



JOSIP JURAJ STROSSMAYER UNIVERSITY OF OSIJEK
FACULTY OF LAW IN OSIJEK

Strategic Plan

2020 – 2025

The present Strategic Plan has been drafted by the 2020-2025 Strategic Plan Drafting Committee of the Faculty of Law in Osijek, as supported by the topic-specific working groups.

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Preliminary considerations

The genesis and the purpose of the academic institution

Higher legal education in Osijek traces its origins to the 1961 establishing of the Center for Part-Time Study in Osijek – the law studies branch of the Faculty of Law in Zagreb. In 1973, the Faculty of Economics in Osijek launched continued lawyer¹ training within the Law Studies program. The Faculty of Law in Osijek was established on 10 September 1975, owing to the initiative and the joint effort of the Organization of Associated Labor of Slavonia and Baranja, Association of Lawyers in Economics Osijek, Association of Lawyers in Justice Administration of Osijek, Chamber of Commerce of Slavonia and Baranja, and Osijek Municipality Assembly. The day of the Faculty's constitution, 22 December 1975, has since been celebrated as Faculty of Law Day.

In the Faculty's beginnings, its academic staff largely comprised professors of the Faculty of Economics in Osijek and eminent visiting professors of the Faculty of Law in Zagreb. It is owing to their selfless commitment and the efforts of Prof. Dragutin Rilke, ScD – the Faculty's inaugural dean – to create new teaching positions that the Faculty managed in the mid-eighties to recruit own academic staff for all its courses.

The institution and human resources today

Today the Faculty employs a staff of 87, of which 56 in research and/or teaching positions, and 31 in administrative, legal, library and information, technical, and general affairs positions. The Faculty's *professores emeriti* include the distinguished Prof. Ivan Mekanović, ScD – the former rector of the University of Osijek, Prof. Vladimir Ljubanović, ScD – former State Attorney's Council member and the Pardons Commission chairman, and Prof. Zvonimir Lauc, ScD – former State Judicial Council member and founder of the Croatian Institute for Local Self-Government. The honorary research and teaching title of professor emeritus was awarded to the late Prof. Branko Babac, ScD – former Minister of Justice and Administration, Ombudsman and State Attorney's Council member – for his outstanding contribution to research and teaching, as well as the development of the civil-law society and legal theory. The title was also endowed to the late Prof. Vladimir Srb, ScD – not only a co-founder, but also a co-originator and co-implementer of the idea of establishing the Faculty of Law Osijek – to honor his outstanding contribution to research, teaching and development of the legal theory (especially in the field of finance) at the Faculty of Law in Osijek and the Faculty of Economics in Osijek.

The significance of establishing a faculty for legal education in Croatia

The Faculty of Law in Osijek is *alma mater* to a large number of Croatian judges, state attorneys, attorneys, university professors, judges of the Constitutional Court of the Republic of Croatia, diplomats, Croatian Parliament members and Government officials, politicians, those employed in the civil society organizations, social welfare systems, pension and health insurance, insurance companies, renowned domestic and foreign companies, economy, international organizations, and academic and research

¹ TN: Within the meaning of this Strategic Plan, lawyer is a law graduate (one who has not taken the bar exam).

institutions abroad. Their work and accomplishments over the past 45 years have justified the establishment of the Faculty in its entirety.

Evolution of the study programs

Launched in 1973 as a separate study program, Legal Studies immediately admitted its first generation of students. The first steps to achieving excellence in teaching were taken concurrently, aimed at systematic development and improvement of the Faculty's organizational units' work and of lifelong learning to provide the students with the knowledge and skills suited to the challenges of the modern-day society. This mission of the Faculty of Law in Osijek remains unchanged.

By observing of economic indicators, social trends, and economic and social challenges, the Faculty sought to think strategically and focus its operation on the programs and the content that would offer an appropriate response to them.

The said efforts resulted in improvements in teaching and the introduction of study programs that offer upwardly-mobile education in the field of law, and – as of recent – in the field of social work.

The integrated undergraduate and graduate study of law was established in 2005. It has since been fully aligned with the Bologna Process. The program offers courses that can be attended in English both by national and international students, thus contributing to the Faculty's international dimension.

The three-year professional study of administrative law offers students the opportunity to acquire basic competencies for independent work as administrative clerks. The program graduates may further their education at the Faculty's specialist graduate professional study of public administration.

As the maiden generation of students of the undergraduate study of social work approached its final, third year of study, so was the Survey of the Social Work Graduate Study drafted. The Survey has demonstrated an unquestionable need to establish a graduate study program through which undergraduates could continue their studies at the Faculty and stay in Osijek. This presupposes the creation of conditions for implementing a graduate program, recruiting qualified academic staff, as well as adding classrooms, given that the currently available capacities are insufficient.

The Faculty of Law in Osijek also offers the postgraduate specialist study of human rights, which equips students with specialist expertise in the field of human rights. Specific for its interdisciplinary approach, the study program is designed for experts in the fields of law, economics, political science, sociology, psychology, cultural studies, pedagogy, theology, social work, medical science, communication science, and history.

Previously, the Faculty also offered postgraduate specialist studies in management of local and regional self-government development and criminal law.

In 2014, the Faculty introduced the postgraduate (doctoral) study of law. The program was established to provide research project fellows and researchers, lawyers and other doctoral candidates a program in Osijek, thus eliminating their need to seek such a program outside of Osijek, as they had had to for a long time. The program is characterized by a pronounced individualization of research, which is particularly prominent in research seminar and paper supervising. The doctoral study of law strives to

promote excellence and innovation in the field of law. Its special value lies in the nurturing approach to the doctoral students' personal research interests and potentials.

To date, a total of 9,216 students have obtained a degree at the Faculty. Of them, 5,168 received a bachelor's degree in law, 1,321 a master of laws degree; 986 students received an associate degree in administrative law, 721 a professional degree in public administration; 21 received a specialist degree in human rights law, 23 a specialist degree in criminal law, 21 a specialist degree in local and regional self-government development management; 241 received a postgraduate degree in public administration (one-year program), 595 a specialist master degree in public administration (two-year program), 65 a master of science degree, and 3 a doctor's degree (a total of 51 doctors).

Evolution of the lifelong learning program

In recent years, the Faculty's academic staff have expressed an increased interest in having designed and implemented a lifelong learning program (LLP). Seeing as how certain areas of law continually change, existing knowledge and skills must be continually updated to remain able to respond to new challenges of the profession in a given area of law. LLPs are a successful merger of academia and trade. The Faculty has been offering an LLP during the past few years within its Jean Monnet Module and three Jean Monnet Chairs. The Faculty's Jean Monnet programs have helped position it as a regional center and reference point for the study of EU law that promotes excellence in teaching and research.

The Jean Monnet Module "EU Law: Basic Introduction, Preliminary Ruling Procedure, Legal Aspects and Regional and International Cooperation in the EU" was aimed at encouraging students as well as legal practitioners to contemplate and learn about EU law, its significance for the European integration of the Republic of Croatia and its effect on the professional career.

The activity of the Jean Monnet Chair in EU Labour, Equality and Human Rights Law was aimed at advancing the implementation of the EU values of intercultural dialogue, interethnic and gender equality in the field of employment approach, as well as legal protection of underrepresented groups in the labor market and in the working environment.

The Jean Monnet Chair in EU Procedural Law originated in the notion that there is a general lack of knowledge of EU law in Croatia, especially in regard to the procedural aspects of its application.

The activities of the Jean Monnet Chair in Cross-Border Movement of a Child in the EU were completed at the end of 2019. Its chief aim was to provide quality teaching and education in a spectrum of topics related to the cross-border movement of a child in the EU. The most common was the issue of civil law aspects of the cross-border movement of children.

The Faculty has also offered to several student generations the interdisciplinary professional training program in the field of procedural rights of the child and communication with the child. Its aim was to teach students to differentiate the substantive from the procedural rights of the child, as well as the different court proceedings types in which the child may have different roles, and to provide them with professional and interdisciplinary ability to communicate with the child in an age-appropriate manner, while taking into account the context of proceedings and the procedural role in which the child appears.

For a number of years, the Faculty has been successfully implementing the lawyer-linguist LLP. The LLP takes into account the changes on the EU labor market and the opportunities created thereby for Croatian lawyers/masters of law. The target group are the students who are fluent in English and German and who are seeking to apply for the position of lawyer, lawyer-linguist or associate in law or public servant offices or of EU institution administrators. The program delves into the issues of translation and editing of legal texts, and trains students in translating legal texts into Croatian. The program also identifies and updates the students' existing knowledge on EU law and institutions. These programs have ECTS credits attached.

Research Activity

The Faculty's research activity is focused on current issues and the creation of new knowledge through research, the transfer of knowledge through education, the dissemination of knowledge through publications and knowledge capitalization in general.

A standout among the Faculty's first research projects is the 2007 research program "Development of Sound Local and Regional Governance in the Republic of Croatia". Funded by the Ministry of Science, Education and Sports of the Republic of Croatia, the program included five separate research projects: "Europeanization of Croatia's Local and Regional Self-Government", "Public Management and Service Quality Management", "Minority Rights Protection in International Law and National Legislation", "Exercise of the Child's Right to Shared Parental Care". The Faculty has also implemented international projects within the Hungary-Croatia IPA Cross-Border Co-Operation Program (2007-2013), *which are*: EUNICOP – Establishing University Cooperation Osijek – Pécs (2010–2011), SUNICOP – Strengthening University Cooperation Osijek – Pécs (2011–2012), IDEM – International Development Management Course Based on the Cooperation of South Transdanubian and Croatian Educational Institutions (2011–2012), and DUNICOP – Deepening University Cooperation Osijek – Pécs (2013–2014).

Of note are also the six one-year projects funded by the J. J. Strossmayer University in Osijek: "Protection of the Best Interests of the Child in Cross-Border Matters", "Qualimeter in Service of Education Sector Quality Improvement", "Harmonization of Croatian Criminal Procedure Law with Directive 2012/29/EU on Establishing Minimum Standards on the Rights, Support and Protection of Victims of Crime", "Social Relevance of Consumer Protection", "The Role of Motivation in Improving Performance in the Public Administration Sector" and "Cross-Border Removal and Retention of Children: Croatian Practice and European expectations".

The year 2016 saw the completion of another project, namely IURISPRUDENTIA – Improving the Quality of Education at the Law Faculties of the Universities of Osijek, Rijeka and Split. The project was approved by the Ministry of Science, Education and Sports and the European Social Fund within the framework of the call for proposals "Improving Quality in Higher Education through the Application of the Croatian Qualifications Framework". The Faculty of Law in Osijek served as the 15-month long project's promotor. The purpose of the project was the harmonization and modernization of the Osijek, Rijeka and Split law faculties' existing study programs through proper implementation of the CROQF and the development of qualification standards and partial standards of interest for the legal profession, all with the support of the Institute for Development of Education.

The Faculty's notable international projects between 2016 and 2019 include the following: "Toward Effective Cyber Defense in Accordance with the Rule of Law", funded through NATO's Science for Peace and Security (SPS) Program, and implemented jointly with two faculties from the region (Bosnia and Herzegovina and North Macedonia); "Planning the Future of Cross-Border Families: A Path through Coordination - EUFam's", funded by the EU through the 2014–2020 Justice program, implemented by an international seven-member consortium, and coordinated by Università Degli Studi di Milano (the Faculty was a partner); the strategic partnership project "Innovative Solutions for Practicality and Impact in Refugee and Migration Oriented Education – INSPIRED", funded by the Agency for Mobility and EU Programs through Erasmus+ 2014–2020, implemented by an international four-member consortium, and coordinated by the Faculty of Law in Osijek; and "Promoting Refugee Integration Support through Youth Engagement: 1951 Convention and Nowadays Refugees – PROMISE", funded by the EU through the 2014-2020 Europe for Citizens program, implemented by an international 12-member consortium and coordinated by the Law School of the Mykolas Romeris University.

The Faculty's international projects undergoing implementation that greatly contribute to the development of international collaboration include the following: "Facilitating Cross-Border Family Life: Towards a Common European Understanding" (EUFam's II), as implemented by an international seven-member consortium and funded by the EU through the 2014–2020 Justice program; "Protection of Abducting Mothers in Return Proceedings: Intersection between Domestic Violence and Parental Child Abduction" (POAM), implemented by an international four-member consortium and funded by the EU through the 2014–2020 Rights, Equality and Citizenship Program. Regional collaboration is encouraged by the implementation of "The Legal Status and Protection of Internationally Displaced Persons, Refugees, Asylum Seekers and 'Invisible' Persons without IDs", which project is funded by the South East European Law School Network, and implemented by an international four-member consortium. The Faculty of Law in Osijek is a partner on all the above projects. Another project undergoing implementation by the Faculty, jointly with the Faculty of Law in Rijeka, is "Building Lawyer Ethics Capacities", which is financially supported by the US Embassy in Zagreb.

The Faculty's national project of note is "PROVIDENTIA STUDIORUM IURIS – Improving the Quality of Studying at Law Faculties in Croatia", funded through the Efficient Human Resources Operational Program 2014-2020. The project's promoter is the Faculty of Law in Rijeka, and the partners are the Faculty of Law Osijek, the Faculty of Law in Split, and the Faculty of Law in Zagreb. Implementation began in March 2019; project completion is expected in March 2022. Another notable national project is "Development of Young Researchers' Careers: Training of New Doctors", funded by the Croatian Science Foundation. Its implementation window is 1 September 2018 to 31 August 2022.

That the Faculty makes great efforts toward internationalization is evident inter alia from the ten bilateral agreements it has entered into with higher education institutions (HEIs), as well as from the 45 Erasmus agreements it has signed. The Faculty takes pride in the most visited annual EU law-studying conference, "EU and Comparative Law Issues and Challenges" (ECLIC). The ECLIC proceedings have been indexed by the prestigious Web of Science and HeinOnline databases. The ECLIC was first held in 2017, under the auspices of the Jean Monnet Chair in EU Procedural Law. It welcomed over 50 researchers and experts from Croatia, the region and the EU. Attendee numbers increase year to year; preparations for the ECLIC's fourth iteration (to be held in September 2020) are under way.

The Faculty has been publishing its own research journal for legal theory and social sciences – *Pravni vjesnik (Law Herald)* – since 1985. The journal is aimed at improving research communication and contribute to the development of the legal theory, both in Croatia and the region. *Pravni vjesnik* has been indexed in HeinOnline, Directory of Open Access Journals (DOAJ), ProQuest Research Library, ProQuest, EBSCO, ERIH PLUS, CEEOL and Web of Science – Emerging Sources Citation Index. To cater to the need for the publishing of students' professional and research papers of high quality, the Faculty's staff and students started *Paragraf* – a magazine for legal and social issues. Its editorial board is formed of professors and students. The magazine is annual and has been in print since 2017.

Review of the preceding strategic period through the analysis of strategic programs

To allow for informed planning, the 2015-2020 Strategic Plan underwent a review prior to the situation analysis. The analysis has shown that the goals of the 2015-2020 Strategy Plan were realistic and largely delivered. That there has been an improvement in quality was confirmed by the Ministry of Science and Education's (MSE) Certificate of meeting conditions for carrying out higher education and research (Class: 602-04/16-13/00016, Reg. No.: 553-04-19-0004, dated 1 February 2019)

The strategic goals of the preceding period were monitored according to the following categories:

- I. Teaching Strategy
- II. Research Activity Strategy
- III. International Cooperation Strategy
- IV. Branding Strategy
- V. Human and Material Resource Development Strategy
- VI. Renovation and Development Strategy
- VII. Quality Assurance and Improvement Strategy.

Key dimensions, goals, objectives, action steps and indicators were defined for each area/category, designed to allow monitoring of action steps taken to achieve the objectives and, ultimately, the goals.

While the measurement period was not expressly stated in the Strategic Plan, indicators were planned to be monitored throughout the observed period per study year. Goals were to be achieved by May 2020. The implementation of the Strategy was monitored by way of the Activity Report of the Dean, Recommendations of the Quality Improvement and Assurance Committee, Activity and Performance Report of the Doctoral Study Head, and through systematic monitoring of the academic staff qualifications through annual tracking of their research production. It was concluded that the Board, i.e., certain Faculty bodies periodically monitor particular Strategic Plan categories; the introduction of a systematic and periodical evaluation for the following period was recommended.

Below is an analysis of the development categories, with an emphasis on the areas and goals that have been designated for strengthening in the coming period.

Teaching Strategy

Teaching

The indicator "Hours visiting/Hours of practical lessons taught by labor market participants" proved to be a challenge. Proposed as a solution was the revitalization and strengthening of the PRAVOS Alumni Club, and the subsequent recruiting of guest lecturers from the ranks of its members (alumni). As such, the above relates to both dimensions of development (teaching and (former) students).

The objective "Hours of additional content on legal ethics" was not reached. Proposed as a solution for the following period was the introduction of such additional content – both into the existing courses and via offering new courses as part of the reform of the existing study programs – as the following period's priority.

Students and study programs

Additional efforts in the subsequent period will be required to reach the objective "Increase in the share of 4.0-GPA-or-above² students and increase in the share of gymnasium³ graduates for the integrated study and the vocational school graduates for the associate degree programs". Even prior to drafting the Strategy, the Faculty has launched promotional activities in high schools (gymnasiums and vocational schools), college fairs (e.g. in Bjelovar etc.), university fairs, and by way of Career Day at the Faculty.

The in-house project #ZapravoZaPravo (*#LiterallyIntoLaw*) was launched to promote the Faculty's study programs to the high school population and to (re)create a positive image of the legal profession in the society.

To appeal to a greater number of student-candidates, in the subsequent period the Faculty must offer study programs that will produce competitive employees. This implies the creation of new study programs and a reform of the existing ones.

Research Strategy

The goal was to reform of the doctoral program by reducing and adjusting the number and types of modules ("Decrease and adjust the number and types of modules at the doctoral study program"). The reform did not reduce the planned number of modules. The reaccreditation process took place in the interim. On 9 August 2019, the Faculty received the Accreditation Recommendations (hereinafter: Recommendations) of the Agency for Science and Higher Education (Class: 602-04/16-04/0088, Reg. No.: 355-06-02-19-00111, dated 30 July 2019). The Recommendations mandated a comprehensive reform of the study program, consequently requiring a redefining of the goal, and potentially the removal of the modules. The Reform Committee for the Doctoral Program in Law was appointed, new courses gathered. A new study program structure is underway. Reforms are carried out in accordance with the Action Plan for Quality Improvement of Doctoral Studies of Law for the Period between 1 February 2020 and 1 February 2022 (Class: 600-01/20-02/3, Reg. No.: 2158/95-01-20-2)

² TN: Grade point average (GPA) in the Croatian education system is calculated from the cumulative of graded learning performance. The numerical scale ranges from 1.0-5.0.

³ TN: Academically-oriented secondary school.

The goal that entailed appealing to better candidates for the Faculty's study programs has been reached only partially. It is thus necessary to take not only the measures for increasing the total number of students enrolled at the Faculty, but rather those measures tailored to appealing to the best study candidates/high school students (with minimum 4.0 GPA), chiefly gymnasium graduates. In regard to the doctoral program, the Expert Reaccreditation Committee found faults in candidate admission and selection criteria. Consequently, while the goal remains the same, the conditions must be made stricter and the strategy of recruiting the best candidates (nationally and from abroad) redesigned.

Lastly, the goal was also to increase the visibility of both the profession and the Faculty's academic staff in the public and professional arenas. The goal has only partially been reached; it requires more efforts to reach it fully in the following period. Law, public administration and social work as a profession require additional promotional efforts in the shape of round tables, forums and workshops for the general public, lectures in collaboration with professional associations and the like, and inclusion of the academic staff into the research and professional associations' and science-promotional activities (active partaking in the Science Festival, Career Days etc.). The needs of the society and the market must also be considered upon research planning by means of developing a closer cooperation with the economy and the local community.

International Cooperation Strategy

The below goals have been partially reached, but are regarded as necessary to keep:

- I. "Monitoring the creation of the website in English, internal rating of the website quality, continued monitoring of development". The website in English does exist, but requires continued updating, which includes a more active commitment of the academic staff to updating the respective content (CVs, courses etc.).
- II. "Increasing the number of new and expanding the existing curriculum content in foreign languages". Regardless of some positive developments, the goal is regarded as only partially reached. Namely, the fifth year of the integrated graduate and postgraduate study program Law offers only two elective courses in English: European and International Family Law and English for EU Law, which are offered both to Erasmus and national students. The problem is the national students' lack of interest in courses taught in English. The Faculty should offer a greater number of courses in English and a better offer thereof, and subsequently motivate students to attend the courses by means of attaching additional credits and recording it in the diploma supplement. Elsewhere, the courses of the graduate study of social work will be held in partnership with the Indiana School of Social Work. Three (3) compulsory and one (1) elective course will be taught in English. This is a good example of development to follow.

Branding Strategy

As they have been reached only partially, the goals below require additional work:

- i. "A better ratio of positive and negative media content (analysis of media content), the number and description of public appearances of employees transferred to the Faculty". The Faculty values with which it seeks to be identified require careful (outward) communicating, media

- communication must be managed, and communication strategy, i.e. protocol developed, and appoint a public relations person.
- ii. “Greater participation in University-level decisions and discussions.” The Faculty needs to position itself better within the University (“others must ask us for legal advice”) and included in forums.
 - iii. “Retaining the number of those students from the region who are interested in enrolling in a postgraduate program.” The doctoral study has just two doctoral candidates from Bosnia and Herzegovina. Measures need to be taken to attract a larger number of students from the region to postgraduate studies.

Human and Material Resource Development Strategy

While this Strategy’s goals have been successfully reached, they must be maintained and upgrades to them made. At the very least, the goals reached must be preserved. This particularly applies to the retaining the positive student-to-teacher ratio (1:3), increasing the share of the revenue from EU-funded projects in the Faculty’s total revenue, using resources being a transparent manner and as assigned. The key challenge is the ensuring of the Faculty’s long-term financial stability.

Renovation and Development Strategy

This Strategy’s priority goal – the construction of a new Faculty building – was not reached on objective grounds. The Faculty currently operates in four separate locations, which undoubtedly constrains and burdens the organization of the teaching process, and weighs on the quality of administrative and technical support. Moreover, all Faculty’s premises are leased. The construction of the new Faculty building at the University Campus must remain the next period’s priority. In the interim, the current premises must be adapted to complement the instructional process as best possible (regular maintenance and satisfactory equipping of lecture halls), i.e. of individual research work (academic staff’s offices).

Quality Management Strategy

This Strategy’s goals have all been successfully reached, and good foundation created for an efficient quality management system. Still and all, improvements are required, principally by means of establishing a functioning and holistic internal quality assurance system, as well as consistent compliance with and application of quality improvement recommendations from previously conducted external evaluations (accreditation), but also in-house evaluations.

Brand and Reputation Management

The brand and reputation management goals have largely been reached. Of note is the survey conducted among high school students through the in-house project #ZapravoZaPravo, which was devised to promote the study programs among high school students and create in the society a positive image of the legal profession. The project is intended to be long-term. Further, through a number of positive media appearances, the visibility of the activity of the Faculty as the University’s constituent has been raised. The Faculty’s visibility on social media has also been increased: news are updated daily on the Faculty’s

Facebook profile; an Instagram account has also been set up. Lastly, the website has been updated; news on Faculty activities are posted about daily.

The one-year period immediately preceding the new strategic period

Apart from reviewing the reaching of the previous five-year period's strategic goals, to fully understand the starting point, the year immediately preceding the new planning cycle must also be assessed.

The previous period was brimful of activities for the Faculty of Law in Osijek. The Faculty's focus was on the students, development and quality. The past academic year saw the completion and adoption of the Quality Improvement Action Plan for the period from 17 June 2019 to 17 June 2024. In accordance with the Action Plan, strategically weighty activities aimed at quality improvement of study programs have been continuously implemented. Notable ones include the drafting of the new study program for the integrated undergraduate and graduate study of law and amendments to the professional study of administrative law. The two activities are aimed at transforming the professional study of administrative law into an undergraduate program. As early as in the prior academic year, the integrated undergraduate and graduate study of law has been amended (less than 20% of the total program) by means of introducing 12 new elective courses. To contribute to the Faculty's international dimension, work is underway on creating courses for the integrated undergraduate and graduate study of law that will be attendable in English both by national and foreign students. The third generation of students at the undergraduate study of social work has been admitted; the study program's quality monitoring is continued, and the Survey of the Graduate Study of Social Work has been completed. On 8 April 2020, the Faculty of Law in Osijek received a permission for conducting graduate study programs, allowing nearly 200 people to study (and stay) in Osijek. Additionally, this enables the employing of new teaching assistants, and at that, not just social workers, but also masters of law. Through this, the Faculty of Law in Osijek – in accordance with the University's strategic lines – has rounded out the training and education of social workers, thus allowing the acquiring of skills suited to the needs of the labor market in this bottleneck profession.

Across all study programs, there has been an increase in the number of students who have participated in the legal clinic practical lessons at the District and County Courts, the District and County State Attorney's Offices, as well as public notary and attorney offices. The Faculty has concluded agreements with the Ministry of Justice of the Republic of Croatia on the operation of the OSIJEK PRO BONO Legal Clinic and with the Association of Croatian Judges on a professional collaboration.

A partnership agreement with the Faculty of Law in Rijeka has been concluded on the implementation of the ESF-funded project *PROVIDENTIA STUDIORUM IURIS*.

The Faculty has entered into a number of agreements on research and teaching cooperation at the undergraduate study of social work. The agreements are aimed at providing the program's students field instruction, and, in turn, a better understanding of the structure and the mission of the basic providers of social care. The earlier established cooperation with employers' associations and the Croatian Employment Service and its Osijek Regional Office has been strengthened. Clinical other forms of practical lessons and training allow a significant number of students to tie together theoretical and practical knowledge. Confirming this is the feedback from employers and the Croatian Employment Service. For that very purpose, the Faculty organizes many study and field trips for students (visits to

judicial, political, business and other institutions), as well enables participation in a number of international legal and juridical competitions. Students have achieved notable results in the past academic year: one such is the second place won by law students at the Moot Court Croatia (MCC) 2018 competition.

Furthermore, the Faculty continues to host guest lectures by both national and foreign speakers from the profession, academic community, and public life. The lectures are organized by individual teachers/departments/study programs or the Faculty's Student Council.

The series of lectures, forums and workshops on current and important legal, economic, political and other social issues has continued, as organized by the Student Council and other student organizations (ELSA), and with the support of the Faculty's Board. Apart from renowned national and foreign experts, scientists and public officials, lecturers (and organizers) are also recruited from the Faculty's own ranks. The large number of quality extracurricular activities enriches the doctoral study of law. Of note is the doctoral colloquium as part of which supervisors, their doctoral students, as well as the rest of the study program's academic staff and guests share experiences related to the past activities and arrange future activities.

The year past saw the second Law Student Congress (KOPF), titled "Legal and Political Aspects of the European Union." Over the three Congress days, lectures, workshops and panels discussed topical issues of freedom of movement of people and workers in the EU, migration, and environmental protection, proceedings before the CJEU, work and employment opportunities for youth within the EU, as well as a number of other engaging topics. The Congress aimed to encourage students' thinking and to deepen their understanding and awareness of the importance of the EU in the field of national law, as well as politics. Apart from offering an opportunity to acquire new knowledge, the Congress also contributes to the networking of students from different faculties of law in Croatia and countries in the region, and provides a platform for sharing experiences and deepening relations.

Each year, the Faculty rewards the top full-time and part-time students in all programs and all study years for their success in various categories. The academic year 2018/2019 saw an increase in the number of students awarded for their high GPA across all study years.

The Faculty has also been honoring outstanding success in law-focused extracurricular activities, as well as the top research and professional papers. Students' professional and research contributions of particular quality are printed in Paragraf, the Faculty's magazine for legal and social issues (whose editorial board is composed of the Faculty's academic staff and the students).

In the previous academic year, the Faculty improved the promotional activity for the Erasmus+ program of incoming and outgoing student, academic staff and professional and administrative mobility. The integrated Erasmus protocol has also been completed, as has a number of accompanying forms; its application majorly contributes to a quality Erasmus program execution at the Faculty.

Library activity-wise, the scope and scale of the European Documentation Center (EDC) have been broadened. The EDC's mission is the promotion, development, teaching, research and dissemination of study and research activity and knowledge in the field of European integrations. The library has also been a platform for the broadening of the Green Legal Clinic's engagement, which is aimed at ensuring the growing of awareness of appropriate legal protection of the nature and the environment.

The previous year was marked by the international conference “EU and Member States: Legal and Economic Issues”. The conference proceedings have been indexed in the prestigious Web of Science database. The ECLIC proceedings were published for the first time ever within the framework of the Jean Monnet International Conference on Procedural Aspects of European Law that was held on 6 and 7 April 2017 at the Faculty of Law in Osijek. Organized as part of the project by the Jean Monnet Chair in EU Procedural Law (financed by the European Commission under the Erasmus+ program), the conference welcomed over 50 scientists and experts from Croatia, the region and the EU. The conference’s resounding success motivated a second one – “Law in Context: Adjustment to Membership and Challenges of the Enlargement”. This second conference welcomed over 60 scientists and experts from Croatia, the region and the EU. As early as with its first issue, the ECLIC proceedings were introduced into the HeinOnline database. The proceedings’ second issue was indexed in the Web of Science database as well. The third ECLIC conference – “EU and Member States: Legal and economic issues” – proved most popular. Preparations are underway for the conference’s fourth iteration.

Another flagship project of the year 2019 was the Jean Monnet Chair in Cross-Border Movement of a Child in the EU. By way of the Education, Audiovisual and Cultural Executive Agency, the EU assessed it as favorable. Within the Jean Monnet activities, the EU approved the funding of the notified project under the Erasmus+ program. The project was approved for the period from 1 September 2016 to 31 August 2019. The project’s starting point is that the existing curricula of the J. J. Strossmayer University in Osijek does not sufficiently cover the broad range of legal tools for the promotion and protection of the rights of children faced with cross-border movement that exist at the EU and other international organizations’ level. Other notable projects that concern the development of international cooperation are as follows: “Facilitating Cross-Border Family Life: Towards a Common European Understanding,” implemented by an international seven-member consortium; “Protection of Abducting Mothers in Return Proceedings: Intersection between Domestic Violence and Parental Child Abduction,” implemented by an international four-member consortium; “The Legal Status and Protection of Internationally Displaced Persons, Refugees, Asylum Seekers and ‘Invisible’ Persons without IDs,” funded by the Institution for Coordination and Support of Activities “Center for South East European Law School Network”, implemented by a consortium of four partners. The Faculty of Law in Osijek is a partner at the above projects. The above report is a sound introduction into the activities, programs and projects the Faculty is planning for the following period.

In the interim, elections for the Dean of the Faculty were held for the 2020-2024 term. The newly appointed Management’s direction sees the Faculty’s Strategic Plan as a common, “our house” strategy to be developed jointly with the entire staff. To that end, focus groups (teachers, students and administrative and technical staff) were formed and structured interviews conducted. The results were incorporated into this present Strategy.

Organizational structure

The Faculty’s organizational units are its departments, the Legal Clinic, the Library, and Administrative, Legal and Staff Services. The Faculty’s eleven departments are its fundamental entities tasked with teaching, research and professional activity. The Legal Clinic was established as a separate organizational entity for the organization and conducting of legal clinical practical lessons. The Library is the organizational entity for library and information services as well as teaching, research, and

professional needs of the Faculty. The Administrative, Legal and Staff Services is the organizational entity for legal, professional and administrative, technical, and auxiliary (general) affairs, with eight suborganizational units.

Academic staff

Below is the structure of employees by academic rank for the academic year 2019/2020:

- three (3) full professors with tenure,
- ten (10) full professors,
- nine (9) associate professors,
- twenty-four (24) assistant professors,
- one (1) postdoctoral researcher,
- four (4) teaching assistants,
- four (4) senior lecturers, and
- one (1) lecturer.⁴

Professional, administrative and support staff

The Faculty's Administrative, Legal and Staff Services (Central service office) has eight offices: Legal, Staff, General and Administrative Affairs Office, Accounting and Finance Affairs Office, Projects and International Cooperation Office, Higher Education Quality Improvement and Assurance Office, Student Affairs Office, IT Services Office, Dean's and Vice Dean's Office, Technical and Auxiliary Affairs Office.

Situation and academic potential analysis of the academic institution and its position in the academic and business surroundings

Following the review of the preceding period and the outlining of the existing organizational structure, and prior to the new planning cycle, the baseline state was analyzed from several perspectives:

1. Internal perspective
2. External perspective
3. The specificity of the crisis at the start of the new development cycle

Internal perspective

⁴ The respective academic ranks in the Croatian academic rank system are: *redoviti profesor u trajnom zvanju*, *redoviti profesor*, *izvanredni profesor*, *docent*, *poslijedoktorand*, *asistent*, *viši predavač* and *predavač*.

For the subsequent development cycle to reflect on all stakeholders of the Faculty, the wider in-house community and its goals needed to be included into planning for the future.

To accommodate this, group discussions were conducted with the academic staff (by department), administrative staff, and students. Group discussions with the professional and business public are also planned, with a view to outlining the space for improvement of the actual state and the perception of the Faculty.

The group discussion guide contained different projective techniques and candid questions. Key takeaways of the group discussions are presented below in the form of a SWOT analysis, and, later, as the Faculty's mission, vision and values upscaled.

Table 1. SWOT analysis of the Faculty of Law in Osijek, February 2020

<p>Strengths</p> <ul style="list-style-type: none"> - young staff - expertise - small collective (flexibility) - desire for improvement - energy - tradition - good rapport with students - two legal clinics - <u>competence</u> - accessibility - <u>inclination to</u> international projects - team work - <u>own resources</u>/financial stability - international contacts - new study programs - digitalization 	<p>Weaknesses</p> <ul style="list-style-type: none"> - smaller student count - frequent changes to the Board - instability - lack of continuity in operation - weak role within the University - small collective - no common attitude - prospective students' profile - reputation - inertia - interpersonal relationships - in-house climate (poor communication) - non-recognition - lack of student/teacher spaces (social activity, work, canteen etc.) - outdated data (web) - infrastructure - building (lease) - lack of sense of belonging to the Faculty - outdated teaching methods of professors - unwillingness to accept change
<p>Opportunities</p> <ul style="list-style-type: none"> - good location - international market - joined study programs - specialization - internationalization - good image of the city of Osijek (smaller, safer city, lower cost of living) - Alumni – potential for increasing visibility - work in smaller groups 	<p>Threats</p> <ul style="list-style-type: none"> - decline of interest in studying law - reduced employability of lawyers - peripheral faculty - competition (4 faculties of law in the country), possible establishing of private faculties of law - unfair competition (diplomas from Bosnia and Herzegovina) - demographic context (decrease in student count)

<ul style="list-style-type: none"> - reform of study programs - starting new market-oriented studies - scholarships - “legal” positioning within the University - need for postgraduate specialist study programs - lifelong learning programs - connection with the labor market - strengthening of the role of law in the society - branding as an “online Faculty” 	<ul style="list-style-type: none"> - new study programs, change of employee structure - international market - “negative” attitude of the state (MSE) toward social sciences (compared to STEM) - too quiet outwardly, too loud internally - poor cooperation between the University’s constituents - lack of cooperation with the economy
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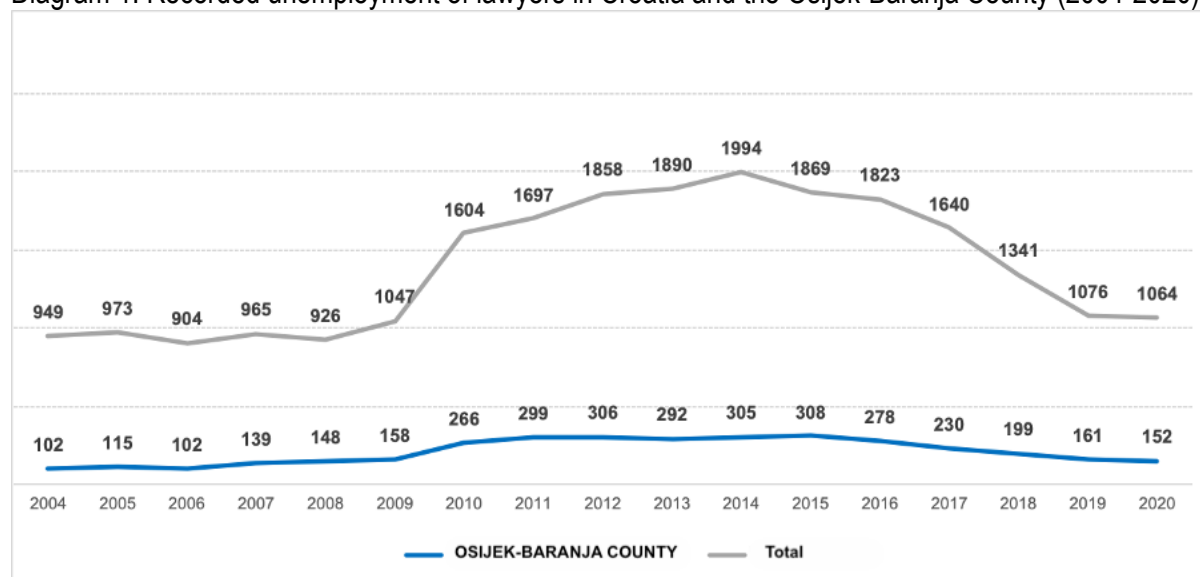
Group discussions have shown that the in-house community generally agrees on the Faculty’s strengths, weaknesses, but also opportunities and threats.

The young, flexible and outspoken team proved to be a strength that draws from the experience of the smaller share of the collective (full professors and full professors with tenure) and the highly active senior colleagues.

There is an overriding need for creating stability and fellowship within the collective, which is regarded as an important factor in the strong branding of the Faculty.

The sole contended issue was that of development of the social work study program– not on account of the program itself, but due to the shadow it casts on the law study programs. While both pros and cons were substantiated clearly, the vast majority subscribed to the positive angle. Thus, the idea of developing a graduate study program was adopted immediately preceding the completion of the Faculty’s Strategy. A key reason was the high employability of social workers, in turn confirming the importance of adapting the study programs to the market needs. On the other hand, that the legal profession encounters the lawyer employability issue is undeniable, and this is hardly specific to the students of the Faculty of Law in Osijek (Diagram 1). Prior to the COVID-19-related crisis, the curve representing unemployed lawyers was dropping off. The potential economic crisis renders the situation uncertain.

Diagram 1. Recorded unemployment of lawyers in Croatia and the Osijek-Baranja County (2004-2020)



For this reason, apart from promotion of the legal profession in the following period, special emphasis was also placed on adapting legal education to market needs, and on deliberating the breadth of law graduates' career development.

External perspective

The context of development of the J. J. Strossmayer University of Osijek

To create a synergy with the Faculty's surroundings, the Faculty's development path must lean against the University's development path. Consequently, upon defining goals, special attention – apart from studying the City's strategy and the national education strategy – was given to the SWOT analysis and the strategic goals of the University (which were used in drafting the SWOT analysis of the Faculty).

The University follows seven dimensions, some parts of which are defined differently from those of the Faculty on account of the specific demands the following period puts before the Faculty. The strategic goals have therefore been considered either directly or indirectly, depending on the perspective.

The context of development from the student's viewpoint

Prior to the drafting of the Strategy, and to deal with the decline in prospective and enrolled students' numbers, the Faculty launched #ZapravoZaPravo (*#ActuallyIntoLaw*). The project "Zapravo za Pravo" was conceived to fold into the shaping of the study programs' curricula the soon-to-be students' ideas, attitudes and opinions on law, justice and equity. The project also involved an analysis of the perception of the legal profession, the faculty, and the important aspects in the target groups' (prospective students') deciding on studying.

The survey polled 420 high schoolers from Osijek and the region (through self-report questionnaires, with group guidance). The research findings – as used in defining goals – are presented below.

The survey started with a word association game: respondents were asked to write down the first thing that came to mind at the mention of 'the Faculty of Law Osijek'. The respondents were asked to write down their first association, regardless of whether it was abstract or concrete, positive or negative, relating to the respondent's self or someone else. The number of responses/associations per respondent was limited to 10.

The total of 608 associations was analyzed and divided into three groups according to their tone: neutral, negative and positive.

- Most associations (66%) were neutral, most frequently referring to legal terminology (*attorney, judge, courtroom, laws, judiciary, studying/learning, the building, administrative law/commercial law/Roman law* etc.).
- There were half as many negative associations (32%) as neutral ones, most frequent being: *difficult, a lot of studying, hard work, boring, unemployment, too many lawyers, too many students* etc.

- The respondents with positive associations with the Faculty (2%) cited *renowned faculty, future, faculty of great use to our country, order and discipline, responsibility* etc.

The largest number of respondents wish to pursue a career in teaching, electrical engineering, computer science, medicine, sports etc. Law was chosen by 5% of the respondents, for two reasons: their future career-wise, the job and the status matter the most, as does the nature of the job (is compelling, includes helping people).

Approximately 15% of the respondents either did not answer this question or were unsure of what career they want to pursue. This is indicative of a need for career counselling, promoting the Faculty, and motivating the students to enroll at certain faculties.

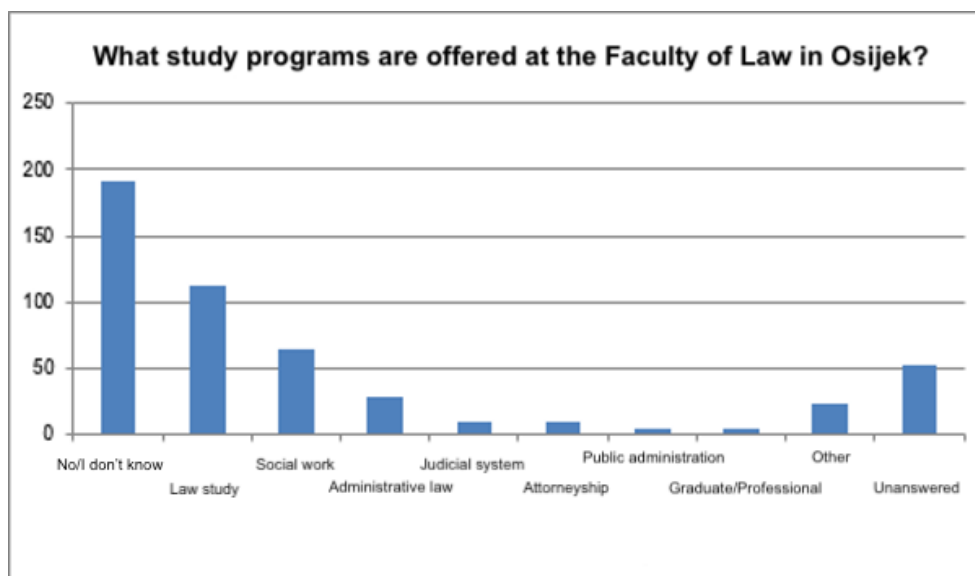
Asked to disregard their actual opportunities, the largest group of respondents (42%) wishes to study in Croatia – specifically, in Zagreb. Next is Osijek (35%). A very small number of respondents reported other Croatian cities and outside Croatia as their preferred places of study.

The respondents mostly get their information on study programs from conversation with their friends, the media, and researching the preferred faculties online and on social networks. A smaller portion of the respondents cited parents and family members, and professors and students as sources of information. 'A conversation with the alumni is what most respondents feel would facilitate their choice. Respondents found visiting a faculty and talking to professors and 'someone doing that job' might prove useful. A smaller percentage of respondents (10%) believes they have all necessary information and do not require help choosing.

To better understand the general perception of the target group, the questionnaire asked: *In your opinion, what is the most desirable study program or faculty (irrespective of your choice)?* As many as 43% of respondents believed Faculty of Medicine in Osijek to be the most desirable faculty in Osijek. In the respondents' view, the second most desirable faculty was the Faculty of Economics in Osijek (18%), and the third the Faculty of Electrical Engineering, Computer Science and Information Technology Osijek (14%). The Faculty of Law ranked fourth, as found the most desirable by only 7% of respondents (of those who replied to this question).

Next, the survey verified the respondents' actual familiarity with the study programs of the Faculty of Law in Osijek. The question was essay-type, to better understand the respondents' way of thinking from their own words.

Diagram 2. *Can you list the study programs offered by the Faculty of Law in Osijek?*



That a near-half of the respondents (49%) does not know or did not reply to the above question strongly indicates that greater efforts need to be invested into informing high schoolers.

Specific circumstances at the new development cycle's outset: Challenges of online class during the coronavirus pandemic

The coronavirus pandemic that struck the world in the spring (and appears to be continuing as a “second wave”) has forced the Faculty to abandon the classic methods of instruction overnight, and move class from physical to virtual classrooms via remote learning platforms. The Faculty received the first communication from the MSE on moving class online, “Recommendations on organizing a remote instruction system”, on 13 March 2020. In approaching its implementation immediately, the Faculty held two faculty staff workshops on the use of remote learning tools (Merlin and Loomen). Online class started on 16 March, sending all academic staff to work from home. Per the MSE’s recommendation, the Faculty started using the Loomen and Merlin platforms, which are maintained by CARNET, i.e., SRCE. The first week of online class saw some difficulties as the creating and uploading of courses requires prior approval from the service provider. Due to the large number of users, the system frequently crashed. To bridge this, the Faculty proceeded to recommend the academic staff to use the University’s own remote learning system, Moodle (e-student PRAVOS). Some academic staff opted for other platforms, e.g., Zoom, for which the Faculty purchased the necessary licenses. Class took place as follows:

- livestreaming classes from home via the remote learning platform,
- uploading pre-recorded classes to the remote learning platform, and
- uploading class materials and task assignments to Loomen, Moodle or Merlin, followed by a chat discussion between the academic staff and the students.

For support purposes, the Faculty offered a separate email address, helpdesk@pravos.hr, via which the Faculty’s IT Department offered online class helpdesk services to the academic staff. Each department was assigned an e-coordinator, available to other academic staff for questions and help. A Viber group was also created for online class instant assistance and support to the academic staff.

To ensure that students stay not only safe, but also healthy and in good shape, starting from 23 March, the Faculty started offering online physical education lessons. Physical education instructors would record exercise videos and upload them for students. Links to the exercise videos available on YouTube channels were also offered to students.

The Bologna Process presupposes continued knowledge assessment during class by means of final and mid-term exams (partial evaluations). On 5 May 2020, the Faculty Council issued the decision on holding online final exams and mid-term exams. The decision allowed for the faculty staff to choose between holding final and mid-term exams remotely (online) via the available remote learning tools (Loomen, Merlin or Zoom) for the duration of the epidemic and the associated emergency situation. The academic staff who were not able to hold exams remotely (online) (either due to the specificity of certain courses, technical obstacles or other justified reasons) were obligated to provide the students with additional exam dates in June and July 2020, by 30 July at the latest. This solution assumed the emergency situation would end by May 2020, but was nevertheless attached to complying with the minimum 14-day interval between two exam dates. In this way, class was rounded out online.

The new Rules on Graduate and Final Exams, as adopted on 5 May 2020, streamlined the procedure and introduced the option of online graduate and/or final thesis defense.

While working from home may seem simpler, online class has proven to be a much more complex form of teaching. It demands from the teaching staff a different approach to shaping the curriculum content, and, in turn, more extensive preparation. Moreover, this form of class implies increased engagement and cooperation on the students' part. It was for everyone an entirely new experience, with no adjustment period – forced by the coronavirus pandemic, everyone dove headfirst into online learning and teaching, effecting an overnight modernization.

In conclusion, owing to the academic staff's best endeavors, excellent cooperation and solidarity, the Faculty organized online class, final and mid-term exams during the pandemic, as well as the work of administrative offices, which provided full support both to the academic staff and the students.

Should class be required to remain online in the fall of 2020, the experience gained during this semester will undoubtedly prove invaluable. In addition, the vital data gathered via the anonymous in-house student survey has pointed to the deficiencies as well as the areas of organization and implementation of online class and exams that require improvements.

Mission, vision and values

The Faculty of Law in Osijek has a clearly set mission and vision. They, too, were the subject of re-examination in in-house group discussions. It was decided to refine the existing strategic guidelines with an emphasis on developing a common identity and the visibility thereof in all study programs.

MISSION

Through excellence in the teaching and research work, the Faculty is committed to systematically developing and improving the individual and the community he or she works in, all the while ensuring the gaining of knowledge and skills suited to the challenges of the modern society.

VISION

The Faculty strives to be an influential higher education institution, recognized as a socially responsible organization offering world-class education and research. The Faculty's endeavors are focused on the advancing of knowledge, justice and public good in our immediate surroundings and outside it – with its students at the nucleus.

VALUES

STUDENT-ORIENTED, APPROACHABLE, COMPETENT, FAIR, UP-TO-DATE

THE FACULTY PROMOTES

Inclusion, strengthening and fairness – Through its study programs, the Faculty promotes the dignity and worth of each person, the respect for cultural norms and ethnic diversity. The Faculty advocates equal opportunity of its beneficiaries and participation in decision-making. Upheld vigorously at the Faculty is the socially responsible self-determination of persons based on their personal values. Through its activity, the Faculty also promotes commitment to investing in the human welfare, the development of the local and wider community, health support, and major investment in development.

THE FACULTY'S MESSAGES

Inward:

STUDENT-RELATED: The Faculty of Law in Osijek would be nothing without its students.

COLLECTIVE-RELATED: Let us unlock the door to our institution's long-term success together!

Outward (bilingually):

Know More. Do More. Challenge the Future.
Znati više, činiti više, promijeniti budućnost.

Think. Grow. Change the World.
Razmišljati, rasti, mijenjati svijet.

Proposal strategic dimensions as basis for holistic organizational development of the academic institution

Seven dimensions have been proposed for the Faculty's 2020-2025 Strategic Plan:

- Teaching and New Study Program Development Strategy
- Research Activity Strategy

- International Cooperation and Projects Strategy
- Renovation and Material Resource Strategy
- Branding Strategy
- Human Resource Development Strategy
- Quality Management Strategy

As they were found to require development in all their aspects (in-house culture, capacities, students etc.), so were human resources separated from material resources. Moreover, given the importance of quality that should pervade all dimensions, the new period's dimensions were proposed to be set up so that the basic five dimensions are pervaded by the two crucial and all-encompassing dimensions: people and quality.

Said dimensions were observed in relation to each other. The five basic dimensions are pervaded by the two "superior" dimensions – human resource management and quality management: the people and quality form the backbone of success both of each individual dimension and of the Faculty as a whole.

Figure 3. Interrelationship of the Strategy dimensions



Considering that research activity is one of the key determinants of the institution's development, on this occasion it was integrated into the Faculty's Strategy (in contrast to the last cycle, in which it was presented as a separate document).

Below is a proposal for each dimension. While the below-mentioned is not the Faculty's sole focus in a respective area, it is nevertheless underlying and binding.

Strategic goals of the academic institution and a review of objectives by dimension with proposal performance indicators

Apart from the priority goals, shown here are also the objectives, action steps, and indicators that will serve the later status assessment. For the indicators that are incomparable to the previous period or are not clearly ranked, it was proposed to introduce a "concrete" measure after the Strategy's first year of

implementation to allow for five-year period quantification and evaluation to be realistic and empirical following the control period.

Teaching and New Study Program Development Strategy

Goals:

- modern study programs that ensure recognizable skills and qualities, produce highly qualified experts, marketable employees, and socially responsible and engaged citizens
- study programs designed with clearly defined learning outcomes that correspond to the descriptors of the CQF and the EQF⁵ levels at which the program is delivered (level)
- teaching and institutional capacity suited to the realization of the study program, achieving of expected learning outcomes and carrying out research
- at the study programs, teaching is student-oriented; the student is supported in advancing during study, their specific needs are accommodated, the graduation rate is tracked.

Review of objectives and performance indicators:

GOAL 1: Modern study programs that ensure recognizable skills and qualities, produce highly qualified experts, marketable employees, and socially responsible and engaged citizens

OBJECTIVE	ACTION STEPS	INDICATORS
1. Ensure that the study programs' objectives correspond to the strategic goals of the HEI, and national and EU priorities	1.1. Systematic and regular upgrading and redefining of the of the individual study programs' goals	1.1.1. Number of amended study programs
2. Transformation of the professional study of administrative law into undergraduate study	2.1. Reform of professional administrative study	2.1.1. Number of proposed and adopted changes within study programs
3. Creation of a graduate study program (3 years after offering and performing an undergraduate study)		
4. Digitalization of a new undergraduate study program's content and performance		
5. Develop a feedback system for HEIs, students and external stakeholders	5.1. Collecting data in stages through interviews, surveys,	5.1.1. Positive public opinion on acquired competencies

⁵ Croatian Qualifications Framework and European Qualifications Framework, respectively.

	reference cases; secondary data collection	
6. Develop study programs that meet the labor market needs	6.1. Monitoring student employability following graduation 6.2. Involvement of legal practitioners' representatives in reform processes	6.1.1. Data on employability of alumni 6.1.2. Data on workplace advancements upon receiving a new degree 6.2.1. Number of participating employers (in proportion to the total number of cooperation agreements) 6.2.2. Number of transversal competencies represented
7. Digitalization of the undergraduate professional study of public administration		
8. Develop postgraduate studies (specialist and doctoral study program)	8.1. Noticing areas of specialist programs requiring development 8.2. Implementing a comprehensive reform of the doctoral study	8.1.1. Number of launched postgraduate specialist study programs Number of enrolled students 8.1.2. Number of existing postgraduate specialist study programs' cycles
9. Reviewing existing and designing new interdisciplinary LLPs	9.1. Tracking social needs and designing interdisciplinary LLPs 9.2. Development of an operational plan for lifelong learning development	9.1.1. Operational plan for lifelong learning development 9.2.1. Number of launched interdisciplinary LLPs 9.2.2. Number of existing interdisciplinary LLP cycles 9.2.3. Number of students enrolled at individual interdisciplinary LLPs
10. Producing professionals who are competitive in the national and international labor market	10.1. Strengthening program content that teaches skills and knowledge clearly differentiated from that of law graduates of other faculties in Croatia/the region	10.1.1. Corpus of compulsory and elective courses in which students gain specific knowledge and qualities clearly distinguished in the labor market

	<p>10.2. Designing specialized online programs</p> <p>10.3. Affirming the Alumni Club activity</p> <p>10.4. Including alumni in the supervisor support program at the final study year</p> <p>10.5. Involvement of outside collaborators, visiting lecturers</p> <p>10.6. Linking program content design and execution with the economy</p> <p>10.7. Encouraging students to get involved in clinical legal education</p> <p>10.8. Encouraging students to take internships</p> <p>10.9. Establishing cooperation with the STEM fields</p> <p>10.10. Appointment of the Committee for Career Counseling, Clinical Legal Education and Internship</p> <p>10.11. Establishing a system for monitoring and supporting students in the selection/development of their future careers</p>	<p>10.4.1. Number of supervisorship realized</p> <p>10.7.1. Number of students engaged in clinical legal education</p> <p>10.8.1. Number of students interning</p> <p>10.9.1. Signed cooperation agreements with STEM-area stakeholders (faculties, companies)</p> <p>10.10.1. Committee for Career Counseling, Clinical Legal Education and Internship</p>
<p>11. Motivate academic staff and students to engage more in the community and use their knowledge and skills for the common good</p>	<p>11.1. Encouraging students to organize forums and round tables on topics of concern to the wider community</p> <p>11.2. Celebrating Volunteer Day</p> <p>11.3. Promoting student volunteering during admissions</p> <p>11.4. Rewarding volunteering and social action that promote the Faculty's values (recognition, additional ECTS credits)</p>	<p>11.1.1. Number of forums and round tables organized by students</p> <p>11.4.1. Number of students rewarded for volunteering (along with data on their study program, study year, volunteering location and type)</p>

<p>12. Development of the ethical dimension of education and study</p>	<p>12.1. Introduction of additional legal ethics-related content into existing courses</p> <p>12.2. Increase the visibility of legal ethics-related content in all study programs (via the learning outcomes system)</p> <p>12.3. Establishing an ethical review procedure for student papers, plagiarism, copying, and results falsification</p> <p>12.4. Introduction and organization of Advising day for final, graduate and doctoral theses</p>	<p>12.1.1. New legal ethics-related curriculum content</p> <p>12.2.1. Learning outcomes at study program-level that reflect the legal ethics-related content in the existing courses</p> <p>12.3.1. Number of workshops on ethics in research and professional writing</p> <p>12.3.2. Number of procedures initiated against students for cheating in exams</p> <p>12.3.3. Percentage increase in use of plagiarism detection tools (software)</p> <p>12.3.4. Ethical review procedure, the ratio of procedures received and conducted</p> <p>12.4.1. Number of students participating in the Advising day for final, graduate and doctoral theses</p>
<p>13. Ensuring the transfer of labor market participants' specific knowledge and skills to students</p>	<p>13.1. Involving labor market participants into class</p>	<p>13.1.1. Number of participants and number of hours of lectures/practical lessons, and study program at which they were held</p>
<p>14. Increasing the number of courses held in a foreign language</p>	<p>14.1. Encouraging and rewarding academic staff for teaching courses in a foreign language and creating learning materials</p>	<p>14.1.1. Number of courses taught in a foreign language, and number of students taking courses in English</p> <p>14.1.2. Learning materials in a foreign language</p>
<p>15. Gradually raising admission criteria</p>	<p>15.1. Communication and promotion in target high schools</p> <p>15.2. Strengthening the #ZapravoZaPravo project</p>	<p>15.1.1. Increasing the share of 4.0 GPA-or-above students, but also increasing the share of gymnasium graduates for the integrated study program</p>

	15.3. Regularly posting information for future students on social media networks and the Faculty's webpage	
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GOAL NO. 2: Study programs designed with clearly defined learning outcomes that correspond to the descriptors of the CQF and the EQF levels at which the program is delivered (level)

OBJECTIVE	ACTION STEPS	INDICATORS
1. Learning outcomes aligned at both the study program and the course level	1.1. Designing learning outcomes at the level of both the integrated undergraduate and graduate and the professional administrative study	1.1.1. Expected learning outcomes at all study programs level
2. Improved teaching process as evidenced by achievement of expected learning outcomes	2.1. Strengthening the Quality Committee's role in reform processes	2.1.1. Examples of reviewed learning outcomes; changes to the teaching process 2.1.2. Examples of written exams, seminar papers, project assignments, etc. 2.1.3. Final theses, graduate theses and exams 2.1.4. Number of published student papers co-authored with a professor
3. Clear picture of each study program's difficulty level and of the qualification and expertise level continually reached from the moment of selection/enrollment at the Faculty	3.1. Planning and implementing early student orientation 3.2. Production of custom materials 3.3. Monitoring dropouts	3.1.1. Organized freshmen orientation week 3.2.1. Increased pass rate/graduation rate 3.3.1. Student feedback 3.3.2. Alumni and employer feedback
4. ECTS credits aligned with actual student workload	4.1. Collecting data from the teaching process stakeholders	4.1.1. Procedures verifying alignment of ECTS credits and actual student workload 4.1.2. <u>Records</u> of the revised ECTS credits allocation

GOAL NO. 3: Teaching and institutional capacity suited to the realization of the study program, achieving of expected learning outcomes and carrying out research

OBJECTIVE	ACTION STEPS	INDICATORS
1. Academic staff workload ensures an even distribution of teaching obligations, research, professional and personal development and administrative obligations and is aligned with the KU	1.1. Balanced teaching load distribution within the departments for each academic year	1.1.1. Data on teaching workload of academic staff
2. Teachers are qualified for the course(s) they teach	<p>2.1. Encouraging teacher training</p> <p>2.2. Facilitating in-house advancement (and, where necessary, employment) to courses taught by external collaborators</p> <p>2.3. Encouraging development and publication of own learning materials, especially for remote learning (textbooks, manuals, authorized learning materials)</p> <p>2.4. Monitoring research and academic staff productivity</p>	<p>2.1.1. Data on the class coverage with own academic staff for each study program</p> <p>2.1.2. Academic staff has been appointed to the appropriate research and teaching, teaching and associate positions.</p> <p>2.3.1. Availability of curriculum content via the secure Faculty Library webpage</p> <p>2.4.1. Number of academic staff's research and professional papers published in renowned journals and other publications</p>
3. Promotion to a higher academic rank is based on evaluation and rewarding of excellence, taking into account major achievements	<p>3.1. Introduction of additional criteria for early promotion to a higher academic rank</p> <p>3.2. Encouraging promotion using proprietary resources</p>	<p>3.1.1. Additional criteria for early promotion</p> <p>3.1.2. Percentage of academic staff who meet the criteria for being promoted into specific academic ranks</p>
4. Ensured support for the development of academic staff competence	<p>4.1. Encouraging actual participation in teacher training programs (workshops, seminars) that emphasize student and distance learning support</p> <p>4.2. Introducing learning outcomes training for academic staff</p>	<p>4.1.1. Academic staff professional development plan</p> <p>4.1.2. Academic staff feedback on attending competence improvement programs</p> <p>4.2.1. Number of academic staff who have completed learning outcomes training</p>

	(especially study program directors)	
5. Increasing the share of academic staff participating in mobility programs	5.1. Organizing workshops on exchange of information and good practice in international mobility programs 5.2. Crediting participation against earlier advancement	5.1.1. Increased number of academic staff participating in mobility programs

GOAL NO. 4: At the study programs, teaching is student-oriented; the student is supported in advancing during study, their specific needs are accommodated, the graduation rate is tracked.

OBJECTIVE	ACTION STEPS	INDICATORS
1. Established mechanisms for student progress monitoring	1.1. Collecting and analyzing student progress data 1.2. Identifying key learning "hitches" 1.3. Identifying the time point of dropping out (the study year) 1.4. Encourage writing and entering competitions/applying for awards hosted/presented by the Faculty 1.5. Encourage and increase the publication of student papers 1.6. Encourage using foreign-language sources in writing student, final and graduate theses	1.1.1. Data on graduation and dropout rates 1.2.1. Data on reasons for dropping out and time point of dropping out 1.2.2. Examples of measures to increase pass and graduation rates (e.g., supervising program, amendments to admission criteria, curriculum, transfer equivalency courses) 1.4. Number of Faculty-hosted competition entries 1.5. Number of student papers published. 1.6. Number of times foreign-language sources were used in writing student, final and graduate theses
2. Advanced technologies are used to modernize teaching and better adapt to student needs (mixed, hybrid approach)	2.1. Remote learning methods are adjusted to a diverse student population (non-traditional student population, part-time students and vulnerable groups)	2.1.1. Increasing the share of courses available through e-learning systems (LMS, VLS), learning material repositories

	2.2. Tracking the frequency at which various remote learning forms are used	2.2.1. Number of remote learning system users
3. Modernized teaching methods	3.1. Encouraging interactive and exploratory learning, problem solving and creative and critical thinking	3.1.1. Examples of teaching methods utilization 3.1.2. Student feedback (surveys, questionnaires, student emails)
4. Established advising and supervising system	4.1. Appointing student advisors to assist students in learning and progress, and of alumni supervisors for their final study year	4.1.1. Info packages for new students 4.1.2. Student feedback on professional support provided by the HEI (to supervisors, advisors)
5. Guaranteed selection of the best candidates from students transferring from other study programs	5.1. Introduction of transfer and enrollment criteria that ensures the candidates with appropriate prior knowledge (in line with the study program requirements) are selected	5.1.1. Criteria for transferring from other HEIs or foreign universities
6. Needs are monitored and support provided to vulnerable student groups	6.1. Monitoring of enrollment, dynamics and graduation for students from underrepresented and vulnerable groups 6.2. Student Council member belonging to a vulnerable group 6.3. Communication with ombudspersons (Ombudsperson, Gender Equality Ombudsperson, Ombudsperson for Persons with Disabilities)	6.1.1. Data on the structure and number of graduates belonging to vulnerable groups 6.1.2. Examples of adjusting class and procedures to members of vulnerable groups 6.2.1. Student Council member belonging to a vulnerable group
7. Support provided to students in writing final and graduate theses	7.1. Establishing a technical support, consulting and verification system (Turnitin) 7.2. Introduction of Advising day for final, graduate and doctoral theses	7.1.1. Library and Office of Quality staff trained to support students in writing final/graduate theses 7.1.2. Publishing documents and instructions on research integrity, citations, plagiarism, etc. on the Faculty's website
8. Increase in the number of incoming and outgoing Erasmus student mobility	8.1. Development of a mobility increase plan	8.1.1. Increased outgoing student mobility

Research Strategy

Research and higher education are activities of particular importance for the Republic of Croatia. They form an integral part of the international and – of great importance to the Faculty – European research area. The unity of teaching and research is the essential prerequisite for the development of the Faculty of Law in Osijek, and a contributing factor in the development of the knowledge- and research-based society.

To position itself as excellent within the framework of the University, the country, the region, and – in the long term – Europe and the world, the Faculty's recognizability must be established internationally and its research quality raised. Further, the Faculty must invest efforts in strengthening the social relevance of research. It must increase knowledge transfer, visibility, research sustainability and development, and advance teaching processes by means of research and professional activity.

Goal:

- promoting quality and achieving excellence in research, thereby ensuring better international visibility and recognizability of the Faculty in the European Research Area.

The actions required to attain this goal and the identified objectives in regard to research will be taken continuously during a five-year period. The expected Research Strategy outcomes and success indicators of the research strategic program are reflected in the following academic institution's activity:

- a) fundamental research,
- b) applied and developmental research,
- c) providing research, advising, and professional services, and
- d) research and professional training of doctoral students, postdoctoral researchers and other research and professional staff.

Review of objectives and performance indicators:

GOAL: Promoting quality and achieving excellence in research, thereby ensuring better international visibility and recognizability of the Faculty in the European Research Area.

OBJECTIVE	ACTION STEPS	INDICATORS
1. Research and professional achievements of the Faculty are recognizable in national and international contexts	1.1. Academic staff stay abroad for shorter or long periods	1.1.1. Number of academic staff staying abroad for shorter or long periods 1.1.2. Number of young researchers pursuing a doctorate degree and attending other forms of education at renowned international institutions. 1.2.1. Number of academic staff in international academic activities (e.g.,

	<p>1.2. Academic staff participate and are recognized in international academic activities</p> <p>1.3. Analysis of incoming and outgoing academic staff's expectations and satisfaction with the mobility process</p> <p>1.4. Hosting or co-hosting (with foreign institutions) international conferences</p> <p>1.5. Structuring an in-house database and continuously monitoring international cooperation</p> <p>1.6. Academic staff are guest speakers at national and international conferences</p> <p>1.7. Academic staff actively participate in renowned international and national conferences</p> <p>1.8. Academic staff publish books and paper with foreign researchers</p> <p>1.9. Academic staff are recipients of national and international awards and recognitions for research achievements</p>	<p>committees and commission members, international conferences organizing committee members, international publications editorial board members)</p> <p>1.3.1. Annual survey</p> <p>1.4.1. Number of hosted or co-hosted international conferences</p> <p>1.5.1. Established in-house database structuring procedures</p> <p>1.5.2. Established base</p> <p>1.6.1. Number of academic staff guest-speaking at national and international conferences</p> <p>1.7.1. Number of academic staff participating in national and international scientific conferences</p> <p>1.8.1. Number of papers, books and projects co-created with foreign researchers</p> <p>1.9.1. Number of awards and recognitions received</p>
2. Raising the quality of research activity	<p>2.1. Academic staff produce high-quality research.</p> <p>2.2. Academic staff are trained in research methodology</p> <p>2.3. Academic staff are advancing their command of a foreign language</p>	<p>2.1.1. Number of quality scientific publications (publications in journals indexed in the prestigious Web of Science databases (WoSCC and Scopus) and/or research monographs from internationally recognized publishers)</p> <p>2.1.2. Increased citation index and h-index of academic staff</p> <p>2.2.1. Number of academic staff receiving training in research methodology</p> <p>2.3.1. Number of academic staff advancing their command of a foreign language</p>

	<p>2.4. Continuous acquisition of recent literature and access to academic databases</p> <p>2.5. Rewarding employees who obtain major research funding from the EU and other international projects, and those who publish in acclaimed international journals</p> <p>2.6. Employing outside reviewers for institutional publications</p> <p>2.7. Faculty-published journals and serials are included in international databases</p> <p>2.8. Tracking citations to the Faculty's publications</p> <p>2.9. Continuous training of academic staff in freedom of research and research integrity</p> <p>2.10. Establishment of an in-house research fund</p> <p>2.11. Evaluating the quality of research and its effectiveness</p> <p>2.12. Strengthened open access to papers</p> <p>2.13. Redefining expenditure for research and professional training (where necessary, funding translations to increase quality)</p>	<p>2.4.1. Number of new volumes and databases</p> <p>2.5.1. Number of rewarded academic staff</p> <p>2.5.2. Existing rules revised</p> <p>2.6.1 Number of outside reviewers</p> <p>2.7.1. Number of international databases that include the Faculty-published journals and serials</p> <p>2.8.1. Number of citations of Faculty-published publications</p> <p>2.9.1. Number of training courses</p> <p>2.10. Establishment of an in-house research fund</p> <p>2.11.1. Evaluation criteria in place for evaluating research and its effectiveness</p> <p>2.12.1. Number of institution's open-access publications</p>
3. Strengthening social relevance of research	<p>3.1. Promoting law, public administration, and social work as a science and profession</p> <p>3.2. Incorporating the needs of society and the labor market when planning research activities</p>	<p>3.1.1. Hosting activities (round tables, forums and workshops for the general public, co-hosting lectures with professional organizations)</p> <p>3.1.2. Number of invitations to academic staff as experts</p> <p>3.1.3. Number of positive media appearances serving promotion of the profession</p> <p>3.2.1. Number of scientific and professional collaborations with the economy and the public sector</p>

	<p>3.3. Academic staff participate in the research and professional associations' activities</p> <p>3.4. Research popularization activities</p>	<p>3.3.1. Number of academic staff involved in professional, public and advisory bodies and committees, and in private and public sector projects</p> <p>3.4.1. Number of research popularization and public consultation activities, and of published popularization articles</p>
<p>4. Research and professional activity and achievements improve the teaching process</p>	<p>4.1. Involvement of doctoral students in research and professional projects</p> <p>4.2. Doctoral research results published in relevant scientific journals</p> <p>4.3. Doctoral study reform</p> <p>4.4. Final, graduate and doctoral theses result from projects</p> <p>4.5. Publishing of student-co-authored scientific and professional papers</p> <p>4.6. Development of generic skills in undergraduate, graduate and postgraduate students</p> <p>4.7. Integration of institutional research results into the teaching process</p>	<p>4.1.1. Number of doctoral students involved in research and professional projects.</p> <p>4.2.1. Number of doctoral students' published research papers</p> <p>4.3.1. Reformed doctoral study (new study program)</p> <p>4.4.1. Number of final, graduate and doctoral theses resulting from projects</p> <p>4.5.1. Number of student-co-authored research and professional papers</p> <p>4.6.1. Number of students participating in additional activities and training</p> <p>4.7.1. Number of learning materials resulting from the Faculty's academic staff's research</p> <p>4.7.2. Number of courses integrating institutional research results</p>

Research topics on the institution's research agenda:

- I. Challenges of Transforming the Croatian Legal System
- II. Contemporary Tendencies in International and European Law
- III. Current Events in the Protection of Fundamental Human Rights and Freedoms
- IV. Historical Discourse of Contemporary Institutes of Law and Social Work
- V. Applied Research and New Methodologies: The Crossroads of Science
- VI. New and Emerging Issues of Social Policies and Social Work

A detailed overview of research topics:

1. Challenges of Transforming the Croatian Legal System

- CHILDREN AND THE CRIMINAL LAW SYSTEM

- HUMANIZATION OF EMPLOYMENT RELATIONSHIPS AS A MODEL FOR INCREASING LABOR EFFICIENCY
- PROPERTY LAW MATTERS BETWEEN FAMILY MEMBERS
- CHALLENGES AND THREATS OF TODAY'S TRAFFIC AND NEW LEGAL SOLUTIONS
- CHALLENGES OF INNOVATION IN CIVIL PROCEDURAL LAW
- PUBLIC SERVICE
- CONSENSUAL PROCEDURES AND CROATIAN CRIMINAL PROCEDURE
- COLLECTIVE LEGAL PROTECTION
- LOCAL SELF-GOVERNMENT IN THE REPUBLIC OF CROATIA
- MEASURES FOR PROTECTING THE INTERESTS OF CHILDREN
- MECHANISMS OF LEGAL PROTECTION OF ASYLUM SEEKERS AND MIGRANTS
- NEW LAW OF SUCCESSION
- PROTECTION UNDER FAMILY LAW: PROCEDURAL ASPECTS
- RIGHT TO A FAIR TRIAL
- COMMERCIAL TRANSACTIONS LAW: LEGAL TRANSPLANTS IN THE CROATIAN LEGAL ORDER
- LEGAL FRAMEWORKS OF CITIZENS' PARTICIPATION AND DECISION-MAKING IN THE DIGITAL AGE: POLITICAL PARTIES, ASSOCIATIONS, RELIGIOUS COMMUNITIES
- LEGAL STANDARD AS INFORMATION: ACCESS AND RESTRICTIONS
- LEGAL PROTECTION AGAINST DOMESTIC VIOLENCE
- LAW AND DIGITAL TECHNOLOGIES
- LAW, JUDICIARY AND POLITICAL INTERVENTIONISM
- ANIMAL LAW AND PROTECTION IN THE REPUBLIC OF CROATIA
- DISSOLUTION AND RESTRUCTURING OF COMMERCIAL AND OTHER ENTITIES OF PUBLIC INTEREST
- PROTECTION OF COMPETITION UNDER PUBLIC AND PRIVATE LAW
- APPLICABILITY OF MODERN TECHNOLOGIES TO LABOR IN STATES OF EMERGENCY
- DIGITALIZATION OF PUBLIC ADMINISTRATION IN CROATIA
- SPECIFICITIES OF MISDEMEANOR PROCEEDINGS IN FIRST INSTANCE IN CROATIAN ADMINISTRATIVE LAW
- TRAFFIC AND SUSTAINABLE DEVELOPMENT
- REFORM OF THE CROATIAN ELECTORAL LEGISLATION AND COMPARABLE ELECTORAL SYSTEMS
- DEVELOPMENTAL TENDENCIES OF MISDEMEANOR LAW IN THE REPUBLIC OF CROATIA
- TRAFFIC SAFETY AND PROTECTION
- MODERN-DAY TRAFFIC AND TRANSPORT INSURANCE
- CONTEMPORARY ADMINISTRATIVE DOCTRINE
- RECENT DEVELOPMENTS OF THE CONCEPT OF GUILT IN CRIMINAL LAW
- TRANSFORMATION OF EMPLOYMENT RELATIONSHIPS, USE OF NEW TECHNOLOGIES AND FORCED LABOR
- EFFICIENCIES
- ARTIFICIAL INTELLIGENCE IN CRIMINAL LAW
- SUPPORT-UNTIL-DEATH AND LIFELONG SUPPORT AGREEMENT: PROPOSAL IMPROVEMENTS TO THE SUPPORT RECIPIENT'S POSITION

- ADMINISTRATIVE PROCEDURES IN ENVIRONMENTAL PROTECTION
- THE IMPACT OF TECHNOLOGY ON CIVIL LAW MATTERS
- CONTRACTUAL AND NON-CONTRACTUAL RELATIONS: THEN AND NOW
- THE SIGNIFICANCE OF ENVIRONMENTAL TAXATION FOR THE PROTECTION AND ENVIRONMENTAL SUSTAINABILITY

2. Contemporary Tendencies in International and European Law

- DIGITAL EUROPE, EU DIGITAL MARKET AND INTERNET SECURITY
- EU LAW AND ECtHR PRACTICE IN THE CROATIAN LEGAL ORDER
- EUROPEANIZATION OF CROATIAN CRIMINAL PROCEDURE LAW
- EUROPEAN CONVENTION STANDARDS AND CROATIAN CRIMINAL JUSTICE
- EU AND COMPARATIVE LAW ISSUES AND CHALLENGES
- IDENTITY AND LEGAL CULTURE IN CROSS-BORDER RELATIONSHIPS REGULATED BY PRIVATE LAW
- HARMONIZATION OF TAX SYSTEMS IN THE EU
- INTERNATIONAL AND EU FAMILY LAW OR TRANSNATIONAL FAMILIES IN EUROPEAN AND INTERNATIONAL LAW
- NON-STATE ENTITIES IN INTERNATIONAL LAW
- DISTRAINT– EUROPEAN SOLUTIONS COMPARED TO NATIONAL PRACTICE: PROCEDURAL ASPECTS
- EU'S MULTILINGUALISM POLICY
- EU POLICIES FOLLOWING A PUBLIC HEALTH CRISIS
- RIGHTS OF MIGRANT WORKERS IN THE INTERNATIONAL, EUROPEAN AND NATIONAL CONTEXT
- STATES' LEGAL PERSONALITY ISSUES IN INTERNATIONAL LAW
- DEVELOPMENT OF THE PUBLIC FINANCE SYSTEM IN THE REPUBLIC OF CROATIA AND THE EU
- MUTUAL TRUST: CROSS-BORDER DISPUTES AND RECOGNITION OF FOREIGN JUDGMENTS
- HEALTH AND SOCIAL FACETS OF THE EU
- EU LEGISLATION AND MIGRATION
- CONSUMER PROTECTION IN THE CROATIAN AND THE EUROPEAN PROCEDURAL ENVIRONMENT
- PROTECTION OF THE RIGHT TO FAMILY LIFE IN EUROPEAN LAW
- CONSTITUTIONAL REVIEW IN FORMER-COMMUNIST EUROPEAN COUNTRIES: THE ROLE AND PLACE OF THE CONSTITUTIONAL COURT OF THE REPUBLIC OF CROATIA

3. Current Events in the Protection of Fundamental Human Rights and Freedoms

- HUMAN RIGHTS AND BIOETHICS
- HUMAN RIGHTS AND FOOD INSECURITY
- HUMAN RIGHTS: SELECT TOPICS, CHALLENGES AND ISSUES
- INTERNATIONAL PRIVATE LAW AND PROTECTION OF THE VULNERABLE

- INTERNATIONAL LEGAL PROTECTION OF HUMAN RIGHTS
- SELECT JUDGMENTS OF THE ECtHR: IMPLICATIONS AND ROLE IN CRIMINAL LAW
- RESTRICTIONS ON HUMAN RIGHTS AND FREEDOMS AND CRISIS SITUATIONS
- LEGAL PROTECTION OF PERSONS WITH DISABILITIES
- THE RIGHT TO EQUALITY AND THE ACHIEVING OF WORK-LIFE BALANCE
- MEDIA LAW AND FREEDOM OF EXPRESSION ONLINE
- FREEDOM OF EXPRESSION IN A LEGAL SETTING
- CONTEMPORARY CHALLENGES IN THE FIELD OF HUMAN RIGHTS
- PROHIBITION OF DISCRIMINATION IN RECRUITMENT AND AT WORK

4. Historical Discourse of Contemporary Institutes of Law and Social Work

- EUROPEAN LEGAL TRADITION
- SALE AND PURCHASE IN ROMAN LAW
- HISTORICAL DEVELOPMENT OF MEDICAL LAW
- HISTORICAL DEVELOPMENT OF SUCCESSION LAW
- HISTORY OF CROATIAN ADMINISTRATION
- HISTORY OF SOCIAL WORK
- HISTORY OF SOCIAL WORK
- HISTORY OF SOCIAL WORK IN CROATIA
- HISTORY OF CONSUMER PROTECTION
- LEGAL STATUS OF WOMEN IN CROATIA AND COMPARABLE LEGAL SYSTEMS
- LEGAL AND SOCIAL STATUS OF WOMEN WITH REGARD TO MULTILINGUALISM IN THE CITY OF OSIJEK IN THE NINETEENTH AND EARLY TWENTIETH CENTURY
- DEVELOPMENT OF PRIVATE LAW INSTITUTIONS IN CROATIA AND COMPARABLE LEGAL SYSTEMS
- ROMAN FOUNDATIONS OF EUROPEAN PRIVATE LAW SYSTEMS

5. Applied Research and New Methodologies: The Crossroads of Science

- ECONOMIC ANALYSIS OF FAMILY INSTITUTIONS
- ECONOMIC ANALYSIS OF LAW
- ETHICAL DILEMMAS, CHALLENGES AND CONTEMPORARY METHODS OF LEGAL EDUCATION
- INSTITUTIONS IN (REGIONAL) GROWTH AND DEVELOPMENT
- EU COHESION POLICY: SUCCESSES AND PROBLEMS IN REDUCING REGIONAL DEVELOPMENT INEQUALITIES
- CRISIS COMMUNICATION
- MEDIA: RESEARCH AND OPTIMIZATION
- METHODOLOGY OF TEACHING LAW
- SOCIAL RESEARCH METHODOLOGY: THE ROLE OF EXTREME VARIABLES AND RESULTS IN RESEARCH METHODOLOGY

- SOCIAL RESEARCH METHODOLOGY: QUANTITATIVE AND QUALITATIVE SOCIAL RESEARCH IN SOCIAL SCIENCES
- GERMAN LANGUAGE IN EDUCATION AND PUBLIC LIFE OF THE CITY OF OSIJEK: A HISTORICAL LOOK
- TRANSLATION ISSUES IN ENGLISH, GERMAN AND CROATIAN
- STYLISTIC DEVICES IN THE LANGUAGE OF LAW
- LEGAL CULTURE
- REGIONAL ASPECTS OF THE DEVELOPMENT OF THE REPUBLIC OF CROATIA AND SELECT EU COUNTRIES: THEORY AND EMPIRY
- THE ROLE OF HUMAN CAPITAL IN CREATING KNOWLEDGE REGIONS
- HUMAN RESOURCES MANAGEMENT: A SITUATIONAL APPROACH TO THE DEVELOPMENT OF PROFESSIONAL TRAINING OF PUBLIC ADMINISTRATION EMPLOYEES
- NARCOTICS ABUSE: CAUSES AND ADVERSE SOCIO-ECONOMIC CONSEQUENCES

6. New and Emerging Issues of Social Policies and Social Work

- DEINSTITUTIONALIZATION OF PERSONS WITH INTELLECTUAL DISABILITIES IN CROATIA
- MECHANISMS BEHIND POVERTY AND INEQUALITY
- METHODOLOGY FOR WORKING WITH SOCIALLY SENSITIVE AND VULNERABLE GROUPS
- TEACHING, LEARNING AND KNOWLEDGE: TRACKING STUDENT SUCCESS, PERCEIVED SATISFACTION AND LEARNING OUTCOMES IN PERFORMING COMPLEX ACTIVITIES
- SUPPORT OF LOCAL CAPACITIES FOR DEVELOPMENT OF CITIES
- SUPPORT OF LOCAL CAPACITIES FOR DEVELOPMENT OF CITIES' SOCIAL DIMENSIONS
- POSITIVE DEVELOPMENT OF INDIVIDUALS AND THE COMMUNITY
- SOCIAL JUSTICE
- CONTEMPORARY CHALLENGES OF EUROPEAN AND CROATIAN SOCIAL POLICIES
- EFFECT OF COMMUNITY SERVICE ON SOCIAL BENEFIT RECIPIENTS' MENTAL HEALTH
- EFFECT OF WORK-RELATED STRESS ON FAMILIES AND SHAPING SUPPORT AND ASSISTANCE IN DEINSTITUTIONALIZATION

A detailed overview of the research topics is provided in the Annex.

International Cooperation and Projects Strategy

Pursuing internationalization and increasing the international relevance of the Faculty of Law Osijek in the European and the global education landscape underlie the Faculty's further development and successful and quality implementation of all future teaching and research activity. International cooperation is achieved via student, academic and non-academic staff mobility, participation in international projects, research and teaching activities abroad, membership in international associations, internationalization of study programs, and recruiting quality academic staff from abroad. Mobility is the

main determinant of international cooperation. It has proven to be a valuable experience, certainly an excellent tool for sharing good practices both among the students and the academic and non-academic staff of the Faculty of Law in Osijek.

According to the Standards and Guidelines for Quality Assurance in the European Higher Education Area (2015) and the Report of the European Commission on the European Higher Education Area (2018), mobility is the principal tool for sharing best practices between institutions and individuals. This, however, presupposes tracking of positive experiences and experiences actually producing an effect on teaching and learning practices. In the following period, it is the Faculty's aim to strengthen the quality of international cooperation at the Faculty by tracking mobility experiences, ensuring mobility recognition processes, and removing the obstacles to mobility. In addition, the Faculty aims is to keep students in focus and provide them with the option to share data and feedback on their mobility experiences to pool ideas on how foreign institutions' education practices can be applied in-house.

Goal:

- pursue internationalization and increasing the international relevance of the Faculty of Law Osijek in the European and the global education landscape

Review of objectives and performance indicators:

GOAL: Pursue internationalization and increasing the international relevance of the Faculty of Law Osijek in the European and the global education landscape

OBJECTIVE	ACTION STEPS	INDICATORS
1. Research and professional achievements of the Faculty are recognizable in the international arena	<p>1.1. Increasing the number of academic staff staying abroad for short or long periods</p> <p>1.2. Increasing the number of young researchers who are pursuing a doctoral degree and attending other study programs at renowned international institutions</p> <p>1.3. Increasing the numbers of the Faculty's academic staff in international academic activities</p> <p>1.4. Analysis of incoming and outgoing academic and non-academic staff's expectations and satisfaction with the mobility process. Annual polling via questionnaire.</p>	<p>1.1.1. Increased numbers of academic staff staying abroad for short or long periods</p> <p>1.2.1. Increased numbers of young researchers who are pursuing a doctoral degree and attending other study programs at renowned international institutions</p> <p>1.3.1. Numbers of the Faculty's academic staff in international academic activities international academic activities (e.g., members of the committee for diploma, masters and doctoral theses defense, editorial board members at international conferences and international publications)</p> <p>1.4.1. Annual survey</p>

	<p>1.5. Increasing number of international conferences hosted or co-hosted (with foreign institutions) by the Faculty</p> <p>1.6. Structuring an international cooperation in-house database and continuously monitoring international cooperation</p> <p>1.7. Increasing the number of academic staff invited to guest speak at international conferences</p> <p>1.8. Faculty's academic staff participate in and present papers at renowned international conferences</p> <p>1.9. Academic staff co-organizing international conferences</p> <p>1.10. Increasing the number of activities dedicated to raising academic and non-academic staff's awareness of the need for developing an "international air"</p> <p>1.11. Regular training of Faculty's mobility coordinators to better provide support to end users</p> <p>1.12. Academic staff regularly applies for realization of mobility</p> <p>1.13. Increasing the number of papers, books and projects created jointly with foreign researchers</p> <p>1.14. Extra points for mobility when evaluating researchers and supervisors</p>	<p>1.5.1. Increased number of international conferences hosted or co-hosted (with foreign institutions) by the Faculty</p> <p>1.6.1. Adopted Rules on international cooperation data collection, database management procedures, and record keeping-related obligations. Established database.</p> <p>1.7.1. Increased number of academic staff guest-speaking at international conferences</p> <p>1.8.1. Number of academic staff participating in international conferences 1.8.2. Prescribed detailed criteria for funding attendance of international conferences</p> <p>1.9.1. Number of academic staff co-organizing international conferences</p> <p>1.10.1. Number of dedicated activities (invited lectures of foreign professors, exchange/internship fairs/days, "international weeks", promotional campaigns)</p> <p>1.11.1. Number of training courses</p> <p>1.12.1. Number of mobility applications</p> <p>1.13.1. Number of papers, books and projects created jointly with foreign researchers</p> <p>1.14. Tightened supervisorship eligibility criteria</p>
2. Ensuring and increasing the Faculty's students' international experience	<p>2.1. Increasing the number of exchange agreements (inter-institutional agreements under the Erasmus Charter and other bilateral agreement types)</p> <p>2.2. Increased number of students attending training, seminars and workshops</p>	<p>2.1.1. Number of exchange agreements (inter-institutional agreements under the Erasmus Charter and other bilateral agreement types)</p> <p>2.2.1. Number of training, seminar and workshop attendances</p>

	<p>2.3. Increasing the number of new and improving the existing foreign-language curriculum content</p> <p>2.4. Increasing the number of workshops and forums on scholarship options and mobility programs</p> <p>2.5. Establishing the recognition procedure for ECTS credits received at foreign universities</p> <p>2.6. Encouraging students to gain competences and generic skills required for work in international environments</p> <p>2.7. Finding new forms of mobility financial aid</p> <p>2.8. Analysis of incoming and outgoing students' expectations and satisfaction with the mobility process. Annual polling via questionnaire.</p> <p>2.9. Increasing the number of students participating in intensives abroad, international conferences and moot court competitions</p>	<p>2.3.1. Amount of new and of improved foreign-language curriculum content</p> <p>2.4.1. Number of workshops and forums</p> <p>2.5.1. Updating the existing Rules on Erasmus+ Program of International Student Mobility</p> <p>2.6.1. Number of dedicated activities (lifelong learning, invited lectures of foreign professors, exchange/internship fairs/days, "international weeks", promotional campaigns)</p> <p>2.6.2. Number of students learning and improving foreign language skills via LLPs</p> <p>2.7.1. Minimum one found funding source for supporting outgoing student mobility or other form of student training (via special program agreements, projects, involving the private sector, etc.)</p> <p>2.8.1. Annual survey carried out</p> <p>2.9.1. Number of Faculty's students participating in intensives abroad</p> <p>2.9.2. Number of Faculty's students participating in international conferences</p> <p>2.9.3. Number of Faculty's students participating in moot court competitions</p>
3. Internationalization of study programs	<p>3.1. Introducing new and expanding existing curriculum content in a foreign language</p> <p>3.2. Regulating admissibility of the Faculty's students to courses offered in a foreign language</p>	<p>3.1.1. Review of existing courses taught in English</p> <p>3.1.2. Increased number of academic staff teaching courses in a foreign language</p> <p>3.1.3. Introduced new curriculum content in a foreign language parentheses (at the doctoral study program, a developed LLM in English)</p> <p>3.2.1. Enabled enrolment of the Faculty's students to courses offered in a foreign language (e.g., fifth-year elective courses are offered in English both to Erasmus students and the Faculty's students)</p>

	<p>3.3. Increasing the number of quality foreign academic staff teaching at the Faculty</p> <p>3.4. Conducting an analysis of expectations and student satisfaction with study programs in a foreign language</p> <p>3.5. Keeping continued records on the teaching processes' internationalization</p> <p>3.6. Increasing the number of foreign visiting lecturers and researchers</p>	<p>3.3.1. Minimum one lecture per semester held by a foreign visiting professor at the doctoral study</p> <p>3.3.2. Number of quality foreign academic staff teaching at the Faculty</p> <p>3.4.1. Survey conducted</p> <p>3.5.1. Keeping continued records on internationalization (international cooperation database)</p> <p>3.6.1. Established in-house procedure and incoming mobility eligibility criteria for lecturers and researchers</p> <p>3.6.2. Secured funding</p>
<p>4. Strengthening international cooperation by participating in international projects, research collaborations, and international associations.</p>	<p>4.1. increasing the number of notified research/professional projects (university, national, and/or international projects)</p> <p>4.2. Increasing the number of collaborative research projects</p> <p>4.3. International associations memberships</p> <p>4.4. Structuring an in-house project database and analyzing project activities on an annual basis</p> <p>4.5. Creating preconditions for engaging foreign researchers on projects</p> <p>4.6. Holding workshops on project notification, management and reporting, primarily for young researchers</p> <p>4.7. Project activity analysis</p>	<p>4.1.1. Number of notified research/professional projects (university, national, and/or international projects)</p> <p>4.2.1. Number of collaborative research projects</p> <p>4.3.1. Number of international associations of which the Faculty is a member</p> <p>4.3.2. Number of academic staff who are members of international associations</p> <p>4.4.1. Established procedure for project data collection and means of record keeping</p> <p>4.5.1. Legal framework provided</p> <p>4.6.1. Number of workshops on project notification, management and reporting, primarily for young researchers</p> <p>4.7.1. Project activity analysis tool created</p>

Branding Strategy

Goals:

- Being a national faculty with an identity that is recognizable in a narrower (regional), wider (national) and European environment. Establishing a partnership and cooperation with the local community (local and regional government units: the City of Osijek and the Osijek-Baranja County). Developing a collaborative relationship with the economy and the civil sector. Becoming a trigger for economic and regional development.
- Branding the Faculty of Law in Osijek internally and externally.

Review of objectives and performance indicators:

Goal no. 1: Being a national faculty with an identity that is recognizable in a narrower (regional), wider (national) and European environment. Establishing a partnership and cooperation with the local community (local and regional government units: the City of Osijek and the Osijek-Baranja County). Developing a collaborative relationship with the economy and the civil sector. Becoming a trigger for economic and regional development.

OBJECTIVE	ACTION STEPS	INDICATORS
1. Branding the Faculty as a recognizable part of the regional, county and city identity	1.1. Defining common key Faculty values by which it wants to be recognizable	1.1.1. Common values defined
	1.2. Promoting defined values through substantiated communication	1.2.1. Media visibility, minimum 10 media releases annually (number of releases in mass media)
		1.2.2. Minimum 75% concerning defined values
	1.3. Media communication management (to create a positive public opinion) - monitoring all media releases and keywords; classification into positive and negative	1.3.1. Index ratio of negative and positive media content – content analysis of media releases
		1.3.2. Topics of public appearances of employees transferred to the Faculty
	1.4. Developing of a communication strategy or protocol (communicating clearly with all stakeholders, i.e., the target audience via appropriate channels, and listening to feedback)	1.4.1. Communication strategy established
		1.4.2. Media appearance protocol (for individuals) presented

	<p>1.5. Participating in important local, regional, and national events</p> <p>1.6. Launching socially responsible projects at the local and regional level (e.g., projects of associations, courts, local and regional government units), cooperating with associations at the local and regional level, and launching LLPs through which the Faculty also brands itself as an active participant in the cooperation with the local community)</p>	<p>1.5.1. Participation in min. 30% of important local, regional and national events (e.g., anniversaries, promotions, conferences' opening ceremonies, etc.)</p> <p>1.6.1. Minimum 1 socially responsible project annually</p> <p>1.6.2. Minimum 2 new LLPs annually</p>
2. Branding the Faculty as a 'legal' authority and partnership within the University	<p>2.1. Active participation in the University's governing and delivery bodies</p> <p>2.2. Active participation in the University's relevant discussions</p> <p>2.3. Developing formal and informal cooperation with the University's other constituents</p>	<p>2.1.1. Number of participations in the University's decisions and discussions, minimum 80%</p> <p>2.2.1. Always weigh in (100%) in open discussions</p> <p>2.3.1. Number of joint subactivities</p> <p>2.3.2. Number of academic staff participating in joint activities or collaborating with other constituents</p>
3. Drawing students to the Faculty's study programs	<p>3.1. Promoting the Faculty's study programs nationally and internationally</p>	<p>3.1.1. Number of students from Osijek and the vicinity interested in the Faculty's study programs</p> <p>3.1.2. Number of interested students from the vicinity</p>
4. Drawing learners to LLPs	<p>4.1. Including participants from the country and the region to LLPs</p>	<p>4.1.1. Number of LLP learners from other parts of Croatia</p> <p>4.1.1. Number of LLP learners from abroad</p>

Goal no. 2: **Branding the Faculty of Law in Osijek internally and externally.**

OBJECTIVE	ACTION STEPS	INDICATORS
1. Strong institutional identity	<p>1.1. Promoting individual, but also community development within the collective</p> <p>1.2. Academic staff cooperation in teaching, project and research activity, encouraging interdisciplinary cooperation</p> <p>1.3. Polling the members of collective – satisfaction survey</p>	<p>1.1.1. Minimum 2 team buildings annually/informal gatherings of employees</p> <p>1.2.1. Amount of cooperation and involvement in colleagues' projects at the Faculty</p> <p>1.2.2. Number of papers published by academic staff in interdepartmental cooperation</p> <p>1.3.1. Increase in satisfaction by 30%</p>
2. Awareness of the importance of the legal profession	2.1. Promoting the legal profession as an occupation through hosting round tables, forums and workshops for the general public, through lectures in cooperation with professional associations, through communication with the University Gazette, through participation in the Science Festival, etc.	<p>2.1.1. Number of invitations to academic staff as experts</p> <p>2.1.2. Number of academic staff members who participated as invited or plenary speakers at home or abroad</p> <p>2.1.3. Number of positive media appearances related to the promotion of the profession</p> <p>2.1.4. Number of participations in the Science Festival and similar activities</p>
3. Providing the necessary guidelines for reputation management, internally and externally, pointing to elements requiring improvement most, ensuring different analyses levels (depending on target groups), ensuring necessary information for media relations and providing the necessary information to evaluate activities.	<p>3.1. Basic survey on the Faculty perception and reputation (project #ZapravoZaPravo) conducted on employees, existing and future students (student population), former students (alumni) and the labor market</p> <p>3.2. Continued updating of the website - related to all activities</p>	<p>3.1.1. Improvement in the Faculty brand and reputation</p> <p>3.2.1. Daily updates to the website (in Croatian) from all stakeholders</p> <p>3.2.2. Updated website in English</p>

Renovation and Material Resource Strategy

The key measure of an HEI's success is its research and teaching activity. However, an effective and productive research and teaching activity presupposes high quality infrastructure, as well as material and ICT resources without which it is difficult to endure in the today's competitive environment. According to the situation analysis, the Faculty's existing buildings, as not ideally positioned in relation to one another, cannot provide the operational and organizational level that allow first-class research and teaching.

For the above reason, the Faculty has decided to direct efforts into the construction of a new Faculty building on the University Campus. The construction of this academic center of legal excellence – The Faculty of Law in Osijek – aims at creating a center of legal education in this part of Croatia and the wider region. As such center, the new building will offer quality conditions for learning and researching legal theory to both students and academic staff. Moreover, the building will be a model for energy, economic and social sustainability.

In its day-to-day operation, the Faculty relies heavily on shared specialist administration services (SASs). The quality of and success in their work directly affects the effectiveness and quality of the Faculty's operation and its external recognizability. Further, essential for the SASs' quality service is a modern spatial and ICT structure. In other words, the improvement of the business processes (by means of implementing advanced ICT structures) will allow for interoperable, quick and efficient operation, as well as SAS employees' training in new technologies for contemporary operation. This is a task of utmost strategic importance for the following period.

Goal:

- construction of a new Faculty building, strengthening of ICT infrastructure, and modernization of material resources.

Review of objectives and performance indicators:

GOAL: Construction of a new Faculty building, strengthening of ICT infrastructure, and modernization of material resources.

OBJECTIVE	ACTION STEPS	INDICATORS
1. Construction of a new Faculty building	1.1. Obtaining preliminary documentation required for the designing of the new building	1.1.1. Established database of all real property owned by the University and its constituents 1.1.2. Drafted Pre-Feasibility Study for the project "Construction of the western end of the J. J. Strossmayer University Campus" (2014) 1.1.3. Archaeological Survey Report 1.1.4. Obtained permission for requesting preliminary architectural and urban planning design proposals for the new Faculty building

	<p>1.2. Drafting new building design documentation</p> <p>1.3. Construction of the new building</p>	<p>1.1.5. Drafted cadastral survey map for the design proposal request</p> <p>1.2.1. Completed architectural and urban planning design</p> <p>1.2.2. Delivered preliminary, master and construction design of the new building</p> <p>1.3.1. Obtained construction permit for the new Faculty building</p> <p>1.3.2. Applying the new building construction project for EU funding</p> <p>1.3.3. Secured funding for the construction of the new building</p> <p>1.3.4. New Faculty building constructed</p>
2. Improving business processes by implementing state-of-the-art ICT	<p>2.1. Establishing a system of rational and efficient operation of SASs</p> <p>2.2. Improving office automation in the SASs' operation</p> <p>2.3. Training SAS employees in quick and interoperable utilization of new software tools</p> <p>2.4. Reviewing the processes and procedures of Faculty operations</p>	<p>2.1.1. Drafted ICT Structure Development Plan</p> <p>2.2.1. Implemented advanced software tools for SASs' operation</p> <p>2.3.1. Number of trained SAS employees</p> <p>2.4.1. Amended procedures.</p>
3. Modernizing research and teaching capacities and equipment	<p>3.1. Purchasing new titles</p> <p>3.2. Access to databases and highly referable journals</p> <p>3.3. IT infrastructure for remote learning</p> <p>3.4. Providing free access to curriculum content</p>	<p>3.1.1. Library well-stocked in contemporary titles</p> <p>3.2.1. Subscribing to more journals and databases</p> <p>3.3.1. Upgraded technical capabilities of the existing and implemented state-of-the-art systems for e-learning and remote learning</p> <p>3.4.1. Established repository for free access to curriculum content</p>

Human Resource Development Strategy

Together with quality, the observed dimension encompasses the objectives of those dimensions that concern the “development of people”. Given that – from the perspective of the educational ecosystem –

this also includes students, the below review covers only those areas that have not been reviewed earlier, as they relate primarily to the Faculty staff, such as human resources.

Goals:

- providing a continued career development framework for all staff
- encouraging project employment
- creating a positive in-house culture

Review of objectives and performance indicators:

GOAL NO. 1: Providing a continued career development framework for all staff

OBJECTIVE	ACTION STEPS	INDICATORS
1. Optimize human resources within the institution	1.1. Tracking employee structure by employment type	1.1.1. Teacher to student ratio 1.1.2. Academic to non-academic staff ratio 1.1.3. Non-academic staff to student ratio
2. Allow for training of all staff	2.1. Measuring administrative duties load of academic staff	2.1.1. Decreasing administrative duties of academic staff, with the exception of those classified under Article 69 to the Collective agreement as institutional contribution of the academic staff
	2.2. Enable information transfer and experience sharing between employees	2.2.1. Number of academic staff meetings dedicated to sharing individuals' achievements and experiences, and mutual motivation
	2.3. Tracking problem situations within smaller organization units	2.3.1. Number of working meetings of the Board with services' heads (min. quarterly, i.e. four times annually, with the aim of increasing offices' efficiency and problem identification)
	2.4. Systematic monitoring of specific human resource needs; forecasting HR needs to better serve development	2.4.1. Human resource structure analysis. 2.4.2. Drafted Human Resource Needs Plan in line with planned projects and new programs. 2.4.3. Drafted Career Development Plan

3. Establishing a transparent staff rewarding system	3.1. Reassessing the Rules on Rewarding Excellence in Teaching and Research	3.1.1. Redefined Rules on Rewarding Excellence in Teaching and Research
	3.2. Adopting Rules on Rewarding Administrative and Technical Staff	3.2.1. New Rules on Rewarding Administrative and Technical Staff
4. Classifying jobs as a prerequisite to optimizing system workload	4.1. Reassessing the internal organization and employee workload within organizational units (departments, offices, etc.)	
	4.2. Dynamically redistribute workloads within organizational units	<p>4.2.1. New Rules on Job Organization.</p> <p>4.2.2. Internal rules to regulate earlier advancements to higher academic ranks, based on merit and results.</p> <p>4.2.3. Records on intraorganizational activities and distribution structures at unit level (not only teaching units), minimum quarterly, as underlying redistribution</p>

GOAL NO. 2: Encouraging project employment

OBJECTIVE	ACTION STEPS	INDICATORS
1. Integrating project-only employees into Faculty recruitment processes	<p>1.1. Recruiting project-only employees by means of adjunct/instructor positions</p> <p>1.2. Evaluating project-only employees from the viewpoint of their potential contribution to the Faculty</p>	<p>1.1.1. Number of employees hired off projects</p> <p>1.2.1. Number of employees hired full-time off projects (by means of adjunct/instructor positions or similar)</p> <p>1.2.2. The result of the relationship with project-only employees (the measure is the share of highly rated (4 and above) project-only employees, who were hired by the Faculty after project completion)</p>

GOAL NO. 3: Creating a positive in-house culture

OBJECTIVE	ACTION STEPS	INDICATORS
1. Fostering a sense of belonging to the community	1.1. Promoting the Faculty's mission and vision	1.1.1. Number of activities arguing the Faculty's mission and vision (events, socializing, announcements etc.)

	1.2. Promoting jointly defined values 1.3. Developing internal communication	1.2.1. Number of activities arguing the Faculty's values (volunteering, socializing, announcements etc.) 1.3.1. Using internal communication channels (e.g., the Intranet) *Includes the indicator from the Branding dimension: minimum 2 team buildings annually/informal employee gatherings
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Quality Management Strategy

The key task is to establish an internal system of quality assurance that encompasses and values the overall activity and all activities of the HEI (study programs, teaching process, student support, support of students belonging to underrepresented and vulnerable groups, learning resources, research/artistic activity, professional activity, etc.). For this reason – in spite of the quality assurance system (QAS) being a separate strategic component – quality is woven into all the abovesaid strategic components.

Goals:

- strengthening the effective organizational structure for the implementation of quality management system (QMS) activities at all levels and through all the Faculty's strategic dimensions; advancing the QMS development degrees and effectiveness in line with all criteria under the Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG)
- improving the quality of existing study programs
- ensuring continuous implementation of existing Recommendations
- promoting academic integrity and academic staff freedom, and ensuring ethics in work

Review of objectives and performance indicators:

GOAL NO. 1: Strengthening the effective organizational structure for the implementation of quality management system (QMS) activities at all levels and through all the Faculty's strategic dimensions; advancing the QMS development degrees and effectiveness in line with all criteria under the Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG)

OBJECTIVE	ACTION STEPS	INDICATORS
1. Establishing a functional and holistic internal QAS	1.1. Linking the activity of the existing organizational teams dedicated systematically to quality management (Quality Office, Quality Assurance and	1.1.1. Degree of compliance with the Recommendations of internal quality management stakeholders

	Improvement Committee)	
	1.2. Reconfiguring primary research to adopt action measures in quality improvement	1.2.1. Degree of utilizing primary research (per research)
	1.3. Optimizing secondary in-house analyses to adopt action measures in quality improvement	1.3.1. Degree of utilizing secondary analyses (per analysis)
	1.4. Updating internal quality system regulations	1.4.1. Time required for updating regulations compared to the actual need
	1.5. Analyzing data on all internal processes, resources and results	1.5.1. Evaluating process and resource utility
	1.6. Tracking progress in plan execution	1.6.1. Evaluating progress through defined indicators annually
	1.7. Adopting action plans for complex objectives	1.7.1. Reports on action plan implementation
	1.8. Ensuring mechanisms and procedures for regular and relevant website updates, and website status checks	1.7.1. Reports on action plan implementation

GOAL NO. 2: Improving the Quality of Existing Study Programs

OBJECTIVE	ACTION STEPS	INDICATORS
1. Comprehensive reform of the doctoral study program	1.1. Decreasing the teaching load according to the reform	1.1.1. Teaching load
	1.2. Changing the study duties structure	1.2.1. Share of duties as a %
	1.3. Decreasing the number of courses and ECTS credits for class	1.3.1. Decreased ECTS credits
		1.4.1. Number of months to setting the topic

2. Defined program-level learning outcomes for all Faculty's study programs	1.4. Setting the dissertation topic and supervisor at earliest possible in the course of studies	1.5.1. Established Doctoral Student Fund
	1.5. Establishing a Doctoral Student Fund	1.6.1. Adopted amendments to the Rules on Academic Staff Rewarding
3. Updating the Academic Guide	1.6. Introducing rewarding of doctoral students and supervisors	1.7.1. Number of meetings with the supervisor and other supervisor-recommended stakeholders prior to defining the methodology
	1.7. Raising the research methodology standard	1.7.2. Number of supervisor references
	1.8. Raising the criteria for appointing supervisors and academic staff	1.7.3. Number of primary research in the suggested methodology
	2.1. Defining and adopting program-level learning outcomes for all study programs	1.7.4. Post-publishing citation index
	3.1. Reviewing the existing Academic Guide for programs offered by the Faculty	1.8.1. Supervisor authority on a given topic
		2.1.1. Adopting program-level learning outcomes for all Faculty's study programs
		3.1.1. Reviewed Academic Guide for programs offered by the Faculty.

GOAL NO. 3: Ensuring continuous implementation of existing Recommendations

OBJECTIVE	ACTION STEPS	INDICATORS
1. Implementing current Recommendations	1.1. Alumni Club activation 1.2. Encouraging mobility	1.1.1. Regular Alumni Club meetings 1.2.1. Hosted Mobility Day(s) aimed at encouraging academic staff and student mobility, principally within the Erasmus+ program
	1.3. Encouraging international visibility of the Faculty	1.3.1. Number of promotional activities (direct and/or indirect) at international level

	1.4. Establishing a career counselling committee 1.5. Introducing online enrolment for all study programs	1.4.1. Number of career counselling committee activities 1.5.1. Introduced online enrolment
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GOAL NO. 4: Promoting academic integrity and academic staff freedom, and ensuring ethics in work

OBJECTIVE	ACTION STEPS	INDICATORS
1. Promoting academic integrity and academic staff freedom, and ensuring ethics in work	1.1. Hosting workshops, round tables, forums and lectures on the principles of freedom of research, ethics and professionalism in science 1.2. Combating all forms of unethical conduct, intolerance and discrimination, both among academic and administrative staff, and in relation to students 1.3. Efforts to resolve all interpersonal conflicts within the institution 1.4. Ensure public availability of information on important aspects of the Faculty's activity, in compliance with all data protection rules (GDPR)	1.1.1. Number of workshops, round tables, forums and lectures on the principles of freedom of research, ethics and professionalism in science 1.2.1. Number of unethical conduct reports (goal = 0) 1.3.1. Number of conflicts resolved outside the institution (goal = 0) 1.4.1. Public availability of information on important aspects of the Faculty's activity (website at minimum)

Concluding remarks

Student at the center, and improving the quality of all aspects of the Faculty's operation in these dynamic and complex conditions demands continuous and systematic transformation that should provide the entire organization with a path to the set objectives.

Documents used in the development of the program

The following documents were used in the development of the Program (in alphabetical order):

1. Quality Improvement Action Plan of the Faculty of Law, J. J. Strossmayer University of Osijek, for the Period from 17 June 2019 and 17 June 2024 (Class: 600-01/19-02/1, Reg. No.: 2158/95-01-19 -5)

2. Quality Improvement Action Plan for Postgraduate Doctoral Studies in Law, for the Period from 1 February 2020 to 1 February 2022 (Class: 600-01/20-02/3, Reg. No.: 2158/95-01-20-2)
3. Accreditation Recommendations of the Agency for Science and Higher Education (Class: 602-04/14-04/0050, Reg. No.: 355-02-04-18-0019, dated 31 December 2018)
4. European Commission, Strengthening European Identity through Education and Culture, 2017
5. European Commission, The European Higher Education Area in 2018: Bologna Process Implementation Report, Luxembourg, Publications Office of the European Union, 2018
6. The European Charter for Researchers and The Code of Conduct for the Recruitment of Researchers (2005)
7. ERA Progress Report 2018, The European Research Area: Advancing Together the Europe of Research and Innovation – Study
8. ESU and Education International (EI), Student-Centered Learning: Toolkit for Students, Staff and Higher Education Institutions, 2010
9. Report on the Implementation of the Quality Improvement and Assurance Action Plan Aimed at Eliminating the Shortcomings Identified during the Accreditation of the Faculty of Law Osijek in the period from 2016 to 2018, dated 15 June 2018
10. Report on the Implementation of the Strategic Plan for the Period 2015-2020, dated September 2019
11. Report on the Implementation of the Strategic Program Research for the Period 2015-2020, dated September 2019
12. Report of the Expert Committee on Reaccreditation of University Postgraduate Studies in Law, dated April 2019
13. Letter of Expectation, Ministry of Science and Education, Class: 602-04/19-13/00128, Reg. No. : 533-04-19-0003, dated 10 September 2019
14. Plan for the European Research Area: Implementation Plan of the Republic of Croatia for the period 2016-2020
15. Recommendations to the Management Board Based on the Committee Meeting of 17 May 2018
16. Recommendations to the Management Board Based on the Committee Meeting of 17 May 2019 and the E-Meeting of 7 June 2019
17. Quality Assurance Manual of the Faculty of Law in Osijek, dated December 2014
18. Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG) (2015)
19. Quality Assessment Standards for Universities and Their Constituents in the Reaccreditation Procedure of Higher Education Institutions (available at: https://www.azvo.hr/images/stories/novosti/Standardi_z_a_sveu%C4%8Dili%C5%A1ta_i_sastavnice.pdf)
20. Statute of the Faculty of Law in Osijek (consolidated version, 2019)
21. Student-Centered Learning: Approaches to Quality Assurance, European University Association, 2019
22. Education, Science and Technology Strategy; Government of the Republic of Croatia, 2014
23. Strategic Plan for the Period 2015-2020 (2015)
24. Strategic Program of the Faculty of Law Osijek for the Period from 2020 to 2025 (in development)
25. Research Activity Strategic Program for the Period 2015-2020 (2015)
26. Wagenaar, R., Reform! Tuning the Modernisation Process of Higher Education in Europe: A Blueprint for Student-Centered Learning, Deusto and Groningen, International Tuning Academy, 2019

