



agency for science and higher education

**REPORT
OF THE EXPERT PANEL
ON THE
RE-ACCREDITATION OF
THE FACULTY OF GRAPHIC ARTS
UNIVERSITY OF ZAGREB**

**Date of site visit:
5th and 6th November 2018**

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MAMFORCE



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INTRODUCTION

The Agency for Science and Higher Education (the Agency) is an independent legal entity with public authority, registered in the court register, and a full member of the European Quality Assurance Register for Higher Education (EQAR) and European Association for Quality Assurance in Higher Education (ENQA).

All public and private higher education institutions are subject to re-accreditation, which is conducted in five-year cycles by the Agency, in accordance with the Act on Quality Assurance in Science and Higher Education (Official Gazette 45/09) and subordinate regulations, and by following *Standards and Guidelines for Quality Assurance in the European Higher Education Area* (ESG) and good international practice in quality assurance of higher education and science.

The Agency's Accreditation Council appointed an independent Expert Panel for the evaluation of the Faculty of Graphic Arts, University of Zagreb.

Members of the Expert Panel:

- Prof. dr. rer. nat. Stefan Brües, Fakultät für Elektrotechnik, Informationstechnik und Medientechnik, Bergische Universität Wuppertal, Federal Republic of Germany, Panel chair,
- Prof. Bart Lamiroy, Université de Lorraine, French Republic,
- Prof. Marija Marcelionytė-Paliukė, Vilnius Academy of Arts, Graphic Art Department, Republic of Lithuania,
- Prof. Per Engstrand, FSCN Mid Sweden University, Kingdom of Sweden,
- Marina Rajšić, Akademija primijenjenih umjetnosti Sveučilišta u Rijeci, Republic of Croatia, student.

During the site visit, the Expert Panel held meetings with the following stakeholders:

- Management,
- Self-evaluation report committee,
- Students,
- Heads of study programmes,
- Full-time teaching staff,
- Assistants and junior researchers,
- Heads of doctoral programmes and leaders of research projects,
- Representatives of the business sector, potential employers.

The Expert Panel members had a tour of the work facilities, laboratories, library, IT classrooms, student administration office and classrooms, and attended sample lectures, where they held a brief Q&A session with students.

In accordance with the site visit protocol, the Expert Panel examined the available additional documents and study programme descriptions (learning outcomes).

The Expert Panel drafted this Report on the re-accreditation of the Faculty of Graphic Arts, University of Zagreb, on the basis of Faculty of Graphic Arts self-evaluation report, other relevant documents and a site visit.

The Report contains the following elements:

- Short description of the evaluated higher education institution,
- Brief analysis of the institutional advantages and disadvantages,
- List of institutional good practices,
- Analysis of each assessment area, recommendations for improvement and quality grade for each assessment area,
- Detailed analysis of each standard, recommendations for improvement and quality grade for each standard,
- Appendices (quality assessment summary by each assessment area and standard, and site visit protocol),
- Summary.

In the analysis of the documentation, site visit to the Faculty of Graphic Arts and writing of the Report, the Expert Panel was supported by:

- Irena Petrušić, coordinator, ASHE,
- Igor Opić, interpreter at the site visit, ASHE.

On the basis of the re-accreditation procedure conducted, and with the prior opinion of the Accreditation Council, the Agency issues a following accreditation recommendation to the Minister for Higher Education and Science:

1. **Issuance of a confirmation on compliance with the requirements** for performing the activities, or parts of the activities
2. **Denial of license** for performing the activities, or parts of the activities
3. **Issuance of a letter of expectation** with the deadline for resolving deficiencies of up to three years. A letter of expectation can include the suspension of student enrolment within a set period.

The accreditation recommendation also includes a quality grade of a higher education institution, and recommendations for quality improvement.

SHORT DESCRIPTION OF THE EVALUATED HIGHER EDUCATION INSTITUTION

NAME OF HIGHER EDUCATION INSTITUTION: FACULTY OF GRAPHIC ARTS

ADDRESS: Getaldićeva 2, Zagreb

DEAN: prof.dr.sc. Nikola Mrvac

ORGANISATIONAL STRUCTURE:



STUDY PROGRAMMES:

STUDY PROGRAMMES ON FACULTY OF GRAPHIC ARTS			
Study	Duration	Program	Title
Undergraduate (Bachelor's program Printing technology) 180 ECTS	6 semesters	Graphic Engineering Technical – technological Graphic Product Design	univ.bacc.ing.tech.graph.
Graduate (master program Printing technology) 180 ECTS	4 semesters	Technical – technological Moduls: Printing Technology Multimedia Design of printed products	mag.ing.techn.graph.
Postgraduate doctoral program 180 ECTS	6 semesters	Graphic Engineering Graphic product design	PhD

NUMBER OF STUDENTS: 669**NUMBER OF TEACHERS: 62**

SHORT DESCRIPTION OF THE EVALUATED HIGHER EDUCATION INSTITUTION

Continuous development of higher education of graphic designers in the Republic of Croatia can be traced back to the 1950s when, in 1951, Grafički tehnikum began with the education of graphic technicians, which was an incentive to launch an initiative for the establishment of the High School for Graphic Arts in Zagreb. The initiative resulted in the passing of the law on the Higher Graphic School, and the first generation of students were enrolled in 1960. In 1979 the Graphic School became part of the University of Zagreb. In 1982 Graphic technology has been introduced as an extra curricular program, and in 1986 it was introduced as a full time study program. This resulted in additional vocation - graduate graphic engineer, along with the previous education for the vocation of graphic engineer. This has been the basis for founding the Faculty of Graphic Arts in 1990. The first postgraduate course at the Faculty had been established in 2000.

In 2005 the Faculty of Graphic Arts had developed new curricula and programs according to the criteria of the Bologna process, within guidelines of the Ministry of Science, Education and Sports, and introduced new undergraduate and graduate study programs: Technical-Technological and Design of Graphic Products. With the permission of the Ministry of Science, Education and Sports, in 2007 the Faculty introduced its first Postgraduate program in Graphic Engineering and Graphic Product Design. The Faculty of Graphic arts today comprises 6 departments: the Department for Basic and General Knowledge, the Department for Graphic Design and reproduction photography, the Department of Multimedia and Information Systems, the Department for Printing Processes, the Department for Bookbinding and Packaging and the Department for Materials in Graphic technology and Printing plates. In addition to the six departments, the Faculty also comprises administrative and professional affairs units: the Faculty Administration (subdivided into: Dean Office, Student Administration, Office for International relations, Information Systems and General Service), as well as Accounting, Financial Services and Library. The Dean and the Faculty Council manage the Faculty. The internal organizational structure of the Faculty of Graphics consists of organizational units; the new Statute of the Faculty was adopted at the 5th Session of the Faculty Council held on February 24, 2014.

BRIEF ANALYSIS OF THE INSTITUTIONAL ADVANTAGES AND DISADVANTAGES

ADVANTAGES OF THE INSTITUTION

1. Strong history and recognition in Graphic Arts (as related to the printing industry).
2. Very dedicated and active teaching staff.
3. Broad range of industry-grade tools and equipment for applied lab and practice sessions.

DISADVANTAGES OF THE INSTITUTION

1. Lack of a strong, collectively adopted strategic vision.
2. Lack of confidence in management.
3. Sub-optimal allocation of resources.
4. Lack of team spirit.

ANALYSIS OF EACH ASSESSMENT AREA, RECOMMENDATIONS FOR IMPROVEMENT AND QUALITY GRADE FOR EACH ASSESSMENT AREA

I. Internal quality assurance and the social role of the higher education institution

Analysis

During previous reaccreditation reviews, the Faculty of Graphic Arts of the University of Zagreb received the recommendation to restructure its internal functioning, review its management and to engage in a quality assurance process. The expert panel acknowledges that the HEI has undertaken actions in each of these topics, but observes that these actions have not produced any significant impact. The restructuring of the departments is largely “aesthetic” and the previously existing departments have been reordered in a new organigram, essentially maintaining their initial perimeters. The management team did not present a convincing or realistic vision and engagement for a long-term strategy, and seemed more concerned by maintaining a status quo. The expert panel acknowledges that various committees for self-assessment and quality assurance have been created, and a trove of data has been collected by a very productive team of dedicated staff. These data have not been put to any use of actual quality assurance processes by the management.

Consequently, the expert panel considers that the HEI has missed the opportunity to engage in a global process of objective and open self-assessment, it has not leveraged its proper data to analyse its strengths and weaknesses, and, as a result, remained in a very similar situation than the one it was at the moment of the previous reaccreditation review.

Recommendations for improvement

The management should create a productive atmosphere of trust and confidence and fully engage in an open and candid self-analysis, based on objective data, collectively decided goals and key indicators. It should engage in an independent and objective series of evaluation procedures that will clearly outline the factual strengths and weaknesses of the internal organization, information should be shared in an open way and debated.

The strategic planning should be backed with objective data and interactions with stakeholders, alumni and students should be formalised. Tracking of goals and achievements of the HEI should be regularly reviewed and published.

Quality grade

Unsatisfactory level of quality

II. Study programmes

Analysis

The Faculty of Graphic Arts of the University of Zagreb offers a full range of programmes (Undergraduate/Bachelor, graduate/Master and post-graduate/Doctorate) in Graphics Engineering and Graphics Design. The main strength and core historical recognition of the HEI lies in the domain of Graphic Arts (understood as the engineering, technologies and processes related to printing). This principally corresponds to the Graphics Engineering study programme. The HEI has no significant academic presence (research or artistic production) or record of accomplishment in Graphics Design. Consequently, the Graphics Design study programme is not as solid as the Graphics Engineering. The management has expressed its wish to extend the study programme to media design and digital media. However, this new programme has not been formalised and is not operational at the time of writing this report.

Recommendations for improvement

The general statement of the expert panel recommends the Faculty of Graphic Arts of the University of Zagreb to re-focus education and research to the printing industry and disengage from design, media design and digital media. The HEI currently lacks qualified staff, knowledge and equipment for extending its original mission beyond its core activity related to the printing industry. The HEI should focus on what it does best and where it serves the needs of stakeholders and related industry. Other existing institutions and study programmes are much better suited for developing and offering programmes in media design and digital media. Engaging in this direction would create unnecessary duplication of resources and costs at the expense of global quality. The expert panel recommends that the HEI engages in smart and productive collaborations and exchange programmes with other institutions offering media design and digital media courses rather than developing their own.

Quality grade

Minimum level of quality.

III. Teaching process and student support

Analysis

The expert panel received contradictory inputs indicating that the support to students essentially comes from involvement by individual teachers, and that institutional

support is lacking. Employment rates are low, as well as project-based student-centred learning.

Teaching is done on a voluntary extra-curriculum basis. Student evaluation seems not always consistent. Incoming international exchanges are too limited to neighbouring countries, due to the lack of courses in English.

The various processes presented to the expert panel for handling conflicts, complaints or discrimination are confusing and bureaucratic rather than being focused on easy access and efficiency. Their implementation lacks transparency.

Recommendations for improvement

Refocusing on a single programme related to Graphic Arts (printing technology) should allow making available resources for implementing higher quality involvement for the students. Transverse topics (multimedia, design) can be handled through developing focused collaboration and exchange programmes with other institutions or within the University of Zagreb.

Appropriate use of quality processes involving alumni, stakeholders and students will allow to identify structural issues and address them accordingly.

Quality grade

Unsatisfactory level of quality

IV. Teaching and institutional capacities

Analysis

The teaching and institutional capacities are adequate and resources are sufficient in order to achieve quality teaching on an appropriate level.

Teaching staff is extremely dedicated and involved.

Resource allocation is sometimes sub-optimal and career support for teaching staff is not always sufficiently available. Recruitment and promotion procedures are documented, but their implementation lacks transparency.

Recommendations for improvement

The expert panel recommends the HEI rethink resource allocation and career support for their teaching staff making sure resources are used where they are most needed and have the highest impact. Career management needs to be implemented in a fair and transparent way and involvement and dedication to quality teaching should be supported and acknowledged on an institutional level.

Quality grade

Satisfactory level of quality

V. Scientific/artistic activity

Analysis

The research activity conducted at the HEI is essentially applied and development of research in various domains related to printing technologies and connected domains. Research in these domains is of decent quality. The expert panel did not observe any scientific activity related to multimedia technologies, nor did it observe any significant activity related to design nor creative and artistic production.

The global strategic plans were presented in Croatian, and could therefore not be assessed in depth by the expert panel due to time and resource constraints. On-site discussions and exchanges with the management and faculty did not show any particular strategic medium or long-term orientation where research is concerned. Research is essentially conducted on an individual and segmented basis and in many cases isolated from more fundamental research facilities within the University of Zagreb.

The HEI archives and publishes M.Sc. and Ph.D. dissertations and publishes scientific results. The faculty is very involved in Acta Graphica where most of their work is published.

Recommendations for improvement

The expert panel recommends that the HEI levels up to higher international standards and implements the following good practices:

- Engage in collaborative research within the University of Zagreb, giving the HEI access to state-of-the-art fundamental research, and leveraging resources more efficiently; this will also provide interaction and prevent isolation;
- Formalise strategic goals for their scientific organisation and restructure the departments more efficiently as to create effective synergy and better allow to set medium and long-term goals, measure progress, and assess expected outcomes of the strategic research programme;
- Clearly identify scientific themes that the scientific organisation intends to research, along with the detailed programme of work and specific goals for each theme;
- Raise the publication standard either by significantly increasing the international recognition, ranking and visibility of Acta Graphica, or by

actively publishing at international, highly recognised events and high impact international journals.

Quality grade

Minimum level of quality

DETAILED ANALYSIS OF EACH STANDARD, RECOMMENDATIONS FOR IMPROVEMENT AND QUALITY GRADE FOR EACH STANDARD

I. Internal quality assurance and the social role of the higher education institution

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

Analysis

Notwithstanding initiatives and activities presented to the expert panel, the HEI has not established a functional quality assurance system. The expert panel had access to a large amount of collected data gathered through a very active and dedicated Quality Assurance Committee. Only a very limited part of the data was available in English. The expert panel wants to insist on the very high level of commitment of the committee members and their impressive amount of work.

The expert panel insists on stressing the fact that identifying an operational committee and collecting data is a prerequisite for quality assurance, but that, by itself, they do not constitute nor guarantee a quality assurance process.

It appeared from the interaction and discussion with the management team that the data was merely collected and not put to use to measure and define further evolutions or to justify strategic choices. There is no strategic agenda for quality assurance.

Recommendations for improvement

The HEI management should fully engage in quality assurance and understand that one can only improve what is measured. The expert panel explicitly recommends that the HEI management sets up adequate training to quality procedures for those involved in the process on the one hand, and that they engage in promoting a global culture of measurement-assessment-improvement that is collectively decided and adopted by the Faculty. The recommendations of previous evaluations are still fully applicable since they have not been implemented.

Quality grade

Unsatisfactory level of quality

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

Analysis

The previous evaluation report mentioned that „It is recommended that the systems for quality assurance and continuous quality improvement for research and teaching outputs be strengthened and that the involvement of staff and students in all such systems be formalised and strengthened“ ... „It is recommended that a formal system of regular feedback of quality monitoring, especially from the student survey, is instituted for staff and students on institutional level“

The panel finds that the institution still is in an early stage of implementation of formal mechanisms for the monitoring and improvement of the quality of its teaching, notwithstanding the recommendations of the previous evaluation. Student survey and feedback monitoring is either informal, or where formalized, the collected data is not put to use for quality improvement feedback. Feedback from alumni and stakeholders exists on a person-to-person level on a very informal basis, but is not leveraged on an institutional level. The internal mechanisms for research quality still need to be established and implemented.

Recommendations for improvement

Quality assessment and continuous improvement should be considered by the HEI as an asset and a tool for global internal management. It should not be considered as an externally imposed requirement, but should be adopted and adapted to fit the HEI's self-defined needs for internal evaluation and strategic planning for improvement and progress, allowing to objectively measure strengths and weaknesses, to address potential shortcomings, to define goals, measure achievements, etc.

It is also important that the quality assessment and improvement is collectively adopted by the Faculty, and is not the result of argument of authority without broad consensus and acceptance.

Quality grade

Unsatisfactory level of quality

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

Analysis

The provided self-evaluation documents contain references to various procedures, and an Ethics Committee has been set up. However, the expert panel did not find any clearly written procedures or guidelines for addressing unethical behaviour,

intolerance or discrimination in the documents to which it had access or was provided with. During the visits and discussions, or when explicitly addressed to the management, answers were elusive.

On the other hand, individual spontaneous unscheduled face-to-face meetings, on demand by permanent or temporary faculty and staff members often mentioned tensions with the management, non-transparent handling of human resources (like hiring, promotions, teaching load, salary ...) or conflicts of interest. Within the allotted time and resources of the panel visit, these claims could not be objectively assessed and confronted.

However, it should be noted that, while the panel members observed an undeniable level of defiance and dissatisfaction towards the management, the election and nomination process of this management seemed open, sincere and regular.

Recommendations for improvement

The HEI should make it its highest priority to instate an open and trust-based atmosphere such that the management can work with the confidence and support of the faculty and other staff. If present, potential conflicts of interest should be made public and addressed, and clear, unbiased and trustworthy processes for handling claims regarding unethical behaviour, intolerance and discrimination (towards staff, students and faculty) should be set up.

Quality grade

Unsatisfactory level of quality

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

Analysis

The HEI has a website that is essentially targeted towards a Croatian public with some parts translated into English. The expert panel also had access to compiled information from internal sources that was of sufficient quality. Not all information available on the website is up to date, and part of it may be outdated, incomplete or linking to unavailable documents.

Recommendations for improvement

The expert panel recommends that a particular effort be put in promoting and distributing all the important information relative to the activities of the HEI. It seems relevant that a modern, well-structured and organized web site be the core of this effort. The HEI should make sure that full teaching curricula, research activities and

publications, as well as complete contact information of the Faculty members and assistants be available (including professional information such as research domains, publications and projects).

The published available information should also be curated on a regular basis as to avoid outdated and incomplete contents.

Quality grade

Minimum level of quality

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

Analysis

The expert panel has had the opportunity to interact in depth with students, stakeholders and alumni. It is clear from the resulting gathered data that the HEI has a clear understanding of its role as a reference in the domain of Graphic Arts. Furthermore, ongoing projects indicate its sound roots with a broader socio-economic network. Recruitment and placement of students indicate that the Faculty has a good and solid positive image.

Recommendations for improvement

Quality grade

Satisfactory level of quality

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

Analysis

Written contributions in the self-assessment documents as well as subsequent discussions with the management team indicate that the topic of lifelong learning is not quite understood and consequently is not part of any development or strategic goal.

The only related cases that the expert panel encountered were students who enrolled for a standard M.Sc. degree or Ph.D. after having spent a significant amount of time in the industry. Although they qualify as lifelong learning candidates, they did not seem to be specifically targeted as such, nor having any specific guidance.

Recommendations for improvement

Taking into account the specifics of lifelong learners by offering targeted programmes.

Quality grade

Minimum level of quality

II. Study programmes

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

Analysis

Due to the general statement given above, the Faculty of Graphic Arts of the University of Zagreb needs to re-focus education and research in the printing industry. The institution has defined formal processes for the proposal, approval and implementation of new study programmes but the situation is different in real life. If the HEI focuses on printing industry, the general objectives are on a satisfactory level.

Recommendations for improvement

Quality grade

Satisfactory level of quality (see general statement)

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

Analysis

It seems that there is too much focus on obvious content in lower-end Graphic Arts knowledge. Education at the HEI seems more practically aligned to a university of applied arts. On higher education/university level, more advanced content should be educated. With focus on the Graphic Arts industry the learning outcomes are on minimum level.

Recommendations for improvement

Quality grade

Minimum level of quality

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

Analysis

Feedback from the alumni and stakeholders indicates that the education at the HEI seems to fulfil the needs of the printing industry in Croatia. However, the learning outcomes are obviously more practically aligned with typical learning outcomes from a university of applied arts.

Recommendations for improvement

Quality grade

Satisfactory level of quality

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

Analysis

The students' views about the appropriateness of the teaching strategies were mixed. In some cases, the students indicated that the strategies and teaching material were not well matched. Notably, some complained of some out-dated material, lack of international case studies and lack of practically relevant exercises. The expert panel has doubts if the HEI really takes care about student requests in this matter.

Recommendations for improvement

Quality grade

Minimum level of quality

2.5. The higher education institution ensures that ECTS allocation is adequate.

Analysis

It seems that there is too much focus on obvious content in lower-end graphic arts knowledge. On higher education/university level, more advanced content should be educated.

Recommendations for improvement

Quality grade

Minimum level of quality

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

Analysis

The expert panel had the impression that there is a large amount of practice in the educational programme at the HEI. The content is to some extent very basic (e.g. intro to MS Word basics), maybe caused by the still existing department and sub-department structure at the HEI. The expert panel recommends to skip lower level components and to focus on practices that are more relevant.

Recommendations for improvement

Quality grade

Minimum level of quality

III. Teaching process and student support

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

Analysis

The HEI has published clear admission criteria. The admission criteria ensure the selection of candidates with appropriate prior knowledge in the field of Printing Technology (Graphic Engineering). It has effective mechanisms for recognising prior learning, but mainly in the field of Technical Sciences. The criteria for admission are the same for both of study programmes: Graphic Engineering and Graphic Design, but it is in line with the requirements of Graphic Engineering study programme only.

During the visit days, the panel has received emails in which students expressed dissatisfaction with unclear criteria of grading, in particular, regarding courses in Graphic Design and Multimedia modules/courses.

Recommendations for improvement

The expert panel strongly recommends the HEI to focus on **one** study programme (which has high level of quality) and continue with the good practice of educating future Graphic Engineers.

Quality grade

Unsatisfactory level of quality

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

Analysis

The HEI has collected and analysed data on student pass rates, completion and drop-out rates.

Recommendations for improvement

Use these data for monitoring and adapting the curriculum where needed.

Quality grade

Satisfactory level of quality

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

Analysis

Available and committed teachers/assistants contribute to the motivation of students and their engagement. Although they are trying to encourage interactive and research-based learning, project based learning can be implemented more.

Recommendations for improvement

The HEI should implement more learning methods, such as site-specific visits. Teaching methods should be more appreciated when it comes to grading. Also, they should be more adapted to a diverse student population.

Quality grade

Minimum level of quality

3.4. The higher education institution ensures adequate student support.

Analysis

The higher education institution provides guidance on studying and career opportunities to students, mostly by assistants who are teaching, tutoring, and with whom students are consulting about their projects (for classes and private). During organized meetings with the students, the panel members found out assistants are providing great help to students. The other suggestion is to promote assistants into

professors and to reassess qualifications of full time employed professors. Furthermore, the HEI has a majority of professors qualified for teaching in courses of **Graphic engineering study programme only**.

Recommendations for improvement

Full time professors should be more involved in teaching processes and career guiding of students.

Quality grade

Minimum level of quality

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

Analysis

The higher education institution is providing help for people with disabilities.

Recommendations for improvement

The panel members encourage the HEI to keep up with other forms of discrimination on other levels, such as harassment and chauvinism among students, also members of staff and faculty management.

Quality grade

Minimum level of quality

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

Analysis

Students are informed about the opportunities for completing part of their study abroad. The HEI provides support to students in applying for and carrying out exchange programmes. Students have the opportunity to choose from among around 15 institutions abroad, with which the HEI has Erasmus agreements.

Students have no direct exposure to foreign experiences and practices neither work with foreign professors. Students are gaining competencies required for the employment in an international environment in field of printmaking / Graphic engineering, but not in the field of Graphic product design / multimedia.

Recommendations for improvement

Quality grade

Satisfactory level of quality

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

Analysis

In the last 5 years, 94 students participated in outgoing mobility, while 36 students participated in incoming mobility (essentially from Balkan states).

The HEI is open to foreign students, but since classes are not taught in a foreign language (English), the opportunities for attracting students from abroad at present are limited. Only a limited number of courses are published as being possibly delivered in a language other than Croatian. On many meetings with panel members, teachers have spoken in Croatian.

Recommendations for improvement

The panel encourages the HEI to put more focus on attracting a wider circle of foreign students and to attract more regular foreign guest lecturers and offer more courses in English.

Quality grade

Unsatisfactory level of quality

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

Analysis

The HEI ensures evaluation and assessment of student achievements and carries out evaluation of grading. The panel members have received emails in which students showed dissatisfaction with unclear criteria of grading, in particular subjects in Graphic design and multimedia modules/subjects. The panel has not been able to investigate that subject, but the comments do exist.

Recommendations for improvement

The expert panel recommends to clarify the evaluation of student achievements and grades, with a purpose of building mutual confidence among students and faculty staff/ institution.

Quality grade

Minimum level of quality

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

Analysis

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

Recommendations for improvement

Quality grade

Satisfactory level of quality

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

Analysis

Looking at the data on the employment of graduates, the results are not satisfactory. According to the statistics of the Employment Office there were 63 unemployed alumni out of 95 MA graduates at the national level during 2017. The results of unemployment are far better with BA graduates of the same year; 26 of 68 graduates were unemployed.

Teachers are committed, but the institution is not succeeding in helping the graduates getting employed over the past years.

Recommendations for improvement

The panel recommends the HEI to refocus on its BA programme, to be more in line with the industry needs. It is not sure if the field of Graphic Arts requires MA level diplomas. In the field of Graphic product design/multimedia this HEI does not have the required teaching capacity, neither is the programme in line with today's industry needs.

Quality grade

Unsatisfactory level of quality

IV. Teaching and institutional capacities

4.1. The higher education institution ensures adequate teaching capacities.

Analysis

From a global perspective, the composition, number and professional profile of staff members meet legal requirements and are appropriate for the delivery of study programmes and achievement of the intended learning outcomes (Table 4.1.a). Teacher/student ratio is 1:10.43.

The teaching staff qualifications are adequate to ensure the effective delivery of learning outcomes in Technical sciences within the field of Printing Technology (Graphical Engineering).

However, the expert panel acknowledges that staff qualifications and available resources are inadequate or not developed in order to ensure the quality of subjects and learning outcomes in Graphic design and multimedia. Out of all 62 faculty teachers only two are from the field of visual arts, 1 from interdisciplinary sciences, 1 from information and communication sciences, 1 from philology and 1 from mathematics. (Table 4.4.)

Teaching staff turnover is able to ensure an adequate provision of the programme. Staff turnover is relatively stable. The review team found that since 2012 (Table 4.2.) some staff had retired and were replaced by staff active in areas needed by the programme. Provided information shows that full-time employed teaching staff average is: Full professors (55,13), Associate professors (52,18), Assistant professors (44,21), Postdoctoral researchers (40,82) and Assistants (33,38). The expert panel noticed that there are Associate professors and Assistants who have been teaching at the Faculty for 15-18 years and still have the same positions.

Some efforts are made to equalize the teacher workload, as presented in the self-evaluation documents, but during the visit group meetings, the panel was informed that there are lower-ranked teachers overloaded with lecturing, who are not being paid for overtime work and do not have enough time for their own development and scientific research practice.

It should be noted that during the visit days the panel had meetings with enthusiastic and committed employees who work on their advancement with special mention for the openness and mobile way of increasing specialized contributors to enlarge the offer of new subjects, in line with new needs and developments in the field supporting the student needs. But the lack of feedback from the authority and the lack of a systematic, clear vision and mission of the Faculty makes these dedicated people powerless and unsecured.

Recommendations for improvement

The Faculty has to encourage and provide an environment for assistants to move faster through the career ladder. The management should establish a clear and fair system for promotion and help them achieve their goals while they are in the most productive age.

It is highly recommended to implement a systematic pedagogical training, qualification rising and lifelong learning system for teachers and staff across the entire Faculty. Good practices from other universities can be taken on an account and EU projects/programmes could be leveraged as a financial resource implementing good practices in the Faculty structure.

It is greatly advisable to Faculty teachers to initiate a Teachers/Lecturers Club with the aim to strengthen teachers' positions at the Faculty, to mobilize the community and to generate constructive suggestions to the management in developing and implementing the strategy of the Faculty.

Research profiles of the staff fit for purpose but ensuring a quicker exchange of knowledge and good practices - teaching staff/lecturers - diverse professionals from other institutions/disciplines (Croatian and abroad) have to be invited systematically to give lectures, seminars, workshops to generate technological innovations, to enlarge the offer of new subjects in line with the student and market needs.

Quality grade

Satisfactory level of quality

4.2. Teacher recruitment, advancement and re-appointment is based on objective and transparent procedures which include the evaluation of excellence.

Analysis

Teacher appointment and recruitment procedures, as described in the self-evaluation document of the HEI are aligned with the legislation and internal regulations in effect. For selecting, appointing and evaluating teachers, their previous activities (teaching activity, research activity, feedback from students, *etc.*) are taken into account. There are methods for selecting the best candidates for each position and, in addition to the prescribed national minimum conditions for each position; it has prescribed competitive criteria ensuring the selection of excellent candidates.

The expert panel was not convinced that the processes in the self-evaluation document are fully implemented, and received indications that the process still lacked transparency. Due to the lack of time, the panel members did not have the opportunity, nor the mandate to investigate these issues. But it is a signal to the Faculty

management to review the reappointment and evaluating procedures of the teachers and implement it in a very clear and formalized way.

The panel members noticed that the psychological climate of the faculty is not very good: tension and non-fulfilment of professional expectations could be observed. On the other hand, during meetings with the staff, they expressed their opinion that the situation with the change of faculty management has improved.

Recommendations for improvement

The lack of insights and explanations based on facts from the authorities and the recruitment commission of the Faculty is obvious. The expert panel stresses the fact that selection needs to be based on objective, measurable criteria and decided upon in a democratic, open way, and made public. It recommends the management to set up independent and transparent recruitment and promotion committees.

In order for future re-accreditation committees to operate correctly, the HEI should provide more efforts to make documents available in English, rather than Croatian.

Quality grade

Minimum level of quality

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

Analysis

The review team remarked on the importance of international mobility of staff in academic institutions. International academic exchange programmes provide opportunities to diversify information and curriculum content, and student and teaching staff mentioned that such collaborations are to the benefit of the Faculty. Access to international mobility and opportunities for lecturer exchanges are based on bilateral agreements and the number of mobility is noticeable – 252 outgoing teachers in 5 years (Table 4.5, 4.6).

However, the destinations of the mobility need to expand to other locations than just neighbouring countries and should be based on developing the study curriculum first of all and directed to expand the contexts of the research field (if meeting the mission of the Faculty: ‘Contemporary European and global trends in the development of higher education’).

The expert panel discovered that the management, teachers and students have no common platform for meeting and debating or sharing the visions and strategic goals of the Faculty. Therefore, activities, collaborations are based on personal initiatives and do not bring obvious national and international benefits and value to the Faculty

as it should and could. All resources are in place – enthusiastic young researchers, equipment, best practices.

Recommendations for improvement

The Faculty encourages teachers to publish scientific articles, develop workshops, seminars programmes, and to do collaborative research-based projects. The current Faculty policy does not implement an adequate reward system for scientific/artistic productivity. The expert panel recommends that the HEI develop means for teachers to receive compensation or decreased hours in classrooms with the aim of accumulating knowledge, and actively involve students to develop their relevant skills and to expand the variety of teaching methods. By implementing such practices, the learning outcomes of the study programme would be more up-to-date and in line with today's high education and employment requirements.

The Faculty has to establish a permanent community meeting tradition where the atmosphere of open debates prevails.

The expert panel recommends that the information and gained experience better and more systematically serve quality improvement of the institution as a whole.

Quality grade

Satisfactory level of quality

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

Analysis

The HEI plans and improves the infrastructure development, in line with the strategic goals. The total surface area used by the Faculty is 3000 m². The average number of students per lecture group is 150, and the average number of students per laboratory/practicum group is 10. On the one hand, a small group ensures higher-quality studies, but on the other hand, teachers are forced to repeat the same basic information many times (thus filling hours of workload). This may lead to a sub-optimal use of teaching hours.

The laboratory equipment and usage protocols comply with recognized international standards. Equipment is constantly updated, the Faculty purchases new equipment for the delivery of study programmes and scientific activities (Table 4.9.).

Recommendations for improvement

The expert panel recommends reviewing the system and the resources on premises:

- a) several small laboratory facilities can be combined;
- b) applications for EU funds for the improvement of study infrastructure should be submitted;
- c) a state support/grant for the provision of additional facilities may be asked.

Quality grade

Satisfactory level of quality

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

Analysis

The library resources, size, availability as well as the level of equipment ensure adequate student support in their learning and research (table 4.10.). Since the Faculty does not have enough space to carry out informal student activities, the library partly plays this role - community cultural gatherings: exhibitions, meetings are taking place in the library and the adjacent lobby.

The HEI is a member of the Croatian Academic and Research Network – CARNET which provides various educational programmes, tools and services from basic training, online and on-site courses to provision of complex platforms for digital educational resources. Students use these resources courses for gaining knowledge especially in new technologies and design.

Library keeps collections of final papers (BA, MA and PhD) since 2002 and final works since 2008 which are also accessible online. Literary activities take place in the Aleph integrated library system, through the online catalogue.

Recommendations for improvement

The panel group has no data on students' feedback regarding the availability of the library (e.g. longer working hours). The library and reading room close at 6 pm when the lectures end. Students have a limited access to the resources. It is recommended to make a survey about the library and reading room working hours such as: 1) Would it be more convenient for students to organize their learning processes if the library and the reading room work longer during the exam sessions and one extra weekend day? 2) Do students use the library from 8 am?

Quality grade

Satisfactory level of quality

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

Analysis

Financial stability of the HEI is partly harmonised with its mission and enables all students to graduate from their programmes. The management of its revenues and expenditures is largely determined by the State higher education laws.

The Faculty affirms that the specified structure of own-source revenues is satisfactory, but that it plans to put more effort in increasing the revenues generated from international and commercial projects and from collaboration projects with industry.

Staff costs in 2016 took up to 84,43% and in 2017 - up to 84,94% of total expenditures. The fact that the largest part of the funds consists of salaries means that the HEI may face difficulties leveraging resources for scientific projects and research. This may lead to slower development.

The Review team cannot ignore anonymously received complaints that there are subjects in the curriculum taught by the Faculty professors the content of which is obsolete and not relevant, and their salaries are significantly higher than those of young teachers who teach the most relevant issues of today.

The Review team had the opportunity to meet an important number of stakeholders, including graduates, industry and business representatives, found out that they are involved in the continuous evaluation and improvement process, mainly in informal ways. Social partners valued the practical skills of the graduates and are inclined to employ faculty graduates, but the Review team believes that further development of employment, management and project management skills should be implemented in the study programme curriculum. Such practice could serve as acceleration of knowledge generated in the Faculty and its integration in the market, and attract not only local capital but also foreign partners to generate additional funds for the institution through industrial and scientific projects as well.

Recommendations for improvement

Taking into account both the students' opinions and the needs of the external partners, a constructive review of the composition of the existing teachers at the Faculty could be made and should serve to rationalize the distribution and use of available funds.

The Review team notes that improvements in establishing a regular business-like consultation process with external stakeholders should be implemented more rigorously and become a constant practice in the Faculty. External stakeholders have to take an active part in identifying and updating the content of the programmes, learning outcomes, compliance with market needs, teaching staff composition, the facilities and to offer concerned decisions for the improvement which should raise the additional revenues to the budget of the Faculty as well.

Quality grade

Satisfactory level of quality

V. Scientific/artistic activity

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

Analysis

The teachers and assistants are to a large extent committed but this is on an individual level. It was not possible to see how the system works with scientific activities. There are references to strategic plans, these have however not been translated into English. The research regarding security printing seems to be in the forefront and there is some good quality work on the recycling and biodegradability of print inks. The provided information did not allow the expert panel to evaluate artistic activities.

Research of the highest quality is found in projects with a lot of cooperation with external partners such as other European universities and research institutes. Also, close cooperation with companies in the printing area is of importance both for the Faculty/University and for the companies. The Faculty has advanced equipment and measurement technologies as well as printing technology area and this together with the pre-press soft and hardware available is of great importance.

However, the expert panel could only find one research assistant with scientific excellence in the area of arts. The situation regarding scientific research in the multimedia area is probably on a low international level as the expert panel could not find any proof of scientific excellence in this area.

Recommendations for improvement

The classical challenge related to multidisciplinary education is to keep a high enough fundamental level of competence in subjects like math, chemistry, physics, electronics and mechanical engineering. At a very large university with several faculties there are good opportunities to find experts in these areas that can supervise the PhD students so that their PhD exams will be most relevant to solve the research question formulated as the basis for the specific PhD project.

The cooperation with other faculties that are specialised needs to be significantly enhanced and must lead to successive improvements in keeping up with new developments from other areas helping the Graphic Arts.

Quality grade

Minimum level of quality (printing technology research seems to be of good quality while the part related to multimedia and art is not visible on the PhD level).

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

Analysis

There are several PhD theses published that most probably are of great relevance for the printing industry and on environmental aspects of printing as well as on recycling of printed paper products. There is no evidence published with regard to the artistic side when it comes to scientific research. The transfer of knowledge seems to work through conferences organized two times per annum and project meetings with partner companies. It is not so easy to find information via the web page.

Recommendations for improvement

Even if the research is of sufficient quality, the HEI should ensure their research is published in scientific journals that have sufficiently high ranking. There are many articles published in Acta Graphica. However, its editorial board is managed by members of the Faculty and it cannot be found among the 156 Croatian Scientific Journals in the SJR (Scimago Journal and Country Rank). It is therefore hard to measure the quality level. There are examples of articles in the dissertations published in other internationally better known and more cited scientific journals. However, it is not possible to find any ranking for Acta Graphica as a scientific journal.

The panel recommends that not more than one or two papers be published in this journal and that more articles be submitted to higher ranked scientific journals. This will enhance the exposure and visibility of the HEI's research in an international context.

Quality grade

Minimum level of quality

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

Analysis

The scientific and professional achievements are well recognized on the regional and national level while the international part could be improved. Regarding the artistic part, the situation is unclear since this has in practice not really been in focus for this Faculty. The focus related to research is on printing technologies.

Recommendations for improvement

The recommendation is that the scientific part continues to focus in order to become top tier in Europe in printing technologies. As mentioned earlier, printing technologies

will continue to be important both as printed media and increasingly so in the packaging area worldwide. This is due even if other means of communication are increasing far more than printed media. Thus, a strategy to become scientifically excellent in an area asked for by the local printing industry is important. The importance of this research area would increase if the collaboration with other parts of the Zagreb University and also internationally would increase.

Quality grade

Satisfactory level of quality

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

Analysis

The scientific activity of the HEI seems to be sustainable as well as making developmental achievements. This is also a research area that seems to be of great importance for many companies in Croatia. We found that companies collaborating with the Faculty of Graphic Arts have supplied important printing technology equipment for research purposes which both shows that the research performed is of industrial importance. This implies that the strategy of the Faculty should be to build its future on the high level of competence in printing technologies. Again, regarding the artistic part the situation is not easy to evaluate, as there was no research nor production presented from the Faculty so this part could not be judged. The artistic aspects of the research are probably too new and therefore not possible to review from a research perspective.

Recommendations for improvement

Most probably, the international part could be further improved and it is obvious that the most cited research work seems to be performed in international cooperation. It is also recommended that the research continues to focus on the printing technology issues as this is the area where the Faculty have the best chance to produce research of high international quality.

Quality grade

Satisfactory level of quality. (This is related to the scientific part of the printing technology aspects and it should be pointed out that it is hard to find any research publications related to areas other than printing technologies).

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

Analysis

The professors seem to be very engaged in their PhD students that largely also are working part time as teachers at the HEI. The financing of the research was difficult to evaluate. It seems that the PhD students get paid for their work as teachers and that they perform most of their research work without any specific payment/financing. The Faculty spends a lot of time on teaching in quite small labs, typically with room for about 10 students. This means that PhD students use many hours in vain. In spite of the fact that many PhD students combine teaching with research they seem to finalize their exams. How much this is according to plan is difficult to say as no typical study plans for PhD students have been presented. In any case, this means that the PhD students are generally very engaged in their research work and that some teachers / professors have the knowledge and creativity to create interesting research projects.

Recommendations for improvement

It would be useful both for the Faculty management, for the professors/supervisors and for the PhD students to have study plans that are successively updated. Maybe something like this exists, but it was difficult to find if you don't understand the Croatian language. These should typically describe how many credits in the form of courses are necessary for a typical PhD. This is also a way to follow the progression among a group of PhD students. It would also be useful to present a summary of the actual research funding over the years as well as having a budget / prognosis for the coming 3-5 year period. For the future it is important to have all strategy documents in English. As internationalization of the education and research is essential, all members of the management must be able to understand and write in the English language. When formulating research and education strategies it is important to have a very good idea of what is going on in the rest of the world in order to know the position of your own educational and research competences compared to other comparable organizations.

Quality grade

Minimum level of quality

APPENDICES

1. Quality assessment summary - tables

2. Site visit protocol

<i>Quality grade by assessment area</i>				
<i>Assessment area</i>	Unsatisfactory level of quality	Minimum level of quality	Satisfactory level of quality	High level of quality
<i>I. Internal quality assurance and the social role of the higher education institution</i>	X			
<i>II. Study programmes</i>		X		
<i>III. Teaching process and student support</i>	X			
<i>IV. Teaching and institutional capacities</i>			X	
<i>V. Scientific/artistic activity</i>		X		

Quality grade by standard

<i>I. Internal quality assurance and the social role of the higher education institution</i>	Unsatisfactory level of quality	Minimum level of quality	of	Satisfactory level of quality	High level of quality
1.1. The higher education institution has established a functional internal quality assurance system.	x				
1.2. The higher education institution implements recommendations for quality improvement from previous evaluations.	x				
1.3. The higher education institution supports academic integrity and freedom, prevents all types of unethical behaviour, intolerance and discrimination.	x				
1.4. The higher education institution ensures the availability of information on important aspects of its activities (teaching, scientific/artistic and social).		x			
1.5. The higher education institution understands and encourages the development of its social role.				X	
1.6. Lifelong learning programmes delivered by the higher education institution are aligned with the strategic goals and the mission of the higher education institution, and social needs.		x			

Quality grade by standard

<i>II. Study programmes</i>	<i>Unsatisfactory level of quality</i>	<i>Minimum level of quality</i>	<i>Satisfactory level of quality</i>	<i>High level of quality</i>
2.1. The general objectives of all study programmes are in line with the mission and strategic goals of the higher education institution and the needs of the society.			x	
2.2. The intended learning outcomes at the level of study programmes delivered by the higher education institution are aligned with the level and profile of qualifications gained.		X OK if focussed on the printing industry		
2.3. The higher education institution provides evidence of the achievement of intended learning outcomes of the study programmes it delivers.			X	
2.4. The HEI uses feedback from students, employers, professional organisations and alumni in the procedures of planning, proposing and approving new programmes, and revising or closing the existing programmes.		x		
2.5. The higher education institution ensures that ECTS allocation is adequate.		x		
2.6. Student practice is an integral part of study programmes (where applicable).		x		

Quality grade by standard

<i>III. Teaching process and student support</i>	<i>Unsatisfactory level of quality</i>	<i>Minimum level of quality</i>	<i>Satisfactory level of quality</i>	<i>High level of quality</i>
3.1. Admission criteria or criteria for the continuation of studies are in line with the requirements of the study programme, clearly defined, published and consistently applied.	X			
3.2. The higher education institution gathers and analyses information on student progress and uses it to ensure the continuity and completion of study.			X	
3.3. The higher education institution ensures student-centred learning.		X		
3.4. The higher education institution ensures adequate student support.		X		
3.5. The higher education institution ensures support to students from vulnerable and under-represented groups.		X		
3.6. The higher education institution allows students to gain international experience.			X	
3.7. The higher education institution ensures adequate study conditions for foreign students.	X			
3.8. The higher education institution ensures an objective and consistent evaluation and assessment of student achievements.		X		
3.9. The higher education institution issues diplomas and Diploma Supplements in accordance with the relevant regulations.			X	
3.10. The higher education institution is committed to the employability of graduates.	X			

Quality grade by standard

<i>IV. Teaching and institutional capacities</i>	<i>Unsatisfactory level of quality</i>	<i>Minimum level of quality</i>	<i>Satisfactory level of quality</i>	<i>High level of quality</i>
4.1. The higher education institution ensures adequate teaching capacities.			X	
4.2. Teacher recruitment, advancement and re-appointment is based on objective and transparent procedures which include the evaluation of excellence.		X		
4.3. The higher education institution provides support to teachers in their professional development.			X	
4.4. The space, equipment and the entire infrastructure (laboratories, IT services, work facilities etc.) are appropriate for the delivery of study programmes, ensuring the achievement of the intended learning outcomes and the implementation of scientific/artistic activity.			X	
4.5. The library and library equipment, including the access to additional resources, ensure the availability of literature and other resources necessary for a high-quality study, research and teaching.			X	
4.6. The higher education institution rationally manages its financial resources.			X	

Quality grade by standard

<i>V. Scientific/artistic activity</i>	<i>Unsatisfactory level of quality</i>	<i>Minimum level of quality</i>	<i>Satisfactory level of quality</i>	<i>High level of quality</i>
5.1. Teachers and associates employed at the higher education institution are committed to the achievement of high quality and quantity of scientific research.		X		
5.2. The higher education institution provides evidence for the social relevance of its scientific / artistic / professional research and transfer of knowledge.		X		
5.3. Scientific/artistic and professional achievements of the higher education institution are recognized in the regional, national and international context.			X	
5.4. The scientific / artistic activity of the higher education institution is both sustainable and developmental.			X	
5.5. Scientific/artistic and professional activities and achievements of the higher education institution improve the teaching process.		X		

SUMMARY

The panel extends their thanks to the Agency for Science and Higher Education for their support and trust. The panel also sincerely thanks the general management of the Faculty of Graphic Arts for hosting the Committee.

The panel has very much appreciated the time and effort spent by the Self Evaluation Committee for providing all documents. A particular expression of gratitude is provided for the Quality Assessment Committee with the recognition of an enormous amount of work that has led to the compilation of indicators and data. The panel hopes these efforts can be put to good profit and continuous improvement of practices in the Faculty. The Faculty of Graphic Arts has a long history of academic achievements and was for long the only institution in Croatia addressing this topic. The Faculty has strong and intimate relations with the industry and the professional organisations in Graphical Arts and is very well recognised as an asset to the profession.

The panel has met and talked with very dedicated teachers, and the students with whom the panel talked seemed satisfied with the outcomes of their studies.

All meetings were well attended, and the panel regrets and extends their excuses to those who attended the meetings and with whom the panel did not get the chance to talk or exchange with due to time constraints. The panel also appreciated the fact that many participants also spontaneously engaged in exchanges and discussion outside the organised slots.

The panel acknowledges that the Faculty of Graphic Arts has a very fundamentally sound structure for delivering quality training and research in the domain of Graphic Arts (printing technology) and strongly recommends that the Faculty focus on this strength. Rather than dispersing resources to try and broaden the scope to multimedia and design (for which on the one hand it does not have the resources, and for which other, competing institutions are far better equipped) the panel suggests the energy and resources be used to try and achieve top tier European recognition in the domain of Graphic Arts (printing technology). The panel believes the Faculty of Graphic Arts has the capacity to achieve this goal.

In order to achieve this goal, and besides refocusing on their core competences, the Faculty should use open and sincere quality assessment processes, implement management methods that inspire trust and equal treatment for all, based on open, collectively decided procedures.

Faculty of Graphic Arts, Getaldićeva 2, Zagreb

	Utorak, 6. studenog 2018.	Tuesday, 6th November 2018
9:00 - 10:00	Sastanak s dekanom, prodekanima i tajnikom	Meeting with the dean, vice deans and secretary
10:00 - 10:45	Sastanak s radnom grupom koja je priredila Samoanalizu	Meeting with the working group that compiled the Self-Evaluation
10:45 - 11:00	<i>Interni sastanak članova Stručnog povjerenstva</i>	<i>Internal meeting of the panel members</i>
11:00 - 12:00	Sastanak s nastavnicima (u stalnom radnom odnosu, osim onih na rukovodećim mjestima)	Meeting with full-time employed teachers (open meeting)
12:00 - 12:45	Sastanak s Alumnima	Meeting with the Alumni
12:45 - 14:00	<i>Radni ručak Stručnog povjerenstva</i>	<i>Working lunch</i>
14:00 - 14:30	<i>Sastanak članova Stručnog povjerenstva (Analiza dokumenata)</i>	<i>Internal meeting of the panel members (Document analysis)</i>
14:30 - 15:30	Sastanak sa studentima (otvoren sastanak za sve studente)	Meeting with the students (open meeting)
15:30 - 16:30	Sastanak s vanjskim dionicima - predstavnicima strukovnih i profesionalnih udruženja, poslovna zajednica, poslodavci, stručnjaci iz prakse, organizacijama civilnog društva, vanjski predavači	Meeting with external stakeholders - representatives of professional organisations, business sector/industry sector, professional experts, non-governmental organisations, external lecturers
16:30 - 17:00	Organizacija dodatnog sastanka o otvorenim pitanjima, prema potrebi	Organisation of additional meeting on open questions, if needed

	Srijeda, 7. studenog 2018.	Wednesday, 7th November 2018
9:00 - 9:45	Sastanak s prodekanom za nastavu i studente	Meeting with the Vice-Dean for Education and Student Affairs
9:45 - 10:30	Sastanak s asistentima	Meeting with teaching assistants
10:30 - 10:45	<i>Interni sastanak članova Stručnog povjerenstva</i>	<i>Internal meeting of the panel members</i>
10:45 - 12:00	Obilazak Fakulteta (knjižnica, uredi studentskih službi, ured međunarodne suradnje, informatička služba, učionice) i prisustvovanje nastavi	Tour of the Faculty (library, student services, international office, IT services, classrooms) and participation in teaching classes
12:00 - 12:45	Sastanak s prodekanom za znanost	Meeting with the vice dean for research
12:45 - 13:30	Sastanak s voditeljima znanstvenih projekata	Meeting with the heads of research projects
13:30 - 14:45	<i>Radni ručak Stručnog povjerenstva</i>	<i>Working lunch</i>
14:45 - 17:00	<i>Interni sastanak članova Stručnog povjerenstva</i>	<i>Internal meeting of the panel members</i>
(15:30 - 16:00)	Organizacija dodatnog sastanka o otvorenim pitanjima, prema potrebi	Organisation of additional meeting on open questions, if needed
17:00 - 17:15	Završni sastanak s dekanom i prodekanima	Exit meeting with the dean, vice deans

	Četvrtak, 8. studenog 2018.	Thursday, 8th November 2018
9:00 - 12:00	Izrada nacrtu završnog izvješća	Drafting the final report
12:00 - ...	Ručak i odlazak iz Zagreba	Lunch and departure from Zagreb