Strategy for Development and Research of the Faculty of Humanities and Social Sciences of the University of Zagreb

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Introduction

The Faculty of Humanities and Social Sciences of the University of Zagreb is a major and important educational and research institution in the Croatian and European context, whose development should be managed systematically following a detailed plan. So far, the only strategic documents at the Faculty level were work programmes of the dean, which the Faculty Council would adopt in the dean's election process and which would outline the directions of development of the Faculty for the following two to three years. However, dean's programmes do not have a standard form of a strategic plan and generally do not contain all the elements that an institution's strategic development plan should contain. So far, there has been no practice of drafting mid-term strategic documents in which the development of the Faculty of Humanities and Social Sciences would be planned clearly and comprehensively, taking into account recent trends and internal potentials. The necessity for such a document has been felt for quite some time, which is evidenced by the 2014 production of the first version of the strategic plan under Dean Damir Boras, followed by the second version of the strategy of the Faculty of Humanities and Social Sciences in 2016, under Dean Vlatko Previšić. Due to different circumstances, none of the two previously drafted documents has undergone public consultation and has not been adopted (nor rejected) by the Faculty Council.

At the same time, in accordance with the Regulations on the Requirements for Accreditation of Research Activity, Requirements for Reaccreditation of Research Organisations and Content of the Accreditation Certificate (*Official Gazette* No. 83/2010) (hereinafter: the Regulations), the Faculty of Humanities and Social Sciences was obliged to draw up a strategic research programme for a period of at least five years. As the document had not been drawn up until the re-accreditation process at the end of 2014, in his *Letter of Expectation* the competent minister requested that from the Faculty of Humanities and Social Sciences to produce it within three years.

Considering that, according to the Regulations, a strategic research programme must contain a number of elements common to development strategies, and that it is not possible, or even desirable, to dissociate scientific and educational activities at the Faculty of Humanities and Social Sciences, the Faculty management led by Dean Vesna Vlahović-Štetić decided to create a unique document comprising both the development strategy and the strategic research programme. Therefore, these two components form the two main parts of this document. The first part contains the five-year development strategy of the Faculty of Humanities and Social Sciences from 1 March 2018 to 1 March 2023, while the second part defines the strategic research programme for the same period. The first part, the development strategy of the Faculty of Humanities and Social Sciences, is divided into four chapters. The first chapter identifies analytical starting points for drafting the development strategy, the second contains mission and vision statements, and the third chapter specifies the main development axes of the Faculty of Humanities and Social Sciences along with corresponding strategic objectives and measures and activities to be implemented in order to achieve the strategic objectives. The final chapter in the first part of the strategy provides a plan for implementation, periodic reporting and assessment. The second part, which lays down the strategic research programme of the Faculty of Humanities and Social Sciences, is also divided into four chapters. The introductory chapter explains how the entire document complies with the Regulations requirements, the second chapter presents the scientific potential of the Faculty of Humanities and Social Sciences, and the third chapter lists priority research topics. The fourth chapter lists expected outcomes and performance indicators of the strategic research programme.

The development strategy proposal was drawn up by a working group appointed by the Faculty Council at its meeting held on 22 November 2017, consisting of: Vesna Vlahović-Štetić, full professor (Dean), Dragan Bagić, associate professor (Vice-Dean for Research and External Affairs), Zrinka Božić Blanuša, assistant professor (Vice-Dean for Programme Development and Lifelong Learning), Neven Budak, full professor, Dean Duda, full professor (Vice-Dean for Organisation and Development), Marko Liker, assistant professor, Danijela Lugarić Vukas, assistant professor, Nevena Škrbić Alempijević, associate professor, and Mateo Žagar, full professor.

The key elements for the strategic research programme were prepared by faculty departments in a process involving all employees in academic, associate and teaching ranks.

In a consultation process, the working group for strategy development integrated the research programmes at the level of scientific fields and proposed joint, interdisciplinary research topics.

In the process of drafting the development strategy proposal, the working group used a series of reference documents:

- *Europe 2020* strategy of the European Union
- *Horizon 2020* programme of the European Union
- Strategy for Education, Science and Technology of the Republic of Croatia
- Strategic documents of the University of Zagreb, in particular: Quality Assurance Strategy of the University of Zagreb, Strategy for Studies and Studying of the University of Zagreb, Strategy of Research, Technology Transfer and Innovation of the University of Zagreb, and Internationalisation Strategy of the University of Zagreb.

Between 4 January and 1 February public consultation was held in which all employees could take part, and on 31 January 2018 a discussion meeting was held the by Faculty Council. Based on the results of the public consultation, the working group revised the initial proposal for the Strategy, which was adopted at the Faculty Council meeting on 21 February 2018.

PART 1: DEVELOPMENT STRATEGY OF THE FACULTY OF HUMANITIES AND SOCIAL SCIENCES OF THE UNIVERSITY OF ZAGREB

I. Challenges and resources: analytical starting points

Introduction

The Development Strategy of the Faculty of Humanities and Social Sciences, just as that of any other organisation wishing to steer its development, stems from a specific view of the environment in which the organisation operates and from a perception of its own internal strengths and weaknesses. Following a detailed analysis of the current situation and trends in the Faculty's environment, and of its own resources, the organisation sets achievable goals for a defined period, which are expressed in the vision of its position at the end of the strategic period and in specific strategic objectives.

In an analytical sense, this strategic plan is based on multiple analyses and evaluations carried out in the past period, particularly Self-Evaluation in the Re-Accreditation Procedure of the Faculty of Humanities and Social Sciences, Report of the Expert Committee in the Re-Accreditation Procedure of the Faculty of Humanities and Social Sciences, Report of the Expert Committee in the Re-Accreditation Procedure of the Faculty of Humanities and Social Sciences, and the Accreditation Recommendation of the Agency for Science and Higher Education. In addition to analyses presented in these documents, observations by members of the Faculty Council and members of the working group for the preparation of the strategic plan proposal were used as a basis for drafting the development strategy of the Faculty of Humanities and Social Sciences. The basic starting points for identifying strategic objectives and the direction of future development of the Faculty of Humanities and Social Sciences are presented below.

Challenges of the Faculty's environment

Every higher education institution operates in a complex environment characterized by several important dimensions. The key elements of that environment are trends in the scientific fields in which the higher education institution acts as a scientific organisation, as well as higher education processes in at the global, regional and national levels. These are also closely linked to changes in the legal framework and the funding system for science and higher education at the national and EU levels. This is complemented by the position of a particular higher education institution in relation to other higher education institutions in the national context. Trends in the labour market and in the economy, as well as in the cultural industries and in the primary and secondary education system are also important. Demographic and migration trends, changes in the values of new generations, as well as the overall political, economic and cultural processes in the society also need to be taken into consideration. When planning its development and determining a desirable future position, an organisation should consider all these dimensions.

However, despite existing development tendencies, individuals and communities can change the circumstances in which they act, placing the benefits for the society and the public at the centre of the educational process. In this sense, nurturing and developing critical thinking is an integral and inseparable part of every educational process: expert competence is determined by the ability to actively participate in the changes to the environment and in the improvement of life in the community. The relationship between society

and the University must be reciprocal: society has expectations from the University, and the University has a responsibility to positively influence the development of the society.

In the area of higher education, Faculty of Humanities and Social Sciences must respond to several key trends and changes: massification of higher education; increased number of higher education institutions, both public and private; enabling distance education due to technological changes, and shifting focus from processes to outcomes.

Historically, only a minority of each generation was included in higher education. At first, only members of the elite could take part in higher education, while with the development of the social state, inclusion was enabled for lower-class children on a meritocratic basis. A sudden massification of higher education which occurred in developed countries in the second half of the 20th century, has happened in Croatia over the past fifteen years. For example, over the last decade the number of newly enrolled students in Croatia has increased to the extent that nearly 100% of the cohort enrols in some type of higher education programme. Although this is a positive trend from the perspective of social mobility and inclusion, it directly affects the social role of higher education, as well as student motivation and quality. In strictly statistical terms, students no longer represent the elite of their generation in the meritocratic sense, but reflect average qualities of the entire generation. This necessarily affects the level of expectations higher education institutions can set up for their students, both in terms of prior knowledge and in terms of motivation and competencies. Massification also changes the social expectations of higher education. In a situation where the majority of a generation acquires a higher education diploma, the acquired title has a lower social (in terms of reputation) and economic (in terms of employability and wage level) effect than before. Nowadays, it has become almost common that highly educated people have trouble finding an adequate job or are forced to accept jobs offering a lower level of income than expected. This, in turn, changes expectations of higher education institutions. In this context, higher education institutions are expected to provide knowledge and skills that will be more concrete and more applicable, i.e. higher education institutions are burdened with more responsibility for their students' future careers. Hence, constant modernisation of study programmes is needed. This trend is also accompanied by a new approach to competencies that places an emphasis on learning outcomes instead of the process itself, which requires higher education institutions to significantly adapt their approach to designing and implementing study programmes, with a necessary critical reflection that in turn influences university education and the society as a whole. This two-way relationship is a basic feature of socially responsible education.

Massification is also accompanied by an increase in the number of private and public higher education institutions. According to data presented in the Strategy for Education, Science and Technology of the Republic of Croatia, enrolment quotas are already higher for different study programmes than there are students finishing secondary schools. This inevitably encourages competition among higher education institutions, primarily for future students. In the Croatian context, this situation is further radicalized by negative demographic trends and a negative migration balance. If the current increase in the number of available places at higher education institutions and negative population trends were to continue, the number of available places could soon become significantly higher than the number of potential students, which could result in lower enrolment criteria or academically inappropriate forms of mutual competition between higher education institutions in attracting potential students. The Faculty of Humanities and Social Sciences is already experiencing the consequences of these changes, which are reflected in a decreased interest in enrolment over the last ten years, dropping from about 4.5 to 2.5 applicants per one available spot.

Over the past twenty years, the range of study programmes in the Republic of Croatia that are identical or similar to those offered at the Faculty of Humanities and Social Scienc-

es has significantly increased. Almost every programme of studies offered at the Faculty of Humanities and Social Sciences can be studied at at least two or three other higher education institutions, and for the most popular study programmes, the number of competing higher education institutions rises to five or six. Establishment of most of the competing study programmes was significantly supported at an early stage by the Faculty of Humanities and Social Sciences, which offered help in study programme design and early delivery. Some of the competing institutions have developed more modern and more attractive study programmes that follow global trends in science and higher education in terms of overcoming traditional discipline classification. Given that these study programmes and higher education institutions now act as competition to the Faculty of Humanities and Social Sciences, both in terms of students and other resources, the Faculty is faced with the challenge of developing relationships and collaborating with these institutions in the future. Importantly, an increase in the number of similar-profile higher education institutions diminishes the influence of the Faculty of Humanities and Social Sciences in national bodies which make important decisions pertaining to the system of science and higher education, as well as in bodies which make decisions about culture, primary and secondary education.

A significant change in the environment of Croatian higher education institutions was brought about Croatia's accession to full membership of the European Union. It means increased student and teacher mobility in both directions, which creates both new opportunities and challenges. It also opens up new opportunities for financing the development of new study programmes which should be appropriately exploited.

The system of higher education is also significantly affected by new technological opportunities and trends in the field of e-learning and distance education. In general, the development of the Internet has rendered knowledge more accessible without any intermediation by educational institutions, which has resulted in a rapid development of online learning platforms, including at the higher education level. Numerous organisations outside the higher education system, as well as the best-ranked and largest universities in the world, offer online courses at the higher education level in different areas, contributing to the "neglection" or marginalisation of smaller universities. Once the introduction of the competency approach, which places an emphasis on learning outcomes and enables the recognition of competencies acquired by informal and non-formal learning, is associated with a significant increase in the availability of online courses offered by the best world universities, one can rightfully question the future of traditional forms of teaching at higher education institutions. While these trends are unlikely to lead to the disappearance of the traditional form of higher education, they certainly pose a challenge to all higher education institutions, including the Faculty of Humanities and Social Sciences, both in terms of modernisation of teaching methods and in terms of content offered. In this context, an ever greater need for lifelong learning should be highlighted.

In the segment of research activity, two clearly visible and largely challenging trends should be emphasized. These are elimination of traditional boundaries between scientific disciplines and marginalisation of social sciences and humanities in relation to STEM disciplines (science, technology, engineering, mathematics). The traditional classification of disciplines, shaped in the second half of the 19th century, has been fading for a while both globally and in the European Research Area, making it difficult to assign prominent researchers to a single discipline. It has become common practice in scientific papers for authors to quote works from various other areas and fields. Researchers are increasingly classified according to topics or problems they explore, rather than disciplines. The European research funding system significantly contributes to this principle, since it requires grouping researchers around a research topic, regardless of their disciplinary background. Blurring boundaries between disciplines, especially in social sciences and humanities, is also accompanied

by increasing marginalisation of social sciences and humanities in relation to the so-called STEM area. This process is a consequence of the belief that slow economic development in Europe and North America can only be accelerated by significant innovation in technology, engineering and biomedicine, which is underpinned by basic research in the field of natural sciences. In this context, social sciences and humanities are perceived as socially (economically) useless and unproductive, even a nuisance, because they use up significant funding and often attract very talented students. This trend has resulted in a significant reduction in allocations for research in social sciences and humanities and in direct or indirect exclusion of these disciplines from some generous funding programmes. At some universities, entire humanities departments have been shut down. The described trend is becoming increasingly present in the Croatian context, which presents a significant challenge to which the Faculty of Humanities and Social Sciences must respond.

In the field of science, there are changing trends in research funding, where large projects are preferred over smaller and medium-sized ones, and the focus is on applicable and current topics. A certain tendency towards "grandiose" projects which have to include examples and cases from a large number of countries results from European funds used to finance research, but this approach is often uncritically accepted by national authorities. This makes it difficult to ensure financing for research topics in social sciences and humanities.

As far as legislation is concerned, worth mentioning is the implementation of the quality assurance system in higher education and science. At the national level, a system of accreditation and periodic evaluation of institutions, as well as issuance of accreditation certificates were put in place. The implementation of a quality assurance system requires introducing new practices and procedures, and regular collection and reporting of data, which leads to further bureaucratisation of scientific activity and higher education. However, the need to introduce such a system is made urgent by the growing number of higher education institutions offering study programmes of questionable quality on a commercial or quasi-commercial basis.

On a wider social level, there is also the challenge of increasing polarisation of Croatian society with regard to values and political issues, which is also largely taking place in education, science and culture, thus inevitably affecting the Faculty of Humanities and Social Sciences. Particularly worrying are the tendencies to limit freedom of speech, freedom of opinion and public action, which stand in direct opposition to freedom of research, which demands, especially in social sciences and humanities, the freedom to investigate and critically evaluate all historical events, cultural symbols and social relations.

All of the described challenges, as well as those not mentioned here, require significant adjustments of a higher education organisation such as the Faculty of Humanities and Social Sciences. However, not all challenges pose a threat. In fact, most of them can be considered as a new impetus for the development of the Faculty of Humanities and Social Sciences.

INTERNAL RESOURCES

An organisation can successfully respond to external challenges and impulses primarily if it has the necessary internal resources, both in terms of the number, quality and motivation of its staff, and in terms of the organisation of its work and processes, as well as spatial, technical and financial resources. The quantity and quality of these resources make a starting point for planning a development strategy.

About 740 employees are currently employed at the Faculty of Humanities and Social Sciences. Of that number, about 550 are employed in core activities (science and higher education), while the remaining 190 make the administrative, support and technical staff. The Faculty of Humanities and Social Sciences is decisively the largest constituent of the University of Zagreb in terms of number of staff, the largest faculty in Croatia in terms of number of staff and study programmes, and one of the largest faculties in terms of number of enrolled students. Among the staff employed in core activities, about 20% are scholars holding the highest academic titles (tenured full professor or full professor), about 15% are associate professors, and about 23% are assistant professors. In total, there are 320 employees holding such research-teaching positions. Further, there are about 120 assistants and post-doctoral researchers, who account for slightly less than 25% employees in core activities. About 110 employees are employed in these teaching-only positions. Employees in core activities can be divided into three groups by age: up to 40 years of age, between 40 and 50, and over 50 years of age.

The last fifteen years have seen a strong expansion in the number of employees at the Faculty. At the end of 2002, the Faculty had about 570 employees, while today this number is almost 30% higher. With the expansion mainly occurring in core activities, the average age of its staff has dropped significantly. It follows that in terms of the total number of staff, the Faculty has more or less sufficient resources in its core activities (research and teaching) and in the upcoming period the development cannot be based on a significant increase in the number of employees in core activities. It will be necessary to ensure an adequate distribution of employees in core activities according to organisational units to equip all study programmes with necessary teaching staff, which is one of the tasks assigned to the Faculty and identified in the competent minister's Letter of Expectation in the process of re-accreditation. Due to disorganized personnel policies in the system of science and higher education in the previous periods, hiring junior teaching staff did not take place in regular cycles, which resulted in a reversed pyramid with most employees in the highest academic ranks, but with few young people. This was partially corrected in a strong wave of recruitment of junior researchers and assistants from 2003 to 2008. The new system, in which institutions have a certain autonomy in managing the number of their own staff, allows them to take responsibility for adequate recruitment of new employees.

In the upcoming period, it will be necessary to hire additional employees in administrative and support services, whose growth was not proportionate to the growth of the total number of employees, resulting in a shortage of personnel in certain services (especially if we disregard employment for the new library). The emergence of new administrative and support jobs necessary for quality system development, care for alumni careers and the need to apply for and manage large research projects require starting entirely new services and related jobs, as noted in the report of the expert committee in the process of re-accreditation.

The quality and motivation of all categories of employees is high. However, it is necessary to ensure the improvement of employee knowledge and skills in certain segments. For employees in research and teaching positions and teaching-only positions, it is necessary to establish a system for continuous improvement of teacher competencies, which to this point did not exist in the formal sense, and which was listed as one of the shortcomings in the external evaluation process. Also, there have been no systematic efforts by the institution regarding improvement of research competencies, which remains up to each employee. Further, it is necessary to provide a system of continuous education and training of employees in administrative, support and technical services.

The Faculty of Humanities and Social Sciences has retained, in terms of its organisation, the structure that was shaped in the first half of the 20th century and in which study pro-

grammes and departments were organized based on the traditional division of scientific fields created in the second half of the 19th century. The study programmes mostly follow traditional discipline boundaries. More recently, research collaboration that goes beyond disciplinary frameworks has intensified, but only as a result of individual initiatives. The impression is that significant internal resources remain insufficiently exploited due to insufficient collaboration among different departments. This is particularly evident in the organisation of study programmes, of which only few are jointly carried out by more than one department and reflect the interdisciplinary potential of the Faculty of Humanities and Social Sciences. Moreover, a double major is a good starting point for strengthening interdisciplinarity, especially at the graduate and postgraduate levels.

The Faculty offers a wide range of study programmes, many of which are very attractive to students. However, the existing programmes have not changed significantly in their basic structural elements for many years, and the Bologna Process has been implemented only formally. In the process of developing new Bologna study programmes, the distinction between undergraduate and graduate level was not thoroughly considered and the potential for the development of new, advanced and interdisciplinary programmes at the graduate level of studies was not sufficiently exploited. Moreover, due to the double major option, the system is heavily burdened with varying duration of undergraduate and graduate studies in double-major combinations. The mentioned decision caused a number of problems in terms of organisation and delivery, as well as some legal uncertainties. The Bologna programmes were not formulated based on desired final outcomes of the studies. Rather, outcomes were subsequently derived from already developed study programmes. Regardless of the presupposed limitations of the Bologna Process, its implementation had to be carried out by the Faculty as a whole, while in practice it was implemented depending on how it was envisaged by individual departments. In order to overcome a series of difficulties and to improve the studies in the following period, the Faculty has to be perceived as a whole.

Some of the unused resources in the field of higher education are the insufficient number of specialist studies and lifelong learning programmes. These are the areas in which the Faculty can more prominently demonstrate the social, and even economic, relevance of the competencies it develops. Regarding the doctoral study programmes, the Faculty has maintained its primacy in the field of humanities and social sciences, but the standardisation of quality, efficiency of implementation and use of synergic potential among doctoral study programmes are not adequate. Doctoral study programmes are not sufficiently networked with the international research community.

The Faculty of Humanities and Social Sciences, considering its size, has a large research production, a significant part of which is internationally visible. However, international networking and visibility of researchers could still be significantly improved. A growing number of research projects are funded from competitive European and national funding sources. Over time, some researchers and a part of the administration have gained knowledge and experience necessary for applying for and running larger and international projects. However, the lack of appropriate professional and administrative support in this regard is one of the discouraging factors in applying for such research projects. Research often lacks organized undertakings and adequate professional support. Further, there is also a lack of adequate research equipment and of properly equipped laboratories for some disciplines.

The library of the Faculty of Humanities and Social Sciences is a significant resource for maintaining a high level of studying and advancing research. In addition to the building itself, which provides ample space for quality work of students and teachers, there is a rich library collection, which is regularly updated with new publications. The library supports teaching and research processes at the Faculty and it must develop its capacities accord-

ing to contemporary requirements. Apart from maintaining quality conditions for studying and conducting research, the library can contribute to the development of the Faculty by developing new services in the area of digital services, development of research infrastructure and scientometric analyses.

The Faculty is technically well equipped. Existing IT and other equipment is maintained and replaced in accordance with available financial resources. Technical equipment itself is not a major obstacle for development in the upcoming period. There is certainly room for improvement in the use and implementation of certain services and technical capacities which are available to the Faculty. For instance, implementing a cloud document storage service would enable to set up a digital document management system and staff collaboration within faculty's infrastructure.

In terms of space, the Faculty has increased in size over the past fifteen years with an annex to the main building and a new library building. Current facilities are almost filled to capacity and there is a lack of space for the development of new activities, especially for the development of contemporary research infrastructure (e.g. laboratories, etc.). In order to improve spatial conditions needed to carry out the core activities, the use and organisation of existing facilities should be made more efficient in the following period. This means that it will be necessary to carry out a thorough revision of facility usage, particularly of the spaces used for teaching, in order to make it more flexible and to optimize the use of available capacities. Some of the lecture halls in the main building should be thoroughly renovated, as well as parts of the building holding the offices of the teaching staff. Moreover, it is necessary to establish an adequate system of maintenance for all facilities in which academic activities take place, more precisely for both the "old" building and the library building, for which no proper maintenance system has been implemented since they were built. The same applies to the building of the "Fund", which was taken over for use in 2006. The "old" building was built in 1962 and requires special care. During the construction of the Library, which was opened in 2009, a number of technical shortcomings were overlooked. Although the "Fund" building is not in our ownership, as its users we are responsible for its maintenance.

When it comes to financial resources, the system for funding core activities is relatively stable and enables regular operation. However, in order to achieve progress in development, additional funding should be ensured to increase own revenues (e.g. through new specialist study programmes, lifelong learning programmes or professional services) and existing resources should be used more efficiently. Further, it is necessary to set proper rules for obtaining and spending funds from own revenues for the system to be more transparent and more encouraging.

The presented overview clearly shows that the Faculty of Humanities and Social Sciences already has the majority of resources required for further development and that additional development potential can be created by using them more efficiently. The missing resources will have to be provided in the following period and their provision should be foreseen as an activity within the strategic plan.

II. MISSION AND VISION

MISSION

The mission of the Faculty of Humanities and Social Sciences is to be a national leader and a global partner in creating, reviewing, and transmitting knowledge which contributes to the creation of a more humane society.

With a large variety of study programmes and a centuries-old tradition of teaching, we offer students unique and dynamic double-major study programmes, which encourage active management of the academic career and adapting the studies according to individual needs. Our students are educated in order to take over the most responsible educational, research, cultural and professional roles and create a better society. Being aware of our responsibility in this process, we are guided by the principle of teaching based on research, openness and ethics.

The Faculty of Humanities and Social Sciences is dedicated to creating a stimulating environment for top-quality research in social sciences and humanities. By way of integration into the European Research Area, we are ensuring a greater impact of our research and enabling young researchers to access advanced technologies and skills. Being responsible towards the past and open to the future, we are exploring and critically evaluating national legacy and identity. By believing in the principle of freedom in research, we are encouraging researchers to shape relevant questions both within traditional research fields and in the interdisciplinary environment.

The Faculty of Humanities and Social Sciences recognizes and accepts its role in creating a more progressive society. With our professional and scientific expertise, we are helping the society to recognize and successfully respond to local, national and global challenges. Taking advantage of our location in the capital, we are strengthening relations between the Faculty, the public and the private sector, creating a basis for innovative partnerships and a comparative advantage for students entering the labour market.

VISION

The Faculty of Humanities and Social Sciences will strengthen its position in the field of social sciences and humanities in Central and South-Eastern Europe. Its study programmes will attract the best and most motivated students from Croatia and abroad, making it be a stimulating and desirable place for studying and research.

Strategically and more clearly planned research and targeted international presence will define the Faculty's academic activities and its integration into the European Research Area and the area of higher education. Harmonisation of study programmes on the basis of competencies offered by individual programmes will facilitate connectivity and transition between undergraduate, graduate and postgraduate levels of study.

The Faculty of Humanities and Social Sciences will constantly focus its effort on increasing the scientific, social, cultural and economic relevance of research and teaching, and on the promotion of competencies and knowledge in the public space. Social sciences and humanities and the Faculty of Humanities and Social Sciences as their institutional centre in the Republic of Croatia will identify and actively contribute to addressing current national and global issues. As a public institution, the Faculty of Humanities and Social Sciences will

advocate a high level of social responsibility, including ethics in research, and responsibility in teaching competent experts who will be sensitive to important social issues and vulnerable individuals and social groups. The Faculty of Humanities and Social Sciences will be an example of efficiency and high level of organisation in the financial, legal and structural sense.

III. Development axes and strategic objectives

Introduction

The development plan of the Faculty of Humanities and Social Sciences of the University of Zagreb for the next five years (2018-2022) is organized around six *development axes*, within which specific development goals have been identified. In this strategic plan, the development axes are perceived as the key dimensions of the Faculty's activities, which represent, on the one hand, the key strategic issues to be addressed and, on the other hand, the key resources for the development of the Faculty of Humanities and Social Sciences in the upcoming five year period. Hence, the development of the Faculty of Humanities and Social Sciences in the next five years will be organized around the following six axes:

1. Integration within the Faculty and networking with other University constituents
2. Internationalisation
3. Improving the quality of studies and student life
4. Increasing relevance and promoting competencies and knowledge
5. Promoting academic ethics
6. Efficient use of available resources.

The first two development axes involve networking within the Faculty and the University, but also with the international research community and the network of universities. Networking is an important resource which should and can be a base for further development. Starting with the Faculty itself, there are plenty of unused resources due to insufficient networking and collaboration among organisational units and scientific fields, both in higher education and science. Increased and better collaboration within the Faculty can generate a significant rise in quality and new achievements in both study programmes and research. Also, there is considerable potential regarding the offer and quality of study programmes and the quality of research activities that can be implemented through targeted collaboration with other constituents of the University of Zagreb. The first development axis is a response to challenges in the environment resulting from blurred boundaries between scientific disciplines. Internationalisation in contemporary research is a necessity, and it is one of the key instruments for raising its quality. More recently, many universities have recognized the potential of internationalisation in higher education.

Although research and higher education are two equally important core activities of the Faculty of Humanities and Social Sciences, its identity is still based on the fact that it is a higher education institution. Therefore, the third development axis is aimed at raising the quality of studies and student life. It directly responds to the challenges noted in that area, pertaining to increasing competition in higher education in Croatia and the development of a quality control system.

The fourth axis addresses a series of interrelated challenges resulting in decreased reputation and influence of social sciences and humanities in the society, which ultimately limits financial and other resources available for the development of institutions such as the Faculty of Humanities and Social Sciences, and is also reflected in diminished interest for enrolment in the concerned study programmes. These challenges can only be addressed

through a proactive approach, promoting the real relevance of knowledge and competencies created and acquired at the Faculty of Humanities and Social Sciences, and revising its own study programmes and research priorities.

The promotion of academic ethics arises as the fifth development axis, as a response to the challenges within the academic community, but also to the growing social divisions. In order to be able to deal with these processes in the environment, the Faculty of Humanities and Social Sciences aims to organize its internal ethical and disciplinary procedures to raise the standards of its own organisation and to improve relations among all stakeholders within the Faculty.

The final axis seeks to consolidate priorities related to internal organisation and management with the aim of increasing efficiency. This primarily implies improved use of existing resources to enhance the performance of core activities, and to ensure better working conditions for all employees and more satisfactory student experience.

These development axes pertain to the two core activities of the Faculty of Humanities and Social Sciences – higher education and research, as well as all the supporting and auxiliary activities: publishing, professional and commercial activities, library, organisation management, professional and administrative affairs.

The six development axes are matched with 32 strategic objectives with relevant measures and activities necessary for their achievement. The development axes and the strategic objectives with the related measures are described below.

1. INTEGRATION WITHIN THE FACULTY AND NETWORKING WITH OTHER UNIVERSITY CONSTITUENTS

The Faculty of Humanities and Social Sciences, with its research and teaching staff, scientific fields and sub-fields it covers, research projects and the diverse scientific interests of its employees, does not sufficiently take advantage of its own internal potential due to the nature of its organisation, fragmentation and incoherence among departments. The existing cooperation between departments and fields is rare and weak and is usually a result of individual initiatives both in research, and organisation and teaching. Likewise, the fact that the Faculty combines social sciences and humanities is an institutional comparative advantage which is somewhat more visible in teaching (multiple study programme combinations through double majors, adding significant value to student competencies), than in research. Integration will be carried out on different levels: collaboration between individuals, departments, connecting related fields and branches, intensifying cooperation in existing study programmes and launching of new ones at all study levels, not to mention strengthening the bonds between research and teaching activities. Through consistent and systematic integration, the Faculty will be able to utilize its own internal capacities to a greater extent than it has been the case so far.

OBJECTIVE 1.A. TO STANDARDIZE STUDY PROGRAMMES

In 2005, the Faculty implemented the Bologna process in the performance of its study programmes, with different duration models for undergraduate and graduate studies (3 + 2 or 4 + 1). To this day, there has been no analysis into the justifiability of different study models, nor the alignment of their duration with anticipated learning outcomes. However, experience shows that the varying duration of undergraduate and graduate study levels reduces the smooth flow of double major study programmes, hinders the transfer to another major at the graduate level, and is an obstacle to mobility and recognisability of study programmes in the European Higher Education Area. The aim is to eliminate these shortcomings by establishing a uniform organisation of study programmes in terms of their duration at the Faculty level.

MEASURE 1.A.1. HOLD A CONSULTATION AND SELECT STANDARDIZED STUDY PROGRAMME MODELS

Based on previous experience in organizing and teaching classes, and the performance of predefined learning outcomes in different study models, a consultation process will be carried out on their advantages and disadvantages among existing Faculty bodies (Faculty Council, Heads of Department Council) and, if necessary, with additional *ad hoc* bodies. Based on these consultations and discussions, the Faculty Council will adopt a decision on standardized study programme models for double major studies, choosing between two models: three-year undergraduate and two-year graduate programmes or an integrated undergraduate and graduate study programme. The Faculty Council will also decide on acceptable study programme models for single major studies.

MEASURE 1.A.2. DETERMINE COMMON FACULTY RULES FOR NEW STUDY PROGRAMMES

In order to increase the compatibility of study programmes and thus facilitate their execution and increase the quality of studies, common rules for structuring new study pro-

grammes will be established in the second phase. These rules will define a roadmap for study programmes, the ratio between compulsory and elective courses, the relationship between internal and external electiveness, incorporation of pedagogical, didactic and psychological competencies from teaching streams into the study programmes, forms of completion at specific levels of study and other issues relevant to the structuring of study programmes.

MEASURE 1.A.3. DEVELOP AND LAUNCH THE ACCREDITATION OF NEW STUDY PROGRAMMES

Existing study programmes at the Faculty of Humanities and Social Sciences have been performed for twelve years. During this time programmes have changed significantly in comparison with their initial content, which means that further interventions are not possible without new accreditation. Also, a ten-year period is optimal for a thorough revision of study programmes in order to take into consideration the development of specific disciplines, new labour market needs, and new research interests of our employees. Thus, adoption of a uniform model for the duration of undergraduate and graduate study programmes will open the path to the development of new programmes. The Faculty will coordinate the process of aligning study programmes with the chosen standard, while the shaping of new programme proposals will be entrusted to respective departments – owners of specific study programmes. The Faculty will start the accreditation process for all new study programmes aligned with the set standards. In the development of new study programmes, special attention will be devoted to increasing the relevance of student competencies, in accordance with the objectives and measures described Priority Axis 4.

OBJECTIVE 1.B. TO INCREASE INTERDEPARTMENTAL COLLABORATION IN DELIVERY OF COURSES

Through collaboration among departments in the implementation of existing study programmes at all study levels and through the development and implementation of new joint (interdepartmental, interdisciplinary and transdisciplinary) study programmes, the Faculty can offer content, knowledge and competencies offered by no other higher education institution in the country or beyond. The goal is to make better use of the Faculty's potentials through improved and more systematic integration, taking into account social challenges and interests, the needs of the economy and students' preferences and needs.

MEASURE 1.B.1. DEVELOP A CATALOGUE OF COMPETENCIES AND ANALYSE OVERLAPS AND COMPATIBILITIES

Some study programmes at the Faculty engage from different departments. However, such efforts are mostly fragmented and rely on personal initiatives and cooperation between individuals and smaller groups, rather than on systematic institutional incentives. On the other hand, due to a large volume of study programmes and courses offered at the Faculty, expertise of teachers from other departments and the shared elements among programmes are often not recognized. A precondition for increased cooperation among departments in the delivery of study programmes is a catalogue of competencies that can be acquired through different study programmes and an analysis of their overlaps and compatibilities. Within this measure, a catalogue of competencies will be developed, along with an analysis of overlaps, which will serve as the basis for a more rational use of internal resources in new study programmes. In the future, this measure will enable common elements and competencies in different study programmes, for example translation competencies, to be standardized and possibly jointly taught.

Measure 1.b.2. Create necessary conditions and encourage the development of programme modules

Related to the previous measure and in line with gathered data, the Faculty will create the conditions and encourage the development of programme modules, comprised of a group of courses aimed at developing similar competencies and knowledge. Students will be able to choose courses offered in such programme modules from a pool of available elective courses, whose share in each study programme will be determined under Measure 1.a.2. Such modules will strengthen and enhance the existing programmes and interdepartmental mobility of students and teachers. The new undergraduate and graduate study programmes at the Faculty of Humanities and Social Sciences will be introduced at first in the form of elective course modules.

Measure 1.b.3. Develop and accredit at least one new interdisciplinary graduate study programme

The goal of this measure is to develop at least one new interdisciplinary study programme through collaboration of several departments at the graduate level, which will be unique in to the higher education institutions in Croatia and potentially attractive for students of several different undergraduate studies (e.g. heritage management, curator, family and demographic policy specialist, applied social research expert, etc.). The content of the programme will be derived from current social needs, and its development and accreditation will be preceded by an analysis of graduate programmes offered at Croatian higher education institutions and analysis of potential profiles of the new programme. Once the profile is selected, an interdepartmental working group will be established, which will develop one or more study programmes. After the completion of the accreditation process, a call for applications for the first generation of students will be published. Three years into its implementation, the success of the new programme will be evaluated in relation to the predefined objectives.

Objective 1.c. To increase the number of projects including researchers from various departments and fields

An analysis of recent and ongoing research projects has shown that there is a tendency for interdepartmental connections across different scientific fields and sub-fields in long-term projects (e.g. EU or Croatian Science Foundation projects). However, this kind of collaboration usually results from individual initiatives. In addition to systematic institutional support, the potential for enhanced consolidation of research also exists in the following: a) Short-term projects (for example those financed by the University) are as a rule limited to intradepartmental work. This, on the one hand, reduces the number of researchers involved, as well as the visibility of research results, and on the other often leads to overlapping interests in research objectives. b) Even when it is established, collaboration is mostly carried out among fields within a specific scientific area (humanities or social sciences). With several specific measures, the Faculty will encourage consolidation of research activities within the Faculty, with the aim of increasing the Faculty's social responsibility. At the same time, there is a need to establish closer cooperation between departments engaged in the same field and area of research (e.g. Slavic studies) or related fields (e.g. historical sciences).

Measure 1.c.1. Allocate internal and external funds to collaborative interdepartmental research projects

In order to encourage project-based work of our academic staff and to achieve intra-institutional integration of research activities, we will set up a Faculty fund for co-financing research projects and publish a call for proposals for research projects. In the allocation of available funds, priority will be given to those projects that bring together researchers from different fields and sub-fields and which focus on interdisciplinary research topics. To the extent that these general rules permit, the Faculty will give priority to such projects when allocating funds from multiannual institutional funding (so-called university grants).

Measure 1.c.2. Periodically revise priority topics defined by the strategic research programme

The strategic research programme defines key topics across scientific fields and at the institutional level, and provides guidance for research activities. The strategic research programme reflects current research activities, but also guides them towards topics which are culturally, socially or economically relevant, or topics which have an international appeal can, to a certain extent, create local policies. The measure implies using financial resources from internal and external sources to encourage those research activities that contribute to the achievement of strategic research programme objectives. Also, the measure implies a periodic revision of the strategic research programme in order to maintain its relevance from the perspective of discipline development and from the perspective of external, i.e. social, cultural or economic relevance. Within this goal, particular emphasis is placed on the definition of interdisciplinary research topics at Faculty level which enable collaboration among researchers from different scientific fields and areas.

Measure 1.c.3. Provide funding from external sources for the development of modern research infrastructure in social sciences and humanities

Several scientific disciplines (psychology, information and communication sciences, archaeology, phonetics, linguistics and others that are nowadays classified as "digital humanities"), which make up important elements of teaching and research at the Faculty of Humanities and Social Sciences, rely significantly on advanced technology in scientific research. Currently, neither the Faculty of Humanities and Social Sciences nor other research institutions in Croatia have the necessary research equipment, accompanying software or facilities for advanced research in these disciplines. The lack of such infrastructure makes monitoring and incorporation in current international research trends significantly more difficult, resulting in lagging behind in research and insufficient international visibility. The development of infrastructure would have a significant impact on increasing productivity in research and would also enable innovation and implementation of applied research. This measure implies active monitoring of both national and European tenders which allocate funds for the development of scientific infrastructure, preparation of documentation and applications for such calls.

Measure 1.c.4. Establish a system of regular internal trainings, and exchanges of knowledge and competencies

The Faculty will establish a system of regular internal exchanges of knowledge and competencies in the form of lectures on researchers' and other employees' experiences ("examples of good practice"). Researchers' knowledge and competencies from one

field can be useful to researchers from other fields. An institution with so many researchers from various fields who address many different phenomena surely abounds in knowledge and skills. At the present moment, there is no developed system for an exchange of such knowledge and skills. This measure also includes provision of logistic and other support in organizing and conducting workshops and trainings. The Faculty will also set up a system of regular events (forums, round tables, etc.) to discuss relevant research topics, processes and phenomena.

Measure 1.c.5. Regulate the establishment and operation of interdisciplinary research groups by amending the Statutes and other documents

The Faculty already has several interdisciplinary research groups that gather researchers from different areas and fields around the same research topic. The establishment of new groups should be encouraged in the future that could act as *ad hoc* groups. In addition to establishing a system of regular internal trainings and exchange of knowledge, the Faculty will stimulate research activities through legal measures, i.e. by amending the Statutes and other documents. At the same time, the measure involves ensuring adequate visibility of such groups and the required resources.

Measure 1.c.6. Define mandatory elements for the dissemination of projects submitted for external and internal funding

The Faculty's Regulations on project management will define mandatory intra-institutional dissemination activities for projects financially and logistically supported by the Faculty (if these elements are not already prescribed by the approved project). These elements will include a) public lectures by researchers at the Faculty's premises; b) publishing the project's roadmap on the web pages of the department are implementing it; c) presentation of research results at the Faculty, and d) ensuring the availability of publications, research data and final project reports to the colleagues at the Faculty and the wider public. This measure aims at encouraging more intensive sharing of information about research activities and achievements in order to facilitate future cooperation and connectivity.

Objective 1.d. To integrate postgraduate doctoral study programmes

There is a long tradition of cooperation between different departments in carrying out doctoral study programmes at the Faculty of Humanities and Social Sciences (e.g., doctoral study programme in linguistics), but as of late, there is also a trend of fragmentation at the level of doctoral studies. Their number is growing, but without a clear approach or strategy. The need for a close cooperation between existing doctoral study programmes stems from a number of factors. First of all, contemporary doctoral study programmes are research-oriented, which means that there is less and less emphasis on traditional classes and classic discipline-based competencies and knowledge. Contemporary doctoral study programmes, above all, seek to provide candidates with the necessary research competencies which are largely transdisciplinary. Stronger integration of existing doctoral study programmes would also provide candidates with horizontal mobility among studies. Furthermore, the success of a doctoral dissertation depends on high quality supervision, which in turn relies on knowledge about very specific topics. It is therefore important that all researchers employed with the Faculty can be potential supervisors for each candidate. The reasons for integration are also formal, including savings, simpler organisation and ad-

ministration, transparency, financial benefits for candidates, etc. Only in this way can the Faculty retain its leading role in the education of future researchers in the field of social sciences and humanities in Croatia.

MEASURE 1.D.1. SYNCHRONIZE ACADEMIC CALENDARS FOR DOCTORAL STUDY PROGRAMMES

At the moment, the start and duration of doctoral study semesters are not in line with the general academic calendar, which prevents horizontal mobility among students or joint classes held for identical or similar courses. Also, there is no publicly announced schedule of classes and events for doctoral studies, which would allow students from other doctoral study programmes to consider getting involved in certain activities or courses at other doctoral study programmes. Therefore, the objective of this measure is to synchronize academic calendars for all doctoral study programmes and to use the Faculty's website to publish necessary information on class schedules and other activities offered by a particular doctoral study programme for students of other doctoral study programmes.

MEASURE 1.D.2. INTRODUCE JOINT COURSES OFFERED BY ALL DOCTORAL STUDY PROGRAMMES

In addition to specific knowledge and competences related to the topic of their doctoral dissertation, doctoral students should also acquire generic scientific competencies during their studies. These are primarily related to the use of written and oral communication in different genres of scientific work and other shared competencies necessary in contemporary research (e.g. searching for and evaluating online sources, scientometric indicators, sources of funding for research projects, etc.). Considering that those are generic research competencies, there is no need for the courses which develop such competencies to be designed and delivered independently in different doctoral study programmes. Therefore, this measure will be applied to recognize those doctoral study programmes which already offer courses resulting in the same learning outcomes, and to include such courses in all doctoral study programmes, possibly with some adjustments or changes.

MEASURE 1.D.3. ORGANIZE INTERNATIONAL INTERDISCIPLINARY SUMMER SCHOOLS AND DOCTORAL WORKSHOPS

Improving the quality of doctoral study programmes is possible, first of all, by organizing activities which will enable doctoral students to meet researchers who work on related topics and areas, allowing doctoral students to present, argue and defend their research ideas and their research results before a qualified audience before writing and defending their own doctoral dissertation. These activities are not sufficiently represented in the existing doctoral study programmes. Therefore, the plan for the future is to find an institutional and financial framework which will enable such activities to be organized in the form of international interdisciplinary doctoral workshops and through cooperation of various doctoral study programmes. This measure also includes activities aimed at providing the necessary facilities to hold such workshops, for example by securing the necessary funds to renovate a part of Kula Janković through European and national funding schemes.

MEASURE 1.D.4. ORGANIZE A JOINT TRAINING SYSTEM FOR SUPERVISORS

Over the last ten years, the average age of staff teaching at the doctoral level has changed, resulting in an increased number of young supervisors without significant supervising experience. Given the important influence of good quality supervision on the dis-

sertation itself and on the overall quality of the doctoral study programme, the need to provide adequate training for new/young supervisors is growing. Such practice was introduced at the University of Zagreb, but it has not been actively implemented in the past few years. Therefore, the Faculty of Humanities and Social Sciences will implement its own training programme for young supervisors, in collaboration with all doctoral study programmes.

Measure 1.d.5. Propose new Faculty Regulations on Doctoral Studies

The Faculty of Humanities and Social Sciences adopted the Regulations on Postgraduate Study Programmes in 2001, but these have not been updated since. In the meantime, there have been significant changes to the University regulations and to the general context in which doctoral study programmes are delivered (e.g. introduction of the Bologna model of study). All doctoral study programmes are therefore based on the Regulations on Doctoral Studies at the University of Zagreb. Although these Regulations provide a good framework for executing doctoral study programmes, in some situations there is a need for further refinement of certain rules and procedures within the Faculty in order to harmonize procedures among different doctoral study programmes. The best way to address these issues is with the adoption of new Faculty Regulations on Doctoral Studies.

Measure 1.d.6. Strengthen internal quality control mechanisms through improved work of the Council for Postgraduate Studies

The Council for Postgraduate Studies was established in order to coordinate various doctoral study programmes at the Faculty. Another key function of the Council is quality control. Its work is governed by Regulations dating from 2011. As the context of delivery of doctoral study programmes has changed considerably both because of the University Regulations on Doctoral Studies and because of the new system for external evaluation of doctoral study programmes, it is necessary to amend the Regulations governing the work of this body in order to adapt its functions to the new requirements imposed on doctoral study programmes.

Measure 1.d.7. Define a common framework for doctoral programmes and gradually harmonize existing programmes

In order to facilitate the manageability and administration of doctoral study programmes, in order to enable horizontal mobility and cooperation in the delivery of joint and overlapping content, and in order to align all doctoral study programmes with external evaluation criteria, there should be a common framework of student duties for each semester (ratio of compulsory and elective courses, standard classes and consultation classes, classroom time and individual research activities, minimum required generic research competencies, etc.). Prior to the development of this common framework, an analysis will be carried out of the similarities and differences in existing frameworks and approaches, and of examples of good practice. Once an agreement is reached the common frameworks, doctoral study programmes will gradually align their own programmes with the common framework, in accordance with their own plans for re-accreditation and programme amendments.

Measure 1.d.8. Revise the portfolio of existing programmes

Existing doctoral study programmes were created and are still ongoing owing to the enthusiasm of a handful of researchers and teachers. However, the enthusiasm of individuals

and smaller groups is not met with adequate institutional support and steering on a strategic level. Over time, a pool of doctoral study programmes has been spontaneously created for which there are no estimates as to whether they fulfil the needs of potential students and the research community as a whole. There is also no assessment of the similarities and overlappings among existing doctoral study programmes in terms of content and profile. Therefore, this measure will include a detailed analysis of the doctoral study programmes on offer and a new strategy for the future development of the doctoral studies portfolio.

MEASURE 1.D.9. MAKE PREPARATIONS FOR THE ESTABLISHMENT OF THE DOCTORAL SCHOOL OF THE FACULTY OF HUMANITIES AND SOCIAL SCIENCES

Integration of different doctoral study programmes and a more efficient use of existing resources would be most effectively accomplished through the establishment of a doctoral school of the Faculty of Humanities and Social Sciences, which would connect all doctoral study programmes on a management, organisational and administrative level. The final decision will be contingent upon analyses and discussions with the aim of clearly defining the role of the doctoral school, its organisation and functioning of doctoral study programmes in the case it is established. This measure implies activities resulting in analyses and documents necessary to reach a decision on the need to establish a doctoral school and the model of its functioning.

OBJECTIVE 1.E. TO INCREASE COLLABORATION WITH OTHER CONSTITUENT UNITS OF THE UNIVERSITY OF ZAGREB THROUGH JOINT STUDY PROGRAMMES AND RESEARCH

Starting from the assumption that contemporary social challenges require integrated knowledge, approaches and methods from different fields and areas, the Faculty of Humanities and Social Sciences is aware that there is untapped potential in a closer research and teaching cooperation with other constituent units of the University of Zagreb on a partnership basis and with mutual benefits. Opportunities for collaboration particularly exist in designing new study programmes in collaboration with other constituent units, which would offer new unique combinations of competencies.

MEASURE 1.E.1. IMPROVE EXISTING COLLABORATION IN THE DELIVERY OF JOINT STUDY PROGRAMMES WITH OTHER CONSTITUENT UNITS OF THE UNIVERSITY

The Faculty of Humanities and Social Sciences delivers a series of study programmes in collaboration with other constituent units of the University. Although at the operational level this collaboration normally runs without major difficulties, it is necessary to improve legal documents and cooperation procedures among constituent units in the delivery of these study programmes. It is also necessary to remove a number of technical barriers (e.g. records in the Higher Education Institutions Information System (ISVU)) in existing study programmes. These activities are aimed at increasing the quality and sustainability of existing study programmes.

MEASURE 1.E.2. CREATE AND ACCREDIT AT LEAST ONE NEW STUDY PROGRAMME IN COLLABORATION WITH OTHER CONSTITUENT UNITS OF THE UNIVERSITY

After an analysis of the possible profiles of joint study programmes and an assessment of demand among students and on the labour market, negotiations will start to develop

such study programmes with potential partners. Following these analyses and an agreement with partners from other constituent units of the University, Faculty representatives will be appointed in the working group responsible for the development of the joint study programme. Members of the working group will be selected to include teachers who can offer specific competencies in response to current social, cultural and economic needs for the development a joint study programme. Once the joint study programme proposal is drafted, each constituent partner will initiate the procedure of its adoption within its institution, followed by the submission of the proposed program for accreditation.

MEASURE 1.E.3. INTENSIFY COOPERATION WITH OTHER CONSTITUENT UNITS OF THE UNIVERSITY IN THE AREA OF TEACHING FOR THE ACQUISITION OF TEACHER COMPETENCIES

Although several constituent units of the University have teaching streams in their study programmes, only a small number have adequate staff to carry out the required education of future teachers. As a constituent unit of the University that offers all the components necessary for the acquisition of teacher competencies in the scientific and educational sense, the Faculty of Humanities and Social Sciences puts its capacities at the disposal of other constituent units in order to raise the quality of this segment of study programmes at the University. With this objective in mind, the Faculty will increase the staff of its Centre for Teacher Education in order to be able to offer these services to other constituent units.

MEASURE 1.E.4. ENCOURAGE JOINT RESEARCH PROJECTS WITH OTHER CONSTITUENT UNITS OF THE UNIVERSITY OF ZAGREB

The Faculty of Humanities and Social Sciences will assess the interests, needs and possibilities of cooperation with researchers from other constituent units of the University of Zagreb. Based on feedback provided by employees, interinstitutional agreements will be concluded to enable the operationalisation of such cooperation. If there is willingness from the other side, the Faculty will co-finance such projects on a parity basis from an internal fund for encouraging research, to the extent that there are funds available in the fund. Subject to University rules, the Faculty will also direct funds from multiannual institutional financing to collaborative projects with other University constituents.

MEASURE 1.E.5. STRENGTHEN COOPERATION WITH OTHER CONSTITUENT UNITS OF THE UNIVERSITY IN THE DEVELOPMENT OF SCIENTIFIC INFRASTRUCTURE

The Faculty of Humanities and Social Sciences, as the leading constituent unit of the University for social sciences and humanities, should be involved in the construction and development of scientific and information infrastructure that will be used in different stages of planning, implementation and evaluation of the research process and dissemination of results. In this way, the Faculty of Humanities and Social Sciences will be able to help develop infrastructure which corresponds to the specificities of social sciences and humanities and the complexity of the Faculty as an institution. Employees of the Faculty's Library are involved in a series of such infrastructural components at the national level. For example, DABAR (Digital Academic Archives and Repositories), the development of a joint catalogue of higher-education libraries and the portal of Croatian scientific journals, HRČAK. This measure implies strengthening such collaboration through specific projects and tighter cooperation with other key infrastructure institutions (such as SRCE - University Computing Centre and the National and University Library).

2. INTERNATIONALISATION

Taking into account the guidelines of the *Strategy for Education, Science and Technology of the Republic of Croatia* (see *Higher Education*, Objective 7) and the University of Zagreb (*Internationalisation Strategy*), the Faculty of Humanities and Social Sciences will focus efforts on the internationalisation of higher education with the aim of increasing the quality of all research and teaching activities at the Faculty. With this strategy the Faculty intends to: contribute to the integration of the Faculty into the European Education Area; reinforce the Faculty's position and reputation in international circles; contribute to the exchange of ideas, knowledge and competences on the international level; expand the dissemination of research findings and teaching methodologies; enable familiarisation with diverse academic systems, traditions and trends.

OBJECTIVE 2.A. TO ESTABLISH STRATEGIC PARTNERSHIPS WITH RELEVANT EUROPEAN UNIVERSITIES OR FACULTIES

The Faculty of Humanities and Social sciences established a considerable number of partnerships with various European and world universities and faculties exercised in various forms and shapes. However, as noted in the re-accreditation procedure, most of this co-operation results from either individual initiatives and activities of our employees or initiatives of foreign partner institutions. The Faculty does not have in place any strategic institutional-level agreement for an established partnership with any relevant European or world university or faculty. Serious international partnerships would facilitate other activities directed towards internationalisation, enabling easier and faster implementation of individual objectives and supporting measures within this strategic axis through cooperation with foreign partner universities or faculties.

MEASURE 2.A.1. ANALYSE EXISTING FORMS OF COOPERATION AND IDENTIFY DESIRABLE PARTNERS

Collection of data on all existing forms of cooperation should enable us to identify institutions with which the Faculty already fosters significant cooperation in several scientific fields through informal or formal individual initiatives. It is also necessary to conduct an additional analysis of teacher and researcher profiles at European faculties and universities in order to identify compatible institutions in terms of study programmes and/or research. These analyses will produce a list of desirable strategic partners for cooperation in several scientific fields and in different types of activities, thus contributing to the achievement of strategic objectives of the Faculty of Humanities and Social Sciences defined in this document. Criteria for the selection of desirable strategic partners will be defined in that procedure.

MEASURE 2.A.2. START NEGOTIATIONS ON PARTNERSHIP

A priority list will be used to establish contact and start negotiations on strategic partnerships with identified institutions with the aim of concluding strategic agreements. Our objective in the five-year period is to conclude at least two strategic agreements.

OBJECTIVE 2.B. TO INCREASE INCOMING AND OUTGOING MOBILITY OF STUDENTS, TEACHERS, RESEARCHERS AND NON-TEACHING STAFF

The Faculty promotes international mobility of its students and faculty, and cooperation with similar international institutions through various mobility programmes, such as Erasmus+, Ceepus and others, and through bilateral and multilateral agreements with related faculties and research institutions. According to data from the International Cooperation Register of the University of Zagreb, 1976 international visits by employees of the Faculty of Humanities and Social Sciences were recorded between academic year 2003/2004 and December 2017. In the same period, 1576 foreign colleagues visited the Faculty of Humanities and Social Sciences. Data on incoming and outgoing mobility shows that the Faculty of Humanities and Social Sciences, together with the Faculty of Science of the University of Zagreb, is a leading Croatian institution. This considerably high mobility rate is correlated with the size of the faculty and a series of other competences (the Faculty of Humanities and Social Sciences is one of the key centres for Slavic studies, language competences etc.). The mobility rate is our comparative advantage in relation to other higher education institutions in the Republic of Croatia. Even though there are mechanisms in place for including visiting students and academic staff into the Faculty's activities, primarily through the Faculty's International Cooperation Office, the Faculty will further promote its activities in international circles and actively attract best quality students, teachers and researchers to the Faculty of Humanities and Social Sciences through short-term incoming mobility programmes and long-term engagement in university programmes. Moreover, the Faculty plans to increase outgoing mobility, internally present the outcomes of such mobility and expand the network of targeted academic institutions involved in mobility programmes.

MEASURE 2.B.1. REVISE EXISTING AGREEMENTS, PLAN AND CONCLUDE NEW AGREEMENTS REGULATING THE MOBILITY OF STUDENTS, TEACHERS AND SUPPORT STAFF

Existing bilateral and multilateral agreements on mobility and cooperation with foreign academic institutions (including Erasmus+ programmes with EU and partner countries) will be analysed and revised. If necessary and depending on the results of the analysis, some of the existing agreements will be terminated, and new agreements will be signed with universities deemed to be of strategic importance to the Faculty. Together with departmental ECTS coordinators, the International Cooperation Office will continue to systematically communicate and promote opportunities for research, professional training, teaching, attending classes and practical training (for students). It is important that new agreements are signed for all three levels of study programmes (cf. strategic objective 2.e: To internationalize doctoral study programmes).

MEASURE 2.B.2. ELIMINATE INTERNAL OBSTACLES TO INCOMING MOBILITY

Internationalisation of the Faculty can be also achieved by increasing the number of international visiting students. To increase incoming student mobility and their diversity, the number of courses offered to students who are not speakers of Croatian must be significantly higher, which can be achieved either by increasing the number of courses taught entirely in English or by identifying courses that can be taught in English through consultations. Furthermore, it is necessary to systematically update courses available to foreign students and enhance information presented to international visiting students on the Faculty's website. Internal procedures for the administration of incoming mobility will be improved in certain segments within this measure.

MEASURE 2.B.3. ELIMINATE INTERNAL OBSTACLES TO OUTGOING MOBILITY

Despite the fact that there is no evidence of significant obstacles to outgoing mobility, there is still room for improvement of training of all ECTS coordinators and encouraging their active communication with other department members in order to prevent potential problems (e.g. failure to recognize courses upon return from mobility). Action will be taken within this measure to strengthen the role of departmental ECTS coordinators. The measure also pertains to systematic familiarisation of students with necessary steps that should be taken before mobility and to encouraging communication with their home faculty/department during mobility.

MEASURE 2.B.4. CREATE AND REGULARLY UPDATE THE FACULTY'S WEBSITE IN ENGLISH

This measure is partially elaborated in the development strategy under Axis 3: Improvement of the quality of studies and student life. Because of incoming mobility, it is of utmost importance to present key information about the Faculty of Humanities and Social Sciences, our study programmes and research activities in the English language.

MEASURE 2.B.5. DEVELOP AT LEAST ONE INTERDISCIPLINARY GRADUATE STUDY PROGRAMME IN ENGLISH

True internationalisation is primarily achieved by increasing the number of foreign students enrolled in a full study programme at our Faculty. To achieve this goal, it is necessary to develop and accredit at least one study programme in English for foreign students not speaking Croatian or a similar Slavic language. Also, accreditation of one such study programme would significantly increase the number of courses taught in English available to visiting students in short-term mobilities (Erasmus+ and similar). Implementation of this measure will include an analysis of potential study programme profiles not available at other Central European universities, which may be interesting for potential students (e.g. Slavic language studies or an interdisciplinary study programme of South-East European cultures and societies). In the second phase, at least one study programme will be designed and prepared for accreditation. This measure will also contribute to the realisation of the first strategic axis.

MEASURE 2.B.6. PROMOTE AND ENCOURAGE THE DEVELOPMENT OF UNDERGRADUATE AND GRADUATE JOINT STUDY PROGRAMMES IN ENGLISH WITH INTERNATIONAL UNIVERSITIES

This measure refers to organized efforts by the Faculty to develop, accredit and set up joint study programmes with foreign universities to be delivered in English at undergraduate and graduate levels. Tasks under this measure include informing and training employees on the principles of functioning of such study programmes, encouraging the development of a national system for co-financing these programmes and actively exchanging ideas about potential study programme profiles with partner universities and higher education institutions.

OBJECTIVE 2.C. TO INCREASE COOPERATION IN RESEARCH PROJECTS

The importance of internationalisation of cooperation in the area of scientific research and research projects is self-evident. Given that both internal and external forms of cooperation have so far mainly been based on individual initiatives and partial research, the Faculty will undertake various concrete measures to increase the volume of international

cooperation in research projects (EU projects, projects with partner countries) and other forms of collaborative scientific research, whose quality significantly contributes to the Faculty's visibility, its international reputation and position, and enables the Faculty to become a recognizable and important partner in international research and teaching.

MEASURE 2.C.1. SECURE FUNDS TO INITIATE COOPERATION IN RESEARCH AND OTHER FORMS OF NON-PROJECT COOPERATION

The internal fund for co-financing research projects (see measures within strategic objective 1.c.) will be used to secure financial and logistic support for the initial establishment of research cooperation that is not supported by other forms of financial and logistic support (bilateral contracts and similar). The fund will particularly support projects to initiate research cooperation which is of strategic importance to the Faculty of Humanities and Social Sciences. Furthermore, this measure also includes financial and logistic support for high quality non-project cooperation which is of strategic importance to the Faculty (e.g. collaborating with foreign researchers on joint publications by renowned international publishers).

MEASURE 2.C.2. STRENGTHEN THE CAPACITIES OF THE RESEARCH AND PROJECT ADMINISTRATION OFFICE

Contemporary research projects are usually collaborative projects with a large number of partners from various countries. Therefore, to be able to strengthen cooperation with foreign researchers and institutions, our researchers need adequate support to join international consortia and networks, and apply for and manage projects together with their foreign partners. The newly-established Research and Project Administration Office needs more staff to be able to offer such support at an adequate level and in all phases of the project's life-cycle. One more permanent position should be ensured at the initial phase and a flexible system should be developed for employment of staff in charge of managing project funds and indirect costs. It is also necessary to ensure adequate training for Office staff and clearly define services that users can expect to receive from the Office.

MEASURE 2.C.3. DEVELOP PROGRAMMES FOR VISITING RESEARCHERS

The Faculty regularly hosts a number of researchers (for teaching and/or professional/research training), using financial and logistic support from EU funds and other external sources. Visiting researchers are an important factor in the exchange of ideas, knowledge and competences, they reinforce the position and reputation of the Faculty in the international community. Therefore, the Faculty will develop programmes for visiting researchers in the form of short-term scholarships which will include working space and the usage of Faculty's resources. This measure particularly relates to incoming mobility, which so far has not been included in existing financial frameworks, but is foreseen in the Faculty's strategic development plan. At the same time, the Faculty will advocate the simplification of procedures for granting and regulating visits of foreign guest researchers as well as the establishment of state funds for financing incoming mobilities of visiting researchers, at the University, with state authorities and elsewhere.

OBJECTIVE 2.D. TO INCREASE INTERNATIONAL VISIBILITY AND QUALITY OF RESEARCH

Since 2007 the Faculty's researchers have published more than 1200 books, more than 9000 scientific and other papers, and defended almost 600 dissertations. Despite the high

productivity of the Faculty's researchers, the visibility of their research efforts varies. The causes of imbalance between potential and impact in the concerned scientific field can be attributed to various factors. Therefore, it is necessary to implement measures that: a) increase the motivation of researchers to conduct advanced research and publish its results in first-rate international journals, b) secure more efficient administrative support, and c) increase the impact of research in scientific and professional circles, and in the society in general (see also strategic objective 4.e.).

MEASURE 2.D.1. INCREASE INVESTMENTS OF OWN FUNDS IN QUALITY RESEARCH PROJECTS

The Faculty of Humanities and Social Sciences does not have in place a policy for investing its own funds in scientific research, even though certain funds were invested through occasional *ad hoc* decisions. Even though the Faculty does not have significant financial resources available for investment in research projects, it is important that certain funds be allocated for such projects in order to demonstrate the Faculty's focus on research at an institutional level. Also, establishment of an internal fund for financing research activities is necessary due to an increasing number of financial schemes requiring co-financing from own funds (e.g. installation support by the Croatian Science Foundation). Activities within this measure include analysing the availability of financial resources, setting up the new fund and developing rules for the allocation of resources from the fund in order to encourage research able to increase the Faculty's international influence and reputation.

MEASURE 2.D.2. INFLUENCE ALLOCATION OF FUNDS AVAILABLE TO THE UNIVERSITY OF ZAGREB ACCESSES THROUGH THE FRAMEWORK OF TARGETED MULTI-ANNUAL INSTITUTIONAL FINANCING OF SCIENTIFIC ACTIVITIES.

Researchers at the Faculty of Humanities and Social Sciences have at their disposal relatively significant funds each year (over the past few years slightly over 1.5 million kuna). These are available to the University of Zagreb from state budget through the framework of targeted multi-annual institutional financing of scientific activities. To enhance the effect of these funds on the improvement of quality and international impact of research, more flexibility must be ensured in the allocation and use of these funds. Therefore, the Faculty will advocate changes to existing allocation rules within university bodies.

MEASURE 2.D.3. PROVIDE FUNDING FROM EXTERNAL SOURCES FOR THE DEVELOPMENT OF MODERN RESEARCH INFRASTRUCTURE IN SOCIAL SCIENCES AND HUMANITIES

The measure is described under 1.c.3. The development of modern research infrastructure would boost the quality of scientific research by reducing the infrastructural gap compared with relevant international centres of excellence for specific disciplines. This would increase and strengthen international cooperation and international visibility of scientific research carried out at the Faculty.

MEASURE 2.D.4. ENCOURAGE INCLUSION INTO EUROPEAN RESEARCH INFRASTRUCTURES

More advanced research and international networking may be achieved by increased inclusion into European research infrastructures: CLARIN ERIC, DARIAH ERIC, CESSDA ERIC, ESS ERIC and SHARE ERIC. So far, the Faculty has collaborated with the consortia CLARIN, DARIAH and CESSDA, but mainly on the basis of individual initiatives. The measure entails an organized institutional approach for joining the activities of these infrastructures and, if nec-

essary, securing resources for the associated activities. The measure also entails institutional advocacy of membership in European research infrastructures for humanities and social sciences at the national level.

MEASURE 2.D.5. INCREASE THE REACH AND VISIBILITY OF FACULTY'S PUBLICATIONS

This measure relates to encouraging the development of scientific relevance and visibility of journals (co)published by the Faculty by ensuring their inclusion in relevant international databases and generally enhancing editorial practices. The Faculty will ensure support and, if necessary, additional resources to enhance the visibility and relevance of our journals. Furthermore, the measure entails enhancing the visibility of other publications issued by the Faculty.

MEASURE 2.D.6. ENCOURAGE AND CO-FINANCE PRESENTATIONS AND INVITED LECTURES AT PRESTIGIOUS INTERNATIONAL CONFERENCES AND SCIENTIFIC INSTITUTIONS

International scientific conferences are important for the dissemination of research and networking of researchers with colleagues involved in similar research topics. The existing financing system for such activities is either not developed or is linked to research projects. Even though the Faculty invests considerable funds for this purpose (mainly through funds allocated to departments), the financing system has not been regulated. The purpose of this measure is to above all regulate the existing co-financing system and increase the amount of funds allocated through the newly-established Faculty fund for international mobility.

MEASURE 2.D.7. ENCOURAGE PARTICIPATION OF FACULTY'S ACADEMIC STAFF IN INTERNATIONAL BODIES

The measure is related to a series of minor concrete activities that would increase the participation of Faculty's academic staff in international research committees, in review panels of international research projects and in editorial boards of international scientific journals. For example, creating an *EU login* user account and including the Faculty's academic staff in the European Commission database of project proposal evaluators will be encouraged.

MEASURE 2.D.8. IMPROVE THE VISIBILITY OF RESEARCH ON THE FACULTY'S WEBSITE

Research activities and research results are poorly and inefficiently represented on the existing Faculty's website, especially in English. The new website will systematically present current and completed research of Faculty employees and offer an improved overview of individual biographies. In addition to the classic overview of research activities and results, more modern and attractive content should be developed, such as lecture recordings, which would be appealing to the non-academic public.

MEASURE 2.D.9. ENCOURAGE THE DEVELOPMENT OF PERSONAL RESEARCH PLANS

Advances in science can be only achieved through continuous and dedicated work on a specific research topic over a longer period of time, often spanning several decades. If these continued efforts are to produce adequate results, they should be appropriately organized and planned, especially when significant financial resources are needed to implement research activities or purchase equipment. To help researchers in the management and organisation of such long-term efforts, the Faculty will offer to its employees the

necessary training and professional support in the development of their personal research plans, on a voluntary basis. Researchers who accept this approach will receive professional support to develop their multi-annual research plans in order to appropriately organize and plan their work on a selected topic and to take advantage of available financing in different stages of their research.

MEASURE 2.D.10. INITIATE THE DEVELOPMENT OF A NATIONAL CITATION INDEX

A major obstacle to international visibility, systematic monitoring and strategic planning of the Faculty's research production is its under-representation in international citation indexes. The Faculty of Humanities and Social Sciences, as a leading national institution for humanities and social sciences, should join all national and international initiatives and processes leading to a more comprehensive and more balanced inclusion and openness of data on citation links from all areas of science and for all types of publications. Special attention will be dedicated to the representation of open data on references from publications of the Faculty of Humanities and Social Sciences. The existence of such open and structured data is the foundation on which we can build national services within the Faculty's library (e.g. the national citation index for humanities and social sciences) or join ongoing international projects. The measure entails submitting a project proposal for potential financing.

OBJECTIVE 2.E. TO INTERNATIONALIZE POSTGRADUATE DOCTORAL STUDY PROGRAMMES

Internationalisation of research should start at the beginning of a young researcher's career. Given that the basic function of doctoral study programmes is to educate new researchers, it is necessary to promote the inclusion of doctoral students in the international research scene from the start. At the same time, this is the most efficient way to increase the quality of doctoral study programmes. Existing levels of internationalisation are extremely low, in terms of both students and teachers/supervisors, and significant progress should be made in the coming period.

MEASURE 2.E.1. ATTRACT STUDENTS FROM SOUTH EAST EUROPE (STUDENTS WHO CAN AT LEAST PARTIALLY FOLLOW COURSES IN CROATIAN) TO DOCTORAL STUDY PROGRAMMES

The measure entails the following: 1. Records of cooperation with other postgraduate study programmes and projection of needs; 2. Promoting the Faculty's doctoral study programmes in SE Europe, especially in countries with significant numbers of students who are able to, at least partially, follow classes in Croatian; 3. Investing in advertising doctoral study programmes abroad and specialized presentations of doctoral study programmes at scientific events; 4. Advocating the formation of a scholarship system for foreign doctoral students.

MEASURE 2.E.2. ORGANIZE INTERNATIONAL INTERDISCIPLINARY SUMMER SCHOOLS AND DOCTORAL WORKSHOPS

This measure is described under Measure 1.d.3. Within this objective, the measure contributes to the internationalisation of doctoral study programmes through the organisation of international summer schools and doctoral workshops.

MEASURE 2.E.3. INCREASE THE NUMBER OF FOREIGN (CO)SUPERVISORS OF DOCTORAL DISSERTATIONS AND VISITING LECTURERS IN DOCTORAL STUDY PROGRAMMES

Doctoral study programmes will ensure funds in their budgets to gradually increase available resources used to finance (co)supervision by international researchers and guest lectures in doctoral studies. This will be further operationalized in the Ordinance on doctoral study programmes of the Faculty of Humanities and Social Sciences.

MEASURE 2.E.4. INCREASE STUDENT EXCHANGES AT THE DOCTORAL LEVEL

Outgoing and incoming mobility of students at the doctoral level will be encouraged and enabled primarily through the Erasmus+ programme. The measure entails encouraging new agreements on student exchanges within Erasmus+ and at the doctoral level, wherever possible. Priority in awarding scholarships within Erasmus+ and other relevant programmes will be given to doctoral students. The measure entails active promotion of doctoral studies offered at the Faculty of Humanities and Social Sciences among potential visiting students and corresponding changes to programmes and organisation in general in order to enable admission of more visiting students to doctoral study programmes.

MEASURE 2.E.5. PROMOTE INTERNATIONAL DUAL DOCTORATES ("COTUTELLE DE THÈSE/JOINT PHD THESIS SUPERVISION")

This measure relates to a doctoral study and a single doctoral dissertation awarded by two different universities, in two different countries, with two supervisors from these universities. Even though this model of doctoral studies is adequately provided for in Croatia and at our university, the majority of students are not familiar with this opportunity. Therefore, the purpose of this measure is to develop activities for sharing this information with every doctoral student, together with its organisational, administrative and financial aspects. Furthermore, it is necessary to promote the option that students from abroad can choose supervisors from our Faculty.

3. IMPROVING THE QUALITY OF STUDIES AND STUDENT LIFE

In line with the policy of the University of Zagreb, improving the quality of studies and student life is one of the fundamental tasks of the Faculty of Humanities and Social Sciences. The outcome of all other development strategies presented in this document is improved quality of different Faculty activities - research, teaching, professional, organizational, etc. However, since the Faculty places students and study programmes in the centre of its activity, a separate development axis addresses precisely that area. On the one hand, the strategy of quality assurance implies the establishment of a system run by the Faculty management, including regulatory and legislative mechanisms defining corresponding standards and procedures. On the other hand, implementation of quality assurance measures is the responsibility of every employee and student of the Faculty, and the process relies on the academic values and professional responsibility of all stakeholders in research and teaching processes. Quality assurance should be based on dialogue and include different participants in evaluation procedures and implementation of evaluation results for the purpose of improving the teaching process.

OBJECTIVE 3.A. TO IMPROVE THE QUALITY CONTROL SYSTEM

In accordance with the Act on Quality Assurance in Science and Higher Education (OG No. 45/09), the Standards and Guidelines for Quality Assurance in Higher Education in the European Higher Education Area and the Quality Assurance Strategy of the University of Zagreb, the Faculty needs a well-organized quality management system given a high volume of different study programmes. This would imply that the Faculty, apart from external evaluation processes, must develop its own quality control procedures for the delivery of study programmes at all study levels. In addition to the existing Quality Assurance Committee, a Quality Assurance Office has to be established as soon as possible. Certain provisions of the current Rules of Procedure of the Quality Assurance Committee are imprecise, which is why drafting of more comprehensive Regulations on Quality Assurance of the Faculty of Humanities and Social Sciences is under way.

MEASURE 3.A.1. DRAFT FACULTY REGULATIONS ON QUALITY ASSURANCE

The existing quality assurance procedure for teaching involves a whole range of faculty bodies, services, groups and individuals, both teachers and students. However, their efforts are often uncoordinated and there is no clear procedure or regulatory mechanism of quality assurance. In order to overcome these drawbacks, the Faculty will develop and adopt the Regulations on Quality Assurance, which will identify stakeholders involved in the procedure, their roles and relations, as well as the principles and strategies of quality assurance. The Regulations will, inter alia, define methods of implementing the results of student evaluations in the teaching process. Further, a unique curriculum revision policy will be established and implemented based on the Regulations. This will remove one of the shortcomings highlighted by the expert committee in the 2015 re-accreditation procedure.

MEASURE 3.A.2. REORGANIZE THE QUALITY ASSURANCE COMMITTEE

In the Report of the Expert Committee in the 2015 re-accreditation procedure of our higher education institution and its study programmes, one of the key recommendations refers to developing an effective system of quality assurance. The Quality Assurance Committee was assessed as too large given that the size and selection of its members is driven by the criterion of representation of all departments, rather than effectiveness of adopting and implementing quality assurance measures. Hence, the size of the Committee will be reduced in the upcoming period in order to improve flexibility and effectiveness of the body. The Committee will ensure a system of consultations with all organisational units of the Faculty, whose representatives will not necessarily be members of the Committee. Further, in terms of its responsibilities, the Committee will be more focused on the development and implementation of quality standards at the Faculty as a whole, and less towards the assessment and adoption of minor changes to study programmes, as is currently the case. The core task of the Committee will be continuous monitoring of the quality of teaching through internal evaluations which will take place each semester for all courses, but also reporting the results of the evaluation and their implementation in raising the quality of teaching at the Faculty.

MEASURE 3.A.3. ESTABLISH A QUALITY ASSURANCE OFFICE

The hard work of the Faculty's staff in achieving the quality of research scientific and teaching must be acknowledged. However, the current quality assurance system is such that these not primary activities of the members of a particular Faculty body or service.

Members of the Quality Assurance Committee are primarily engaged in academic activities, which does not leave much space for continuous commitment to the quality assurance system. Hence, certain segments of the quality assurance system have to be professionalized by employing administrative support staff whose primary activity will be the establishment of infrastructure, administrative support, data processing and implementation of quality assurance measures at all levels of study.

Measure 3.a.4. Draft the Quality Assurance Manual

In addition to the Regulations on Quality Assurance, as the underlying document defining the formal normative framework for the establishment and promotion of quality standards, it is also necessary to draw up a practical manual used to implement quality assurance measures. The Faculty's Quality Assurance Manual will outline the basic concepts, approaches and standards in more detail, and it will also define quality assurance procedures, plans and activities.

Measure 3.a.5. Work on continuous improvement of the quality control system at the national level and introduce Faculty rankings

The Faculty aims to be one of the leading academic institutions in Croatia when it comes to quality standards. The achievement of this aim will be facilitated by a development strategy focused on developing an effective quality system. In an increasingly changed context in which the Faculty is no longer the only higher education and research institution for most of its disciplines and in a situation where other similar institutions compete with the Faculty in enrolling the best students and in allocating resources, it is in its interest to continually raise the standards of quality at the national level and to clearly distinguish itself from other similar institutions. Therefore, the Faculty will work on raising the criteria for the quality of study programmes and conditions of studying at the level of the University of Zagreb and of the Ministry of Science and Education, with particular emphasis on recognizing the specificities of social sciences and humanities.

Measure 3.a.6. Introduce measures for standardisation of student assessment

In accordance with the recommendations of the expert committee in the re-accreditation procedure, assessment standards must be one of the priorities in the Faculty's development strategy in the upcoming period. In order to guarantee the objectivity of assessment, standardized procedures must be established for the evaluation of the assessment system in individual courses. The procedures must be based on annual and multi-annual cumulative analyses and comparisons of individual graders. This measure also includes systematisation of assessment validation at the departmental level by introducing a common practice of evaluation, reciprocal assessment reviews, etc. The goal of the described process is not to limit teachers' freedom or introduce a global assessment system for all courses without taking into consideration the specificities of disciplines or content within the study programmes. On the contrary, teachers set the objectives for their own courses and an appropriate assessment system in line with teaching content and objectives, but a verification mechanism must be in place to determine whether the planned assessment system is implemented consistently in practice.

Objective 3.b. To attract the best students

The number of applicants for our study programmes proves that the Faculty of Humanities and Social Sciences is one of the most attractive higher education institutions in Croatia. However, this trend is decreasing, which is evidenced by the disproportionately low number of applications for study programmes offered by the Faculty in the academic year 2017/2018. This is due to many different reasons, one of the most important being a significant increase in the supply of higher education programmes in Croatia over the last ten years and the negative socio-economic trends which have led to a decrease in the number of students studying outside the place or region of permanent residence. Nevertheless, the Faculty must make systematic efforts to change the current negative trend and make its study programmes more attractive to future students. The geopolitical position of the Faculty is both an advantage (Zagreb as the Croatian capital attracts students from other Croatian regions) and a disadvantage (living in Zagreb is more expensive than in other Croatian regions). A significant number of students, especially at higher study levels, continue their studies at the Faculty of Humanities and Social Sciences in Zagreb. However, there is certainly room for progress in attracting the best students from other higher education institutions at the graduate and postgraduate levels, and the Faculty intends to invest further efforts in this respect. In addition to attracting the best students, the Faculty wants to introduce measures for attracting students of different profiles and backgrounds to ensure a high level of diversity. This is an important form of interaction in that it significantly contributes to improving the quality of the teaching process. The Faculty will work on attracting the best students to its study programmes through a series of concrete measures.

Measure 3.b.1. Systematically promote the Faculty and study programmes among potential students

Promotional activities have so far been limited to participation at the University Fair, but the success in generating more interest among high school students in other Croatian regions has been limited. Therefore, the Faculty will start organizing open days, primarily aimed at senior year high school students, and will hold presentations of its study programmes in high schools across Croatia and take part in a number of higher education events and fairs. The Faculty will use its new website to better target senior year high school students by offering content that will spark the interest of future students in disciplines taught at the Faculty and will improve its overall presence on social networks.

Measure 3.b.2. Analyse the effects of the admission procedure and enrolment criteria

As part of the efforts to attract the best students, it is necessary to carry out an analysis of the effects of the admission and enrolment procedures and the enrolment requirements. The introduction of the state *matura* has led to a standardisation and simplification of this procedure. The Faculty of Humanities and Social Sciences is one of the few faculties, especially in the field of social sciences and humanities, which have retained the practice of additional testing as a part of the admission procedure and the enrolment requirements. The effects of all elements of the admission procedure and requirements should be analysed and the data should be correlated with the number of interested students and the quality of the enrolled students. The analysis will also include an overview of the characteristics of students interested in enrolling in the Faculty and the characteristics of enrolled students in terms of average grades in high school, type of high school, results achieved in the state

matura overall and by individual subjects, admission exam results and a correlation of these factors with the performance indicators for the study programmes, such as the average grade obtained at the undergraduate study programme (relative to the study group), time necessary to complete the undergraduate study programme, likelihood of changing the study programme, probability of enrolling in a graduate study programme, etc. Based on the analysis, a decision will be made on possible changes in the admission procedure and the enrolment requirements for the following period, with the aim of enrolling the best students.

MEASURE 3.B.3. ESTABLISH A COMMUNICATIONS OFFICE

The Faculty of Humanities and Social Sciences does not have an appropriate organisational unit that would be in charge of presenting the Faculty and communicating with senior year high school students and other potential students, current students, other stakeholders in the academic life and with the general public. These activities are currently performed by students at the information centre and by our website editor. This is why the re-accreditation report recommended that the Faculty should establish a professional communications office, which will be addressed through this measure. New jobs need to be created for that office, and some of the existing jobs and duties redistributed to the newly established office. The Office will have to devise the Faculty's strategy of communication with various target groups, especially future undergraduate, graduate and postgraduate students.

MEASURE 3.B.4. DEVELOP A CAREER CENTRE

The Faculty should help students prepare for their future careers. This is one of the social duties of our institution, but also a way in which we can attract the best students. With activities focused on students' careers after graduation, the Faculty aims to reduce the perceived risks associated with personal and professional opportunities in the labour market. The lack of a Career Centre was recognized as one of the major shortcomings of the Faculty in the accreditation procedure. As an effective service for professional guidance, the Centre will have the following functions: a) to provide support to students (including doctoral students) in steering their careers and increasing employability, b) to provide administrative support in the communication with alumni, collect data and analyse careers of former students. The Centre is now established and in the upcoming period it is necessary to implement activities identified in its mission statement and ensure corresponding resources.

OBJECTIVE 3.C. TO IMPROVE STUDYING CONDITIONS

The Faculty of Humanities and Social Sciences promotes and wants to further develop education that puts students and their needs first. The Faculty is committed to developing collegial and dialogue-based relationships between teachers and students and to creating an environment in which knowledge and ideas are shared in a constructive way. It has been systematically enabling student participation in various management bodies, from the department and faculty level to the university and national level. It also supports various forms of curricular and extracurricular student activities and recognizes, encourages, supports and rewards student creativity and excellence. Starting from the objective that education should be available to everyone in accordance with their personal abilities, the Faculty of Humanities and Social Sciences will implement a number of specific measures to improve the standards of studying. Also, the Faculty is one of the few higher education institutions adapted to the needs of students with disabilities.

Measure 3.c.1. Simplify the management of study programmes and communication with students

One of the areas where it is possible and necessary to improve overall student experience at the Faculty is the management of study programmes and student obligations. This measure will entail a re-evaluation of existing procedures with the aim of simplification. In addition, continuous efforts will be put in improving the functionality of the ISVU system and in adapting it to the Faculty's study programmes. The measure also implies improving the system of informing students about their obligations and rights through the establishment of a professional Communications Office.

Measure 3.c.2. Develop a system of scholarships for all levels of study

With its academic policy, the Faculty of Humanities and Social Sciences contributes to the accessibility of higher education for all under the same conditions. It thus promotes the concept of a society of equal opportunities, and dedicates great attention to the social dimension of studying. The Faculty encourages inclusion of under-represented groups in the higher education system. To this end, an internal fund will be established to ensure a specific number of annual scholarships at all academic levels for students who have financial need and are at the same time showing good results during their studies. Due to a lack of systematic state financing of doctoral study programmes and their high cost, special attention within this measure will be dedicated to ensuring financial support to doctoral students.

Measure 3.c.3. Improve the system of working off tuition at all study levels

In addition to the establishment of an internal fund for student scholarships, another measure for ensuring greater financial sustainability of studying concerns working off tuition fees by temporarily working at the Faculty's departments, services or working bodies. This measure will also target students of lower economic status. The jobs will be offered according to the actual needs of the Faculty for certain professional and administrative tasks, taking into account the competencies students acquire during their studies, which will enable them to improve their practical skills in the domain of their profession.

Measure 3.c.4. Establish a feedback system for students

It was noticed in the re-accreditation procedure that the Faculty had no established mechanism for teachers to implement the results of student evaluations in their further work within a specific course. The data collected in the Teacher Evaluation Questionnaire is treated as confidential and, although it is available to the relevant teacher and head of the respective department, it is not clear to what extent the comments and suggestions given in the questionnaire are being implemented in the teaching process. The purpose of this measure is to establish a system which will guarantee the implementation of student evaluation results in the further work of teachers and in the delivery of study programmes. An important segment of this process is informing the students about the changes that are introduced as a result of student evaluations. Furthermore, in line with the re-accreditation recommendation, *Student initiatives and actions taken* will be published on the Faculty's website, which will also contribute to the system of feedback on the outcomes of student initiatives.

MEASURE 3.C.5. IMPROVE THE RESOURCES FOR STUDENTS WITH DISABILITIES

Students with disabilities must have the right to equal access to education. The Faculty of Humanities and Social Sciences has so far taken significant steps to ensure the conditions needed for successful studying and is the leading University constituent regarding access to study programmes for students with various forms of disability. However, there is still room for improvement. For instance, there are difficulties in preparing materials in foreign languages and other scripts for the blind and partially sighted, which makes it necessary to encourage more active collaboration of the Faculty Office for Students with Disabilities with departments and other services in order to recognize their specific needs. In order to further improve the conditions for students with disabilities, it is necessary to ensure additional funding from external providers, and this measure foresees taking action in this direction.

MEASURE 3.C.6. STRENGTHEN THE ROLE OF THE STUDENT OMBUDSPERSON

The office of the Student Ombudsperson has been running at the Faculty since the 1990s. However, as commented by the expert committee in the re-accreditation procedure, its role mainly comes down to serving as a source of information on student rights and obligations, while it is less focused on mediation between the students and the Faculty. The purpose of this measure is to strengthen the role of the Student Ombudsperson and to specify its mechanisms for student representation and for establishing a constructive dialogue with the competent bodies of the Faculty by formalizing its role through appropriate documents and procedures. For instance, consideration will be given to introducing regular annual reports by the Student Ombudsperson to the Faculty Council with information about student complaints and problems, holding semestral of the Ombudsperson and student representatives with the Faculty management, and to some other similar measures.

MEASURE 3.C.7. INFORM STUDENTS ABOUT THE WORK AND SERVICES OF THE STUDENT COUNSELLING SERVICE

The Student Counselling Service has been active at the Faculty of Humanities and Social Sciences for 15 years. In addition to providing psychological assistance, the Student Counselling Service has held various workshops and trainings which are widely applicable not only during the course of studies (e.g. workshops on research for seminar papers or masters theses, trainings on successful learning strategies, etc.), but also after graduation (a workshop on active job searching). The Counselling Service also offers a variety of useful and applicable thematic brochures. The purpose of this measure is to familiarize students with the work and services of the Student Counselling Service (recommendations of teachers, links on department web pages, etc.). Within this measure, our Counselling Service will be presented at other University constituents with the aim of establishing cooperation and widening its scope.

MEASURE 3.C.8. RAISING AWARENESS ON HEALTH, EXERCISING AND SPORTS

The purpose of this measure is to raise awareness on the importance of physical activity and healthy lifestyle. It will promote maintenance of acquired motor skills and development of new skills in order to stimulate positive health effects in students and teachers. The measure implies systematic education on these issues and providing opportunities for participation in recreational and extra-curricular sports activities for students and teachers.

OBJECTIVE 3.D. TO IMPROVE TEACHER COMPETENCIES AND TEACHING METHODS

While the teaching process at the Faculty is such that it educates teachers for the entire educational system, providing future elementary and high school teachers with upskilling and training programmes for classroom teaching, at the same time Faculty employees do not have an obligation to attend programmes for the acquisition of teacher competencies required to deliver university study programmes. This deficiency has also been recognized in the re-accreditation report. In order to overcome this justified objection, in the upcoming period the Faculty will undertake a series of activities to develop teacher competences of the current teaching staff and introduce a system of competence development for the new staff. The improvement of teacher competences will directly contribute to raising the quality of the study programmes.

MEASURE 3.D.1. DEVELOP AND IMPLEMENT A TEACHER TRAINING PROGRAMME FOR EMPLOYEES

The key measure of this objective refers to the introduction of formal training for higher education teaching, which will target Faculty employees holding academic titles. All employees in academic, associate and teaching ranks will have the opportunity to take part in the training programme for the acquisition of teacher competences in higher education. The Faculty will incorporate in its acts and regulations a provision regulating the involvement of Faculty teachers in the training and upskilling programme for higher education teaching. The legal acts of the Faculty will prescribe the obligation to attend and master the mentioned programme for all Faculty employees appointed to research and teaching positions. At the same time, formal documents will regulate the options for other staff in academic, associate and teaching ranks to attend the programme. After having successfully completed the programme, the Faculty will issue a certificate on the acquisition of teacher competences in university teaching. Once this system is developed and implemented at the Faculty, the same services will be offered to other University constituents, whereby the measure will contribute to the achievement of Objective 1.e.

MEASURE 3.D.2. INTRODUCE A SYSTEM OF PEER OBSERVED TEACHING

In the re-accreditation procedure, the expert committee noted that a wide range of teaching methods suitable for different study programmes was applied at the Faculty, which is one of the advantages of our institution. However, there is no system of peer support, counselling or exchange of experience among colleagues. With the aim of establishing such a system, the introduction of peer observed teaching is envisaged within this measure, which will improve learning and teaching of higher education content. The teachers will visit their colleagues' classes, comment on the organisation and delivery of classes, give suggestions and work together to find ways for improvement. A practice of regular exchange of experience among employees in the application of different teaching methods will also be introduced.

4. INCREASING RELEVANCE AND PROMOTING COMPETENCIES AND KNOWLEDGE

The Faculty of Humanities and Social Sciences offers a wide set of competencies. Any teaching and research area is inherently interdisciplinary in nature, with different fields regularly referring to research and teaching practices from other fields. Both teaching and research processes at the Faculty of Humanities and Social Sciences are founded on basic and applied research and more recent methodological protocols, which represents the Faculty's strength and offers a comparative advantage over other higher education institutions in the Republic of Croatia. While the Bologna Process enabled the Faculty of Humanities and Social Sciences to connect its programmes to those of other higher education institutions (e.g., Academy of Music, Faculty of Science) this Strategy sets out specific measures aimed at increasing internationalisation and forging new ties with international strategic partners. For the Faculty of Humanities and Social Sciences to remain an attractive and relevant educational and research institution, its programmes and research should be coordinated not only in terms of the scientific relevance of topics (to build on those topics and research in which the Faculty has considerable tradition), but also in terms of wider and current cultural, social and, whenever possible, economic needs in line with the limitations of its scientific areas, which at the same time represent its comparative advantage: natural and technical sciences often cannot provide answers to important questions and challenges while the humanities and social sciences are equipped to do so. However, the economic, social and cultural benefits of research in the social sciences and humanities are often not sufficiently recognized and it is necessary to invest significant efforts to ensure their recognition. Given its size, the Faculty of Humanities and Social Sciences is invited to assume responsibility for all the social sciences and humanities in this respect.

OBJECTIVE 4.A. TO DEVELOP AND ACCREDIT NEW STUDY PROGRAMMES WITH CLEARLY DEFINED OUTCOMES AND COMPETENCIES

The Bologna Reform should not be understood as a one-off change, but as a long-term transformation process. Therefore, study programmes should be continuously adapted to the needs of quality education in conformity with changes in the wider social context. Special attention should be dedicated to the modernisation of study programmes, since the quality of both primary and secondary education and, indirectly, of the entire educational vertical as well, greatly depends on such modernisation. Students should be provided with an opportunity to acquire transversal competencies in their studies that will enable them to face social, cultural and economic challenges that are not even foreseeable today.

MEASURE 4.A.1. BE ACTIVELY INVOLVED IN THE PROCESS OF DRAWING UP OCCUPATIONAL STANDARDS AND QUALIFICATION STANDARDS

The development of study programmes at the Faculty of Humanities and Social Sciences, which were accredited in 2005, was primarily guided by the understandings and positions of teachers on the type of disciplinary competencies the programmes should offer. In the formation of study programmes, contemporary social, cultural and economic needs were taken into account only to a marginal extent. Learning outcomes of the study programmes were not aligned with these needs or foreseen at the time. In order to determine which competencies should be offered by the study programmes in view of the needs of the society, the Faculty will become involved in the process of drawing up the occupational standards and qualification standards according to instruments included in the Croatian

Qualifications Framework (CROQF). Data on current social needs will be gathered through surveys conducted among various target groups: alumni, employers, authorities in charge of cultural policies, etc. The Faculty will submit proposals for projects aimed at developing occupational standards and qualification standards and will also allocate some of its funds for activities essential for the development of such standards.

MEASURE 4.A.2. DEVELOP NEW STUDY PROGRAMMES BASED ON CLEARLY DEFINED LEARNING OUTCOMES

In line with the measures presented in objective 1.a., the Faculty of Humanities and Social Sciences will initiate the development of new study programmes for all study groups during this strategic period. The new study programmes will be based on desired learning outcomes, which will be determined on the basis of a preliminary analysis of needs and defined in order to correspond to the level of studies and make sure that they are verifiable. Learning outcomes will not only involve the acquisition of practical or applicable competencies, but may also include the acquisition of general and specific knowledge, and the development of certain intellectual dispositions. The structure of the study programme and its workflow will follow from the outcomes set for the relevant study level. The syllabi of individual courses, and teaching and testing methods will be conceived in a way to correspond to the outcomes set out at the course and study levels. In developing and conceiving new study programmes, everyone involved will be provided with relevant training and support to monitor the relationship between course level outcomes and the contribution of specific courses to the realisation of those outcomes.

MEASURE 4.A.3. INCREASE THE SHARE OF PRACTICAL AND FIELD CLASSES, APPLICABLE KNOWLEDGE AND COMPETENCIES IN NEW STUDY PROGRAMMES

In line with measure 1.a.2., which plans to define a common basic structure for new study programmes, the departments will be encouraged to include various forms of practical classes and courses enabling students to acquire applicable knowledge and competencies. The share of field classes in the study programmes in which the acquisition of key competencies rests on field work will increase systematically. This measure also entails increased involvement of the Faculty in service learning, including applications for external sources of financing for the development of such activities.

MEASURE 4.A.4. DEFINE REALISTIC ENROLMENT QUOTAS FOR STUDY PROGRAMMES

The practice of defining enrolment quotas applied to date has relied greatly on the tradition of enrolling a certain number of students both in undergraduate and graduate study programmes. The quotas are mostly carried forward from preceding years, without taking into consideration the interests of students in particular study programmes, their scientific, social, cultural and economic relevance, changes in the supply of study programmes (e.g. launching of other comparable study programmes in Croatia), or existing human resource capacities at the Faculty. It is the task of the Faculty to revise that practice and to define quotas that will respond to these factors in the best possible way.

MEASURE 4.A.5. ENCOURAGE INNOVATIVE APPROACHES TO THE EXECUTION OF STUDY PROGRAMMES AND DEVELOP SERVICES BASED ON EDUCATIONAL TECHNOLOGIES (E-LEARNING)

The Faculty works systematically on introducing and promoting modern approaches in teaching. Along with ongoing methodical advances made by teachers, innovative ap-

proaches in the teaching process encourage the use of modern teaching aids. In that regard, this measure should encourage the development of remote learning and the use of educational technologies (e-learning). The Faculty will develop new and existing services based on educational technologies and invest in the education of its employees and students. The Faculty will develop a quality assurance system for classes conducted via e-learning. The Faculty will develop and implement Faculty-level rules on the application of e-learning in the teaching process, in line with available educational technologies, and use them in particular in the evaluation of e-materials carried out in the procedure for advancing to higher academic ranks. The Faculty will encourage the development of study programmes that may be accredited for online teaching and provide that all technical and organisational requirements are fulfilled. The Faculty will develop and maintain an intensive training module for teachers and future teachers on the use of available teaching technologies, for its own needs and for the needs of other institutions. The Faculty will use services based on educational technologies for the development of existing and new lifelong learning programmes.

OBJECTIVE 4.B. TO DEVELOP GRADUATE LEVEL PROGRAMMES THAT WILL ATTRACT STUDENTS FROM OTHER HIGHER EDUCATION INSTITUTIONS

In terms of its personnel and equipment, the Faculty of Humanities and Social Sciences is the leading Croatian higher education institution in the field of humanities and some social sciences, situated in the capital of the Republic of Croatia. As this comparative advantage is not sufficiently exploited, new ways of attracting Croatian and foreign students should be developed, which is primarily possible at the graduate level. It is at the graduate level that the qualitative advantage of the Faculty can be demonstrated in relation to other similar higher education institutions both in Croatia and in the neighbouring countries. While most institutions have available personnel to ensure a satisfactory implementation of studies at the undergraduate level, which serves to acquire basic competencies in a given field, few institutions can offer specific professional competencies acquired at the graduate level, especially in the development and execution of contemporary and interdisciplinary graduate programmes. Therefore, the Faculty of Humanities and Social Sciences must raise its awareness on this advantage and further improve and actively promote its graduate programmes.

MEASURE 4.B.1. ENSURE THE SEPARATENESS OF GRADUATE STUDIES

Strategic objective 1.a. foresees the standardisation of study programmes offered at the Faculty, where different models of study programmes will be examined. One of the options is to introduce integrated undergraduate and graduate study programmes. Should the Faculty decide to implement this model, it will have to enable the accreditation of independent graduate study programmes and the enrolment of students from integrated study programmes in such graduate study programmes. Implementation of this measure will lead to improved disciplinary mobility of students, new study programmes (mostly interdisciplinary in nature), and will attract students from other faculties. In this way, the Faculty of Humanities and Social Sciences wants to secure a better position in the area of higher education at higher study levels.

MEASURE 4.B.2. DEVELOP AND ACCREDIT AT LEAST ONE NEW INTERDISCIPLINARY GRADUATE STUDY PROGRAMME

The Faculty considers its graduate study programmes as a comparative advantage in relation to similar study programmes at the University of Zagreb and at other universities. In

order to take full advantage of the potential for attracting larger numbers of good-quality students to the Faculty, it is necessary to strengthen interdepartmental and inter-faculty co-operation in the development of joint study programmes at the graduate level. The development and accreditation of at least one interdisciplinary graduate study programme is described in more detail in Measure 1.b.3.

MEASURE 4.B.3. ACTIVELY PROMOTE THE ADVANTAGES OF GRADUATE STUDIES AT THE FACULTY OF HUMANITIES AND SOCIAL SCIENCES

The new website should specifically promote the advantages of our graduate study programmes and highlight the benefits of studying at the Faculty of Humanities and Social Sciences in Zagreb. Other promotional activities should be developed, such as targeted presentations at other higher education institutions, events and fairs dedicated to higher education, targeting undergraduate students at other higher education institutions in Croatia and in the neighbouring countries.

OBJECTIVE 4.C. TO DEVELOP LIFELONG LEARNING PROGRAMMES

Participation of adults in educational processes in Croatia is far below the required level, which makes it difficult for many people to find work or to adapt to new social, cultural or economic demands. Further, the importance of adult education, upskilling and training is also increasing due to the demographic trend of population aging in Croatia and an existing educational structure that is not adapted to the labour market, and to social and cultural challenges. There is also a need, particularly among the elderly (retired persons), to acquire new competencies in order to satisfy their personal interests. That is why it is necessary to develop and offer various adult education programmes, ranging from individual modules, courses and specialist studies to enrolment in full-time study programmes. It is particularly important to define and implement programmes for additional lifelong education and training of current and future teachers, instructors and other professionals (counsellors, mentors and coaches) engaged in adult education, in the fields of psychology, didactics, teaching methods, adult education and professional development. A special task of the Faculty of Humanities and Social Sciences would be to implement education programmes for the development of competencies arising from our study programmes. Adult education programmes would be offered on a commercial basis.

MEASURE 4.C.1. ANALYSE NEEDS IN THE AREA OF ADULT EDUCATION

Study programmes and courses at the Faculty of Humanities and Social Sciences result in a number of competencies that are interesting for the public. Some of them should not be provided solely on the basis of enrolment in a particular study programme, but may be offered as a course, module, seminar or workshop on a commercial basis. An analysis of adult education programmes offered by schools of professional higher education, open universities, related institutions, organisations and associations will provide an insight into the demand of citizens for specific types of lifelong learning programmes. Investigation into the needs for certain competencies that belong to the sphere of lifelong learning will provide additional information on opportunities for developing adult education programmes. Special attention will be dedicated to investigating the needs of alumni of the Faculty of Humanities and Social Sciences and identifying the forms of education targeting alumni.

Measure 4.c.2. Develop and, as necessary, accredit different forms of adult education programmes

Further to Measure 4.c.1., needs identified in the field of adult education will be compared to the competencies that are provided or may be provided by the Faculty of Humanities and Social Sciences. The knowledge and competency catalogue provided by individual study programmes will serve as a basis for comparison (see Measure 1.b.1.). The faculty will identify relevant aspects of lifelong learning and develop a package of comprehensive and continuous programmes, as well as individual lectures and workshops to be offered to the public. The administrative and financial basis for a commercial implementation of such programmes will be duly regulated (see 6.f.). The programmes that require approval by the competent authorities will be referred to the accreditation procedure.

Measure 4.c.3. Enable enrolment in courses and modules for the interested public

In addition to the foreseen dedicated lifelong learning programmes, some existing courses and modules from the Faculty's study programmes already offer competencies that are interesting to participants outside the academic sphere. The aim of this measure is to define a set of courses that can be offered to the interested public as well as the conditions under which they can be offered. The existing courses and modules that can be offered for adult education will be identified on the basis of a catalogue of knowledge and competencies for study programmes and courses (see Measure 1.b.1.). The Faculty will duly regulate administrative and accounting matters and ensure infrastructure required for the implementation of this measure. After completing the course or module, a certificate of attendance will be issued to all participants.

Measure 4.c.4. Develop new postgraduate specialist studies

So far, the Faculty of Humanities and Social Sciences has not placed great emphasis on postgraduate specialist studies in its development. In view of the growing importance of lifelong learning and new professions that require additional training after completing graduate studies, further development of postgraduate specialist education is becoming increasingly important. The Faculty of Humanities and Social Sciences and its employees can offer a larger number of such programmes. Thus, the aim of this measure is to develop, accredit and implement at least one more specialist postgraduate specialist study in the upcoming five-year period, either independently or in cooperation with other constituent parts of the University of Zagreb.

Measure 4.c.5. Improve the supplementary teacher education module offered by the Centre for Teacher Education

The module for supplementary teacher education, organized by the Faculty's Centre for Teacher Education, represents an important lifelong learning resource. In the period ahead, it is necessary to improve the use of this resource, increase the number of participants, and in turn increase the market share of the Faculty of Humanities and Social Sciences in that area. Thus, it is necessary to further strengthen the capacities of the Centre for Teacher Education, to ensure better organisation of classes within the module for supplementary teacher education, and to boost investments in the promotion of the Centre and improve the quality of such promotion. At the same time, new e-learning services should be developed and offered by the Centre to persons outside the Zagreb region. Further, the

Centre will also offer programmes for the development of higher education teacher competencies to other University constituent units and to other universities.

Objective 4.d. To direct the focus of research to relevant cultural, social and economic topics and areas

The Faculty of Humanities and Social Sciences is a higher education institution that prepares students for work in primary and secondary schools and other institutions in the public and private sector. This is why the mission of the Faculty of Humanities and Social Sciences as a higher education institution stresses the link between teaching and research process and its strategic objectives. Also, in line with the objectives and measures described above, the Faculty of Humanities and Social Sciences is the central point for a number of basic and applied research projects based on scientific methodologies. In addition to scientific relevance, the Faculty's academic staff shapes its research interests in line with the relevant cultural, social and economic needs. In order to make the connection even stronger, this scientific Strategy takes into account the cultural, social and economic relevance of research activities in identifying priority research topics. In addition to the measures described under the objective entitled To improve the promotion of professional expertise of employees and under the section Internationalisation, the Faculty will also apply other specific measures to encourage research on topics that are relevant to a wider community, other than the narrower academic and research community. This does not entail neglecting basic research and research arising from the personal interests of researchers.

Measure 4.d.1. Develop and regularly update the strategic research programme

This measure is described under Measure 1.c.2. It contributes to the objective through its intention to formulate strategic research topics including considerations of wider cultural, social and economic relevance, with priorities assigned to scientific and disciplinary relevance.

Measure 4.d.2. Organize series of lectures and forums on current cultural, social or economic trends

The Faculty of Humanities and Social Sciences must be a place of professionally and scientifically informed discussions of current social, cultural and economic issues in line with its critical tradition. The benefits of such events for the Faculty and the wider public are manifold, one of them being to focus the research interests of the Faculty's employees to topics in which the Faculty can contribute to the wider community by providing scientific solutions to current issues. The measure includes the formation of a working group that will develop and organize such events and the securing of resources required for their implementation.

Measure 4.d.3. Encourage applications for and implementation of projects in cooperation with external stakeholders

Improved cultural, social and economic relevance of research can be achieved most efficiently by implementing joint projects with stakeholders outside the academic community, such as non-governmental organisations, cultural institutions, state and public authorities and economic operators. A number of European cohesion and structural funds have financial schemes for supporting projects that require or encourage such cooperation. That

is why the Faculty will invest special efforts to inform researchers about relevant calls for proposals and provide special administrative and support services in applying for and managing such projects.

MEASURE 4.D.4. PROVIDE FUNDING FROM EXTERNAL SOURCES FOR THE DEVELOPMENT OF MODERN RESEARCH INFRASTRUCTURE IN SOCIAL SCIENCES AND HUMANITIES

The measure is described under Objective 1.c.3. It constitutes contribution to that objective in that it enables implementation of applied research.

MEASURE 4.D.5. INCREASE THE RELEVANCE AND VISIBILITY OF THE PUBLISHING ACTIVITY OF THE FACULTY OF HUMANITIES AND SOCIAL SCIENCES

The publishing activity of the Faculty of Humanities and Social Sciences is organized through FF Press, the Faculty's publishing service. FF Press annually produces a significant number of publications. In the future, editorial practices should be improved in order to increase the relevance of publications, with publications produced at the initiative of the editorial board itself, either in the form of translations of important international editions or publications reporting the results of important research. The measure also includes encouraging editions in foreign languages, and activities aimed at facilitating the availability of FF Press publications, digitizing older editions and opening access to sold-out publications, developing e-publications and increasing free access to e-publications as well as the improving sales channels. The measure also refers to the securing other resources, such as adequate space for improved working conditions of FF Press.

OBJECTIVE 4.E. TO POPULARIZE RESEARCH ACTIVITIES OF EMPLOYEES

Some challenges faced by the Faculty of Humanities and Social Sciences arise from the fact that the public at large does not recognize the social contributions of social sciences and humanities and is not familiar with the achievements of the Faculty's researchers. Prejudices about the social sciences and humanities in general, and the Faculty of Humanities and Social Sciences in particular, sometimes arise from that lack of awareness. In some cases they influence the creators of public policies who then reduce the funding and resources intended for the development of social sciences and humanities. Therefore, it is important to inform the public at large about research done by the Faculty's academic staff and about the wider cultural, social and economic contribution of such research, and to make it as accessible to the public as possible in order to facilitate the reception and application of the results of scientific research in scientific and wider social settings. So far, the Faculty has made no organized efforts in that direction, which should be changed with measures under this objective.

MEASURE 4.E.1. ESTABLISH A SYSTEM FOR POPULARIZING RESEARCH

The practice to disseminate the work of an institution in the form of a newsletter is well-established in most higher education institutions that are relevant and attractive in terms of research and teaching. The newsletter of the Faculty of Humanities and Social Sciences will emphasize our scientific expertise and thus more clearly define the position of our institution. It is an important form of direct (targeted) dissemination of our activities that can play a very important role in maintaining existing and establishing new forms of cooperation.

This measure will see the establishment of an editorial board for the newsletter and a system of collecting, adapting and publishing relevant information on research activities and achievements of our employees. The measure also includes the development of other activities aimed at popularizing research and findings produced by the employees of the Faculty, including organisation of special events, coordination of media announcements, etc.

MEASURE 4.E.2. IMPROVE THE VISIBILITY OF RESEARCH ON THE FACULTY'S WEBSITE

The measure is explained under 2.d.8.

MEASURE 4.E.3. ORGANIZE REGULAR FORUMS AND PUBLIC LECTURES FOR THE GENERAL PUBLIC

From a historical and traditional perspective, the Faculty of Humanities and Social Sciences has been the centre of creative intellectual viewpoints on current social topics and public policies that proved relevant particularly at times of intense political, social and cultural changes. The Faculty of Humanities and Social Sciences must maintain that status in the future. This is why the Strategy envisages regular forums and lectures on socially and culturally relevant topics for the general public.

MEASURE 4.E.4. ENCOURAGE ACTIVE ENGAGEMENT IN PUBLIC DISCUSSIONS ON CURRENT TOPICS AND PUBLIC POLICIES

In addition to aspects described in the previous measure (organisation of public forums and lectures, and attracting the public to our institution), promoting the relevance of research must also take another direction, reflected in the participation of our academic staff in public discussions on current topics, and especially on current public policies. The inclusion of our academic staff in such public discussions should be based on professional expertise and scientific activities and directed towards the promotion of evidence-based policy making. Proactive participation will be achieved through activities foreseen in other measures, such as series of lectures and forums, and the newsletter.

OBJECTIVE 4.F. TO IMPROVE THE PROMOTION OF THE EMPLOYEES' EXPERTISE

The Faculty of Humanities and Social Sciences is applying its development and research potential to create dynamic settings for studying and research by identifying relevant issues and creating knowledge that makes answers possible. Fully aware of our own advantages, we recognize our wider-ranging potential. The Faculty of Humanities and Social Sciences, therefore, wants to connect with private and public partners in all aspects of its research and teaching activities. We want to be partners in problem-solving, a source of ideas, and a place of knowledge. That is why we aim to create opportunities and conditions to link our experts and students with private and public partners.

MEASURE 4.F.1. IMPROVE THE PRESENTATION OF THE FACULTY'S CAPACITIES TO IMPLEMENT PROFESSIONAL AND APPLIED RESEARCH AND ADVISORY SERVICES

Many activities of our employees often remain below the radar both among the general public and the academic community itself. Our new website will include and present a catalogue of professional and advisory competencies that the Faculty offers to external actors on a commercial or non-commercial basis. The competencies will also be promoted

in other ways, for example in brochures and other types of promotional materials. The new website will regularly publish news about professional and applied projects carried out by the employees of the Faculty.

MEASURE 4.F.2. ENCOURAGE ACTIVE ENGAGEMENT IN PUBLIC DISCUSSIONS ON CURRENT TOPICS AND PUBLIC POLICIES

The measure is described under 4.e.4.

MEASURE 4.F.3. REGULATE BUSINESS AND FINANCIAL ASPECTS OF COMMERCIAL PROFESSIONAL PROJECTS

Commercial professional projects are important because they reflect application of basic research, thus decreasing the gap between innovation and implementation, and building a social image of the Faculty as a relevant player in the community. Such projects are often encumbered with administrative work that reduces the efficiency of project managers and participants. The Faculty recognizes the wider importance of such projects, but also the challenges that they represent for the participants. Therefore, the support services of the Faculty of Humanities and Social Sciences will provide administrative and technical support in the implementation of commercial professional projects.

MEASURE 4.F.4. MAKE THE KNOWLEDGE AND COMPETENCIES OF EMPLOYEES AVAILABLE TO THE LOCAL COMMUNITY AND TO VULNERABLE GROUPS THROUGH EMPLOYEE VOLUNTEERING

Although volunteering is primarily motivated by the desire to help other individuals and the society as a whole, innovative and productive ways can be found to include volunteering in the research and teaching activities of our academic staff. It is planned that employees invest their time and knowledge, and thus multiply the effects of their actions in the community. The aim of this measure is to promote the type of volunteering that offers specialized knowledge and skills to vulnerable groups. The Faculty will organize activities within this measure for which its employees have specific professional competencies (e.g., Croatian language courses for asylum seekers, free foreign language courses for children of poor social status, psychological counselling for vulnerable groups, etc.), it will secure the resources required for the implementation of such activities (e.g., space and equipment), and it will encourage employees to become involved in such activities recognizing the time spent as working time and by offering employee rewards.

MEASURE 4.F.5. IMPROVE AND PROMOTE THE FOREIGN LANGUAGES CENTRE AND CROATICUM – CENTRE FOR CROATIAN AS A SECOND AND FOREIGN LANGUAGE

The *Foreign Languages Centre and Croaticum – Centre for Croatian as a Second and Foreign Language* are good examples of organisational units of the Faculty that offer, in equal measure, teaching activities, research, and support services to external users in areas of expertise unique to the Faculty of Humanities and Social Sciences. Although both organisational units have had a proven track record of performance for many years, there is still room for improvement, which is strategically important for the Faculty of Humanities and Social Sciences in the domain of demonstrating relevance and applicability of knowledge and competencies that are created and taught at the Faculty of Humanities and Social Sciences. That is why this measure sets out activities for the administrative and operational organisation of their work, and ensuring the necessary staffing, space and technical resources for the improvement of their work. Further, the measure also includes activities

aimed at promoting their operation and the activities they provide, including investments in promotional activities.

OBJECTIVE 4.G. TO SET UP STABLE MECHANISMS FOR CONSULTATIONS WITH EXTERNAL STAKEHOLDERS

The relevance of knowledge and competencies created at the Faculty of Humanities and Social Sciences cannot be increased without institutional mechanisms for regular communication and consultations with external stakeholders. The key external stakeholders with whom it is necessary to set up stable communication patterns include the international research community in the field of social sciences and humanities, former alumni of the Faculty of Humanities and Social Sciences, representatives of different types of employers that recruit our students, etc.

MEASURE 4.G.1. ESTABLISH AN INTERNATIONAL ADVISORY COMMITTEE

In order to ensure alignment between the development of teaching and research practices of the Faculty and international standards, an international committee of prominent researchers and university professors will be established as part of this measure. The committee will consist of seven to nine members, who will be selected on the basis of their expertise and reputation to cover various fields relevant for the Faculty. The committee will meet once a year and analyse the development of the Faculty in the previous year and issue proposals for its development in the year ahead. The work of the committee will be regulated through an ordinance.

MEASURE 4.G.2. ESTABLISH A COMMITTEE OF EMPLOYERS

Although labour market needs are not the only criterion applied in the design of study programmes at our Faculty, it is because of the future of our students that the needs of employers must be taken into account. In order to establish a communication channel with typical employers for our students, a committee of employers will be set up. In view of the heterogeneity of jobs and occupations available to our graduates, the committee will be divided into several subcommittees, depending on the profile of the employer and the type of occupation (e.g., schools, cultural institutions, creative industries, state administration, private sector, NGOs, etc.). Each subcommittee will consist of employers with experience in recruiting our alumni. Annual meetings will be held with each subcommittee to discuss potential ways of improving the outgoing competencies of our students.

MEASURE 4.G.3. BUILD AND REGULARLY MAINTAIN A DATABASE OF ALUMNI

As a very important factor for any higher education institution, alumni enable top quality feedback on the relevance of knowledge and skills acquired during their studies. Further, alumni are very important for partnerships with external stakeholders and strengthening the influence of the Faculty. At the same time, they are the primary target group for postgraduate study programmes and lifelong learning programmes. In line with accreditation recommendations, the Faculty will work on its relations with alumni and become better acquainted with the careers of its former students. The first step in the process is to build a database of alumni and to set up a system for its regular maintenance. This measure foresees entering available data on former alumni in an electronic database and adding additional data

from external sources, including a survey among alumni. The measure also entails the development of a system for regular updating of the database with the latest information on the careers of our alumni. These activities would be managed by the Career Centre, which would also provide for administrative support in the relations with alumni.

MEASURE 4.G.4. INTRODUCE A REGULAR ALUMNI SURVEY

In order to collect relevant data on the professional careers of our alumni, the Faculty will set up regular annual surveys among alumni who graduated three years before the survey. This activity will also be managed by the Career Centre. The survey will also be used to evaluate knowledge and skills acquired during the studies and to collect information on interests in further education. The results of the previous year's survey will be distributed to all departments and used to evaluate and improve study programmes, i.e., and to design new programmes either within the three basic study levels or within lifelong learning programmes.

MEASURE 4.G.5. INCLUDING ALUMNI IN THE FACULTY'S ACTIVITIES

In activities planned within other measures, such as organisation of public forums, lectures and similar events, special attention will be dedicated to including alumni as guests and lecturers, and to submitting proposals for joint projects with alumni working in various organisations (cultural institutions, non-governmental organisations, companies, etc.).

5. PROMOTING ACADEMIC ETHICS

Guided by the fundamental ethical principles and existing regulations that promote scientific and professional ethics, but also by its own mission statement, the Faculty of Humanities and Social Sciences identifies itself as a place for advocating and protecting ethical principles in research and teaching, and in the relationships among students, teachers, researchers and other employees. It is the intention of the Faculty to use this Development Strategy to strengthen and implement the highest anti-discrimination and anti-corruption standards at the Faculty; systematically regulate academic ethics and professional liability at the Faculty; improve the system for preventing harassment at work or on the Internet; educate professionally accountable academic citizens; raise awareness on the importance of academic ethics in a wider social context.

OBJECTIVE 5.A. TO IMPROVE PROCEDURES FOR PROTECTING THE DIGNITY OF EMPLOYEES AND ETHICS IN RELATIONS BETWEEN TEACHERS AND STUDENTS

The Faculty is and wants to be a place for embracing and conveying fundamental values and promoting positive experiences of the academic community in wider cultural, social, political and economic settings. The values include the relationship towards other authors' works, conduct in line with professional codes of ethics, protection of one's own dignity, the dignity of colleagues, and the reputation of the Faculty as a whole. It is a system of norms and positions that is not self-understood, but should be planned, regulated and advocated in the scientific-teaching activity and also taught systematically in the course of studies at the Faculty. Measures for promoting academic ethics will encompass teachers, researchers and students of the Faculty of Humanities and Social Sciences.

Measure 5.a.1. Improve the system for protecting the dignity of employees

The measure relates to the improvement of existing documents and instruments and the work of bodies in charge of protecting the dignity of employees. This primarily includes adoption of a new code of ethics, i.e. harmonisation of the existing code of ethics with the Code of Ethics of the University of Zagreb. Also, in cooperation with the union, the measure also includes amending the Agreement on the Procedure and Measures for Protecting the Dignity of Workers. One of the objections addressed to the Faculty during the re-accreditation procedure was that neither students nor employees are well protected against harassment. It is for this reason that specific provisions of the Code will regulate proceedings in the case of established harassment at the work place.

Measure 5.a.2. Improve and develop a system for protecting the dignity of students

The measure means upgrading the system for protecting the dignity of students and drawing up the required documents concerning both the relations between students and teachers and relations among students. The measure should result in the formalisation and improvement of working conditions for the Student Ombudsperson and the improvement of work of the Disciplinary Court for Students.

Measure 5.a.3. Organize workshops on academic ethics and professional responsibility

Becoming acquainted with the fundamental principles of academic ethics and professional responsibility should be an essential part of the professional development of the academic staff and other employees. Planned workshops will be used to emphasize the interrelatedness of personal and professional competencies of teachers and point to the importance of academic ethics and professional responsibility in work with students. For example, this refers to undefined and underdeveloped assessment criteria and other forms of unclear evaluations of student work and activities, which can have a demotivating effect on students and diminish their achievements. Some workshops will be dedicated to the problems of online harassment and harassment at the work place, which was identified as one of the inadequately addressed issues, and to the protection of copyright in scientific and educational settings in order to enable teachers to apply that knowledge in their role of supervisors.

Objective 5.b. To improve measures to fight unethical behaviour in research

The importance of respecting the highest ethical standards in research, including the requirements for originality, innovativeness, and collegial and academically responsible use of other people's sources, need not be further explained. A single instance of "bad practice" (plagiarized, forged and falsified work) may bring more harm to the reputation of the Faculty of Humanities and Social Sciences than are the benefits of many instances of "good practice" (original and innovative works and the respect of integrity and dignity of vulnerable individuals and groups). With this in mind, the Faculty will be more decisive in preventing and sanctioning violations of academic ethics by means of more specific regulations and their systematic implementation. The Faculty will also use active measures to encourage open access to scientific and student papers, research data, teaching materials, and to other results of the research and teaching process in order to ensure visibility and facilitate verification of academic integrity.

Measure 5.b.1. Put in place a system for verifying ethics of research activities

Most EU Member States have in place regulations governing principles of ethical research involving humans. Projects funded by the European Commission and other calls for large-scale and/or long-term projects set out their rules of ethical research, which must be adhered to if the application is to be successful. The Science and Research Ethics Commission (at the level of the Faculty) and ethical research commissions at the level of individual departments are in charge of controlling ethics in research at the Faculty. At the moment, the role of individual ethical research commissions is not clearly defined, the spheres of competence are not clear, and there is no common code of ethics in research that would be used as guidelines by different commissions. Practices at different departments vary. Therefore, it is necessary to adopt rules on verifying ethics in research that would govern the procedures and responsibilities of various bodies and define the common code of ethics in research.

Measure 5.b.2. Procure software for detecting plagiarism

Owning software for detecting plagiarism is a rule rather than an exception in any relevant higher education institution. Procurement of software is also the initial and unavoidable measure in the fight against plagiarism. All interested parties will be enabled to attend training on how to use such software. Certain internal acts will be revised to regulate the obligation of verifying the authenticity of students' final and graded papers at various study levels, especially doctoral dissertations. That is why the regulations on doctoral study programmes will include the obligation to check dissertations for plagiarism before submission.

Measure 5.b.3. Introduce obligatory plagiarism tests in all journals (co-)issued by the Faculty of Humanities and Social Sciences and all FF Press publications

Building upon the previous measure, this one also stems from the assumption that all publications published at the Faculty of Humanities and Social Sciences are an immediate indicator of the scientific quality of the institution. Journals edited at the Faculty and FF Press as the institutional publishing house must embrace the highest standards of research quality and innovativeness and be intolerant to plagiarism, forging and falsification. Only this kind of publishing policy is meaningful if we bear in mind the common aspiration of the Faculty of Humanities and Social Sciences to maintain its reputation and remain a leading higher education institution in the region.

Measure 5.b.4. Include course units and courses on academic ethics in the Faculty's study programmes

In drawing up new study programmes (e.g. in courses on research methodologies), the departments will be obliged to introduce topics concerning ethics in academic writing and research. At least one compulsory course per study programme will to inform students about the fundamental principles of academic ethics and professional responsibility.

6. Efficient use of available resources

The Faculty of Humanities and Social Sciences has grown in terms of staff and in other aspects as well. At the same time, its internal organisation and processes have not undergone any substantial changes. In the period ahead, a more thorough review of the internal

organisation and processes should be carried out in order to simplify processes and procedures and increase efficiency and quality of work. As a substantial increase in material, financial and spatial resources is not to be expected in the upcoming, development and improvement will be possible primarily through rationalisation and more efficient use of existing resources.

OBJECTIVE 6.A. TO ENSURE THE STABILITY AND ADEQUACY OF HUMAN RESOURCES

The departments of the Faculty are numerous with different levels of staff development. The Faculty would like to apply research and staff policies that would ensure a balanced development of its departments and strengthen the studies exhibiting shortages. Also, we intend to keep the best scholars and teachers and create conditions for attracting the best staff from elsewhere. As the Faculty has numerous doctoral and post-doctoral students, we want to create opportunities for the best among them to stay, which would enable the Faculty of Humanities and Social Sciences to further develop the academic excellence for its staff. The Faculty seeks to establish normal organisational pyramids in terms of its faculty, which means fewer full-time professors and more assistants. We are aware that this is not achievable within a short-term period. On the other hand, whether our employees choose to stay at the Faculty also depends on the supply of jobs on the market and on their satisfaction with the working conditions at our institution. Therefore, the Faculty wants to create, as far as possible, satisfactory working conditions for our employees.

MEASURE 6.A.1. ENSURE ONGOING EMPLOYMENT OF NEW RESEARCH AND TEACHING STAFF

The Faculty will encourage the employment of doctoral students through research projects and plan resources to secure jobs for the best doctoral and post-doctoral students at our departments through human resources planning. Joint efforts will be made with the University to ensure the awarding of development coefficients by the relevant ministry.

MEASURE 6.A.2. ENSURE ADEQUATE STAFFING AT ALL ORGANISATIONAL LEVELS IN ACCORDANCE WITH EXISTING AND FORESEEN NEEDS

The departments and services will draw up their strategic plans of development that will also include human resources. At the level of the Faculty, transparent staffing plans will be made that will include the fulfilment of both the existing needs and the envisaged staff development. Adequate development across all organisational units will be ensured.

MEASURE 6.A.3. INTRODUCE REGULAR EMPLOYEE WORK SATISFACTION SURVEYS, AND IMPROVE WORKING CONDITIONS ACCORDINGLY

An employee survey will be conducted at the end of each academic year. The questionnaire will consist of a general part and specific parts for specific groups of employees. The results of the questionnaire will be presented to the management and employees in an appropriate fashion. On the basis of the opinions of our employees, we will make plans to improve working conditions. We will define priorities and measure their achievement. Special attention will be given to variable employee workloads, including research and teaching staff in different departments.

Objective 6.b. To improve the basic documents of the Faculty

Recent events at the Faculty of Humanities and Social Sciences have shown that the basic legal documents, such as the Statutes and the related regulations, do not constitute an adequate legal framework for the operation of the Faculty. Also, for a while now the Faculty has not had in place regulations on labour relations, a key document for regulating employment. The existing Regulations on Internal Organisation, i.e. systematisation of workplaces, have not been formally approved by the Senate of the University of Zagreb and they also do not fully reflect our current needs.

Measure 6.b.1. Draw up and adopt new Statutes of the Faculty

The existing Statutes are vague and incomplete, and some articles can be interpreted in different ways. This measure includes initiating the process of drawing up and adopting the new Statutes, which will correct legal gaps present in the existing Statutes and will regulate decision-making processes at the Faculty more precisely and more efficiently. The new Statutes will also be in concordance with the Statutes of the University, which is a legal obligation of our institution.

Measure 6.b.2. Revise regulations arising from the Statutes of the Faculty

Once the Statutes are adopted, it is essential to revise regulations associated with the Statutes and have them aligned with the new Statutes. The following regulations will be revised: Regulations on the Disciplinary Responsibility of Employees, Regulations on the Disciplinary Responsibility of Students, and the Code of Ethics of the Faculty of Humanities and Social Sciences. New Rules of Procedure of the Council of the Faculty of Humanities and Social Sciences and other implementing documents will be drawn up.

Measure 6.b.3. Draw up the Regulations on Labour Relations

The Regulations on Labour Relations represent a document which regulates in detail the rights and obligations of employees within an organisation. The Faculty of Humanities and Social Sciences does not have in place such labour regulations, which has created difficulties in resolving certain labour law issues in some cases. Although most labour law issues related to employees are regulated in relevant acts, such as laws and collective agreements, there is a number of specific issues that must be regulated at the level of the institution. The Regulations on Labour Relations are particularly important in cases when collective agreements are not in force during a particular period.

Objective 6.c. To revise the organisation of administrative and support services

The organisational structure of the Faculty, especially in terms of the organisation of administrative and support services, has not changed in any substantial manner for quite some time, although the type of work that the services perform has changed considerably and new types of work have emerged. New requirements imposed by the quality control system include setting up new organisational units that will assume new tasks. Therefore, it is necessary to thoroughly analyse and revise the organisation of services and distribution of work, including changes to the description of certain types of work.

MEASURE 6.C.1. DRAW UP AND ADOPT THE NEW SYSTEMATISATION OF WORKPLACES

The Faculty of Humanities and Social Sciences today operates according to the Regulations on Internal Organisation that was adopted by the Faculty in 2009, but was never approved by the Senate of the University of Zagreb. Therefore, due to strictly formal reasons, the Faculty must re-initiate the procedure of adopting the said document. At the same time, this is an opportunity to align the organisational structure and job descriptions with new needs and changes that have taken place over the past ten years and to envisage future employment and organisational needs in accordance with this Strategy. The existing organisational structure and the description of workplaces will be revised within this measure.

MEASURE 6.C.2. ESTABLISH THE QUALITY ASSURANCE OFFICE

The measure is explained under 3.a.3.

MEASURE 6.C.3. ESTABLISH THE COMMUNICATIONS OFFICE

The measure is explained under 3.b.2.

OBJECTIVE 6.D. TO REVISE, DIGITIZE AND SIMPLIFY INTERNAL BUSINESS PROCESSES

The Faculty needs to raise its administrative and technological practices to meet the standards of contemporary business processes applied n large and complex systems. This would increase the level of functionality, availability of information, and make some procedures more efficient. The main objective is to boost the level of competencies of the staff and services involved in the daily administration of business processes, and raise the satisfaction of employees and students.

MEASURE 6.D.1. CONDUCT AN EXTERNAL EVALUATION AND, FURTHER TO RECOMMENDATIONS, REVISE THE ORGANISATION AND PROCESSES WITHIN THE FINANCE AND ACCOUNTING SERVICE

External evaluation, which will be carried out by a competent person, will demonstrate the nature and problems entailed in the current organisation and processes in the Finance and Accounting Service. That evaluation will be used to take the necessary steps to align the business processes of our public institution with best practices in the operation of similar institutions.

MEASURE 6.D.2. CONDUCT AN EXTERNAL EVALUATION OF THE DOCUMENT AND INFORMATION MANAGEMENT SYSTEM IN THE FACULTY

The Faculty of Humanities and Social Sciences is a large organisation with a very complex internal structure and several core activities. The existing document and information management system has become more complex over the past ten years and it must undergo thorough evaluation by external experts. They will be required to deliver recommendations for improving the system.

MEASURE 6.D.3. ESTABLISH A SYSTEM OF DIGITAL DOCUMENT AND INFORMATION MANAGEMENT

In terms of document and information management, modern organisations rely more and more on information systems that enable digital document and information manage-

ment. Results of the external evaluation of our document and information management will identify the requirements of such a system. Possible solutions will be evaluated and one best suited the needs of a higher education institution will be selected. The measure also includes ensuring funds for the procurement and implementation of this system.

MEASURE 6.D.4. SUBMIT AN APPLICATION FOR THE PROJECT AND PROCURE AN APPROPRIATE BUSINESS SOFTWARE

Considering that there are various calls for proposals related to raising the efficiency of business operations, the Faculty will seek to secure funding, professional assistance, and software to improve its business processes through such a project.

OBJECTIVE 6.E. TO IMPROVE THE TRANSPARENCY OF FINANCIAL MANAGEMENT

Apart from being financed from the budget, the Faculty also secures its own revenues. They are generated by a number of research and professional projects, Croaticum and the Foreign Languages Centre. The present rules on determining the prices of services and project budgeting practices are unclear and unsystematic. Those rules that do exist are subject to a large number of exceptions. Further, it is not defined how generated funds should be used, especially for some types of revenues. Therefore, it is necessary to regulate the system through adequate regulations, and to introduce a more transparent system for the distribution and spending of funds.

MEASURE 6.E.1. ADOPT REGULATIONS FOR EARNING AND SPENDING OF OWN REVENUES

The Faculty will draw up and adopt regulations on the use of own funds that are generated by the Faculty. The regulations will clearly define how, to what extent, and from which activities the Faculty generates revenues and how these are distributed within the Faculty. The regulations will also clearly define criteria for regulating how funds are spent.

MEASURE 6.E.2. INTRODUCE THE PRACTICE OF FUNCTIONAL PROGRAMME BUDGETING AT THE FACULTY AND DEPARTMENTAL LEVEL

In order to ensure that the funds are used as planned and in line with the pre-determined needs, the obligation to draw up a spending plan will be introduced at the level of the Faculty and at the level of departments. The planning process requires adequate training for heads of departments and heads of services in order to devise the best possible plans. Although such plans have been made and used to date, but they were not adequately monitored at departmental level and they were not used appropriately for future planning.

OBJECTIVE 6.F. TO REGULATE COMMERCIAL ACTIVITIES

Although the main activities of the Faculty are teaching and research, our employees also engage in substantial professional and commercial activity. Some of the professional activities, for example those of Croaticum and the Foreign Languages Centre, are permanent and should be regulated in an adequate fashion. The regulation of such activities would enable the use of an appropriate organisational model and a clearer status of commercial activities within the Faculty.

MEASURE 6.F.1. ANALYSE THE LEGAL STATUS OF THE EXISTING MODEL OF COMMERCIAL ACTIVITY

The legal adequacy of the current model for commercial activities carried out at the Faculty will be analysed. It will also be examined whether commercial activities are fully aligned with the relevant legislation and whether there may be better organisational models.

MEASURE 6.F.2. ANALYSE THE FEASIBILITY AND NON-FINANCIAL EFFECTS OF COMMERCIAL ACTIVITIES

At the moment, there are no clear indicators of the extent to which commercial activities are profitable for the Faculty and it is necessary to analyse their true financial feasibility. However, the non-financial effects of such activities should not be neglected. For example, the work done at Croaticum, other than its financial benefits, also contributes to the recognisability of the Faculty as a place where Croatian is taught as a foreign language at the highest possible level. Also, open courses at the Foreign Languages Centre serve to promote the exceptional professional quality of the Faculty in that domain and our study programmes in languages for secondary school students who attend courses at the Foreign Languages Centre. Therefore, such non-financial effects of our commercial activities should also be analysed.

MEASURE 6.F.3. EVALUATE ALTERNATIVE MODELS OF COMMERCIAL ACTIVITIES AND DEFINE A LONG-TERM MODEL FOR THEIR ORGANISATION

The way in which other higher education institutions regulate their commercial activities will be examined and it will also be checked whether other models are perhaps more appropriate compared to the existing one. The best model for the Faculty will be selected on the basis of that analysis. The selected model will be applied and the position of commercial activities in the organisational structure of the Faculty will be defined.

OBJECTIVE 6.G. TO DEVELOP FINANCIAL AND MANAGEMENT COMPETENCIES OF RESEARCH AND TEACHING STAFF HOLDING MANAGING POSITIONS

The selection of heads of departments and heads of other organisational units is regulated by the Statutes, which define the procedure and necessary qualifications of the candidates. Functions to which such individuals are elected require additional competencies that the candidates in most cases have not had an opportunity to acquire or which they acquired through experience in similar positions. However, previous experience is not a guarantee that the acquired skills are truly satisfactory and the requirements of management positions also change over time. That is why staff holding managing positions should be provided with an opportunity to acquire appropriate competencies for management jobs.

MEASURE 6.G.1. DEVELOP TRAINING PROGRAMMES AND ORGANIZE PERIODICAL FINANCIAL AND MANAGEMENT TRAINING FOR HEADS OF DEPARTMENTS AND OTHER LARGER ORGANISATIONAL UNITS

The needs of heads of departments and their deputies as well as of heads of other organisational units in terms of knowledge and skills that they may lack will be examined. One-day training sessions/workshops will be organized in line with the needs of the current and former heads of departments and heads of other organisational units and recommen-

dations by experts in the field. The outcomes of such training sessions/workshops will improve the financial and management capacities of participants. Trainings will be offered and held periodically to ensure that targeted participants are able to attend and that new people in the management system are trained.

Measure 6.g.2. Develop programmes and periodical trainings for heads of research and development projects

The experiences of both current and former lead researchers in research and development projects will be examined and the results will be used to design one-day training sessions/workshops in order to develop competencies necessary for the management of research and development projects (project management and financial management skills).

Objective 6.h. To develop competencies of administrative and support services

In order for the Faculty to function successfully, the staff in administrative and support services must be both motivated and competitive. Practice has shown that employees need to have broader competencies that enable them to perform a wider range of tasks. At the moment, employees do attend some external training, but there is no specific plan. Decisions on training are made in a non-systematic manner and it is not clearly defined which employee competencies should be developed.

Measure 6.h.1. Analyse the needs for development and training of staff in administrative and support services

Employees and especially heads of services will be given an opportunity to express what skills they are lacking in the performance of their tasks and which types of training they would benefit from. External experts in the field will be consulted as necessary to identify those needs.

Measure 6.h.2. Introduce an annual training and development plan

The offer of trainings available on the market will be examined. Heads of services will draw up an annual plan of training together with the Management. They will select trainings to be attended by their staff and define the number of employees to attend such training. If there is no specific training on the market needed by Faculty staff, customized offers will be requested from recognized experts in the field. The measure also includes the securing of funds allocated to employee training.

Measure 6.h.3. Exchange knowledge and experiences within the University of Zagreb

The University of Zagreb, which consists of 34 organisational units, possesses the knowledge and experience as well as practical solutions to most problems that can be encountered by employees and management of higher education institutions. However, there is no adequate system in place for the exchange of experiences within the University. Therefore, the Faculty of Humanities and Social Sciences will advocate and work on the establishment of a system for the exchange of knowledge and experiences in order to address organisational and other specific problems. Whenever possible, the Faculty of Humanities and Social Sciences will engage an expert from other constituent units to provide advisory or other

professional services. Also, the Faculty of Humanities and Social Sciences will provide advice and share its own experiences with other University constituents.

OBJECTIVE 6.1. TO UPGRADE FACULTY FACILITIES

For a number of years, the Faculty has been experiencing an acute lack of space, despite some recent extensions to existing wings. Such additional space would provide teachers, students and support services with quality working conditions. It is necessary to analyse the current situation and space occupancy rates and to identify priorities in distribution, renovation and functional refurbishment. Increased research and teaching activity due to the emergence of new organisational units (centres, counselling centres, offices, services, and FF Press), implementation of new study programmes, and the intensity of student activities (Student Council, Student Ombudsperson, student clubs across departments, etc.), require the best possible organisation and use of physical resources. Another important element in upgrading facilities is improved energy efficiency in line with modern standards.

MEASURE 6.1.1. CREATE A FACILITY LAYOUT

A facility layout is a document that regulates the distribution of space, its equipment and occupancy in complex systems. At the same time, it provides an insight into the infrastructural state of all premises at the Faculty, which is the main requirement for their renovation, functionality and better usability. The Faculty does not have in place such a document, but will have it drawn up and continuously updated in the period ahead. Such a document is a *sine qua non* for the rational use of facilities and for an efficient space management system.

MEASURE 6.1.2. ENSURE FUNCTIONAL EQUIPMENT FOR ALL ROOMS

Having functional facilities entails procurement of equipment in line with their purpose in order provide for quality performance of tasks and activities. Once the facility layout is drawn up and priorities identified, all rooms will be renovated in defined work cycles to ensure full functionality and usability.

MEASURE 6.1.3. ENSURE REGULAR, APPROPRIATE, AND SUSTAINABLE MAINTENANCE OF ALL ROOMS AND EQUIPMENT

The current non-systematic and occasional maintenance will be abandoned in favour of clearly defined annual deadlines for expression of renovation needs. Renovation works will be performed in accordance with legal regulations, during periods when the performance of core activities at the Faculty is at its minimum. Regular quarterly examination of facilities and equipment will be introduced, along with daily care for the condition and functioning of the premises, and a code of conduct in Faculty facilities to raise the level of responsibility and reduce unnecessary costs.

MEASURE 6.1.4. SECURE FUNDS AND ORGANIZE RENOVATION OF THE MAIN LECTURE HALLS

Measures will be taken to modernize and renovate the main lecture halls at the Faculty. It is also necessary to identify potential sources of financing and improve the equipment of the main halls and other lecture halls.

MEASURE 6.1.5. USE LECTURE HALLS IN ACCORDANCE WITH ENERGY CONSUMPTION, NUMBER OF STUDENTS, AND UTILISATION OF DIFFERENT PARTS OF THE BUILDING

Despite their capacity and upgraded layout, the usability of lecture halls is not optimal. Therefore, their use should be harmonized with the sizes of groups/courses to save energy and to use space more effectively, especially on Saturdays, when doctoral study programmes are held.

MEASURE 6.1.6. PROVIDE FOR A FLEXIBLE TEACHING SCHEDULE AND FLEXIBLE LECTURE ROOM AND MEETING ROOM MANAGEMENT

Having a flexible schedule and flexible facility management is an important step towards optimal utilisation of facilities, savings and improved energy efficiency, which requires the alignment of spatial capacities with employee and student occupancy.

IV. Implementation, periodical reporting and evaluation of achievements

The responsibility for the implementation of the Development Strategy of the Faculty of Humanities and Social Sciences in Zagreb lies with the Faculty Management, which is authorized to task organisational units and individuals with the implementation of specific measures and activities. Within a period of three months following the acceptance of the Strategy for Development and Research of the Faculty of Humanities and Social Sciences by the Faculty Council, the Management will develop an Operational Implementation Plan, containing deadlines for the achievement of individual strategic objectives through implementation of specific measures and objectives. The Operational Implementation Plan will identify performance indicators, the persons responsible for monitoring and the persons and organisational units responsible for the implementation of specific measures.

Once a year, typically in February, the Management will submit a report on the implementation of this Strategy to the Faculty Council and will in parallel, and as appropriate, propose amendments to the Operational Implementation Plan. The third year report should contain an assessment as to whether the implementation of the Strategy for Development and Research for the period 2018-2023 will be continued or not, or if a process of its review has to be undertaken, or a new strategic plan needs to be developed, either because of significant changes in the environment or in the institution, or because the planned changes have been accomplished or their accomplishment has become unrealistic.

PART 2: STRATEGIC RESEARCH PROGRAMME OF THE FACULTY OF HUMANITIES AND SOCIAL SCIENCES OF THE UNIVERSITY OF ZAGREB

I. INTRODUCTION

Article 7 of the Regulations on the Requirements for Accreditation of Research Activity, Requirements for Reaccreditation of Research Organisations and Content of the Accreditation Certificate (Official Gazette 83/2010) specifies that research organisations must have a strategic research programme in place for a period of no less than five years for the scientific area in which the organisation in question carries out its activity. The Strategic Research Programme should include the following elements referred to in Article 3, Paragraph 1, Point 1 of the Regulations:

– purpose of establishment and operation of the research organisation,

– assessment of the organisation's research potential and its position in the research and business environment,

– strategic objectives of the research organisation,

– expected outcomes of the strategic research programme,

– planned research topics with a detailed work programme and specific objectives for each topic,

– a plan for the organisational development of the research organisation,

– performance indicators for the implementation of the strategic research programme for a period of no less than five years for at least one of the following activities carried out by the research organisation: a) basic scientific research; b) applied and developmental scientific research and transfer of technology; c) provision of scientific, advisory and professional services; d) research and professional training of doctoral students, postdoctoral scholars and other research and academic staff.

Considering that at the time of the 2014 reaccreditation process the Faculty of Humanities and Social Sciences did not have a strategic research programme in place, the Letter of Expectations addressed to the Faculty required the development of the said document within three years. As stated in the introduction to the full document, the overall *Strategy for Development and Research of the Faculty of Humanities and Social Sciences for the Period 2018-2023* fulfils this requirement. Some requirements of the Regulations are addressed in the first part of the document and others in the second part, as follows:

– purpose of establishment and activity of the research organisation – Part 1, *Mission and Vision*;

– assessment of the organisation's research potential and its position in the research and business environment – Part 1, *Challenges and Resources: Analytical Starting Points* and Part 2, *Assessment of the Organisation's Research Potential and its Position in the Research and Business Environment*;

– strategic objectives of the research organisation – Part 1, *Development Axes and Strategic Objectives;*

– expected outcomes of the strategic research programme – Part 2, *Expected Outcomes of the Strategic Research Programme and Performance Indicators;*

– planned research topics with a detailed work programme and specific objectives for each topic – Part 2, *Priority Research Topics;*

– plan for the organisational development of the research organisation – Part 1, *Development Axes and Strategic Objectives;*

– performance indicators for the implementation of the strategic research programme for a period of no less than five years for at least one of the following activities of the re-

search organisation: a) basic scientific research; b) applied and developmental scientific research and transfer of technology; c) provision of scientific, advisory and professional services; d) research and professional training of doctoral students, postdoctoral scholars and other academic and professional staff. – Part 2, *Expected Outcomes of the Strategic Research Programme and Performance Indicators.*

Priority research topics were identified for those scientific fields for which the Faculty of Humanities and Social Sciences has organisational units and a tradition of research. The process of their definition was entrusted to the appropriate organisational units – departments and chairs. An exception are priority research topics for the field of Philology, given a large number of philological departments (Department of English Language and Literature, Department of German Language and Literature, Department of Hungarian, Turkish and Jewish Languages and Literatures, Department of Indology and Far East Studies, Department of East Slavic Languages and Literatures, Department of South Slavic Languages and Literatures, Department of Classical Philology, Department of Croatian Language and Literature, Department of Romance Languages and Literatures, Department of Italian Language and Literature, Department of West Slavic Languages and Literatures). In this field, priority topics were established in several steps. First, members of the selected working group for the strategic research programme (associate professor Dragan Bagić, assistant professor Marko Liker and assistant professor Danijela Lugarić Vukas) carried out an analysis of the topics covered by ongoing or recently completed research projects in the field of Philology. This was followed by consultations with the representatives of all philological departments, during which initial priority topics were developed. Finally, all philological departments were given the opportunity to propose additional topics and provide inputs (objectives and activities). All topics proposed by the organisational units were further revised by the selected working group for the strategic research programme, without major interventions in their content.

Interdisciplinary priority topics (i.e. Faculty-level priority topics) were shaped once the priority research topics had been identified for the scientific fields, and in line with the priority topics proposed for individual fields and proposals for interdisciplinary topics submitted by the departments. The final proposal for interdisciplinary topics was developed by the selected working group for the strategic research programme, which recognized those topics that would allow for research efforts to be linked across several scientific fields and that respond to current scientific and social challenges.

The order of priority topics according to scientific fields and that of interdisciplinary priority topics is by no means reflective of their order of importance. All topics within a category are equally important.

II. Assessment of the organisation's research potential and its position in the research and business environment

In all scientific areas, and particularly in social sciences and humanities, in which the role of technology is minor compared to natural or biomedical sciences, researchers constitute the basis for research potential. The first chapter *Challenges and Resources: Starting Points for the Assessment* presents the basic data pertaining to employees. This part aims to reiterate some of the basic information on the human research potential of the Faculty of Humanities and Social Sciences. Out of a total of 740 employees, 440 are researchers, of which approximately 320 are researchers holding academic titles and 120 are young researchers employed as assistants or postdoctoral students. This volume of active researchers makes the Faculty of Humanities and Social Sciences one of the largest research institutions in Croatia in the area of humanities. In addition to the volume itself, it should be underscored that around one third of researchers are young researchers up to 40 years of age, one third are researchers aged 40 to 50, while the remaining one third is made up of experienced researchers aged 50 or older. This provides solid grounds for developing research activities in the upcoming period as it ensures a good combination of experience and fresh energy.

The Faculty is characterized by a multitude of diverse scientific fields in which research is conducted. It combines two scientific areas, humanities and social sciences, with a total of 11 scientific fields. In the area of humanities, research is carried out as the main activity in the following scientific fields:

- Philosophy
- Philology
- History
- History of Art
- Science of Art
- Archaeology
- Ethnology and Anthropology.

In the area of social sciences, research is conducted actively in four scientific fields:
Information and Communication Sciences

- Sociology
- Psychology
- Pedagogy.

Systematic research efforts are invested in these fields at the Faculty and its corresponding organisational units, which cover each of the listed fields with a several researchers. Also, some researchers conduct research and publish papers in the following fields: security and defence sciences, interdisciplinary social sciences and interdisciplinary humanities. The fact that a single institution gathers so many researchers in more than 11 scientific fields, which are interrelated in both their research approaches and topics they cover, makes it a unique environment for the development of an interdisciplinary approach. It is here that we recognize a unique potential for further research development of the Faculty. The efforts to achieve this within the framework of this strategic research programme will entail the recognition of interdisciplinary priority research topics.

However, what counts more than quantity are quality, reputation and achievements of our researchers working at the Faculty of Humanities and Social Sciences. The "founders" of almost all humanities and a considerable number of social sciences in Croatia, and often in the territory of the entire Southeastern Europe, have worked or still work at the Faculty. Their reputation is still a resource that the Faculty can rely on as a distinguishing element compared to other related research institutions in Croatia and abroad. In many disciplines, the research tradition established by earlier generations of researchers is still very much fruitful and is part of both the scientific identity and potential of the Faculty. At the same time, researchers make efforts to keep up the pace with global trends in social sciences and humanities, in terms of research approaches and methodology, but also research topics and issues addressed by the international research community. This is also visible in the topics of research projects that were implemented in the recent years or are still ongoing.

In the framework of the new system of national funding of research projects through the Croatian Science Foundation, researchers employed at the Faculty of Humanities and Social Sciences have been granted financing for 28 research or research career establishment projects, six of which were completed by the end of 2017, and 22 are ongoing. Their results will contribute significantly to the scientific production of the Faculty in the upcoming period, in terms of both quantity and quality.

Table 1. National competitive research projects (Croatian Science Foundation) contracted since 2013

No.	Funding scheme	Project title	Principal investigator	Duration
Completed projects				
1.	Research projects	Croatian Literary-Cultural Identity in Transition/Regional Context (Aspects of the Croatian-Serbian Cultural Dialogue)	Dušan Marinković, full professor	2 Jan 2013 – 1 Jan 2016
2.	Research projects	Late Mousterian in the Eastern Adriatic – the Basis for Understanding Identities of Late Neanderthals and their Disappearance	Ivor Karavanić, full professor	1 Mar 2013 – 29 Feb 2016
3.	Research career establishment projects	Croatia and Central Europe: Art and Politics in the Late Modern Period (1780-1945)	Dragan Damjanović, associate professor	15 Jun 2014 – 14 Jun 2017
4.	Research career establishment projects	Epistemological Models of Croatian Literary Historiography (1913-1980)	Leo Rafolt, associate professor	2 Jun 2014 – 1 Jun 2017
5	Research projects	Evliya Chelebi and Croats, New Perspectives	Nenad Moačanin, full professor	1 Aug 2014 – 30 Nov 2017

No.	Funding scheme	Project title	Principal investigator	Duration
6.	Research career establishment projects	Implicit Personality and Work Behaviour	Zvonimir Galić, associate professor	1 Oct 2014 – 30 Sep 2017
Ongoing projects				
7.	Research projects	Between the Danube and the Mediterranean. Exploring the Role of Roman Military in the Mobility of People and Goods in Croatia During the Roman Era	Mirjana Sanader, full professor	15 Jun 2014 – 14 Jun 2018
8.	Research projects	Croatian Medieval Heritage in the European Context: Mobility of Artists and Transfer of Forms, Functions and Ideas	Miljenko Jurković, full professor	15 Jun 2014 – 14 Jun 2018
9.	Research projects	Application of Phraseological Theory in Phraseology	Željka Fink Arsovski, full professor	1 Jul 2014– 30 Jun 2018
10.	Research projects	Integration Process of Majority and Minority in Ethnically Mixed Communities: the Role of Interethnic Contact, Perceived Threat and Social Norms	Dinka Čorkalo Biruški, full professor	1 Oct 2015 – 30 Sep 2019
11.	Research projects	Comparative Slavic Linguocultural Themes	Neda Pintarić, full professor	1 Sep 2014 – 31 Aug 2018
12.	Research projects	Neomythologism in the Culture of the 20th and 21st Century	Jasmina Vojvodić, full professor	1 Sep 2014 – 31 Aug 2018
13.	Research projects	Prospective Biopsychosocial Study of the Effects of Sexually Explicit Material on Young People's Sexual Socialization and Health	Aleksandar Štulhofer, full professor	1 Sep 2014 – 31 Aug 2018
14.	Research projects	A Cultural History of Capitalism: Britain, America, Croatia	Tatjana Jukić Gregurić, full professor	1 Jul 2014– 30 Jun 2018
15.	Research projects	Textual Networks of Early Modern Croatia	Lahorka Plejić Poje, associate professor	15 Nov 2014 – 15 Nov 2018
16.	Research projects	Post-imperial Narratives in Central European Literatures of the Modern Period	Marijan Bobinac, full professor	1 Jun 2015 – 31 May 2019
17.	Research projects	Burial Customs of the Early Iron Age in Southern Pannonia– Crossroads of Identity	Hrvoje Potrebica, full professor	1 Jun 2015 – 31 May 2019
18.	Research projects	Visualizing Nationhood. The Schiavoni/Illyrian Confraternities and Colleges in Italy and the Artistic Exchange with Southeast Europe	Jasenka Gudelj, associate professor	1 Jul 2015– 30 Jun 2018

No.	Funding scheme	Project title	Principal investigator	Duration
19.	Research career establishment projects	Houses, Roads and Traders of Early European Civilization	Marcel Burić, assistant professor	20 Jun 2015 – 19 Jun 2018
20.	Research projects	Language of the Editions of the Croatian Protestant Printing House in the Context of 16th Century Literary-Linguistic Trends	Mateo Žagar, full professors	1 Oct 2015 – 30 Sep 2019
21.	Research projects	Types of School Culture and Learning for Active Citizenship: Critical-Interdisciplinary Approach	Vedrana Spajić Vrkaš, full professor	1 Jan 2017 – 31 Dec 2020
22.	Research projects	Coarticulation in Croatian Speech: Instrumental Investigation	Marko Liker, assistant professor	2 Mar 2017 – 1 Mar 2021
22.	Research projects	Economic Foundations of Croatian Literature	Maša Kolanović, assistant professor	1 Mar 2017 – 29 Feb 2020
24.	Research projects	Where East Meets West – The Cetina River Valley as an Ancient Pathway of Communication	Helena Tomas, associate professor	3 Apr 2017 – 2 Apr 2021
25.	Research projects	Modelling Mental Grammar in Croatian: Constraints of Information Structure	Anita Peti-Stantić, full professor	10 Mar 2017 – 9 Mar 2021
26.	Research projects	Transition of Croatian Elites from the Habsburg Monarchy to the Yugoslav State	Iskra Iveljić, full professor	1 Mar 2017 – 29 Feb 2020
27.	Research projects	Lobor – Early Medieval Centre of Power	Krešimir Filipec, full professor	20 Mar 2017 – 19 Mar 2021
28.	ERC grant	Book Trade and Architectural Culture in Early Modern Adriatic	Jasenka Gudelj, associate professor	6 Feb 2018 – 6 May 2018

Additional input to the research potential is provided by the Scientific Centre of Excellence for Integrative Bioethics, which is active within the Faculty and headed by full professor Ante Čović, who was appointed to this role in 2014 for a five-year term. In addition to its holding institution, the network of the Scientific Centre of Excellence for Integrative Bioethics is made up of four other research institutions and a research association involved in the infrastructural implementation of the Centre's research programme: University of Rijeka (the "Fritz Jahr" Documentation and Research Centre for European Bioethics), School of Medicine of the University of Rijeka (Chair of Social Sciences and Humanities in Medicine), Faculty of Humanities and Social Sciences of the University of Split (Centre for Integrative Bioethics), University of J. J. Strossmayer in Osijek (Centre for Integrative Bioethics) and Croatian Philosophical Society (Reference Centre for Bioethics in South-East Europe). The Scientific Centre of Excellence for Integrative Bioethics is based on the concept of integrative bioethics, which was developed through a number of past Croatian and international projects, and works according to a research programme that covers various activities: research activity, development of research infrastructure, education, publishing, scientific dialogue, international cooperation and implementation of research results.

An increasingly important role in the funding of research, professional and educational activities of researchers at the Faculty of Humanities and Social Sciences is played by international and EU sources. Since the beginning of 2013, a total of 38 projects have been contracted, all funded by international and EU funds (Table 2), of which 15 are still ongoing. In the last five years, a number of researchers have established collaboration with international research networks and have gained experience and knowledge necessary to apply for funding and run projects funded from such sources. In the same period, the Faculty's administrative services have also acquired significant knowledge and experience in the provision of support to researchers. The experience accumulated over the last five years and the networks created with foreign researchers and institutions are a resource that can be used to increase the share international funding in the upcoming period, by increasing the volume of project proposals submitted and approved for funding, as well as the number of researchers involved in such projects. To achieve this, it will be necessary to increase the staff of the Research and Project Administration Office and provide additional training to all employees in administrative and support services, as well as to specify rules for project application, running and reporting.

TABLE 2. INTERNATIONAL AND EUROPEAN COMPETITIVE RESEARCH, PROFESSIONAL, INFRASTRUCTURE AND EDUCATIONAL PROJECTS CONTRACTED SINCE 2013

No.	Funding scheme	Project title	Principal investigator /member of COST network	Duration
Completed projects				
1.	LLP Grundtvig	InHerit – Heritage Interpretation for Adult Learning	Darko Babić, assistant professor	1 Dec 2013 – 31 May 2016
2.	IPA IV	Little Steps to True Integration	Mirjana Šagud, assistant professor	22 Aug 2013 – 22 Dec 2014
3.	IPA I	PINS: Public Interest - Not Saleable	Kruno Kardov, PhD	5 Apr 2013 – 4 Oct 2014
4.	IPA IIIC	ICT-AAC - ICT Competence Network for Innovative Services for Persons with Complex Communication Needs	Vesna Vlahović-Štetić, full professor Nina Pavlin-Bernardić, full professor	30 Mar 2013 – 29 Mar 2015
5.	IPA I	Violence Leaves Marks - Ring for Non-Violence!	Vedrana Spajić Vrkaš, full professor	2013 – 2014
6.	LLP Erasmus Intensive Programme	IntSYSTEM - Integrated System of Sources, Technologies and Methods - Remote Sensing of Historical Landscape	Miljenko Jurković, full professor	2014
7.	LLP Key Activity 2	TransStar: raising transcultural, digital and multitransnational competences	Monika Blagus, junior researcher – assistant	Jan 2013 – 31 Dec 2015

No.	Funding scheme	Project title	Principal investigator /member of COST network	Duration
8.	LLP Erasmus Intensive Programme	TRANSMEGS: Translocal Methodologies in Gender Studies	Sanja Potkonjak, assistant professor	3 – 14 Jun 2013, 9 – 20 Jun 2014
9.	FP7	OPSIC – Operationalizing Psychosocial Support in Crisis	Dean Ajduković, full professor	1 Feb 2013– 31 Jan 2016
10.	NEWFELPRO	JUSTINIANDALMPAN: The Justinianic Age in Dalmatia and Southern Pannonia	Hrvoje Gračanin, full professor	16 Mar 2015 – 15 Jul 2016
11.	UKF	Croatica et Tyrolensia – a Digital Comparison of Croatian and Tyrolean Neo-Latin Literature	Neven Jovanović, full professor	2014 – 2016
12.	FP7	Abu-MaTran – Automatic building of Machine Translation	Nikola Ljubešić, assistant professor	1 Jan 2013 – 31 Dec 2016
13.	ESF	Memory Algorithms and their Application in Asian Language Learning (with a Focus on Japanese and Korean)	Kristina Kocijan, assistant professor	23 Jul 2015 – 22 Oct 2016
14.	ESF	HR4EU – online portal for Croatian language learning	Marko Tadić, full professor	1 Jul 2015 – 31 Oct 2016
15.	ESF	Alignment of Study Programmes in Social Sciences and Humanities with Labour Market Needs	Dragan Bagić, associate professor	18 Jun 2015 – 18 Sep 2016
16.	ESF	Development of a New Model of Communication during Conflicts in Close Relationships	Tina Krznarić	30 Jun 2015 – 29 Sep 2016
17.	NEWFELPRO	In the Shadow of the Empire. Postwar, National Conflicts and New Fascist Order in a post-Habsburg Borderland (1918-1924) (ShadEm)	Tvrtko Jakovina, full professor	2 Nov 2015 – 2 Nov 2016
18.	NEWFELPRO	The Geography of Non-Normative Sexualities in Croatia (GNSCC Butterfield)	Sanja Potkonjak, assistant professor	7 Dec 2015 – 6 Dec 2016
19.	HEALTH PROGRAMME	EUR-HUMAN – EUropean Refugees – HUman Movement and Advisory Network	Dean Ajduković, full professor	2016 – 2017
20.	Swiss National Science Foundation	SEEDS - South-Eastern European Data Services	Marijana Glavica	1 May 2015 – 30 Apr 2017
21.	SCOPES	ReLDI - Regional Linguistic Data Initiative	Nikola Ljubešić, assistant professor	1 May 2015– 1 May 2017
22.	Erasmus+ Strategic Partnerships	Europe Engage - Developing a Culture of Civic Engagement through Service-Learning within Higher Education in Europe	Nives Mikelić Preradović, full professor	1 Sep 2014 – 31 Aug 2017
23.	COST	PARSEME: Parsing and Multi-Word Expressions. Towards Linguistic Precision and Computational Efficiency in Natural Language Processing	Marko Tadić, full professor	22 Mar 2013 – 7 Mar 2017

No.	Funding scheme	Project title	Principal investigator /member of COST network	Duration
Ongoing projects				
1.	COST	Reassembling the Republic of Letters, 1500-1800 A Digital Framework for Multi-lateral Collaboration on Europe's Intellectual History	Neven Jovanović, full professor	28 Apr 2014 – 27 Apr 2018
2.	HORIZON 2020	CESSDA SaW – Strengthening and Widening the European Infrastructure for Social Sciences Data Archives	Marijana Glavica	2015 – 2018
3.	HORIZON 2020	ACCOMPLISSH – Accelerate Co-Creation by Setting up a Multi-Actor Platform for Impact from Social Sciences and Humanities	Mislava Bertoša, full professor	2016 – 2019
4.	COST	Strengthening Europeans' Capabilities by Establishing the European Literacy Network	Anita Peti-Stantić, full professor	12 Dec 2014 – 11 Dec 2018
5.	HORIZON 2020	Monitoring the Evaluation and Benefits of Responsible Research and Innovation MoRRI	Jasminka Lažnjak, full professor	1 Jun 2016 – 27 May 2018
6.	Erasmus+ Strategic Partnerships	DigiLing: Trans-European e-Learning Hub for Digital Linguistics	Petra Bago, assistant professor	1 Sep 2016 – 31 Aug 2019
7.	COST	European Network for Combining Language Learning with Crowdsourcing Techniques	Nives Mikelić Preradović, full professor Nikola Ljubešić, assistant professor	7 Mar 2017 – 6 Mar 2021
8.	Research Council of Norway	Healthy Sexual Aging: A Mixed-Method Study of Sexual Function and Sexual Wellbeing in Older European Adults	Aleksandar Štulhofer, full professor	October 2016 – October 2019
9.	ESCR – Economic and Social Research Council UK	Education in Divided Societies: Developing and Researching Shared Education in the Republic of Macedonia, Bosnia and Herzegovina, and Croatia	Dinka Čorkalo Biruški, full professor	2 Jan 2017 – 1 July 2018
10.	COGITO –Hubert Curien Partnership	Writing a Concept: the Western Genre	Nenad Ivić, full professor	2017 – 2018
11.	European Social Fund	Ja raSTEM! – Multiannual Interdisciplinary STEM Programme for the Innovative Teaching of Talented Elementary School Children	Nives Mikelić Preradović, full professor	2017 – 2019
12.	European Regional Development Fund	E-rudito: An Advanced Online Education System for Smart Specialization and Jobs of the Future	Dragutin Ivanec, full professor	2017 – 2021
13.	Erasmus+ Strategic Partnerships	Listen, Talk, Spell, Act	Vlasta Erdeljac, full professor	1 Oct 2017 – 30 Sep 2019

No.	Funding scheme	Project title	Principal investigator /member of COST network	Duration
14.	Social Sciences and Humanities Research Council of Canada's Community-University Research Alliances SSHRC-CURA	InterPARES - Trust and Digital Records in an Increasingly Networked Society	Hrvoje Stančić, full professor	April 2013 – 2018
15.	The University of Western Ontario	Childhood Attachment and Relational Trauma Scale (CARTS): An International, Cross-Cultural Study	Dean Ajduković, full professor	

In the three year period from 2014 to 2016, for which integrated data is available (Table 3), researchers working at the Faculty published an average of 700 scientific papers per year, 40% of which are papers published in scientific journals, 35% are chapters in books and 25% are papers in conference proceedings and edited collections. Around 100 papers per year were published in publications, mostly scientific journals, which are cited in the Web of Science (WoS) database. Over the last ten years, there has been a significant increase in the number of papers published in publications cited in WoS, by approximately 20%. However, this increase is mostly due to an increase in the volume of publications referenced in WoS. The number of papers published in publications referenced in the citation database Scopus is somewhat higher; in the three years observed, the annual average was 120 papers. This rising trend of papers cited in Scopus is even stronger if we look at the last 10 years, when this number has doubled, also mostly due to the increased scope of database coverage. In the last three years, researchers working at the Faculty published around 100 scientific papers in the database ERIH.

Taking into consideration that the researchers annually publish an average of 270 papers in scientific journals, the share of those that are cited in the most prestigious citation databases is relatively high, ranging between 35 and 45%. Nevertheless, the number of papers that were cited in these databases more than five times is relatively low. Unfortunately, Croatia does not have an appropriate infrastructure to monitor scientometric indicators at the national level, which are deemed particularly important for social sciences and humanities. Therefore, the given indicators are not entirely indicative of the Faculty's research production and its impact. In the upcoming period, the Faculty will encourage the development of such infrastructure and invest its own resources, primarily its expertise, in order to enable a more comprehensive and objective evaluation our research contributions.

The fact that less than one half of scientific papers are published in scientific journals may have an adverse effect on the availability and visibility of our researchers' work. Usually, scientific journals are more easily accessible (most are available online free of charge or through electronic databases to which the majority of research organisations is nowadays subscribed) to the interested public than books and edited collections or conference proceedings, which in most cases remain available only in printed editions and are not free. In the upcoming period, additional efforts should be made to increase the availability and visibility of scientific research and activity, which will in turn increase their impact.

The researchers annually publish an average of 35 scientific authored monographs and edit around 40 scientific books and edited collections. In addition to their scientific production, professional production is also highly relevant. Each year, the Faculty's researchers publish around 145 professional papers and a number of professional books and translations.

TABLE 3. RESEARCH PRODUCTION IN 2014 – 2016

	2014	2015	2016
Scientific papers	**715**	**605**	**747**
Papers in journals	277	233	311
Chapters in books	235	215	275
Papers in conference proceedings	203	157	161
Scientific books	**81**	**87**	**70**
Authored books	36	45	30
Edited books	25	23	22
Edited books – conference proceedings	20	19	18
Professional papers	**161**	**155**	**117**
Papers in journals	82	46	40
Chapters in books	65	92	56
Papers in conference proceedings	14	17	21
Professional books	**42**	**24**	**32**
Authored books	32	16	25
Edited books	7	6	6
Edited books – conference proceedings	3	2	1
Translations	**14**	**23**	**34**

Scientific journals published or co-published by the Faculty of Humanities and Social Sciences form the backbone of visibility for our academic staff's research. There are currently 11 such journals, and the Faculty's employees are either members of editorial boards or editors in a number of other scientific journals published by other research organisations or professional associations. In addition to scientific journals, the Faculty also provides its researchers with the publishing infrastructure for books, textbooks and edited collections, whose significance for the overall research production, as evident from the presented data, is still considerable within the internal publishing service FF Press. Over the last three years, FF Press edited and published 35 monographs, textbooks or edited collections per year.

Doctoral studies – 19 are currently offered at the Faculty of Humanities and Social Sciences – are an important element of the Faculty's research infrastructure and activity. Contemporary doctoral studies are primarily research-oriented and result in doctoral dissertations, which represent an immense contribution to the overall research production of the Faculty. In the last three years (from 2015 to 2017), an average of 100 doctoral dissertations were defended each year, 40 % of them in the area of social sciences and the remaining 60% in the area of humanities. On average, there are around 300 active doctoral candidates at the Faculty of Humanities and Social Sciences every year, and along with the Faculty's employees, they contribute to the research potential and represent a significant element of the overall research production.

Advanced research in social sciences and humanities requires suitable equipment and laboratories. Currently, the Faculty has two laboratories, one for psychological and one for phonetic research. Their equipment is not satisfactory, and the Faculty lacks a number of technical devices and equipment needed to conduct modern research. Moreover, de-

spite available knowledge necessary for research, the Faculty lacks facilities or equipment to set up new laboratories that are necessary for further development of digital humanities. Therefore, to raise the relevance and quality of research in some scientific fields, it will be necessary to ensure additional space in the upcoming period to upgrade the existing and set up new laboratories with suitable modern equipment.

The Faculty mostly uses licensed software for research purposes, such as applications for the analysis and processing of quantitative data or those for the analysis of qualitative data. In the following period, a licensing system should be developed for research software packages and their more flexible use should be arranged, making them more accessible to all the researchers who need them.

A significant resource for further improvement of the Faculty's research activity is its Library. Although its primary function is educational (as it is primarily intended for students), the Library also plays a significant role in research. Its rich collection, which grows continuously as new editions are added, enables researchers to keep up with the relevant Croatian international literature. In that sense, availability of scientific journals is particularly important, either in printed editions or within online databases. The Faculty is subscribed to 185 printed scientific journals. A substantially higher number is that of journals available through online databases, most of which are made available through contracts signed at the national level or at the level of the University. Nonetheless, the Faculty of Humanities and Social Sciences also invests its own funds into the availability of online journals. In 2017, for instance, the Faculty secured access to more than 4800 journals using its own funds.

III. PRIORITY RESEARCH TOPICS

3.1. INTERDISCIPLINARY PRIORITY TOPICS

1. CHALLENGES OF EDUCATION IN THE SOCIAL, TECHNOLOGICAL AND CULTURAL CONTEXT

The area of education has been in the very core of research at the Faculty of Humanities and Social Sciences, almost from the beginning of its existence as a modern higher-education and research institution. Studying various aspects of the educational process, and of the impact and consequences of education, is the subject of research in several scientific fields, such as pedagogy, psychology, sociology, philosophy and philology. Likewise, working at an institution that educates future teachers, the Faculty's researchers and teachers continuously work on the improvement of methodical approaches and techniques in almost all disciplines represented at the Faculty. Therefore, education is a point of integration uniting researchers from almost all scientific fields.

Besides a long tradition of research and an intrinsic interest in the area of education, this topic has a particular social relevance. First, the area of education is undergoing significant transformation due to technological changes and innovation, which create new possibilities and change the role of educational institutions and professionals (educators, teachers, professors). In addition to the technological aspects, the education system is under pressure due to a constant need to adapt to the volatile needs of the labour market. Croatia is a stage of ongoing political and social discussions on the educational reforms at all levels, and the area of education is increasingly becoming a battleground for intense political and ideological confrontations. In this context, the Faculty must assume responsibility as an active participant in current public debates and reforms by carrying out research that may serve as quality input for the implementation of evidence-based educational reforms.

The contribution of the Faculty to this interdisciplinary area will be accomplished through research carried out across several scientific fields, and in particular by achieving objectives and implementing activities in the following priority topics in individual scientific fields.

Information and Communication Sciences: *1. Researching the role of information technologies in the improvement of quality and methods in education. Digital educational materials and repositories of educational resources.*

Psychology: *3. Researching cognitive, motivational and contextual determinants of educational outcomes in traditional and online teaching*

Pedagogy: *3.* Researching didactic culture in educational institutions and *4. Intercultural curriculum and European values.*

Interdisciplinary Social Science: *1. Researching career-related behaviour of millennials: career needs, motivational predictors of career decisions, educational and organisational predictors of wellbeing at work*

Philosophy: *3. Integrative bioethics and 5. Philosophy of Culture, Art, Education and Sports.*

Philology: *6. Literature pedagogy and 10. Challenges of multilingualism: translation and language teaching.*

History of Art: *5. Exploring the possibilities to implement contemporary educational strategies in learning and teaching art history in secondary and higher education levels in Croatia.*

2. Memory, heritage and cultural change

Memory and remembrance, as well as oblivion, are complex processes that are largely determined by the need of the present moment and future projections of development of individuals and collectives. Being both collective and individual processes, they are also significantly influenced by the social momentum that determines the content of memories: although it is always individuals who remember, their memory is influenced by the group perspective (M. Halbwachs). Cultural heritage – tangible (physical, material) and intangible (customs, values, traditions, cultural and social practices, such as commemorative ceremonies, festivities and celebrations, language/literature and other forms of expression/art), scientific and philosophical – is a key storage of cultural memory and remembrance (P. Nora's "site of memory") and frequently the central factor in the articulation and preservation of the cultural identity of an individual and community, as well as of intercultural exchange.

The Faculty of Humanities and Social Sciences, as a research and teaching institution uniting social sciences and humanities under the same umbrella, envisages an important role in ensuring the sustainability of cultural heritage, which will involve continuous efforts to change certain paradigms of how culture and heritage are understood in Croatia. This topic includes research that is based on field, library, archival and other studies, in the context of interrelated social, political, religious and cultural aspects. To be precise, this research includes: a) continuous critical work to create and manage heritage; b) investigating the transfer and appropriation of the ways in which it is interpreted and used in different segments of life – social, political, economic and educational – from ancient to modern times; c) investigation, rethinking and revitalisation of heritage; d) shaping the processes that led to a general acceptance of canons in Croatian and European art and society, with a particular focus on the formative role played by artwork and literary culture of Croatian historical countries, i.e. on the migration route of knowledge, people and artworks; e) connecting researchers and civil initiatives, and applying and promoting scientific ideas in the public. The topic will particularly address these issues in a diachronic perspective and from the point of view of recent cultural changes at all levels (social, technological, political, communication, etc.).

With its systematic commitment to this topic, the Faculty maintains a significant role in the promotion of Croatian cultural values, in increasing tolerance and intercultural dialogue. New discoveries, knowledge and the critical approach will be implemented to deeper understand the processes and conflicts in contemporary society and thus reposition our scientific, cultural and social capital in the European context. This topic is also one of the central topics in EU structural funds: Horizon 2020, the EU Framework Programme for Research and Innovation 2014-2020, also recognizes the role of social sciences and humanities in researching Europe's role in the changing world, including research of European cultural heritage, history, culture and identity. Given the long history of interethnic conflicts in the territory of south-eastern Europe, the Faculty of Humanities and Social Sciences will (also) explore regional cultural and social processes through a conceptual regional perspective. In this aspect, the topic is closely intertwined with the priority topic *Differences, identities and social inequalities*.

In addition to the usual tools of scientific discourse (publications, scientific conferences, lectures, teaching courses and modules), the results of research will be disseminated via digital media such as online databases, smartphone applications and visualisations and reconstructions of the studied phenomena. In this way, the topic will contribute to the priority topic *Digital transformation and digital humanities*.

Although a large number of topics in this field address memory and cultural capital in a changing world, the topic *Memory, heritage and cultural change will* be directly investigated through the following priority research topics.

Information and Communication Sciences: *1. Researching heritage institutions and digitisation of heritage in the context of changes brought about by technology, and researching users and their needs in the transformed media and information environment. The Department of Information and Communication Sciences has a particular interest in the digitisation of linguistic and historical cultural heritage, and protection and availability of heritage in an online environment.*

Philosophy: *1. History of philosophy; 4. Contemporary social and political identities; 5. Philosophy of Culture, Art, Education and Sports.*

Philology: *1. Texts in context – international contacts and supranational frameworks; 3. Literature, extra-literary media and performing arts; 8. Missed topics from the history of Croatian studies; 11. Sociolinguistics: cultures, diversity, contacts, heritage and identities.*

History: *4. Cultural policies and heritage in the historical Croatian territory.*

History of Art: *1. Transformations of cultural landscape of the eastern Adriatic coast and islands in long duration; 2. Croatian cultural heritage in the Middle Ages and the modern era – Central European and Mediterranean perspectives; 3. Croatian cultural heritage, identities and institutions in the European context.*

Archaeology: *2. Tangible and spiritual culture of the eastern Mediterranean in the Bronze Age, of Greeks in their homeland and the Mediterranean, and of Romans in Rome and Italy Research at the site of Vučedol.*

Ethnology and Anthropology: *3. Heritage and memory.*

Science of Art: *2. History of film, theatre and new media. Filmographical, bibliographical and theatrographical analyses of film and theatre heritage.*

3. DIFFERENCES, IDENTITIES AND SOCIAL INEQUALITIES

Contemporary societies have become increasingly complex and heterogeneous, both structurally and culturally, which is a consequence of many different but interwoven processes. Migrations have enhanced cultural and linguistic heterogeneity. In parallel, economic and technological processes have prompted the fragmentation of the social structure that was established in most European societies after World War II. Cultural changes have brought about the weakening of the assigned identities through increased fluidity of identity, multiple identities and greater subjectivity of the individual in the selection and development of own identity and group identity. Differences (ethnic, religious, linguistic, gender, class, status, etc.) and identities are increasingly in the focus of political debates and confrontations. At the same time, social inequalities have undergone transformation and new forms of social exclusion have emerged.

In the Croatian social and cultural context, this topic is particularly relevant given the significant regional differences of identity and language, the inter-ethnic relationships disturbed by the Homeland War and the intensified public debates on the position and rights of minority and marginalized social groups.

All these topics have been in the focus of interest of the Faculty's researchers for a number of years. By identifying this topic as one of the priority interdisciplinary topics, we wish to encourage further research efforts in this area and collaboration among researchers from different scientific fields and areas.

The contribution of the Faculty of Humanities and Social Sciences will include researching the following priority topics across several scientific fields.

Sociology: *1. Researching social inequality.*

Psychology: *5. Challenges of identity construction, interpersonal and intergroup relations in changing contexts of Croatian society.*

Pedagogy: *2. LGBT (in)visibility in school: the perspective of educators, students and parents.*

Philosophy: *4. Contemporary social and political identities.*

Philology: *2. Culture, literature and theories of interpretation* and *11. Sociolinguistics: cultures, diversity, contacts, heritage and identities.*

Ethnology and Anthropology: *4. Culture and identity – challenges of inclusion.*

Science of Art: *1. Contemporary film and performing arts theories. Contexts,representations, identities and policies.*

4. Continuity and changes in the national culture and language

Ever since its establishment, the Faculty of Humanities and Social Sciences has been the central place for researching topics relative to the national culture and language. Our continuity, tradition, volume of researchers and range of disciplines (from ethnology and cultural anthropology, philology, history of art and archaeology to sociology and philosophy) that address these topics are unmatched in Croatia. Almost all key findings, theories and major works on national culture and language were published by researchers and teachers from the Faculty of Humanities and Social Sciences. In other words, the Faculty has been a key player in the processes of articulation of national positions in the domain of linguistic and cultural policies through different political regimes. In the upcoming period, the Faculty will continue to act along these lines, acknowledging its responsibility to adequately research linguistic and cultural topics in accordance with the latest methodological and theoretical trends.

As a central place that provides an institutional framework for defining and critically examining insufficiently represented topics of national language and culture or those that have been researched in an outdated manner, the Faculty accepts its responsibility for the collection, classification, professional processing (for example, transliteration, analyses, digitisation), preparation of critical and scientific editions, both printed and digital, preservation and critical and comparative evaluation of the dynamic national corpus. The recognition of neuralgic and omitted items in the research of national culture and language in the past and present is our scientific and social responsibility, as well as our comparative advantage.

Although the topic refers primarily to research concerned with domestic issues, it investigates Croatian culture and language from a multicultural perspective and dynamics and in a contextually broader perspective: our territory (locally) undoubtedly reflects global problems and trends, but it also points to specific problems and trends that are either poorly visible or suppressed in the global context. Furthermore, the set of issues related to our cultural field often affects other cultural fields – the critical analysis of similarities and differences in national experience can contribute to an understanding of broader cultural processes. Heterogeneity, multiplicity and diversity of national culture, understood not only in ethnic but also in political terms, including the cultures of national minorities, are both an advantage and a challenge in the cultural and historical sense, as well as in terms of research.

Given that the Faculty offers the most competent knowledge of national philology, primarily at the Department of Croatian Language and Literature, but also in a number of chairs and institutes at other departments, this topic includes critical analyses, basic and applied research of a narrow disciplinary scope, for example studying national cultural landscapes in relation to the (dis)continuity of language standardisation, language history

and onomastic heritage, Croatian lexicography, Croatian literary canon, etc. In a broader cultural and historical sense, this topic concerns the historical effects of dynamic transitional processes on artistic and social practices, national heritage and identity, investigating cultural, religious, conceptual and ideological impacts in view of the specificities of the national geopolitical area (The Venetian Republic, Ottoman Empire, Austria-Hungary, Yugoslavia, European Union...). In this aspect, the topic is closely related to the topic *Memory, heritage and cultural change* and in some aspects with the topic *Differences, identities and social inequalities.*

The contribution of the Faculty to this topic will be given through research carried out in the following priority topics across several scientific fields:

Philology: *1. Texts in context – international contacts and supranational frameworks; 2. Culture, literature and theories of interpretation; 8. Missed topics from the history of Croatian studies; 11. Sociolinguistics: cultures, diversity, contacts, heritage and identities.*

History: *1. History of networks, exchanges and mobility* and *4. Cultural policies and heritage in the historical Croatian territory.*

History of Art: *2. Croatian cultural heritage in the Middle Ages and the modern era – Central European and Mediterranean perspectives* and *3. Croatian cultural heritage, identities and institutions in the European context.*

Archaeology: *4. Processes in the Middle Ages through the study of settlements, church architecture and cemeteries.*

Ethnology and Anthropology: *3. Heritage and memory; 4. Culture and identity – challenges of inclusion.*

5. Digital transformation and digital humanities

The process of digitisation includes transforming different forms of information into a digital form. The implications of this seemingly trivial fact are far-reaching because the digitisation process frees data from their initial purpose. The data freed in this way become exposed to an almost limitless amount of mathematical transformations, irrespective of the nature and origin of data. This is why digitisation has long outgrown itself as a technological innovation and has become the process of media creation in which new dimensions of existence and relations are reflected – it has become the means of transformation of the world in which we exist. As the impact of this process on humans and on society has become more important than the very process, it is the duty of social sciences and humanities to analyse, understand and anticipate the world created through digitisation. In other words, social sciences and humanities are tasked with using digital transformations (for the purpose of keeping, creating and analysing data) and studying the consequences of applying digitisation.

Social sciences and humanities are particularly interested in applying and analysing digital transformation in: philology and culture (digital humanities, new insights into the known data, preservation of endangered languages, speech aestheticism and authenticity, impact of unlimited storage on the culture of memory, etc.), history (data-driven history), sociology and psychology (reconsidering the relationship between the public and the private, linking individuals and groups, redefining participation in political life, etc.), communication sciences and media (sound, image and text digitisation has not only brought about changes in economic power relations, but has also changed the relationship between content and the media transmitting that content), and education (digitisation of teaching content, location and time of learning have reduced some inequalities, but also created conditions

for new ones). Therefore, this is a strategically significant interdisciplinary research topic for the Faculty as a whole.

Digital transformation and digital humanities will be researched across the following priority topics.

Information and Communication Sciences: *2. Researching heritage institutions and digitisation of heritage; 3. Researching topics related to digital interactions, information and media literacy.*

Sociology: *3. Researching the impact of digital transformation on social changes.*

Psychology: *4. Internet, development and health.*

Pedagogy: *1. Practical constitution of pedagogical subjects with special emphasis on their mediation in the media.*

Philology: *3. Literature, extra-literary media and performing arts, 9. Language technologies, repositories, infrastructures and digital humanities, 10. Challenges of multilingualism: translation and language teaching; 12. Speech variability and speech technologies, 13. Language, cognition and communication: psycholinguistic, cognitive linguistic and neurolinguistic research.*

History: *3. History of settlements, space and environment.*

History of Art: *5. Exploring the possibilities to implement contemporary educational strategies in learning and teaching art history in secondary and higher education levels in Croatia.*

Archaeology: *2. Tangible and spiritual culture of the eastern Mediterranean in the Bronze Age, of Greeks in their homeland and the Mediterranean, and of Romans in Rome and Italy.*

Science of Art: *5. Material conditions for the creation and reception of theatre plays and film. Theatre and film audiences.*

6. Methodological and epistemological challenges of contemporary science

In the prescientific era, it was often the case that important findings carrying transformation potential remained unnoticed and their potential unrealized. Therefore, in the 19th century science developed as a profession. In the 20th century, clearly defined scientific disciplines frequently faced a new challenge – their own inadequacy in solving complex and multidimensional problems posed before them by the increasingly demanding world. These reluctantly solved complex problems were then pushed to the rims of traditional disciplines, especially to the points of overlapping of several disciplines, and the rims and points of overlapping between traditional disciplines soon became repositories of the most exciting theoretical and experimental challenges. One of the usual patterns to approach issues lying at the interfaces of traditional disciplines is interdisciplinarity. Creating scientific models that bridge different disciplines has become the key element of knowledge production. This form is becoming increasingly complex in the times of complex challenges. The requirements to include diverse disciplines continue to increase, as does the need to re-examine the common methodological procedures, in proportion to the diversity of integrated disciplines. Furthermore, the success of every research, in both "soft" and "hard" sciences, is frequently measured by the ultimate effect of scientific achievements on humans and the society, which affects some epistemological and ontological assumptions of research questions. Therefore, the implications of this topic go beyond the limits of social sciences and humanities.

The Faculty of Social Sciences and Humanities recognizes its responsibility in this process. By strengthening collaboration within social sciences and humanities, it creates possibilities

for more rigorous methodological procedures and for new areas of activity (for example, gender studies). On the other hand, a more intense opening of social sciences and humanities towards other sciences is the key requirement when it comes to addressing many complex issues of today (for example, climate change and the environment). This requirement can be met by better understanding epistemological and methodological characteristics in social sciences and humanities.

An example of good practice in this context is certainly the Scientific Centre of Excellence for Integrative Bioethics. The framework of this topic will provide a sound basis for other such examples through the achievement of its priority research topics.

Although most priority topics address methodological and epistemological challenges to a greater or lesser extent in different individual studies, the following topics are most directly related to the described issues.

Psychology: 2. *Applying psychometric theory in constructive and pragmatic validation of contemporary psychological measuring instruments.*

Philosophy: 1. *History of Philosophy; 2. Logic, Epistemology and Philosophy of Science.; 3. Integrative Bioethics.*

Philology: 2. *Culture, literature and theories of interpretation; 7. Institutional positioning and level of infrastructure of (South) Slavic studies in Croatia; 10. Challenges of multilingualism: translation and language teaching.*

History: 2. *Historiography and other forms of mediation and reception of history; 3. History of settlements, space and environment.*

History of Art: 1. *Theoretical discourses of cultural production in the context of cultural studies.*

Archaeology: 1. *Interdisciplinary research of prehistoric communities, their social structure and environment in the territory of Croatia.*

3.2. Priority topics across scientific fields

SCIENTIFIC AREA: SOCIAL SCIENCES (5)
FIELD: INFORMATION AND COMMUNICATION SCIENCES (5.04)

1. Researching the role of information technologies in the improvement of quality and methods in education. Digital educational materials and repositories of educational resources

From the start, information sciences have been focused on the role of ICT in education and changes brought about by the information society. The research of e-learning, technological transformation of media and sources of information and knowledge are associated with the information revolution and changes that have been in the focus of research topics addressed by the Department of Information Sciences. They are also determined by the affiliation of information and communication sciences to the area of social sciences.

Objectives:

1. To explore the impact of ICT in education, robotics, artificial intelligence and digital transformation of learning resources for the general improvement of quality of education. To provide learning programmes through research to persons with special needs. (3 studies)
2. To work on the digitisation and digital transformation of media.
3. To explore relations between digitisation and e-learning.
4. To explore the impact of digital inclusion/exclusion on education.

Activities:

1. Holding a series of guest lectures and workshops on technological opportunities and good practices.
2. Publishing at least five scientific papers based on research conducted in this area.
3. Submitting project proposals in response to calls for funding of research (from first to third year).
4. Purchasing relevant literature on a continuous basis.
5. Organizing a scientific conference addressing relevant issues and topics or proposing a round table discussion on right to knowledge and education for people with special needs, as well as ICT opportunities.

2. Researching heritage institutions and digitisation of heritage

This involves researching the context of changes brought about by technology, as well as users and their needs in the transformed media and information environment. The Department of Information and Communication Sciences has a particular interest in the digitisation of cultural heritage, and protection and availability of heritage in an online environment.

This priority topic aims to explore the impact and relevance of heritage in modern society, including all broadly and narrowly understood social processes related to the idea/phe-

nomenon of heritage in the physical (real) and digital (virtual) environment. To be explored are the ways in which the totality of cultural phenomena translate into a heritage concept or concepts, how these are perceived, interpreted and used within different spheres and differently shaped discourses, such as social and political, economic and developmental, and educational. The focus is placed on a full range of discourses in the area of heritage creation and management, from those created at the highest levels (cultural policy, regulatory basis and practices of protection and management) to the activities of cultural/heritage institutions (the so called GLAM sector, institutional heritage sites, hybrid heritage institutions and phenomena) and various forms of social/civic participation and inclusion (associations, civic engagement, specific heritage communities).

Research topics: the role of heritage in a complex social environment (critical approach); development of heritage management models relevant to social development; significance and role of cultural policies in the shaping of national and other identities; a new paradigm of physical protection of cultural and natural heritage considering globalisation challenges; the role of heritage institutions (GLAM - Galleries, Libraries, Archives, Museums) in the digital transformation of society, and forms of knowledge creation in the discursive action of heritage institutions. Information and communication sciences actively participate in the social changes that affect heritage institutions as a result of dramatic technological transformation and a virtual world affecting the institutions and their resources and changes. These are the topics addressed by the Department. Through the development and use of tools for digital humanities, these research topics allow for intelligent searching and access to large volumes of heritage-relevant (textual and other) data obtained through digitisation, as well as data stored in the digital repositories of heritage and GLAM institutions.

Objectives:

1. To explore the social relevance of heritage in accordance with given research topics (four studies, of which one is co-financed by the European Union).
2. To explore the impact of heritage, (computer-based) language resources and tools for digital humanities on the economy, public administration and the development of social community, archives, libraries and museums (three studies).
3. To analyse the needs of the economy and public administration for the development of Croatian language resources and tools (one study).

Activities:

1. Holding guest lectures and workshops on a continuing basis.
2. Publishing at least five scientific papers based on research conducted in this area.
3. Submitting project proposals in response to calls for funding of research on a continuous basis.
4. Conducting qualitative and quantitative research (from second to fifth year).
5. Cooperating with key state administration and local authorities, international and national professional associations and economic operators in the definition of cultural policies, heritage management models and forms of cultural and natural heritage protection, as well as other research topics, on a continuous basis.
6. Planning and programming the Museum of the University of Zagreb (second year).
7. Preparing and organizing scientific conferences (fifth year).

3. Researching topics related to digital interactions, information and media literacy

These topics, including social interactions, are based on algorithms whose performance is invisible and non-transparent from the perspective of an individual. Digital tools are easy to use nowadays since they require minimum cognitive effort. Numerous studies show that they prompt non-reflexive interactions and fast/instant solutions along with a decrease in the critical potential of the digital environment.

In this context, the Department of Information and Communication Sciences will conduct interdisciplinary research in which it will examine a number of information society postulates, from dominant structures, creation mechanisms and information flows in the digital environment to the critical questioning of phenomena and factors such as digital monitoring, (non)transparency, co-modification of information interactions, internet identity and privacy, authenticity and new evaluation heuristics that define the potentials and limitations of technology in accessing knowledge and understanding reality.

Explore and take a critical approach to concepts related to the application and development of digital humanities. It is essential to explore and develop an array of complex methods, starting from management of digitized and digitally-created content (text, visual sources, audio and video recordings, 3D models of objects and spaces) that enable a long-term preservation of objects and information and their analysis and interpretation, including the standardisation of metadata schemes and implementation of high levels of data openness (RDF, open interconnected data) as well as the development of formal ontologies as a requirement for semantic web functionalities.

Standardized management of large quantities of data (predominantly created through digitisation procedures) is a precondition for data analysis, visualisation and interpretation. Further, additionally structured and semantically enriched data allows for the implementation of semantic technologies in the derivation of new information and knowledge. At the same time, it is necessary to assume a critical approach to digital humanities and question various concepts and mechanisms (non-transparency of certain methods, lack of cultural criticism, lack of pedagogical approaches etc.).

Digital humanities allow for various forms of communicating digital humanities content (hypertext, virtual exhibitions, digital storytelling etc.). For science to be socially relevant, it is particularly important to ensure mechanisms for the participation of users i.e. general public via information systems and platforms supported by crowdsourcing, citizen science projects and community-engaged learning.

Objectives:

1. To conduct at least three studies covering various aspects in the problem space of complex modern information interactions.
2. To conduct a wider investigation of the impact of digital humanities on related scientific disciplines and the society as a whole.

Activities:

1. Cooperating with key stakeholders involved in digital humanities (heritage institutions, academic community, society).
2. Publishing at least eight scientific papers.
3. Holding a series of guest lectures on trends in digital humanities.

4. Organizing international workshops (second and third year).

5. Holding international scientific conferences and dedicated sessions and panel discussions.

6. Submitting project proposals in response to calls for funding of research (continuous activity).

7. Supervising doctoral dissertations on a continuing basis.

8. Continually researching literature, norms and implementations related to digital humanities.

4. Researching and applying technology in the investigation and solving of problems of special groups such as the hearing-impaired and the visually impaired.

This topic is already explored by the researchers from the Department of Information and Communication Sciences. In the upcoming period, the Department will contribute to researching programmes of recent technological and related opportunities pertaining to the right to information and knowledge. By doing so, we will increase the relevance of our research and at the same time promote our own programme.

Objectives:

1. To explore the application and influence of robotics, artificial intelligence and digital transformation of information and knowledge sources, especially in view of the changes in the social organisation and social inequalities and values (three studies).

2. To explore the impact of digital inclusion/exclusion on the dynamics of social inequality.

Activities:

1. Holding guest lectures and workshops (second and fourth year).

2. Publishing at least five scientific papers based on research conducted in this area.

3. Submitting project proposals in response to calls for funding of research (from first to third year).

4. Preparing and organizing conferences (fifth year).

5. Purchasing relevant literature on a continuous basis.

FIELD: SOCIOLOGY (5.05)

1. Researching social inequality

Social inequality is one of the key topics of sociological research. The issue of inequality is a traditional topic of various studies and research groups in the field of sociology, both in Croatia in general and at the Faculty of Humanities and Social Sciences. In the following period, various research traditions will be connected and cooperation of research teams will be improved in order to achieve synergy and explore processes underlying changes in social stratification and inequality in different areas. This topic unites the so far largely unrelated research of gender inequality, inequality in access to education and social services, inequality in political participation, reproduction of social inequality in urban space and housing as well as research of collective action aimed at correcting social inequalities.

Objectives:

1. To conduct at least two empirical studies in the field of social inequality.
2. To publish at least five co-authored scientific papers in this field.
3. To organize an international scientific workshop on social action aimed at correcting social inequalities.

Activities:

1. Holding at least one scientific workshop with international participants (second year).
2. Organizing a guest lecture by an international scholar (third year).
3. Preparing at least three research project applications (first to third year).
4. Presenting at least five papers at international conferences (second to fourth year).
5. Purchasing relevant literature on a continuous basis.
6. Preparing co-authored scientific papers for publication on a continuous basis.

2. Researching the sustainability of social community, security and social cohesion

Global restructuring processes have significantly changed the shape of social action and social institutions as well as the management of social process. This topic covers research of different types of civic associations, research of new participation practices and models in the areas of economy, politics and culture, changes in social values and identity as well as transformations in the fields of security and social risks.

Objectives:

1. To conduct two empirical studies on social values, new forms of social action and social participation models.
2. To publish at least five scientific papers in this area of research.

Activities:

1. Holding at least one scientific workshop (second year).
2. Organizing a guest lecture by an international scholar (third year).

3. Preparing at least three research project applications (first to third year).

4. Presenting at least five papers at international conferences (second to fourth year).

5. Purchasing relevant literature on a continuous basis.

6. Preparing co-authored scientific papers for publication, on a continuous basis.

3. RESEARCHING THE IMPACT OF DIGITAL TRANSFORMATION ON SOCIAL CHANGES

The impact of new technologies on society has always been the focus of interest in sociology. Changes in social relations are significantly characterized by the potentials and usage of new technological solutions and new media. Digital transformation changes the existing forms of sociability, social values and norms. By isolating this thematic area, research efforts are directed at systematic exploration of social links related to new technologies.

Objectives:

1. To conduct two empirical studies on the impact of digital transformation and new media on the changes in social relations.

2. To publish at least five scientific papers in this area of research.

3. To organize an international scientific conference on digital transformation, communication and media.

Activities:

1. Organizing guest lectures on digital transformation and impact of new media on social relations and social action on a continuing basis.

2. Organizing at least one guest lecture by a renowned international scholar in the field of new media application in new forms of social action (second year).

3. Organizing an international scientific conference (third year).

4. Submitting at least three research project applications (first and second year).

5. Purchasing relevant literature on a continuous basis.

6. Conducting a quantitative research on the relationship between usage of new media and changes in social relations (third and fourth year).

7. Preparing co-authored scientific papers for publication, on a continuous basis.

FIELD: PSYCHOLOGY (5.06)

1. ETIOLOGIES OF INDIVIDUAL DIFFERENCES IN PERSONALITY, COMPETENCIES AND LIFE OUTCOMES

The objective is to research sources of individual differences in different psychological constructs, examining how biological and social factors contribute to the development of personality and competencies, and how they affect education, personal growth and development, i.e. welfare and socially relevant behaviour and attitudes, in relation to dispositions and different life outcomes. Several methodological and content approaches can be taken in relation to this research problem. One is the genetic research methodology, where data would be collected from genetically informative populations (research on twins and

family research). Public domain data may also be used, collected in international projects in which members of the Department of Psychology were involved. Another is the evolution context, emphasizing the postulates of evolution biology about successful adjustment through an interaction of genetic, morphological, physiological and behavioural factors in a certain social environment. Unsuccessful adjustment leads to genesis of diseases, poor adjustment and decreased life quality of an individual. The key question is which factors lead to this result.

We especially intend to focus on theoretical frameworks and constructs for which there is scarce data in research on etiologies of individual differences (e.g. HEXACO model of personality or research of educational outcomes in relation to genetic factors, personalities and competencies etc.). To be taken into account are individual characteristics such as anxiety, depression and coping, and temperament/personality traits, primarily those expressed through increased inhibition rather than activation, social factors and partner and family relationship patterns. As one of the basic methods of verifying evolution hypotheses is testing the universality of certain forms of behaviour, some settings will be tested in an intercultural context.

Objectives:

1. To conduct at least four studies of which one should be intercultural.

Activities:

1. Collecting new data (second and third year).
2. Submitting project proposals in response to calls for funding of research.
3. Purchasing relevant literature on a continuous basis.
4. Purchasing laboratory equipment for registration of physiological parameters (pulse, pressure, EDR, temperature, breathing etc.).
5. Training of research team members, on a continuous basis.
6. Maintaining presence in the media aimed at popularisation of research findings.
7. Attending one or two international scientific conferences per year.
8. Publishing research outcomes in relevant international journals (min. 6 scientific papers).

2. Applying psychometric theory in constructive and pragmatic validation of contemporary psychological measuring instruments

Psychometric theory and specific models in contemporary test theory provide an accurate quantitative framework and a full methodological apparatus for testing hypotheses on structure, stability and sources of inter-and intra-individual variability in the measurement of psychological constructs developed within all domains of scientific psychology. Such psychometric models and the corresponding multi-variant methodology represent the necessary foundation for evaluating quality of derived operationalisations in psychology, but also in social sciences in general. Intense technological development leads to increasingly wide computer application of psychological measuring instruments and online application, which requires certain adjustments and a thorough validation of outcomes of such measurements.

The proposed research topic includes validation procedures relating to models for analysis and integration of various measures available via computer application of tests and an assessment of specific sources of individual differences in test results, such as personality traits, variations in certain biological factors and respondent strategies. Special attention will be given to the application of these models and specific methodology to measuring personality in an organisational context. Research will be directed at investigating the correlation between personality traits measured by means of traditional and contemporary approaches and different types of working behaviour (success in basic work tasks, undesirable organisational behaviour, responsible organisational behaviour and success in managerial roles), whereby foundations will be laid for the development of an applicable system of employee selection and development. Therefore, with expected methodological improvements and theoretical psychometric contributions, findings from this research topic should generate valuable practical solutions, to be potentially used particularly in the domain of human resource management.

Objectives:

1. To conduct research studies which test hypotheses about structure, invariance and sources of intra-individual variability in emotional and interpersonal functioning measurements.
2. To analyse the interrelationship of traditional and contemporary methods of personality assessment.
3. To explore mechanisms by which personality influences work behaviour.
4. To develop a commercial system of employee selection and development.

Activities:

1. Submitting proposals for research projects related to psychometric characteristics of contemporary methods for assessing individual differences and the relationship between personality and work behaviour.
2. Establishing international cooperation with leading scholars and institutions in this field, and participating in intercultural research studies.
3. Organizing large- and small-scale conferences on psychometry and psychological selection.
4. Publishing scientific papers in high ranking scientific journals (Q1 and Q2).
5. Publishing scientific and professional papers in Croatian journals in order to develop scientific terminology and inform the scientific and professional public.
6. Cooperating with experts in human resource management through workshops and round-table discussions.

3. RESEARCHING COGNITIVE, MOTIVATIONAL AND CONTEXTUAL DETERMINANTS OF EDUCATIONAL OUTCOMES IN TRADITIONAL AND ONLINE TEACHING

Psychological characteristics of individuals are of great importance in achieving and predicting outcomes of an educational process. These characteristics can roughly be divided into cognitive and motivational. Some of the most prominent motivational factors are attitudes toward the teaching subject, expectations of success in the teaching process and subjective values of learning outcomes in individual thematic areas. The most prominent cognitive factors are general cognitive status, working memory, long-term memory and

the related attention and perception processes. Interrelatedness of cognitive, motivational and contextual determinants of educational outcomes in teaching both sciences and social subjects still has not been sufficiently investigated. This is even more important in the context of increasingly widespread and frequent teaching in an online environment. Therefore, it is necessary to research how these variables can contribute to a better prediction and achievement of planned learning outcomes. In addition to testing theoretical models, findings obtained under this research will also contribute by providing recommendations for future educational practices and potential interventions, such as the development of an efficient e-learning and e-testing system. In addition, findings will be used to develop cognitive trainings primarily aimed at strengthening working memory capacities in different populations (from hyperactivity in children to strengthening attention and multitasking in adults). They primarily result from understanding the nature and structure of cognitive processes in learning outcomes.

Objectives:

1. To conduct at least three studies on the role of motivational and contextual determinants of student achievements in mathematics and sciences, and on positive school climate.
2. To conduct at least three studies on how cognitive factors of memory and working memory affect teaching efficiency in an online environment.
3. To explore the potentials of e-testing and analyse the possibilities of personalizing the online educational process based on testing.

Activities:

1. Submitting project proposals in response to calls for funding of research (first to third year).
2. Conducting qualitative research on teachers' motivational styles in mathematics, physics, biology and chemistry (first year).
3. Researching cognitive processes in an ICT environment and the applicability of results in online education.
4. Exploring the potentials of e-testing and analysing the possibilities of personalizing the online educational process based on testing.
5. Presenting research findings at relevant scientific and professional conferences and round-table discussions (on a continuing basis).
6. Publishing scientific papers in relevant and renowned international journals (min. five scientific papers) on a continuing basis (especially during fourth and fifth year).
7. Purchasing relevant literature and equipment (on a continuing basis).

4. Internet, development and health

The Internet has undoubtedly created a completely new information environment which shapes social reality in a wide range of behaviours and experiences. When it comes to health, the Internet shapes beliefs on the causes of disturbances and disorders, their prevalence and treatment. A recent study by the European Commission (2015) has shown that over 59% of citizens use the Internet to search for health-related information and that young people are more likely to use it than the elderly. Even though online searching for health information may be useful, research shows that it also has negative consequences.

Websites that users consider credible mostly contain a lot of incorrect and incomplete information. They often advocate self-diagnosis and self-treatment, which is risky due to limited medical knowledge of most people. Research shows that one third of individuals suffer from higher levels of anxiety after health-related searching. This state is commonly referred to as cyberchondria.

Nowadays, Internet usage is important when it comes to the psychophysical development of children and youth. There is an increased influence of media and technology influence on development processes and outcomes. At the same time, two contradictory concerns are emerging: media and technology are harmful to human development as we know it, but the development of those who do not enjoy the privilege to use new technologies and media will in a way be hindered and they will not be able to adjust to modern digital society. The digital age, which is changing all aspects of life to a considerable extend, necessarily influences individual development. However, all aspects of this influence, such as their mechanisms, are still not sufficiently known.

A large number of developmental and health psychologists are increasingly focusing on this research area.

The objective of planned studies is to test demographic, dispositional and behavioural risk factors that would explain inter-individual differences in responses to searching for health information online. Additionally, it is necessary to investigate the impact of digital technologies on various aspects of individual development during all stages of development (childhood, adolescence, adulthood and old age). Researching the role of the Internet in the development and health of both individuals and the wider community will increase the social relevance of research findings which could result in recommendations for education and could inform wider social and health policies.

Objectives:

1. To conduct at least five studies on the predictors of cyberchondria with special emphasis on the characteristics of information being searched for and roles (parents, searching for terms related to mental and/or physical illnesses).

2. To conduct at least two studies on factors and consequences of the use of digital technologies on individual development, and changes in the relations and processes within other microsystems, particularly families and parenthood, peers and educational system.

Activities:

1. Holding one guest lecture by a renowned international scholar on psychological consequences of searching for health information online and the role of the Internet in individual development.

2. Networking with international scholars who research the same topic.

3. Publishing at least ten scientific papers based on outcomes of research conducted in this area.

4. Submitting project proposals in response to calls for funding of research (first to third year).

5. Organizing an expert symposium at a relevant international conference.

6. Purchasing relevant literature (on a continuing basis).

5. Challenges of identity construction, interpersonal and intergroup relations in changing contexts of Croatian society

The proposed topic is an operationalisation of strategic research objective no. 2 of the Department of Psychology, which is defined as research of the improvement of interpersonal and intergroup relations (see *Self-Analysis of Undergraduate and Graduate Study Programme in Psychology from 2008 to 2013*). Recent years have seen extensive research of the determinants of interpersonal and intergroup relations, but mainly in the context of disturbed social relations. The new research strategy envisages the development of project proposals and research designs directed at identifying determinants contributing to positive social relations in the context of the development of multiple identities as an indicator of healthy psychosocial development of individuals and communities. This is in accordance with contemporary trends in social sciences, particularly psychology, which is increasingly focused on the development of positive relations and not only mending the disturbed ones. The research programme will thus include studies building upon existing research on the majority and minority integration processes in ethnically mixed communities in order to identify factors contributing to the creation of stable functional communities. Special attention will be given to school as a system capable of contributing to positive integration processes. These studies are expected to address issues of integration of immigrants, which will be the main social challenge in EU countries in the coming years. Furthermore, research will focus on the development of multiple identities of different minority groups (ethnic, gender, sexual minorities) and their contribution to a successful psychosocial adjustment. Special attention will be given to family influence in the development of stable multiple identities (in this context, factors contributing to the development and maintenance of successful partner relationships will be examined), and influence of stable parent relationships to developmental outcomes in children. New research questions and programmes are expected to arise from existing research programmes, along with networking with Croatian scholars from similar disciplines and with renowned international scholars.

Objectives:

1. To implement and complete existing projects and programmes of the Croatian Science Foundation, the British Council, bilateral projects of MSES and studies receiving annual financial support from the University of Zagreb.
2. To conduct a series of qualitative studies on integration processes with various minority and majority groups.

Activities:

1. Organizing guest lectures of renowned international scholars.
2. Promoting and organizing outgoing guest lectures of project team members.
3. Purchasing relevant recent literature.
4. Submitting at least one new project applications to Croatian and/or international calls for project proposals.
5. Organizing project meetings of existing teams with the aim of networking.
6. Organizing a national conference on the integration of minorities in Croatian society; organizing several international meetings with the aim of networking and new project applications; organizing thematic symposiums and round-table discussions within significant Croatian and international conferences in order to increase the visibility of Croatian researchers.

7. Conducting at least two extensive quantitative studies with different minority and majority groups.

8. Supervising and working on doctoral dissertations (on a continuing basis).

9. Participating in conferences and organizing thematic symposiums.

10. Organizing methodological workshops for doctoral students and project teams.

11. Writing and publishing scientific papers (min. six papers).

FIELD: PEDAGOGY (5.07)

1. Practical constitution of pedagogical subjects with special emphasis on their mediation in the media

The research of principles and systematic organisation of pedagogy as a science, the specifics of its perspective and the specific presence of its subject in the given perspective is still insufficient both in Croatia and worldwide. The topic is defined with this in-depth intention on the basis of the contemporary notion of practice established under Immanuel Kant and extending through classical German philosophy, Karl Marx and critical theory. In this sense practice is a self-setting activity of a self-transformative subject, rather than "professional" or "expert" practice within an already established framework. Even though the concept of practice is essentially pedagogical, it still needs to be specified in the field of pedagogy, and the *pedagogical* specificity of such practical existence should be defined within the pedagogical framework. In this context, it is necessary to increase the use of relevant international literature, especially that from the German-speaking area.

A special aspect of this topic is the reflection on and research of mediation in the media of this pedagogical subject, where media are not merely used for "neutral transmission of content", but are also material constituents of the specific forms of practice that implicitly enable/disable some forms of existence and action. In addition, discursive characteristics of media and their practical-formative logic will be exemplified by qualitative pedagogical research of a specific area of commercial computer games.

Objectives:

1. To investigate pedagogy as a systematic science from the point of view of practical constitution of a pedagogical subject and research media as material constituents of specific forms of practice and existence with an emphasis on computer games media.

2. To increase international cooperation within the area of critical-practical constitution of pedagogy and pedagogical research of media.

3. To increase the use of relevant international (in particular German) literature on systematic organisation of pedagogy as a science.

Activities:

1. Publishing two books.

2. Publishing at least three articles on systematic foundation of pedagogy as a science, originating in the modern notion of practice (first to third year).

3. Participating at four international conferences (first to fourth year).

4. Continually publishing in the popular internet environment at least ten qualitative analyses of computer games, focusing on their practical-formative logic in order to promote reflectivity in approaching the media.

5. Purchasing literature on a continuing basis.

6. Translating at least three relevant recent books from the German-speaking area on systematic organisation of pedagogy as a science.

2. LGBT (IN)VISIBILITY IN SCHOOL: THE PERSPECTIVE OF EDUCATORS, STUDENTS AND PARENTS

The results of research indirectly dealing with LGBT issues point to an alarming level of homophobia in Croatian society, particularly in terms of attitudes of students and educators towards sexual and gender minorities. The focus of recent research has been mostly on LGBT students and to a lesser extent on their parents, whereas LGBT educators so far remained excluded. Surveys about recognizing and experiencing LGBT content in the curriculum and LGBT participants in the educational process carried out by educational staff are of great importance from the selected critical and pedagogical perspective because the role of teachers is perceived as that of a transformative intellectual, which means that the teacher is actively aware of his/her power and responsibilities, promotes justice and equality, actively resists all forms of oppression and tries to transform his/her own practices and society as a whole. By understanding the role of educators in this way, this topic is imposed as a research area which needs to be addressed from a critical and pedagogical perspective, which is why research of LGBT (in)visibility in the school is approached precisely from the educator's perspective. However, as educators' practices do not constitute the totality of the educational process, in accordance with the aforementioned critical-pedagogical perspective which emphasizes the importance of a holistic approach to experiences of different stakeholders, this research topic will additionally focus on the perspective of students and their parents. This type of research is a direct continuation of existing research projects carried out at the Department of Pedagogy.

Objectives:

1. To analyse similar theoretical and empirical studies, create theoretical frameworks and develop research designs.

2. To create guidelines to improve visibility and position of LGBT content and persons in the educational process.

3. To supervise the work of educators in order to promote LGBT inclusion in schools.

4. To continually promote LGBT inclusion in society through cooperation with partner organisations from the civil sector.

5. To plan for the sustainability of the research topic by cooperating with international partners.

Activities:

1. Continually purchasing relevant literature and developing research databases.

2. Conducting a series of field studies with different participants (educators, students, parents).

3. Disseminating research results in at least five international scientific conferences and publishing at least five scientific papers in renowned international journals.

4. Issuing a manual for educators.

5. Holding supervision meetings.

6. Advocacy work.

7. Designing and submitting new project applications.

3. Researching didactic culture in educational institutions

Pedagogically comprehensible concretisations of educational culture can be perceived from the perspective of pedagogical culture, didactic culture, relationship culture, specific culture of an educational institution, organisational culture and organisational and pedagogical leadership. This research focuses on three of the above-mentioned educational culture concretisations.

The first one is didactic culture which entails values, beliefs and attitudes of educational process leaders about the subjects and individual teaching elements. Values, beliefs and attitudes significantly influence teacher's behaviour and relationships in the teaching process. Therefore, thorough investigation is necessary.

Further, contemporary positioning of practitioners in the educational process implies understanding the child's/student's perspective. Implicit pedagogy of practitioners is contained in the entire communication context and evident in the position chosen by an adult in relation to the child in the educational process. Raising awareness of "theory in action" is a significant part of the practitioner's reflection and self-reflection and a way of selecting clear and differentiated roles in a dynamic practical area.

The third one is leadership, as a multilayer and multidimensional theoretical phenomenon which shifts its focus from the dominant perspective of managing people and processes in an institution to developing relations, strengthening partnerships and developing teams and learning networks. In this respect, scientific research mostly focuses on the influence of distributed, transformative and contextual leadership on an educational institution and its processes.

Objectives:

1. To conduct a study in educational institutions in order to analyse the culture of relations among students (those being educated) and between students and practitioners, identifying the quality of peer relations and the position of a students in school hierarchy as well as the level of student workload.

2. To conduct a study in an educational institution based on implicit pedagogy of educators.

3. To conduct an action study in educational institutions to analyse and modify the position of practitioners in the educational process.

4. To conduct a study applying combined methodologies (qualitative and quantitative) in educational institutions to identify (and change) contextual factors influencing the quality of leadership.

Activities:

1. Holding lectures, workshops and seminars (on peer relations and student status in class and on leadership issues for educators, headteachers and other employees in educational institutions).

2. Purchasing relevant literature.

3. Submitting project proposals in response to calls for (co)funding of research.

4. Conducting research on identifying student status.

5. Preparing research-related didactic materials for students.

6. Preparing research-related materials for parents.

7. Participating at scientific conferences and other scientific and professional gatherings; organizing conferences.

8. Publishing five to seven scientific papers and two professional papers based on research conducted in given areas.

4. INTERCULTURAL CURRICULUM AND EUROPEAN VALUES

The proposed topic builds upon previous multiannual and current research at the Department of Pedagogy: "Intercultural Curriculum and European Values" (2017) and "Intercultural Competences and European Values: Croatia - Montenegro" (2017-2018).

The project continues investigations of scientific and pedagogical foundations of intercultural approach to sensitive student groups (students from national minorities, students whose mother tongue is not Croatian (Roma students, migrants/asylum seekers), students from religious minorities, students from sexual and gender minorities, students with developmental difficulties) in Croatia through the development of educational forms and models, design of teaching plans and programmes, textbooks and intercultural curriculum.

The project is tasked with carrying out a comparative analysis of experiences and achievements in Croatia and the EU in the field of democracy culture, multiculturalism and observance of sensitive student groups rights, European values, competences for communication with people of different cultural background, researching intercultural competences and intercultural sensitivity, and developing a coherent and comprehensive framework for the integration of sensitive student groups.

Doctoral students of pedagogy have been actively involved in both completed and ongoing research projects. Several doctoral dissertations resulted from work on topics studied in these research projects.

Objectives:

1. To design research of an important determinant of co-construction of intercultural curriculum (social distance, intercultural predispositions, European values, intercultural competences and intercultural sensitivity of pedagogy students).

2. To analyse existing models and develop a conceptual basis of education in minority languages in Croatia based on contemporary (intercultural) pedagogy, didactics and specific methodical approaches.

3. To analyse existing models and identify examples of good practices in educating students with developmental difficulties based on contemporary (inclusive) pedagogy, didactics and specific methodical approaches.

4. To promote regional networking to share knowledge and experience, developmental, procedural project realisation and evaluation of results.

5. To increase the number of research staff at the Department of Pedagogy / Institute of Pedagogy at the Faculty of Humanities and Social Sciences in Zagreb.

6. To carry out an empirical study of intercultural competences and European values of pedagogy students, analyse and interpret results.

Activities:

1. Purchasing relevant foreign and Croatian literature.
2. Publishing three scientific monographs.
3. Participating at scientific conferences and other professional gatherings to present research findings.
4. Preparing and publishing scientific papers arising from project research.
5. Submitting project proposals for additional research funding.
6. Implementing research findings - implementation of the Roma educational community programme (during project realisation: 2018-2022).
7. Organizing an international scientific conference and (co)organizing three conferences related to the research topic.
8. Supervising doctoral dissertations (on a continuing basis).

5. Researching the position of preschool teachers in view of recent developments in early and preschool education

Developments in the field of pedagogical theory and pedagogical practices imply a different positioning of preschool teachers in institutions for early and preschool education. The concept of education focused on the child and its wellbeing places preschool teachers in less directive and more sophisticated roles requiring solid knowledge of pedagogical theory, its contextualisation and awareness of the purpose of their actions. Understanding and changing the implicit pedagogy of preschool teachers is a long-term process that calls for engagement of all research participants.

The aim of this research is to continually follow, analyse and change preschool teachers' actions during their everyday activities. Understanding them leads to changing preschool teachers' values, beliefs and attitudes defining his/her actions in educational practices.

Objectives:

1. To conduct action studies in institutions for early and preschool education in order to document, analyse, understand and change the implicit pedagogy of preschool teachers.

Activities:

1. Purchasing relevant literature.
2. Holding lectures and workshops on problems related to implicit pedagogy of preschool teachers.
3. Organizing expert meetings.
4. Co-organizing and/or participating in one scientific conference.
5. Publishing at least three scientific and two professional papers based on action research conducted in given areas.
6. Publishing a scientific monograph to present research results.

FIELD: INTERDISCIPLINARY SOCIAL SCIENCE (5.14)

1. RESEARCHING CAREER-RELATED BEHAVIOUR OF MILLENNIALS: CAREER NEEDS, MOTIVATIONAL PREDICTORS OF CAREER DECISIONS, EDUCATIONAL AND ORGANISATIONAL PREDICTORS OF WELLBEING AT WORK (CAREER CENTRE)

Recent social and economic changes have redefined the notion of career and have set new requirements for individuals. Contemporary theories of career development emphasize the importance of social learning and self-concept. Proactiveness, emotional stability and optimism, ability to make decisions, lifelong learning and transversal skills are predictors of youth employability and adaptive work behaviour. In psychology and other social sciences, it is relevant to research career needs of young people and social predictors of work efficiency and wellbeing. This is an important issue, both globally and particularly in Croatian society, which is experiencing increased youth mobility toward other countries for education or work. However, this process is not accompanied by reverse mobility of foreign students and workers to Croatia.

Objectives:

1. To describe the most common career motivation anchors of millennials in Croatia and compare results with other countries.
2. To investigate the relationship between career motivation anchors and career, academic and organisational behaviour.
3. To investigate educational needs of young highly-educated people in relation to career motivation anchors.
4. To develop interventions to stimulate career development of students of social sciences and humanities.
5. To develop career counselling programmes for students and highly-educated young people.
6. To implement the career development curriculum.

Activities:

1. Forming an interdisciplinary team, purchasing literature; theoretical elaboration of research.
2. Adapting and developing instruments for measuring career motivation anchors.
3. Researching needs and trends in the labour market.
4. Researching higher education curricula and developing career development curricula.
5. Collecting quantitative data on career motivation of students.
6. Collecting data from comparable older generation groups.
7. Conducting a longitudinal study of career decisions, work status, organisational behaviour of students.
8. Analysing existing curricula, defining outcomes and methods of intervention to stimulate career development of students; teacher training; implementation; evaluation in terms of career motivation, success and wellbeing.
9. Developing and conducting individual and group e-methods of career counselling at the Faculty of Humanities and Social Sciences in Zagreb and evaluating them in terms of student interest and satisfaction.

10. Publishing at least 5 scientific papers, of which at least two in international journals.
11. Organizing conferences and presenting results.

2. HISTORICAL, SOCIAL AND PSYCHOLOGICAL ASPECTS OF MEDIATION AND RECEPTION OF NARRATIVES ON THE 1990S WAR IN CROATIA (INTERDISCIPLINARY COOPERATION)

Contemporary studies of war and peace identify the transmission of narratives on past conflicts as a significant element of political socialisation of other and later postconflict generations. The objective of this research is to explore the transmission and mediation of narratives about the armed conflict in Croatia in the period 1991- 1995 (in the families of survivors in Croatia, education, commemoration practices, literature, film etc.), the content of such narratives, how it is perceived and interpreted by younger generations and how they include it into their experience of their national history and political socialisation. The topic is socially relevant as narratives about recent history represent an important factor in the shaping of collective and individual identities. An interdisciplinary approach is taken involving cooperation of three Faculty departments (Department of History, Department of Psychology and Department of Sociology).

Objectives:

1. To conduct at least three studies on historic, social and psychological aspects of mediation and reception of narratives about 1990s war in Croatia.
2. To publish at least three scientific papers based on research conducted in the area.
3. To present research results in at least three significant Croatian and international conferences.
4. To establish an annual thematic international summer school for future teachers, in cooperation with regional and European partner institutions and Faculty of Humanities and Social Sciences as the main organizer.
5. To increase and strengthen cooperation with leading research groups and universities researching how history of violence is taught and developing innovative approaches to teaching this subject.

Activities:

1. Organizing a thematic summer school for students of history, sociology and psychology (primarily future teachers but also others).
2. Conducting qualitative research (interviews and focus groups) of target groups with different war experiences.
3. Conducting two studies including analysis of various forms, processes and mechanisms of mediation and reception of narratives about war (in educational and other policies, educational, commemorative and other practices etc.).
4. Interdepartmental cooperation in interdisciplinary research project proposals in response to national and international programmes supporting scientific research and activities.
5. Supervising and completing master and doctoral dissertations related to the research topic (one doctoral dissertation exploring strategies employed in teaching about the 1991-1995 war in Croatia is planned within the postgraduate study programme Modern and Contemporary Croatian History in European and World Context; several masters dissertations are planned within the graduate study programme for history teachers).

6. Disseminating the results of ongoing or recently completed research in significant Croatian and international conferences, organizing thematic symposiums at relevant conferences.
7. Working on networking and submitting proposals for interdisciplinary national and international projects.
8. Purchasing relevant literature.

SCIENTIFIC AREA: HUMANITIES (6)
FIELD: PHILOSOPHY (6.01)

1. History of Philosophy

Researching the history of philosophy is vital for any systematic philosophical research. This topic will be explored in two main directions: 1. researching the very historicity of philosophy, internal rules concerning the sequence of its historical eras, as well as its segmentation into various historical figures; 2. studying and interpreting distinct philosophies that shaped the philosophical historical tradition and research of individual themes and issues through their historical change and development. Over the next five years, research of the history of Western philosophy will particularly focus on Greek philosophy (the Presocratics, Plato, Aristoteles, Hellenistic philosophy, Neoplatonism), classical German philosophy and contemporary phenomenology. Within the realm of this research, particular attention will be paid to metaphysical and ontological problems. Since philosophical hermeneutics is the main method to be applied in these studies, part of the research will be dedicated to the reappraisal of its assumptions. A more elaborate study will explore the history of Indian philosophy, especially the foundations of epistemology and logic in classical Indian philosophy, as well as the Indian philosophy of language. Collaboration between the Chair of History of Philosophy and the Chair of Judaic Studies paves the way for a study on the history of Jewish philosophy and its role in the general history of philosophy. History of philosophy is inextricably linked to the history of terms and history of philosophical terminology, including Croatian philosophical terminology, to which one study will be dedicated in the upcoming period. Scientific collaboration in the area of history of philosophy is particularly nurtured and implemented within the Central European Exchange Program for University Studies (CEEPUS), where the Philosophy Department of the Faculty of Humanities and Social Sciences of the University of Zagreb is the originator and co-founder of the network for philosophy entitled "Philosophy and Interdisciplinarity". In academic year 2017/2018, this network joins together fourteen partner institutions from eight countries of Central and South East Europe.

Objectives:

1. To carry out a minimum of three studies on relevant issues.
2. To publish a minimum of fifteen papers based on research in this discipline.
3. To publish a minimum of four scientific authored books based on research in this discipline.
4. To participate with a minimum of ten presentations in conferences dedicated to topics from this discipline.
5. To complete and defend a minimum of three doctoral dissertations with topics from this discipline.

Activities:

1. Purchasing relevant literature (first to fifth year).
2. Submitting project proposals for research funding (first to fifth year).
3. Conducting research in the area of history of Greek philosophy and classical German philosophy (first to fifth year).
4. Conducting research in the area of history of ontology and metaphysics (first to fifth year).
5. Conducting research in the area of philosophy of history (first to fifth year).
6. Conducting research in the area of philosophical hermeneutics as a method for interpreting history of philosophy, history of philosophical terms and philosophical terminology (first to third year).
7. Conducting research in the area of history of Indian philosophy (fourth and fifth year).
8. Organizing guest lectures in the area of history of philosophy, philosophy of history, ontology, Indian philosophy and philosophy of hermeneutics presented by Croatian and international lecturers (first to fifth year).

2. Logic, Epistemology and Philosophy of Science

In contemporary philosophy, epistemology has various connotations and refers to theories of cognition, knowledge and science in different theoretical cultures of philosophy, from analytic philosophy, hermeneutics and semiology to diverse movements within Marxism. Research in this area focuses partially on topics that form an integral part of courses in the study of philosophy (logical and procedural epistemology; philosophy of natural and artificial languages; classical, social and feminist epistemology; philosophy of science), and partially on new and insufficiently explored topics, especially those that are poorly represented or entirely unknown in the national scientific context. The greatest concentration of research appears in the analyses of special discourses, from data sciences to social sciences; research covers topics such as the relationship between logic and natural language, epistemology of linguistic and conceptual transfer, and use of mathematical models in social sciences. Such special studies are relevant in view of international research trends, and their specific objective is innovation and enhanced relevance of the study programme in philosophy at the Faculty of Humanities and Social Sciences. The following specific topics will be investigated:

- Applied Logic and Digital Humanities: Exploring the application of logical systems in response to the challenges of digital humanities, especially genealogy;
- Philosophy of Data Science: Goodman's new riddle of induction and the "no free lunch" theorem of machine learning;
- Philosophy of Information: The problem of semantic information and the level of language abstraction;
- Logic and Natural Language: Exploring relationships between the complexities of linguistic structures and understanding elementary concepts in logic;
- Philosophy of Language: Relationship between analytical and historical philosophy of language; epistemology of metaphors;
- Social Epistemology: Lack of theory and analysis of ideology in contemporary Anglo-Saxon social epistemology;
- Psychoanalytical Epistemology: The problem of introspection in psychology, psychoanalysis and cognitive epistemology;

- Philosophy of Mind: Semiological theory of consciousness;
- Philosophy of Science: Philosophy of economics; labour theory of value in contemporary discussion;
- Historical Epistemology: The problem of the formation of contemporary scientific disciplines and fields.

Objectives:

1. To undertake individual and group studies on problems identified in the above priority topics.
2. To hold a minimum of two annual conferences or comparable forms of public presentation of research and exchange of results.
3. To publish individual scientific papers and conference proceedings.

Activities:

1. Formulating research topics, contacting researchers from other national and international institutions (first year).
2. Conducting targeted research on the quality of education in the area of philosophy and students' research interests, as well as on the possibilities of student participation in research projects (first year).
3. Submitting project proposals for research funding (first to second year).
4. Studying and purchasing relevant literature (continuous).
5. Organizing guest lectures and presentations on the above priority topics at other institutions (continuous).
6. Organizing guest lectures, round tables, conferences (continuous, especially third and fourth years).
7. Writing individual scientific papers and preparing conference proceedings (continuous, no later than fourth and fifth years).

3. INTEGRATIVE BIOETHICS

Integrative Bioethics is an area of interdisciplinary debate on ethical issues relative to life and manipulation of life in the scientific and technical era, ranging from clinical medicine and biomedical research to global and environmental issues, where philosophy and philosophical ethics play a key role. However, given the nature of the problem, these are inevitably interwoven with other scientific disciplines and, on a pluriperspectivist methodological basis, they include non-scientific cultural perspectives that contribute to the process of elucidating, articulating and solving some of the vital problems of today. Research on the proposed topic to be conducted at the Department of Philosophy in the upcoming period will constitute a continuation of previous studies by the members of the Department. These were largely related to the research programme of the Scientific Centre of Excellence for Integrative Bioethics, run by the Faculty of Humanities and Social Sciences of the University of Zagreb as the leading institution. Along with the Centre for Integrative Bioethics of the Faculty of Humanities and Social Sciences, it includes five other institutions from Zagreb, Rijeka, Split and Osijek, and more than a hundred researchers from Croatia and abroad. The undeniable scientific, educational, cultural and social relevance of the concept and project of integrative bioethics, established on both national and international levels, is a guarantee of diverse and successful activities within the realm of this topic. In addition to

primary contributions by members of the Chair for Ethics, contributions are also expected from members of chairs for ontology, history of philosophy and philosophy of education.

Objectives:

1. To conduct a minimum of four studies related to problems in this discipline.
2. To defend two doctoral dissertations with topics in this discipline.
3. To publish a minimum of fifteen papers based on research in this discipline.
4. To publish a minimum of five scientific monographs and two edited collections based on research conducted in this discipline.
5. To organize a minimum of ten conferences devoted to these disciplines.

Activities:

1. Purchasing relevant literature (first to fifth year).
2. Submitting project proposals for research funding (first to fifth year).
3. Conducting research based on the theoretical foundations and practical implications of the concept of integrative bioethics (first and second year).
4. Conducting research on bioethical aspects of modern science and technics (first to third year).
5. Conducting research on bioethical matters in economic and political contexts (third and fourth years).
6. Conducting research on the issues of accountability for non-human living beings and nature in the context of bioethics (fourth and fifth year).
7. Organizing guest lectures by national and foreign experts in bioethics (first to fifth year).

4. Contemporary social and political identities

The complexity, changeability and tense stratification of the identity of contemporary man is a relevant subject matter of interdisciplinary research in philosophical anthropology, social philosophy, philosophy of politics and other philosophical disciplines and social sciences. This is a topic that delves into the matters of historical self-understanding, split existence in specific spheres of life, various social and political roles, conflicting sociability, value pluralism, personal, particular and universal affections. Through an appropriate and interdisciplinary methodological approach, the planned research will reveal the relevance of many aspects of human self-understanding and social and political life to the possibilities of a reflexive and emancipatory development of an individual, society and community.

Objectives:

1. To conduct a minimum of four theoretical studies within the chosen topic focusing on: the contemporary idea of man and human nature, class structures in contemporary society, feminist and gender topics, worldview or private morality versus political or public morality.
2. To publish a minimum of five scientific papers on theoretical research in this discipline.
3. To organize guest lectures and workshops on topics included related to the central issue of contemporary social and political identities.

Activities:

1. Purchasing relevant literature (first to fifth year).

2. Conducting research based on the theoretical foundations and practical implications of the stratification and dynamic nature of modern identities (first and second year).

3. Conducting research on class-structured sociability with particular emphasis on gender issues (third year).

4. Conducting research on the alienation of contemporary man with particular emphasis on the contributions of the Praxis School and Marxist philosophy (third and fourth year).

5. Conducting research on issues related to value pluralism, political identity, idea of tolerance and political morality in contemporary democratic society (fourth and fifth year).

6. Organizing guest lectures by national and foreign experts in issues related to social history, philosophical anthropology, philosophy of gender, , and philosophy of politics (first to fifth year).

5. PHILOSOPHY OF CULTURE, ART, EDUCATION AND SPORTS

Culture is a notion that is, according to its original meaning, inextricably linked to the notion of education and is often identified with civilisation or with spiritual values of a society. Today, there are many different theories of culture. Philosophy of culture seeks to study all these theories objectively and critically through history, primarily demonstrating the origin and development of the very notion of culture. Given the fact that culture can be experienced aesthetically through works of art, research in philosophy of culture also focuses on the role of art in the development of culture, investigating the social and political aspects of art. Following this line of thought, the Department of Philosophy plans to carry out a part of theoretical research pertaining to philosophy of culture, with the aim of broadening critical and aesthetic consciousness vital for the development of social and political engagement. The issue of autonomy of art will also be included, as it very much pertains to philosophy of art. The research in the disciplines of philosophy of culture and art will largely be conducted within the chairs for aesthetics, social philosophy and philosophical anthropology. Similar research will also be conducted at the Department of Philosophy of Education, where it will be more hermeneutically and phenomenologically oriented, rather than socially and politically, aiming to identify conditions of cultural renewal of emotional life, by raising awareness on education in relation to the phenomena of human vulnerability and compassion. Therefore, part of the research pertaining to philosophy of sports conducted at the same Chair will refer to an understanding of the role of sports in the raising of awareness on the positive aspects of human vulnerability and compassion.

Objectives:

1. To conduct a minimum of five studies on issues relevant to the topic.

2. To defend two doctoral dissertations on topics in these disciplines.

3. To publish a minimum of ten scientific papers based on research carried out in this area.

4. To publish a minimum of two scientific monographs and two edited collections based on research carried out in this area.

5. To organize a minimum of ten conferences devoted to these disciplines.

Activities:

1. Purchasing relevant literature (first to fifth year).
2. Submitting project proposals for research funding (first to fifth year).
3. Conducting research on the aesthetic dimension in the practice of humanistic psychotherapies (first to fifth year).
4. Conducting research on the autonomy of art (third and fourth year).
5. Conducting research on the issue of consumer identity (fourth and fifth year).
6. Conducting research on the issues of vulnerability and compassion, especially in the realm of education (first to third year).
7. Conducting research on the issue of sports in the philosophical, humanistic and interdisciplinary realm (first to fifth year).
8. Organizing guest lectures by national and foreign experts in these areas (first to fifth year).

FIELD: PHILOLOGY (6.03)

1. TEXTS IN CONTEXT – INTERNATIONAL CONTACTS AND SUPRANATIONAL FRAMEWORKS

This topic refers to systematic comparative research that studies literature in context, i.e. in respect of high or low-contact cultures, with particular emphasis on specific national, refugee, migrant and transnational literature. A significant aspect of the topic concerns periodisation of literature and canons, and questions the relevance and usability of the attribute "national" (canon, opus, literature, critical theory) from the "post-" (post-modern, post-imperial, post-colonial, post-socialist, post-Eurocentric etc.) and supranational community/culture perspectives. The topic also explores the matters of narrativisation of identity, canon and its impact on readers' attitude towards literature, particularly underscoring the relationship between Croatian canon and world literature, either in terms of systemic extension of modern capitalism, global dissemination of widely read texts, a separate literary genre or in some other terms associated with this imprecisely defined syntagma (as is the case with canon).

Objectives:

1. To explore cultures thoroughly and in detail, by investigating their mutual contacts and influences, especially in literature.
2. To understand the importance of literary texts as a point of origin for the analysis of Central Europe as a multicultural space of similarities and differences.
3. To systematically investigate points where the local is inscribed in the global, but given the significant symbolic capital of "small" literatures and "small" cultures, question what is actually understood under the notions of "local" and "global", "central" and "peripheral" etc. in contemporary humanities.
4. To obtain new findings in the area of literature through synchronic and diachronic cross-sections and examination of mutual influences of works in national literatures and historiography, and research parallelism and diversity in literary movements.
5. To question the meanings and content of national canons by analysing comparative formation of literary canons in the course of national renaissance periods and the development of some specific phenomena.

6. To question the relevance of history of literature as the "grand récit" and periodisation as a means to ideological appraisal and aesthetic hierarchisation.

7. To modernize existing courses in literature and introduce new ones.

Activities:

1. Preparing and submitting project proposals in the framework of existing funding models, with particular emphasis on the Croatian Science Foundation but also, given the comparative nucleus of the topic, international funding sources and bilateral agreements.

2. Strengthening and implementing further activities in the already established international collaborations: activities in projects (COGITO), in international scientific networks (OFFRS; COMENIUS); with international institutions in other activities, for example professional and scientific development and co-supervising doctoral dissertations.

3. Organizing and running conferences in collaboration with other departments of the Faculty, national and foreign higher education and research institutions.

4. Participating in academic events – presenting the results of research.

5. Organizing lectures by visiting professors.

6. Organizing lectures by Croatian researchers at universities abroad.

7. Conducting an empirical study of the effect of "classical"/"canonical" literary works on readers' attitude towards literature.

8. Compiling anthologies of history of national literatures and databases of professional literature.

9. Preparing critical editions of translated texts and synoptic critical editions.

10. Continuing editorial and collaborative work in scientific journals.

11. Preparing and publishing scientific and professional publications – scientific papers, special issues in scientific journals, discussions, monographs and edited collections.

12. Supervising doctoral dissertations in the selected area.

13. Purchasing relevant scientific and professional literature.

2. CULTURE, LITERATURE AND THEORIES OF INTERPRETATION

One of the key foundations of this topic lies in the assumption that literary and other artistic (symbolic) practices sometimes provide an insight into the contents and problems that other forms of social and aesthetic communication often blur, marginalize or entirely neglect. The topic, therefore, refers to analyses of challenges arising from literary interpretations from class, age and/or gender perspectives, but also to broader questions pertaining to hermeneutics of texts and translations, positioning of literature in culture and society, exploring the link between philosophy and literature, political aspect of literary and cultural theories, contemporary trends in literary science but also the limits of interdisciplinary development of literary science.

Objectives:

1. To deepen the understanding of contemporary and relevant theoretical movements in the study of literature.

2. To obtain new findings on the understanding of literary texts which shed additional light and critically question the past, present and future of culture and society.

3. To gain new knowledge in theory of literature.

4. To modernize and innovate existing literary courses and introduce new ones.

Activities:

1. Preparing and submitting project proposals for funding in the framework of existing funding schemes.

2. Preparing and organizing scientific intra-departmental conferences in collaboration with national and foreign higher education and research institutions.

3. Participating in academic events – presenting the results of research.

4. Organizing lectures by visiting professors.

5. Organizing lectures by Croatian researchers at universities abroad.

6. Continuing editorial and collaborative work in scientific journals.

7. Preparing and publishing scientific and professional publications – scientific papers, discussions, monographs and edited collections.

8. Supervising doctoral dissertations in the selected area.

9. Purchasing relevant scientific and professional literature.

3. Literature, extra-literary media and performing arts

This topic encompasses research of the ways in which extra-literary communication media (visual, sound and performing arts) affect the creation, organisation and reception of a literary text and how a literary text can affect extra-literary communication. Inextricably linked to the pedagogical aspect of the use of literature in the teaching process, this topic raises the issue of the use of other available resources (audiobooks, screening of literary works, theatre plays, etc.) in the teaching of literature, but is also oriented towards the irreducible specificity of a literary text. The topic includes research of the ways in which the Internet shapes and changes written and oral culture (digital modes of literary communication, research of the forms of "new orality") and reading practices but it also refers to the analysis of the role and history of image, pictorial, optical media and epistemology of the visual, as well as of the performing, in culture(s) whose canon (heritage) is traditionally determined by written and spoken language.

Objectives:

1. To enhance understanding of the effects of extra-literary communication media on literary texts and communication in general and of the effects of literary texts on extra-literary communication media.

2. To modernize courses in literature and introduce new ones.

3. To obtain new findings in the understanding of the role of intermedial aspects of communication in contemporary society and art.

4. To obtain new findings in the understanding of the links between various types of artistic expression in Croatian literary production (written, oral, folk, popular etc.) in a synchronic and diachronic cross-section.

Activities:

1. Submitting project proposals for funding in the framework of existing funding schemes.

2. Organizing research and study visits to institutions abroad.

3. Participating in academic events – presenting the results of research.
4. Preparing and publishing scientific and professional publications – scientific papers, discussions, monographs and edited collections.
5. Supervising doctoral dissertations in the selected area.
6. Purchasing relevant scientific and professional literature.

4. Material conditions of symbolic (artistic) literary and cultural practices

This topic builds on the idea that the fields of literature and culture – despite being primarily aesthetic facts – are substantially shaped by material conditions, for example, conditions of production, distribution and consumption. Traces of these material conditions are often visible in literary and cultural practices (in the forms of direct or indirect articulation), while the identification of these traces is one of the most important research directions within this topic. The next assumption is that material conditions determine the symbolic capital of texts and its interculturality, but also its (un)availability, reach, reception modes etc. Therefore, applying the logic of feedback, this topic also includes analyses of those aspects of material relationships that are framed and developed by a literary text and that economics either tacitly acknowledges or fails to notice.

Objectives:

1. To study the aspects of the relationship between economics and literature, economic representations in literature and cultural complexities of the economic sphere.
2. To analyse the relationship between popular culture and literature.
3. To understand capitalism and socialism as literary and cultural formations.
4. To introduce teaching courses at all levels of the study programme which would address the organisation of distribution of knowledge and literary texts through books and book trade.

Activities:

1. Submitting project proposals for funding in the framework of existing funding schemes.
2. Preparing and organizing conferences in collaboration with national and foreign higher education and research institutions.
3. Organizing research visits to institutions abroad.
4. Participating in academic events – presenting the results of research.
5. Organizing lectures by visiting professors.
6. Organizing lectures at international universities.
7. Continuing editorial and collaborative work in scientific journals.
8. Preparing and publishing scientific and professional publications – scientific papers, discussions, monographs and edited collections.
9. Supervising doctoral dissertations in the selected area.
10. Purchasing relevant scientific and professional literature.

5. AUTONOMY OF LITERATURE

This topic focuses on the research of specificity of literary texts (literariness), given the constitutive properties of a literary text as a secondary semantic system, which cannot be brought down to any other form of discursive practice (philosophy, ideology, historiography, psychology, sociology, anthropology, ethnology), as well as the institutional manifestations of the literary field within social and cultural analytical perspective. The topic refers to the research of feedback of the role of literature in the shaping of rhetorical and cultural traditions and to the concepts of individual semiospheres and their significance to the understanding of a literary text. Literariness is seen as the means to resistance to the social and ideological control of significance by continuously challenging referential definition.

Objectives:

1. To analyse constitutive properties of literary text, communication and system, irreducible to any other form of discursive, institutional and cultural practice.
2. To analyse literary text as the place of deconstruction of the production and institutional control of significance.
3. To analyse the feedback of literature and semiosphere.
4. To analyse irreducibility of texts to a context following its reconfiguration in the text.
5. To analyse literary text as a secondary semantic system.
6. To analyse constitutive functions of specific combinations of genre, formal and rhetorical aspects in the production of a literary text.
7. To analyse constitutive unreadability of literary text.
8. To analyse literary text in respect of its poetic, rather than referential function.

Activities:

1. Strengthening the existing intra-faculty, inter-institutional and international collaborations and establish new ones, for example, on professional and scientific development and co-supervising doctoral candidates.
2. Organizing and running conferences in collaboration with other departments of the Faculty, national and foreign higher education and research institutions.
3. Participating in academic events – presenting the results of research.
4. Organizing lectures by visiting professors.
5. Organizing lectures by Croatian researchers at universities abroad.
6. Continuing editorial and collaborative work in scientific journals.
7. Preparing and publishing scientific and professional publications – scientific papers, special issues in scientific journals, discussions, monographs and edited collections.
8. Supervising doctoral dissertations in the selected area.
9. Purchasing relevant scientific and professional literature.

6. LITERATURE PEDAGOGY

Building on the inseparability of scientific and teaching processes, this topic pertains to research on the following problem areas: a) theory of literature in teaching literature; b) the role of literary text in teaching languages; c) teaching the pedagogy of scientific, popular-scientific and literary texts. Particular importance is given to the research of underrep-

resented topics (pedagogy of reading and understanding of lyric texts), politically sensitive topics (radical children's literature as a critique of culture or literature on the Homeland War in teaching the Croatian language and in the European context) and literary contents from elementary and secondary school curricula. The topic also refers to the methods and use of film in teaching history, literature, culture and civilisation, as well as to the role of literature in everyday life of (non-professional) readers. Therefore, in this regard, it is closely interwoven with topics *2. Culture, literature and theories of interpretation* and *3. Literature, extra-literary media and performing arts*. An important research interest is the issue whether the theory of literature can contribute to the modernisation of literature teaching and, finally, how the process of teaching can make student(s) more familiar with literary texts and how it can make them recognize literary texts as rewarding in terms of intellectual work but also as an aesthetic pleasure.

Objectives:

1. To improve academic teaching of literature and culture.
2. To shape the process of teaching to develop and nurture the reading culture.
3. To develop new teaching courses and improve the existing ones.

Activities:

1. Submitting project proposals for funding within existing funding schemes.
2. Preparing and organizing conferences in collaboration with national and foreign higher education and research institutions.
3. Organizing research visits to institutions abroad.
4. Participating in academic events – presenting the results of research.
5. Preparing and publishing scientific and professional publications – scientific papers, special issues in scientific journals, monographs, edited collections and textbooks.
6. Supervising doctoral dissertations in the selected area.
7. Purchasing relevant scientific and professional literature.

7. INSTITUTIONAL POSITIONING AND LEVEL OF INFRASTRUCTURE OF (SOUTH)SLAVIC STUDIES IN CROATIA

Starting from the necessity of methodological rethinking of (South) Slavic studies in the post-Cold War era, the research focuses on a re-examination of their status within two, nowadays prevalent trends: one strongly global and transnational, and the other mononational. In the context of the study programme in literature, as well as in literary historiography, this distinction becomes apparent in the neglection of the South-Slavic supranational cultural field in schools, studies and research. It is often left aside within the prevalent model of world literature but also in the context of studying (marginal) phenomena in own national culture and its close, associated cultural patterns. In the consideration of own "peripherality" and "irregularity", the research will be primarily focused on syncretic models from recent literary historiography and the positioning of "minor" literatures as opposed to the "legislative" processes in the "centre", in order to offer outlines and perspectives of (South)Slavic studies in Croatia.

Objectives:

1. To examine the methodological grounds for multidisciplinary integration of the linguistic, literary and scientific, and cultural approach, but also the approaches of an ethnological, sociological, historiographical and psychological disciplinary orientation.

2. To discuss the concept and organisation of the studies in Bosnian (Bosniak, Bosnian and Herzegovinian) literature.

3. To study cultural practices with the aim of identifying general patterns of (establishing) relationships between majority and minority cultures.

4. To understand the dynamics of cultural processes in the majority, Croatian culture, for example studying (minority) literature of Serbs in Croatia, which permanently hovers between assimilation and ghettoisation (which is also applicable to the study of sociolinguistic and pragmatic aspects of linguistic practices of Serbs in Croatia).

Activities:

1. Preparing and submitting a project proposal for contemporary Slavic studies and a project for minority cultures in Croatia.

2. Analysing and interpreting conceptual metaphors in South Slavic languages in the framework of the project on space and time in South Slavic languages.

3. Organizing guest lectures by Croatian and foreign experts.

4. Establishing more intense forms of collaboration with Slavic study programmes at Croatian universities and with similar Slavic study programmes in other South Slavic countries.

5. Organizing scientific conferences involving Croatian and international Slavic experts and publishing conference proceedings.

6. Continuing with bilateral Slavic conferences and inter-departmental collaboration.

7. Publishing several scientific papers based on the research on contemporary Croatian and European Slavic studies.

8. Raising and discussing the issue of (South) Slavic study programmes in local and regional journals such as „Filološke studije", „Sarajevske sveske", „Slavistična revija", „Croatica et Slavica Iadertina".

9. Publishing edited collections dedicated to retiring professors, as well as the already prepared or planned books.

10. Purchasing relevant literature through collaboration between libraries and publishers across South Slavic countries.

8. MISSED TOPICS FROM THE HISTORY OF CROATIAN STUDIES

This group of priority activities stems from the inherited tasks of the Department of the Croatian language, with an intent to fill the voids in a traditional philological sense ("Croato-centric") that have remained through history. The methodology of a significant part of the envisaged activities is closer in its polyphonic methodological approach to traditional philological descriptions; the main purpose is assigning texts a place and date, recognition of the typical language and script variety of the underlying Croatian language, text transposition, multiple contextual definition, etc.

Objectives:

1. To publish an edited collection concluding the project "Textual networks in the early modern period of Croatia"; publish discussions in planned proceedings.
2. To prepare the "Lexicon of figures in Croatian literature" (2020).
3. To publish three monographs, two conference proceedings from planned conferences (until 2022).
4. To publish thirty discussions.
5. To publish a discussion in an edited collection dedicated to the Breviary of Beram (2020).

Activities:

1. Implementing the project of the Croatian Science Foundation "Textual networks in the early modern period of Croatia" as planned.
2. Researching the language of 16th century Croatian protestant editions (in the framework of the CSF project).
3. Linguistic description of the newly discovered Glagolitic fragments that appeared at an auction in London in July 2017.
4. Researching the language of medieval Croatian non-liturgical literature.
5. Researching palaeographical phenomena in the Breviary of Beram (15th century).
6. Researching literature of Bosnian Franciscans in the context of literature of the time.
7. Researching multiple aspects of the literary work of Petar Hektorović.
8. Researching topics and textological structure of religious polemics of the 18th century.
9. Researching the works of Filip Grabovac.
10. Participating in approximately 10 conferences.
11. Researching topics from Croatian fantasy literature.
12. Organizing a conference on "Directions of development of the Croatian literary language in the 16th century (2019).
13. Purchasing relevant scientific and professional literature.

9. LANGUAGE TECHNOLOGIES, REPOSITORIES, INFRASTRUCTURES AND DIGITAL HUMANITIES

There is a number of ongoing and planned projects on this topic at the Faculty and the profile of researchers who study various aspects of this topic is such that it ensures the diversity of objectives and activities. Language technologies are vital as they cover topics such as the form, organisation and analysis of language corpora of various types, development and analysis of dictionaries, analysis of other types of language resources, development of linguistic tools for the processing of language at all linguistic levels and therefore reducing the gap between innovation and application of linguistic knowledge in the development of (commercial) products. Repositories and infrastructure are an essential topic as only digital(ized) storage of linguistic material enables a methodological leap to an e-science paradigm in the area of philology, and indirectly also in all other disciplines of humanities and social sciences whose research focus either on the text itself or they are text-mediated. It is necessary to standardize procedures and methods, develop comparable and availa-

ble (multilingual) repositories, and include the Faculty in existing European infrastructures (e.g. CLARIN-ERIC and DARIAH-ERIC among infrastructures in the humanities). This topic also covers the development of a repository of written cultural heritage, with an emphasis on Croatian heritage, thus stressing the relevance of this topic outside the realm of linguistic philology. Digital humanities raise this topic not only for philology as a whole (both literary and linguistic), but they also render it strategically important for the entire Faculty (both for humanities and social sciences).

Objectives:

1. To explore the impact of computer assisted translation on the practice of translation, translation theories and education of translators.
2. To develop a database of digitalized literary corpus as a resource for advanced text processing.
3. To develop an electronic repository of oral and written works of foreign language students studying at the Faculty.
4. To develop a repository of proceedings from conferences organized by departments, chairs, institutes and other components of the Faculty.
5. To develop existing and build new corpora, repositories and terminology databases for Croatian and other languages.
6. To maintain the existing and develop new forms of network and local access to new linguistic resources and tools, including parallel computer corpora for languages taught at the Faculty, with a particular emphasis on the compilation of dictionaries.
7. To include Croatian linguistic resources and tools into the existing European research infrastructure.

Activities:

1. Developing digital, online and printed dictionaries.
2. Publishing digitalized corpora in physical and digital forms (with transliteration and critical language processing).
3. Conducting contrastive studies of linguistic corpora of languages taught at the Faculty.
4. Including Croatian linguistic resources and tools into the existing European research infrastructure (e.g. CLARIN-ERIC).
5. Collecting and analysing corpora for the compilation of a dictionary of idioms and bilingual dictionaries.
6. Organizing scientific and professional workshops, and Croatian and international conferences.
7. Publishing edited collections and monographs.
8. Publishing papers in Croatian and international scientific journals.
9. Implementing national and international research projects and research career establishment projects.
10. Organizing guest lectures by foreign researchers.
11. Supervising doctoral dissertations in the selected area.
12. Purchasing relevant literature.

10. Challenges of multilingualism: translation and language teaching

In the European Union, in whose research infrastructure we seek to integrate as optimally as possible, multilingualism is recognized as one of the main challenges faced in attempts to increase scientific (and other) efficiency and set up a single digital market. Nevertheless, multilingualism should not be perceived in a static way, as the existence of different languages in a single space, but rather as a dynamic repertoire of linguistic varieties used by individuals. Speaking different languages and varieties is closely linked to an individual's identity, be it the first language in the traditional sense (see Topic 11 *Sociolinguistics: culture, diversity, contacts, heritage and identities*) or a second or foreign language speaker/translator. t the Faculty of Humanities and Social Sciences, students develop their multilingual repertoire by learning foreign languages to become, among other things, future teachers and translators. Some foreign languages in Croatia are only taught at the Faculty of Humanities and Social Sciences. Therefore, it is strategically important to study the particularities of the process of language teaching, including its linguistic and glotodidactic aspects, differences between the first, second and foreign languages in classroom discourse and in natural communication, factors associated with success in teaching and mastering a second language, as well as the cultural elements in teaching. Strategically, it is also important to study specificities of translation, from translation practices to teaching translation. The challenges of multilingualism also entail practical consequences for research: new language resources must be produced, both those that will have a practical value in translation and teaching (linked to Topic 9 *Language technologies, repositories, infrastructures and digital humanities*), and the glotodidactic materials that will facilitate further teaching.

Finally, it is important to underline that the Faculty of Humanities and Social Sciences is the largest and most distinguished institution that teaches and studies, on a scientific and professional level, the Croatian language as a second and foreign language. Scientific and professional study of this topic is not only strategically important for the Faculty of Humanities and Social Sciences but is also vital at the national level, especially in the context of Europeanisation and internationalisation of the Croatian society.

Objectives:

1. To investigate classroom discourse in the teaching of second and foreign language.
2. To explore multi-layered effects of translating and mastering a second or foreign language on culture and society, and vice versa, effects of culture and society on translation.
3. To identify competencies of translators and translation teachers in contemporary social and technological environment.
4. To investigate various methods of teaching and factors that affect the process of mastering and speaking a foreign language.
5. To study the methods and effects of teaching Croatian as a native, second and foreign language.
6. To develop the scientific and professional discipline of Croatian as a second or foreign language, and develop and standardize terminology.
7. To conduct research of Croatian as a heritage language, Croatian as a second or foreign language for special purposes and Croatian as a second or foreign language in the context of socially useful learning.
8. To develop corpora of contrastive linguistic research, with the aim of developing systematic language terminology.

9. To analyse the processes and results of translation at different levels of grammar and orthography, and monitor how findings of contrastive linguistic studies of translation are applied in study programmes in translation.

10. To explore the context of code-switching in modern foreign languages taught at the Faculty.

11. To investigate language and communication competencies and interlanguage features of foreign language students in the Croatian educational context.

12. To study Croatian translations of canonical literary works in all languages taught at the Faculty.

13. To research languages that are studied at the Faculty as native and foreign languages.

14. To conduct contrastive studies of translations from different languages into Croatian and from Croatian into other languages in order to use the results to research translation norms and certain universal characteristics of the translation process.

15. To study and strengthen the links between Croatian and other literatures and cultures taught at the Faculty.

16. To investigate the relationship between error types and teaching methods.

Activities:

1. Conducting studies including several groups of students studying translation on the topic of recognizing contrastively problematic spots in a text and applying adequate translation solutions.

2. Studying the characteristics of foreign language acquisition in the Croatian education system, as well as of the factors affecting the process.

3. Conducting corpus and other research of lexical and phraseological units and grammatical constructions in foreign languages compared to Croatian.

4. Conducting research among asylum seekers and other specific groups studying Croatian as a second or foreign language.

5. Developing an online course of Croatian as a second or foreign language at various levels.

6. Organizing scientific and professional workshops, national and international conferences.

7. Publishing edited collections, monographs, exercise books and textbooks.

8. Publishing papers in Croatian and international scientific journals.

9. Implementing national and international research projects and research career establishment projects.

10. Organizing guest lectures and study visits.

11. Supervising doctoral dissertations in the selected area.

12. Purchasing relevant literature.

11. Sociolinguistics: language, cultures, diversity, contacts, heritage and identities

This topic builds on two strategic topics in the field of philology: *Language technologies, repositories, infrastructures and digital humanities* and *Challenges of multilingualism: translation and language teaching*. This topic covers several active projects at the Faculty

and opens up more space for researching linguistic, cultural and social aspects of Croatian language, which is of strategic importance as we alone are responsible for the study of our own language, as well as for research in the fields of contact linguistics, discourse analysis and semiotics, and linguistic consequences of recent global demographic changes (migrations). This theme topic provides an opportunity to link different philological studies and research efforts made in the area of relationships between social sciences and humanities (for example, sociolinguistic and other research on the relationships between language, speech, gender, sex and age).

Objectives:

1. To diachronically and synchronically explore the Croatian language and Croatian scripts in social and literary context (including narrative oral forms).
2. To conduct onomastic studies.
3. To analyse the relationship between language, gender and sex.
4. To conduct sociolinguistic studies of minority and majority language groups.
5. To study phraseology / paremiology / idiomaticity of figurative language.
6. To study linguistic changes, contacts and code-switching (between and within languages).
7. To investigate literary (standard) language in Croatian philology and work on the stabilisation of the standard.
8. To study linguistic borrowing in different languages.
9. To study Croatian textbooks for learning foreign languages taught at the Faculty.
10. To analyse and compare linguistic levels and styles in different languages.
11. To develop didactic tools used in various languages.
12. To produce critical editions of texts.
13. To investigate the position of Croatian among other Slavic and Indo-European languages.
14. To explore historical and contrastive approaches to social discourses.
15. To study and strengthen the links between Croatian culture, language and literature and others.
16. To study literacy in Europe.
17. To investigate languages that could potentially become global.

Activities:

1. Organizing visits to Croatian communities abroad for research purposes.
2. Studying heritage languages.
3. Applying methods and tests developed at universities abroad to European heritage languages.
4. Producing editions in foreign languages taught at the Faculty.
5. Publishing papers and expanding the existing corpus of critical editions of so far unpublished texts.
6. Organizing scientific and professional workshops, national and international conferences.
7. Publishing edited collections and monographs.
8. Publishing papers in Croatian and international scientific journals.

9. Implementing national and international research projects and research career establishment projects.

10. Organizing guest lectures by foreign researchers and lectures and study visits of our researchers.

11. Supervising doctoral dissertations in the selected area.

12. Purchasing relevant literature.

12. Speech variability and speech technologies

The topic of speech research is directly related to the topic *Language technologies, repositories, infrastructures and digital humanities* and is a research topic of strategic importance at the EU level. More specifically, significant linguistic diversity and a large number of phonetics and speech laboratories in a relatively small geographical area constitute a comparative advantage of the European Union over other geopolitical areas, with considerable importance placed on speech research. At our Faculty, speech has been studied more comprehensively and longer than anywhere else in Croatia. Speech research is important for the orthoepic norm (public speech, rhetoric, sociophonetics, sociolinguistics, foreign language learning and teaching), atypical speech therapy (clinical linguistics and phonetics), artificial speech development (speech technology), judicial application (forensic phonetics), and separation of biomechanically universal speech characteristics from those that are language-specific (theoretical phonetics, phonology, laboratory linguistics).

Objectives:

1. To identify differences in coarticulation processes in typical and atypical speakers.

2. To develop resources for articulatory and acoustic visualisation of Croatian dialectal varieties.

3. To improve procedures and resources for forensic research.

4. To study the rhetoric of public speech and science. (note: thematically linked to the philological topic *Sociolinguistics: culture, diversity, contacts, heritage and identities*)

5. To study speech development in children with normal speech and linguistic development and hearing-impaired children. (note: thematically linked to the philological topic *Language, cognition and communication: psycholinguistic, cognitive linguistic and neurolinguistic research*)

6. To analyse segmental and suprasegmental aspects of speech in foreign languages taught at the Faculty.

Activities:

1. Recording and digitally processing the first Croatian acoustic, electropalatographic and ultrasound corpus of (quasi)spontaneous speech and preparing it for use as a resource for research and for clinical application.

2. Developing a normative database for quantification of typical speech variability and its distinction from the atypical.

3. Exploring the coarticulatory potential of Croatian sounds in typical and atypical speech.

4. Investigating the relationship between emerging sound changes and coarticulatory processes.

5. Developing procedures for speech recording in the field using ultrasound technology.

6. Developing a website for storage, search and ultrasound visualisation of speech and demographic data.

7. Creating an experimental online database of ultrasound and auditory presentation of local speech varieties.

8. Conducting three studies on acoustic features of Croatian speakers compared to speakers of neighbouring languages.

9. Establishing databases of Croatian speakers for forensic purposes.

10. Studying the political speech of Croatian politicians and the rhetoric of Croatian scientists.

11. Developing a test of phonetic and phonological development /sound development for Croatian language and producing accompanying materials.

12. Organizing scientific and professional workshops, national and international conferences.

13. Publishing edited collections and monographs.

14. Publishing papers in Croatian and international scientific journals.

15. Implementing national and international research projects and research career establishment projects.

16. Organizing guest lectures by foreign researchers and lectures and study visits of our researchers.

17. Supervising doctoral dissertations in the selected area.

18. Purchasing relevant literature.

13. Language, cognition and communication: psycholinguistic, cognitive linguistic and neurolinguistic research

This topic covers many national and international projects at the Faculty, which are either underway or will be carried out over the next few years, and is therefore recognized as strategically relevant. Its importance is also reflected in the opportunities created for studying language as an information system and as a complex cognitive ability in its relation to the mind and thought, which makes this topic relevant to topics in other fields and areas. Thus, for example, faculty researchers in the field of psychology are directly involved in the research. How we store and represent concepts in our long-term memory is one of the fundamental questions in cognitive psychology and cognitive linguistics. In addition to their theoretical significance, mental representations of words or concepts entail an important practical application in education, specifically in literacy development, mastering a second language and development of bilingualism, which are all primary teaching activities of the Faculty of Humanities and Social Sciences. The interdisciplinary nature of this topic links it to other scientific fields and areas – from psychology to biomedicine.

Objectives:

1. To explore cognitive and linguistic aspects of translation.

2. To study the mental grammar of Croatian.

3. To study speech and language characteristics of bilingual speakers.

4. To investigate the morphology and syntax of Croatian and languages taught at the Faculty.

5. To study the relationship between linear and hierarchical linguistic structure.

6. To study metaphorisation in phraseology and discourse types.

7. To analyse linguistic structures and principles of grammar and lexical development given the usage-based models of language in an interdisciplinary context.

8. To study psycholinguistic aspects of language and speech in adults and children (typical and atypical speakers).

9. To study speech errors.

Activities:

1. Working on existing national (CSF) and European projects (COST, Leverhulme) and submitting international project proposals.

2. Establishing collaboration with teachers of Croatian and foreign languages in schools.

3. Conducting research on the familiarity of lexical material.

4. Organizing scientific and professional workshops, national and international conferences.

5. Publishing edited collections and monographs.

6. Publishing papers in Croatian and international scientific journals.

7. Implementing national and international research projects and research career establishment projects.

8. Organizing guest lectures by foreign researchers.

9. Supervising doctoral dissertations in the selected area.

10. Purchasing relevant literature.

FIELD: HISTORY (6.04)

1. HISTORY OF NETWORKS, EXCHANGES AND MOBILITY

Different forms of human communities/groups are shaped and exist in interaction with others, irrespective of the principles on which they are founded (ethnic, political, social, professional, religious, cultural). They depend on their relationships and connections with others and on the exchange of ideas and material goods. The forging of relationship networks is also affected by the mobility of entire communities, their parts or their individual members. To be able to fully understand the development of certain identities/identifications, their adoption by other groups or their disappearance, it is necessary to explore the networks which connected these communities/groups and transfer mechanisms used to transmit effects on intangible and tangible culture. Given the magnitude of this area of research and the fact that it is impossible to define an objective that could aspire to a comprehensive solution of the problem, the research will focus on specific areas and periods, depending on the relevant specialisation of researchers.

Objectives:

1. To study written and oral forms of public communication in ancient societies.

2. To study the manner of public communication in the ancient world.

3. To analyse the titles of Sumerian rulers in administrative documents and royal inscriptions (from late 4th century to the end of the 3rd millennium BC) and the image that rulers from a specific period wish to create of themselves.

4. To investigate the relationship between Greek cities on the Adriatic and cities in other Greek regions and local population in the period between 4th and 1st century BC.

5. To study the spreading of oriental cults in the Croatian historical territory as a reflection of mobility of ancient population, as well as the reception of new cults under changed social circumstances.

6. To explore the system of links along the eastern Adriatic coast and its hinterland, with a particular emphasis on the period of Early Middle Ages.

7. To investigate networks as a system of distributing the cult of the saints (relics of saints).

8. To study social and physical mobility in communal societies of Early and developed Middle Ages and the mobility of objects.

9. To study cultural, religious, conceptual and ideological impacts in the Republic of Ragusa.

10. To explore the "issue of Vlachs".

11. To investigate the position of the catholic population in the Ottoman Empire, primarily of Bosnian Catholics and citizens of Dubrovnik in the early modern period, as well as the community of immigrants from Dubrovnik and Dalmatia in Istanbul between the 16th and the 20th century.

12. To study the transition of the Croatian elite from the Habsburg Monarchy to Yugoslavia.

13. To analyse female associations in the first half of the 20th century and the effects of political changes and the female movement on the structure and type of female associations in Yugoslavia.

Activities:

1. Researching natives and immigrants: "romanisation", "acculturation", "hybridisation", comparative historical analyses.
2. Participating in MOC project in line with the adopted programme.
3. Conducting archival research at the State Archives in Zadar.
4. Conducting archival research at the Ottoman Archives of the Prime Minister's Office in Istanbul.
5. Conducting archival research at the State Archives in Dubrovnik.
6. Conducting archival research in the Gazi Husrev-beg Library and Sarajevo Historical Archives.
7. Organizing scientific and professional workshops, national and international conferences (at least 3), on a continuous basis.
8. Participating in national and international conferences congresses (at least 9), on a continuous basis.
9. Publishing edited collections and monographs (at least 10), on a continuous basis.
10. Publishing papers in Croatian and international scientific journals (at least 23), on a continuous basis.
11. Implementing national and international research projects and research career establishment projects, on a continuous basis.
12. Organizing guest lectures by international researchers (at least 2), on a continuous basis.
13. Supervising doctoral dissertations in the discipline, on a continuous basis.
14. Purchasing relevant literature, on a continuous basis.

2. HISTORIOGRAPHY AND OTHER FORMS OF MEDIATION AND RECEPTION OF HISTORY

The study of historiography, which covers the history of historiography in its narrow sense and different methodological innovations and theoretical approaches by selected influential historians and/or groups (for example, gathered around a journal, as was the case with the French journal Annales), and various forms of mediation and reception of history are very relevant research topics for historians and other researchers humanities and social sciences. It is important to (re)evaluate the achievements of former generations of historians, to get acquainted with the achievements and results of their work, and to monitor and further develop methodological procedures and theoretical innovation in the field of history. It is also essential for historians to look into modes of mediation of historical knowledge other than the traditional historiographical production in journals and history books, primarily through educational and history teaching policies, and other forms of public history and construction of memory. Lexicographic and bibliographic overviews are of great practical use, as they enable quick access to information about the position of a researcher and the status of certain studies.

Objectives:

1. To establish inter-institutional collaboration and involve doctoral students in research and professional projects.
2. To disseminate the results of research in conferences, festivals, round tables and published books.

Activities:

1. Organizing scientific and professional workshops, national and international conferences on a continuous basis.

2. Participating in national and international conferences, workshops, festivals and round tables (at least 10), on a continuous basis.

3. Publishing edited collections and monographs (at least 8), on a continuous basis.

4. Publishing papers in Croatian and international scientific journals (several dozen), on a continuous basis.

5. Implementing national and international research projects and research career establishment projects on a continuous basis.

6. Organizing guest lectures by international researchers and study visits by our researchers (at least 5), on a continuous basis.

7. Supervising doctoral dissertations in the discipline on a continuous basis.

8. Purchasing relevant literature and equipment on a continuous basis.

3. History of settlements, space and environment

The history of population and settlements is a traditional research topic in Croatian historiography and associated social sciences and humanities, but the understanding of space has long had political undertones. An important early exception was Josip Matasović, later followed by socio-economically and culturally oriented historians (Rudolf Bićanić, Igor Karaman, Mate Suić, Josip Adamček, Mirjana Gross, Mira Kolar, Ivan Kampuš, Tomislav Raukar, Miroslav Bertoša, Mirko Dražen Grmek, etc.) who problematized their perceptions of space in a most innovative manner. More recently, primarily due to the continuous activities in the long-term project "Triplex Confinium" and the contribution of some other projects – among which "Man and Karst" – an eco-historical approach to the main issues in Croatian history in the regional context was established. It undoubtedly corresponds to the current trends in European and global historiography. When it comes to population and historical demography, the role of statisticians of the 19th and early 20th century is undisputable (Fran Vrbanić, Milovan Zoričić, etc.). After 1945, researchers such as Stjepan Krivošić, Alica Wertheimer-Baletić, Vladimir Stipetić, Jakov Gelo, etc., as well as Božena Vranješ-Šoljan and particularly Nenad Vekarić, have significantly contributed to a more complex understanding of Croatian history. In line with the mentioned and unmentioned facts, solid grounds now exist for joining, in a long-term fashion, more challenging and theoretically and methodologically innovative projects that are recognized at the European level and open to the great topics of historical anthropology, national history and micro-history, and rural and urban history in Croatian and European regional horizons. Bearing in mind the contexts of the proposed research, the landmarks in the spatial sense will be traditionally constituted European regions (Central Europe, South East Europe, etc.), and the innovational landmarks, in the eco-historical sense, will be the environmental "markers" such as the Alps, Danube Region, Mediterranean, Balkans, etc.

The traditionally sustainable approaches will be thus be complemented with innovative ones, which are inherent to numerous theoretical "turns" in contemporary social sciences and humanities (cultural turn, linguistic turn, spatial turn, temporal turn, etc.). Also, full attention will be given to innovative methods and techniques, primarily in digital humanities, which are founded on the digital history programme. The varied potential of comparative history will be exploited.

Objectives:

1. To investigate total demographic war losses in the City of Zagreb in World War I.
2. To study the area of Lika (from first humans to the end of 20th century).
3. To conduct research on Franz Joseph in World War I.
4. To study Croatian-Hungarian and Croatian-Slovak links (comparative topics).
5. To explore mountain ecosystems from the perspective of comparative history.
6. To study urbanisation and formation of major cultural determinants in the ancient Near East.
7. To study short glacial periods and migrations in the ancient Near East.
8. To conduct research on interdependencies between rivers and settlements, as well as between cities and the environment.
9. To conduct research on the *krajisnik* soldiers before the Croatian-Slavonic Parliamentary session of 1848.
10. To conduct research on the city of Zagreb in the 18th century: exiting the walls.
11. To conduct research on mountains of southeastern and central eastern Europe and the history of the environment: the home of cattle breeders and shelter of the marginalized.
12. To conduct research on the multiplicity of imperial borders: between devastation and construction of space.
13. To study interferences or specificities of the urban and the rural in a specific historical period or diachronically.
14. To study 20th century travelling culture in the Croatian territory.
15. To conduct archival research in Vienna (ÖStA, ÖNB).

Activities:

1. Organizing scientific and professional workshops, national and international conferences on a continuous basis.
2. Participating in national and international conferences, workshops, festivals and round tables, on a continuous basis.
3. Publishing edited collections and monographs (at least 5), on a continuous basis.
4. Publishing papers in Croatian and international scientific journals (at least 7), on a continuous basis.
5. Implementing national and international research projects and research career establishment projects on a continuous basis.
6. Organizing guest lectures by international researchers and study visits of our researchers on a continuous basis.
7. Supervising doctoral dissertations in the discipline on a continuous basis.
8. Purchasing relevant literature and equipment on a continuous basis.

4. CULTURAL POLICIES AND HERITAGE IN THE HISTORICAL CROATIAN TERRITORY

Tolerance and acceptance of different patterns of expressing spirituality are characteristic of the cultural policy of Hellenistic kingdoms and the Roman state. In ancient times, the phenomenon was seen as "global" and in the historical territory of Croatia it displayed abundant confirmation in the survival of autochthonous cults and cult practices in Greek

and Roman interpretation, as well as in the adoption and practising of oriental cults which are, in the Roman context, associated with the cults of the natives the Romans found when conquering the territory. Existing projects will be continued and completed.

Recent historiographical research contains frequent references to the notion of "cultural policy/cultural policies". As the definitions of the very notion of "culture" are already multi-faceted and complex, it is not easy to identify the narrow area of studying "cultural policy". The very concept "cultural policy" was first used at the end of the 19th century and then more frequently in the 20th century. Usually it can be limited to the international, state/country and local (provinces, cities, etc.) levels of cultural policy implementation. Investigation of cultural policies with different focal points of activity in the territory of Croatia enables on the one hand to gain a more general insight into the various forms of developing, promoting and designing strategies, for example in science, arts, impact on intellectual life, etc. On the other hand, it enables to examine particular phenomena such as the interdependence of the media, key concepts and notions that become the subject of "cultural policies" and centres of political power; the creation of public opinion and the impact of the media on the identification of priorities in cultural policy; communal cultural policies in relation to the state organisation; institutional and non-institutional history in respect of the strategic determinants of "cultural policies" etc. Such approaches particularly allow for an investigation of the effects of cultural policy on the heritage of the Croatian historical territory, including, for example, interdisciplinary research of monument protection and conservation activity in general, treatment of cultural heritage, creation of images of cultural heritage in a specific period, treatment of artists, intellectuals and their "products", etc.

These sources must be permanently studied, collected, critically processed and disseminated (traditionally and electronically) to be used in science, and to be scientifically interpreted. Academic debate should be nurtured on presented interpretations, revising or replacing those that cannot withstand the current scientific criticism. Scientific achievements must be made available to the general public and incorporated into the systems of sustainable heritage management in the cultural offer in tourism and in the economy in general. In addition to EU Structural Funds and EU funds that promote and financially assist regional development through initiatives associated with heritage, even the main scientific framework of the European Union, HORIZON, recognizes the domain of heritage as one of its priority areas. Specifically, the objectives of the current European Union Framework Programme for Research and Innovation HORIZON (section *Europe in a changing world / Inclusive, innovative and reflective societies*) include research, rethinking and revitalisation of heritage, linking scientists and civil initiatives, and applying and promoting scientific ideas in the public (*new forms of innovation; the engagement of citizens; innovative public sector; issues of memories, identities, tolerance and cultural heritage*).

Objectives:

1. To study the adoption of "oriental" cults in the Croatian historical territory in Roman times.
2. To study cultural policy from 19th to 21st century in Croatia.
3. To question and re-evaluate known heritage in the context of new knowledge.
4. To investigate and identify undiscovered heritage by applying new methods.
5. To combine materials and organize complex interpretation models.
6. To study epigraphic heritage, diplomatic documents and minor topic relating to other narrative and legal records.
7. To study topics of written heritage of *Rogovska opatija*, cultural heritage of Krk and Croatian heraldic heritage.

8. To investigate the Ottoman-Turkish segment of heritage of Bosnian Franciscans.

9. To establish modern interpretative, museum and reference institutions for the presentation and interpretation of history of *Vojna Krajina*.

10. To digitalize the Archives of the Faculty of Humanities and Social Sciences.

Activities:

1. Continuing with field research on the prehistoric, protohistoric and ancient site of Viničica; participating in the design, development and presentation of the archaeological park (2018 – 2022).

2. Working on the display of the Museum in Ogulin and assisting in setting up the Visitors' Centre in Krasno (2018).

3. Completing stage 1 of multiannual archaeological excavations at the site of Školski park in Topusko (2018).

4. Conducting field research at the State Archives in Zadar. Reviewing and organizing the archival fund, Benedictine monastery of St. Kuzma and Damjan on the island of Pašman: parchments (HR-DAZD-0337), digitalizing 199 parchments, developing a summary inventory of archival material (2018).

5. Conducting research at the archives of the Franciscan province of Bosna Srebrena in Sarajevo, Sarajevo Historical Archives, and the archives of Franciscan monasteries in Bosnia and Herzegovina and Dalmatia.

6. Organizing scientific and professional workshops, national and international conferences (at least 7), on a continuous basis.

7. Participating in national and international conferences, workshops, festivals and round tables (at least 10), on a continuous basis.

8. Publishing edited collections and monographs (at least 20), on a continuous basis.

9. Publishing papers in Croatian and international scientific journals (at least 27), on a continuous basis.

10. Implementing national and international research projects and research career establishment projects, on a continuous basis.

11. Organizing guest lectures by international researchers and study visits of our researchers, on a continuous basis.

12. Supervising doctoral dissertations in the discipline on a continuous basis.

13. Purchasing relevant literature and equipment on a continuous basis.

5. HISTORY OF VIOLENCE AND SOLIDARITY

Historical research shows that physical civil violence in Europe has been in decline for centuries and that we now live in a decreasingly violent world. Nevertheless, the presence of war, killing, genocide, mass extermination, and crime in the media, as well as films and TV series filled with violence, generate a feeling of omnipresence of violence in society, especially when increasingly discussed more subtle forms of violent behaviour are taken into consideration, such as harassment in the workplace, bullying, domestic violence, etc. Therefore, over the past few decades, the number of historical, sociological and anthropological studies has clearly increased, as has the number of international conferences and projects tackling the phenomenon of violence in Europe and globally, with all periods of human history being well represented. Although the need to study the phenomenon of violence

has been present for decades in Euro-American historiography, in Croatia it has been dealt with to a lesser extent. Since it is the historical territory of Croatia that has been exposed for centuries to wars and long-term imperial conflicts of higher or lower intensity, and that for centuries the functioning of this territory was based on violence and because of violence, for example in *Vojna Krajina*, there is a pressing need to keep up the pace with international research and recognize and isolate the phenomena of violence (and solidarity) within usual research areas. They should be studied in more detail and with more focus, if possible in collaboration with sociologists, psychologists and anthropologists at the Faculty of Humanities and Social Sciences.

Objectives:

1. To study the symbolic meaning of forms of violence in everyday life, legislation and legal (penal) practice in the Middle Ages (nose, ear, hand, hair cutting, etc.), taking into consideration gender conditionality of the phenomenon.
2. To explore the phenomenon of female solidarity (and violence) based on the establishment of two monasteries in Zadar.
3. To research the adaptation of the Habsburg *Vojna Krajina* to new needs in the 18th century.
4. To investigate the topic of mass violence in the modern age in the Croatian and broader European area.
5. To study radical right ideologies and their implementation policies in the former Yugoslavian area in World War II (Ustasha and Chetnik), which were often associated with systematic application of violent practices.
6. To study violence and solidarity on *Goli otok*, and in camps and prisons during the Tito-Stalin conflict.

Activities:

1. Organizing scientific and professional workshops, national and international conferences (at least 2), on a continuous basis.
2. Participating in national and international conferences, workshops, festivals and round tables (at least 7), on a continuous basis.
3. Publishing edited collections and monographs (at least 5), on a continuous basis.
4. Publishing papers in Croatian and international scientific journals (at least 10), on a continuous basis.
5. Implementing national and international research projects and research career establishment projects on a continuous basis.
6. Organizing guest lectures by international researchers and study visits of our researchers on a continuous basis.
7. Purchasing relevant literature and equipment on a continuous basis.

FIELD: HISTORY OF ART (6.05)

1. TRANSFORMATIONS OF CULTURAL LANDSCAPE OF THE EASTERN ADRIATIC COAST AND ISLANDS IN LONG DURATION

This priority topic arises from ongoing research projects run by or including employees of the Department of History of Art (CSF research projects, support of the University of Zagreb, COST, national and interregional funding, support of the Ministry of Culture, City of Dubrovnik and the Diocese of Dubrovnik). Over the past decades, we have witnessed a more intense intertwining of history of art and other humanistic and social disciplines, primarily evident in the shift towards determining the context of creation of monuments/ works of art. From Vasari's notion of "genius" and "fine arts" (*Beaux-Arts*) in the programmes of European academies in the 19th century, the focus has now shifted to the phenomenon of architecture, urbanism and visual arts in the framework of "long duration" and key paradigms (centre – periphery; elite – marginal/rural). An attempt is made to recognize and explain mechanisms of transmission of cultural and visual art patterns (transfer of form, function and content, circulation networks of visual art phenomena) and the manners in which "the art of memory" ensures continuous cultural and artistic production in the Adriatic basin, from classical ancient culture (Greece and Rome), through medieval Christian civilisation to early modern age trends during renaissance humanism and post-tridentine catholic renewal. The development of new technologies has facilitated work on cultural heritage and its contextualisation, and application of IT technology has been crucial for the production of different ontologies used for the classification of heritage, collection of data and presentation of research results. Given the character of the topic and ongoing research, opportunities are created for collaboration with the departments of archaeology, history and sociology. The topic constitutes a framework for monitoring cultural and artistic changes that occurred in sequences from ancient times to the Baroque period. In addition to larger cultural centres along the Adriatic coast (eastern and western), particularly interesting are islands as closed units, which are most suitable for experimental research of micro-regional development.

Objectives:

1. To conduct research under the following subtopics: a) transfer of forms, function and content; b) mobility of artists and artistic workshops; c) relationship between the centre and the periphery; d) networks for the circulation of ideas, artists, commissioners of art and artworks.
2. To publish at least 30 scientific papers in this area and edit several monographs.
3. To organize at least three scientific conferences with the proposed topic.
4. To establish collaboration with similar research projects at other universities and research institutes in Croatia.
5. To implement the results of research in graduate and doctoral studies in the history of art.

Activities:

1. Submitting project proposals for research funding (continuously: two INTERREG projects are undergoing evaluation, a third one is in preparation; one ANR /French national / project is being prepared; two Horizon 2020 projects are being prepared; one ERC project is undergoing evaluation, one more is being prepared; applications

for support by the University of Zagreb and other national and international calls are expected).

2. Conducting field research on a continuous basis.

3. Conducting research in relevant European countries on a continuous basis.

4. Conducting archival and bibliographical research on a continuous basis.

5. Preparing and organizing conferences related to specific segments of this topic, on a continuous basis.

6. Organizing a series of lectures by international experts at the Department of History of Art (first to third year).

7. Organizing several student research workshops for the purpose of continuous involvement of students and doctoral candidates in research processes (first to fourth year).

8. Organizing regular field classes abroad and on the Adriatic coast for the purpose of continuous involvement of students in research processes (first to fifth year).

9. Purchasing comparative literature on a continuous basis.

2. Croatian cultural heritage in the Middle Ages and the modern era – Central European and Mediterranean perspectives

This priority topic stems from ongoing research projects run by or involving employees of the Department of History of Art (CSF research projects and support by the University of Zagreb). Research of building units, and individual buildings and their structures, such as the cathedrals in Zagreb, Dubrovnik and Osor, or churches and colleges of Croatian immigrant communities in Italy, as well as research of the work of individual artists and architects and their positioning in a broader context of cultural history over long periods and in different media, will be the focus of interest of most members of the Department of History of Art in the upcoming five years. Building on existing research in the field of art history and in historical disciplines in general, and starting from traditional art history methods, attention will primarily be directed at the study of sacral and public monuments, and relevant artistic personalities and phenomena, and consequently on cultural and artistic, economic, and political ties with major Central European and Mediterranean political, economic and cultural centres – Vienna, Budapest, Prague, Munich, Venice, Rome and Bologna, as well as other Western European centres (Berlin, Paris, etc.). Project results will be disseminated in monographs, scientific and professional papers in journals, chapters in books, exhibitions and presentations at scientific and professional events, as well as via using technologies (applications for smart phones, virtual exhibitions).

Objectives:

1. To publish monographs and scientific papers on architectural achievements, individual artists, artworks, etc.

2. To publish at least 10 papers per year.

3. To deliver five papers at scientific conferences per year.

Activities:

1. Submitting project proposals for research funding (continuously: one CSF project is in preparation, one ERC project is in preparation, applications for support by the University of Zagreb and other national and international calls are expected).

2. Conducting field research on a continuous basis.

3. Conducting comparative research in relevant European countries on a continuous basis.

4. Conducting archival and bibliographical research on a continuous basis.

5. Organizing conferences related to individual segments of this topic on a continuous basis.

6. Organizing lectures by international experts at the Department of History of Art (first to third year), on a continuous basis.

7. Organizing student research workshops for the purpose of continuous involvement of students and doctoral candidates in research processes (first to fourth year), on a continuous basis.

8. Organizing field classes abroad and in Croatia for the purpose of continuous involvement of students in research processes (first to fifth year), on a continuous basis.

9. Purchasing comparative literature on a continuous basis.

3. Croatian cultural heritage, identities and institutions in the European context

This priority topic stems from ongoing research projects run by or involving employees of the Department of History of Art (CSF research projects and support by the University of Zagreb). Heritage research is a complex concept, covering several research levels: learning about works of art and their contexts, the role of art commissioners, political circumstances, social expectations, religious or ideological ethics, and history of interpretation within two disciplines (from the history of art-historical historiography to the awareness-raising of conservatory-restorative "history writing" of monuments on their epidermis, structure and place in the historical environment). Due to a series of discontinuities in the Croatian political and cultural life over the past two centuries, in which two disciplines emerged as public institutions with a European reach, the concept of tradition as the backbone of critical reflection was difficult to grasp. This topic encourages research on the concept of identity in artistic production. An attempt will be made to shed light on the insufficiently elaborated relationship between the art-historical methodology and the role of heritage keepers, political players and collectives in neglecting, discovering, favouring and transforming individual or group artworks. This comparative approach to the study of methodological issues is accompanied by the approach in the geographical environment. The topic is thus founded on the exploration of the history of ideas, origins and influences, i.e. the contexts of individual phenomena in the culture of preservation or transformation of cultural heritage of our country within the European context.

Objectives:

1. To conduct research under the following subtopics: the concept of identity in the art-historical and conservatory work, tradition of institutional work in the history of art and conservation, understanding cultural heritage in the long duration and in the context of significant political changes.

2. To publish between 8 and 10 scientific papers and prepare at least three monographs.

3. To organize two scientific events, at least one of which will involve international participation.

4. To establish collaboration with archival, academic, research and conservation institutions in the country and abroad with the purpose of obtaining and exchanging data.

5. To implement results within the Department's curriculum.

Activities:

1. Submitting project proposals for research funding (continuously: one ERC is in preparation and applications for support by the University of Zagreb and other national and international calls are expected).
2. Conducting field research.
3. Conducting comparative research in relevant European countries on a continuous basis.
4. Conducting archival and bibliographical research on a continuous basis.
5. Organizing conferences related to individual segments of this topic on a continuous basis.
6. Organizing a series of lectures by international experts at the Department of History of Art (first to third year).
7. Organizing several student research workshops for the purpose of continuous involvement of students and doctoral candidates in research processes (first to fourth year).
8. Organizing regular field classes abroad and in Croatia for the purpose of continuous involvement of students in research processes (first to fifth year).
9. Purchasing comparative literature on a continuous basis.

4. THEORETICAL DISCOURSES OF CULTURAL PRODUCTION IN THE CONTEXT OF CULTURAL STUDIES

This priority topic stems from ongoing research projects run by or involving employees of the Department of History of Art (support by the University of Zagreb, MSHB, ANR). Contemporary theoretical models in the research of cultural identities are based on scientific findings obtained through past research projects and study programmes of the Department of History of Art. Application of interdisciplinary approaches opens up opportunities for cooperation across related scientific field, i.e. with other departments and non-academic community, which makes them scientifically and socially relevant. Therefore, through the application of theoretical discourses of contemporary science to art, ranging from visual culture to cultural studies, attempts are made to use concrete research topics in an interdisciplinary approach to understand visualities as specific historical and cultural processes. Based on cultural identities in the context of modernism, the topics will focus on specific aspects, such as the role of cultural production, public space, critical discourse, forms of medialisation, strategies and tactics, institutionalized and alternative forms of cultural practices. Special attention will be dedicated to the roles of cultural production in the process of social transformation and their study in the European context of cultural studies.

Objectives:

1. To complete ongoing smaller-scale research.
2. To publish research results in periodicals, edited and authored books: a total of 20 papers.
3. To organize a scientific conference.
4. To establish collaboration with non-academic community through dissemination and implementation programmes and practical application of socially useful knowledge.
5. To implement results within the Department's curriculum.

Activities:

1. Submitting project proposals for research funding (continuously: applications for Horizon 2020 and for support by the University of Zagreb and other national and international calls are expected).
2. Conducting field research on a continuous basis.
3. Carrying out comparative research in relevant European countries.
4. Conducting archival and bibliographical research on a continuous basis.
5. Organizing conferences related to individual segments of this topic on a continuous basis.
6. Organizing a series of lectures by international experts at the Department of History of Art (first to third year).
7. Purchasing comparative literature on a continuous basis.

5. EXPLORING THE POSSIBILITIES TO IMPLEMENT CONTEMPORARY EDUCATIONAL STRATEGIES IN LEARNING AND TEACHING ART HISTORY IN SECONDARY AND HIGHER EDUCATION LEVELS IN CROATIA

Over the past twenty years, Croatian educational system has undergone a number of reforms at all educational levels, and the process of its modernisation is still ongoing. The objective of this research is to investigate in a comprehensive manner the possibilities of implementation of contemporary education requirements and guidelines at secondary and higher education levels of learning and teaching art history. Research at the secondary level would explore the possibilities of applying contemporary/alternative methods of learning and teaching (project-oriented, experiential, experimental, research classes, etc.), new educational content and correlations between subjects, possibilities of developing basic and specific competences (critical, analytical, visual and creative thinking, visual literacy, cultural identity and expression, innovation and entrepreneurship), interinstitutional collaboration and application of contemporary information and communication technologies in teaching Visual Arts and associated subjects in the area of history of art. At the higher education level, research would entail studying the impacts of continuous development of information and communication technologies on the improvement of the study programme in history of art and the need for its constant adaptation to the new media environment, both in research and teaching. Although in current educational discourses these topics are often highlighted as an inseparable segment of contemporary education, in the Croatian society they are still not sufficiently explored, particularly in the context of history of art. Therefore, by addressing the proposed research topic, the Department of History of Art would significantly compensate for the past absence of research in this area and would further enhance the relevance of its study programme. The research would also contribute to the positioning of history of art as a profession in the Croatian research and educational system, as well as to its recognisability and popularisation in a broader social context.

Objectives:

1. To conduct at least three studies on the possibilities of implementation of contemporary educational strategies, guidelines and requirements in learning and teaching history of art at secondary and higher education levels in Croatia.
2. To publish at least five scientific papers based the research conducted in this area.
3. To organize a scientific conference addressing issues and topics in this area.

4. To organize round tables and workshops for students, teachers of Visual Arts and lecturers from the Department of History of Art.

5. To publish a university textbook on teaching methods in history of art.

Activities:

1. Submitting project proposals for research funding (first three years).

2. Conducting research on the possibilities of applying contemporary teaching methods and educational content, and developing competences through Visual Arts and other subjects related to art history in secondary schools (first and second year).

3. Conducting research on the possibilities of interinstitutional collaboration between educational and cultural institutions for the purpose of teaching Visual Arts in secondary schools (third year).

4. Conducting research on the effect of information and communication technologies on learning and teaching art history at the secondary and higher education levels (fourth year).

5. Integrating the proposed research topics into the compulsory and elective courses offered to future teachers of art at the Department of History of Art at the Faculty of Humanities and Social Sciences in Zagreb (continuously).

6. Organizing workshops addressing issues and topics in the described research area (continuously).

7. Organizing guest lectures by researchers who explore the possibilities for implementing contemporary educational strategies, guidelines and requirements in the process of learning and teaching art history at the secondary and higher education levels (continuously).

8. Working on a university textbook on teaching methods in art history.

9. Preparing and organizing a scientific conference (fifth year).

10. Purchasing relevant literature (on a continuing basis).

<div align="center">FIELD: ARCHAEOLOGY (6.07)</div>

1. INTERDISCIPLINARY RESEARCH OF PREHISTORIC COMMUNITIES, THEIR SOCIAL STRUCTURE AND ENVIRONMENT IN THE TERRITORY OF CROATIA

This topic will be addressed through the following units:

Dynamics of protohistoric community identities in the territory of Central and Southeastern Europe

This topic covers the study of protohistoric communities in the territory of Croatia and the surrounding areas in the last millennium before Christ. This was a period when the European territory underwent several radical changes, in terms of both tangible culture and identity. The topic is based on a forensic and interdisciplinary approach to the study of individual communities in their spatial, environmental and cultural context. Methodology

pertinent to archaeology will be used to study issues relevant to other scientific disciplines and contemporary society, including links between changes to the environment and the level of development of individual communities; creation and disappearance of individual and group identities and globalisation processes first occurring in Europe in this period; causes, consequences and the dynamics of cultural changes, mobility and cultural transfer.

Creation, chronology and transition of Neolithic communities in eastern continental Croatia

The Neolithic represents a globally critical point in human development, when human communities ceased to be a mere component of the living world in the environment. With the invention of food production, humans were for the first time given the possibility to intervene in nature by adopting new knowledge and technologies. This partial modification of linear natural processes (morphological changes in tamed animals, selective breeding of cereals, etc.) brought about dramatic changes in the life of communities of that time (demographic expansion, development of communication and trade routes, first production surpluses, stratification of society, etc.) and laid the first foundations of civilized society and life in sedentary groups. Croatia, a territory at the crossroads between the Mediterranean and Central European worlds, a) abounds in finds dating back to this period and b) enables a unique insight into social transitions and modifications due to extremely fast changes to the living circumstances, both from the perspectives of time flow and Croatian geographical and environmental diversity.

Development of Palaeolithic and Mesolithic communities in the territory of the Adriatic, Central and Southeastern Europe – cultural and biological changes in the context of paleogeographic and paleoclimatic changes

The focus of this topic is the study of the oldest prehistoric communities (Palaeolithic and Mesolithic) in Croatia, in the Mediterranean, Central European and Southeastern European context. The topic covers a timeline from the earliest records of Neanderthal presence in the territory of Croatia to the last hunter-gatherers, who disappeared with the emergence of sedentary life and farm economy. The wide timespan allows to observe diachronical cultural changes and adaptation in the context of different paleoenvironmental conditions.

Social significance of prehistoric management of raw stone materials

Objectives:
1. To explore the dynamics of protohistoric community identities in the territory of Central and Southeastern Europe.
2. To investigate the creation, chronology and transition of Neolithic communities in continental eastern Croatia.
3. To analyse the development of Palaeolithic and Mesolithic communities in the territory of the Adriatic, Central and Southeastern Europe – cultural and biological changes in the context of palaeographic and paleoenvironmental changes.
4. To analyse the social significance of prehistoric management of stone raw materials.

Activities:

1. Conducting field research at three excavation sites (Kaptol, Kagovac and Bangradac) over the course of five years together with students of archaeology.

2. Carrying out experimental studies over the course of two years at two excavation sites with finds dating back to the investigated period.

3. Lidar surveying and interpretation of a 20 km^2 area in the Požega Valley.

4. Continuing with excavations at the site of Bapska-Gradac (Ministry of Culture of the Republic of Croatia) in collaboration with the German Archaeological Institute in Frankfurt and Freie Universität in Berlin; and initiating collaboration with Penn State University (USA).

5. Conducting nuclear research and publishing results in the project of determining the sources of obsidian discovered in the territory of Croatia.

6. Carrying out field research at the site Bapska-Gradac, with field classes for students of the Department.

7. Continuing with non-destructive excavations in the paleoenvironment of Bapska (geoprobes for the analysis of phosphate residues in anthropogenic layers, definition of urban organisation using magnetometric surveys), together with the German partner (German Archaeological Institute, Roman Germanic Commission, Frankfurt).

8. Setting up a lithoteque with geological and archaeological samples, and microscope slides that are now part of Zlatko Perhoč's private collection.

9. Analysing in detail the archaeological material collected during earlier studies and publishing results in relevant international journals.

10. Trial excavations at several, previously unexplored sites.

11. Organizing scientific and professional workshops, national and international conferences (at least 6), on a continuous basis.

12. Participating in national and international conferences, workshops, festivals and round tables (at least 20), on a continuous basis.

13. Publishing edited collections and monographs (at least 5), on a continuous basis.

14. Publishing papers in Croatian and foreign scientific journals on a continuous basis.

15. Launching national and international research projects and research career establishment projects on a continuous basis.

16. Organizing guest lectures by foreign researchers and study visits of our researchers (at least 15), on a continuous basis.

17. Supervising doctoral dissertations in this discipline on a continuous basis.

18. Purchasing relevant literature and equipment on a continuous basis.

2. TANGIBLE AND SPIRITUAL CULTURE OF THE EASTERN MEDITERRANEAN IN THE BRONZE AGE, OF GREEKS IN THEIR HOMELAND AND THE MEDITERRANEAN, AND OF ROMANS IN ROME AND ITALY

This topic will be addressed through the following units:

Between the east and the west – the valley of the Cetina River as a communication link during prehistory and Antiquity (CSF IP-06-2016)

The core of this project consists of an archaeological field survey of the Cetina valley. Materials and associated characteristics of the culture developed in this area in the Early Bronze Age can be found scattered across the Adriatic basin, even on Malta and in Greece. Thus, it is quite right to say that the Cetina culture represented the most significant era in the prehistoric life of the valley; it reveals that its members were able to establish contacts with very remote areas. The Cetina River, which is partially navigable, probably served as a significant route on these travels. Despite such profitable communication that connected the valley with the Adriatic and the vibrant Mediterranean, the periods before and after the Cetina culture were not as progressive. One of the objectives of this project is to establish factors that affected these variations over time. Furthermore, the aim is to determine the extent of importance of the valley as a place of residence and communication routes over the course of prehistoric and historic periods. These objectives will be achieved using the field survey method on targeted parts of the Cetina valley. The discovered material is expected to demonstrate intense population growth in the valley in specific periods, and the intensity of contacts with other areas, especially those more remote, revealing the extent to which the valley was isolated or open to the external world in specific periods. A comparison with later eras and events (for example, the Ottoman presence in the valley, World War II or Homeland War) can identify the advantages offered by living in such a fertile area, as well as the disadvantages associated with the fact that the Cetina valley served as an important link between the continental part of the Balkan Peninsula and the Adriatic, and was therefore often the target of different powers and a stage of frequent conflicts and wars. The fact that a Roman legion was once stationed in this valley (the Roman military camp near Trilj) proves that similar problems and conflicts posed a threat to life in the valley even in the more distant past. Data collected by the proposed field survey will most definitely provide an abundance of new archaeological and historical testimonials. Hopefully, it will also raise the awareness of local communities, not just the scientific ones, on the impressively rich heritage of one of the most important Croatian geographical regions.

Photogrammetry of epigraphic monuments (support by the University)

The idea is to apply the latest IT and 3D technologies to scan damaged epigraphic monuments and enable the reading of those parts that so far seemed to be almost entirely illegible. This is a long-term effort with a huge amount of epigraphic material to be analysed in Croatia in the years to come.

The first Croatian epigraphic collection: European humanism of Dmine Papalić and Marko Marulić (support by Adris Foundation)

This very complex intervention aims to reconstruct a collection of 15th century Roman inscriptions, which was dispersed over time and whose large portion ended up in Italy. It constitutes an essential contribution to an understanding of how Antiquity was studied in the Renaissance in Croatia and of the importance of ancient heritage in the formation of the totality of Croatian culture.

Objectives:
1. To explore the Cetina valley as a communication route in prehistory and Antiquity.
2. To carry out photogrammetric surveying of epigraphic monuments.
3. To reconstruct the 15th century collection of Roman inscriptions (The First Croatian Epigraphic Collection: the European Humanism of Dmine Papalić and Marko Marulić).

Activities:

1. Establishing collaboration with national and international research institutions (universities, public and private organisations) on studies related to this topic.
2. Publishing the Roman imperial coin hoards from Trijebanj.
3. Publishing the Roman imperial coin hoards from Bjelovar.
4. Organizing international epigraphic workshops.
5. Digitalizing data in the processing of ceramic material.
6. Popularizing archaeology in schools.
7. Organizing scientific and professional workshops, national and international conferences on a continuous basis.
8. Participating in national and international conferences, workshops, festivals and round tables on a continuous basis.
9. Publishing edited collections and monographs on a continuous basis.
10. Publishing papers in Croatian and foreign scientific journals on a continuous basis.
11. Launching national and international research projects and research career establishment projects on a continuous basis.
12. Organizing guest lectures by foreign researchers and study visits of our researchers on a continuous basis.
13. Purchasing relevant literature and equipment on a continuous basis.

3. ARCHAEOLOGICAL RESEARCH OF TANGIBLE AND SPIRITUAL CULTURE AND SOCIAL PROCESSES IN ROMAN TIMES IN THE TERRITORY OF CROATIA, IN THE CONTEXT OF THE MEDITERRANEAN AND DANUBE REGIONS

The Chair of Roman Provincial and Early Christian Archaeology within the Archaeological Laboratory (http://wp.ffzg.unizg.hr/azoza/arheoloski-laboratorij/) researches the interaction between geographical specificities, historical events and material heritage in today's territory of Croatia. The research conducted so far has confirmed that geographical position is a vital factor affecting historical events, from the arrival of Greeks and Romans, to the end of Antiquity. This research will analyse historical data from today's territory of Croatia by including a geographical position variable into archaeological data. Its objectives include examination, definition and verification of the new variable and its application to existing archaeological finds on the mobility of people and goods, and the cultural and spiritual changes in the Roman Empire. Fulfilment of these objectives will improve our understanding of the nature of Romanisation and the related processes in this area.

This topic will be addressed through the following units:

Between the Danube and the Mediterranean. The role of the Roman army in the mobility of people and goods in the territory of Croatia during Antiquity

In the upcoming five-year period, this research unit will include continued interdisciplinary archaeological investigations of the Roman legionary camp Tillurium and Roman military positions at the Delmataean and Danubian limes. An efficient methodological procedure was developed for successful implementation of the set objectives, which pro-

duced visible results and relevant scientific outcomes in the study of Roman tangible and intangible culture in the territory of Croatia. This methodological approach is founded on the implementation of contemporary archaeological methods and on past experiences stemming from previous archaeological investigations. The following multidisciplinary research methods will be used: study of ancient literary sources; study of Roman epigraphic monuments and analysis of archaeological finds; analysis of aerial and satellite photos, maps and LiDAR scans for the identification of possible Roman building structures; systematic field survey of selected sites; geophysical analyses of selected sites; archaeological excavations on selected sites; analyses of results of archaeological excavations, mobile and immobile objects; interdisciplinary analysis of osteological remains and raw materials; analysis and interpretation of all data.

Tangible cultural heritage of Late Antiquity and early Christianity in the territory of Croatia

In the upcoming five-year period, this research unit will include continued interdisciplinary archaeological investigations of the Late Antiquity site Velić near Trilj. An efficient methodological procedure was developed for successful implementation of the set objectives, which produces visible results and relevant scientific outcomes in the study of Late Antiquity and early Christianity. This methodological approach is founded on the implementation of contemporary archaeological methods and on past experiences stemming from previous archaeological investigations. The following multidisciplinary research methods will be used: study of ancient literary and epigraphic sources and archaeological finds; analysis of aerial and satellite photos and maps for the identification of possible building structures; archaeological excavations on selected sites; analyses of results of archaeological excavations, mobile and immobile objects; interdisciplinary analysis of osteological remains and raw materials; analysis and interpretation of all data.

Objectives:

1. To continue with archaeological excavations at the site of Roman legionary camp Tillurium and Roman military positions at the Delmataean and Danubian limes.
2. To continue with archaeological excavations of the Late Antiquity site Velić near Trilj.
3. To study ancient literary sources and analyse archaeological finds from museums and collections (Roman epigraphic monuments, numismatics, metal, glass, ceramics, bones and glyptic material).
4. To analyse the results of archaeological excavations, mobile and immobile objects.

Activities:

1. Conducting archaeological excavations at two sites: Tillurium and Velić.
2. Studying ancient literary sources, analysing archaeological finds from museums and collections, and analysing mobile and immobile objects from past archaeological excavations: architecture, epigraphic monuments, numismatics, metal, glass, ceramics, bones and glyptic material.
3. Establishing interdisciplinary collaboration with other research institutions in the country and abroad.
4. Publishing research results.
5. Delivering lectures at international and national conferences, collaborating with other research institutions in the country and abroad, working on professional development and improvement of research competences.

8. Employing junior researchers and working on their career development, purchasing new research equipment and literature, organizing guest lectures by international experts, collaborating with local communities to raise their awareness on own cultural heritage, conducting activities related to economic utilisation of explored and preserved archaeological sites, disseminating results to the professional and broader public.

4. PROCESSES IN THE MIDDLE AGES THROUGH THE STUDY OF SETTLEMENTS, CHURCH ARCHITECTURE AND CEMETERIES

This topic will be addressed through the following units:

Lobor – early medieval centre of power

In the upcoming five-year period, research within the framework of national medieval archaeology will cover several areas of work. The priority objective is to examine visible archaeological culture (forts, buildings, churches) in a specific centre of power, such as Lobor in Pannonia, corresponding to existing research findings, and to analyse associated burial units. Interdisciplinary research methods will be used to investigate burial units, dating from year 500 to 1850, and the possibilities of their archaeological and historical interpretation. Planned research on the selected micro-location (Lobor) aims to contribute to a better understanding of burials in the Carpathian Basin, and in Central Europe in general, and to improve the chronology and methodology of researching cemeteries, forts, sacral, profane and defence architecture and their relationships to the milieu in which they were created. Research aims also include examining the ultimate possibilities of archaeological and historical sources for European medieval history. This research is an attempt at contributing to the reconstruction of everyday cultural habits and characteristics of the ancient, medieval and early modern age population. It focuses on the study of historical, cultural and biological totality of human population in a specific territory and on a specific sample. The intent is to obtain a full picture of everyday cultural habits and characteristics of people and to determine their living and working conditions, from Late Antiquity to the modern era.

Church architecture and sculpture in Dalmatia from Late Antiquity to High Middle Ages

One of the central topics in medieval archaeology in Croatia and Europe is dedicated to the study of sacral architecture, mostly Christian churches, minor cult structures and more convoluted sacral complexes, which, besides churches as places of liturgy, also feature additional objects and specifically shaped spaces. Such archaeological sites, very different in size and presence of various structures, also differ in terms of their location and function inside or outside settlements. These differences are defined in archaeological studies of a broader archaeological context, which not only investigate mere building structures, but also provide answers about the communities which erected and equipped buildings and sacral complexes, and about their relationships with other communities in defined (based on a site's dating) historical periods. Within this priority research topic and depending on the concrete situation on the sites to be explored in the upcoming period, research will also cover cemeteries and settlements, and different types of accompanying finds (stone monuments, inscriptions, ceramics, glass...). Already initiated archaeological excavations at the

site of the triconch church in Bilice near Šibenik (the site of Dedića punta) will be continued, and new ones are also envisaged.

Objectives:

1. To investigate visible archaeological culture (forts, buildings, churches) in a specific centre of power, such as Lobor in Pannonia.
2. To explore church architecture and sculpture in Dalmatia from Late Antiquity to High Middle Ages.

Activities:

1. Conducting archaeological research in Bilice near Šibenik, to the extent permitted by allocated project funds (related to Objective 2).
2. Initiating archaeological excavations in at least one new location, in order to expand the results of existing research (related to Objective 2).
3. Collaborating with the Arts Academy in Split and Faculty of Mining, Geology and Petroleum Engineering in Zagreb – petrographic and used colours analyses (related to Objective 2).
4. Organizing scientific and professional workshops, national and international conferences (at least 2), on a continuous basis.
5. Participating in national and international conferences, workshops, festivals and round tables (at least 12), on a continuous basis.
6. Publishing edited collections and monographs on a continuous basis.
7. Publishing papers in Croatian and foreign scientific journals on a continuous basis.
8. Launching national and international research projects and research career establishment projects on a continuous basis.
9. Organizing guest lectures by foreign researchers and study visits of our researchers on a continuous basis.
10. Purchasing relevant literature and equipment on a continuous basis.

5. RESEARCH AT THE SITE OF VUČEDOL

The longest running project in the Department is that of investigating Vučedol as the most important Croatian prehistoric trademark. This research started as a trial excavation back in 1897, when Vučedol, as a site of utmost importance, found its place in international archaeological literature. Recent ongoing research, led by professor Aleksandar Durman, started in mid 1980s, with a break during the occupation of this part of Croatia during the Homeland War). In addition to systematic archaeological research, the Vučedol site is undergoing a process of extension of the Vučedol Culture Museum, which means that archaeological works will be financed from different sources at the state level (Ministry of Culture of the Republic of Croatia, City of Vukovar, Ministry of Tourism, etc.). This project is certainly the largest and most demanding of all prehistoric projects, and is therefore labelled as strategic. The next stage will involve at least one more university from abroad, with the primary intention to establish a long-term partnership, which will result in many graduate and doctoral theses defended at the Faculty of Humanities and Social Sciences and the partner institution.

Objectives:

1. To investigate Vučedol, the most significant prehistoric trademark of Croatia.

Activities:

1. Continuing with systematic archaeological excavations at the site.
2. Rescue excavations at several sites for the construction of a future archaeological park; with students of archaeology (first year).
3. Continuing collaboration with the Vučedol Culture Museum and Vukovar City Museum.
4. Trial excavations at several unexplored locations in the Vučedol archaeological park.
5. Applying non-destructive methods at the archaeological site – ground-penetrating radar, magnetometer (Faculty of Civil Engineering in Osijek).
6. A field visit and archaeological field survey of the micro-region within student projects and projects of the Vučedol Culture Museum.
7. Popularizing archaeology through projects, workshops and lectures.
8. Researching the prehistoric multi-layered site of Prisunjača near Vinkovci.
9. Organizing scientific and professional workshops, national and international conferences (at least 3), on a continuous basis.
10. Participating in national and international conferences, workshops, festivals and round tables (at least 15), on a continuous basis.
11. Publishing edited collections and monographs (at least 4), on a continuous basis.
12. Publishing papers in Croatian and international scientific journals (at least 2), on a continuous basis.
13. Launching national and international research projects and research career establishment projects on a continuous basis.
14. Organizing guest lectures by foreign researchers and study visits of our researchers on a continuous basis.
15. Purchasing relevant literature and equipment on a continuous basis.

FIELD: ETHNOLOGY AND ANTHROPOLOGY (6.08)

1. Urban transformation

Over the past decade, the challenges of urban living have been one of the most important research topics in the field of ethnology and anthropology. Increased population mobility, economically propulsive urban centres, and dynamic relationships between social players have turned urban centres into networks of privileged political, economic and cultural life, which dominate and dictate the cultural and social practices of their surroundings. The study of urban development investigates reasons of uneven urban growth and development, issues of social sustainability of existing cities, migration and post-migration practices and phenomena, urban disintegration, transition and ruination, alterations in labour culture, revitalisation processes, spatial, public/private practices of city formation, the open city concept, and different forms of communities.

Objectives:

1. To submit large-, medium- or small-scale project proposals for funding.
2. To successfully complete multiannual research on urban formation and labour transformation in post-transitional Croatia.
3. To organize a conference, round tables, public discussions, workshops.
4. To publish the results of research in periodicals, edited and authored books.

Activities:

1. Organizing a series of lectures and workshops for Croatian and foreign experts (continuously).
2. Submitting project proposals for funding (first to third year).
3. Purchasing relevant literature (on a continuing basis).
4. Conducting qualitative research (first to fifth year).
5. Organizing doctoral seminars, round tables (second and third year).
6. Organizing professional and scientific conferences (first to fifth year).

2. RURAL TRANSFORMATION

Contemporary research of rural development covers the dynamic processes taking place in rural, semirural or ruralized areas, investigating communities of economic practices, culture and rural lifestyle, as well as the very idea of rurality, challenges and controversies surrounding rural development policies and regeneration of rural areas. This priority topic includes studies of different models and practices of social innovation, addressing the issue of social and cultural challenges in the rural space. The focus is on green economy, transformation of rural economy, small rural enterprises, environmental injustice, asymmetric economic, cultural and social development in rural areas, relationship between urban and rural communities, transformation of rural landscapes, etc.

Objectives:

1. To submit large-, medium- or small-scale project proposals for funding.
2. To successfully complete smaller-scale studies.
3. To organize a conference, round tables, public discussions, workshops.
4. To publish the results of research in periodicals, edited and authored books.

Activities:

1. Organizing a series of lectures and workshops for Croatian and international experts (first and second year).
2. Submitting project proposals for funding (continuously).
3. Purchasing relevant literature (on a continuing basis).
4. Conducting qualitative research (second to fourth year)
5. Organizing doctoral seminars, round tables (second and third year).
6. Organizing professional and scientific conferences (second to fifth year)

3. Heritage and memory

Research of cultural heritage has a long-standing tradition in the field of ethnology and anthropology. Contemporary research of cultural heritage and memory focuses on the idea of a European heritage, where heritage is understood as a process and practice of shaping one's own history and modernity, investigating the political and cultural processes of heritage use, their positioning and repositioning in national memory policies, and protection and safeguarding of heritage. The research under this topic will attempt to address issues of constructing the idea of heritage, effects of the 1990s change in the political and economic paradigm, the war, post-socialist transition and economic crisis on the idea of heritage, shaping of the current memory of national past, links between the culture of memory and the idea of heritage, and the role of digital technologies in heritage mediation. A specific segment of research within this priority topic will focus on intellectual heritage and organisational memory of key cultural institutions in Croatia.

Objectives:

1. To submit large-, medium- and small-scale project proposals for funding.
2. To complete smaller-scale studies.
3. To organize a conference.
4. To publish the results of research in periodicals, edited and authored books.

Activities:

1. Organizing a series of lectures and workshops for Croatian and international experts (first and second year).
2. Submitting project proposals for funding (first to third year).
3. Purchasing relevant literature (on a continuing basis).
4. Conducting qualitative research (second to fourth year).
5. Organizing doctoral seminars, round tables (second to fifth year).
6. Organizing professional and scientific conferences (second to fifth year)

4. Culture and identity – challenges of inclusion

The backbone of this topic is the study of identity and diversity. The objective is to observe contemporary cultural processes by examining the interactions and mechanisms of exclusion and inclusion in different cultural practices. The research focuses on the monitoring of the impact of global and globalisation processes on local cultural phenomena and practices. Studies of language, ethnical, cultural and gender identity and diversity, study of diaspora, minority and vulnerable groups, contemporary religious phenomena and practices, and pluralisation and monolithisation of national identity are recognized as key topics addressing the crisis of the idea of a plural Europe. In addition to ideas of openness and inclusion compared to the challenges of closed societies and particularities evident in disintegration practices, the research also focuses on a more detailed understanding of policies and the movement of "cultural recognition", autochthonisation of cultural and ethnic identity, religious fundamentalisms and retraditionalisation, as well as of interreligious, gender and other types of communication and interactions.

Objectives:

1. To submit large-, medium- and small-scale project proposals for funding.
2. To complete smaller-scale studies.
3. To organize a conference.
4. To publish the results of research in periodicals, edited and authored books.

Activities:

1. Organizing a series of lectures and workshops for Croatian and international experts (first and second year).
2. Submitting project proposals for funding (continuously).
3. Purchasing relevant literature (on a continuing basis).
4. Conducting qualitative research (first to fourth year).
5. Organizing doctoral seminars, round tables (second to fifth year).
6. Organizing professional and scientific conferences (second to fifth year)

5. Interaction between community and biological environment

Studies of cultural, social and sociobiological aspects of health and welfare, and the relationship towards the environment are some of the key research niches in the field of ethnology and anthropology. Focusing on two main research directions, this topic will one the one hand offer investigations into public health and welfare policies through the prism of complex socio-economic, political and cultural networks of influence. On the other hand, it will develop approaches that connect reflections on the bioecology of human development and the culture of health, political ecology and anthropology of welfare with the final objective of developing integrated research that aims to study interactions between human communities and the biological environment.

Objectives:

1. To submit medium- and small-scale project proposals.
2. To complete smaller-scale studies.
3. To organize a conference.
4. To publish the results of research in periodicals, edited and authored books.

Activities:

1. Organizing series of lectures and workshops for Croatian and international experts (continuously).
2. Submitting project proposals for funding (second and third year).
3. Purchasing relevant literature (on a continuing basis).
4. Conducting qualitative research (second to fourth year).
5. Organizing doctoral seminars, round tables (second to fifth year).
6. Organizing professional and scientific conferences (second to fifth year)

FIELD: SCIENCE OF ART (6.06)

The Department of Comparative Literature, with its Chair of Filmology and Chair of Theatrology and Dramatology, is the central place for the achievement of priority objectives for the scientific field of science of art. In this effort, employees of the Department of Comparative Literature will be joined by researchers from other philological departments and the Department of History of Art sharing similar research interests.

1. CONTEMPORARY FILM AND PERFORMING ARTS THEORIES. CONTEXTS, REPRESENTATIONS, IDENTITIES AND POLICIES

This topic involves different contemporary approaches and methodological protocols that allow for a broader and more comprehensive understanding of film and performing arts (from theories of film, theatre, drama, media, performance, film and theatre dramaturgy, narratology, postcolonial and psychoanalytic theory of film and theatre, to the feminist theory of film and theatre). Bearing in mind the specificities of film language, film is related to other arts, especially performing arts and their language, as well as to new media. This topic also covers the study of specificities and overlapping between national, regional and transnational cinematographies and performing practices and, finally, the methods of teaching performing arts, film, and new media.

Objectives:

1. To prepare and publish scientific papers: special issues in scientific journals; three scientific monographs; one edited collection and five reviewed scientific papers.
2. To supervise doctoral dissertations in this area.

Activities:

1. Conducting theoretical (basic and applied) research, participating in scientific events and other forms of collaboration in the realm of ongoing projects.
2. Participating in the organisation of Animafest Scanner, an annual international symposium held in association with the World Festival of Animated Film - Animafest Zagreb, and producing edited collections.
3. Organizing at least two scientific events.
4. Presenting the results of research at scientific events in the area of theatre dramaturgy and film.
5. Purchasing scientific and professional literature.

2. HISTORY OF FILM, THEATRE AND NEW MEDIA. FILMOGRAPHICAL, BIBLIOGRAPHICAL AND THEATROGRAPHICAL ANALYSES OF FILM AND THEATRE HERITAGE

This topic covers the study of historical trends in the development of theatre and film arts in Croatia, Europe and the world, as well as analyses of the history of television and associated media. Research in this area also addresses the heritage of feature, documentary, experimental, animated, scientific and educational, and utilitarian film, as well as neglected and unanalysed data from insufficiently studied historical periods. The topic further involves a comparative analysis of Croatian and international tendencies and phenomena

related to film and theatre, and other international relations. Another point of interest relates to media historiography and archaeology.

Objectives:

1. To develop integrative filmographical and bibliographical databases of Croatian feature, documentary, experimental, animated, scientific and educational, and utilitarian film and television dramas.
2. To develop theatrographical and bibliographical databases of Croatian theatre and performing arts.
3. To publish at least three books and five scientific papers.
4. To describe and scientifically analyse the basic tendencies and guidelines of contemporary Croatian theatre and film (post-1990).
5. To supervise doctoral dissertations in this area.

Activities:

1. Submitting a project proposal (research career establishment projects by CSF).
2. Continuing with ongoing projects (also for Topic 1).
3. Participating in social events and scientific conferences.
4. Conducting archival research under the project (HERA).
5. Participating in scientific conferences.
6. Organizing annual international symposiums.
7. Publishing books and other scientific publications.
8. Purchasing relevant professional and scientific literature.
9. Organizing research and study visits to institutions abroad.

3. Acting in theatre and film

This topic covers research in the theory of acting, acting schools and acting pedagogy. Acting is studied in the context of audiovisual media (film, television, video, internet genres) and in different performing situations. The research also covers the history and tradition of acting in Croatia, in Europe and the world, as well as a comparative analysis of acting phenomena in various cultures and acting schools.

Objectives:

1. To participate in at least three international scientific events.
2. To develop intense ties and frequent exchanges with Austrian, German, Polish, Czech, Scandinavian and other universities abroad.
3. To publish at least one scientific book and at least three reviewed scientific papers.

Activities:

1. Organizing the international conference and doctoral workshop "Feminisms in a transnational perspective".
2. Developing collaboration with the Graduate School for East and Southeast European Studies of the University of Regensburg and "Ludwig Maximilian" University in Munich, Humboldt University of Berlin, Karl Franzen University of Graz and other relevant institutions.

3. Participating in international events.
4. Producing special issues on theatre and film acting in journals, preparing scientific books and papers.
5. Holding guest courses at Karl Franzen University of Graz.
6. Purchasing relevant theatre and film literature.

4. DIRECTING IN THEATRE AND FILM

This topic covers concepts such as director's theatre, co-directing and collective directing, directing performance and contemporary dance, directing auteur cinema, traditional directing methods, modernist directing, experimental film directing and directing in producer-unit and auteur filmmaking systems. The research also addresses the specificities of theatre, film, television, video art and digital media directing, as well as creative methodologies in theatre and film (production theories, research "laboratories").

Objectives:

1. To participate in at least three scientific events on described topics.
2. To publish at least two books and four reviewed scientific papers in journals and edited collections.
3. To enhance teaching at all levels (from undergraduate to doctoral) by adding themes related to directing in theatre and film.
4. To supervise masters theses and at least one doctoral dissertation in this area.

Activities:

1. Participating in scientific conferences.
2. Introducing new topics on theatre and film directing in the courses of the study programme in comparative literature and Postgraduate Study Programme in the Science of Literature, Performing Arts, Film and Culture.
3. Producing scientific papers and other publications.
4. Purchasing professional and scientific literature.

5. MATERIAL CONDITIONS FOR THE CREATION AND RECEPTION OF THEATRE PLAYS AND FILM. THEATRE AND FILM AUDIENCES

This topic addresses theories of theatre and film reception, theatre and film criticism, spectators as co-creators, passive and active theatre, film and TV show spectators, and activity of new media spectators. The research also involves evaluation of post-1945 and post-1990 film and theatre plays in Croatia. Further, it focuses on distribution, re-runs, festivals, live broadcasts and revues as modes of film and theatre communication; theatre and film groups and clubs, and theatre and film amateurism.

Objectives:

1. To publish at least two books and three scientific papers in this area.
2. To supervise at least three doctoral dissertations in these disciplines at the Postgraduate Study Programme in the Science of Literature, Performing Arts, Film and Culture.

3. To develop collaboration with the Departments of History, Psychology and Sociology in researching the topic of mediation and reception of "the narratives on the 1990s war in Croatia".

Activities:

1. Organizing the international conference and doctoral workshop "Feminisms in a Transnational Perspective" (also for Topic 3).
2. Participating in annual events of the American Association for Slavic, East European and Eurasian Studies (ASEEES), in the USA.
3. Developing collaboration with the Graduate School for East and Southeast European Studies of the University of Regensburg and University "Ludwig Maximilian" in Munich, Humboldt University of Berlin, Karl Franzen University of Graz and other relevant institutions (also for Topic 3).
4. Collaborating with the Departments of History, Psychology and Sociology in interdisciplinary research of the Historical, Social and Psychological Aspects of Mediation and Reception of the Narratives on the 1990s War in Croatia.
5. Participating in the organisation of the World Festival of Animated Film – Animafest Zagreb (also for Topic 1).
6. Organizing guest lectures by internationally acclaimed researchers (for example, collaborating with the Swedish Institute, Department of Film and Media of the Stockholm University).
7. Purchasing scientific and professional literature.
8. Preparing research studies and other publications.

IV. EXPECTED OUTCOMES OF THE STRATEGIC RESEARCH PROGRAMME AND PERFORMANCE INDICATORS

This chapter gives a detailed account of the expected outcomes of the strategic objectives and organisational changes specific to the research activity of the Faculty of Humanities and Social Sciences and research carried out in priority research topics and areas.

Each expected outcome also lists the corresponding performance indicators.

EXPECTED OUTCOME 1: INCREASED INTERDISCIPLINARY CHARACTER OF RESEARCH AND PUBLICATIONS

The interdisciplinary character of research will be increased by implementing the measures and activities related to the following strategic objectives:

- Objective 1.c. To increase the number of projects including researchers from various departments and fields,
- Objective 1.d. To integrate postgraduate doctoral study programmes,
- Objective 1.e. To increase collaboration with other constituent units of the University of Zagreb through joint study programmes and research.

Performance indicators:
- number of co-authored scientific publications,
- number of co-authored scientific publications by researchers from different scientific fields,
- number of scientific publications on interdisciplinary priority topics,
- number of projects including researchers from various fields,
- number of active interdisciplinary research groups,
- number of doctoral students taking courses offered by other doctoral study programmes,
- number of international interdisciplinary summer schools and doctoral workshops (co-)organized by the Faculty,
- establishment of the Centre for Advanced Research in Social Sciences and Humanities.

EXPECTED OUTCOME 2: INCREASED INTERNATIONAL NETWORKING OF RESEARCHERS AND INTERNATIONAL VISIBILITY OF RESEARCH AND PUBLICATIONS

The desired increase in researcher networking and international visibility of research and publications will be achieved by implementing the measures and activities related to the following strategic objectives:
- Objective 2.a. To establish strategic partnerships with relevant European universities or faculties,

- Objective 2.b. To increase incoming and outgoing mobility of students, teachers and researchers,
- Objective 2.c. To increase cooperation in research projects,
- Objective 2.d. To increase international visibility and quality of research,
- Objective 2.e. To internationalize postgraduate doctoral study programmes.

Performance indicators:

- signed strategic partnership agreements with mechanisms for cooperation in research,
- number of outgoing researcher mobilities,
- number of incoming researcher mobilities,
- adequate and detailed presentation of research activities on the Faculty website in English,
- establishment of the Centre for Advanced Research in Social Sciences and Humanities,
- engagement of researchers in the activities of the European Research Infrastructure,
- number of scientific publications co-authored with foreign researchers,
- number of scientific journals (co-)published by the Faculty referenced in prominent international databases (especially WoS, Scopus and ERIH),
- number of scientific papers published in international journals,
- number of scientific papers published in journals referenced in prominent international citation databases (especially WoS, Scopus and ERIH),
- number of citations from scientific papers published by Faculty researchers cited in prominent international citation databases (especially WoS, Scopus and ERIH),
- number of projects financed from competitive national sources led by or including Faculty researchers,
- number of projects financed from competitive international sources led by or including Faculty researchers,
- number of international interdisciplinary summer schools and doctoral workshops (co-)organized by the Faculty,
- number of doctoral students participating in international summer schools and doctoral workshops,
- number of foreign co-supervisors of doctoral dissertations,
- number of foreign lecturers in doctoral study programmes,
- number of international dual doctorates.

EXPECTED OUTCOME 3: INCREASED SOCIAL AND SCIENTIFIC RELEVANCE OF RESEARCH AND PUBLICATIONS

The increase in social and scientific relevance of research and publications will be ensured by achieving the following strategic objectives and their associated measures and activities:

- Objective 2.c. To increase cooperation in research projects,
- Objective 2.d. To increase international visibility and quality of research,

- Objective 4.d. To direct the focus of research to relevant cultural, social and economic topics and areas,
- Objective 4.g. To set up stable mechanisms for consultations with external stakeholders.

Performance indicators:
- number of scientific publications on interdisciplinary priority topics,
- number of scientific papers published in international journals,
- number of scientific papers published in journals referenced in prominent international citation databases (especially WoS, Scopus and ERIH),
- number of citations from scientific papers published by Faculty researchers cited in prominent international citation databases (especially WoS, Scopus and ERIH),
- number of projects financed from competitive national sources led by or including Faculty researchers,
- number of projects financed from competitive international sources led by or including Faculty researchers,
- establishment of the Centre for Advanced Research in Social Sciences and Humanities,
- number of scientific publications co-authored with foreign researchers,
- number of lectures and forums on current cultural, social or economic trends held at the Faculty,
- number of projects submitted for funding in cooperation with stakeholders outside the academic community (non-governmental organisations, public institutions, economic operators),
- establishment of the international advisory committee,
- number of meetings of the international advisory committee,
- recommendations for improvement of research activities developed by the international advisory committee,
- monitoring implementation of the recommendations by the international advisory committee,
- number of activities and projects involving alumni.

EXPECTED OUTCOME 4: IMPROVED RESEARCH COMPETENCIES OF EMPLOYEES

The improvement of research activities will be achieved through individual measures which are part of the following strategic objectives:

- Objective 1.c. To increase the number of projects including researchers from various departments and fields (especially Measure 1.c.4.),
- Objective 1.d. To integrate postgraduate doctoral study programmes (especially Measure 1.d.3.),
- Objective 2.c. To increase cooperation in research projects (especially Measure 2.c.3.).

Performance indicators:

- number of internal training courses organized for Faculty employees,
- number of international interdisciplinary summer schools and doctoral workshops (co-)organized by the Faculty,
- number of doctoral students participating in international summer schools and doctoral workshops,
- number of visiting researchers at the Faculty,
- number of lectures and trainings held by visiting researchers.

Expected outcome 5: Increased public visibility of research and improved reputation of the research institution

This outcome will be achieved by implementing the activities from Objective 4.e. *To popularize research activities of employees.*

Performance indicators:

- regular publishing of the Faculty newsletter with news on research activities and popular-scientific texts,
- number of popular-scientific texts published in the Faculty newsletter,
- number of popular-scientific texts published in the media,
- number of forums and public lectures for the general public organized by the Faculty,
- adequate and detailed presentation of research activities on the Faculty website,
- availability of information on research projects carried out at the Faculty to the general public,
- availability of FF Press publications to the scientific community and the general public.

Expected outcome 6: Increased focus on research at doctoral study programmes

This change will be achieved by fulfilling the following strategic objectives:

- Objective 1.d. To integrate postgraduate doctoral study programmes,
- Objective 2.e. To internationalize postgraduate doctoral study programmes.

Performance indicators:

- number of international interdisciplinary summer schools and doctoral workshops (co-)organized by the Faculty,
- number of doctoral students collaborating on research projects (partially) carried out at the Faculty,
- completed revision of all doctoral study programmes to include an appropriate share of research activities in line with the recommendations of external evaluation,
- number of international interdisciplinary summer schools and doctoral workshops (co-)organized by the Faculty,

- number of doctoral students participating in international summer schools and doctoral workshops.

Expected outcome 7: Improved ethical standards of scientific research

This improvement will be achieved by implementing the measures and activities from Objective 5.b. *To improve measures to fight unethical behaviour in research*

Performance indicators:
- adoption of regulations on verifying ethics in research and the code of ethics in research,
- procurement of software for detecting plagiarism,
- plagiarism checks as an obligatory practice in grading final papers and doctoral dissertations,
- plagiarism checks as an obligatory practice in the editing process of FF Press and scientific journals (co-)published by the Faculty.

Expected outcome 8: Increased number of applied research studies

The number of applied research studies will be increased by implementing the measures and activities from the following strategic objectives:

- Objective 4.f. To improve the promotion of the employees' expertise,
- Objective 6.f. To regulate commercial activities.

Performance indicators:
- adequate presentation of professional competencies and services that researchers may offer to potential users on the Faculty's website,
- adequate presentation of information on ongoing or completed applied research studies on the Faculty's website,
- completed regulations for earning and spending own funds governing commercial research,
- number of contracted and conducted applied research studies,
- total revenues from applied research.