



SELF-EVALUATION OF THE ARTS ACADEMY IN SPLIT

September 2022

Name of evaluated higher education institution: ARTS ACADEMY IN SPLIT

Name of the University of which the evaluated higher education institution is a part: UNIVERSITY OF SPLIT

Year of establishment: 1997.

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INTRODUCTION

The Arts Academy of the University of Split¹ is a public higher education institution, a component of the University of Split, which carries out higher education activities in the field of fine, musical and dramatic arts and art history. The basic activity of the Academy is the education of students. The Academy currently offers 18 university undergraduate study programmes, 18 university graduate study programmes and one integrated undergraduate and graduate university study programme.

The activities of the Academy in the audio-visual, multimedia and interdisciplinary field are:

- artistic work;
- scientific and research work;
- all forms of lifelong education;
- adult education;
- gallery-exhibition, concert and performance activities;
- publishing, printing, library and IT activities for the needs of teaching, artistic, scientific, research and professional activities of the Academy;
- digital publishing of audio-visual content;
- audio-visual production and distribution of concerts, theatre performances, films, videos and electronic art;
- creation and implementation of artistic, scientific, research and professional national and international projects;
- conservation and restoration activities;
- production and distribution of films, videos and electronic arts;
- organization of national and international artistic, scientific, professional gatherings, conferences, presentations, exhibitions, festivals, competitions and other manifestations;
- implementation of selection procedures for the appropriate positions in accordance with the Law and other regulations.

The Academy is a legal entity registered in the court register of institutions and in the Register of Higher Education Institutions of the Ministry of Science and Education.

A Brief History of the Academy

The beginnings of the Academy are linked to the Academy of Pedagogy (founded in 1945), which operated a two-year course for teachers in the field of fine arts, which gradually grew into a three-year and then a four-year course.

The study of Visual Culture and Fine Arts is the oldest study programme of the Academy. In 1957, the Study Group for Music Education was founded - the origin of today's study of Music Education, the oldest study programme at the Department of Music.

With the reorganization of the University of Split in 1978, the Split Teacher Education Studies became an integral part of the unified Faculty of Philosophy in Zadar, and in 1991 an independent Faculty of Natural and Mathematical Sciences and Education was established, with the Fine Arts and Music Studies, which represent the core around which the Art Academy in Split was founded in 1997. The Theatre Department was founded in 2005. Today, the Academy consists of three departments: Fine Arts, Music and Theatre. The Academy is continuously working on its development and in the current academic year is in the process of establishing several new study programmes.

¹ In further text referred to as the Academy.

The potential of the Academy's teaching staff is reflected in a large number of artistic and scientific achievements, as well as awards for overall and individual work. The importance and influence of the Academy on the cultural, artistic and scientific life of the city of Split and beyond was recognized in 2022, in which the Academy celebrates its 25th anniversary by receiving the [Slobodna Dalmacija award](#) for lasting achievement in the field of culture, art and science.

Organization

The organizational units of the Academy are departments, sections, the library and the Dean's office.

Departments

Departments consists of all the teachers, associates and students of that department. Within the Department, the basic tasks of study programmes, artistic and creative work, scientific research and professional work are realized.

The Academy's Departments are:

- [Fine Arts Department](#)
- [Music Department](#)
- [Theatre Arts Department](#)

The Department of Fine Arts includes six Sections (listed in alphabetical order):

- Conservation-Restoration
- [Film and Video](#)
- [Painting](#)
- [Sculpture](#)
- [Visual Communications Design](#)
- [Visual Culture and the Fine Arts](#)

The Department of Music includes six Sections:

- [Composition and Music Theory](#)
- [Music Education](#)
- [Piano](#)
- [Solo Voice](#)
- [String Instruments and Guitars](#)
- [Wind Instruments](#)

The Department of Theatre Arts includes one Section:

- [Acting](#)

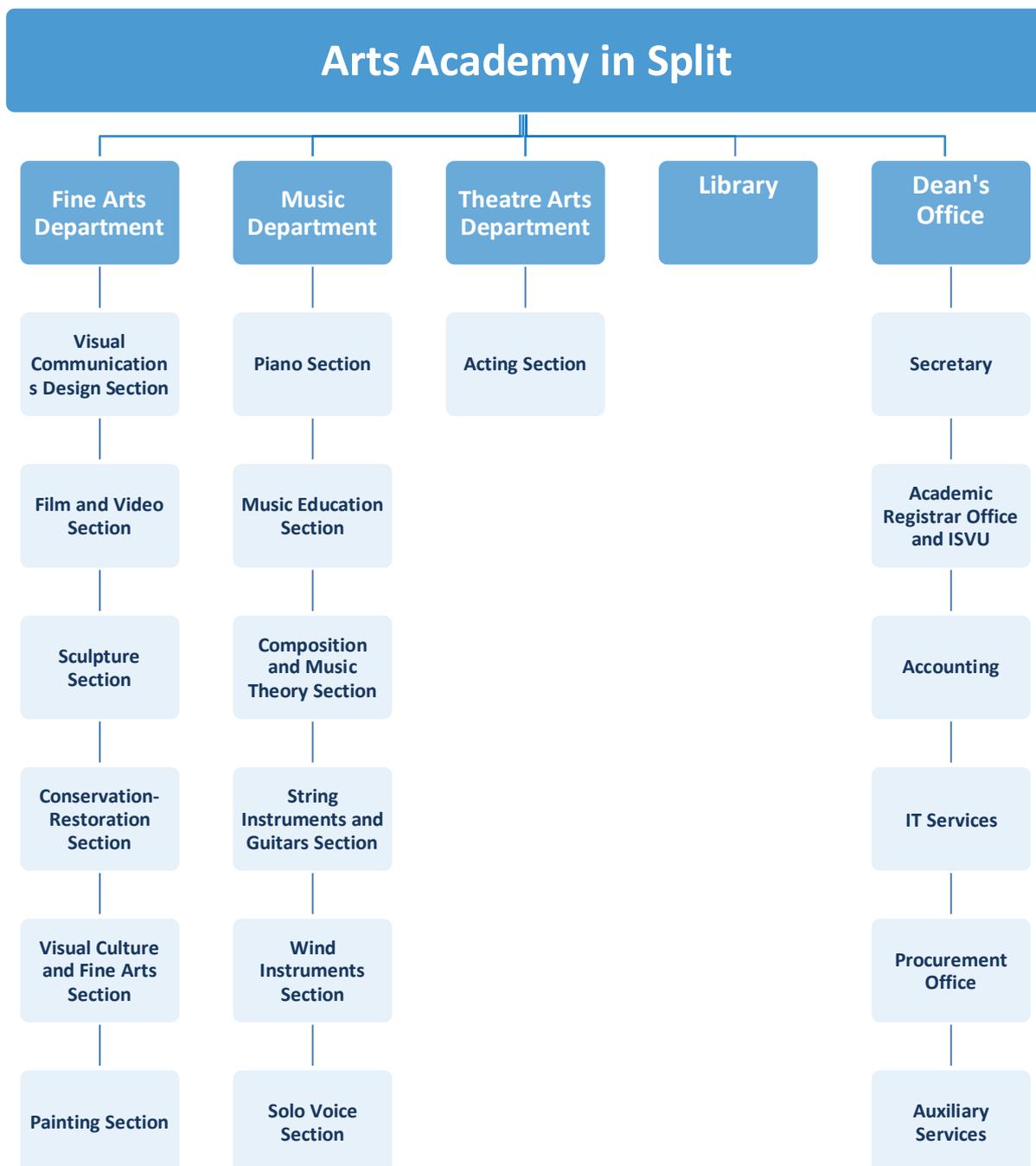
[Library](#)

The library is a special organizational unit within the Academy that performs library activities according to the Law on Libraries and the Regulations on Library Work. The library is also part of the integrated library system of the University of Split.

[Dean's Office](#)

The Dean's Office of the Academy performs administrative-legal, executive, administrative, financial, material, technical and auxiliary tasks of the Academy.

Academy's organisational structure



Structure of Administration

The Dean, who represents the Academy, is its head and leader. The Dean represents the Academy with unlimited liability before courts, elected courts and state bodies. The rights and obligations of the Dean are prescribed in Articles 8, 25, 26 and 30, and the election of the Dean in Articles 27, 28 and 29 of the Statute of the Academy.

The Dean is directly assisted in his/ her work by members of the Administration and the secretary of the Academy.

The Academy's Administration consists of the Dean and all Vice Deans. The Academy has four Vice Deans:

- Vice Dean of Academic Affairs for the Music Department
- Vice Dean of Academic Affairs for the Fine Arts Department
- Vice Dean for Art, Science, International Relations and ECTS
- Vice Dean for Development and Growth

The Dean is assisted in their work by all the Vice Deans and the operational manager of the Theatre Arts Department. The rights and obligations of the Vice Deans are prescribed by Articles 34, 35, 36 and 37 of the Statute of the Academy.

The Heads coordinate the work of each individual Section. The Academy currently has thirteen Heads of the Sections who are elected by the members of the Sections and confirmed by the Academic Council. The rights and obligations of the Heads of the Sections are stipulated by Articles 18 and 19 of the Statute of the Academy.

The Secretary of the Academy is the head of the professional services of the Academy; they organize, lead and coordinate their work.

[The Academic Council](#) is a professional body of the Academy consisting of:

- Dean
- all Full professors, Associate professors, Assistant professors;
- two representatives of lecturers, senior lecturers, accompanists and senior accompanists;
- two representatives of assistants and senior assistants;
- the library manager;
- 15% of students from the total number of members of the Academic Council.

The composition and scope of work of the Academic Council are prescribed by Articles 41, 42, 43, 44, 45 and 46 of the Statute of the Academy.

The Academic Council appoints permanent or temporary committees that study individual subjects, prepare sessions or proposals for decisions, and perform other tasks within their scope. The composition and tasks of the committees are determined by the decision on their appointment.

The permanent committees of the Academic Council are:

- [Quality Improvement Board](#)
- [Ethics Committee](#)
- [Committee for Protection Against Discrimination, Harassment and Sexual Harassment](#)
- [Committee for internal Evaluation of the Quality Control](#)
- [Publishing Committee](#)
- [Science Committee](#)
- [Library Board](#)

Studies and students

The Academy conducts undergraduate, graduate and postgraduate study programmes in the field of art, independently or in cooperation with other institutions. Out of the total number of studies, sixteen are university level undergraduate studies lasting three or four years, in which at least 180 or 240 ECTS points are obtained, and the academic title of bachelor (baccalaureus/ baccalauraea) with an indication of profession. Sixteen university level graduate study programmes lasting one or two years, in which at least 60 or 120 ECTS points are obtained and the academic title of Master with an indication of profession. In cooperation with the Faculty of Science and Mathematics in Split, the Academy conducts an integrated undergraduate and graduate

university course in Conservation-Restoration for a duration of five years, in which at least 300 ECTS points are acquired.

At the Academy, students have the opportunity to act through the Student Council, through which they articulate certain issues of their interest. Students participate in the work of the Academy's bodies at all levels and are full members of the following: the Academic Council, the Quality Improvement Board, the Ethics Committee, the Committee for Protection against Discrimination, Harassment and Sexual Harassment, the Committee for internal Evaluation of the Quality Control, the Committee for Awarding a Special Dean's Award and the Disciplinary Committee for carrying out the procedure for determining the disciplinary liability of Academy students.

Mission and vision

Mission

The Academy's mission as a public higher education artistic and scientific institution is to encourage and actively contribute to the development of music, fine arts, theatre and film arts by offering the complete vertical range of university study programmes while uncompromisingly promoting high-level artistic and scientific work.

Acting in the direction of the general social interest, the Academy nurtures the pluralism of artistic, educational, professional and scientific values in its work. Its overall activity is aimed at preserving and developing academic freedoms and principles as fundamental assumptions for the independent, unconditional and autonomous development of artistic and scientific creativity and research.

Vision

The Academy's vision is to expand its regional influence with the content and quality of its programmes. The diversity of the Academy's offering of study programmes and its individualized approach will provide all students, in accordance with their interests, a wide spectrum of knowledge and skills.

In the teaching process, they will strive to connect the traditional way of teaching and the rich experience of independent artistic, professional and scientific work with a modern approach and teaching methods.

The Academy will actively encourage student contributions to artistic and scientific projects with the aim of developing a high level of ability for future professional activity, and also participation in the creation of a humane, creative and tolerant society.

The Academy will systematically encourage the artistic, scientific and professional work of its employees and work continuously on improving the quality of all segments of its activity.

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

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

- *The internal quality assurance system encompasses and evaluates the entire activity and all endeavours of the higher education institution (study programmes, teaching process, student support, support for students from underrepresented and vulnerable groups, learning resources, scientific/artistic activity, professional activity, etc.) and substantiates this evaluation with accompanying documents.*
- *The internal quality assurance system actively involves all participants of the higher education institution (students and external associates – employers, alumni, representatives of vocational and professional associations, civil society organizations/ associations and internal staff).*
- *The higher education institution has adopted a quality assurance policy, which is part of the higher education institution's strategic management, and is realized through the implementation of the strategy, including a strategic programme of scientific research for a period of at least five years.*

- *The strategy implementation includes SWOT or similar analysis, strategic objectives, objectives from programme funding contracts (where applicable), operational plan, defined responsibility for implementation, monitoring mechanisms and a report on its implementation.*
- *The participants recognize the strategy as an effective tool for the improvement of higher education.*
- *The higher education institution systematically collects and analyses data on its own processes, resources and results and uses them for effective management, improvement of all its activities and further development.*
- *The higher education institution uses different methods of collecting information about quality (student surveys on teaching, surveys on study satisfaction, peer evaluation, feedback from employers and/ or associates, graduate students, etc.).*
- *The higher education institution is dedicated to the development and implementation of policies for the management of its human resources (management, teaching-scientific, teaching-artistic, administrative, professional and technical), in accordance with the principles and standards of the profession.*

The internal quality management system of the Arts Academy of the University of Split is determined by the [Quality Policy](#), the [Regulations of the Quality System](#), the [Mission, Vision and the Development Strategy of the Arts Academy in Split for the period from 2019 to 2024. \(EN\)](#) and the [Strategy for the Development of Scientific Research Activities of the Arts Academy in Split 2022-2027](#).

[The mission of the Quality Improvement Board](#) is to incorporate quality into all aspects of the Academy's activities with the participation of all the participants in the process of higher education and artistic, scientific, and professional work.

The vision of the Quality Improvement Board is to build a complete system that will enable constant monitoring and improvement of quality in all aspects of the Academy's activities in accordance with the [Mission, Vision and the Strategic Guidelines of the University of Split](#) and the [Mission, Vision and the Development Strategy of the Arts Academy \(EN\)](#) and the Strategy for the Development of Scientific Research Activities of the Arts Academy in Split.

The objectives of the Academy's quality assurance system are:

- To construct a comprehensive quality assurance system.
- To initiate and coordinate initiatives related to the quality assurance system.
- To determine indicators, standards and criteria for quality improvement.
- To ensure the implementation of external and internal assessments as assumptions for quality improvement.
- To encourage the professional training of internal users of the quality system.
- To collect feedback from participants and direct their suggestions, proposals and criticisms.
- To develop mechanisms and to incorporate a culture of quality through normative acts and other forms of the Academy's activities.
- To actively participate in the University's quality assurance system.
- To get involved and to actively participate in the national quality assurance system.

The institutional development of the quality system at the University of Split began on 11th September 2008, with the establishment of the [Quality Improvement Centre](#) (at the University level) and the [Quality Improvement Board](#) (at the component level).

[The Quality Improvement Board of the Academy](#) has been involved in the work of the University's Quality Improvement Centre since the very beginning. Since its establishment, the Academy's Board has been operating in accordance with the quality assurance system of the University and the Quality Improvement Centre, and it closely cooperates with the Centre.

In the academic year 2008/ 2009, the Board prepared and [carried out a student survey as the first](#) activity aimed at improving the quality of studies at the Academy.

The first Regulations on the structure of the quality assurance system and the work of the Academy Board was adopted at the [162nd session of the Academic Council](#) held on February 16, 2010. Following these Regulations, the Quality Improvement Board, the Committee for the Advancement of Teaching, the Student Relations Committee and the Internal Quality Assessment Committee were responsible for quality improvement at the Academy level.

The original organization of the quality system was simplified when the [current Regulations on the Quality System of the Academy](#) was proposed and adopted at the [337th session of the Academic Council](#) held on October 16, 2019.

According to the new Regulations, the organizational units of the quality assurance system at the Academy level are the Quality Improvement Board and the Internal Evaluation Committee for Quality Control.

The Quality Board of the Academy proposes the adaptation and development of system procedures of all areas of activity of the Academy. The final forms of the system are defined in cooperation with the Administration, the Academic Council, the professional services of the Academy and the University of Split's Quality Improvement Centre.

The Board plans and implements the following activities in the Academy's quality system:

- Establishes, organizes, coordinates and decides on the method of implementation of the evaluation procedures and the method of the monitoring internal quality assurance and improvement mechanisms at the Academy level.
- Analyses changes and additions to existing study programmes and proposals for launching new study programmes at the Academy.
- Encourages and includes students to participate in procedures for monitoring and improving the quality of the study programmes and other aspects of studying.
- Proposes and encourages the holding of occasional meetings with student representatives (Student council of the Academy).
- Holds and/ or participates in periodic meetings at the request of students, the Board or the members of the Committee.
- Holds or encourages department/ section/ teachers' meetings with student representatives during the semester.
- Participates in monitoring the quality of study implementation.
- Secures feedback from students through student surveys and directs their suggestions, proposals and criticisms.
- Collects and, in cooperation with the University, analyses data on the success of studies,
- Suggests activities related to the improvement of studying and teaching.
- Conducts and analyses student surveys in cooperation with the Student Council and the Quality Centre of the University of Split.
- Monitors and evaluates the quality of art-teaching, science-teaching and the professional activities of teachers.
- Encourages and monitors the training of teaching staff (lifelong education), administrative and technical staff, in cooperation with the administration.
- Provides recommendations on the evaluation of the quality of teaching activities for the purpose of promotion and re-election into teaching, scientific-teaching and artistic-teaching positions.
- Offers recommendations and suggests procedures to improve the quality of all aspects of studying.

[The Board members](#) consist of the Vice Dean of Development and Growth (ex officio) who is at the same time the Head of the Quality Board, one member of the teaching staff from each of the other two Departments of the Academy, a member of the non-teaching staff and a student member – the president of the Student Council (ex officio).

The Regulations do not require that the Academy's Board have a permanent member from the ranks of external participants and alumni. The Board is continually considering how to overcome obstacles in the selection of external members who would equally participate in decisions concerning all three departments and all aspects of studying at the Academy and who would be willing to accept work on the Board pro bono. The Board believes that the fulfilment of this condition should not only be met formally, but meaningfully and effectively.

The Academy's quality assurance mechanisms are defined in the [Quality Assurance Guidelines](#), in which the flowcharts of the procedures taking place at the Academy, the time of implementation, and the employees and departments responsible for their implementation are listed.

The [Guidelines](#) describe the implementation of the following procedures:

- Management procedure for the quality system documents.
- Procedure for periodic internal assessment of the quality assurance system.
- Procedure for periodic internal evaluation of study programmes.
- Procedure for approving new study programmes.
- Procedure for minor changes and additions to existing study programmes up to 20%.
- Procedure for major changes and additions to existing study programmes from 20% to 40%.
- Procedure for approving and evaluating lifelong learning programmes.
- Procedures for students' evaluations the quality of all aspects of studying.
- Procedures for teachers' and associates' evaluations quality, working conditions and teaching.
- Procedure for data collection and analysis of the of the department/ section activities (Department's report on the annual activities).
- Data collection and study success analysis procedure.
- Procedure for data collection and analysis of reasons for dropping out of studies.
- Procedure for data collection and creation of survey results tables and records on the quality of teaching activities for a five-year period.
- Procedure for carrying out interviews and additional measures with poorly rated teachers.

[The Academy's Quality Assurance Guidelines](#) is subject to constant improvement and refinement, therefore it is executed in an online format.

The Quality Board prepares the [Board's Activity Plan](#) on an annual basis in which the deadlines and the activities carriers are defined. [The Report on the work of the Board](#) determines the realization of particular activities. [The Board's Report and Activity Plan](#) are submitted to and approved by the Academic Council and the University Quality Improvement Centre. All reports and plans of the Board are published regularly and are publicly available on the Academy's website.

[The Board members' meetings](#) are held quarterly, at least four times a year, and more frequently if necessary. All [minutes of the Board's meetings](#) are publicly available on the Academy's website.

In addition to the Board, according to the Academy's Regulations on the Quality System, the organizational unit of the quality assurance system is also the [Internal Evaluation Committee for Quality Control](#). The chairperson of the Committee for Internal Evaluation of the Academy's quality system is also a member of the [University Committee for Internal Quality Evaluation](#) for the field of art.

The Internal Evaluation Committee of the University of Split conducted an internal assessment of the Academy's Quality Assurance System following the new ESG standards in October 2017. The then president of the Internal Evaluation Committee for Quality Control participated in the assessment process. [The report on the internal evaluation of the quality assurance system of the University of Split](#) for the Academy, the statement and the action plan are publicly available on the Academy's website at this [link](#).

The internal quality evaluation procedure by the Academy's Internal Evaluation Committee for Quality Control, according to the [Quality Improvement Board's Activity Plan](#) adopted at the [381st session of the Academic Council](#), was scheduled for the academic year 2020/2021. The procedure was not carried out due to the COVID-19 pandemic.

Upon receiving the Decision of the Agency for Science and Higher Education at the end of August 2021, stating that the Academy is scheduled for reaccreditation in 2022, as per the [Plan for the reaccreditation of higher education institutions](#), the preparations for the visit of the reaccreditation committee began.

The Quality Board included the key standard evaluation process in the Board's Activity Plan for 2022/2023. 2.2. *The expected learning outcomes of the study programmes carried out by the higher education institution correspond to the level and profile of the qualifications acquired through them*, which will be implemented in the current academic year, ending in September 2023, by the Academy's Internal Evaluation Committee for Quality Control.

The Quality Policy of the Academy is realized through the implementation of the goals of two strategic documents: [Mission, Vision and the Development Strategy of the Arts Academy in Split for the period from 2019 – 2024](#), and the [Strategies for the Development of Scientific Research of the Arts Academy in Split 2022 – 2027](#).

In the Development Strategy and the Scientific Research Strategy, opportunities and threats are presented in addition to strengths and weaknesses (SWOT analysis). The tasks, performance indicators, responsible persons and/ or Departments, the period of implementation and the achievements are clearly defined for each strategic goal. The Academy's strategic goals realization data listed in the two strategy documents are collected at all levels of the Academy and presented and adopted by the Academic Council.

After the expiration of the document Mission, Vision and the Strategic Directions of Development of the Arts Academy in Split (2013 – 2018) ([Appendix 1.1.1.](#)), the new document Mission, Vision and the Development Strategy of the Arts Academy in Split for the period from 2019 – 2024 defined new strategic goals:

- Strategic goal 1: A modern teaching process focused on students.
- Strategic objective 2: Human resources.
- Strategic objective 3: Impact on the surrounding environment.
- Strategic objective 4: International cooperation.
- Strategic objective 5: Spatial and material resources.
- Strategic objective 6: Quality management system.

Activities that contribute to the achievement of the stated goals and the improvement of the quality of the Academy are presented in the annual Reports on the accomplishment of the strategic goals.

Strategic objective 6: The quality management system has three sub-objectives:

- establish a functional system of internal quality assurance in accordance with current international standards and the specific needs of the Arts Academy.
- implement reaccreditation recommendations with the aim of achieving a higher level of quality, organization and responsibility.
- develop a system focused on student support and care.

From 2019 until today, in accordance with the document Mission, Vision and the Development Strategy, three annual reports on the realization of strategic goals were prepared for the academic year [2019/2020](#) , [2020/2021](#), and 2021/2022 (in process of adopting). The reports were adopted by the Academic Council and published publicly on the Academy's website.

Activities related to the Scientific Strategy are detailed in section 5.4. *The scientific/ artistic activity of the higher education institution is sustainable and developmental.*

In order to improve quality, monitor the planned activities and develop the quality system, the Academy collects various additional data in accordance with its needs and resources.

From the academic year 2017/2018 the Quality Improvement Board, in agreement with the Academy Administration and in cooperation with Department heads and teachers, systematically collects data on the entire Annual Activity of the Departments/ Sections. For this purpose, the Board created a form on teachers'

and students' artistic, scientific and teaching activities during each academic year called the [Department's Annual Report](#). All annual reports on the Sections' activities are combined into [Annual reports on the Departments'](#) activities and are publicly available on the Academy's website.

For each academic year, the Academy's student's Academic Registrar office prepares a Report on studying success at the Academy. The data is submitted to the University's Quality Improvement Centre, which compiles the document Analysis of study success, in which data from all the University of Split components are combined.

[Reports on the study success at the Academy by academic year](#) and the [University's analysis of the study success](#) are published and available to the public on the Academy's website.

Creation of the document Analysis of the success of studying at the Academy for the five-year period from 2019/2020 to 2023/2024 is foreseen in the document Mission, Vision and the Development Strategy for October 2024.

The Board, in cooperation with the Academic Registrar office, prepared an [Analysis of the number of students who dropped out of their studies](#) and a [Report on the number of students who dropped out](#) in the period from academic year 2017/2018 to 2021/2022.

STUDY PROGRAMME LEVEL	NUMBER OF DROPPED OUT STUDENTS					TOTAL NUMBER OF DROPPED OUT STUDENTS BY LEVELS OF STUDY
	17/18	18/19	19/20	20/21	21/22	
UNDERGRADUATE STUDY PROGRAMMES	9	4	5	6	7	31
INTEGRATED STUDY PROGRAMME	0	0	0	0	0	0
GRADUATE STUDY PROGRAMMES	0	2	1	2	2	7
TOTAL NUMBER OF DROPPED OUT STUDENTS IN ALL THE STUDY PROGRAMMES BY ACADEMIC YEAR	9 (2,1%)	6 (1,46%)	6 (1,49%)	8 (1,99%)	9 (2,20%)	38 (1,852%)

Table 1. Number of students who dropped out of their studies in the period from 2017./2018. to 2021/2022.

By analysing data on several undergraduate study programmes, a higher percentage of dropping out of studies has been observed. For the purpose of detecting the reasons for dropout, i.e. withdrawal from studies, the Board, in cooperation with the Academic Registrar office, Vice Dean of Academic Affairs and the president of the Student Council, created a Questionnaire to define reasons for withdrawal from the Academy and a Procedure for investigating the reasons for withdrawal from the Academy ([Appendix 1.1.2](#)). The questionnaire is in use from the academic year 2022/2023. Two years after the questionnaire would be in usage, by the end of October 2024, it is planned to create an *Analysis of the reasons for withdrawal from the Academy*.

In cooperation with the University, the Academy conducts four quality evaluations within one academic year. [The student survey for teaching quality evaluation](#) is conducted with survey questionnaires, once a semester. Students of all academic years participate in the survey. The decision on the method of evaluation of teaching work – pen and paper or *online* ([Appendix 1.1.3](#)) is made by the Academy's Quality Board, separately for each semester of the academic year. The exception is the year 2020. / 2021., when the decision on online evaluation of teaching was made at the level of the Quality Improvement Centre for all components of the University of Split, due to the pandemic.

The evaluation survey of the teaching work is a frequent topic of reflection among the members of the Board, the Administration, the Student Council and the teachers of the Academy. The efforts of all participants of the

quality system are aimed at obtaining reliable results, objective comments and the highest possible percentage of turnout for the survey. The advantage and uniqueness of studying at the Academy, working in small groups and mentoring, often in a 1:1 ratio, objectively call into question the confidentiality of students' identities in evaluation processes.

In an effort to ensure anonymity, the Academy applies two methods: courses by the same teacher in the instrumental and solo singing Sections of the Music Department, which are attended by a small number of students, since the academic year 2017. / 2018. and with agreement of the Student Council and the Academy's Academic Registrar Office, are evaluated collectively. On the initiative of the Student Council in the academic year 2021. / 2022. it is requested that the University allows Academy students not to declare their gender in the teacher evaluation survey. The Academy's request was supported by the Academy's Board and approved by the Quality Centre of the University of Split.

At the request of the head of the Department, the teaching evaluation survey is available in English for all foreign students of the Academy, including Erasmus exchange students.

The Academy regularly has a high average rate of completion of teaching evaluation surveys in values above 50% (Tables 2 and 3). Deviation from the stated percentages was noticed only in the academic year 2020/2021, when the evaluation was carried out online due to the pandemic (by sending the survey link to students by e-mail). Percentage of turnout for the student evaluation of teaching survey in the academic year 2020/2021 was 27% in the winter semester and only 12% in the summer semester.

Winter semester	Total number of courses	Courses without available results	Number of generated questionnaires	Number of completed questionnaires	Percentage of participation	Global index
2017/2018	525	-	3.351	1.993	59%	4,7
2018/2019	536	166	3.619	2.098	58%	4,7
2019/2020	530	191	3.719	1.940	52%	4,7
2020/2021 Online survey	549	18	3.531	961	27%	4,7
2021/2022	512	137	3.470	1.866	54%	4,7

Table 2. The percentage of participation for the student evaluation survey for the winter semester and the average quality ratings from academic year 2017/2018 to 2021/2022.

Summer semester	Total number of courses	Courses without available results	Number of generated questionnaires	Number of completed questionnaires	Percentage of participation	Global index
2017/2018	526	209	3.707	1.784	48%	4,7
2018/2019	519	218	3.568	1.585	44%	4,7
2019/2020	COVID-19 standard survey was not conducted					
2020/2021 Online survey	510	281	3.235	386	12%	4,7
2021/2022	487	177	3196	1591	50%	4,8

Table 3. The percentage of participation for the student evaluation survey for the summer semester and the average quality ratings from academic year 2017/2018 to 2021/2022.

The summary results of the evaluation of teachers and teaching process and the comparison of the results of the Academy's surveys with the University's results are regularly presented at the meetings of the Academic Council. Individual survey results are sent by the University Quality Office to teachers via e-mail. The [aggregate results for the Academy and a comparison of the Academy's results with the University \(EN\)](#) are available on the Academy's website.

[The student evaluation survey of the work of administrative and professional services and other aspects of student life](#) is organized once in the academic year. The survey is always conducted electronically. Based on the data prepared by the Academic Registrar Office, the University Quality Office creates links that are sent to students' e-mail addresses. Students access the survey via the link. The survey is not completed by students in their final years of study who, after defending their final or graduate thesis, evaluate the entire level of their studies instead.

[The results of the survey evaluating the work of administrative and professional services and other aspects of student life](#) are sent to members of the Academy's management, members of the Quality Board, heads of professional services, and the summary results for the Academy and the comparison with the results on the level of the University are regularly published on the Academy's website.

YEAR OF EVALUATION	Number of generated questionnaires	Number of completed questionnaires	Percentage	Global index
2017/2018	236	5	2%	3,2
2018/2020	214	20	9%	3,4
2019/2020	217	21	10%	4
2020/2021	210	24	11%	3,9
2021/2022	234	9	4%	3,7

Table 4. The percentage of turnout for the student survey evaluating the work of administrative and professional services and other aspects of student life and the average quality assessment from academic year 2017/2018 to 2021/2022.

[The evaluation survey of the entire level of study](#) is accessed by students who have completed undergraduate, graduate or integrated studies. The procedure is carried out electronically. Upon receiving the certificate of completion of studies, the Academic Registrar Office staff assign the student with a code to access and fill out the survey.

In order to increase the turnout percentage for the evaluation survey of the overall level of study, the Academy's management installed two computers in the Academic Registrar Office's spaces, through which students can immediately access the survey when receiving the documents of the completion of their studies. The results of the evaluation survey of the entire level of study are sent by e-mail to the heads of Departments, who should inform the teachers of their Department with the results. [The evaluation results](#) are available on the Academy's website.

YEAR OF EVALUATION	Number of generated questionnaires	Number of completed questionnaires	Percentage	Global index
2017/2018	185	2	1,8%	4,5
2018/2019	188	5	3%	3,9
2019/2020	184	11	6%	4,2
2020/2021	192	11	6%	4,4

Table 5. The percentage of turnout for the student survey evaluating the overall level of study and the average quality assessment from academic year 2017/2018 to 2020/2021.

The Academy understands that the turnout percentage for the evaluation survey of the entire level of study is extremely low. Through the Student Council, the Board strives to increase students' motivation and awareness of the importance of sharing feedback at the end of their education through the Student Council and posts on the Academy's website, and the Academy's and Student Council's Facebook pages. The

percentage slightly increased from academic year 2017/2018 to academic year 2020/2021, but it is still a very low turnout.

In the summer semester of the academic year 2019/2020 the Academy's Student Council, in cooperation with the University of Split's Student Council and the Academy's Quality Board conducted a [distance learning survey](#) among students in order to obtain feedback on student satisfaction with the quality of online classes.

A total of 126 students participated in the survey, on average the majority were students in their 3rd year of study (32.5% of the total number).

Questions on quality of distance learning classes in 2019/2020	Average grade
Overall grade of the distance learning classes	3,44
The possibility of mastering the material via distance learning	3,5
Work conditions that students have at the time of the survey	3,32
Teachers' commitment	4,06
Attentiveness and promptness of teachers in online communication	3,99

Table 6. Survey on student satisfaction with distance learning, summer semester academic year 2019/2020.

The annual percentage of attendance at all evaluations conducted at the Academy and the average grades are also shown in the [annual reports on the Board's work](#), which are adopted by the Academic Council, after which the reports are submitted to the University of Split Quality Improvement Centre.

The electronic database of the obtained results for each teacher of the Academy is stored in the Quality Department with data confidentiality protection. The Dean of the Academy and the Vice Dean of Development and Growth, who is at the same time the head of the Board, have access to all evaluations of the Academy's teachers through the EvaSys system for all the academic years in which the survey was conducted.

After submitting the results of the student evaluation of teaching and according to the [Regulations on the procedure for evaluating teaching work at the University of Split](#) and the Academy's Quality Assurance Guidelines, the Dean of the Academy is obliged to conduct an interview and propose measures for improvement with teachers and colleagues:

- who have an average grade of less than three;
- who have had an average score of two or less than two on one of the questions;
- when the possibility of a gross violation of the usual ethical norms is visible from the comments on the questionnaire.

For this purpose, the head of the Board, after receiving the results for the surveyed semester, submits to the Dean a report on the teachers whose evaluation results were inadequate in the evaluation process of classes and teaching activities ([Appendix 1.1.4](#)). Based on the report, the Dean decides which teachers to conduct interviews with and from whom to ask a written statement on the results of the survey.

The records of the conversation with the teachers and/ or the written statements of the teachers about the results of the survey are kept in the archives of the Academy's secretariat ([Appendix 1.1.5](#)). In the academic years 2019/2020 and 2020/2021 the interviews were not held due to the Covid-19 pandemic. However, written statements were requested from all teachers from whom the need for a statement was determined. The report on the conducted consultations and measures for improvement is submitted to the Rector and the head of the Quality Improvement Centre of the University of Split ([Appendix 1.1.6](#)).

If the low survey results are repeated for three consecutive semesters for the same course of the teacher, the Dean establishes a committee that monitors the work of the teacher for one semester. The committee submits to the Dean a written report on the teacher's work, in which suggestions for improvement are listed ([example: Appendix 1.1.7](#)).

Evaluation of study programmes is carried out according to the [Regulations on the evaluation of study programmes of the University of Split](#). The hodograph of procedures for amendments and additions to existing and approval of new study programmes implemented at the Academy are detailed in the Academy's Quality Assurance Guidelines.

A document detailing the new study programme ([example: Appendix 1.1.8.](#)), a document detailing minor amendments up to 20% ([Appendix 1.1.9.](#)) and a document detailing major amendments from 20% to 40%. *EXAMPLE: Changes and additions to the integrated study programme Conservation-Restoration from 2019, resulting from the recommendation of Agency for Science and Higher Education after the re-accreditation procedure. Changes to the programme are aimed at rationalizing the teaching and teaching capacities of the Department* ([Appendix 1.1.10.](#)) after being adopted at the Department's meeting, the head of the Department sends it to the Quality Board.

The head of the Department is obliged to submit the proposal for starting a new study programme to the Board no later than 18 months before the beginning of the academic year in which it is planned to start. The head of the Department is obliged to submit the proposal for minor amendments to the Board no later than March 1st of the current academic year, i.e. 7 months before the beginning of the academic year in which its implementation is planned to begin. The head of the Department is obliged to submit the proposal for major changes and additions up to 40% to the Board no later than February 1st of the current academic year, i.e. 9 months before the beginning of the academic year in which the study programme is planned to begin.

The discussion on major changes and additions to the study programmes up to 40% must involve students, or the opinions of the students of the Department proposing the changes must be considered.

Along with the report on the new study programme, the Department is obliged to submit the opinion of external participants on the proposal of the new study programme ([example: as part of Appendix 1.1.8.](#)) and on the applicability of the expected learning outcomes that are acquired upon completion of the studies.

At its meeting, the Board considers the report proposal of the Department's study. If the members of the Board conclude that the report needs to be corrected and/ or supplemented, the head of the Board sends the head of the Department a request for revision. After the acceptance of the report by the Quality Board, the Board submits its Opinion ([Appendix 1.1.11.](#)) to the Academy Secretariat, which includes it in the agenda of the Academic Council session.

Students participate in the process of amending and supplementing study programmes at three levels; at the level of the Department, at the level of the Quality Board (the president of the Academy's Student Council is a member of the Quality Board) and as members of the Academic Council. At all three levels, students have the right to suggest, comment, reject or accept proposed amendments to the Academy's study programmes. At the Council level, the proposal to launch a new study programme and amendments to the study programme are adopted by a majority of the total number of Council members present.

After the proposal of a new study programme or minor or major changes to the study programme has been adopted by the Council, the Academy's Secretariat sends the report and all accompanying materials prescribed by the [Regulations on evaluation of study programmes of the University of Split](#) to the [Study Committee](#) for further action.

Changes and additions to study programmes can only be applied after the University of Split Senate's decision to accept the proposed changes, and the implementation of the changed and amended study programme starts from the newly enrolled first year of studies.

The Study Programmes with all approved changes and additions to the study programmes are published on the Academy's website on the pages of each Department under the title *Changes and additions to the study programme*.

Academic year	Suggested and approved changes and additions to the Academy's study programmes from 2017/2018 to 2021/2022	Date of acceptance of the suggested changes by the Senate
2017/2018	Minor changes and additions up to 20%: 1. University Undergraduate Study of Film and Video 2. University Graduate Study of Media Art and Animation 3. University Undergraduate Study of Music Education 4. University Graduate Study of Music Education 5. University Undergraduate Study of Music Theory 6. University Graduate Study of Music Theory 7. University Undergraduate Study of Composition 8. University Graduate Study of Composition	September 2018
2018/2019	Major changes and additions from 20% to 40%: 1. Integrated Undergraduate and Graduate Study of Conservation and Restoration	May 2019
	Minor changes and additions up to 20%: 2. University Undergraduate Study of Film and Video 3. University Undergraduate Study of Piano 4. University Undergraduate Study of Music Pedagogy 5. University Undergraduate Study of Visual Culture and Fine Arts 6. University Undergraduate Study of Music Education	July 2019
2019/2020	Minor changes and additions up to 20%: 1. University Undergraduate Study of Piano 2. University Undergraduate Study of Visual Culture and Fine Arts 3. University Undergraduate Study of Sculpture 4. University Graduate Study of Sculpture	April 2020
2020/2021	Minor changes and additions up to 20%: 1. University Graduate Study of Music Education	December 2020
	2. University Undergraduate Study of Acting 3. University Graduate Study of Acting	May 2021
2021/2022	Minor changes and additions up to 20%: 1. Integrated Undergraduate and Graduate Study of Conservation and Restoration	April 2022
	Major changes and additions from 20% to 40%: 2. University Undergraduate Study of Wind Instruments: Flute, Clarinet, Saxophone	May 2022
	New study programmes: 3. University Undergraduate Study of Mandolin 4. University Graduate Study of Music Theory	in process of adopting

Table 7. Suggested and adopted changes and additions to Academy's study programmes from 2017/2018. to 2021/2022.

The Academy's ISVU office keeps regular records of changes and additions to study programs ([Appendix 1.1.12.](#)).

Students participate in the management of the Academy through the [Student Council \(EN\)](#), which is the Academy's elected and representative student body. The Student Council represents students, protects the rights and promotes the interests and well-being of students at the Academy, but also at the University. The Council takes care of the students' quality of life, especially the quality of the study process, the student standard, the realization of student rights and other issues important to students, and encourages and organizes students for curricular and extracurricular activities.

Selected members of the Student Council, representatives of all the Departments of the Academy make up [15% of the total number of members of the Academic Council](#) (EN) and they participate equally in its work.

The [students of the Academy have their Ombudsperson](#), who takes care of the development and implementation of student rights and student standards, points out current and possible problems, discusses them with the competent bodies of the Academy, and can participate in disciplinary proceedings against students. Students of the Academy can also consult with the [student Ombudsperson who works within the Student Council of the University](#).

The President of the Student Council of the Academy is a [member of the Quality Board](#) and participates equally in all meetings of the Board. Academy students are members of the [Ethics Committee](#), the [Internal Evaluation Committee of the Quality Control](#), the [Committee for Protection from Discrimination, Harassment and Sexual Harassment](#) and the Committee for Student Disciplinary Responsibility.

Basic issues related to students with disabilities and students from vulnerable and underrepresented groups, acquiring the status of students with disabilities and students from vulnerable and underrepresented groups, and the possibilities, conditions and way of studying for students with disabilities and students from vulnerable and underrepresented groups at the Academy of Arts in Split are stated in the [Study Regulations for Students with Disabilities of the University of Split](#) and the [Study Regulations for Students from Vulnerable and Underrepresented Groups of the Academy of Arts in Split](#).

The Study Regulations for Students from Vulnerable and Underrepresented Groups regulates the rights and way of studying for students with the following status: students with children, students from alternative care (from children's homes and foster families) and students from families of lower socioeconomic status.

The University of Split also has an [Office for students with disabilities](#), and the [link to the University office](#) is published on the Academy's website.

The Academy appointed a [Commissioner for students with disabilities](#) and [students from vulnerable and underrepresented groups](#), who monitors the needs of students from the aforementioned groups with the help of bodies and services of the Academy and the University of Split.

The Commissioner acts as a contact person at the Academy whom students can consult in order to exercise their rights related to the adjustment of classes and exams and other matters related to the rights they are granted in [Study Regulations for Students with Disabilities of the University of Split](#) and [Study Regulations for Students from Vulnerable and Underrepresented Groups](#).

A link to the [Guide for Students with Disabilities](#) prepared by the University of Split in cooperation with the University Student Council, the Liberato Association and the Split County Association of the Blind, is published on the Academy's website.

Students who have psychological difficulties can turn to the [Psychological Counseling Office \(EN\)](#) which operates as part of the [Counselling Centre of the University of Split \(EN\)](#). The centre provides free assistance in the form of individual and group counselling. Students can contact the Centre directly at ssc@ssc.uniri.hr or in the inbox on the Facebook page: <https://www.facebook.com/centar.za.savjetovanje.studenata.sveucilista.u.splitu>. The link to Psychological Counselling is published on the [Academy's website](#).

Academy students are regularly involved in teaching, artistic, professional and scientific research work. Data on these activities are presented in the [Annual Activity Report](#) in chapter 5. *Artistic/ Scientific activity as an*

improvement of the teaching process of the Department; in the table List of undergraduate and graduate students involved in artistic/ scientific projects.

The second strategic goal of the document Mission, Vision and the Development Strategy of the Arts Academy in Split for the period from 2019 – 2024. is *Human resources* defined through four sub-goals:

- Enable better teaching coverage for permanently employed teachers;
- Encourage the professional development of teachers;
- Encourage the education of administrative staff;
- Increase the number of administrative, technical and support staff.
-

The Academy regularly requests new positions, and teachers are enabled to participate in workshops, seminars, conferences, etc. through multi-year financing plan of scientific and artistic activities. Data on teachers who have participated in some form of professional development are presented in the Reports on the Accomplishment of Strategic Goals, in the table Strategic goal 2. Human resources, and in the [Annual reports on activities](#) in section 2.2. *List of teachers' participation in scientific/ artistic/ professional conferences.*

The Academy provides lifelong professional training for all its employees. Non-teaching staff attend professional workshops, webinars, and advance their skills through the Erasmus+ programme. Data on administrative and professional staff who participated in some form of professional development are presented in the Reports on the Accomplishment of Strategic Goals, in the table Strategic goal 2. Human resources.

Professional development of administrative staff	Number of completed activities in academic year
2016/2017	2
2017/2018	20
2018/2019	13
2019/2020	11
2020/2021	25
2021/2022	12

Table 8. Number of administrative staff participating in professional development activities from academic year 2019/2020 to 2021/2022

1.2. The higher education institution applies the recommendations for quality improvement from previously conducted evaluations

- *The higher education institution has analysed proposals for improvements and is implementing activities based on previously conducted evaluations (internal and external).*
- *The higher education institution analyses improvements and plans further development based on them.*

The Agency for Science and Higher Education conducted the first cycle of reaccreditation at the Academy in May 2015. According to the [Report of the Expert Re-accreditation Commission](#), the Accreditation Council prepared the Recommendations in which six quality standards were evaluated in the *initial phase of implementation*, among them standard 1. *Management of the higher education institution and quality assurance*. Only the seventh standard, *Resources: professional services, space, equipment and finances*, was rated *Partially implemented*.

The administration, employees and students of the Academy have to accept the fact that informality, which they considered their advantage in teaching, activities and work, did not contribute to the achievement of the required quality level in context of contemporary higher education standards. Facing the received grades for standards was not always easy, comprehensible and simple for everyone. Nevertheless, we believe that the

Academy has made a big step in the right direction in the past seven years, and the Commission will recognize this during its visit.

Unfortunately, the follow-up procedure, for reasons unknown to us, was not carried out by the Agency, and the Academy needed a long time to initiate effective mechanisms to achieve a higher level of quality. The Academy did not adopt a unified action plan based on the recommendations of the Accreditation Council. At its 15th session, the Quality Board analysed the re-accreditation recommendations and proposed procedures for eliminating deficiencies and improving quality ([Appendix 1.2.1](#)). However, goals, performance indicators, responsible persons and implementation deadlines were not defined. The Music, Art and Theatre Departments and the Vice Dean for International Cooperation have prepared Reports on the preparations of the plan of action ([Appendix 1.2.2](#)).

However, after the visit of the Commission, and the reception of the Commission's Report and the standards grades of the Accreditation Council, the Academy coordinated [most of the existing Regulations](#) and created new ones that prescribe transparent and accessible procedures for the processes that take place at the Academy. [All documents related to the work of the Academy](#) are publicly available on the website.

After the [internal quality assessment procedure by the Internal Evaluation Committee of the University of Split](#), in the [Report on the Implementation of the Activity Plan](#) in the follow-up phase, the Academy clearly determined the goals, performance indicators, responsible persons and implementation deadlines.

Considering the recommendations from the Report of the Expert Commission on the Re-accreditation of the Arts Academy in Split and the Report of the Internal Assessment of the Quality Assurance System of the University of Split for the Arts Academy in Split, the document [Mission, Vision and the Development Strategy of the Arts Academy for the new five-year period from 2019 to 2024 \(EN\)](#) was prepared, in coordination with European, national and University strategic documents.

The process of creating the Academy's Strategy took place in several stages. Members of the Administration held meetings with all Departments with the aim of collecting relevant data from all areas of activity of the Academy ([Appendix 1.2.3](#)). Based on the discussions, strengths, weaknesses, opportunities and threats and certain strategic goals were identified. For each strategic goal, it has been determined which activities will be undertaken in order to achieve it, as well as the implementers of the activities, indicators and dynamics of the activity accomplishment.

Reports on the implementation of the strategy were prepared for three academic years: [2019/2020](#), [2020/2021](#) and 2021/22 (in process of adopting).

From the academic year 2017/2018 all the Departments are obliged to submit the Annual Report on the artistic, scientific and teaching activities of teachers and students to the Vice Deans of Academic Affairs, they are then combined into the [Annual Activity Report](#). The Reports contain information on the social role of the Department, as well as the artistic, professional and scientific activity of the Department, achievements in national and international frameworks, the social significance of the department's activities and the activities carried out for the purpose of improving the teaching process.

In the academic year 2022/2023 the [Annual Report on Artistic, Scientific and Teaching activities form](#) was supplemented with questions on meetings held in all Departments in the academic year since it was noticed that meetings are not held regularly, nor are records kept.

Quantitative criteria for the number of full-time employees selected for artistic-teaching, scientific-teaching and teaching professions in the departments: Acting, Painting, Solo Singing and Conservation-Restoration have been met to the extent permitted by the employment ban for employees in public services.

In the records of the MOZVAG information system for the joint integrated study programme Conservation-Restoration, the teachers of the Faculty of Science in Split are assigned to the study programme. The current options of MOZVAG do not provide the option for the correct data entry for joint studies, hence the Faculty of Science teachers are recorded in the system as part-time teachers even though this is not correct.

[The Mission, Vision and the Development Strategy of the Arts Academy in Split for the period from 2019 – 2024](#) envisages a number of measures to encourage the internationalization of teachers and students: increasing outgoing and incoming mobility, raising the level of knowledge and information about opportunities for professional development abroad and participation in international competitive projects, encouraging and developing international cooperation, encouraging the organization of guest lectures/ workshops by international artists and experts, and increasing the number of teacher memberships in international professional associations and bodies.

In the [Strategy for the Development of Scientific Research Activities of the Arts Academy in Split 2022 – 2027](#) internationalization is specifically mentioned in the framework of strategic goal 3. Improving the quality of existing studies and starting new specialist and doctoral studies. Among other things, it is planned to investigate the possibility of starting joint postgraduate studies in foreign languages, for example through a call for submissions for Doctoral Networks within the framework of Marie Skłodowska-Curie Actions, and the development of modules and courses in foreign languages for existing postgraduate studies at the Academy. Within the framework of strategic goal 2. Achieving a high level of quality of scientific research and recognition in domestic and international frameworks, it is planned to increase the number of scientific papers published in English (that is, in foreign publications).

The internationalization of students at the Academy is encouraged through a well-organized system of recognition of ECTS credits acquired abroad, which is explained in chapter 3.6. of the Self-evaluation. The internationalization of students is also contributed by visiting foreign teachers and experts who conduct classes/ lectures in English, as well as interaction with visiting/foreign students who (at least partially) follow the classes in English.

A significant contribution to internationalization was made through the project of the University of Split SEA-EU (European University of Seas Alliance). In addition to increased quotas for academic mobility, the SEA-EU project offers students and staff (teaching and non-teaching) the opportunity to learn foreign languages through free courses, on which the Academy's teachers and students are regularly informed via internal mailing lists ([Appendix 1.2.4](#)).

The Academy's international reputation and the quality of its teaching staff are responsible for attracting international students. In the period from 2017 to 2021, a total of 31 foreign citizens studied at the Academy (the data refers to fully enrolled students, not to students participating in the academic mobility programmes Erasmus+ and CEEPUS), mostly in undergraduate and graduate studies of violin ([Appendix 1.2.5](#)). In the same period, six employees with foreign or dual citizenship were employed at the Academy ([Appendix 1.2.6](#)). With the aim of attracting international staff, the Academy publishes calls for the employment of teachers on the EURAXESS portal ([Appendix 1.2.7](#)).

During the reaccreditation of the Academy in 2015, the Expert Commission recommended that the valuable experiences of individuals in the Erasmus programme should be properly documented and that everyone should be informed about the availability of such documentation. As explained in chapters 3.6. and 3.7. of Self-evaluation, the Academy is currently conducting three types of surveys among students – participants of the academic mobility programme: Survey on outgoing students' satisfaction with the quality of support of the home Higher Education Institution in practical matters of academic mobility; Survey on outgoing students' satisfaction with the exchange experience; and survey on the exchange experience of incoming students (Incoming Exchange Student Survey). Comments of incoming students are published on the website of the Academy (section International cooperation).

With the aim of sharing information about academic mobility experiences (incoming and outgoing), the [Exchange Experiences @ UMAS](#) (EN) blog was created, where interviews with students are published. The blog can be accessed via the website of the Academy (section International cooperation). The Vice Dean for Art, Science, International Relations and ECTS informs candidates for incoming and outgoing mobility about the blog through e-mail correspondence ([Appendix 1.2.8](#)).

According to the records of the register of employees (COP) for the academic year 2021/2022 there were six assistants and one researcher in permanent employment at the Academy. According to Article 41 of the Statute of the Academy, two members representing assistants or postdoctoral fellows participate in the work of the Council. The Science Committee of the Academy, which takes care of the Academy's scientific and research activity, supervises and promotes and encourages scientific and research activity and the development of scientific and research staff, also has two members from the ranks of assistants and postdoctoral fellows.

Assistants, members of the Science Committee were actively involved in the development of the [Strategy for Scientific Research of the Arts Academy in Split 2022 – 2027](#).

Improvements for other Committee recommendations are listed in the topics they relate to.

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

- *The higher education institution supports academic integrity and freedom, ensures ethical work and preserves academic integrity and freedom.*
- *The higher education institution effectively uses mechanisms to prevent unethical behaviour, intolerance and discrimination.*
- *The higher education institution carries out activities to sanction unethical behaviour, intolerance and discrimination.*
- *The jurisdiction system for resolving conflicts and irregularities is functional at all levels of higher education institution.*
- *Higher education institution employees, students and external members base their work on the principles of academic ethics.*
- *The higher education institution systematically solves the problems of plagiarism, copying and falsification of results.*

Continuous strengthening of the quality system by the principles of responsibility, equality, fairness, ethics and transparency is one of the determinations of the [Academy's Quality Policy](#).

The implementation of the aforementioned principles is ensured by additions and changes of the existing, and adoption and application of [new normative acts of the Academy](#). Academic freedoms, academic self-government and autonomy are the basic determinants of the [Statute of the Academy](#) (Articles 2 and 3).

In its Mission, the Academy has resolved that its work will be guided by the principles of general social interest, while at the same time fostering the pluralism of artistic, pedagogical, scientific and professional values as fundamental assumptions for the independent, unconditional and autonomous development of artistic and scientific creativity and research.

The Academy has a permanent [Ethics Committee](#), whose role is defined by the Academy's Statute and the [Code of Ethics](#). The Ethics Committee has the task of fulfilling and promoting ethical principles, in professional relations within the Academy, in the relations of employees and students of the Academy with the public, and in the application of modern technologies.

The Ethics Committee of the Academy has five members, four members from consist of employees and one member of students. The mandate of the members of the Ethics Committee lasts four years.

The Code of Ethics of the Academy establishes basic ethical principles and values in relation to work, colleagues and associates, students, property and the public, general principles and their violations, and ethical principles in science and higher education and their violations. Part of the issues related to this topic are also defined in the [Work Regulations](#) (Art. 50 to 59).

From the last re-accreditation process until today, the Ethics Committee of the Academy has received five complaints about violations of ethical principles. Requests for the opinion of the Ethics Committee on harassment and/ or unethical behaviour and violation of ethical principles and provisions of the Academy's Code of Ethics, as well as the documentation on the procedure determined by the Academy's Code of Ethics, are stored in the Academy's secretariat ([Appendix 1.3.1](#)).

In addition to the Academy's Code of Ethics, the documents [University of Split's Code of Ethics](#) and [Amendments to the University of Split's Code of Ethics](#) are relevant, which define further ethical principles in

science and higher education as well as their violations, among which are explained concepts of fabrication, forgery and plagiarism.

Irregularities related to the performance at the Academy are reported and dealt with in accordance with the [Rulebook on Internal Irregularities Reporting](#), which regulates the procedure for internal reporting of irregularities, protection of whistle-blowers and storage of data received in irregularities reports. In order to facilitate the reporting of irregularities, the Academy has also appointed a [confidential person for internal reporting of irregularities](#).

The Arts Academy in Split strives to recognize and suppress any form of discrimination, harassment, violence or retaliation among students and employees and advocates for the inclusiveness of everyone regardless of race, age, gender, religion, national and ethical affiliation, gender identity, sexual orientation, marital status, disability, etc.

The Academy also relies on the [University of Split's Protocol on Proceedings and Protection Measures Against Discrimination, Harassment and Sexual Harassment](#), which was adopted for the purpose of raising awareness of various forms of discrimination, harassment and sexual harassment with the aim of recognizing such behaviour. Raising awareness of the right of employees and students to a collegial working environment. Observing and recognizing undesirable forms of conduct, raising awareness of the severity of the problem, consequences and protective measures.

The Academy has established a [Committee for Protection against Discrimination, Harassment and Sexual Harassment](#) and an email address has been created through which employees and students who have experienced discrimination, harassment or sexual harassment can contact the Committee: povjerenstvo.za.zastitu.od.diskriminacije@umas.hr.

In the [Regulations on Students' Disciplinary Responsibility](#), the Academy regulates disciplinary actions, disciplinary measures, conditions and methods of conducting the disciplinary procedure, as well as the organization, method of appointment and powers of the Disciplinary Committee, the appeal procedure and other issues related to the student's disciplinary responsibility.

Since the establishment of the [Committee for Students' Disciplinary Responsibility](#) in June 2022, no disciplinary proceedings have been initiated at the Academy.

In order to detect and prevent plagiarism, copying and forgery, the Academy has access to the computer software Turnitin, which was acquired at the initiative of the University Computing Centre (Srce) and the Ministry of Science and Education. The [link to the programme Turnitin](#) is published on the Academy's website, along with instructions for use and important terms related to academic integrity.

The promotion of originality and ethics in the preparation of the final and graduate theses is also prescribed by the [Regulations on Final and Graduate Theses](#). In the Article 8 of the Regulations, it is stated: *The student is obliged to write their final or graduate/ master's thesis personally and independently. The student bears full and exclusive responsibility for their own authorship and originality of the work.* Students are required to submit a signed Statement of Academic Integrity – attachment 3 of the aforementioned [Regulations](#), along with the submitted final or graduate thesis.

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

- *Information about study programmes and other activities of the higher education institution is publicly available in Croatian and some of the world's languages.*
- *The higher education institution informs the interested public about enrolment criteria, enrolment quotas, study programmes, learning outcomes and qualifications, forms of support available to students.*
- *Information on the social role of the higher education institution is available to the interested public.*
- *The higher education institution informs the interested public about other indicators (e.g. pass analysis, employment of graduated students, dropout rates, results of previous evaluations, etc.)*

The Academy communicates with anyone interested through its [website in Croatian](#) and [English](#) and publishes all important information.

The Academy's website tracks all the Academy's activities and provides insight into its history, organization and the work of the Academy, current events, international cooperation, public adverts, studies and enrolments, the teaching calendar, schedules, exam dates, employees and information about the teaching, artistic, professional and scientific work of teachers, departments and sections as well as the Academy's artistic activities. On the website there are links to [essential documents](#) and the [Quality Assurance System](#), as well as all the information needed to make it easier for candidates who take [entrance exams at the Academy](#) to manage the process.

Under the section on information about the Departments, the following information about each department can be found: a brief description of the Department, a list of teachers and associates, study programmes with lists of subjects, descriptions of individual courses with goals and learning outcomes.

The layout of the Academy's website meets the standards of visibility and digital accessibility for people with disabilities.

On the Library webpage, one can access the [digital repository of final and graduate theses](#), databases of works, electronic magazines and books, and other electronic data sources.

Essential information, a link to the Academy's website, along with the special conditions for enrolling in individual studies at the Academy are also published on the *Postani student* ([Become a Student](#)) website. Information about the Academy and its studies, as well as a virtual tour for prospective students, can be found on the University of Split website: [Virtual tour of the University of Split](#).

By opening up to the public through the organization of various events: plays, concerts, lectures, exhibitions, workshops, Academy's Departments' and Sections' [Open Days](#), and through conversations with students and teachers, all those interested, primarily high school students who are thinking about choosing one of the Academy's study programmes, can familiarize themselves with the study programmes offered by the Academy. The Academy regularly participates in the Night of the Museum event with the [Night of the Arts Academy](#) event.

In addition to these official manifestations, Academy employees are available to all interested parties for unofficial visits or questions posed on social networks or through the e-mails of Department heads.

All information about the [Academy's scientific activity](#) is also published on the Academy's website. International and national scientific competitive projects as part of the project activities have links to web pages where detailed information about the projects and related activities are visible.

The academy teachers' interviews and reviews of current topics, articles about the work of the Academy, as well as articles about the achievements of Academy employees and students are periodically published in the media. Data on the results of all conducted [internal](#) and [external](#) evaluations are publicly published on the Academy's website.

Despite the effort invested in ensuring the availability of all data on activities on the Academy's website, there is a lack of credible official data on the employability rate of graduated students.

The Academy uses data provided by the Croatian Employment Service ([Appendix 1.4.1](#)), to create an Analysis of the number of unemployed graduates of the Academy by study programme ([Appendix 1.4.2](#)). Since it is not obligatory to register at the Croatian Employment Service after graduation anymore, the data obtained from the Service does not provide a complete insight into the number of employed or unemployed graduates. Additionally, when registering with the Employment Service, unemployed persons are not obliged to enter the name of the educational institution and the year of completion of studies.

The founding of alumni clubs has enabled the direct collection of data on the employment of graduated students of all three departments of the Academy. The theatre department has successfully collected data on employment, self-employment and memberships in professional associations of graduate students.

The Music and Art Department, based on personal contacts of teachers and alumni, information from Croatian Association of Visual Artists (HULU) and other professional associations, collected a considerable amount of data on the Academy's graduated students. The data is updated and provides an appropriate representation of employment (The evidence listed in topic II of Self-Analysis).

Creation of the document Analysis of the employability of students after completing their studies for the five-year period 2019/20 – 2023/24 is one of the tasks listed in the [Mission, Vision and the Development Strategy of the Academy \(EN\)](#), which should be completed at the end of September 2024. In addition to the Academy's official website, other more informal notifications and communication are made possible through various social networks: Facebook, Instagram, Twitter, and YouTube and Vimeo channels (addresses of the Academy's social networks ([Appendix 1.4.3](#))).

1.5. The higher education institution understands and encourages the development of its social role. The higher education institution contributes to the development of the economy (economic and technological mission of the university).

- *The higher education institution contributes to the development of the local community.*
- *The higher education institution contributes to the foundations of the academic profession and the responsibility of university teachers for the development of the university and the local community.*
- *The development of a social role is part of the mission of a higher education institution (e. g. development of civil society, democracy, etc.).*

The Academy is present in the life of the city of Split, the region and Croatia in various segments of artistic, scientific and professional activities. Through their work and activities, students and teachers of the Academy confirm their responsibility to society and show that they understand their social role.

The Academy's mission is to act in the direction of the general social interest and to nurture the pluralism of artistic, pedagogical, professional and scientific values in its work. Its overall activity is focused on the preservation and development of academic freedoms and principles as fundamental assumptions for the independent, unconditional and autonomous development of artistic and scientific creativity and research.

The contribution to artistic, scientific and professional activity in the city and region is visible from a series of activities that the Academy organises or co-organises. The artistic, scientific and professional activities of the Academy's teachers and students are regularly monitored through the [Annual Activity Reports](#) through the following sections:

1. Social role of the department:

1.1. Evidence of curriculum-related activities

Public lectures or round tables, publishing work and other types of Department employees' public activity in their field of expertise. Implementation of educational programmes for different social groups, participation in science festivals, participation in research work with interested groups in the community, etc.

1.2. Evidence of activities related to the engagement of existing intellectual, human and physical resources in the Department.

Social engagement (e. g. pro bono consulting work, performance of informal education programme, use of space, equipment and infrastructure of the department for the needs of the local community).

1.3. Volunteering contribution to the community (teachers and students of the Department).

2. Artistic and scientific activity of the department:

2.1. List of gatherings (scientific / artistic / professional) organized by the department, list of workshops and forums.

2.2. List of activities of Department teachers: exhibitions/ concerts/ performances/ scientific articles, etc., which are not directly related to the Academy.

3. Social relevance of artistic, scientific and professional research and transfer of knowledge:

3.1. List of publications in academic and popular journals;

3.2. List of memberships in local professional and civic associations;

3.3. List of professional reports and expertise.

4. Artistic and scientific achievements of the Department in national and international frameworks:

4.1. List of awards and recognitions, list of projects, list of invited lectures, list of memberships in scientific/ artistic committees, groupings and editorial boards of journals, list of memberships in academies, list of awarded awards and recognitions.

The artistic, scientific and professional activity of the Academy's teachers and students is also detailed in Standard 5.2.

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

- *The higher education institution proves the alignment of the general goals of the lifelong learning programme with the mission and strategic goals of the higher education institution.*
- *The higher education institution proves the alignment of the general goals of the lifelong learning programme with social needs.*
- *The revision and development of the lifelong learning programme is carried out systematically and regularly.*

The Academy, in cooperation with the University of Split, organizes lifelong education programmes as part of the International Summer School – Split Summer School. The summer school is designed as a set of separate courses that deal with topics from different areas of art ([Appendix 1.6.1](#)).

The Academy offers lifelong learning programmes within the International Summer Schools of the University of Split - Split Summer School. The programmes of the Academy are held as a set of separate subjects that deal with topics from different areas of art. By attracting foreign students, the International School encourages internationalization, mobility and cooperation, which is also one of the strategic determinants of the Academy. Lifelong learning programmes are evaluated according to the [Regulations on Evaluation of Programmes of Lifelong Learning of the University of Split](#).

Information on the organization and application to the International Summer School programmes as well as a list of all offered programmes can be found on the University's website at the link: <https://www.unist.hr/en/education/split-summer-school/about-split-summer-school>. The link is also published on the website of the Academy. Notice on conducting summer schools in ac. year 2021/2022 was published on April 21, 2022. [Split Summer School 2022](#)

Academic year	Programme title	Department	Number of Attendants	Survey on satisfaction with the programme
2017/2018	Comparison of tonal structure in music for flute of baroque and 20 th century	Music (Wind instruments)	1	5
2017/2018	Piano: Individual approach to the selected concert repertoire	Music (String instruments)	1	5
2017/2018	“Interactions 2017” – Speculative design workshop: Automation	Art (Visual Communication Design)	15	Not conducted
2018/2019	“Interactions” – Speculative design workshop	Art	32	4,80
2019/2020	Piano repertoire from Solo pieces to Piano Duo	Music	2	Not conducted
2019/2020	Piano: Individual approach to selected concert repertoire	Music	1	Not conducted
2019/2020	Viola: Individual approach to the selected concert repertoire	Music	1	Not conducted
2019/2020	Music for violin repertoire from Baroque to the 20 th century	Music	1	Not conducted
2021/2022	Piano: Individual Approach to the Selected Concert Repertoire Piano – For Pupil of Elementary and High Music Schools	Music	3	5

Table 8. Lifelong learning programmes of the Academy held from 2017/2018 to 2021/2022.

In the lifelong learning study programme of the International Summer School of the University of Split, there are lists of all the courses that are held at the International Summer School with descriptions, conditions of implementation and information about teachers and associates, financial analysis, methods of implementing the quality and success of the programme ([Appendix 1.6.2.](#)).

Reports on all lifelong learning programs held at the Academy from 2017/2018 until 2021/2022 are submitted to the University of Split ([Appendix 1.6.3.](#)).

The Department of Visual Communication Design started implementing lifelong education programmes through the *Convivio* international summer school held in 2004, which was followed up by a series of annual workshops. The summer school was held again ten years later as part of the [European FP7 UrbanIXD project](#). Annual workshops *Interakcije* (Interactions) and accompanying activities today represent one of the most propulsive educational activities in the region in the field of new design practices, and the goal of the Academy is to establish an even stronger position in the European context.

So far, over 250 students of visual communication design, design in new media, interactive design, product design, applied art, architecture, computing and informatics, video and film, and sociology from the regional Universities and the EU have participated in the workshops [Interactions – Speculative Design](#). Most of the workshop participants come from partner institutions in the region.

In the academic years 2017/2018 the university lifelong education programme for traditional a cappella singing was approved by the Senate ([Appendix 1.6.4](#)). Due to high tuition fees and few interested applicants, it was never realized. From 2020, within the framework of the existing study programmes of Music Pedagogy / Music Education and Music Theory, students are offered the opportunity to enrol in an [enhanced programme of traditional a cappella singing](#) subjects during their studies.

II. Study programmes

Currently at the Academy, within the organisation of 3 different Departments and their 13 Sections, 18 undergraduate, 18 graduate and 1 integrated study programmes are conducted.

These are:

[Fine Arts Department](#)

- Visual Communication Design undergraduate / graduate study
- Film and Video undergraduate study
- Film, Media Art and Animation graduate study
- Sculpture undergraduate / graduate study
- Conservation – Restoration integrated undergraduate and graduate study
- Visual Culture and Fine Arts undergraduate / graduate study
- Painting undergraduate / graduate study
-

[Music Department](#)

- Piano undergraduate / graduate study
- Music Education undergraduate study
- Music Culture graduate study
- Music Theory undergraduate / graduate study
- Composition undergraduate / graduate study
- String Instruments: Violin, Viola, Cello undergraduate / graduate study
- Guitar undergraduate / graduate study
- Wind Instruments: Clarinet, Flute, Saxophone undergraduate / graduate study
- Solo Voice undergraduate / graduate study

[Theatre Arts Department](#)

- Acting undergraduate / graduate study

Except for one, the study programmes in the field of Fine Arts are coordinated in their duration (6 semesters of undergraduate and 4 semesters of graduate studies). An alternative organization is used by study programmes in the field of Music (8 semesters of undergraduate and 2 semesters of graduate studies). Undergraduate and graduate study programmes in Acting of the Theatre Arts Department are biennial studies, enrolling new students every other year. They are also organised into 8 semesters of undergraduate and 2 semesters of graduate studies. The study programme Conservation and Restoration of the Department of Fine Arts is conducted as an integrated study programme.

With this structure, which gathers a large number of artistic professions under one roof, the Academy provides its students with a broad practical and theoretical insight into diverse artistic practices, encourages the creative connection of students from different artistic branches during their studies, encourages interdisciplinarity, and creates a foundation for their future professional collaboration.

Undergraduate studies provide bachelors with the basic knowledge and skills needed to work in the profession. Competences thus acquired are a good basis for continuing studies in the graduate programme of the same Department or graduate programmes of related higher education institutions in the Republic of Croatia and abroad.

Graduate studies at the Academy encourage students to do independent author, project, artistic and research work, with an active connection to the professional scene, which results in a relatively high level of employment of young professionals in creative industries and teaching professions. The titles to be acquired, *bachelor's degree* and *master's degree*, are regulated by the Croatian qualification framework.

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

- *The higher education institution ensures that the general goals of all study programmes are aligned with the mission and strategic goals of the higher education institution.*
- *The higher education institution matches the general objectives of the study programmes with the needs of the labour market (local, regional, national).*
- *The justification for the implementation of study programmes is explained with regard to social/ economic needs and includes an analysis of the necessary capacities of the higher education institution for the implementation of these programmes.*
- *If it carries out study programmes that lead to regulated professions, the higher education institution respects the recommendations of the professional associations which monitor their licensing.*

The basic and common goal of the study programmes of the Academy of Arts in Split is to provide all students, in accordance with their interests, a wide range of professional knowledge and skills through a thorough selection of quality programme contents and an individual approach that combines classical and contemporary pedagogical practices, thereby contributing with great responsibility to the preservation and development Croatian, European and world art and culture.

All study programmes are in line with this unique goal. Despite the diversity of the programmes and the diversity of their implementations and contents, all participants in the teaching process are motivated and mutually supported by the common idea of the importance of maintaining and spreading music, fine arts, theatre and film arts through the art studies of the University of Split. This is defined by a comprehensive document:

- [Mission, Vision and Development Strategy of Arts Academy in Split for the period from 2019 to 2024](#)

The document is based on its predecessor:

[Mission, Vision and the Strategic Directions of Development of the Arts Academy in Split \(2013 – 2018\)](#) and it is in accordance with the documents of the umbrella institutions, the Ministry of Science and Education of the Republic of Croatia and the University of Split:

- [Education, Science and Technology Strategy of the Republic of Croatia \(2014\);](#)
- [University of Split Strategy;](#)
- [Report of the Expert Committee on the re-accreditation of the Arts Academy in Split \(2015\);](#)
- [Strategy of the Centre for Quality Improvement of the University of Split \(2016\);](#)

It is in accordance with European and county strategic documents

- [New European Agenda for Culture](#)
- [Development strategy of the Split-Dalmatia County for the period up to 2020.](#)

All study programmes carried out by the Academy are in accordance with the University Strategy and the strategic goals defined in the Academy's Development Strategy for the period 2019 – 2024. The Academy monitors and records the achievement of these goals in the Annual Reports on the realization of strategic goals. [Reports on the realization of the strategy. Report on the realization of strategy 19/20. Report on the realization of the strategy 20/21.](#)

The first strategic goal refers specifically to study programmes and is called Modern teaching process aimed at students. It includes the following sub-goals:

Modernization of existing study programmes and creation and development of new ones corresponding to the needs of students, and the immediate and wider community

The study programmes are continuously modernized and additionally coordinated with goals of excellence, the needs of students and the demands of the market, through changes and additions of a smaller and larger

scale. See: attachment - examples of the list of objectives of study programmes for all three Departments (Visual Communication Design, Piano and Acting).

In addition to the University of Split's and the Academy's mission and vision, the following strategic documents were taken as guidelines during each change of study programmes:

- Strategic documents of the European Higher Education Area (EHEA)
- [Network of higher education institutions and study programmes in the Republic of Croatia](#)

All changes and new programmes are in accordance with the document defining personnel, space, infrastructure and other conditions necessary for the implementation of each study programme ([Regulations on the Evaluation Procedure of Study Programmes of the University of Split](#)).

Changes in study programmes, resulting from strategic goals, relate to: connecting specialist areas or related subjects, better distribution of students' workload, more concrete and clearer definition of outcomes, improvement of course content and introduction of new compulsory or elective courses. Evaluations for the prepared proposals for two new study programmes are underway, as well as plans and preparations for the establishment of others. [reports on the realization of strategic goals 19/ 20](#) and [reports on the realization of strategic goals 20/ 21](#) section 1.1.1. and 1.2.1. More details about changes and additions are to be found in the description of the standard 2.4.

All art study programmes, regardless of the different directions, pay special attention to the process of training the independent artistic personality of each individual student, with full respect for individuality and personal sensibilities. Most study programmes are therefore conducted in small groups or one-on-one individual teaching. Thus, the Academy offers its students the opportunity to develop a personal artistic path and an independent career in accordance with their abilities and preferences. The development of the artistic personality and the encouragement of authenticity are certainly the specialty of our professions, and therefore, in many common parameters, they can hardly be compared with the study programmes of other higher education institutions. This especially applies to the artistic studies of Painting, Sculpture, Visual Communication Design, Film, Media Art and Animation, Acting, Composition, Solo Voice and solo instruments studies.

Multidisciplinarity and interdisciplinarity

As much as our study programmes aim at the development of a personal artistic path, a significant part of the outcome of each study programme also refers to collaborative competencies, communication skills with colleagues from different fields and participation in interdisciplinary projects, which reflects the nature of artistic activity in society – even when creating alone, the artist in contact with the public is never alone. This is most obvious in the performing music and theatre professions, but also in art professions and exhibition activities. Pedagogical professionals are trained in specific communication skills, necessary for complex and responsible work with children and cooperation with parents.

The Academy, which is multidisciplinary in the institutional sense, carries in its very structure the idea of interdisciplinarity, of connecting students and teachers of different directions of academic opinions, professions or technologies, with all their specific perspectives.

All collaborations are documented in [Annual Reports on the Departments'](#) activities and Reports on the [Realization of Strategic Goals](#).

Regular collaboration between Departments:

- Students of Acting perform in the exam films of Film and Media Arts students;
- Students from individual Sections of the Fine Art and Music Departments participate in the acting Section's exam performances;

- Design students participate by making posters for the performances of individual sections of the Music and Theatre Department;
- [Association DVK](#) (Visual Communication Design) continuously organizes exhibitions and lectures by local and foreign authors for all students. [Reports on the realization of strategic goals](#), section 1.3.1.

Regular collaboration between Sections:

- Courses taught jointly for students from different Departments (Art History, Sociology, Didactics, Educational Psychology, etc.);
- Visiting teachers who teach professional courses in their field at other Sections (Musical expression, Song technique, Opera acting, Film acting and directing, etc.). [Reports on the realization of strategic goals](#), section 1.3.2.

Inter-institutional collaboration:

- [Study programme Conservation – Restoration](#) is a joint study of the Academy and the Faculty of Science and Mathematics in Split.
- In projects with other local and international universities (Faculty of Humanities and Social Sciences in Split, Academy of Dramatic Arts in Zagreb, Academy of Arts and Culture in Osijek, Music Academy in Zagreb). [Reports on the realization of strategic goals](#), section 3.7; 4.1. and 4.3.
- With cultural institutions and organizations (museums, theatres, galleries, cultural centres, cinema clubs) [Reports on the realization of strategic goals](#), section 3.3.1.
- With high schools (methodical practice of the pedagogical directions of the Fine Arts and Music Department, group visits of high school students to the performances of the Acting Department) [Reports on the realization of strategic goals](#), section 3.5.3.

Specific examples from practice:

- [Play Shakespeare](#), 2016 and [Šumas](#), 2022 – exam productions of the Acting Section in collaboration with Guitar, Flute and Saxophone students (music performance);
- [S. Beckett: Game](#), 2017 – exam production of the Acting Section in collaboration with students of Sculpture (production of scenography);
- project I. Tijardović: [The Queen of the Ball](#) - performance of an operetta in collaboration with the Theatre Arts Department and the Music Department, 2017;
- [Nikola Šubić Zrinski](#), 2018 and [The Marriage of Figaro](#), 2020 – exam productions of the Solo Voice Section in collaboration with Acting students (performance and director's assistance);
- [S/UMAS goes Hollywood](#) – a humanitarian concert in collaboration with the students of the Music, Theatre and Fine Arts Department and the students of the University North, University Centre Varaždin, 2019;
- [M. Marulić: Judita](#), the project of the Acting Section in collaboration with the Split City Puppet Theatre, alumni of the Fine Arts and Music Department and students of the Film and Video Section, 2021. Link [Marko Marulić: JUDITA | Umjetnička akademija u Splitu](#);
- [Friendship in May](#), collaborative project between Faculty of Humanities and Social Sciences in Split and the students of the Music Department (3 musical performances), 2022;
- [Croatian Operetta Intermezzo](#), collaboration of Solo Voice Section with the students of the Academy of Music in Zagreb and the Faculty of Textile Technology, 2022;
- [Fast forward, A4, Premiere](#), projects of student exhibitions by the Sections of Painting, Sculpture, Visual Culture and Fine Arts in production collaboration with Art History students of the Faculty of Humanities and Social Sciences, Split and their mentors;
- [International conference of conservation and restoration studies organized by Conservation and Restoration Sections](#): Academies, ALU and University of Dubrovnik;
- [Graphics action Split –Sarajevo](#), joint project of the Arts Academy in Split and the Academy of Fine Arts in Sarajevo, Bosnia and Herzegovina, 2022.

- [M. von Mayenburg: The Martyr](#) – a joint graduation performance by students of the Acting Department at the Arts Academy in Split, and a student of the Theatre Directing and Radiophony (Broadcasting) at the Academy of Dramatic Art, Zagreb, in collaboration with the City Youth Theatre Split, 2022;
- [Museum etiquette](#) – educational video of the Museum of Croatian Archaeological Monuments in collaboration with the Acting Section of the Arts Academy, 2022 [Museum etiquette](#);
- [I research](#) – promotional video of the Acting Section in collaboration with the University of Split for the EU MSCA *Blue – connect* project (*European Researchers' Night 2022*).

Lifelong learning

In the teaching process of the Academy's study programmes, there are increasingly more activities aimed at creating the so-called 'lifelong' competencies of students whose learning during and after graduation includes permanent, conscious, self-motivated personal and professional development (through metacognitive or self-knowledge). The new paradigm of education (Student-centered Learning) focuses on the student with an emphasis on their active role in building their own knowledge and skills. The teachers of the Academy use different methods for raising the level of independence, choice, responsibility and cooperation to help students take the initiative in their learning process and encourage them to build self-regulation skills that enable successful learning throughout life.

The Academy has designed lifelong learning programmes and has been participating in the Summer School of the University of Split since 2016. More details about this can be found in the point 1.6. description of standard.

Also, through its students, the Academy participates in lifelong programmes of other cultural institutions and organizations. Students work or volunteer in summer schools, studios for children or amateurs, lead workshops. See: [Reports on the realization of strategic goals](#), section 1.4.1.

Preservation of tradition and cultural heritage and contemporary developments in science and art – parts of the same teaching process

The specific links between art and science are research, continuous development and growth. This would not be possible without the solid support of tradition. In the content of its study programmes, the Academy successfully respects both directions, combines and builds on them in an authentic way. In terms of cultural profile, we belong to the Mediterranean circle, which is a fortunate circumstance because it is an area of extremely rich cultural heritage. The activity of the Academy's professors and students in the field of heritage preservation is extensive, diverse, wide-ranging and is recorded in the Annual Reports on the realization of strategic goals. See: [Reports on the realization of strategic goals](#) - section 1.6.1.

Some study programmes by their nature are more concerned with heritage (Conservation – Restoration, Music Culture), but in their approach they use modern methods. Some are particularly focused on new technologies (Visual Communication Design, Film, Media Art and Animation). Painters, sculptors, instrumentalists, singers and actors discover their own, contemporary expression of both classic and new content. Workshops and other educational programmes are organized under the guidance of visiting professors and experts. See: [Report on the realization of strategic goals section](#) 1.5.1.

The Academy continuously improves technological solutions to support the teaching process. All Departments use modern methods and technologies for teaching. See more about digital technologies in the description of the standard, section 3.3.

The teaching staff is mostly well informed and actively participates in cultural events. They are able to improve their skills with additional education and implement new knowledge in the teaching process. See: [Reports on the realization of the strategic goals](#) of section 2.2.2.

There are numerous instances of the participation of teachers and students in artistic, scientific and professional congresses. See: [Report on the realization of strategic goals](#) section 3.6.3.

The Academy consistently develops artistic – research and scientific – research activity. Students are also involved in the projects. [Reports on the realization of the strategic goals](#) of section 3.6.1.; 3.6.5.; 3.3.2. and 6.3.5.

Examples from practice:

Music Department - the new study programme *Mandolin* (currently in the process of evaluation) is the result of a long-term effort to raise the instrument, which is traditionally and historically linked to Dalmatia and enjoys great popularity in the area, to a higher professional level. Mandolin is taught in music schools, but it has not been offered as a study programme in Croatia until now, so its launch is the Academy's response to the needs of the environment. This will make the Academy the only higher education institution in Croatia that offers this programme.

The *Traditional A Cappella (Klapa) Singing* module, as part of the Music Theory and Music Education study programme, is also an example of our institution's sensitivity to the needs of the local environment and its support in preserving authentic intangible cultural heritage. [Appendix 2.1.1](#)

Fine Arts Department – the artistic production of the Fine Arts Department ([Painting, Sculpture, Visual Culture and Fine Arts](#)) uses traditional and contemporary methods of design. A good example of the traditional in the contemporary is the implementation of the student sculptures Bronze Busts of Marko Marulić, don Frano Bulic and Ruđer Bošković in public space, as part of the student project [Campus Sculpture Park \(2017 – 2020\)](#).

As part of the [production](#) of the Film and Video Section, short films of all genres are made (in cooperation with students of the Acting Department), and an important part is production in the field of performance and new media.

The Conservation – Restoration Department uses modern teaching methods to prepare students for proper and professional processing of archaeological and other historical artifacts, and prepares them for professional work in the field through [professional and scientific projects](#).

Through its educational programmes, Visual Communication Design Section actively participates in shaping the public's critical attitude towards the environment and urban living. The international project of speculative design within the European project ERASMUS+ [Speculative Edu](#) is one of the best examples in contemporary teaching in the field of design.

Theatre Arts Department – the performance materials of the Acting study programme include, in addition to contemporary domestic and international authors, the most important world classical and domestic heritage works, various classical and contemporary performance techniques, as well as all modern social versions of spoken expression, political speech, debate, and interactive lecture.

The teachers and students of the Acting programme regularly take part in national events, such as the Croatian Drama Festival [Marulić Days](#) and the Croatian Children's Drama Festival and Puppet Theatre, [Mali Marulić](#) (performances and public readings of contemporary Croatian dramatic texts awarded at the drama competitions of the Ministry of Culture and Media of the Republic of Croatia).

In June 2021, the project [M. Marulić: Judita](#) was realized, a performance of a heritage text in the old Chakavian dialect (the first literary work in the Croatian language). The play in the original language in a contemporary theatrical expression with elements of physical theatre, was performed on the occasion of the national celebration of 500 years of Croatian literature.

Justification of conducting study programmes

The Academy's study programmes have proven their fundamental validation since their inception, above all in terms of excellence. An area rich in cultural heritage such as ours has a long tradition of artistic creation which has been nurtured for generations. The need for self-expression through all forms of culture, creative freedom and a high percentage of artistic talents among children and young people are a special responsibility.

Continuous work in the creation and development of art programmes in cities without academic and educational support could hardly be achieved, the deficit of professional artistic staff is a major obstacle, and attempts result in insufficient quality.

Split is the centre of the region, most of the Dalmatian islands, towns of Zagora and the coast gravitate to it, and social conditions today are such that many candidates do not have the financial means to study in distant and more expensive places. Studying in Split is often their only option.

The existence of a higher education institution with artistic and educational directions in such local and regional circumstances is a social necessity.

The capacities of the Academy for the execution of study programmes are manifested through several indicators:

- Teaching capacities – the state policy of not opening new jobs is extremely unfavourable for the additional development of existing study programmes or the creation of new ones, especially in the interdisciplinary field. Procedures in the recruitment process are slow and inflexible. Nevertheless, the Academy tries to maintain a high level of teaching quality through continuous changes in study programmes, improvements in the distribution of students' and teachers' workloads, and increased collaborations between Departments. Work motivation is at a high level. The teachers' qualifications are appropriate and suitable to the needs of the study programmes, and are proven outside the classes, through personal artistic and scientific activity. Promotions are based on indicators of excellence. More about this in the descriptions of standard 4.1. and 4.2.
- Infrastructure - despite not having its own space for a part of the study programmes and the shortcomings of the existing spaces, the Academy, in cooperation with the University, persistently copes with these obstacles, by keeping good maintenance, regular reorganization of space and classes and continuous investment in equipment. More about this in the description of standard 4.4.
- Interest in enrolment – the interest of prospective candidates in enrolling in the Academy's study programmes is stable and high enough for quality enrolment quotas to be filled. Relatively low quotas correspond to society's needs for artistic, professional and pedagogical professions. Activities aimed at attracting potential candidates to apply for admission to the Academy (Open Days of the Academy, University's Open Days, presentations in high schools, consultations with candidates, etc.) are listed in the Reports on the realization of strategic goals, section 3. 4. 4. The study programmes of Visual Communication Design and Acting are often ranked on the list of the most sought-after study programmes at the University of Split. [Appendix 2.1.2](#)
- results – the number and level of activities, artistic and scientific projects, results and awards speak eloquently about the quality of the teaching process.

The study programmes of the Academy are aimed at the professional market potential. The training provides the personnel with clearly defined competencies within the profession and lead to regulated professions.

Some programmes prepare students from the beginning for pedagogical work in general education and music schools (Visual Culture and Fine Arts, Music Education, Music Theory, Instrument studies), some for work on material cultural heritage (Restoration and Conservation, Music Theory) or in the field of applied arts (Design of Visual Communications). Other programmes prepare professionals for work in a wide range of cultural creativity (theatres, art galleries, festivals, film, TV and other electronic media). Many of the professionals will engage in a combination of several activities; independent – artistic, production and pedagogical activities; or in the economic activities, in social and private companies. It is precisely this variety of activities and the wide spectrum of employment, conditioned by competition and the market, that are the specificity of artistic professions.

Fine Arts Department: Graduated students of all study programmes of the Fine Arts Department mostly work in their profession. There are few applicants at the Croatian Employment Service. A large number of them work in primary and secondary schools within the Split-Dalmatia County and beyond (graduates of Visual Culture and Fine Arts). [Appendix 2.1.3](#) Some of the graduated students are self-employed or work in their own studios and ateliers, run conservation-restoration businesses, etc. Some of them have the status of freelance artists.

Through regular contacts with professional associations (Croatian Association of Artists (HDLU), Croatian Association of Visual Artists (HULU), The Croatian Conservation-Restoration Association, Croatian Designers Association) and alumni, information necessary for analysing the quality of study programmes and employability is collected. [Appendix 2.1.4](#)

Graduated students successfully build an artistic, professional or academic career in the country and in the international environment or continue their studies at other higher education institutions. They prove this with numerous recognitions, awards and successful projects in their fields of expertise. See: [Appendix 2.1.5](#)

Music Department: Part of the music study programmes (Music Theory, Music Education, Piano, Guitar and Solo Voice) in their compulsory courses include the acquisition of pedagogical competences. For wind and string instruments studies they remain optional (elective) due to their specific nature of working in orchestras. Graduates of the Music Department with compulsory or elective pedagogical education cover the entire vertical range of education from music kindergarten to music academies.

There are almost no graduated musicians at the Croatian Employment Service because the needs of the local community and the County still exceed the number of graduated students. In the territory of Split-Dalmatia County, there is a branched network of elementary music schools and music high schools, many places in the Dalmatian hinterland (Zagora) and on the islands offer at least an elementary school level of music education, which is often held by students in higher years of study. From the data collected from music schools, and from personal close contacts, it is evident that the majority of graduated students immediately after completing their studies get the opportunity to work as substitute teachers, and often even in a permanent position; not always in cities, but if they are willing to travel, permanent jobs are well-filled in smaller towns in Zagora and on the islands.

Young musicians are engaged in permanent and temporary orchestras (HNK Split, Zadar Chamber Orchestra, The Virtuosos of Split), first as part-time collaborators, and then in permanent engagements.

The opening of the new concert hall *Hrvatski dom* is the result, among other things, of the intensive long-term concerts organization by students and professors of the Academy in churches, galleries and schools, which after 25 persistent years has involved high quality results and enriched the life of the city with a new cultural institution. [Student and professors Awards](#)

Associations that are directly related to the activities of teachers and students are: the Croatian Association of Music and Dance Educators – organization of student and student competitions (HDGPP), the Croatian Association of Music Theorists (HDGT) – joint organization of symposia, seminars and teacher training, the Croatian Composers' Society (HDS), the *Cantus* magazine that follows music events in Split, the Croatian Musicological Society (HMD) – the organization of professional congresses and symposia in which teachers participate.

Theatre Arts Department: The Acting study programme is not only justified by the market, but it also actively participates in the creation of local, regional and national cultural policy. It is carried out biennially and the enrolment quotas are 8 students for undergraduate and 10 for graduate studies, because it was determined that such a concept best meets social and market needs and can maintain the quality of teaching at a high level. The Department continuously monitors the professional development of graduated students after their studies, so based on the collected data, it made an analysis of the justification of studies according to social needs and employability. [Appendix 2.1.7](#)

A large number of graduated students - 60% of graduates - are permanently employed in theatres, other cultural institutions or their own artistic organizations.

Of that in Split – ranging from highly successful members of the Croatian National Theatre, through directors of individual theatres, to significant acting reinforcements of all ensembles - 68%.

In theatres and cultural institutions of other cities (Šibenik, Rijeka, Zagreb, Osijek, Knin) - 20%.

The percentage of self-employed, with the establishment of their own artistic organizations or associations - 12%. The percentage of all graduated students in the status of independent artist. The rest work as freelance artists.

There are numerous instances of participation from all graduated students (regardless of their current employment status) in projects in the city and regional theatre and film productions. Moreover, there are many collaborations in drama and music studios for children and adults and amateur theatres. Former students often collaborate with each other in the production of independent projects. See: [Appendix 2.1.8](#)

Associations that are directly related to the activities of teachers and students are: The Croatian Association of Drama Artists (HDDU) and the Filmmakers Association of Croatia (HDFD), Croatia Association of Theatre Critics and Theatre Scholars, Croatian ITI Centre, Croatian Centre for Drama Education, SpLitera cultural association. Most of the graduated students are members of HDDU.

The number and level of professional national and international awards [received by students and graduates](#) of the Acting programme clearly speaks of the quality and competitiveness on the market.

The justification of conducting all study programmes at the Academy cannot be measured exclusively by economic needs (Dalmatia as a tourist destination, the needs for cultural programmes, and the needs for teachers in schools), it should also be taken into account that artistic needs are created by talented artists themselves through their actions, by spreading the cultural contents of the city and region. In this sense, the Academy is a kind of 'artistic generator' in Split, Dalmatia and beyond, since it is recognizable by the whole range of plays, exhibitions, concerts, manifestations, conservation projects and other activities.

2.2. The intended learning outcomes of the study programmes offered by the higher education institution correspond to the level and profile of the qualifications acquired.

- *The higher education institution must clearly define the learning outcomes of study programmes that are aligned with the mission and goals of the higher education institution.*
- *The higher education institution checks and ensures the conformity of learning outcomes at the level of study programmes and courses.*
- *The learning outcomes that are achieved upon completion of the study programmes correspond to the descriptions of the level of Croatian Qualifications Framework (HKO) and European Qualifications Framework (EKO) at which the programme is carried out (level).*
- *In defining learning outcomes, the higher education institution acts in accordance with the requirements of the profession and internationally recognized standards for that profession and ensures the contemporaneity of the programme (profile).*
- *The expected learning outcomes clearly reflect the competencies needed for inclusion in the labour market, continuing education or other needs of the individual/ society.*

The study programmes carried out by the Academy of Arts have clearly defined learning outcomes in accordance with the mission and goals stated in the Academy's Development Strategy. Study programmes are conducted at the undergraduate and graduate level, and the learning outcomes are aligned with the learning outcomes at the level of individual subjects.

The category of learning outcomes in all study programmes of the Academy, in accordance with the instructions of the University of Split at the time, was introduced for the first time in the extensive changes of study programmes in 2014/2015. They were based primarily on the experience of teachers, artists and scientists (given the long tradition of artistic education, especially music, which has a separate educational vertical range) and on the optimal level of knowledge and skills that can be achieved during the period of

study. In organisation of the learning outcomes, the so-called Bloom's Taxonomy of knowledge and skills levels (with revisions Anderson et al., 2001; Krathwohl, 2002). In addition to the cognitive and psychomotor aspects of learning, special attention is paid to the affective area, indispensable for art, which is aimed at the development of the artistic individuality and its aesthetic component.

The learning outcomes are in accordance with the descriptions of the Croatian Qualification Framework (HKO) for each individual level of the study programme and correspond to levels 6 and 7 of the European Qualification Framework.

In principle, they are divided into theoretical (knowledge), practical (skills) and generic (competencies).

In achieving outcomes, special attention is directed to curriculum (constructive) alignment, i.e. the continuous process of synchronising the outcomes with teaching and evaluation methods. The intention is for teaching to encourage students to individually choose those learning strategies that lead to the development of real competencies described by the outcomes, and to devise additional ways of checking the extent to which the outcomes have really been achieved, from different perspectives, just as students' approaches to the creative process are also different.

Achieving the learning outcomes in all study programmes is ensured by the quality of the teaching staff. Most of the teachers (permanent employees and adjuncts) are artists and experts of proven reputation, eminent experience and active in their chosen professions, which enables students to receive confirmation of subject skills through the artistic work of their professors and so that they have the opportunity to build trust.

The compatibility of the learning outcomes at the level of the study programme with the course is ensured by implementation of the internal quality assurance evaluation procedure.

Detailed descriptions of undergraduate and graduate study programmes are available on the Academy's website.

Along with the diploma, the Academy issues a Diploma Supplement Document in Croatian and English to all graduated students. See: Attachment - example of supplementary document in Croatian and English.

Fine Arts Department: Learning outcomes are checked during colloquiums, regular and committee exams and presentations of final theses of undergraduate and graduate students. The development of students is continuously monitored from the first year of study, in which competencies are gradually developed within the profession and field of study, to the final work that represents all the acquired technical and crafting skills, as well as creativity and the ability to articulate and think critically.

Final or graduation theses are publicly exhibited at individual and collective exhibitions or other events. Students are encouraged to participate in juried exhibitions, festivals and contests, where they regularly win awards that confirm their quality. For example, Visual Communications Design students have regularly received a number of awards in the field of design; Award for the 25 years of the Academy logo, [First Award for Visual Identity \(Visual Communications Design\)](#) in the competition for the Night of Researchers 2022.

The Fine Arts Department ensures that learning outcomes are in line with international standards for a specific profession. Examples: recognitions and awards at competitions, national and international events related to the profession. Links: [8th Croatian Prints Triennial](#), [Erste Fragmenti 14](#), [Exhibition of Croatian Design 1718](#)

A manual with instructions on how to properly approach student evaluation has been elaborated in detail (for [example, courses from the Conservation-Restoration study programme](#)).

Competencies for joining the job market or continuing education are clearly defined. The evidence is:

- examples of employment in the profession (Visual Communications Design, work in well-known design studios, independent designers working for national and international companies, the academic career of conservators-restorers who are active as contractors, painters, sculptors, film and multimedia artists, art educators as freelance artists or teachers from the profession, etc.)

- examples of the further education of graduated students at other national and foreign universities (Academy of Dramatic Art Zagreb, artistic doctoral studies at the Academy of Fine Arts in Zagreb, doctoral studies in the field of art education – Zagreb, Ljubljana, etc.).

Music Department: The experiences and collaborative work of teachers in shaping and structuring learning outcomes in music are presented and combined in two scientific papers, i.e. presentations at international symposia:

- Radica, Davorka, 'The Parameters of Systematization and Gradation of Learning Outcomes in Music', in: [*Umjetnik kao pedagog pred izazovima suvremenog odgoja i obrazovanja*](#), Zbornik radova s prvog međunarodnog znanstvenog i umjetničkog simpozija o pedagogiji u umjetnosti. Edited by B. Jerković, T. Škojo. Osijek: Art Academy in Osijek, 2016. p. 539-551.
- Radica, Davorka, 'Learning the Music Language through Solfeggio - Input and Output Competences of Music Education', in: *Sinteza tradicionalnog i suvremenog u glazbenom odgoju i obrazovanju 21. Stoljeća*. Edited by D. Radica, V. Balić. Split: Arts Academy in Split, 2015. p. 227-240.

For the study programmes of the Music Department, a [*Manual on Assessment Elements and Criteria*](#) has been compiled.

In previous changes and additions to the study programmes, care was taken to ensure that there is no unnecessary overlap of learning outcomes in individual subjects (for example, unification of the main instrumental subjects and accompaniment into one course, and unification of similar courses in methodology of the main instrumental subjects.).

When writing and revising the learning outcomes of the music study programmes, key documents resulting from the projects of the European associations of music academies were also consulted (AEC, Association Européenne des Conservatoires and EAS, European Association for Music in Schools):

- *1st and 2nd Cycle Studies in Higher Education Professional Music Training: Distinctive Characteristic, Modes of Learning and Learning Outcomes;*
- *meNet – The European Network for Communication and Knowledge of Music Education – Learning Outcomes project*

Theatre Arts Department: The study programme of Acting is organised in such a way that the theoretical, practical and generic outcomes of various subjects are connected, functionally coordinated and mutually expanding, and jointly lead to the adoption of the foreseen level of integrated skills necessary for the development of the acting creative process. Skills are developed in several directions:

- from elementary to more complex ones, which connect into an independent and authentic expression;
- from individual to collaborative skills;
- from classic and traditional to contemporary and research forms of expression;
- from the adoption of individual theoretical and practical knowledge towards connecting the theoretical with the practical and vice versa;
- from the ability to critically evaluate and analyse someone else's creative process towards understanding one's own artistic process and developing the ability to critically assess and self-analyse.

For the next academic year, changes are planned for both study programmes with modernization, simplification, greater clarity and better connection of learning outcomes. In addition, previous experiences have shown that with compact, cumulative teaching and temporal separation of the practical courses, it is faster and easier to work, achieve a deeper level of concentration and better performance results.

Learning outcomes of the Acting study programme are checked and monitored throughout the semester.

For theoretical subjects, with interviews, panel discussions, seminars, written tests and oral exams. All theoretical subjects also have a practical segment, knowledge is additionally acquired and checked through exercises.

In the case of practical subjects, they are checked by a committee by performance of independent and partner tasks, improvisations, colloquiums and semester exams.

Evaluation through classes is largely a mentoring process – it follows the process in each of its segments, it is continuous and almost daily (practical courses have the highest number of hours). This is necessary for awareness and development of the creative process. It is carried out through individual feedback, instructions, conversation, discussion, a personal combination of recommended exercises and – what is extremely important – the development of a self-evaluation system, which is a valuable creative compass for the artist later in his/ her professional career.

In addition to the adoption of techniques, the offering of one's own solutions, the level of training, professional discipline, recognition of one's own strengths and limitations, taking responsibility for the result, continuity in work, and collaboration are also evaluated. The exam performance grade is the sum of all these elements and the final review of the monitoring of the work throughout the semester. [Appendix 2.2.1](#)

In the practical subjects of all art programmes at the Academy, the highest level of learning outcome in the cognitive and psychomotor area is creation. The path to achieving that highest level of outcome is marked by the adoption of simpler elements, mental, physical and communication skills or techniques, which are then combined, arranged and unified in a personal way through the stages of the creative process in a unique achievement.

The highest level of learning outcomes of the affective domain is personal and artistic integrity. It involves dealing with the emotional and aesthetic aspects of artistic work, such as feelings, values, appreciation, enthusiasm, motivation and attitudes. It is based on internalization, that is, on the degree of adoption of socially valuable attitudes and beliefs into one's own value system.

A clear confirmation and proof that the learning outcomes are defined in accordance with the requirements and internationally recognized standards of the profession, and that the level of competences achieved is highly competitive on the labour market, is the fact of the large percentage of employment of our graduates and the number and level of national and international awards that they have achieved.

2.3. The higher education institution ensures the achievement of the intended learning outcomes of the study programmes it carries out

- *The higher education institution, based on evidence of the achievement of the intended learning outcomes (e. g. student tests, seminar papers, presentations, etc.), continuously revises and improves the teaching process.*

All learning outcomes as well as the lesson plans are listed in the subject tables. There are various ways of checking learning outcomes. A part of the learning outcomes is evaluated in the form of written works. The teaching of practical courses, either individual or in small groups, provides the possibility of continuous verification of knowledge on a weekly basis. Students receive corrections and suggestions for solving problems based on what they present weekly, and thus the professor continuously monitors work as the students progress throughout the semester.

At the Acting Department, most theoretical courses also contain a practical segment – knowledge is additionally checked with practical exercises. The outcomes of theoretical knowledge can be indirectly recognized in practical subjects – the acquisition of knowledge about a certain period or genre is necessary to achieve outcomes in skills. Group teaching achieves the outcomes of collaboration, listening, mutual creativity, interdisciplinarity and an analytical approach to artistic work.

Considering that instrumental study programmes, Solo Voice and Acting studies prepare students for performances on stage, all exams are open to the public and the audience. In addition to the mandatory exams

at the end of the semester, concerts, plays and performances are organized throughout the academic year inside and outside the Academy.

The final and graduation exam productions of the Acting Department are repeated for target groups (students, high school students) during the academic year in collaboration with teaching bases, and the most successful ones become part of the regular repertoire (*Molly Bloom*, *Stories from Vukovar* – Croatian National Theatre, *Domaši* – Split City Puppet Theatre). See: [Reports on the realization of strategic goals are in the section 3.2.5.](#)

The final and graduate works of the students of the Fine Arts Department are publicly exhibited in collaboration with students of Art History from the Faculty of Humanities and Social Sciences in Split, who write forewords to the exhibitions: [Premijere](#) and [Fast Forward](#) . Additionally, the works of students of the Fine Arts Department are exhibited in the framework of joint project-workshops with other art academies in the country and the world ([Olsztyn, Poland](#); [Osijek](#); [Skopje](#); [Sarajevo](#)...).

The learning outcomes are thereby exposed to public opinion (peers, professors and other interested parties) from the very beginning. The students, in addition to receiving expertly argued comments from their professors, constantly receive the necessary feedback from the audience, which positively affects the development of their own skills and criteria. The final exams of performing arts courses held after each semester of the Music Department are evaluated by a committee of at least three members, which significantly increases objectivity in the evaluation of the artistic component.

In all other Departments, a three-member committee is mandatory only on the 4th exam term (commission) for all subjects. For the defence of the final and graduation work, a three-member committee is mandatory for all 4 exam terms, as well as for the Dean's term).

Owing to the introduction of different types of teaching using online platforms (Teams, Zoom), the possibility of more teachers participating in the examination evaluation (adjuncts) is also open.

Final works (seminars and presentations, art works on art courses; compositions, fugues, motets, recordings of concerts in Music, drama and film productions in Acting and Film and Video) are an important source of information on the basis of which learning outcomes are evaluated and refined, or study programmes corrected. Change in workload (change in ECTS points), the introduction of new courses or the offering of courses from other study programmes are the most common results of these changes (examples Film and Video, Conservation – Restoration, Visual Culture and Fine Arts, Music Theory, Wind Instruments, Music Education, Acting).

2.4. The procedures for planning, proposing and accepting new, and revising or rejecting existing programmes, include feedback from students, employers, professional associations, alumni

- *Development activities related to study programmes are systematic and regular and involve various participants.*
- *Planning and proposing of the new study programmes includes analysis of justification, capacity and compliance with strategic goals at the local and regional level and other needs in society. The higher education institution publishes the current versions of study programmes.*
- *The higher education institution registers changes to study programmes and analyses their expediency.*

Teachers of all study programmes are active in artistic practice within their profession, in their work they often have the opportunity to collaborate with former students themselves and in this way collect feedback on the effects of the study programme.

Communication with former students of the Acting Department is very lively, many have the opportunity to participate in the teaching process as adjuncts, and their experiences from the professional environment are valuable guidelines in further work. In the academic year 2021/2022 additions were made to the Undergraduate and Graduate Acting study programme, new production courses were introduced at the initiative of students and alumni, previously presented at workshops in the academic year 2020/2021.

Contacts with former students are also very good at the Fine Arts Department. [The Visual Communication Design association](#) is active in organizing workshops and lectures by former students of the Department, as well as organizing lectures by designers and teachers from other universities.

The Visual Culture and Fine Arts Section organized an *Incubator* where graduated students can use the space, equipment and the professional help of mentors on the Graphics and 3D design modules. The *Incubator* was created as a student project approved and financed by the University in 2018.

Graduated students who collaborate in this project provide us with useful information about the possibilities of changing study programmes for the purpose of better preparing students for entering the labour market, [continuing artistic practice and exhibiting](#), etc.

The newly founded [Alumni Club of the Fine Arts Department](#) invited all graduated students to join. In addition, by completing the survey, Alumni were asked to provide their employment information, as well as advice for updating the study programmes. [Appendix 2.1.4](#).

Representatives of the professions who are able to offer young actors a professional engagement are regularly invited to the performances of the Acting Department's test productions.

Through constant collaborations of teachers of all Departments with [teaching bases](#) and many cultural institutions, as well as continuous communication with their representatives and other employers or associates, the Academy receives feedback on the work of students and alumni.

In preparation for changes to the Acting study programmes planned for the next academic year, a written inquiry was sent to adjuncts in the profession about the advantages and disadvantages of the programme, and the collected replies will serve as an important criterium in planning the changes. Likewise – through the analysis of the collected comments, the expressed interest of students and alumni, the good results of the new production courses and the dynamics of the labour market – the need for young professionals with a production profile has been observed. Planning and the first steps in preparations for the establishment of a new graduate study in Production in collaboration with the Faculty of Economics in Split are underway.

[Appendix 2.4.1](#)

Analysis of study programmes is the topic of meetings with students in all Departments and all proposals for improvements are documented (in proceedings) and considered.

Some examples in the Fine Arts Department:

Visual Communications Design. In the academic year 2021/2022 meetings were held with undergraduate and graduate students. The topics were, among others, teaching workloads. Students received an anonymous survey form in which, among other things, they rated the study programmes. [Appendix 2.4.2](#)

Visual Culture and Fine Arts. In the summer semester of 2022, a meeting was held with students on the topic of possible programme changes and teaching workloads. [Appendix 2.4.3](#)

Sculpture. Summer semester of 2022. Meeting with students on the topic of proposals for improving teaching. [Appendix 2.4.4](#)

The latest changes to undergraduate, graduate and postgraduate studies were approved for:

- Graduate study of Music Culture (decision of the Senate in 2018) – after surveys and interviews with undergraduate and graduate students, new elective courses of generic competences or so-called of transferable skills *Management in Culture*, *Independent Student Project* and (decision of the Senate on December 17, 2020) the module of the subject *Klapa singing*. [Amendments 2018 Music culture graduate study programe](#)
- Undergraduate study of Acting (Decision of the Senate on May 27, 2021) – after written discussions with alumni and consultations with students of the Acting Department, two courses from the field of sociology were merged into one – *Fundamentals of Cultural Sociology*, the scope of the History of Art course was increased, and the course *Introduction to Production* was introduced (up to 20%). [Amendments 2021 Acting undergraduate](#)
- Graduate study of Acting (decision of the Senate on May 27, 2021) – after written discussions with alumni and consultations with students of the Acting Department, two new courses were introduced:

Development of an Artistic Project and Production and Management of an Artistic Project (up to 20%).
[Amendments 2021 Acting graduate study programme](#)

- Integrated study programme Conservation-Restoration changes up to 40% (2019) – after deliberations with the students, the Department took into account their remarks in creating the changes and amendments to the programme. [Amendments 2019 Resoration Konservation](#)
- Undergraduate study Film and Media changes up to 20% (2018) – after discussions with the students, the Department took into account their remarks in creating the changes and amendments to the programme [Amendments 2018 Film and media art undergraduate study](#)
- Graduate study, Film, Media Art and Animation, changes up to 20% (2018) – The Department took into account students' remarks in creating the changes and amendments to the study programme. [Amendments 2018 Film, Media Arts and Animation Graduate Study](#)
- Undergraduate study of Painting changes up to 20% (2016) – in accordance with the recommendations of Agency for Science and Higher Education (AZVO), the Department made changes and additions to the programme, reducing the workload of teachers and students in the main subjects, giving more emphasis to exercises and independent work of students. [Amendments in 2016 Painting undergraduate study](#)
- Graduate study in Painting, changes up to 20% (2016) – in accordance with the recommendations of AZVO, the Department made changes and additions to the programme, reducing the workload of teachers and students in the main subjects, giving more emphasis to exercises and the independent work of students. [Amendments in 2016 Painting graduate study programme](#)
- New elective courses and an increase in the hourly rate of the specialization, introduction of 3D modelling at undergraduate and graduate studies in Visual Culture and Fine Arts. [Amendments to LKLU undergraduate and graduate studies](#)
- Undergraduate study of Wind Instruments: Flute, Clarinet, Saxophone (2022) – after consultation with the students of the Department, changes were introduced in the division of workload (ECTS) and reinforcement of content related to playing practice. (20% – 40%)
[Amendments 2022 Woodwind Instruments undergraduate study](#)

In the process of evaluation are:

- Undergraduate study programme Mandolin (new programme)
- Postgraduate study programme Music Theory (new programme)

In the summer semester of 2022, the Music Department initiated conversations in the form of interviews with the principals of the largest music schools in the county, based on which information was collected on the number of permanent employees with a diploma from the Arts Academy:

Music School 'Ivan Glibota', Imotski – 17 employees, 'Blagoje Bersa', Zadar – 7 employees, Music School 'Josip Hatze', Split – 40 employees, Music School in Makarska – 16 employees, 'Jakov Gotovac' Music School in Sinj – 17 (of which 2 are on temporary contracts). [Appendix 2.4.6](#)

In addition, evaluations were collected on the level of competence of the young staff and on their readiness to work with students (see collected reports). In all reports, school principals generally had positive responses about their competences, but at the same time draw attention to the imbalance in education in professional and theoretical knowledge in relation to pedagogical and didactic knowledge. Principals of music and general education schools hope for corrections of study programmes in which young teachers are better equipped with the competencies required in classrooms, and less for the concert stage. The Department is aware of this report and a working meeting of all professors is planned for the next semester in order to incorporate these suggestions into future changes to study programmes.

After analysing the current situation and needs, it is evident that there is a great interest in the study of Mandolin. Split-Dalmatia County and the three neighbouring counties have 23 music elementary and high

schools, and many more are being established. Mandolin lessons are currently conducted at nine music schools in Croatia (Split, Zagreb, Makarska, Korčula, Dubrovnik, Rijeka, Samobor, Orebić and Rab). Many institutions in the region, music elementary and high school, have expressed in their requests the interest in introducing mandolin classes, but due to the lack of qualified staff, they are unable to open mandolin courses. This study would complete the vertical system, given that the education at the high school level exists. In addition to teaching staff, there is also a need for leaders of mandolin ensembles.

There are currently 3 mandolinists studying at the Academy who, due to the lack of Mandolin studies, have enrolled in other studies in order to obtain a higher education. Recently, 4 mandolinists from Croatia graduated from the 'Giuseppe Verdi' Conservatory in Milan, Italy, due to the impossibility of completing their studies here.

Another development is the introduction of the Postgraduate Study in Music Theory after summarizing the results of the first doctoral study at the Academy (Ethnomusicology), the constant interest in doctoral study, and the fact that there is no such programme in the Republic of Croatia at any other university.

Continuously revising the learning outcomes of the study programme in Music Theory, taking into account the opinions of existing students and former students [Alumni music club](#) and combining the previous scientific and teaching experiences of the teachers of the Music Theory and Composition Section and the Music Education Section, a Study Programme was prepared and a request for initiation of the Postgraduate Study Programme of Music Theory was submitted, the only one of its kind in the Republic of Croatia. This would make the study of Music Theory the only one at the Academy with the (potential) complete vertical range of undergraduate, graduate and postgraduate studies.

2.5. The higher education institution synchronises the ECTS credits with the actual student workload based on analysis of feedback from participants in the teaching process or other procedures.

- *Feedback on the results of the analysis of collected data and implemented changes is available to students.*
- *Part of the ECTS credits in the study programme is achieved through practical teaching.*

Analysis of the ECTS credits was collected at department meetings (department meeting minutes where students expressed their views on this topic), and the Music Theory Section conducted a survey on this issue. Before the changes to the study programme in 2017/2018, the Music Theory Section conducted a survey [Appendix 2.5.1](#) which estimated the actual time spent working at home for the eleven most important (compulsory) courses of the study programme. The students used a questionnaire to assess whether the ECTS credits attached to the courses corresponded to the actual workload of the students of Music Theory and Composition.

The results of the survey confirmed that there are no significant deviations from the time planned for completing a particular course, which is expressed in ECTS points, and the actual time that students spend in independent work (studying, practicing, playing, completing assignments, composing, conducting...). In this sense, ECTS credits were not changed in the study programme, but new elective courses were introduced, since the majority of student comments on the existing programmes related precisely to the lack of diverse elective courses.

The Wind Instruments Section (Clarinet, Flute, Saxophone) implemented changes in its programmes in 2022 after consultation with students of the Section (up to 40%). The changes also related to the division of workload (ECTS) and to the strengthening of content related to playing practice. At other Departments, feedback on this issue was collected through meetings of individual Departments with students. From the last conversations in the summer semester 2022 (proceedings) it is evident that the students had no objections to the division of ECTS. [Amendments 2022 Woodwind Instruments undergraduate study.](#)

Methodical practice is part of all undergraduate and graduate level study programmes, and for the studies of Music Theory, Music Education and Piano, it amounts to 6 ECTS points, and in the programmes of String Instruments, Guitar, Wind Instruments and Solo Voice, it amounts to 3 ECTS points, and it is carried out in collaboration with music and general education schools. Students first attend the classes of selected professional teachers (mentors) in schools, and then hold classes themselves with written preparations and consultations with mentors in schools and the subject teacher at the Academy. Students also keep practice diaries, which are collected and returned after finishing their studies.

Scientific 'practice' is made possible for students in the newly introduced course Music archival studies, which is connected to the compulsory course in the graduate study Methods of scientific work.

The Film and Video Section, in accordance with contemporary artistic practice, changed and supplemented the programme content, focusing on the highest possible quality of artistic work and familiarization with the techniques of new media, film and animation. In the third semester of the graduate study programme, the number of ECTS points for extracurricular activities and independent work students was too high, which was not motivating enough for students, because the courses in the third semester were not related to theoretical teaching and professional practice, but were mainly oriented towards creating a concept and preparing a graduate thesis. With these changes, an extended continuity of direct teaching content was achieved, and the required level of the teaching process was maintained. With the new introduction of theory and optional classes in the third semester, a balance was achieved in the first three semesters and enabled quality preparation for students' production of the final thesis. [Amendments 2018 Film, Media Arts and Animation Graduate Study](#)

By introducing specializations from the first semester of the Visual Culture and Fine Arts graduate study, the Visual Culture and Fine Arts Section has enabled students to get a better education in the module they choose, as well as better utilization of the hours within the chosen module. Students can now develop their project building with the experience gained during their undergraduate studies. The previous experience of studying at the Visual Culture and Fine Arts undergraduate study programme has shown that students go through all the basic elements of training in the medium of painting, sculpture and graphics, so that specialization is a logical step already from the first year of graduate studies.

The total number of ECTS points changes because the share of ECTS points for each activity has changed. The total number of hours in classes is increased, and part of the workload through lectures is transferred to practicals, since it is a professional course with its content manifest in practical work.

Workloads at the Visual Culture and Fine Arts Section have been discussed in several meetings that were held with students in the period from 2021 – 2022. The comments will be considered in the Amendments and Supplements to Study Programmes. Visual Communication Design also held several meetings with students during that period. [Appendix 2.4.3](#) Visual Communication Design conducted an anonymous online survey with students. Meetings with students were also held in Sculpture and Conservation-Restoration Sections. The matters discussed were, among others, workload in classes. [Appendix 2.4.4](#)

The study programmes of the Acting Department divides subjects into 3 groups – general theoretical, professional theoretical and professional practical subjects.

Professional practical courses (the major courses) carry the largest actual and ECTS load. The contents of the exam materials change from semester to semester (outcomes are achieved and assessed on different dramatic contents), and the course tasks are aligned with the prescribed workload in such a way that the easier contents are performed in a larger volume and the more demanding ones in a smaller volume. At the same time, work is being done on the assimilation of the content of the exam materials (texts, physical studies) and individual elements of the creative process, gradually throughout the semester.

The workload of the artistic creative process is difficult to measure with ECTS points, since that system is more suited to theoretical subjects. In practical subjects, the workload presupposes mental, physical and emotional engagement and is closely related to the individual potential of each individual student (students' potential for the mentioned types of engagement are not always developed in the same proportion, they differ from individual to individual). Therefore, the load level is completely individual despite the general common measure. This is the nature of the specificity of arts studies. When calculating the load expressed in ECTS points, the average potential is taken. Compliance with the actual workload is checked through communication with students and surveys. The scope of the implemented working material is agreed with the students from semester to semester. Students participate in the selection of content according to their own affinities, thereby significantly influencing their own workload.

With the amendments and additions to the acting undergraduate and graduate study programme from 2021, the prescribed workload is more evenly distributed and additionally harmonized with the actual one (for example, 1 ECTS credit was added to the subjects History of Art I and II, because the 1 ECTS credit provided until now did not ensure the achievement of the actual workload of all outcomes). The number of ECTS credits for the sociology course was reduced in order to harmonize its importance and prescribed workload with the outcomes and real needs of the acting profession. See: [Link to changes and additions to the report](#)

In the planning of new changes to the Acting study programmes, an important element will be the change in the schedule structure. Through conversation with students and teachers, it was established that greater demarcation and emphasis placed on the accumulation of successive elements in the teaching of various practical subjects contributes to punctuality, thoroughness, focus and work results.

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

- *The higher education institution enables learning and acquiring skills through student practice, where applicable.*
- *Student practice is part of study programmes and is organized outside the higher education institution in cooperation with the labour market, where applicable.*
- *Student practice is carried out in a systematic and responsible manner that enables the achievement of the expected learning outcomes associated with student practice.*

Methodical practice is part of all undergraduate and graduate level study programmes, and for the studies of Music Theory, Music Education and Piano, it amounts to 6 ECTS points, and in the programmes of String Instruments, Guitar, Wind Instruments and Solo Voice, it amounts to 3 ECTS points, and it is carried out in collaboration with music and general education schools and covers the educational part of the professional orientation. Students first attend the classes of selected professional teachers (mentors) in schools, and then hold classes themselves with written preparations and consultations with mentors in schools and the subject teacher at the Academy. After the practice, the students submit a written report to the mentor with a pedagogical-methodical analysis and prepare a seminar paper. The exam is oral in front of the subject teacher. During their studies, a large number of music students of all majors participate in professional orchestras, choirs, organizational work of cultural institutions, festivals, but only if they prove a certain professional level at auditions and thus can be engaged through student contracts.

At the Fine Arts Department, practical teaching takes up a large part of the courses. This is reflected in almost all segments of professional-artistic and pedagogical training. Part of the teaching within individual courses of Visual Culture and Fine Arts studies (Visual Culture Methodology and Fine Art Methodology) takes place in selected elementary schools and high schools, which form methodical training rooms as a kind of teaching base.

Furthermore, as part of the mentioned courses, students must complete a professional-pedagogical internship, which they realize independently in elementary schools or high schools of their own choice. Students first attend the classes of selected professional teachers (mentors) in schools, and then hold classes themselves with written preparations and consultations with mentors in schools and the subject teacher at

the Academy. After the practice, the students submit a written report to the mentor with a pedagogical-methodical analysis and prepare a seminar paper. The exam is oral in front of the subject teacher.

Suitable collaboration with the Centre for Autism – Split has also been achieved. It is reflected in a series of workshops that graduate students of Visual Culture and Fine Arts hold with residents of the Centre. [It is reflected in a series of workshops that LKLU graduate students hold with the residents of the Center.](#)

The graduate study programme Film, Media Art and Animation has a Professional Practice course that carries 6 ECTS credits. Professional practice is mainly held at teaching bases and other related institutions (Cinema Club, Cinematheque, HTV, etc.)

At practical courses, conservation and restoration students continuously work on objects (artifacts) that have been submitted for professional and scientific treatment through projects or cooperation with teaching bases.

There is also a Professional Practice course worth 3 ECTS points at the undergraduate study of Visual Communications Design. The goal of professional practice is to acquaint students with the conditions, the way of working, as well as work processes in a professional environment in the field of visual communication design or areas closely related to the process of creating a graphic product. Examples: printers, studios for graphic preparation and graphic design.

The Acting study programme, like all other artistic studies, is based primarily on practical subjects (from the disciplines of movement, speech, acting, dancing and singing), which carry the most ECTS points. They form the core of the programme with a special emphasis on practicals, so practice is inseparable from classes. Thus, already during their studies, young actors come into contact (depending on the field and subject teacher) with different approaches to practice, the creative process and performance details. As part of the Acting course, first- and second-year students individually monitor the mastering of tasks and the acquisition of skills in a diary on a weekly basis, thereby achieving awareness of the elements of their creative process.

In all years of the Acting studies, a separate professional practice is carried out in the form of regular annual collaboration with Croatian National Theatre (HNK) in Split and Split City Puppet Theatre (GKL) (performances of public readings), as well as cooperation by projects with other institutions in culture (City Youth Theatre, Playdrama, City Library GKMM Split, Museum of Croatian Archaeological Monuments, The City Museum of Split, etc.).

From the third year of study, students have the opportunity to work in external professional productions, in teaching bases and other institutions where they collaborate with experienced theatre artists. Such practice is valuable, and the Academy encourages it, along with the obligation to fulfil course tasks.

The final thesis contains a practical and a theoretical part. As a part of the practical part (graduation exam performance), students, in addition to the topic and type of theatrical expression, also choose collaborators, thus creating their own team, which is also a good experience. Performances are public, therefore the results of the practice are clearly visible, and often followed by reviews in the media. [Domaši - Kritika, Domaši - Dalmatian portal, Domaši - Slobodna Dalmacija, Child of sand - Dalmatian portal, Welcome to America/Family of Light - Free Dalmatia](#)

Furthermore, the written part of the graduation thesis is a kind of practice diary in which the production and creative process of creating the graduation play is explained in detail. [Appendix 2.6.2](#)

Additionally, when planning changes to study programmes, the Department consults the professionals along with the experiences of alumni and students themselves, and their comments are valuable feedback on the results of practice.

III. Teaching process and student support

3.1. The conditions for enrolment or the continuation of studies are aligned with the requirements of the study programme, are clear, published, and consistently applied.

- *The criteria for enrolment or continuation of studies have been published.*
- *The criteria for enrolment or continuation of studies are consistently applied.*
- *The criteria for enrolment or continuation of studies ensure the selection of candidates with appropriate prior knowledge, aligned with the requirements of the study programme.*
- *The higher education institution has an effective mechanism for recognition of prior learning.*

Applications for study are made via the central system www.studij.hr and www.postani-student.hr. Admissions for undergraduate studies are carried out in two terms for the following academic year; in July and September, and for graduate studies only in September. The calendar of additional knowledge and skills tests is published on the Academy's website, and they are based on the matriculation graduation dates (especially the exams of those subjects required at the Academy), as well as the dates of entrance exams at other academies in the country. This applies especially to the study of Music, with the aim that candidates, if feasible, can attend two entrance exams in the summer term. In the semester before the summer admissions period, the Academy organizes *Open Days* for all interested prospective students. On this occasion, candidates can listen to classes, and they can also come for personal consultations about what awaits them in the entrance exam and in their studies. Notice of the *Open Days* is published on the Academy's website, and additionally, it is actively sent to music, art and other high schools. Through joint art projects, concerts, seminars and workshops throughout Croatia, the teachers of the Academy actively cooperate with art schools, therefore it is not uncommon for interested students to be informally informed earlier about the study requirements. Enrolment at the Academy consists of two segments; the first - general part (which is scored according to the success achieved in high school and at the graduation) and the second, in which candidates take a special test of knowledge and skills. [All conditions correspond with general legal provisions and internal regulations.](#)

The general admissions conditions are different for the Fine Arts, Music and Theatre Departments and are listed on the website under: [Enrolments](#)

The webpages describe in detail the general conditions for applications by study programme, the necessary documentation, a calendar with details of application deadlines and dates. All categories of students are covered with appropriate information (with a completed high school diploma, those who graduated before 2010, students who completed high school abroad, children of Croatian emigrants). In case of any ambiguities or questions regarding applications, candidates are able to write to the email address info.centar@ncvvo.hr, or contact the Academic Registrar Office at referada@umas.hr.

[Special admission conditions with a detailed procedure, elements and method of scoring, bibliography that can be used for preparation and sample examples of previous exams can be found here \(link\).](#)

Sample instances from Music Theory:

<http://www.umas.unist.hr/wp-content/uploads/2021/04/Glazbena-teorija-i-Kompozicija-Ogledni-primjeri-prijamnog-ispita1.pdf>

<http://www.umas.unist.hr/wp-content/uploads/2021/04/Glazbena-pedagogija-Ogledni-primjeri-prijamnog-ispita1.pdf>

[The Music Department also offers younger candidates the opportunity to enrol in instrumental studies:](#)

Special tests of knowledge and skills always take place before a committee of at least three members. After the announcement of the results, the candidates have the right to appeal and to receive the committee's response by a certain deadline. The results are finally approved by the Academic Council. A separate Regulations book defines admission to graduate studies, which also includes criteria related to the transfer of students from other academies. Links: Student [General](#) and [Special](#) Enrolment Conditions.

During the re-accreditation of the Academy in 2015, the Expert Committee made a remark that the Academy does not have clear or transparent procedures for admissions of students coming from other higher education institutions. Significant progress has been made in the last five years: in March 2018, [the Regulations on the academic recognition of foreign higher education qualifications and periods of study for the purpose of continuing studies and on enrolment by transfer from another higher education institution in the Republic of Croatia](#) was adopted ([Appendix 3.1.S1](#)). The Regulations provide clear and precise instructions on the course of action for each procedure, the persons and services involved in resolving the request, and the content of the expert opinion. Due to the diversity and specificity of such matters, in July 2019, an amended and supplemented version of the aforementioned act was adopted: [Regulations on academic recognition of foreign higher education qualifications and periods of study for the purpose of continuing studies, enrolment by transfer from another higher education institution in the Republic of Croatia, giving expert opinion on foreign professional qualifications and courses recognition](#) ([Appendix 3.1.S2](#)).

The regulations and related forms are publicly available on the Academy's website, in two places: Academy > [Academy Documents](#), and Enrolments > Transfer from another higher education institution to the Academy of Arts (a flyer explaining the transition process in a simple way is also published on the latter page). In order to improve the level of information and facilitate access for foreign candidates, the website Transfer from another higher education institution to the Arts Academy is also available in English. Since the Regulations have not been translated into English, all important information about the procedure is published on that page. The Vice Dean of Art, Science, International Relations and ECTS is responsible for providing information and advisory support to candidates (domestic and foreign), so information about the procedure can also be requested via e-mail ([Appendix 3.1.S3](#)).

Candidates initiate the process of academic recognition of foreign higher education qualifications at the University of Split, and the cases are resolved by the Academy's Committee for Academic Recognition of Foreign Higher Education Qualifications and Period of Study ([Appendix 3.1.S4](#)). The process of academic recognition for the period of study is initiated by the candidates at the Academy, and is resolved either by the Committee for Academic Recognition of Foreign Higher Education Qualifications and Period of Study (if the candidate studied abroad) or by the Committee for Proposals for Transfer from Another Higher Education Institution (if the candidate studied in Croatia) ([Appendix 3.1.S5](#)). The committee structure for resolution of each particular instance depends on which study programme the candidate has expressed an interest in. The Vice Dean of Art, Science, International Relations and ECTS chairs all committees, that is, coordinates all procedures and bears responsibility for legal deficiencies in expert opinions. The subjects are numerous, diverse and complex, some members of the committees are not skilled in administrative work, and the majority of requests for academic recognition arrive a month before the start of the new academic year, so they need to be resolved in a very short time – all this represents a large burden for the Vice Dean of Art, Science, International Relations and ECTS (although they are greatly supported in legal matters by the head of the Academic Registrar Office).

During the implementation of procedures for the academic recognition of foreign higher education qualifications, consultations were held on several occasions with the legal services of the University of Split and the National ENIC/NARIC office of the Agency for Science and Higher Education ([Appendix 3.1.S6](#)). Both services, however, regularly point out that the Academy has 'decision-making autonomy and carries out procedures in accordance with its regulations', hence their advisory assistance is very limited.

Students who are already enrolled in one of the Academy's study programmes can request the recognition of courses they have already passed in other study programmes of the Academy, as well as courses passed at another university. (Therefore, this concerns not academic recognition for the purpose of *continuing* studies at the Academy, but about the recognition of courses for those who have already acquired the status of a student at the Academy.) In the first case, the request is resolved by the Committee for giving determining course recognition (which is also chaired by the Vice Dean of Art, Science, International Relations and ECTS; ([Appendix 3.1.S7](#)), and in the second case the Departments to which the applicants belong ([Appendix 3.1.S8](#)).

From the academic year 2017/2018, that is, since the mandate of the current administration, the Vice Dean of Art, Science, International Relations and ECTS digitally archives all requests for academic recognition with accompanying documentation from the candidate, official notes and expert opinions of the Academy's committees. The availability of such documentation to future administrations will facilitate the work of the Academy's bodies (the documentation can be used as a reference point) and it will additionally ensure consistency in handling individual cases.

Information related to the recognition of the results of the academic mobility of the Academy's students, i.e. the recognition of ECTS points that students have acquired at foreign higher education institutions as part of the Erasmus+ or CEEPUS exchange, is available in subsection 3.6. The higher education institution enables students to gain international experience.

Regarding the recognition of extracurricular activities of students, i.e. previous learning during practice-based training and learning at the workplace, the current Administration initiated the drafting of the Regulations book on the recognition of extracurricular activities at the Arts Academy in Split. Until its adoption, the Regulations book on the recognition of extracurricular activities at the University of Split ([Appendix 3.1.S9](#)) will be applied.

The Academy does not currently collect feedback from students who have transferred from other higher education institutions about their experiences with the recognition of higher education qualification, period of study and previous learning.

At the request of the Ministry of Science and Education of the Republic of Croatia, the Academy participates in the implementation of [the procedure for the recognition of foreign professional qualifications in order to access and practice a regulated profession in the education system in the Republic of Croatia](#). Expert opinion in such subjects is drawn up by the Academy's Committee for providing expert opinion, composed of members of the teaching staff competent in a specific area ([Appendix 3.1.S10](#)).

It is also important to note that, as a result of the war in Ukraine, the Academy published on its website guidelines for the implementation of incoming mobility for Ukrainian students within the [Erasmus+](#) and CEEPUS programmes. In order to help Ukrainian candidates in the process of continuing their studies or regular enrolment in the Academy's study programmes, they are provided with advisory support ([Appendix 3.1.S11](#)).

3.2. The higher education institution collects and analyses data on the progress of students in their studies and, based on them, ensures the continuity and completion of studies

- *Procedures for monitoring student progress are clear and accessible.*
- *The collection and analysis of data on the progress of students in their studies is carried out regularly.*
- *The higher education institution provides effective mechanisms for analysing the success and passing of students, and on the basis of these, it initiates appropriate activities*

The entire study process is regulated by regulations books that determine and define all study stages; from the acquisition of student status to the completion of studies:

- [Study regulations](#) describes the rights and obligations of students, methods of conducting classes, methods of testing knowledge (examination registration, methods of conducting exams, options for accepting grades, options for appeals).
- [Regulations on final and diploma/master's theses](#) defines the methods of application, preparation and defence of the final diploma exam, the role of the mentor and co-mentor, deadlines, structure and all the criteria that the written work must have, and the possible procedure for changing the mentor).
- [Regulations on the Dean's Award and the Special Dean's Award](#) defines the criteria for achieving the conditions for awards, the procedure for proposing and ranking candidates (it is regulated differently for different study programmes) and the method of presenting awards.

In addition to regular colloquia and exams that are defined by the study programmes, teachers of the Music Department monitor the development of students through joint concerts, plays and other projects in which it is customary to discuss the achieved results immediately after the project ends. In instrumental sections and Solo Voice, it is the practice for all students and teachers of the study programme to participate in the conversation. Students are also encouraged to evaluate each other, which has proven to be extremely effective in the process of their progression. The Music Department encourages students to independently organize concerts, for which purpose a hall is reserved once a week. Due to the fact that the Departments are relatively small, all progress evaluation are done verbally and personally. With the acquisition of video cameras, a student self-evaluation method was introduced. This proved to be especially effective during the pandemic.

Analysing the performance success of the instrumentalists of the Music Department in the final exams, a decline in quality was observed in performances in front of the audience relative to achievements in classes. As a result, the Sections organize a larger number of internal performances, which also shows the expected results.

The final and diploma theses of Fine art study programmes are the result of layered, theoretical and practical education. In the focus of professional classes, attention is paid to the development of a free creative process through research within personal affinities and poetics, with the aim of producing a mature artistic or professional final work.

Students are encouraged to show their work publicly as often as possible. Annual exhibitions of the department are organized regularly, participation in collective national and international events, student biennials and triennials, film festivals and screenings are encouraged. Students usually exhibit their final diploma theses as part of independent exhibition projects (*Fast Forward, A4, Premijere*). Such public presentations are always good opportunities to get feedback on your artistic production. All works and projects that students publicly exhibit under the name of the Arts Academy are always supervised by mentors. Other fellow students participate in evaluating them, thereby exchanging their views and experiences in the creative process.

At the Acting Department, after practical courses colloquia and exams, mutual student evaluation and self-evaluation is carried out through group and individual discussions with students.

Evaluation of the teaching process by students is encouraged (what is easier or more difficult to adopt, personal obstacles, possible ambiguities in the teacher's approach, etc.) – publicly or through the anonymous internal survey. It is important for teachers, because it provides more detailed feedback than general university surveys, and students also get a clear picture of how the creative process is individual and completely different for each of them.

The evaluation by the teacher is explained in detail in segments of work throughout the semester, by elements of the creative process and performance.

The department regularly organizes reruns of exam productions for different types of audiences, which additionally monitors the results of the work, and students get used to systematically maintaining the quality of the performance.

Tables with an annual presentation of the success of studies are prepared by the Academic Registrar Office and are published by the Quality Board. The analysis of study success for each academic year is prepared by the Centre for Quality in cooperation with the Quality Boards of the University. [Data on the success of studying at the Arts Academy and the Analysis of the success of studying at the University of Split, which also includes data for the Academy, are available on the Academy's website](#). See: Analyses of the study success| Art Academy in Split

Given the continuous monitoring during the teaching process and the small number of students, statistics alone are not the most important indicator of study success.

3.3. The higher education institution provides student-centered teaching.

- *The higher education institution encourages a diverse range of teaching aligned with the expected learning outcomes.*
- *Various teaching methods are used to encourage interactive and investigative learning, problem solving, and creative and critical thinking (e. g. individual and group projects, cooperative learning, problem-based teaching, fieldwork, and other interactive methods).*
- *Ways of teaching and teaching methods are continuously evaluated and adjusted.*
- *Teaching methods are adapted to a diverse student population (non-traditional student population, part-time students, senior students, underrepresented* and vulnerable groups*, etc.).*
- *The higher education institution ensures the use of advanced technologies with the aim of modernizing teaching.*
- *Available and committed teachers contribute to student motivation and engagement.*
- *The higher education institution encourages students' independence and responsibility.*

As we have already mentioned, art teaching by its very nature requires diverse methods of implementation, which at the Arts Academy includes a large part of individual tutoring, teaching in small groups, practical work as well as field work. Study programmes are designed in such a way that the number of independent tasks and more complex joint projects gradually increases throughout the course of study. Individual teaching in this aspect offers enormous opportunities for constant adaptation to the individual, re-examination of the difficulty of the tasks and the achieved learning outcomes. Extracurricular engagements that students achieve to a greater or lesser extent are proof that they already become independent and contribute to cultural life during their studies. For all activities that increase the planned study programmes load, the usual and necessary practice is for it to be priorly agreed about with professors, in order to balance them with study obligations.

Recently (2018), the course *Independent Student Project* was introduced into the study programmes of Music Theory, Composition and Music Education (available to all music programmes). The subject is specific because it implies completely independent action and the creation of one's own, freely chosen and designed project, from the initial idea to the presentation of the results, with minimal mentor supervision and a wide range of potential topics. The condition for enrolling in this course is the participation of at least two students in the same project. The plan and implementation are designed by the students themselves, and it includes various forms of research, problem-solving when combining results together, and fulfilling creative ideas, which in previous experiences included practicing and studio recording of vocal compositions, designing student websites, music projects for listening to music in class, etc. When presenting the project, students are encouraged to make self-assessments.

Spaces for classes; workshops, cabinets, classrooms and halls are equipped with the necessary information and communication technology (computers, printers and scanners, projectors, cameras, audio systems, etc.). The Academy continuously improves technological solutions that serve as support for the teaching process, but also as a tool for artistic and professional production. The laboratories and computer classrooms of the Fine Arts Department are additionally equipped to perform specific exercises required by the course curriculum; there are new computers for making interactive design, software for digital film and sound processing, and 2D and 3D animations. Teaching is also improved with new technologies such as 3D printers and VR glasses. All teachers and students are provided with an MS Office 365 license, which facilitates collaboration and communication. In addition to the usual information and communication tools, the Academy has also provided a license for software such as Adobe 6 Design and Multimedia packages and Blender at the institution level. Agreement with Luxology firm for the Modo 3D programme for 3D animation and design, made it possible for a number of items of educational software to be purchased.

Some Departments also use photogrammetry technology (creating a 3D object using a series of photographs, for example: Conservation-Restoration (for the purpose of reconstructing architectural artifacts), Sculpture

and Visual Culture and Fine Arts (VR, AR). Intermedia and multimedia approaches to design in which students combine traditional techniques (painting, sculpture, graphics) with digital techniques (photomontage, animation, sound).

As part of the Visual Culture and Fine Arts Section, a VR and AR cabinet was formed in which, among other things, the possibilities of virtual teaching, VR and AR methods of work through artistic creation and the creation of projects for educational games will be studied. The use of digital methods is an important segment of the modern education of musicians, and the course *Computers in Music – Fundamentals of Acoustics* is a mandatory course for all music students. The aim of the course is to acquaint students with the basic theoretical principles and practical application of computers, both in everyday life and in music, with an emphasis on Sibelius 7, a software for processing musical notation.

In times of pandemic circumstances, [teachers have developed a whole range of additional different methods of using modern technology in teaching](#).

Music Department: recorded lectures on the Teams platform, sound examples for practicing musical dictations, student recordings, online lectures... In instrumental classes, the pandemic has encouraged many students to understand the importance and advantages of recording during the practice process, which has proven to be very auto-didactic.

Fine Arts Department: interactive image processing software, blogs, online courses, online teaching manuals, etc. Some courses, such as those that use digital tools, are better suited to distance learning. Examples are computer courses such as [Application of Computers in Teaching](#), [Interactive Design in Teaching](#) and [3D Modelling](#).

Theatre Arts Department: conducting online classes, independent assignments prepared for digital presentation, use of digital techniques in classes (displaying film and theatre archive material, filming, recording rehearsals), recording and presentation of projections in exam performances, virtual casting, digital archiving of exams and performances.

Academy students actively participate in the cultural life of the city at all levels:

Music Department: annual festivals organized by the Department's teachers: [Dani Bacha](#), in which students, professors, students of music schools and local and foreign guests regularly participate.

The [S/UMAS Wind Ensemble](#), which is a product of an independent student organization financed from the University's non-competitive funds, operates continuously. [S/UMAS goes Hollywood](#)

The Choir of the Academy of Arts participates in the sacred music festival [Cro patria](#) every year.

String instruments players and solo singers are regular part-time collaborators in the productions of HNK Split, Chamber Orchestra [Splitiski virtuozi-Artemis](#),; at summer festivals, at festive events in the city and county, exhibition openings, charity concerts and projects (*Luč Association*, *Dom Maestral*, *Miljenko and Dobrila*). The *KINOR* violinist ensemble is newly founded and performs in the [KINOR concert cycle](#) of the *Hrvatski dom* concert hall in Split.

Since 2018, every year [student-soloists perform with the symphony orchestra of HNK Split in the Amphitheatre of the Faculty of Medicine](#).

Students of the Music Department visit other academies (Osijek, Zagreb) [Hrvatski operetni intermezzo HNK Zagreb](#), [Varaždinske barokne večeri - koncert 4 akademije](#) and organize joint projects. They also actively participate in the preparation and performance of various events (iSTEM Symposium, for example).

Students participated in the [International Forum of Music Education Students](#) with a professional work published in the students' edited collection.

Professional paper published in an edited collection:

- Tadin, A.; Demarin, L.; Lasan, M. (2017). 'Individualan pristup kao osnova osuvremenjivanja nastave solfeggia na instrumentalnim odsjecima'. In: *Budućnost glazbene nastave u kontekstu učeničkih potreba (zbornik radova sa Četvrtog međunarodnog foruma studenata glazbene pedagogije)*, edited by Duraković, L. Pula: Sveučilište Jurja Dobrile u Puli, p. 54-69.
- Music Theory students edit the magazine *Allegro*.

Fine Arts Department: the student association DVK promotes design, art and visual culture through its projects such as exhibitions, design festivals, public campaigns for instance *DVK Enter, Baseline, Lito 2020, Abstrakt*, visual culture festival *KOMBO*, where 11 lectures, 3 workshops and 3 exhibitions were held, etc. The opening of the 2020 festival was marked with an exhibition *Toleranci*, initiated and authored by Mirko Ilić.

[Students organize humanitarian workshops \(Visual Culture and Fine Arts\)](#), screenings of student films (Film and Video Section, [UMAS Review](#), [Zlatna vrata cinema](#)), animation and documentary film workshops and exhibitions in collaboration with students from Faculty of Humanities and Social Sciences in Split.

Student exhibitions are held in the [Loggia Gallery](#), [Zlatna vrata \(Premiere\)](#), Modern Art Gallery ([Fast forward](#), [A4](#)), [Vasko Lipovac University Gallery](#), CTRL-Z Gallery, [Infozone Gallery](#), etc.

Conservation-Restoration students actively participate in the organization of the international conference of conservation-restoration studies, participate in workshops as part of the [Sisak Ironworks Sculpture Park project](#). Graphics students also participate in joint projects with students from other academies (Osijek, Sarajevo, Rijeka).

Students from the Sculpture department together with their supervisors regularly participate in the [International Sculpture Symposium in Labin](#), Istria.

Theatre Arts Department: Theatre Arts Department: Part of the teaching consists of individual and group field projects through which students regularly participate in the programmes of: teaching bases, national and regional festivals and manifestations, student festivals, the city's cultural institutions, humanitarian actions and the independent scene:

- dramatic performances - [Split Summer festival](#), [Marulić Days](#), [Dubrovnik Summer Festival](#), [HNK \(Croatian National Theatre\) Split](#), [Actor's Festival in Vinkovci](#), [The International Festival of Theatre Academies DIONYSUS in Đakovo](#), [Festival of International Student Theatre FIST in Belgrade](#), [Golden Lion Festival in Umag](#), [Festival of Regional Theatres Prologue](#), [Club Quasimodo](#);
- public readings of prize-winning plays - [Mali Marulić Festival](#), [Days of Marulić](#);
- performances as segments of cultural happenings – [Night of the Book](#), [Night of the Museums](#), [Vukovar Remembrance Day](#), [700 years of Dante Alighieri](#), [Flower of Split](#);
- cooperation with city institutions - [Museum of Croatian Archaeological Monuments](#), [City Museum of Split](#), [Split Archaeological Museum](#), [City Library 'Marko Marulić'](#), [Cooperation Week between the Croatian National Theatre Split and the University of Split](#);
- Independent scene – [Play Rhytm](#), [ROOM 100](#);
- humanitarian actions - [Big heart](#), [S/UMAS goes Hollywood](#);
- guest appearances - [Zagreb Youth Theatre](#), [HNK \(Croatian National Theatre\) in Šibenik](#), ['Zorin dom' city theatre in Karlovac](#), [Romance in Salona event](#);

Reprises of final projects and graduate productions are also organized and extracurricular programmes held on the Academy's Stage A: drama production [Brian Friel: Molly Sweeney](#), year-long programme [Nights at the Academy](#), international festival [Graduates](#).

Graduate students are motivated by their supervisors to complete production or co-production as a part of the graduation thesis, which is a rounded dramatic performance. It is an independent or group art project in which students, in cooperation with a supervisor, take responsibility for all segments of work and performance (on the theme: My Theatre). As of 2021, two new production courses, *Development of an Artistic Project* and *Production and Management of an Artistic Project*, have been introduced into the graduate study programme. The graduation show is thus created in collaboration with two supervisors, artistic and production.

Many graduation plays have achieved success in professional circles and with the audience. They were rewarded with professional and student awards, and were performed for several years independently or in collaboration with teaching bases and other institutions in culture (*Stories from Vukovar*, *Molly Bloom*, *Salome*, [Roko and Cicibela](#), [Care Home Kids](#), [Child of Sand](#), [Crave / Psychosis 4.48](#), [Family of Light](#)). Performances are recorded in the Annual reports on the Department's activity, section 1.1

Performances are regularly advertised with posters, on the Academy's website and through social networks. Here are some examples : [Posters of Theatre Department](#). Performances are also documented in [Annual Reports on the Departments' activities](#).

3.4. The higher education institution provides adequate support to students

- *The higher education institution provides students with counselling about their studies and career opportunities (e. g. tutors, mentors and other advisors to help them learn and progress).*
- *The higher education institution has established functional procedures for students' professional guidance, psychological counselling, legal counselling, support for students with disabilities, support for participation in outgoing and incoming mobility programmes, library and student services, and has familiarised students with these possibilities.*
- *Student support is adapted to a diverse student population (part-time students, mature students, students from abroad, students from underrepresented and vulnerable groups, students with certain difficulties in mastering the material and getting through the course, etc.).*
- *The higher education institution employs an appropriate number of qualified and dedicated professional, administrative and technical staff.*

At the beginning of their studies, new students are introduced to the employees of all the Faculty services and the scope of their work, with representatives of the Academy's Student Council. The Vice Deans and heads of the teaching Department organize an introductory presentation of studies, methods of conducting classes, methods of registration for exams and knowledge evaluation, they inform students about all the obligations and rights that come with the new student status, indicate regulations and people to whom they can turn for help.

The Department Heads organize meetings with students of the study programme at least once a semester and discuss problems and possibilities for solving them. Everything is documented in writing. The Vice Dean of Academic Affairs regularly communicates with representatives of the Student Council, which regularly participates in meetings of Department Heads and in Academic Council sessions. Considering the specificity of art studies teaching, which is characterized by small groups and individual teaching, communication with students is more intensive and consultations on all topics are carried out on a weekly basis, so there is almost no need for additional meetings.

Student support is adapted to all categories of the student population. In the document [Study Regulations for Students from Vulnerable and Underrepresented Groups, the criteria and methods of approach to these groups of students are defined](#).

The teachers of all Departments of the Academy are networked and participate in numerous cultural events in the city and county, they are members of commissions, expert councils and evaluation committees at all levels of the educational system, so they are well informed about the needs and jobs that are advertised. In this way, students have direct information about the possibilities of employment or further training. The professors of the Academy very actively help students even after the end of their studies in their presentation

and organization of performances, guest appearances, applications to festivals, which results from the close personal contact they build during their studies.

Students who, for various reasons, are forced to extend the period of preparation for their final or diploma thesis can enrol a second time in the last semester without a fee (if they only have the exams of the final thesis left). In some Sections of the Fine Arts Department, students can continue working on art projects with the support of supervisors for a year immediately after graduation. The project was launched to facilitate their transition from the academic environment to independent life (student project *Incubator*).

The Academy often hires students who show an inclination for artistic pedagogical or scientific work as demonstrators who assist the teachers. [The procedure for proposing and employing demonstrators is determined by the Regulations on Demonstrators.](#)

The Academy's library is available to students for work and study, where they have access to the required bibliography for individual courses, as well as the bibliography needed for artistic and professional-scientific-research work. The library employs two employees with appropriate university degrees. Regular working hours are from 8:00 a.m. to 8:00 p.m., and on Fridays from 8:00 a.m. to 3:00 p.m. Working in two shifts is extremely important for students due to the multiple locations of the Academy's buildings.

The University of Split has provided spaces for student counselling and the work of associations for all University students. Academy students are informed about this through direct notifications and websites. The university has, among other things, established: [The University Centre for Student Counselling](#) which includes the *Career Management Counselling Office*, the *Office for Students with Disabilities*, the *Psychological Counselling Centre*, *University Associations* and other student organizations.

For the moment, the Academy offers modest spaces for informal gatherings of students, however it continuously invests its resources in improving student standards. In some buildings, there are spaces converted for this purpose, such as the so-called 'living room'. Furthermore, at the request of students, the Academy organizes workshops and social evenings in the evenings and on weekends.

The Academic Registrar Office employs two employees with a university degree. The Academic Registrar Office works with students every working day from 10:00 a.m. to 2:00 p.m., and at the admissions period, the working hours are extended in accordance with the needs of the students. The legal service of the Academy is available to students for all legal issues.

The ISVU coordinator is in charge of entering data into the ISVU system. Heads of Departments regularly communicate with them, taking care concerning the correctness of the entered data. Students and teachers are able to check at any time whether the data on enrolled courses, teachers and exam dates have been entered correctly and are able to request any changes or corrections in time.

The Academy has three full-time laboratory assistants, two of them in the Sculpture Section, and one in the Visual Communication Design Section. The Academy also employs an in-house repairperson who is helpful to students when implementing more complex projects or setting up exhibitions.

A large number of teachers at the Music study programmes were educated or trained abroad and they maintain contacts with international higher education institutions, thus helping students establish contacts for professional development or an Erasmus semester at international universities. Most professors speak at least 2 foreign languages, which they can use in individual lessons with foreign students. Generally speaking, due to its particularity, individual teaching offers enormous opportunities for adaptation to students who do not yet speak the language well, who have had a deficient previous education, for candidates who have already reached the playing level required for university study and can enrol in regular studies before

graduating from high school, for students with difficulties in mastering the material, and everyone who needs personal advice to achieve their future professional career, which of course they use.

The Academy ensures a minimum number of permanently employed teachers, and complements the staff with adjuncts. The lack of teaching staff is the result of a multi-year ban on employment and a lack of coefficient points required to create new full-time positions.

[In the Self-Evaluation from 2015](#) (p. 143 - Table 6.3), it is stated that in the three-year period preceding the creation of that document, no mobility of non-teaching staff was realized. In order to increase the interest of non-teaching staff, and guide them to the possibility of participating in the Erasmus+ programme (because the CEEPUS programme offers the possibility of participation only to teachers and students), in the mandate of the current Administration, a systematic notification of the employees of the Library, administrative and IT services about tenders for Erasmus+ mobility and mobility within SEA-EU alliance has been introduced. The Vice Dean of Art, Science, International Relations and ECTS sends notifications through the internal mailing list ([Appendix 3.4.S1](#)) and provides advisory support to non-teaching staff in the application process. In the period from 2017 to 2021, three members of the non-teaching staff participated in the Erasmus+ mobility programme: an employee of the Academic Registrar Office, an ISVU coordinator and a system engineer.

Almost all incoming mobilities of foreign non-teaching staff are approved, i.e. accepted (only mobilities that would be realized during exam periods or during the period when the Academy is closed are not approved), and members of the Academy's non-teaching staff are encouraged to participate in the welcoming of foreign colleagues because, in addition to the opportunity to exchange experiences and examples of good practice, this increases their chances of finding a host institution abroad. Meetings with members of the Board are organised for incoming non-teaching staff, where they have an opportunity to present the work of their institutions and services. An attempt was made to use these visits to obtain formal, written proposals for improving the Academy's operations, but this initiative, unfortunately, did not bear fruit. All these activities are coordinated by the Vice Dean of Art, Science, International Relations and ECTS ([Appendix 3.4.S2](#)).

3.5. The higher education institution provides support for students from vulnerable and underrepresented groups.

- *The higher education institution monitors the various needs of students from vulnerable and underrepresented groups.*
- *The teaching process is adapted to the individual needs of students from vulnerable and underrepresented groups.*
- *The higher education institution invests funds in supporting students from vulnerable and underrepresented groups*

A relatively small number of students from [vulnerable and underrepresented groups study at the Academy](#). In accordance with the University of Split Regulations on the study of students with disabilities (Annex 3.5.1), which regulates the categorisation of a term 'student with disability', the needs of students with disability status, and the conditions and methods of studying for students with disabilities, the Academy has appointed a [Commissioner for students with disabilities](#). The teaching process is adapted to individual needs. [The Academy also defined the Study Regulations for Students from Vulnerable and Underrepresented Groups](#):

At the beginning of each academic year, systematic health examinations are organized for all students enrolled in the first year of studies. The responsible doctor keeps records of students with difficulties and reports this to the Commissioner and the Vice Dean of Academic Affairs. In the case of more serious health issues that prevent the regular and smooth completion of all student obligations, the procedure for determining the level of ill-health is initiated and, accordingly, an adapted method and study programme is determined. The Vice Dean of Academic Affairs further manages and communicates with the teachers so that the teaching process and all the obligations that students have in individual courses are maximally adapted to the student's individual capabilities. Teachers carry out consultative classes by appointment and adjust exam materials. Students of these groups can, in agreement with the teacher, take the exam outside the prescribed exam deadlines and by evaluation of individual learning outcomes.

Unfortunately, the Academy is not yet able to provide access to the buildings for students with disabilities, that is, to install an elevator and a ramp.

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

- *Students are informed about the possibility of attending part of their studies abroad.*
- *The higher education institution provides support to students when applying for and implementing an exchange programme.*
- *The higher education institution ensures the recognition of ECTS credits acquired at other universities.*
- *The higher education institution collects data on student satisfaction with the quality of the higher education institution's support in practical matters of student mobility.*
- *Students acquire the competencies necessary to work in an international environment.*

[In the Self-Evaluation from 2015](#) (p. 138), it is stated that the Academy has 15 bilateral agreements with foreign universities. In its [report](#) (p. 11), the Expert Commission recommended that the Academy establish its own office for international cooperation in order to increase the number of agreements, inform employees and students about opportunities for international mobility, and promote and encourage exchange activities. It also recommended that the Academy introduces a formal, structured process for organizing, monitoring and evaluating international cooperation. The Academy still does not have an office or service for international cooperation, therefore all the aforementioned tasks are performed by the Vice Dean of Art, Science, International Relations and ECTS. Despite this, enormous progress has been made in the mandate of the current Administration compared to the circumstances from 2015.

On July 20, 2022, when the University of Split announced the [latest call for student exchange for study purposes within the Erasmus+ programme](#), the Academy had 78 active Erasmus+ bilateral agreements within the Erasmus+ KA103 programme country. To this should be added five agreements with universities from the SEA-EU alliance and an agreement with one Canadian university that was concluded within the Erasmus+ KA107 programme of the partner country (*Université du Québec à Trois-Rivières*). Agreements with two renowned music academies from Russia, *Moscow State Conservatory P. I. Tchaikovsky* and *Rimsky-Korsakov St. Petersburg State Conservatory*, which were also supposed to be concluded within the Erasmus+ KA107 programme, were not realized. At the moment, therefore, the Academy cooperates with 84 foreign higher education institutions within the Erasmus+ program: 83 from Europe and one from North America ([Appendix 3.6.S1](#)). At the same time, it should be emphasized that the Academy has been very active in initiating inter-institutional agreements, i.e. at the suggestion of the Academy's teachers or students, a number of foreign higher education institutions were contacted with the aim of signing such agreements, but not all foreign higher education institutions responded positively. (Teachers and students, namely, can propose the establishment of cooperation with foreign higher education institutions via an [e-form](#); formal proposals for cooperation and a draft of the Inter-Institutional Agreement are sent to foreign institutions by the Vice Dean of Art, Science, International Relations and ECTS; [Appendix 3.6.S2](#)). In addition to the Erasmus+ programme, the Academy also participates in the CEEPUS programme. The Film and Video Section is a member of the CEEPUS network ADRIART.CE, while the Visual Communication Design Section is a member of the CEEPUS network A.L.I.C.E. ([Appendix 3.6.S3](#)).

In the period from 2017 to 2021, a significant effort has been made to improve communication with staff and students about opportunities for participating in academic exchange programmes and to introduce a mobility programme advertising system. Informing non-teaching staff was discussed in subsection 3.4. of this document, while informing the teaching staff, described in subsection 4.3. Basic Information about the Outgoing Student Exchange, is posted on the Academy's website (International cooperation > [Outgoing exchange – students](#)). Notices of calls for applications (and results) are also published on the website (International Cooperation > [UMAS – Calls and Notices](#), International Cooperation > [UNIST – International Exchange and Calls](#)). Students likewise receive notifications through the institutional mailing list. Through e-mail, the Academy's website and Facebook page, students are further informed about informative events related to academic mobility programmes organized by the Office for International Cooperation of the University of Split ([Appendix 3.6.S4](#)). With the aim of sharing information about academic exchange

experiences (incoming and outgoing), the [Exchange Experiences @UMAS](#) blog was created, where interviews with students who participated in the exchange are published. In order to guide students in all the details of the exchange application procedure, the document 'Erasmus+ student mobility: frequently asked questions' (2019) was first created. The document was then replaced by the e-brochure *Application for the Erasmus+ Students' Mobility: Answers to Frequently Asked Questions of the Arts Academy in Split Students* (2021), which was recently updated ([Appendix 3.6.S5](#)). The brochure is available on the Academy's website, and it is circulated to students by e-mail during individual consultations.

Individual consultations are an important tool for supporting students who are considering applying ([Appendix 3.6.S6](#)), the ones that are in the process of applying ([Appendix 3.6.S7](#)), as well as those who are completing their exchange programmes ([Appendix 3.6.S8](#)). The students are also included in the correspondence of the Vice Dean of Art, Science, International Relations and ECTS with foreign higher education institutions which are proposed by students in order to establish a cooperation agreement and have an opportunity for the student exchange with the proposed institutions ([Appendix 3.6.S2](#)).

In the [Self-Evaluation from 2015](#) (p. 142 - Table 6.2), it is stated that in the three-year period preceding the creation of the document, 19 outgoing students' exchange programmes were undertaken. In the period from 2017 to 2021, 37 students participated in academic exchange programmes, mostly in the Erasmus+ programme. The decrease in the average number of outgoing exchanges per year is only deceptive: the mentioned period, namely, includes two pandemic years that had a negative impact on academic mobility (due to the impossibility of travel, students' interest in mobility decreased, and a certain number of students who applied for and were granted exchange position by foreign higher education institutions eventually gave up travelling abroad). Numerical data on the outgoing mobility of students are shown in Table 3.6. of Analytical Appendix. For detailed records see: [Appendix 3.6.S9](#). When talking about the number of students mobilities, it should be said that the number of applications for the competition as a rule exceeds the number of undertaken mobilities: some students give up exchange for personal reasons after being accepted by a foreign higher education institution, while some students fail to complete the exchange programme because their applications were rejected by the foreign higher education institution.

To students who have applied for the competition for outgoing exchange and whose applications were approved by the University of Split, as the initiator of the call, the Vice Dean of Art, Science, International Relations and ECTS sends detailed instructions related to the drafting of the Learning Agreement – a document that defines the obligations that the student has during the exchange, and the way of recognizing the outcome of the exchange, i.e. acquired ECTS points ([Appendix 3.6.S10](#)). Students are required to find substitutes at the receiving institution for mandatory subjects from the study programme in which they are enrolled at the Academy, which they would complete in the semester spend on exchange. Since it is almost impossible to find a study programme that would be identical or very similar to the study programmes offered at the Academy, there is a certain amount of flexibility when drafting the Learning Agreement. If they fail to find a replacement for all compulsory subjects, students can make an agreement with the Academy's teachers to enrol in specific courses according to the so-called special programme (the teacher confirms this in a written statement). This means that they can pass the compulsory subject from the Academy upon returning from exchange and without having to attend classes during the semester, but with the completion of some assignments. For compulsory subjects for which they find substitutes at a foreign higher education institution, before going on exchange, students agree with the subject teachers the conditions under which they will pass these subjects at the Academy if they fail to do so at the foreign higher education institution (these obligations are defined in the Form for the Students' Outgoing Mobility). These mechanisms are designed with the aim of not 'preventing' students from continuing their education after returning from exchange, and to solve a problem that some teachers have warned about in the past: that the outgoing exchange of students suffers from undefined moments in terms of their freedoms and duties with regard to the parent institution.

All ECTS credits that students acquire at a foreign higher education institution during the outgoing exchange programme are accepted in lieu of specific compulsory courses and obligations from elective courses at the

Academy. ECTS credits that cannot be 'transferred' to students' compulsory and elective courses are entered in the Supplementary Study Document.

From the academic year 2017/2018, that is, since the beginning of the current Administration mandate, the Vice Dean of Art, Science, International Relations and ECTS digitally archives documents related to outgoing students exchanges, and sorts and archives the 'paper' documentation in binders kept in the Dean's Office. The digital archive contains the documentation submitted by the students when applying for the outgoing exchange, the Official Note showing the scoring of the applications, the Decision or draft Decision on the ranking list and the individual documentation of each candidate related to the application and implementation of the exchange (Learning Agreement and its amendments, statement(s) of the teacher(s) who approved the completion of the course(s) in so-called special programme, completed Form for outgoing student exchange, transcript of grades from a foreign higher education institution, certificate of stay at a foreign higher education institution, Decision or draft Decision on recognition of exchange outcomes). For examples of records see: [Appendix 3.6.S11](#).

The Academy has established a procedure for monitoring students' satisfaction with the quality of the support provided to them in relation to mobility. As part of the [Survey on the satisfaction of outgoing students with the quality of support of the home higher education institution in practical matters of academic mobility](#), students evaluate the quality of support from the Vice Dean of Art, Science, International Relations and ECTS (who has the role of Erasmus+ and CEEPUS coordinator) and the quality of support from the Office for International Cooperation of the University of Split in the application phase ([Appendix 3.6.S12](#)). In order to get feedback on the quality of foreign higher education institutions where students complete their mobility programmes, a [Survey on the satisfaction of outgoing students](#) with the exchange experience has recently been conducted ([Appendix 3.6.S13](#)). The way in which this data will be made publicly available on the Academy's website is yet to be determined.

All the procedures mentioned in this subchapter, and in the subchapters dealing with incoming exchange students (3.7) and outgoing and incoming mobility of staff (3.4, 4.3), are described in detail in the document [Procedures for Incoming and Outgoing Erasmus+ Mobility of Students and Teaching and Non-teaching Staff](#). This document, created during the mandate of the current Administration, is important because it defines and precisely directs the process of organizing and monitoring international cooperation, which makes the work of future Vice Dean of Art, Science, International Relations and ECTS immensely easier.

The Academy provides an international dimension to education even for students who do not participate in academic mobility programmes. An English language subject is included in several study programmes (e. g. at the integrated undergraduate and graduate study of Conservation-Restoration, the compulsory courses *English in Conservation and Restoration 1*, *English in Conservation and Restoration 2*, *English in Conservation and Restoration 3*, *English Practicum for Conservators and Restorers 1*, *English Practicum for Conservators and Restorers 2*). Italian and German languages are offered to students as optional subjects in the studies carried out by the Music Department. A number of free language courses have been organized for students within the SEA-EU alliance. Compulsory readings for some courses include publications in English. Academy students have the opportunity to attend lectures and workshops of visiting teachers and experts from abroad.

3.7. The higher education institution provides favourable conditions for foreign students to study.

- *For international students, information on enrolment and study options is available in a foreign language.*
- *The higher education institution provides support to foreign students when applying and studying at a domestic higher education institution.*
- *The higher education institution has feedback on the satisfaction and needs of foreign students. Foreign students have the option of following classes in a foreign language (English). Learning the Croatian language for foreign students is possible at the level of the university component or university.*

The Academy has not established an office for foreign students / international cooperation: all tasks related to the administration of incoming student exchange (and mobility in general) are performed by the Vice Dean of Art, Science, International Relations and ECTS.

In the period from 2017 to 2021, a website was created in English where the most important information related to mobility exchange is available to foreign students (International cooperation > [Student exchange](#)). On that page, one can also download a brochure in English that contains clear and detailed instructions related to the application process, especially for creating the Learning Agreement, the language of teaching at the Academy, etc. ([Appendix 3.7.S1](#)). The brochure is also sent to the candidates by e-mail after their home higher education institution nominates them for exchange to the University of Split. (Before the brochure was produced, instructions were sent to candidates via e-mail.)

Individual consultations via e-mail are the main tool for supporting students who apply for exchange and those who are completing the exchange ([Appendix 3.7.S2](#)). In the application phase, candidates propose the courses they would like to enrol in at the Academy, but the Learning Agreement is approved only after the Heads of Departments from which study programmes the candidate has chosen the courses, and after consultations with the course teachers, confirm that the candidate can indeed enrol in the courses they chose. This is not possible in some cases (e.g. if the student does not have enough skills and competences, if the class is full, if the teacher cannot teach in a foreign language, etc.). In such situations, the Department (or the candidate) suggests substitute subjects. By introducing such a system, both Department and course teacher are directly involved in the selection of incoming students and can prepare in time for their inclusion in classes ([Appendix 3.7.S3](#)).

In the Self-Evaluation from 2015 (p. 142 - Table 6.2), it is stated that in the three-year period that preceded the preparation of the document, only five incoming student exchanges were completed. In the past five-year period (2017 – 2021), the Academy hosted 56 foreign students through the Erasmus+ and CEEPUS programmes. This is a large increase in the number of incoming exchange students, especially considering that the observed period includes two pandemic years. Numerical data on the outgoing student exchange are presented in Table 3.7. of Analytical Appendix. For detailed records see: [Appendix 3.6.S9](#).

The fact that the number of incoming exchange students is regularly higher than the number of outgoing exchange students can be explained by the fact that the financial situation in Croatia is worse than that of most European Union countries, and the financial support that students receive for exchange is not sufficient to cover all costs (students therefore have to rely on other sources of financing, such as parental help).

Before foreign students come to the Academy, the Vice Dean of Art, Science, International Relations and ECTS sends them via e-mail detailed technical instructions related to mobility and informs them about the Welcome Day organized by the Office for International Cooperation of the University of Split ([Appendix 3.7.S4](#)). Foreign students also receive notification of the Welcome Day from the University's Office for International Cooperation. Since the Academy is spread over several locations, a [Google map](#) was created for foreign students (as well as visiting teachers) showing the locations of the Academy's buildings, departments and services, as well as other important locations (police department, library, etc.); basic information and working hours with clients are listed for each service. Before the beginning of the semester, the Vice Dean of Art, Science, International Relations and ECTS sends a reminder to the Heads of Departments that will host foreign students; in cooperation with the Departments, the reception of foreign students and a tour of the Academy's locations/Departments is organized ([Appendix 3.7.S5](#)).

At the beginning of the semester, the Vice Dean of Art, Science, International Relations and ECTS organizes an orientation meeting for foreign students, where they are instructed about the process of amending the Learning Agreement, they are familiarized with the rules of studying at the Academy, the work carried out by individual services, etc. ([Appendix 3.7.S6](#)).

The Academy does not offer a list of courses in which teaching (at least in some form) is conducted in English - given the number of subjects, this would be impossible. When approving the Learning Agreement, the Department Heads obtain consent for teaching/ partial teaching of the course in English from the teachers in

which the foreign student is interested. In the past five years, only a few teachers declined to accept foreign students due to the impossibility of teaching in English - the vast majority of teachers accepted the students (this is confirmed by the large number of incoming exchange students and the variety of individual lesson plans of foreign students). Teaching is conducted in different ways: from lectures held entirely in English to individual consultations. Teachers are aware that the integration of foreign students into classes that are mainly composed of Croatian students is extremely important: it contributes to the international character of the Academy, enables students to get to know other countries and cultures, strengthens their language competences, and encourages Croatian students to go on exchange... In order to (additionally) encourage teachers to accept foreign students, when scoring applications for outgoing teacher mobility, a certain number of points are awarded for accepting foreign students.

Incoming Erasmus+ students can attend free Croatian language courses. [The Centre for Croatian Studies Abroad](#) at the Faculty of Humanities and Social Sciences in Split offers two courses: *Croatian Language for Foreigners* (CLF) and *Croatian Culture and Civilization for Foreigners* (CCC). Seventeen (17) foreign students enrolled in the *Croatian Language for Foreigners* course ([Appendix 3.7.S7](#)); some students also enrolled in the *Croatian Culture and Civilization for Foreigners* course). It is important to note that the mentioned courses are not visible in the transcript of grades issued by the Academic Registrar Office of the Academy (the certificate of the passed exam and earned ECTS points for the mentioned courses is issued by the Faculty of Humanities and Social Sciences in Split).

Before the end of the semester, foreign students are sent instructions related to undertaking the exam and collecting documentation for completing the exchange ([Appendix 3.7.S8](#)). Exam registration for foreign students is done by the Academic Registrar Office. To students who have successfully passed the exams in the courses they attend during the exchange, the Academic Registrar Office issues transcripts of grades in English ([Appendix 3.7.S9](#)). Feedback on the satisfaction and needs of foreign students is collected through the Incoming Exchange Student Survey ([Appendix 3.7.S10](#)).

From the academic year 2017/2018, that is, since the beginning of the current Administration mandate, the Vice Dean of Art, Science, International Relations and ECTS digitally archives documents related to incoming students exchanges, and sorts and archives the 'paper' documentation in binders kept in the Dean's Office. As stated in subsection 1.2. Self-Evaluation, in the period from 2017 to 2021, a total of 31 foreign citizens studied at the Academy ([Appendix 1.2.5.](#)) the information refers to regularly enrolled students, not to students participating in the Erasmus+ and CEEPUS academic mobility programmes). It is worth mentioning that one student (Romualda Bloch), after staying at the Academy as an Erasmus+ student, decided to continue her education here. Another student (Laurine Chevallier) is in the process of transferring to the Academy after she visited our institution as part of the Erasmus+ exchange programme.

The Academy in Split was actively involved in achieving the national strategic goal of the internationalization of higher education and stronger integration with centres of European and world higher education. One part of the activity is carried out by the engagement of Academy's teachers in the implementation of international collaborative projects within the SEA-EU network of European universities.

Associates from the Academy of Arts on the SEA-EU project: Ivan Kolovrat, Mirko Pivčević and Vedran Perkov were a part of the Art Council, which took place as part of the SEA-EU project. They participated in the project of selecting the best photography. Art Council for the exchange of works within the galleries of the SEA-EU universities: Viktor Popović, Edvin Dragičević, Vedran Perkov. Sagita Mirjam Sunara is the official representative in the SEA-EU committee. The project management meets periodically with representatives of all components to inform about news in the project.

Some colleagues received funds for small bilateral projects that were initiated as part of the alliance, but they are not official collaborators on the project. These are the following initiatives:

Professor Tea Katunarić Kirjakov received a small project grant in cooperation with Prof. Timmy Gambin from the University of Malta. *Exploration of Underwater Cultural Heritage Using New Technologies and Digital Tools*. Professor Sandra Sterle developed cooperation with colleagues from the University of Brest. The name of the project is: *Photography and Film Production in The European Port Towns and Territories. Bodies, Images, Territories. Getting to Know Each Other's Environments Through Art*. Professor Maris Čilić sent a selection of works – posters on the topic of sea pollution, which will be displayed in Brest as part of the Art Show they are doing in mid-September.

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

- *Criteria and methods of evaluation and assessment are clear and published before the start of individual courses.*
- *Evaluation and assessment criteria and methods are aligned with the teaching methods used.*
- *The higher education institution provides support in the development of skills related to testing and examination methods to all who evaluate students.*
- *The higher education institution ensures the objectivity and reliability of evaluation.*
- *If possible, the higher education institution carries out an assessment evaluation.*
- *Evaluation procedures take into account the special circumstances of studying for certain groups of students (for example adaptation of examination procedures for students with disabilities), while ensuring that the expected learning outcomes are achieved.*
- *Students receive feedback on the evaluation results and, if necessary, advice for the learning process based on them.*

Manual on the Academy's quality assurance and improvement system: <http://umas.unist.hr/wp-content/uploads/2013/05/PRIRUCNIKkvalitetaUMAS.pdf>

This manual elaborates, among other things, the area of evaluation of student work, learning outcomes and student evaluation.

[Study Regulations of the Arts Academy in Split](#) defines the methods of registration for the exams, the method and time of the exam deadline announcements, the methods of grading and the procedure for rejecting the grade are defined.

At the beginning of the academic year, teachers are obliged to verbally inform students about the work plan for the upcoming semester, at what intervals and in what manner knowledge tests will be performed and according to what criteria. This is especially important for new students. All evaluation and assessment information for the Music Department has been collected and published on the web in the document: - [Manual on learning outcomes, elements and criteria, assessment and teaching methods](#). This document combines past experiences in the creation and implementation of the music study programmes and helps teachers in their personal continual teaching improvement and effective achievement of learning outcomes.

The manual includes the results of joint projects of associations of European music academies on determining learning outcomes in music, which are presented in various documents and descriptors, applicable to very specific situations of creating study programmes.

An evaluation and assessment form has been created for the Fine Arts Department with instructions on how to correctly approach student assessment [\(for example, courses from the Conservation-Restoration study programme\)](#).

[Theatre Department](#) adjustments of the evaluation and assessment form: [\(Appendix 2.2.1.\)](#)

In each semester there is a two-week examination period for taking colloquia/partial exams. Students have three regular and one committee exam period for taking exams for each course. For courses from the winter semester, the exam dates are in February (winter exam period), June/ July (summer exam period), exceptionally also in September (autumn exam period), and for courses from the summer semester, exams are scheduled in June/ July (summer exam period) and in September. A minimum of two weeks has to pass between first taking and then retaking the exam for the same course. Exam dates can be found in the [Calendar of Teaching Activities](#), which is published before the beginning of each academic year, while exam period dates for all courses are announced in the middle of each semester and entered into the ISVU system. Exams are public and students have the right to inspect their exam documentation. The maximum possible objectivity in

the assessment of art courses is achieved with the participation of at least three committee members, one of whom is the main subject teacher. After group written tests of knowledge, grades are published on the notice board, and after taking exams in art courses, the grades are communicated orally and directly after the exam. The usual practice is for all members of the committee to individually explain the evaluation and give their recommendations for correcting deficiencies and guidelines for further work, if the student requests it. In this way, teachers continuously monitor the individual development of each student in the department. At the end of the semester and the completed exam periods, the teachers together discuss the general success of all students and compare it with previous years. Thus, they regularly review teaching methods, achieved learning outcomes and the need to correct student programmes.

The teaching processes and the evaluation of achievements are adapted for the needs of students with a recognized status of students with disabilities (and members of other underrepresented groups). They are given individual access in the form of additional consultations with teachers, extended duration and adapted form of the exam. For this purpose, the [Study Regulations for Students from Vulnerable and Underrepresented Groups at the Academy of Arts in Split](#) was created.

3.9. The higher education institution issues a diploma and additional study documents in accordance with the relevant regulations.

- *Upon completion of studies, students are issued appropriate documents (diploma certificate and diploma supplement).*
- *The diploma certificate and diploma supplement are issued in accordance with the relevant regulations.*
- *The higher education institution issues the diploma supplement, free of charge, in Croatian and English.*

Upon completion of their studies, students are issued a diploma certificate and diploma supplement, in Croatian and English, free of charge. ([Appendix 3.9.1.](#)) and [Appendix 3.9.2.](#))

The diploma certificate and diploma supplement are issued in accordance with the relevant regulations. The guidelines are defined in the [Study Regulations](#). The content of the diploma certificate and diploma supplement is defined by the Regulations on the Content of Diploma Certificates and Supplementary Documents (Editorial consolidated text, "Narodne novine", number 77/08 and 149/11)

As part of the SEA-EU alliance (European University of the Seas - Erasmus+ project) with five European universities, the Academy, as a component of the University of Split, participates in [the pilot project of digitalizing diploma certificates and diploma supplements](#).

3.10. The higher education institution takes care of the employability of students after their studies.

- *The higher education institution analyses the employability of graduated students.*
- *Enrolment quotas are in synchronisation with social and labour market needs and higher education resources.*
- *The higher education institution informs future students about the possibilities of continuing their education or employment after completing their studies.*
- *The higher education institution supports students in planning their future career. The higher education institution maintains contacts with former students.*

The Academy has not yet established a career management office that would have the function of connecting students with potential employers and monitoring their path from student desks to the labour market. The Academy does not have enough of its own funds to establish a new office and hire new administrative staff, and the relevant Ministry and the University not approved new hires for some time. In order to overcome this problem, students use the services of the Career Management Office of the University of Split. Also, as part of the Day of Teaching Bases organized by the University, contacts between potential employers and interested students are made. These gatherings often initiate invitations to students for various internship programmes and additional training in companies where they will later be employed. An example of the high-quality cooperation of the Academy with an economic entity is the signing of the Agreement on the teaching base with [Croatian National Theatre Split](#) and [TV Jadran](#). Academy teachers maintain and nurture contacts with colleagues from elementary schools and high schools in the city of Split and the surrounding area. Cooperation also takes place through teaching bases/ exercise rooms and students' methodology course placements in schools with which the Academy closely cooperates, as well as holders of methodology courses.

Teachers/supervisors in schools are often former students of the Academy themselves, and thus information about needs on the labour market is successfully exchanged.

Some Heads of Departments organize annual meetings with students in their final years of undergraduate studies to inform them about the possibilities of continuing their studies, while connecting students who are nearing the end of their graduate studies with potential employers. Heads of design studios often visit to the Visual Communication Design Sections, recruiting students for collaborations and, upon graduation, to possible employment.

With the aim of preserving the tradition and promotion of the Academy, but also building and strengthening ties and collaboration among former students as well as between former and current students, all Departments have established Alumni Associations through which they maintain ties with former students, especially those who work outside of our County. [Alumni of the Music Department](#) have held a series of meetings, lectures and workshops in the last 5 years. [Fine Arts Department alumni association sent](#) an open invitation to graduated students to join, asking them to fill out a survey that provides a better insight into their employability.

[Theatre Department](#) is in permanent contact with ex students through Alumni Club or other ways. Therefore, careers and employability (which is on the high level), are easy to follow. [Appendix 2.1.8](#). Graduates of Theatre Department

Given that there is no longer an obligation to register with the Croatian Employment Service, the data we received from it are not entirely comprehensive. Graduated students apply to the Employment Office in increasingly smaller numbers, so information on employment is collected through personal contacts of teachers or by surveying members of alumni clubs. It is the best way to record employability. ([Appendix 2.1.3](#).) Enrolment quotas at the Academy are small, just like at other art academies, because studying such programmes requires a special talent that is determined during the entrance exams. Enrolment quotas are created according to the criteria of social and market needs for certain professions, but also according to interest levels in particular study programmes. The market provides solid employability for graduates from the Academy in institutions such as schools, museums, theatres, design studios, etc. Recently, an increasing number of former students are employed in the creative industry, but also as freelance artists, designers etc.

IV. TEACHING AND INSTITUTIONAL CAPACITIES

4.1. The higher education institution provides adequate teaching capacities.

- *The number and qualifications of teachers are suitable for the implementation of the study programme and the accomplishment of the expected learning outcomes as well as the performance of scientific activities.*
- *The ratio of students and teachers permanently employed at the higher education institution is adequate for quality studies.*
- *The workload of teachers is in line with valid legal and by-law regulations, acts of appropriate authorities, collective contracts, etc.*
- *The teacher's workload ensures an even distribution of teaching duties, scientific/ artistic work, professional and personal development, and administrative duties.*
- *Teachers are qualified for the subject(s) they teach.*

The Academy is organized by the Statute, as a fundamental act, into the following organizational units: departments, sections, library and dean's office, all for the purpose of better coordination and arrangement of the performance of activities, consideration of issues of common interest, and for the accomplishment of artistic, scientific, professional, teaching and skilled work.

The structure and mode of operation of individual organizational units are defined by the [Statute and regulations](#), which are publicly available and published on the Academy's website.

[The proposal of the new Statute of the Academy](#) is currently under public discussion and can be found on the Academy's website. The statute has been modernized and adapted to the needs of the Academy. Its final approval is conditioned by amendments to the Labour Law and the Law on Scientific Activity and Higher

Education, which are in the process of adoption. The integration of the teaching staff within the three Departments of the Academy is reflected in the engagement of teachers in the implementation of several different study programmes in several Departments. At the moment, students from different study programmes can enrol into over 300 conjoint courses taught at the Academy ([Appendix 4.1.1](#)).

The number of employed teachers mostly corresponds to the needs of the implementation of study programmes. Exceptions are some Sections or study programmes and courses at the Academy that were not fully formed at the time when the sanction on employment of civil servants and state employees came into effect, which is why some study programmes still do not have a sufficient number of teachers. In order to *overcome* the lack of teachers, adjuncts with all the necessary qualifications and titles are included in the teaching implementation.

In line with the recommendations from the last reaccreditation procedure ([Appendix 4.1.2](#)) upon obtaining the authorisation of the University, the Academy started the process of opening 6 new positions. ([Appendix 4.1.3](#).) However, in 2018, the restrictions for the entire University took place, and even with regard to those positions that opened because of the end of employment by retirement of senior staff, these positions 'disappeared'. ([Appendix 4.1.4](#)) After this, all unrealized authorisations were cancelled. Since then, the Academy's Administration has insisted on the return of unrealized agreements and the positions, but also on development, i.e. new jobs. ([Appendix 4.1.5](#))

In the past five years, the Academy has managed to retain all the positions which opened after the termination of employment (retirement). 3 new jobs were created, one in each Department. Given that the Academy is conceived as three academies in one, the Administration has taken the position that it always demands the same number of jobs from the University and the Ministry for all three Departments, whereby positive discrimination is carried out towards the Theatre Arts Department, i.e. the Acting Section, which is always assigned one position, while in other Departments six Sections are competing for one position. The teacher's qualifications correspond to the needs of the execution of all study programmes that are carried out at the Academy, which can be seen in the table in ([Appendix 4.1.6](#)) A table showing the organizational units, areas and fields of arts and sciences to which employees are appointed to and the study programmes whose implementation they are responsible for. The number of areas in which the Academy's teachers work speaks of the complexity of the study programmes. A total of 114 employees are employed at the Academy, of which 70 are in art-teaching and scientific-teaching, 16 in teaching, 6 in associate positions and 3 laboratory assistants. There are 19 employees in the administrative, technical or support staff. It should be noted that 2 job vacancies have more recently been opened due to retirements in the process.

At the Academy, 12% of employees are employed in administrative services, probably the lowest percentage at the University. At the same time, since the establishment of the Academy, the scope of work of the administrative staff has increased significantly. The succession of facilities that the Academy has acquired has not been accompanied by an increase in the number of custodial staff. The scope of international cooperation has increased to a level that cannot be further developed without the establishment of an Office for International Cooperation. The Public Relations Department, website maintenance and communication on social networks, the Project Office and the department that would deal with the organization and technical production of events would significantly increase the scope, quality and visibility of the teaching, artistic and scientific work of the Academy. The Academy is not able to finance the mentioned positions with its own funds. At the same time, there has been no response to the regular annual request for new positions of teaching and non-teaching staff sent to the University. ([Appendix 4.1.7](#))

Table 4.1. Structure of employees at the Arts Academy in Split, data from Centralised Payroll (COP)

Number of employees	114
Number of employees from Academy's own funds	2
Total*	116

* There are currently 2 job vacancies opened for vacant positions

From table 4.2. it is clear that the student/ teacher ratio in the previous five years is satisfactory and significantly better than the ratio prescribed by the Ordinance on the Permit Content (Pravilnik o sadržaju dopusnice) and the conditions for issuing a permit for the carrying out of higher education activities, the execution of the study programme and the reaccreditation of higher education institutions. Enrolment quotas at the Academy are lower than at other institutions of higher education, which allows for predominantly mentoring-type teaching and contributes to the quality of the teaching process.

Table 4.2. The number of employees, teachers and students in the last five years, data from COP

Academic year	Total number of teachers in art-teaching and science-teaching positions	Total number of teachers in teaching positions	Total number of teachers	Total number of employees in associate positions+ laboratory assistants+ projects associates	Number of students	Ratio student/ teacher
2016/2017	60	18	78	3 + (1)	396	6,6
2017/2018	64	18	82	3	421	6,57
2018/2019	68	17	85	3	403	5,92
2019/2020	67	18	85	3	400	5,97
2020/2021	64*	18	82	3	399	6,23
2021/2022	70	16	86	3	399	5.70

* There are currently 2 job vacancies opened for vacant positions

The number of students studying undergraduate, graduate and integrated studies in the academic year 2021. / 2022. is 399, which makes the student/ teacher ratio 5.70 and creates very good prerequisites for quality studies.

Through continuous changes in study programmes and by rationalizing the teaching of individual subjects, the teaching load of teachers is maintained within the legal framework.

The Academy, founded in 1997, is not yet fully staffed, therefore there is a need for new positions. For all the needs of teaching at undergraduate, graduate and integrated studies to be fulfilled, the Academy hires adjuncts. Adjuncts are often top experts who improve the quality of teaching with their knowledge and experience. Adjuncts of the Academy come from institutions such as the Croatian National Theatre in Split, the Clinical Hospital Centre Split, the Croatian Restoration Institute, the Faculty of Humanities and Social Sciences in Split, the Academy of Applied Arts in Rijeka, the Museum of Contemporary Art in Zagreb, which certainly confirms their competence in specific areas of science and art.

For adjuncts, who are necessary for the implementation of the specific and diverse study programmes of the Academy, the same criteria are applied when choosing artistic-teaching, scientific-teaching and teaching professions. ([Appendix 4.1.8](#))

Table 4.3. Costs for adjuncts in the last five years

Academic year	Total cost for adjuncts
2017/2018	HRK 1.971.179,21
2018/2019	HRK 1.766.205,26
2019/2020	HRK 1.674.323,10
2020/2021	HRK 1.712.112,44
2021/2022	HRK 1.891.871,00

The costs of external cooperation are described in detail in chapter 4.6.

The lack of teaching staff is most prominent in the undergraduate study programme in Acting, which is the youngest study programme of the Academy. The interest of candidates in the mentioned study programme since has been very high since inception, 14 candidates per enrolment place, which is the highest at the Academy. The employment rate of graduates of this study is also very high, as many as 60%, but this is not followed by the corresponding dynamics of teacher employment. In the period since the last reaccreditation procedure in 2015, two new jobs were created at the Theatre Arts Department - Acting Section.

The work of Academy teachers is defined by the Collective Agreement for Science and Higher Education. The extracurricular workload of teachers, in accordance with the provisions of the Collective Agreement, is visible through the [Department's Annual Reports on artistic, scientific and teaching activities](#), which are collected for each academic year and are publicly available on the Academy's website. Teaching is carried out on the basis of the planned hours in the teaching programme, which is recorded every year through the ISVU system, accessible through the Academy's website. <https://www.isvu.hr/nastavnickiportal/hr/pocetna>

Entrusting teaching is regulated by the Statute and the Decision on Teaching Assignment (Regulations on the Assignment of Classes). ([Appendix 4.1.9](#)) Teaching assignments are voted on at the Department level for courses in which teachers interchange (rotate), such as supervision of the final and diploma projects, with permanent adjuncts, after which a [request for the engagement of an adjuncts](#) is sent to the Dean's office.

Exceptionally, teaching can be entrusted to experts without election into the corresponding title, upon receipt of a written request and explanation from the relevant Department, for which the final approval is given by the [Academic Council](#). Potential operational problems that could arise during the implementation of classes are resolved by direct contact with the Department Heads and Vice Dean

of Academic Affairs and in regular communication with teachers and students based on the schedule defined at the beginning of each academic year (publicly available on the study bulletin boards). In line with the Statute of the Academy, the Dean makes decisions regarding a particular course or type of teaching. If necessary, thematic meetings with Department Heads and/ or students are organized to discuss the methods of classes implementation. ([Appendix 4.1.10](#))

An important element of overseeing the teaching implementation is student evaluation of teachers and teaching, which is carried out for each semester of the academic year. As established by the Faculty's Strategy, Statutes and Regulations, the Department in charge of a specific study programme ([Appendix 4.1.6](#)) takes care of the content, outcomes and qualifications that are acquired at the end of the studies. Teachers are elected for specific areas, fields and branches that correspond to their qualifications, but also to the needs of the study programme. Study programme reports include the outcomes of the study programmes, the outcomes for each class, and the curriculum vitae of the teachers with the qualifications needed to teach each subject. Example: <https://www.isvu.hr/visokaucilista/hr/podaci/215/nastavniprogram/2021/razina/4/izvedba/R>

4.2. Recruitment, promotion and re-election of teachers are based on objective and transparent procedures that include evaluation of excellence.

- *Procedures for hiring teachers derive from the goals of higher education institution development and are aligned with positive legal regulations and internal acts.*
- *When selecting, appointing and evaluating teachers, their past activities are taken into account (teaching activity, research activity, feedback from students, etc.).*
- *The higher education institution has appropriate methods for selecting the best candidates for each position and, in addition to the prescribed national minimum conditions for each position, it has stipulated competitive criteria for selecting excellence.*
- *Procedures for the promotion of teachers to higher positions are based on evaluating and rewarding excellence and consider important achievements (e.g. international contribution to the discipline, prestigious publications, significant scientific discoveries, successfully completed projects, successfully secured additional funds, mentoring, supervisions of the final and graduate papers, scripts, textbooks, popular lectures, etc.).*
- *Indicators of excellence include scientific/ artistic, teaching and professional work and contribution to the development of the higher education institution.*
- *Additional criteria for the promotion of teachers to higher positions reflect the strategic goals of the higher education institution.*

The documentation required for the selection process for election artistic-teaching, scientific-teaching, teaching and associate titles and positions, [Regulations of the University of Split, and legal acts](#) can be found on the Academy's website, Representative examples of reports for various professions in a particular area and field are available upon request at the Academy's secretariat.

The process of hiring new teachers and the promotion of current teachers is carried out transparently according to a clearly developed procedure and in compliance with legal regulations.

In 2021, the Academy adopted the [Regulations on the Implementation of the Selection Process for positions](#), which is publicly available and published on the Academy's website. Before making a decision on new positions, the Departments draw up lists of priorities. The priority list of new jobs at the Department level is formed by voting at a Department Heads' meeting.

The criteria for determining priority positions were first adopted by the Fine Arts Department, and the current Administration encouraged the other two Departments to do the same in order to ensure that decisions throughout the institution are made consistently and transparently.

The criteria for determining the priority positions of all three Departments of the Academy are publicly available and published on the Academy's website:

[Kriteriji za odredjivanje prioriternih radnih mjesta na nivou odjela Akademije- Likovni.](#)

[Kriteriji za odredjivanje prioriternih radnih mjesta na nivou odjela Akademije- Glazbeni](#)

[Kriteriji za odredjivanje prioriternih radnih mjesta na nivou odjela Akademije- Kazališni](#)

Based on the requests of the organizational units, Departments and Sections of the Academy, which were voted on at the meetings of the aforementioned units, the Administration prepares the annual human resources management plan ([Appendix 4.2.1](#)) that contains all the anticipated promotions and needs for new hires in the next academic year.

The annual human resources management plan is sent to the University Administration. After obtaining the prior consent of the University, the consent of the Ministry of Science and Education is required for any promotion, substitute position or new position. Consistent with the reaccreditation recommendation, the Academy continuously requests new positions. However, it transpires that equipping the teaching staff for art study programmes is not a priority of the University, considering that the last new positions were obtained in 2019.

Upon obtaining the consent of the University and the Ministry, the Departments propose the members of the Expert Committee. The Academic Council then makes a decision on the call for applications and appoints an Expert Committee for selection to the position. ([Appendix 4.2.2](#))

The text of the recruitment advertisement, together with additional conditions in line with the Department's needs, is composed by the Head of the Department together with the Academy's Secretariat. The advertisement is published in public newspapers and on the website of the Academy and the [Euraxess](#) portal. ([Appendix 4.2.3](#))

The appointed Expert Committee, after evaluating all the candidates (by inspecting the documentation and possible additional interviews with the candidates) and according to the necessity of the selection for the artistic or scientific-teaching profession, submits the final report to the [Academic Council](#).

When making a decision, the Expert Committee takes into account all objective indicators of the candidate's excellence, the results of student surveys as well as instructions, specific conditions and needs of the Department in concordance with the strategic documents of the Academy and legal and other provisions such as the conditions for selection into positions adopted by the Rector's Collegium.

After the report is approved by the Academic Council, all candidates are simultaneously informed about the outcome of the competition. The results of the competition are then published on the website. Since all new employment and promotions are, as a rule, financed from the state budget (with the exception of the employment of associates on the projects whose personal income is financed from the project's funds), the selection procedure for a higher position or a new position is completed after the approval of the appropriate ministry or by inclusion in COP. ([Appendix 4.2.4](#))

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

- *The higher education institution offers the possibility of improving the competences of teachers at the level of the university's component or university.*
- *The higher education institution promotes the evaluation and improvement of teacher competencies based on recommendations obtained from the assessment of fellow teachers and based on the results of student evaluation of teachers' work.*
- *Teachers participate in international mobility programmes, collaborative projects, networks, etc.*

The Academy encourages the professional development of teachers in three ways: 1) by systematically notifying (via e-mail) about programmes and workshops intended for professional development, 2) by allocating funds for the artistic and scientific training of teachers (the funds, among other things, can be used for participation in seminars and workshops, scientific and professional conferences, etc.) and 3) informing teachers about the possibility of participating in academic mobility programmes.

Data on the professional training of teachers in artistic professions in the period from 2017 to 2021 are available at [Godišnja Izvješća Odsjeka o umjetničkoj, znanstvenoj i nastavnoj djelatnosti](#) (the third table in the Form on the Artistic Activity of Teachers > *Professional Training* section). Data on the professional development of teachers with scientific titles in the specified period are attached as a separate document ([Appendix 4.3.1](#)) In the period in question, a workshop for the improvement of teacher competencies was held at the Academy. It is a theoretical-practical workshop on innovative methods and forms of teaching (2018), which, in addition to one teacher from the Academy, was led by three foreign experts. The workshop was also open to teachers from other higher education institutions. The employees of the Painting Section actively participated in the project [Akademija u hodu / Provedba HKO-a](#) (Academy on the Move) / Implementation of Croatian Qualifications Framework (HKO) at the higher education level. They participated in several training sessions related to the improvement of teachers' competencies, for example in a workshop on the possibility of implementing a Learning Management System (LMS) in the implementation of educational systems (2020). [Alijansa Europsko sveučilište mora \(SEA-EU\)](#) in which the University of Split is one of the partners, offered the Academy teachers the opportunity to acquire and improve their communication and teaching competencies, in a form of free foreign language courses and workshops dealing with certain aspects of teaching ([Appendix 4.3.2](#))

The evaluation of teacher competencies is carried out based on the results of student surveys that the Academy regularly conducts in cooperation with the [Quality Centre of the University of Split](#) and the [Academy's Student Council](#). Some Departments organize meetings with students to get feedback on the quality of their teachers' work.

Practice has shown that students are not particularly motivated to fill out surveys, and it is something that require additional efforts. The Quality Board and the Academy's Administration strive for the Student Council to encourage students to fill out the surveys in as large a number as possible and to point out their importance. The Academy's Student Council is also responsible for the distribution and implementation of the survey process, which has also proved to be problematic. The question of the reliability of surveys should also be highlighted: since the mentor-type teaching is highly represented at the Academy, and the number of students is low, data elicited by assessment of the teaching work formed on the basis of one completed survey is not necessarily qualitative.

The results of the surveys are analysed at the Quality Board meeting and the meeting of the Academy's Administration members, after which the Academy's aggregate results and the comparison of the Academy's and the University's results are presented to the Academy's Council and publicly published on the Academy's website.

Pursuant to the [Regulations on the Procedure for Student Evaluation of the Teaching at the University of Split](#), Article 9 Measures for Improving Quality from the Regulations on the Procedure for Student Evaluation of Teaching at the University of Split, the Dean and Head of the Quality Board of the Academy are required to conduct an interview with the teachers who were evaluated with an average grade of less than 3; who have had an average score of two or less than two on one of the questions, or when a possibility of a gross violation of the usual ethical norms is and/ or problems related to teaching visible from the comments on the survey.

Table 4.5 Number of teachers who were interviewed in the period from 2017-2018. until 2021-2022.

Academic year	Number of interviewed teachers
2017/2018	13
2018/2019	13
2019/2020	6
2020/2021	8
2021/2022	6

In the past five years, 46 interviews were conducted and written statements were received on the results of the surveys were received. ([Appendix 4.3.3](#))

It is clear that there is a need to introduce a system for acquiring and improving the pedagogical-psychological and methodical-didactic competences of teachers, especially those in the initial phase of their careers (e.g. newly appointed assistant professors and assistants), as well as a system for enabling the continuous improvement of teachers' teaching competences in order for them to better achieve learning outcomes, by conducting annual interviews with all teachers, and creating individual plans for professional development. However, with the current workload of members of the Administration and all teachers and the lack of employees in professional services, the establishment of such a system is hardly achievable. Likewise, the Academy is not able to co-finance the postgraduate studies of teachers, which is also demotivating.

Aware of this problem, the Academy included in the [Strategiju razvoja znanstvenoistraživačkog rada Umjetničke akademije u Splitu 2022. – 2027.](#), within the strategic goal 'Improving the quality of existing studies and starting new specialist and doctoral studies', the planned improvement of the academic ability of teachers through education and additional training, through the following activities:

- regularly informing teachers about available non-institutional pedagogical training and development programmes;
- forming of a team of teachers with an interest in pedagogy and didactics in art teaching;
- designing, launching and implementing the institution's scientific project for the purpose of teaching improvement;
- motivating teachers for active participation in the said project.

Information on encouraging the scientific/ artistic production of teachers and on encouraging their participation in national and international competitions is covered in chapter 5. Scientific/ artistic activity. In the [Strategiji razvoja Umjetničke akademije u Splitu za razdoblje 2019. – 2024.](#)

under strategic goal 2, among other things, it is stated that the Academy will help develop the competencies of the existing teaching staff, while under strategic goal 5 it is stated that the Academy will provide the necessary spatial and material conditions for the activities it carries out.

In cooperation with the University Computing Centre - SRCE, teachers are enabled to use [Turnitin](#) software for verifying the authenticity of student papers.

<https://www.umast.unist.hr/studenti/studenti/akademaska-cestitost>

The [Turnitin](#) software allows an unlimited number of checks for each of the enrolled students, and the checks of papers (from seminar, final, graduate and doctoral) can be done by teachers and students also available [Turnitin \(www.srce.unizg.hr/spa/turnitin\)](#).

The [TeamViewer](#) programme was purchased for administrative staff, which enables the remote use of institutional computers. In addition to the system maintenance of computers located at numerous locations where the Academy conducts classes, the advantages of the [TeamViewer](#) programme were also apparent during the self-isolation of administrative employees and during the period in which the Ministry made a decision on mandatory work from home.

The Academy has also acquired a licensed antivirus software [Panda Antivirus](#) for the protection, identification and removal of computer viruses as well as other programmes that can damage computer software. A license for the [Sibelius](#) notation software was purchased for the needs of the Music Department. The programme is also installed on several computers in the Academy's library. Also, an Adobe package was acquired for the Fine Arts Department.

In the past period, the Academy has actively encouraged the training of non-teaching staff. ([Appendix 4.3.4](#)) A significant increase in the number of professional development training taken by non-teaching staff is visible. In the academic year 2020/2021, the number of staff completing training is almost twice as high as in the pre-pandemic year 2018/2019.

All training of non-teaching staff, which required fees, was financed by the Academy.

Table 4.4. Professional training of non-teaching staff from 2016/2017 to 2021/2022.

NON-TEACHING STAFF PROFESSIONAL DEVELOPMENT	
2016/2017	2
2017/2018	20
2018/2019	13
2019/2020	11
2020/2021	25
2021/2022	12
Total	83

Teachers and non-teaching staff are systematically informed about the possibilities of additional education organized at the University level or at the national/ international level via the Academy's mailing list and website. ([Appendix 4.3.5](#))

In line with the Academy's Statute, teachers are allowed to use a study year (sabbatical). The conditions and method of using the study year are regulated in detail by the [Regulations on the Use of the Sabbatical](#), which is publicly available and published on the Academy's website.

Due to the need to reduce the costs of external cooperation, an agreement was reached that only an employee of the Department can substitute for the teacher during the use of the sabbatical, and without additional financial compensation. In the event that the Department teachers' teaching load is already beyond the prescribed norm, an adjunct can be hired exceptionally, also without financial compensation for the engagement. Although this agreement has achieved a reduction in costs, it is evident that teachers with a lower workload can more easily find an adequate replacement, which certainly does not contribute to the motivation of teachers whose teaching load is higher than the norm and do not receive compensation for it, and because of all of the above, they will probably not be able to exercise their right to sabbatical. After completing the sabbatical, the teacher submits to the [Academic Council](#) a written report on the accomplishment of the programme which was proposed in order to exercise their right to sabbatical, for inspection and adoption.

In the past five-year period, five teachers of the Academy have used the right to a sabbatical. ([Appendix 4.3.6](#))

At the request of an individual Department, the Academic Council regularly approves short stays at international institutions for teachers and associates for the purpose of artistic, scientific or professional training. The condition for such activity is that a teaching member of the Department, replaces them during the absence in order to ensure the regular holding of classes. Alternatively, the compensatory classes can be held upon the subject teacher's return.

The teachers' training and the attainment of international experience in teaching is also carried out through the Erasmus+ programme, in which 35 teachers of the Academy have participated in the past five years. For the purpose of transparency and raising the criteria for approving the exchange, the Academy adopted the [Decision on the Split Arts Academy's Criteria \(with a scoring system\) for ranking candidates for exchange within the ERASMUS+ programme.](#)

A detailed overview of the data on the exchange of teachers and associates and on the participation of teachers in scientific international collaborative projects and networks is described in the chapter Scientific Activity (5.3).

[The annual reports on the Departments' activities](#) show the artistic activity of the teachers through their participation in art projects in the country and abroad.

It is important to note that in the absence of art projects, the investment of the Ministry of Science and Education in the period from 2017 to 2021 through Multi-Year Institutional Financing of Scientific and Artistic Activity to the amount of over three million HRK had had a significant impact precisely on the rise of artistic production and thus provided support to teachers in their professional development.

In the Self-Evaluation from 2015, it is stated that in the period of three previous years, eight stays abroad of teachers and adjuncts were realized. It was not clarified whether these stays were realized within the framework of the academic mobility programme or in some other arrangement. In the period of the last five academic years, 35 outgoing exchanges were realized at the Academy within the [Erasmus+](#) and [CEEPUS](#) programmes, of which 80% were for the purpose of teaching ([Appendix 4.3.7](#)). The number of outgoing exchanges would be even higher if there were no restrictions and cancellations of already agreed exchanges due to the COVID-19 pandemic. In any case, there is a noticeable increase in the amount of outgoing exchange, which contributes to the development of international cooperation and improves the institution's international reputation.

In the three-year period preceding the 2015 reaccreditation, 21 visits by foreign teachers were recorded at the Academy (it was not clarified whether the visits were realized through academic mobility programmes or in some other way). In the last five academic years, within the Erasmus+ and CEEPUS programmes, 54 exchanges of foreign staff were realized ([Appendix 4.3.8](#)) at the Academy ([Appendix 4.3.S4](#)). At the same time, it should be emphasized that the two academic years were affected by the pandemic, with extremely limited travel opportunities. If the average number of exchanges in the observed periods is taken into account, an increase in the amount of incoming exchange is evident.

Mechanisms developed by the Academy during the mandate of the current Administration are responsible for the increase in the number of outgoing and incoming exchanges. The Vice Dean of Art, Science, International Relations and ECTS regularly, through an internal mailing list, informs the Academy's staff about calls for applications and adverts related to artistic and scientific activities and academic exchange within the Erasmus+ and CEEPUS programmes, which was not the case before ([Appendix 4.3.9](#)). Instructions for outgoing staff exchange have been published on the Academy's website (Međunarodna suradnja > [Odlazna mobilnost – osoblje](#)) and a system for advertising the mobility programme has been introduced (Međunarodna suradnja > [UMAS – Natječaj i obavijesti](#)). The document 'Erasmus+ mobilnost osoblja: najčešća pitanja' ('Erasmus+ staff exchange: frequently asked questions') was created ([Appendix 4.3.10](#)) [Instructions for incoming staff exchange](#) are published on the Academy's website (International relations > staff exchange). The Academy teachers can use the [e-form](#) to request the issuance of an invitation letter for the foreign teacher/ expert they wish to host ([Appendix 4.3.11](#)) (In the past five years, 40 invitation letters were issued). Academy teachers are informed about the possibility and administrative procedure of hosting foreign experts through the Erasmus+ programme ([Appendix 4.3.12](#)) which opened up the possibility of organizing visits by eminent foreign artists and scientists. The staff (and students) of the Academy can use the e-form to propose the establishment of cooperation with foreign higher education institutions that are of interest to them or with which they have already made contact. Teachers were also informed about the possibility of establishing cooperation with higher education institutions from countries that are not members of the EU ([Appendix 4.3.13](#)) which was not the case during the previous Administrations. Through the latter programme, for example, cooperation was established with the [Université du Québec à Trois-Rivières](#) from Canada. Such forms of cooperation help strengthen the recognition of the Academy on a global level.

As a tool for encouraging staff to share the examples of good practice adopted during exchange, the scoring of dissemination activities from previous exchanges is used when applying for following outgoing exchanges.

Since the Academy does not have an office or service for academic mobility, all data on exchange is collected and stored by the Vice Dean of Art, Science, International Relations and ECTS. The same person provides advisory assistance to the staff for the realization of incoming and outgoing exchange, which presupposes a work commitment far beyond the workload anticipated for that function.

4.4. The space, equipment and entire infrastructure (laboratories, IT service, workshops, etc.) are suitable for the implementation of study programmes and ensure the achievement of the intended learning outcomes and the realization of scientific/ artistic and professional activities.

- *The higher education institution plans and improves infrastructural development in accordance with strategic goals.*
- *Space, equipment and the entire infrastructure (laboratories, IT service, workshops, etc.) are adequate for the implementation of the study programmes and ensure the achievement of the intended learning outcomes.*
- *Space, equipment and the entire infrastructure (laboratories, IT service, workshops, etc.) are adequate for the realization of scientific/ artistic and professional activities.*

The constant development of the Academy is reflected in the increase in the number of study programmes, which is paralleled by the increase in the number of facilities used for the purpose of holding classes. During the 25 years of the Academy's existence, the University has tried to solve the problem of finding high-quality, appropriate accommodation for its components that can be said to unite three academies in one.

Unfortunately, the Academy has still not been able to fulfil its aspiration and accomplish the construction of a new or the conversion of an existing building that would match in size and infrastructure its complex higher education activity.

The project of a new Academy building within the University campus was never realized due to poor project preparation and lack of financial resources. Construction of new student accommodation will soon begin on the plot intended for the construction of the Academy as part of the Split University Campus.

The Academy will continually persist in its intention to permanently solve the spatial problems of its three Departments, which, regardless of all the difficulties they face, will continue to grow and develop.

The Academy currently operates in as many as eight locations in premises of different ages and qualities of construction. From the buildings under the protection of the Ministry of Culture, such as the building where the Administration and Sections of Acting and Visual Communications Design are currently located, part of the Gripe fortress where the Academic Registrar, the Film and Video Section and the graphic workshop of the Visual Culture and Fine Arts Section are located, to relatively newer facilities such as the Sculpture Section's facilities, and the building of the Music Department, Conservation and Restoration facilities.

The dislocation of individual Departments and Sections of the Academy objectively hinders the cohesion of study programmes and hinders the synergy of students from different Departments. The students regularly draw attention to these issues at meetings or through surveys. ([Appendix 4.4.1.](#))

In line with internal decisions, the premises of the Academy used for teaching, artistic and scientific purposes are divided according to organizational units, with the large halls and classrooms being used jointly. The organizational unit of the Academy is also the site of the library, whose work and equipment of which is described in detail under point 4.5. The work of the library is regulated by the [Regulations on the work of the Academy's library.](#)

The academy also has several multi-purpose halls that are used by all three Departments according to the needs of classes or for special projects. The conditions of their use are regulated by the regulations: [Pravilnik o korištenju Velike dvorane na Gripana](#), [Pravilnik o korištenju scensko glazbene dvorane Scena A](#). The use of the CTRL+Z exhibition space is also defined by the regulations: [Pravilnikom o ustroju i radu galerije CTRL+Z](#). The use of vehicles owned by the Academy, which were purchased with funds from the Conservation and Restoration section, is also regulated by the [Regulation on the use of an official vehicle](#). All of the aforementioned Regulations are publicly available and published on the Academy's website.

Part of the teaching process and artistic and scientific activities also take place in the premises of the Academy's teaching bases. Given that these are renowned institutions in the fields of culture, art, science and education, the teaching bases of the Academy contribute significantly to the quality of teaching with their resources. The Academy has 33 [signed agreements on teaching bases and collaborations](#) with various institutions.

The Academy premises have a total area of 5,722.45 m², the usable area is 4,749.47 m², which is about 14.34 m² per student. The academy has 3 large halls, 16 classrooms, 44 laboratories and practicum rooms, 4 rooms for students, a library, 26 teachers' offices and 13 offices for administrative and technical staff, as well as several storage areas. A detailed list of classrooms and equipment ([Appendix 4.4.2.](#)) Most of the classrooms and workrooms are equipped with a blackboard, projector, screen or large Smart TV receiver and a computer,

and have access to the Internet. Wireless Internet access in all facilities used by the Academy would be desirable, but there are not enough funds for this. In addition to lecture halls, offices and classrooms, rooms for students, and because of its specific range of activities, The Academy has various specialist workspaces: studios, laboratories, workshops and halls:

Location: Gripe Fortress, Glagoljaška 18

- large multifunctional hall
- sound and image editing studio
- cinema hall
- photo studio (Barutana facility)
- 3 workshops for graphics
- multimedia workroom
- Etching room

Location: Zagrebačka 3

- model shop
- multifunctional hall, Stage A
- Ctrl-Z exhibition space

Location: Fausta Vrančića 17

- specialist workshop for stone conservation-restoration
- specialist workshop for conservation-restoration of easel paintings and wooden polychrome sculptures
- specialist workshop for conservation-restoration of wall paintings and mosaics
- laboratory for natural-scientific research in conservation-restoration

Location: Fausta Vrančića 19

- classrooms with pianos that are also used as practice rooms when there are no classes
- workroom with computer equipment for the needs of the course "Computers in Music"
- a hall with two "Yamaha" grand pianos
- two rooms with grand pianos only for the needs of individual lessons of the Piano course

Location: Ruđera Boškovića bb

- specialist workshop for conservation-restoration of archaeological heritage and metals

Location: Odeska St. - part of the sacral building of the parish of St. Josip

- laboratory for radiographic tests

Location: Hercegovačka 65

- screen printing workshop
- multimedia cabinet
- plaster workshop
- metal workshop

Location: Teslina St. 10 and 12 (1st phase, works started on July 20, 2022)

- Administration
- Painting Section
- Visual Culture and Fine Arts Section

To improve the general level of spaces and equipment that would be appropriate for a higher education institution that wants and can achieve serious regional and international artistic-scientific cooperation, investments are needed that far exceed the Academy's financial capabilities. However, the Academy makes efforts to compensate, within the scope of its possibilities, from the neglect of the University and the Ministry. The Academy continuously works on improving the infrastructure, while taking care of teaching, artistic/scientific and student life. The primary goal of the Academy is to ensure adequate working conditions for all activities it carries out. Furnishing the space and investing in the infrastructure have been financed from the Academy's own funds, and teachers often use funds from their own artistic and scientific training (VIF) for improvement of working conditions. ([Appendix 4.4.3.](#))

In the past five-year period, the Academy, depending on the available funds, has continuously renewed and invested in IT, teaching and scientific equipment and it meets the basic needs of the implementation of existing study programmes. The conditions for carrying out artistic projects and scientific research have significantly improved. ([Appendix 4.4.4.](#))

Investments in infrastructure aim to create a comfortable environment for the needs of students during their stay outside of the time spent in classes. Therefore, through the afternoon shift, in the absence of custodial staff, the supervision of a security service is ensured, and students are allowed to enter the buildings at any time, where the so-called 'living-rooms' are organised for free use. Unfortunately, due to the dislocation of the Fine Arts Department, the 'living-rooms' are not available to students of all Departments.

In the period since the last reaccreditation, the Academy has received two facilities for use.

The building at Hrvojeva 8 was taken over in 2016 and is used for the teaching purposes of the Painting Section. The Academy did not invest in the facility because it is the subject of a legal dispute, which is why it is planned to move the Painting Section to the facility in Teslina Street.

In the same year, a smaller building was taken over within the Campus at the address Ruđera Boškovića bb, where a specialist workshop for the conservation-restoration of archaeological heritage and metals is located. The Academy will achieve a qualitative step forward in terms of space by moving into the spaces at Teslina 10 and 12, where, to begin with, the Administration and two Sections will be located. Work on Phase 1 in Teslina 10 and 12 began on July 20, 2022. It is planned to relocate almost all Sections of the Fine Arts Department to the same location in the future. ([Appendix 4.4.5.](#))

4.5. The library and its equipment and access to additional contents ensure the availability of literature and library services for the needs of quality studies and quality scientific-teaching/ artistic-teaching activities.

- *The library and its equipment and additional contents ensure the requirements of quality studies.*
- *The library and its equipment and additional contents ensure the requirements of quality scientific-teaching / artistic-teaching activities.*

With its services, the library provides students, teachers and scientists with the availability of research materials and access to information in the fields of drama, music and visual arts. With its equipment, it meets the requirements of quality studies and scientific-teaching and artistic-teaching activities.

The library participates in the scientific teaching process by providing a collection that monitors the curricula and programmes of all Departments of the Academy as well as the scientific, teaching and artistic needs. It builds its collection by the usual method of procurement: purchase, donation and exchange of publications. The library bases its work on the compilation of material, professional processing, cataloguing, inventorying, providing information services, searching databases and interlibrary loans. Interlibrary loans are carried out in cooperation with the parent institution, the [University Library in Split](#), through which international loans are also carried out, and other interlibrary loans are carried out directly with related libraries in Croatia. Annually, through interlibrary loan, the Academy's library acquires about 20 titles and borrows about 5 titles.

The majority of the Academy's library materials are from the fields of drama, music and fine arts, while the rest of the collection is made up of books from the fields of social and humanities and natural sciences. The books are in open access shelves, located according to Universal Decimal Classification UDC labels by subject so that users can browse the material independently. Periodicals and materials that are not used often, as well as old and rare books, are placed in cabinets in the corridor in front of the library. The library uses a storage room to house newly arrived materials that are waiting for professional processing and to house printed publications published by the Academy.

The library is directly involved in the publishing process; in addition to assigning ISBN and ISMN numbers to each new publication, the head of the library is the president of the Committee for Publishing, and the other librarian is the secretary of the [UMAS Collection](#) (in preparation), which will be printed on the occasion of the Academy's 25th anniversary.

Since its establishment, the Academy has published 78 publications: printed music scores, books and university textbooks. In the last five years, 3 university textbooks have been printed (one more textbook is in print), 9 scientific books, 8 sheet music editions, proceedings from an international conference and 2 electronic editions of books in the [Dabar](#) repository have been published. The periodical, ethnomusicological yearbook [Bašćinski glasi](#) is regularly published, which is available not only in print but also in electronic form on the [Hrčak](#) portal. In addition to [Bašćinski glasi](#), the Academy also publishes the Music Department students' journal [Allegro](#).

The library comprises 60 m², of which 30 m² is used for a reading room with 18 seats. The reading room houses journals available for use, a collection of CDs and a reference collection. Of the rich reference collection (encyclopaedias, dictionaries and manuals on drama, music and visual arts), *The New Grove Dictionary of Music and Musicians* in English and UTET's *Dizionario della Musica e dei Musicisti* in Italian stand out.

The number of library users is around 620, which refers to the total number of students and teachers of the Academy as well as adjuncts. 8 computers with headphones, a scanner and a printer are available to users. Music students have the opportunity to use the computer software Sibelius for music notation, arranging for ensembles and composing. In addition to the collection of the Academy's library, students and professors are also able to use the materials of the [University Library in Split](#). Admission to the University Library is free for students.

The Academy's library employs two employees, graduate librarians, of whom the head of the library has the title of Senior Librarian. The working hours of the library are 12 hours a day, the librarians work in shifts, overlapping for two hours a day during which time they work on common tasks. From time to time, students are engaged in the case of larger volumes of work, for example audits (the last audit of the library was carried out in 2020) and the processing of large numbers of volumes of donated material.

The last large donation to the Academy's library, 420 volumes of books and journals in the field of conservation-restoration, was donated by Professor Hans Dietmar Portsteffen.

The library pays special attention to donations and memorial collections, processes them and sorts them into the existing collection. The collections are combined in the [online catalogue](#) and they are searchable in one place (Music Collection Tudor, Collection Bombardelli) Donated material is collected according to the same selection standards that apply to purchased material, which means that material which is collected meets the plan and programme of the Academy's Departments. The library fund includes about 11,000 publications: of which 4,000 music sheets, over 1,250 domestic and international journals (Table 4.10), 406 CDs, 1,182 evaluation papers, of which 447 are in the [Dabar](#) repository, and 6 doctoral dissertations defended at the Academy <https://repositorij.umass.unist.hr/stats/repository>.

The [Dabar](#) digital repository provides free access to scientific research and creative production created at the Academy. Students' final and graduation theses, dissertations, scientific and professional works, books, teaching materials, images, videos and audio recordings, presentations and digitized materials are stored in the repository. Of all stored works, 50% are graduation theses, 21% final thesis, and the rest are other types of audio and video content. 33.9% of works are freely accessible, 62.3% have limited access (for students and employees of the institution), and the rest are works with closed access (Chart 1).

An overview of works and downloads are shown in Chart 2.

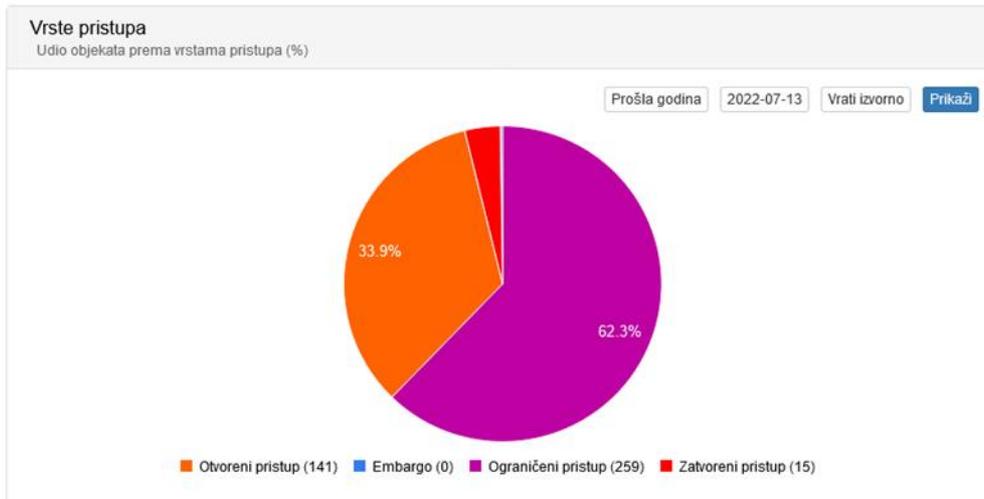
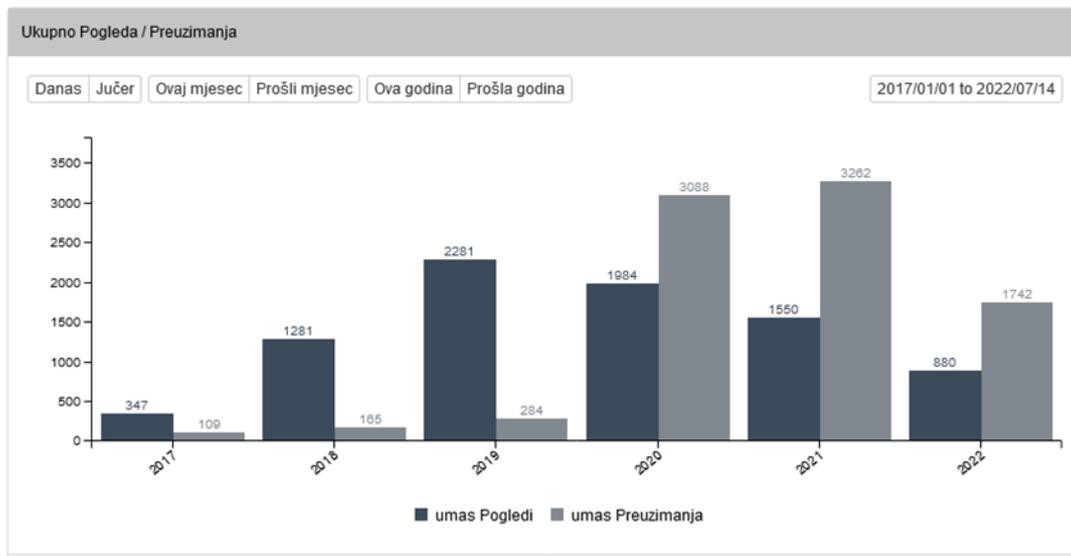


Chart 2. Total number of downloads



The library uses computer software [Metelwin](#) for processing materials, and the catalogue can be searched on the website <https://library.foi.hr/lib/index.php?B=418>.

The library administers the records of scientific papers in the Croatian scientific bibliographic database CROSBİ, which enables the monitoring of the scientific activity of every scientist at the Academy. The library has access to e-journals acquired through the national consortium subscription available through National and University Library in Zagreb (NSK), as well as databases of complete texts, which have temporal free access. The links for viewing available electronic resources, are found on the home page of the [library's sub-page](#) of the Academy's website. The initial search suggestion in the e-Source search refers to the complete list of databases of the National and University Library in Zagreb: <https://baze.nsk.hr/>. The list contains databases classified alphabetically and by area, their type (full text, citation database, bibliographic database) and access (national license, open, trial or partial access). The most often used humanities database is: <https://baze.nsk.hr/baze-po-podrucjima/humanisticke-znanosti/> With the aim of a simpler and faster search of e-Sources and following the preferences of students and teachers of the Academy, there are two separate databases of domestic and international scientific journals: [HRČAK](#) – Croatian Scientific Portal, [PERO](#) – Electronic journals with complete text available to the Croatian academic and scientific community.

When databases in the area of interest of our users offer occasional open access, notifications are posted on the [library's Facebook page](#). Example: <https://www.youtube.com/watch?v=C5gvys0FZw>

On the same page, information is published that is not strictly related to scientific databases, but is related to artistic fields, such as open access to digitized collections, museums, galleries, etc. Examples: :

<https://www.facebook.com/edvard.munch/>

https://vimeo.com/192538770?fbclid=IwAR1IRPmJ2aJpsY2ty6kF5LCwvp_prYNOG8690BvDCsxR3FUHhk1l1JX3uc

<https://www.facebook.com/media/set/?vanity=107240996003431&set=a.1379133055480879>

Having proven to be the fastest and closest form of communication to users, the library's Facebook page is also used for publishing and archiving events it organizes, such as the already established *Book Night*. We especially highlight this event, as the idea of the library for connecting different study groups of the Academy on a joint programme and socializing in *Book Night*.

Overview of events, photo and video archives:

<https://www.facebook.com/profile.php?id=100064802375843&sk=events>

<https://www.facebook.com/profile.php?id=100064802375843&sk=videos>

<https://www.facebook.com/events/919948598166348>

The library also recently has its own [Instagram page](#) for faster communication and connection with users and related institutions.

Table 4.6 Library equipment

Total area (in m ²)	60
Number of professional library staff employed in the library (VU)	2
Total number of book volumes	11.000
Reading room (seating spaces/ m ²)	18/30
Total number of compulsory bibliography textbook titles	2.320
Total number of compulsory bibliography textbook volumes	3.840
Total number of printed international journals in library's collection	606
Total number of printed domestic journals in library's collection	644
Number of electronic journals with full text to which the institution provides access	Nacional licence, access provided through NSK
Number of bibliographic databases financed by university/ institution resources.	Bibliographic databases provided by the Ministry of Science and Education, NSK

4.6. The higher education institution rationally manages financial resources.

- *Financial sustainability and efficiency are visible in all aspects of the higher education institution's work.*
- *The higher education institution manages financial resources transparently, efficiently and expediently.*
- *Additional sources of funding are used for the development and improvement of the higher education institution.*
- *Additional sources of funding are provided through domestic and international projects, cooperation with industry, local community, etc.*

Financial plan of income and expenses

Given that the Academy is exclusively financed from financial programme contracts, and additional sources of funding have a small share in total revenues, rational management of the Academy's finances is necessary. Revenues and expenses are planned with a financial plan at the end of each calendar year. The financial plan proposes accounting based on the collected data, all within the maximum amounts provided by the University or the Ministry of Science and Education. The financial plan is presented by the head of the accounting service to the Academic Council, which votes on it. All [financial plans according to funding sources, financial](#) reports as well as the [procurement plan](#) are transparent and available on the Academy's website.

Sustainability and transparency of funding

The Academy operates positively in accordance with the remitted income. In order for financial management to be sustainable and transparent, at the beginning of each calendar year, a decision is made on the distribution of income for material costs (field teaching, international cooperation, teaching materials, investments and maintenance) based on the number of enrolled students per Department, and based on this decision, the use of funds for each individual Department. [\(Appendix 4.6.1.\)](#). Based on the amount of the allocated funds from scientific programme financing, each year a decision is made on distribution of funds according to the number of scientists/ artists in the Departments, and the spending of the funds is monitored based on this decision. It is important to note that a large percentage of the funds are spent for investment in equipment and teacher training. [\(Appendix 4.6.2.\)](#).

In addition to procurement planning, special attention is paid to the work of teachers and teaching assistants beyond the teaching norm, as well as the costs of adjuncts, which represent the largest financial expenditure. Because of the impossibility of paying for work outside the norm and the very high cost of liabilities of HRK 6,778,869.42, in 2016 the teachers of the Academy waived overtime compensation for the academic years from 2010/2011 to 2013-2014. This is based on the signed statements of 73 employees [\(Appendix 4.6.3.\)](#), while for the other 6 employees, who did not sign the statement, compensation was written off according to the statute of limitations, gradually for each year. For the following academic years, overtime work was not paid.

Since adjuncts also present a large expenditure for the Academy and it is not possible to reduce it due to the impossibility of new employment and the payment of overtime work for employees, the Academy must rationally plan other current and investment costs in order to cover the difference between the remitted funds of the Ministry of Science and the total costs.

The Ministry of Science and Education has recognized the specific position of the Academy and provides significant funds for the costs of external cooperation. Up to 2018, the total annual cost was refunded.

However, since 2018, the Ministry provides a fixed amount of HRK 1,333,026.86 [\(Appendix 4.6.4.\)](#) for the cost of adjuncts, unfortunately these funds do not cover the total costs and the Academy is forced to cover the difference of approximately HRK 400,000.00. As a result of the above, it was necessary to rationalize the engagement of adjuncts. From the appointment of the new Administration on October 1, 2017, in the period of five years the Academy managed to reduce the cost of adjuncts by HRK 505,448.00. The reduction in the engagement of adjuncts was achieved by streamlining work, making changes and additions to study programmes, reducing the teaching load, etc. The reduction of the cost of adjuncts was also contributed to by the Dean's Decision [\(Appendix 4.6.5.\)](#) to limit the compensation for adjuncts per teaching hour to the level of an assistant professor, which was unpopular but a necessary measure. We also point out that some of the adjuncts have waived part of the fee, which is a decision worthy of respect.

An overview of the rationalization of work and the number of changes in the study programmes are presented in chapters I and II of the Self-Evaluation.

Table 4.7 Costs of adjuncts in the last six years by Department and in total

Academic year	Total cost of adjuncts	Fine Arts Department	Music Department	Theatre Arts Department
2016/2017	2.217.560,72	1.084.040,40	890.491,25	243.029,07
2017/2018	1.971.179,21	867.873,08	890.786,67	212.519,46
2018/2019	1.766.205,26	846.456,70	773.947,65	145.800,91
2019/2020	1.674.323,10	768.061,73	717.013,46	189.247,91
2020/2021	1.712.112,44	761.817,65	742.942,35	207.352,44
2021/2022	1.891.871,00	834.727,81	830.250,52	226.892,67

The increase in expenditures for adjuncts for the academic year 2021/2022, which can be seen in the table, is a consequence of the unacceptably long duration of the procedure for hiring new teachers for the positions vacated by the retirement of full-time academic staff.

In addition to teaching costs, the Academy's significant expenses are current overhead costs, building maintenance costs and outstanding costs.

In the State Audit conducted in 2016, ([Appendix 4.6.6.](#)) it is concluded that the Academy rationally and legally manages financial resources.

In the audit process, it was determined that there were no irregularities and omissions related to compliance with the law, and an unconditional opinion was expressed about the Academy's business operations ([Appendix 4.6.7.](#)).

The Periodic Internal Audit of the University of Split and the Internal Audit of the University of Split, which were conducted in 2018 and 2022, also gave satisfactory results. ([Appendix 4.6.8.](#))

For the sake of transparency and sustainability of the Academy's business operations, decisions were made on monitoring following operations:

- [Uputa o postupanju s potraživanjima i naplatom](#)
- [Procedura dostave ugovora i drugih akata s financijskim učincima odjelu za financijsko poslovanje](#)
- [Procedura zaprimanja i evidentiranja ulaznih računa](#)
- [Procedura blagajničkog poslovanja](#)

All the mentioned documents are available on the website of the Academy:

<https://www.umas.unist.hr/akademija/poslovanje/fiskalna-odgovornost>

Incomes from subsidies, participations and school fees

Revenues generated from subsidies, participation fees and school fees are spent in accordance with the legal provisions following the Decision of the Government of the Republic of Croatia on programme financing of public higher education institutions in the Republic of Croatia in the academic years 2018/2019, 2019/2020, 2020/2021 and 2021/2022, and following to the Decisions of the University of Split. ([Appendix 4.6.9.](#))

In 2012, the Academy adopted the Regulations on how to use of its own and dedicated funds ([Appendix 4.6.10.](#)) In 2021, new [Regulations were adopted on how to use its own and dedicated funds](#)

Evidence of compliance with the regulations are the financial accounts that show that the funds are distributed and monitored according to the adopted regulations ([Appendix 4.6.11.](#))

[Financial accounts](#) in line with the decisions made are transparent and available on the Academy's website.

In the past five-year period, considerable financial resources were invested in equipment and maintenance investment of approximately HRK 3,500,000.00. Additional funding sources are used for the development and improvement of the Academy.

The Academy also financially supports student activities, among which in particular: field trips and various extracurricular activities (e.g.: stage drama performances, musical performances, exhibitions, participation in workshops, holding various student programmes and similar events).

Donations of equipment, books, instruments and furniture (Adikko bank) are the means by which individuals or companies help the Academy in furnishing space and purchasing equipment.

Since 2019, the [Croatian Audio-visual Centre \(HAVC\)](#) has financed the production of final and graduate theses at the Film and Video Section. By the end of 2021, The Academy received HRK 461,950.00 from HAVC, which is a significant amount. This provides a prerequisite for a step forward in terms of production and significantly raises the quality of teaching in the aforementioned study programme.

In the past five-year period, the [Ministry of Culture and Media](#) paid out a total of HRK 917,008.00 for the co-financing of public needs in culture, which significantly contributes to the quality of classes at individual Departments.

Table 4.8 Funds received (earned?) from the Ministry of Culture and Media in the past five- year period

Section	Amount
Visual Communications Design	HRK 100.508,00
Acting	HRK 7.000,00
Visual Culture and Fine Arts	HRK 390.000,00
Conservation and Restoration	HRK 379.500,00
Painting	HRK 40.000,00
Total	HRK 917.008,00

[The Split-Dalmatia County](#) took part in the financing of multi-year projects to the amount of HRK 105,000.00, and the [City of Split](#) allocated a total of HRK 187,240.00 for holding several events in which students and teachers of the Academy participate. ([Appendix 4.6.12.](#))

V. SCIENTIFIC / ARTISTIC ACTIVITY

5.1. The teachers and associates employed at the higher education institution are dedicated to achieving high quality and quantity of scientific research.

- *Teachers and associates publish an appropriate number of quality scientific publications.*
- *The higher education institution has effective methods for encouraging quality scientific publications.*
- *The higher education institution records data on publications (indexing, citations, h-index, if applicable).*
- *The scientific/ artistic activity of the higher education institution is visible in doctoral theses.*
- *Teachers and associates of the higher education institution actively promote scientific/ artistic achievements at meetings in the country and abroad.*

Introductory note

Almost all the elements of the quality assurance standards regarding the performance of scientific, or artistic and professional activities, refer to scientific activities, which is also evident from the proposed examples of evidence. For this reason, the claims and evidence presented in Chapter 5 of the Self-Evaluation are primarily focused on the scientific activity of the Academy, although, considering the structure of employees/ teachers, it represents only a minor segment of the institution's overall activity.

Following the above, please note that a comprehensive overview of the artistic activity of the Academy's teachers and students is available in the annual reports on Department/ Section activities (Academy website: Aktivnosti > [Godišnja aktivnost odsjeka/odjela](#)). The reports document the activities of teachers (and students) in five categories: (1) social/ public action/ contribution, (2) artistic/ scientific activity, (3) social relevance of research and knowledge transfer, (4) national and international achievements, (5) improvement of the teaching process through artistic/ scientific activity.

A detailed description of the artistic activity of teachers in the period from 2017 to 2021 is available in the document "Forms on the artistic activity of teachers" (the closed part of the Academy's website: '[Artistic achievements](#)'). Each department has created its own version of the form, adapted to the artistic activity of its teachers. For example, the form of the Department of Theatre Arts contains data on four categories (1 – artistic achievements - plays, films, performances, author's writing or dramaturgical work, lectures, performances, projects; 2 – festivals / manifestations; 3 – awards, recognitions, nominations; 4 – books published). The form of the Musical Department contains data on five categories (1 – solo and chamber concert performances; 2 – solo performances with orchestra; 3 – awards, commendations, recognitions, nominations; 4 – methodical and sheet music editions, audio recordings; 5 – author's works), while the form of the Fine Arts Department includes twelve categories of data (1 – group exhibitions, projects, workshops; 2 – independent exhibitions, projects, workshops; 3 – student exhibitions /mentored/, student workshops; 4 – festivals; 5 – awards, commendations, recognitions, nominations; 6 – contests; 7 – reviews, symposia, workshops, lectures; 8 – membership in committees and judicial bodies; 9 – membership in professional

associations; 10 – professional development; 11 – organization of lectures and workshops of visiting professors and experts/ artists, 12 – editing of artistic publications). “Forms on the artistic activity of teachers” are mentioned in several places in this chapter, so we request that the Expert Committee draw information on the artistic activity of the Academy from these sources as well.

A summary of the elements of the artistic activity of the Academy's teachers is available in Table 5.2. of the Analytical appendix. Please note that the scope of artistic activity and the number of accomplished art works, at least at the Fine Arts Department, is in reality much greater (not all activities and completed art works are included in Table 5.2).

Teachers engaged in scientific research work

The Academy is a scientific-teaching component of the University of Split, which, according to the Register of Scientific Organizations, engages in scientific research in the fields of humanities and social sciences ([Appendix 5.1.1](#)). The scientific research work of the Academy's teachers, however, includes interdisciplinary fields of science and art.

During the re-accreditation in 2015, the Expert Committee made a remark that the Academy's research profile does not meet expectations, that a number of employees do not have PhDs or comparable qualifications, and that research is mainly carried out by teachers who teach theoretical subjects ([Report of the Expert Committee on the Re-accreditation of the Academy of Arts in Split, p. 19](#)). Today, twenty (20) Doctors of science and three (3) doctors of arts are employed at the Academy. Nine (9) employees are attending post-graduate doctoral studies in a scientific field, and two (2) are pursuing artistic doctoral studies.

The academic degree of Doctor of Science is held not only by employees in scientific-teaching professions, but also by some in artistic-teaching professions, as well as by some employees in teaching professions who are advancing along the artistic career track. (For a detailed presentation, see the [Strategy for the Development of Scientific Research Work of the Academy of Arts in Split 2022 – 2027](#), pp. 12–17). This shows that scientific research work is not only carried out by teachers in scientific and teaching professions and those who are advancing (or will advance) along the scientific track. At the same time, it should be emphasized that the qualification of a scientific or artistic doctorate is not a requirement for advancement on the artistic track, and that the scientific research work that teachers in artistic professions engage in is poorly (if at all) valorised when advancing in the profession.

Bibliography of the institution: quantitative and qualitative data

Productivity of the Academy

In the field of humanities, science of art and artistic fields, due to their special nature, most scientific works are published in Croatian journals. The Croatian journals in which our scientists publish their work, and in the WoS and Scopus databases are: *Ars Adriatica*, *Arti musices: hrvatski muzikološki zbornik*, *Filozofska istraživanja*, *Tusculum: časopis za solinske teme*, *Prostor*, *Vjesnik za arheologiju i historiju dalmatinsku*, *Život umjetnosti*.

In the period from 2017 to 2021, seventeen (17) published papers of the Academy's teachers were indexed in the Web of Science (WoS) citation database. The mentioned papers have eight (8) citations and an h-index of 2. Teachers who are advancing along the scientific track are the authors of thirteen (13) papers indexed in WoS. In the past five years, nine (9) papers by the Academy's teachers have been indexed in the Scopus citation database, with 14 citations and an h-index of 2. Seven papers are authored by teachers who are advancing along the scientific track (see [Appendix 5.1.2.](#)).

In accordance with the Ordinance on the Conditions for Election into Scientific Titles, in the last 5 years, 76 papers of the highest category were published by our teachers, of which 25 papers were produced in collaboration with other higher education institutions and scientific organizations. There are 6 other papers in

accordance with the Ordinance on the Conditions for Election into Scientific Titles, of which 3 are in collaboration with other higher education institutions and scientific organizations.

10 domestic author's books were published (one in collaboration with another higher education institution), 35 book chapters (10 with other higher education institutions and scientific organizations). There are 6 edited books, 4 in collaboration with others. 17 professional papers have been published, 4 of which are in collaboration with another higher education institution. There are 24 peer-reviewed papers in proceedings from scientific and professional conferences, of which 9 are in collaboration with other scientific organizations and higher education institutions. In the journal of our institution, *Bašćinski glasi: etnomuzikološki godišnjak*, 19 papers of our teachers have been published in the last 5 years.

In the last five years (2017-2021), the total number of citations in the Web of Science Core Collection is 8, in Scopus 14, and the total h-index in WoS is 2, in Scopus 2. (See [Table 5.1.a. Bibliography at institution \(in the last five years\)](#))

The Academy's teachers mostly publish their works in local journals. Teachers from the theoretical departments of the Department of Musical Arts publish mostly in the *Bašćinski glasi : južnohrvatski etnomuzikološki godišnjak* (publisher: Arts Academy in Split), but also in the journals *Arti musices : hrvatski muzikološki zbornik* (publishers: Croatian Music Society, Department of Croatian Music History, HAZU and Music Academy of the University of Zagreb), *Sveta Cecilija: časopis za sakralnu glazbu* (publisher: Catholic Theological Faculty of the University of Zagreb) and *Tusculum : časopis za solinske teme* (publisher: Tusculum). Their works were also published in: *Adriatico / Jadran: Rivista di cultura tra le due sponde* (publisher: Fondazione Ernesto Giammarco, Italy), *The International Journal of Euro-Mediterranean Studies* (publisher: Euro-Mediterranean University / EMUNI, Slovenia) and *Prilozi povijesti otoka Hvara* (publisher: Hvar Heritage Museum).

Teachers from the instrumental departments have published peer-reviewed works in *Tonovi: časopis glazbenih pedagoga* (publisher: Croatian Society of Music and Dance Pedagogues) and *Školski vjesnik: časopis za pedagoškijsku teoriju i praksu* (publisher: Faculty of Humanities and Social Sciences, University of Split).

At the Fine Arts Department, teachers publish their works in a number of journals that most often deal with the study and the protection of national cultural heritage (here we list them in alphabetical order by title): *Anali Galerije Antuna Augustinčića* (publisher: Museums of Hrvatsko Zagorje – Gallery of Antun Augustinčić), *Ars Adriatica* (publisher: University of Zadar, Department of Art History), *Centre for Educational Policy Studies Journal* (publisher: University of Ljubljana, Faculty of Education), *Diadora: glasilo Arheološkog muzeja u Zadru* (publisher: Archaeological Museum in Zadar), *Filozofska istraživanja* (publisher: Croatian Philosophical Society), *Godišnjak zaštite spomenika kulture Hrvatske* (publisher: Ministry of Culture and Media of the Republic of Croatia), *Hrvatska revija za rehabilitacijska istraživanja* ((publisher: Faculty of Education and Rehabilitation, University of Zagreb), *IxD&A (Interaction Design and Architecture(s)) Journal* (publisher: Scuola laD – Università degli Studi di Tor Vergata, Italy), *Izdanja Hrvatskog arheološkog društva* (publisher: Croatian Archaeological Society), *Kaštelanski zbornik* (publishers: Bijaći - Society for the Preservation of the Cultural Heritage of Kaštela and Museum of the City of Kaštela), *Kulturna baština* (publisher: Society of Friends of Cultural Heritage), *Kvartal : kronika povijesti umjetnosti u Hrvatskoj* (publisher: Institute for the History of Art), *Mogućnosti* (publisher:), *Muzeologija* (izdavač: Književni krug Split), (publisher: Književni krug Split), *New Theories / Neue Theorien / Nove teorije* (publisher: Academy of Art and Culture in Osijek), *St-Open* (publisher: University of Split), *Studies in Conservation* (publisher: International Institute for Conservation of Historic and Artistic Works, London, England) *Vjesnik za arheologiju i historiju dalmatinsku* (publisher: Archaeological Museum in Split), *Zbornik radova Akademije umetnosti* (publisher: Academy of Arts of the University of Novi Sad, Serbia), *Zbornik radova Filozofskog fakulteta u Splitu* (publisher: Faculty Humanities and Social Sciences, University of Split).

Teachers from the Theatre Arts Department (Acting Section) publish and edit in domestic and international imprints and publications: *Biblioteka Mansioni* (published by Croatian Centre ITI - International Theatre Institute, UNESCO), *Kazalište, časopis za kazališnu umjetnost* (published by Croatian Centre ITI - International

Theatre Institute, UNESCO), *Croatian Theatre / Theatre Croate / Teatro Croata* (publisher Croatian Centre ITI - International Theatre Institute, UNESCO), *Hrvatsko glumište* (publisher HDDU - Croatian Society of Dramatic Artists), *F književni magazin* (publisher: publishing house Fraktura), *Vijenac* (publisher: Matica hrvatska), *World of Theatre* (publisher: ITI - International Theatre Institute, UNESCO, Paris, France), *Ludus* (publisher: UDUS - Association of Dramatic Artists of Serbia), *Scena, časopis za pozorišnu umetnost* (publisher: Sterijino pozorje, Novi Sad, Serbia), *Kulturpunkt* (publisher: Kurziv, platform for issues of culture, media and society), *Zbornik radova Riječkih filoloških dana* (publisher: Faculty of Humanities and Social Sciences in Rijeka), Proceedings of Dan Ranko Marinković (publishers: HAZU - Croatian Academy of Sciences and Arts and the City of Komiža), *Zbornik radova Dana Ranka Marinkovića* (publishers: HAZU - Croatian Academy of Sciences and Arts, Croatian National Theatre in Osijek and Faculty of Humanities and Social Sciences in Osijek).

At the level of the institution, the scientific (and artistic) activity of teachers is continuously monitored through reports on Department/ Section activities (publications are recorded in section 2.3. List of publications and articles). The reports are publicly available on the Academy's website (Aktivnosti > [Godišnja aktivnost odsjeka/odjela](#) (Activities > Annual Activities of Departments/ Sections)). As part of the creation of the Strategy for the development of scientific research work of the Academy of Arts in Split 2022-2027, data on publications was collected through the Form on the scientific activity of teachers (closed part of the Academy's website: '[Znanstvena dostignuća](#)' ('Scientific Achievements')). For the purposes of distributing funds intended for the basic financing of scientific and artistic activities at the University of Split, as well as determining the winner of the University Prize for Science, the bibliometric service of the University Library in Split prepares and delivers to the faculties/ Academy data on the scientific papers listed in the WoS and Scopus citation databases, published in the previous year by the teachers.

Encouraging scientific publication

The Academy supports its own publishing activity through the Publishing Fund. The publishing activity of the Academy includes the publication of textbooks, monographs, scripts, manuals, edited collections, professional and scientific journals, electronic journals, printed scores, CDs, video and audio recordings, which are authored by teachers and associates of the Academy. In the period from 2017 to 2021, the Academy allocated HRK 40,000.00 annually for publishing activities (a total of HRK 200,000.00 was allocated in the said period). In 2022, the amount for the publishing activity was increased to HRK 55,000.00 due to activities related to the celebration of the 25th anniversary of the founding of the Academy. The Academic Council decided on the allocation of financial support for publishing publications based on the proposal of the [Publishing Committee](#). The amount of financial support was determined by the Committee based to the number of applications received in a given calendar year and the available funds at the time of receiving the application/ request ([Appendix 5.1.3](#)).

During the mandate of the current Administration, the Vice Dean of Art, Science, International Relations and ECTS regularly informed teachers about non-institutional sources of funding for publishing activities ([Annex 5.1.4](#)). All teachers received information about calls for applications to funding opportunities from the Ministry of Science and Education of the Republic of Croatia for financial support for the publication of scientific books and higher education textbooks, and the members of the editorial board of the Academy's journal *Bašćinski glasi* were informed about the calls for funding opportunities from the Ministry of Science and Education of the Republic of Croatia for financial support for scientific journals and about the calls for applications to the University of Split for financing scientific journals.

The Academy publishes the scientific journal *Bašćinski glasi*, which is the only ethnomusicological yearbook in the Republic of Croatia. Published works are [accessible in Hrčak](#) - the Croatian portal of scientific journals and in RILM (Répertoire International de la Littérature Musicale, New York, USA). The journal is currently in the process of applying to the Sherpa Romeo list, in the process of obtaining a DOI mark, and the plan is to apply to the ERIH (European Reference Index for the Humanities). Detailed information about the journal, including

the number of papers published in the period from 2017 to 2021, is available in the chapter Analysis of current state of the [Strategy for the Development of Scientific Research of the Academy of Arts in Split 2022 - 2027](#) (pp. 36-37).

On the occasion of the 25th anniversary of the Academy (1997 – 2007), the Publishing Committee proposed the launch of a scientific journal *Zbornik Umjetničke akademije* in Split, which would be published once a year and which would cover the scientific activities of all the Academy's Departments. The first, inaugural issue of the journal will be published in December 2022. According to the [Strategy for the Development of Scientific Research of the Academy of Arts in Split 2022-2027](#) (p. 50), the editorial board should ensure that the criteria for indexing the journal in WoS or Scopus are met by the end of 2027, and prepare the documentation to initiate the process of its evaluation.

The Academy also publishes a student journal, *Allegro*, for which texts are mainly written by students of the Department of Musical Arts. In the period from 2017 to 2021, two issues of that journal were published. Detailed information about the journal is available in the chapter Analysis of the State of the [Strategy for the Development of the Scientific Research Work of the Academy of Arts in Split 2022 - 2027](#) (p. 37).

In order to encourage teachers, and especially younger members of the teaching staff, to publish, the Vice Dean of Art, Science, International Relations and ECTS regularly sends them, through an internal mailing list, information about focussed educational opportunities ([Appendix 5.1.5](#)).

The costs of preparing texts for publication, as well as costs related to other forms of scientific (and artistic) work by teachers in science-teaching and art-teaching professions can be paid for from funds for dedicated to the multi-year financing of scientific and artistic activities. When allocating funds from core financing of scientific and artistic activity, some components of the University of Split take into account the number of scientific papers published by the teacher in the previous calendar year, so they award additional financial support to the most successful teachers. The Academy has not opted for that model, but awards the same amount of financial support to all teachers in science-teaching and art-teaching professions. In addition, at the University level, artistic activity is associated with the STEM field, which means that teachers from the field of art receive greater financial support than those from the field of humanities.

Doctoral theses defended at the institution

The Academy does not currently conduct any postgraduate university doctoral studies. The programme of [postgraduate doctoral study in Ethnomusicology](#) was conducted from 2012 to 2018, and was terminated on May 16, 2018 due to difficulties in reconfiguration and a lack of scientific staff in the field of ethnomusicology ([Appendix 5.1.6](#)). One generation of doctoral students completed the aforementioned study programme, and six (6) doctoral theses were defended in the period from 2017 to 2021:

1. Dražen Jelavić, *Postojeće stanje i strategija očuvanja i razvitka glazbenog kulturno-umjetničkog amaterizma u Republici Hrvatskoj*, (Current State and Strategy for the Preservation and Development of Musical Cultural-Artistic Amateurism in the Republic of Croatia), 2017.
2. Lidija Vladić-Mandarić, *Etnomuzikolog Nikola Buble (1950.-2015.)*, (Nikola Buble Ethnomusicologist (1950-2015)), 2017.
3. Marina Bazina, *Glazbena kultura u mostarskoj katedrali od 1980. do 2012.*, (Music Culture in Mostar Cathedral from 1980 to 2012), 2019.
4. Sara Dodig Baučić, *Kontinuitet zborske glazbe u Splitu tijekom 20. i na početku 21. stoljeća*, (Continuity of Choral Music in Split During the 20th and the Beginning of the 21st Century), 2019.
5. Ivo Brkić, *Glazbeni i plesni folklor Bukovice i Ravnih kotara s osvrtom na rubna područja*, (Music and Dance Folklore of Bukovica and Ravni Kotar with Reference to the Peripheral Areas), 2020.
6. Ana Debeljuh Guidici, *Tradicijska vokalna glazba u Istri početkom 21. stoljeća: značajke i međusobni utjecaji u četirima autohtonim etničkim zajednicama* (Traditional Vocal Music in Istria at the Beginning of the 21st Century: Features and Mutual Influences in Four Autochthonous Ethnic Communities), 2020.

The Academy is in the process of launching a university postgraduate doctoral study programme in Music Theory. The proposal to start the PhD programme was adopted on March 29, 2022 ([Appendix 5.1.7](#)). The main reason for establishing this (new) PhD programme is the noticeable obsolescence of teaching methods and curriculum concepts used in professional music education in Croatia and the lack of expert scientists to research the issues of creating, performing and transmitting musical content. The reasons for starting the programme are the lack of scientists in Croatia who will critically analyse and evaluate the compositional works of Croatian composers and thus contribute to the preservation of Croatian musical heritage.

As one of the three main strategic goals in the Strategy for the [Development of Scientific Research of the Academy of Arts in Split 2022 - 2027](#) (p. 54-56), the launch of new specialist and doctoral studies is highlighted. The Strategy envisages examination of the possibility of starting a programme of joint postgraduate studies in foreign languages in order to internationalize and improve the quality of education at the Academy. Anticipated measures/ activities include regularly informing teachers about the possibility of starting joint postgraduate studies in foreign languages, e.g. through a call for applications for Doctoral Networks within the framework of the Marie Skłodowska – Curie actions / MSCA (teachers engaged in scientific research work are regularly informed about training related to MSCA programme: [Appendix 5.1.8.](#)), organizing guest lectures by teachers from Croatian and foreign higher education institutions who are conducting joint doctoral studies (of course, also artistic doctoral studies) with the aim of exchanging knowledge and experience (for example in June 2022, two [Canadian university teachers who gave public lectures](#) on the organization of artistic doctoral studies in Canada were hosted), and the development of modules and courses in foreign languages for the Academy's postgraduate studies.

Conferences: participation and organization

The Academy's teachers actively promote scientific and artistic achievements at national and international conferences. According to the data collected through the Form on the scientific activity of teachers, which are processed and presented in the chapter Analysis of the current state of the Strategy for the [Development of Scientific Research of the Academy of Arts in Split 2022 - 2027](#) (p. 24-25), teachers in the period from 2017 to 2021 participated in a total of one hundred and thirty-five (135) scientific conferences, with twenty-eight (28) invited lectures, seventy-nine (79) oral presentations, sixteen (16) poster presentations and twelve (12) presentations at roundtables. Foreign meetings were held in Bosnia and Herzegovina, Montenegro, the Czech Republic, Italy, Latvia, the Netherlands, Portugal, Serbia, Slovenia, Turkey and the United Kingdom.

Here we list some of the international conferences in which the Academy's teachers participated:

- [International Conference 'Natural Stone for Cultural Heritage: Local Resources with a Global Impact'](#), Prague (Czech Republic), 19 – 22 September 2017.
- [International Scientific Conference 'Modernist Sculpture and Culture: Historiographical Approaches and Critical Analyses'](#), Split, 26 – 27 October 2017.
- ['Sculpture on the Crossroads Between Socio-political Pragmatism, Economic Possibilities and Aesthetical Contemplation'](#), Split, 4 – 5 October 2018.
- [Twelfth International Conference of ASMOSIA \(Association for the Study of Marble and Other Stones in Antiquity\)](#), Izmir (Türkiye), 8 – 14 October 2018.
- ['From concept to monument: Time and Cost of Construction in the Ancient World'](#), Oxford (United Kingdom), 16 – 18 January 2019.
- [International Conference 'The tunes of diplomatic and music notes. Music and diplomacy in Southeast Europe \(19th – 21st century\)'](#), Belgrade (Serbia), 16 – 17 May 2019.
- [5th International Conference for PhD Students and Recent PhD Graduates 'Revolution and Revolutions in Art'](#), Ljubljana (Slovenia), 12 – 14 September 2019.
- ['Conservation and restoration in underwater archaeology: experiences, methods and new discoveries'](#), Zadar, 24 – 26 October 2019.
- [International Scientific and Artistic Symposium on Pedagogy in Art 'Innovative Teaching Methods in the Arts'](#), Osijek, 23 – 24 October 2020.

- [International Conference 'Solidarity in Culture: Heritage Protection Under Conditions of Crisis'](#), Zagreb, 18 – 20 March 2021.
- [International Interdisciplinary Conference 'Musical Networking in the "Long 19th Century"'](#), Zagreb, 2 – 5 June 2021.
- 26th EAS Conference: Competences in Music Education <https://muusikabfmltu.wordpress.com/2018/03/27/bfmi-oppejoud-easi-rahvusvahelisel-konverentsil-14-17-03-2018/> (14 – 17 March 2018.) Jelgava (Latvia).
- 18th World Saxophone Congress, Zagreb, 10 – 14 July 2018. <https://www.saxophonecommittee.com/world-saxophone-congress>
- International Scientific Symposium of Early Career Researchers in Music – iStEM, Split, 02 – 14 October 2018. <http://www.uaos.unios.hr/medunarodni-znanstveno-i-umjetnicki-simpozij-o-pedagogiji-u-umjetnosti/>
- 5th International Symposium on Chorusology, Ars choralis 05 – 07 April 2018. <http://www.choralcroatia.com/Documents/Choralis2018/AC%202018-Booklet%20web.pdf>
- International Symposium: Music in Society, Sarajevo BiH, 25 – 27 October 2028. <http://www.mas.unsa.ba/vijesti/11-me%C4%91unnarodni-simpozij-muzika-u-dru%C5%A1tvu>
- International Symposium of Musicologists, https://www.academia.edu/39036483/THE_TUNES_OF_DIPLOMATIC_AND_MUSIC_NOTES_MUSIC_AND_DIPLOMACY_IN_SOUTHEAST_EUROPE_19th_21st_CENTURY_BOOK_OF_ABSTRACTS_Institute_of_Musicology_SASA_16_17_May_2019
- [International Symposium 'Fanatik kazališta: režija, pedagogija, kultura i politika u stvaralaštvu Koste Spaića'](#) ('Theatre Fanatic: Direction, Education, Culture and Politics in the work of Kosta Spaić') Zagreb, 13 – 14 October 2018.
- [International Symposium 'Theatralia disjecta – Kazališni svijet Georgija Para'](#) ('Theatralia Disjecta: the Theatre World of Gregorij Paro'), Zagreb, 22 – 24 November 2019.

There have been numerous occurrences of the participation of teachers and students at artistic events. Detailed information can be found in the Department's Annual Reports as well as in the Reports on the Realization of Strategic Goals.

In the period from 2017 to 2021, the Academy organized or co-organized five (5) gatherings:

- ['4th International Meeting on Retouching of Cultural Heritage/ RECH4'](#), Split, 20 – 21 October 2017 (Co-organisers: Research Centre for Science and Technology of the Arts of the Catholic University of Portugal, Research Centre 'GeoBioTec' of the University of Aveiro, Hercules Laboratory of the University of Évora and the Art School Árvore in Porto) / event organiser: Conservation and Restoration Section.
- [Symposium 'Školovanje konzervatora-restauratora: jučer, danas, sutra'](#) (Educating Conservators – Restorers: Yesterday, Today, Tomorrow), Split, 1 – 2 June, 2018. / event organiser: Conservation and Restoration Section.
- [15th International Conference of the Conservation-Restoration Studies](#), Split, 26 – 28 April, 2018. / event organiser: Conservation and Restoration Section.
- [International scientific-artistic Symposium 'Ivan Lukačić, kapelnik splitske prvostolnice'](#) (Ivan Lukačić, Split Cathedral Chaplain) Split, 12 – 14 November 2020 (Co-organisor: Catholic Theological Faculty in Split) / event organiser: Music Theory and Composition Section.
- [1st International Scientific Symposium of Early Career Researchers in Music \(iStEM, 2018\) 'Scientific Discourse on Music from the Aspects of Contemporary Research Interests'](#), Split, 7 – 9 December 2018 (partners: Doctoral School of the Josip Juraj Strossmayer University in Osijek, Music Youth in Split, Croatian Science Foundation and Music Institute *Cantus* – Vienna) / event organiser: Music Theory and Composition Section.

Teachers participated in the organizational/ scientific/ programme committees of six (6) conferences organized by other institutions:

- [Fifth International Symposium of Music Pedagogues 'Music Pedagogy in the Context of Present and Future Changes'](#), Pula, 18 – 20 May 2017.
- [Sixth International Symposium of Music Pedagogues 'Music in Schools – States and Perspectives'](#), Osijek, 11 – 13 April 2019.
- [International Conference 'Young Musicology Belgrade 2020: Shaping the Present by the Future: Ethnomusicology and Contemporaneity'](#), Belgrade (Serbia), 24 – 26 September 2020.
- [Plan D. Conference 2020](#), Zagreb, 27 – 29 February 2020.
- [Tenth European Music Analysis Conference](#), Moscow (Russia), 20 – 25 September 2021.
- [Plan D. Conference 2021 — Tectonic shifts](#), Zagreb, 23 – 25 September 2021.

In the past five-year period, the [Alumni Club of the Department of Musical Arts](#) organized four (4) meetings:

- Second meeting of the Academy's Music Department Alumni Club 'Composition Techniques Throughout the Centuries', Split, 13 May 2017.
- Third meeting of the Academy's Music Department Alumni Club 'Music Programmes in Work with Children', Split, 2 June 2018.
- Fourth meeting of the Academy's Music Department Alumni Club, Split, 1 – 4 October 2019.
- Fifth meeting of the Academy's Music Department Alumni Club 'Music Education and Artistic Work in the New Era', online event, 7 December 2021.

Information on lectures and workshops by visiting scientists / experts from domestic and foreign institutions can be found in the "Forms on the scientific activity of teachers" (held on the closed part of the Academy's website: '[Scientific achievements](#)').

In addition to conferences and workshops of a scientific nature, the Academy regularly organizes exhibitions, concerts, plays, film screenings, workshops (artistic, professional), humanitarian actions and other events in the field of music, fine/ visual and theatre arts.

Information on lectures and workshops by guest artists/ experts is detailed in the *Reports on the realization of strategic goals, section 1.5.1.*

Here are a few examples from the scope of artistic activities:

- annual/ final exhibitions of the students of the Painting Section ([Production](#)), the Sculpture Section ([K.I.P.](#)) and [Film and Video Section](#) (group exhibitions showing the works of undergraduate and/or graduate students that were completed through various practical courses of the curriculum);
- the ([Premieres](#)) exhibition series organized by the Painting Section in cooperation with the Centre for Culture and Lifelong Education *Zlatna Vrata* (first presentations of young authors from the Academy - students of painting, sculpture and fine arts);
- [Revija UMAS](#) (a competitive festival of short films by students of the Film and Video Section in cooperation with the Acting Section; screenings are open to the public and take place at the *Zlatna vrata* Cinematheque);
- concerts / public performances of students of instrumental Sections and the Solo Voice Section;
- public performances of students for humanitarian purposes - [S/UMAS goes Hollywood](#), Split 2019 - joint humanitarian concert of the Music, Theatre Arts and Fine Arts Department in cooperation with North University from Varaždin for the Children's Home 'Maestral', [Veliko srce](#) (Big Heart), Split 2019 - humanitarian manifestation of the Acting Section (plays performances);
- regular final/ diploma performances of exam productions of the Acting Section (independent or productions in cooperation with the teaching bases of the Department): ([Events/ performances](#));
- Nights at the Academy - 2017/ 2018 - year-round performances programme, student project financed by the Student Council of the University of Split;
- International festival of acting academies [Diplomci](#) (*Graduates*), 2017 and 2018;
- co-production projects with teaching bases [Brian Friel "Molly Sweeney"](#) (Croatian National Theatre in Šibenik) [Marko Marulić 'Judita'](#) (Split City Puppet Theatre);

- cycle of educational workshops *Dizajnerska početnica* ([Beginner Designer Book](#)) organized by the Visual Communications Design Section in cooperation with the Croatian Design Society (a programme of creative workshops for children and young adults led by professional designers from various fields of activity);
- International festival 'Dan Bacha' ('Bach Days') http://www.artemis.hr/?page_id=4071;
- <https://visitsplit.com/en/5144/5th-split-sax-weekend>;
- Flute Days <http://www.gmsplit.hr/projekti/dani-flaute>;

Detailed information on extracurricular activities can be found in the "Forms on the artistic activities of teachers" (stored on the closed part of the Academy's website: '[Artistic achievements](#)'), and part of the activities is presented for the public on the institution's website:

- Aktivnosti > Koncerti (Activities > [Concerts](#));
- Aktivnosti > [Izložbe](#) (Activities > [Exhibitions](#));
- Aktivnosti > Predstave (Activities > [Performances](#));
- Aktivnosti > Projekcije (Activities > [Projections](#));
- Aktivnosti > Radionice (Activities > [Workshops](#));
- Aktivnosti > Javna predavanja (Activities > [Public lectures](#)).

5.2. The higher education institution proves the social relevance of its scientific, professional and artistic research and transfer of knowledge.

- *The higher education institution monitors the needs of society and the labour market and considers them when planning its research activities.*
- *The higher education institution has an effective support system for research and the transfer of knowledge and technologies.*
- *Teachers and associates participate in the activities of scientific, artistic and professional associations.*

Through the Mission, Vision and the Development Strategy of the Arts Academy in Split for the period 2019 – 2024, the Academy focused on strengthening its influence in the surrounding environment – this is one of the institution's six strategic goals. Measures and activities have been designed to strengthen the social influence of the Academy, to actively contribute to the construction and development of the cultural identity of the local community, to encourage and actively participate in the creation of a space for action and a favourable environment for the further development and greater visibility of young artists and scientists – graduated students of the Academy, to increase the visibility of the institution and projects in which teachers and students participate, to encourage the development of cultural audiences, to strengthen the different types of activities that the Academy performs, and to encourage and develop intra-university and inter-university cooperation. The implementation of the strategic programme is monitored through annual reports on the implementation of the Development Strategy.

The Academy adopted the scientific research plan for the period 2022 – 2027; it is an integral part of the document [Strategy for the Development of Scientific Research of the Arts Academy in Split 2022 – 2027](#). Four overarching research topics have been defined: (1) Contemporary perspectives in learning and teaching in artistic fields, (2) Croatian artistic heritage: from research to (re)interpretations, (3) Theoretical and practical aspects of the research of art works and (4) History and philosophy of artistic fields and media. Themes related to heritage and art have great social significance.

With its scientific research work and, especially, artistic activity, the Academy contributes to the [Sustainable Development Goals](#) of the United Nations. It is worth mentioning that in 2021, the University of Split was ranked for the first time in ten of the total of seventeen global sustainable development goals in the 'Times Higher Education University Impact Rankings 2021' list. (The University of Split was the only Croatian university on the THEI ranking list.) One of the goals for which the University achieved very good results is Goal 11: Sustainable cities and communities. This is largely due to the Academy, i.e. its teachers and students, which is highlighted in [the text published on the University's website](#): 'The contribution to the preservation of cultural heritage and the large number of artistic events with which the University enriches its community was especially recognized. The Arts Academy in Split (UMAS) organizes a large number of exhibitions, concerts,

screenings, summer schools and workshops for its students and professors. The mentioned events are held at the local, national and international level, and more than a hundred events are held every year. Also, UMAS is the organizer and participant in a number of projects aimed at preserving tangible and intangible cultural heritage'. The scientific-research projects referred to in the text are the European project [Conservation of Art in Public Spaces \(CAPuS\)](#) and the national project [Musical Sources of Dalmatia in the Context of Central European and Mediterranean Musical Cultures from the 18th to the 20th Century](#) (See [Appendix 5.2.1.](#)).

At the same time, it should be said that within the framework of the Conservation of Art in Public Spaces (CAPuS) project, direct cooperation with the economic sector has been established, at the European level. Namely, three companies among the project partners were: *Montana Colors* (Spain), the world's leading manufacturer of spray paints, *Schminke* (Germany), a renowned manufacturer of art materials, and *AN.T.A.RES srl.* (Italy), a company engaged in the production and distribution of conservation and restoration materials. The project gave impetus to the development of new materials for conservation-restoration of works of art in public spaces.

In applying knowledge and transferring technology, the Academy mostly cooperates with the public and private sector at the national level. The Conservation-Restoration Section, for example, carries out conservation-restoration procedures on cultural heritage items owned by the Church, museum-gallery institutions, private collections, etc. As an example, we cite several projects that the Section has implemented in the past five-year period:

- Conservation and restoration work on the ancient Qvinta sarcophagus from the site of Manastirina in Salona (customer: Archaeological Museum in Split);
- Conservation and restoration work on the ancient marble sculpture of the empress (customer: Zadar Archaeological Museum);
- Conservation and restoration work on ceramic objects from the underwater site of Gnalić (customer: Homeland Museum Biograd na Moru);
- Conservation and restoration work on metal objects from the archaeological site Trg bana Josipa Jelačića in Osijek (customer: Croatian Academy of Sciences and Arts);
- Conservation and restoration work on the retable of the altar of Our Lady of the Snow from the parish church of St. Nicholas in Komiža on the island of Vis (customer: Parish of St. Nicholas in Komiža);
- Conservation and restoration work on the wooden polychromed sculpture of Vasko Lipovac *Jumper* (customer: Lipovac Gallery).

There are examples of such cooperation in other departments as well. Student Klementina Tadin from the Visual Communications Design Section designed, for example, the [visual identity of the Science Festival in Split](#).

Several students from the Acting Section are the authors of graduation plays that are included in the repertoire of the city's theatres:

- Student Pere Eranović – play *Priče iz Vukovara* ([Tales from Vukovar](#)) - Croatian National Theatre Split;
- Students Katarina Romac and Monika Vuco – play [Molly Bloom](#) - Croatian National Theatre Split;
- Student Anamarija Veselčić - play [Domaši](#) (*Care home kids*) – Split City Puppet Theatre
- Students: Stipe Jelaska, Lara Jerončić, Nika Petrović, Petar Salečić i Luka Šatara – [M.von Mayenburg: Mučenik](#) (*Martyr*) – Croatian National Theatre Split;

The Academy is very active in the local community. Through concerts, exhibitions, plays, film screenings, workshops, public lectures and other activities, it has a positive impact on cultural life in the city and beyond. A large number of activities are carried out through contracts with cultural institutions. The list of teaching bases of the Academy and higher education institutions with which collaboration agreements have been signed is publicly available on the institution's website ([Teaching bases and agreements](#)). Such collaborations are important for accomplishing and strengthening the contact of students with future potential employers. In addition to all of the above, teachers and students of the Academy participate in the activities of popularizing art and science. Information on participation in the Science Festival and related events is available

in the document: “Forms on the scientific activity of teachers” (held on the closed part of the Academy's website: '[Scientific achievements](#)').

Information on participation in art festivals and events is available in the “Forms on the artistic activity of teachers” (on the closed part of the Academy's website: '[Artistic achievements](#)').

In the period from 2017 to 2021, numerous teachers participated in professional, public and advisory bodies and committees in the public sector. Detailed information for teachers from the Fine Arts Department and the Theatre Arts Department (section Festivals/ events) can be found in the “Forms on the artistic activity of teachers” (closed part of the Academy's website: '[Artistic achievements](#)'), and for teachers engaged in scientific research work in “Forms on the scientific activity of teachers” (closed part of the Academy's website: '[Scientific achievements](#)'). Here are some examples:

- Kažimir Hraste (Sculpture Section): member of the Committee for the Vladimir Nazor Award for Fine Arts (the award is given by the Republic of Croatia); member of the Committee for the selection of proposals for the artistic design of the Republic of Croatia's national side of the circulating euro coin; president of the Jury of the 13th Croatian Triennial of sculpture; member of the jury for the *Slobodna Dalmacija* Award in the field of art, member of the judging panel of the open competition for the design of the visual identity of the University of Split.
- Viktor Popović (Painting Section): member and president of the Cultural Council for Visual Arts of the Ministry of Culture and Media of the Republic of Croatia; member of the Cultural Council for Museum-Gallery and Art Activities of the City of Split.
- Vedran Perkov (Painting Section): member and president of the Cultural Council for Museum-Gallery and Art Activities of the City of Split; member of the Art Council of the Croatian Association of Visual Artists Split; member of the Art Council of *NMG Praktika* Split; member of the jury of the 4th International Student Biennale; member of the jury of the exhibition *The Sea and Us – The European University of the Seas (SEA-EU)*.
- Edvin Dragičević (Visual Culture and Fine Arts Section) was a member of a number of committees and judicial bodies, of which we highlight: a member of the Special Committee of the University of Split for cultural and artistic activities as well as for the needs of the university media; a member of the Art Council of the University Gallery in Split; member of the jury for awards at the 8th International Triennial of Graphic Arts (Sofia, Bulgaria); member of the Committee for the reception of new members of the Croatian Association of Visual Artists Split; member of the Committee for creating the guidelines for the development of the artistic field in the Republic of Croatia of the Ministry of Science and Education of the Republic of Croatia.
- Dejan Kršić (Visual Communications Design Section): member of the international jury of the international poster competition *(Re)Imagining Europe – Europa 2020* (Ministry of Culture and Media of the Republic of Croatia and the Croatian Design Society); member of the international jury of the international exhibition of student works *Contamination* (Fluid Design Forum, Montenegro); member of the international jury *FLUID Regional Poster Award / ALIBI* (Fluid Design Forum, Montenegro); member of the international jury *FLUID Regional Poster Award 2021: IGRA/PLAY* (Fluid Design Forum, Montenegro).
- Blaženko Juračić (Music Theory Section): vice-president of the city council for theatre and stage activities until August 2021; Croatian Choral Conductors Association; member of the art council of the *Hrvatski dom* Split; jury member at the *Cro patria* festival; jury member of the Omiš klapa song festival; jury member of the *Mandolina Imota* festival.
- Ivana Tomić-Ferić (Music Education Section): Croatian Musical Youth Split; Matica hrvatska - branch Split; Friends of Croatian Heritage; Croatian Society of Composers; jury member of the Omiš klapa song festival.
- Mirjana Sirišević (Music Theory Section): member of the national Scientific Field Committee for History, Art History, Art Science, Archaeology, Ethnology and Anthropology; Croatian Musicological Society; Croatian Society of Music Theoreticians; Croatian Society of Composers.

- Vesna Podrug Kossjanenko: member of the expert jury at the *HDGPP* regional and state competition - Novska, Dubrovnik, Zagreb.
- Maroje Brčić: (Strings and Guitar Section): member of the jury at the competitions: *Guitar Art Festival; Zagreb Guitar Festival; Enrico Marcatali guitar competition; HDGPP* regional and national competition; member of the jury for the 'Orlando' award; competition of young artists *B. Papandopoulo*.
- Vito Balić: (Music Theory Section): Croatian Society of Music Theoreticians; member of the city council for theatre and stage activities until August 2021.
- Jadranka Garin: (Piano Section): member of the jury for the *Slobodna Dalmacija* award 'Judita'; Split Summer, music programme 2017; member of the jury of the International Competition 'Daleki Akordi' – Split; member of the jury – 'Vinko Lesić' Cycle of Concerts by Young Musicians, 2017/ 2018.
- Bruna Bebić (Acting Section): member of the Culture Council for Film and Media Culture of the City of Split; member of the expert jury for the Croatian Drama Festival 'Marulićevi dani' award; member and/ or chair of expert juries for the prize awards at the Croatian Drama Festival for Children and Youth 'Mali Marulić'.
- Matko Botić (Acting Section): member of the expert jury for the Croatian Drama Festival 'Marulićevi dani' award; member of the expert jury for the international competition for the best short dramatic text award *Stories from the balcony, stories from the Balkans* (NGO Atak, Podgorica, Montenegro); member of the expert jury for awards at the international theatre festival *Days of Satire*.
- Alen Čelić (Acting Section): selector of the *Streets and Squares* programme of the International Children's Festival in Šibenik.
- Goran Golovko (Acting Section): member of the Cultural Council for Music and Performing Arts of the City of Split; programme selector of the Croatian Drama Festival for Children and Youth 'Mali Marulić'; member of the expert jury for the prize awards at the Croatian Drama Festival for Children and Youth 'Mali Marulić'; member of the expert jury for the Croatian Drama Festival 'Marulićevi dani' award; member of the expert jury of the *Competition for the best dramatic text for puppet theatre and children's theatre*.

Academy teachers are members of numerous professional associations. Detailed information for teachers from the Fine Arts Department can be found in the document "Forms on the artistic activity of teachers" (on the closed part of the Academy's website: '[Artistic achievements](#)'), and for teachers engaged in scientific research in the "Forms on the scientific activity of teachers" (on the closed part of the website Academies: '[Scientific achievements](#)'). At the same time, it should be noted that the list of professional associations of which teachers have engaged in scientific research as members is not complete, as teachers were asked in the form to submit information on memberships in national and international *scientific research*, not professional associations. Here we list several associations in which the teachers are members: Split Society of Architects, Croatian Society of Art Historians, Croatian ITI Centre – International Theatre Institute, Croatian Centre for Drama Education, Croatian Designers Association, Croatian Society of Drama Artists, Croatian Association of Music Theorists, Croatian Association of Film Directors, Croatian Association of Theatre Critics and Theatre Scholars, Croatian Musicological Society, Croatian Conservation-Restoration Association, Croatian Cinematographers Society, Croatian Association of Visual Artists Split, Croatian Association of Artists of Applied Arts, Literary circle Split, Matica hrvatska, Association for culture of *SpLiter*. Professional associations in which the teachers of the Music Department participate: Croatian Musicological Society, Croatian Association of Music Theorists, Croatian Composers' Society, Croatian Choral Conductors Association, Croatian Association of Orchestral and Chamber Musicians, Association of Croatian Musicians, European Piano Teachers Association, Croatian Heritage Society Split, Matica Hrvatska, Croatian String Teachers Association, etc. Some teachers are members of international professional associations: International Council on Monuments and Sites – International Scientific Committee on Heritage Documentation, International Council on Monuments and Sites – International Scientific Committee on Education and Training, International Institute for Conservation of Historic and Artistic Works, International Network for the Conservation of Contemporary Art, International Society for Education through Art, International Theatre Institute.

5.3. The scientific/ artistic and professional achievements of the higher education institution are recognized in national and international frameworks.

- Teachers, associates and professional staff are recipients of university, national and international awards and recognition for scientific/ artistic/ professional achievements.
- The higher education institution is responsible for the appropriate number of scientific/ artistic/ professional projects (university, national, international).
- A significant number of teachers, associates and experts participate in invited lectures at national and international conferences.
- Teachers and associates are members of scientific/ artistic/ expert committees of conferences, editorial boards of journals.

Awards and recognition for scientific, artistic and professional achievements of teachers

Numerous teachers of the Academy are recipients of national and international awards and recognitions.

In the period from 2017 to 2021, four teachers were awarded for their scientific research work. Jurica Matijević (Conservation-Restoration Section) received the Science Award of the University of Split (2017) for the book *Tajne o bojama. Priručnik za pripravu boja iz 15. stoljeća (Secrets of Colours. Manual for the Preparation of Paints from the 15th Century)* (authors: Jurica Matijević and dr. Jelica Zelić). The research team of the musicological project Musical Sources of Dalmatia in the Context of Central European and Mediterranean Musical Cultures from the 18th to the 20th Century (GIDAL) – dr. Ivana Tomić Ferić (Music Education Section), dr. Maja Milošević Carić (Music Education Section) and dr. Jelica Valjalo Kaporelo (Music Theory and Composition Section) – received the Special Award ['Zvuci baštine'](#) ('Sounds of Heritage') at the 24th International Choir Festival Cro Patria.

In the past period, the number of teachers and students who have received prizes and awards for their artistic work has increased significantly.

Fine Arts Department: students 14, teachers 53 awards;

Music Department: students 31, teachers 30 awards;

Theatre Arts Department (Acting Section): students 16 awards and 2 nominations, young professionals – former students (5 years after studying) 11 awards and 6 nominations, teachers 29 awards and 5 nominations.

Information can be found in the document "Forms on the artistic activities of teachers", in the section 'Awards, commendations, recognitions, nominations' (closed part of the Academy's website: ['Umjetnička dostignuća'](#) ('Artistic achievements')) and in [Appendix 5.3.1](#). The list includes only awards and recognitions awarded by the profession, not awards at competitions for public sculptures, coin design, etc.

Teacher memberships in the Croatian Academy of Sciences and Arts and bodies related to science and higher education

Two of the Academy's teachers are members of the Croatian Academy of Sciences and Arts: [Kuzma Kovačić](#) (Sculpture Section) and [Kažimir Hraste](#) (Sculpture Section).

The University of Split awarded the honorary title of *professor emeritus* to three Academy teachers: Jurica Kezić (1936 – 2021), Gorki Žuvela (1946 – 2017) and Petar Jakelić.

The National Council for Science, Higher Education and Technological Development appointed three teachers of the Academy as members of the Regional Art Councils for the period 2017 – 2021: Slobodan Tomić (Visual Culture and Fine Arts Section), Mateo Perasović (Visual Culture and Fine Arts Section) and dr. Branko Matulić (Conservation-Restoration Section). The same body appointed two Academy teachers as members of Science Field Committees for the period 2021 – 2025: dr. Mirjana Sirišćević (Music Theory and Composition Section) as a member of the Scientific Field Committee for History, Art History, Art Science, Archaeology, Ethnology and Anthropology and Kažimir Hraste (Sculpture Section) as a member of the Scientific Field Committee for Dramatic Arts, Film Arts, Music Art, Visual Art, Applied Arts, Dance Art and Art of Movement. Two teachers, Edvin Dragičević (Visual Culture and Fine Arts Section) and Viktor Popović (Painting Section), were appointed members of the Regional Council for the Arts for the period 2021 – 2025 ([Appendix 5.3.1](#)).

Dr. Branko Matulić (Conservation-Restoration Section) is a member of the Administrative Council of the Agency for Science and Higher Education.

Scientific research projects

Scientific research work at the Academy takes place through participation in international and national competitive projects (see Table 5.3 of the Analytical Appendix). In the period from 2017 to 2021, four multi-year scientific research projects were realized, one of which was national, funded by the Croatian Science Foundation ([Musical Sources of Dalmatia in the Context of Central European and Mediterranean Musical Cultures from the 18th to the 20th Century - GIDAL](#)), two international/ European, both financed from the Erasmus+ programme – *Ključna aktivnost 2* (Key Activity 2) ([Conservation of Art in Public Spaces – CAPuS](#) and [Speculative Design – Educational Resource Toolkit – SpeculativeEdu](#); of the latter project the Academy played the role of coordinator), and one bilateral cooperation project in the field of science and technology financed through the Croatian-French programme 'Cogito' Partnership Hubert Curien (Imports of Capitals of Asia Minor production of the Imperial Period in the provinces of Gaul of Narbonne (*Gallia Narbonensis*) and Dalmatia - a Comparative Study). The leaders of the mentioned projects were teachers from the Music Education Section (GIDAL), Conservation-Restoration Section (CAPuS), the Visual Communications Design Section (SpeculativeEdu) and the Visual Culture and Fine Arts Section (comparative study of the import of capitals). International and bilateral projects are an important way of building a network of professional contacts, personal and institutional, with foreign partners. Through realized international and bilateral projects, as well as those that are in the application process, the Academy has established cooperation with a number of foreign universities, institutions and bodies (see: [Strategy for the Development of Scientific Research of the Arts Academy in Split 2022 – 2027](#), pp. 32-33).

To this list of multi-year projects should be added the project [Akademija u hodu](#) (Academy on the Move) Implementation of the Croatian Qualifications Framework (HKO) at the higher education level (a project to develop occupational standards and qualification standards for undergraduate and graduate studies in painting), which was financed with funds from the European Social Fund – Operational Programme 'Effective human potential' 2014 – 2020. At the Academy, the project was led by teachers from the Painting Section, and it is significant because of its contribution to the improvement of the existing undergraduate and graduate study programmes in Painting in line with the principles of HKO, and to creating of new lifelong learning educational programmes Entrepreneurship in creative industries and Protection of intellectual property.

In the past period, two of the Academy's teachers participated in scientific research projects that were or are being conducted by another university. One teacher from the Painting Section participated in the project of the Faculty of Humanities and Social Sciences in Split, funded by the Croatian Science Foundation: [Manifestations of Modern Sculpture in Croatia: Sculpture on the Crossroads Between Socio-Political Pragmatism, Economic Possibilities and Aesthetical Contemplation \(Crosulpture\)](#). One teacher from the Visual Culture and Fine Arts Section participates in the international project of the Faculty of Maritime Studies in Split, financed by the Interreg IPA Cross-Border Cooperation Programme Croatia - Bosnia and Herzegovina - Montenegro 2014 – 2020 (European Regional Development Fund and Instrument for Pre-accession Assistance / IPA), [Protecting underwater heritage through its digitalization and valorisation as a novel touristic offer \(WRECKS4ALL\)](#).

Through the [SEA-EU alliance](#), the Academy's teachers are enabled to register and participate in collaborative projects. One teacher from the Visual Culture and Fine Arts Section is participating in the collaborative project [Exploration of underwater cultural heritage using new technologies and digital tools](#) financed through the *SEA-EU Research Seed Fund*.

In subchapter 5.4. the Self-evaluation explains how the Administration encourages the scientific research productivity of teachers. The main tool is to raise the level of information among teachers about the possibilities of participation in competitions/ calls for application of national and international competitive projects. It is worth mentioning that in the past period, the University of Split organized a series of training sessions intended for applicants of national and international competitive projects, about which the

Academy's teachers were regularly informed via an internal mailing list. On the website of the SEA-EU alliance, on the [Further Training](#) subpage, announcements of educational programmes for partner universities' researchers in all stages of their careers are published.

The Administration is aware that scientific research productivity can be encouraged by adjusting the teaching load of the activity managers so that teachers have more time to engage in this type of work (that is, for planning, applying and implementing projects), but due to the lack of teaching staff and the restrictive employment policy at the level of the Ministry of Science and Education of the Republic of Croatia, the Administration has not been able to implement such measures so far.

When applying for and carrying out international projects, the Academy's teachers are provided with elemental support by the [Projects Office](#) of the University of Split (application and implementation of international projects under the auspices of the University is regulated from 2020 by the [Regulations on application and implementation of projects at the University of Split](#)). However, there is an evident problem of teachers – project managers being overloaded with administrative and financial-accounting tasks related to projects, not only international ones, but also national ones. [The Strategy for the Development of Scientific Research Work of the Academy of Arts in Split 2022 – 2027](#) also warns against this (p. 42). One of the possible solutions is the establishment of a Projects Office/ Service at the Academy, which is also mentioned in subsection 5.4. Self-evaluation.

In addition to scientific research projects, the Academy's teachers also carry out artistic and professional projects. Information about these projects is available in the annual reports on the activities of the Department/ Section, in the section 'Artistic and scientific achievements of the Department in national and international frameworks' (the Academy's website: Aktivnosti > [Godišnja aktivnost odsjeka/odjela](#) (Activities > Annual activity of the Department/Section)), and in the "Forms on artistic teachers' activities" document (on the closed part of the Academy's website: '[Artistic achievements](#)').

Participation in conferences with invited lectures. Participation in conference committees and journal editorial boards

Information on the Academy teachers' participation in invited lectures at conferences and on their participation in the scientific/ artistic/ expert committees of conferences in the past five years is presented in subchapter 5.1. of the Self-evaluation. It is also available in Table 5.4. of the Analytical attachment. Information on the participation of teachers in journal editorial committees is available in subchapter 5.4. of the Self-evaluation, as in Table 5.5. of the Analytical attachment.

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

- *The strategy for the development of scientific/ artistic activity is aligned with the vision of the development of the higher education institution.*
- *The scientific/ artistic activities of the higher education institution represent the realization of the strategic programme.*
- *The higher education institution has adequate resources for scientific/ artistic activities.*
- *The higher education institution recognizes and rewards the scientific/ artistic achievements of its employees.*
- *The higher education institution continuously improves its scientific/ artistic activity by financing, increasing human resources, adapting the space and investing in the necessary equipment, acquiring appropriate bibliography, supporting the dissemination of results and the preparation of doctoral theses.*
- *Teachers and associates are members of scientific/ artistic/ expert committees of conferences, editorial boards of magazines.*

Strategic documents/ acts and implementation of strategic programmes

The Vice Dean of Art, Science, International Relations and ECTS is a member of the Committee for the Development of the Scientific Strategy of the University of Split 2022 – 2026. The Academy's teachers have participated in the definition of strategic goals and in public debate on the draft of that document/ act ([Appendix 5.4.1.](#)). Artistic activity is present in the University's Strategy in two (out of four) fundamental strategic goals: to contribute to the development of society through creativity, inventiveness and

entrepreneurship (strategic goal 2); science and art are attractive and relevant to the general public (strategic objective 4).

During the re-accreditation in 2015, the Expert Committee made a remark that the Academy does not have a clear research strategy, nor a formal strategy and mechanisms for informing employees about the available funding mechanisms and for supporting their scientific and artistic work ([Report of the Expert Committee on the Re-accreditation of the Arts Academy in Split](#), p. 11, 19). During the mandate of the current Administration, the Academy adopted a document/ act that directs the development of its scientific activity: [Strategy for the Development of Scientific Research of the Academy of Arts in Split 2022 – 2027](#). The lengthy and complex process of creating that document/ act is described in the text of the Strategy (pp. 5 – 9) and documented through the meetings proceedings of the Committee for Science, which are publicly available on the Academy's website (Akademija > Povjerenstva > [Povjerenstvo za znanost](#) – Academy > Committees > Committee for Science). The Academy's Strategy is, of course, aligned with the vision of the development of the University of Split.

Since the Strategy for the Development of Scientific Research of the Arts Academy in Split 2022 – 2027 was adopted in June 2022, the Administration and the Committee for Science have yet to produce periodic reports on its implementation, which will show whether the scientific activities of teachers represent the implementation of the scientific research strategic programme.

At this point it should be said that the Academy does not have a Strategy for the Development of Artistic Work as a separate document/ act, but that the umbrella strategic document of the institution, Mission, Vision and the Development Strategy of the Arts Academy in Split for the period 2019 – 2024, can be considered an act of the strategic planning of artistic activities as the primary activities of the Academy. The implementation of the strategic development programme is monitored through annual reports on the implementation of the Development Strategy (the first report is from the academic year 2019/ 2020). The data for these reports are mostly drawn from the annual reports on Departments/ Sections activities (Aktivnosti > [Godišnja aktivnost odsjeka/odjela](#) (Activities > Departments/ Sections annual activity)).

The Academy actively encourages teachers to engage in scientific and artistic activities. Vice Dean of Art, Science, International Relations and ECTS periodically, through an internal mailing list, sends teachers notifications about current competitions and calls for financial support for national and international projects, about training/ informative workshops for applicants, tenders for participation in exhibitions, festivals and conferences, calls for publishing activities, calls for academic mobility, etc. ([Appendix 5.4.2](#)). The Vice-Dean also forwards to the teachers all relevant information they receive from the International Relations Office of the University of Split and the Projects Office of the University of Split. The Administration sends notifications related to scientific research activities to teachers engaged in scientific research via a separate mailing list ([Appendix 5.4.3](#)).

Resources for scientific and artistic activity and their improvement

The main source of funding for the scientific and artistic activities of the Academy's teachers are funds for dedicated multi-year funding of scientific and artistic activities, which, as explained in subchapter 5.1. of the Self-evaluation are awarded every year to teachers in scientific-teaching and artistic-teaching positions (thus, to employees in the position of assistant professor and above). Teachers autonomously manage these funds, and they can use them to finance their own activities (e. g. to cover the costs of publishing works, organizing or participating in conferences, organizing exhibitions (their own or student exhibitions), paying membership fees in professional associations, etc.) or to finance activities of their departments (e. g. for the organization of lectures and workshops of invited experts, procurement of musical instruments, etc.). Procurement of equipment through funds for dedicated multi-year financing of scientific and artistic activities contributes to the improvement of working conditions.

In accordance with its financial capabilities, the Academy provides financial support only for publishing activities. Other types of activities, such as gallery-exhibition, concert or, for example, audio-visual, are financed from other sources. Teachers apply for funding opportunities of programmes/ projects of public needs in culture that are published by cities, counties and the Ministry of Culture and Media of the Republic of Croatia.

Spatial resources available to the Academy for scientific and artistic activities cannot be considered completely satisfactory. The Academy does not have a conference hall or its own exhibition space. Two spaces that are equipped for musical and stage performances (*Scena A* in Zagrebačka Street and the so-called large hall in Gripe Fortress) do not have adequate infrastructure: lighting, sound system, public address system, wardrobe, auxiliary rooms, etc. The problem of lack of space and inadequate equipment is explained in chapter 4. of the Self-evaluation. This problem was partially solved through cooperation with cultural, educational and other institutions in Split. Conferences and public lectures are often held in the multifunctional hall of the University Library in Split. One international meeting (4th International Meeting on Retouching of Cultural Heritage / RECH4) was held in a large amphitheatre in the so-called Three Faculties Building on Campus (it is a building belonging to the Faculty of Chemistry and Technology in Split, the Faculty of Science in Split and the Faculty of Maritime Studies in Split). The Academy's exhibitions are most often held at the Centre for Culture and Lifelong Education *Zlatna vrata*, the Split Multimedia Cultural Centre and the University Gallery. Musical and stage performances are held, apart from the Academy's premises, in the Croatian National Theatre Split, the *Hrvatski dom* Split, the City Youth Theatre, the Split City Museum and other places.

The Academy also lacks human resources for scientific and artistic activity. There is no service that would deal with the administrative aspect of applications for scientific research or external projects, organization and technical production of events, public relations, editing of websites and (or) communication on social networks. All organizational, technical and administrative work related to scientific research, artistic and professional projects is performed by teachers – programme/ project managers: from writing applications to public calls to finding institutional partners; from filling out requests for goods and services to promoting their activities.

The increase in human resources financed by the Ministry of Science and Education of the Republic of Croatia in the past period was possible exclusively for the positions available to the Academy and in agreement with the University of Split. Since this model does not provide satisfactory results, the recently adopted Strategy for the Development of Scientific Research of the Arts Academy in Split 2022 – 2027, it is planned to employ project administrators and project assistants, as well as researchers, through projects, competitions and other employment programmes, that is, without funds provided from the Centralized Payroll System (COP).

As part of the celebration of the 25th anniversary of its foundation (1997 – 2022), the Academy provided support to teachers in raising the visibility and dissemination of their artistic and scientific activities. The Vice Dean of Art, Science, International Relations and ECTS systematically collected data on artistic and scientific activities through an [online form](#) and created a monthly programme of anniversary events. The programme was published on the Academy's website (Activities > Current > UMAS25) and sent via e-mail to employees and students, the PR department of the University of Split and contact persons from the media ([Appendix 5.4.4](#)).

Recognizing and rewarding scientific/ artistic achievements of employees

During the re-accreditation in 2015, the Expert Committee warned that the Academy does not have formal structures for recognizing the efforts and achievements of individuals and suggested promotions or other forms of academic rewards as an incentive measure ([Report of the Expert Committee on the Re-accreditation of the Arts Academy in Split](#), p. 19).

The efforts and achievements of the Academy's teachers are valued and recognized during career advancement, but the Academy has not established its own system of recognizing excellence and rewarding

employees for high-quality scientific research work, publication of high-quality scientific works, completion of high-quality artistic works, for excellence in teaching work, nor for excellence in the work of non-teaching staff. The Academy's teachers, however, compete for the annual Science Prize awarded by the University of Split. The awards are given to the most productive scientists whose work has significantly contributed to the recognition of the University in terms of scientific excellence. The basic criterion for the Prize is the author's scientific productivity as it is recorded in the WoS and Scopus databases in the previous calendar year. This, however, means that teachers who deal exclusively with artistic work do not have the opportunity to receive the University Award. (So far, only one of the Academy's teachers has received the award: Jurica Matijević in 2016, for scientific work in the field of art – the book [Tajne o bojama. Priručnik za pripremu boja iz 15. stoljeća](#) (*Secrets of Colours. Manual for the Preparation of Colours from the 15th Century.*))

Nevertheless, the Academy supports and encourages its teachers by nominating them for national science and art awards. For example, in 2019, the Academy nominated Matko Mijić for the 'Vladimir Nazor' Award ([Appendix 5.4.5](#)).

Memberships in scientific/ artistic/ expert committees of meetings and editorial boards of journals

Information on the membership of the Academy's teachers in the scientific/ artistic/ expert committees of the conferences is presented in subchapter 5.1. (meetings organized by the Academy and meetings organized by other institutions, in whose organizational/ scientific/ programme committees the Academy's teachers participated).

In the period from 2017 to 2021, Academy teachers were members of the editorial boards, guest editors or members of the scientific boards of eleven (11) domestic and foreign journals:

- [Arti musices](#) (publishers: Croatian Musicological Society, Division for the History of Croatian Music and Academy of Music of the University of Zagreb);
- [Bašćinski glasi : južnohrvatski etnomuzikološki godišnjak](#) (publisher: Arts Academy in Split);
- Croatian Theater / Teatro Croata (publisher: Croatian Center ITI)
- *Gitara : godišnjak Hrvatske udruge gitarskih pedagoga* (publisher: Croatian Association of Guitar Pedagogues);
- [ICAR – International Journal of Young Conservators and Restorers of Works of Art](#) (publisher: Academy of Fine Arts in Warsaw, Poland);
- [IxD&A \(Interaction Design and Architecture \(s\)\) Journal](#), thematic issue 'Speculative and Critical Design: Approaches and Influences in Education' (publisher: Scuola IaD – Università degli Studi di Tor Vergata, Italy);
- *Kaštelanski zbornik* (publishers: Museum of the City of Kaštela and Bijaći - Society for the Preservation of Cultural Heritage of Kaštela);
- [ST-OPEN](#) (publisher: University of Split);
- [New Theories / Neue Theorien / Nove teorije](#) (publisher: Academy of Art and Culture in Osijek);
- [Theoria](#) (publisher: Croatian Association of Music Theorists);
- [Zbornik radova Filozofskog fakulteta Sveučilišta u Splitu](#) (publisher: Faculty of Humanities and Social Sciences)

Furthermore, Academy staff are board members of two (2) journals in the process of launching:

- *LOOK* (publishers: Multimedia Cultural Centre Split and Faculty of Humanities and Social Sciences in Split);
- *Zbornik Umjetničke akademije u Splitu* (publisher: Arts Academy in Split).

5.5. Scientific/ artistic and professional activity and achievements of the higher education institution

improve the teaching process.

- *Space and equipment for scientific/ artistic research and professional activities are used in undergraduate, graduate and postgraduate classes.*
- *Students of undergraduate, graduate and postgraduate studies are involved in scientific/ artistic/ professional projects of the higher education institution.*

- *Teaching at postgraduate university studies and doctoral theses reflect scientific/ artistic research, professional activities and achievements of the higher education institution.*

The space and equipment that the Academy has at its disposal for scientific and artistic research and professional activities are used in classes at all undergraduate and graduate studies. Depending on the courses and Departments, students have at their disposal a stage with light and sound equipment, rehearsal rooms, musical instruments, computer equipment, equipment for recording and photography, hand and electric tools, laboratory equipment, etc. Continuous investment takes place, within financial possibilities, in the improvement of space and equipment for the implementation of classes and independent scientific/ artistic research and work of students.

In addition to theoretical teaching (lectures and seminars), a large part of the teaching in all study programmes of the Academy is carried out as practical work, which enables students to acquire the competencies they need to enter the labour market. At the Conservation-Restoration Section, for example, as part of practical classes in professional/ specialist subjects, students carry out conservation-restoration work on cultural heritage items – of course, under the supervision of teachers who have permission from the Ministry of Culture and Media of the Republic of Croatia to carry out operations on protected cultural assets.

Some Sections/ teachers also conduct extracurricular activities in order to prepare students for professional artistic activity. For example, the Painting Section organizes a large number of individual and group students' exhibitions every year. Through such projects, students become familiar with the technical aspects of the realization of exhibitions (packaging and transport of works, creating an art display, installation of works, lighting design, etc.), as well as with the method and conditions of exhibition in different gallery spaces. In addition, they learn to cooperate with curators and get used to the critical view of the public. The Music and Theatre Arts Departments organize reruns of student productions and participate in the events and activities of the city's cultural institutions.

Information on student participation in the Academy's artistic and professional projects is available in the annual reports on Department/ Section activities, in the section 'Artistic/ scientific activity as an improvement of the Department's teaching process' (Academy website: Aktivnosti > [Godišnja aktivnost odsjeka/odjela](#) Activities > Annual activity of the Department/ Section).

Due to its fundamental scientific nature and the scientific component of the teaching staff, part of the undergraduate and graduate study programmes at the Academy are based on scientific or combined scientific-artistic provenance. These are primarily the study programmes in Music Theory, Music Education, Visual Culture and Fine Arts, and Conservation-Restoration (integrated undergraduate and graduate studies conducted jointly by the Academy and the Faculty of Science in Split). There is a significant share of scientific and theoretical content in the study programmes Visual Communications Design, Painting (including graphic techniques and photography), Sculpture, Film and Video, and Acting.

Four study programmes include courses on the methodology of scientific research and scientific communication. At the integrated undergraduate and graduate studies Conservation-Restoration, the compulsory courses [Scientific Research Methodology](#), [Written Documentation and Communication Skills in Conservation-Restoration](#) and the optional course *Interview with the Artist as a Research Method in Conservation-Restoration* are taught. The graduate study programme Visual Communications Design (Graphic Design, Interactive Media, Typography) includes the course [Research Methods in Design](#). The courses [Methodology of Scientific Work 1](#) and [Methodology of Scientific Work 2](#) are taught in the graduate study programme in Music Culture and the graduate study programme in Music Theory.

Scientific research and professional work actively contribute to the teaching process. In the period from 2017 to 2021, students, at the encouragement and mentoring support of teachers, conducted research and produced several diploma theses related to the Academy's scientific research and professional projects

([Appendix 5.1.1](#)). From the project GIDAL - Musical Sources of Dalmatia in the Context of Central European and Mediterranean Musical Cultures from the 18th to the 20th Century, two graduate theses were produced: [Josip \(Giuseppe\) Raffaelli \(1767.-1843.\): Kyrie, Gloria e Credo a due voci con versetti con orchestra. Transkripcija rukopisa u suvremeni notni zapis](#) (Josip (Giuseppe) Raffaelli (1767-1843): Kyrie, Gloria e Credo a due voci con versetti con orchestra. Transcription of the manuscript into contemporary notation) by students Valentina Tolić and [Tommaso Resti \(oko 1770. – 1830.\): Messa di morti a 4 voci con accompagnamento di piena orchestra. Analiza djela i kritičko notno izdanje](#) (Tommaso Resti (around 1770 – 1830): Messa di morti a 4 voci con accompagnamento di piena orchestra. Analysis of the work and critical sheet music edition) by student Marija Bešlić. From the international project CAPuS - Conservation of Art in Public Spaces one graduate thesis was produced (theme B) of Jelena Hudinčec Hudinčec [Prilog poznavanju kiparskih djela realiziranih u Koloniji likovnih umjetnika Željezara Sisak](#) (Contribution to the knowledge of sculptural works realized in the Colony of Fine Artists of Željezara Sisak).

A number of graduate theses resulted from the professional projects of the Conservation-Restoration Department, and here we will list only a few:

- Josip Nižetić, [Konzervacija i restauracija mramorne antičke skulpture cara Augusta iz muzeja u Naroni](#) (Conservation and Restoration of the Ancient Marble Sculpture of Emperor Augustus from the Museum in Naroni);
- Ana Marija Lučić, [Konzervacija i restauracija mramorne oplata isejskoqa helenističkog hrama](#) (Conservation and Restoration of the Marble Panelling of the Isej Hellenistic Temple);
- Ivana Vukadin, [Izrada kopija i FT-IR analize keramike prapovijesnog lokaliteta Dugiš pokraj Sinja](#) (Making Copies and FTIR Analysis of Ceramics from the Prehistoric Site Dugiš near Sinj);
- Tamara Kaličanin, [Studija epibiontskih zajednica i konzervatorsko restauratorski radovi na helenističkim posudama s podvodnog lokaliteta Žirje, uvala Juro](#) (Study of Epibiont Communities and Conservation and Restoration Works on Hellenistic Vessels from the Underwater site of Žirje, Juro bay);
- Martina Bilobrk, [Konzervatorsko-restauratorski zahvat na pozlaćenim i polikromiranim svijećnjacima iz župne crkve Uzašašća Gospodinova u Pakoštanima. Preparacije na bazi Aquazola](#) (Conservation and Restoration Work on Gilded and Polychrome Candlesticks from the Parish Church of the Ascension of Our Lord in Pakoštane. Preparations Based on Aquazol);
- Katarina Strinić, [Konzervatorsko-restauratorski radovi na baroknoj skulpturi Anđela Lučonoše iz Kaštel Novog. Izrada povijesno informirane rekonstrukcije gornjeg dijela barokne skulpture Anđela Lučonoša iz Kaštel Novog](#) (Conservation and Restoration Works on the Baroque Sculpture of Anđeo Lučonoša (Angel of Light) from Kaštel Novi. Creation of a Historically Informed Reconstruction of the Upper Part of the Baroque Sculpture of Anđeo Lučonoša from Kaštel Novi).

The Conservation-Restoration Section was the most active in involving students in work on projects, but also in dissemination activities related to them. In the period from 2017 to 2021, conservation-restoration students participated independently, with oral presentations and poster presentations, at several international conferences ([International Conference of Conservation-Restoration Studies](#), [Final Conference of the Conservation of Art in Public Spaces Project](#), [CRUA-Conservation restoration of Underwater Archaeology](#)) and published a large number of works in co-authorship with their teachers (all information is available in [Appendix 5.5.1](#)).