

Self-evaluation report
Academy of Arts and Culture
Josip Juraj Strossmayer University of Osijek

SELF-EVALUATION REPORT

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The Self-Evaluation Reports in Croatian and English were adopted at the 11 session of the Academy Council held on 3 June 2020 under item 5.

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I. INTRODUCTION

1. BASIC INFORMATION ABOUT HIGHER EDUCATION INSTITUTION

Name of higher education institution: Academy of Arts and Culture in Osijek

Name of the university HEI is constituent of: Josip Juraj Strossmayer University of Osijek

Year of establishment: 2018

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Anđelko Mrkonjić, Associate Professor of Arts, Vice-Dean for the Development of Cultural and Creative Industries

Academic Secretary:

Dr. Tomislav Dagen, LLB

2. ABOUT THE ACADEMY OF ARTS AND CULTURE IN OSIJEK

The Academy of Arts and Culture in Osijek (AUKOS) is the only constituent of Josip Juraj Strossmayer University of Osijek (UNIOS) that is both an artistic-scientific and a scientific-teaching institution. The Academy received the License for Performing Higher Education Activity from the Ministry of Science and Education on 3 July 2018. The Academy was established by merging the Academy of Arts in Osijek and the Department of Cultural Studies, which was a constituent of Josip Juraj Strossmayer University of Osijek, and the Academy is the legal successor to both institutions. The Academy of Arts and Culture in Osijek consists of six departments: Department of Music, Department of Instrumental Studies, Department of Theatre Arts, Department of Creative Technologies, Department of Culture, Media and Management, and Department of Visual and Media Arts.

The Academy of Arts and Culture in Osijek has adopted the best practice of both institutions in order to continue preparing students for their professional and life challenges in a highly competitive world of arts, culture, creative industries and intellectual property. Today, the Academy is a higher education institution (HEI) that creates and delivers university studies and does scientific and artistic work in several scientific, educational and artistic fields; it delivers undergraduate, graduate and postgraduate university studies of visual, musical, theatre and applied arts, media culture and cultural management, and creative therapies. The Academy is the only constituent of the University that is both an artistic-scientific and a scientific-teaching institution (and the only such institution in the Republic of Croatia) that offers state-of-the-art education by integrating artistic content and strong scientific underpinnings in social sciences and humanities. This could only be achieved by designing various

study programmes that are constantly revised and improved and that incorporate the latest scientific findings. The Academy's long-term objective is to promote and present cultural, artistic and regional specificities against a wider European context, i.e. to establish criteria for the local development of all regional specificities.

The Academy delivers university undergraduate, graduate and postgraduate artistic and scientific studies in the fields of arts, social sciences and humanities, and in interdisciplinary fields of arts and sciences, and does state-of-the-art artistic production and research, which makes it an institution of broad horizons, open to the most diverse profiles of students, who can recognize it as a place to acquire the artistic and scientific competencies necessary for life and work in the modern society. The Academy delivers study programmes in the fields of music education, voice, composition and music theory, instrumental studies, fine arts education, illustration, acting, puppet animation, design for stage and screen, costume design, set design, puppets for stage, screen and multimedia, puppetry directing, non-verbal theatre, and scientific studies in the fields of culture, media and management, media and public relations, and management in culture and creative industries. The Academy, in cooperation with the Faculty of Medicine in Osijek, has launched the first Postgraduate University Specialist Study of Creative Therapies in the Republic of Croatia with specialisations in art (fine arts) therapy, dramatherapy, music therapy and dance movement therapy.

Study programmes are organized as full-time and part-time studies for the citizens of the Republic of Croatia and foreign students. Classes are delivered as lectures, mentoring, seminars, practicums, various forms of field instruction, project work and student practice, as well as participation in artistic

and scientific projects, mainly in cooperation with public institutions, scientific, cultural and artistic organizations, both in the region and in the Republic of Croatia. Much of the teaching is therefore delivered in cooperation with cultural institutions, artists and practitioners outside lecture halls, so that students can directly experience various artistic and cultural activities and acquire competencies and skills related to their study, which are essential for their active participation in the labour market.

The Academy is located in seven buildings at the Osijek University Campus and in Tvrđa.

As an important player in the development of Eastern Croatia, which has the population of about one million inhabitants, Josip Juraj Strossmayer University and the Academy of Arts and Culture in Osijek are extremely important for the further development, differentiation and professionalization of the artistic and cultural life of this part of Croatia for two extremely important reasons: primarily because there is a clear need for highly educated employees in specific areas of culture, media and creative industries, and also because the future of every society and nation rests on the education of as many socially responsible young people as possible, who are capable of critical thinking and action, broadly educated, and able to give answers to questions that have not even been asked yet.

In addition to regular teaching activities, the Academy organizes conferences, festivals, seminars, book presentations, concerts, exhibitions, performances, film screenings, listening rooms and workshops such as: International Festival of Theatre Academies *Dionysus*, International Puppetry Revue *Lutkokaz*, International Festival of Vocal Music *InterVox*, International Student Wood Sculpture Workshop *Jarčevac*, International Workshop of Art Graphic, International Scientific and Artistic Symposium on Pedagogy in the Arts, International Singing Competition *Lav Mirski*, Days of Julije Knifer, SOS

– Osijek Student Scene, *Art and Woman* Festival, *Glazbos*, International Student Biennial, International Scientific Conference *European Realities*, Final exhibition of the Department of Visual and Media Arts students, Annual exhibition of the Department of Creative Technologies students and more. We also invite lecturers from Croatia and abroad to give visiting talks, mostly as part of various thematic cycles coordinated by the AUKOS Centre for Interdisciplinary Research in Arts and Sciences. AUKOS students and teaching staff regularly participate in different international programmes, exchanges and competitions in all artistic and scientific fields represented at the Academy. As part of international cooperation, students and teachers participate in numerous events, such as festivals, competitions, group or solo exhibitions, art colonies, scientific conferences and forums. The Academy of Arts and Culture in Osijek is the organizer of national and international projects involving music, fine and performing arts and science.

As mentioned earlier, the Academy has the Centre for Interdisciplinary Research in Arts and Sciences (InterScArt), which provides infrastructural and methodological support for all artistic and research projects of the Academy. The function of the Centre is documentary, project-oriented and innovative, aimed at improving the scientific profile of the institution as a whole and supporting project activities of its students and teachers in both artistic and scientific-teaching academic ranks.

In order to develop interdisciplinarity and foster dialogue between arts and sciences, the Academy also has a publishing activity. The Ars Academica Library includes editions in the fields of fine arts, humanities and social sciences, and many of the AUKOS publications were created as co-publishing projects with distinguished Croatian publishing houses, such as Leykam International, Meandar media, etc.

All AUKOS teachers strive to provide quality teaching content that will enable students of arts studies to develop their creative potential and critical thinking, as well as the ability to apply the acquired practical and supporting theoretical knowledge, with a special emphasis on developing their own artistic expression. In methodological terms, scientific study programmes are based on a change in the teaching paradigm from “research after learning” to “learning through research” while also developing students’ awareness of the importance of engaged social participation in the local environment of the city of Osijek, the region and the country. By implementing artistic, interdisciplinary and scientific research projects funded by the University of Osijek and from other sources of funding, the Academy of Arts and Culture strives to become the centre of interdisciplinary and multidisciplinary research.

With a vision to create a strong national and international arts and science centre, aligned with the requirements of modern

education, the Academy systematically cooperates with universities, academies and artistic institutions from Croatia, Slovenia, Bosnia and Herzegovina, Serbia, Montenegro, Hungary, Russia, Romania, Bulgaria, France, Czech Republic, Slovakia, Germany, Lithuania, Greece, Spain, Portugal, Belgium, Denmark, and the USA. The Academy also has ongoing cooperation with national and international institutions in the fields of culture, health and the civil sector.

The aim of the Academy of Arts and Culture is to develop and foster excellence in the field of arts, science and cultural production in the broadest sense. The Academy will continue to deliver study programmes and implement projects which will promote and showcase the interdisciplinary, cultural, artistic and scientific specificities of its students and teachers, or the universality of their interests.

3. MISSION

The MISSION of the Academy of Arts and Culture in Osijek is to promote values of higher education following the European artistic and humanistic tradition by delivering state-of-the-art artistic, scientific and interdisciplinary study

programmes, while preserving and presenting cultural, artistic and regional specificities as well as creating a stimulating environment for the personal affirmation of students, teachers and staff.

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4. VISION

The VISION of the Academy of Arts and Culture in Osijek is to become the leading regional higher education institution in the field of artistic practice and theory, cultural studies and creative industries by developing general and professional

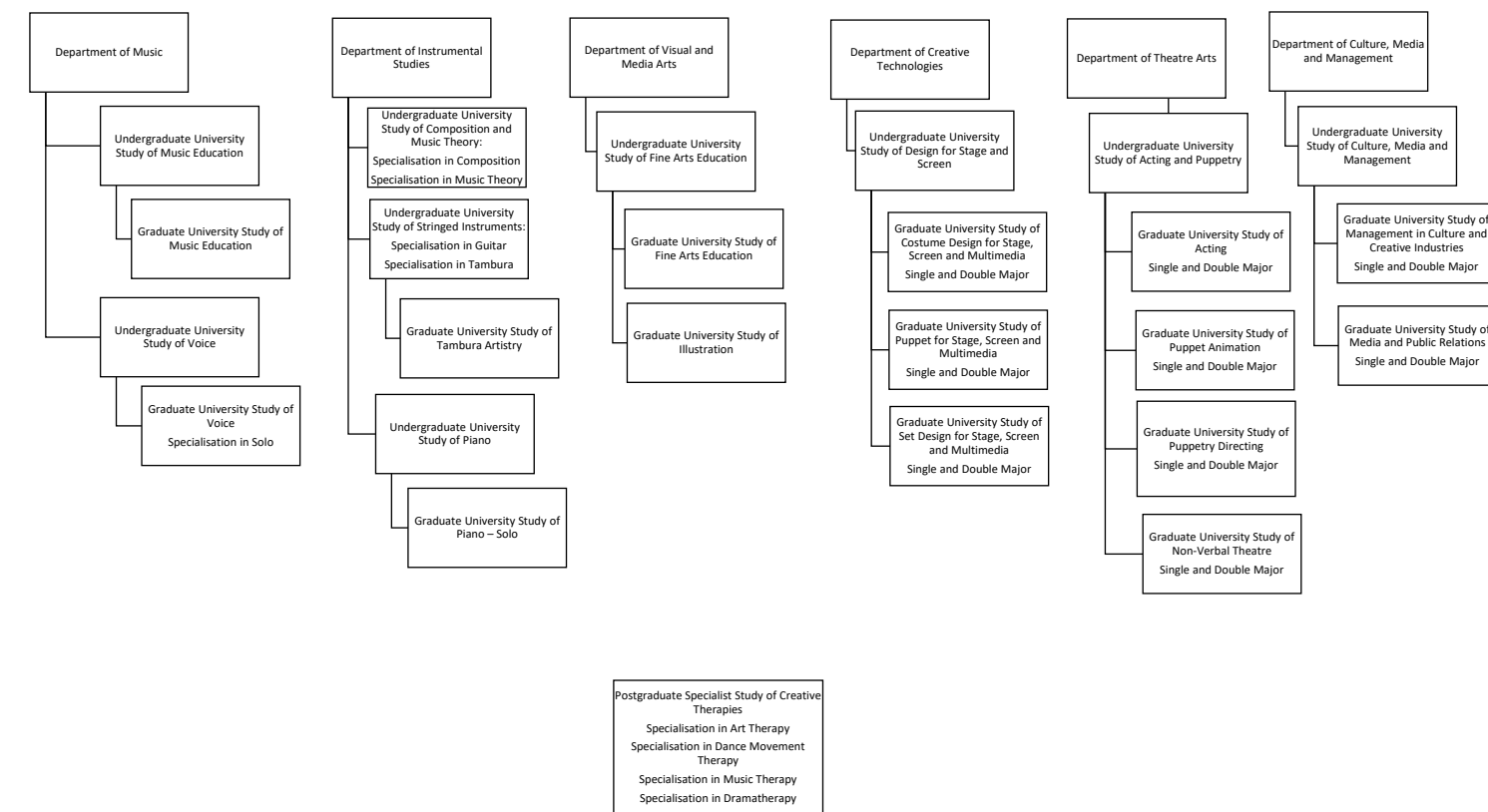
To achieve its mission and vision, the Academy of Arts and Culture in Osijek:

- strives to continuously improve the organisation of the institution's work in general, to enhance the quality of teaching, study programmes and studying, as well as of administrative, professional and technical support
- nurtures the specificities of its immediate cultural and social environment, while seeking to establish an interdisciplinary dialogue locally and globally at the levels of art, culture, contemporary media and scientific discourse
- systematically encourages the artistic and scientific work of its staff and students
- continuously invests in human resources and encourages active artistic, scientific and professional development of its staff

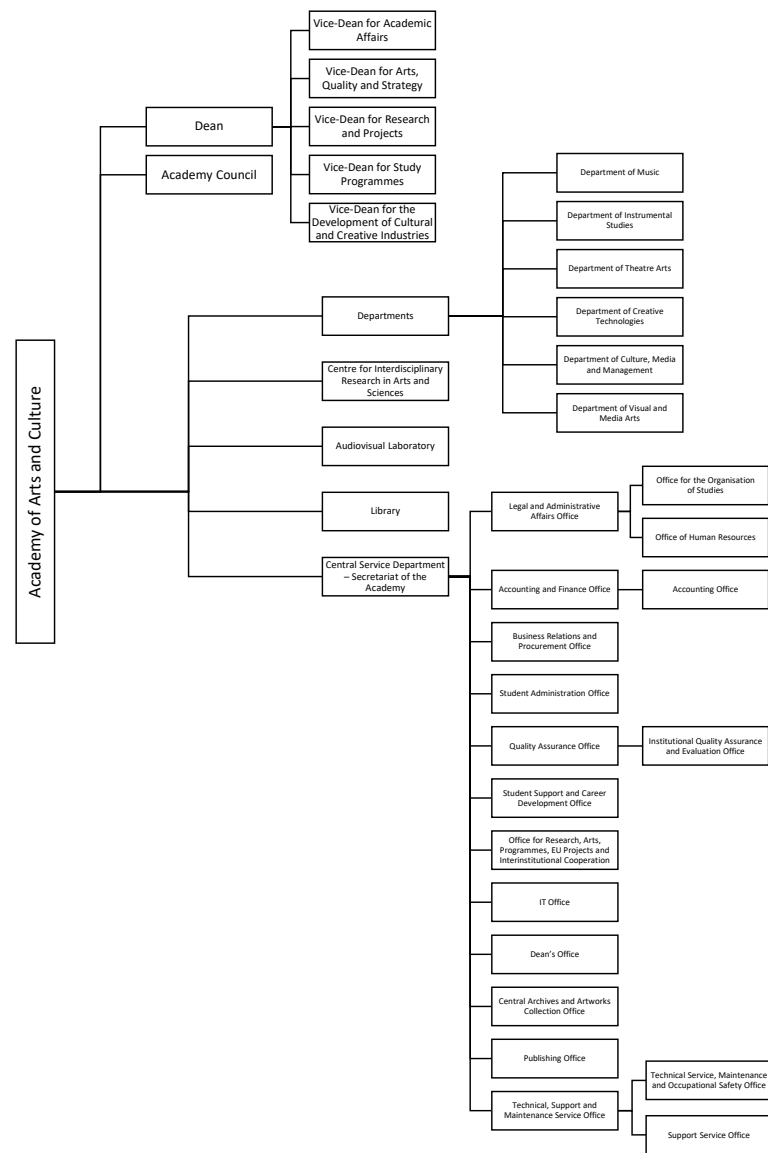
skills and competencies of students that will enable them to participate in the labour market and prepare them for an active role in the development of a creative and tolerant society.

- actively participates in the implementation of artistic and scientific activities and the development of socially engaged projects
- aims to increase the visibility and recognition of the active role of arts and science in cultural, social and wider academic contexts
- involves students in the implementation of artistic and scientific projects
- creates, develops and adapts study programmes to the needs of the labour market and the achievements of contemporary art, science and technologies
- implements professional projects through cooperation agreements
- applies for national and European funding in order to finance artistic, scientific and teaching activities

5. STUDY PROGRAMMES



6. ORGANIZATIONAL CHART OF THE ACADEMY OF ARTS AND CULTURE IN OSIJEK



II. SELF-EVALUATION REPORT OF THE ACADEMY OF ARTS AND CULTURE IN OSIJEK

1. INTERNAL QUALITY ASSURANCE AND THE SOCIAL ROLE OF THE HIGHER EDUCATION INSTITUTION (ESG 1.1., ESG 1.7., ESG 1.8.)

1.1. The higher education institution has established a functional internal quality assurance system.

Elements of the standard

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

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

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

The implementation of the strategy includes SWOT or similar analysis, strategic goals, programme contract goals (where

applicable), operational plan, defined responsibilities for implementation, monitoring mechanisms and the report on its implementation. The stakeholders recognize the strategy as an effective tool for improvement.

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

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

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

The Academy of Arts and Culture in Osijek has a functional institutional quality assurance system. The quality assurance system covers all segments of Academy's activities – including the teaching processes, student support, adequate spatial resources and teaching equipment for delivering various

study programmes, planning and implementation of the artistic and scientific activities of students and teachers, encouraging continuous professional development of staff, planning to recruit highly qualified staff, cooperation with the community, connecting teaching with the real sector,

and improving competencies and work of administrative and technical staff. This enables a continuous analysis and evaluation of the current situation and the planning and implementation of necessary improvements of the Academy's overall operation.

The internal quality assurance system includes all stakeholders at the Academy (Dean, Vice-Deans, Department heads, teachers, administrative and maintenance staff, and students) as well as relevant external stakeholders and alumni in its operation, analysis of the current situation, recommendations and implementation of improvements.

Vice-Dean for Arts, Quality and Strategy, in accordance with the Statute of the Academy of Arts and Culture in Osijek (AUKOS Statute), in coordination with the AUKOS Quality Assurance Office, proposes the necessary measures to improve and ensure the quality of higher education, coordinates the development of the Strategy and the implementation strategic objectives and tasks. It is an important link between the scientific-teaching activity at the Academy and the concrete artistic production, which is part of the teaching process, but also an independent branding activity of this type of artistic organization.

The Quality Assurance Office is a unit in the AUKOS Secretariat, which operates in alignment with the Centre for Quality Assurance in Higher Education of Josip Juraj Strossmayer University of Osijek. Together with the Committee for Quality Assurance in Higher Education (consisting of four AUKOS teachers, one student and two external stakeholders), it organizes, systematically monitors and implements quality assurance by analysing the functioning of the system, assessing the situation in certain segments of Academy's activities, conducting teaching and non-teaching staff surveys, student surveys, as well as by making analyses and reports based on the data collected for the purpose of making recommendations for planning improvements in those areas where, on the basis of the data analysed, improvements are necessary.

The Committee for Internal Audit of the Quality Assurance System has eight members: two representatives of teachers, two representatives of assistants, two representatives of administrative staff, 1 student representative, and 1 representative of external stakeholders. Deputy Chair of the Committee for Internal Audit is appointed as Chair of the subsequent Committee for Internal Audit, in order to maintain continuity. The Committee for Internal Audit aims to determine the level of performance of the quality assurance system in achieving the objectives set out in the processes of monitoring, management and assessment of the quality of Academy's activities. The internal audit is conducted periodically (once a year) and includes planning, assessment, drafting reports, subsequent monitoring of the activities conducted, and the preparation of the final report.

The Statute of the Academy of Arts and Culture in Osijek was adopted by the Council of the Academy at the session on 7 November 2018, and it defines the work, organization and activities of the Academy ([Statute](#)).

The basic documents relating to the quality assurance system at the Academy of Arts and Culture in Osijek are available on the AUKOS official website ([kvaliteta: dokumenti / link/google drive: 1 KVALITETA dokumenti](#)).

The Academy of Arts and Culture has adopted the documents necessary for quality assurance and planning of its development, such as: Mission and Vision, Quality Policy, Quality Assurance Strategy, Development Strategy of the Academy of Arts and Culture in Osijek 2018-2022 (AUKOS Development Strategy), Strategic Research Agenda of the Academy of Arts and Culture 2020-2024, Ordinance on the organization of the quality assurance system, and the Manual for Improving and Assuring Quality in Higher Education of the Academy of Arts and Culture in Osijek (AUKOS Quality Assurance Manual). Teachers, students, board members and administrative staff have all contributed to designing the AUKOS Development Strategy and the objectives and procedures for implementing

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assessments defined in the Manual for Improving and Assuring Quality in Higher Education.

The quality assessment of various activities of the Academy is conducted in thematic audits. On the basis of the data collected and the analyses of the implementation and performance of teaching and study programmes at the level of departments we plan and adapt the content, learning outcomes and teaching methodology for particular elements of the study programmes. New electives reflecting the interests of students are introduced, following the trends in the artistic and scientific field of each individual study programme, as well as their interrelation. Furthermore, there is a mentoring support system for students, as well as support for student participation in various projects and extracurricular activities. Particular attention is paid to vulnerable and under-represented groups of students (students with disabilities, students in social need, students who are parents, etc.) and different forms of institutional support are designed for them. Teaching equipment is periodically upgraded, worn-out instruments and tools are replaced with new ones, and all the premises of the Academy are regularly maintained.

The Quality Assurance Office of the Academy of Arts and the Students' Union conducted a survey regarding new graduate programmes ([link/google drive: 11-01](#)), the results of which were used to plan, design and offer new graduate study programmes, some delivered since the academic year 2017/2018, and some since 2019/2020.

Based on the results of the 2017 student survey on the quality of studies at the Department of Cultural Studies, the improvements were made that have led to the introduction of new study programmes with better content structure and learning outcomes of courses, increasing the number of teachers with scientific-teaching titles, resulting in a better organisation of teaching, more student practice and cooperation with the real sector, as well as continuous upgrading of the library holdings ([link/google drive: 11-02](#)).

The quality of teaching is evaluated and improved on a regular basis. Modern teaching methods are continuously introduced, taking into account the achievements and experience of educational sciences, as well as modern interdisciplinary trends in designing market-competitive and innovative study programmes. Teachers have the opportunity to participate in teacher training and professional development programmes, which they often do. The Management regularly analyses, encourages and stimulates the interests and needs of teachers to participate in training programmes for artistic, scientific and professional work as well as for teaching. Cooperation and links with secondary education institutions are continuously nurtured with the aim of preparing their pupils for the selection of study programmes and enrolment. The Quality Assurance Office and the Alumni Association of the Academy foster links between undergraduate students and graduates who have completed their studies at the Academy in order to ensure cooperation, support and monitoring student employment. The Management of the Academy of Arts and Culture fosters a permanent relationship with its alumni, the market, other related faculties and academies, and high-school students as prospective students of the Academy.

In order to analyse the quality of remote teaching during the coronavirus pandemic, the Quality Assurance Office has conducted surveys on student and teacher satisfaction with online classes at the Academy. The results of both surveys show that most courses were taught online. The student survey has highlighted the basic drawback of online teaching: the inability to deliver the teaching content in a quality way and achieve learning outcomes, especially in art studies as well as for a certain number of theoretical courses. Positive experiences of teachers with online teaching are mainly related to quality individual communication with students during theoretical courses, which is not the case when classes are taught in classrooms, but the absence of group dynamics, shared energy in the same physical space, live discussion and communication within the class were highlighted as drawbacks.

When it comes to teaching art courses, in which the mentoring approach to each student is inherent in direct instruction, and which make a large share of teaching at the Academy, the lack of quality of teaching processes and the inability to achieve the intended learning outcomes were identified as drawbacks. Survey results are available at: [link/google drive: Student satisfaction with online teaching](#); [link/google drive: Teacher satisfaction with online teaching](#).

In order to provide information on our studies, the Academy organizes regular annual meetings with high-school graduates as part of the Open Door Days, consultations with high-school teachers and graduates (presentations for high-school graduates in schools and at the University Campus, etc.). In 2019, The Academy of Arts and Culture implemented the project *Academy on Tour*, in which we presented our study programmes in several cities in Croatia, Bosnia and Herzegovina, and Serbia. The model of admission policy and enrolment quotas is constantly being developed. There is ongoing cooperation with the Croatian Employment Service (HZZ) and data is processed, analysed and distributed on a monthly basis. Existing study programmes are being revised and new study programmes are being launched on the basis of survey results and student interest – both full-time and part-time. The Academy delivers innovative lifelong learning programmes in various fields of arts and sciences as well as a Postgraduate Specialist University Study of Creative Therapies.

In 2017, the Academy of Arts analysed student evaluation of courses and teachers at the Postgraduate Specialist University Study of Creative Therapies, which confirmed the high quality and fitness for purpose of the teaching content in relation to learning outcomes, and high level of student satisfaction with teachers. This also enabled targeted action to improve the shortcomings recorded in this evaluation ([link/google drive: 11-03](#)).

The Academy of Arts and Culture, as well as all scientific-teaching and artistic-teaching constituents of the University, participate in the implementation of the University Survey. There is also an institutional survey on the quality of studying, an institutional survey on the satisfaction with administrative and support services and a survey for the alumni of the Academy, which are part of the process of evaluating the work of the Academy as a whole. By giving alumni the opportunity to make an assessment and express their (dis)satisfaction, they can participate in the process of assuring and improving the quality of higher education at the Academy. Surveys with the alumni of the Academy serve to determine the general level of quality of all activities of the Academy and are conducted periodically, at the time of the graduation ceremony ([link/google drive: 11-04](#)).

The results of the survey on student satisfaction with the work of the Academy of Arts and Culture in Osijek, conducted in early 2020, show an increase in student satisfaction in all aspects compared to the period covered by the first re-accreditation cycle ([link/google drive: Rezultati ankete 02-2020](#)).

Board members, teaching and administrative staff improve their knowledge and skills by participating in training programmes. Scientific-teaching staff actively contribute to the development of scientific achievements by participating in conferences and research projects, publishing research papers, textbooks and scientific literature. Artistic-teaching staff participate in the implementation of professional, high-level artistic projects. In addition, it should be noted that there is a fruitful cooperation of teachers appointed to scientific-teaching ranks and teachers artistic ranks, which is reflected both in the teaching process and in the joint research practice. The Management provides infrastructural and financial support for the artistic and scientific work of its staff and students on Academy's projects, in the real sector and individual art projects, which is evidenced in Dean's Approvals for the work of teachers on artistic and scientific

projects, in the teachers' scientific and artistic bibliographies (Tables 5.1 and 5.2. from the MOZVAG database), as well as in the list of students involved in artistic production as co-authors or independent authors ([link/google drive: 11-05](#), [11-06](#)).

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

Elements of the standard

The higher education institution analysed the recommendations for improvement and undertakes activities on the basis of previous internal and external evaluations.

The Internal Audit of the quality assurance system is conducted periodically, once a year. The Audit for the academic year 2018/2019 was conducted in June 2019 ([link/google drive: 11-07](#)).

The higher education institution analyses improvements and plans further development accordingly.

The institutions whose merger resulted in the establishment of the Academy of Arts and Culture in Osijek were evaluated in the first re-accreditation cycle. Within the new institution, the Academy of Arts and Culture in Osijek, the Academy of Arts remained dominant, in both the number of study programmes, teaching staff, and the global orientation of the Academy towards artistic fields.

In the first cycle of re-accreditation, the Academy Arts in Osijek was visited and evaluated on 25 and 26 May 2015 by the Expert Panel appointed by the Agency for Science and Higher Education (ASHE). The Academy of Arts has received the following grades:

- of the seven standards for the assessment of quality of higher education institutions, five were assessed as partly implemented (study programmes, teachers, scientific and professional activity, mobility and international cooperation, resources) and two as mostly implemented (higher education institution management and quality assurance, students).

The Department of Cultural Studies was visited by the Expert Panel on 9 April 2014. Following the Report of the Expert Panel, the Department of Culture was issued a Letter of Expectation (27 March 2015) to address the deficiencies identified in the Accreditation Recommendation (30 December 2014) to deny the license for performing the activities, or parts of the activities due to non-compliance with the following criteria:

- The Department of Cultural Studies was not entered in the Register of Scientific Organisations.
- The Department did not have 15 full-time researchers, of which at least 5 in the scientific field in which the Department conducted scientific activity.
- Of the seven standards for the assessment of quality of higher education institutions, three were assessed as partly implemented (teachers, mobility and international cooperation, resources), three as being in the starting phase of implementation (HEI management and quality assurance, study programmes, students) and one as not implemented (scientific

and professional activity), with the note that the Department is not viable with the existing internal and external structure.

The Academy of Arts and Culture in Osijek, as a legal successor to the Academy of Arts and the Department of Cultural Studies, delivers study programmes in arts, humanities and social sciences.

In accordance with the action plans of the Academy of Arts in Osijek and the Department of Cultural Studies, after the first cycle of re-accreditation, the Academy of Arts and Culture has implemented the recommendations of the Expert Panels in order to resolve the deficiencies.

The Action Plan for Quality Improvement and the Annual Report on the Implementation of the Action Plan of the Academy of Arts in Osijek are available at: [link/google drive: 12-01](#).

The report of the Committee for monitoring the implementation of the Action Plan of the Department of Cultural Studies to resolve deficiencies identified in the ASHE Accreditation Recommendation of 2017 is available at: [link/google drive: 12-02](#).

All deficiencies identified in past accreditation procedures have been completely resolved, as recommended by the Agency.

The study programmes of the Academy of Arts and Culture are revised regularly, the content of courses and learning outcomes are corrected as necessary, new courses that follow the contemporary artistic and scientific developments, as well as creative technologies aligned with the requirements of the labour market and the competencies expected of graduates from all Academy's study programmes, are added to complement the study programmes.

In line with the recommendations received for both institutions, the Academy of Arts and Culture has formalised the

mechanisms for monitoring the implementation of its strategic plan, collected data on the artistic and scientific activity of teachers, whose competencies for teaching courses are evidenced in their publicly available bibliographies. As of 15 February 2020, the Academy of Arts and Culture had 117 full-time teachers and associates, of which 47 in the artistic-teaching ranks and 28 in scientific-teaching ranks, ranging from assistant professors to the highest academic ranks ([link/google drive: 12-03](#)).

Compared to the first re-accreditation cycle, international cooperation as well as individual mobility of teachers, students and non-teaching staff has intensified ([link/google drive: 12-4; 43-04; 43-05; 43-06; 43-07](#)).

The Academy has adequate spatial capacity. The premises of all departments have been renovated. A building on the Student Campus (Cara Hadrijana 8/c) has been renovated and is used for classes of the Department of Creative Technologies, and partly also of the Department of Theatre Arts. After the merger of the Academy of Arts and the Department of Cultural Studies, the former premises of the Department at Trg Sv. Trojstva 3 have been reorganized and are used for classes of the Department of Culture, Media and Management and the Department of Instrumental Studies, as well as for theoretical courses of all Departments. That is also the location of the Academy's library, which now has more space for storing library holdings and a new reading room with better working conditions for students. New computer equipment has been purchased for student use in the library. In the premises of the Rector's Office, a Salon was opened for lectures, book presentations, round tables, concerts, exhibitions, etc., and it is used as a meeting place for AUKOS students, professors, artists and scientists from Croatia and abroad. A Puppet Salon was opened as a permanent exhibition area. The premises of the Student Administration Office and the Accounting Office in the administrative building on the Student Campus have been reorganized. An audio-video laboratory was set

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up at the Academy, consisting of the TV production control room, TV editing room and a multipurpose studio equipped with three cameras for post-production, live streaming etc. The laboratory also hosts a 'deaf room' (live on-air studio) for live broadcasting or production and post-production work.

At Department and Dean's Cabinet meetings there are regular analyses of teaching conditions, availability of equipment

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

Elements of the standard

The higher education institution supports academic integrity and freedom, upholds the ethical standards and preserves academic integrity and freedom. The higher education institution effectively uses mechanisms for preventing unethical behaviour, intolerance and discrimination. The higher education institution carries out activities related to the sanctioning of unethical behaviour, intolerance and discrimination.

The Quality Policy of the Academy for Arts and Culture in Osijek focuses on continuous improvement of all activities of the Academy and reflects the principle of organising, assuring and developing a quality culture at all levels of institutional activity, through adaptation to changes in the higher education system of the Republic of Croatia, implementation of standards and regulations of Josip Juraj Strossmayer University of Osijek, as well as those at national and international levels ([link/google drive: 13-01](#)).

The Academy ensures the academic integrity of its teachers and students, nurtures and supports artistic and scientific research as well as the individual work and development of

and tools for the work of students, teaching load of full-time teachers and involvement of external associates, which are used to plan academic advancements and the recruitment policy accordingly. The data is submitted to the Management of the Academy, which, in cooperation with the University, plans and implements the overall development policy of the higher education institution.

The system for managing conflicts and resolving irregularities is functional at all levels of the higher education institution. The work of employees of the higher education institution, its students and external stakeholders, is based on ethical standards in higher education.

The higher education institution systematically addresses issues of academic dishonesty (plagiarism, cheating etc.).

its staff and students in line with their personal interests and with the aim to enhance the quality of studying.

The Code of Ethics of Josip Juraj Strossmayer University of Osijek is a fundamental document that defines the basic and general ethical principles and values in higher education, rights and obligations as well as human and professional relations among all members of the academic community at all University constituents ([Code of Ethics of Josip Juraj Strossmayer University of Osijek](#)).

The University has also adopted the Ordinance on the prevention of nepotism, the Ordinance on the conflict of interest and obligations, the Ordinance on the disciplinary

responsibility of teachers and associates, and the Ordinance on student conduct. The AUKOS Disciplinary Committee is the competent authority for conducting disciplinary procedures ([Disciplinary Committee](#)).

In order to determine violations of the UNIOS Code of Ethics, the Academy of Arts and Culture has, in accordance with the Statute, appointed the Ethics Committee. No cases of violations of the UNIOS Code of Ethics have been reported at the Academy so far and there has been no need to initiate disciplinary proceedings.

For the purpose of reviewing ethics in human research, with particular attention to documentation verification and ethical issues related to the preparation of final specialist theses at the Postgraduate Specialist Study of Creative Therapies, The Academy Council has appointed the Ethics Review Committee for Human Research aimed at protecting the rights, safety and well-being of respondents, in line with the Declaration of Helsinki of the World Medical Association and the United Nations Universal Declaration on Bioethics and Human Rights ([link/google drive: 13-02](#)).

The UNIOS Student Ombudsperson is a student representative proposed by the Students' Union elected by public invitation and in accordance with the legal provision and the Statute of Students' Union of Josip Juraj Strossmayer University of Osijek. The UNIOS Deputy Student Ombudsperson

is proposed by the Student Ombudsperson. Both are elected by the Union Assembly in a public vote and by a simple majority for a one-year term that can be repeated once. The election and activity of the Student Ombudsperson is set out in Chapter VII. of the Statute of the Students' Union of J. J. Strossmayer University of Osijek ([link/google drive: 13-03](#)).

The AUKOS Student Ombudsperson is appointed by decision of the Students' Union of the Academy of Arts and Culture for a one-year term that can be repeated once ([link/google drive: 13-04](#)).

With the aim of continuously nurturing academic excellence, Josip Juraj Strossmayer University of Osijek subscribed to the American plagiarism detection service Turnitin ([www.turnitin.com](#)). This system is intended for teachers and mentors at all constituents of the University as a tool to facilitate the verification of authenticity of student papers, but also for students as a tool for self-checking their work. The German software PlagScan ([www.plagscan.com/muza_hr](#)), provided by the Ministry of Science and Education, is also used by all higher education institutions. Both tools for the verification of authenticity are available by logging in using AAI@EduHr credentials.

In the past five years, there has been no need to implement procedures for detecting and sanctioning unethical behaviour.

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

Elements of the standard

Information on study programmes and other activities of the higher education institution is publicly available in Croatian and at least one world language.

The higher education institution informs stakeholders on the admission criteria, enrolment quotas, study programmes,

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learning outcomes and qualifications, forms of support available to students.

Information on the social role of a higher education institution is available to the interested public.

The website of the Academy of Arts and Culture is designed for the purpose of offering public information on the organization, services, teaching, artistic and scientific activities conducted at the Academy (AUKOS). The website is an essential tool for presenting the Academy to the public, but it also serves as a means of communication with students ([students](#)).

The list of all studies and the study programmes of undergraduate, graduate and postgraduate specialist studies delivered at the Academy, as well as the learning outcomes and qualifications obtained on completion of the studies, are publicly available ([što studirati](#)). Future students are given access to information on how to apply for study, admission quotas (defined in the Competition published by Josip Juraj Strossmayer University of Osijek and on the website [Postani student](#)), the content of additional admission and aptitude tests for individual study programmes, and consultations that are organised for potential candidates interested in the AUKOS study programmes ([prospective students](#)). The University Fair is organized every year in May for high-school graduates, students and other interested parties in order to inform them in a timely manner about study programmes, achievements, equipment available at individual faculties, university and professional studies, creative places for employment in individual professions, student accommodation in Osijek, student life, and many other details. In addition, in 2019 the Academy implemented the project *Academy on Tour*, during which it presented its study programmes to the wider high-school population in Republic of Croatia and the region.

The higher education institution informs stakeholders about other indicators (e.g. pass rate analyses, graduate employment, drop-out rates, outcomes of previous evaluations, etc.).

The social role of the Academy of Arts and Culture in Osijek is evident from the publicly presented artistic and scientific projects of the Academy, as well as from projects realized in cooperation with the real sector which involved students, teaching and non-teaching staff of the Academy (Table 5.3 from the MOZVAG database). The information on all artistic projects (projects in the field of performing arts, exhibitions, concerts, interviews with artists, etc.) and scientific events (festivals, conferences, round tables, book presentations, etc.) are available on the AUKOS website. The AUKOS involvement in the cultural, artistic and scientific life of the city and the region is evident from the media coverage of projects, students' and teachers' participation in local and international artistic and scientific events. The Academy plans to digitize all its artistic and science popularization activities, namely – concerts, performances, promotions, etc., and make this material available on one of the AUKOS online platforms.

Indicators such as student pass rates, student employment, drop-out rates and outcomes of previous evaluations are available on request from the relevant services and the Management of the Academy, and in accordance with the provisions of the General Data Protection Regulation (GDPR) and the Personal Information Protection Act. Ines Šobota, Expert Associate for Quality Assurance in Higher Education, is in charge of implementing the provisions of the General Data Protection Regulation at the Academy.

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

Elements of the standard

The higher education institution contributes to the development of economy (economic and technological mission of the university).

The higher education institution contributes to the development of the local community.

The Academy of Arts and Culture contributes to the cultural, artistic and scientific life and development of the city and the region by providing various artistic content and results of the scientific activity of its teachers. Many of the Academy's projects are even more far-reaching; this refers primarily to the national and international artistic and festival production. Many visits of our students, assistants and teachers to institutions abroad in all fields of arts are an indicator, not only of the readiness to cooperate and openness of the Academy, but also of the anchoring of its programmes in world art trends.

Teachers and students of the Academy participate in projects closely related to the content of individual study programmes, organize artistic events, conferences, public lectures, round tables and panel discussions, book presentations intended for a wide audience and different age groups, and are active in the field of popularization of art and science.

Students and teachers are involved in the implementation of concrete artistic and scientific projects with the real sector, which incorporates community work in the education process and ensures a high quality of study.

The higher education institution contributes to the foundations of the academic profession and the accountability of teachers for the development of the university and the local community.

The development of its social role is a part of higher education institution's mission (e.g. development of civil society, democracy, etc.).

The Academy has signed national and international cooperation agreements with HEIs, cultural institutions and companies from the real sector, which raises the level of teaching at the Academy as a result of the exchange of experience, inter-cultural context, creative cooperation and the opportunities for organizing student practice in a professional environment.

The lifelong learning programmes are designed for candidates who want to expand their activities in the field of education of children and young people at a professional level, but also those candidates who wish to acquire new knowledge and skills unrelated to their primary professions.

The Academy of Arts and Culture engages in research-related activities, such as participation in artistic and scientific projects aimed at the development of the local and regional setting in which the Academy operates, as well as the wider national and international context. In addition to delivering formal educational programmes, the AUKOS staff are often involved in pro bono consultancy work and AUKOS premises are provided to local community stakeholders in line with their needs and AUKOS capabilities.

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The volunteer work of AUKOS students and teachers is an important segment of the popularization of arts and sciences in the immediate social environment in which the Academy operates. ([link/google drive: 15-01 TABLE social role / research-related activities / teaching-related activities /](#)

engaging the existing intellectual, human and physical resources / volunteering contribution / community use of premises / national cooperation agreements / international cooperation agreements).

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

Elements of the standard

There is evidence that the general goals of the lifelong learning programmes are in line with the mission and strategic goals of the higher education institution.

There is evidence that the general goals of the lifelong learning programmes are in line with social needs.

Revision and development of lifelong learning programmes is carried out systematically and on a regular basis.

In line with the AUKOS mission and strategic objectives, in order to promote the European tradition of arts and humanities and deliver programmes in the fields of visual, musical, performing and applied arts and humanities, the Academy has designed 32 lifelong learning programmes ([link/google drive: 16-01](#)).

participants were more than satisfied with the programmes, the teachers and their approach, as well as the way they were delivered ([link/google drive: 16-03](#)). Participants' satisfaction was also reflected in the positive comments they made in the comment box of the survey.

Individual lifelong learning programmes are delivered depending on the public interest and the availability of teachers. Between the academic years 2014/2015 and 2018/2019, a total of 16 life-long learning programmes were delivered in 29 cycles, with 323 participants ([link/google drive: 16-02](#)). The results of the participant survey, i.e. the average scores for lifelong learning programmes of Academy, show that the

Concerning the improvement of lifelong learning programmes at the Academy of Arts and Culture in Osijek, it is important to note that, given the state of the market in Croatia and the poor purchasing power of potential participants of the lifelong learning programmes, the Academy has introduced the Croatian Studies programme, which is offered to participants from abroad and delivered online in English.

2. STUDY PROGRAMMES (ESG 1.2., ESG 1.9.)

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

Elements of the standard

There is evidence that general goals of all study programmes are in line with the mission and strategic goals of the higher education institution.

The justification for delivering study programmes, with regard to social and economic needs, is provided and includes an analysis of resources of the higher education institution required for delivering study programmes.

The Academy of Arts and Culture currently delivers 34 study programmes¹ of which nine undergraduate university studies, 24 graduate studies and one postgraduate specialist study in cooperation with the Faculty of Medicine in Osijek.

The AUKOS undergraduate university studies are Design for Stage and Screen², Music Education, Acting and Puppetry, Piano, Composition and Music Theory (with specialisations in Composition and Music Theory), Culture, Media and Management, Fine Arts Education, Voice and Stringed Instruments (with specialisations in Guitar and Tambura). The duration of

If the higher education institution delivers study programmes leading to degrees in regulated professions, it accepts the recommendations of professional organisations that govern their licensing.

The higher education institution produces competitive professionals for national and international labour markets.

three undergraduate studies is 4 years (Music Education, Piano, Voice), while the duration all other studies is 3 years.

The duration of the following graduate university studies is one year: Music Education, Piano and Voice, and the duration of the following graduate studies is 2 years: Illustration, Fine Arts Education, Tambura Artistry as well as of studies that are offered as both single and double majors: Acting (single and double major), Costume Design for Stage, Screen and Multimedia³ (single and double major), Puppet for Stage, Screen and Multimedia⁴ (single and double major), Puppet Animation, (single and double major), Puppetry Directing (single

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and double major), Media and Public Relations (single and double major), Management in Culture and Creative Industries (single and double major), Non-verbal Theatre (single and double major), and Set Design for Stage, Screen and Multimedia⁵ (single and double major). All undergraduate and graduate studies can be attended full or part-time. It is worth noting that the Academy of Arts and Culture in Osijek is the only institution in Croatia that offers a large number of double major artistic and scientific programmes at the graduate level, thereby seeking to promote the multi-skilling of its students, much needed in the labour market.

The only postgraduate specialist study is the study of Creative Therapies, which has 4 specialisations: Art Therapy, Music Therapy, Dramatherapy, and Dance Movement Therapy.

The objectives of all study programmes are defined in accordance with the mission and vision of the Academy.

Strategic objectives of the Academy related to study programmes are outlined in Chapter 2 of the Development Strategy of the Academy for Arts and Culture in Osijek 2018-2022 *Study Programmes* ([link/google drive: 21-01](#)). The Academy has defined 11 strategic goals related to study programmes, many of which have already met the target values in half the period specified by the Strategy.

As planned in the Strategic Goal 1, 'Nomination of a member of the management in charge of study programmes', the Vice-Dean for Study Programmes has been appointed. Since the Academy has a strong development component, it creates a large number of new study programmes and continuously revises and improves the existing programmes, there was a need to have a member of the management in the new institution who is in charge of study programmes.

⁵ The old name of the programme was "Set Design".

The Strategic Goal 2, 'Defining the learning outcomes at the level of study programmes for all the study programmes delivered at the Academy of Arts and Culture in Osijek', is an essential strategic objective that links individual learning outcomes of each course with the overall learning outcomes of the study programme. The table with all learning outcomes of study programmes, and their links with the learning outcomes of courses of each study programme can be found on the AUKOS website in Croatian and English.

The Strategic Goal 3, 'Permanent revision and improvement of the existing study programmes', will be discussed at length in section 2.4. 'The HEI uses feedback from students, employers, professional organisations and alumni in the procedures of planning, proposing and approving new programmes, and revising or closing the existing programmes' of this document. The Academy continuously revises and improves all its study programmes and keeps detailed records for undergraduate ([link/google drive: 21-02](#)), graduate ([link/google drive: 21-03](#)) and postgraduate studies ([link/google drive: 21-04](#)).

The Strategic Goal 4, 'Correspondence between ECTS and the actual (teaching and extracurricular) student workload', has also been reached already, and more detailed explanations are provided in section 2.5. 'The higher education institution allocates ECTS credits in accordance with the actual student workload'. The Committee for Study Programmes composed of representatives of all departments has made an analysis of ECTS allocation in accordance with the actual student workload, which has shown that the Academy takes into account the specificities of artistic expression and different disciplines, covering all different models of student performance and acceptable curricular and extracurricular work, while encouraging independent work, i.e. project teaching and student work. It has also shown that the current workload is

¹ There are also 3 study programmes that are delivered only in senior years, but do not enroll new students from the academic year 2019/2020, and are therefore not included in the total of 34 study programmes. These are Undergraduate University Study of Cultural Studies, Graduate University Study in Cultural Studies and Graduate University Study of Theatre Arts, Specialisation in Acting and Puppetry). These study programmes have been replaced by new programmes.

² The old name of the programme was "Theatre Design".

³ The old name of the programme was "Costume Design".

⁴ The old name of the programme was "Puppet Design and Technology".

consistent with the allocated ECTS credits, and the discrepancies that existed were removed by previous amendments to study programmes.

The Strategic Goal 5, 'Development of specific study programmes for which there is a demand in the labour market', foresees the potential launch of 18 new study programmes at all levels of education, from undergraduate to postgraduate. It also outlines the possibility of developing additional study programmes needed on the market. The target value for this strategic objective is five new programmes launched by 2022, but the Academy has already developed as many as seven new study programmes that started in the academic year 2019/2020. Furthermore, it should be noted that five more new programmes are in the final stages of preparation, one has already received the license, two are currently under review and two are in the final stages of drafting the syllabus by the appointed committee.

The Strategic Goal 6, 'Promotion of study programmes', is conducted continuously every year through activities such as open door days, university festivals, consultations, promotions in the media, and the like. In the academic year 2019/2020, the Academy presented its study programmes at a number of events in Croatia and abroad, and as part of the *Academy on Tour* programme.

Very intensive preparations are underway to implement the Strategic Goal 7, 'Introduction of study programmes in English as part of the internationalization process'. The target is to start at least one such programme by 2022. The Academy has identified programmes of the Department of Creative Technologies (undergraduate university study of Design for Stage and Screen, graduate university study of Costume Design for Stage, Screen and Multimedia, graduate university study of Set Design for Stage, Screen and Multimedia, graduate university study of Puppet for Stage, Screen and Multimedia) as programmes that should be the first to be delivered

in English entirely. There is a lack of professionals in these fields, not only in Croatia, but also abroad. The Academy has adequate teaching capacity for delivering programmes in English, as many of AUKOS teachers have, for the most part, been educated and trained in English-speaking countries. The Department of Creative Technologies has had the highest number of incoming Erasmus students since the academic year 2019/2020, and therefore teaches a large part of their courses in English, which creates preconditions for delivering entire study programmes in English. Incoming Erasmus students at the undergraduate level have expressed a desire to continue their studies at the graduate level at the Academy, if they are offered in English. The Academy has started discussions about applying to the Erasmus Mundus competition for joint graduate studies in English with the Institute of Art, Design and Technology in Dublin (IADT), Ireland in the field of set and costume design. The arrangements are based on the results of Erasmus visits of the Vice-Dean for Study Programmes, as well as four IADT teachers, and a large number of incoming and outgoing Erasmus students from both institutions who have received grants for study or traineeship. The Academy plans to expand its student base to a wider area, beyond the borders of the Republic of Croatia, by offering of a number of study programmes in English.

The Academy started intensive preparations to achieve the Strategic Goal 8, 'Introduction of on-line learning and hybrid courses (combination of on-line and face-to-face teaching)'. As part of the Small Grants Project funded by the Embassy of the United States in The Republic of Croatia, the Academy has enabled all interested teachers to develop the competencies necessary for designing online courses. Professors from the University of Rider (NJ, USA) have given workshops and lectures on the *Development and Importance of Online Learning* and on *How to Create an Online Course*. Professor Boris Vilić, Dean of the College of Continuing Studies & Westminster Continuing Education, gave a lecture aimed at presenting

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the historical development of online learning in the United States, which is still considered a novelty here, while in the U.S. it began in the 1990s and today covers as much as 30% of higher education. Dr. Heeyoung Kim, director of the Faculty Development of the Teaching and Learning Center of Rider University, gave practical workshops on the design of online courses as part of the development of teaching staff competencies. AUKOS teachers had the opportunity to participate first individually in the online programme *How to design an online course* (Online Primer) and then have direct contact with lecturers in Osijek.

The first immediate result of the development of these competencies was the AUKOS lifelong learning programme in *Croatian Studies* which is delivered online, and which was developed and delivered by a large number of teachers and external associates of the Academy.

Because of its fundamental orientation towards practical courses that require direct contact and the use of artistic materials and means such as paint, clay, graphic presses, sewing machines, instruments and the like, the Academy does not introduce online teaching in all courses to a large extent. The teaching materials for theoretical courses are stored on the e-learning platforms Loomen and Merlin, which allow active communication with students in line with hybrid course standards. However, due to the coronavirus pandemic, AUKOS teachers organised virtual classes in all courses, which initiated a discussion on the introduction of new forms of instruction involving a more frequent use of modern technologies in art courses, too.

The implementation of the Strategic Goal 9, 'Developing cooperation with ICT sector when introducing changes and amendments to existing programmes as well as when creating new ones, as part of the market orientation of the Academy and meeting the demands of the labour market in the region', began intensively in the academic year 2019/2020

with the introduction of the *Digital Interaction Design* elective module for all graduate students, consisting of 12 elective courses with 49 ECTS credits which can be taken over the period of 2 years (3-4 courses per semester). This module is the beginning of cooperation with Osijek Software City and other representatives of the ICT sector as the fastest growing economic sector of the region. The module is currently attended by 15 students of the Department of Culture, Media and Management and the Department of Creative Technologies, which is the maximum quota due to the equipment available in computer labs. The computer labs were renovated and equipped with new computers and software at the beginning of the academic year 2019/2020 to meet the requirements of this module. Starting in the second semester, students will have student practice in ICT companies, where they will have the opportunity to work on concrete commercial projects. It is often the case that student practice in the ICT sector leads to employment, so we hope for a similar outcome for students of this module. The teaching staff of this module includes both AUKOS and ICT sector employees who are appointed to adjunct academic ranks, especially when it comes to teaching practical courses. Students who have chosen this module will have an additional qualification in their diploma supplements, and a certificate issued by Osijek Software City. There are plans for developing a separate study programme that would address certain segments and activities of the ICT sector that are related to the AUKOS activities (such as UX/UI design).

In addition, the Academy gradually introduces courses and improves programmes involving the development of advanced digital competencies for students. For example, in the undergraduate study of Design for Stage and Screen, the study programme was revised up to 20% in the academic year 2019/2020 and status of three courses changed from elective to obligatory (Raster Graphics for Performing Arts, Vector Graphics for Performing Arts, 3D Computer Modelling

for Performing Arts). These courses include the development of advanced digital competencies as one of their learning outcomes. Tasks and activities that develop digital competencies are also included in all major courses of the study programme in senior years of study. The Academy participates in a two-year ICT project together with the Faculty of Electrical Engineering, Computer Science and Information Technology Osijek and the Municipality of Bale, which is the AUKOS teaching base, where students participated in the development of virtual reality of historical fortresses and the creation of historical video games. The project was funded by AUKOS partners, the company Mon Perin LLC and the Municipality of Bale, with the aim of cooperating with the local community and the economic and tourism sectors for promotion purposes. It is an example of project teaching of AUKOS students from several different departments, i.e. the overall market orientation of the Academy.

The Strategic Goal 10, 'Development of interdisciplinary single and double major model of studying different artistic and scientific areas/fields/disciplines at the graduate level that is unique in the Republic of Croatia', has also been achieved already. The Academy has been gradually introducing graduate single and double major study programmes since the academic year 2017/2018. The Academy currently offers nine such programmes and allows students to enrol in them in combinations of their choice, giving students unique flexibility to obtain dual degrees upon completion of their studies. The student survey conducted in January 2016 revealed ([link/google drive: 21-05](#)) a strong trend towards this model of studying, which was a complete novelty in the field of arts. The Agency for Science and Higher Education supported this initiative of the Academy and approved the possibility of single and double majors in the field of arts. The subsequent integration of the Department of Cultural Studies has led to offering single and double major programmes in the scientific fields, too. The Academy now offers the combinations of

artistic/artistic, scientific/scientific or artistic/scientific majors. The performance indicator for this goal is the 'number of students who choose double major model of studying of different study programmes at the graduate level' and the target is at least 10% by 2022. In the academic year 2019/2020, the number of students in double major studies at the graduate level of the Department where such an option exists has already reached 16%.

The justification for delivering all AUKOS study programmes with regard to social and economic needs, includes an analysis of resources of the higher education institution required for delivering these study programmes. When approving new study programmes, each programme proposal contains letters of recommendation from stakeholders from the social and economic sectors, supporting the development of each individual profession. Since the Academy of Arts and Culture in Osijek specializes mainly in the development of unique study programmes in the Republic of Croatia and beyond, as well as in producing experts in professions that are lacking in the region, the support of the real sector is always considerable. Examples of letters of support for study programmes in the fields of culture, media and management are provided by media outlets and cultural institutions and associations; in the field of theatre and applied arts by city, national and puppet theatres, as well as production houses; for programmes in the field of visual arts by galleries, museums and schools, and for the field of music by concert directorates, music schools, etc.

When preparing justifications for delivering new study programmes ([link/google drive: 21-06](#)) special attention is paid to spatial resources, teaching capacity and competencies of AUKOS teachers appointed to artistic-teaching and scientific-teaching ranks in different fields and branches of arts and sciences. We can also say that our study programmes are part of the organic growth of the Academy, stemming from real socio-economic needs. This allows individual courses

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or modules for which there is student interest and market justification to develop into full-fledged study programmes. Some of many such examples include the graduate study of Illustration, which stems from elective courses of the programme in Fine Arts Education, or the undergraduate study of Composition arising from elective courses of the study programme in Music Education. By merging obligatory and elective content, the groups can be larger, and institutional capacity put to a better use.

The Academy delivers study programmes leading to regulated professions, such as undergraduate and graduate university studies of Fine Arts Education, Music Education, Piano and Singing, which, according to the database of regulated professions, belong to the professions in the category of 'School Education', i.e. 'Secondary School Teacher' and 'Primary School Teacher'.

The Academy accepts the recommendations of professional associations. For example, when developing the Postgraduate Specialist Study of Creative Therapies, the Academy consulted the umbrella national and/or international professional associations for each discipline of the four specialisations (art therapy, dramatherapy, music therapy, and dance movement therapy). Also, when the umbrella European Association Dance Movement Therapy adopted the [EADMT](#)

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

Elements of the standard

The higher education institution has clearly defined the learning outcomes of the study programmes, and they are aligned with the mission and goals of the higher education institution.

Training Standards Criteria for dance movement therapy on 2 October 2017 at the General Assembly in Barcelona, with the implementation deadline by the end of 2020 for full professional member states, the Academy made amendments to the study programme up to 20% in the same year in order to comply with international standards of the profession.

The competitiveness of our students in the international labour market should be specially highlighted, since all AUKOS study programmes are comparable to similar study programmes abroad, which is analysed in detail and described in the programme proposals and justifications for delivering study programmes. This enables our students to have both horizontal and vertical mobility in an international environment during their studies, primarily through Erasmus individual mobility grants, but also international projects, where they successfully test their competencies in an international environment before they enter the labour market independently. AUKOS students successfully continue their education at higher education institutions abroad and find employment in the international environment. AUKOS diplomas are internationally recognized and diploma supplements provide details about courses, learning outcomes and competencies of graduates.

The higher education institution checks and ensures that the learning outcomes at the level of courses are aligned with the learning outcomes at the programme level.

Learning outcomes achieved in the study programme are aligned with the CroQF and EQF level descriptors.

In defining learning outcomes, the higher education institution acts in line with professional requirements and internationally

The learning outcomes of all AUKOS study programmes are aligned with the mission and objectives of the Academy and when developing study programmes, particular attention is paid to aligning learning outcomes at study programme level with the learning outcomes of individual courses. This is reflected in the analytic supplement Table 2.1. from the MOZVAG database. Table 2.1. of the analytic supplement for new study programmes that are only in the first year of delivery will not be complete. Since some outcomes are only achieved in courses in the final years of the programme, these outcomes and these courses will not appear in Table 2.1 in this academic year. That is why there is also a *Learning Outcomes* menu on the AUKOS website where there is the table with the overview of all obligatory courses of particular study programmes and all outcomes.

The learning outcomes of each study programme can also be found on programme websites. On the website of each study programme you can download 3 documents: the updated study programme with all changes and amendments, the Curriculum Implementation Plan for the current academic year, and the table showing which learning outcomes of the programme are achieved in which of the obligatory courses (equivalent to Table 2.1. from the MOZVAG database).

According to the Croatian Qualifications Framework and the European Qualifications Framework, all AUKOS undergraduate studies correspond to level 6 descriptors, and university graduate and postgraduate specialist studies correspond to level 7 descriptors.

recognized professional standards, ensuring that the programme is up to date.

The intended learning outcomes clearly reflect the competencies required for employment, continuing education or other individual/society needs.

When defining learning outcomes of the study programme, equal attention is paid to levels of knowledge, skills, autonomy and accountability.

At the undergraduate level 6, AUKOS programmes in their learning outcomes do not only evaluate the knowledge of specialised facts, concepts, procedures, principles and theories and their critical understanding within the field of work and/or learning, but they also develop adequate cognitive, psychomotor and social skills that enable students to collect, interpret and assess complex tasks in unpredictable conditions, manage complex communication, as well as perform various psycho-motor actions specific to a particular study programme using different tools and materials. Furthermore, great attention is paid to taking ethical and social responsibility in numerous group and practical assignments, which develops accountability and autonomy.

At graduate and specialist level 7, the Academy very systematically considers the development of students and makes a clear distinction between the learning outcomes at this level and the learning outcomes at the previous, undergraduate level in terms of complexity. For example, in the field of knowledge, the learning outcomes include original thinking and scientific and artistic research, while at the undergraduate level it was sufficient to critically evaluate existing knowledge. When it comes to skills at the graduate and specialist level, students also use more complex work methods in research and innovative processes. Social skills are practised in more complex multidisciplinary teams, and the level of

responsibility and autonomy is also higher because it involves strategic reflection and work in unpredictable and uncertain conditions.

Progressive upgrades are possible because the Academy has developed programmes at different levels, enabling students to advance and master higher level learning outcomes in selected fields. The development of social skills, autonomy and responsibility is made possible through the multidisciplinary nature of the Academy, which has 6 departments and 37 active study programmes, a range of common elective courses and a large number of interdisciplinary projects that create a collaborative environment and prepare students to work in professional multi-purpose teams in the real sector.

All AUKOS programmes include both profession-specific and generic learning outcomes (instrumental, interpersonal and systemic competencies) necessary for the quality functioning of an individual in a professional environment, which, according to feedback from the labour market, students of the Academy demonstrate.

The Academy has appointed a Committee for learning outcomes composed of representatives of teachers from all Departments of the Academy, who, in cooperation with the Vice-Dean for Study Programmes, continuously work on educating teachers on how the intended learning outcomes of the study programmes performed by the HEI are consistent with the level and profile of the qualifications acquired. They also provide continuous education on the application of the revised Bloom's taxonomy when choosing statements (and active verbs from all three areas: cognitive, affective and psychomotor) about what we expect students to know, understand, and be able to do, and which attitudes to take on completion of the teaching and learning process.

The intended learning outcomes at the level of study programmes delivered by the Academy are aligned with the level and profile of qualifications gained, and are verified

continuously through feedback from students, graduates and external stakeholders.

The Academy conducts annual surveys with graduates, in which, among other things, it checks 'Clearly defined learning outcomes of courses, i.e. which knowledge and skills students should acquire after each course'. The average grade for this survey item is very good.

The Academy checks the learning outcomes of study programmes and competencies of students by assessing their readiness for the labour market. The number of unemployed graduates of the Academy recorded by the Croatian Employment Service is very small (MOZVAG: Table 3.7). The Quality Assurance Committee has established a protocol for harmonisation with the recommendations of the Croatian Employment Service for student admission policy. The Croatian Employment Service submits quarterly and annual reports (in January every year for the previous year) on unemployed graduates to Josip Juraj Strossmayer University of Osijek, or directly to the Quality Assurance Office of the Academy of Arts and Culture in Osijek. The Quality Assurance Office, on the basis of the data provided by the Croatian Employment Service, makes an annual report on all AUKOS study programmes and submits it to the heads of departments, who then harmonise the admission quotas with real market needs ([link/google drive: 22-01](#)).

The data obtained through surveys with mentors and employers of AUKOS students after their student practice or after the completion of the study, indicate a high degree of satisfaction, with the average grade of 4.54 for all elements (on a scale of 1 to 5, from unsatisfactory to excellent) ([link/google drive: 22-02](#)). The work ethic of students during student practice stands out in particular, with 73.9% of mentors and employers giving it the highest grade, excellent (M=4.74, SD=0.45). 60.9% of mentors and employers fully agree that our students have the necessary competencies for the labour

market (M=4.52, SD=0.67). Other survey items were also highly rated: competence and capability M= 4.5; preparedness M=4.48; reliability and accountability M=4.57; resourcefulness in problem solving M=4.43; creativity M=4.48; motivation for the job M=4.57; communicativeness with regard to clarity and quality M=4.57; adaptability for team work M=4.61; ability to complete tasks M=4.39 and functioning in a team M=4.57. The assessment involved 23 mentors, i.e. employers from different fields of activity, such as theatre directors, heads of media outlets, Education and Teacher Training Agency advisers, school principals, and others.

In addition to quantitative evaluations, the Academy conducts qualitative surveys and collects recommendations, comments and advice from employers and professional associations, also included in the employer survey.

Moreover, the Quality Assurance Committee includes representatives of the real sector, who make recommendations for necessary corrections of learning outcomes and competence levels and profiles.

The AUKOS study programmes are not registered in the CroQF Register. In 2014, the former institution, the Academy of Arts in Osijek, was among the first artistic-teaching higher

education institutions to start with project applications to CroQF and brought together partners from Croatia. The Academy of Arts was the coordinator of the project proposal *Modernising higher education quality in the field of arts through implementation of CroQF – Cultural research as qualification and occupation* (code HR3.1.15.), under the call to submit project proposals *Modernising higher education quality in the field of arts through implementation of CroQF*. The partners on the project were the Academy of Dramatic Arts Zagreb, the Art Academy Split, theatres, other cultural institutions and associations, and the Croatian Employment Service. The project proposal focused on 12 qualifications standards and associated study programmes, but it was not approved ([link/google drive: 22-03](#)). Nevertheless, using its own resources, the Academy was able to develop all the study programmes planned in the project application and it is the only higher education institution in the Republic of Croatia that delivers most of those programmes, because it focuses on the development of study programmes needed on the market and in the community. Indeed, most study programmes at the Academy are contemporary, creative and interdisciplinary, and therefore unique in the labour market related to the arts, creative industries and culture.

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

Elements of the standard

The higher education institution ensures the achievement of intended learning outcomes of the study programmes it delivers.

The higher education institution continually revises and improves the teaching process on the basis of evidence on the achievement of the intended learning outcomes (for example, tests, seminar papers, presentations, etc.)

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The ways of demonstrating the achievement of the intended learning outcomes in the AUKOS study programmes are defined in the [Ordinance on studies and studying at Josip Juraj Strossmayer University of Osijek](#) and the AUKOS Ordinance on final and diploma exams ([link/google drive: 23-01](#)). Furthermore, departments draft annual Curriculum Implementation Plans for all study programmes they deliver, which are then adopted by the Academy Council and published on the AUKOS website. In addition to Curriculum Implementation Plans, the website provides access to study programmes with descriptions of each course. The tables for individual courses contain aims of the course, course content, learning outcomes, literature, teaching load, ECTS credits, and there is also constructive alignment (section 1.8 and 1.9 of each table) showing how each student activity is assessed, the share of ECTS credits, as well as assessment methods, and evidence for each of the activities.

Checking the learning outcomes at the level of courses conducted through constructive alignment means that they are consistent with the content and activities during teaching and with what will be assessed and how. Tables 1.8 and 1.9. of course descriptions in all study programmes transparently demonstrate all forms of constructive alignment.

At the beginning of each semester, the teacher informs the students about how their activities will be assessed, in accordance with the course description and syllabus. As an artistic-scientific constituent, the Academy has numerous ways of achieving learning outcomes, such as project activities, artistic and scientific research, practical work, concerts, exhibitions, public appearances and exams, and the like.

Feedback on the learning outcomes achieved is collected from students, graduates and external stakeholders (employers). Feedback from current students is collected through the UNIOS Student Survey, in which the Academy is always ranked among the best institutions ([link/google drive:](#)

[23-02](#)). In case of new study programmes, the Academy also conducts surveys targeting a particular study programme, assessing each course regarding relevance of course content, the quality and availability of materials, clarity and comprehension of the course, and the importance of the course for future careers. Teachers are evaluated regarding their availability for consultation, correctness of communication, clarity and comprehensibility of lectures, and teaching competence. An example of the *Evaluation of courses and teachers in the Study of Creative Therapies 2016/2017* survey results is provided here ([link/google drive: 23-03](#)).

The Academy annually collects data from students who have completed undergraduate or graduate studies. The survey covers four areas: a) study programmes, teaching performance and assessment of knowledge, b) attitude to students and student support, c) general assessment of outcomes, and d) suggestions and comments ([link/google drive: 23-04](#)). What needs to be highlighted in this survey, and especially related to this standard, are the answers to items ‘Clearly defined learning outcomes of courses, i.e. what knowledge and skills students should acquire after a particular course, ‘Clearly defined criteria for evaluating knowledge (is it clear what a student should learn to pass a course or for a particular grade)’ and ‘Regular and clear feedback on student performance in learning and on exams’.

Stakeholder feedback is collected through surveys with employers ([link/google drive: 23-05](#)) with whom the Academy cooperates, either in the context of student practice or on completion of studies with employers of our graduates.

The higher education institution continually revises and improves the teaching process on the basis of evidence on the achievement of the intended learning outcomes. All study programmes running for more than one educational cycle have undergone amendments, notably because the institution continuously works to improve the teaching process.

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

Elements of the standard

Development activities related to study programmes are carried out systematically and regularly, involving various stakeholders.

Planning and proposing new study programmes includes an analysis of justification for delivering a study programme, resources and alignment with the strategic goals at the local and regional level, and other needs of society.

Planning and proposing new study programmes at the Academy of Arts and Culture is a continuous process that includes an analysis of the justification, capacity and compliance with the strategic objectives of the institution, individual departments and their capacities, but in particular of the needs of the society and the local and national markets. In the last five years, the Academy has launched as many as 24 new study programmes (1 postgraduate, 19 graduate and 4 undergraduate), and implemented 78 amendments up to 20% (2 in postgraduate specialist studies, 51 in graduate studies and 25 in undergraduate studies). This serves to prove how dynamic the Academy is and to what extent it continuously monitors the situation in the labour market, social developments, professional associations, employers, students and alumni. The AUKOS undergraduate and graduate study programmes currently make as many as 27% of all undergraduate and graduate study programmes of J. J. Strossmayer University, which has 16 other constituents, in addition to the Academy.

Since the Academy is the only artistic-scientific teaching constituent of J. J. Strossmayer University, there is no overlap in

The higher education institution provides evidence on the justification for delivering same or similar study programmes within the same university.

The higher education institution publishes up-to-date versions of study programmes.

The higher education institution records the changes to study programmes and analyses their fitness for purpose.

terms of delivering the same or similar study programmes within the same university. For each new study programme, a particular department nominates members of a committee for drafting the study programme proposal. The nomination is submitted to the Academy Council, composed of teachers in artistic-teaching and scientific-teaching ranks, representatives of associates, assistants, non-teaching staff, and students. The Committee, in cooperation with the Vice-Dean for Study Programmes, creates a Study Programme Proposal and the Analysis of Justification for Delivering a Study Programme, which are also adopted by the Academy Council. Each study programme proposal also contains a detailed analysis of the alignment with the labour market and letters of support from relevant real sector stakeholders (as elaborated in section 2.1 of the Self-Evaluation Report). Approved study programmes are forwarded by the Academy to the UNIOS Committee for Undergraduate, Graduate and Professional Studies or to the Committee for Postgraduate Studies (depending on the level of study). The Committee sends the study programme proposals to reviewers and, depending on the outcome of the review process, drafts proposals on

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acceptance, rejection or necessary corrections of the study programme proposal, which are sent to the UNIOS Senate. Study programme proposals with positive reviews and decisions of the Senate are sent to the Ministry of Science and Education and Agency for Science and Higher Education (ASHE) for further procedure. Upon receiving a notification of entry in the *Directory of accredited study programmes in the Republic of Croatia*, the Academy can start advertising a new programme, set admission quotas in the Central Applications Office (CAO), and organize and administer admissions and aptitude tests.

If it is an amendment to study programmes of more than 20% of the programme content, the procedure is the same as when launching new study programmes.

When it comes to amendments up to 20%, if needed, all heads of departments or directors of studies can propose them once a year for the next academic year in the form of a *Proposal for amendments up to 20%*. The Proposal is sent to the Academy Council, which then forwards it to the UNIOS Committee for Undergraduate, Graduate and Professional Studies or to the UNIOS Committee for Postgraduate Studies (depending on the level of study), and to the UNIOS Senate.

Senate decisions are entered in the MOZVAG database, study programmes are updated and their current versions are published on the AUKOS website. They are used to develop Curriculum Implementation Plans for each study programme. All programmes that have been delivered for one full cycle (undergraduate programmes for 3 years and

graduate programmes for 2 years) have undergone revisions and amendments of up to 20% based on the feedback received from students and external stakeholders.

All amendments to study programmes are recorded in detail by types of amendments (changes of course title, content, form of instruction, ECTS credits, course status, and the introduction of new and erasing outdated electives) and the percentage of changes made to a particular study programme since inception. ([link/google drive: 24-01](#)), ([link/google drive: 24-02](#)), ([link/google drive: 24-03](#)).

Since the teachers of the Academy are members of numerous national and international professional associations, the amendments proposed are very often based on the recommendations made by professional associations.

For example, the Department of Instrumental Studies was established after the need for professional instrumental staff was communicated by regional music schools. In the employer survey referred to in section 2.2. of this document there is the following comment: "In the music schools of Slavonia and Baranya there is a shortage of instrumentalists (instrument teachers) of all profiles. In smaller schools, the lack of professional staff is a big problem, and in larger schools there is a growing problem of professional replacements." The graduate study programme in Non-verbal Theatre, for example, was also developed as a result of the need for professionals with qualifications in the field of dance and physical theatre, for which there was no suitable programme, i.e. study.

2.5. The higher education institution allocates ECTS credits in accordance with the actual student workload.

Elements of the standard

The higher education institution allocates ECTS credits in accordance with the actual student workload, based on the analyses of feedback from stakeholders in the teaching process, or other procedures.

The Academy delivers three and four-year undergraduate studies. The total number of ECTS credits differs depending on the duration of each study. At three undergraduate studies that last 4 years, students collect a total of 240 ECTS credits (Music Education, Piano, Voice), while at the rest of undergraduate studies that last 3 years, students collect 180 ECTS credits.

The Academy also delivers one-year and two-year graduate studies. Graduate university studies that last one year have the total load of 60 ECTS credits (Music Education, Piano and Voice), while the rest of the graduate university studies last for 2 years and the number of ECTS credits depends on whether they are single or double major study programmes. If it is a single major two-year study, the number of ECTS credits is 120, and if it is a double major two-year study, then the number of credits is 60 ECTS credits, and the student earns another 60 ECTS credits for the second major in order to have 120 ECTS credits in total.

The Academy allocates ECTS credits in accordance with the actual student workload at the level of each course. According to the standards for estimating the ECTS credits for the study programme according to the Bologna process, the optimal student workload in working hours is between 25 and 30 hours of student activity for one ECTS credit earned.

Students are provided with feedback on the results of the analysis of gathered information and the implemented changes.

Since the Academy has a large number of courses, real student workload is constantly analysed, as it is largely not visible in the Curriculum Implementation Plan, which reflects only direct contact hours between teachers and students. All types of activities conducted by the student are analysed and evaluated in detail, including individual (standard literature review and writing of seminar papers, playing an instrument, singing, independent work in the art studio, such as painting, sculpting, independent work in applied arts such as costume design and production, set design, puppet design) and group activities (preparation for acting, animation and dance roles, directing projects and the like).

When developing new study programmes, the Academy pays great attention to all elements in Table 1.9. of course descriptions, which define all student activities and their evaluation, taking into consideration the share of ECTS credits per activity when determining the percentage of the grade. These activities include both contact teaching and independent work.

For example, when launching a new model of single and double major graduate programmes, as students requested more possibilities for independent creative work, we used the following formula: 1 ECTS equals 13 contact hours and 12 hours of independent work. When students work independently, they have access to workshops, studios, dance and acting halls, classrooms with instruments and the like.

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Furthermore, at the suggestion of students, we introduced a course titled “Independent Project” with 5 ECTS credits, in which students can choose the desired topic or area of artistic research and conduct it independently with the mentoring support of a selected teacher who has the expertise in the field. This way of working contributes to the development of not only the competencies of the profession, but also of generic competencies such as autonomy and responsibility.

The Academy aligns ECTS credits with the actual student workload at the level of study programmes too, not only when making new ones, but also when making corrections through amendments up to 20%, when it comes to the form

2.6. Student practice is an integral part of study programmes (where applicable).

Elements of the standard

The higher education institution allows for learning and obtaining new skills through student practice, where applicable.

Where applicable, student practice is an integral part of study programmes and is organised outside the higher education institution, in cooperation with the labour market.

The Academy of Arts and Culture in Osijek has organized numerous forms of student practice ([link/google drive: 34-02](#)), conducted in different ways, depending on the study programme. Students show a particular interest in all forms of student practice and often emphasize the importance of practice for their professional development. In the alumni surveys conducted by the Academy, all forms of student practice, and generally practical teaching, are always among the best evaluated, and the recommendations of alumni and their employers are regularly directed towards highlighting the need for as much practice as possible ([link/google drive:](#)

of instruction and ECTS credits. An example of the alignment is the reduction of contact teaching hours while retaining ECTS credits in the graduate studies of the Department of Creative Technologies, where after one cycle students also concluded that they needed more space for independent research work, especially at graduate level. ([link/google drive: 25-01](#)).

The annual graduate survey conducted by the Academy also has a targeted question relating to ECTS credits: ‘To what extent are ECTS credits aligned with the actual workload on courses?’, where we continuously receive positive feedback.

Student practice is carried out in a systematic and responsible manner, ensuring the achievement of intended learning outcomes regarding student practice.

[22-02](#)). In an attempt to reconcile the demands of the market, the interests of students and the fundamental role of higher education in terms of conveying a wide range of theoretical knowledge, the Academy has developed a balanced system of student practice related to theoretical and artistic subjects, which complement the achievement of the overall outcomes of study programmes. The Academy organises the following forms of student practice: a) practice involving students in professional projects of the Academy and partners outside the Academy, b) practice in which students develop additional pedagogical, psychological, didactic and

methodical competencies, in order to acquire competencies for work in the regulated profession of primary and secondary school teachers, c) practice aimed at the public presentation of works of art or independent student work, d) practice in which students indirectly participate in projects of cultural institutions, which they analyse and assess in written reports and observation journals, and e) project practice with the aim of connecting students of different majors into interdisciplinary project teams that, under the supervision of a teacher (project coordinator), jointly create and implement a project.

In study programmes in arts, student practice takes place mainly through elective courses in the form of artistic, concert, cultural and educational practice, through which students have the opportunity to present their artwork in the real environment in institutions of culture, art and education, or to monitor artistic and cultural events in Osijek and the Republic of Croatia, directly engage in the artistic and cultural life of the community, and thus establish themselves at the time of their studies. Practice that contributes to the realization of these goals in studies of music is called Concert Practice and is one of the key segments of artistic training of concert artists. The course is assessed on the basis of the quality of a public concert performance by the students. Students perform in the AUKOS concert cycles and participate in concert cycles in Osijek and the region. At the Department of Theatre Arts and the Department of Creative Technologies, mandatory student practice is performed within Mandatory Workshops in a professional theatre under the supervision of workshop leaders. Mandatory student practice is carried out as part of the preparation and implementation of a particular theatrical project, and therefore the content of the course Mandatory Student Practice is not related to a particular semester, but the practice is realized in agreement and with the permission of the theatre in which the practice is conducted. Students are obliged to participate in the entire cycle of student practice during their studies by participating in a

theatrical performance. The collaborating institutions providing student practice for AUKOS students are the Croatian National Theatre in Osijek, the Children's Theatre Branko Mihaljević in Osijek, the Theatres in Virovitica, Požega, Vinkovci, Varaždin and elsewhere, the Mediterranean Dance Centre in Svetvinčenat, the Kam Hram Association from Split, etc. By successfully mastering the content and adopting the skills necessary to work in each segment of a theatrical performance, students acquire the knowledge necessary to understand the functioning of all stages of a theatre production.

Pedagogical Practice (School Practice, Teaching Practice) is attended by all students who will work in education after graduation (programmes in Music Education, Fine Arts Education, Voice, Piano, and Tambura Artistry). Students acquire pedagogical knowledge through practical work in primary and secondary general education and/or music schools by taking part in the following activities: classroom observation, teaching of individual classes under the guidance of a mentor/subject teacher, teaching of public classes attended by peers, mentors and teachers, designing lesson plans and classroom observation reports.

At the Department of Culture, Media and Management, students attend Mandatory Traineeship or can take the elective course Research Methodology in Culture, Media and Creative Industries, in which they attend various cultural events in Osijek and the Republic of Croatia and write reports on what they have seen and experienced.

Mandatory Traineeship is an important component of the study programme and aims to introduce students to the principles of work in the profession (media, cultural management, set design, costume and puppet design for screen, stage and multimedia) by working for national and international companies, institutions, associations or during project implementation. Mandatory Traineeship/Assistantship is performed in an institution, association or company in the

field of culture and creative industries with which the Academy has signed a cooperation agreement. The traineeship is carried out under the supervision of AUKOS teachers and mentors—employees of the institution in which practice is carried out.

At all departments, student practice in elective courses is organized as project classes, work on department projects and participation in international projects, depending on availability. Project classes are organized for the purpose of networking students of different majors, their participation in projects with economic and cultural institutions, media outlets and art institutions with which the Academy cooperates.

The work on department projects is carried out through student participation in planning, organization, promotion, reporting and, in case of art studies, implementation of artistic projects. Project work is aimed at acquiring practical knowledge in the field of studies, i.e. in areas related to possible future occupations of individual students. There are many examples of such collaborations, among which we need to highlight various student theatrical performances, exhibitions and concerts, in which the students of art studies created artistic content, and the students of Culture, Media and Management established an organization and production framework.

3. TEACHING PROCESS AND STUDENT SUPPORT (ESG 1.3., ESG 1.4., ESG 1.6.)

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

Elements of the standard

The criteria for admission or continuation of studies are published.

The criteria for admission or continuation of studies are consistently applied.

The Academy takes particular care of the transparency of the admission process while taking into account the specific needs for the assessment of applicants' knowledge, skills, abilities and talents as necessary preconditions for enrolment in a given study. Admission to AUKOS study programmes is conducted in accordance with the legal provisions and the following documents: [Ordinance on studies and studying at Josip Juraj Strossmayer University of Osijek](#), AUKOS Ordinance on criteria for admission to undergraduate studies, AUKOS Ordinance on criteria for admission to graduate studies, and public competitions for admission. These UNIOS and AUKOS documents define the general and specific admission criteria for each study programme. The provisions of the internal Ordinances are aligned with the requirements of study programmes and describe in detail the requirements of the admission procedure, admissions and aptitude tests and other criteria such as required reading, content, scope and layout of portfolios, list of acceptable repertoire, proposal of

The criteria for admission or continuation of studies ensure the selection of candidates with appropriate prior knowledge, which is aligned with the requirements of the study programme.

The higher education institution has effective mechanisms for recognising prior learning.

monologues and other forms of stage performance, content and scope of written tests, descriptions of default and improvisational tasks, and more ([link/google drive: 31-01](#); [link/google drive: 31-02](#)). Admissions to undergraduate studies are usually conducted in two terms (in July and September), following the decision of the Ministry of Science and Education (MSE) and the National Centre for External Evaluation of Education (NCEEE) on the [Calendar and timeline for administering State Matura exams in the summer and autumn terms](#), after the publication of the results of the State Matura (National Secondary School Leaving Examination), while the admissions to the graduate studies are conducted at the end of September. The admission criteria for all study programmes are published each year in a public competition for admission to constituents of J. J. Strossmayer University. [The competition](#) is published in official publications and on the official websites of the University and its constituents, and it contains admission criteria, admission quotas, terms

for admissions tests, aptitude tests and enrolment, a list of documents to submit, tuition fees and more. The Academy distributes the information on admission criteria to secondary schools in the region to attract high-quality candidates. Moreover, the Academy regularly organizes numerous promotional activities (Open Door Days, [free consultations on admission](#), promotional actions such as: [Day and Night at the Academy](#), [Academy on Tour](#), joint exhibitions, concerts and performances by students and pupils from collaborating secondary schools, popularization lectures and workshops in secondary schools, etc.) ([link/google drive: 31-03](#)). The cooperation with secondary schools has resulted in a good turnout and consequently, a good selection of quality candidates whose prior knowledge is aligned with the requirements of the admission procedure and study programmes.

The admission procedure is conducted differently for all study programmes, depending on the requirements and level of studies to which the candidate is applying. Candidates who have completed four years of secondary education and who have passed the compulsory State Matura exam in Croatian, English and Mathematics at the basic (B) level can be enrolled in the first year of all AUKOS undergraduate university study programmes. Some study programmes also require taking the State Matura exam in elective subjects. For example, the State Matura in Fine Arts is required for admission to the undergraduate university study of Fine Arts Education, and the State Matura in History and/or Informatics is required for admission to undergraduate university study of Culture, Media and Management. Applicants over the age of 25 who completed secondary education before the introduction of the State Matura can also apply for undergraduate admission. For such candidates, the ranking is based on the high school GPA and the results of the admissions and aptitude tests in case of arts studies.

As already stated, the elements of the admission procedure for arts studies differ from those for scientific studies. The

dominant element in the process of selecting candidates for arts studies is the admissions and aptitude test that all candidates take, which is a complex structure of eliminatory multiple checks of candidate's specific prior knowledge, skills, abilities and talents, i.e. the overall candidate's multi-skilling and artistic potential. Candidates take admissions and aptitude tests before an expert panel composed of AUKOS teachers, who jointly evaluate the achievements of the candidates and make final decisions on the outcome.

Applicants applying for enrolment in the undergraduate university study of Culture, Media and Management do not take the admissions test but are enrolled on the basis of a completed four-year secondary education and results of the State Matura exam. For admission to undergraduate studies, the final ranking list of applicants is made by the Central Applications Office, where the results of the State Matura exam, if applicable, are added the results of the admissions test, the points for secondary school performance, and in some study programmes the points for special artistic achievements (awards in state and international competitions).

For admission to graduate studies, the Academy independently makes a ranking list of candidates based on the submitted documents on previous education and the results of the admissions test. The content and criteria for evaluating candidates' performance on admission tests for enrolment in graduate university studies are described in detail in the Decision on admission to graduate studies ([link/google drive: 31-02](#)). Graduate university studies admit students who have completed corresponding undergraduate university studies and earned a minimum of 180 ECTS, or 240 ECTS when enrolling in graduate university studies of Music Education, Piano and Voice. Students are enrolled on the basis of their GPA in undergraduate studies (Management in Culture and Creative Industries and Media and Public Relations) and the results of the admissions test (in case of all other study programmes), as was the case with undergraduate enrolment.

In the art studies of Piano and Voice, only candidates who have completed a corresponding undergraduate university study with a minimum GPA of 3.50 in their major (Piano or Voice) can be admitted to graduate studies. The application procedure and deadlines are defined in a public [call](#), which is equivalent in structure and procedure to the call for undergraduate admission.

Furthermore, candidates for graduate studies who have obtained a bachelor's degree at another related Faculty, have the right to apply, take an admissions test and enrol in study programmes without taking differential exams. Students who have completed an undergraduate study which the Committee for Education and Student Affairs finds to be unrelated, can take the admissions test, and if they pass it, they need to take differential exams. The list of differential exams in such cases is defined in the study programme to which the candidate applies. Applicants who have completed a professional undergraduate study and wish to enrol in one of the AUKOS graduate studies, can also be given access to higher levels of education without undermining the strict criteria for the selection of candidates. The Academy Council has appointed special Department committees tasked with examining individual cases of such candidates and making a proposal on the acceptance or non-acceptance of the application and the right to enrol. If the candidate is accepted, a more complex individualised differential programme is defined, depending on the previous education of the candidate ([link/google drive: 31-04](#)). The Academy has not had any such cases so far.

The admission criteria for postgraduate studies are also defined in accordance with the documents and procedures of the Academy and the University. The applicants who have the right to apply for the postgraduate specialist study are the ones who have completed graduate (five year) Bologna studies or undergraduate (four-year) pre-Bologna studies of arts, humanities, social or health studies (study programmes in dance, acting, fine arts, music, psychology, social pedagogy,

social work, education and rehabilitation, pedagogy, speech therapy, medicine, etc.). Other related disciplines and specialisations are also considered, and candidates need to take admissions tests. A motivational interview is conducted with the candidates as they must have an adequate degree of psychological maturity, emotional stability and a healthy degree of self-reflection, including the ability to achieve and maintain an appropriate and empathetic relationship with clients. Previous therapeutic experience is not a requirement for admission, but is an advantage. This experience can be professional or voluntary, in a formal or informal setting. In addition to the general admission criteria, which are common for all four specialisations, there are [specific criteria](#) related to each specialisation and different parts of admissions tests, i.e. checking the artistic aptitude for each of the four specialisations (Art Therapy, Dance Movement Therapy, Music Therapy, Dramatherapy).

Criteria for the continuation of studies, transfer from other UNIOS constituents or other universities from Croatia and abroad are regulated by the UNIOS Ordinance on studies and studying and internal acts of the Academy, and are applied consistently. Decisions on meeting the criteria for continuation of studies are taken by the Committee for Education and Student Affairs in line with the provisions of the Ordinance and the analysis of each case. To continue studying full-time without paying tuition, full-time students must earn between 55 and 60 ECTS credits for enrolment in the next year of study. If students have earned between 48 and 54 ECTS credits by the time of enrolment in the next year of study, they need to pay tuition according to the [Decision](#) on the Linear Model of Studying at J. J. Strossmayer University adopted by the University Senate on 25 September 2018. Full-time students who did not repeat any years and have earned between 24 and 47 ECTS credits have the right to enrol a repeat year as full-time students and to pay tuition according to the linear model of studying. Full-time students who have earned

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less than 24 ECTS credits can continue their studies as part-time students. [The criteria and conditions](#) for progression in the next year of study are published on the AUKOS website.

Transfer from other faculties is possible for all interested students who submit a request to the Committee for Education and Student Affairs by 15 September for the next academic year. After receiving the request, the Committee examines the documentation, consults the Department Council, checks the Department capacity for student admission and, where applicable, makes a decision on the basis of the documents submitted and the available information. In addition, in the case of individual arts studies, the Committee refers the request to the Department, which organises an initial examination of the candidate's knowledge of the major subject before an exam board. After the exam, the board submits the conclusions and a recommendation to accept or reject the candidate to the Committee for Education and Student Affairs, which makes the final decision. This procedure, which contributes to the transparency of the verification process of candidates who have expressed a desire to transfer and continue their studies at the Academy, is regulated by the Decision of the Academy Council ([link google/drive: 31-05](#)) and the publicly available [Protocol on Transfers](#), Continuation of Studies and Recognition of Exams ([link google/drive 31-06](#)) adopted by the Committee for Education and Student Affairs.

The Academy has excellent cooperation with the [UNIOS Office for Academic Recognition](#) and has so far had several

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

Elements of the standard

Procedures for monitoring student progress are clearly defined and available.

applicants enrolling in graduate studies or continuing their studies based on a decision on academic recognition of foreign higher education qualifications and periods of study. The UNIOS Office for Academic Recognition runs the recognition procedure in line with the provisions of the [Ordinance on academic recognition of foreign higher education qualifications and periods of study of Josip Juraj Strossmayer University of Osijek](#). Recognition procedures are completed in a relatively short period of time, and information on the procedure can be obtained in the AUKOS Student Administration Office and on the official AUKOS website.

An internal survey on student satisfaction with the transfer process from other Croatian and foreign higher education institutions shows that students are satisfied with the speed and efficiency of the transfer process and recognition of prior learning. Moreover, students point out that they have adapted relatively quickly to the new setting and rules of studying at the Academy. The aim of the Academy is to establish such horizontal and vertical mobility between different study programmes of the institution, in terms combining different majors, or even parallel studies, but also in terms of transfer to and from programmes of other higher education institutions.

The number of students by study programme, the structure of the students enrolled and the interest in study programmes are available in Tables 3.1., 3.2. and 3.3. of the analytic supplement from the MOZVAG database.

The information on student progress in the study programme is regularly collected and analysed.

The higher education institution ensures adequate mechanisms for analysing student performance and pass rates, and initiates necessary actions accordingly.

The Management of the Academy continuously monitors and analyses the results of the work of students and teachers. The two-way communication in order to improve teaching processes, meet students' interests and labour market needs is evident from a number of indicators such as: the establishment of new study programmes at the initiative of employers, the improvement of existing study programmes in line with changes in the labour market (introduction of new courses, updating existing ones, introducing new forms of teaching, financial, spatial and organisational support for student initiatives, and more).

The AUKOS Management prides itself on the fact that AUKOS study programmes are chosen, as a rule, by motivated students who actively participate in the creation of the teaching processes, initiate changes and show interest and involvement in almost all areas of the institution's activities (teaching, extracurricular, artistic, scientific and professional, projects, participation in the management bodies of the Academy, such as Academy Council, Committee for Education and Student Affairs, Quality Assurance Committee, Ethics Committee, Student Disciplinary Court) ([link google/drive: 32-01](#)).

Student progress indicators are evident from the analysis of pass rates (Table 3.4. from the MOZVAG database)⁶, which are more than satisfactory. From the results shown in Table 3.4. it is clear that as many as 81.27% of students (n=256) manage to earn the 60 ECTS credits required to enrol in the next year of study. 4.77% (n=15) of students who drop out after the first

year of study due to earning less than 18 ECTS credits is an acceptable share, taking into account the fact that they are students who give up mainly for some objective reasons such as resettlement, family or health issues, or an attempt to enrol in a different study.

The Academy constantly harmonises and improves the quality of studying, study programmes and teaching in accordance with the criteria defined in UNIOS and internal legal acts such as Statute of Josip Juraj Strossmayer University of Osijek, Statute of the Academy of Arts and Culture in Osijek, and Ordinance on studies and studying at Josip Juraj Strossmayer University of Osijek, according to which students are entitled to quality studying and education in the selected study, to consultation and mentoring, to freedom of opinion and to expressing attitudes during classes and other project activities of the Academy. AUKOS students are also an important factor when designing new study programmes, or improving old ones, because their opinion is regularly included in the process of making changes.

Student satisfaction with studies and studying is checked regularly every academic year by conducting the UNIOS Student Survey, which is mandatory for all AUKOS students, as well as internal surveys conducted periodically by the AUKOS teachers and services. The UNIOS Student Survey was launched as part of the quality assurance system at Josip Juraj Strossmayer University of Osijek, and was first conducted during the academic year 2005/2006. The survey has been updated and has become a trustworthy indicator of

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the quality of the institution. The results of UNIOS Student Surveys for all UNIOS constituents are publicly available on the UNIOS website. The survey covers the assessment of the quality of teaching content and materials, the organisation of teaching, teaching methods, teachers as experts and educators, transparency of evaluation and assessment of student achievements, availability and accessibility of teachers, and issues related to all forms of unacceptable and discriminatory behaviour of teachers towards students.

Table 1. The average results of the UNIOS Student Survey

Constituent	Academic year 2014/2015	Academic year 2015/2016	Academic year 2016/2017	Academic year 2017/2018	Academic year 2018/2019
UNIOS	4.516	4.527	4.579	4.623	4.6
AUKOS (UMAO)	4.55	4.57	4.68	4.74	4.66

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Institutional results are available to the Management of the Academy, and personal results are available to each teacher, who can independently access them using AAI@EduHr credentials. The results of the survey were analysed at the Vice-Dean's Cabinet meeting and some improvement measures were taken in line with the results and observations made by the students. Further cooperation with one external associate who received a negative rating in the 2018/2019 survey was discontinued.

The Academy has developed mechanisms for monitoring students through group and individual consultations. All students are assigned advisors who have regular consultations, monitor the academic work of students and report on any problems to heads of Departments and the Vice-Deans. Advisors are available to students at least once a week, and more often if necessary. Advisors keep records of meetings, consultations and student activities. According to a survey conducted in 2019, most advisors (60.5%) have up to five group counselling meetings per semester, in addition to individual

Comparing the average results for the University and the Academy, it is evident that the Academy has been rated higher than the University average over the past five years. In the academic year 2017/2018, the Academy was the best-rated constituent of the University of Osijek. The analysis of the results over the last five years has shown that the students rated the Academy of Arts in Osijek above the average of the University for almost all parameters.

consultations which are organised depending on the interest of the students. The most common topics of consultation are related to obligations (seminar writing, literature, use of equipment and the like) (86%), topics related to exams, extracurricular activities and career counselling ([link google/drive: 32-02](#)). Advisors are teachers appointed to different academic ranks, from associates to teachers in artistic/scientific and teaching ranks. They are appointed by the Academy Council on the proposal of Departments.

The Dean of the Academy has regular office hours for students every Monday from 17:00 hrs in the Dean's Office on Campus. Furthermore, Vice-Deans are available to students every day of the week during office hours in Vice-Dean's office 26 in Tvrđa (from 10:00 to 12:00). Office hours are organised in order to improve cooperation and exchange of opinions between students and teachers. In addition, on the first Monday of the month, the Dean of the Academy holds an Open Office Hour, which all interested students can attend. Direct communication with the Management of the Academy

⁶ The justification does not include data on new study programmes launched in the academic year 2019/2020, since only the first generation of students is currently enrolled and there is no data on their progress into the next year of study.

is also possible via a web form *Predložiti! (Make a Suggestion!)*, which provides an easy way for students to make a request or complaint, or give praise. Students use all these forms of communication, which is reflected in a positive and collaborative atmosphere at the institution.

The Academy has developed a mechanism for monitoring and rewarding student excellence in academic, artistic, scientific, professional and extracurricular activities, with the aim of encouraging progress in their studies. The award process is defined in the [Ordinance on student rewards](#). The Ordinance provides for both prizes and awards. The annual Dean's Award is given to students for a special artistic/ scientific/ professional/ academic achievement. Prizes are regularly awarded to the most successful students of the generation for the best academic success. The Academy and its Departments also give other rewards: for example, for results in extracurricular activities, for successes in AUKOS projects, and the like. It is also necessary to highlight special awards for exceptional success, for which the Academy nominates its students, such as [the Rector's Award](#) or the Lions Club Osijek Award, which are given for the best seminar, professional

work or works of art by students who have an average GPA of 4.5 or more.

Data on the pass rates and study completion rates for study programmes are available in Tables 3.4. and 3.5. Table 3.5. of the analytic supplements shows that the average duration of study at the Academy is within the framework provided in study programmes (about three years for three-year programmes, and about four years for four-year study programmes, and the same analogy applies for graduate two-year and one-year studies). For a number of study programmes, data is not available as these have been launched only recently (undergraduate study of Culture, Media, and Management, Media and Public Relations, Management in Culture and Creative Industries, Costume Design for Stage, Screen and Multimedia, Set Design for Stage, Screen and Multimedia, Non-verbal Theatre, Puppetry Directing, Acting, Puppet Animation - single and double major graduate studies) or those launched in 2017, which could not produce graduates yet (Stringed Instruments, Composition and Music Theory).

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3.3. The higher education institution ensures student-centred learning.

Elements of the standard

The higher education institution encourages various modes of programme delivery, in accordance with the intended learning outcomes.

Various teaching methods are used that encourage interactive and research-based learning, problem solving and creative and critical thinking (for example, individual and group projects, cooperative learning, problem-based learning, field work and other interactive methods).

The HEI continually evaluates and adopts teaching methods and different modes of programme delivery.

Teaching methods are adapted to a diverse student population (non-traditional student population, part-time students, senior students, under-represented and vulnerable groups, etc.).

The higher education institution ensures the use of state-of-the-art technologies to modernize teaching. Available and

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committed teachers contribute to the motivation of students and their engagement.

Given the diversity of study programmes delivered at the Academy, it is noticeable that teachers apply different teaching methods depending on the study programmes, which foster the adoption of the necessary knowledge and skills in a specific way and affect the acquisition of key competencies for certain professions. This approach to teaching and students is considered to be particularly important to the Management, teachers and students of the Academy. Student satisfaction with teaching, teaching methods and teachers is monitored at least once a year in the [UNIOS Student Survey](#), in which students give teachers very high grades. Students often point out in the comments section that the individualized approach to teaching, teachers' enthusiasm for the courses they teach and their accessibility to students are the most appreciated qualities of teachers. All AUKOS students have the opportunity to attend practical and artistic courses in small groups, in which teachers constantly adapt and improve teaching methods and forms of instruction to suit the individual needs and affinities of their students. Individualized forms of instruction are typical of art studies, which prevail at the Academy, but the teachers who teach theoretical courses also use highly innovative teaching methods. Most theoretical courses at the Academy, which are an indispensable segment of artistic education, are also often structured as project work, taking into account the diversity of student interests and educational backgrounds. The teaching process is not only directed towards students, their interests and specific parameters of their development, but it is also deeply anchored in practice, where students are placed according to their inclinations, aspirations and interests.

Teaching at the Academy is very creative and includes various forms of instruction, including lectures, seminars, exercises, project classes, independent student projects, and various

The higher education institution encourages autonomy and responsibility of students.

forms of practice and practical instruction. Depending on the study programme, various forms of student practice can be done, some of which are realized at the Academy and some in collaborating institutions (schools, theatres, galleries, media, IT companies). Some forms of instruction are realized under the supervision of AUKOS teachers, but are based solely on the independent work of students, which does not include contact hours according to study programmes and Curriculum Implementation Plans, e.g. Cultural Practice, Concert Practice, etc.

The survey on the use of teaching methods conducted among AUKOS teachers and associates, has obtained the following results. Teachers use innovative and creative teaching methods, as follows: conversation (95.7%); oral presentation (89.2%); explanation (82.8%); interpretation (73.1%); research (independent student research) (66.7%); demonstration (66.7%); practical work (61.3%); independent learning (independent research) (49.5%); evaluation (assessment of works) (49.5%); creative method (48.4%); text work (44.1%); storytelling (39%); debate (32.3%); writing (31.2%); reading (31.2%); project teaching (31.2%); drawing (22.6%); problem based learning (PBL) (22.6%); ERR framework methods (brainstorming, Venn diagram, reciprocal teaching, semantic traits analysis, collaborative discussion, etc.) (21.5%); creative writing (16.1%). Teachers point out that methods are most often adjusted depending on the objectives and desired outcomes of the lesson and on the students' prior knowledge. On average, in the course of one lesson they use between 4 and 6 teaching methods. As many as 88.2% of teachers consider active student participation in teaching when choosing teaching methods. In general, student class activity is highlighted as the most frequent way of monitoring students' work and progress. As many as 97.8% of teachers

monitor the work of students in this way, which confirms the constant and highly productive interaction between teachers and students. Teachers are flexible in terms of adapting to students from under-represented and vulnerable groups, and adapt their work to the individual needs of these groups of students ([link/google drive: 33-01](https://drive.google.com/file/d/133-01)).

Field work and out-of-classroom teaching are also very important forms of instruction, which are regularly performed at the Academy. Moreover, they are an integral part of most study programmes, and their aim is for students to expand their horizons and gain experience outside the framework of traditional teaching. Such forms of instruction also allow introducing students to potential employers (in theatres, galleries, museums, audio-visual centres, dance schools, media, etc.), fellow students from other faculties and academies, alumni on joint projects, participation in festivals, cultural events and the like. The Academy has excellent cooperation with all cultural institutions in Osijek, with many institutions in Zagreb, especially in the domain of performing arts, and with its teaching bases, e.g. in Istria, so the teaching process often involves the institutions of the real cultural sector. For example, classes of the Theatre Management course are occasionally held at the Croatian National Theatre in Osijek, as well as classes of the Musical Instruments course, in which students observe the creation of a play or monitor the work of the orchestra. Classes of various courses of the study of Non-verbal Theatre are regularly held at the Mediterranean

3.4. The higher education institution ensures adequate student support.

Elements of the standard

The higher education institution provides guidance on studying and career opportunities to students (for example, tutors,

Dance Centre in Svetvinčenat. Teaching radio drama courses of the study of Acting is often held in the Croatian Radiotelevision studio in Zagreb, etc.

All AUKOS teachers have adequate pedagogical, psychological, didactic and methodical education. More than half of the teachers have also graduated from formal programmes in education that have prepared them for quality teaching. Teachers who have not acquired pedagogical competencies in formal education attend, without exception, the lifelong learning programmes at the Faculty of Education, where they acquire the necessary pedagogical qualifications. The Academy organizes the International Scientific and Artistic Symposium on Pedagogy in the Arts, and two symposiums have been held so far. The third symposium will take place in October this year on the topic of *Innovative Teaching Methods in the Arts*. The symposium will be organized by the Academy in cooperation with other art academies in Croatia and with two foreign higher education institutions. In 2019, the Academy announced that it would organise the International Conference on Persons with Disabilities in Arts, Science and Education, which aimed to sensitize the teachers of the Academy, the University and beyond to develop teaching methods and specific forms of instruction for persons with different disabilities. A large number of AUKOS teachers participated in both conferences as listeners or contributors, who shared their positive experiences and research results with other conference participants.

supervisors and other advisers as support in student learning and progress).

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The higher education institution has established functional procedures for student career guidance, psychological and legal counselling, support to students with disabilities, support in outgoing and incoming mobility, and library and student administration services, at university or faculty level and students are informed about them.

The Academy is dedicated to creating the atmosphere of cooperation, trust and support between students, teachers and administrative and support services. In this regard, different forms of support are provided for students, and they are constantly improved. The Academy is recognized as an institution that cares for students before, during and after the study period, as evidenced by the numerous activities recorded in internal reports and the media. The Academy continues to cooperate with its alumni in various ways, working on joint projects, engaging them as external associates, providing artistic practice, etc.

The Academy maintains excellent cooperation with secondary schools from which prospective students most often come, which is not only formal, even though cooperation agreements are formally signed, but interested students and their secondary school teachers engage in various professional or popularization projects of the Academy, in order to familiarize themselves with the institution where they will try to continue their education. The following activities have been organised: participation of secondary music school students in Academy concerts, joint exhibition of students of the Department of Visual and Media Arts and students of the School of Applied Arts and Design in Osijek, participation of secondary music school students in the festivals Glazbos, Intervox and the international singing competition Lav Mirski, participation of secondary school students in the drama studio of the Academy, participation in media literacy

Student support is tailored to a diverse student population (part-time students, mature students, students from abroad, students from under-represented and vulnerable groups, students with learning difficulties and disabilities, etc.).

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

workshops and more. Every year, the Academy organizes special promotional activities for secondary school pupils in preparation for admission to the Academy (Open Door Day, Day and Night at the Academy, Academy on Tour, free admission consultations). Primary school pupils and teachers also often participate in these activities, which makes them more likely to choose to study at the Academy, but they prefer content in the field of arts and culture. Every year, information materials for prospective students are published in the [University Guide for Prospective Students](#) and an internal version of the [guide](#) that provides an overview of study programmes, admission criteria, deadlines and other content that may be of interest for prospective students and their parents. [The University Gazette](#) is also an excellent place for the promotion of different activities of the Academy related to culture, production, or study programmes, and to the recruitment of new students. It should be noted that AUKOS teachers are regular contributors to the University Gazette, and the long-time editor of this valuable publication is the alumnus of the Academy.

During the study, various forms of support are available to AUKOS students, which come from teachers, administrative and support services and senior fellow students. At the beginning of each academic year, during the Dean's Hour for freshmen, new students are introduced to administrative and technical service staff and the scope of their work, with representatives of the AUKOS Students' Union and the

Student Centre staff. The information is also described in the Freshman Guides, which are available to students on the AUKOS website.

All teachers regularly have office hours for students, and the dates and times are published on the AUKOS website and on the doors of teacher's offices. However, due to the nature of the teaching taking place in small groups in some studies, it is necessary to point out that office hours are held more frequently than the prescribed minimum. We rate the student-teacher relationship to be very positive and so far there have been no significant objections from students on the unavailability of teachers for consultations. Students communicate with teachers and associates through e-mail and social networks, and often also during field instruction, joint projects at or outside the institution, etc.

The AUKOS administrative and support services also provide student support. The Secretariat and the Accounting and Finance Office provide legal and administrative support. Students often turn to the Secretariat and the Accounting and Finance Office of the Academy regarding student rights and obligations, delayed payment of tuition fees or payment in instalments, and the like. The office with which students most often communicate is the Student Administration Office. To make the services of the Student Administration Office as accessible as possible to all students, the Academy has offices in two locations, the first on the University Campus and the second in Tvrđa. The office hours of both offices are every weekday from 7:00 to 3:00, and Wednesdays to 17:00. Afternoon office hours were introduced primarily because of the part-time students, but the Office is visited by all other students during this time as well. The Student Administration Office offers the following services to students: provides all information about the application, admission tests and enrolment, receives applications for admission to the Academy, carries out the enrolment, issues all written certificates of student status, transcripts of grades, etc., receives student applications for transfer to another study or change of status,

provides all other information on studying at the Academy. The Student Administration Office on the University Campus also houses an Office for International Students, run by one of the Erasmus coordinators. The Student Administration Office has five staff members, which means that each employee is in charge of 140 students on average. Such a division of tasks contributes to the speed and efficiency of work and increased user satisfaction.

The AUKOS Library is available to all students, AUKOS staff, external associates and alumni. The professional, spatial and human resources of the library and the services IT provides are described in detail in section 4.5.

With the aim of improving the services of the Library and administrative and support services of the Academy of Arts and Culture in Osijek, during 2019 we conducted a survey on user satisfaction with professional services, which included 208 (29.4%) out of a total of 707 students. The students evaluated the work of the Library, the Student Administration Office, the Student Support and Career Development Office, the Secretariat, the Dean's Office and technical services. The average grade for the level of satisfaction with all services is 4 (I am satisfied) (SD = 0.91), and students praised especially the work of the Library (M = 4.46, SD = 0.85), which has received the highest grade from 63.5% of the students surveyed. The work of the Student Administration Office and the Student Support and Career Development Office has received the average grade of 3.51 (minimum 3.37, maximum 3.65) for all items of the survey, and the Secretariat and the Dean's Office have received the average grade of 3.97 (minimum 3.89, maximum 4.02). The total average grade for all technical service elements that were evaluated is 4.21 (minimum 3.96, maximum 4.43) ([link/google drive: 34-01](#)). The Academy listens to and respects the opinion of students and uses their feedback to continuously introduce changes to its operation.

A counselling (mentoring) system has been established at the Academy for all students, which was discussed in more

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detail in section 3.2. Advisors are available to students for issues such as meeting study obligations and taking exams, extracurricular activities, student life outside the Academy, career counselling, international mobility, interpretation of AUKOS legal acts, but sometimes also helping them with private life issues (accommodation, subsidies, nutrition, student life, etc.). The academy has 42 advisors and a total of 707 students, which means that one advisor is in charge of 17 students on average.

The Careers Office was established with the aim of connecting students with future employers and aims to prepare students for a competitive performance in the labour market. The AUKOS Careers Office cooperates well with UNIOS Careers Office and participates in all its activities. The UNIOS students' career advice service was established in 2009 as part of the Tempus JEP project ECAS – Establishing of Career Advice Services at Croatian Universities, and works within the UNIOS Quality Assurance Centre.

The AUKOS Careers Office has one administrator. Activities of the Office include workshops on writing resumes and cover letters, time management, conversation with an employer, etc. The Office participates and prepares the participation of the Academy at university events Careers Week and Careering, which in a popular way (*speed-dating* with employers, lectures, workshops, forums and panel discussions) promote the importance of connecting students with potential future employers.

One of the fundamental advantages of studying at the Academy is the immersion in practice from the very beginning of the study. Students often point out that study programmes related to practice, practical work and various project activities are the Academy's strongest suits.

This is confirmed by a system of student practice that is extremely diverse and accessible to all students. The Academy currently has the following forms of practice: Artistic Practice, Professional Practice, Pedagogical Practice, Cultural

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Practice, Concert Practice, project teaching, participation in an international project, participation in the project of the Academy, participation in the project of the Department, Assistantship to Costume Designer, Assistantship to Scenic Designer, Assistantship to Puppet Designer, Research in Culture, Media And Creative Industries, Traineeship/Assistantship in Management – mandatory student practice, Traineeship/Assistantship in Media – mandatory student practice.

The Academy has signed cooperation agreements with many Croatian and foreign institutions, organizations, businesses and associations in which students can do student practice. Their work and progress is recorded and assessed according to the provisions of the internal document titled Organization of Student Practice at the Academy of Arts and Culture ([link/google drive: 34-02](#)). Assessment results are analysed and used to improve teaching. The system of professional practice also helps in the process of connecting students with future employers, which often leads to the professional engagement of students during their studies and/or employment after graduation.

The AUKOS Counselling Office, which organizes workshops and lectures of interest to students and aims to empower them to cope with the problems of student life, is also available to students. Students can also get support and counselling from the UNIOS Counselling Office, whose programme is available to all UNIOS students and is run according to the highest psychological standards of discretion and immediacy.

In addition, the Academy organises creative therapy workshops led by teachers and alumni of the postgraduate university specialist study of Creative Therapies. Such workshops aim to establish a platform for creative and therapeutic counselling for students, which puts the students of the specialist study of Creative Therapies in practical, almost clinical conditions, which partly counts as professional practice.

Although only two students with disabilities currently study at AUKOS, the Committee for Students with Disabilities is very active and strives to promote the work of students with disabilities and to inform and educate other students, teachers, external associates, administrative and support service staff of the Academy of the individual needs of this group of students, in order to provide them with adequate conditions for work and thus achieve full equality. It should be noted that many of the AUKOS study programmes include various topics related to artistic, cultural, sociological and other research on disability, and we also consider the design of separate courses or modules dedicated to the subject.

The Academy has also launched a programme to encourage volunteering. The programme is run by the Careers Office and is intended to encourage students to act responsibly in the community. The programme was formally launched in 2019, but prior to that, AUKOS and the Department of Cultural Studies students and teachers had engaged in numerous volunteer activities. The Careers Office keeps records of student volunteers and mediates the linking of volunteers and persons, associations and institutions that need volunteering services from AUKOS students and teachers.

The AUKOS Students' Union as a legally elected student representative body protects the interests of students by participating in decision-making in the Academy Council and various other decision-making bodies (committees and boards). The AUKOS Students' Union has a tradition of

successful cooperation with the UNIOS Students' Union regarding financing and implementation of student activities and projects. In this way, the Students' Union helps to affirm students, young artists and future experts in the cultural sector. Projects implemented in cooperation between the UNIOS and AUKOS Students' Unions enrich the cultural offer the University and Osijek as a student city. Some of the student activities undertaken by the AUKOS Students' Union are the following: International Student Wood Sculpture Workshop *Jarčevac*, International Art Ceramics Workshop Osijek, *Ut pictura poesis* –author's art book, Young Theatre Festival, International Puppetry Revue *Lutkokaz*, International Art and Women Festival, Interlinking Student Journalism in South-eastern Europe, preparation and printing of the student journal of the Academy of Arts and Culture *Notan*, Student Serigraphy Workshop 2019, Final exhibition of the AUKOS Fine Arts Department students, Spring Chamber Music Festival, *Red Noses* performance, Days of Julije Knifer, International Festival of Theatre Academies *Dionysus*, International Festival of Vocal Music *InterVox*, *OLJM* Fine Arts Exhibition, *OLJM* Retrospective, *FotoStarter* Skopje 2019, and others. It should be noted that some of these are predominantly student activities, while some are an integral part of AUKOS projects, in which students always participate. In preparing and managing project documentation and implementation of projects, students are assisted by the staff of the Office for Research, Arts, Programmes, EU Projects and Interinstitutional Cooperation.

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

Elements of the standard

The higher education institution monitors various needs of students from vulnerable and under-represented groups.

The teaching process is adjusted to the individual needs of students from vulnerable and under-represented groups.

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The higher education institution invests resources in the support to students from vulnerable and under-represented groups.

The Academy takes special care of and ensures support to students from vulnerable and under-represented groups. Vulnerable and under-represented groups of students include students with disabilities, students in a state of social need, older students, students with children, students who are children of Croatian war veterans, students from the Roma minority, LGBTQ students, refugees, migrants and asylum seekers, and more. Currently, two students with disabilities and several students in a state of social need (students of lower socio-economic status, students without both parents) as well as a certain number of older students and students who are parents study at the Academy. Within the scope of the possibilities and resources available, the Academy provides support to students from vulnerable and under-represented groups who request it or are found to be in need.

Article 77(2) of the Act on Scientific Activity and Higher Education defines the right of a higher education institution to determine the criteria and procedure for selecting candidates, provided that education is equally accessible for all and on equal terms, including for persons with disabilities. Article 59(4) of the UNIOS Ordinance on studies and studying states that constituent units of the University are obligated to ensure the adjustable approach to dealing with specific needs of students with disabilities during exams. There are no restrictions on the admission of students with disabilities to study programmes of the Academy. In accordance with the general regulations on enrolment in higher education institutions, students of the final grades of secondary school who have submitted evidence of their disability to the ASHE Central Applications Office and have passed the State Matura exam, take the additional admissions and aptitude tests of specific knowledge, skills, abilities and talents. All candidates

need to take additional admissions and aptitude tests, which are specific to different AUKOS study programmes. This rule does not apply only to the Department of Culture, Media and Management, whose study programmes are enrolled without additional admissions tests, i.e. on the basis of school success and the State Matura results. The committee that oversees admissions test adapts the assessment procedure to the needs of candidates with disabilities. They are assisted by the Committee for Students with Disabilities, which develops an adapted individual assessment plan. If candidates with disabilities over 60% successfully pass the State Matura exam and the admissions and aptitude test at the Academy, they can enrol regardless of the envisaged admission quotas.

The competent body to support students with disabilities is the Committee for Students with Disabilities. The Committee consists of two representatives of teachers, a representative of administrative services and a student. The Committee was set up to help prospective students and students with disabilities to adapt, to communicate and be a mediator between teachers and students with disabilities, to provide advice and assistance, to make reasonable adjustments in teaching, teaching materials and exams, to provide information and support, and more. After students with disabilities are admitted to the Academy, an individualized approach to study is agreed upon.

To exercise all their legal rights, students with disabilities can contact the UNIOS Office for Students with Disabilities, where the university Register of Students with Disabilities is kept. Registration in the Office is optional, but it is necessary if students with disabilities wish to exercise their rights to reasonable adjustments and to the tailored delivery of

courses and exams, or other special rights. Students register as students with disabilities by filling out the [Registration Form](#). The Office guarantees the privacy of all information and respects the right of students to choose if they wish to be registered. Students registered with the Office, as well as all prospective students with disabilities who want to study at the University of Osijek can receive information in person in the Office for Students with Disabilities, via e-mail, leaflets and brochures that are also available on UNIOS and AUKOS websites. The UNIOS Office for Students with Disabilities also has the [equipment](#) available to students who registered which includes accessories available for their use. There are also university scholarships for students with disabilities, which they can apply for once a year. Scholarships are also provided to other vulnerable and under-represented groups in accordance with the [Ordinance on conditions and manner of exercising rights for awarding student scholarships and grants at Josip Juraj Strossmayer University of Osijek](#). In the Ordinance, the category C, Scholarships for students in social need, defines eligible groups and criteria for awarding scholarships. Category C is divided into three subcategories: C1 – students with lower economic means, C2 – students with disabilities and C3 – students belonging to potentially vulnerable groups. The Committee for Students with Disabilities regularly informs students about open competitions for scholarships for students with disabilities. With the aim of improving the education of students with disabilities at the Academy, the Committee for Students with Disabilities regularly communicates with students during office hours, which are published on the AUKOS website and which, if necessary, can be also arranged by appointment. The Academy has surveyed the satisfaction of students with disabilities with studying at the Academy several times. Based on their responses, it can be estimated that students are satisfied with studying at the Academy, and with the support and care the institution provides to them ([link/google drive: 35-01](#)).

All Academy buildings allow access and movement for students in wheelchairs or students with reduced mobility. All buildings have access ramps, all corridors of the Academy are wide enough and without barriers and meet the standards required for the unimpeded movement of students in wheelchairs. In the two buildings (Tvrdá and Cara Hadrijana bb) there are elevators so that students can move between floors, and in the other buildings that do not have an elevator there is a portable caterpillar device. In agreement with the technical service, which is available for the needs of students with disabilities, at the request of a student with disabilities, the caterpillar is delivered to the building where the teaching or other activities related to the study take place.

The Academy encourages students with disabilities to join extracurricular activities, various scholarship programmes, such as Erasmus, and several events have been organised to try to help students with disabilities studying at the Academy affirm themselves and reduce discrimination in the participation of persons with disabilities in artistic programmes. Every year, the Academy marks the International Day of Persons with Disabilities through various project activities with the aim of promoting and fostering the higher education of persons with disabilities and enabling persons with disabilities to follow the artistic programmes prepared for them by students of the Academy. In this way, teachers preparing such programmes are also involved in the education and awareness-raising of AUKOS students for the adaptation of monitoring programmes for persons with different forms of disability. In 2019, the Academy organized the [International Artistic and Scientific Conference Persons with Disabilities in Arts, Science, and Education](#), the aim of which was to foster scientific and artistic dialogue on issues and topics related to equality and better access of persons with disabilities to artistic, scientific and educational aspects of life. The conference is very well received in scientific and artistic circles and is planned to be organized in the future.

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3.6. The higher education institution allows students to gain international experience.

Elements of the standard

Students are informed about the opportunities for completing part of their study abroad.

The higher education institution provides support to students in applying for and carrying out exchange programmes.

Students are informed regularly about the opportunities for completing part of their study abroad. Josip Juraj Strossmayer University of Osijek runs the Erasmus student mobility programme and provides information on foreign education programmes, as well as opportunities to obtain student scholarships. All [notices of open calls and competitions](#), as well as information and instructions for the application and realization of student mobility can be found on the UNIOS website, which are also published by the Academy.

The main possibility of gaining international experience with the purpose of study, traineeship or combined study and traineeship, is achieved through the Erasmus+ KA1 mobility programme. On the AUKOS website, there is a separate [Erasmus](#) page, which has the following subpages: Erasmus courses, Outgoing student mobility, Incoming student mobility, Outgoing mobility of non/teaching staff, Incoming mobility of non/teaching staff and Gallery/Impressions, and on the main part of the page there are the latest notices.

The [Outgoing student mobility](#) page provides the following information: List of institutions with which the University cooperates, basic information on student and teacher mobility, and a timeline for the realization of outgoing mobility. In a separate column there is also a list of the latest calls and competitions, and their results.

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

The higher education institution collects information on student satisfaction with the quality of the HEI's support regarding practical matters of student mobility. Students gain competencies required for employment in an international environment.

The Erasmus+ KA1 student mobility competition is advertised by the University twice a year, for each semester of the next academic year. Students can apply for mobility for study, traineeship or combined study and traineeships. Notices of calls and competitions can be found on the UNIOS and AUKOS websites, and on the main page of the AUKOS website, as well as on the AUKOS official Facebook and Instagram profiles.

The Academy provides support to students in applying for and carrying out exchange programmes. The Academy has appointed an Erasmus Committee consisting of Erasmus coordinators from all six departments of the Academy, an expert associate from the Student Administration Office, led by the Vice-Dean for Study Programmes, who is also in charge of international cooperation. The Academy also has an Erasmus Counselling Office. It is open all year and the working hours are published on the AUKOS website. A protocol for the realisation of outgoing student mobility is also defined, which explains, monitors and covers all steps and stakeholders of the process in detail.

At the time of the open calls, promotion activities and additional information on the Erasmus+ Mobility Programme are intensified and the Erasmus Mobility Info Days are held. Students and teachers who have Erasmus+ international

experiences give presentations about their mobility, partner institutions and their study programmes, and share their impressions of how different international experiences have enriched them as artists and scientists, but also helped them develop general competencies, such as working in international teams, communication, networking, and the like. At the time of the open competitions, *help desks* are organized to help fill out applications, find adequate partner institutions, and write letters of motivation. Students can also turn to Department heads and coordinators to compare study programmes at home and host institutions.

As an additional form of support for students in applying and realising exchange programmes, the Erasmus Student Network – ESN is organised at the University, which supports students who wish to go to a foreign university through Erasmus+ KA1 mobility, by helping them to write letters of motivation and CVs, and which gives advice and recommendations on certain practical issues related to the realisation of mobility.

To ensure transparent recognition of ECTS credits earned at a foreign higher education institution, the student needs to check the compatibility of the two study programmes before going abroad. AUKOS students, on the advice of the Erasmus coordinator and head of the Department, and, if necessary, the teacher of each course, compare the contents of the compulsory courses of the AUKOS study programme and the contents of the course they wish to attend at an institution abroad, to assure the compatibility of teaching content and the successful recognition of ECTS credits on return. The aim of this process is to find partner study programmes that are compatible enough for ECTS credits to be recognised (especially for compulsory courses), and different enough to give students a reason to go to that particular institution abroad.

On completion of the Erasmus+ mobility, students submit the complete documentation (Learning Agreement for Studies,

Transcript of Records and Statement of Host Institution) from the host institution to the UNIOS International Relations Office and the AUKOS Erasmus Coordinator. The AUKOS Erasmus Coordinator forwards the documents to the Erasmus Coordinator of the Department, who compares the submitted Transcript of Records and grades issued by a foreign HEI and the AUKOS study programme, and prepares a proposal for the recognition of courses and differential exams ([link/google drive: 36-01](#)). The Erasmus Coordinator of the Department forwards the proposal to the Head of the Department, who, after approval of the Department, sends the confirmation of consent to the expert associate in the Student Administration Office. The Committee for Education and Student Affairs, in accordance with the Ordinance and the analysis of each case, makes the final decision on the recognition of courses and ECTS credits, and differential exams.

The Academy collects information on student satisfaction with the quality of support regarding practical matters of student mobility ([link/google drive: 36-02](#)).

Students gain competencies required for employment in an international environment in a continuous and intensive way by participating in the:

- Erasmus+ programmes ([link/google drive: 43-05](#)), which include:
 - Erasmus+ individual mobility (outgoing individual student mobility)
 - possibility to attend classes organised for Erasmus incoming students (incoming individual student mobility)
 - presentations and workshops of foreign teachers who come to the Academy through the Erasmus+ programme (incoming teacher mobility)
 - classes of AUKOS teachers who have parti-

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icipated in mobility abroad and share their newly acquired international experiences with AUKOS students (outgoing teacher mobility)

- Other types international mobility ([link/google drive: 43-07](#)), which include:
 - international artistic and scientific projects, festivals, visits, international competitions and workshops held in Croatia with foreign students (incoming student mobility) or our students are invited to participate with foreign partners (outgoing student mobility)
 - presentations and workshops of foreign teachers, guest lecturers from foreign universities, workshops, scientific and artistic projects led by/with professors and artists from abroad (incoming teacher mobility)

AUKOS students, especially in the last two years, have shown an increased interest in Erasmus mobility programmes. For example, in the summer semester of the academic year

3.7. The higher education institution ensures adequate study conditions for foreign students.

Elements of the standard

Information on the opportunities for enrolment and study is available to foreign students in a foreign language.

The higher education institution provides support to foreign students in enrolment and study at the Croatian higher education institution. The higher education institution collects feedback on satisfaction and needs of foreign students.

2019/2020, the Academy had the best outgoing student mobility per semester compared to previous years. 16 Erasmus student outgoing mobilities have been approved, 13 for study and 3 for traineeships. AUKOS students were at the top of both lists. The results for the academic year 2020/2021 also show an increase with 28 approved mobilities. 20 mobilities are for study, which accounts for 30% of all outgoing mobilities at UNIOS, and 8 are for traineeships.

Table 3.6. from the MOZVAG database provides an overview of all outgoing and incoming mobility up to 3 and over 3 months for the last 5 academic years, and includes all mobility, not only Erasmus, while the document attached here breaks it down by the types of mobility – Erasmus and other mobility.

It is important to point out that over the past five years, the Academy has managed to double other types of outgoing student mobility in relation to Erasmus outgoing mobility through making bilateral cooperation agreements, launching and participation in international projects, festivals and guest visits. We had 72 Erasmus+ individual student mobilities in the last five years and 141 other individual outgoing student mobilities.

Foreign students have the opportunity to attend classes delivered in a foreign language. (English).

Croatian language courses are delivered for foreign students at the level of the university or university constituent.

Information on opportunities to enrol and study in a foreign language is available to foreign students on the AUKOS website. Since the UNIOS International Relations Office is in charge of student mobility, the UNIOS website is the basic source of information for foreign students who consider studying at one of UNIOS constituents. The UNIOS website lists the possibilities of studying at all UNIOS constituents, including the Academy. It provides the list of courses with descriptions, which the Academy offers to foreign students at undergraduate and graduate levels. The AUKOS website also provides a list of courses delivered in English. The Academy, in addition to all its specificities, currently offers 118 Erasmus courses at undergraduate and 18 at graduate levels.

Course descriptions also contain the information on the minimum number of students needed to organise classes in English. If foreign students are interested in attending a particular course, and there are less than the minimum number of students enrolled, the teacher organizes classes as individual consultations and adapts them to the needs and abilities of foreign students.

On the Erasmus page of the AUKOS website, the Incoming Students link also leads to the corresponding UNIOS website.

At the Academy, in addition to the main Erasmus Coordinator, support to incoming students is provided by two Erasmus coordinators, as well as Erasmus coordinators of each Department, and an expert associate in the Student Administration Office. Erasmus coordinators administer the mobility of foreign students, advise them on course selection, introduce them to professors and AUKOS services, assist students

with temporary student IDs, and verify their list of selected courses. The Erasmus coordinator Josip Horvat organises weekly Erasmus consultations in the Student Administration Office on Wednesdays from 14:00 to 15:00 hrs.

On completion of their stay at the Academy, all foreign students fill out a questionnaire to give their opinion and rate their satisfaction with studying at the Academy and the University ([link/google drive: 37-01](#)).

The University encourages all foreign students to learn Croatian by offering them a Croatian language course, in which they master the rules of standard Croatian and acquire reading, writing, speaking and listening skills. In addition to acquiring Croatian language competence, the purpose of this programme is to improve cultural and social contacts with other nations and cultures, to spread Croatian language culture and to promote Croatian as a foreign language.

The Academy in Osijek is becoming an interesting destination for incoming Erasmus students. In the last year we recorded an increase of as much as 533% of accepted incoming students. In the academic year 2018/2019 there were three incoming students, while in 2019/2020 this number increased to as many as 16 students.

As in the previous section, Table 3.6. from the MOZVAG database provides an overview of all outgoing and incoming mobility of up to three and over three months per year for the last five academic years, regardless of the type of mobility. The types of mobility are indicated in this table ([link/google drive: 43-05; 43-07](#)).

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

Elements of the standard

The criteria and methods for evaluation and grading are clear and published before the beginning of a course.

The criteria and methods for evaluation and grading are aligned with the teaching methods used.

The higher education institution provides support to the assessors in the development of skills related to the testing and assessment methods.

The higher education institution ensures objectivity and reliability of grading.

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In accordance with the provisions of the UNIOS Ordinance on studies and studying (Articles 68, 69 and 70) as well as study programmes, AUKOS teachers objectively and consistently evaluate and assess student achievements. The evaluation criteria for each course are publicly available in study programmes published on the AUKOS website and in Curriculum Implementation Plans adopted for each academic year. Also, all teachers have an obligation to inform students about the evaluation and assessment criteria, course contents, and intended learning outcomes during the first introductory class of the semester. The work of a student on a particular course may be evaluated and assessed during classes in accordance with the study programme and the Curriculum Implementation Plan, and the final grade can be determined on the basis of class activities and/or the exam, in accordance with the Curriculum Implementation Plan. The success of students on the exam and other types of assessment in line with the Curriculum Implementation Plan is assessed using grades (from 1 to 5) and, as a rule, using the ECTS grading system in accordance with the study programme.

If possible, the higher education institution carries out the evaluation of grading.

The evaluation procedures take into account special circumstances of certain groups of students (modifying examination procedures to suit students with disabilities), while at the same time ensuring the achievement of intended learning outcomes.

The students receive feedback on the evaluation results, and if necessary, guidelines for the learning process based on these guidelines.

In an internal survey intended to examine the effectiveness of the system of evaluation and assessment of student achievement, teachers stated that they adhere to these rules, which is supported by the fact that there have been no objections to grades in the last two years ([link/google drive: 33-01](#)). Article 70 of the Ordinance on studies and studying provides for the procedure for objections to the assessment as follows: A student who is not satisfied with the grade may, within 48 hours after the oral exam/oral part of the exam, or after the publication of results of the written exam, file a written request to repeat of the examination before the Academic Committee. The Dean of the Academy appoints the Academic Committee consisting of three members within 48 hours of receiving the complaint, determines the time and place of the exam, and ensures that the examination is public. The teacher concerned may attend the repetition of the exam before the Academic Committee, without the right to ask questions and assess the student. The re-examination must be held within five working days from the date of the appeal; in the case of a written exam, the exam is not repeated but re-assessed by

the appointed Committee; the Committee adopts the decision by a majority vote.

When study programmes are revised, all courses performed at the Academy are also subject to a revision of assessment methods and monitoring of the work of teachers, which are aligned with the ECTS workload, type of instruction and requirements of the course.

As a means of ensuring objectivity and reliability of grading, the Academy encourages and enables examinations before a panel of examiners, often consisting of at least three teachers who teach related courses. Such an evaluation principle is represented more on arts programmes, where most practical courses are assessed and evaluated precisely and only in this way. The teacher concerned is a member of the panel, but the final assessment of the oral part of the exam is based on the conclusion of the panel. All exams at the Academy are public, while in the case of theoretical courses the public is

provided by examining and evaluating students in the presence of at least one other student.

The Academy has two students with disabilities for whom the exam materials have been modified according to special needs. The adaptation and education of teachers working with students with disabilities is assisted by the Committee for Students with Disabilities, whose members advise teachers who had no prior experience with the specific needs of students on how they can most effectively evaluate and assess students without undermining equality and equal obligations vis-à-vis other students. In this regard, teachers have designed specific exam materials and/or have created specific conditions for carrying out modified exams.

Exam results are publicly available to students in compliance with GDPR requirements. All students can use the opportunity to inspect their exams during office hours, when teachers make recommendations for improvement and progress in work.

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

Elements of the standard

Upon the completion of their studies, students are issued appropriate documents (diploma and Diploma Supplements). Diplomas and Diploma Supplements are issued in accordance with relevant regulations.

The Academy issues diplomas and Diploma Supplements in accordance with the relevant regulations. Act on Academic and Professional Titles and Academic Degree, Ordinance on the content of higher education diplomas and diploma supplements, Ordinance on the amendments to the Ordinance

The higher education institution issues the Diploma Supplement in Croatian and English, free of charge.

on the content of higher education diplomas and diploma supplements, List of Academic Titles, Academic Degrees and Their Abbreviations, and Amendments to the List of Academic Titles, Academic Degrees and Their Abbreviations.

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Since the establishment of the Academy of Arts and Culture (and its predecessors), 219 undergraduate and 169 graduate students have graduated and 5 students have received the academic degree of university specialist. All students have been issued diplomas and accompanying diploma supplements in Croatian and English. The Diploma Supplement is issued free of charge.

The diploma contains the following data: name of the University, name of the Faculty, name of the study programme and specialisation (where applicable), duration of studies in years and semesters, ECTS credits earned, academic title – full name and academic abbreviation, basic information on the student (first name, surname, date of birth), date of

3.10. The higher education institution is committed to the employability of graduates.

Elements of the standard

The higher education institution analyses the employability of its graduates.

Admission quotas are aligned with social and labour market needs and available resources.

The Academy monitors labour market developments in terms of employability of graduates and aligns admission quotas in accordance with the recommendations of the Croatian Employment Service. New study programmes have been launched in consultation with potential employers (music schools, general education schools, IT companies, media, theatres) to meet the needs of the market. Also, some of the study programmes not recognised as attractive by the labour market have either been discontinued or modified to make

graduation, academic degree, date of issue of diploma, certification and signature of the Dean of the Academy ([link/google drive: 39-01](#)).

The components of the diploma supplement are: student name and surname, qualification, qualification level, data on qualification content and student performance, data on study requirements and learning outcomes, programme data, grades and ECTS credits earned, qualification opportunities and other additional data and information on the higher education system in Croatia ([link/google drive: 39-01](#)).

Diplomas are presented at graduation ceremonies.

The higher education institution informs prospective students about the opportunities to continue education or find employment after graduation. The higher education institution provides students with support regarding future career planning.

The higher education institution maintains contacts with alumni.

them more attractive. The Academy has established and formalized continuous cooperation with a large number of institutions, companies, associations and organisations in the arts, culture, media and education that are potential employers of its students and cooperates with them through joint projects, student practice, exchange of experiences and the like.

The Academy has an established Student Support and Career Development Office with one professional associate. The task of the Office is to inform students about job opportunities or continuing their studies after the Academy, to organize guest lectures, workshops, panel discussions and similar events, to enable AUKOS students to reach out to future employers, prominent alumni and other established professionals and persons from public life, in order to prepare and familiarize them with the challenges of starting and developing their future careers. As mentioned in the previous Chapters, the activities of the Office include cooperation with the UNI-OS Quality Assurance Centre, in particular in terms of different forms of education on writing CVs, time management, interviews with employers and the like. The curricula at the Academy are designed to bring students into constant contact with the market and with creative industries, i.e. with potential employers, thus gradually building a bridge to their future careers from the initial semesters of study ([link/google dirve: 22-02](#)).

Examples of activities of the Student Support and Career Development Office are numerous, and one of the most typical tasks is the participation and presentation of the Academy at the university event *Careers Week*. In cooperation with the Alumni Club, a two-day workshop *The Basics of Animation Tuchmarionette* was held by actor Vanja Gvozdić, a former Academy student; the *Visual School of Anthropology* was organized in cooperation with the Centre for Visual Anthropology in Belgrade, giving students the opportunity to learn more about film-making, editing and production; at the lecture by Tatjana Oršolić *Achieving stress balance*, students had the opportunity to learn about the ways of overcoming stress and stage fright in public appearances, auditions and job interviews. In a series of events titled *Discussion Forum* we invite distinguished local and foreign artists who use examples from their career to introduce students with problems and challenges of artistic work (Prof. Ivo Josipović, Ensemble *Ars Longa* from Cuba, violinists Anđelko and Martin Krpan,

pianist Martina Filjak, and others) etc. The international panel discussion *The Future of Piano Studies* was one of the most significant events organized by the Office. It was a panel discussion involving principals and teachers from about 20 music schools and the Management, teachers and students of the Academy. The discussion started the communication between the principals as employers and students who discussed problems concerning piano studies, which as a result brought a new perspective for the study, admission quotas and the like.

In order to connect students with potential employers as much as possible, a volunteering project was launched at the Academy, run by the Student Support and Career Development Office. Volunteer work is conducted and recorded in accordance with the Croatian Act on Volunteering (Official Gazette 22/13). Lately, there have been significant volunteer contributions from students on Academy projects such as *Dionysus*, *GLAZBOS*, *Art and Woman Festival*, *Book for 5!*, International Conference *Persons with Disabilities in Arts, Sciences and Education*, International Scientific Conference *European Realities*, and in other events in which the Academy is one of the partners, such as *KulenDayz – IT Innovation Conference*, *Osijek Music Wednesday*, *Young Theatre Festival*, etc.

Former students of the Academy have founded the Alumni Club as an association of citizens called the Alumni Association of the Academy for Arts and Culture in Osijek, which is independently run by a group of Academy employees who were its former students. Members of the AUKOS Alumni Association organize events for former students, in cooperation with the Management of the Academy keep records of graduates, promote the professional achievements of their members, maintain contacts between alumni and the Academy through social networks and joint informal meetings, and often participate in Academy's events (*Art and Woman Festival*, *GLAZBOS*, *Intervox*, *Dionysus*, *Lutkokaz*, scientific conferences and more).

4. TEACHING AND INSTITUTIONAL CAPACITIES (ESG 1.5., ESG 1.6.)

4.1. The higher education institution ensures adequate teaching capacities.

Elements of the standard

The number and qualifications of teachers are appropriate for the delivery of study programme and achievement of the intended learning outcomes and performing scientific activity.*

The ratio of students and full-time teachers at the higher education institution ensures a high quality of study.

Teacher workload is in line with relevant legislation and policies, regulations of competent bodies, collective agreements, etc.

Teacher workload ensures appropriate distribution of teaching, scientific/artistic activities, professional and personal development and administrative duties.

Teachers are qualified for the course/courses they deliver.

**Teachers – employees of a higher education institution appointed into scientific-teaching academic ranks (or teaching ranks at professional study programmes).*

The number and qualification of AUKOS teachers are suitable for the study programmes delivered at the Academy, as well as for the achievement of the intended learning outcomes and the performance of scientific and artistic activities. Classes at the Academy are delivered by teachers appointed

to artistic-teaching, scientific-teaching, teaching and associate academic ranks. The number of teachers and associates employed at the Academy, as well as external associates participating in the delivery of classes and in the performance of study programmes is presented in Table 2.

Table 2. Teachers, associates and external associates (as of June 3rd 2020)

	Employed	External Associates
Full Professors and Full Professors with Tenure	11	4
Associate Professors	25	13
Assistant Professors	39	16
Postdoctoral Researchers	4	
Assistants	18	29
Senior Lecturers	7	

	Employed	External Associates
Lecturers	8	4
Artistic Counsellors	2	
Senior Associates for Arts	1	2
Associates for Arts	5	15
Professional Associates	0	2

The ratio of students to teachers in full time employment at the Academy meets the high standards of quality of study, knowledge and skills acquisition, as shown in Table 3.

Table 3. Number of students and teachers

	Students	Teachers	Student-Teacher ratio
Academic year 2017/2018 (7/2018)	682	110	6.2
Academic year 2018/2019	632	113	5.6
Academic year 2019/2020	707	119	5.9

The table clearly shows that the student-teacher ratio meets all the criteria for the delivery of existing study programmes and meets the high standards of quality of education at the Academy. The recognisability and uniqueness of the Academy is the result of the favourable student-teacher ratio, which enables an individualized approach to studying according to the highest educational standards. It should also be noted that the student-teacher ratio at the Academy will change in the coming years, as the Academy also has a plan to launch new undergraduate and graduate studies, which will result in an increase in the number of students and teachers.

In accordance with the legal and statutory provisions, the Academy Council adopts Curriculum Implementation Plans for the next academic year before the beginning of each academic year, which determine the teacher workload. The teacher workload is in line with relevant regulations. Since

some teachers may have an increased teaching load, this affects human resources management policy and plans for new recruitments, as well as the need to engage external associates, which leads to more varied teaching and reduced teacher workload. Furthermore, in order to reduce the workload of individual teachers, if possible, study groups are sometimes merged together. Study groups from different study programmes are often merged together, which fosters interdisciplinarity and highly sophisticated cooperation between teachers and students of different profiles.

AUKOS teachers are fully qualified for the courses they deliver. This is mainly the result of recruitment procedures, in which teachers need to demonstrate that they are qualified to deliver classes in a particular subject in the scientific/artistic area, field and branch in which the teacher is appointed ([link/google drive: 41-01](#), [link/google drive: 41-02](#), [link/google](#)

[drive: 41-03](#)). Furthermore, the qualifications of AUKOS teachers for the delivery of courses are evidenced in their previous education, artistic/scientific papers they published, and other relevant facts that are publicly available in their CVs on the AUKOS website.

In terms of gaining additional qualifications, the Academy supports its teachers and associates in acquiring knowledge and skills in scientific and artistic fields by providing different types of support, e.g. paid leave for scientific and artistic research ([link/google drive: 41-04](#)), sabbaticals ([link/google drive: 41-05](#)), funding of participation in conferences and professional meetings ([link/google drive: 41-06](#)), per diems, travel costs ([link/google drive: 41-07](#)), free-of-charge additional specialist education at the Academy, etc. In order to obtain additional qualifications, teachers and associates can attend pedagogical-psychological and didactic-methodological training necessary for teaching in higher education. On their first appointment to artistic-teaching or research-teaching ranks, the Academy enables teachers to attend pedagogical-psychological and didactic-methodological training ([link/google drive: 41-08](#)). In addition to pedagogical-psychological and didactic-methodological training, the Academy continuously provides teachers and associates with support in obtaining doctoral degrees (funding their postgraduate university studies) and attendance of postgraduate specialist studies ([link/google drive: 41-09a](#); [41-09b](#)). Because of the

specificity of the artistic field in relation to the scientific field, the Academy enables teachers and associates appointed in the artistic field, even when if there is no legal or other condition for obtaining a doctorate as a precondition for advancement to higher academic ranks, to attend postgraduate university studies in the fields of arts, interdisciplinary fields, as well as the possibility of obtaining a doctorate in the field of arts without attending postgraduate university studies (teachers in artistic-teaching ranks [link/google drive: 41-10a](#); [41-10b](#)).

The Academy continuously monitors the quality, qualifications, scientific and artistic work of its assistants, postdoctoral fellows and mentors. According to the UNIOS Ordinance on evaluation of assistant's, postdoctoral fellow's and mentor's performance, mentors submit the annual evaluation of the work of assistants to the Academy Council once a year ([link/google drive: 41-11](#)). In accordance with the same Ordinance, the evaluation of mentor's work is conducted once every two years. Based on the mentor's report on their own scientific and mentoring work and the assistant's evaluation of the mentor's work, the Academy Council adopts a positive or negative rating of the mentor ([link/google drive: 41-12](#)). Mentors who receive a negative rating twice can no longer be appointed mentors. There have been no cases of negatively rated assistants or mentors at the Academy so far.

4.2. The recruitment, promotion and re-appointment of the teachers are based on objective and transparent procedures that include the evaluation of excellence.

Elements of the standard

Teacher appointment (recruitment) procedures arise from the development goals of the higher education institution and

they are aligned with the legislation and internal regulations in effect.

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

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

Promotion of teachers into higher grades (academic ranks) is based on the evaluation and rewarding of excellence and the HEI takes into account important achievements (such as

In the recruitment or promotion procedures for teachers and associates, the Academy is guided by its development goals, especially related to the gradual development of first-rate scientific and artistic production. This includes the development of teaching processes, new and unique study programmes in Croatia, and diverse scientific and artistic content.

The basic procedure that regulates the recruitment of teachers and associates is the UNIOS Human Resources Management Plan, which is adopted by the UNIOS Senate, and which is aligned with the needs of the Academy for new recruitment in the current year. This Plan also covers the promotions of teachers and associates in a given year. Those procedures aim to improve the quality of study at the Academy ([link/google drive: 42-01a; 41-01b](#)).

Teacher recruitment procedures are aligned with the following legislation and internal regulations in effect.

The relevant national legislation and other regulations:

Act on Scientific Activity and Higher Education (Official Gazette 123/03, 198/03, 105/04, 174/04, 2/07; Decision of the Constitutional Court of the Republic of Croatia 46/07, 45/09,

international contribution to the scientific discipline, high-impact publications, significant scientific discoveries, successful projects, success in securing additional funds, supervision of final and graduation theses, authorship of textbooks / study materials, popular lectures, etc.).

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

Additional criteria for the promotion of teachers into higher grades (academic ranks) reflect the strategic goals of the higher education institution.

63/11, 94/13, 139/13, and 101/14; Decision of the Constitutional Court of the Republic of Croatia 60/15 and 131/17), Decision of the Rectors' Conference of the Republic of Croatia on the form and manner of conducting the inaugural lecture within the procedure for appointment to scientific-teaching, artistic-teaching and teaching ranks (Official Gazette 129/05), Decision of the Rectors' Conference of the Republic of Croatia on the necessary requirements for the evaluation of teaching and professional activities within the procedure for appointment to teaching ranks (Official Gazette 13/12), Decision of the Rectors' Conference of the Republic of Croatia on the necessary requirements for the evaluation of teaching and professional activities within the procedure for appointment to artistic-teaching and teaching ranks in artistic fields (Official Gazette 61/17), Decision of the Rectors' Conference of the Republic of Croatia on the necessary requirements for evaluation of teaching and scientific-professional activity within the procedure for appointment to scientific-teaching ranks (Official Gazette 106/06 and 122/17), Ordinance on conditions for appointment to scientific ranks (Official Gazette 28/17), and Ordinance on conditions for appointment to artistic-teaching ranks (Official Gazette 86/10).

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Internal UNIOS and AUKOS regulations are the following:

UNIOS Ordinance on election/re-election to titles and corresponding employment positions, Rulebook on conditions of re-election to scientific/artistic-teaching, teaching and associate ranks, Statute of Josip Juraj Strossmayer University of Osijek – revised text, Ordinance on announcing and conducting public competitions at Josip Juraj Strossmayer University of Osijek, Ordinance on announcing and conducting public competitions at Josip Juraj Strossmayer University of Osijek, Statute of the Academy of Arts and Culture in Osijek.

The Appointments Review Committee is a permanent expert body of the Academy Council which checks the conditions of the Rectors' Conference for the evaluation of teaching and professional activities in the process of appointing teachers to scientific-teaching and artistic-teaching ranks. The Committee checks the application and assesses the candidate's activities (teaching, scientific or artistic activity and student feedback) in order to select and appoint the best candidates. The Appointments Review Committee makes an Appointment Review Report on the conditions for the appointment of the candidate to a specific academic rank, in which it lists all elements/conditions of the Rectors' Conference for a particular scientific-teaching or artistic-teaching rank ([link/google drive: 42-02](#)).

In the process of recruiting and promoting teachers and associates, the Academy is guided solely by the principle of excellence, with the aim of developing first-class artistic and scientific production and improving the quality of teaching. Excellence as a precondition for the selection of teachers and associates stems from formal legal procedures for the selection of teachers and associates prescribed at the national level in the legal acts listed above. On the basis of national regulations governing the procedures, appointments and promotions of teachers and associates to higher academic ranks, the Academy applies the provisions of the UNIOS

regulations governing such procedures in more detail, which also confirms the use of the principle of excellence in the selection of teachers and associates and in all new recruitments at the Academy. We refer primarily to the UNIOS Ordinance on election/re-election to titles and corresponding employment positions, UNIOS Ordinance on announcing and conducting public competitions at Josip Juraj Strossmayer University of Osijek, Statute of Josip Juraj Strossmayer University of Osijek – revised text, and Statute of the Academy.

In addition to national regulations, the procedures for the selection of the best candidates for each post are also governed by two internal Ordinances of Josip Juraj Strossmayer University of Osijek – Ordinance on election/re-election to titles and corresponding employment positions, and Ordinance on announcing and conducting public competitions at Josip Juraj Strossmayer University of Osijek, and Statutes of the University and the Academy. Those regulations contribute to the public transparency of the entire selection process, from the publication of the competition to the final appointment of candidates. As the main indicator of transparency of the teacher recruitment and selection process, the competition is published in the Official Gazette, the daily press, the UNIOS and AUKOS websites, the official European Research Area website, and on the notice board and website of the Croatian Employment Service, Regional Office in Osijek ([link/google drive: 42-03](#)).

The procedures for promoting teachers to higher academic ranks are based on evaluating and rewarding excellence, taking into account their important achievements. The basic legal framework for this can be distinguished through selection procedures in scientific-teaching and artistic-teaching ranks. In the case of appointment of teachers in scientific-teaching ranks according to the Decision of the Rectors' Conference of the Republic of Croatia on the necessary requirements for the evaluation of teaching and professional activities within the procedure for appointment to scientific and teaching ranks,

the following criteria for the evaluation of teaching, scientific and professional activities are considered:

- Criterion of teaching contribution
- Criterion of scientific-professional contribution
- Criterion of institutional contribution

The cumulative fulfilment of these criteria, depending on the scientific-teaching rank the teacher is appointed to, is achieved by evaluating the teacher's activities and previous scientific and teaching contribution to the work of the Academy. For appointments to artistic-teaching ranks, candidates need to meet the criteria defined in the Decision of the Rectors' Conference on the necessary conditions for the evaluation of teaching and professional activities in the process of appointment to artistic-teaching ranks in particular fields of arts. In accordance with this Decision, in addition to fulfilling the general conditions (positive results of institutional research on the quality of the teacher's work or the positive results of the Student Survey), teachers must fulfil the conditions specified for each individual artistic-teaching rank.

In addition to fulfilling the requirements defined in the Decision of the Rectors' Conference, teachers who are appointed to artistic-teaching, scientific-teaching and teaching ranks must prove that they have completed general pedagogical-psychological and didactic-methodological training. If they have not completed the training, teachers and associates are referred to the Faculty of Education of the University of Osijek to attend the programme. In addition to the above conditions, when teachers are appointed for the first time in the artistic-teaching or scientific teaching ranks and positions, they must submit a medical certificate proving that they have the necessary psychophysical abilities, issued by an authorized occupational medicine practitioner.

Promotion of teachers to higher scientific ranks is based on the evaluation and rewarding of excellence and takes into account significant achievements (such as international

contribution to the scientific discipline, high-impact publications, significant scientific discoveries, mentorship, supervision of final and graduation theses, course materials, textbooks etc.). The proof of evaluation and rewarding excellence is the fact that teachers meet the conditions for appointment to scientific-teaching ranks, or to scientific ranks according to the Ordinance of the National Council for Science, Higher Education and Technological Development on the requirements for appointment to scientific ranks (Official Gazette 28/2017), which stipulates that "The appointment to scientific grades in the field of social sciences is conducted on the basis of qualitative and quantitative analyses of candidates' published research papers. For this purpose, the expert panel classifies candidate's papers into groups (a1), (a2) or (a3). The research papers in the first group (a1) are papers published in scholarly journals indexed in the WoS, CC or Scopus databases." Publication of scientific papers indexed in internationally recognised databases is the basic condition for appointment to scientific grades. Any teacher in the process of appointment to a higher scientific grade must collect a certain number of points by publishing papers in journals indexed in internationally recognised scientific databases. For the appointment to the scientific grade in the field of humanities, the candidate must have papers (research papers in journals, peer-reviewed proceedings or chapters in a book, including electronic editions) published in international, foreign or national publications of equal standing (a1, list of national publications and publications indexed in international databases relevant to the field of humanities), and may have a part of the papers in other valuable national scientific and professional publications (a2), where these can replace only part of the total number of papers. It is clear from these provisions that AUKOS teachers in the process of their first appointment to scientific and teaching ranks, as well as in the procedures of promotion to higher scientific and teaching ranks, must have international visibility and international contribution to their discipline, as well as

prestigious publications and scientific discoveries to meet the requirements of the above mentioned Ordinance. Other conditions, such as mentoring, supervising final and diploma thesis, developing course materials and writing textbooks, are checked by the Appointments Review Committee to verify the fulfilment of the requirements of the Rectors' Conference in accordance the Decision of the Rectors' Conference on the necessary requirements for the evaluation of teaching and professional activities within the procedure for appointment to scientific-teaching grades [Official Gazette 122/2017](#).

In the procedures for appointment to artistic-teaching ranks, the evaluation and rewarding of teacher excellence is regulated first and foremost by the Ordinance of the National Council for Science, Higher Education and Technological Development on conditions for appointment to artistic-teaching grades (Official Gazette 86/10, which describes the criteria for each artistic field and states that "For the courses that can be taught only by an artist in addition to the Conditions of the Rectors' Conference, which are confirmed by the university bodies, the requirements for appointment to artistic-teaching ranks of full professor, associate professor and assistant professor, confirmed by the Field Committee, are based on the artistic activity: a) which has been presented to the public; b) which has not been presented to the public, but can be evaluated through project documentation by representatives of a particular artistic profession; c) artistic teaching and artistic teaching production in which one invests their artistic being and which results in artistic creation, which can be evaluated by representatives of a particular artistic profession. Artistic activity determined on the basis of documented proofs is significant and relevant for the appointment to artistic-teaching ranks (full professor, associate professor and

assistant professor). Artistic activity, achievements and excellence are evaluated according to the requirements for the appointment to a particular artistic-teaching grade.

Decision on the necessary requirements for the evaluation of teaching and professional activities within the procedure appointment to artistic-teaching and teaching ranks in the field of arts ([Official Gazette 61/17](#)) defines all indicators of excellence evaluated in the process of appointment to artistic-teaching and teaching professions, since, in addition to the general conditions (positively assessed inaugural lecture and positively assessed student survey results) the conditions for each artistic-teaching and teaching grade must be met, such as: that the candidates have presented works of art as authors or co-authors in Croatia and abroad, that they have received significant rewards or awards for their work, that they designed and ran an artistic conference or workshop, etc.

It is apparent from all of the above that the conditions for the advancement of teachers are linked with the condition of achieving excellence in the field of teaching, which is undoubtedly related to the implementation of the objectives of the Development Strategy of the Academy for Arts and Culture in Osijek 2018-2022, especially regarding improving teaching and teacher capacities (Strategic Goal 4). The application of the [Ordinance on rewarding artistic and scientific work](#), as well as the Academy's promotion of scientific and artistic work through various aspects of support to teachers and associates, contributes to strengthening the indicators of excellence of scientific-artistic and professional work of teachers and associates, and thus contributes to the development of the Academy.

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

Elements of the standard

The higher education institution provides opportunities for the improvement of teaching competencies at the level of the university or university constituent.

The higher education institution encourages the assessment and improvement of teaching competencies based on the

peer-review recommendations and the results of student satisfaction surveys.

Teachers participate in international mobility programmes, projects, networks, etc.

a) Improvement of teaching competencies at the level of the university or university constituent

The Academy continuously makes institutional efforts to enable the improvement of teacher competencies at all levels, as is evident in both the AUKOS Development Strategy and the AUKOS Scientific Research Agenda, which emphasize the long-term development of artistic, scientific and professional development of its staff and the motivation of teachers for realizing personal potential in the field of cutting-edge scientific work and top artistic creativity.

The Academy offers the possibility of improving teacher competencies through the following forms of support:

- enabling the participation in the pedagogical-psychological and didactic-methodological training programmes
- funding of doctoral and specialist studies
- covering registration fees to participate in conferences
- granting sabbaticals
- granting paid leave for the production of doctoral dissertations
- issuing approvals to teachers and associates for work outside the home institution for the purpose of their professional development

- organising workshops, seminars, conferences, festivals, book presentations, concerts, exhibitions, performances, film projections, as well as visits by lecturers from Croatia and abroad
- organising international conferences and symposiums
- supporting artistic-research and scientific-research projects through the Centre for Interdisciplinary Research in Arts and Sciences (InterScArt)
- supporting the application and implementation of projects through the Office for Research, Arts, Programmes, EU Projects and Interinstitutional Cooperation
- organising Erasmus+ Exchange Programme presentations.

Furthermore, the Academy supports teachers and associates appointed as assistants in the field of arts, who do not need to obtain a PhD degree in science/arts, to attend postgraduate university studies (doctoral studies) or specialist studies. Teachers appointed to artistic-teaching ranks have the opportunity to obtain a doctorate in arts on the basis of appointment to artistic-teaching ranks at the Doctoral School

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of Josip Juraj Strossmayer University of Osijek, in accordance with the UNIOS Ordinance on conditions and procedure for obtaining a doctorate in arts at the Josip Juraj Strossmayer University of Osijek.

The Academy approves sabbaticals to teachers in the artistic-teaching and scientific-teaching ranks after six years of appointment to a particular grade, for scientific or artistic training or research. Teachers transfer the new knowledge and experience acquired during the training period, often at a related international higher education institution, to students, and incorporate it in their artistic and scientific activities. It should be noted that a large number of new study programmes or innovative courses on different AUKOS programmes were created precisely as a result of some form of teacher study or professional development ([link/google drive: 43-01](#)).

The Academy also grants paid leave, both for the writing of doctoral dissertations lasting three months, and for scientific and artistic training of teachers and associates. In that regard, the Decision of the Dean or the Decision of the Academy Council grants teachers and associates paid leave, specifying the reasons for granting the leave and indicating that the scientific and artistic training is closely linked to the work of the teacher or associate. ([link/google drive: 43-02](#)).

The Dean, as the responsible person, also issues approvals to teachers and associates to work outside the home institution for the purpose of their professional development, which includes work at another higher education institution (as an external associate), participation in festivals, exhibitions, participation in professional bodies of scientific/artistic organizations, or any other form of scientific and artistic activity. This enables their professional development and fosters excellence ([link/google drive: 43-03](#); [43-03a](#)).

In order to facilitate professional development, promote teaching excellence and enable teachers to meet the criteria

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for advancement, the Academy regularly organizes workshops, seminars, conferences, festivals, book presentations, concerts, exhibitions, performances, film projections, as well as visits by lecturers from Croatia and abroad. These activities support teachers and associates in the scientific and artistic professional development.

From workshops and seminars that have been organised by the Academy with the aim of developing skills and adopting new working methods, we highlight the *Grant Writing Workshop* held in the academic year 2017/2018. Denise Pinney, Vice President of Campaign Operations and Director of Corporate and Foundation Relations, and Cathlene Leary-Elderkin, Assistant Director for Development and Science Literacy at Rider University, led a workshop on project writing in an international environment. Staff from different constituents of the University participated in the intensive three-day theoretical and practical workshop.

The Academy organizes biannual international conferences and symposiums: International Conference *European Realities*, International Artistic and Scientific Conference *Persons with Disabilities in Arts, Science and Education* and the International Scientific and Artistic Symposium *Pedagogy in the Arts*. The Academy waives registration fees to its teachers who wish to present at those conferences, which is also a way of supporting their professional development.

The Centre for Interdisciplinary Research in Arts and Sciences (InterScArt) was established at the Academy to provide infrastructural and methodological support for all teachers who implement artistic and scientific research projects. Through the interaction of sciences and arts, the Centre boosts the recognition of the Academy as a unique artistic-teaching and scientific-teaching constituent of the University of Osijek. More information about the Centre can be found in section 5.2. of this document.

To encourage teachers to apply for competitive projects (Creative Europe, Erasmus+, IPA, European Social Fund, public calls by Ministries, Croatian Employment Service), the Academy has established the Office for Research, Arts, Programmes, EU Projects and Interinstitutional Cooperation, which provides support for the application and implementation of projects. Teachers are regularly informed of open

b) Assessment and improvement of teaching competencies based on the peer-review recommendations and the results of student satisfaction surveys

The Academy continuously encourages the assessment and improvement of teaching competencies based on the peer-review recommendations and results of student satisfaction surveys through the following evaluation procedures:

- University Student Survey assessing the work of teachers and associates
- evaluation of the work of assistants, postdoctoral fellows and mentors
- Dean's Award for exceptional work in teaching and projects
- peer-reviews of teachers and associates
- reviews of university textbooks, scientific and artistic monographs and teaching materials published on the AUKOS website.

The results of student evaluation of the work of teachers and associates through the University Student Survey give teachers quality feedback on their teaching methods and teaching competencies. In addition to quantitative indicators in the survey, there is a comment section that helps with quality evaluation.

In order to achieve teaching excellence and further monitor the teaching activity, in addition to the annual evaluation of

competitions. The Office organizes presentations on conditions of competitions.

In order to increase teacher mobility, presentations on the ERASMUS+ exchange programme abroad are held at the Academy, i.e. on the possibilities for obtaining financial support under the programme, organised by AUKOS Erasmus coordinators. Details about the Erasmus+ programme can be found in point c) of this section.

the work of assistants by their mentors, every two years the Academy Council evaluates the work of mentors/teachers appointed to artistic-teaching or scientific-teaching ranks in accordance with the UNIOS Ordinance on evaluation of teaching assistant's, postdoctoral fellow's and mentor's performance. Such a procedure supports and improves teaching.

To evaluate the work of teachers, at the end of each year, heads of Departments in cooperation with members of Departments, nominate teachers who have had significant achievements during the academic year to receive the Dean's Award for exceptional work in teaching, projects, extracurricular activities, various Academy production programmes, innovative initiatives in the development of programmes and courses and the like.

Teachers evaluate each other's work in a system of peer assessment of teaching (by discussing Curriculum Implementation Plans at Department meetings, having one or two teachers in charge of a course, final exams, which are always taken before a panel of examiners, and the like).

Furthermore, teachers appointed by the Academy Council, if necessary, sometimes review teaching materials, university textbooks, scientific monographs of their colleagues, although most of these materials, depending on the

publishing or other academic standards, are subject to external evaluation.

c) Teachers participate in international mobility programmes, projects, networks

The Academy of Arts and Culture in Osijek is an internationally oriented artistic and scientific-teaching institution, which monitors the processes of globalization of the higher education system. The Academy's Management therefore encourages teachers to participate in international mobility programmes, collaborative projects and networks. The Academy has signed cooperation agreements with 48 foreign institutions.

The Academy has achieved a number of international collaborations through:

- Erasmus KA1 Individual Mobility, Erasmus KA2 – Erasmus Projects

c.1. Erasmus

The Academy of Arts and Culture in Osijek, as a constituent of Josip Juraj Strossmayer University of Osijek, is part of the Erasmus+ programme that encourages and promotes the exchange of knowledge and experience among students, teaching and non-teaching staff. Through this programme,

c.1.1. Erasmus KA1 – Individual Mobility

AUKOS teachers regularly apply for and successfully realize mobility programmes. Diagrams 4.3.-1 and 4.3.-2 show Erasmus outgoing and incoming teacher mobility by type and

- International projects: EU projects and other international projects
- Other types of mobility (guest lectures, festivals, workshops, study stays, residences and more)

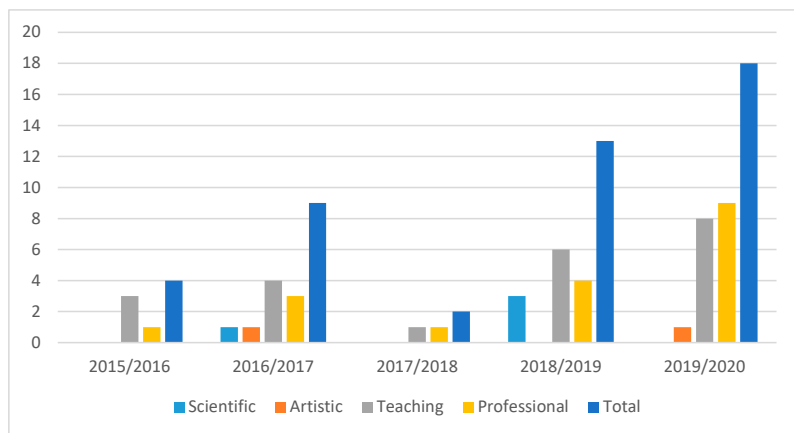
Data on international cooperation is recorded by the Office for Research, Arts, Programmes, EU Projects and Interinstitutional Cooperation in a table which contains information on the country of cooperation, institution, period and form of cooperation, which currently lists 557 different forms of international cooperation from the academic year 2015/2016 ([link/google drive: 43-04](#)).

the Academy has mostly realised Key Action 1, i.e. outgoing individual mobility.

As of 2018, the Academy has also participated in Key Action 2 and is currently participating in two Erasmus+ projects as a partner.

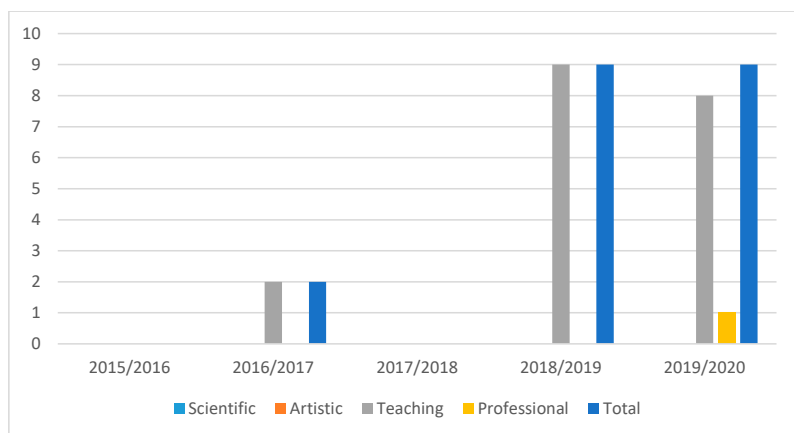
overall. Aggregate data on mobility are shown in Table 4.5., and individual data can be found at ([link/google drive: 43-05](#)).

Diagram 4.3.-1: Total outgoing Erasmus KA1 individual mobility of teachers and associates in the last five academic years by types of mobility



In the observed five-year period, the Academy has achieved a total of 47 outgoing mobilities, of which 29 were for teaching.

Diagram 4.3.-2: Total incoming Erasmus KA1 individual mobility of teachers and associates in the last five academic years by types of mobility



Regarding incoming mobility, significant improvements are visible in 2018/2019 and 2019/2020.

c.1.2. Erasmus KA2 – Erasmus Projects

The Academy is currently a partner on two Erasmus+ projects:

- Erasmus+ Programme: KA2 STRATEGIC PARTNERSHIP PROJECT: The Implementation of Media Education in Schools (project coordinator: Vilnius Salomejos Neries secondary school, Lithuania, Secondary Electrical Engineering and Traffic School Osijek, Croatia, 4th Lyceum of Katerini, Greece.)

The total budget of the project is 135,689 EUR and the budget share of the Academy is 15,123 EUR.

- ERASMUS+ Programme: Erasmus+ Key Action 2: Capacity Building in the Field of Higher Education, Project No. 610134-EPP-1-2019-1-JO-EPPKA2-CBHE-JP: Developing a Multidisciplinary Diploma on Art Therapy in Health Education HEALING Project (project coordinator: University of Jordan).

The total budget of the project is 868,526 EUR and the budget share of the Academy is 31.266 EUR.

In addition to these two approved projects, the Academy has applied for three other Erasmus+ projects as a partner institution:

c.2. International projects

The Academy is increasingly turning to artistic and scientific projects funded by EU funds and various initiatives and

c.2.1. EU projects

As a result of networking with institutions abroad, the Academy has applied and received funding for several EU-funded projects in cooperation with partners from abroad. These are some examples of such projects in which the Academy is a partner:

- Creative Europe, Sub-Programme Culture: All strings attached: pioneers of European puppetry behind the scenes (project coordinator: Comune di Cividale del

- ARTEVELDEHOGESCHOOL, Ghent, Belgium; BE02 EPOS vzw in Belgium- Novel International Creative Education
- GOCE DELCEV STATE UNIVERSITY STIP; MK01 National Agency for European Educational Programmes and Mobility - Media creates your Mind
- NATZIONALNA AKADEMIYA ZA TEATRALNO I FILMOVO IZKUSTVO “KRUSTYO SARAFOV” (NATFIZ): Strategic Partnerships for Youth (KA205) – BEYOND WORDS – A platform for collaboration and exchange of good practices in the training, creative realization and development of young people, students and young professionals in the field of Dance, Physical Theater, Movement and Body Expression

Detailed information on these mobilities is available at ([link/google drive: 43-06](#)), and more detailed information on the projects is available in the Database of Project Activities in Science and Higher Education in Croatia and in Chapter 5 of this document.

international sources of funding generated by networking with other international institutions.

Friuli, Italy, Lutkovno gledališče Ljubljana, Slovenia, Títeres Etcetera, Granada, Spain). The total value of the project is 332,460.00 EUR and the budget share of the Academy is 32,900.00 EUR.

- CROSS BORDER CO-OPERATION PROGRAMME OF INTEREST V-A HUNGARY – CROATIA, CO-OPERATION PROGRAMME 2014-2020, Reference number:

HUHR/1901: “Choir” (project coordinator: University of Pécs)

- The total budget of the project is 152,154 EUR and the budget share of the Academy is 42,115 EUR.
- Creative Europe, Sub-Programme Culture: EU Contemporary Puppetry Critical Platform (project coordinator: Lutkovno gledališče Ljubljana, Slovenia, partners: Academy of Arts and Culture, Osijek,

c.2.2. Other international projects

Below are the examples of projects resulting from networking with foreign institutions. With the Rider University from the United States, two projects were implemented, and one is ongoing:

- Promoting American Arts: Federal grant: S-HR900-17-GR-026, American Arts in Croatia: A Culture Exchange
- Small Grants Program, Federal Grant: S-HR900-17-GR-0065 US consulting in promoting Croatian art, culture and heritage to international audience through on-line teaching and academic honesty; professional development on fundraising strategies

c.3 Other types of mobility

In the observed period, the Academy has realized a significant number of outgoing and incoming mobilities outside the Erasmus+ programme, relating to festivals, guest lectures, exhibitions, teaching performances, international competitions, performances, workshops, residences, symposiums, strategic and development visits, study stays and travel, artistic and scientific conferences and scientific research projects. More information can be found in Chapter 5 of this document.

Croatia, Puppet Animation Scotland, Edinburgh, United Kingdom, Vilniaus teatras Lele, Vilnius, Lithuania). The total value of the project is 334,370.00 EUR and the budget share of the Academy is 90,390.00 EUR.

Detailed information on these projects is available in the Database of Project Activities in Science and Higher Education in Croatia and in Chapter 5 of this document.

- The Art of Croatian Puppetry: Public Performances Celebrating Croatian Cultural Heritage for American and Croatian-American Audiences New Jersey State Council for the Arts, call # C-2017X030007, National Endowment for the Arts, call #1860659-78-20, Central State Office for Croats Abroad

Detailed information on these and other international projects is available in the Database of Project Activities in Science and Higher Education in Croatia and in Chapter 5 of this document.

Given the type of mobility, it is evident that it was the mobility of up to three months (only one was over three months). A total of 256 mobilities were realized over a five-year period, of which 167 were outgoing and 89 incoming. These types of mobility account for as much as 74% of AUKOS total mobility.

Aggregate and individual data on the large number of different types of international mobility realized by AUKOS teachers is recorded by the Office for Arts, Science, Programmes, EU Projects and Interinstitutional Cooperation, and the table is available at ([link/google drive: 43-07; 43-08](#)).

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

Elements of the standard

The higher education institution plans and improves the infrastructure development, in line with the strategic goals.

The space, equipment and the entire infrastructure (laboratories, IT services, work facilities etc.) are appropriate for the

delivery of study programmes and ensuring the achievement of the intended learning outcomes.

The space, equipment and the entire infrastructure (laboratories, IT services, work facilities etc.) are appropriate for the implementation of scientific/artistic and professional activities.

To deliver study programmes, ensure the achievement of the intended learning outcomes and implement scientific/artistic and professional activity at the Academy, students, teachers and administrative staff have at their disposal lecture rooms, teachers' offices, computer classrooms, library, multimedia hall (ceremonial hall), and office spaces. These premises are

located in the buildings used by the Academy, which are the property of Josip Juraj Strossmayer University of Osijek.

For the purpose of delivering artistic and interdisciplinary scientific studies as well as projects in these areas, the Academy has at its disposal seven buildings, as shown in Table 1.

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Table 4. Academy's Premises

Address	Building description (internal building number)	Surface (m ²)
K. P. Svačića 1/F	Dean's Office (building no. 26)	434.16
K. P. Svačića 1/G	Department of Theatre Arts and Department of Music (building no. 25)	1808.53
Cara Hadrijana 10A	Department of Visual and Media Arts – sculpting (building no. 17)	829.02
Cara Hadrijana 8B	Department of Visual and Media Arts (building no. 4)	1732.39
Cara Hadrijana 8C	Department of Creative Technologies (building no. 18)	414.58
Cara Hadrijana 8D	Collection of Artworks – Costumes, dolls (building no. 22)	137.82
Trg Sv. Trojstva 3	Department of Culture, Media and Management and Department of Instrumental Studies	2,370.16
Total		7,726.66

In addition, the Academy uses the following teaching bases for the delivery of part of the university studies and post-graduate specialist studies:

- since the academic year 2019/2020, the teaching base at the *Mon Perin* Foundation, Trg La Musa 2, 52211 Bale,
- since the academic year 2019/2020, the teaching base at the *Fort Forno* Company, Trg La Musa, 52211 Bale,
- since the academic year 2019/2020, the teaching base at the Virovitica Theatre,
- since the academic year 2019/2020 the teaching base at the *Broadway* Dance Club, Dobra 37, 31000 Osijek,
- since the academic year 2019/2020 the teaching base at OAR Ltd. – Osječka televizija, Sv. Leopolda Bogdana Mandića 50a, 31000 Osijek,
- Clinical Hospital and Faculty of Medicine in Osijek (delivery of part of the teaching at the postgraduate specialist study of Creative Therapies) ([link/google drive: 44-01](#)).

Moreover, for the practical part of teaching (professional practice) of individual courses the Academy uses the spaces in primary and secondary schools ([link/google drive: 44-02](#)), as well as at media outlets (Croatian Radio Television, Osijek and Zagreb; Radio UNIOS; Slavonian Television, Mediterranean Dance Center in Svetvinčenat, and Kam Hram in Split ([link/google drive: 44-03](#))). Taking into account the UNIOS space used by the Academy, the total area (without teaching bases and premises for professional practice) is 11.36 m² per student.

Since the Academy is more involved in delivering arts studies, many of the classes take place in practicums. Classes in arts studies have specific content, so the space and buildings in which they take place are adjusted to the needs of each

study. Due to the specificity of Academy's activities, scientific research, theoretical and organizational preparation of artistic and research work and artistic projects, as well as teaching of interdisciplinary studies, which are scientific in nature, are fully implemented on the premises used by the Academy. The prevalence and delivery of arts studies at the Academy are reflected in the fact that students take a large number of courses and exams in specially equipped spaces that are intended for student performances, for the practice of stage movement and somatic analysis, for the production of artistic works or the performance of concerts, halls for choral singing, individual piano and singing classes, or in different practicums for drawing, tailoring or set design, multimedia and audio-visual lab, etc. This means that mentoring and consultations between teachers and students usually take place in these areas. The specificity of delivering artistic and scientific studies at the Academy, as well as of the teaching staff (scientific-teaching professions and artistic and teaching professions) is reflected in the fact that individual premises of the Academy of Arts and Culture in Osijek provide for several scientific, artistic or interdisciplinary fields (like the Centre for Interdisciplinary Research in Arts and Sciences). Moreover, taking care of students with disabilities, the Academy has adapted all its spaces with access ramps, elevators, landings in corridors, thereby improving the quality of studying for this group of students. In addition, it is open to the increasing integration of students with different types of disabilities into existing or new study programmes.

The work of professional (administrative, professional, technical and support staff) services is conducted through the Secretariat of the Academy, and these services are mostly located in the Dean's Office building (no. 26), building no. 25. (IT Office), building on at Trg Sv. Trojstva 3 (part of the Student Administration Office – for students studying at the Department of Instrumental Studies and the Department of Culture, Media and Management and the Office for the Organisation

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of Studies, and building no. 22 (Archives and Artworks Collection Office). All spaces are connected to the Internet and equipped with computers. The premises are suitable for operation as they are large enough and well equipped.

Due to the specificity of the work and performance of individual studies in several locations and for the purpose of providing timely information and facilitating and improving the quality of study, the Student Administration Office works in two locations (on Campus and in Tvrdža). Computer classrooms are located on Campus (one in the building of the Department of Theatre Arts and The Department of Music, and the other in the building of the Department of Visual and Media Arts. There are two classrooms, each equipped with 15 computers for students and one for the professor. The Academy continuously updates and procures new IT equipment, so at the end of 2019, one of the computer classrooms was equipped with brand new equipment in the amount of 228,612.50 HRK – 16 new computers with new software – Adobe Creative Cloud, Lanschool and more.

The Academy continuously invests in all its premises. During the academic year 2018/2019, the investments in the premises of the Academy amounted to 420,412.32 HRK, which included construction work, installation of floor coverings, doors, renovation of the Library, renovation of teachers' offices, the Salon was renovated as an interdisciplinary space for the presentation of works of teachers and students. The artistic activity takes place in all locations and premises used by the Academy, and therefore the specificity of the content of study programmes and the teaching requires special conditions terms of room size, equipment, light, and instruments.

To improve the quality of premises for the work of teachers and students, the building at Cara Hadrijana 8C, which the University has made available to the Academy, was renovated from own funds. The building houses the Department of Creative Technologies (building no. 18), and in 2018 significant

investments in the amount of 868,157.50 HRK were made ([link/google drive: 44-04](#)).

The reconstruction of the ceremonial hall is under way in the building of the Department of Theatre Arts and the Department of Music (Kralja Petra Svačića 1/G, 1st floor). The works are financed by the Ministry of Science in the amount of 600,000.00 HRK for the capital project K621061 – Maintenance of facilities in the state budget of the Republic of Croatia for 2019; and works related to the merger of two halls into one large functional concert hall are under way. On completion (deadline: during the summer semester of the academic year 2019/2020), the concert hall will provide all elements for the quality presentation of student and teaching work in the artistic field of musical arts, opening to the general public interested in artistic productions of the Academy, and will be used as a facility for public concerts by other music artists ([link/google drive: 44-05](#)).

Scientific research is conducted largely in the fields of humanities and social sciences, and partly in the interdisciplinary fields of science and the arts. In this regard, the scientific infrastructure available for the implementation of scientific research refers exclusively to computer equipment and access to scientific literature, both in the Library of the Academy of Arts and Culture in Osijek, and the City and University Library in Osijek. Because of the functional integration of the University of Osijek it is possible to gain access to scientific literature at other scientific and teaching constituents of the University of Osijek. Access to scientific databases is made possible through the *Portal of Electronic Sources for the Croatian Academic and Scientific Community*, which provides access to databases such as Web of Science, Scopus, Academic Search Complete (EBSCO), Cambridge Journals and many others through a national license covered from the European Social Fund (ESF) through the project *Increasing access to electronic sources of scientific and professional information – e-Sources*.

The Library is located in the building in Tvrđa and is of adequate size. The premises are equipped with an Internet wireless network, LCD projectors, computers and supporting literature – books, non-literary material and electronic sources of information. The Library of the Academy of Arts and Culture in Osijek has space for books and space for giving presentations and classes (watching films and presentations; equipped with the necessary technology) with a total area of 140 m² and a student reading room equipped with personal computers and the Internet (30,96 m²), which makes 170,96 m² in total.

The Academy of Arts and Culture has established, in accordance with statutory provisions, an audio-visual laboratory,

which is an independent unit for performing scientific and professional research, particularly in the field of arts and film, and for performing artistic projects and practical teaching. The procedure for hiring one employee as an expert associate to work in the audio-visual laboratory has been initiated.

The audio-visual laboratory is located in the building of the Department of Instrumental Studies/Department of Culture, Media and Management at Trg Sv. Trojstva 3, and is currently being equipped, and its total area is 85.55 m².

The Academy continuously invests in other IT and telecommunications equipment and video surveillance. In 2018/2019 the total of 111.620,74 HRK was investing for this purpose.

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

Elements of the standard

The library and library equipment, including the additional resources, meet the conditions for a high quality of study.

The Library of the Academy of Arts and Culture in Osijek is a higher education library that, as a special organisational unit of the Academy, performs tasks related to library work, information management, teaching, research and professional needs of the Academy. It operates in an area of 170.96 m² on the first floor of the building of Generalat in Tvrđa. In this space, and in accordance with the highest standards for higher education libraries, there are reading spots, media and library materials, computers for users and space for professional work of the Library staff. The Library also uses

The library and library equipment, including the additional resources, ensure a high quality of scientific-teaching / artistic-teaching activities.

67.52 m² of the Salon of the Academy of Arts and Culture, located in front of the Library, which houses part of the library holdings, and an exhibition space of the Library, and is used for cultural and public events organized by the Library. The Library is open Monday to Thursday from 8:00 to 19:00, and Fridays from 8:00 to 18:00, or 54 hours per week. This makes the library material and services available for users during the institution's working hours, and makes the Library the information centre of the Academy.

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The Library has three staff members. Professional development is an integral part of the library business, so library staff regularly attend various professional courses, lectures, webinars, etc. They continuously keep track of professional literature in the field of library science and in the fields of music, fine and theatre arts. Head of the Library Marta Radoš regularly participates in meetings of higher education librarians organized by the Osijek City and University Library. She also regularly participates in workshops and lectures organized in the City and University Library by the Centre for Continuous Professional Development of Librarians and in workshops and lectures organized by the Society of Librarians of Slavonia and Baranya. Also, all staff members regularly participate in meetings of non-teaching staff of the Academy and in all cultural and artistic events organized by the Academy.

The Library is a higher education library and its services and holdings are primarily intended for the needs of students, artistic and scientific staff or professors of the Academy. The users of the Library are also the students and staff of other scientific and teaching constituents of J. J. Strossmayer University of Osijek, as well as teachers and professors of music schools, art schools and primary and secondary schools from the region, as well as other cultural and public workers and artists, especially members of the Alumni Club of the Academy. The number of library users increases each academic year as we launch new study programmes and lifelong-learning programmes.

The Library gives users open access to its holdings, information and referral services, access to databases and other sources of information, it organizes, performs and develops interlibrary loans with libraries in Croatia and abroad, lends library material outside the Library, enables the use of the reading room and the listening room, enables the use of computer and audio-visual equipment, teaches users about the use of information sources and organizes cultural and public events for its and other users. It also collects, builds and

organizes a library fund, preserves and protects library material, computer equipment and library inventory.

The Library premises provide open access to library holdings, and there are 43 seats in the reading room which are used for working, studying and doing research. Of the 43 seats, 15 are equipped with computers that all have free Internet access, the ability to print documents for a fee, and where users can work quietly with headphones. There are five computers available to staff, and wireless Internet is available throughout the Library. The Library also has a photocopier, as well as two scanners, and users can scan for free. In terms of IT equipment, the Library is well equipped, it has functional equipment, and provides users with the possibility of having as high-quality access to different types of information as possible, and enables them to work in a technologically advanced environment. Since the Library also holds audio-visual material, it is equipped with a plasma TV, DVD player, video player, receiver and two speakers, which are located in the Academy Salon, which can be used for group projections, but also for independent use with headphones.

The Library holdings are adequate for the needs of AUKOS studies and activities, and are made up of books and non-literary material in the fields of music, fine and theatre arts, i.e. all artistic fields, but also in management, media, art therapy, pedagogy, psychology, language, and literature. As the Academy of Arts and Culture in Osijek has six Departments and a postgraduate specialist study of Creative Therapies, the Library covers the needs of their students and professors. Due to the specificity of the studies delivered at the Academy, the Library must own not only materials from different fields of arts, but also materials on different media. At the end of 2019, the library holdings contained 10,876 books, 1,053 music scores, 791 CDs, 194 DVDs, 35 CD-ROMs, 46 videocassettes and 22 audio cassettes. The library also has collections of fine print, posters, serial publications, course materials, students' final and diploma papers, recordings of student

exams, graphic maps and 290 copies of unpublished drama features. The reference material is also divided by the fields of arts, as well as the related fields, necessary for quality artistic and scientific work at the institution. The audio-visual material on the mentioned media contains works of film, theatre arts and music.

In the field of theatre and performing arts, the holdings contain the world and Croatian literature, with an emphasis on drama features. The Library also has a collection of unpublished drama features that we have received through donations from various theatre companies and playwrights. In addition to literary works, for theatre arts, the library also holds books in the fields of literary theory and history of literature, theatre and puppetry in Croatian, but also in foreign languages. Especially valuable are the materials in the field of puppetry in which there are books of Slovak, Czech, Polish, Serbian, French, Bulgarian and other authors who are important experts in the field.

In the field of fine arts, the library has catalogues of exhibitions of world and Croatian artists. The Library holds catalogues and materials from painting, sculpture, graphics, drawing, comics, illustration, photography, architecture, applied art, film and intermedia. In addition to catalogues, there are books in the field of theory and history of art, pedagogy and teaching methodology, as well as textbooks and methodological manuals in fine arts for primary and secondary schools, since some students of the Academy study to become fine arts teachers.

Future teachers of music and students of piano, voice, composition, stringed instruments and tambura artistry use the material on music, history and music theory. However, the music scores of compositions of Croatian and foreign authors are more important. The music scores are predominantly instrumental compositions, but there are also vocal works, as well as scores of regional folk music of songs from

Eastern Croatia. Books on music pedagogy and methodology of teaching music are intended for all music students, and they also have access to music textbooks for primary and secondary schools.

The total number of titles of compulsory literature textbooks is 843 and the total number of volumes of compulsory literature textbooks is 1756. Given the nature of the studies, and therefore of the library holdings, we aim to achieve equal representation of literature from all fields of arts as well as related areas. For the literature that the Library does not own in its fund, precisely because of the diversity of areas to cover, we have organized cooperation with other libraries in Croatia, so we can obtain the necessary material through inter-library loans.

The Library holds 28 titles of printed foreign magazines in its holdings, as well as 31 title of printed national magazines. In the Library, access to bibliographic, citation and other databases with full text papers is granted through a national license on the [Electronic Resources Portal](#) for the Croatian academic and research community. It provides access to 15.920 electronic journals with full text and the number of bibliographic databases is 25. Access to databases is regulated by the IP range and databases can be searched on all computers located in the Library, and via Proxy and using a password our users can access the same content from outside the institution. The Library also refers its users to the [Portal of Croatian Scientific and Professional Journals – HRČAK](#), as well as to other open-access journals, such as the [Directory of Open Access Journals](#) and the [Croatian Scientific Bibliography](#) portal. We consider the availability of information sources to be satisfactory.

As the Library advocates open access to information and as much access to information as possible at all times, the Library's website also provides a link to [Loomen](#), where the teaching content is available to our students at all times on

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protected pages. From the Library's website one can also access the digital institutional repository of AUKOS students' graduation papers, in which the Library regularly uploads and updates all final, diploma and final specialist papers of AUKOS students. Since the Academy of Arts and Culture in Osijek is the legal successor to the Academy of Arts in Osijek and the Department of Culture, the Library of the Academy of Arts and Culture in Osijek has taken over the editing of the repositories of the Academy of Arts and the Department of Culture. Most of the works in all three repositories are open access, and all three repositories are registered in Open AIRE. All diploma and final papers, as well as the professional papers of AUKOS students are also included in the Library's online catalogue Metelwin.

All materials are regularly listed, classified, technically processed, and entered into a central library computer program. This enables access to the Library's online catalogue on the AUKOS website, as well as automated borrowing. Currently the Library has two library computer programs. Namely, the Library inherited the program for processing library material – [Metelwin](#) from the Library of the Academy of Arts. Almost all library holdings are entered in it and this program enables automated borrowing. However, in order for the Library to join the integrated library system at the level of the J. J. Strossmayer University, it was decided that the Library should use the Aladin (Crolist) program, which is used by the City and University Library in Osijek. Therefore, the library holdings are also being entered in the newly acquired computer catalogue [Crolist](#), but until the entire holdings are entered, we will keep using the Metelwin program.

The library also assists in the publishing activities of the Academy – like issuing of ISBN and ISMN numbers, CIP, cooperation with the Office for Mandatory Copy of the National and University Library, or issuing the UDC number, language editing and the production of bibliographies and indexes. Its users, especially the scientific staff of the Academy, also

have the services of issuing certificates necessary for advancement in higher scientific ranks, based on bibliometric research.

The library regularly works to inform and educate its users at the group or independent request of the teaching staff, students or external users. Students are informed about using the library holdings and finding information throughout the year. At the beginning of the academic year, first-year students of all studies are informed of the way the Library works to enable them to use it better during their studies. They are continuously assisted in their choice of material, referred to use various sources of knowledge and assisted in the preparation of seminars. During the entire academic year, the Library holds regular workshops on searching information and online databases for students of all years and studies, but especially for the first year students of undergraduate studies. Library staff work with teachers to make the procurement plan for exam materials, professional literature, and journals. They are assisted in selecting and preparing the material needed for classes and are regularly informed about new sources of knowledge. Users are informed about the new titles in the Library, as well as other news related to the Library, on the AUKOS website, as well as in Facebook and Instagram groups of the Library of the Academy of Arts and Culture in Osijek.

Cultural and public activity for the Library is specific in so far as it not only implements activities that encourage reading, gives notices about the library's new holdings, promotes new sources of information, teaches on the spot or promotes the library itself, but also promotes the Academy of Arts and Culture in Osijek through the cultural and public activities presenting to the general public the activities of students and in a popular-scientific way presenting certain areas of arts in Osijek, presenting to the general public the activities of students and in a popular-scientific way and raising awareness of particular arts fields that are studied at the Academy.

Throughout the academic year the Library performs cultural and public activities by organising book presentations, scientific and/or professional lectures, panels, book exhibitions, film screenings, listening rooms and so on. It organizes them independently or in cooperation with individual Departments of the Academy and other libraries. The Library regularly participates in various projects organized by the Academy itself such as The Open Doors Days, the Academy musical Christmas festivities GLAZBOS, the Arts and Woman Festival and others. In cooperation with other libraries it regularly participates in national projects Night of the Book and The Month of Croatian Books.

The aim of the Library is to establish the best organised and quality information environment for its users and to

continuously improve. For this reason, the Library conducts surveys on user satisfaction with services, which oblige us to justify high ratings by users by further development and expansion of services, as well as a better performance of existing ones. Data on the quality of Library work (according to surveys conducted) is available as a report ([link/google drive: 34-01](#)).

In view of the continuous development of information technologies, the Library continuously monitors trends and uses new technologies to ensure that users have quality access to information, regardless of what form and medium they are in. The main goal of the Library is to maintain the function of the information centre of the Academy.

4.6. The higher education institution rationally manages its financial resources.

Elements of the standard

Financial sustainability and efficiency is evident in all aspects of the higher education institution's activity.

HEI manages its financial resources transparently, efficiently and appropriately.

The Academy manages its finances efficiently and purposefully, whether it is funds allocated from the state budget, local budgets, funds it generates from its own activities or by special regulations (student tuition fees). Financial sustainability is evident from the financial statements of the Academy of Arts and Culture, where revenues and expenditures are almost in balance, although book-keeping reports show a lack of revenues over expenditures generated by the correction of results, i.e. by covering shortfalls from previous years. Since

Additional sources of funding are used for institutional development and improvement.

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

the Academy of Arts and Culture was created by the merger of the Academy of Arts in Osijek and the Department of Culture of J. J. Strossmayer University of n Osijek, which resulted in an increased number of students and staff, in 2018 and 2019 it was necessary to adapt the existing premises to ensure the quality teaching. In addition, the procurement of equipment was necessary, as evidenced by increased expenditures for non-financial assets, which would be specific only for this initial period, in particular in the part relating to additional

investments in buildings, installations and equipment. The absence of costs for additional investments in the future period will lead to a full balance of revenues and expenditures.

Given the specific forms of instruction that are mainly conducted individually and thus require higher expenditures for equipment (musical instruments, easels, sculpting equipment, acting props, etc.) the procurement of equipment is planned for future periods, but in a smaller volume. Individual instruction also requires more space, which results in high overheads.

In addition to revenues from the budget, which are used to finance salaries and expenditures for the staff, the Academy also generates revenues on the basis of Programme Agreements, revenues for scientific activity and revenues for regular operating expenses, which are partly sufficient for teaching and regular operation. In accordance with the Law on Scientific Activity and the Statute of the Academy for Arts and Culture, the Academy generates revenues from artistic projects that are recognized at the city level, the county of Osijek-Baranya and the Ministry of Culture, which creates additional revenues. A significant share of the income is student tuition, as well as income from postgraduate specialist studies. Therefore, in the future, it is necessary to develop new programmes that will have market orientation, which will

have a positive impact on revenues. Participation in EU projects is financially of great importance to the Academy and its staff, who participate mainly in Erasmus and Erasmus KA2 programmes.

Financial plans for 2019-2021 and 2020-2022 are made on the basis of default limits by the Ministry of Science and Education (Source 43, General Income and Receipts). Source 31, Own Sources, as well as Source 43, Revenues for Special Purposes, are planned on the basis of current revenues, i.e. the number of prospective students who will be enrolled in the coming years. The same applies to Source 52 Other Assistance, showing, among other things, the amounts for multi-annual earmarked research funding, Programme Agreements, etc.

Evidence in the annex:

- 2019 Financial Plan and projections for 2020 and 2021 ([link/google drive: 46-01](#))
- 2020 Financial Plan and projections for 2021 and 2022 ([link/google drive: 46-02](#))
- Ordinance on the distribution of own revenues generated on the market ([link/google drive: 46-03](#))
- Tables 4.11. and 4.12. from the MOZVAG database.

5. SCIENTIFIC/ARTISTIC ACTIVITY

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

Elements of the standard

Teachers and associates publish an appropriate number of high-quality scientific publications.

The higher education institution has efficient procedures for encouraging high-quality scientific publication.

The higher education institution keeps records of publications (publication index, citation impact, h-index, if applicable). HEI's scientific/artistic activity is evident in PhD theses.

Teachers and associates of the higher education institution actively promote scientific/artistic achievements at national and international conferences.

The most important trait of the Academy of Arts and Culture in Osijek is the fact that it integrates artistic and scientific work to the greatest extent possible. The ratio of teaching staff in artistic and associate ranks in artistic fields on one side, and scientific-teaching and associate degrees in scientific fields on the other, is 2:1, which makes the Academy a very specific institution in Croatia that must pay equal attention to both artistic and scientific fields, primarily the humanities and social sciences and interdisciplinary fields. We consider this specificity to be a challenge and a privilege, and strive to equally promote excellence in the artistic and scientific activities of students and teachers. Teachers and associates employed at the Academy of Arts and Culture in Osijek, in addition to pedagogical work, actively participate in the implementation of artistic projects and research, are involved in the organization of artistic and scientific conferences in the Republic of Croatia and abroad, and the peculiarity of our Academy is the fruitful cooperation between teachers

in scientific and artistic ranks, both on joint projects, courses or innovative and interdisciplinary study programmes.

Given the fact that the Academy delivers study programmes in the fields of music, performing, visual and applied arts as well as teaching activities in the fields of social sciences, humanities and arts, the artistic and scientific work of AUKOS teachers is equally broad. The artistic activity of our teachers is not only complementary to their teaching activities, but is also a source of individual activities of the teachers-artists, which can be seen daily at their numerous public performances, concerts, theatre performances, exhibitions and festival activities. Our teachers are recognized artists in their fields, and they transfer their own experiences to the teaching process. For example, during the ten years of the most important event in contemporary art in Croatia – the THT competition – our teachers regularly exhibited there, and some of them received awards for their work. Furthermore, the continuous quality work of our teachers and the transfer of knowledge to

students can be illustrated using the example of our second year student of the graduate study of Visual Arts, Vinko Vidmar, who in 2019 won the first prize at this most prestigious exhibition of contemporary art in Croatia.

The total scientific activity of AUKOS teachers in the period from 2015 to 2019 is presented in Table 5.1. (bibliography of researchers) and the artistic activity is presented in Table 5.2. (bibliography of artists) from the MOZVAG database. Detailed research and artistic bibliographies, from which the data for Tables 5.1. and 5.2. was obtained, are available on the AUKOS website with teachers' CVs. The aggregate table of the teachers' artistic activities, listed by categories specified in Table 5.2., is available at: [google drive: 5-2 Bibliography of artists – DETAILED – by CATEGORIES](#). We will single out the number of papers categorized as A1 or equivalent to it, edited books and research monographs: [google drive: 5-1-1 A1 papers and books](#). This table, which shows only the papers of the highest category, clearly manifests the success of the scientific production of AUKOS teachers. In the five-year period, AUKOS teachers have published 219 A1 papers and 37 books, i.e. 256 publications of the high and the highest rank. If we take it into consideration that 40 AUKOS teachers are appointed to scientific ranks, including the teachers who have PhDs or are postdoctoral fellows or assistants, i.e. all teachers who participated in research, this amounts to 1,28 publications per teacher (NB: teachers appointed to artistic ranks are not included in this calculation, as they are not involved in research). This means that each of our teachers who do research, regardless of their rank (assistants, postdoctoral fellows or teachers in scientific-teaching ranks), have published at least one research paper or research monograph a year in the five-year period (2015-2019). This result, albeit respectable, does not only serve to bear witness to the research output of our teachers, but it is to be used in the years to come as a starting point for further improvements. This plan is supported by the Strategic Research Agenda for the

period from 2020 to 2024, which aims to stimulate high-level research in the priority fields and branches of science, as well by the Ordinance on rewarding teacher excellence in teaching, artistic and research work and artistic and research project implementation.

The specificity and great advantage of our Academy is not only in the intertwining of arts and sciences, but also in the synergistic activities of different artistic fields: visual arts, music, theatre and performing arts. Since the last re-accreditation our teachers in artistic ranks have had over 1600 exhibitions, concerts, theatre performances and other public performances, here we will only highlight the top achievements on an international scale that testify to the high relevance of their artistic activities. The excellence of teachers appointed to the artistic-teaching ranks is evidenced by their artistic achievements, participation in events of institutions of international importance, and numerous awards and prizes. We will highlight just a few. Pianist Mia Elezović was a soloist at the *Winter Music Residency, Alisios Camerata Ensemble* in the Canadian city of Banff (2017); pianist Goran Filipec had a solo concert at Palacio Schacht, in the Chilean capital Santiago (2019); conductor Antoaneta Radočaj-Jerković and pianist Davor Dedić, from the Department of Music, won gold medals at the international competition *III. Children and Youth Choral World Championship*, Grand Hall Academic Philharmonia D. D. Shostakovich, Sankt Petersburg, and gold medals at the international competition *28th Australian International Music Festival Sydney, Australia*. Among the award-winning and nominated candidates for the Croatian Acting Award, the Marulić's Days Award, the Golden Lion, The Award of the Meeting of Puppeteers and Puppet Theatres of Croatia, PIF, etc. were the teachers of the Department of Theatre Arts (Tatjana Bertok-Zupković, Vjekoslav Janković, Saša Anočić, Maja Lučić Vuković, Tamara Kučinović, Domagoj Mrkonjić) and the Department of Creative Technologies (Jasmina Pacek, Saša Došen, Zdenka Lacina, Sheron Pimpi-Steiner, Ivana Živković).

Teachers of the Department of Visual and Media Arts, including Stanislav Marijanović, Ines Matijević Cakić, Ana Sladetić, Mario Matoković and Vladimir Frelih, presented their artistic achievements in top exhibition spaces throughout Europe. Jasmina Pacek designed the costumes for *the Bathered Bride* performed by the Westminster Choir College at the American Princeton Opera House (2017); Vlaho Ljutić played Guglielmo in the performance of the opera W. A. Mozart *Così fan tutte* in Belgrade, Štip and Novi Sad (2017); Davor Bobić premiered his own composition *Međimurje concert diptych* at the American University of Wisconsin at River Falls (2019); Sanda Majurec premiered her own composition *Notturmo senza luna* at the Music Biennale in Zagreb (2015). Miran Blažek organized the 3rd International Student Biennial on the theme of *Beauty* at the House for People and Art *Lauba* in Zagreb (2019); Vladimir Frelih participated in the group exhibition *Projektraum Donau* as part of the *V8 Plattform für Neue Kunst* in Karlsruhe, Germany (2016); Stanislav Marijanović published the art book titled *Mala encyklopedia domowich patworow* in the edition of Nasza Księgarnia Publishing House Ltd. Warsaw, Poland (2016); Tihomir Matijević participated in the group exhibition *(re)thinking Space&Place* at the Flottmann Hallen Gallery in Herne, Germany (2016), and Ana Petrović participated in the exhibition *Photo Graz 018 :: Die Steirische Fotobiennale* (2018).

While all our teachers appointed to scientific-teaching ranks have PhDs, which is understandable, we consider it a great achievement that nine AUKOS teachers in the field of arts have PhD degrees, two of whom have received their PhDs from the Doctoral School of Josip Juraj Strossmayer University of Osijek (list of artistic doctorates [google drive: 5-01 List of defended artistic doctorates.xlsx](#)). In order to encourage artistic research and contemporary reflection on art and to establish a wide range of creative practices, assistants in the artistic field are encouraged to engage in continuous education and training, either in terms of specialisation or

postgraduate training, and the Academy pays the tuition for their doctoral studies.

Teachers appointed to artistic-teaching and associate ranks in the field of arts actively participate in the organization of artistic conferences organized by the Academy of Arts and Culture in Osijek and are involved in the programmes of artistic conferences organized by other institutions in Croatia and abroad. Artistic events involving AUKOS teachers are in the fields of music, performing, visual, and applied arts. The participation of AUKOS teachers at artistic conferences and festivals is presented in the table available at: [google drive: 5-02 Artistic conferences.xlsx](#).

Scientific, artistic and professional conferences are regularly organized at the Academy of Arts and Culture in Osijek, for example:

- International Scientific Conference *European Realities - Trends*
- International Artistic and Scientific Conference *Persons with Disabilities in Arts, Science and Education*
- International Scientific and Artistic Symposium on *Pedagogy in the Arts – Communication and Interaction of Arts and Pedagogy*
- International Interdisciplinary Scientific Conference *Media and Media Culture – European Realities*
- International Interdisciplinary Scientific Conference *Science, Culture, Education and Arts Policies – European Realities* (200th anniversary of the birth of Josip Juraj Strossmayer, Osijek, 2015).

In addition to encouraging teachers to participate in the dissemination of scientific work, the link between the strategic objectives of the Academy and the promotion of participation in conferences will also be discussed in section 5.4.

The publishing activity at the Academy of Arts and Culture in Osijek is supported in particular, especially the publication

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of research monographs and university textbooks written by AUKOS teachers and associates, published by the Academy or co-published in cooperation with other publishers (Ars Academica library, MeandART library, special editions). [The list of all editions is available at the link/google drive: 5-02. a.](#)

The newly launched scientific journal *Nove teorije* has published two volumes so far (1-2019; 2-2020). The Academy has actively engaged in co-financing the publication of our teachers' high-value research monographs teachers abroad. So far, two books have been published by relevant foreign publishers: *Pictorial Appearing – Image Theory After Representation*, Transcript, Germany, 2019; and *Iconologia e cultura visuale – W. J. T. Mitchell, storia e metodo dei visual studies*, Carocci editore, Italy, 2019, both by Krešimir Purgar. In the programme of publishing monographs with foreign publishers, the Academy regularly applies to competitions of the Ministry of Science and Education of the Republic of Croatia, which has supported the publication many other monographs of our teachers by national publishers. Also, Helena Sablić Tomić published 2 bilingual research monographs: in 2017 *U osječkom Nutarnjem gradu* (Croatian/German) published by the Croatian Academy of Science and Arts, Institute for Scientific and Artistic Work in Osijek, and in 2018 *Kroćenje unutarjeg nemira: ja, žena prostor / Taming of restlessness: I, woman, space* (Croatian/English) in the Ars Academica library of the Academy of Arts and Culture in Osijek.

The Dean Helena Sablić Tomić has written the scripts for the following documentaries, co-produced by the Academy of Arts and Culture in Osijek: *Jasna Melvinger: dok se budem dvoumila* (2015), *Bogdan Mesinger: traganje za obiteljskim vrijednostima* (2016), *Igor Mandić: nježno srce i sloboda lajanja* (2016), *Željko Senečić: unutra sam JA* (2018).

The scientific activity is also evident in doctoral papers resulting from projects or independent of them, for example: in the past five years Helena Sablić Tomić has been the

supervisor of three PhD theses that have been defended at the Doctoral School of the University of Osijek. Livija Kroflin has been the supervisor of two PhD theses defended or in the process of writing at the Postgraduate Doctoral Study of Literature, Performing Arts, Film and Culture, at the Faculty of Humanities and Social Sciences, University of Zagreb. Leo Rafolt has been the supervisor of a PhD thesis also defended at the Postgraduate Doctoral Study of Literature, Performing Arts, Film and Culture, at the Faculty of Humanities and Social Sciences, University of Zagreb, and co-mentor at the Postgraduate Doctoral Study of Literature and Cultural Identity, Faculty of Humanities and Social Sciences of J. J. Strossmayer University of Osijek. Jasna Šulentić Begić was the co-supervisor at the Doctoral Study of Early and Compulsory Education at the Faculty of Teacher Education, University of Zagreb. [The list of all supervisors at doctoral studies is available at the link/google drive 5-02. b.](#)

Since the Academy was founded only two years ago, the continuity of scientific work will only be fully evident in the coming period. This also applies to supervision of doctoral students by our teachers. At the moment, three of our teachers are supervisors of six PhD theses at the Universities of Zagreb and Osijek, among them there are three assistants employed at the Academy.

It should be pointed out that at the 2nd session of the UNIOS Senate in the academic year 2017/2018 on 25 October 2017, dr. art. Robert Raponja, Full Professor, was appointed the first UNIOS Vice-Rector for Art, Culture and Interinstitutional Cooperation, which is a recognition of the quality of students and teachers of the Academy of Arts and Culture by Josip Juraj Strossmayer University of Osijek.

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

Elements of the standard

The higher education institution monitors and takes into consideration the needs of society and labour market in planning its research activities.

The Academy of Arts and Culture in Osijek monitors the needs of society and the labour market and takes them into consideration when planning its research and other activities by integrating the propulsiveness of the IT sector, and in the spirit of this, AUKOS became a co-organizer of the most important regional IT Innovation Conference KulenDayz, thus establishing a platform for multiple forms of cooperation with the IT sector: from introducing students to the IT sector to acquire digital competencies, to connecting the AUKOS research staff with the resources of the Microsoft Community, Osijek Software City, and the Business Incubator BIOS.

Also, taking into account the post-socialist restructuring of cultural infrastructure according to the market principles and the cultural industry logic, the Academy systematically investigates the issues of cultural economy in relation to recent trends in creative industries, and with its production corrects and consults the current practices of cultural entities and institutions (e.g., through a panel discussion *Creative Future* on the economic, scientific and artistic potentials of the cultural and creative industries), as well as through the cycle of international conferences *European Realities*, which question traditional categories (e.g. media, identities, migrations) in the context of current formation trends (globalisation, new media, digital technologies, etc.). In addition to such collective project engagements, the response to the needs of society

The higher education institution has an efficient support system for research and transfer of knowledge and technologies.

Teachers and associates participate in the activities of scientific, arts and professional organisations.

and the labour market is conducted individually in the scientific research production of AUKOS staff across a wide range of current thematic interests, from the strategic design of cultural and urban management, to case-study analytics of the marketing and financial practices of certain cultural entities and institutions (e.g. theatres and cinemas), with research results leading to making recommendations to the real sector on a wide range of creative cultural and market policies, from guerilla marketing and unconventional advertising, to the competent and proactive use of new media and technologies. In this respect, the dominant emphasis of the Academy's research work is developing and practically addressing critical places of creative and cultural industries among cultural and institutions from the immediate local and regional environment, enriching it with creative initiatives, long-term projects, branding strategies, new collaborations (and networking), new practices, modernized business and marketing models, etc.

These are the reasons why the Academy of Arts and Culture in Osijek supports research in this direction through an effective system, primarily through the application of projects, conferences and activities that focus on scientific and practical contribution to the community (for example, the conference on inclusion of persons with disabilities in the arts, science, and education, as well as the above-mentioned panel

discussion *Creative Future*). Research is also systematically supported by enabling international training in centres of excellence abroad through the Erasmus programme, as well as by ensuring the publication of research results in the journals and editions of AUKOS and in the publications of other Croatian publishers with whom the Academy cooperates (Mean-dar media, Leykam International, City of Đakovo, Croatian Academy of Sciences and Arts, etc.).

The transfer of knowledge and technology is achieved through publications (in the form of proceedings or individual papers), public engagement of AUKOS research staff in media dissemination (performances and publications in mass media) and participation in private and public sector bodies, acting as board or council members of numerous cultural institutions, or even as heads of certain cultural entities (e.g. Kazamat Gallery), or participation in drafting the Cultural Development Strategy of the City of Osijek, or new national curricula. The dissemination of knowledge and technology is also achieved through public lectures, invited talks, panels and workshops.

When it comes to the social relevance of a HEI to the local community, and especially if that institution operates in the field of arts and culture, then its influence is crucial, especially for a relatively small community such as ours. The strategic goal of the Academy is not only to educate future artists and researchers, but also to make cultural and artistic content accessible, understandable and desirable to the people of Osijek and Eastern Croatia. We aim to adapt all of our curricular activities to the needs of the local community in such a way that we are present in it as musicians, performers, actors and cultural workers.

Among the important projects aligned with the above strategy is *the SOS scene* (Students of Osijek Scene), which allows students to give exam performances, connect with students of other faculties and citizens of Osijek. The wider audience

knows us well in the city of Virovitica, thanks to the AUKOS teaching base in the city, where the exam performances of our students of acting and puppetry take place regularly. In this way, the cultural influence of the Academy spreads to the places from which the largest number of our students come, and thus we demonstrate to the local population the need and benefit from the Academy's activities in their community. Our students and teachers have successfully performed a number of professional projects (performances) both at the Croatian National Theatre in Osijek and at the *Branko Mihaljević* Children's Theatre in Osijek. Productions of AUKOS students make a significant share in the most important cultural event in Slavonia – *The Osijek Summer of Culture* – and we regularly give performances in the city theatres in Vinkovci, Požega and Vukovar. Our students are regular participants of the *Actors' Festival* in Vinkovci and at the *Vukovar Puppet Spring*, where they give their exam performances. The cultural impact of these activities on local communities is reflected in the fact that graduate performances of students continue for years even after students graduate.

In our local community, one cultural programme has a particular visibility in the public eye; it is the cycle of concerts *Osijek Music Wednesday*, which we co-organize with the city of Osijek. These are concerts organised on a weekly basis throughout the academic year and have become an indispensable place for all classical music lovers. While our music teachers participate in *Osijek Music Wednesday* as performers, the students of music have a major role in a public music programme called *Concert Intermezzo*, and they participate in the *Chamber Music Festival*.

In addition, AUKOS teachers and associates participate in the activities of scientific, artistic and professional associations, mostly as active members of all relevant professional associations at national and international levels, which are from the domain of their professional interests, but they are also engaged in civil society (humanitarian) associations of various

profiles (e.g. Lions Club Mursa, Vedri grad Association, Naša djeca Association). Furthermore, they continuously publish recent research results in professional local, national and international journals, and additional popularization is achieved by mass media appearances and publications on national television stations and in the daily press.

The relevance of the artistic work of teachers and students of the Academy of Arts and Culture is manifested in the high quality of artistic content covered by the Academy's artistic projects, as well as in the intense cooperation with cultural institutions and other higher education institutions in the implementation of professional, highly profiled artistic projects. When determining admission quotas, heads of departments and the Management of the Academy are guided by data on the employment of our graduates obtained from the Croatian Employment Service, which is periodically collected and analysed.

Graduates of the Academy are employed in cultural institutions depending on their artistic professions, and a few of them act as freelance artists in their fields. The most successful students have been appointed to associate ranks of assistants, who participate in the teaching of practical courses of arts studies that are delivered at the Academy of Arts and Culture.

Teachers and associates employed at the Academy are members of artistic professional associations: Croatian Society of Fine Artists, Croatian Association of Artists of the Applied Arts, Croatian Designers Association, Filmmakers Association of Croatia, Croatian Cinematographers Society, Croatian Association of Dramatic Artists, UNIMA (UNION Internationale de la MArionnette), Croatian Writers' Association, Croatian Writers Society, Croatian P.E.N. Centre, Croatian Society of Music Artists, Croatian Composers' Society, Croatian Association of Orchestral and Chamber Musicians, Croatian Society of Music and Dance Pedagogues, Association of Professional Dance Artists of Croatia, Croatian Society of Professional

Ballet Artists, Croatian Association for Dance Movement Psychotherapy HUPPP (Croatian professional umbrella association of motion and dance therapists, which is a member of EADMT), European Association for Music in Schools, International Society of Music Education (ISME), International Council of Vocal Teachers (ICVT), Croatian Musicians Union, Jeunesses Musicales Croatia, Croatian Tambura Federation, ICAA (International Conference on Aluminium Alloys), StripOS (association for the promotion of comic book arts), EKScenar (association for the promotion of culture and art) etc.

Teachers appointed to scientific-teaching ranks are members of the following professional associations: The Croatian Society of Art Historians, Croatian Museum Association, HS AICA (International Association of Art Critics), IAVC (International Association for Visual Culture), Matica hrvatska (Matrix Croatica), Croatian Culture Parliament, Croatian Pedagogical Society, Academy of Educational Sciences of Croatia, Croatian Association of Theatre Critics and Theatre Scholars, Croatian Philological Society, International Association of Theatre Critics (AICT), Croatian Journalists' Association, Croatian Psychological Association, Croatian Musicological Society, Croatian Association for American Studies (HUAmS), Croatian ITI Centre, Croatian Bioethics Society, ICARUS Croatia, Croatian Public Relations Association, ASIS\$T Association for Information Science and Technology, etc.

Memberships of all teachers in professional associations, as well as their involvement in the work of cultural councils, boards, committees and similar bodies are recorded in their CVs, which are publicly available on the AUKOS website.

Teachers and students of the Academy of Arts and Culture participate in the popularization of arts intended for the general public by giving lectures, workshops, concerts, performances, exhibitions, forums, presentations of works of art in public spaces, as recorded in the table available at the [google drive: 5-03 Popularization of art in public.xlsx](#).

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

Elements of the standard

Teachers, associates and professional staff have received university, national and international awards for their scientific / artistic / professional achievements.

The higher education institution is a holder of an adequate number of scientific / artistic / professional projects (university, national and international projects).

AUKOS teachers are continuously present in the European and global research area, as evidenced by numerous visits to universities in Croatia and abroad, which we are particularly pleased with, and they also participate in scientific committees of relevant conferences and research projects. AUKOS teachers have particularly strong communication with international universities and scientific institutions, where they have given a number of well-received guest lectures and established long-term cooperation. Among the most important awards for achievements in science we should mention the *Vladimir Nazor Award* for the book *Gospodar priče. Poetika Ive Andrića* by Krešimir Nemeć (2017), *Josip and Ivan Kozarac Award* and the *Stipan Bilić-Prčić Literary Award* of the Croatian Academy of Sciences and Arts for the research monograph of the year *U osječkom Nutarnjem gradu* by Helena Sablić Tomić (2017 and 2018) and the *Andrija Buvina Award* for the outstanding contribution to Christian culture awarded to Sanja Nikčević (2018), as well as the *Coat of Arms of the City of Osijek* for the special contribution to music and art of the city of Osijek awarded to Antoaneta Radočaj-Jerković (2016).

The International Lav Mirski Singing Competition is designed at our Academy and is organized every year on the premises of the Academy and the Croatian National Theatre in Osijek.

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Teachers, associates and professional staff participate as invited lecturers in an adequate number of national and international conferences.

Teachers and associates are members of the scientific / artistic / professional boards of conferences, and editorial boards of scientific journals.

This international music event has proven to be an excellently organized and managed project, extremely well-received by performers and much needed in the vocal and music pedagogy field. Competitors, young artists, come from many countries: Croatia, Austria, Czech Republic, Hungary, Bosnia and Herzegovina, Serbia, Norway, Ireland, Israel, Montenegro, Romania, Slovenia, United States, Ireland, Poland, etc. They are pupils, students and trained artists up to 32 years of age. Since its launch in 2013, the competition has seen a large increase in applications and arrivals, so, for example in 2017-2019 there were more than 100 young singers. The competition was covered extensively and affirmatively in the media, which has led to many new contacts in Croatia and abroad: from academies, conservatories, music schools, theatres, music agents and other relevant professional addresses and institutions. An important role in the organisation of *The International Singing Competition Lav Mirski* is played by members of the international expert panel, which always consists of distinguished artists-singers, voice teachers as well as conductors from the United States, Slovenia, South Africa, Hungary, Serbia, Italy, and Croatia. *The International Singing Competition Lav Mirski* is an internationally recognizable cultural brand of the Academy and the city of Osijek, an event of high quality and artistic profile.

Our teachers have achieved top results on guest visits abroad. For example, dr. Antoaneta Radočaj Jerković, had a concert tour in Australia in July 2017, as the conductor of the *Vocal Ensemble Brevis*, where she held concerts at institutions such as the Sydney Opera House, Angel Recital Concert Hall and the Sydney Music Conservatory. In addition, she held a concert as the choir conductor and participated in the competition of the 48th *Florilège Vocal de Tours* in June 2019 in France. She won the third prize in this prestigious international choral competition and festival. Our teachers gave lectures and masterclasses in Jordan, South Africa, the United States and elsewhere.

Of foreign activities we need to single out the visit of our teacher Berislav Jerković to the Joburg Theatre in Johannesburg in June 2018, where he played the role of Toreador Escamillo in the premiere of George Bizet's opera, produced by the *Sempre Opera Instrumental Ensemble* and the *Pretoria Symphony Orchestra*. In 2010, Berislav Jerković founded the opera ensemble OPERA PANNONICA, which brings together music artists from the city of Osijek, music professors from the Academy and beyond, as well as numerous guests from the country and abroad (Serbia, Hungary, Bosnia and Herzegovina, Slovenia, South Africa, United States, Australia, Germany, Italy, Israel, Switzerland, Canada...). The ensemble performs complete stage opera performances, concert performances of opera and operetta works, as well as all other vocal literature. The ensemble cooperates with guests from Croatia and abroad, as well as with the following institutions: The Academy of Arts from Novi Sad, the Faculty of Music and Visual Arts Pécs, the Academy of Music Ljubljana, Westminster Choir College, Princeton (USA), conductors Simon Peter Dešpalj, Balazs Kocsar and others.

When it comes to institutional international activities of our teachers and students in the field of theatre arts, we need to mention the *International Festival of Theatre Academies Dionysus* and the *International Puppetry Revue Lutkokaz*, which

are held every March on the World Theatre Day and the World Puppetry Day. We consider these two events to be strategically important in the field of arts because they create the much-needed cooperative energy between our students and students of other institutions, teachers and top artists from professional fields (acting, speech, movement, voice, puppetry). In this way, they complement each other's knowledge and experience necessary for further development. Every year our students also participate in the *Schau! Spiel! LabLinz International Theatre Festival* in Linz, Austria, where they attend workshops, and teachers run workshops and thus get acquainted with the way other institutions, students and teachers work.

As regards competitive national scientific projects, two of our teachers, Academician Krešimir Nemeč and Professor Helena Sablić Tomić, participated in the project *Economic Foundations of Croatian Literature* funded by the Croatian Science Foundation (2016-2019), and among the highly ranked international projects, our Professor Livija Kroflin was a collaborator on the EACA – Creative Europe project, funded by the European Commission (2017). In 2017, Leo Rafolt became a regular associate at the Scientific Research Centre for Post-South Slavic Spaces (PROP) at the University of Warsaw. Professor Leo Rafolt gave a series of scientific presentations: *Performance of/or Debt* (2019), *Emancipatory Regimes in Montażstroj's Performances* (2017), *Transcultural Performance Utopias* (2016) and *Intercultural Performance Studies in the Post Dependent-Cultures* (2015). In 2018, the Dean Helena Sablić Tomić was appointed the first ambassador of The Creative Europe Desk in Croatia.

In addition to participating in projects, our teachers have achieved extremely rich communication with institutions abroad, and over the past five years they have been invited lecturers at many conferences and in the framework of collaborative initiatives. In 2019, Professor Krešimir Purgar gave an invited talk *In the Desert of Images: A Reverse Side*

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of Simulacrum at the University of Genoa as part of the conference *The Postmodern Condition – Forty Years Later*, and a guest lecture *How to look at pictures that mean nothing?* at UET – European University of Tirana. Leo Rafolt gave a talk *Butoh, Budo and Neuroscience* at the University of Oslo, and Professor Berislav Jerković gave a talk *Development of Croatian Vocal Music* at Jordan University School of Arts and Design, in Amman (Jordan).

In 2018, our professors gave many guest lectures: Krešimir Nemeč at *Uniwersytet Jagielloński in Krakow*; Helena Sablić Tomić at the *Institute for Macedonian Literature* in Skopje gave a talk titled *Croatian Literature, Economy and Society*; Antoaneta Radočaj Jerković gave a lecture *The Influence of Different Vocal Traditions on the Development of Croatian Art Music* at Stellenbosch University, Faculty of Music; and Berislav Jerković gave a lecture titled *Croatian Artistic Vocal Music* at Pretoria University. We were also invited to Northumbria University in Newcastle, where Leo Rafolt gave a lecture *Performance of/or Debt* and workshops on theatre in former Yugoslavia. That same year we had two invited lectures in Prague: Professor Livia Kroflin's *Puppet theatre for pre-schoolers, or Who are these 'kindergarten artists'* and Krešimir Purgar's *Allegories of post-representation: On the future of images* as part of the Platform for Visual Culture Studies. At the University of Genoa, Professor Purgar gave an invited lecture *Arte e tecnologia. La sparizione dell'immagine nella cultura visuale contemporanea*, as part of the activities of *L'Istituto di studi superiori dell'Università di Genova*.

In 2017, Professor Leo Rafolt was invited to the Universities of Tokyo and Sapporo, where he held invited scientific-artistic workshops titled *Public Sphere and Performance Workshops*; Krešimir Purgar gave two lectures at the University of Cagliari (Italy): *Indeterminacy of images: Pictorial emerges from Fiedler to Wiesing*, as part of the Italian national scientific project PRIN 2015 *Il problema dell'indeterminatezza. Significato, conoscenza, azione* and *The concept of Imagetext in W. J. T.*

Mitchell's iconology as part of the Doctoral Study of Philosophy, Epistemology and History of Culture. As part of the *ICONIC – A Celebration of W. J. T. Mitchell's Scholarship and Teaching* at the University of Chicago, Professor Purgar gave an invited lecture *Introduction to Reading Mitchell*. In July 2017, Professor Helena Sablić Tomić gave a lecture at the Embassy of the Republic of Croatia in Krakow, Poland, titled *Ekonomsko polje i baština u književnosti na primjeru osječkog Nutarnjeg grada*.

In 2016, at the invitation of the Slovak Writers' Society, Helena Sablić Tomić gave a lecture *Danube Story – from tradition to modernity*; Berislav Jerković was a visiting professor at the Faculty of Music and Visual Arts in Pécs on the courses *Vocal Literature in Foreign Languages*, and Professor Antoaneta Radočaj Jerković gave lectures on *Vocal Music, Opera Studio and Research in Voice Pedagogy* at the Westminster Choir College of Rider University in the United States. Professor Livija Kroflin gave an invited lecture titled *The Advantages of Using Puppets in Education* as part of the International Drama Education Congress in Beijing, China.

In order to strengthen its role in enabling students to keep up to date with the latest trends in the arts, and to improve its position as an institution in regional and European frameworks, in 2015 the Academy organized the first *International Student Biennial*. Three biennials have been organized so far, and the one with the central theme *Beauty* was held in 2019 in Zagreb, in the renowned multicultural space *Lauba*. All three editions of the *Biennial* were curated by our assistant Miran Blažek. The aim of the *Biennial* is to become a relevant festival of young artists and to be held every two years in another European city. In this way our students begin to circulate a much wider intellectual and physical art space, and the world of the most creative young art comes to Osijek. In fact, all the award-winning artists at the *Biennial* held outside Osijek were presented at the so-called *spin-off* exhibitions in our city and vice versa: the awarded artists from the exhibition in Osijek exhibited in Zagreb.

We are especially proud of one of our latest initiatives in the field of arts, initiated by our Professor Vladimir Frelj, i.e. the launch of the *Knifer Gallery* in the centre of Osijek, in a representative and busy location. This modern space will allow all students and teachers of the Academy to significantly improve their visibility in the city and to increase the awareness of inhabitants of Osijek that they have an institution of such a rank in their midst. The *International Student Biennial* and the *Knifer Gallery* are original initiatives of AUKOS teachers, the aim of which was internationalizing the artistic and teaching process and affirming students and teachers in both local and European frameworks.

The *International Student Wood Sculpture Workshop Jarčevac* was launched in 2009. Its international character has started another important model of teaching and production at the Academy of Arts and Culture, positioning it as a motivating place for affirming new and provocative out-of-institution locations. In fact, it is a rural location near the city that allows you to concentrate on artistic activities outside the usual university environment. This special energy was experienced by almost a hundred students who stayed and created at the colony. We consider the specific local environment setting, the focus on creation and everyday uninterrupted work with teachers to be a great comparative advantage that this extra-curricular activity has been offering for years to our and, what is especially important, foreign students.

In this context, we need to mention the *International Workshop of Art Graphic Osijek (IWAGO)*, which has profiled itself in the last 15 years as a significant artistic environment in which graphic art production takes place. This is confirmed by many awards won by Osijek artists at exhibitions in the country and abroad, and thanks to this initiative of our Academy, the Osijek graphic scene has been in the spotlight for a while now.

When it comes to the participation of our teachers in the editorial boards of journals and symposiums, it should be noted

that two biennial and one triennial conference is organized at the Academy, and many of our professors and assistants participate in their organization, thus achieving synergy of organizational potential and scientific expertise. These are the International Conference *European Realities*, International Artistic and Scientific Conference *Persons with Disabilities in Arts, Science and Education* and the International Scientific Conference on Pedagogy in the Arts.

In addition to these activities, through which we as individuals and the institution create a strong and continuous presence in the scientific community, we should also mention the individual efforts of our teachers in increasing the visibility of the Academy. Among others, our professors are members of the organising committee of the *Public Sphere between Theory and Artistic Intervention* conference at the Doctoral School of the University of Osijek and the Committee for Theatre Arts for the national Vladimir Nazor Award. For many years our teachers have participated in organizational and scientific committees of interdisciplinary symposiums organized by the Croatian Writers Society and the Centre for Visual Studies from Zagreb. The most recent conferences were *Contemporary Film and Its Theories* (2019), *Painting and Hyperrealism: Fine Arts, Photography and Film, New Theories of Painting* (2017), and *Posthuman State and Art Perspectives* (2016).

Just as with the aforementioned biennial conferences, the Academy is, as we have mentioned, the founder and publisher of the scientific journal *Nove teorije* (New Theories), which wants to position itself in the future as a central place for the development of art science, both in Croatia and beyond, which is one of the scientific priorities of the Academy. That is why the members of the editorial board of the journal are our professors, postdoctoral fellows and assistants who are introduced to scientific publishing in this way, thus encouraging scientific work, high level publishing and daily communication with relevant foreign researchers. Individual initiatives of our teachers are also numerous: for example,

our Professor Livija Kroflin is a member of the editorial board of the Slovenian magazine *Lutka* published by the Ljubljana Puppet Theatre and the international editorial board of the Czech journal *Loutkář* based in Prague. Krešimir Purgar was the editor-in-chief of the *Art Magazine Kontura* in 2016, when he edited three thematic issues: *The Art of the Landscape in the Age of Digital Reproduction* (No. 134/135); *Fashion and Representation* (No. 133) and *Conceptual Art and Painting* (No. 132). Furthermore, Antoaneta Radočaj-Jerković is a member of the editorial board of the art, scientific and professional journal *Artefact*, published by the Faculty of Arts in Niš (Republic of Serbia).

AUKOS teachers and associates are winners of national and international awards for their artistic achievements. The list

of awards and prizes of each teacher is recorded in teachers' CVs on the AUKOS website.

AUKOS teachers work on committees and expert panels of art conferences and festivals such as the International Puppet Theatre Festival (PIF), Conference of Puppeteers and Puppet Theatres of Croatia (SLUK) and others.

Finally, we are proud to have two members of the Croatian Academy of Sciences and Arts among our teachers: Krešimir Nemeč is a full-time member (Department of Literature), in which he acts as a member of the Presidency, and Zlatko Kramarić is a member of the Macedonian Academy of Sciences and Arts.

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

Elements of the standard

The research / arts development strategy is aligned with the vision of development of the higher education institution.

Scientific / artistic activities are established by the strategic programme of the higher education institution.

The higher education institution has appropriate resources for its scientific / artistic activities.

Development Strategy of the Academy of Arts and Culture in Osijek 2018-2022 covers objectives relating, inter alia, to artistic and scientific work. The objectives of the AUKOS Development Strategy are to foster artistic and scientific work as well as artistic and scientific excellence of teachers, encourage their public artistic activity, and plan and implement artistic

HEI recognizes and rewards scientific / artistic achievements of its employees.

HEI continuously improves its scientific / artistic activities by appropriate financing, human resource management, investing in spatial resources, equipment and appropriate literature, supporting dissemination of results and development of doctoral theses.

and scientific projects outside regular curricula as an independent producer or in partnership with national and international partners. (quality: documents). Planning the scope of the Academy's scientific activities and projects is defined in a separate document *Strategic Research Agenda 2020-2024*.

In line with its vision, the Academy engages teachers who are top artists and scientists in the fields in which they work and continuously develop, and in which they teach. The interdisciplinary approach to artistic and scientific research, the creative approach to teaching by incorporating student practice where required, the cooperation with the real sector and focus on social engagement in teaching and projects – these are the priorities that guide the Academy on its path to become one of the leading regional higher education institutions in the field of artistic practice and theory, cultural studies and creative industries.

The *AUKOS Strategic Research Agenda* sets off from what our institution recognizes as its contribution to science and the development of society, and this means that the strategic documents, as well as the practice itself, are consistent with the motivation to become the leading regional higher education institution in the fields of artistic practice and theory, culture development and creative industries, both through the promotion of general and professional skills and competencies of students and by insisting on the development of art science, management in culture and music pedagogy. It is precisely these three disciplines that are determined to be central drivers of scientific work at the institution in the *AUKOS Strategic Research Agenda*, since our teachers have expertise in projects that study the role of the arts in society and in the cultural and economic system. Since the Academy is a new institution, it has not yet completed the full cycle of research projects, but that is why we can talk about a very scrupulously developed research plan – unified in the *Strategic Research Agenda 2020-2024* – and the current results of the implementation of these plans, which are primarily related to the establishment of a functional internal scientific infrastructure.

Here we again draw attention to the fact that the Academy is one of the few predominantly artistic institutions, not only in the Republic of Croatia but also in the wider region, which

brings together different scientific fields and branches. Thus, the Academy develops both components in parallel and this is its essential advantage that should always be emphasized. Dealing with scientific and artistic work at an institution that combines both components requires adequate reflection, on the one hand about the role of art and artistic research, and on the other, the role of scientific work and the position of scientists, not only as teachers of theoretical courses, but as experts who contribute substantially to the development of their scientific field and branch. It is even more important since the staff in scientific-teaching ranks at the Academy participate in the performance of several undergraduate and graduate studies that have the strong scientific – rather than artistic – component. In the integration of the scientific and artistic field at the Academy, teachers in the field of art science play a special role, because their expertise directly affects practical artistic work at the Academy, thus achieving a strong synergy between theory and practice that does not exist at any comparable institution in Croatia.

Strategic research projects at the Academy have emerged from strategic scientific and artistic fields, i.e. the field of arts, humanities and social sciences. Therefore, all our scientific potentials are aimed at implementing research projects in those fields for which our teachers have the appropriate knowledge and experience. In this way, we adequately use the available resources and achieve recognition in these highly competitive fields.

The individual scientific activity of our professors is directed in such a way that it becomes a part of already defined projects of the Academy, which ensures the achievement of the strategic research goals. The projects are as follows:

- Image Science – problems, methods, goals
- Community Practice in Transition – art, institutions and public sphere

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- Basic Definitions of the Notion of Puppet – synchronic, diachronic and poetic characteristics
- Culture, Media and Management in Creative Industries – scientific, management and media aspects
- Vocal Art and Music Education – interdisciplinary scientific and artistic topics
- Theoretical and Poetical Aspects of Performance – relationship between costume and stage design

In order to be as efficient as possible in the implementation of our *Strategic Research Agenda*, we have established five key platforms that enable the development of strategic scientific areas, fields and branches and integrate sciences and arts. The Centre for Interdisciplinary Research in Arts and Sciences, *InterScArt*, is one of them, and it was created by establishing of a special organizational unit within the Academy, which aims to coordinate all scientific and artistic research resources. The function of the Centre is to facilitate projects and innovations and to monitor and record the activities with the aim of improving the research profile of the institution as a whole and the research of all its members appointed to artistic-teaching and research-teaching ranks. In addition to establishing the Centre, we have also launched a journal on art science *Nove teorije*, with two issues published so far. The editorial board of the journal is international, with a clearly defined reviewing policy, and it pays special attention to papers that present original insights into the scientific study of artistic, visual-communication and media phenomena that thus disturb the *status quo* in a particular field or topic. The journal is an extremely important platform because, on the one hand it enables our scientists to work on the production of top scientific content in one of the priority research themes of the Academy, and on the other it allows our institution to position itself as the leading place for the development of art science in Croatia and the region.

When it comes to encouraging research in our other priority areas, we will continue to organise the biannual scientific conference *European Realities* and the triennial International Scientific and Artistic Symposium on Pedagogy in the Arts. These two symposiums, which have been attended by numerous scientists from Croatia and abroad, confirm the continuity of the development of management in culture and music pedagogy at the Academy.

In order to encourage scientists to engage in top research, the Academy adopted the Ordinance on rewarding teacher excellence in teaching, artistic and research work and artistic and research project implementation. This Ordinance establishes clear criteria of excellence and encourages particularly the publication of original research papers, research monographs and edited books published either in highly ranked national and international journals or with recognised publishers. Invited lectures at foreign universities and international conferences and reviewing international proceedings are also specially evaluated. In particular, the Ordinance provides for the recognition of teachers who have been coordinators and principal investigators on competitive national and international projects and those who have been collaborators on such projects. It is important to mention that the best grades are reserved for those scientists who implement projects with Academy as the coordinator. In this way, we demonstrate that our institution wants to position itself among the leading scientific actors in its strategic research fields in the long term.

In its Development Strategy, the Academy has planned the provision of appropriate material resources, but also of other kinds of support to researchers. For example, the Academy co-finances teachers' travel to national and international conferences, covers translation costs for research monographs published by prestigious foreign publishers, and in the current academic year significant funding is allocated to a very intensive programme of hosting top professors from abroad,

who give lectures, seminars and workshops, thus participating in life-long learning of our researchers and students. These visiting lecturer programmes take place in all strategic fields, art science, management in culture and music pedagogy (more in section 5.5.).

5.5. Scientific/artistic and professional activities and achievements of the higher education institution improve the teaching process.

Elements of the standard

Space and equipment for scientific / artistic research and professional activities is used in teaching at undergraduate, graduate and postgraduate level.

Undergraduate, graduate and postgraduate students are involved in scientific / artistic / professional projects of the HEI.

Space and equipment used for teaching, artistic practice and independent artistic research of students of the Academy of Arts in Culture are in line with the nature of classes that are delivered in them. Students have at their disposal musical instruments, computer equipment, hand-held and electric tools for certain technologies that students must master in order to achieve learning outcomes of individual practical art courses, as well as an audio-visual laboratory equipped with modern technical equipment. It is of particular importance to cooperate with the real sector for the purpose of realising student practice, whereby students are educated in a professional environment, in real time frames, under the mentoring of artists and practitioners, in spaces equipped with instruments, tools, machines and technical devices suitable for the realization of top professional art projects.

In order to promote the artistic and scientific excellence of its teachers, the Academy co-finances the participation of teachers in seminars, conferences, festivals, etc., and encourages the participation of teachers and associates in professional artistic and scientific projects outside the home institution ([link/google drive: 43-03](#)).

Both teaching at the undergraduate and graduate levels, and doctoral theses reflect the scientific / artistic research and professional activities and achievements of the higher education institution.

Students of the Academy's artistic studies are involved in the realization of national and international projects in the real sector under the mentorship of their teachers or in cooperation with teachers as co-authors of works of art. They are also involved in the realization of projects of their home departments, the Academy, but also the projects of the real sector as authors, co-authors or performers.

The list of undergraduate and graduate level students of the Academy's study programmes included in artistic projects is available here: [google drive: 5-51 List of students of all levels involved in Department, Academy, and real sector projects.xlsx](#). Works of art co-authored by students belong the fields of visual and applied arts, performing arts and music, a list of which is available at [google drive: 5-52 Works of art STUDENTS CO-AUTHORS.xlsx](#).

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Several of the final and diploma papers of AUKOS students have resulted from national and international projects of the Academy and professional theatre projects in which students were authors of works of art under the mentorship of teachers ([link/google drive: 5-53 Artistic final and diploma papers resulting from projects.xlsx](#)).

It is noticeable from all of the above that the Academy strives to make students as active in teaching, artistic work and research as possible, by including them in its scientific and artistic projects. Activities are adapted to different interests, preferences and individualities of students in order to bring their creativity to the fore and to further deepen their interest in the study. The fact that the Academy, as has been emphasized many times so far, delivers studies in the fields of arts, humanities and social studies, makes all our activities extremely diverse, and this has opened up the possibility of intertwining artistic and scientific content, as is evident in the design of individual courses and certain study programmes that are innovative in both national and European contexts.

We have identified the *Festival of Science* as a particularly suitable platform for the inclusion of students in artistic and scientific activities. The Festival is organized at the national level every year and is conducted (glo)locally. Over the past few years, our undergraduate and graduate students of music education have organised music and education workshops on various topics for Osijek primary schools (2018, 2017) and an innovative workshop on film music (2018).

When it comes to scientific and professional papers co-authored by students, our teachers connect teaching, scientific and disseminating activities in such a way as to introduce students to scientific work and its presentation in appropriate journals and at conferences. Our students and teachers as co-authors have published, among other things, papers in the proceedings of the International Scientific Conference *Global and Local Perspectives of Pedagogy* (2016), *The Journal*

of Music Education (2018), *Journal of Education and Training Studies* (2017), *The Osijek Literary Review* (2018 and 2019), the proceedings of international symposiums on culture, media and management *European Realities* organised by our institution (2015, 2017, 2019), the proceedings of the conference *Sociocultural Heritage and Economic Development – Globalization and Regional Identity* (2016), the proceedings of the International Conference *Development of Public Administration* organized by the Lavoslav Ružička Polytechnic in Vukovar (2019 and 2017), the proceedings of the 23rd Scientific Conference, *Germans and Austrians in the Croatian Cultural Circle*, Yearbook of the German Community *DG Jahrbuch* (2016), the *Hvar City Theatre Days* with the annual topic *The Folk and the Popular* (2018), the journal of textile technology and fashion design *TEDI* (2017), as well as in the *Art Magazine Kontura* in a thematic issue dedicated to fashion (2016), where six students published their own original professional papers.

The Academy continuously organises specialist seminars and workshops for students during the academic year, where they are introduced to the latest achievements in the relevant fields of activity. Such initiatives include the *Koreodrama* masterclass by Matija Ferlin as part of classes at the Department of Theatre Arts (2019), the guest lecture by dr. Lana Ciboci, Assistant Professor, Vice-Dean at Edward Bernays University College Zagreb as part of classes at the Department of Culture, Media and Management (2019), School of Visual Anthropology, Round Table on Performance with 10 participants (Đakovo, 2019) and Workshop of Luminoacoustics (Bojan Gagić, 2017, 2018), *The Practice of Theatre Anthropology* (2019) and Performance Days (in cooperation with Perforations from Zagreb, 2020) at the Department of Theatre Arts (2019), or the guest programme *Join the Revolution!* as one the activities of the Department of Visual and Media Arts (2019/2020), during which students (as well as all teachers) had the opportunity to listen to lectures by the world's top authorities in the field of art science Žarko Paić (University

of Zagreb) and Dieter Mersch (University of Zurich), and during this academic year, the visits of Luca Vargiu (University of Cagliari), Klaus Sachs-Hombach (University of Tübingen), Paul Crowther (University of Galway), W. J. T. Mitchell (University of Chicago) are also scheduled. All these lectures are open to all students, which is a very significant comparative advantage of our institution: whether a student is educated in the fields of visual arts, theatre, music or theory, access to lectures in the interdisciplinary model enables the acquisition of very diverse knowledge that is not normally available at other comparable institutions in Croatia.

One of the important initiatives with which we practically prepare students for entering the art world is the exhibition *Starter*, which is intended for students of the Department of Visual and Media Arts who received an award and recognition from the jury on the occasion of the Final Exhibition of the Department. Since it is always organized in official gallery spaces, this exhibition is also the first real contact of young artists with the way and conditions of exhibiting in the gallery space and as a kind of introduction to the *starter* position of a young artist. The affirmation of young artists also seeks to reflect the need for culture and artistic creativity in a university city. Furthermore, this exhibition should be a

kind of incentive for the future, but also for current students who can now see how the quality artworks of their colleagues function as artistic exhibits in the art world, outside the Academy's ateliers. Between 2015 and 2020, the *Starter 3* exhibition was held (Kazamat Gallery 2017; Museum of Đakovo Region 2018), and the next editions of the *Starter* are in preparation.

As a significant element of the improvement of the teaching process in the artistic field we also see the establishment of the Academy's teaching base in the Istrian town of Bale, in which students and teachers have the opportunity to learn the method of *full immersion* through intensive work during the year, i.e. to devote themselves fully to their artistic activity, practise intensively, organising rehearsals and presentations of their work, all with the help of teachers who gain excellent insight into the progress of each student and can devote themselves to it as much as possible. Within the teaching centre in Bale in Istria, a kind of competitive segment of education was established, the Festival of *Young Theatre*, which offers students and teachers intensive workshop attendance and enrichment of knowledge and experience in the field of acting, voice and stage movement, costume and set design, i.e. basic production skills.

