participate in research projects funded by national and international sources, highlighting their contribution to the university's research efforts and achievements. They have access to university equipment, enabling them to conduct research that reflects the institution's commitment to scientific advancement.

Doctoral candidates regularly present their research at national and international conferences, workshops, and symposia, thereby not only disseminating the university's research but also enhancing its reputation in the global academic community.

The EFRI doctoral program in Economics and Business Economics is the first (and currently the only) among economics faculties in Croatia to successfully implement the Scandinavian model of doctoral work. To date, three dissertations have been defended under this model: the [first in 2019](#), the [second in 2022](#) and the [third in 2024](#). Doctorates under the Scandinavian model have much greater international visibility compared to traditional doctorates. The model satisfies high standards of scientific excellence, as two of the three papers required for the dissertation must be published in CC or SSCI-indexed journals, with one paper required to be published in a Q1 or Q2 ranked journal ([Article 47 of the Regulations on Doctoral Studies in Economics and Business Economics](#)).

Doctoral theses are also produced as a result of research conducted by [doctoral students employed on Croatian Science Foundation \(HRZZ\)](#) projects (HRZZ-funded project UIP-2019-04-3721: Values in Healthcare: Empirical Research and Application). EFRI doctoral candidates also participate in Horizon projects, [publishing papers in prestigious Q1 journals](#).

Doctoral studies at the higher education institution follow the latest scientific and/or artistic insights and skills based on them.

To introduce doctoral candidates to the research process and enhance the quality of research, since 2019, the doctoral program has regularly organized scientific workshops, scientific colloquia, and a doctoral conference (example of the [workshop schedule](#) for doctoral candidates enrolled in the 2022/2023 academic year). Each academic year, two scientific workshops, two scientific colloquia, and a doctoral conference are held. Participation is mandatory for all doctoral candidates (with the exception of those involved in competitive scientific projects, who are only required to participate in the scientific colloquia and the doctoral conference).

In the workshops, doctoral candidates are introduced to the research process—from the initial idea, research conceptualization, and defining the research model to research operationalization, hypothesis testing, and explaining the scientific contribution. At the scientific colloquia and doctoral conferences, candidates present their progress on their doctoral work (from the first draft of the dissertation topic to preliminary research results). Their work is peer-reviewed by anonymous reviewers (usually professors from other public educational institutions and institutes in Croatia, as well as from abroad). Doctoral candidates are required to respond to the reviews. The ultimate goal of these activities is to improve quality, reduce the time to completion, and increase the number of defended doctorates (in line with the Strategic Research Program 2021-2025 and the Action Plan for the Doctoral Program in Economics and Business Economics, adopted on May 24, 2021; class: 003-01/21-07/04, reg. no.: 2170-57-02-21-2).

With the same goal, workshops are continuously held on the doctoral program where renowned experts from Croatia and abroad present and teach doctoral students and the Faculty's academic staff about modern qualitative and quantitative data processing methods (example of a past workshop in folder 5.2.).

Doctoral students at the Faculty participate in research projects funded by national and international sources, including the Croatian Science Foundation and UNIRI ZIP projects, allowing them to work on research addressing the latest and most pressing issues.

Doctoral candidates also have the opportunity to participate in international exchange programs through [CEEPUS](#) and [ERASMUS](#). The Faculty maintains partnerships with numerous foreign universities, providing doctoral students access to global scientific networks.

Doctoral candidates are encouraged to publish the results of their research in reputable scientific journals, preparing them to become active participants in the global scientific community. They are also encouraged to participate in and present their papers at national and international conferences, facilitating the exchange of ideas with top scientists and experts from Croatia and around the world. The Faculty organizes scientific conferences, symposia, and consultations, bringing together experts from various fields and promoting the latest research. The [EDT Conference](#), in which doctoral candidates actively participate, is a notable example of these initiatives.

Doctoral studies at the higher education institution are aligned with the standards of the profession and contemporary achievements in the field.

The EFRI doctoral program, through networking and participation in international networks such as [EDAMBA](#) and [CESEENet](#) (with EFRI serving as the coordinator of the CESEENet network since 2021), enhances its ability to track international trends in doctoral education by participating in activities and events within these networks.

The doctoral program is continuously improved and updated. The most recent amendments to the Economics and Business Economics study program were made on March 19, 2024 (evidence is provided in folder 5.2.).

The joint doctoral program in Public Sector Management and Economics, co-hosted by EFRI and the Faculty of Public Administration at the University of Ljubljana, received a positive evaluation from the Slovenian accreditation body (evidence: NAKVIS Report in folder 5.2.), confirming its alignment with professional standards. It is noteworthy that students from the joint program regularly participate in events (doctoral conferences) organized within the Economics and Business Economics doctoral program (an example of participation in a scientific colloquium by students from the joint program can be found in folder 5.2.).

The Faculty is equipped with modern computer hardware and [relevant databases](#), enabling the conduct of advanced research (Orbis, Proquest, and other databases). Additionally, doctoral students have access to a large number of e-books and other digital resources, which are crucial for staying up to date with contemporary developments.

The higher education institution encourages creativity in the creation of new doctoral studies.

Not applicable

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

The higher education institution has adopted an open science policy that encourages the application of open science principles at the institutional level and ensures open access to academic works (final and master's theses and doctoral dissertations), scientific and professional publications, educational content, and research data of its staff and students.

The University of Rijeka is one of the leading universities in Croatia in promoting the importance of open access. In September 2021, the Senate of the University of Rijeka adopted the University's Open Science Policy, encouraging its constituent units to recognize open scientific information and open research data as key research outcomes. In March 2022, the Senate issued Guidelines for the implementation of the University of Rijeka's Open Science Policy, and the Faculty of Economics at the University of Rijeka is working on implementing the University's recommendations in segments applicable to the Faculty and aligned with the Faculty's Strategy. (Folder 5.5.)

The Faculty of Economics at the University of Rijeka is actively engaged in promoting open science initiatives within its academic community. Open access to science and the availability of scientific information have become essential for disseminating knowledge, promoting scientific achievements, and advancing science.

In October 2012, the [Croatian Declaration on Open Access](#) was adopted, based on numerous international documents and initiatives, as well as the principles of open science promoted by the European Commission. The University of Rijeka adopted the [University of Rijeka Declaration – European Open Science](#), and in 2021, it implemented the [University of Rijeka Open Science Policy](#), which supports the advancement of science and the dissemination of knowledge for the benefit of society. This is achieved by adopting practices of open, reproducible, and responsible research, supporting the stance that scientific information and research data resulting from publicly funded scientific activities must be openly accessible.

Researchers are encouraged to publish in open access. It is expected that researchers make full-text publications immediately available to the public under a standard open license (CC BY) wherever possible, and for publications under closed access, it is expected that metadata related to the publication are made openly available by depositing them in an institutional repository.

Researchers are advised to create a Data Management Plan (DMP) for each research activity and digitally link research data to the corresponding publications.

In accordance with the [Decision on Citing Affiliation to the University of Rijeka](#), researchers are required to indicate their affiliation with the University of Rijeka and the Faculty of Economics. It is also expected that they have a permanent author identifier (ORCID) linked to the University of Rijeka. Additionally, researchers are required to create a Google Scholar profile and link it to their pages within the CRORIS-CROSBİ system and the UNIRI Portfolio.

The higher education institution has its own institutional repository, which allows its staff and students to store and ensure open access to their academic works, scientific and professional publications, educational content, and research data.

The Faculty of Economics at the University of Rijeka has established an institutional repository, [Repository of the Faculty of Economics, University of Rijeka](#), as part of the national DABAR infrastructure (Digital Academic Archives and Repositories). DABAR gathers, permanently stores, and provides open access to the scientific, intellectual, and creative outputs produced by the institution's staff and students in digital form, adhering to international standards, OpenAIRE compatibility, and FAIR principles.

The Faculty's library is responsible for collecting and supporting the use, storage, and permanent preservation of the results of scientific-teaching, study, and research work, as well as other scientific achievements of the institution's staff and students in digital form.

The University has implemented a [decision requiring the deposit and publication of scientific, professional, and popular works, as well as research data, in the institutional repositories of the University and its faculties in open access](#). Works in open access are assigned Creative Commons licenses in accordance with the University's open science policy, ensuring that authors retain copyright and related rights, while allowing others to reproduce, distribute, and otherwise use their works.

If intellectual property protection requires the delay of public access to a work, the timelines specified by the University of Rijeka's [Intellectual Property Regulation](#) are applied. Works deposited in the repository are assigned a unique URN:NBN identifier.

All defended theses at all levels of education from 2019 to 2023 are stored in the repository. All doctoral dissertations defended between 2019 and 2023 (39 dissertations, 100%) are available in open access in the repository. Undergraduate theses are stored in closed access, while master's and specialist theses are accessible through the repository to current students at all levels and Faculty staff. Student papers are archived by librarians, who serve as repository editors, according to the student's declaration included in each final paper at all levels of study.

Faculty staff predominantly publish in open-access journals and self-archive their works in the Faculty repository. Of the 266 scientific papers published in journals from 2019 to 2023, 219 (82%) were published in open access. The percentage of professional papers published in open access is lower (35%), as many Croatian professional journals in economics do not provide open access, but instead charge for access. Of the 89 book chapters published, 63 (71%) are available in open access. Of the 164 papers published in conference proceedings, 119 (73%) are in open access. Of the 16 authored books by Faculty staff, 11 (69%) are available in open access. These figures demonstrate that Faculty members are aware of the importance of open access publishing and predominantly publish in open-access publications.

Faculty authors self-archive their scientific and professional works in the repository, with an increase in this practice since 2022 when the University of Rijeka began encouraging repository archiving. Of the 342 journal articles published between 2019 and 2023, 121 (35%) are archived in open access in the repository. Of the 89 published book chapters, 53 are archived in the repository. However, only 7 of 131 conference proceedings papers (5%) are archived in the repository, despite the majority (73%) being published in open access. A plan is in place to raise awareness among authors about the importance and benefits of such archiving for both the institution and the researchers themselves.

For the period from 2019 to 2023, no research datasets were deposited in the institutional repository, but efforts are being made to raise awareness about the importance of open access to research data. This includes providing information about various online workshops organized by the Center for Open Science and Research Data Management, part of the University Library Rijeka, which supports the implementation of the University's Open Science Policy.

The higher education institution encourages and values the application of open science principles through various internal processes and/or evaluation processes at the institution.

The Faculty ensures education, training, and raising awareness about open science among its researchers. The implementation of open science practices is affirmed, encouraged, and rewarded as an integral part of the development of academic careers. Researchers are encouraged to publish open-access papers (by submitting work to journals that are available in open access) in line with the [University's 2021-2025 Strategy](#). Publishing papers in high-ranking journals is financially rewarded. Researchers are also encouraged to engage the broader public in scientific activities through science popularization efforts, such as the "[Noć istraživača](#)".

Through the funding of UNIRI ZIP projects, the Faculty also contributes to the development of open science, as one of the eligible expenses includes publication costs for open-access works. For the 2022 UNIRI ZIP project call, the fund exceeded 106,000 euros, representing almost a 100% increase from the previous cycle.

In the future, special emphasis is planned on formally defining open science in the Faculty's publishing-related documents. While publishing in open access is a current practice at the Faculty, it is not yet defined in the publishing regulations. Activities aimed at encouraging staff involvement in open science initiatives, such as introducing rewards for such efforts, are also being considered. Additionally, the promotion of open science awareness among students is part of future plans.

If the higher education institution has an organized publishing activity, the publications (books, journals, and other types) it publishes are available in open access.

Researchers are expected to make the full texts of their publications immediately available to the public under a standard open license (CC BY). For publications under closed access, it is expected that the metadata related to the publication are made openly available by depositing them in the institutional repository.

The Faculty of Economics at the University of Rijeka has a strong publishing output and significantly contributes to open science through its publications. The Faculty publishes the Proceedings of Rijeka Faculty of Economics: Journal of Economics and Business, which is issued twice a year and follows the gold open-access model—meaning all published articles are available in open access. Articles in the

journal are published under a CC BY-NC-ND license, which is clearly stated on the journal's website, along with a description of the copyright and usage rights. The journal is recognized within the scientific community and indexed in Web of Science Core Collection (ESCI) and Scopus, with all articles assigned DOI identifiers. All articles from 2003 to the present are available on the journal's website, which is part of the Faculty's webpage, as well as on the Hrčak portal, which gathers Croatian scientific and professional journals that provide open access to their works.

Between 2019 and 2023, the Faculty published 21 books (16 scientific monographs and 5 textbooks for higher education), all of which are available as e-editions in open access in the Faculty's online repository (21 books, 100% open access).