

SELF-EVALUATION

UNIVERSITY OF SPLIT
FACULTY OF CATHOLIC THEOLOGY



Split, siječanj / January 2014.

The University of Split
Faculty of Catholic Theology
Established on 9 June 1999
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1. HIGHER EDUCATION INSTITUTION MANAGEMENT AND QUALITY ASSURANCE

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

According to mutual negotiations and the *Cooperation on the field teacher training and culture* (Appendix: 1a1) made between the Holy See and the Republic of Croatia, approved on 9 July 1997, the bishops Ordinaries of Split Metropolitan on the behalf of Theology in Split, and Franciscan Province of the Holy Redeemer on the behalf of Franciscan theology in Makarska, on 30 September 1997 signed a *Contract on merging and establishment of Faculty of Catholic Theology in Split*. (Appendix: Contract 1a2).

Contract of employment of Faculty of Catholic Theology as a constituent of the University in Split has been signed on 9 June 1999 and the same day the Congregation for Catholic Education in Vatican issued on decree on establishment of that Faculty (Appendix: Establishment decree 1a3).

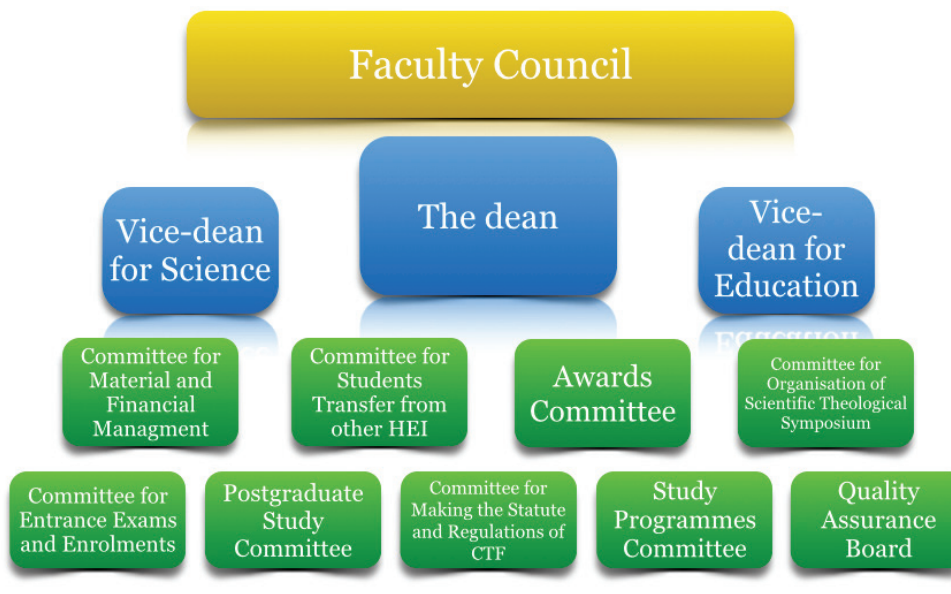
Faculty of Catholic Theology initiated with its work in the academic year 1999/2000. Throughout the first year the teaching classes partly took place in the archbishop's residence, and in the following year they were transferred to the premises of Central theological preparatory and in the back building B of the same preparatory where the teaching classes are nowadays also being held.

In the year 2005 the programmes have been harmonised with the requirements of the Bologna process through the cooperation with the University of Split and their harmonisation is continued according to Statutory regulations and requirements in order to improve the quality of study programmes (Appendix: Licence of MSES /Appendix 1a4/ Licence of Congregation of Catholic Education, /Item 1a5).

In the academic year 2009/2010 after obtaining a Licence from the Ministry of Science, Education and Sports and a permission from the Congregation for Catholic Education, the Faculty launched two post-graduate doctoral university studies: Christianity and contemporary culture and The history of theology and Christian institutions (Appendix: licence, permission and the programmes of PDS-s, 1a6).

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

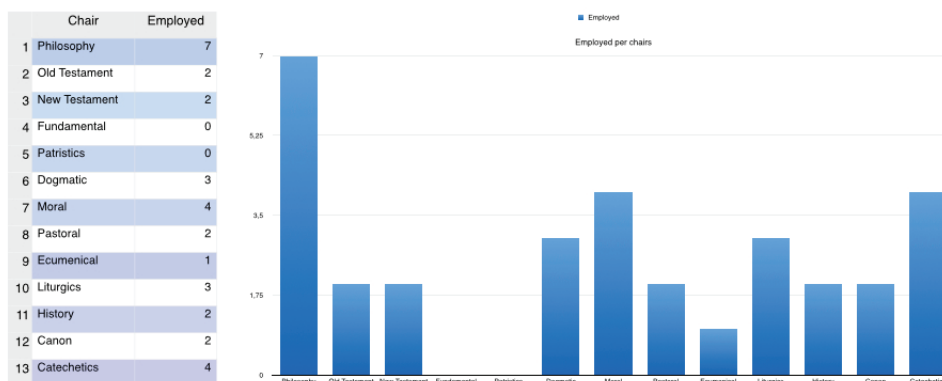
INTERNAL ORGANISATIONAL STRUCTURE OF PERMANENT COMMITTEES OF CTF



INTERNAL SCIENTIFIC-RESEARCH ORGANISATIONAL STRUCTURE OF CTF



CHAIRS – DIAGRAM



CHURCH-GOVERNMENT PUBLIC LAW ORGANISATIONAL STRUCTURE OF CTF



Faculty Council constitute all the teachers appointed into scientific-research grade, representatives of assistant occupations and student representatives. Currently, there are 29 members of the Faculty Council.

The Faculty consists of three organisational units: Secretariate, chairs and library.

The Secretariate comprises the following services: Secretary's office (1), Student service (1), Personnel Office (1), Secretary's office for postgraduate study (1) Accountancy (2), Publishing activity (2), IT centre (1), Technical service (5).

Scientific research work is constituted out of 13 chairs. Some teachers work on two chairs. Two chairs have no employed teachers and one chair does not have one teacher who is appointed into a scientific-teaching grade. Chair of fundamental theology and Chair of history of Christian literature and Christian canon have no employed teachers, and Chair of the Scriptures of the Old Testament does not have one teacher appointed in a scientific-teaching grade.

The Chair of fundamental theology lost its employees when professor Nediljko Ante Ančić left to retirement at the end of the academic year 2012/2013. A competition for this position has been announced and is close to an end. Consequently, we hope this Chair will in a short period of time have a teacher appointed in scientific-teaching grade.

Associate Ph. D. professor Mladen Parlov has applied for the Chair of History of Christian literature and Christian doctrine. His appointment into scientific-teaching grade has undergone through all the instances (Expert committee, Main board for the fields of philosophy and theology, the Faculty Council). However, the process of appointment has not yet been completed since we are expecting *nihil obstat* from the Congregation for Catholic education.

The Chair of the Scriptures of the Old Testament also does not have a teacher appointed into scientific-teaching grade. Nevertheless, an appointment into scientific-teaching grade of Ph.D. Domagoj Runje is almost finalised.

Library's services predominantly meet the requirements of both teachers and the students. However, it would be advisable to complete procurement of a sufficient number of textbooks and manuals and also to seek for more adequate premises for books and work in the library.

There are 14 permanent committees at the Faculty. Some of them are organised according to special regulations such are Committee for postgraduate doctoral study, Awards committee and Ethic committee ([Appendix: Regulation on PDS /1b1/; Regulations on awards /1b2/ and Ethic code /1b3/](#)).

Other committees regularly function in a standardised academic way. Also, a requirement for regular and systematic monitoring of all committees emerged and was realised by keeping register in the same way the Committee for organisation of scientific-theological symposiums and Quality assurance Board functions. Some committees for which regulations exist already function accordingly. The Faculty attempts to make Regulations on the work of committees in order to legally define their work.

Students are included into the work of Faculty Council, Committee for postgraduate doctoral study, Ethic committee, Committee for making the Statute and Regulations, in Quality assurance board.

Non-teaching staff is included into a work of committee for making the Statute and regulations, Committee for postgraduate study, Committee for organisation of scientific-theological symposiums and into Quality Assurance Board.

Specificity of Faculty of Catholic Theology is, unlike other faculties of the University of Split, in

its double structure organisation: as a structural part of higher education institutions in Croatia and as a structural part of higher theological education institutions of Catholic Church. The Faculty Council and Faculty Management Board coordinate these two systems and synchronise legal procedures for all the issues governed by the competences of both systems.

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

Faculty's authority is represented by Great Chancellor – archbishop of Archdiocese of Split-Makarska who is simultaneously a representative of local ordinaries of Metropolitan Archdiocese. He represents the institution of Apostolic See before the University and Faculty and he represents the Faculty before the Holy See. He is responsible for preservation and a progress of genuine Christian thought and life as well as for togetherness with general and local Church. Great Vice-chancellor is a provincial of Franciscan Province of the Most Holy Redeemer. He is deputy vice-chancellor.

A structure of Faculty's leadership is the following: the dean, vice-dean for science, vice-dean for education, heads of Chairs and heads of postgraduate studies.

Dean is the head of the Faculty. His role is defined by the Statute and Work regulations (**Appendix: Statute /1c2/ and Work regulations /1c2/**). The dean conducts and represents the Faculty. He convokes Faculty Council meetings, coordinates activities, ensures the Statute regulations are being complied with, brings general acts, appoints committees, signs documents. He is independent in his work and responsible to the Faculty Council, Great Chancellor, the rector and the Senate of the University of Split.

Dean is elected by secret ballot of Faculty Council to a two-year term and he can be reappointed into one more tenure.

Science vice-dean is a president of the Committee for postgraduate doctoral studies. He is responsible for scientific work, attends for scientific-research activity, coordinates publishing activity, monitors functioning of the library, suggests projects and programmes for the development of the Faculty. He is responsible to the dean and Faculty Council. He is appointed by the Faculty Council on dean's suggestion to a two-year term.

Vice-dean for education procurs for organisation, implementation and improvement of teaching, coordinates work of head of chairs, coordinates activities related to students enrolment and making time-table lecture. Additionally, he monitors work of student union and procures for student issues. He is responsible to the dean and Faculty Council. He is selected by the Faculty Council on dean's suggestion to a two-year period.

Head of chair organizes chair's work, coordinates cooperation with other chairs, makes development plans and monitors scientific development of young scientists. He is responsible to the dean and Faculty Council through internal election to a five-year term and can be reappointed two times in a row. The head of postgraduate study coordinates activities of postgraduate study.

d) If your institution is a constituent of a university, list the integrated elements.

Faculty of Catholic Theology is from its establishment a constituent of the University of Split. From its beginnings it needed to be resourceful and make its way in the academic surrounding by familiarising with relations and the way the University functions. Integration process today is similar to the integration of other constituents. The dean is the member of the

Senate. Faculty of Catholic Theology (CTF) teachers actively and passively use their right to vote in the elections of the representatives for the Senate, contribute to decision making and participate in academic life at all levels. On institutional level, CTF discusses and holds views on the issues of common interest. Vice-deans participate in university councils according to their own field of responsibility. One CTF representative is a member of the Centre for Quality Assurance. Some teachers participate in carrying out teaching at other University constituents and some teachers from other constituents perform classes at CTF. Understandably, heads or representatives of the Faculty participate in formal occasions like Faculty's Day. Naturally, there are other informal associations and meetings with the members of the academic community like on the occasion of the holy mass which is organised by the archbishop of the Archdiocese of Split-Makarska at the beginning of the academic year and at the end of the classes of the summer semester. Additionally, there are also meetings at conferences that are sometimes organised in cooperation with one of the constituents, then various lectures, book promotions and some similar social and non-formal events. Integrative elements also include student activities of social interest as well as sports competitions.

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

Fundamental values of ethic behaviour related to research, teaching and relation to students include scientific integrity, veracity, excellence, clarity and accessibility, loyalty and respect for the person.

Research is related to the interests of the very researcher and lean on the assumptions of integrity, veracity and service to the truth and the Church. All research works that are being published, whether those are books or articles, undergo through the procedure of anonymous peer-review.

Teaching is based on excellence and clarity of the classes and individual approach to students wherever that is possible. Relations to students are guided by the uttermost respect for the person, concern for study progress, concern for human and spiritual growth and are oriented towards creating the kind of atmosphere that will accentuate autonomous and creative approach to philosophy and theology. Since our Faculty is rather small, individual approach is more feasible. Teaching is regularly evaluated through student questionnaires or it is a matter of discussion on meetings of the Board and students that are organised at least once in a semester.

Relation to students is also evaluated by student questionnaires.

Ethic code and Ethic committee assist in situations of irregular patterns of behaviour and actions of individuals, regardlessly if they are teachers, students or non-teaching personnel (**Appendix: Ethic code /1b3/**).

However, it needs to be emphasised that irregular behaviour, except by Ethic committee, is supervised and solved by involvement of higher Church instances: great chancellor, great vice-chancellor, and if the matter requires, Congregation for Catholic education.

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

A mission of the Faculty lies in achieving excellence in teaching and scientific-research work. The main objective is primarily education and training sacerdotal and monastic candidates for

the future priesthood, that is, consecrated life and theologian layman for competent religious teachers and holders of other church services, competent for dialogue with the world and concrete society in complex contemporary relations. We aim to achieve that the students who complete study are trained and motivated for construction of a better, more humane and righteous society.

Our objective is to reach the point when our teachers would become recognisable for their ideas and participation in science development and carriers of initiatives in promoting dialogue with the world and culture.

CTF is envisaged as a small, but organised, well-functional and dynamic faculty, enrolled in European research space and high education with a distinguishing role in local religious and cultural surrounding, open to dialogue and cooperation with similar institutions, initiator and carrier of the projects in the field of theology and culture that will by its internal structure of teaching staff – priests, monks and theologian laymans – and similar student structure reflect a diversity of the Catholic world.

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

There are three *Faculty of Catholic Theology* in the Republic of Croatia: in Zagreb, Split and Đakovo. Their mutual cooperation is evidenced at the level of board meetings, regular annual symposiums for all teachers for already long years now. The cooperation initiated back in the times when present faculties in Split and Đakovo were either regional school districts of CTF from Zagreb or a higher institution of theology outside the university system. That cooperation continued even after Faculties in Split and Đakovo war established.

A particularity of our Faculty, similarly to those in Zagreb and Đakovo, is in its regional importance. Gravitation of interested students from the southern part of the Republic of Croatia and from the neighbouring areas of Bosnia and Herzegovina indicates the need and justification for existence of theological studies in Split. The second reason why the Faculty is significant at regional level lies in close correlation of theology and life of Church. The Faculty in Split educates future priests predominantly from Metropolitan Archdiocese of Split-Makarska (Split, Dubrovnik, Šibenik, Hvar) and Franciscan Province of the Holy Redeemer. It also enables all church communities to have their own members inside one higher theological institution.

The Faculty participates in making qualified personnel that is able to upgrade theological sciences, vicariously and for purpose of communication of Christian civilisation to contemporary culture, in sensitizing human religious needs and their enlightenment, in rationalizing religious life, promoting spirituality.

The Faculty also owns a significant archive inherited from its predecessors (for instance, we have catalogues from the academic year 1826/27 with a list of courses, professors, time-table, list of enrolled students, grades).

h) Comment on potential overlaps of your work with the work of similar institutions within the same university.

Relation and similarity of interests and activities of CTF can be compared to the activities of the Philosophic Faculty. Lectures in the field of history of philosophy, logics, ethics, ontology, pedagogy, developmental psychology and history partially overlap with the courses of similar titles and contents in the programmes of CTF. However, the basic orientation of study programmes is different. Professional training and learning outcomes only partially overlap. Nevertheless, the existing relation renders the possibility for cooperation and connection with

some of the departments of the Philosophical Faculty. Up to now, this created opportunities for cooperation at all three levels of the study and in scientific research (**Appendix: 111**).

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

In 2010 the Faculty initiated with drafting and in 2011 adopted *Teaching and scientific strategy development of Catholic theological faculty 2010-2015*. This document lacks a flow-chart and appointment of specific responsibilities. Concretely, after adopting this document, no further actions were taken. SWOT analysis is carried out, but it should be more precise. Faculty Council has adopted new SWOT analysis on meeting held on 19 december 2013.

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

Committee for monitoring the quality of study has been renamed into Quality assurance Board. The Board systematically collaborates with the University Centre for quality monitoring. Also, it regularly, two times annually, submits written report to the dean and the Faculty Council. The report is also regularly a subject of discussions of the Faculty Council (**Appendix 1j1**).

From the beginning the Faculty is participates in conducting of regular semestral questionnaire by the University that also implies dean's survey of questionnaire results. Student opinions stated by the questionnaire are grounds for conversations with the teachers concerned and the effort required for the improvement of communication with students as well as the quality of teaching. The dean regularly informs the Faculty Council on performed activities and submits a report to the Rector of the University.

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

Main strategic objectives of current management board refer to initiating processes:

- initiating projects,
- connecting with similar institutions in Europe (Ljubljana, Innsbruck, Frankfurt),
- organisation of student tutorships, (adopted Regulations on student tutorship, 19 december 2013)
- establishing and organising alumni (Association TEOFIL founded 14. december 2013),
- improving quality of teaching and working with students,
- organising lifelong learning programmes,
- construction of the new Faculty's building.

l) State your opinion about main advantages and disadvantages of the programme, staff and material potentials of your HE institution.

Main advantages of the Faculty refer to integrated philosophical-theological study, oriented towards educating priest candidates and theologians, and to undergraduate and graduate theological-catechetical studies oriented to education of catechists.

Postgraduate study programmes are oriented towards scientific research within the framework of relation between Christianity and contemporary culture, and also research of history of

theology and Christian institutions. These two programmes of doctoral study are by their organisation unique in Croatia.

Teaching staff at studies comes mostly from founders of Faculty who received foreign education.

Information about the library holdings can be accessed through web pages.

Teachers and students are provided with a wireless network approach.

Drawbacks refer to non-existence of projects, inadequate facilities for the work of chairs, councils, committees as well as for students counselling, shortage of qualified scientific-teaching staff at some chairs.

The project of building construction has not yet been solved and that would be a solution to many problems related to working space.

Study programmes do not require some greater changes. They are regularly being updated. A more precise programme making is underway and a regular literature updating also.

Teaching staff has not yet reached an optimal level. Two chairs lack in qualified teaching staff (Fundamental theology and History of Christian literature), and the Chair of Old Testament has not yet have at least one teacher appointed into a scientific-teaching grade.

It is necessary to improve research activity and raise it to a higher level. Precisely, we are also referring to papers written in co-authorship with students (doctorants). Research at post-graduate studies (e.g. publishing scientific papers before doctoral defense) should be raised to a higher level.

Initiating work on projects, especially on international ones, is another idea to be more encouraged.

Some initiatives for collaboration with theological faculties in Innsbruck, Frankfurt and Ljubljana already exist.

Material potentials of the Faculty are severely modest. However, integrating into the University is of extreme importance for the quality of teaching and studying. Entering into the University resulted in evident raise of quality in teaching and scientific work.

The library mostly covers the needs and interests of teaching staff and students. Nevertheless, improvements in acquisition of newer literature, both books and journals, are required.

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

We underwent accreditation procedure as for TCS and PTS as well as for PDS. Our experiences are positive. The final procedure for PDS licence was of great use. Improvements suggested during the process of accreditation were very useful ([In appendix: documents for obtaining licence for PDS, /1m1/](#)).

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

During the implementation of Bologna process and introduction of ECTS system, we compared our study programmes to similar studies in other countries (Theological faculty of Pontifical Gregorian University in Rome, Catholic theological faculty of University in Tuebingen, Catholic

theological faculty of University in Louvain, and Department of Theology of Notre Dame University/Indiana, USA/ (In appendix, paper: A. Mateljan. *Reform of the theological study. 1n1*).

o) Specify when and how you reacted and/or participated in making decisions of public interest.

On more occasions did teachers participate in making decisions of public interest (public discussion on religious teaching and its position in schools, discussions related to the right to life, the role of Church in social activities, on comprehending the concept of marriage and family, on ethic issues related to respect for life, in public discussion on placing a cross and public monuments in town Split). The most number of the teachers is involved into activities of religious associations and civic society associations.

We believe that the most important contribution to public interest is organisation of international symposiums on delicate matters in society, such were for instance, conscience, personal and social dimension of sin, accession to the EU, relation to art, health and care for the ill, the meaning of existential questions: death, disease, suffering, meaning of life.

The Faculty is often a co-organiser of symposiums with other institutions and faculties (The Faculty of Philosophy, Metropolitan Archdiocese of Split-Makarska, The Province of the Most Holy Redeemer, Croatian Bishops Conference, Croatian Catholic Medical Society, Franciscan Institute for Culture of Peace).

Faculty teachers often participate in discussions on actual religious, social and ethic issues through media (TV, radio, newspapers, web portals and forums).

Through student, religious and civic associations, students are engaged in social matters related to care for the poor, ill or in socially vital issues related to education and teaching. They are actively involved in student associations *Hrvatsko nadzemlje* (Croatian Upperground), *SkaC* (Student Catholic Association Centre), *Nepomireni* (The Unreconciled).

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

Re-accreditation ecclestial process governed by *Agenzia della santa Sede per la valutazione e la promozione delle qualità delle Università e Facoltà ecclesiastiche* (AVEPRO) is forthcoming. We believe it would be a good occasion to upgrade the level of communication quality of all Church instances.

Improvements are necessary and they are easily feasible in communication with teaching staff who does not participate in the work of the Faculty Council.

Improvements could be made in the acquisition of literature. These improvements are mitigated precisely by MSES funds.

Table 1.1 Internal quality assurance

Type of activity	Responsible for the activity (name of the body or persons)	Frequency of the activity (number of annual meetings or activities)	Number of reports made in the course of specific activity in the last 5 years	Practical results of activities (description in the text)
Thematic sessions on teaching quality	Faculty Council	If required		Quality manual Teaching and scientific strategy of CTF
Activity of the board (committee) for teaching quality monitoring	Quality Board	If required, at least 4 times annually	Regular reports to Faculty Council	Suggestions to FC for quality improvement Production of "CTF Quality Manual"
Student questionnaire (implementation, processing, informing, students, teachers' responses)	Student union and Vice-deanery for Teaching	2 times annually, at the end of each semester	10 reports to FC based on analysed questionnaire; Reports to the university rector	Improvements in tuition classes; dean's conversations with the 10 % worstly evaluated teachers
SWOT analysis at the level of the institution	Faculty Management Board; Faculty Council	1	2	Part of the strategy
Monitoring quality indicators at HEI*	Faculty Management Board; Boards and Committees	2	3	Flow-chart in tables of CTF Quality Manual
Other forms of evaluation	-	-	-	-

***Ordinance on the content of licence and conditions for issuing licence for carrying out activities of higher education, carrying out study programmes and re-accreditation of higher education institutions (Official Gazette, no. 24/10) and Ordinance on regulations for issuing licence for carrying out scientific activity, conditions for re-accreditation of scientific organisations and content of licence (Official Gazette, no. 83/2010.)**



2. STUDY PROGRAMMES

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

Diagram with configuration of all study programmes along the vertical line

Postgraduate university study (Ph.D.) 1 year – 60 ECTS credits	8(9)	Postgraduate university study (Ph.D.) 1 year 60 ECTS credits
Postgraduate study (licentiate) 120 ECTS credits 2 years	7 (8)	Postgraduate study (licentiate) 120 ECTS credits 2 years
	6 (7)	
Pastoral year 1 year	(6)	Differential year 1 year
Integrated undergraduate and graduate study 5 years 300 ECTS credits	5	Graduate 2 years 120 ECTS credits
	4	
	3	Undergraduate 3 years 180 ECTS credits
	2	
	1	
Univeristy study	YEAR OF STUDY	University study

A diagram of configuration of all study programmes along the vertical line is adapted to spatial and staff capacities of the Faculty and to objective requirements of labour market (enrolment quota) that is to pastoral requirements mostly in five dioceses of Metropolitan Archdiocese of Split-Makarska and Franciscan Province of the Holy Redeemer that cover the area of three Dalmatian counties and other areas of the Republic of Croatia, bordering areas of the Republic of Bosnia and Herzegovina, Montenegro and other misionary pastoral demands and areas in the world. Study programmes are configured in concordance with the regulations of Congregation for Catholic Education (*Constitution Sapientia christiana /Appendix 2a1/, Agreements between the Holy See and the Republic of Croatia*) and Bologna declaration.

Faculty of Catholic Theology of the University in Split neither performs specialised studies nor it has dislocated studies, however, university study is divided into three levels.

First level is *undergraduate study* that lasts for 3 years or 180 credits and prepares universitarians for graduate theological-catechetical study as well as for the work in church, social, cultural,

humanitarian institutions and in means of social communication. By completing the study, one earns a title of bachelor's degree (baccalaureus) of catechist.

The second level of university education is *graduate study*, that is being enrolled after completing undergraduate theologic-catechetic study, lasts for 2 years or 120 ECTS credits and qualifies universitarisians for educational and teaching work in catechisis and religious teaching, as well as for postgraduate study in the fields of catechetics and related sciences. After completing the study, one earns a title of *master degree of catechetic*. After completing the study, students are required to undertake differential programme, due to the nature of the study, in order to be able to enroll into theological postgraduate doctoral study. According to *Regulations on postgraduate doctoral university study of Catholic theological faculty of the University of Split*, sections 7-9, they are required to enroll differential courses with allocated up to 30 ECTS credits or pass a differential exam (**Appendix: Regulations on PDS, section 8, 9 and 10, /1b1/**).

Additionally, at the second level the Faculty carries out *Integrated philosophical theological study* in duration of 5 years or 300 ECTS credits and one earns an academic title *master of theology*. By completing Integrated undergraduate and graduate study an applicant achieves theological-pastoral qualification for deaconry and presbitery, theological-pastoral education of a layman for teaching tuition in school and other social-humanistic fields, and is also scientifically trained for postgraduate study in the fields of theology and related sciences. After completing fifth year of study, according to church regulations (Code of Canon Law can. 1032, par. 2, Congregation for Catholic education, *Ratio Fundamentalis Institutionis Sacerdotalis*, 19 March 1985, no. 63, Congregation for clergy, *Directory for Ministry and life of priests*, CC, Zagreb 2013, no. 100.) priest candidates are obliged to enroll and complete the sixth, so called pastoral year. Accordingly, the Faculty organises and carries out classes in a pastoral year, as it is presented in the diagram.

At the third level is a *postgraduate doctoral university study* that lasts for 3 years and carries 180 ECTS credits, and is finished by defending a doctoral thesis by which one achieves academic title of Ph.D. After completing the second year students are required to take exams in order to earn licentiate according to church regulations (*Sapientia christiana*) and foreseen procedure according to *Agreement on postgraduate doctoral univeristystudy of Catholic Theological Faculty of the University of Split* (art. 5, 27-34 /**Appendix: 1b1/**). By completing postgraduate study one acquires knowledge and skills for independant scientific work in scientific fields of theology, in the areas of selected theme group from where his doctoral thesis is made.

LIST OF STUDY PROGRAMMES

Undergraduate:	<i>Theological-catechetic study</i>
Graduate:	<i>Theological-catechetic study</i>
Integrated:	<i>Philosophical-theological study</i>
Postgraduated with two courses:	<i>Christianity and contemporary culture</i> <i>History of theology and Christian institutions</i>

Quota for enrolment of students into the first year of undergraduate university study in the academic year 2013/2014:

UNDERGRADUATE UNIVERSITY STUDY	QUOTA
<i>Theological-catechetic</i>	20 + 2

Quota for enrolment of students into the first year of graduate university study in the academic year 2013/2014:

GRADUATE UNIVERSITY STUDY	QUOTA
<i>Theological-catechetic</i>	20

Quota for enrolment of students into the first year of integrated university study in the academic year 2013/2014:

INTEGRATED UNIVERSITY STUDY	QUOTA
<i>Philosophical-theological</i>	30 + 2

Quota for enrolment of students into the first year of postgraduate university study in the academic year 2013/2014:

POSTGRADUATE UNIVERSITY STUDY	QUOTA
<i>Christianity and contemporary culture</i>	3 - 10
<i>History of theology and christian institutions*</i>	3 - 10
TOTAL	20

*In the academic year 2013/2014 there were no enrolled students on postgraduate course *History of theology and Christian institutions*.

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

Since only our Faculty carries out programmes of theological character at the University of Split, we find that our study programmes do not overlap with other study programmes, besides existence of some similar courses from the fields of humanistic and social sciences

(eg. Philosophy, History, Ethics, Psychology, Pedagogy, Church Art). Mentioned courses are by internal pattern of the study and interdisciplinary configuration important and unomittable in our study programmes. In that aspect, we collaborate at university level, therefore some courses from out study programmes are being performed by teachers from other University constituents and on some of them teach our teachers. (**Appendix: Decision of FC on external and internal collaboration /2b1/**).

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

c1) Specify the criteria you take into account when proposing enrolment quotas for undergraduate (or integrated undergraduate/graduate) study programmes, as well as professional study programmes (if any). Assess the suitability of the enrolment quotas with regard to social needs and the number of unemployed, possibility of the higher education institution to provide quality education in groups and the number of capable students motivated for efficient studying in line with the given programme.

Up to and including the academic year 2011/2012 enrolment quota of Integrated philosophical-theological study counted in total 40 students (38 + 2), at Undergraduate theological-catechetical study 35 (33 + 2), and at Graduate theological-catechetical study 25 students. Analysing pastoral and social-cultural circumstances and the interest for study programmes, we cut the enrolment quota for the academic year 2012/2013 (**Appendix: Decision of Faculty Council, October 13 2011. 2c1.1**). Thereafter, enrolment quota at Integrated philosophical-theological study is 32, 2 of which are for foreign students, with sub-quota of 8 positions for priest candidates older than 24 years. At Undergraduate theological-catechetical study enrolment quota is 22, 2 capacity positions of which are for foreign students and at Graduate theological-catechetical study 20 students. At postgraduate study there are two study programmes and each of them has quota of 3 to 10 students.

When suggesting enrolment quota for Integrated philosophical-theological study (30 + 2), we take into account theological-pastoral and social-cultural needs in the geographic area of five dioceses of Metropolitan Archdiocese of Split-Makarska and neighbouring Bosnia and Herzegovina from where regularly comes a certain number of students, and requirements of Franciscan province of the Holy Redeemer. Besides sacerdotal and monk candidates this study is also enrolled by layman students who in addition to the requirements of school religious teaching are also active in other pastoral and social-cultural areas. Undergraduate theological-catechetical and Graduate theological-catechetical study have smaller quota (20 + 2) due to more explicit catechetical purposefulness of these study programmes. In effect, these studies are not enrolled by priest candidates so that religious teaching requirements for employment of these qualified persons are lessened. As regards to postgraduate studies, main guiding criteria were that of theological-pastoral and social-cultural articulation.

Since there was a disproportion between employed and religious teacher graduates, the quota is cut. However, because it is not possible to foresee a number of spiritual vocations, we have introduced sub-quota at the Integrated philosophic-theological study. Since in pastoral as well as in socio-cultural context exists the requirement for sacerdotal and monk professions and theologically educated laymans, which in addition to evangelical annunciation, contributes to ecumenical and interreligious dialogue, ennobling culture and social construction and tolerance, we believe a current number of students enrolled every year into aforementioned study programmes is, for the time, being suitable for church and social requirements, even though sacerdotal profession is significantly in deficit.

Regardless of our modest facilities, in terms of organisational and staff aspects, we ensure high quality of teaching and working in small groups of students. Working in so small groups serves for easier reference and motivation of students. Almost all students enrolled in the first year enrol also the second which suggests their good motivation for study (Appendix: List of enrolled students /2c1.2/.)

c2) Analyse the pass rate in the first year of study (undergraduate, integrated and professional) and relate it to the enrolment criteria. Reflect on the types of high schools your candidates are coming from and their average high school grade.

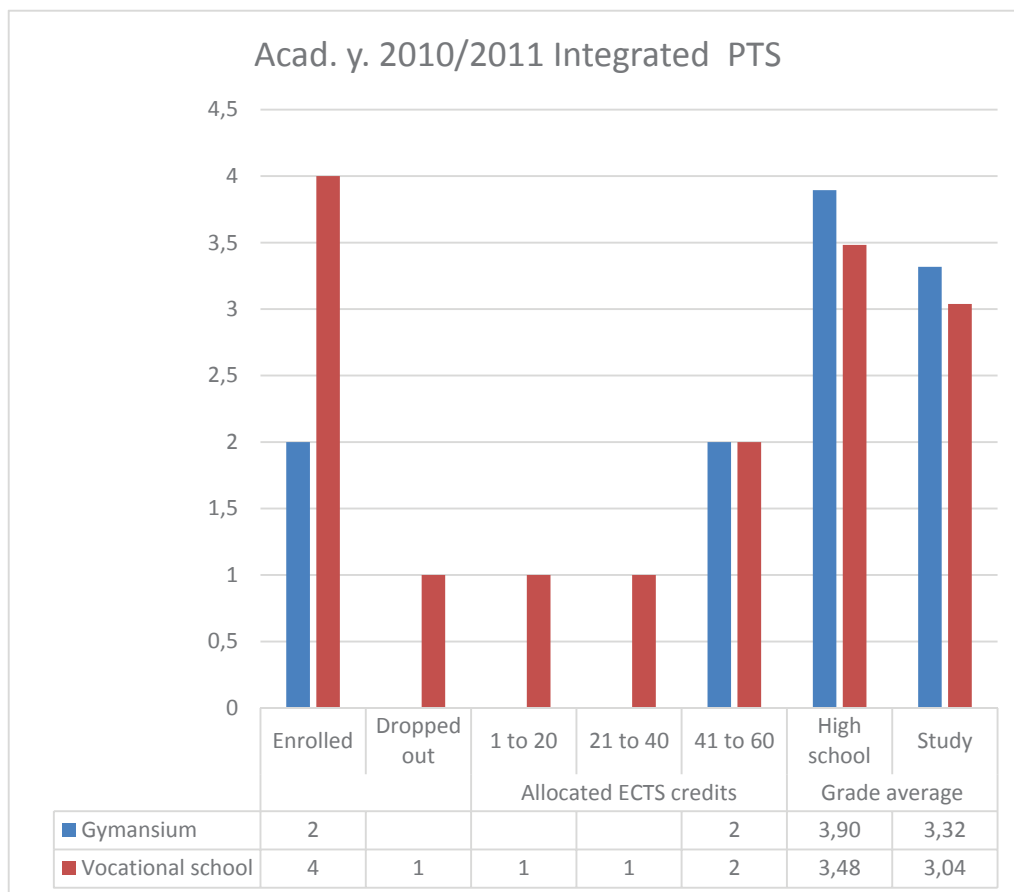
First year pass rate has been analysed for the last three years according to Bologna system. Indicators used in analysis are:

- 1) Number of enrolled students in generation
- 2) Number of students who drop out of the study
- 3) Portion of students in allocating ECTS credits
- 4) Average grade from high school and the first year of study

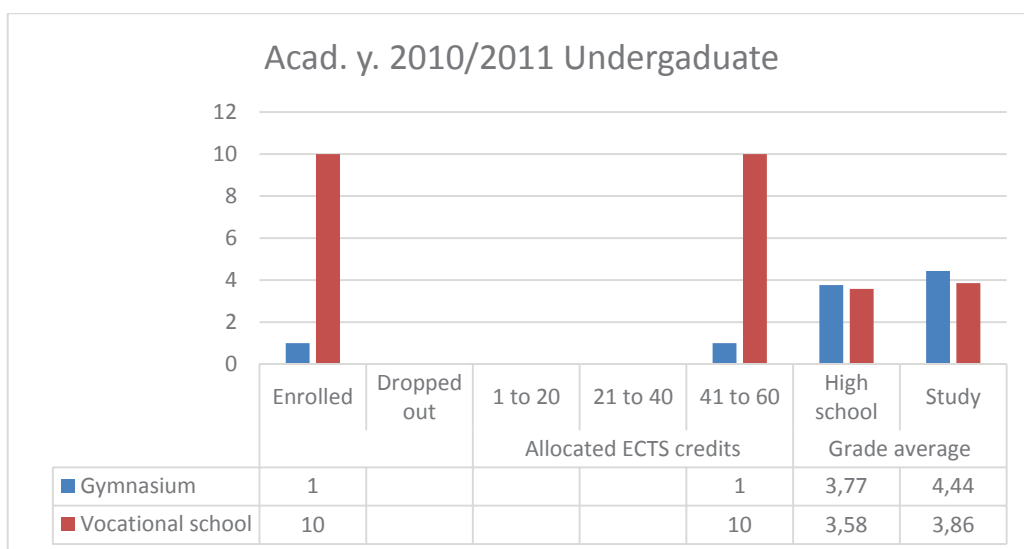
The analysis shows a number of enrolled students and their pass rate according to the type of finished high school, that is, gymnasium or vocational school. Diagrams display parallel results of study success at integrated and undergraduate study in the last 3 generations and a number of drop-out students.

Number of enrolled students is being increased from year to year in both course programmes. Ratio of enrolled students from comprehensive secondary schools and vocational secondary schools varies from year to year. However, the number of comprehensive secondary school students is gradually being increased at integrated study. One of the reasons for unpredictability of enrollment lies in the very nature of the study, considering sacerdotal and monastic vocation. We have discussed the issue at Faculty Council meeting and encouraged promotion of our Faculty in schools and parish communities, which turned out to be effective.

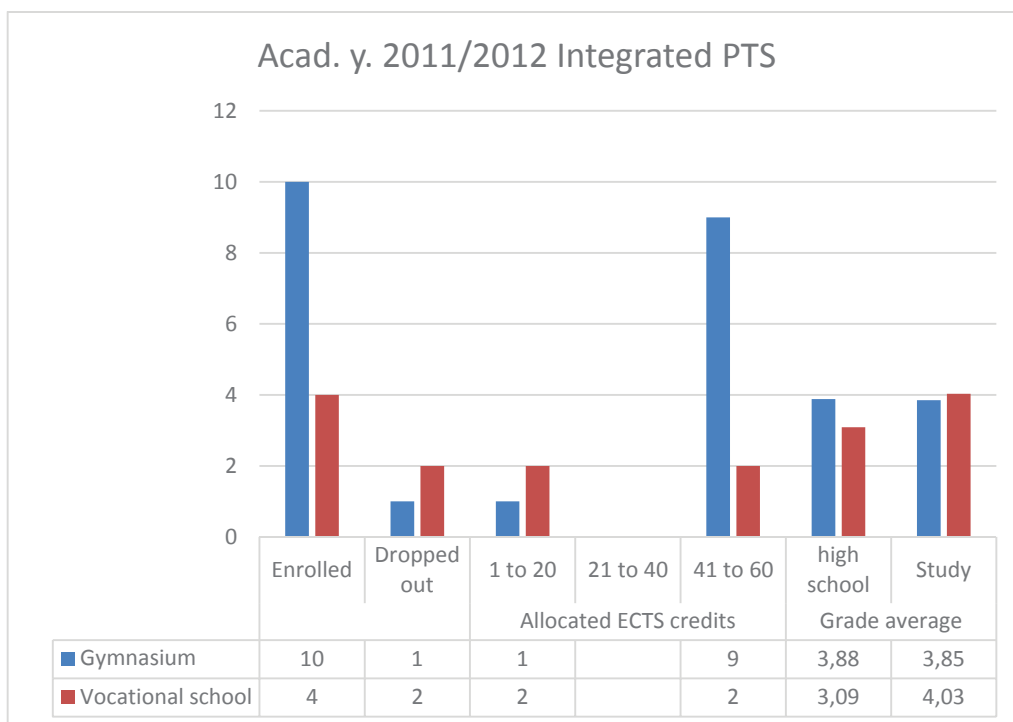
In average, around 10 % students drop out after the first year, that is, the more enrolled, the more of them drops out, and students from vocational secondary school hold a slight lead. The number almost overlaps with the number of students who achieve up to the one third of enrolled ECTS credits. Analysis indicates that without students who drop out, almost all students achieve more than two thirds of ECTS credits which speaks about their motivation. Comparing pass rate results according to type of secondary school attended by students, students coming from comprehensive secondary schools are only in a slight light, nevertheless, the results are almost equated.



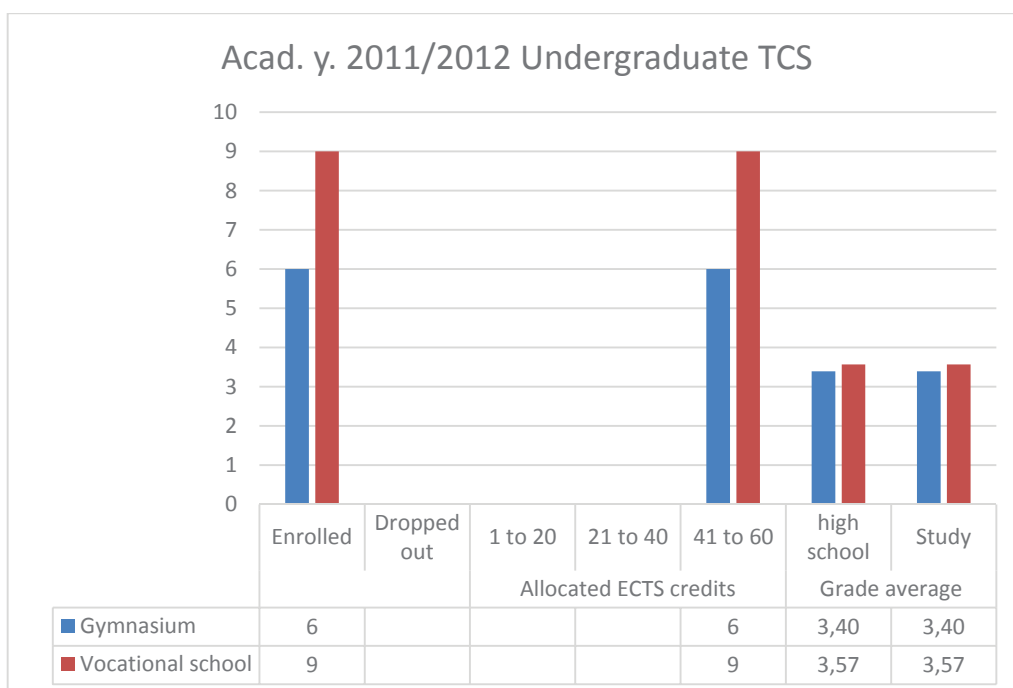
Picture 2c-1. Success rate at integrated study



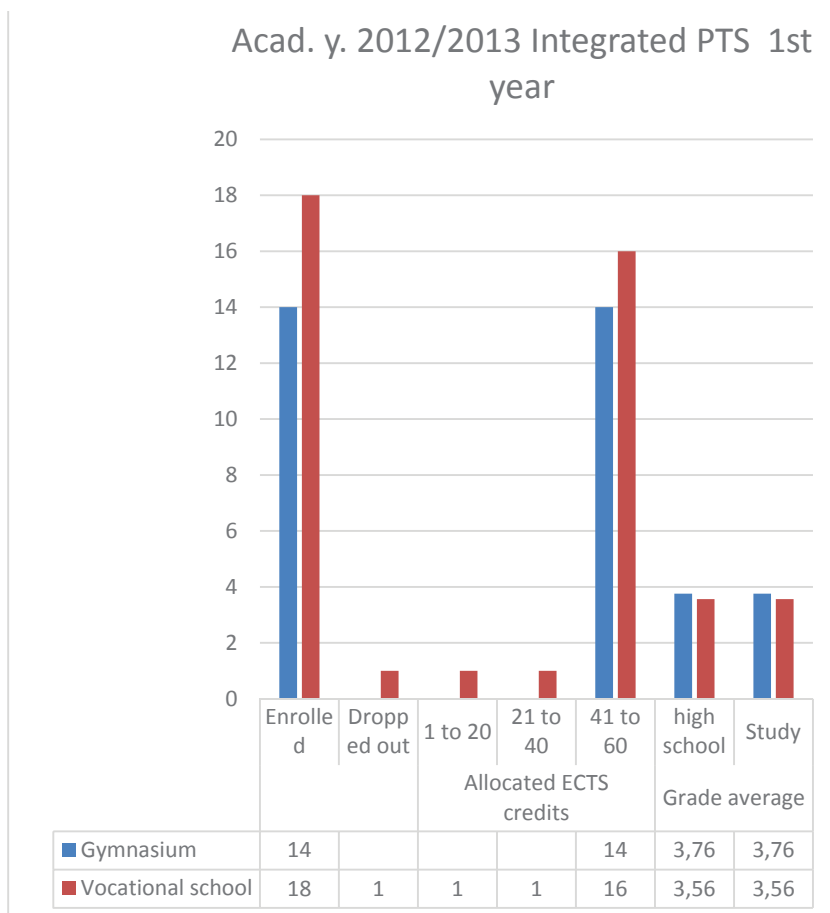
Picture 2c-2. Success rate at undergraduate study



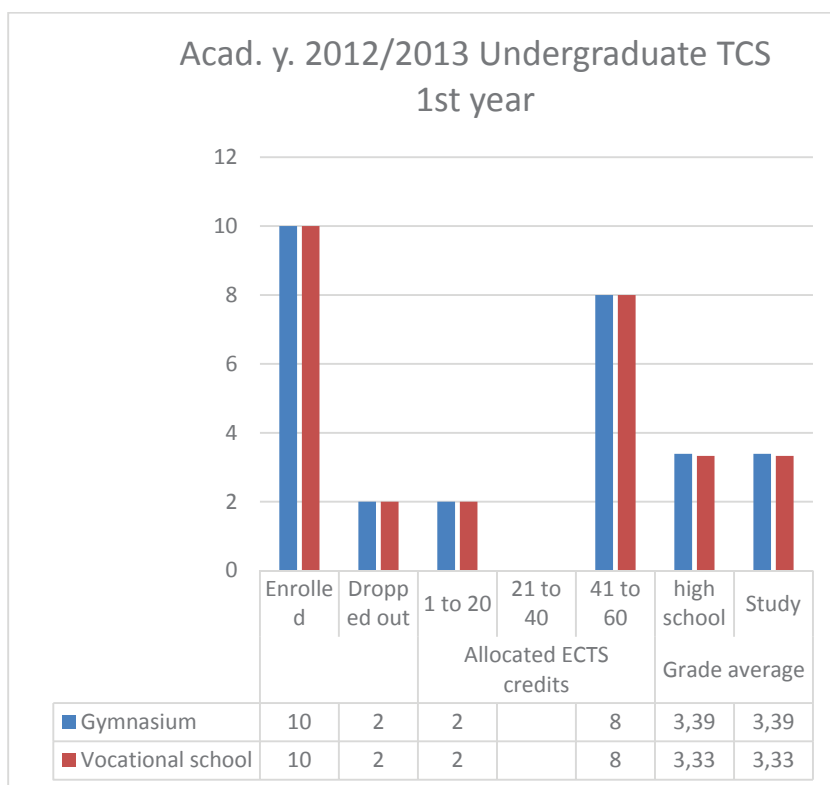
Picture 2c-3. Success rate at integrated study



Picture 2c-4. Success rate at undergraduate study



Picture 2c-5. Success rate at integrated study



Picture 2c-6. Success rate at undergraduate study

c3) State which methodology was used to set learning outcomes when planning study programmes. Use one study programme as an example of linking obligatory courses and competences.

Competences obtained after successful completion of a study programme are defined for each study programme (The list of competences is in a description of a Study programme and in Diploma supplement, Appendix: 2c3.1; 2c3.2). Obligatory courses are linked with the competences acquired from a particular course. The competences derive from the objectives defined at the programme level and it has been displayed on the example of Graduate theological-catechetic study:

Knowledge and comprehension:

- main sociological themes, contents, origin and theological message of the Bible manuscripts, basic methods of interpretation of the Holy Scriptures, Christian interpretation in general and personal history starting from the event of God's revelation in Jesus Christ, crucial theological questions of God cognition, christology and pneumatology.

Competencies are obtained through courses: Sociology, Christology, Pneumatology and Mariology.

- groundwork of theological anthropology, foundations of sacramentology and the sacraments of Christian initiation, healing and serving, fundamental dogmatic dicta and documents of Church teaching in the matters of religion, Christian teaching on sexuality, marriage and family, basis of bioethics.

Competencies are obtained through courses: Theological anthropology and eschatology, General sacraments and sacrament of initiation, Healing and ministerial sacraments, Sexual, marital and family moral, Bioethics.

- methods of pastoral theology and the role of parish community in local Church, pastorals of special parish groups and marriage and family, theological meaning, ceremonial and symbolic givenness of the sacraments, church music practice after the Second Council and church folk Glagolitic singing in Church in Croatia, fundamental principles of Canon law and a legal organisation of the Catholic Church.

Competencies are obtained through courses: Pastoral of parish community, Fundamental principles of Canon law and sacraments, Liturgics, Liturgy music.

- psychological dynamics of religious experience, development of catechesis and catechetics, fundamental elements of religious teaching and catechetic way of working with students of primary and secondary age, planning and organising teaching.

Competencies are obtained through courses: History of catechesis and catechetics, Psychology of religion, Religious teaching and catechetics of children and preadolescents.

Competence in:

- judgment and evaluation of social processes, annunciation of Christian message in contemporary culture, argumenting, evaluating and dialogue with different opinions and postulations, independent work with the Bible texts.

Competencies are obtained through courses: Pastoral theology, Biblical theology of the Old Testament, Biblical theology of the New Testament.

- implementation of general principles of Canon law and other legislative documents of the Church, implementation of religious teaching and catechetic methodology, delivering catechesis for different groups of children, youth and adult believers.

Competencies are obtained through courses: Constitution of the Catholic Church, Religious teaching and catechesis of children and preadolescents, Religious teaching and catechesis of adolescents and the youth, Catechesis of adults. Degree essay.

Up to the academic year 2013/2014 at the University level existed a form with a description of particular courses which we adhered to, but there were no explicit requirements for courses objectives or outcoming effects of their studying, merely competences acquired. In the meantime, the University has prepared a new joint form of elaborate plan on study programme which anticipates a new form for course description with courses objectives and learning outcomes at the programme level where course makes its contribution and expected learning outcomes at course level. Accordingly, for the academic year 2014/2015 we revised descriptions of all obligatory courses at all study programmes, elective courses and seminars and we plan by the end of the academic year 2013/2014 to adapt final documents according to defined learning outcomes at the level of study programmes. Learning outcome of certain courses results from the objectives defined by the programme level. Defining learning outcomes initiates at lower of knowledge acquisition and they are derived from Dublin descriptors: 1. knowledge and comprehension, 2. application of knowledge and comprehension, 3. concluding and opinion making, 4. communication – presentation, 5. learning skills governed by Bloom's taxonomy of learning objectives: 1.cognitive (knowledge and comprehension, 2. affective (attitudes, interests, motivation) and psychomotor (physical activities, skills) objectives.

c4) Specify most important goals you used to set learning outcomes. Assess to what extent have the goals you had in mind when creating new study programmes (undergraduate, integrated undergraduate/graduate, and professional, if any) been achieved.

Up to now there learning outcomes of specific courses wer not specified, only the competences, and objectives that served as guidelines for setting competences are:

- Organise study programmes that will enable students to aquisit fundamental theoretical philosophical-theological and theological-catechetic, that is theological-pastoral knowledge, cognition of Christian principles and attitudes in performing sacerdotal, monastic and layman mission and services.
- Enable students for permanent acquisition of new knowledge, skills and critical thinking and their creative theological-pastoral implementation in altered socio-cultural circumstances.
- Scientific research and work on integral socio-cultural prosperity.
- Evangelisation-missionary work in Church and society.

c5) Describe methods and comment procedures for adjustments of allocated ECTS credits with realistic assessment of student workload.

ECTS grading scale system or European Credit Transfer and Accumulation System has been introduced with the aim to create transparent study programmes, encourage employment, student mobility and academic recognition between European universities. It measures student workload necessary to master a particular course, and workload also serves to deliver objectives of study programmes specified by learning outcome, knowledge and skills students are required to achieve. In addition to active teaching, i.e. classes, seminars, practice and field classes it also includes many other activities like independent student work, consultations, seeking and preparing literature, writing papers, library work, preparing materials and taking exams, etc. ECTS credits, besides to courses, are also allocated to practical work, making final paper, degree essay/final written work and taking of the final degree exam, so called

thesarium. Student workload amounts to 40 working hours, which during 45 working weeks annually means 1800 working hours. One semester has 30 ECTS credits and 60 ECTS credits are attached to one academic year, which means that 1 ECTS credit corresponds to 30 hours of student workload.

A procedure of adjusting programme according to ECTS system was guided by the current state of teaching schedule and requirements of the very ECTS system. All factors of the Faculty were involved in the process. Concrete criteria for allocation of ECTS credits were gained by assessing the actual overload of certain courses, volume of teaching materials and importance of a particular subject within the framework of study programme. During the process we were also guided by church regulations on organisation of theological study institution. The very procedure was extremely demanding because the whole programme, teaching schedule per semesters and arrangement of courses per year, relation between obligatory and elective courses and seminars should be adjusted to the requirements of ECTS system.

We believe that for the most part we managed to adjust real student workload to allocated ECTS credits of particular courses. Nevertheless, student workload assessments vary depending on the subject and students themselves.

c6) Assess competences of experts who graduate from your higher education institution with a similar study programme at prominent HEIs in Europe and the world and state to what extent your programmes follow recommendations of European or international professional organisations.

Since study programmes performed by our Faculty follow and participate in a development of theological science in the world, with special efforts in interdisciplinarity with related sciences, we believe that competences gained by persons who finish some of study programmes at our Faculty are aligned to competences acquired by finishing study at respectable philosophical-theological faculties in Europe and the world. In making and bringing study programmes, besides ordinances of Congregation for Catholic Education and foremost, *Sapientia christiana*, according to which all church universities and faculties in the world are regulated, we also followed some theological study programmes, like for example *Katholische Theologie*, ÖH Uni Wien i *Facoltà teologica*, Pontificia università Gregoriana in Rome. Nearly all our teachers who teach at our Faculty and have previously finished there the study of theology, have successfully acquired doctorates from certain theological fields at foreign theological universities, which only confirms the quality of our experts.

c7) Describe your procedure of monitoring and improvement of study programmes, and their adaptation to new research. Specify any changes you made to the firstly accredited Bologna study programmes, together with the decision-making process and the purpose of those changes.

Procedure for monitoring study programmes is the following: Every teacher may propose changes in his programme. A proposition is then being directed through the chair to the Faculty Council which approves slighter alterations. Up to now we did not have programme changes larger than 20% for which it is necessary to seek the permission from the University senate.

Alterations and amendments to study programmes are also obtained at dean's proposition to the Faculty Council through study programme committees. Therefore, at dean's suggestion, the following committees for alterations and amendments of study programmes are named:

- Committee for making propositions for alterations and amendments of thesarium of all study programmes at integrated, undergraduate and graduate level (**Appendix: Decision of Faculty Council, 21 November 2010 /2c7.1/**).

- Committee for ECTS credits is tasked with making propositions for Additional documents and suggestions of alterations and amendments of study programmes at integrated, undergraduate and graduate level (**Appendix: Decision of Faculty Council, 21 November 2010 /2c7.2/**).
- Committee for postgraduate studies is charged with making propositions for alterations and amendments of postgraduate study programmes proposed to the Faculty Council (According to *Regulations on postgraduate doctoral university study of Catholic theological faculty of the University in Split*, article 21).

After launching study programmes adjusted to Bologna system teachers and students noticed some slight alterations and amendments should be introduced into study programmes. Alterations and amendments were adopted by the Faculty Council at the suggestion of teachers, students and committees, but only after discussions at several meetings in several occasions took place. Conclusions in written form were passed to the Centre for Quality Assurance of the University of Split. On the Fourth regular meeting, held on 21 January 2010, the Faculty Council in adjusting teaching materials to ECTS system, adopted a decision on reducing the existing theses for the running academic year on the occasion of taking final degree examinations and final oral exams (so called thesarium) at integrated, undergraduate and graduate level of study, so at the Fifth regular meeting of Faculty Council (18 February 2010) transformed theses were adopted for the academic year 2009/2010 (**Appendix: Academic calendar for the academic year 2010/2011, pg. 39-44 /2c7.3/**).

At the fourth regular meeting, held on 21 January 2010 a Committee was named in view of creating a new form of thesarium for all study programmes starting from the academic year 2010/2011. In collaboration with teachers and students the Committee has also formed a procedure for taking and suggesting thesis for the Final oral exam of undergraduate theological-catechetical study, Degree examination of theological-catechetical study and Integrated philosophical-theological study, adopted on the Ninth regular meeting of the Faculty Council, held on 23 September 2010.

In accordance to obligatory assessment of study programmes and delivered programmes every five years, at Sixth regular meeting of the Faculty Council, held on 18 March 2010, the dean invited students and head of chairs to discuss with the teachers of their chairs possible changes in study programmes and execution plans and afterwards deliver them to the Committee for ECTS system and Vice-dean for Science. Committee for ECTS system and Vice-dean for teaching gathered propositions of teachers and students and organised them in seven groups and at the Third additional meeting of the Faculty Council, held on 29 April 2010, put forward alterations and amendments that referred to adjusting ECTS credits to semesters and courses, alternating the name of course, transferring course from one semester into another or from one year into another and literature updating. At that meeting the Faculty Council partially adopted alterations and after additional discussions, at the Fourth additional meeting, held on 12 May 2010 adopted a final version of the proposed changes.

Fourth regular meeting of the Faculty Council on 21 January 2010	
INTEGRATED PHILOSOPHICAL-THEOLOGICAL STUDY	<ul style="list-style-type: none"> • Existing thesarium or an oral part of the Final examination has been cut from 30 to 20 theses in proportion to chairs for the current academic year (Academic calendar for the academic year 2010/2011, pg. 40-44).
UNDERGRADUATE THEOLOGICAL-CATECHETIC STUDY	<ul style="list-style-type: none"> • Existing thesarium or an oral part of the Final exam has been organised in 12 theses in proportion to chairs for the current academic year.
GRADUATE THEOLOGICAL-CATECHETIC STUDY	<ul style="list-style-type: none"> • Existing thesarium or an oral part of the Final examination was organised in 8 theses in proportion to chairs for the current academic year.

Fifth regular meeting of the Faculty Council held on 18 February 2010

INTEGRATED UNDERGRADUATE GRADUATE

- Reorganised theses for integrated, undergraduate and graduate course were adopted for the academic year 2009/2010.

Fourth additional meeting of the Faculty Council held on 12 May 2010

INTEGRATED PHILOSOPHICAL-THEOLOGICAL STUDY

- Course **Divine worship and virtues** (KBF323) has been transferred from the summer semester of the fifth year into the summer semester of the third year.
- Course **Eastern theology** (KBF524) has been transferred from the summer semester of the III. year into the summer semester of the V. year.
- Course **Spiritual theology** (KBF522) has been transferred from the summer semester of the III. year into the summer semester of the V. year.
- Course **Social doctrine of the Church** (KBF503) has been transferred from the summer semester of the V. year into the winter semester of the V. year.
- ECTS credits were reduced from 7 to 6 for the course **Social doctrine of the Church** (KBF503), and 1 ECTS credit is allocated to the course **Bioethics** (KBF507).
- Course **Pneumatology** (KBF406) has been transferred from the winter semester of the IV. year into the summer semester of the IV. year.
- One **elective course** is transferred from the summer semester of the IV. year into the winter semester of the IV. year.
- Course **Liturgy of sacraments** (CTF506) alters its name into **Theology of liturgical celebrations**.
- Course **Primary school catechetics** (KBF505) alters its name into **Religious teaching and catechetics of primary school children**.
- ECTS credits were reduced from 7 to 6 for the course **Divine worship and virtues** (KBF323) and 1 ECTS credit is allocated to the course **History of dogmas** (KBF205).
- Courses **Essential of Gregorian chant** (KBF207) with 1 ECTS credit and a course **Essential of Gregorian chant** (KBF225) with 2 ECTS credits merge into one course with a title **Essential of Gregorian chant** (KBF207) with a total of 3 ECTS credits.
- Course **Psychology of religion** (KBF202) has been transferred from the summer semester of the II. year into the winter semester of the II. year.
- Course **Introduction and exegesis of the Old Testament – prophets and Sapiential Books** (KBF321) has been transferred from the summer semester of the III. year into the summer semester of the II. year.
- One **elective course** is transferred from the summer semester of the III. year into the summer semester of the II. year.
- Course **Liturgics** (KBF222) is transferred from the summer semester of the II. year into the summer semester of the III. year.
- Course **Catechetics** (KBF324) is transferred from the summer semester of the II. year into the summer semester of the III. year.
- ECTS credits allocated to the course **Ecumenical theology** (KBF324) increased from 4 to 5 in the academic year 2010/2011.

UNDERGRADUATE THEOLOGICAL- CATECHETIC STUDY	<ul style="list-style-type: none"> • Course Social doctrine of the Church (KBT325) is transferred from the winter semester of the III. year into the summer semester of the III. year. • Course Liturgical music (KBT327) alters its title into Church music. • Course Catechesis of primary school children (KBT327) alters its title into Religious education of primary school children. • Course Ecclesiology (KBT202) is transferred from the winter semester of the II. year into the winter semester of the III. year. • ECTS credits were reduced from 4 to 3 for the course Selection and interpretation of literary works (KBT303), and allocated to the course Ecclesiology (KBT202) from the academic year 2011/2012. • Course Introduction to Pentateuch and exegesis (KBT304) is transferred from the winter semester of the III. year into the winter semester of the II. year. • ECTS credits are reduced from 5 to 4 for the course Fundamental moral theology (KBT305).
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GRADUATE THEOLOGICAL- CATECHETIC STUDY	<ul style="list-style-type: none"> • Course General sacraments and sacrament of initiation obtains a new designation mark KBT504 instead of KBF501. • Course Healing sacraments and ministerial sacraments obtains a new designation mark KBT522 instead of KBF523. • Course Theological anthropology (KBT423) alters its title into Theological anthropology and eschatology. • Course Pastoral of special groups (KBT521) alters its title into Pastoral of the parish community. • Course Church music (KBT426) alters its title into Liturgical music. • Course Catechesis of secondary school students (KBT501) alters its title into Religious doctrine and catechesis of adolescents and the young. • Course Catechesis of primary school children (KBT421) alters its title into Religious doctrine and catechesis of children and adolescents. • ECTS credits are reduced from 7 to 4 for the course Liturgics (KBT406). • One elective course is introduced into the winter semester of the I. year.
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Ninth regular meeting of the Faculty Council held on 23 September 2010	
INTEGRATED PHILOSOPHICAL-THEOLOGICAL STUDY	<ul style="list-style-type: none"> • New form of study completion, terms for approaching to an oral part of the final examination and a new thesarium for the Final examination (Academic calendar for the academic year 2009/2010, pg. 46-53).
UNDERGRADUATE THEOLOGICAL-CATECHETIC STUDY	<ul style="list-style-type: none"> • New form of study completion, terms for approaching to an oral part of the final examination and a new thesarium for the final exam (Academic calendar for the academic year 2009/2010, pg. 54-59)
GRADUATE THEOLOGICAL-CATECHETIC STUDY	<ul style="list-style-type: none"> • New form of study completion, terms for approaching to an oral part of the final examination and a new thesarium for the Final examination (Academic calendar for the academic year 2009/2010, pg. 60-65)

Eighth regular meeting of the Faculty Council held on 16 June 2011	
UNDERGRADUATE THEOLOGICAL-CATECHETIC STUDY	<ul style="list-style-type: none">• Course Fundamental moral theology (KBF305) is transferred from the winter semester of the III. year into the summer semester of the III. year.• Course Social doctrine of the Church (KBT325) is transferred from the summer semester of the III. year into the winter semester of the III. year.

Ninth regular meeting of the Faculty Council held on 22 September 2011	
INTEGRATED PHILOSOPHICAL-THEOLOGICAL STUDY	<ul style="list-style-type: none">• By decision of the Great chancellor on 22 September 2011, sacerdotal candidates are obliged to enrol elective course Slavonic language and Glagolitism (KBF540).• Alterations of the thesarium for the final oral examination in the field of Philosophy are being adopted with the commencement in the summer semester 2011/2012. (Academic calendar for the academic year 2011/2012).

New elective courses from the academic year 2008/2009 to 2013/2014

INTEGRATED UNDERGRADUATE GRADUATE

- Concept of God after Auschwitz (KBF582)
- Contours of patrology (KBF583)
- Dialogic philosophy – Martin Buber (KBF584)
- Psychopathology and religion (KBF585)
- Pastoral of the youth (KBF586)
- Church before the challenge of globalisation (KBF587)
- Mercy and predestination in the thought of St. Augustine (KBF588)
- History of monasticism and institutions for consecrated life in Croatia (KBF589)
- Introduction to Intertestamental literature (KBF590)
- Christian mystics (KBF591)
- Jesus's beatitudes (Mt 5:1-16) and The Old Testament (KBF592)
- Philosophical views on Christ (KBF593)
- Philosophy of friendship (KBF594)
- Human dignity. Philosophical-theological view (KBF595)
- Images on God. Theological perspective (KBF596)
- Montessori pedagogy and religious education at early age (KBF597)
- Philosophy and religious experience (KBF598)
- Different streams of Jewish religion (KBF599)
- Hebrew language II. (KBF600)
- Children's rights and violence over children from the Christian perspective (KBF601)
- Pedagogy of spiritual vocations (KBF602)
- Natural philosophy of Ruđer Bošković (KBF603)
- Social dimension of Biblical faith (KBF604)
- Profane rituals (KBF606)
- Promised land (KBF607)
- Pastoral care of marriage and family (KBF608)
- Television announcement (KBF609)
- Assertive communication (KBF610)
- Believer between tradition and secular culture (KBF611)
- Radio announcement (KBF612)
- A road to happiness: Jesus's beatitudes (Mt 5:1-16) (KBF613)
- New evangelisation and culture (KBF614)
- Philosophy as life forming (KBF615)
- History of Franciscan Order (KBF617)
- Religious education of the persons with developmental disabilities (KBF619)
- Israelites in Egyptian enslavement (Ex 1-15) (KBF620)

New seminars from the academic year 2008/2009 to 2013/2014	
INTEGRATED UNDERGRADUATE GRADUATE	<ul style="list-style-type: none"> • Pastoral care of marriage and family in postmodernism (KBS125) • Intertestamental literature with special emphasis on Dead Sea Scrolls (KBS129) • Contemporary movements in modern Christianity (KBS143) • Jaspers and authoritative people (KBS145) • Marriage preparation: Obstacles to marriage (KBS146) • Jesus Christ and religious history of the mankind: challenges of post-council theology (KBS147) • Ministry of the lay in the Church and in the world (KBS148) • Religion and health (KBS149) • Patristic foundations in the works of Joseph Ratzinger (KBS150) • Traditionalists in the Church (KBS151) • Liturgy and space. Theological perspectives of sacral art (KBS152) • The Bible and Dead Sea Scrolls (KBS153) • Pastoral of marriage and family in the era of globalisation (KBS155) • Philosophic thought of Ante Kusić, Ph.D. (KBS156) • Ideology of gender (KBS157) • Charles Taylor and authenticity (KBS158) • Exegesis of selected psalms (KBS159) • Soul hunters – aggressive sects (KBS160) • Liturgy and space. Theological perspectives of liturgical art and architecture (KBS161) • Notion of a human in Christianity and religions (KBS162) • Evangelisation and culture (KBS163) • Symbol in Christianity (KBS164) • Language and violence (KBS165) • Woman and man between the “new” and the “old” feminism (KBS166) • A talk on Church sanctity in history and today (KBS167) • Sacraments in Orthodox creed (KBS168) • Love and responsibility at Karol Wojtyła (KBS169) • Theology and spirituality in the thought of Marko Marulić (KBS170) • Biography and opinion (KBS171) • Obstacles to marriage and prohibitions (KBS172) • Elements and meaning of Paul’s ethical-moral lesson (KBS174) • Social pastoral (KBS175) • The second Vatican Council 50 years after: ideas – fruits – disputes (KBS176) • The Bible in religious teaching and catechesis (KBS177) • Franciscan province of the Most Holy Redeemer from the period of 1945 to 1960. Documents (KBS178) • Faith and religious experience (KBS179) • Sexuality at Paul’s, especially in 1 Cor (KBS180) • Philosophy and spiritual exercises (KBS181) • Profane rituals (KBS182) • Children suffering (CTF183)

Fourth regular meeting of the Faculty Council held on 19 January 2012	
POSTGRADUATE STUDIES	<ul style="list-style-type: none"> Elective course Phenomenon of Bosnian Christians. Creed, organisation and outspread (KBP418) alters its title into Bogomilian religion (KBP426) Elective course History of pastoral theology (KBP421) alters its title into Pastoral theology before the challenges of time (KBP427) Elective course Evangelisation and contemporary culture (KBP302) alters its title into Evangelisation and culture (KBP318) Introduction of a new elective course Croatian History 1918-1945 (KBP425) Introduction of a new elective course History of monasticism on Croatian territory (KBP428) Introduction of a new elective course Suffering and pain in the world of the Bible and human contemplation (KBP317)

Eighth regular meeting of the Faculty Council held on 14 June 2012	
POSTGRADUATE STUDIES	<ul style="list-style-type: none"> Cyclic system of teaching obligatory and elective courses at both study programmes is adopted.

Ninth regular meeting of the Faculty Council held on 23 September 2013	
POSTGRADUATE STUDY: COURSE CHRISTIANITY AND CONTEMPORARY CULTURE	<ul style="list-style-type: none"> Course Christian moral and the culture of pluralism (KBP110) alters its title into Theological bioethics: intersection of religion, medicine and science.

c8) For professional and specialist graduate professional study programmes: explain their justifiability/reason for carrying them out at your HE institution.

For the time being our Faculty does not carry out professional or specialist graduate professional study programmes.

d) Specify methods of checking class attendance and your opinion about them.

Class attendance is being checked in the way that teachers call names of the students at classes or students signed their names on a list of paper and register their presence or absence in this way. Since our Faculty has a relatively small number of students, we believe that this method of checking class attendance is appropriate and efficient. The teacher who withholds the signature to students for non attending classes, is required to notice the Student service in a written form before the commencement of the examination period (Instructions on ISHEI system, 12 June 2012.)

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

Classes are being organised through lectures, practice and obligatory seminars. Practical work includes attendance of observation classes in children's day nurseries and schools, preparations of religious teaching and catechetical demonstration classes.

Faculty training of sacerdotal and monk candidates during their study is vitally related to their sojourn in educational seminary diocesan or monastic institutions who also require from them a practical preparation for the forthcoming pastoral work, which includes visits to parish communities where their parish priests are pastoral mentors. Candidates for diaconate and priesthood, that is deacons, are required to attend the sixth or the pastoral year at completion of their five-year study. Pastoral year is for one part set to acquire pastoral exercises through additional practical courses and for the other part through pastoral field work in designated parish communities.

In addition to candidates for diaconate and priesthood, lay students in addition to the existing observation classes in schools, also lead parish catechesis in their parish communities and participate in various pastoral activities.

Assessment indicates that frontal classes are to a great extent predominant in relation to the small number of projects, that is field and open classes. Improvements are possible through encouraging students to actively approach to classes, by increasing portion in e-learning.

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

In general, the Faculty does not perform teaching outside its institution, except for the students who, for the purpose of methodology practice, attend certain schools, which is monitored by the mentor – subject teacher. Some courses also anticipate field classes in which students along with their teacher visit some church or social institutions.

g) Assess availability and quality of the content of your study programmes which is offered online.

All necessary information about study programmes and descriptions of all courses are available on the web pages of the Faculty. Teachers and students mostly use e-mail as a means of their correspondence, which facilitates their communication and efficiency in the exchange of teaching materials. Faculty's web page also has access to the personal pages of the majority of teachers, which frequently contains contents and materials for lectures. From the academic year 2010/2011 some teachers initiated to use CARNet's system for online studying Moodle, i.e. Loomen so as to make teaching and student work more efficient. However, these are merely the beginnings so we are left with the need to improve the use of modern technology in teaching and student work with teaching contents.

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

University study programmes at our Faculty are conceptualised in three levels according to models 5(+1)/+3 (Integrated philosophical-theological /+pastoral year/+ postgraduate doctoral study); and 3+2+3 (theological-catechetical undergraduate + graduate + postgraduate doctoral study). We believe this kind of organisation is acceptable and therefore are in no attention to

change it for now. Besides smaller alterations and amendments in study programmes, which are implemented for the purpose of necessary improvements and quality, study programmes are being modernised by introducing new teaching methods and new elective courses and seminars.

Nevertheless, for quite a long time now we are considering the idea of introducing another two-subject course of study at undergraduate and graduate level (Appendix: Notary from the meeting of the Faculty Council, 2 February 2012 /2h1/). For that matter, we are guided by the interdisciplinary character of our studies and greater employment of students in church and socio-cultural institutions.

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

The Faculty delivers lifelong learning programmes in cooperation with catechetical offices of the dioceses of Metropolitan Archdiocese of Split-Makarska. They refer to education of animators and professional training of nursery school educators in nursery school institutions, without allocation of ECTS credits.

According to decision made by the Faculty Council on 20 September 2012, one lifelong learning programme with allocated ECTS credits is being carried out:

Lifelong learning Programmes	Duration	ECTS credits
Professional theological-catechetical training of nursery school educators in nursery institutions	November 2012 – May 2013	10

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

The Faculty does not carry out the procedure for recognition of competences acquired by informal and non-formal education in the formal study system. In order to obtain recognition of competences from prior learning an applicant is required to submit an application to the Faculty Council which is then analysed by the Committee for student transfer from other higher educational institutions and that is adopted by the Faculty Council. The process of recognition of qualifications of already acquired domestic higher education institutions is being done only for the purpose of enrollment in some of the study programmes of the Faculty.

Academic recognition of foreign higher education qualifications is carried out, for the purpose of continuing education at some of the study programmes of the Faculty, according to *Regulations of the University of Split on academic recognition of foreign higher education qualifications and study periods* and *Regulations of Catholic theological faculty of the University of Split on academic recognition of foreign higher education qualifications and study periods*. (Appendix 2j1). An application for academic recognition is being submitted to the *Office for academic recognition* by the University of Split, which is then delivered to the Faculty. The Faculty Council then passes it to the Committee for student transfer from other higher educational institutions who analyses the request and proposes it to the Faculty Council for adoption. The proposal generally includes an order that states which study programme of the Faculty the applicant of the request can enrol to on the basis of academic recognition.

k) Specify and describe formal mechanisms for approval, review and monitoring of your programmes and qualifications.

All study programmes carried out by the Faculty have been adopted by the Faculty Council and approved by the Congregation for Catholic Education and the Senate of the University of Split, and after positive reviews, the Minister issued the licences. The whole organisation of the Faculty has undergone through verification by Congregation for Catholic Education (Appendix: Prot. no. 547/2013 /2k1/) that on 19 September 2007 established its own agency of the Holy See called AVEPRO - Agency for the Evaluation and Promotion of Quality in Ecclesiastical Universities and Faculties (Agenzia per la Valutazione e la Promozione della Qualità nelle Università e Facoltà Ecclesiastiche), while monitoring success of teachers work is being executed once a year through report that is submitted to the dean and through student questionnaire.

l) If your institution can self-accredit own study programmes, explain the procedure and criteria applied.

The Faculty has no possibility for self-accreditation.

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

We regard our three levels of university study as successfully established: undergraduate, graduate, integrated and postgraduate, in accordance to ordinances of the Law on Higher Education and Science and documents of the Congregation for Catholic Education and Bologna Declaration.

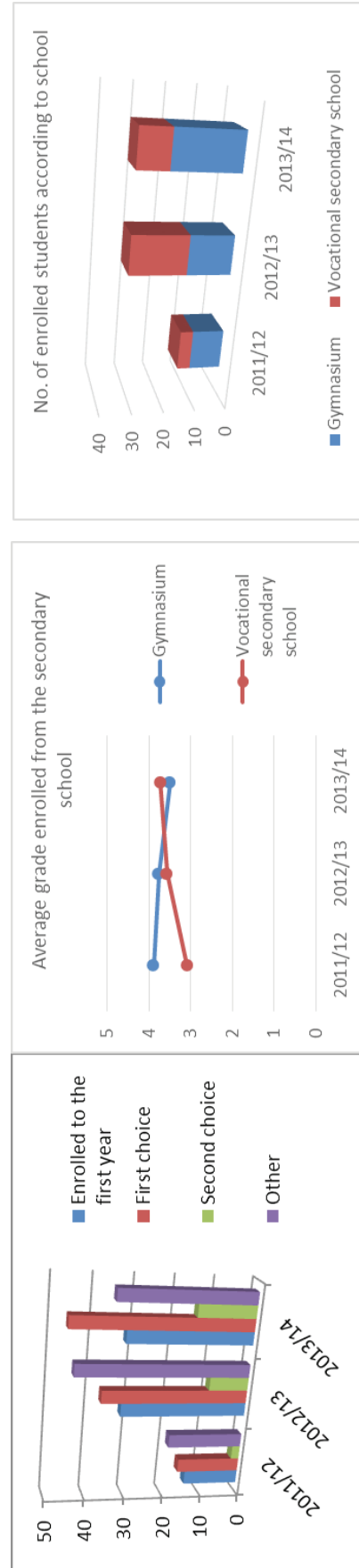
However, we are not completely satisfied with the student average pass rate and overall number of students who complete their study. Surely we will work on improvements in passing rate, not to the detriment of criteria.

Suggestions for improving pass rate:

- renew elaborate on study programmes (University form)
- describe learning outcomes in study programme
- adjust the volume of scheduled material to ECTS credits
- renew additional documents or supplements
- develop e-learning
- establish a student leader system
- include suggestions of former students (alumni) into the process of improvement of study programmes
- encourage students to regular work by introducing more testing during semester
- encourage students by personal example and teacher's engagement.

Table 2.1 Structure of enrolled students and interest in the study programme in this and the past two years*
(For undergraduate and integrated study programmes, data for the first year in this and the past two years)

Integrated PTS		Full-time students				Part-time students*					Total			
Year	Applied	First choice	Second choice	Enrolled to the first year	Enrolment quota	Applied	Enrolled	Enrolment quota	Comprehensive secondary education		Vocational secondary education			
									Number	Grade average	Number	Grade average		
2013/14	96	46	15	30 + 2	-	-	-	-	22	3.49	10	3.72		
2012/13	91	37	10	30 + 2	-	-	-	-	14	3.76	18	3.56		
2011/12	37	16	2	30 + 2	-	-	-	-	10	3.88	4	3.09		



Charts for the table 2.1: Integrated PTS

Undergraduate TCS				Full-time students				Part-time students					Total			
Year	Applied	First choice	Second choice	Enrolled to the first year	Enrolment quota	Applied	Enrolled	Enrolment quota	Comprehensive secondary education		Vocational secondary education					
									Number	Grade average	Number	Grade average				
2013/2014	83	23	15	20 + 2	22	-	-	-	10	3,63	12	3,57				
2012/2013	91	31	16	20 + 2	20	-	-	-	10	3,39	10	3,33				
2011/2012	37	12	6	30 + 2	15	-	-	-	6	3,40	9	3,57				

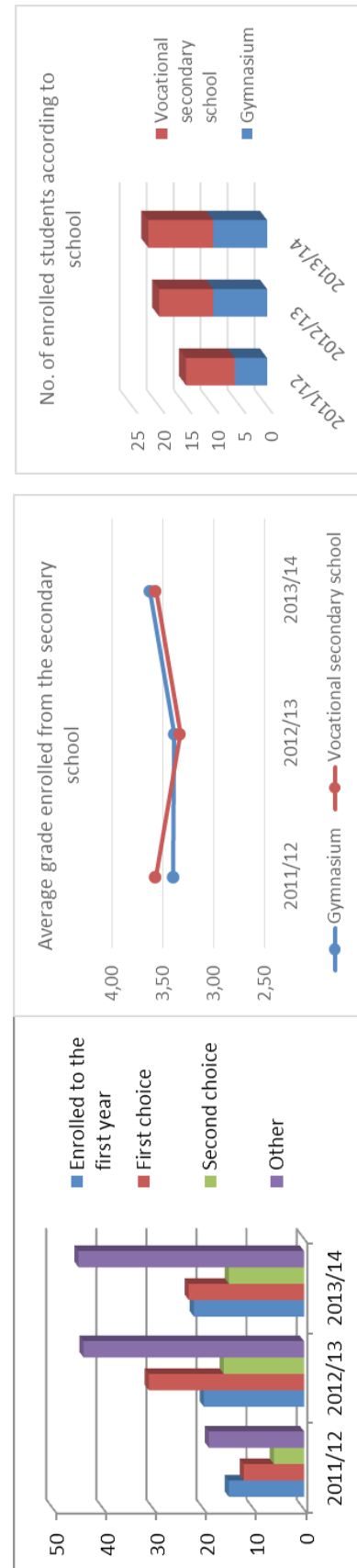


Chart 2.1: Undergraduate TCS

For graduate and postgraduate programmes add date for the first study of study in the last three academic years.



Graduate Theological-Catechetical Study	Full-time students			Part-time students* _			Total	
	Applied	Enrolled	Enrolment quota	Applied	Enrolled	Enrolment quota	Number of students transferred from other HEIs	Average grade
2011/2012	8	8	20 + 2	-	-	-	0	3,55
2012/2011	9	9	20 + 2	-	-	-	1	3,13
2013/2014	16	16	20 + 2	-	-	-	1	3,54

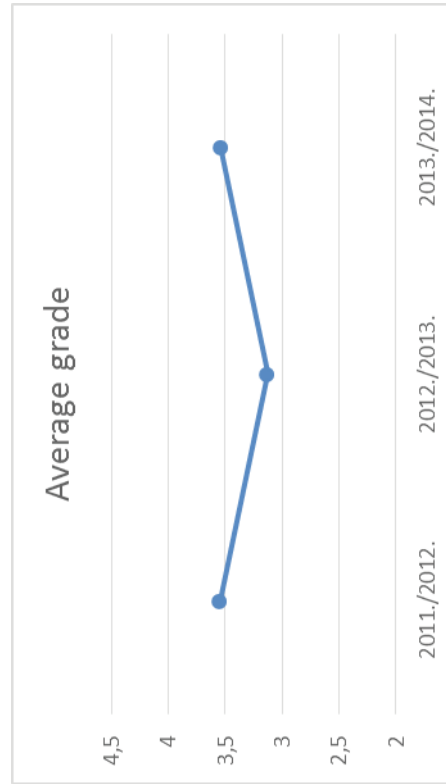
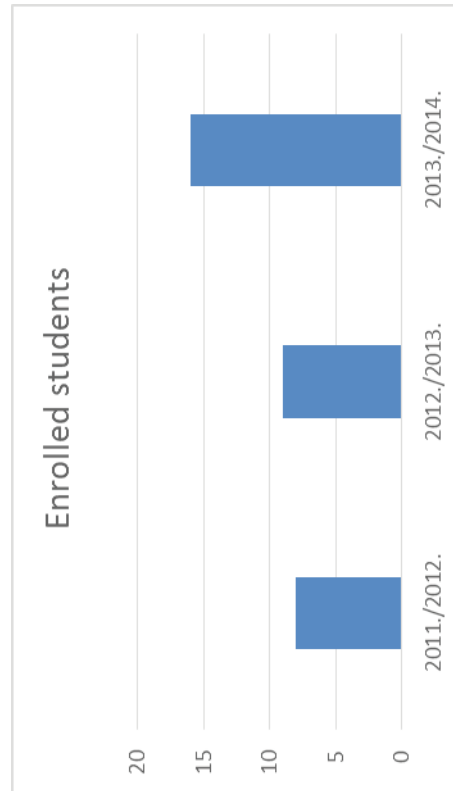


Table chart 2.1. Graduate TCS

For graduate and postgraduate programmes add data for the first year in this and the past two academic years.

PDS Christianity and Contemporary culture Year	Full-time students			Part-time students			Total	
	Applied	Enrolled	Enrolment quota	Applied	Enrolled	Enrolment quota	Number of students transferred from other HEIs	Average grade
2012/2013	5	4	10	-	-	-	3	4,23
2011/2012	4	3	10	-	-	-	1	4,23
2010/2011	17	10	10	-	-	-	3	4,13

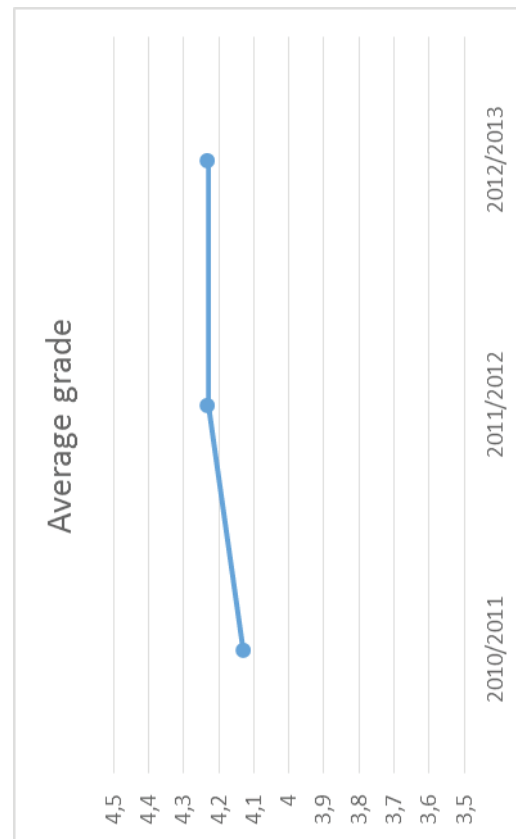
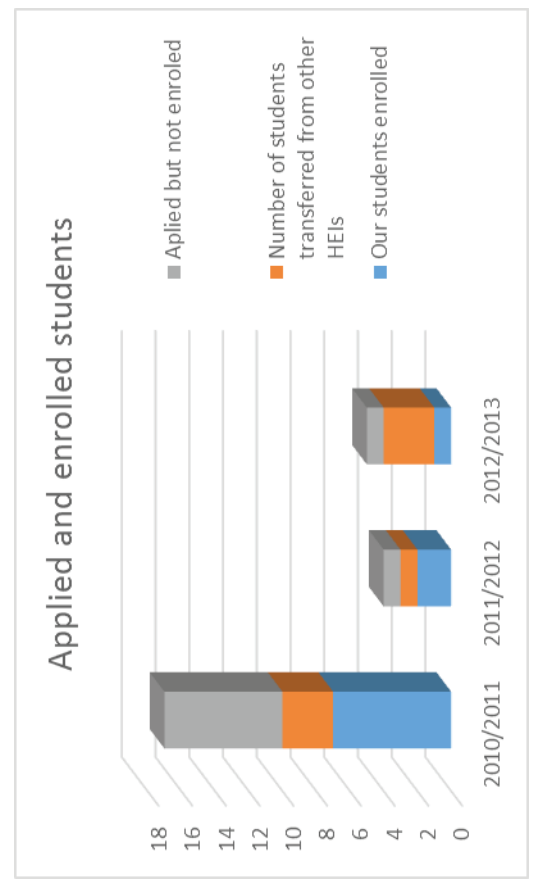


Table chart 2.1 PDS Christianity and contemporary culture

PDS History of theology and Christian institutions	Full-time students			Part-time students			Total
	Applied	Enrolled	Enrolment quota	Applied	Enrolled	Enrolment quota	
Year							
2012./2013	2	1*	10	-	-	-	4,6
2011./2012	4	4	10	-	-	-	3,64
2010./2011	8	4	10	-	-	-	3,85

*Student is directly enrolled in doctoral year because he achieved Master of Science in Theology.

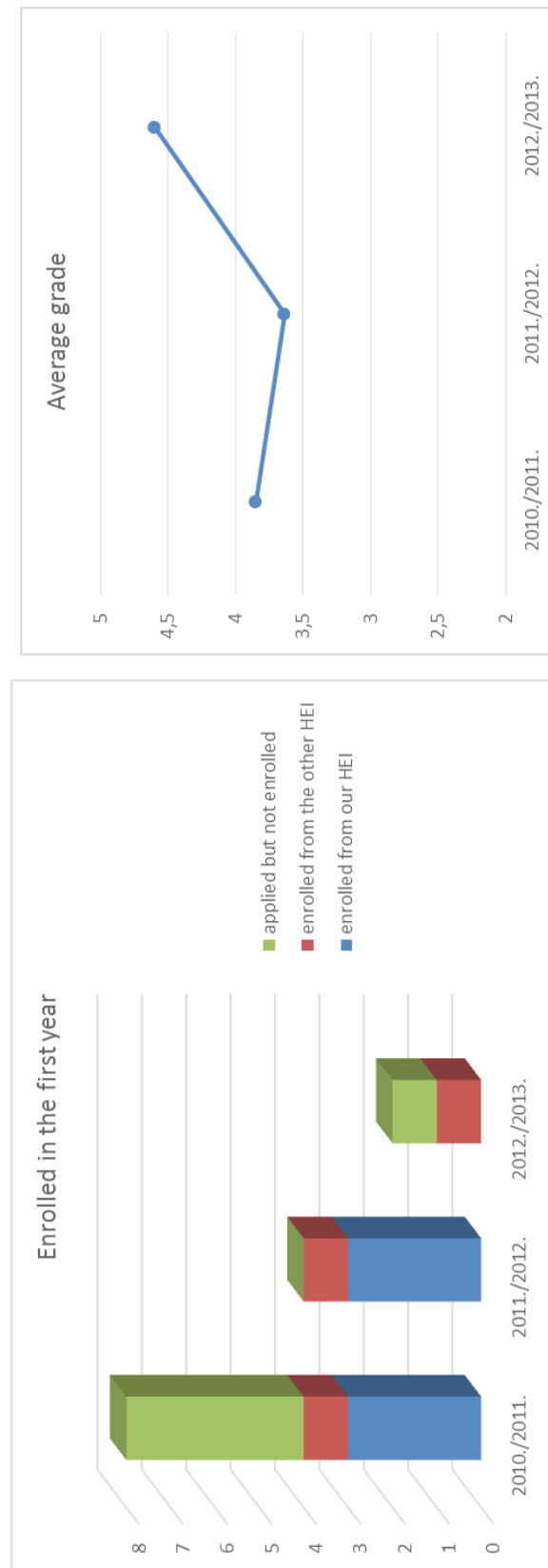


Table chart 2.1. PDS History of theology and Christian institutions

Table 2.2 Pass rate at the study programme

Integrated philosophical-theological study

Year of enrolment	Number of students enrolled	Number of students who collected up to 1/3 of the maximum ECTS number	Number of students who collected from 1/3 up to 2/3 of the maximum ECTS number	Number of students who collected more than 2/3 of the maximum ECTS number	Number of graduates	Number of students who lost their right to study	Average grade of studying
2005/2006	34	0	0	1	21	12	3,57
2006/2007	18	0	0	0	7	11	3,36
2007/2008	21	0	0	4	11	6	3,53
2008/2009	30	0	1	6	12	11	3,63

Undergraduate theological-catechetical study

Year of enrolment	Number of students enrolled	Number of students who collected up to 1/3 of the maximum ECTS number	Number of students who collected from 1/3 up to 2/3 of the maximum ECTS number	Number of Students who collected more than 2/3 of the maximum ECTS number	Number of graduates	Number of students who lost their right to study	Average grade of studying
2005/2006	21	0	0	-	14	7	3,36
2006/2007	23	0	0	-	16	7	3,37
2007/2008	14	0	0	-	8	6	3,81
2008/2009	20	0	0	-	11	9	3,35
2009/2010	30	0	0	2	11	17	3,26
2010/2011	11	0	0	4	7	0	3,92

Graduate theological-catechetical study

Year of enrolment	Number of students enrolled	Number of students who collected up to 1/3 of the maximum ECTS number	Number of students who collected from 1/3 up to 2/3 of the maximum ECTS number	Number of Students who collected more than 2/3 of the maximum ECTS number	Number of graduates	Number of students who lost their right to study	Average grade of studying
2008/2009	9	0	0	0	8	1	3,78
2009/2010	15	0	0	0	14	1	3,48
2010/2011	13	0	0	0	12	1	3,46
2011/2010	8	0	0	7	1	0	3,68

Note: Graduate theological-catechetical study is enrolled by the students who finished undergraduate study. Since the first generation of the Undergraduated theological-catechetical study completed the programme 2007/2008, first generation of Graduate theological-catechetical study was enrolled in 2008/2009. Since this study programme lasts for two years and is still running, there was no enrolment of the generation 2012/2013.

Postgraduate programmes: Christianity and contemporary culture

Year of enrolment	Number of students enrolled	Number of students who collected up to 1/3 of the maximum ECTS number	Number of students who collected from 1/3 up to 2/3 of the maximum ECTS number	Number of students who collected more than 2/3 of the maximum ECTS number	Number of students who achieved licentiate*	Number of students who achieved doctorate	Number of students who lost their right to study	Average grade of studying
2010/2011*	10	0	0	10	-	-	-	4,62
2011/2012	13	1	1	11	-	-	-	4,21
2012/2013	15	-	1	14	2	-	-	4,16

2.2. Postgraduate programmes: History of theology and Christian institutions

Year of enrolment	Number of students enrolled	Number of students who collected up to 1/3 of the maximum ECTS number	Number of students who collected from 1/3 up to 2/3 of the maximum ECTS number	Number of students who collected more than 2/3 of the maximum ECTS number	Number of students who achieved licentiate**	Number of students who achieved doctorate	Number of students who lost their right to study	Average grade of studying
2010/2011*	4	0	0	4	-	-	-	4,91
2011/2012	8	0	0	8	1	-	-	4,79
2012/2013	9	0	0	9	-	-	-	4,34

Note:

* The study programme initiated with its work in the academic year 2010/2011. Data were made on the basis of information of the enrolled in each academic year.

** Instead of the column "graduate" we list two columns:

- achieving academic licentiate degree because it denotes a completion of one part of the postgraduate study.
- Achieving doctoral academic degree because it denotes a completion of the postgraduate study.

Table 2.3 Assessing learning outcomes

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

Study programme name	Final exam only				Only mid-term/ preliminary exams/ homework	Mid-term/ preliminary exams/ homework and the final exam	Seminar paper	Seminar paper and the final exam	Practical work
	Final written exam	Final oral exam	Final written and oral exam**	Practical work and the final exam					
2012/2013 Undergraduate Theological- Catechetic Study									5,5 %
Graduate Theological- Catechetic Study									9,1 %
Integrated Philosophical- Theological Study									2,3 %

*** The Faculty does not deliver professional programmes.**

** Final exams of Integrated philosophical-theological study, Undergraduate theological-catechetic study and Graduate theological-catechetic study consist of two parts, oral and written. Written part of the exam refers to making final exam or the written paper (Baccalaureate), and oral part of the exam consists of presentation and oral defense of written paper and answering on theses from the fields different than the one analysed in the work (Appendix: Academic calendar 2013/2014, pg. 44-63 /2.3./).

The table evidences how most of the exams of particular courses consist of midterm/preliminary exams and final exam or just of the final exam.

Undergraduate theological-catechetical study (3 years) of the academic year 2012/2013 had in total 37 obligatory courses, 13 elective courses and 5 seminars. Out of that number it was possible only for 5 courses (9,10%) to have additional written paper with 3 extra ECTS credits, along with the final exam. Three courses (5,50%) also have exercises, i.e. practical work, besides lectures.

Graduate theological-catechetical study (2 years) of the academic year 2012/2013 had 23 obligatory courses, 7 elective courses and 3 seminars. Three courses (9,10%) also have, besides lectures, exercises, i.e. practical work. There was no scheduled course with additional written paper with extra ECTS credits. Integrated philosophical-theological study (5 years) of the academic year 2012/2013 had 60 obligatory courses, 18 elective courses and 10 seminars. Five courses have the possibility for, in addition to the final exam, writing written paper with extra ECTS credits. Two courses (2,30%) besides lectures, also have exercises, i.e. practical work.

Study programme name	Only the final licentiate exam*			Only the final doctoral exam**			Seminar paper	Seminar paper and the final exam	Oral exam***	Written paper****
	Final written exam	Final oral exam	Written and oral final exam	Final written exam	Final oral exam	Written and oral final exam				
2012/2013 PDS Christianity and contemporary culture	-	-	100%	-	-	100%	29%	50%	14%	7%
2012/2013 PDS History of theology and Christian institutions	-	-	100%	-	-	100%	-	33%	67%	-

*Added column

Final licentiate exam consists of the defense of written licentiate work and oral presentation of 3 assigned themes for the licentiate exam.

**Added column: Final doctoral exam comprises oral defense of the written doctoral thesis.

*** Added column.

**** Added column.

Table 2.4

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

Name of the doctoral programme (specialisations)	Number of doctoral dissertations defended in the last 5 years	Number of published papers required for dissertation defence	Number of papers of doctoral candidates published in foreign scientific journals which are relevant for appointment into scientific grade	Number of papers of doctoral candidates published in Croatian scientific journals which are relevant for appointment into scientific grade
Christianity and contemporary culture	-	-	-	6
History of theology and Christian institutions	-	-	-	-

Table 2.5

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

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

Note: This table does not apply to our Faculty.

Table 2.6 Web pages

Study programme name	Number of courses with a specific web page	For courses which have a specific web page, it includes the following elements (in each column, specify the number of web sites which include this element)					
		Objectives and contents of the course, list of literature	Schedule of written and oral exam terms and office hours	Results of preliminary exams and written exams	Exercises with keys from previous exam terms	Additional teaching material (texts of the lectures, <i>PowerPoint</i> presentations, drawings, pictures, videos, etc.)	Possibility of interactive communication between teachers and students
2012/2013 Undergraduate theological-catechetical study	55	55	-	-	-	2	3
Graduate theological-catechetical study	33	33	1	-	-	0	0
Integrated philosophical-theological study	88	88	1	-	-	6	4

Note: Web pages exist for each of the courses and they contain a description of the course (name of the course, designation mark, type, level, assignment of the ECTS credits, teacher, acquired competences, prerequisites for enrolment, advised and additional literature, class form, knowledge examination, language class, success monitoring). On personal pages for three courses at Undergraduate theological-catechetical study and six courses at Integrated philosophical-theological study, professors display class materials and some of them also have the possibility of interactive communication via *moodle/loomen*.

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

Lifelong learning programmes	Duration	Accredited (yes/no) and by which institution	ECTS (if allocated)
Professional theological-catechetical training of nursery educators in nursery institutions	From November 2012 to May 2013	no	10

3. STUDENTS

a) Comment on the quality and structure of the students who applied and students who enrolled undergraduate, graduate and integrated undergraduate and graduate study programmes as well as professional study programmes, if any (numerical data in table 2.1.) Based on your experience, comment on the consistency and adequacy of their prior learning.

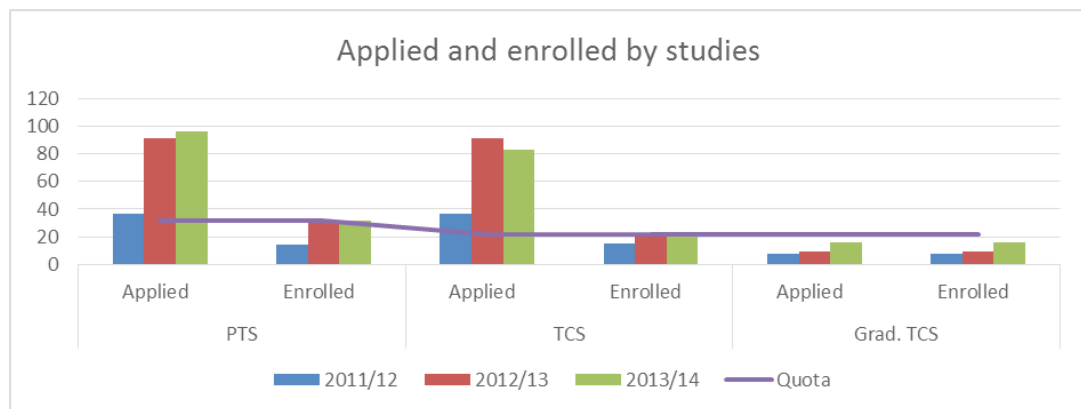


Chart 3a-1: Applied and enrolled students at PTS, TCS, Grad. TCS (quota, applied, enrolled)

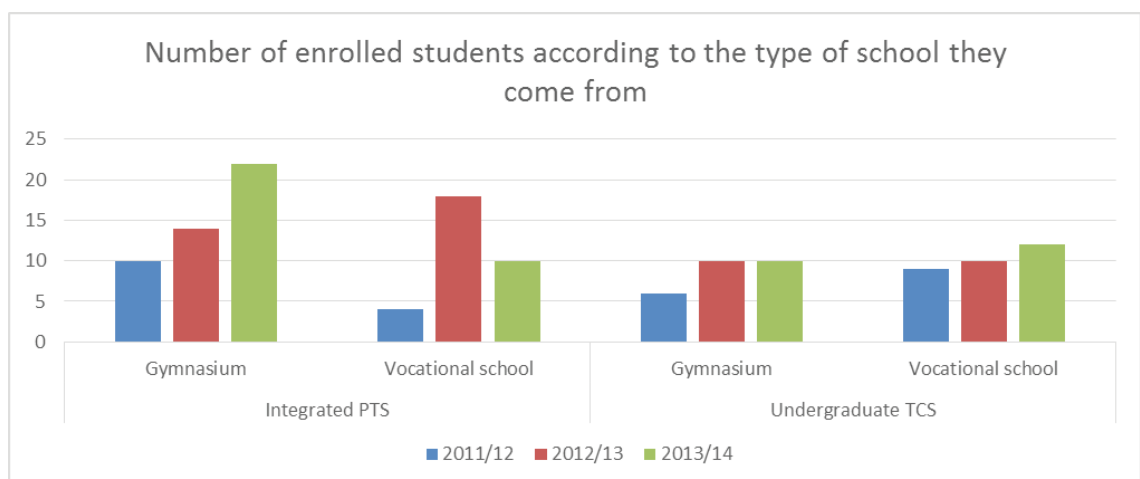


Chart 3a-2: Number of enrolled students coming from comprehensive and vocational secondary schools (PTS, TCS, Grad. TCS)

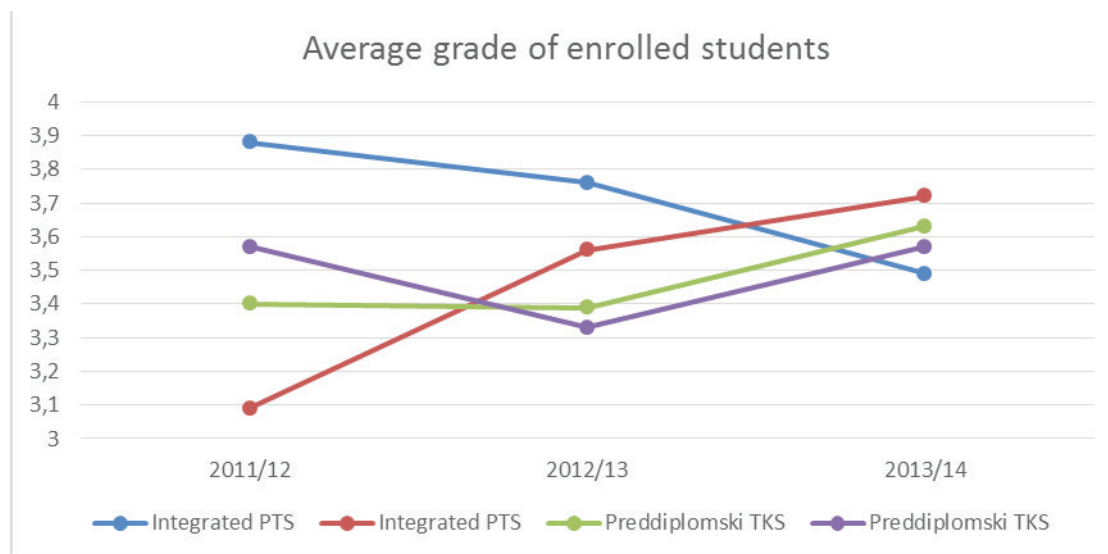


Chart 3a-3: average grade of the students who enrol integrated and undergraduate study

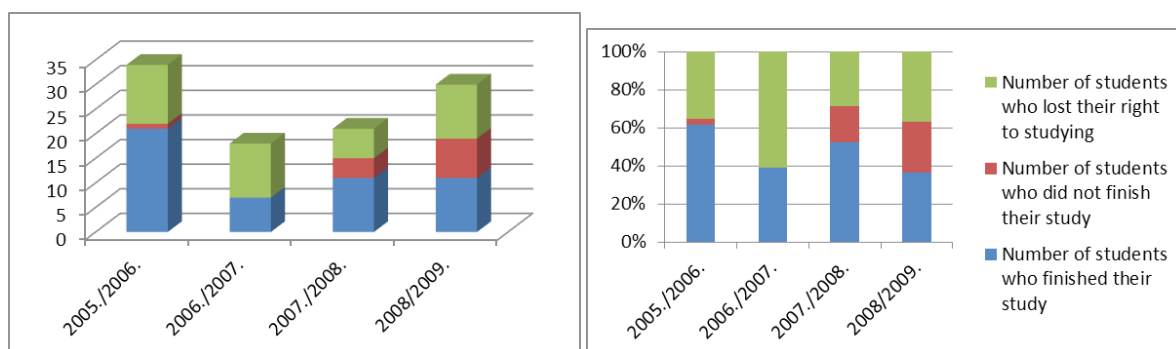
The diagram shows there is an increase in the number of interested students and that the number of enrolled students is stable. It can also be noticed that the number of students coming from comprehensive secondary school is slightly increasing, but they are enrolled with a relatively low average grade.

As regards to the structure and quality of the enrolled students on the basis of information from the tables, it is evident that at Integrated philosophical-theological study a larger number of students comes from comprehensive secondary schools, and a smaller number comes from vocational secondary schools (11/3, 14/18, 22/10). From one third to one half of the applied selected this study as their first choice. Enrolment quota was fulfilled except in the academic year 2011/2012 when 14 students were enrolled. In relation to the average grade of the students, it is clear that the average grades ranged from 3,31 to 3,85, regardless of the type of school they come from. Since the group of students come from different types of school and for that is non consistent, one could assume that their pre knowledge is also inconsistent and is often, regarding vocational school, inadequate for the study. Therefore, at the first year of study, professors are required to additionally engage with the acquisition of knowledge and skills necessary for the following study.

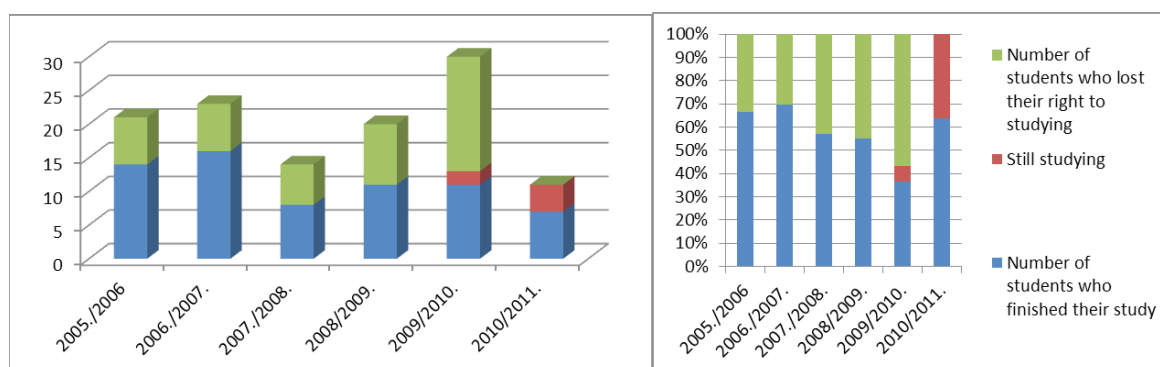
At Undergraduate theological-catechetical study one half of the enrolment quota of 30 students was fulfilled in the academic year 2011/2012 and for the following year enrolment quota was cut to 20 students. One third of the applied (or one fourth of this academic year) has selected this study as their first choice, fifth or sixth of the applied selects this study as their second choice. Even though the number of students coming from comprehensive secondary schools is in constant increase, these students are in lesser percentage represented than the students from vocational schools (6/9, 11/10, 10/12) and the average grade is almost identical and it goes from 3,3 to 3,6. Different pre knowledge and a relatively low average grade regardless of the type of school students come from, are also characteristic of this study. Since this study course is enrolled mostly by the students coming from vocational schools and with lower average grade, it has been noticed that professors need to put more effort in teaching process, more preliminary exams, written works, essays or seminars as well as repetitions in order for the students to successfully pass the exam. In this context, it would be necessary to introduce a student leader system.

At Graduate theological-catechetical study most of the enrolled students come from our higher education institution. Enrolment quota for the last two years was half-way fulfilled and in this academic year, 16 students enrolled out of twenty possible. Average grade ranges from 3,13 to 3,5. This means that the group is homogenous and that has average pre knowledge mostly adequate for continuance of the study. Since our classes already have smaller groups of students and this from 9 to 20 per study year or programme course, there is no need to divide them into even smaller groups.

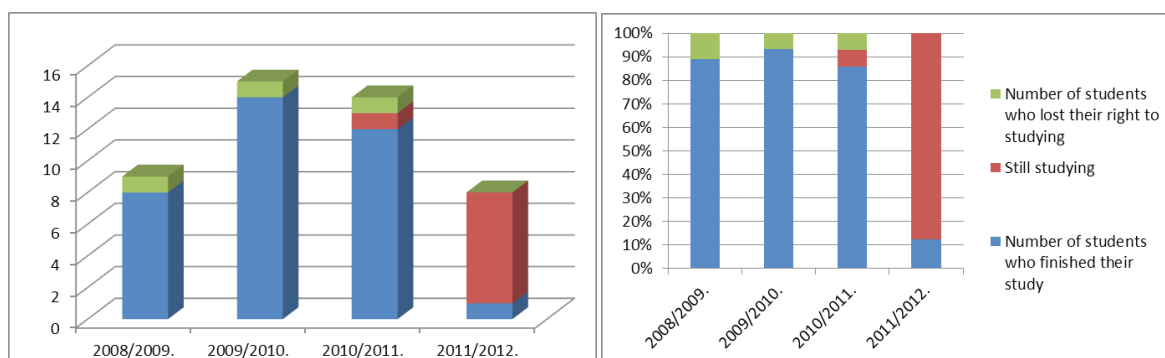
b) Comment data on the pass rate (numerical data in table 2.2.) Reflect on the enrolment quota, student motivation and organisation of teaching.



Picture 3b-1 Ratio of students who finished study to number of enrolled students (Integrated PTS)



Picture 3b-2 Ratio of students who finished study to the number of enrolled students (Undergraduate TCS)



Picture 3b-3 Ratio of students who finished study to the number of enrolled students (Graduate TCS)

The first Bologna generation of the academic year 2005/2006 at Integrated philosophical-theological study enrolled 34 students, 21 of which graduated, 12 lost the right to studying and one student yet needs to graduate. Average grade of this generation is 3,57. In the academic year 2006/2007 18 students were enrolled, 11 of which lost their right to studying, seven graduated with the average grade 3,36. In the academic year 2008/2009 30 students were enrolled, 11 of which graduated, 11 lost their right to studying, 8 yet needs to graduate and the average grade is 3,63.

Undergraduate theological-catechetical study in the academic year 2005/2006 was enrolled by 21 student, 14 of which graduated, 7 lost their right to studying and the average grade is 3,36. In the academic year 2006/2007 23 students were enrolled, 16 graduated, 7 lost their right to studying, and the average grade was 3,37. In the academic year 2007/2008 14 students were enrolled, 8 of which graduated, and 6 lost their right to studying with the average grade 3,81. In the academic year 2008/2009 20 students were enrolled, 11 graduated, 9 lost their right to studying and the average grade was 3,35. In the academic year 2009/2010 30 students were enrolled, 11 graduated, 17 lost their right to studying and the average grade is 3,26. In the academic year 2010/2011 11 students were enrolled, 7 graduated, 4 achieved more than 2/3 ECTS credits. The average grade is 3,92.

Graduate theological-catechetical study was enrolled by nine students in the academic year 2008/2009, 8 of which graduated, 1 lost his right to studying and the average grade is 3,78. In the academic year 2009/2010 15 students were enrolled, 14 graduated, 1 lost his right to studying and the average grade was 3,48. In the academic year 2010/2011 14 students were enrolled, 12 graduated, one achieved more than 2/3 ECTS credits, one lost his right to studying and the average grade was 3,46. In the academic year 2011/2012 8 students were enrolled, 7 achieved more than 2/2 ECTS credits, one graduated and the average grade was 4,68.

Regarding the information provided, it is evident we cannot be satisfied with the total number of students who finish study.

With regard to Integrated philosophical-theological study and Undergraduate theological-catechetical study in relation to the number of enrolled, a large number of students gave up their studying which speaks of severity of the study programmes but also of the fact that Bologna system made stalling of the study impossible. On the other part, at Graduate theologic-catechetical study, as regards to the number of those who finish their study in relation to the number of enrolled students, there are more of those who finish their study, i.e., almost everyone graduates.

The analysis conducted clearly indicates that it is necessary to take additional measures in order to enrol as much motivated and better students as possible. In view of our class organisation, our groups are in terms with the regulations of Bologna system. Since the information indicate increase in interest for these studies, quotas at this moment adequately follow students interest.

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

All information for the future students is available on the web pages of the Faculty (www.kbf-st.hr) and in a brochure for promotion of the Faculty. Additionally, every academic year professors and students together organise a promotion of the Faculty in parishes and schools of the Archdiocese of Split-Makarska. At these occasions one could inform in details on terms of enrolment to study and quality of contents of particular study programmes. Up to now our promotion materials did not emphasise as much qualifications and competences but more the possibilities for further education and future employment. Since employment in line of work

is increasingly hard to obtain for the students, we believe that in promotion of our Faculty it is necessary to highlight those qualifications and competencies acquired by this study but also relevant for further education and employment in other sectors where similar qualifications are required.

d) Describe reasons guiding you during design of assessment of learning outcomes (table 2.3.). Specify measures which assure objectivity and fairness during exams.

Learning outcomes of study programmes were so far assessed by the carrier/performer of a particular course and with regard to the type and complexity of the subject which is being treated and with regard to the form of class, scheduled by the programme. Nevertheless, this practice mostly confirms a classical way of examination, i.e. written or oral exams during and at the end of semester. Courses that anticipate exercises or additional written paper have somewhat more creative assessment of learning outcomes: critical review on demonstration classes, reports from observation lessons, additional seminary and written work, practical work, etc. This practice turned out to be effective since students are more involved in the work during classes, they are more motivated for studying and achieve better results in exams. Therefore, in a new description of study programmes we decided to emphasise learning outcomes and as much as possible assess different forms of student participation in class. In that way we would introduce a continuous assessment of learning outcomes, while the final grade is made at the exam. During semester, assignment of some courses is assessed by preliminary exams, and assignment that a student passed in this way is not again examined at the final exam. This way of learning outcome assessment motivates students to work continuously throughout semester. By separate assessments and cumulative grading of the range of student activities (practical works, seminary or shorter written papers, presentations, critical reviews, observation lessons, activities at demonstration classes and practice) more objective opinion could be created and thus reduce bias at evaluation. Continuous assessment of knowledge significantly contributes to overcoming assignments and achieving better success at the study.

A certain number of knowledge assessments is in written form, and bias and objective approach to the exams are ensured by the public character of the exams, publishing results on the Faculty board or on teacher's personal web page and on ISHEI system - Informatic system for students (Studomat).

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

Student questionnaire, that is being conducted in every semester before classes are finished, is implemented on the basis of *Regulations on the procedure for the quality evaluation of teachers and teaching activities of the University of Split* (Appendix: 3e1). Students highly assess work of teachers at our Faculty and in overall, it is above average of the University. Total average grade of relation and communication between teacher and student in the summer semester of the 2012 is 4,6%. Official questionnaires evidence a good relation with a teachers and positive opinion students have on them. Only small percentage of students express their dissatisfaction with relation and communication they have with teacher. Also, at management board meetings of the Faculty that is being organised several times during semester, students also have the opportunity to speak about actual problems and possible impediments in relation to teachers. In case of written complaint by a student by means of questionnaires or any other way, the dean of the Faculty has a conversation with the concerned teacher and informs the rector of

the University on that matter. Students are informed on the measures taken through student representatives. According to our point of view this way of communication is appropriate since our Faculty has relatively small number of students and immediate communication on every day basis is usual.

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

There is neither daily repository place for students at our Faculty nor place for students accommodation and nutrition. Accommodation of students in student hostels was mostly insufficient. By opening a new student hostel at University campus this problem is partially solved.

Besides studying and fulfilling other teaching obligations, students of Catholic theological faculty participate in Choir and also in indoor-soccer tournaments and other sports. Occasionally there are activities of dramatic club and regularly there are activities of news section who publishes student *Leaf (LiSt)* and a student magazine *Reflection (Odraž)*. Apart from that, the Faculty by its very structure promotes participation and work in parish communities.

The Faculty also promotes and supports the work of many associations, like student association *SKAC_St (Student catholic association centre)* established by the students from our Faculty, then *Croatian upperground (Hrvatsko nadzemlje)* as well as other civic initiatives concerned with proactive activities in the field of faith and moral in our country. Through these initiatives students are organised in sections and various activities: caritative, spiritual, organisation of stands, pilgrimages, sport activities, singing or other contents.

A course of icon-painting was organised at the Faculty for our students in the academic year 2012/2013 and that two times since a larger number of students applied. Spiritual renewals, spiritual exercises and caritative actions are regularly organised with students was organized on several occasions at the Faculty a foreign language course. In this year we are also supporting students to organise language course in German in the winter semester.

At the Faculty, students also have at their disposition a computer room (11 computers), small chapel, classroom and a library.

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

On the basis of article 8 § 5 and the Statute of Catholic theological faculty of the University of Split and article 55, subsection 6 of the Statute of the University of Split, the Faculty Council of the Catholic theological faculty held on 21 March 21 issued *Regulations on awards and certificates of merits (Appendix: 3g1)*. Certificates of merits in the form of diploma and an amount of money are also envisaged by Regulations for the best students at all study levels; to student with the best seminar paper and the graduand with the best average grade in all years of study. Our students are regularly winners of the rector's award for the University Day.

From the academic year 2011/2012 Faculty's dean initiated internal competition for students of CTF for selection of the best work on assigned theme for which one obtains a financial award.

These initiatives resulted in positive effects since they could be regarded as an opportunity for

the students to define themselves and practice in creative expression and theological reflexion, and which is also the way students recognized this initiative.

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

The Faculty organises a support for students in the form of mentorship for the final and preliminary exams. From the academic year 2013/2014, specifically from December 2013, (**Appendix: Decision of FC from 12 December 2013**) in order to provide a better support to students, the Faculty Council adopted a decision by which a system of student leadership is introduced, one professor per each study year.

Career counselling and study aid are individually organised according to the needs of students. Every year on the occasion of Christmas holidays, financial support is provided for those students in the most need.

Students with with special needs (especially those with hearing and visual impairments) are mostly supported in terms of articulating content as well as methodical-didactical articulation of classes.

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

Documents that define procedures for resolving student complaints are:

- Statute of the Faculty,
- Regulations on studies and system of studying at the University of Split,
- Ethic code,
- Statute of the student union,
- Regulations on postgraduate docotral university studies.

The Statute of the Faculty (article 69) and the Regulations on studies and system of studying at the University of Split (article 22 § 1-6) define the procedure for grade appeal. Student who believes not to be graded adequately due to irregularities during examination or evaluation, may within 24 hours from the official notification of the grade, submit a grade appeal. The dean then appoints exam committee that organises exam and brings a final decision on the grade within 24 hours from the grade appeal.

Behavioural complaints that are not in concordance with the principles and ordinances of the Ethic code are resolved by ethic committee, whose member is also one student. Statute of the student union of the University of Split regulates the role of student ombudsman in the article 72.

Individual student requests and complaints are in the most cases solved by vice-dean for teaching and for that matter designated committees, while the final decision is brought by the Faculty Council.

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

Since the Faculty collaborates with Catechetic offices of Archdiocese of Split-Makarska (dioceses of Split-Makarska; Šibenik; Dubrovnik; Hvar and Kotor) through which our students are mostly employed, and to some extent we also have contact with alumni. Our former students are

leaders or initiators of various associations in the area of town Split and neighbourhood and we collaborate with them in their different projects and initiatives.

According to our point of view, it is necessary to establish association of former students (alumni), therefore we encouraged launching initiative for establishing association "Alumni of CTF". On 14 December 2013, inaugural (electoral) meeting of the Association "TEOFIL" *Alumni of CTF in Split* (Appendix: 3j1) was held.

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

Even though the studying system in terms with Bologna declaration has increased transparency of the educational process and increased efficiency of the studying, yet we are not entirely satisfied with the quality of students who enrol our study, their motivation for study or with the overall number of students who complete study. Pass rate will continuously be monitored and all measures required for its increase will be taken, naturally, not at the expense of criterion of excellence.

Relation and communication between students and teachers is solid. Relatively good conditions for studying are ensured for students.

Interest of students for enrollment to our Faculty is in accordance to our expectations, nevertheless it is necessary to undertake further measures in order to enrol as much as more high quality and motivated students. We plan to realise this by organising popular lectures, workshops, promotion in high school institutions, supporting students' projects, awarding the best students, encouraging students to mobility, spreading the atmosphere of trust and by nurturing open communication.

Table 3.1 Student structure*

Integrated philosophical-theological study	Full-time students	Part-time students	Senior undergraduate students ('absolvents')
2013/2014	110	0	14
Total	124	0	14

Graduate theological-catechetical study	Full-time students	Part-time students	Senior undergraduate students ('absolvents')
2013/2014	25	0	8
Total	33	0	8

Undergraduate theological-catechetical study	Full-time students	Part-time students	Senior undergraduate students ('absolvents')
2013/2014	47	0	7
Total	54	0	7

PDS Christianity and contemporary culture	Full-time students	Part-time students	Achieved licentiate	Senior undergraduate students ('absolvents')
2013/2014	17	-	-	10
Total	17	-	-	10

PDS History of theology and Christian institutions	Full-time students	Part-time students	Achieved licentiate	Senior undergraduate students ('absolvents')
2013/2014	9	-	2	5
Total	9	-	3	5

***Note for PDS:** We added column *achieved licentiate*. Achieving academic degree of licentiate is obligatory according to church regulations and it denotes a completion of the first part of a doctoral study.

Table 3.2 Student standard

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

	Area (in m ²)	Number of seating or active workplaces
Study area	Space for student individual work (B 22) has 31m ² , however, during exam period and even outside working hours students have at their disposition all other classrooms. For individual work students also use library.	12 (60 workplaces in exam period)
Student restaurant (for X-card users)	Priest candidates are provided for in their educational institutes. There is no student restaurant at the Faculty so the students use joint university student restaurant by means of X- card.	-
Other restaurants	The Faculty offers an area which we call Kafe-bar with an automat for beverages and snacks.	35
Boarding	There is no possibility for accomodation at Faculty's premises. Candidates for priesthood and monkhood are situated in educational institutes, a part of the students is in student hostels and in private accomodation.	-
Sports objects	The Faculty does not have its own sports objects, but there is possibility of using sports objects at Archiepiscopal preparatory (a building next to the Faculty) and at Franciscan clericate.	-
Facilities for student associations and cultural activities	Students use Faculty's facilities for activities of Student choir as well as for other spiritual and cultural activities.	-
Recreation facilities	The Faculty has no proper recreation facilities.	-

Table 3.3 Graduate employment

Integrated philosophical-theological study	Number of graduates in the past 3 years	Number of unemployed graduates according to the statistics of the Croatian Employment Service	Number of unemployed according to the statistics of Catechetic office of the Archdiocese of Split – Makarska	
			Temporarily unemployed (substitute)	Permanent
2010/2011	20	6 (2010)	8	6
		16 (2011)		
2011/2012	17	18 (2012)	4	10
2012/2013	19	21 (2013)	4	6

Undergraduate theological-catechetic study	Number of graduates in the past 3 years	Number of unemployed graduates according to the statistics of the Croatian Employment Service	Number of unemployed according to the statistics of Catechetic office of the Archdiocese of Split – Makarska	
			Temporarily unemployed (substitute)	Permanent
2010/2011	11	0	0	0
2011/2012	8	0	0	1
2012/2013	18	0	0	0

Note: Baccalaurei of catechetic mostly continue their study at Graduate theological-catechetic study at our Faculty. Only a small number of them enrolls related graduate study at other faculties.

Undergraduate and Graduate theological-catechetic study	Number of graduates in the past 3 years	Number of unemployed graduates according to the statistics of the Croatian Employment Service	Number of unemployed according to the statistics of Catechetic office of the Archdiocese of Split – Makarska	
			Temporarily unemployed (substitute)	Permanent
2010/2011	8	17 (2010) 16 (2011)	8	-
2011/2012	16	22 (2012)	15	-
2012/2013	14	20 (2013)	10	-

Note: Students who finished Integrated philosophical-theological, Undergraduate philosophical-theological, Graduate theological-catechetic and Undergraduate theological catechetic study of Catholic theological faculty in Split are in no obligation to register with Croatian Employment Service if they are applying for the work in school, but to the Catechetic offices of the Archdiocese of Split-Makarska. For this reason we added another adequate column which refers only to the Catechetic office of the Archdiocese of Split-Makarska.

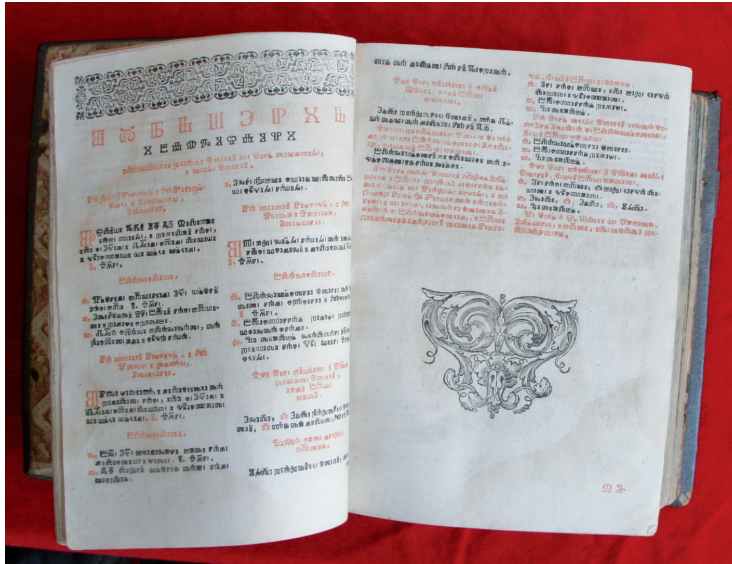
Postgraduate university doctoral study "Christianity and contemporary culture"	Number of graduates in the last three years	Number of unemployed according to the statistics of Croatian Employment Service	Students who are employed under some other title but not as students who finished doctoral study**		
			Number of employed according to the statistics of Catechetic offices of the Archdiocese of Split, Zagreb and Vrhbosna		Other
			Temporarily (substitute)	Permanent	
2010/2011	-	-	3	1	6
2011/2012	-	-	4	2	7
2012/2013	2 (finished licentiate*)	-	3	3	9

Postgraduate university doctoral study "History of theology and Christian institutions"	Number of graduates in the last three years	Number of unemployed according to the statistics of Croatian Employment Service	Students who are employed under some other title but not as students who finished doctoral study		
			Number of employed according to the statistics of Catechetic offices of the Archdiocese of Split, Zagreb and Vrhbosna		Other
			Temporarily (substitute)	Permanent	
2010/2011	-	-	-	1	3
2011/2012	1 (finished licentiate)	-	1	2	5
2012/2013	-	-	1	2	6

Notes:

* Three-year postgraduate doctoral study *Christianity and contemporary culture* and *History of theology and Christian institutions* were launched for the first time in the academic year 2010/2011. Within both studies, according to church regulations, licentiate degree is also achieved.

** Students who formerly finished theological and theological-philosophical studies and thus are qualified for the enrolment to postgraduate studies at CTF in Split, according to data in the table, are employed under some other title, but not as students who finished doctoral study. Among them are doctoral candidates who are permanently or temporarily employed as religious teachers, and as such are not required to register with Croatian Employment Service if they apply for working in a school, instead, they register with Catechetic offices of Metropolitan Archdiocese of Split, Zagreb and Vrhbosna. Therefore, for easy reference we added another adequate column.



Časoslov' rimskij slavinskim' jazykom', Romae, 1866.



Inkunabula Sanctus Hieronymus, Basilea, 1497.

4. TEACHING STAFF

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

According to the number of employees, our Faculty belongs to one of the smallest at Split University. There is 21 teacher who is permanently employed with an appointment in scientific-teaching grade, 3 in teaching grade, and 8 of them are teaching associates. In our opinion, the average age of the employees from all the categories is satisfactory (compare the Table 4.1). There are 16 associate staff members appointed in scientific-teaching title, mostly for the postgraduate study programme *History of theology and Christian institutions* and with this ratio we can be satisfied.

On 2,5 teachers with scientific-teaching title comes 1 assistant, which is not really an optimal relation that is applicable to the faculties of humanities. For tradition and connection with other church higher institutions, most of our doctoral candidates study at foreign church higher education institutions.

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

Academic year	Number of teachers	Number of students	Ratio (student/teacher)
2008/09	27	270	10,00
2009/10	28	268	9,57
2010/11	24	230	9,58
2011/12	23	225	9,78
2012/13	24	237	9,87

Explanation: the number of teachers refers only to scientific-teaching and teaching titles. Associate titles (assistants and higher assistants) are not included.

Represented ratio student/teacher is mostly constant in the last five years. On one teacher appointed in scientific-teaching and teaching title comes nearly 10 students.

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

Overall class (lectures, seminars, exercises), depending on the type of study programme, is differently covered in teachers of the Faculty. At Integrated graduate philosophical-theological study and Graduate theological-catechetical study the coverage is 100%; at Undergraduate theological-catechetical study the coverage is 89,50%, and is covered with 10,50% of associate teachers; at Postgraduate study Christianity and contemporary culture, the coverage of teachers from the Faculty is, depending on the elective courses, 89% or 81%, and 11% or 19% of coverage refers to associate teachers; at Postgraduate study History of theology and Christian institutions, the coverage of teachers from the Faculty is 12,5% or 50%, and of associate

teachers is 87,5% or 50%. Almost all the teachers exceed nominal encumbrance even up to 100%. Ratio of the number of permanently employed teachers and associates is not adequate only in one study programme - "History of theology and Christian institutions". However, this number should be enlarged in favour of permanently employed teachers.

Certain workload exists also for the teachers who lead final, graduate, licentiate and doctoral works which is not demonstrated by the tables 4.2 and 4.3. The Faculty Council, in accordance to the *Regulations on external cooperation of the University of Split* ([Appendix: 4c1](#)) on demand of other higher education institution, with approval of teachers, approves adjunct teaching.

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

Licence for part-time employment is provided by the Faculty Council and the dean approves a specific teacher associate engagement in a specific academic year, as described in a request. There are no special formal procedures for monitoring this engagement. On a formal level, it is necessary to respect *Regulations on external cooperation of the University of Split*, in cases of cooperation among university constituents as well as in cooperation among universities.

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

Sizes of student groups are:

- at lectures from 10 to 55 students,
- at seminars up to 15 students,
- at didactic exercises up to 5 students.

Groups are appropriate for all forms of teaching, especially for continuous monitoring and knowledge assessment, for training didactic capabilities and skills and for introducing into scientific-research study of the students.

Hitherto, there were no questions in student questionnaires that would assess the teaching efficiency with regard to the size of group. No remark notes of this type are found in the existing questionnaires, and there are no written complaints on that matter in other forms besides student questionnaires as well.

f) Specify indicators for assessing competences of your full-time and part-time teachers who carry out teaching classes at your study programmes. Comment on the comparability of those indicators in Croatian and international context. State opinions of the students mentioned in questionnaires and their effects.

Given the current constitutional and legal acts of the Faculty and the University, it is not possible to thoroughly assess teachers competence, since there are no all necessary indicators for such evaluation. Students in questionnaires assess merely some elements of teachers competence so their assessments are fragmentary. The Faculty Board acknowledges them and in conversation with teachers aims to improve affairs where that is, according to questionnaires, necessary. Teacher's competence in reality is being assessed in the occasion of every procedure for appointment into a grade or reappointment into scientific-teaching or teaching title on the basis of criteria determined by the *Act on scientific activity and higher education* and on the basis of terms of the *Rector's Assembly*.

Up to now, there was no official comparison of teachers' competences within national or international framework.

Students in questionnaires make comments and assess teachers' competences. The dean has an insight into the whole questionnaire and is obliged to converse with the 10% of the worst assessed teachers. This conversation clears the problems and improves significant elements of teaching activities ([Appendix: Results of students questionnaire, 4f1](#)).

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

Up to now we have not been dealing with that matter. Nevertheless, there are teachers with the knowledge and competences for leading courses for professional training and improving teaching competences.

The Faculty encourages teachers to engage into professional training and improving teaching competencies, but at the Faculty as well as at the University, unfortunately, there is no systematic concern around improving or professional training of teaching competences of methodic, didactic, psychological or pedagogic character whatsoever. Only a small number of teachers participated in seminars and courses that concern teaching competencies. Along with inaugural lecture before the committee that evaluates this type of teacher's competences, specific courses in that field should be initiated and implemented in an organised manner. Regardless, a situation on that matter is satisfactory, due to the initiative of teachers themselves.

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

The Faculty formed Award Committee and made *Regulations on Awards and Acclaims* ([Appendix: 4h1](#)). Special acknowledgements are obtained when teachers go in retirement, and teachers are permanently encouraged to greater engagement. We expect positive effects from the launched measures.

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

Teachers mostly prepare internal materials for specific courses of study programmes which enable students to acquire basic knowledge, but they rely much more on selected and obligatory and additional literature offered to students. The library is well-equipped and permanently at disposition to students. So far, the Faculty was not so much concerned with textbook literature, even though there are teachers who made their own handbooks which facilitate and contribute to the quality of studying. Teaching programme is well covered by technical literature.

For some courses teachers publish teaching materials in electronic form on web pages of courses, available for all students enrolled in those courses. Written form of teaching materials – books, scripts, articles, is available to students at significantly lower prices.

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

We are satisfied with age and qualification structure of our teaching staff, their expertness and competences, and also with the quality of work in classes (which is also confirmed by the results of student questionnaires). Teachers and associates permanently engage in forms of professional training by participating in national and international scientific and professional meetings, seminars and courses. It is necessary to initiate the process of improvement and professional training in the field of teaching competencies. Teachers' cooperation with other constituents of the University as well as international cooperation is good.

We are not satisfied with involvement of teachers in national or international projects. Additionally, we could improve the quality of studying by more engaging in writing handbooks, as well as in offering more teaching materials in electronic form on web pages. Moreover, we are dissatisfied with capacities of our facilities and with the way the building of our Faculty is decorated.



Table 4.1 Staff structure

Staff	Full-time staff		Cumulative employment		Full-time teachers who are employed part-time in other institutions	External associates	
	Number	Average age	Number	Average age	Number	Number	Average age
Full professors	7	60			4	8	62
Associate professors	11	53			3	5	51
Assistant professors	3	45				3	44
Teaching grades	3	56				2	48
Assistants	8	43			1		
Expert assistants							
Junior researchers							
Technical staff	5	45			-----		
Administrative staff	6	46			-----		
Support staff	5	47			-----		

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

Study programme name	Lectures		Seminars and exercises		Mentorship*		Other forms of teaching	
	Full-time teachers	Part-time teachers	Full-time teachers	Part-time teachers	Full-time teachers	Part-time teachers	Full-time teachers	Part-time teachers
Graduate philosophical-theological study	9225		135				45	
Undergraduate theological-catechetical study	4860	540	90				45	45
Graduate theological-catechetical study	3195		45				67,5	
Postgraduate: Christianity and contemporary culture	432 or 384	48 or 96					64 or 72	8 or 16
Postgraduate: History of theology and Christian institutions	48 or 192	336 or 192					8 or 32	32 or 56

**only relevant for the artistic field.*

Explanation: double standardised teaching hours divided with "or" denote a difference being made when elective courses are included.

Table 4.3 List of teachers

Teacher	Grade	Academic degree	HEI which issued the qualification	Field	Date of last selection into grade	Cumulative employment percentage	Workload on the employer institution in standardised teaching hours	Workload on other institutions in standardised teaching hours
Ante Akrap	Senior assistant	Ph.D.	Pontifical University Antonianum	philosophy	1. X. 2011	100%	405 + 90 or 45	
Nediljko Ante Aničić	Full professor	Ph.D.	Catholic theological faculty of the University in Innsbruck	theology	27. II. 2009	100%	615 + 146 or 45	72
Šimun Bilokapić	Assistant professor	Ph.D.	Pontifical Lateran University	theology	16. VI. 2011	100%	523 + 118 or 45	
Nikola Bižaca	Full professor	Ph.D.	Pontifical Gregorian University	theology	27. II. 2009	100%	568 + 118 or 45	
Jenko Bulić	Assistant	M.S.	Salesian Pontifical University	education sciences	1. II.. 2011	100%	360 + 990 or 45	
Alojzije Čondić	Assistant professor	Ph.D.	Pontifical Lateran University	theology	18. VI. 2009	100%	360 + 118 or 45	
Anđelko Domazet	Associate professor	Ph.D.	Pontifical Gregorian University	theology	17. VI. 2010	100%	613 + 118 or 45	48
Josip Dukić	Assistant professor	Ph.D.	Pontifical Gregorian University	history	19. IV. 2012	100%	388 + 118 or 45	
Jadranka Garmaz	Associate professor	Ph.D.	Leopold Franzen's University in Innsbruck	theology	5. VI. 2012	100%	613 + 90 or 45	
Ivan Jakulj	Associate professor	Ph.D.	Catholic University in Lublin	law	23. IX. 2009	100%	360 + 118 or 45	
Ivan Kešić	Associate professor	Ph.D.	Leopold Franzen's University in Innsbruck	philosophy	10. XII. 2009	100%	613 + 146 or 45	45
Šime Marović	Associate professor	prof. maestro	Pontifical Institute of Sacred Music	music art	16. VI. 2011	100%	360 + 118 or 45	
Ante Mateljan	Full professor	Ph.D.	Pontifical Gregorian University	theology	11. IX. 2008	100%	793 + 146 or 45	48
Mirko Mihalj	Senior lecturer	M.S.	Catholic Universit in Louvain	theology	19. II. 2009	100%	337,5 + 90 or 45	
Dušan Moro	Associate professor	Ph.D.	Pontifical University Antonianum	theology	22. IX. 2011	100%	568 + 118 or 45	

Josip Mužić	Associate professor	Ph. D.	Pontifical University Antonianum and University of Navarra	philosophy and theology	21. II. 2008	100%	360 + 118 or 45	
Marko Mrše	Senior assistant	Ph.D.	Pontifical University Antonianum	law	1. X. 2011	100%	270 + 90 or 45	
Stipe Nimac	Associate professor	Ph.D.	Pontifical Lateran University	theology	29. X. 2009	100%	360 + 146 or 45	
Miljenko Ofrljin	Senior assistant	M.S.	Pontifical Biblical Institute	theology	18. XI. 2011	100%	540 + 90 or 45	
Mladen Parlov	Associate professor	Ph.D.	Pontifical Gregorian University	theology	14. XII. 2006	100%	748 + 146 or 45	
Josip Periš	Lecturer	M.S.	Salesian Pontifical University	education sciences	23. I. 2012	100%	585 + 90 or 45	
Mihael Prović	Assistant	M.S.	Salesian Pontifical University	education sciences	1. XI. 2009	100%	157,5 + 90 or 45	
Domagoj Runje	Senior assistant	Ph.D.	Pontifical University Antonianum	theology	1. XI. 2009	100%	540 + 90 or 45	
Ivan Tadić	Full professor	Ph.D.	Pontifical Gregorian University	philosophy	28. VI. 2011	100%	388 + 118 or 45	48
Željko Tolić	Senior assistant	Ph.D.	Pontifical Gregorian University	history	1. X. 2012	100%	585 + 90 or 45	
Luka Tomašević	Full professor	Ph.D.	Pontifical Lateran University	theology	18. VI. 2008	100%	613 + 118 or 45	24
Boris Vidović	Assistant	M.S.	Salesian Pontifical University	psychology	1. III. 2008	100%	450 + 90 or 45	
Marinko Vidović	Full professor	Ph.D.	Pontifical Gregorian University	theology	16. II. 2011	100%	793 + 118 or 45	
Marijo Volarević	Senior assistant	Ph.D.	Pontifical Lateran University	theology	1. VII. 2011	100%	427,5 + 90 or 45	24
Ante Vučković	Associate professor	Ph.D.	Pontifical University Antonianum	philosophy	27. IX. 2007	100%	343 + 146 or 45	210
Marijan Vugdelija	Full professor	Ph.D.	Catholic theological faculty of the University of Zagreb	theology	21. III. 2013	100%	315 + 90 or 45	
Ivica Žižić	Associate professor	Ph.D.	Pontifical Liturgical Institute of San Anselmo	theology	13. XII. 2012	100%	360 + 118 or 45	

Explanation: in standardised teaching hours first number denotes regular workload of teachers, the other number refers to holding elective courses, and the third number denotes holding seminars.

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

Year	Number of newly employed teachers	Number of teachers whose contracts expired
2008/09		
2009/10		1
2010/11	2	3
2011/12	4	1
2012/13	1	1
Total	7	6

Table 4.5 Teaching materials used in the last academic year

Study programme name	Number of Croatian textbooks	Number of foreign textbooks translated into Croatian	Number of research papers related to teaching	Number of manuals	Number of instructional material related to the artistic field	Number of courses for which there are reviewed manuals on the institution's web site	Number of courses for which there is a web page with supplementary teaching materials	Number of e-courses
Integrated philosophical and theological study	0	0	47	0	1	0	17	1
Undergraduate theological-catechetical study	3	0	49	2	2	0	7	0
Graduate theological-catechetical study	2	0	90	2	3	2	19	0
Postgraduate study; Christianity and contemporary culture	1	0	17	0	0	0	1	0
Postgraduate study: History of theology and christian institutions	0	0	11	0	3	0	0	0

* (Appendix: List of teaching materials, Table 4.5)

5. SCIENTIFIC AND PROFESSIONAL ACTIVITY

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

Catholic theological faculty in Split has as its fundamental theological-pastoral mission, training candidates for diaconry and presbyterate and theological-pastoral education of the lay which except for some church services, also trains for teaching work in school since denominational religious teaching has been introduced in teaching plan and curriculum. Teachers of CTF in Split, according to the fields of their own specialisation follow a development of theological science in the world as well as actual religious-church issues, and that reflects on their scientific research. Since the study of Catholic theological faculty is organised into chairs, for the next five years teachers at certain chairs will dedicate to the following topics:

Chair of Philosophy in the next five-year period attempts to deal with the following topics: God's existence and the evil in the world; burning questions of Christian ethics and relationship between human and God; borderline issues of philosophy and religion at Martin Buber; historical and phenomenon research of destructive capabilities of the language (language of violence, derision and insult); the role of philosophy in contemporary social changes.

Chair of the Holy Scriptures of the Old Testament in the next five years will specifically be dealing with these subjects: Fundamental guidelines of the Biblical understanding of marriage and family in the Pentateuch with a special emphasis on Biblical prehistory (Gen 1-11); Research of nonbiblical Dead Sea Scrolls and their relation to the Bible (the intention is to make a study on a current state of research of Dead Sea Scrolls, and along with basic explanation also translate manuscript 11Q19 /The Temple Scroll/) that by its content corresponds to different Biblical texts); Relationship between the Old and the New Testament with a special emphasis on the Book of Revelation (objective of this research is recording and comparison of Biblical places in question).

Chair of the Holy Scriptures of the New Testament will be investigating theological thought of saint Paul and Paul's writings in their original historical, theological and literary context. Special attention will be dedicated to researching the presence and interpretation of Paul's theological thought in contemporary theology. The Chair aims to determine how much does the actualization rely on exegetically determined original meaning of certain texts, textual entities or particular expressions.

Chair of Fundamental Theology in the next five-year period will dedicate to two subjects: Relationship between *faith and culture* in the aura of contemporary cultural and religious transformations, and in that context especially between *theologies of religions*; *Place and role of theology* within church and academic community as well as its relation to the science and public.

Chair of dogmatic theology works on a project that will, in the context of theology of sacraments, include research on spiritual care for the ill on the area of Split Archdiocese, framing models of cooperation between medical and spiritual care and participation in framing palliative care.

Chair of moral theology will be investigating the term *eubiosis* and the possibilities of its implementation in *clinical bioethics* (palliative care – rehabilitation); political-social and

public concept in bioethics (society in general, especially Croatian), philosophical-theological approach to life and its values, as well as the question of feminism in the world and Croatia.

Chair of history of Christian learning and literature will through the next five-year period be dealing with the research of historical development of the sacrament of Holy Orders and theology and spirituality of ministerial priesthood.

Chair of Canon Law will in the following five years deepen the subjects that concern a) marital law and law on other sacraments; b) legal regulations from the book of God's people (II. Book of CCL) like believers rights, hierarchical organisation of the Church and monastic law; c) other themes depending on the need.

Chair of Ecumenic theology will in the next five years be dealing with the issues of fruits of ecumenism (from the Second Vatican Council up to today), problem of the sacrament of Holy Orders in ecumenic dialogue, contribution of Reformation (especially by Calvin Luther) to better and more complete interpretation of Christian Revelation and with consonance of different Christian communities on the subject of relation between religion and justification.

Chair of religious pedagogy and catechetics will in the following five years dedicate to studying communicative theological approach to religious teaching. The emphasis of the research will be directed to the subject of methodical base in studying/teaching religion; then on curriculum in the context of changing paradigms of studying: learning outcomes in higher education; on the question of didactics and methods of teaching at higher education institutions (current state, perspectives and new directions) and on religious education in early age. Save for that, a special attention will be dedicated to the analysis of contents of high school religious teaching textbooks, as well as to specificities of religious education of children with developmental difficulties, life-long permanent education of religious teachers, educational activity of Catholic action in Croatia, and also to actualities and implementation of pedagogy in spiritual vocations and animation of the young Catholics in Croatia.

Chair of pastoral theology will in the next five years, in terms of scientific research in the field of pastoral theology, in the context of pastorals of parish communities, direct special attention to the way religion is transferred in the field of marriage and family and will attempt to analyse theme of pastorals of particular sacraments from theological-pastoral point of view.

Chair of Liturgics will in the following five years be treating the question of visual culture and liturgy, then with philosophical approach to liturgical image, question of Sunday in Catholic religiousness and anthropologic research of holiday ethos.

Chair of Church history will in the next five years be dealing with investigation of heritage of father Frane Bulić, investigation of heritage of the painter and writer Jozo Kljaković and research of the victims from the Second World war and after-war period in Archdiocese of Split-Makarska.

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

Teachers of CTF publish their scientific works in all the most prominent theological journals in the country and some of them also in abroad. Classification of scientific journals for humanistic sciences follows a different division than of impact factors. Journals in the field of humanistic sciences are divided into journals categorised as A1, i.e. those who are equated to the journals with international review and journals A2, with national review. Teachers of CTF in Split, during the last five years, have a great number of published articles in one and the other type of

journals.

Journals A1 with published works by teachers from Split CTF:

Bogoslovska smotra (Theological Review), Crkva u svijetu (Church in the world), Obnovljeni život (Restored life), Filozofska istraživanja) Philosophic research.

Journals A2:

Služba Božja (God's Service), Diacovensia, (Riječki teološki časopis) Theological journal of Rijeka. Nova prisutnost (New presence), Tusculum

International journals with published works by teachers from CTF of Split:

Vrhbosnensia, Ephemeridis Augustinianum, Rivista di vita spirituale, Journal Internationale de Bioethique – International Journal of Bioethics, Communio, Orientamenti pastorali, International Journal of Practical Theology.

c) List 10 most important papers of your institution in the last 5 years (for each scientific field area your institution is working in). Specify and comment the citation of your papers according to the global databases (WOS, SCOPUS, Google Scholar). Compare the scope of your scientific achievements with comparable Croatian and international HE institutions. (Appendix: stated works, /5c1-10/)

1. A. Mateljan – J. Korda, "Catechetics and sacramentalization of the deaf", in: *Služba Božja* 49 (2009) 1, pg.3-43. This work is modern in both thematics and the way it treats it and therefore represents a novelty in Croatian theological literature.
2. N. A. Ančić, *Some reflections on enclitics 'Fides et ratio' on the occasion of the tenth anniversary*, in: *Bogoslovska smotra* (2008) 4, pg. 747-760. The work is actual Encyclic of the pope St John Paul II. "Fides et ratio" for theologic and secular public.
3. M. Vidović, "Federal viewing of the Church in Eph 1-2", in: *Bogoslovska smotra* 80 (2010) 1, 297-334. The article enriches theological thought in CR, at least in the sense that this subject has not yet been formally analysed, and in the sense it highlights particular insight important for contemporary theological speech and practice.
4. Mladen Parlov, "Interrelation between episcopates and presbyterians in the thought of M.A. de Dominis", in: *Crkva u svijetu* 47 (2012), pg. 235-255. M. A. de Dominis, archbishop of Split, and then renegade and returnee into the Catholic Church, is one of the first theologians who spoke about the need for organising institution of bishop's course that would *in solidum* lead the Church. Three hundred years afterwards his ideas will, even though slightly corrected, be a great novelty of the Second Vatican Council. Author's article signifies a contribution to better understanding of the thought of M. A. de Dominis on the sacrament of Holy Orders, i.e. contribution to better understanding of the thought of a man who with his activity marked church and social life of the 17th Century Europe.
5. Ivan Jakulj, "Marriage and family in the surrounding of relativism. Canon-legal retrospection", in: *Diktatura relativizma (Dictatorship of Relativism)*. Proceedings of the scientific symposium held in Zagreb on 16 June 2007 (Mijo Nikić, Kata Lamešić, ed.), Zagreb, 2009, pg. 309-352. In his work, the author identifies to Croatian public problems that modern catholic family meets at the level of theory and practice. Relativism, as a new ideology, has introduced into all pores of society a new way of conception of reality, and that does not go round family either.
6. Stipe Nimac, "Zwischen Traditionsverbundenheit und Zukunftsoffenheit. Zur gegenwärtigen

Situation der Kirche und der Praktischen Theologie in Kroatien”, in: *International Journal of Practical Theology* 17 (2013 2, pg. 273-291. The author treats a current state of affairs in the field of practical theology in Croatia and brings basic guidelines for new contextual reflexion on the pastoral work. Commenting on actual social-church context in Croatia, he analyses the matters of practical theology in Croatia and reviews it to be to a great extent dependant of general affairs of practical theology, but also of social, theological and other specificities for the Church and society.

7. Jadranka Garmaz, “The role of religious teaching in nurturing native heritage according to CNES”, in: *Obnovljeni život* 63 (2008) 1, pg. 83-96. From the starting point of educational role in contemporary school, the author arguments the role of religious teaching in nurturing native, cultural and religious heritage and its importance in familiarising with one’s own spiritual, historical and cultural roots, therefore comes to the conclusion of the immeasurable role religious teaching has in exploring and preserving native, especially cultural and religious heritage of our people, and on its integration role in the matters of faith and culture. Through integral humanising and training for forming one’s own life on the basis of universal human values in the light of Christian faith and on the roots of cultural-historical and spiritual heritage of our people, religious teaching enables a student to construe and preserve his own national identity.

8. I. Žižić, “Genealogy of a believer’s subject. Christian initiation in the light of anthropology and theology of ceremony”, in: *Bogoslovska smotra* 79 (2009) 3, pg. 437-478. The author in his work attempts to scientifically interpretate Christian initiation by using findings from anthropology. The study approaches to the problematics in an original way and brings some new theological insights up to now unpublished in Croatian language and therefore represents a contribution to theology in Croatian speaking area.

9. I. Kešina, “Involvement of an observer – one of limitations in science”, in: *Filozofska istraživanja* 30 (2010) 1-2, pg. 175-191. The paper treats involvement of an observer as a limitation in the racional comprehension of the world and opening space for other forms of cognition. To a great extent this problematics concerns the relationship between the science and faith. The author makes a breakthrough in the sense of definiteness and boundaries sciences cannot cut across and are related to other forms of cognition. By using the example of thermodynamics and Newton mechanics, the author shows how there are some forms of involvement that may remain hidden. In sciences, where quantitative separation of objective and interfered standpoints of the observer cannot be done, there can neither be security from the involvement itself nor by it from the refined mistakes in rational concluding. Accordingly, it could be concluded that in the areas of cognition which are dealt by sciences and philosophy by means of rational concluding, refined mistakes could be made so there is room for other forms of cognition, including the one of religion.

10. L. Tomašević, “Ontological and functionalisitic understanding of a person: Bioethic discussion”, in: *Crkva u svijetu* 46 (2011) 2, pg. 143-170. The author in the article explains the origin and the development of theological bioethics in the context of the scientific one. Since this theme, i.e. theological bioethics, was not treated as much in Croatian theological thought, this article is regarded as a pioneering work in this area and for that is important for Croatian theological thought.

d) If your scientific area gives precedence to other types of publications (books, conference proceedings, etc.) list 10 most important publications of that type. Comment on the criteria for choosing them. (Appendix: stated works /5d1-10/)

1. *Anthropological and theological dimension of a victim*, Proceedings from the International scientific conference, Crkva u svijetu, Split 2013. Along with editor's Preface, the proceedings also contain appendices of nine authors. Jozef Niewiadomski, *Victim and devotion in interpretation of Innsbruck dramatic theology*; Carmelo Dotolo, *Gift and freedom. Christological novelty of a victim*; Marijan Steiner, *Christ's sacrifice on the cross and on our altars*; Marijan Vugdelija, *Nature of Christ sacrifice according to the Epistle to the Hebrews*; Ante Akrap, *Holocaust – Golgotha of the 20th Century? Holocaust in the light of Jewish philosophical and theological thought*; Goran Kardum, *Notion of a victim in contemporary psychology*; Matthias Scharer – Jadranka Garmaz, *Question of relation to the victim in eucharistic catechesis in German and Croatian speaking area*; Anđelko Domazet, *Jesus's victim walk. Theology of Christ's death in the work: Joseph Ratzinger/Benedict XVI., Jesus from Nazareth II*. Appendix to the Proceedings refer to two conversations: Conversation with Jozef Niewiadomski and a Conversation with Matthias Scharer. The Proceedings in its content represent the concept of "victim" as something still unavoidable in contemporary society, since it enables deeper understanding of psychological processes in an individual as well as of the processes that influence on framing social and cultural-religious relations.

2. *Theology, beauty and art*, Proceedings from the international scientific conference, Crkva u svijetu, Split 2012. Along with introduction presentation which is also a brief review on *theology of beauty*, the Proceedings bring eight appendices that from different points of view talk about esthetics, art and theology. Here are some of them: Johannes Rauchenberger (Graz) in his work *Contemporary questioning on visual arts as potential source of theological thinking* comes to the conclusion that artistic achievements can help theology in detecting existential issues. Ivo Šimat Banov in *Between religious and sacral art* expresses his belief that religious experience is immanent to every authentic work of art. Heinrich Pfeiffer (Rome) brings elementary introduction to the meaning of basic categories relevant for defining relationship between theology and art. The Proceedings, being the result of scientific conference, bring us to the conclusion that certain elements of theology, but also history of art, estimate actual functioning of a relationship between Christian experience and its theological contents from one, and artistic achievements from the other side.

3. *Phenomenon of consciousness*, Proceedings from the international scientific conference, Crkva u svijetu, Split 2011. Along with Preface by editor, contains eight appendices. A. Vučković, *Dumb voice: three philosophical interpretations of conscience*; E. Schockenhoff, *Essence and function of conscience from the standpoint of Catholic moral theology*; A. Bucher, *Conditioned reflex of fear or human core? I. Raguz, Church as a place of 'expanded conscience'. Dogmatic-theological reflexion on relation between Church and conscience*; M. Vidović, *Biblical notion of conscience*; I. Živković, *Conscience as constituent component of psychological approach to moral living*; L. Baugh, *Ethics, moral, conscience and film: fructiferous encounter*; B. Vidović, *Logotherapy and conscience. Role of conscience in human quest for meaning*. The Proceedings conclude the question of conscience is of great importance for today's society and new, contemporary problems that appear in new social circumstances require deeper insight into the nature, meaning, functioning and the ways of shaping conscience.

4. *Christianity and evolution*, Proceedings from the international scientific conference, Crkva u svijetu, Split 2010. Along with *Preface*, the Proceedings bring appendices of nine authors from Croatia and abroad. A philosopher, Ivan Bubalo questions shortcomings of more recent attempts to establish moral on the facts provided by evolutionary development that stands in the centre of evolutionary ethics. Italian biologist Ludovico Galleni deals with defining relations between fundamental significances of the evolutionary development and theology, and then by means of theological model by Pierre Teilhard de Chardin presents the ways evolutionary dynamics shed light on certain theological contents. A biologist and theologian Josip Balobanić proves on the example of encounter of theory of evolution and Christian faith, how sole development of

scientific findings does not alter the essence of faith, but merely changes and intensifies the way the believing is expressed. Physicist and theologian Dieter Hattrup, guided by the results of his own studies dedicated to recent insights in science, especially quantum physics, in the structure of the matter, concludes that the theory of evolution indicates God as creator of free beings that are able to recognise and acknowledge Creator's freedom. Moral theologian Tonči Matulić investigates the problem of biologisation of moral. He describes history of that phenomenon and subjects a sociobiological approach to moral to a theological critic that has again become more popular for the last decades. A brief description of the history of relationship between evolutionary theory and church teaching is provided by a text of Nikola Bižaca. He offers basic elements of one hermeneutic form adequate for proper understanding of this, in historical sense, usually tense relationship. Ivan Tadić in his paper "Development of thought on the universe and its origin" offers a review on thought on the element and development of the world from Tales to contemporary thinkers. Proceedings conclude with a text by theologian catechetic Matthias Scharer and Jadranka Garmaz that treats perception of the concept of creation/evolution in religious teaching and catechetic theory and practice, with a special review on the presence of evolutionary theory in Croatian religious teaching programme.

5. *Power and authority – social and church views*, Proceedings from the international scientific conference, Crkva u svijetu, Split 2009. Along with editor's Preface, the Proceedings bring eight appendices. Here are some of them: Zdravko Tomac in his work argues how the actual levels of authority of power structure of Croatian country are liable to gradual erosion due to European integration processes. Mirko Klarić talks about constitution of government administration in Croatia. Gerhard Larcher views testimonies within context of today's great social changes as the most appropriate figure of church authority. Donath Hercsik evaluates accomplished range of teacher's authority of bishops conferences that wanted and still want to be an instrument of co-responsibility and by that also an expression of large change in understanding and practice of authority and power in the Church. Inge Tomić Koludrović gives a parallel sociological review of voluntary work in USA and Croatia and shows more or less directly how the authority of Christian communities in pluralistic society of reflex modern time also depends upon the quality and the volume of voluntary work. Biblical view of power is analysed in the work by Božo Lujčić. Jure Brkan discusses the way evangelical ideal of salvation service can be converted into legal theory and practice of the Church. Alojzije Čondić provides an insight into christocentrically founded conception of management service within pastoral engagement of the Church. Ivan Kešina portrays current official views of the Church in terms of structure and range of teacher's authority of church shepherds in the matters of faith and morals.

6. *Theology and Church in the processes of European integration*, Proceedings from the international scientific conference, Crkva u svijetu, Split 2008. Here are comprised appendices of ten authors theologians, political scientists and sociologists on theme "Theology and Church in the processes of European integrations". Seven authors treat different views of the main theme from the angle of Croatian perspective, while three authors from abroad display their views on European project from the perspectives of their own country and cultural context they belong to.

7. Nikola Bižaca, *Reviews from theology of religions*, Kršćanska sadašnjost, Zagreb 2008. This book treats relation of the Catholic Church and theology to other religious traditions. It is about theological assumptions for a sincere and existential meeting and a dialogue with other religions.

8. Ante Mateljan, *The Mystery of encounter. Fundamental sacramentology*, Crkva u svijetu, Split 2010. The book is reviewed and published as university textbook for the course Fundamental sacramentology (Sacraments in general). Author's initial starting point refers to important characteristics of theological anthropology (human person in relationship; symbolic declaring

and activity) and to theological themes of sacramentality of Christ and Church in order to explain the structure and efficiency of the sacraments. He especially leans on the progress in theology of sacraments after the Second Vatican Council, inspired by the works of E. Schillebeeckx, K. Rahner and others. The book represents a contribution to Croatian theology since it is the first author's book that after the Second Vatican Council thoroughly treats theme "de sacramentis in genere" in Croatian language.

9. A. Čondić, *Raise, He calls for you. Theological-pastoral reflexions*, Crkva u svijetu, Split 2013. The book is actually a handbook where the author advocates integrated, organic-synodal approach to pastoral. In that context pastoral theology needs to bring round its interdisciplinarity, i.e. cooperation with other sciences. This work represents a contribution in knowledge and development of pastoral theology in Croatia and is also a great assistance to both professors and students who study theology at our Croatian higher education institutions.

10. Jadranka Garmaz – Martina Kraml, *Living the eucharist. Elements of eucharistic catechesis*, Zagreb, Glas Koncila 2010. The book is a result of international cooperation between two theologians from Innsbruck and Split. It is a result of joint research in the project of communicative theology and in the field of eucharistic catechesis. It is a unique book in Croatia on the theme of eucharistic catechetics as education for the eucharistic culture of living. Renowned catechetic M. Šimunović as a reviewer says: "Living the eucharist is one of the first works in this form in Croatian area that highlights the importance of catechesis and the need to set catechesis to the centre of the Church activity in a new way, to dedicate the best human resources and means to catechesis and therefore create 'eucharistic culture of living' that is preserved in everyday dining and living."

Faculty of Catholic Theology every year organises international scientific conference where the most actual and/or the most significant questions from the church and social life are treated. The fruit of these scientific meetings are proceedings that bring valuable contributions to the theme being treated at the conference. Hitherto, there were eighteen scientific international conferences. Sited works of some professors, and there are many more other, show their competence in the field treated by these books, but also of some other teachers, and they are in no way inferior to any other book by the teacher from other similar higher education institution in the country and abroad.

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

According to the Regulations for postgraduate doctoral university study students themselves select a mentor for their doctoral work, and this selection is then confirmed by the Faculty Council. If there is a need, the Faculty Council can, at the proposition of Committee for postgraduate doctoral study, assign a co-mentor to the student. Specifically, it may happen that a selected theme is interdisciplinary and that selected mentor is not an expert in the whole field of doctoral dissertation. Mentor is recommended on the basis of his previous scientific-research work, for which student selected him as his mentor in the first place. Mentor is being selected on the basis of criteria related to the appointment into higher grade. There are no other particular criteria.

f) Comment on your policy for the development of young researchers.

Our policy up to now consisted of sending young scientists to postgraduate study abroad and this through church institutions (Archdiocese of Split-Makarska nad dioceses of Split Archdiocese and Franciscan Province of the Holy Redeemer).

Postgraduate study at our Faculty offers two specialised study programmes: Christianity and contemporary culture and History of theology and Christian institutions. On both studies obligatory and elective courses are scheduled in a way that students can coordinate their own interests to the study, on the basis of which certain teachers direct them to further research. This type of approach can result in valuable licentiate works and articles published by our students in cooperation with teachers.

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

Only two of our professors (J. Garmaz, S. Nimac) have published works in cooperation with colleagues from foreign HE institutions. Those are specialised books and papers resulted from the fruit of personal acquaintance and cooperation more on personal than on institutional level. Philosophical-theological research are regularly the result of individual initiatives. Institutional cooperation on a higher scientific level is missing.

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

Since we launched a postgraduate doctoral university study at our Faculty just four years ago, only three doctorants reported their doctoral themes, and most of them are working on their licentiate works. The questionnaire carried out among the students of PDS shows satisfactory availability of the mentor's assistance in scientific work ([Appendix; PDS students questionnaire, 5h1](#)).

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

Since our Faculty is rather newly formed, we still have not completely defined ourselves when it comes to scientific and professional projects. However, our teachers participate in scientific-research projects of other institutions. For instance, Jadranka Gramaz, Ph.D. participates in international project "Kommunikative Theologie" under guidance of Ph.D. professor Matthias Scharer from Innsbruck. As regards to scientific projects, we may say that our Faculty is primarily focused on organising scientific conferences on relevant contemporary scientific theological themes, where results of their scientific work are presented also by our scientists.

j) Describe the ways in which scientific activities contribute to:

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

Teaching activity at our Faculty is organised in chairs. Head of chairs along with teachers at some chairs mostly deal with the issues related to the subject of the course they teach, therefore the findings resulted from the scientific research also have impact on classes. Scientific conferences organised by our Faculty are open type meetings so that at lectures, along with teachers and students also participate many of other interested listeners (priests, nuns, laymans, inquisitives). Knowledge from these conferences often reflect in pastoral plans of local Church.

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

Our Faculty publishes two scientific journals: *Crkva u svijetu* (*Church in the World*) and *Služba Božja* (*God's Service*).

Journal *Crkva u svijetu* is founded in the year 1966 with an aim to study current religious-social questions. It is published four times annually. Since it is categorised as A1 journal, it is relevant not only for the teachers from our Faculty but also for other theologians from Croatia and beyond. The journal brings new scientific papers written in Croatian language with summaries in foreign languages (English, German and Italian).

The main and responsible editor is Ph.D. professor Nediljko Ante Ančić, deputy of the head leader is Ph.D. professor Ante Mateljan. Members of the editors council are: Nediljko A. Ančić, Nikola Bižaca, Ivan J. Bošković, Thoimas Bremer (Münster), Jadranka Garmaz, Ermenegildo Manicardi (Rome), Ante Mateljan, Darko Tomašević (Sarajevo), Ante Vučković. In editors council there are three foreign colleagues theologians (from Germany, Italy and Bosnia and Herzegovina) which facilitates approach to other theologians outside the country in terms of international cooperation. As for the teachers from our Faculty who are members of the editors council, three of them are theologians of systematic theology (fundamental and dogmatic), one philosopher and one catechetic, which also indicates a basic profile of the papers published by the journal.

In selection procedure, editorial board firstly suggests reviewers for a peer-review of the arrived work. Furthermore, the work is approved, denied or sent further for final processing. Next, a scientific qualification of the work is made and then UDC notation is being classified through University library. Editorial board keeps record of all received works and of peer-review procedure.

Impact factor is not entirely available. Namely, since on the central portal of scientific journals of Croatia HRCAK one could access to the complete content of each issue, it is possible to track the number of page openings, i.e. downloads of texts, but we have no information on how much certain works are being cited.

Journal *Služba Božja* (*God's Service*), liturgical-pastoral review, initiated with its work from the year 1960. It has been categorised as A2 journal and is published four times annually. There are mostly being published works from the teachers of our Faculty, but there are also works from other teachers from Croatia and even from abroad. *Služba Božja* is by its content directed to liturgical-pastoral issues, but not exclusively. According to the newer editorial policy, one issue is thematically determined, i.e. one theme is being treated from all points of view and for that purpose prominent theologians from Croatia and even foreign countries are being invited.

A head editor is Ph.D. professor Anđelko Domazet. Deputies of the head editor are: Ph.D. professor Dušan Moro and Ph.D. professor Ante Mateljan. Members of editoris council are: Anđelko Domazet, Šimun Bilokapić, Ante Mateljan, Dušan Moro, Jure Brkan, Alojzije Čondić, Mladen Parlov, Domagoj Runje, Luka Tomašević, Ivica Žižić. Editors council in this way covers all chairs from our Faculty which ensures a good judgement at accepting and publishing scientific papers.

In selection procedure, editorial board firstly suggests reviewers for a peer-review of the arrived work. Furthermore, the work is approved, denied or sent further for final processing. Next is made a scientific qualification of the work and then through University library UDC notation is being classified. Editorial board keeps record of all received works and of peer-review procedure.

Impact factor is not entirely available. Namely, since on the central portal of scientific journals of Croatia HRCAK one could access to the complete content of each issue, it is possible to track the number of page openings, i.e. downloads of texts, but we have no information on how much certain works are being cited.

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

Up to now we did not have professional projects.

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

Since we did not have professional projects, we have no impact results.

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

There is no systematic policy of monitoring the volume and quality of scientific work at our Faculty, except that there exists an obligation for a regular annual report on scientific work, which is required from all the teachers appointed into scientific-teaching grade who submit the report once annually to the Faculty Board.

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

There is no policy of providing incentives for and awarding publishing in the highly ranked scientific journals at our Faculty.

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

Our Faculty has carried out Ethic code and all the teachers in teaching and scientific work are required to adhere to its ordinances. As regards to employment of the best scientific staff, our Faculty is in a specific situation. Namely, CTF in Split is constituted of two components: Theology in Split and *Franciscan college of Theology in Makarska*. Teachers from both constituents became teaching staff of the newly established institution. Since there is no systematic scientific monitoring and support, according to agreement among teachers, when one teacher goes from one constituent to a retirement or when he leaves the Faculty for any reason whatsoever, he is being substituted by a teacher offered by the constituent in question, and if there is no one, it is then offered by the other constituent institution of the Faculty. Concern on employment of the younger scientific-teaching staff is also being taken, along with Faculty's management board, by Faculty's founders: Archdiocese of Split-Makarska and the Franciscan Province of the Holy Redeemer.

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

We are partially satisfied with the current situation in terms of scientific production of our teachers and their professional activities. What our Faculty misses are scientific and professional projects. Areas for continued enhancement and development of our scientific institution still exist. This is also envisaged by the plan for improving activities of the Faculty in the following period.

Table 5.1 Mentors

(Mentors for the scientific area)

Name of the doctoral programme (specialisations)	Number of mentors for dissertations defended in the past 5 years	Number of mentors' publications in national journals in the past 5 years*	Number of mentors' publications in international journals in the past 5 years*
Christianity and contemporary culture	-	-	-
History of theology and Christian institutions	-	-	-

(Mentors for the artistic area)

Name of the doctoral programme (specialisations)	Number of mentors for dissertations defended in the past 5 years	Number of mentors' artworks publicly displayed at the relevant national reviews or other artistic events in the past 5 years	Number of mentors' artworks publicly displayed at the relevant national reviews or other artistic events in the past 5 years
-	-	-	-

**Only the highest category of works in a specific field is taken into account according to national classification, i.e. works in journals in international citation database WoS and Scopus.*

Table 5.2 Sources of funding for scientific projects

Start year	Project (name)	Duration (months)	State budget (MSES)	State budget (other sources – list which)	Local government budget	EU funds	Business sector – private companies	Business sector – public companies	Other sources (list which)	TOTAL
2009	Kommunikative Theologie Jadranka Garmaz participates	4 years								
	Project 2 :									
	Project 3 :									
	Project 4 :									
	Project 5 :									
	Project 6 :									
	Total : 1									

Table 5.3 Sources of funding for professional projects

Start year	Project (name)	Duration (months)	State budget (ministries and public administration)	Local government budget	International funds	Business sector - private companies	Business sector - public companies	Other sources (list which)	TOTAL
2007	Protection and promotion of cultural and historical goods and protection and preservation of nature Josip Dukić, project manager	11 months	MSES of the Republic of Croatia	Town Trilj					
2008	Educational-teaching work with talented children and the young Josip Dukić, project manager	11 months	MSES of the Republic of Croatia	Town Trilj					2
	Protection and promotion of cultural and historical goods Josip Dukić, project manager	11 months	MSES of the Republic of Croatia	Town Trilj					
	Preventing violence among children and the young Josip Dukić, project manager	11 months	MSES of the Republic of Croatia	Town Trilj					
	Total	44 months							

Table 5.4 List of scientific and developmental projects

List of active scientific and developmental projects awarded by MSES, with names of project leaders
The Alka knights Tournament of Sinj, world heritage of Cetinska krajina – meeting 300th anniversary Ph.D. Josip Dukić, project manager
List of active scientific, artistic and developmental projects from other national sources (UKF, NSF, other state institutions or Croatian industry), with the names of project leaders
Heritage and Sustainable Development of Zabiokovlje Project manager; Ph.D. Anđelko Mrkonjić Participants: Ph.D. Mladen Parlov; Ph. D. Alojzije Čondić
List of active scientific and developmental projects awarded by international funds, with the names of project leaders/coordinators

Table 5.5 Bibliography (in the last 5 years)

Publication category*	Total number of publications	Number of publications that were the result of collaboration with other HEIs and scientific organisations	Ratio: Number of publications/ number of teachers**
Publications in the journals included in the CC, WoS (SSCI, SCI-expanded and A&HCI) and Scopus databases	8	0	8/6
Other publications included in the databases recognised in the appointment to research grades	125	0	125/22
Authorship of books published abroad	0	0	0
Authorship of books published in Croatia	30	0	30/19
Publications in national journals with international peer review			
Peer-reviewed publications in proceedings of international and conferences abroad***	41	0	41/20
Publications in national journals with national peer review	0	0	0
Professional publications	73	0	73/18
Chapters in peer-reviewed books	10	0	10/5
Peer-reviewed publications in proceedings of national scientific conferences***	19	0	19/12
Editorship of foreign books***			
Editorship of national books***			
Number of publications in journals published by your institution			

* **Types of publications in bold are required.**

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

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

Note: In Table 5.5 and 5.6 scientific recognized publications (A1 and A2), are insert in first and second columns.

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

ARTISTIC ACTIVITY	Total
Number of complex artworks defined as extraordinary achievements with international merit	
Number of complex artworks defined as extraordinary achievements with national merit	
Number of artworks premièred at artistic events with international merit	
Number of artworks premièred at artistic events with national merit	
Number of artworks premièred with reviews published	
Number of artworks premièred	22/1
Authorship of books published abroad	
Authorship of books published in the Republic of Croatia	3/2

Table 5.6 Research productivity of the organisational units

Publication category*	Total number of publications	Publication number/ teaching staff number ratio for each unit**						
		Unit: Chair of						
		Philosophy	Old Testament	New Testament	Fundamental Theology	Dogmatic Theology	Moral Theology	History of Christian Learning
Publications in the journals included in the CC, WoS (SSCI, SCI-expanded and A&HCI) and Scopus databases	6	4/2				1/1	1/1	
Other publications included in the databases recognised in the appointment to research grades	101	14/4	7/2	7/2		24/4		
Authorship of books published abroad								
Authorship of books published in Croatia	29	6/4		2/2	1/1	5/4	3/1	
Publications in national journals with international peer review								
Peer-reviewed publications in proceedings of international and conferences abroad***	41	8/5	2/1	4/2	1/1	5/3	9/4	
Publications in national journals with national peer review								
Professional publications	61	5/2	6/1	7/1		10/2	12/4	
Chapters in peer-reviewed books	8					2/1	3/1	
Peer-reviewed publications in proceedings of national scientific conferences*	18	2/2		2/1	2/1	1/1	5/2	
Editorship of foreign books								
Editorship of national books*								
Number of publications in journals published by your institution								

* Types of publications in bold are required.

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

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

Table 5.6 Research productivity of the organisational units

Publication category*	Total number of publications	Publication number/ teaching staff number ratio for each unit**				
		Unit: Chair of				
		Canon Law	Ecumenic Theology	Religious Pedagogy and Catechetics	Pastoral Theology	Liturgics
Publications in the journals included in the CC, WoS (SSCI, SCI-expanded and A&HCI) and Scopus databases						
Other publications included in the databases recognised in the appointment to research grades		1/1	1/1	6/1	11/2	8/1
Authorship of books published abroad						
Authorship of books published in Croatia			1/1	2/2	5/2	1/1
Publications in national journals with international peer review						
Peer-reviewed publications in proceedings of international and conferences abroad***			1/1	4/1	5/1	1/1
Publications in national journals with national peer review						
Professional publications			1/1	3/2	12/4	14/1
Chapters in peer-reviewed books					2/1	1/1
Peer-reviewed publications in proceedings of national scientific conferences*		2/1			2/1	1/1
Editorship of foreign books						
Editorship of national books*						
Number of publications in journals published by your institution						

* Types of publications in bold are required.

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

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

Table 5.7. Artistic productivity of the organisational units

Category	Total	Work/ teaching staff number ratio for each unit		
		Unit 1	Unit 2	Unit 3
Number of complex artworks defined as extraordinary achievements with international merit				
Number of complex artworks defined as extraordinary achievements with national merit				
Number of artworks premiered at artistic events with international merit				
Number of artworks premiered at artistic events with national merit				
Number of artworks premiered with reviews published				
Authorship of books published abroad				
Authorship of books published in the country				



6. MOBILITY AND INTERNATIONAL COOPERATION

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

Students who completed some undergraduate study and achieved a degree in the field of theology (for e.g. Baccalaureus) at some other catholic university are rendered with a possibility of continuing their study at our Faculty. This is also applied to the students who for some reason wish to continue their study at CTF in Split. The committee for students transfer from other HEI verifies a completed part of the study and makes potential programme for continuation of the study which is then adopted by the Faculty Council.

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

The scope of our Faculty's international cooperation is not big. There is a bilateral Agreement with the Faculty of Theology at the University of Lucerne (**Appendix: 6b1**). A similar agreement is underway with the Catholic Faculty of Theology at Innsbruck with which already exists a good cooperation, and we hope the Agreement on cooperation will soon be signed as well. Additionally, with Catholic Faculty of Theology St. Georgen /Frankfurt am M./, we have already signed an Agreement on cooperation within the framework of Erasmus programme (**Appendix: 6b2**).

Certainly, there are annual meetings of teachers within the framework of international theological symposium in Split. Moreover, teachers participate in projects where their cooperation is evident like in writing books as co-authors, teaching courses as co-teachers and there is also teachers exchange. Prof. Žižić regularly teaches for one semester at Pontifical Liturgical Institute of San Anselmo in Rome. There is also a cooperation at international symposiums (Sarajevo, Rome, Split, Zagreb, Tokio, St. Petersburg). Objectives at an individual level refer to personal growth and deepening specific themes, and main goals at institutional level are exchanging ideas, forming new acquaintances, cooperation, maintaining contact relationships. It could be said that there is also a certain level of virtual mobility.

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

As we have already pointed out, there is an international cooperation with the the Faculty of Theology at the University of Lucerne, the Catholic Faculty of Theology at Innsbruck, the Theological faculty of St. Georgen in Frankfurt, the Catholic theological Faculty in Sarajevo, the Franciscan theology in Sarajevo, the Pontifical liturgical institute of St. Anselmo in Rome.

As for international associations are concerned, some of our teachers are members of *European Society for Catholic Theology* (Ančić, Bižaca, Garmaz, M. Vidović, Mateljan) , *The International Association of Bioethics* (Tomašević, member of scientific board), *International Society of Clinical Bioethics* (Tomašević, management board member and vice-president of the society), *Arbeitsgemeinschaft Katholische Religionspädagogik und Katechetik*, *Deutsche Katecheten Verein*, *The European Society of Women in Theological Research* (Garmaz).

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

Our Faculty is not involved in international projects or lifelong learning programmes within the Erasmus programme.

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

International experience of our teachers is mostly related to the time they spent at postgraduate study, i.e. doctoral study in abroad, and that at renowned church higher education institutions. However, our teachers lack in experience at eminent higher education institutions once they already obtained their scientific qualifications.

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

Several teachers from Bosnia and Herzegovina participate in postgraduate studies. Students assessed to have very positive experiences with some visiting teachers. On the other hand, experience with one of the visiting teachers was not very good - according to students comments – due to the teacher's misunderstanding of the very nature of postgraduate study.

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

There was an attempt to offer elective course in English language (associate professor Ph. D. Mladen Parlov, Course on M. A. de Dominis), but the students had shown no interest in it.

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

Several students have participated in visiting programmes Forum (Austria); at postgraduate meeting of the doctorants from the Eastern EU (Austria, B. Petrušić). We have encouraged also an organisation of similar meeting in Croatia (B. Petrušić).

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

This is a desirable possibility, at least for some of the students, especially those who have already

spent some part of their life in abroad and have fluent knowledge of some world language. Supports are mostly provided through incentives for acquisition of international scholarships for our successful students. Some layman students and all seminary students at postgraduate study in abroad are supported by the founders of the Faculty (Archdiocese of Split-Makarska and Fransican Province of the most Holy Redeemer).

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

During the last five years only one student of theology from Frankfurt on Main visited our Faculty. This small experience was valuable for the both parts. For two semesters the Faculty supported his study of Croatian language.

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

The current situation is not satisfactory. We consider that it is possible to create a tighter cooperation with similar institutions in abroad. Certainly, a great impendiment for this is also a language barrier. Most of our teachers were educated in Italian or German language, and precondition for attracting students from abroad are programmes in English language. This is one thing our Faculty attempts to deal with, and therefore stronger it suggests to doctorants (their future teachers) to be more involved in professional training for this type of programmes.

Table 6.1 Teacher mobility in the last 3 years

	Number of study visits of this institution's teachers and associates			Number of visits by foreign teachers to this institution		
	1 -3 months	3 -6 months	6 months and more	1 -3 months	3 -6 months	6 months and more
Scientific						
Artistic						
Teaching		1		2		
Professional						

Table 6.2 Student mobility in the last 3 years

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

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

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

7. RESOURCES: ADMINISTRATIVE AND SUPPORT SERVICES, SPACE, EQUIPMENT AND FINANCES

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

The number of administrative, technical and supporting staff is adequate to job specifications and work positions at higher education institution and also to the requirements of carrying classes, i.e. technical maintenance of the teaching space.

Administrative staff has in total eleven (6) employed persons, and these are:

- 1) Faculty Secretary (grad. theol.)
- 2) staff manager and Dean's secretary (grad. iur)
- 3) head of Student service (grad. rel.)
- 4) head of Finance-accounting Service (grad. oec.)
- 5) head of the Accounting Office (economist)
- 6) secretary of Postgraduate study (grad.theol.);

Technical and supporting staff have employed ten (10) persons, and these are:

- 1) system engineer (grad. ing.)
- 2) head of library (lic. heol.)
- 3) librarian (grad. theol.; grad. librarian)
- 4) manager of publishing activity (grad. ing.)
- 5) research assistant for publishing activity
- 6) porter
- 7) household member
- 8) delivery-woman
- 9,10) two cleaning ladies

We consider the number of administrative, technical and supporting staff in relation to the number of employed teachers adequate for the requirements of our Faculty, and in accordance to the legal regulations so that the activities at our Faculty could function normally and in a high quality way. It may seem at first that the number of administrative staff in relation to the number of teaching staff and students is too large. Yet, all administrative activities are performed in accordance with positive regulations, on the basis of which the Faculty had obtained a licence from MSES and the University of Split for employment in aforementioned services.

It needs to be emphasised that technical and supportive staff is really thorough in carrying out all their duties within the scope of their competences.

b) Comment on the qualification structure of non-teaching staff and possibilities for their professional advancement.

From a documentation obtained by personnel office of the Faculty it could be evidenced that, as it has already been stated, employees in administrative and technical positions have all the necessary and statutory regulated qualifications.

The Faculty enables the employees in these services to undergo professional training and that by participating at courses and seminars for professional training and education, especially in the fields:

- administration (employees at secretary's office, personnel office and student services);
- accountance and financing (employees at Finance-accounting services);
- information systems maintenance (system engineer);
- librarianship (employees in library);
- maintenance and technical support (household member).

(Appendix: list of seminars of professional training in the last 2 years /7b1/)

Employees are rendered with a possibility of acquiring necessary certificates that are subsequently regulated by some acts or sub-Acts for performing particular services at the Faculty. Simultaneously, educational courses required for all staff members are being maintained like one professional course, like for "occupational safety and health training" for all the employers of CTF.

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

There are 12 lecture-rooms and one musical cabinet (see table 7.2), cabinet for media and one big hall which is used only in exceptional situations for regular lecturers to the students.

Objectively, we cannot be satisfied with these spaces, i.e. lecture-rooms for class performance, since for the most part these lecture-rooms are situated in an inadequate building that was initially built as a temporary subsidiary space more than forty years ago (see table 7.1), and it was actually given to the Faculty for its needs after new Seminary building was constructed, with an aim to serve as a time-sharing building until the new building of the Faculty is built.

As regards to spatial capabilities in relation to enrolment quotas at our Faculty, it could be said that lecture-rooms mostly suit our needs in terms of their size and quality of equipment. The number of lecture-rooms is sufficient for class performance, in addition that classes sometimes take place in the afternoons. For this reason we believe that enrolment quota is optimal to our needs according to both, our judgement and our capabilities for performing classes.

Lecture-rooms are equipped with new desks and chairs, cupboard hangings, teacher desks, and most of the lecture-rooms have video-projector and a wide screen for presentation classes. Moreover, central heating system has been introduced in all lecture-rooms.

Lecture-rooms in the B building are available to students for their free time, individual work, but also for many other student activities when no classes are being held there.

Since we still use "temporary" space, every comparison to other similar HEI is inadequate. Therefore, we consider it would be appropriate to report in appendix conclusions of the Faculty

Council on spatial requirements of our institution that are submitted to the Great Chancellor and Great Vice-chancellor in the early 2002. (Appendix 7c1).

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

(Answer according to the table 7.5.) For one part, teachers in teaching use computer equipment installed in lecture-rooms (projectors) and portable personal computers that are in Faculty's ownership, and for the other part, some teachers use their own laptops in teaching.

All teachers have access to network through CARnet service provider. In the September 2013, a new server IBM X3650 M4 was furnished.

There is specially equipped lecture-room with eleven (11) installed computers reserved for student work (see table 7.5). Even though those computers are older than 3 years, nevertheless we believe they can serve well enough to students in their work like for purposes of searching data bases, writing papers that are required in some courses, i.e. writing seminars and final papers. Students may use student computers during working hours of the Faculty, and they have access to the computers by using codes provided to them by system engineer at their enrolment. Students are personally responsible for regular use of computer equipment.

All computers are equipped with licensed operative system and legal software. Wireless network connection is available in both buildings through EDUROAM network for which students and teachers can obtain access data and passwords from the system engineer of the Faculty.

For a while, a student photocopying office was also organised through student union, but it did not function very well. Therefore the Faculty, in agreement with our student union, have made an Arrangement with photocopying shop "Laser" for reasonable prices of photocopying for our students (Appendix 7d1).

e) Reflect on the internal policies of computer purchase and use.

Internal policy of purchase is based on a document "Procedure for making contractual obligations" which defines a procedure for purchase. Accordingly, before initiating any purchase one needs to verify a justification for that requirement and compability with purchase plan. Hence, the purchase may be approached to and this after Dean's approval.

A procedure for computer purchase is verified by informatician who after having made a requirement for certain goods, checks if there are any financial means for the purchase, i.e. is that purchase anticipated by the purchase plan. If it is, the Dean gives his approval after several offers are being collected. The offer that is most reasonable in price and quality is then selected. Additionally, if the purchase requires greater financial means, the suggestion is proceeded to the Faculty Council which then makes a decision on the purchase as well as on the way computer equipment will be used.

The informatician defines where to install purchased goods, i.e. the provides instructions for its use.

All the existing equipment is evidenced in a catalogue and marked with labels which denote it as Faculty's property.

In aiming to follow, as much as it is required and possible, development of computer equipment and programmes, we encourage its use in our teaching activities and up to now we did not have

any particular complaints on internal purchase policy and the the way computer equipment in Faculty's property is being used.

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

There are ten (10) teachers' offices at our Faculty and they are situated in "C" building. Since we have 13 chairs, the offices are divided according to chairs, with an addition that in two bigger offices similar chairs are accomodated, the one of Fundamental theology and Ecumenic theology and the other of Church history and History of Christian literature and doctrine. In the same building there are toilets. On the first and the second floor there is also a mini-kitchen. This older building is restored precisely for this purpose.

All the offices are furnished with appropriate equipment (desks, chairs, cupboards, book-cases, telephone connection) and computers that are linked up in a network connected to joint printer. Moreover, a wireless internet network is developed. Therefore, even though the offices are relatively small in their size (in average 17,5 m², see table 7.6) nevertheless they are appropriate in current circumstances for the work of teachers and associates, and for individual consultations with students.

According to the plan, central heating system will also be introduced in teachers' offices in order to make them even more comfortable and appropriate for work during winter period.

Furthermore, on the ground floor of the first building there is appropriately equipped smaller hall which is regularly being used for meeting of some committees or boards and for consultations with more students (especially at postgraduate study). The hall is also predicted for use of associations of former Faculty students (Alumni).

Next to the hall there is also one area for publishing activity where is situated editor's office of pastoral liturgy journal God's Service, issued by our Faculty.

We believe that in the foreseeable future of constructing Faculty's new building we should also envisage more appropriate premises for scientific activity of teachers and associates, which we have already stated before in conclusions on spatial requirements for the future building of the Faculty.

g) Describe the size and equipment level of the space used only for scientific research or artisitc activity and estimate how well the space is used.

There is no space at the Faculty which would serve merely for the purposes of scientific-research work.

As for artisitc activity is concerned, there is a music cabinet (B 17) where an upright piano is situated. In this cabinet classes are being held but also musical exercises and singing lessons of student singing choir, constituted from the students of the Faculty, particularly in special occasions like for instance, the Faculty Day. The big hall is also used for artistic type of activity since there is a piano appropriate for this occasion, and there are talented students who play some musical instruments.

In addition, there is an office for media (B16) where the essential technical equipment is situated by means of which students, under teacher's (M.S. Mirko Mihalj) guidance, can create multimedial contents, as for radio and TV shows and so as for web pages and social networks.

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

Library of the Catholic theological faculty in Split is accommodated in three spaces. The central space is on the ground floor of the Faculty's building with an area of 171m². A half of this space has duplex flats. Within this part, in addition to the library fund, there is also a working space of library's users with an area of around 40m². Here is also a photocopy machine that serves for the purposes of library's users.

Save for the central library space, there is also a reference library space where periodicals are mostly placed (48m²). This so called "Reference library" on the first floor of the central building contains mostly older issues of journals, that are less frequently being used, requires an urgent renewal. It is actually a building from 1928 which has been renovated only partly and there is a danger of a part of ceiling caving in. Therefore there is a need to transfer "reference library" in other more appropriate space.

The third space is "library storage" with an area of 72m² situated in a temporary space (container) installed on the terrace of the yard building (B). New shelves have been purchased recently for that space and so we have initiated to stack the library material which is for the most part donated from inheritances of certain deceased priests and professors. In order to decorate this space we engaged some of our students with the help of our technical staff.

Library's fund currently has 41.257 library units. In addition we have 1.080 titles of journals, some incomplete, while we are regularly subscribed to 48 foreign and 9 national scientific journals ([Appendix: 7h1](#)). Moreover, in regular library exchange we frequently receive 63 journals ([Appendix: 7h2](#)).

Annually, the sum of 15.000,00 HRK are being invested in the purchase of journals. For book purchase financial means are allotted according to the needs, i.e. suggestion of the Library Council, but these sums are not too large.

At the moment (reading on 1 November 2013) the library has 916 registered members. Here are included along with our professors, students, graduates, catechetics, and some other professors from the other faculties of Split University.

In average, 150 library units are being borrowed in a month. Currently, 2.012 books are borrowed. ([Appendix: 7h3](#))

Opening hours of the library are 8-19 hours for students and teachers, as well as for external visitors. Since the library has two employees, their working hours are distributed in a way that for one part of their working hours they work together and for the other, individually.

According to the Agreement on establishment of Catholic theological faculty, signed on 9 July 1999, also the Franciscan library in Makarska is included in the library fund of the Faculty so that teachers and students can use its services the same as the ones of Faculty's library. This library should have been transferred from Makarska to Split, to Franciscan clericate, in order for it to be more accessible. However, until now this is not been done.

We believe that new premises for library should also be an integral part in the project of the new future building of the Faculty, especially because the library owns a respectable and culturally relevant fund.

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

All book fund in the central library is informatically processed and it is in a data base which can also be searched on line.

Scientific journals of our Faculty, Church in the World and God's Service are completely available on the central portal of scientific journals of Croatia (HRCAK).

From 1993 to 2012 in our library we used a programme CROLIST that was developed by the National University library in Zagreb. This programme solution is based on ORACLE data base and from the platform of UNIX operating system adapted to use on personal computers. The programme was used by most of the higher education institution libraries. However, NUL has soon cease to develop this programme and offer support so we, as well as many other libraries, have procured a new programme solution METELWIN, a librarian information package already used in Croatia by 1097 libraries, among which are many higher education instituion libraries. The whole library fund (except periodicals) can be searched according to different searching criteria on servers of manufacturer of this software package solution (Point, Varaždin) in OPAC base. Searching link is available on web pages of our Faculty.

Students can use computers from informatic cabinets or the searching computer that is in the library.

Our opinion is that informatical availability of library fund of our library is on the same level as of the most of faculty's libraries, even though more work is to be done in terms of entering data about books and journals from the latest donations that are in the library's storage.

j) Comment on the offices of administrative services (such as the secretariat, accounting and finance, IT services etc.).

All offices are adequate for work of administrative services. They are equipped with necessary office furniture (office writing desk with chair, computer, file storage cabinets, auxiliary chest of drawers where are stored yet unfinished writings). Certain offices are equipped with minimal differences.

There is also a paper shredder device for destroying documents and is is available to all administrative staff.

Unlike other offices, computer office contains, along with the existing furniture and devices, a server where all digital data relevant for our institution are being stored. Nevertheless, it would be better this server is situated in separate space in order to provide more appropriate work conditions for system engineer.

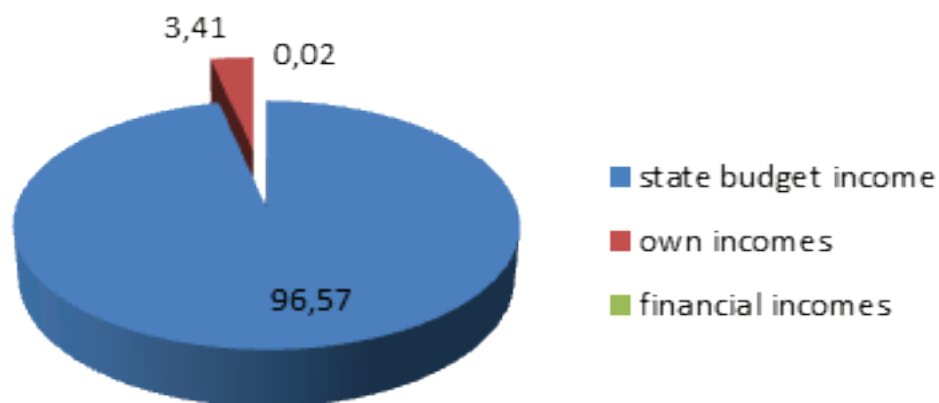
We consider it is good that a majority of the offices are nearby in a row, on the first floor of the central building, so as to facilitate a communication among the employers. The secretariat consists of two mutually related premises where important documentation is also being kept.

Only vice-deanary for science and editor's office of *Služba Božja (God's Service)* are in the back building ("C") where other offices are placed too, and it is possible that in the future these offices along with the referent library, are transferred into the main building.

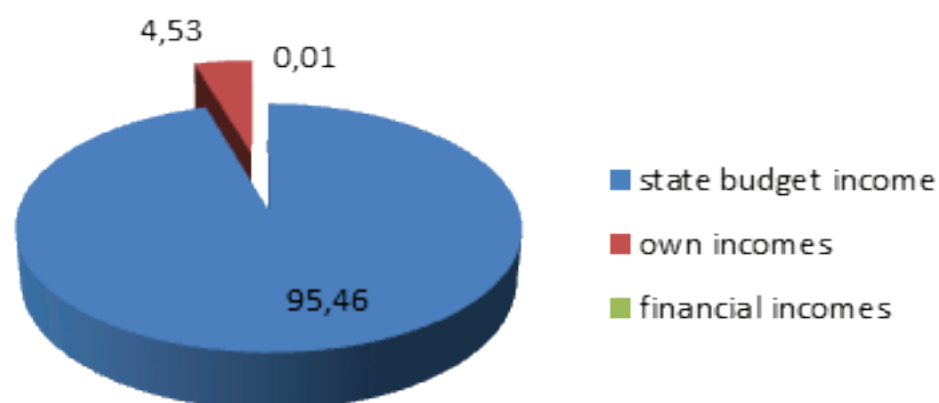
One person works in each office, except for the one in accountancy, where two persons are working, and we believe this is good.

k) Give your opinion on the ratio of the institution's state budget (teaching, scientific and artistic) and market incomes, and comment on the degree of your institution's autonomy and flexibility in its financial operations.

Ratio of incomes for 2011 is displayed in the following chart.



Ratio of incomes for 2012 is in similar percentage.



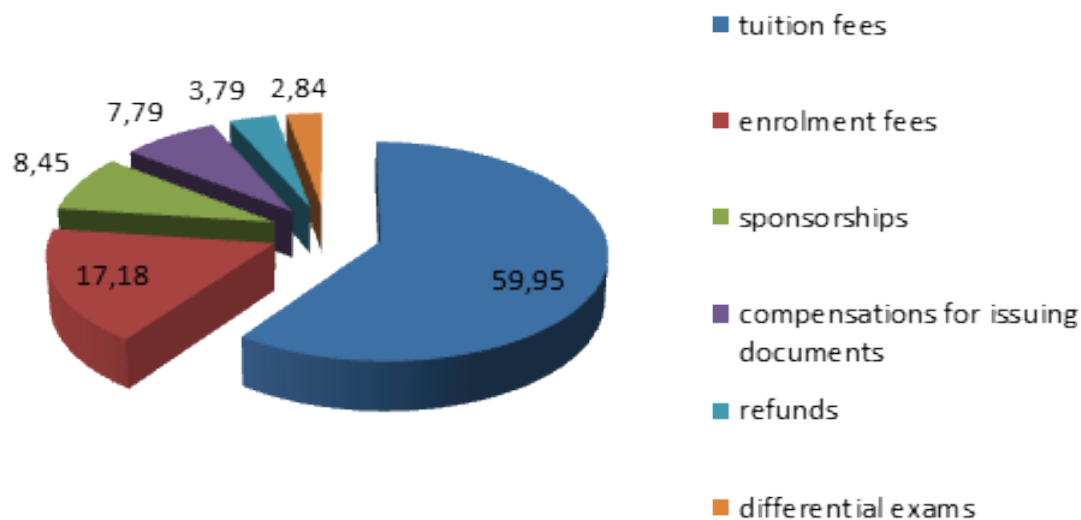
Most of the state budget incomes (90,25% for 2012 and 87,5% for 2011) refer to salary incomes of the employers, while the rest of them are for other employers compensations (e.g. transportation, severance pay, jubilee awards and similar), overhead expenses, Faculty maintenance and other. The state budget incomes are insufficient for regular functioning of the Institution, therefore own (market) incomes need to be spent. Hence, it is evident that the Faculty is neither financially autonomous (because he depends on the state budget) nor it has a flexibility in financial operations since all incomes are used exclusively for regular operations.

In special circumstances the Faculty can rely on certain financial means allocated by the Archdiocese of Split-Makarska and the Franciscan Province of the Holy Redeemer. This primarily refers to the costs of arranging International conferences, and sometimes for publishing activity (financial assistance in publishing journals *Crkva u svijetu* and *Služba Božja*).

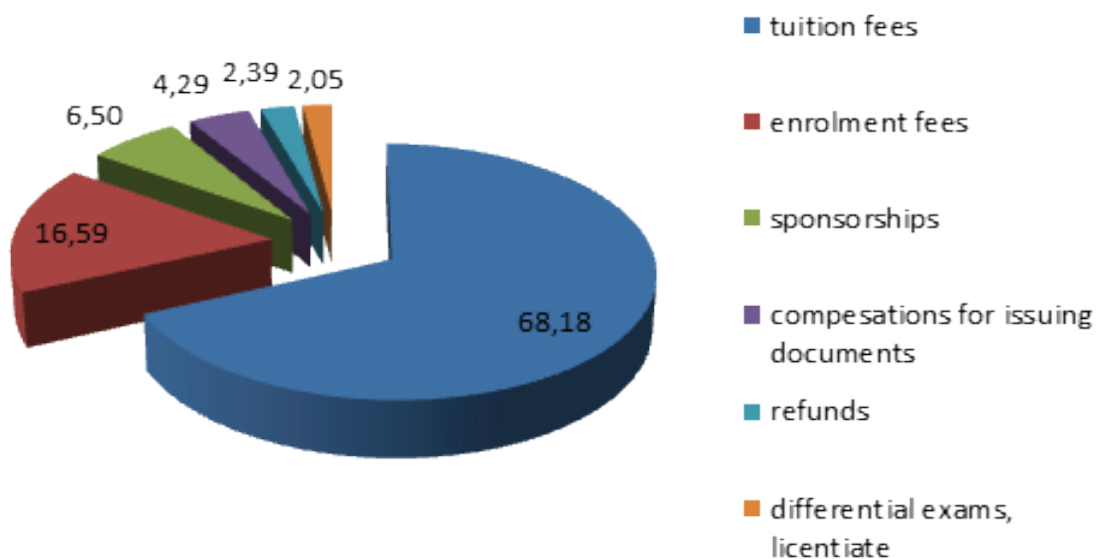
l) Provide a more detailed comment on the structure of market income sources (charging tuition fees from students, research and analytical projects, services, other activities) of your institution.

Detailed structure of Faculty's incomes for 2011 and 2012 is presented in the following charts

Year 2011:



Year 2012:



The Faculty does not generate any market incomes from performing projects, writing scientific elaborates that could be charged, issuing books for commercial distribution, and similar.

m) Comment on the institutional management of income generated from market services in order to improve the quality of your activities.

Incomes generated from market services are very small in real percentage amount and they are consequently inadequate for substantial improvements of our activities. Own incomes serve for covering that part of the expenses that cannot be covered by the state budget (because it is insufficient) and possible surplus is being transferred to subsequently academic years so that some day we could have at least one part of the amount necessary for building our own premises.

n) Provide your comments on the percentage structure of investing market income and estimate to what extent a reduction in or lack of these funds can impact the institution's functionality and its primary activity.

During the year 2011 market incomes were completely spent, while in the year 2012 we generated surplus of 82.283,00 HRK, i.e. 81, 27% of own incomes were spent.

Even though market incomes are small in terms of percentage (3,41% in 2011 and 4,53% in 2012), reduction in these incomes or even deficiency would reflect on the institution's functionality since the state budget funds are insufficient for normal operating of all activities.

o) Specify your priorities in investing any increase in the budget funding of your institution.

Our priority is primarily a carrying on intensive scientific activity, i.e. organisation and delivering scientific projects, regardless if it is alone or in collaboration with other scientific and scientific-teaching institutions. Naturally, additional material funds can also be very helpful for that work.

The basic material priority is to initiate activities related to the construction of the future building for the Catholic theological faculty of the University of Split.

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

As regards to resources that we dispose of, we may conclude that we are satisfied with professional services that function very well due to qualified and educated staff. Equally, we believe we may also be satisfied with technical and supporting staff and their work.

Additionally, we are satisfied with the work of our library, having in mind the circumstances in which it operates.

Possible improvements of information equipment are possible, especially for students' work, specifically, some new computers need to be purchased so that the modern and more demanding softwares can be installed on them.

As for finances, since we have minimal funds of our own, we are mostly dependant on financing from state budget. We try to cover all the expenses and as much as it is possible to invest in running maintenance of spaces.

By no means are we satisfied with space where most of our classes are being held at the Faculty. It is the space in a building built more than 40 years ago for a brief and temporarily usage where no particular investments should have been made. A part of this space with the offices, big hall, library and two lecture-rooms (the ground floor and the first floor of the central building) are premises in lease and they belong to the Central theological seminary.

Since the Great Chancellor in 2002 brought a decision that the future Faculty's building will be built on the current location, we believe it is necessary to initiate activities related to that project which means we should start as soon as possible with making necessary documentation in order to really initiate construction of the new building in appropriate terms. Surely, this would contribute not only to the quality of teaching, professional and scientific activity, but it would also open new possibilities for cooperation with other institutions and new incentives for church and social activities that are with all reason expected from this Faculty. This however, does not depend on the Faculty Board but also on agreement of Great Chancellor and Great Vice-chancellor as well as upon financial resources of such a demanding project.

Table 7.1 HEI buildings

List the existing buildings, buildings under construction and planned construction

Building ID	Location of the building	Year of construction	Year of annexed building or reconstruction	Total space in m ²
Building A	Zrinsko-frankopanska 19	1922	1985-1990	845m ²
Building B	Zrinsko-frankopanska 19	1966	-	880m ²
Building C	Zrinsko-frankopanska 19	1966	2009	360m ²

Table 7.2 Classrooms

Building ID	Classroom number or designation	Space (in m ²)	Number of seats for students	Number of hours of weekly use	Equipment rating* (1 – 5)
Building A	A1	43m ²	28	18	4
	A2	40m ²	24	15	3
Building B	B1	45m ²	24	24	3
	B2	45m ²	24	27	3
	B3	58m ²	28	24	3
	B4	48m ²	30	20	3
	B11	33m ²	11	20	3
	B12	64m ²	56	28	3
	B13	64m ²	48	23	3
	B14	45m ²	20	27	3
	B15	38m ²	18	21	3
	B17	44m ²	30	9	3

* *classroom equipment comprises the quality of furniture, technical and other equipment.*

Table 7.3 Laboratories/practicums used for teaching

Building ID	Internal designation of laboratory/ practicum	Area (in m ²)	Number of places for students	Number of hours of weekly use	Equipment rating* (1 – 5)
Building B	B17	44m	-	9	3
Building B	B16				4

Table 7.4 Workplaces for practical teaching

Building ID	Name of workplace	Number of students working in a workplace	Hours of teaching (per week) held in a workplace
-	-	-	-

Table 7.5 Equipment of computer classrooms

Specify the data on computers in computer laboratories/practicums used in teaching

Number of new computers (up to 3 years)	Number of computers older than 3 years	Functionality rating (1 – 5)	Maintenance rating (1 – 5)	Rating of possibility for use outside of classroom (1-5)
4	11	3	4	5

Table 7.6 Teachers' offices

Building ID	Number of teachers' offices	Average space in m2	Equipment rating (1 – 5)	Average area in m2 per full-time teacher/ associate
Building C	10	17,5m ²	3,5	4,06m ²

Table 7.7 Space used only for research, artistic and professional work

Building ID	Internal room or laboratory designation	Space (in m2)	Number of hours of weekly use	Equipment rating (1 – 5)
-	-	-	-	-

Table 7.8 Space used only for professional work

Building ID	Internal room or laboratory designation	Space (in m2)	Number of hours of weekly use	Equipment rating (1 – 5)
-	-	-	-	-

Table 7.9 Capital equipment

(Specify the data on the institution's available capital equipment with purchase value exceeding 200.000,00 HRK)

Name of the instrument (equipment)	Purchase value	Age (years)
-	-	-

Table 7.10 Library equipment

Total area (in m ²)	Number of employees	Number of seats	Number of students using library	Is there an electronic database of your books and journals
291m ²	2	12	260	YES

Number of books titles	Number of textbooks*	Rating of books and textbooks as up to date (1- 5)	Number of foreign journal titles	Number of Croatian journal titl	Rating of functionality and catalogue of books and journals	Equipment rating (1 - 5)**	Assess the quality and availability of electronic content (1 -5)***
41.257	317 texbook 746 copies	4	48	72	4	3	4

* *Number of textbooks comprises all textbooks, regardless of the number of copies.*

** *Possibility of using a copy machine for teachers and students, provision of copies from other libraries, catalogues of teachers' papers etc.*

*** *Electronic content comprises electronic editions of books, journals, databases, but also library's own and other libraries' catalogues.*

Table 7.11 Financial evaluation

		N-2 calendar year	N-1 calendar year
		2012	2011
	INCOME		
1	STATE BUDGET INCOME	9.039.633	8.711.902
1.1	Staff pay	8.351.600	7.866.603
1.2	Operation costs (including fieldwork)	191.096	153.641
1.3	Adjunct/visiting teaching staff pay	177.160	192.418
1.4	National scientific projects		18.334
1.5	International scientific projects		
1.6	International cooperation		
1.7	Organisation of academic conferences		
1.8	Journal subscription fees	44.456	68.983
1.9	Maintenance	38.880	47.233
1.10	Capital investments (buildings), investments maintenance		
1.11	Equipment	40.129	70.052
1.12	Total income from other sources (list all sources and amounts) Refunds, student projects, transportation fees, incomes for employers fees	196.312	294.638
2	OTHER PUBLIC BUDGET INCOME	9.000	0
2.1	Income and support by local authorities (town, city, county etc.)	9.000	
2.2	Income and support by other institutions (such as the National Science Foundation)		
2.3	Total income from other types of sources (list all sources and amounts)		
3	INTEREST INCOME	882	1.022
4	OWN ACTIVITY INCOME	215.000	128.000
4.1	Tuition fees - postgraduate specialist		
4.2	Tuition fees - postgraduate doctoral	208.000	128.000
4.3	Scientific projects		
4.4	Professional projects		
4.5	Rental income		
4.6	Total income from other sources (list all sources and amounts) Licentiate	7.000	
5	SPECIAL REGULATION INCOME	409.733	392.737
5.1	Tuition fees - undergraduate, graduate, professional	305.474	276.991
5.2	Additional knowledge or skills testing (if implemented in addition to State Matura)	3.000	9.000
5.3	Enrolment fees	72.909	54.435
5.4	Publishing		
5.5	Administrative fees (charging various forms, diplomas, certificates etc.)	18.850	24.700
5.6	Total income from other sources (list all sources and amounts) regulating student status, refunds	9.500	27.611
6	OTHER INCOME NOT MENTIONED ABOVE (please specify) exchange rate differences, current donations of non-profit organisations, other incomes	28.749	48.958
A	TOTAL BUSINESS INCOME	9.702.997	9.282.619



		N-2 calendar year	N-1 calendar year
		2012	2011
	EXPENSES	9.620.714	9.372.785
1	EMPLOYEE EXPENSES	8.620.769	8.246.859
1.1	Staff pay	7.350.913	6.754.795
1.2	Adjunct/visiting teaching staff pay		
1.3	Total remaining expenditure (list all sources and amounts) Other expenses for employees – 102.103, payroll taxes 1.167.753	1.269.856	1.492.064
2	MATERIAL AND ENERGY EXPENSES	233.060	226.951
2.1	Office supplies and other material costs	102.469	124.367
2.2	Laboratory supplies		
2.3	Energy	105.225	55.067
2.4	Material and equipment for maintenance (both types)	11.589	12.570
2.5	Small inventory	11.248	34.947
2.6	Total remaining expenditure (list all sources and amounts) official working outfits	2.529	
3	SERVICE EXPENSES	545.529	599.969
3.1	Telephone and postal costs, transport costs	61.302	62.551
3.2	Maintenance and investment maintenance services	27.291	34.663
3.3	Information and promotion	7.874	9.018
3.4	Communal services	15.984	15.984
3.5	Leasing, rent	84.000	93.230
3.6	Intellectual and personal services (fees, contracts) piece work agreements, honoraria	259.435	281.518
3.7	Computer services		
3.8	Total remaining expenditure (list all sources and amounts)	84.143	95.005
4	NON-FINANCIAL ASSETS EXPENSES	40.129	70.052
4.1	Facilities		
4.2	Computer equipment		
4.3	Laboratory equipment		
4.4	Office equipment	31.859	36.943
4.5	Communication equipment		
4.6	Other equipment		
4.7	Reading materials (books, journals etc.)		
4.8	Investment in machines, production facilities and other equipment		
4.9	Additional investment in buildings		
4.10	Total remaining expenditure (list all sources and amounts)		
5	EMPLOYEE REIMBURSEMENT	90.522	147.445
5.1	Travel costs	8.972	47.632
5.2	Training costs	690	11.368
5.3	Other staff costs (list all) including transport costs transportation expense	80.860	88.445
6	OTHER BUSINESS EXPENSES NOT MENTIONED ABOVE	90.705	81.509
6.1	Insurance premiums	6.300	11.100
6.2	Representation costs	38.561	26.304
6.3	Membership fees		
6.4	Bank costs	5.188	5.189
6.5	Interest		
6.6	Other financial costs	16.290	13.119
6.7	Other expenses (fees for non-employers, other business expenses not mentioned above, current donations and different fees)	24.366	25.167
B.	TOTAL BUSINESS EXPENSES	9.620.714	9.372.785
C	Bottom line carried over from the last year		
	TOTAL BALANCE 31 Dec (A-B+C)	9.629.714	9.372.785



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5c1-10: Scientific articles:

1. A. Mateljan – J. Korda, "Catechetics and sacramentalization of the deaf", in: *Služba Božja* 49 (2009) 1, pg. 3-43.
2. N. A. Ančić, Some reflections on enclitics 'Fides et ratio' on the occasion of the tenth anniversary, in: *Bogoslovska smotra* (2008) 4, pg. 747-760.
3. M. Vidović, "Federal viewing of the Church in Eph 1-2", in: *Bogoslovska smotra* 80 (2010) 1, 297-334.
4. Mladen Parlov, "Interrelation between episcopates and presbyterians in the thought of M. A. de Domnis", in: *Crkva u svijetu* 47 (2012), pg. 235-255.
5. Ivan Jakulj, "Marriage and family in the surrounding of relativism. Canon-legal retrospection", in: *Dictatorship of Relativism. Proceedings of the scientific symposium held in Zagreb on 16 June 2007* (Mijo Nikić, Kata Lamešić, ed.), Zagreb, 2009, pg. 309-352.
6. Stipe Nimac, "Zwischen Traditionsverbundenheit und Zukunftsoffenheit. Zur gegenwärtigen Situation der Kirche und der Praktischen Theologie in Kroatien", in: *International Journal of Practical Theology* 17 (2013)
7. Jadranka Garmaz, "The role of religious teaching in nurturing native heritage according to CNES", in: *Restored Life* 63 (2008) 1, pg. 83-96. 2, pg. 273-291.
8. I. Žižić, "Genealogy of a believer's subject. Christian initiation in the light of anthropology and theology of ceremony", in: *Bogoslovska smotra* 79 (2009) 3, pg. 437-478.
9. I. Kešina, "Involvement of an observer – one of the limitations in science", in: *Philosophical Research* 30 (2010) 1-2, pg. 175-191.
10. L. Tomašević, "Ontological and functionalisitic understanding of a person: Bioethic discussion", in: *Crkva u svijetu* 46 (2011) 2, pg. 143-170.

5d1- 10 Scientific books:

1. Anthropological and theological dimension of a victim, Proceedings from the International scientific conference, *Crkva u svijetu*, Split 2013.
2. Theology, beauty and art, Proceedings from the international scientific conference, *Crkva u svijetu*, Split 2012.

3. Phenomenon of consciousness, Proceedings from the international scientific conference, Crkva u svijetu, Split 2011.
4. Christianity and evolution, Proceedings from the international scientific conference, Crkva u svijetu, Split 2010.
5. Power and authority – social and church views, Proceedings from the international scientific conference, Crkva u svijetu, Split 2009.
6. Theology and Church in the processes of European integration, Proceedings from the international scientific conference, Crkva u svijetu, Split 2008.
7. Nikola Bižaca, Reviews from Theology of Religions, KS, Zagreb 2008.
8. Ante Mateljan, The Mystery of encounter. Fundamental sacramentology, Crkva u svijetu, Split 2010.
9. A. Čondić, Raise, He calls for you. Theological-pastoral reflexions, Crkva u svijetu, Split 2013.
10. Jadranka Garmaz – Martina Kraml, Living the Eucharist. Elements of Eucharistic Catechesis, Glas Koncila, Zagreb 2010.

5h1: Questionnaire among students of PDS (academic year 2012/2013)

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