

# **DEVELOPMENT STRATEGY OF THE FACULTY OF ECONOMICS AND BUSINESS IN OSIJEK FOR THE 2023-2028 PERIOD**



Osijek, September 2022

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Development Strategy of the Faculty of Economics and Business in Osijek for the 2023-2028 Period was adopted by the Faculty Council of the Faculty of Economics and Business in Osijek at its 11th session in the academic year 2021/2022 held on 29 September 2022.

The Strategy in its proposed form was prepared by the Committee composed of:

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Development Strategy of the Faculty of Economics and Business in Osijek was developed in cooperation with other members of administration the Faculty of Economics and Business in Osijek, teachers, and employees of administrative departments.

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## 1. Introduction

Faculty of Economics and Business in Osijek (hereinafter: Faculty) is a significant and recognisable institution for higher education which, since its establishment in 1961, has been successfully contributing to economic and social development at the local, regional and national level. In the broadest context, strategic directions of the Faculty's development are guided by the trends, standards and guidelines present in the European and global area of higher education. Within the national area of higher education, the Faculty's activities are determined by legal regulations and documents at the national level and by the strategy of the Josip Juraj Strossmayer University of Osijek (hereinafter: University).

Development Strategy of the Faculty of Economics and Business in Osijek for the 2023-2028 Period maintains the main development directions determined by the Faculty's Development Strategy for the 2018-2023 period, and determines the main goals and development activities based on the analysis of the fulfilment of the previous strategy, analysis of the current situation and the identified opportunities and challenges. In addition to the Faculty Administration and members of the Development Strategy Committee, Faculty's teachers, administrative departments, students and representatives of the business sector, public institutions and local community participated in the strategy development process.



## 2. Starting premises for strategy formulation and analysis of the current situation

Through its vision and mission, the Faculty of Economics and Business in Osijek proves its commitment to encouraging and achieving excellence in its scientific research and teaching activities as an important precondition for the achievement of progress and competitiveness of the society in which it lives and operates. Given the relevance of the vision and mission in relation to the set goals and activities of the Faculty in the present, but also in the future period, there was no need to change them, and they were kept in the form as defined in the previous strategy. The mission and vision of the Faculty of Economics and Business in Osijek in the period from 2023 to 2028 are as follows:

**Mission:** *Faculty of Economics and Business in Osijek is a scientific higher education institution which, through the educational process and scientific research work in the field of economics and business economics, produces competent individuals who are able to cope with the various challenges of the environment. We embrace scientific achievements, critically evaluate them, and create new knowledge through scientific and research work in the field of economics and related sciences with the aim of developing the environment. We are a socially responsible, innovative and open institution with high academic values and ethical principles that ensures equality and prosperity for its employees, students, and society as a whole.*

**Vision:** *The vision of the Faculty of Economics and Business in Osijek is to be an institution recognized for its excellence, innovation and creativity in education, scientific research work in the field of economics and business economics, as well as contribution to society at regional, national and international level.*

Strategy of the Faculty of Economics and Business in Osijek for the 2023-2028 period is based on documents and reports of the Faculty, analysis of the implementation of the Faculty's development strategy for the 2018-2023 period, analysis of the current situation in which the Faculty operates, presented through the report of the Committee for Internal Assessment of the Quality Assurance System of the Faculty of Economics and Business in Osijek and the SWOT analysis of the Faculty, strategy of the J. J. Strossmayer University of Osijek for the 2021-2030 period, and the following documents at the national, European and global level:

- National Development Strategy of the Republic of Croatia until 2030
- National Recovery and Resilience Plan 2021-2026
- Programme of the Government of the Republic of Croatia 2020-2024
- Strategy of Education, Science and Technology of the Republic of Croatia
- Strategy of the Agency for Science and Higher Education 2021-2025
- Rulebook on conditions for issuing a permit to perform scientific activity, conditions for reaccreditation of scientific organisations, and the contents of the permit
- ESG standards for quality assurance in the European Higher Education Area
- UN goals for sustainable development – Transforming our World: The 2030 Agenda for Sustainable Development
- A new strategic agenda for the EU 2019-2024
- Digital Agenda for Europe

## 2.1. Analysis of the implementation of the Development Strategy from 2018 to 2023

Areas of strategic action defined by the Development Strategy of the Faculty of Economics and Business for the 2018-2023 Period include four strategic directions oriented towards 1) study programmes and educational activities, 2) scientific research work, 3) development of relations with the environment and 4) quality management of all aspects of the Faculty's activities. In this context, the following strategic goals were set by the said strategy:

**Strategic goal 1:** Ensure high quality and recognition of educational programmes in the field of economics and business economics with learning outcomes that will enable the acquisition of the required competencies in accordance with the needs of the environment and qualification standards.

**Strategic goal 2:** Increase the quality and recognition of scientific research work through the improvement of scientific research capacities with the aim of generating new scientific knowledge in the field of economics and related disciplines.

**Strategic goal 3:** Increase recognition of the Faculty as a public institution dedicated to the development of the environment and strengthening responsibility for social and economic development.

**Strategic goal 4:** Increase the quality of all aspects of the Faculty's activities.

Shown below is a summary analysis of the fulfilment of goals and sub-goals defined by the Development Strategy for the 2018-2023 period.

### 2.1.1. Analysis of the fulfilment of goals within the strategic area of education

Goal level	Goal	Goal achievement
Sub-goal 1.1.	Improvement of existing study programmes	
Specific goal 1.1.1.	Reformulate existing undergraduate university studies (business economics and economics)	Achieved
Specific goal 1.1.2.	Revise the content of existing study programmes at the graduate and postgraduate specialist level	Partially achieved
Specific goal 1.1.3.	Increase the number of study programmes and courses available through "distance learning"	Partially achieved

In the period covered by the strategy, the programme of undergraduate university study was fundamentally changed by creating a single undergraduate university study. In the academic year 2021/2022, the first generation of students was enrolled in the new programme at the undergraduate level. In addition, activities were carried out to fundamentally transform graduate university studies, which are scheduled to begin in the fall of 2023. The programmes of individual



postgraduate specialist studies have been revised and changed where deemed necessary (e.g. PSS Finance and banking), but there is still a need to change other postgraduate specialist studies.

Under the pressure of the need to teach online due to the global pandemic, all courses were conducted through “distance learning”, and it is still possible to conduct them remotely, if necessary. Within the framework of the Erasmus+ “Virtual Visiting Professors – Virtuals” in collaboration with universities from Prague (Czech Republic) and Kaunas (Lithuania), six courses have been developed, which will be jointly delivered online at all partner institutions. However, the activities related to the development of online study programmes and their accreditation will be postponed to the next period.

Goal level	Goal	Goal achievement
Sub-goal 1.2.	Introduction of new study programmes	
Specific goal 1.2.1.	Introduce a study programme in English at undergraduate and graduate levels	Partially achieved
Specific goal 1.2.2.	Introduce new study programmes in Croatian based on the development needs and requirements of the environment	Achieved
Specific goal 1.2.3.	Introduce interdisciplinarity in study programmes	Achieved
Specific goal 1.2.4.	Introduce new postgraduate specialist study programmes and new lifelong learning programmes	Achieved

The Faculty offers one graduate university programme (Entrepreneurial Management and Entrepreneurship) that can be taught in English. As this study programme is only offered to part-time students, there is not much student interest in enrolling in it and it has never been run as a whole. In addition to this programme, the Faculty offers a number of courses each academic year that are taught in English and are primarily intended for Erasmus students but can also be taken by Faculty’s students.

In the process of redesigning the undergraduate university study, emphasis was placed on interdisciplinarity, and a number of courses (such as Entrepreneurship and Personal Development Management) were included in the programme structure, which combine economics and business economics with other social science fields such as psychology and sociology.

Three new lifelong learning programmes were introduced: “Entrepreneurship Academy: Franchise Business from A to Z”, “Tourism Business Manager” and “Entrepreneurship Academy: Starting a Business Venture”. New postgraduate specialist studies were not introduced as specialist studies are generally not adequately assessed and recognised in Croatia, and the Faculty focused more on lifelong learning programmes.

Goal level	Goal	Goal achievement
Sub-goal 1.3.	Focus on the development and achievement of high student competencies, motivation and study to high European standards, with increased mobility and extracurricular activities	

Specific goal 1.3.1.	Raise admission criteria for enrolment of students at undergraduate level	Not achieved
Specific goal 1.3.2.	Systematic promotion of the Faculty in secondary schools	Partially achieved
Specific goal 1.3.3.	Monitor and guide students' careers	Achieved
Specific goal 1.3.4.	Promote student excellence	Achieved
Specific goal 1.3.5.	Integrate theoretical learning, experiential learning and independent study	Achieved
Specific goal 1.3.6.	Enhance the quality of students' final and diploma theses	Achieved
Specific goal 1.3.7.	Increase student involvement in extracurricular activities	Achieved
Specific goal 1.3.8.	Increase the international mobility of students	Partially achieved

The criteria for student enrolment were not tightened because the analysis showed that the existing criteria are high enough to ensure the admission of the best students and that too strict criteria would jeopardise the normal functioning of the Faculty in conditions of local population outflow and demographic crisis. Furthermore, in the criteria for admitting new students, the grade point average in secondary school plays an important role in the evaluation, as students with an average of less than 3.5 receive zero points in this category.

Faculty is promoted in secondary schools through the activities of teachers (who give lectures to expert groups of county secondary schools), through the work of student associations and through local media and social networks. In the long term, however, it is necessary to design a more comprehensive system of promotion. Objectively, there was no intensive need for this, as the longstanding work of the Faculty has already been acknowledged by secondary school graduates, which is reflected in the high ranking of the first choice for admission to the Faculty.

During the observed period, Office for Career Counselling and Career Development was established at the Faculty of Economics and Business in Osijek; the best students are rewarded (through dean's awards, funding conference registration fees and covering other costs for study trips, workshops, participation in competitions, etc.); as part of extracurricular activities, students are involved in practical work of local and regional companies and other institutions through teachers and student associations; the process of writing and completing final and diploma theses has been improved, with (among other things) mandatory checking of possible plagiarism (Turnitin system).

In the context of international student mobility, the number of outgoing and incoming students increased steadily until the outbreak of the COVID-19 pandemic in 2020, whereupon the number of students involved in mobility programmes fell sharply.

Goal level	Goal	Goal achievement
Sub-goal 1.4.	Increasing teachers' competencies and motivation for the educational process while creating conditions for equal	



	engagement in the educational process and in scientific research work	
Specific goal 1.4.1.	Revise the teaching load	Achieved
Specific goal 1.4.2.	Promote continuing education and professional development of teachers	Achieved
Specific goal 1.4.3.	Introduce innovative learning and teaching methods	Achieved

Teaching loads are reviewed regularly, and, within objective possibilities, care is taken to ensure an even workload for all teaching staff, and assistants are encouraged to be flexible and mobile between chairs. With the new undergraduate and graduate university study programme, the teaching load of all teaching staff has been significantly reduced.

Career advancement and professional development of teachers is supported by organising internal workshops (e.g. on defining learning outcomes, teaching methods, constructive alignment) and by funding teachers' travel to workshops and training courses.

Innovative learning and teaching were introduced as part of the delivery of online courses and subsequently retained in certain courses (depending on the effectiveness of the methods tested). The new undergraduate and graduate university study programmes also made greater use of various teaching methods such as project teaching, inquiry-based learning, cooperative learning, etc.

#### 2.1.2. Analysis of the fulfilment of goals within the strategic area of scientific research work

Goal level	Goal	Goal achievement
Sub-goal 2.1.	Improvement of resources and infrastructure for scientific research	
Specific goal 2.1.1.	Provide material and other conditions for scientific research work	Achieved
Specific goal 2.1.2.	Institutionalise cooperation with other scientific research and higher education institutions	Achieved
Specific goal 2.1.3.	Improve quality and international visibility of scientific publications published by the Faculty	Partially achieved

The Faculty of Economics and Business continuously invests in IT equipment and software tools needed to conduct academic and professional research by renewing licences for existing ones (e.g. SPSS package) and acquiring licences for new ones (e.g. Instatext). There has also been continuous investment in the development of the internal management tool, to which a new module for applying for and managing internal scientific research projects was added.

Cooperation between the Faculty of Economics and Business in Osijek and other academic higher education institutions is primarily based on joint projects (e.g. Erasmus+), which later develop into scientific research cooperation (examples include: the INTENSE project, where cooperation between

HTW Berlin and the Faculty led to several scientific papers and professional publications; the MLL project, which led to cooperation between the Poznan School of Logistics and the Faculty by signing a memorandum of understanding to start a joint study).

Goal level	Goal	Goal achievement
Sub-goal 2.2.	Improvement of scientific research capacity	
Specific goal 2.2.1.	Institutionalise the system for improving the knowledge, skills and competencies of scientists for scientific research work	Partially achieved
Specific goal 2.2.2.	Increase the effectiveness and visibility of doctoral studies	Not achieved

During the observed period, with the exception of the pandemic period, The Faculty of Economics and Business in Osijek continuously organised internal workshops with the aim of strengthening the research skills of young researchers (assistants) and teaching staff. Due to the events that damaged its reputation, the Postgraduate University Doctoral Study Management stopped accepting new students and was put on hiatus. The study programme of the Postgraduate University Doctoral Study Management is currently being changed.

Goal level	Goal	Goal achievement
Sub-goal 2.3.	Improvement of scientific productivity, quality and visibility of scientific research work	
Specific goal 2.3.1.	Increase the quality and quantity of scientific research work	Not achieved
Specific goal 2.3.2.	Increase in the number of project activities of the Faculty	Partially achieved

As a result of the restriction of work opportunities (cancellation of conferences) and the switch to online teaching, scientific productivity of teachers at the Faculty of Economics and Business in Osijek has declined significantly. As far as projects are concerned, the number of professional projects has increased during the observed period, while the number of competitive scientific research projects has remained constant.

Goal level	Goal	Goal achievement
Sub-goal 2.4.	Improvement of dissemination of the results of science research work	
Specific goal 2.4.1.	Develop support mechanisms for the dissemination of science research work	Not achieved
Specific goal 2.4.2.	Develop support mechanisms for the popularisation of science	Partially achieved

Support for the dissemination of scientific research work and for individual science popularisation activities is still predominantly of ad hoc nature.

### 2.1.3. Analysis of the fulfilment of goals within the strategic area of cooperation with the environment and social responsibility

Goal level	Goal	Goal achievement
Sub-goal 3.1.	Development of open access content offerings	
Specific goal 3.1.1.	Ensure a high level of availability of educational materials	Partially achieved
Specific goal 3.1.2.	Increase the number and quality of open access popularisation events	Achieved

The number, participation and quality of open access popularisation events at the Faculty are continuously increasing, as can be seen from the annual schedule of popularisation events published on the Faculty's website. At the same time, the Faculty provides comprehensive logistical and promotional support for all popularisation events, involving teaching staff from different chairs depending on the scope of each individual event. At the same time, the number of open access teaching materials is decreasing, as all teaching materials are being transferred to distance learning platforms.

Goal level	Goal	Goal achievement
Sub-goal 3.2.	Introduction of new lifelong learning programmes	
Specific goal 3.2.1.	Encourage the introduction of new lifelong learning programmes	Achieved

Following analyses of market needs (e.g. survey on attitudes of employers from the IT sector 10/2021), three new lifelong learning programmes were proposed, created and launched in the past period: *Entrepreneurship Academy: Starting a Business Venture*, *Entrepreneurship Academy: Franchise Business from A to Z* and *Tourism Business Manager*. The Faculty continuously encourages further proposals for the creation of new lifelong learning programmes. The development of a lifelong learning programme focusing on human resource development is underway.

Goal level	Goal	Goal achievement
Sub-goal 3.3.	Strengthening the professional activities of teachers	
Specific goal 3.3.1.	Encourage Faculty teachers to participate in the work of university, national and international bodies, as well as local and regional self-governing bodies and civil society institutions	Partially achieved
Specific goal 3.3.2.	Strengthen the public and professional activities of teachers outside the Faculty	Partially achieved

Specific goal 3.3.3.	Formalise the professional and advisory activities of teachers	Partially achieved
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In 2020, the Faculty established a new organisational unit called the Centre for Business Excellence, the aim of which is to deepen the collaboration Faculty employees (primarily teaching staff) with the environment by offering and carrying out a whole range of consultancy services, educational services and the creation of business concepts for individual Faculty's business activities. Various incentive measures have been introduced for teachers to facilitate their decision to offer their skills and knowledge through the Centre for Business Excellence.

Faculty's teachers are members of various university, national and international bodies, and the Faculty encourages them to join these in various ways (by co-financing membership fees, travel expenses to meetings, etc.).

Goal level	Goal	Goal achievement
Sub-goal 3.4.	Promotion of socially responsible business practices at the Faculty	
Specific goal 3.4.1.	Promote the development of volunteerism at the Faculty	Achieved
Specific goal 3.4.2.	Strengthen environmental awareness at the Faculty	Partially achieved

As part of the Faculty's volunteering programme and other classroom and extra-curricular activities, about one hundred students, twenty teachers and ten other staff members of the Faculty of Economics and Business in Osijek participate in volunteering activities every year. The aim is to work further popularise volunteering through joint (corporate) volunteering activities.

One of the measures to promote environmental awareness at the Faculty is the introduction of a programme to optimise printing using a centralised system, which has significantly reduced the consumption of paper and printing materials.

Goal level	Goal	Goal achievement
Sub-goal 3.5.	Improvement of cooperation with the environment	
Specific goal 3.5.1.	Promote the development of the Alumni EFOS Association	Achieved

The Alumni EFOS Association itself, as well as the Administration and administrative departments, work continuously to promote the activities of the Alumni EFOS Association. Currently, the association has 386 members. Due to the constraints of the COVID-19 pandemic, the Alumni EFOS Association organised and implemented 9 project activities in 2020/2021. With the mitigation and final end of the pandemic, an even greater number of activities are expected, as well as a greater response from members and new members to all planned activities.

Goal level	Goal	Goal achievement
Sub-goal 4.1.	Establishment of a functioning internal quality assurance system	
Specific goal 4.1.1.	Continuous implementation of the key elements of quality set out in the Faculty's Quality Policy	Achieved

The quality management system at the Faculty of Economics and Business in Osijek consists of the Office for the Improvement and Quality Assurance of Higher Education and the Committee for the Improvement and Quality Assurance of Higher Education, which cooperate and share the responsibility for quality assurance and improvement in all areas of activity of the Faculty. Every year, an independent committee, appointed by the Dean, conducts an independent internal assessment of the quality system and submits its reports to the Faculty Council and publishes them on the Faculty website with recommendations for improvement (<http://www.efos.unios.hr/fakultet/kvaliteta/unutarnja-prosudba-sustava/>, 5.6.2022.).

Taking care of the quality of all processes and activities at the Faculty of Economics and Business in Osijek is a daily and important task of the Faculty Administration, but also of the other Faculty staff. The framework for the organisation and management of the internal quality system at the Faculty is the Manual for Quality Assurance and Improvement at the Faculty of Economics and Business in Osijek, which is addressed to all stakeholders of the Faculty (students, staff, external associates, alumni, etc.). The Quality Policy of the at the Faculty of Economics and Business in Osijek was revised on 5 April 2022 and is publicly available on the Faculty's website (<http://www.efos.unios.hr/wp-content/uploads/2022/04/Politika-kvalitete-2022.pdf>, 5.6.2022.).

Goal level	Goal	Goal achievement
Sub-goal 4.2.	Improvement of human potential, material and financial resources	
Specific goal 4.2.1.	Promote the training of Faculty staff	Achieved
Specific goal 4.2.2.	Improve material resources and infrastructure	Achieved
Specific goal 4.2.3.	Diversify the Faculty's income and improve cost control	Partially achieved

The Faculty of Economics and Business in Osijek promotes the training of all staff members by organising various workshops (workshops on improving the teaching process, working methods, defining learning outcomes, strengthening the capacity of mentors, methodological workshops and workshops on developing various soft skills of teaching and non-teaching staff, etc.) and by co-financing travel for training and development purposes.

The Faculty of Economics and Business in Osijek attaches great importance to the improvement of material resources as well as to the maintenance and improvement of infrastructure. The library fund is constantly renewed, care is taken to order the necessary and new editions of textbooks and other necessary professional literature for the smooth and quality implementation of the teaching process. The premises of the Faculty are regularly maintained and renovated to ensure quality and pleasant stay, but also meet the requirements of modern teaching processes. The computer

equipment is regularly renewed, investments are made in new equipment (servers, smartboards, new projectors, etc.), and there are also plans to renovate several old classrooms. In addition, work is underway on a building extension to provide the necessary and missing smaller classrooms, work and study rooms for students, missing offices for professors and a new and larger space for the library and reading room. A concept has been drawn up and the necessary documents for the start of the extension are currently being compiled.

In order to ensure high-quality and timely information, the Faculty has developed its own information system, in cooperation with an external provider, which is adapted to the needs of all processes at the Faculty. Through this system, lesson implementation plan is created, the lesson schedule is monitored, hall occupancy is monitored and halls are reserved, held classes are recorded (realisation of the lesson implementation plan), travel orders are created and approved, internal projects are managed (project activities, but also financial monitoring), participation of teachers in professional and scientific meetings, as well as in various professional trainings is monitored. The system is constantly updated according to the needs of the Faculty, and is a tool used by all, allowing real-time monitoring of activities.

With the establishment of the Centre for Lifelong Learning and the Centre for Business Excellence, the Faculty has created the conditions to diversify the Faculty's income and reduce its dependence on budgetary resources.

Financial planning is an integral part of the regular activities of the Dean, the Vice-Dean for Financial Affairs and Business Organisation and the Head of the Office of Finance and Accounting, and in accordance with the established plans (income and expenditures), expenditure is regularly monitored and adjusted.

## **2.2. Analysis of the current situation**

### **2.2.1. Analysis of the educational process**

Education is the main activity of the Faculty, which includes a large number of university study programmes and a complete educational vertical form undergraduate to postgraduate (doctoral) studies. The Faculty has many years of experience in conducting undergraduate studies, six of which are at university level (Economic Policy and Regional Development, Financial Management, Marketing, Management, Entrepreneurship, Business Informatics). In accordance with the decision of the Faculty Administration, two professional study programmes (Commerce and Accounting) were closed in 2018 and the Faculty focused on the delivery of only university studies at all levels of education. The Faculty offers five graduate university study programmes (Economic Policy and Regional Development, Financial Management, Marketing, Entrepreneurial Management and Entrepreneurship, and Business Economics with majors: Logistics Management, Management, and Business Informatics), then six postgraduate specialist study programmes (Finance and Banking, Marketing of Special Areas, Organisation and Management, Entrepreneurship, Accounting, Audit and Analysis and Economic Development Management), two postgraduate university doctoral study programmes (Management, Entrepreneurship and Innovativeness), and nine lifelong learning programmes. From the academic year 2021/2022, the Faculty offers a single undergraduate university study Economics and Business Economics. The process to create new graduate study



programmes to be implemented from the academic year 2023/2024 is underway.

The total number of students at the Faculty has been decreasing over the years (as a long-term consequence of the reduction in quotas), and the ratio between the total number of teachers and students has fallen to the required levels (1:30), which contributes to the increase in the quality of teaching. Thanks to advancements, but also due to new recruitments, the number of employees in scientific and teaching titles increased, which reduced the ratio of students to teachers, and also increased the quality of teaching. Analysis of quantitative performance indicators shows a decrease in the average duration of studies per generation of students enrolled in an academic year.

SWOT analysis of the Faculty revealed that the perceived strengths of the Faculty's educational process include the diversity of the study programmes, as well as the revised study programmes at undergraduate and graduate levels, a large number of diverse collaborations with external stakeholders (especially lecturers from the business community), numerous professional and popularisation events that enrich students' extracurricular activities, the availability and quality of equipment and the availability of digital teaching materials. The activities initiated to introduce employers to students were also positively evaluated and mentioned by students as a strength of the Faculty. On the other hand, the following were perceived as the major weaknesses of the Faculty's educational activities: the overlapping of some of the teaching material between different courses, the non-stimulating policy of encouraging teachers to publish textbooks, the low motivation of students to learn from books and professional literature, and the lack of adequate space for independent and collaborative learning of students at the Faculty.

All the above factors force a continuous innovation of the educational process after:

1. changes in the demands of the labour market due to a dynamic environment, the emergence of new economic sectors and professions, and the increasingly rapid "obsolescence" of knowledge, which require the need for new teaching methods and the constant improvement of teacher's teaching competencies,
2. the intensification of competition, which is particularly pronounced in public faculties of economics, as they are more exposed than other scientific fields to competition from the private sector, international competition, and competition from substitute services, and
3. the changing role of higher education institutions in society.

The strategic development of the Faculty is determined by internal and external factors. Among the external factors, particular consideration should be given to: 1) the attractiveness of the educational content with regard to the needs of the labour market and relevance in the scientific field as well as in teaching, 2) the applicability of the acquired knowledge in a dynamic environment, 3) compliance with the regulatory framework, 4) the position of the Faculty in relation to comparable higher education institutions in order to ensure differentiation but also excellence in quality. As far as internal criteria are concerned, it is particularly important to focus on: 1) the number and quality of teachers and scientists in a given field, 2) the recognition and profiling of educational programmes, and 3) the support and quality of the organisational infrastructure.

The Faculty of Economics and Business in Osijek distinguishes itself at the university undergraduate level with a strategy of differentiation, offering a single undergraduate study programme that provides a wide range of qualifications for a wide range of different options after graduation (numerous opportunities for further education and employment in various positions on the labour market). At the university graduate level, the Faculty implements the programme according to the principle of specialisation, offering several study programmes specialising in specific areas of business economics and economics identified by analysing the needs of the environment and the labour market.

### 2.2.2. Analysis of the scientific research work

In addition to study programmes and teaching, scientific research work is another major focus and area of responsibility of higher education institutions. The Faculty of Economics and Business in Osijek has still not reached the quality standard required for scientific papers and scientific visibility. The period of the pandemic and the epidemiological measures that curtailed most activities forced faculties and teachers to focus their energy on shifting teaching activities to the online form. Scientific research work, for which teachers find it difficult to devote time and resources even in normal times, was even lower on the priority scale. Many academic conferences and meetings were not held, some of the research project activities were discontinued, some of the resources that were earmarked for funding social sciences at national, European and global levels were diverted to other areas. All this led to a significant reduction in the scientific research activities of the Faculty's teaching staff, which was reflected in a decrease in the number and quality of scientific and professional publications.

In addition to the crisis caused by the COVID-19 pandemic, the Faculty of Economics and Business in Osijek went through and is still going through a major reputational crisis caused by the increased interest of the media and the public in the doctoral theses of the Postgraduate University Study Management, which revealed certain irregularities and omissions in the work of the said doctoral study.

In addition to the significant changes to the Doctoral Study Management, the process of standardising and formalising the activities related to the Faculty's internal research projects has been initiated. The aim of these activities is to focus the scientific research efforts of teachers at the Faculty of Economics and Business in Osijek, link them more closely with the supervision of doctoral theses and to involve external stakeholders in research projects in order to strengthen the capacity for knowledge transfer.

In the future, it will be necessary to establish clear rules and mechanisms to promote scientific research work and scientific excellence, and to provide additional support to teachers to strengthen their research and mentoring capacities.

### 2.2.3. Analysis of professional work and contribution to the community

The Faculty of Economics and Business in Osijek continuously makes a significant contribution to its environment and community through a range of direct and indirect activities based primarily on professional work and the presentation of the professional skills of its employees and students.

Great importance has been attached to this area during the past five-year period, and various activities are currently being carried out in this regard: offering the Faculty's professional and scientific services to all interested parties in the environment, developing lifelong learning programmes, connecting students and companies in the environment through professional internships and various other projects, and popularising certain professional fields through events and projects organised and carried out free of charge by the Faculty's student associations, the Faculty's Alumni Association, and the Faculty itself. In addition, during the past period, communication with the environment has been significantly strengthened through an increased presence of the Faculty's teaching staff in the media, the publication of professional articles, commentary on current events in the economy and the promotion of a professional and critical public opinion.

Over the past five-year period, the Faculty has established the Centre for Business Excellence, which provides, on a commercial basis, a wide range of professional services to the real sector, regional and local authorities and all other subjects in the environment that require some of the business services offered by the Faculty's employees. The Faculty's contribution to the region of Eastern Croatia are the lifelong learning programmes organised and implemented at the Faculty of Economics and Business in Osijek. In addition to the existing programmes (Project Cycle Management, Professional Training Programme for Passing the Professional Examination for Tourist Guides and Branch Managers, Professional Training Programme Public Procurement, Professional Training Programme C&B Analysis of the Costs and Benefits of Investment Funds, Programme of Distinctive Obligations for Admission to Graduate Studies of the Faculty of Economics and Business in Osijek, EU Project manager), the Faculty has developed three new programmes in the past five-year period: Entrepreneurship Academy: Starting a Business Venture, Entrepreneurship Academy: Franchise Business from A to Z and Tourism Business Manager. Upon completion of any of the aforementioned lifelong learning programmes, participants receive a certificate of completion and, in most cases, the corresponding number of ECTS credits is also awarded.

The Faculty also organises numerous events, activities and workshops that are free educational and popularisation content intended not only for students of the Faculty but also for the general public. There are eight student associations active at the Faculty (Entrepreneurs Without Borders (EWOB), Financial Impulse, META, ERUDIO, AIESEC, edit, Andizet – three new associations compared to five in the previous reporting period) and the Student Union with the Sports Association, which contribute significantly to connecting the Faculty with its environment, and raising its visibility.

Considerable progress has been made in formalising and operationalising cooperation with the environment – primarily with the business community. In addition to numerous agreements with business partners (Croatian Employers' Association, Croatian Chamber of Economy, Croatian Chamber of Trades and Crafts, as well as cooperation with individual business entities), the successfully implemented programme of voluntary student internships in leading business entities in the region and also on a national level is of particular importance. In this area, the Faculty is one of the leading economic higher education institutions in the Republic of Croatia, as evidenced by cooperation with about 60 companies from the environment and about 50 students who complete internships every year. In the meantime, Regulations on Student Professional Internships, all related standardised documents and an online application for managing internships called EFOS Input have

been developed. As part of the activities of the HKO – E4 project, Faculty's Economic Council was established in 2019, consisting of representatives of the Alumni EFOS Association, and key stakeholders from the environment (City of Osijek, Osijek-Baranja County, Croatian Employers' Association, representatives of employers). The Economic Council actively participates in all major activities of the Faculty – changes in study programmes, planning and creating lifelong learning programmes, planning and organising professional internships and the like. The importance of giving back to the community on an institutional level was also confirmed by the organisation of a humanitarian concert and a humanitarian run to mark the 61st anniversary of the Faculty. The humanitarian campaign raised funds for the purchase of medical devices for the paediatric department of the Osijek hospital. Most of the Faculty's employees and a large number of students as well as external stakeholders participated in the campaign.

A concrete return to the society is manifested through a series of activities in which students voluntarily participate. Part of the activities is related to the work of the Faculty's Volunteer Programme, in which students implement various projects such as the Big Brother/Big Sister project in Klasje children's home and volunteer in local non-profit and civil society organisations such as Dokkica, *Udruga Pobjede* (Victory Association) and others. The opportunity to volunteer and gain experience and skills by getting closer to the local and national community is also used by students through the organisation of student associations events (for example, the Creative Treasury and the Millennial Competition).

A good example of contributing to community development and linking of theory and practice is the Legal-Economic Clinic project. The clinic was created as a result of cooperation between the Faculty of Law in and the Faculty of Economics and Business in Osijek, and the backbone of its work is interdisciplinary teams of students from both faculties, led and mentored by professors and experts in the fields of law and business economics. Each student team actively participates in solving problems of small and medium enterprises and entrepreneurs. The Legal-Economic Clinic project was launched in 2013 with the support of the Business Incubator BIOS, the Centre for Entrepreneurship Osijek, Osijek lawyers and the Osijek Bar Association, and later the Croatian Employers' Association. The mentors of the Legal-Economic Clinic are experts from the fields of law and economics – teachers, business consultants, lawyers, accountants, tax advisors and notaries who work together to solve problems of small and medium enterprises and entrepreneurs.

#### 2.2.4. Analysis of the quality system

Quality management at the Faculty of Economics and Business in Osijek is organised through the work of the Office for the Improvement and Quality Assurance of Higher Education, which was established in 2014, and through the work of the Committee for the Improvement and Quality Assurance of Higher Education.

In May 2021, the Manual for Quality Assurance and Improvement was revised in accordance with ESG standards and adopted by the Faculty Council on 25 May 2021.

The internal assessment of the quality assurance system is carried out regularly every year. The internal assessment of the system at the Faculty of Economics and Business in Osijek for the academic year 2020/2021 was conducted by the members of the appointed Committee for Internal

Assessment of the Quality Assurance System, and a report was submitted assessing the effectiveness and functioning of the quality assurance system in accordance with the ESG standards. The assessment was carried out in the summer semester and handed over to the members of the Faculty Council in June 2021.

ISO 9001:2015 certifications and CEEMAN accreditation, which the Faculty of Economics and Business in Osijek has held since 2011, confirm the commitment of the Faculty of Economics and Business in Osijek to quality care. The Faculty of Economics and Business in Osijek is currently in the reaccreditation phase of this accreditation.

In addition to the University student survey, the Faculty of Economics and Business in Osijek conducts an internal student survey every two years, examining students' satisfaction with the quality of the teaching process and their relationship with the teaching staff, as well as their satisfaction with the quality of services of administrative departments. All reports on the surveys conducted so far are available on the Faculty's website. The results of the survey serve as an indicator of the situation and as a guide for necessary changes. The Faculty Administration holds discussions with 10% of the lowest rated teachers to identify opportunities for improvement in working methods and the application of certain teaching methods with the aim of improving the quality of the teaching and educational process.

#### 2.2.5. Resources: Space, equipment and general infrastructure

The Faculty has a total area of 5,500 m<sup>2</sup>, i.e. 119 rooms with different uses. There is a total of 14 lecture halls with an area of 1,426 m<sup>2</sup> and 1,151 seats at the Faculty, of which the smallest lecture hall has 23 seats and the largest has 340 seats.

Each lecture hall has at least one computer with internet access, a projector, an amplifier and loudspeakers. The Faculty lacks three to four smaller lecture halls with around 40 seats for the smooth running of classes for student groups of the appropriate size. Students have access to four IT classrooms equipped with computers, licenced software tools, audio and video equipment and internet access. The IT classrooms have an area of 323 m<sup>2</sup> and there are a total of 161 computers in them. The Faculty has licences for the following computer programmes and software packages: SPSS IBM Statistics, Statistica, Synesis, Tableau, Microsoft Dynamics NAV, Balsamic Mockups 3, ARIS Architect & Designer, Arena Simulation, Microsoft Visual Studio, STATA, Eviews. The IT classrooms are well equipped and fulfil all the needs of students and teachers.

The Faculty continued to invest in premises where physical education takes place. These premises are located at 5 Ivana Gundulića street on the ground floor of the building and cover an area of 240 m<sup>2</sup>. During the academic year 2020/2021, the Faculty purchased various equipment for the implementation of physical education in the amount of HRK 311,088.25.

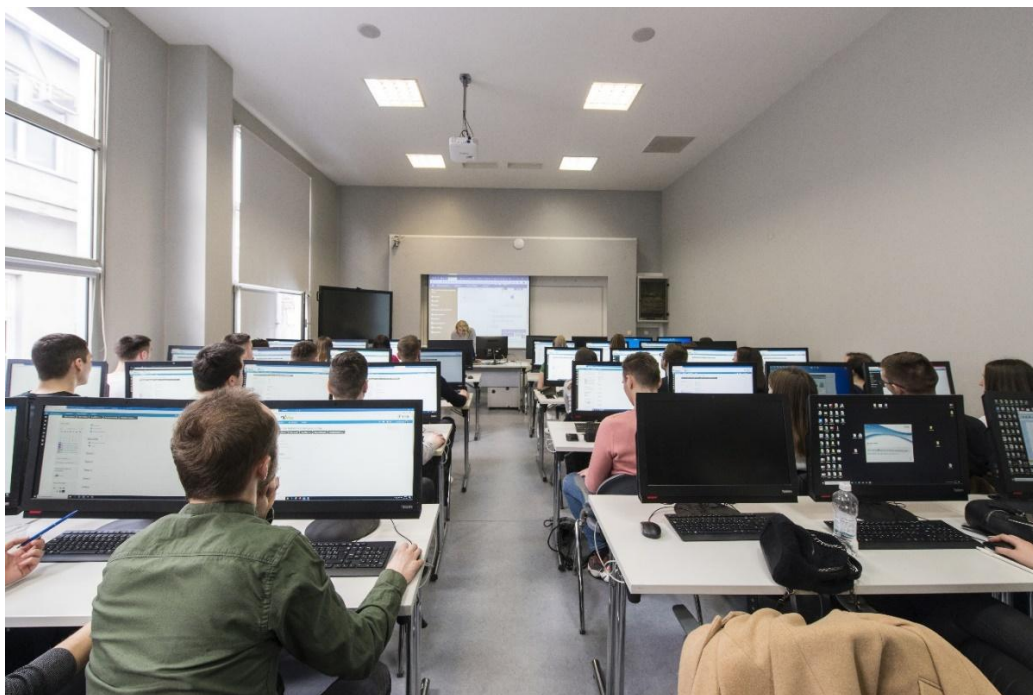
The Faculty also has a multimedia hall (Atrium of the Glagolitic Alphabet), which is equipped with a large projection screen, a video projector, an audio amplifier and portable microphones. The multipurpose Atrium serves as a connecting corridor between the old and new part of the Faculty's building and is available to students on a daily basis.



The Faculty has a total of 53 teachers' offices with a total area of 998 m<sup>2</sup>. The offices are suitable for teaching and scientific research activities. There are a total of 75 computers with internet access in the offices, and each employee has adequate working conditions. The Faculty is constantly renewing its IT equipment and by 1 December 2021 a total of HRK 746,354.31 had been spent on the purchase of IT equipment. In 2020/2021 academic year, the Faculty purchased 81 laptops for the needs of all employees working in scientific-teaching, teaching and associate positions, as well as for the heads of individual administrative departments.

An access ramp and a lift are available for students with special needs. The Faculty also has a sanitary area that is suitable for people with special needs.

For the purpose of efficient use and organisation of rooms in which classes are held, the Faculty uses a specially developed software tool that provides a comprehensive solution to support the creation of timetables for classes and extracurricular activities, enables the display of room availability in real time, supports teachers staff in recording the number of classes held, and also contains other modules that serve to organise work efficiently. Every change to the timetable is recorded in the system and is immediately available online to all teachers and students.



### **2.3. SWOT analysis of the Faculty of Economics and Business in Osijek**

A SWOT analysis was conducted on several levels in order to clearly define and harmonise the various perceptions of the Faculty's internal and external environment. In April and May 2022, a SWOT analysis of the Faculty was carried out at the chair level, together with an analysis of the Faculty from the students' perspective. Representatives of the Student Union, members of student associations and students who responded to an open invitation to students to participate in the SWOT analysis of the Faculty took part in the SWOT analysis from the students' perspective. Among the students who took part in the SWOT analysis, all years of university undergraduate and graduate study were represented, as well as all the majors. The SWOT analyses conducted at Faculty chair



level were combined into a single analysis from the perspective of the Faculty's teaching staff.

Below is the SWOT analysis of the Faculty from the student's perspective and the unified SWOT analysis from the teachers' perspective.

**Table 1. SWOT analysis of the Faculty of Economics and Business in Osijek from the students' perspective**

Strengths	Weaknesses
<ul style="list-style-type: none"> <li>• Active participation of students in projects, student associations, Student Union and volunteer activities</li> <li>• Good communication between students and professors and support of student organisations and activities by professors</li> <li>• Revised study programmes at undergraduate and graduate level, diversity of study programmes</li> <li>• Application for managing the timetable and exam dates</li> <li>• Freshmen orientation week</li> <li>• Faculty support for students attending various conferences</li> <li>• Rewarding the students</li> <li>• A large number of events for students</li> <li>• Image of the Faculty of Economics and Business as the strongest component of the University</li> <li>• Numerous collaborations with external stakeholders through various programmes and projects (e.g. regular events to introduce employers to students)</li> <li>• Willingness of companies to cooperate with students and teachers of the Faculty</li> <li>• Extensive library material</li> <li>• Faculty premises and good IT equipment</li> <li>• New fitness room</li> <li>• Availability of hygiene products (result of the Student Union's project on "menstrual poverty")</li> <li>• Most professors are of high quality</li> </ul>	<ul style="list-style-type: none"> <li>• Faculty website</li> <li>• Too many different tools for teaching and communicating with students (Merlin, Loomen, MS Teams,...)</li> <li>• Low number of students participating in mobility programmes</li> <li>• Insufficient involvement of students in scientific and research activities</li> <li>• Lack of practical and field-based teaching</li> <li>• Too high quota for the enrolment of students in the undergraduate study programme</li> <li>• Low criteria for the enrolment of students in the undergraduate study programme</li> <li>• Inadequate monitoring and sanctioning of students' non-attendance of lectures</li> <li>• Insufficient student corner, lack of space to study during breaks</li> <li>• Outdated teaching methods in certain courses</li> <li>• Insufficient resolution of problems with professors</li> <li>• Lack of support for student activities (work of associations, mobility programmes) by individual professors</li> <li>• Damage to the reputation of the Faculty</li> </ul>
Opportunities	Threats
<ul style="list-style-type: none"> <li>• Erasmus+ programmes and projects</li> <li>• Cooperation with external stakeholders (internships for students)</li> <li>• Greater internationalisation of the Faculty</li> <li>• Bringing economics (and the Faculty itself) closer to secondary school and gymnasium</li> </ul>	<ul style="list-style-type: none"> <li>• Too many young people with degrees from faculties of economics, saturation of the profession on the labour market</li> <li>• Competition – a large number of faculties of economics and private universities of applied sciences in the field of economics and</li> </ul>

<p>graduates</p> <ul style="list-style-type: none"> <li>• Additional extracurricular activities for students</li> <li>• Study programmes in English</li> <li>• Organisation of international conferences</li> <li>• “EFOSica” card</li> </ul>	<p>business economics</p> <ul style="list-style-type: none"> <li>• Online study programmes (for example, Slovenian faculties)</li> <li>• Emigration of young people from Croatia</li> <li>• Change in the Law on Higher Education</li> <li>• Poor position of social sciences</li> <li>• Offer of tutoring services</li> <li>• Sale of final and diploma theses</li> <li>• A trend in which more and more young people are deciding not to study</li> </ul>
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The following is the summarised SWOT analysis of the Faculty of Economics and Business in Osijek from the teachers’ perspective. The initial discussions and preparation of the Faculty’s SWOT analysis took place at the chair level, and the summarised SWOT analysis was prepared by the Development Strategy Committee.

**Table 2. SWOT analysis of the Faculty of Economics and Business in Osijek from the teachers’ perspective**

Strengths	Weaknesses
<ul style="list-style-type: none"> <li>- Diversity of study programmes</li> <li>- High-quality postgraduate specialist study programmes</li> <li>- Lifelong learning programmes</li> <li>- International doctoral study Entrepreneurship and Innovativeness</li> <li>- UNESCO Chair in Entrepreneurship Education</li> <li>- Graduate study programme with international ELA certificate – Logistics Management</li> <li>- Favourable students to teachers ratio</li> <li>- The average duration of studies is decreasing</li> <li>- Organisation of internal workshops for teaching staff; promotion and financial support for the training of teaching staff and employees</li> <li>- Cooperation with the business community (Economic Council) and civil society organisations; frequent participation of their representatives in teaching events and joint organisation of student business case solving competitions</li> <li>- Professional and popularisation events</li> <li>- Diverse extracurricular activities, projects Contribution to the Community – Volunteer Programme, Legal-Economic Clinic</li> <li>- Innovative teaching methods, field-based teaching and study trips</li> <li>- Office for Career Counselling and Career Development (Meet the Employer project, professional internships)</li> <li>- Student associations and their projects</li> </ul>	<ul style="list-style-type: none"> <li>- Lack of international accreditation</li> <li>- Study programmes are not internationally recognised</li> <li>- Lack of certified online educational programmes</li> <li>- Damage to the reputation of the Faculty</li> <li>- Inconsistent standards of evaluation and assessment in courses</li> <li>- Some courses have large teaching groups, which makes interaction with students difficult</li> <li>- Uneven workload of teachers and students during the academic year</li> <li>- Overlaps in curricula and course content</li> <li>- Low interest of teaching staff in international mobility programmes</li> <li>- Unattractiveness of the institution for international students</li> <li>- Insufficient participation of Faculty’s scientists in national and international scientific research projects</li> <li>- Low quality of scientific papers and insufficient recognition of researchers</li> <li>- Lack of time for more intensive academic work and research due to overload of teaching and administrative tasks</li> <li>- Insufficient number of assistants, lack of a long-term employment strategy</li> <li>- Lack of a policy that encourages teachers to publish textbooks</li> <li>- Unequal responsibilities and workloads of</li> </ul>

<ul style="list-style-type: none"> <li>- Student competitions (national and international)</li> <li>- Journal Ekonomski vjesnik indexed in the databases recognised in the selection for scientific titles</li> <li>- Continuous development of scientific conferences organised by the Faculty</li> <li>- Incentives for the publication of scientific papers in journals with high scientific impact</li> <li>- Positioning of the Faculty as a centre of excellence at national level (UNESCO Chair in Entrepreneurship Education)</li> <li>- Continuity of GEM research (since 2002)</li> <li>- Alumni EFOS Association</li> <li>- Erasmus+ projects</li> <li>- Cooperation with foreign higher education institutions</li> <li>- Quick adaptation to unforeseen circumstances (timely conversion and organisation of online classes during COVID)</li> <li>- Availability and quality of resources and equipment (various modern equipment, technology and technical support)</li> </ul>	<p>administrative staff</p> <ul style="list-style-type: none"> <li>- Rewarding teaching staff solely on the basis of the university survey, which has certain shortcomings</li> <li>- Poor website</li> <li>- Dislocated and inactive student incubator</li> <li>- Lack of multipurpose rooms (for meetings)</li> <li>- Lack of systematic monitoring of graduates' careers</li> </ul>
Opportunities	Threats
<ul style="list-style-type: none"> <li>- Creation of the European Higher Education Area, which increases the opportunities for international scientific mobility and scientific cooperation as well as the internationalisation of the Faculty</li> <li>- Increasing importance and opportunities of the Erasmus mobility programme and better use of the Erasmus programme by teaching staff and students</li> <li>- The possibility of creating joint study programmes</li> <li>- Digitalisation – creation of distance learning programmes</li> <li>- Interdisciplinarity</li> <li>- Development of micro-qualification programmes (lifelong learning programmes, smart specialisations)</li> <li>- Increasing importance of lifelong learning programmes</li> <li>- A radical change in the way education is delivered in different parts of the world through the inclusion of artificial intelligence and robotisation</li> </ul>	<ul style="list-style-type: none"> <li>- Insufficient investment in scientific research work and general uncertainty regarding the continuous and long-term funding of public higher education institutions in the field of economics</li> <li>- Regional underdevelopment</li> <li>- Demographic problems and emigration</li> <li>- Economists are a superfluous profession</li> <li>- General negative perception of the importance of labour and knowledge – negative personnel selection</li> <li>- Pronounced dynamism of the field of economics and rapid obsolescence of study programmes</li> <li>- Decline in the quality of primary and secondary education</li> <li>- Competition between public and private higher education institutions</li> <li>- Pressure from foreign competitors (availability of international online programmes)</li> <li>- Reduction of various subsidies for education and scientific research in the field of social sciences</li> <li>- Slowdown in the promotion of assistants and postdoctoral researchers by the Ministry</li> </ul>

### 3. Mission, vision and strategy of the Faculty for the period from 2023 to 2028

The following strategic goals for the development of the Faculty have been defined for the period from 2023 to 2028.

**Strategic goal 1:** Ensure high quality and recognition of educational programmes in the field of economics and business economics with learning outcomes that will enable the acquisition of the required competencies in accordance with the needs of the environment and qualification standards.

**Strategic goal 2:** Strengthen the productivity and excellence of scientific research by expanding and promoting research and mentoring capacities with the aim of creating new scientific knowledge and knowledge transfer.

**Strategic goal 3:** Develop the Faculty as a major factor in the economic and social development of the environment and in improving the quality of life in the community by collaborating with external stakeholders and educating responsible and expert citizens who are sensitive to the needs of the community in which they live.

**Strategic goal 4:** Provide human, material, information and other resources to improve the quality of all processes and activities of the Faculty.

#### 3.1. Strategic area: Education

**Strategic goal 1: Ensure high quality and recognition of educational programmes in the field of economics and business economics with learning outcomes that will enable the acquisition of the required competencies in accordance with the needs of the environment and qualification standards.**

Specific goal 1.1. Continuous improvement of existing and development of new study programmes in line with the needs of the labour market and trends in higher education			
Activity/task	Indicator	Bearer	Deadline/ period of implementation
1.1.1. Update the content of study programmes and courses	Changes to study programmes were implemented	Administration Chairs	Continuously on an annual basis
1.1.2. Offer a study programme in the full or partial "distance learning"	Chairs have held discussions about the possibility of offering study programmes in the distance learning model	Administration Chairs Teachers Administrative	September 2023

<b>model</b>	A "distance learning" feasibility study for the selected study programme at the graduate level was prepared	departments	
<b>1.1.3. Activation of a study programme in English at graduate level</b>	A study programme in English at the graduate level was launched	Administration Vice-Dean <sup>1</sup> for Academic Affairs	September 2023
<b>1.1.4. Introduction of new postgraduate specialist study programmes</b>	Feasibility studies for new postgraduate specialist study programmes were prepared and approved	Administration Vice-Dean for Academic Affairs	Continuous
<b>1.1.5. Introduction of new lifelong learning programmes</b>	Feasibility studies for new lifelong learning programmes were prepared and approved	Centre for Lifelong Learning Chairs Teachers	Continuous

Specific goal 1.2. Systematic promotion of the Faculty in the environment			
<i>Activity/task</i>	<i>Indicator</i>	<i>Bearer</i>	<i>Deadline/ period of implementation</i>
<b>1.2.1. Create a plan for the promotion of the Faculty and study programmes in secondary schools</b>	A plan for the promotion of the Faculty and study programmes in secondary schools was created	Administration	Continuous
<b>1.2.2. Create a plan for promotional activities in different media with the aim of strengthening the Faculty's brand</b>	A plan for the promotion of the Faculty and study programmes in the media was created	Administration	Continuous
<b>1.2.3. Have informational materials (in Croatian and English) about study programmes available</b>	Promotional materials in printed and/or electronic form	Administration Office for Quality Student Union	Continuous

<sup>1</sup> The terms used in this strategy that have a gender-specific meaning are used neutrally and refer equally to men and women.

Specific goal 1.3. Promoting student excellence and involvement in curricular and extracurricular activities			
Activity/task	Indicator	Bearer	Deadline/ period of implementation
<b>1.3.1. Continue the practice of rewarding the best students according to their success</b>	Regulations on Student Rewards were created	Vice-Dean for Academic Affairs	September 2023
	Academic success of excellent students was recognised and rewarded	Administration Administrative departments	Continuous
<b>1.3.2. Coordinate the work of associations and holding extracurricular activities</b>	A tender for extracurricular activities of students and associations was organised	Administration Office for Quality	At the start of the academic year
<b>1.3.3. Develop and improve the professional internship system for students</b>	Number of students who have completed professional internship	Administration Office for Quality	Continuous
	Number of companies with which cooperation was developed in the form of a joint organisation of professional internship		

Specific goal 1.4. Promoting excellence of teachers in teaching activities			
Activity/task	Indicator	Bearer	Deadline/ period of implementation
<b>1.4.1. Conduct continuous training of teachers through internal workshops and the involvement of external experts/lecturers</b>	Number of workshops/courses organised in connection with the improvement of learning and teaching processes at higher education institutions	Administration Office for Quality Committee for the Improvement of Quality Chair heads	Continuous
	Number of teachers who participated in workshops and training courses organised by the Faculty of Economics and Business in Osijek		
<b>1.4.2. Funding teachers travel to workshops and training courses related to the improvement of teaching capacity and the teaching process</b>	Number of workshops/training courses related to teaching processes attended by teachers outside their home institutions	Administration Office for Quality Chair heads	Continuous
	Number of teachers who participated in workshops and training courses outside their home institution		



Specific goal 1.5. Promoting the integration of the Faculty of Economics and Business in Osijek into the European Higher Education Area			
Activity/task	Indicator	Bearer	Deadline/ period of implementation
<b>1.5.1. Promote mobility programmes</b>	Workshops and presentations of mobility programmes were held	Erasmus and CEEPUS coordinators Vice-Dean for Cooperation with the Environment, Projects and International Cooperation	Continuous
<b>1.5.2. Define the framework and procedures for the recognition of mobility periods and completed courses</b>	Regulations on international mobility of students, teaching and non-teaching staff were created	Administration	September 2023
<b>1.5.3. Increase the number of students in the system of incoming and outgoing mobility (Erasmus and CEEPUS programmes)</b>	Number of students in mobility programmes per year	Vice-Dean for Cooperation with the Environment, Projects and International Cooperation, Erasmus and CEEPUS coordinators Office for Quality	Continuous
<b>1.5.4. Increase the number of teaching and non-teaching staff in mobility programmes (Erasmus and CEEPUS programmes)</b>	Number of teaching staff in mobility programmes per year	Vice-Dean for Cooperation with the Environment, Projects and International Cooperation, Erasmus and CEEPUS coordinators Office for Quality	Continuous
	Number of non-teaching staff in mobility programmes per year		

### 3.2. Strategic area: Scientific research work and knowledge transfer

**Strategic goal 2: Strengthen the productivity and excellence of scientific research by expanding and promoting research and mentoring capacities with the aim of creating new scientific knowledge and knowledge transfer.**

**Specific goal 2.1. Strengthening scientific research work and increasing the Faculty's capacity to transfer knowledge by focusing research efforts and involving various stakeholders in the Faculty's internal scientific research projects**

<i>Activity/task</i>	<i>Indicator</i>	<i>Bearer</i>	<i>Deadline/ period of implementation</i>
<b>2.1.1. Organise workshops for teachers with the aim of defining the research areas of internal scientific research projects</b>	Organised workshops	Vice-Dean for Scientific Affairs	Continuously on an annual basis
<b>2.1.2. Consolidate the Faculty's internal research projects into a smaller number of projects focusing on selected research areas</b>	Number of internal research projects	Vice-Dean for Scientific Affairs Chairs Teachers	Continuously on an annual basis
<b>2.1.3. Increase the capacity for knowledge transfer by involving business and public sector experts in the Faculty's internal scientific and research projects</b>	Number of business and public sector experts involved in research projects	Vice-Dean for Scientific Affairs Vice-Dean for Cooperation with the Environment, Projects and International Cooperation Teachers	Continuously on an annual basis
<b>2.1.4. Focus research activities by involving doctoral students in the Faculty's internal scientific and research projects</b>	Number of doctoral students involved in research projects	Vice-Dean for Scientific Affairs Heads of doctoral programmes Teachers	Continuously on an annual basis
<b>2.1.5. Greater involvement of students in internal</b>	Number of students of postgraduate specialist,	Heads of study	Continuously on an annual basis

<b>scientific and research projects</b>	graduate and undergraduate studies involved in research projects	programmes Teachers	
	Number of published papers co-authored with postgraduate/doctoral students	Administration Teachers	Continuously on an annual basis
	Number of published papers co-authored with undergraduate and graduate students		
<b>2.1.6. Define guidelines and framework conditions for the application and implementation of the Faculty's internal scientific and research projects</b>	Regulations on the Faculty's internal scientific research projects were created	Administration	September 2023
<b>2.1.7. Promote cross-faculty cooperation (at local, national and international level) in the submission of scientific research and professional projects</b>	Number of submitted cross-faculty projects	Administration Teachers	Continuous

**Specific goal 2.2. Develop a system to promote and develop the scientific and research excellence of the Faculty's employees and improve the productivity of scientific and research work**

<i>Activity/task</i>	<i>Indicator</i>	<i>Bearer</i>	<i>Deadline/ period of implementation</i>
<b>2.2.1. Determine the rules and policies for promoting scientific excellence of the Faculty's employees</b>	Regulations on promoting scientific excellence were created	Administration	September 2023
<b>2.2.2. Increase the quality of papers and publications of the Faculty's teachers</b>	Number of published papers in each quartile	Administration Teachers	Continuous
<b>2.2.3. Encourage applications for projects funded from competitive sources and EU projects</b>	Number of applications to competitive scientific research tenders	Vice-Dean for Scientific Affairs Teachers	Continuously on an annual basis

<b>2.2.4. Increase the number of projects funded from competitive sources and EU projects</b>	Number of projects funded from competitive sources and EU projects	Vice-Dean for Scientific Affairs Teachers	Continuously on an annual basis
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**Specific goal 2.3. Redesigning and restructuring postgraduate university doctoral studies and strengthening the mentoring capacity of the Faculty's teachers**

<i>Activity/task</i>	<i>Indicator</i>	<i>Bearer</i>	<i>Deadline/ period of implementation</i>
<b>2.3.1. Implement systematic changes to the doctoral programme</b>	Report on the changes to the Study Programme Management was created	Administration Head of the doctoral programme Committee for Changes to the Study Programme Management	September 2023
<b>2.3.2. Strengthen the mentoring capacity of the Faculty's teachers by organising internal workshops and funding external training courses</b>	Number of internal training courses/workshops organised on the topic of mentoring of scientific and professional papers	Vice-Dean for Scientific Affairs Teachers	Continuous
	Number of teachers who participated in external training courses on the topic of mentoring of scientific and professional papers and project management of scientific research projects		
	Number of teachers – active mentors at the Faculty's postgraduate/doctoral studies		

**3.3. Strategic area: Collaboration with the environment and the third mission of the Faculty**

**Strategic goal 3: Develop the Faculty as a major factor in the economic and social development of the environment and in improving the quality of life in the community by collaborating with external stakeholders and educating responsible and expert citizens who are sensitive to the needs of the community in which they live.**

**Specific goal 3.1. Maintaining the continuity and quality of popularisation events at the Faculty**

<i>Activity/task</i>	<i>Indicator</i>	<i>Bearer</i>	<i>Deadline/ period of implementation</i>
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<b>3.1.1. Systematically encourage and manage individual initiatives for holding of existing and new popularisation events</b>	Updated annual plan and schedule of popularisation events	Administration Chairs Teachers Students Partner institutions	Continuously before the start of the academic year
<b>3.1.2. Provide logistical and promotional support for the organisation of popularisation events</b>	Number of popularisation events and promotional activities	Administrative departments	

**Specific goal 3.2. Strengthening the professional activities of teachers and their involvement in the work of university, local, regional, national and international bodies, and civil society organisations**

<i>Activity/task</i>	<i>Indicator</i>	<i>Bearer</i>	<i>Deadline/ period of implementation</i>
<b>3.2.1. Encourage Faculty's staff to provide professional, advisory and educational services to the environment through the Centre for Business Excellence</b>	Number of professional, advisory and educational services offered by Faculty's staff	Administration Centre for Business Excellence	Continuous
<b>3.2.3. Encourage Faculty's staff to become involved in the work of the University, national and international bodies, local and regional self-government bodies, and civil society organisations</b>	Number of staff involved	Administration Chairs Teachers	Continuous

**Specific goal 3.3. Integrating the model of socially useful learning into teaching activities**

<i>Activity/task</i>	<i>Indicator</i>	<i>Bearer</i>	<i>Deadline/ period of implementation</i>
<b>3.3.1. Familiarise teachers with the concept of socially useful learning and the third mission of the university/faculty</b>	Held training course/workshop and discussion on the ways to implement the third mission of the university in the course curricula	Administration Chairs Teachers Students Partner institutions	Continuous
<b>3.3.2. Encourage teachers to integrate the UN Sustainable Development Goals into various activities (teaching, scientific and research work)</b>	Number of activities that take into account the UN Sustainable Development Goals Active membership in PRME (Principles of Responsible Management Education)	and organisations Administrative departments	

<b>3.3.3. Taking into account the needs of the local community when implementing courses and research activities</b>	Number of courses that include a socially useful learning component and/or collaboration with civil society organisations		
	Number of professional and/or research projects focused on solving local and wider community issues		

<b>Specific goal 3.4. Continuous promotion of the development and activities of the Alumni EFOS Association</b>			
<i>Activity/task</i>	<i>Indicator</i>	<i>Bearer</i>	<i>Deadline/ period of implementation</i>
<b>3.4.1. Promote the activities of the Alumni EFOS Association with the aim of increasing the number of active members</b>	Number of members in the Alumni EFOS Association	Administration Teachers Alumni EFOS Association	Continuous
<b>3.4.2. Support project activities and the organisation of events in cooperation with the Administration and members of the Alumni EFOS Association</b>	Number of activities organised and carried out in cooperation with the Alumni EFOS Association		

### 3.4. Strategic area: Quality and resources

**Strategic goal 4: Provide human, material, information and other resources to improve the quality of all processes and activities of the Faculty.**

<b>Specific goal 4.1. Strengthen the integration of the Faculty of Economics and Business in Osijek into the global higher education sector</b>			
<i>Activity/task</i>	<i>Indicator</i>	<i>Bearer</i>	<i>Deadline/ period of implementation</i>
<b>4.1.1. Appoint coordinators for international accreditation</b>	Coordinators were appointed	Administration	December 2022



<b>4.1.2. Create conditions for obtaining international accreditation</b>	Conditions for initiating the procedure to obtain international accreditation are met	Administration Coordinators for international accreditation	December 2025
<b>4.1.3. Start the process of acquiring international accreditation</b>	Process for acquiring international accreditation was started		December 2025

Specific goal 4.2. Systematic development of the human and infrastructural capital of the Faculty			
<i>Activity/task</i>	<i>Indicator</i>	<i>Bearer</i>	<i>Deadline/ period of implementation</i>
<b>4.2.1. Encourage the professional development of teachers</b>	Number of teachers who have participated in professional development programmes	Administration Chairs Teachers	Continuous
<b>4.2.2. Develop the financial and management competencies of scientific and teaching staff in leadership positions</b>	Number of employees in leadership positions who have participated in professional development programmes	Administration Chairs	
<b>4.2.3. Develop the competencies of administrative and professional services</b>	Number of administrative and technical staff who have participated in professional development programmes	Administration Heads of administrative departments Employees	

Specific goal 4.3. Investment in maintaining the infrastructure necessary for efficient operations			
<i>Activity/task</i>	<i>Indicator</i>	<i>Bearer</i>	<i>Deadline/ period of implementation</i>
<b>4.3.1. Continuous investment in spatial and IT infrastructure</b>	Remodelling of existing and/or construction of new premises	Administration Administrative departments	Continuous
	Annual plans for the procurement of equipment and software	Administration External associates	
<b>4.3.2. Adaptation and extension of the Faculty building</b>	All necessary permits and projects have been obtained and work has begun	Administration External associates	December 2024

<b>4.3.2. Develop a business process management system</b>	Procurement and implementation of business process management software	Administration Administrative departments	Continuous
	Development of the internal system		
<b>4.3.3. Adapt the structure of the Faculty, working bodies and workplaces to the development goals and strategies of the Faculty</b>	Revised/created regulations on the Faculty's structure, organisational units and distribution of workplaces	Administration All organisational units	December 2024

Specific goal 4.4. Improvement of the internal quality assurance system			
<i>Activity/task</i>	<i>Indicator</i>	<i>Bearer</i>	<i>Deadline/ period of implementation</i>
<b>4.4.1. Ensure quality of work through standardised procedures for evaluating the quality of work in the individual areas of activity of the Faculty</b>	Established process of self-evaluation, internal and external evaluation	Administration Teachers Administrative departments Office for Quality	Continuous
	Reports on analyses conducted		
	Reports on analyses conducted		
<b>4.4.2. Continuous improvement of business processes</b>	Revised and improved Faculty documents that promote quality		

Specific goal 4.5. Strengthening environmental awareness in the implementation of the Faculty's activities			
<i>Activity/task</i>	<i>Indicator</i>	<i>Bearer</i>	<i>Deadline/ period of implementation</i>
<b>4.5.1. Promote the digital internal system for the exchange of information and documents at the Faculty</b>	Reduced use of paper in the Faculty's business processes	Vice-Dean for Financial Affairs and Business Organisation Administrative departments	January 2023
<b>4.5.2. Analyse the possibilities of using renewable energy sources</b>	Requested quotes from suppliers and conducted analyses on the possibilities of using renewable energy sources	Teachers	September 2023
<b>4.5.3. Develop a</b>	Developed recycling system at the	Administration	

<b>system for separate waste collection on the Faculty's premises</b>	Faculty	Teachers Administrative departments External stakeholders	
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## 4. Conclusion

The Faculty of Economics and Business in Osijek is a higher education institution that strives for excellence in all its activities: in education, in scientific research and in its civic mission, which is realised through intensive and responsible cooperation with its environment, contributing to the solution of problems in the community and its development.

The Faculty's Development Strategy is a fundamental document that sets the framework for the realisation of the vision, and defined strategic goals, i.e. it provides guidelines for the behaviour and activities of all Faculty employees in the future five-year period, but also defines the expectations and development of relationships with internal and external stakeholders and directs the Faculty towards the realisation of the defined vision and set strategic goals. The Strategy is a document that enables the Faculty to respond quickly and in a timely manner to all challenges and changes in the internal and external environment, taking into account the Faculty's mission, values and goals. It lays the foundation for the future strategies and activities of the Faculty and the positioning of the Faculty at the local, national and global level, as well as in the Croatian, European and global area of higher education.



# EFOS

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