

UNIVERSITY OF SPLIT

FACULTY OF HUMANITIES AND SOCIAL SCIENCES



DEVELOPMENT STRATEGY
OF THE FACULTY OF HUMANITIES AND SOCIAL SCIENCES IN SPLIT
FOR THE PERIOD 2026–2030

Split, January 2026

DEVELOPMENT STRATEGY
OF THE FACULTY OF HUMANITIES AND SOCIAL SCIENCES IN SPLIT
2026–2030

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Contents

INTRODUCTION **Error! Bookmark not defined.**

ORGANISATIONAL UNITS AND SCOPE OF ACTIVITIES **Error! Bookmark not defined.**

VISION 8

MISSION 9

ORGANISATIONAL UNITS 11

 Faculty Centres and Working Bodies **Error! Bookmark not defined.**

ANALYSIS OF THE FACULTY’S CURRENT AND FUTURE STRENGTHS, WEAKNESSES, OPPORTUNITIES AND THREATS (SWOT ANALYSIS) 15

DEVELOPMENT CHALLENGES OF THE FACULTY FOR 2026–2030 **Error! Bookmark not defined.**

 1. Uneven teaching workloads across different study programmes 21

 2. Continuous improvement of study programmes and the teaching process 21

 3. Internationalisation of study programmes 26

 4. Improvement of student living standards for students from vulnerable groups 27

 5. Increasing Research Excellence 28

 6. Refurbishment of Part of the Faculty Building and Improvement of Energy Efficiency 30

FACULTY OBJECTIVES FOR THE FORTHCOMING PERIOD IN ACCORDANCE WITH THE PROGRAMME AGREEMENT FOR THE PERIOD 2025–2029..... **Error! Bookmark not defined.**

STRATEGIC OBJECTIVES, ACTIVITIES, INDICATORS AND EXPECTED RESULTS FOR THE PERIOD 2026–2030

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INTRODUCTION

The Development Strategy of the Faculty of Humanities and Social Sciences in Split 2026–2030 (hereinafter: the *Development Strategy*) is a strategic document containing a description of the Faculty's organisational units, scope of activities, mission and vision, SWOT analysis, description of development needs for the period 2026–2030, strategic areas and the institution's main strategic priorities. The Development Strategy was developed on the basis of the SWOT analysis, the objectives adopted under the Faculty's Programme Agreement (2025–2029), and the Faculty's development needs, and is based on the following relevant documents:

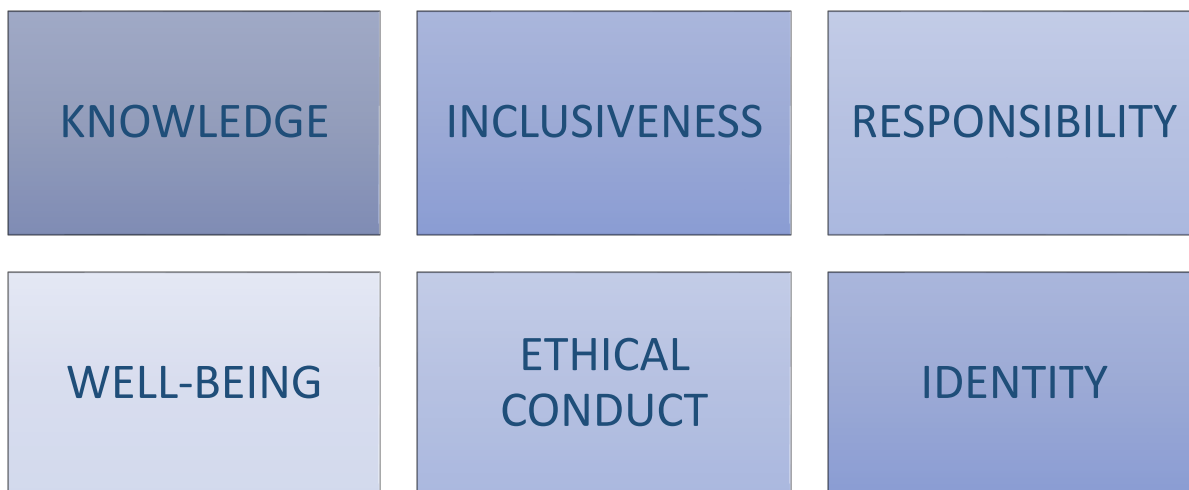
1. *Development strategy of the Faculty of Humanities and Social Sciences in Split 2021–2025*
2. *Strategy of the University of Split 2025–2030*
3. *Report of the Expert Panel in the second cycle of the Faculty's re-accreditation in 2022*
4. *Proposal for the development and performance-based budget components within the programme agreement of the Faculty of Humanities and Social Sciences in Split 2025–2029*

In addition to the above documents, the development strategy incorporates the provisions of other applicable national and European strategic documents relating to study programmes, the competence-based approach in higher education, sustainable and inclusive growth and development, and the scientific research framework. These include the following reference documents:

1. *Act on Higher Education and Scientific Activity of the Republic of Croatia (Official Gazette 119/22)* (hereinafter: the Act)
2. *Act on Quality Assurance in Higher Education and Science (Official Gazette 151/22)*
3. *Act on the Croatian Qualifications Framework (Official Gazette 22/13, 41/16, 64/18, 47/20, 20/21)*
4. *Strategic Documents of the European Higher Education Area (EHEA) and the European Research Area (ERA)*
5. *Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG)*

Through its development, the Faculty of Humanities and Social Sciences in Split strives to become a recognised academic community, basing its activities on the following values: knowledge, inclusiveness, personal and social responsibility, individual and community well-

being, ethical conduct, and the preservation of cultural heritage and national and Mediterranean identity.



ORGANISATIONAL UNITS AND SCOPE OF ACTIVITIES

The Faculty of Humanities and Social Sciences in Split (hereinafter: the Faculty) is a public higher education institution within the University of Split that organises and delivers university undergraduate and graduate studies, a university integrated undergraduate and graduate study, a doctoral study and lifelong learning programmes, and develops scientific and professional activities in several scientific areas and fields. It is entered in the Register of Scientific Organisations under number 244 in the scientific area of the humanities, the scientific area of social sciences and the interdisciplinary scientific area.

The Faculty, which currently (October 2025) has 179 employees, of whom 101 hold scientific-teaching positions, 15 teaching positions, 22 associate positions, 38 positions in professional and administrative services, and 3 are employed on projects, as well as 1,486 students, is focused on the education and scientific development of professionals in the social sciences, humanities and interdisciplinary sciences. Built on the rich cultural, artistic and humanistic tradition of the Mediterranean environment, the Faculty is today a central institution for the development of the humanities and social sciences in this region. The Faculty's distinctive features include its openness to the local, regional, national and international community and the involvement of a large number of experts and external associates in its activities, as well as numerous lifelong learning programmes, various scientific and professional conferences and symposia, science popularisation activities, publishing activities, and a number of national and international teaching bases where students gain professional experience during their studies. The Faculty has also become a promoter of cultural heritage and contemporary cultural events at the national and international levels by organising exhibitions, literary events and other cultural and artistic events, as well as through cooperation with diplomatic missions in the Republic of Croatia.

The Faculty was formally established in 2005 through the merger of the Teacher Training College and the Department of Humanities at the University of Split. The Teacher Training College had existed as an independent organisational unit of the University of Split since 1998, when, by a Regulation of the Government of the Republic of Croatia, the Primary Education Study and the Preschool Education Study were separated from the Faculty of Natural Sciences, Mathematics and Education of the University of Split. The Department of Humanities was established as a branch of the University of Split in 2001 with three core studies - Croatian Language and Literature, English Language and Literature, and Italian Language and Literature

- as well as the off-campus History study program of the Faculty of Humanities and Social Sciences at the University of Zagreb. With the establishment of the Faculty, four new study programmes and departments were also introduced: Sociology, Philosophy, Pedagogy and Art History. From the 2013/2014 academic year, the undergraduate study in Early and Preschool Education began to be delivered as a university study, while from 2017/2018 the university graduate study in Early and Preschool Education was introduced as a part-time study. From the 2018/2019 academic year, the university undergraduate study in German Language and Literature began to be delivered, followed by the graduate study in German Language and Literature from 2021/2022. From the same academic year (2021/2022), the Faculty has also delivered the university undergraduate study in Psychology (in English), and from the 2024/2025 academic year the university graduate study in Psychology, following a positive initial accreditation conducted in 2024. The first generation of students enrolled in the university postgraduate (doctoral) study in Humanities in the 2011/2012 academic year. A particularly important milestone in the Faculty's history was the move into its current building (at Poljička cesta 35), which, after 13 years of operating across seven locations, enabled the Faculty to begin operating in a single building. This solution to the Faculty's spatial needs significantly facilitated and improved the Faculty's operations and activities, as well as the standard of studying, as evidenced by the results of student evaluations of the overall quality of studies.

VISION

The Faculty of Humanities and Social Sciences seeks to strengthen and promote the humanities, social and interdisciplinary sciences in the local, national and European context and to attract outstanding researchers and students from Croatia and other countries through excellence and the introduction of innovation in teaching, learning, research, and the exchange of knowledge and good practices. Contributing to the enhancement of competencies, the promotion of ethical conduct, tolerance, cooperation, inclusiveness and responsibility, and the advancement of society are among the Faculty's most important tasks. High-quality education of students and doctoral candidates in accordance with high quality standards, as well as excellence in scientific activity, will ensure better positioning of the Faculty within the national and European higher education and research area and enable more intensive cooperation with international stakeholders. Continuous work on the development of lifelong learning programmes will ensure even greater recognition of the Faculty among professionals in the social sciences, humanities and interdisciplinary fields, as well as within the education system of the Republic of Croatia at all levels. The Faculty's vision of becoming an important regional factor in the internationalisation of study programmes will contribute to greater openness towards international students, as well as cooperation with international researchers and teachers. Through the continuous and systematic improvement of study conditions, the Faculty positions itself as an important factor in ensuring and promoting high-quality teaching processes and study based on contemporary principles and methods of delivering higher education. The Faculty's mission and vision, as well as its activities to date in all areas, are aimed at assuming an even more prominent role in the education of professionals in the social sciences and humanities and in the development of scientific disciplines within the social sciences, humanities and interdisciplinary scientific areas, both at the University of Split and at the national, regional and European levels.

MISSION

The Faculty is a constituent unit of the University of Split focused on the education and scientific development of professionals in the social sciences, humanities and interdisciplinary sciences. As a constituent unit of the University that educates the largest number of students for careers as preschool teachers, primary school teachers and subject teachers, the Faculty bears significant responsibility for the long-term development and advancement of society as a whole. Therefore, in addition to the scientific and practical competencies required for employment in the labour market, the Faculty promotes social, humanistic, moral and ethical values, striving to contribute to society through education and scientific activity of high standards. Through the development and enhancement of its activities, it successfully integrates into the European education and research area, continuously striving for excellence in research and teaching. The Faculty's mission may be expressed through the following principles:

- educating university bachelors and masters in the social sciences, humanities and interdisciplinary sciences, who will be able to navigate the labour market competently, develop into experts in their respective fields, and continuously promote fundamental social and humanistic values in their professional work
- educating doctors of science in the humanities, whose competencies will contribute to fostering and advancing the humanities in the national and international context
- developing a collaborative, flexible and pluralistic intellectual environment for all its employees, who will encourage students to embrace ethical conduct, critical thinking, creativity and freedom of thought
- developing the Faculty's identity and promoting its study programmes and scientific projects in the European and international context
- fostering the Faculty's distinctive identity and uniqueness arising from the specific historical and sociocultural values of the Mediterranean environment
- promoting teaching and research excellence in the social sciences, humanities and interdisciplinary sciences
- positioning the Faculty within the Republic of Croatia and the broader regional and European context as a relevant institution in the planning and adoption of strategies of wider social and economic importance.

In accordance with the Statute of the Faculty of Humanities and Social Sciences in Split (October 2023; hereinafter: the Statute), the Faculty's activities comprise higher education,

scientific activity and professional activity, which constitute activities of special interest to the Republic of Croatia and form an integral part of the international, particularly European, research and education area. As a constituent unit of the University of Split, the Faculty's activities are:

- educating students at undergraduate, graduate, integrated undergraduate and graduate, and doctoral levels in the scientific areas of social sciences, humanities and interdisciplinary sciences in accordance with the Act;
- organising and delivering supplementary pedagogical, psychological, didactic and methodological education programmes for the purpose of acquiring the competencies required to work at all levels and in all types of education;
- scientific research and professional activities in the areas of social sciences, humanities and interdisciplinary sciences;
- developing and implementing national and international scientific, research and professional projects;
- organising national and international scientific, research and professional conferences;
- conducting procedures for appointment to positions in accordance with the Act and other regulations;
- conducting procedures for the appointment of external teachers and associates in accordance with the Act and other regulations;
- adult education;
- organising and delivering all professional development programmes in the scientific areas of social sciences, humanities and interdisciplinary sciences, based on the principles of lifelong learning and professional development;
- printing, publishing, library and information technology activities for the purposes of the Faculty's teaching, scientific, research and professional activities;
- providing services to companies and other organisations where such services contribute to the development of the Faculty's core activities.

In accordance with Article 12 of the Statute, the Faculty may also perform other activities on a smaller scale if they contribute to the more effective utilisation of its human and spatial resources (providing proofreading and translation services, editing publications and other professional services, selling its own promotional materials, and providing other legal and natural persons with the use of its premises and equipment).

ORGANISATIONAL UNITS

The organisational units of the Faculty are organised into several categories: departments, chairs, centres, standing committees and boards, and professional and administrative organisational units. The Faculty has twelve departments, i.e. organisational units responsible for delivering study programmes and conducting scientific and professional activities in one or more scientific and educational areas or fields. In addition to departments, the Faculty also has chairs. Chairs are organisational units of the Faculty that may operate independently or within individual departments. The Faculty currently has the following chairs organised within departments (<https://www.ffst.unist.hr/odsjeci>):

1. Department of Croatian Language and Literature

- Chair of Croatian Language
- Chair of Literature and Culture

2. Department of English Language and Literature

- Chair of English Language and Applied Linguistics
- Chair of Literature in English

3. Department of Italian Language and Literature

- Chair of Italian Language
- Chair of Applied Linguistics
- Chair of Italian Literature

4. Department of German Language and Literature

- Chair of German Language
- Chair of Literature and Media

5. Department of Art History

6. Department of History

- Chair of Ancient and Medieval History and Methodology of Historical Science
- Chair of Early Modern and Contemporary History

7. Department of Philosophy

8. Department of Early and Preschool Education

9. Department of Sociology

10. Department of Pedagogy

11. Department of Teacher Education

- Chair of Teaching Methodologies
- Chair of Croatian Language and Literature
- Chair of Arts

12. Department of Psychology

Faculty Centres and Working Bodies

The Faculty has 15 centres engaged either in lifelong learning or established primarily for scientific research and professional activities, or as student support centres. Employees from different departments are involved in the work of the centres, depending on the purpose and activities of each centre and the scientific and professional competencies and interests of the employees.

Centres for lifelong learning programmes (<https://www.ffst.unist.hr/centri>):

- Centre for Croatian Studies Abroad (CEHAS) – delivers Croatian language and culture learning programmes for foreigners
- Centre for Research and Development of Lifelong Learning (CIRCO) – delivers programmes for the development of pedagogical, psychological, didactic and methodological competencies for preschool teachers, primary school teachers and subject teachers, as well as programmes for the development of various competencies required by higher education teachers
- Centre for Foreign Languages – established for the purpose of delivering foreign language courses tailored to the specific needs of the academic community
- King Sejong Institute Split – established as a result of the Faculty's successful application to a call funded by Korean partners for the purpose of delivering Korean language and culture courses

Centres for scientific research and professional activities

(<https://www.ffst.unist.hr/znanost/centri>):

1. Centre for Interdisciplinary Studies *Studia Mediterranea*

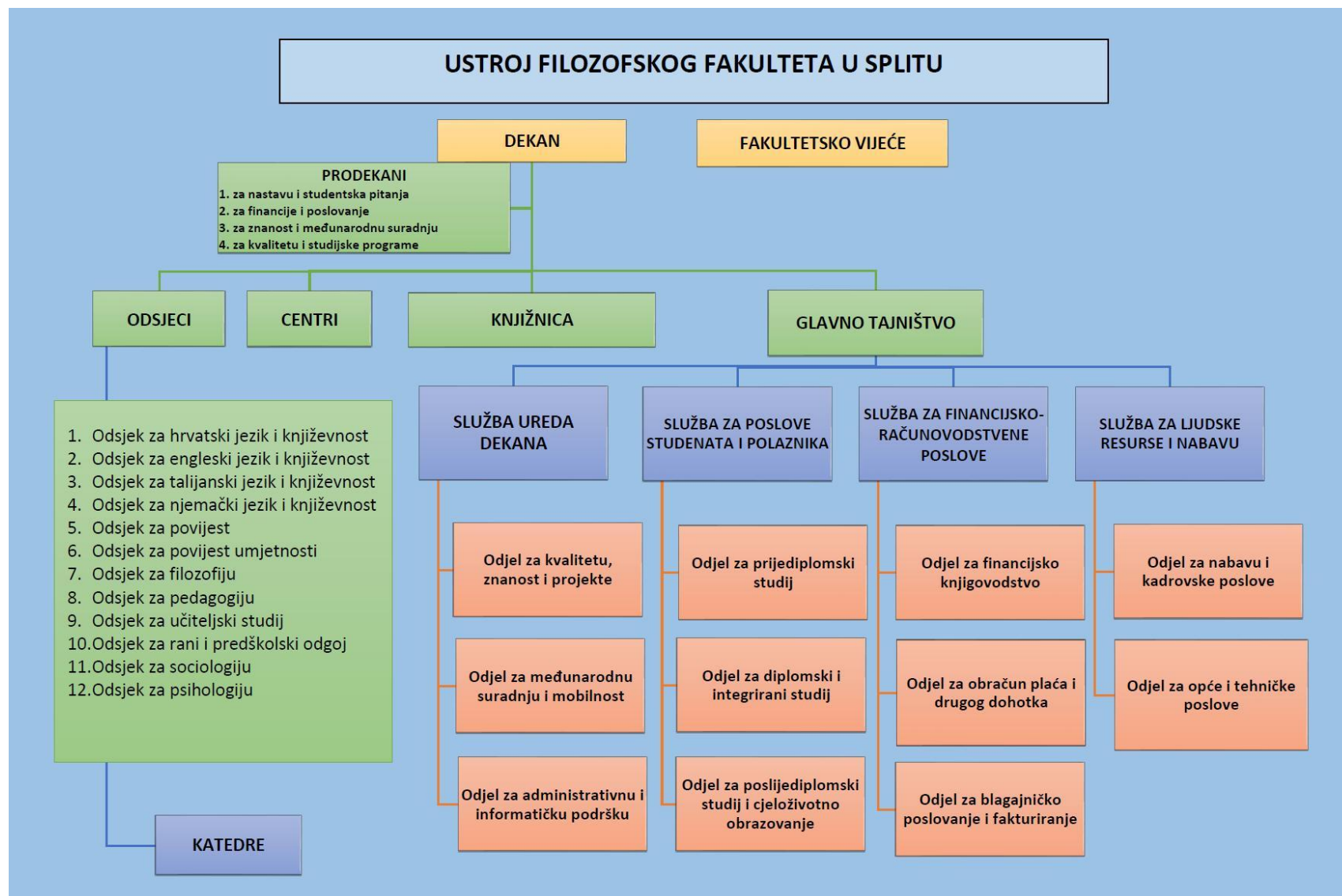
2. Centre for Integrative Bioethics
3. Centre for Comparative and Korean Studies
4. Centre for Local History and Genealogy
5. *Berislav Žarnić* Research Centre
6. Centre for Intangible Cultural Heritage
7. Centre for Transdisciplinary Research and Promotion of a Culture of Health
8. Centre for Transdisciplinary Promotion of Sustainable Development
9. Centre for Research and Education in Human Rights

Student support centres:

- Student Counselling Centre
(https://www.ffst.unist.hr/centri/centar_za_savjetovanje_studenata)
- Career Planning and Development Centre
(https://www.ffst.unist.hr/centri/centar_za_planiranje_i_razvoj_karijera)

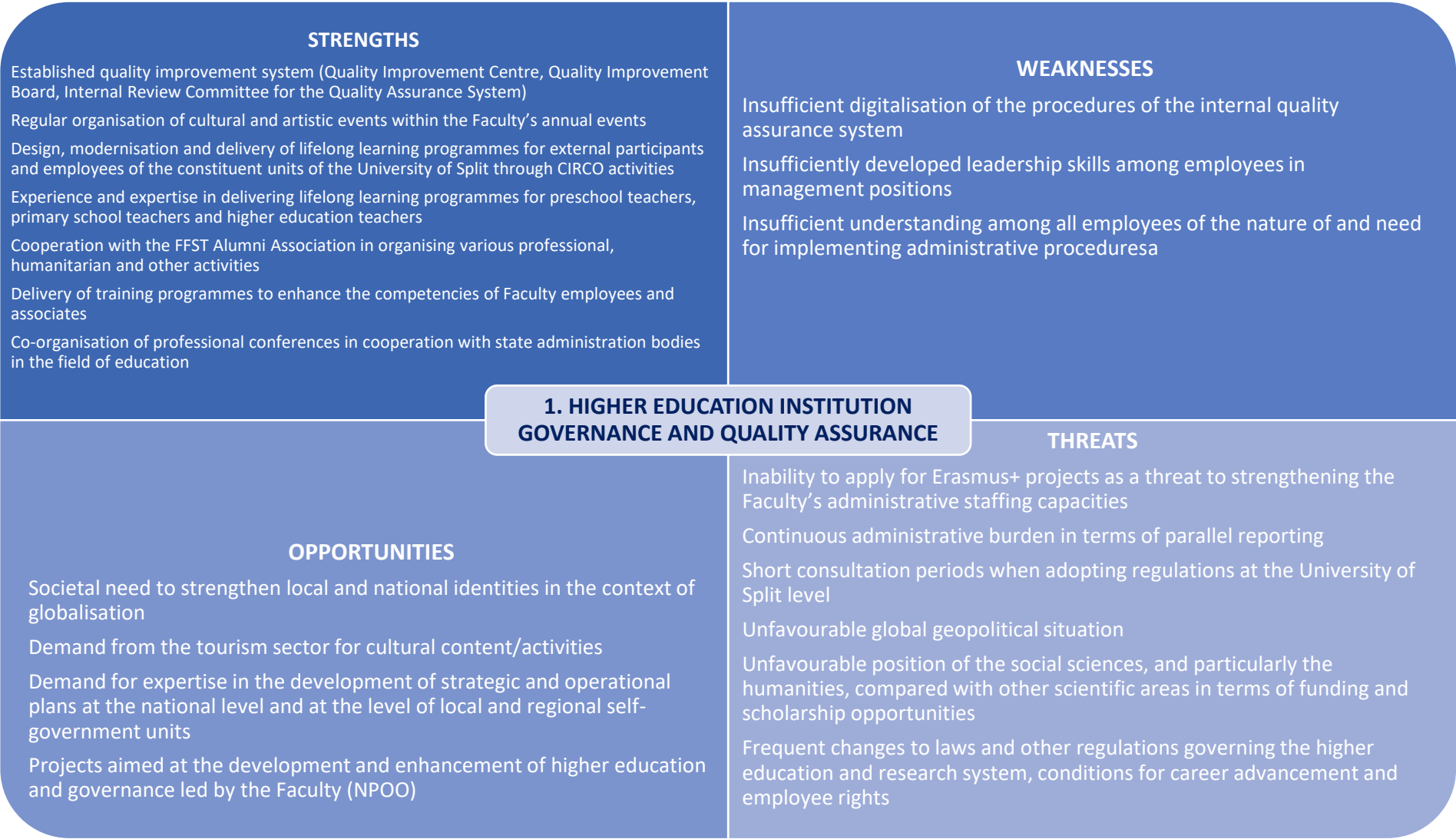
In addition, the Faculty has a library and professional services, as well as standing or ad hoc committees and boards established for the purpose of examining specific matters, preparing sessions or draft decisions, and performing other tasks, as follows:

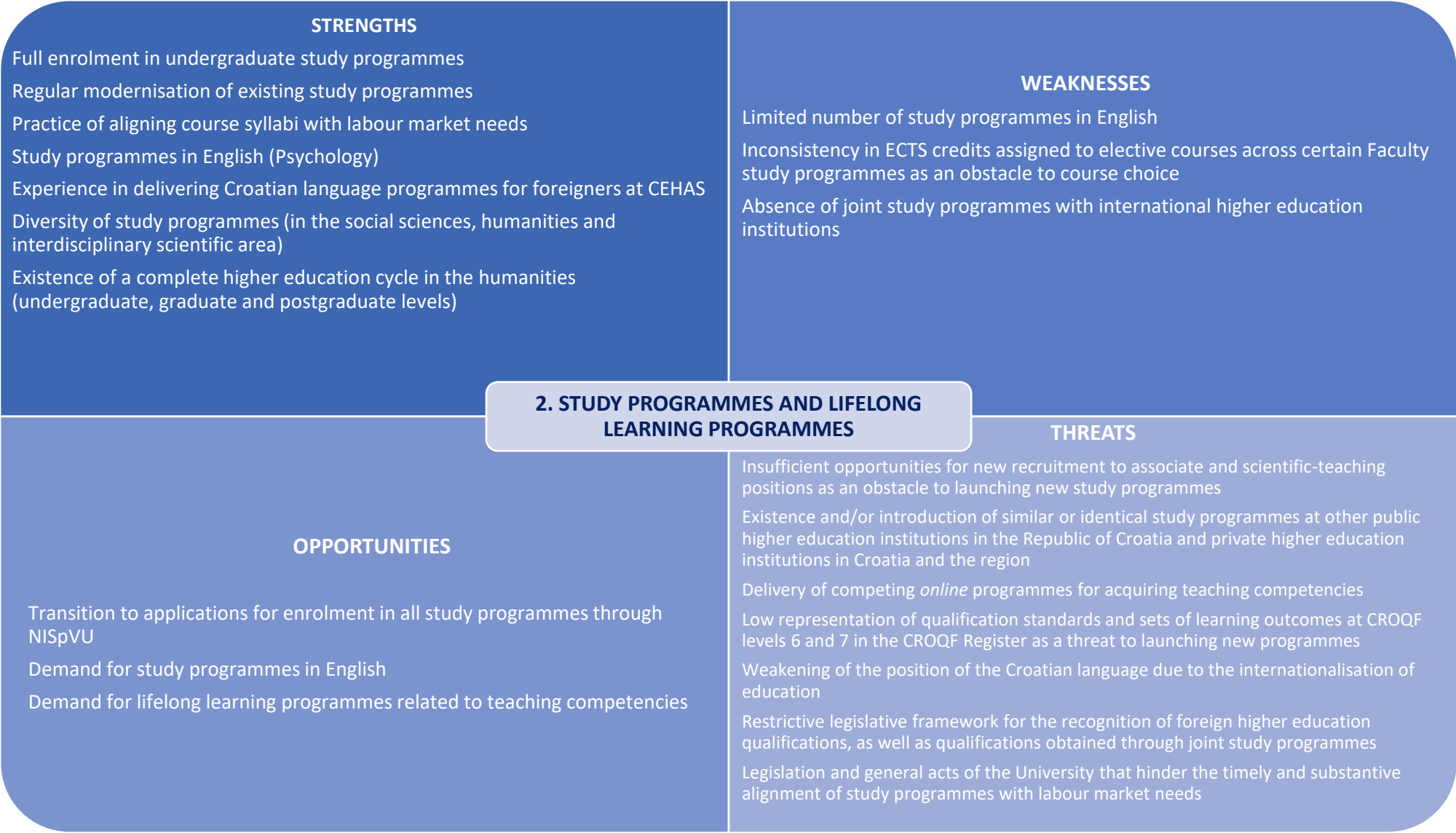
- Ethics Committee
- Publishing Committee
- Faculty Quality Enhancement Board
- Internal Review Committee
- Teaching Committee
- Library Board
- Research Committee
- Committee for the Disciplinary Responsibility of Faculty Employees
- Faculty Appeals Committee
- Committee for the Disciplinary Responsibility of Faculty Students
- Committee for Protection against Discrimination, Harassment and Sexual Harassment
- Committee for Ranking Applications of Faculty Students and Employees for Mobility Calls
- Awards Committee



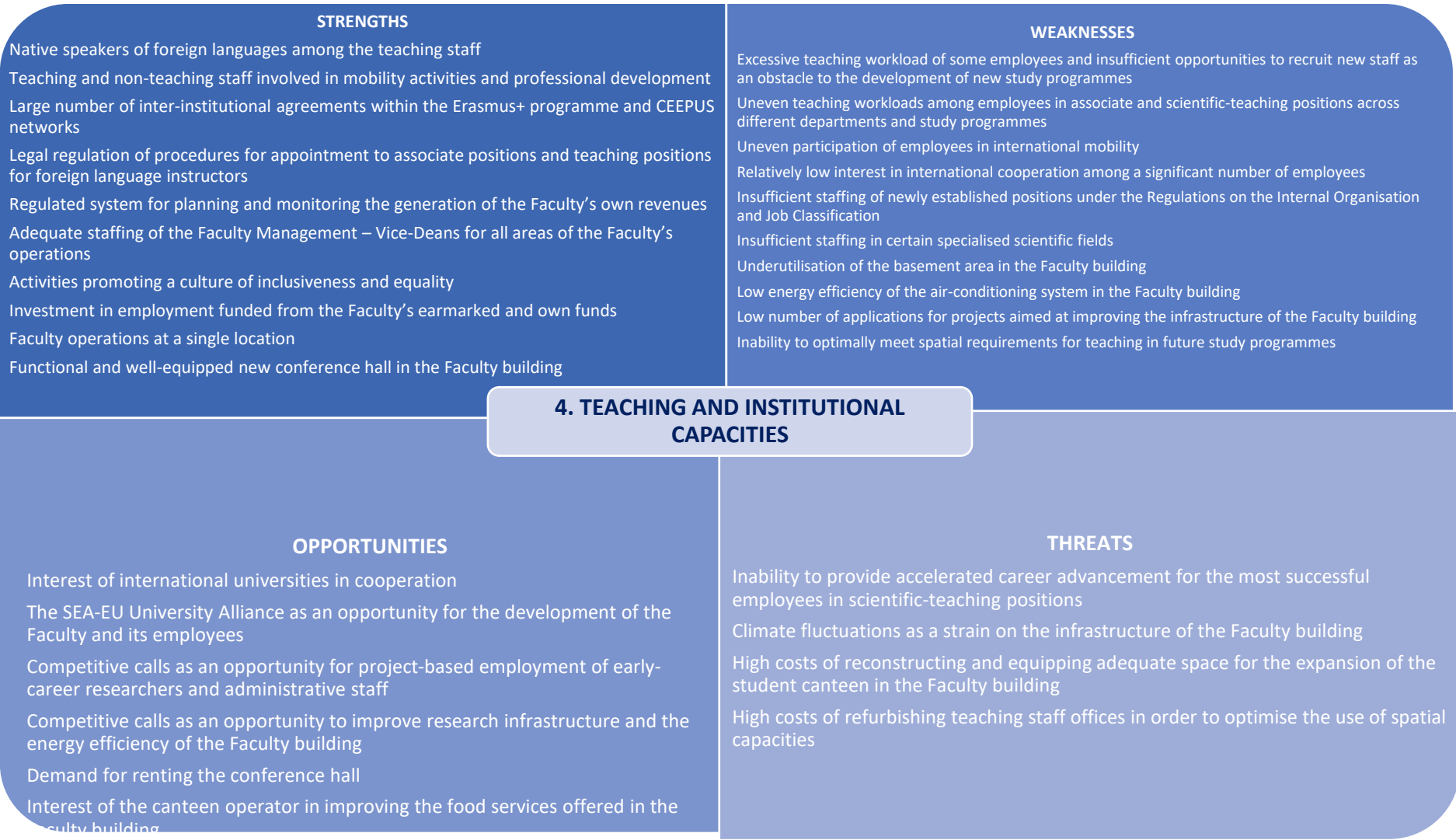
ANALYSIS OF THE FACULTY'S CURRENT AND FUTURE STRENGTHS, WEAKNESSES, OPPORTUNITIES AND THREATS (SWOT ANALYSIS)

This chapter presents the Faculty's SWOT analysis in accordance with the areas prescribed by the ESG standards: Higher Education Institution Governance and Quality Assurance; Study Programmes and Lifelong Learning Programmes; Student-Centred Learning and Teaching – Teaching Process and Support; Teaching and Institutional Capacities; Research Activity. Faculty employees participated in the SWOT analysis, as did final-year undergraduate students and graduate students at the Faculty.





STRENGTHS Continuous training of teaching staff for the purpose of modernising the teaching process Cooperation with a large number of practicum sites, teaching bases and host institutions in the Republic of Croatia, as well as international teaching bases Established practice of guest lectures by researchers and teachers from international higher education institutions Possibility of delivering courses in English on a consultative basis for international students Growing trend in outgoing and incoming student mobility Established formal and procedural framework for the recognition of prior learning Student support through the activities of the Student Counselling Centre and the Career Planning and Development Centre Student involvement in the organisation and implementation of the Faculty's public events Student involvement in the work of Faculty bodies, boards and committees Regular publication of student journals Infrastructure adapted for persons with disabilities Activities of the Commissioner for Students with Disabilities	WEAKNESSES Low student response rate in evaluations of teaching quality and the work of administrative and professional services Lack of systematic support for student projects Lack of signage in <i>Braille</i> in the Faculty building Insufficient training of employees regarding the specific needs of students from vulnerable groups Excessive workload of the Commissioner for Students with Disabilities Lack of an employed professional at the Student Counselling Centre to provide support to students from vulnerable groups Limited capacity of the student canteen in the Faculty building Absence of a so-called mobility window semester in study programmes Uneven levels of student mobility across different study programmes Difficulties in recognising learning outcomes achieved during outgoing mobility due to the high proportion of compulsory courses in study programmes Low interest in outgoing mobility among doctoral students
3. STUDENT-CENTRED LEARNING AND TEACHING - TEACHING PROCESS AND SUPPORT	
OPPORTUNITIES Volunteer projects in the local and regional community as an opportunity for student involvement and learning through volunteering Presence of relevant professional stakeholders in the immediate environment as potential institutional partners in meeting the specific needs of vulnerable students and students with disabilities Construction of new student residences Good quality of life in existing student residences Strong connections among students from different constituent units of the University of Split as an opportunity for the exchange of knowledge and experience Good availability of student jobs	THREATS Insufficient intra-university student mobility in elective courses Negative trends in interest in higher education among secondary school students and negative demographic trends Negative trends in interest in enrolment in philology study programmes (with the exception of English Language and Literature) Transition to a centralised application system for student enrolment in all study programmes as a threat to the ability to control the financial and organisational viability of launching study programmes that are not funded from the state budget Increase in the number of students experiencing mental health difficulties Insufficient awareness within the university community of issues concerning students from vulnerable groups Excessive workload of the Public Health Institute in the area of counselling and therapeutic work with students Shortage of professional staff at the University Student Counselling Centre Inability to employ professional staff required for student counselling services Accessibility of literature for students with visual impairments Poor communication within the Student Council of the University of Split National legislation as a cause of unequal student living standards (for students from within and outside the EU) Insufficient financial support for students undertaking mobility in certain countries





DEVELOPMENT CHALLENGES OF THE FACULTY FOR 2026–2030

The Faculty continuously works on its enhancement across all segments of the quality assurance system, guided by legislative, University and institutional acts and the ESG standards. This is evidenced by the successful completion of the Faculty's re-accreditation process in the second cycle in the 2021/2022 academic year, the initial accreditation process of the university graduate study in Psychology in 2024, which received high ratings, the positive Report on the Implementation of the Action Plan for Quality Enhancement within the Second Cycle of Re-accreditation 2022–2024 issued by the Agency for Science and Higher Education, and the positive evaluation of the doctoral study in Humanities.

Given that the Faculty regularly monitors labour market trends and research trends and continuously works to improve its teaching processes, the following challenges and development needs have been identified for more effective operation:

1. uneven teaching workloads across different study programmes
2. continuous enhancement of study programmes and the teaching process
3. internationalisation of study programmes
4. enhancement of student living standards for students from vulnerable groups
5. increasing research excellence
6. refurbishment of part of the Faculty building and improvement of energy efficiency

1. Uneven teaching workloads across different study programmes

The Faculty was formally established on 20 June 2005 through the merger of the Teacher Education College in Split, an independent organisational unit of the University of Split (which delivered study programmes for the education of primary school teachers / Masters of Primary Education and early and preschool education teachers), and the Department of Humanities, a branch of the University of Split (which delivered study programmes in Croatian, English and Italian Language and Literature). Over its twenty years of existence, the Faculty has established seven new departments and undergraduate and graduate studies in German Language and Literature, History, Art History, Philosophy, Sociology, Pedagogy and Psychology, as well as the postgraduate doctoral study in Humanities.

Given that the new departments and studies were developed during a period in which restrictions on the recruitment of teaching and non-teaching staff had already been introduced, while the Faculty's needs continued to grow, one of the Faculty's greatest challenges is to ensure sufficient teaching capacity for the delivery of all study programmes without the need to engage a large number of external associates. In this respect, the Faculty faces uneven teaching workloads among teaching staff across different study programmes, resulting from several factors:

- The period in which the department and study programme were established
- The introduction of restrictions on the recruitment of teaching staff
- Applicants' interest in enrolment in individual study programmes
- Changes in the labour market (for example, declining demand for teachers of certain subjects in the field of philology or increasing demand for early and preschool education teachers)
- Development of new study programmes

The need to balance teaching workloads across all study programmes/departments of the Faculty was also identified as a recommendation by the Expert Panel in the Faculty's re-accreditation process conducted in 2021/2022. In its Report, the Expert Panel stated that the *ratio of students to permanently employed teaching staff at the Faculty varies considerably across departments. Some departments ensure very high-quality delivery of studies, while others require a large number of external associates in order to deliver their programmes. The teaching workload is very high and is generally aligned with the relevant legislation and policies; however, in too many cases it exceeds the prescribed workload, which may have a negative impact on the research output of teaching staff.* Accordingly, one of the Expert Panel's recommendations was to *continue efforts to recruit new teaching staff and reduce teaching workloads wherever possible.*

Employees of several departments have teaching workloads within the Faculty's study programmes that significantly exceed the standard workload prescribed by the Collective Agreement for Science and Higher Education (hereinafter: the Collective Agreement), and even the teaching workload prescribed by the Faculty's internal act, which allows for a teaching workload 20% higher than the standard workload prescribed by the Collective Agreement (Department of Early and Preschool Education, Department of Psychology, Department of Pedagogy, Department of Sociology, Department of Teacher Education and Department of Philosophy). Furthermore, at several departments, a significant proportion of teaching is

entrusted to external associates – the full-time undergraduate study programme in Early and Preschool Education (27%), the full-time undergraduate study programme Psychology (27%), the Department of Croatian Language and Literature (19%), the Department of Art History (17%), the Department of Teacher Education (16%), and the Department of Pedagogy (16%). Through its efforts, the Faculty succeeded in reducing the number of teaching hours delivered by external associates in the 2023/2024 academic year compared with the previous academic year at most departments. The Faculty's objective is to ensure that all study programmes are delivered by teaching staff employed at the Faculty, while reducing the proportion of teaching delivered by external associates and reducing the teaching workloads of Faculty employees whose workloads are significantly above average. Despite negative demographic trends, the Faculty continues to fill almost all available enrolment places at the undergraduate level (94% of available places were filled in the 2024/2025 and 2025/2026 academic years). At the graduate level, 63% of available enrolment places were filled in the 2024/2025 academic year, although the absolute number of students was higher than in the previous academic year (177 students enrolled in the 2024/2025 academic year compared with 168 in the 2023/2024 academic year). Faculty student mobility has been continuously increasing (from 42 students in the 2020/2021 academic year to 85 students in the 2023/2024 academic year). The doctoral study programme Humanities has also recorded a positive trend - from 20 enrolled participants in the 2017/2018 cycle to 42 enrolled participants in the 2023/2024 cycle. A positive enrolment trend has also been recorded by the Centre for Croatian Studies Abroad (CEHAS), which had a total of 185 participants in Croatian language courses for foreigners in the 2023/2024 academic year.

Given that some of the professions for which students are educated at the Faculty in Split are in shortage in the Republic of Croatia (in certain regions or at the national level), including early and preschool education teachers, pedagogues and psychologists, one of the Faculty's main development challenges is to address the shortage of scientific-teaching staff delivering teaching in these study programmes. Although the Faculty continuously records strong applicant interest in the study programmes in Early and Preschool Education, Teacher Education, Pedagogy and Psychology (as well as English Language and Literature), the shortage of scientific-teaching staff in these areas is evident and, in addition to making it more difficult to deliver existing programmes with the current number of students, completely prevents an increase in the number of available enrolment places and, in particular, the development of new study programmes aligned with labour market needs. Considering labour market needs and the recommendations of the Expert Panel from the Faculty's re-accreditation

process, the number of available enrolment places in most graduate study programmes was reduced in the previous period (English Language and Literature, Philosophy, Croatian Language and Literature, Italian Language and Literature, History, Art History and Sociology). Furthermore, from the 2024/2025 academic year, the admission requirements for the graduate level were amended in some study programmes to enable a larger number of applicants to take the entrance examination for enrolment in a graduate study programme (for example, Sociology). On the other hand, although there is labour market demand for psychologists and early and preschool education teachers, and although the Faculty has adequate spatial and other conditions for increasing the number of students in these study programmes, it is unable to respond to labour market needs due to the shortage of employed teaching staff and the high teaching workloads of existing employees.

2. Continuous improvement of study programmes and the teaching process

The second development challenge is the continuous improvement of study programmes and the teaching process in order to ensure that study programmes and the competences acquired by students during their studies meet labour market needs and that graduates achieve a high level of employability. The digitalisation of study programme documentation linked to the ISVU system, course schedules, and planned and completed teaching workloads is currently being prepared in order to improve the process of recording and monitoring amendments to study programmes and delivery plans, as well as records of teaching delivered. Given that the qualification standard for the University Bachelor of Early and Preschool Education has been entered in the Croatian Qualifications Framework (CROQF) Register, preparations are under way to align the university undergraduate study programme Early and Preschool Education with the corresponding qualification standard. The Faculty is also participating in the development of the qualification standard for primary school teachers, and once the qualification standard has been entered in the Register, the existing study programme is planned to be aligned with the corresponding standard.

Following the initial accreditation procedure for the graduate study programme in Psychology, the Expert Panel suggested that the Faculty develop an occupational standard and a qualification standard for the profession of psychologist, and the development of these standards is planned for the forthcoming period. However, given that the process of developing an occupational standard and a qualification standard for psychologists in the Republic of

Croatia had already been initiated once (before the Psychology study programme was launched at the Faculty, as a result of which the Faculty did not participate in that process) and was not successfully completed - as the working group's proposal was not agreed upon and accepted by the majority of higher education institutions invited to provide their opinions, this represents a challenge to which the Faculty cannot commit itself, but it will certainly seek to contribute to reactivating the process of developing the standards and involving other stakeholders in that process.

Given the reforms in the education system (modular teaching, curriculum reform in primary schools, etc.), the Faculty plans to amend its teacher education study programmes in order to align them with labour market needs (in primary and secondary schools).

The Faculty has also enhanced the teaching process by introducing professional practice at a teaching base as an elective course in university undergraduate and graduate study programmes (with the exception of the university graduate study programme Early and Preschool Education), carrying 5 ECTS credits. Students may undertake professional practice at teaching bases in more than 40 institutions (in the fields of culture, media, civil society, etc.) and at three international teaching bases. The Faculty plans to increase the number of agreements with international teaching bases with the aim of enabling professional practice abroad, as well as to introduce digital tools to facilitate the process of undertaking professional practice at teaching bases.

To date, the Faculty has developed 14 lifelong learning programmes aimed at enhancing the competences of university teaching staff. These programmes are delivered to Faculty employees (as a requirement for employees in associate positions), as well as to employees of other constituent units of the University of Split and other universities in Croatia. The programmes delivered are: Communication and Group Dynamics in Higher Education Teaching, Contemporary Teaching Strategies and Methods in Higher Education, E-Learning in Higher Education, Research on the Quality of Higher Education Teaching, Development of Course Curricula in Higher Education, Assessment of Student Achievement, Enhancement of Competences in Higher Education – Cycle 1, English for Higher Education Teachers, Development of Lifelong Learning Programmes in Higher Education: Micro-Qualifications, Acquisition and Enhancement of Professional Competences of Teachers of Italian, Information Skills in Academic Writing, Public Speaking for University Teachers, Ethical Aspects in Higher Education, and Statistics for University Teachers. In the forthcoming period, the

Faculty aims to continue delivering these programmes and to develop new ones in accordance with the needs of higher education. Based on workshops for teaching staff, further amendments to study programmes will be made with the aim of modernising the teaching process (project-based learning, problem-based learning, collaborative learning). The Faculty also aims to continue providing training in teaching competences for external associates, which was introduced in the 2023/2024 academic year, as well as training for employees of the University of Split, in which more than 200 participants have taken part over the past two academic years.

In the forthcoming period, the Faculty aims to develop a new graduate study programme in the humanities in which students who have completed an undergraduate study programme in the humanities (in the fields of philology, history, art history and philosophy) could develop competences required by the labour market in the fields of culture, literature and media.

3. Internationalisation of Study Programmes

Attracting a larger number of international students is one of the Faculty's challenges. Due to negative demographic trends in the Republic of Croatia, as well as the increasing number of available enrolment places at numerous public and private higher education institutions, which significantly exceeds the number of potential students, the Faculty has already taken certain steps in the previous period with the aim of attracting international students. Since the 2021/2022 academic year, the Faculty has reserved enrolment places for members of the Croatian diaspora in all calls for admission to its study programmes, as well as places for international students from outside the EU at the graduate level. Furthermore, the Faculty has invested significant financial resources to participate in the European Higher Education Fair (Agency for Mobility and EU Programmes, *Study in Croatia* initiative), and was directly represented in Barcelona in 2022 and Toulouse in 2024 with the aim of promoting study opportunities at the Faculty. The Faculty has established a media team that continuously publishes information about the Faculty's activities with the aim of promoting the Faculty on social media (Instagram; LinkedIn; Facebook; YouTube). In cooperation with an international company, we are currently developing a social media advertising model primarily aimed at attracting international students to enrol in study programmes delivered in foreign languages (Psychology). Within the framework of the Faculty's Programme Agreement for the forthcoming four-year period, funds have been allocated to enhance the delivery of study

programmes in English, including the purchase of equipment for students, funding for external associates from international institutions to participate in teaching, and student fieldwork prescribed by course syllabi for the purpose of achieving learning outcomes.

4. Improvement of Student Living Standards for Students from Vulnerable Groups

The fourth development challenge is to improve student living standards in the area of support provided to students from vulnerable groups. This challenge is aligned with the recommendations of the Expert Panel from the Faculty's 2021/2022 re-accreditation process, as well as with the activities envisaged in the Faculty's Action Plan (2022–2027). In the previous period, the Faculty significantly enhanced student living standards (students are involved in the work of all Faculty bodies; the Faculty co-finances the publication of student journals; the Faculty invests in infrastructure required by students; providing computer-equipped study spaces; establishment of the Career Planning and Development Centre; activities of the Student Counselling Centre; activities of the Commissioner for Students with Disabilities; regulated procedures for the recognition and assessment of prior learning; a large number of calls for professional practice at teaching bases; a decision on co-financing student participation in scientific conferences; suspension of academic obligations for female students taking maternity or parental leave, with support provided by teaching staff upon their return to studies, etc.). Nevertheless, given the excessive workload of employees who provide direct support to students in dealing with academic and personal difficulties, it is necessary to employ a professional at the Student Counselling Centre who will be able to triage requests and provide a proportion of individual counselling, while maintaining the necessary involvement of existing employees from the fields of psychology and pedagogy who have the appropriate competences to provide counselling support to students. The activities planned to support students from vulnerable groups are: employment of a professional practitioner (psychologist) at the Student Counselling Centre; systematic organisation of free learning support for students (groups of students in higher years of study who will assist students in lower years with learning and achieving academic outcomes) at the level of each department; continuous delivery of workshops organised by the Student Counselling Centre to empower students from vulnerable groups; continuous training of employees (teaching staff and employees of the Student and

Programme Participant Affairs Service and the Department of International Cooperation and Mobility) on the needs of students from vulnerable groups and opportunities to enhance the Faculty's activities in order to ensure equal opportunities for all students; introduction of additional examination periods / opportunities to take examinations for students with disabilities and student parents; provision of assistive learning technology for students with disabilities; enabling professional practice for students with disabilities and other students from vulnerable groups.

5. Increasing Research Excellence

The Faculty's objective in the forthcoming period is to increase the number of applications to calls for competitive research projects as the project holder and/or partner. In the previous four-year period (academic years 2020/2021–2023/2024), the Faculty, as project holder or partner, had a total of four successful project applications for grant funding submitted to competitive research funding sources (Korea Seed 2, LOTE; Adris Foundation; Croatian Science Foundation (HRZZ) – available at <https://www.ffst.unist.hr/znanost/projekti>). There are numerous reasons for the relatively small number of funded projects at the Faculty in the previous period, and we consider the following to be the main ones:

- fewer opportunities to apply for projects in the humanities and social sciences compared with other research areas
- the specific nature of research in some areas of the social sciences, and particularly the humanities, which generally does not require substantial funding for research equipment, although such equipment is often the most important component of project funding; consequently, calls for such projects are not tailored to research activities in the fields of the humanities and often not to those in some areas of the social sciences either
- the small number of researchers in individual research fields, which makes it difficult to form research teams within the Faculty; consequently, some employees in scientific-teaching positions prefer to participate as associates in projects led by other institutions
- excessive teaching workloads among some employees in scientific-teaching positions due to insufficient staffing (in the social sciences, the average teaching workload in the

2023/2024 academic year was 67%, which is appropriate for teaching positions rather than scientific-teaching positions)

In order to enhance the Faculty's research activity, the Regulations on Competitive Research Projects at the Faculty of Humanities and Social Sciences in Split were adopted in 2024, regulating the financing of the Faculty's research projects from funds allocated for research activity, on the basis of a call for project applications and two independent reviews by researchers employed outside the Faculty and its home University (<https://www.ffst.unist.hr/download/repository/Pravilnik%20o%20kompetitivnim%20znanstvenim%20projektima.pdf>). In this way, the publication of research papers indexed in the WoS and Scopus databases is encouraged (which is also an obligation of project leaders under the Regulations and the Call), which will have a positive impact on the visibility of the Faculty and its researchers and, consequently, improve conditions for future cooperation with international researchers and create the prerequisites for applying to competitive calls for research projects funded by the Croatian Science Foundation (HRZZ), Horizon and other funding sources. In 2025, nine such projects were positively evaluated and approved for funding under the Call, with total funding of EUR 50,000.00 for a two-year period. The Faculty has also been encouraging employees to apply for research projects for some time by awarding one-off financial rewards for successful project applications to external funding sources.

In the 2024/2025 academic year, the Faculty, as a partner, was awarded funding for a new research project, IANUS (Horizon), while preparations are under way for the signing of an agreement for another positively evaluated project (Marie Curie, CIRCE project), which is expected in early 2026. The Faculty was also awarded three research projects under the Call for Funding Institutional Research Projects of the University of Split (NPOO, June 2025), with total funding of EUR 384,000 for the period 2025–2029.

In the forthcoming period, the Faculty plans to increase the number of applications to competitive calls by strengthening the services responsible for the Faculty's research activities and enhancing researchers' competences for applying to competitive calls. At the end of the 2024/2025 academic year, the Faculty recruited a Head of the Department for Quality and Projects, thereby strengthening the capacity of its professional services. In the forthcoming period, targeted training is planned for Faculty researchers on opportunities to apply for external funding sources; training in open science; and training in preparing high-quality applications for calls for research project funding.

Within the framework of this challenge, the Faculty's intention to increase the number of internationally visible publications in the forthcoming period should also be highlighted. The Faculty recorded an increase in research papers published in the WoS and Scopus databases in 2024 (N = 86) compared with previous years. Despite the increase in the number of publications in 2023/2024, according to data from the University of Split, the Faculty ranks near the bottom among the University's constituent units in terms of the number of WoS/Scopus articles per employee in a scientific-teaching position, clearly indicating the need to increase employees' research output and, in particular, publication in internationally visible outlets.

In addition to the measures and activities already introduced (internally regulated procedure for allocating funds for research activities based on WoS/Scopus papers published in the previous academic year; the Regulations on Competitive Research Projects at the Faculty of Humanities and Social Sciences in Split, which require project leaders to publish research papers indexed in the WoS/Scopus databases; new projects contracted by the Faculty since 2024; new research projects under the National Recovery and Resilience Plan contracted in 2025), an increase in the number of research papers published in the highest categories is planned for the forthcoming period. This objective is also aligned with the recommendations of the Expert Panel from the Faculty's 2021/2022 re-accreditation process, which state that *although the number of publications produced by Faculty employees is impressive, there is room for improvement in the quality of research papers, and excellence should be pursued in order to achieve better positioning within the global research community.*

6. Refurbishment of Part of the Faculty Building and Improvement of Energy Efficiency

A new phase of refurbishment of the Faculty building is planned for the forthcoming period. Following the general resolution of the issue of spatial capacity (until 2017, the Faculty operated at seven different locations with insufficient spatial capacity, while since then it has operated in a single building owned by the University of Split, located at Poljička 35, Split, which was originally designed and constructed as an office building rather than a building intended for higher education), the Faculty is now facing new investment needs related to the functionality of the building. In the 2023/2024 academic year, the Faculty invested

approximately EUR 700,000.00 of its own funds in the refurbishment of the second floor of the building in order to create a large hall (with a capacity of approximately 250 people) in which teaching can be delivered to the largest student groups and scientific and professional conferences and other activities can be held. Until then, the largest classroom at the Faculty could accommodate up to 70 people. The planned infrastructure interventions in the Faculty building (Poljička 35, Split) include:

- refurbishment (partitioning) of 9 large (inadequate) offices for teaching staff and associates (currently used by six members of teaching staff each) into offices with adequate capacity for a smaller number of teaching staff (two to three), with the aim of improving conditions for research, as well as partitioning the office space of professional services with the aim of creating a larger number of smaller offices.
- replacement of the existing air-conditioning system, given that the building's current air-conditioning system is outdated and inefficient, both in terms of maintaining optimal working conditions and electricity consumption (preparation of the conceptual and main designs, selection of the contractor and implementation of works to replace the outdated and poorly functioning heating and cooling system in the Faculty building (8,000 m²). The existing system is more than 35 years old, no longer meets energy efficiency standards, and auxiliary heating and cooling devices are used in individual areas of the building. In addition to improving heating and cooling efficiency, a significant reduction in energy consumption, the load on the power grid and noise pollution caused by the operation of equipment on the roof of the building is expected. Replacement of the central heating and cooling system (together with replacement of the insulation on the building roof) will also contribute to increasing employee efficiency by creating optimal working conditions.
- replacement of the existing deteriorated insulation on the building roof, which is necessary to prevent water from entering the interior of the building.
- refurbishment of the student dining facilities with the aim of improving student living standards (although the provision of student catering services is not within the Faculty's remit, spatial modifications and investment in the necessary infrastructure are partly the responsibility of the Faculty).

FACULTY OBJECTIVES FOR THE FORTHCOMING PERIOD IN ACCORDANCE WITH THE PROGRAMME AGREEMENT FOR THE PERIOD 2025–2029

1. Increasing Research Excellence

- 1.1. Increasing the Faculty's participation in competitive project funding
- 1.3. Strengthening international research cooperation and research activity
- 1.4. Strengthening human resources for research
- 1.5. Strengthening the human resources of professional services
- 1.6. Enhancing research infrastructure
- 1.7. Contributing to open science
- 1.8. Strengthening interdisciplinarity in research

2. Strengthening Cooperation with the Economy and Developing National and Regional Identity and Culture

- 2.1. Encouraging the implementation of applied research activities, including projects in cooperation with the economy
- 2.3. Enhancing the provision of scientific, research or technological services on the open market, including services for the development of culture and education
- 2.4. ***Institutional Objective:** Implementation of research activities aimed at developing national and regional identity and culture – Faculty of Humanities and Social Sciences in Split*

3. Increasing the Relevance, Quality and Efficiency of Studying

- 3.1. Enhancing study programmes
- 3.2. Increasing study progression and completion rates
- 3.3. Increasing international cooperation in higher education
- 3.4. Orienting study programmes towards the development of skills that enhance competitiveness in the labour market

4. Strengthening Social Responsibility

- 4.1. Engaging in activities of national importance
- 4.2. Strengthening a culture of lifelong learning, equality and equal opportunities
- 4.4. Digitalisation of operations
- 4.6. Popularisation of science and the arts

STRATEGIC OBJECTIVES, ACTIVITIES, INDICATORS AND EXPECTED RESULTS FOR THE PERIOD 2026–2030

STRATEGIC OBJECTIVES AND SUB-OBJECTIVES	OBJECTIVES FROM THE PROGRAMME AGREEMENT	ACTIVITIES	INDICATORS / RESULTS	DEADLINE
STRATEGIC AREA: HIGHER EDUCATION INSTITUTION GOVERNANCE AND QUALITY ASSURANCE				
Alignment of the Faculty's acts with national legislation and the regulations of the University of Split		Update the Faculty's existing acts in accordance with legislative amendments and amendments to subordinate legislation regulating all matters in the area of higher education and research activity	Amendments to existing acts or new acts adopted by the Faculty Council	continuously
Enhancement of the quality assurance system and higher education institution governance in accordance with the ESG standards		Enhance the Faculty's operations in accordance with the ESG standards and (re-) accreditation recommendations	Achievement of the ESG standards within the re-accreditation process	following the re-accreditation process
Revision of study programmes in accordance with changes in the labour market, student needs and developments in research		Revise study programmes based on (re-)accreditation indicators and feedback from external stakeholders, students and teaching staff	Revised study programmes	once a year
Strengthening the management and leadership competences of Faculty employees	4.2.	Organise training for heads of organisational units and members of the Faculty Management in the area of inclusive leadership	Participation of employees in management positions in training activities at least once every two years	in two-year cycles
	4.2.	Regularly hold meetings of teams or groups of employees (Heads of Departments Board; Faculty working bodies) with the aim of exchanging information and enhancing the Faculty's operations	Minutes of meetings held and conclusions adopted	continuously
	4.2.	Conduct public consultation procedures in accordance with applicable regulations and transparently publish relevant acts and information on the Faculty's intranet site	Availability of information on discussions held and acts on the Faculty's website	continuously

Improvement of the quality of the teaching process	3.1.; 3.2.	Conduct procedures for evaluating the quality of teaching and teaching staff in accordance with the applicable acts of the University of Split and the Faculty	Analysis of data from the Evasys system	once per semester
Improvement of the overall quality of studies	3.1.; 3.2.	Conduct procedures for evaluating the overall quality of studies in accordance with the applicable acts of the University of Split and the Faculty	Analysis of data from the Evasys system	annually
Improvement of the quality of work of professional and administrative services	3.1.; 3.2.	Conduct procedures for evaluating the work of professional and administrative services in accordance with the applicable acts of the University of Split and the Faculty	Analysis of data from the Evasys system	following the evaluation cycle
Strengthening the Faculty's digital maturity	4.4.	Based on the Report of the Expert Panel from the Faculty's digital maturity accreditation process (2025), identify the necessary activities and incorporate them into the Faculty's action plans	Faculty action plans developed, including activities aimed at enhancing the Faculty's digital maturity	following the digital maturity report
Increasing study success based on analyses of student performance and planned activities (<i>for more details, see the strategic area Student-Centred Learning and Teaching – Teaching Process and Support</i>)	3.1.; 3.2.	Conduct an analysis of study success for each academic year (proportion of students earning a certain number of ECTS credits; examination pass rates; average grades in courses and study programmes)	Analysis of study success adopted by the Faculty Council	once a year
Improvement of the quality of mentoring provided by external associates – mentors at teaching bases and host institutions, based on analysis and planned activities (<i>for more details, see the strategic area Student-Centred Learning and Teaching – Teaching Process and Support</i>)	3.1.; 3.2.; 3.4.	Conduct an analysis of the quality of mentoring during professional practice at teaching bases and host institutions	Analysis of the quality of mentoring adopted by the Teaching Committee; an action plan adopted to enhance the quality of mentoring at teaching bases and host institutions	once a year
Improvement of the quality of mentoring provided by external associates – mentors at teacher training schools, based on analysis and planned activities (<i>for more details, see the strategic area</i>	3.1.; 3.2.; 3.4.	Conduct an analysis of the quality of mentoring at teacher training schools as part of regular teaching activities in early childhood education, teacher education and teacher training study programmes.	Analysis of the quality of mentoring at teacher training schools adopted by the Teaching Committee; an action plan adopted to enhance the quality of	once a year

<i>Student-Centred Learning and Teaching – Teaching Process and Support)</i>			mentoring at teacher training schools	
Connecting the Faculty with the local community	2.4.	Organise cultural and artistic events at the Faculty	At least two events per year (exhibition, artistic intervention, musical event, or similar)	every year
	2.4.	Participate in activities in the local and regional community	Data on the involvement of Faculty employees in activities within the local and regional community	depending on the needs of the local and regional community
	2.4.	Organise meetings with the Dean's Advisory Board to discuss strategic directions for the Faculty's development and the quality of study programmes in relation to labour market needs	Minutes of meetings held and conclusions adopted	once a year
Popularisation of Science	4.6.	Carry out science popularisation activities in accordance with the Faculty's annual science popularisation plan	At least two events per year (<i>Advent at the Faculty and Friendship in May</i>)	every year
	4.6.	Participate in science and arts popularisation activities organised by the University of Split	At least two Faculty activities as part of events organised by the University of Split (<i>European Researchers' Night, Science Festival, etc.</i>)	every year
	4.6.	Involve the FFST Alumni Association in science and arts popularisation activities	At least two activities at the Faculty per year organised by the FFST Alumni Association	every year
Promotion of a Culture of Equality and Inclusion	4.2.	Organise activities that promote gender, racial, ethnic and social equality, as well as other forms of equality and inclusion	Minimum three activities per year	continuously
Strengthening the Social Dimension of Higher Education	3.2.; 4.2.	Conduct the Marulus Foundation scholarship call for doctoral students (scholarships are awarded on the basis of academic excellence or to students of lower socio-economic status, in accordance with the Regulations on the Criteria and Procedure for Awarding Financial Support by the Marulus Foundation)	Scholarship call conducted and scholarships awarded to doctoral students	once a year

	3.2.; 4.2.	Develop Regulations on Scholarships for High-Achieving Undergraduate and Graduate Students from Vulnerable Groups, funded from earmarked and the Faculty's own funds	Regulations adopted by the Faculty Council	May 2026
	3.2.; 4.2.	Conduct a scholarship call for high-achieving undergraduate and graduate students from vulnerable groups, funded from earmarked and the Faculty's own funds	Scholarship call conducted and scholarships awarded in the amount of EUR 6,000.00 per year	continuously
	3.2.; 4.2.	Procure assistive technology for students with disabilities, install appropriate signage in the Faculty building, and acquire textbooks in Braille	Purchase of appropriate equipment in accordance with the needs and recommendations of the Commissioner for Students with Disabilities	in accordance with the individual needs of students with disabilities
Conduct procedures for the recognition of prior learning	3.2.; 3.4.	Revise the existing regulations and forms of recognition of prior learning and conduct procedures for the recognition of prior learning in accordance with national and University policies	Amendments to the acts regulating the recognition and assessment of prior learning adopted	continuously
STRATEGIC AREA: STUDY PROGRAMMES AND LIFELONG LEARNING PROGRAMMES				
Alignment of Study Programmes with Labour Market Needs and the Croatian Qualifications Framework (CROQF)	3.1., 3.4., 4.1.	Launch a new university graduate study in the humanities area	Documentation for the new study programme prepared and submitted to the University of Split for the initial accreditation procedure	by the end of the 2027/2028 academic year
	3.1., 3.4., 4.1.	Launch a new interdisciplinary postgraduate specialist study (<i>Cultural Management</i>)	Documentation for the new study programme prepared and submitted to the University of Split for the initial accreditation procedure	by the end of the 2027/2028 academic year
	3.1., 3.4., 4.1.	Align the university undergraduate study in Early Childhood and Preschool Education with the relevant qualification standard (CROQF)	Documentation prepared (amendments to the study programme) and submitted to the University of Split for the evaluation procedure	by the end of the 2025/2026 academic year
	3.1., 3.4., 4.1.	Participate in the development of the qualification standard for University Master of Primary Education and align the study	Documentation prepared (amendments to the study programme) and submitted to the	following the entry of the qualification

		programme with the relevant qualification standard	University of Split for the evaluation procedure	standard in the Register
	3.1., 3.4.	Adopt enrolment quotas for non-teacher education tracks of study programmes that have not been offered for several years (Department of Croatian Language and Literature, Department of English Language and Literature, Department of Italian Language and Literature, Department of History)	The number of available enrolment places for non-teacher education tracks at the graduate level adopted (within the existing quotas) and included in the University of Split call for admission to graduate study programmes for the 2026/2027 academic year	by the end of the 2025/2026 academic year
	3.1., 3.4., 4.1.	Amend study programmes (Primary Teacher Education and graduate teacher education programmes) to align them with the curricular reform and modular teaching in secondary schools	Amendments to study programmes adopted by the Faculty Council and the Senate of the University of Split	2026–2029
	3.1., 3.4., 4.1.	Reduce the number of available enrolment places in graduate study programmes in accordance with data on enrolment quota fill rates in the previous period and labour market needs	Reduced number of available enrolment places at the graduate level adopted by the Faculty Council and the Senate of the University of Split, effective from the 2026/2027 academic year	continuously
Strengthening Lifelong Learning	4.1.; 4.2.	Deliver Croatian language and culture programmes for international learners	At least 100 participants per year	continuously
Programmes with the Aim of Increasing Participation, Quality and Accessibility	4.1.; 4.2.	Deliver online Croatian language and culture programmes for international learners (programmes accredited by the Agency for Vocational Education and Training and Adult Education – ASOO)	At least 10 participants per year using the Croatian Employment Service (HZZ) voucher scheme	continuously
	4.1.; 4.2.	Deliver a retraining or supplementary qualification programme for teachers to enable them to work as early childhood educators (Ministry of Science, Education and Youth programme)	At least 30 participants per cycle using the Croatian Employment Service (HZZ) voucher scheme	continuously
	4.2.	Deliver programmes for acquiring psychological, pedagogical, didactic and methodological competences (PPDMO, in hybrid format)	At least 20 participants per programme cycle	continuously

4.2.	Deliver a programme for acquiring pedagogical competences for vocational teachers and teaching associates (PPDMS, in hybrid format)	At least 10 participants per programme cycle	continuously
4.2.	Deliver short programmes for enhancing teaching competences offered by the Faculty to Faculty employees (Communication and Group Dynamics in Higher Education Teaching; Contemporary Teaching Strategies and Methods in Higher Education; E-Learning in Higher Education; Research on the Quality of Higher Education Teaching; Development of Course Curricula in Higher Education; Assessment of Student Achievement; Enhancing Competences in Higher Education – Cycle 1; English for Higher Education Teachers; Development of Lifelong Learning Programmes in Higher Education: Micro-credentials; Public Speaking for Higher Education Teachers)	At least two training sessions held per year	continuously
4.2.	Deliver short programmes for enhancing teaching competences offered by the Faculty to employees of the University of Split (<i>Communication and Group Dynamics in Higher Education Teaching; Contemporary Teaching Strategies and Methods in Higher Education; E-Learning in Higher Education; Research on the Quality of Higher Education Teaching; Development of Course Curricula in Higher Education; Assessment of Student Achievement; Enhancing Competences in Higher Education – Cycle 1; English for Higher Education Teachers; Development of Lifelong Learning Programmes in Higher Education: Micro-credentials; Public Speaking for Higher Education Teachers</i>)	At least two training sessions held per year	continuously
4.2.	Deliver short professional development programmes offered by the Faculty to employees of the Faculty and the University	At least two training sessions held annually	continuously

		of Split (<i>Information Skills for Research Paper Writing; Ethical Aspects in Higher Education; Statistics for Higher Education Teachers</i>)		
	4.2.	Deliver programmes offered by the Foreign Language Centre	At least one programme delivered per year	continuously
Increasing Student Enrolment through the Promotion of the Faculty's Study Programmes		Participate in the University of Split Fair through joint activities of the University's constituent units and dedicated presentations of the Faculty	Number of participants in Faculty presentations	every year
Increasing Student Enrolment through the Promotion of the Faculty's Study Programmes		Publish promotional materials, information on applications to the Faculty's study programmes, and other engaging content on the Faculty's website and social media	Data on public engagement with the Faculty's posts (number of views)	continuously
		Strengthen cooperation with the <i>Universitas</i> magazine and online portal	At least one article/post on Faculty activities per year	continuously
		Organise Open Days at the Faculty	At least two events per year (Open Day and Career and Teaching Bases Day)	continuously
Increasing Student Enrolment through the Promotion of the Faculty's Study Programmes	4.4.	Digitalise study programme documentation linked to the ISVU system, course schedules, and planned and completed teaching workloads	All data on study programmes, course schedules and teaching workloads available in the Sceduly application and linked to ISVU	May 2026
	4.4.	Digitalise processes related to professional practice at teaching bases	All data on professional practice at teaching bases available in the Sceduly application and linked to ISVU	2027
STRATEGIC AREA: STUDENT-CENTRED LEARNING AND TEACHING – TEACHING PROCESS AND SUPPORT				
Increasing the Quality and Efficiency of Studying	3.2.; 4.2.	Introduce a peer tutoring model to provide learning support to students from vulnerable groups	Regulations on Peer Learning Support adopted by the Faculty Council and a learning support plan published for each academic year	March 2026
	3.1., 3.4., 4.4.	Develop digital teaching materials in the audio-visual studio	Digital teaching materials available in e-courses within the Merlin system	continuously
	3.2.; 4.2.	Employ a professional associate – psychologist at the Student Counselling Centre	Employment contract signed with a professional associate –	May 2026

			psychologist at the Student Counselling Centre	
	3.1.; 1.3	Launch a funding programme for short-term incoming mobility of international teaching staff to deliver teaching at the Faculty outside the existing mobility schemes, e.g. Erasmus or CEEPUS	Decision on funding short-term mobility of international teaching staff adopted, with at least two mobility visits implemented in each academic year	continuously
	3.1; 3.2.;4.2.	Provide training for employees in scientific-teaching, teaching and associate positions, organised by CIRCO	Participation of at least 30 members of teaching staff in each academic year in teaching competence development programmes organised by CIRCO	continuously
	3.1.; 3.2.	Conduct peer evaluation of teaching in each academic year across all Faculty departments	At least 10 reports per year on completed peer evaluations of teaching quality	continuously
	3.1.; 4.4.	Develop guidelines for the use of artificial intelligence in the teaching process	Guidelines adopted by the Faculty Council, published on the Faculty's website and disseminated to students	March 2026
	3.1.; 3.4.; 4.2.	Implement service-learning activities through separate activities and student projects	At least two activities per year	continuously
	3.1.	Encourage students to undertake professional practice at teaching bases in Croatia and at international teaching bases	At least 20 students per year undertaking professional practice at teaching bases in Croatia and 5 students at international teaching bases	continuously
Strengthening Student Mobility	3.1.	Inform students about outgoing mobility opportunities and the benefits of studying at international universities through an information day, departmental presentations by students who have participated in mobility programmes, and presentations by incoming students	At least 30 outgoing student mobilities per year; at least 30 incoming student mobilities per year	continuously
	3.1.	Introduce the possibility of a mobility window semester	Procedure for funding student projects adopted	2028
	3.1.; 3.4.	Develop a procedure for the application, approval and funding of student projects	At least two student projects approved and funded per year	2027

Empowering Students to Apply for and Implement Student Projects	3.1.; 3.4.	Launch a call for student projects	Guidelines adopted by the Faculty Council, published on the Faculty's website and disseminated to students	continuously
STRATEGIC AREA: TEACHING AND INSTITUTIONAL CAPACITIES				
Optimisation of the teaching workload of faculty employees in associate, teaching and scientific-teaching positions, with the aim of ensuring that the maximum teaching workload does not exceed 65% for employees in scientific-teaching positions and that the proportion of teaching assigned to external associates does not exceed 10% at faculty level	3.1.	Recruit new employees to assistant positions in the social sciences (fields of pedagogy, psychology and sociology) and in the interdisciplinary area of science, in accordance with the Faculty's Programme Agreement	A total of four employment contracts concluded for assistant positions (in the field of psychology and the interdisciplinary area of science by the beginning of 2026, and in the fields of pedagogy and sociology by the end of 2027)	December 2027
	3.1.	Reallocate the Faculty's existing resources – fill vacant positions with employees in departments with the greatest teaching needs	Employment contracts concluded in accordance with the Faculty's Promotion and Recruitment Plan (2025–2029) and the teaching needs of the study programmes	continuously
	3.1.	Increase the range of elective courses taught by course leaders with below-average teaching workloads; reduce the range of elective courses taught by course leaders with above-average teaching workloads	Course schedules adopted by the Faculty Council and teaching workloads implemented so as to ensure an optimal teaching workload for all employees involved in teaching	each academic year
	3.1.	Recruit new employees to assistant positions funded from the Faculty's own and/or earmarked funds, in accordance with the needs of study programmes and the Faculty's financial capacity (currently four employees)	New employment contracts concluded in accordance with the Faculty's needs and available resources	as needed
Strengthening employees' research competences	1.4.	Organise training for employees in the areas of open science, the use of digital tools in research, research integrity and ethics in research	Participation of at least 30 employees in scientific-teaching and associate positions in training activities annually	continuously
Strengthening the Competences of Professional and Administrative Staff	1.5.	Attend training on research activities in the higher education context organised outside the Faculty and the University of Split.	Participation of employees of the Department for Quality, Research and Projects and other relevant services in training activities related to the Faculty's research activities	continuously

			(at least one training session per year)	
Strengthening Employees' Teaching Competences	1.5.	Attend professional development programmes (for employees of the Library, Student and Programme Participant Affairs Service, Dean's Office Service, Financial and Accounting Service, and Human Resources and Procurement Service)	Participation of professional services staff in professional development programmes and/or programmes for acquiring new competences – at least 3 participants annually	continuously
Enhancement of the Faculty's Infrastructure	3.1.; 3.2.;4.2.	Provide training for employees in scientific-teaching, teaching and associate positions, organised by CIRCO	Participation of at least 30 members of teaching staff in teaching competence development programmes organised by CIRCO in each academic year	continuously
Strengthening Employees' Research Competences		Partition the existing office spaces used by a large number of employees into smaller offices	Preparation of a conceptual design, preparation of project documentation, completion of the procurement procedure, and completion of office partitioning works	December 2027
	4.5.	Replace the deteriorated insulation on the roof of the Faculty building	New insulation installed on the roof of the Faculty building	December 2026
	4.4.	Integrate digital infrastructure within the E-University project	Digital infrastructure integrated into lecture rooms and other premises at the Faculty	December 2026
	4.5.	Prepare a technical study for the replacement of the air-conditioning system in the Faculty building	Technical study for the replacement of the air-conditioning system prepared; applications submitted to calls for funding for energy renovation	December 2028
	4.4.	Install new UTP Cat 6A network infrastructure in employees' offices on the first floor of the Faculty building	Network infrastructure installed	December 2026
Increasing Employee Mobility	3.1.; 1.3.	Inform Employees about Mobility Opportunities and Disseminate Experiences from Completed Mobility Activities	At least 5 outgoing mobility activities per year; at least 5 incoming mobility activities per year	continuously

STRATEGIC AREA: RESEARCH ACTIVITY				
Increasing Research Excellence	1.1.	Increase the Faculty's participation (as project holder/partner) in competitive project funding	At least two applications per year to competitive calls for research funding	continuously
Strengthening International Research Cooperation and Research Activity	1.1.; 1.3.; 1.4.; 1.6.; 1.7.; 1.8.	Implement all project activities envisaged in the work plans of projects carried out at the Faculty (Horizon, Croatian Science Foundation (HRZZ), NPOO, etc.)	Annual reports by project leaders (or work package leaders) on project implementation, aligned with project work plans	once a year
Increasing Research Excellence	1.4.; 1.7.; 1.8.	Increase the number of research papers published in WoS/Scopus/A1 publications and internationally peer-reviewed conference proceedings in the social sciences and humanities and the arts	Annual ratio of research papers published in WoS/Scopus/A1 publications to employees in research-teaching positions of at least 1.00	continuously
	1.4.	Fund Faculty research projects in accordance with the Regulations on Competitive Research Projects at the Faculty of Humanities and Social Sciences in Split	Funding of at least five projects per year from the Faculty's own funds	continuously
Strengthening International Research Cooperation and Research Activity	1.3.	Sign new cooperation agreements with international research and higher education institutions	At least five active research cooperation agreements with international institutions per year	continuously
Strengthening Human Resources for Research	1.4.	Organise training for employees in the areas of open science, the use of digital tools in research, research integrity and ethics in research	Participation of at least 30 employees in scientific-teaching and associate positions in training activities per year	continuously
	1.5.	Attend training on research activities in the higher education context organised outside the Faculty and the University of Split.	Participation of employees of the Department for Quality, Research and Projects and other relevant services in training activities related to the Faculty's research activities (at least one training session per year)	continuously
	1.7.	Reward employees who contribute to open science (by publishing papers in open access, creating open research data repositories, etc.)	Amendments to the Regulations on Awards and Recognitions of the Faculty of Humanities and Social Sciences in Split	2027

Improvement of Research infrastructure	1.6.	Equip a laboratory for research in the field of psychology and the interdisciplinary area of science	Research equipment purchased following the appropriate procurement procedures and training provided on the use of the equipment	2028
Strengthening the Faculty's publishing activities	1.8.	Publish authored and edited books through the Faculty's publishing activities	At least 10 books published per year	continuously
	1.7.	Launch a platform for publishing the Faculty's publications in open access	Faculty publications available in open access on a dedicated platform linked to the Faculty's website	June 2026
	1.7.;1.8.	Fund the Faculty's serial publications	Regular publication of issues of the Faculty's serial publications (<i>Školski vjesnik</i> , <i>Zbornik radova Filozofskog fakulteta u Splitu</i> , <i>Cross-Cultural Studies Review</i>)	continuously
	1.8.	Fund issues of the student journal <i>Humanist</i>	One issue published per year	continuously
	1.3.; 1.7.; 1.8.	Organise international scientific and professional conferences in the social sciences and humanities and the interdisciplinary area of science	At least five conferences per year	continuously
Implementation of research activities aimed at developing national and regional identity and culture	2.4.; 4.1.	Publish scholarly books and research papers in the field of national and regional identity and culture	At least five publications per year	continuously
	2.4.; 4.1.	Organise conferences on topics related to national and regional identity and culture	At least one conference per year	continuously
Enhancing the quality of the doctoral study in Humanities	1.4.; 3.1.	Organise training to strengthen doctoral supervision competences	One training session every two years	continuously
	1.3.; 3.1.	Increase the number of courses in the doctoral study programme taught in English	Amendments to the study programme adopted by the Faculty	2027
	1.3.; 3.1.	Increase the number of <i>co-tutelle</i> doctorates and co-supervision arrangements with international universities	One international co-supervision or <i>co-tutelle</i> doctorate every three years	2029
	1.3.; 3.1.	Introduce mandatory short-term mobility at partner institutions for research purposes	Short-term mobility of doctoral students completed once during their studies	2030

3.1.	Introduce individual development plans for doctoral students and regular annual progress evaluations	Amendments to the study programme adopted by the Faculty	2027
1.4.; 1.7.; 3.1.	Organise workshops for doctoral students on research methodology, academic writing, open science and research ethics	At least two workshops per doctoral study cycle	continuously
1.4.; 2.1.; 3.1.	Organise workshops to prepare doctoral students for competitive research project applications	At least one workshop per doctoral study cycle	continuously

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DEAN

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