The Strategy of the University of Rijeka was formulated by:

The Rector's Board:
Academician Daniel Rukavina, M.D., D.Sc., Rector
Prof. Pero Lučin, M.D., D.Sc., Vice-rector, co-ordinator of Strategy formulation
Prof. Goran Kalogjera, Ph.D., Vice-rector
Prof. Zdravko Lenac, Ph.D., Vice-rector
Prof. Jože Perić, Ph.D., Vice-rector
Prof. Petar Bezinović, Ph.D., Rector's assistant
Prof. Heri Bezić, Ph.D., Rector's assistant
Roberta Hlača-Mlinar, j.d., Secretary General

and members of the University Senate:
Associate Prof. Goran Štimac, academic painter, Dean of Academy of Applied Arts
Prof. Vinko Kandžija, Ph.D., Dean of the Faculty of Economics
Prof. Zoran Ivanović, Ph.D., Dean of Faculty of Tourism and Hospitality Management
Prof. Elvio Bacarini, Ph.D., Dean of Faculty of Philosophy
Prof. Nevenka Ožanić, Ph.D., Dean of Faculty of Civil Engineering
Prof. Miljenko Kapović, M.D., D.Sc., Dean of Faculty of Medicine
Prof. Pavao Komadina, Ph.D., Dean of Faculty of Maritime Studies
Prof. Velinka Grozdanić, Ph.D., Vice-dean of Faculty of Law
Prof. Tonči Mikac, Ph.D., Dean of Faculty of Engineering
Prof. Aleksandra Pejčić, Ph.D., Acting Dean of the Faculty of Teacher Education
Želimir Albrecht, B.Sc., Head of the Rijeka Student Centre
Senka Tomljanović, University Library Director
Alen Jugović, junior researcher, Faculty of Maritime Studies
Tomislav Čengić, Faculty of Medicine student
Ivan Dobrović, Faculty of Law student
Ana Tomić, Academy of Applied Arts student

in co-operation with
Prof. Diana Stolac, Ph. D., representative of the Independent Union of Research and Higher Education in the University Senate

Members of various University committees and numerous university professors participated in the formulation of the Strategy outline with their personal contribution.

Translator:
Iva Tijan

Co-translator:
Ana Tomaško
# Table of Contents

Rector’s Foreword .................................................................................................................. 3  
Introduction .......................................................................................................................... 4  
Mission .................................................................................................................................. 5  
Vision .................................................................................................................................... 5  
Changes in the Environment ................................................................................................. 6  
  Accession of the Republic of Croatia to the European Union ................................................ 6  
  The Bologna Process ........................................................................................................... 8  
  The National Higher Education and Research Policy ............................................................ 11  
  The University Campus on Trsat ......................................................................................... 12  
SWOT Analysis ....................................................................................................................... 16  
  Strengths .............................................................................................................................. 16  
  Weaknesses .......................................................................................................................... 16  
  Opportunities ....................................................................................................................... 17  
  Threats ................................................................................................................................. 17  
Recommendations .................................................................................................................. 19  
Strategic Goals and Objectives .............................................................................................. 20  
  Study Programmes and Students ......................................................................................... 20  
  Scientific Work and Innovations ......................................................................................... 26  
  Capacities – Human, Financial and Material Resources ..................................................... 32  
  Ties with the Community, Economy, and Harmonization with Community Needs ............ 39  
  Integration into the European Union, Openness towards the World and Mobility ............... 44  
Strategy Implementation ....................................................................................................... 47  
  Founding Documents on Strategy Implementation Policies ................................................ 47  
  Action Plans and the Allocation of Resources ..................................................................... 47  
  Operation Plan, Tasks and Responsibilities ....................................................................... 47  
  Benchmark Indicators, Progress Monitoring and Strategy Adaptation ................................ 51  
Thematic Sub-strategies and Background Documents ............................................................. 52  
  Thematic Sub-strategies ....................................................................................................... 52  
  Background Documents ...................................................................................................... 52  
Bibliography ............................................................................................................................ 53
Rector's Foreword

The Magna Charta Observatory has in its renowned analysis (Bologna, March 2001) evaluated “factionalism” of Croatian Universities as the largest threat to their autonomy and successful development. The document emphasizes that “only those Universities that have the option of defining their tasks and priorities, which bring strategic decisions...having the whole institution in mind, can call themselves autonomous”. At the turn of the last century, the University of Rijeka was also a fragmentized University with an undeveloped and obsolete infrastructure and a lacking central vision of development. In the past six years powerful integration processes have been initiated within the University through developmental programmes, as well as by developing and modernizing the entire scientific and educational infrastructure, which was achieved through a large investment programme (2001-2003). The student standard of living and studying has been upgraded, and a unique information communication system for the entire University has been developed. A complete system for quality and for the facilitation of ethical culture has been created, and the harmonization of relations within the university community has been set as a top priority. Education programmes have been reformed, the Bologna Process successfully implemented, the credit system (ECTS) and the three-cycle system (undergraduate, graduate and postgraduate-doctoral) have been implemented, while the development of a system for monitoring and providing quality assurance for all programmes and institutions is underway. Progress has been made in financial proceedings at the University level (lump sum), which is an important step toward defining ourselves as a contemporary European university. The realization of the 1st construction phase of the University Campus on Trsat is in progress. It will fundamentally change the image of the University, while significantly improving university level teaching, scientific infrastructure as well as the all-around student standard of living and studying. A research and social microenvironment for fostering interdisciplinarity in research work, the establishment of new and interdisciplinary programmes, the transfer of knowledge into technology innovations as well as the refinement of social practices will all be created within the Campus.

In the meantime, enthusiasm has intensely soared, the self-confidence of the academic community has increased, and the developmental programmes are inching progressively closer to the high European standards. The number of scientific and teaching personnel and junior researchers has significantly increased, and more than a dozen outstanding scientists from other Croatian regions and the Croatian diaspora have joined the scientific University choir as well.

High standards which the Rijeka University has reached in all areas of life and work and the dynamic changes which have been happening in our environment, especially the forthcoming accession to the EU and our formal inclusion into the European Higher Education and Research Area have imposed the need for formulating a development strategy that will provide and ensure stable development of the University. The Strategy is based on contemporary principles of strategic planning, and the mechanisms for its realization and implementation are ensured, internal personnel shifts notwithstanding. I am convinced that the Strategy will ensure stable development for the University of Rijeka through an extended period of time.

Academician Daniel Rukavina, M.D., D. Sc., Rector
Introduction

The University of Rijeka was founded in 1973 as the logical expansion of higher education institutions in western Croatia whose roots reach to the 17th century when the Jesuit gymnasium was founded in Rijeka. From its foundation, the University has undergone a series of transformations which were, for the most part, subsequent to changes in the national higher education policy and changes within the University of Zagreb. The last such transformation occurred recently, in late 2006, when the constituents in Pula seceded into a separate university, the University of Pula. Therefore, the University of Rijeka embarked on 2007 with 16,000 students and over 1300 employees in 12 constituents, 10 of which are scientific-teaching components, along with a large project of the new University Campus on Trsat to which the majority of components intend to move. New constituents will be founded, primarily University Departments. The first three University Departments will be founded in early 2007.

In accepting the Law on Higher Education Establishments in 1993, and particularly the Law on Scientific Activity and Higher Education in 2003, greater autonomy is given to Universities and changes are gradually being introduced, namely, changes are being made from the state governed model to a state supervised model. That warrants a far larger integration of functions within the University, namely the reorganization of the management system as well as bringing all the principles of strategic management, which are carried out by numerous universities worldwide, into everyday practice.

The University of Rijeka changed its Statute in 2004 in which the directions for the integration of the University are defined, and the formulation of the University Strategy anticipated being a key instrument for the integration of university functions. In the last 5 years the University Senate has worked out and elaborated numerous segments of university activities and has initiated several projects which have been integrative at their core and have lead towards establishing balanced standards in all parts of the University and in all university activities. Particular emphasis should be put on the first investment cycle and the University informatization programme, the new University legislative framework formulation, the Code of Ethics formulation, initiation of housing construction and subsidized loan programmes, an integrated library system programme, an e-university programme and a strategy to implement e-learning at the university. Furthermore, emphasis should be put on devising a quality assurance system, scientific-developmental projects in co-operation with the Primorsko-goranska County, etc.

In view of all former activities and the achieved level of development, the awareness of the University along with the challenges and opportunities that lie ahead of the University, the Senate embarked on formulating this Strategy in late 2005. Moreover, the Senate is aware of changes in the environment, especially the integration of the Republic of Croatia into the European Union, as well as the responsibility of the University for the development of not only the region, but the whole country as well. That is why the Senate decided to formulate a Strategy for the University development within a 7-year period, from 2007 to 2013, in the same time frame as in which the European Union is making its plans.
Mission

The University of Rijeka bases its mission on the University tasks which are determined by the Law on Scientific Activity and Higher Education, sections 3 and 53, respectively. The University conducts scientific, artistic, and developmental research, especially programmes of strategic interest for the Republic of Croatia, artistic creation and professional work and undergraduate, graduate and postgraduate education based on the aforementioned research. The University realizes its tasks in accordance with the needs of sustainable development of the community in which it works and resides.

The University integrates functions of its constituents, especially faculties, academies and university departments and ensures their respective and coherent functioning. The University makes strategic and developmental decisions regarding academic issues, profiling of scientific research, financial transactions and legal circulation, investments and developmental plans. It also makes strategic decisions concerning representation towards foreign partners in regards to scientific activities and higher education. The University provides internal and external student and teacher mobility, rational utilization of human and material resources, development of multidisciplinary studies, supervision and the constant increase of quality, competition and international competitiveness in educational, scientific, artistic and professional work. The University is developing a unique information and library system.

Vision

The University of Rijeka will be a research-based university with a distinct research profile directed towards sustainable development that carries out quality and effective education based on learning outcomes and the concept of lifelong education. Through active co-operation with the economy, partnerships for community development, inclusion in the European Research Area and the European Higher Education Area, with the highest organizational and responsibility level, the University of Rijeka will show its public accountability and contribute to the sociocultural transition into a knowledge-based society. The University of Rijeka is set to be a dynamic university which systematically facilitates mobility and the development of research careers as well as provides every individual (professor, assistant professor, administrator and student) with the opportunity to express their entrepreneurial energy and various talents.
Changes in the Environment

The University of Rijeka, as a responsible institution, issues this Strategy well aware of the changes in the environment, from global changes to changes in the immediate community within which the University operates. This Strategy will be carried out in the period when the Republic of Croatia will be granted accession to full European Union membership, which will have a great impact in shaping the entire national politics. Likewise, the Strategy will be carried out in the period in which the consequences of climate changes and the end of the fossil fuel era will set in, what will necessitate leaving former developmental patterns and founding the development on people equipped for sustainable development. The University of Rijeka is well aware of the fact that thorough changes are necessary so that the current unsustainable model of production, consumption and management can be changed into a sustainable one. Adaptations in education are key for such changes, namely, adaptations that will create conditions which will prepare people for sustainable changes. It is clear that education for sustainable development does not imply only education for environmental protection in the context of intensive economic development; it also includes an immense social and cultural dimension, economic viability and prosperity. That means teaching people not only economic prosperity awareness but teaching them for a sustainable way of life and building a future on the basis of ecological, economic, social and culturally sustainable solutions. Education for sustainable development implies developing skills for life in a changing society (decision making, problem solving, and creative thinking) but also for developing interests and motivation for daily responsible behaviour so as to achieve positive changes within society.

The University should structure itself as a strong, integrated, responsible and autonomous institution which is capable of guaranteeing a combination of resources and expertise so as to meet the changes and needs of society. The forthcoming seven-year period, covered by this Strategy, will be a period of restructuring and strengthening the University. Therefore, in this chapter, we are focusing on key changes in the environment which will have a direct impact on the modernization and strengthening of the University: accession of the Republic of Croatia to the European Union, the Bologna process, the national scientific-research and higher education policy and the University Campus on Trsat. The University of Rijeka will respond to numerous, equally important changes which are expected as a consequence of globalisation, climate changes and the insufficiencies of traditional energy sources as a strong integrated institution, and it will also, in partnership with cities and counties, co-create changes in its direct environment.

Accession of the Republic of Croatia to the European Union

By embarking on negotiations, the Republic of Croatia has committed itself to accepting the community programme as well as gradual harmonization of its policy in the field of science and research with all strategic documents of the European Union. Firstly, this pertains to the acceptance of key goals defined by the Lisbon Strategy (in 2000), when the Community set the goal that Europe would be the most competitive and dynamic knowledge-based economy in the world, capable of self-sustaining economic development, with an increase in the number and quality of work places and larger social cohesion. Likewise, the commitment to the Göteborg Strategy EU sustainable development goals must be emphasized, as they are precisely the ones that ensure strategic advantages for the Republic of Croatia.

The Republic of Croatia shares the goals set in the Lisbon Strategy along with numerous announcements, Communications and action plans that are accepted with the goal of creating and implementing an integrated research policy through which
economic development and knowledge-based economy are facilitated. The Republic of Croatia supports the instruments for establishing a European Research Area and the recommendations in announcements and communications as well as the Committee's action plans, particularly the following: Towards a European Research Area, The European Charter for Researchers, Code of Conduct for the Recruitment of Researchers, Mobility Action Plan, Science and Society Action Plan and the 3% Action Plan (which is based on the European Union decision from Barcelona in 2002 regarding the total increase in research investment and a 3% development by 2010).

Even though in the Republic of Croatia several strategic documents exist in the field of scientific research, the scientific policy has been embarked upon and coherently elaborated only in the developmental plan that the National Council for Science has just recently accepted. However, the majority of strategic documents do not sufficiently rely on the EU strategic documents, so the segment of systematic accession to the EU is not sufficiently represented in strategic and policy documents.

In having joined the FP6 Programme, since January 1, 2006, opportunities have opened for Croatian scientists to fully compete for projects and programmes during 2006. The FP7 Programme embarked on 2007 with an almost twice bigger budget. The Programme is organized and carried out in a centralized manner, which means it is not required to establish a special administrative infrastructure in Croatia, albeit Croatian financial participation is expected in the Programme. It is estimated that the absorption capacity of the Croatian research area is insufficient for effective contention over FP7 funds. In addition to that, Croatian scientists lack adequate administrative support, especially at the operational level during the preparation of the programme and its execution. The Ministry of Science, Education and Sports has embarked on organizing a national coordination infrastructure but an adequate administrative capacity has not been sufficiently developed as yet, neither within Croatian scientific institutions nor at the national level.

The Republic of Croatia has accepted the past acquis in the field of education, which shares goals set in the strategy Education and Training 2010, E&T 2010, as well as in similar strategic and policy documents in the field of culture and youth. Croatia is ready to participate in the EU co-operation framework and to direct its policy in the field of education towards joint goals.

For the purpose of ambitious goals set by the Lisbon Strategy, it was necessary to provide coordinated adaptation of education systems in European countries. As no contract duties exist in the Treaty on European Union, the European Council introduced the Open Method of Coordination (OMC) as a foundation method for the convergence of European education systems. The OMC is based on agreements of key goals, which are preceded by thorough expert analysis, on establishing indicators for tracking progress on a regular basis.

One of the key instruments for reaching the Lisbon goals is the Education and Training Programme 2010, accepted in 2001. In that Programme, three key goals and 13 guidelines are being set, which European countries will attempt to reach by 2010. For each of those goals, i.e. guidelines, qualitative and quantitative indicators are being defined for progress monitoring. From a total of 47 indicators, 29 quantitative indicators are defined for monitoring on a regular basis. Five indicators have been established as benchmark indicators by 2010.

The Programme E&T 2010 is elaborated in an entire series of subprogrammes and expert analyses. It served as the foundation for formulating several strategic documents for creating national education policies. Two immense processes that run parallel to each other have connected with that programme: The Bologna Process

...
and the Copenhagen Process. Precisely those experiences acquired by the convergence of the joint goals of the two aforementioned processes have served the purpose of further developing the E&T Programme, as well as creating an advanced European Education System. Similar principles which have been established in higher and professional education are overflowing into all levels of education and are expanding into the lifelong learning systems, flexible learning paths and informal education. The basic objective is creating a recognizable system of European qualifications, defined in the European Qualification Framework for Lifelong Learning Programme, accepted in December 2006. Creating the European Qualifications Framework (EQF) is based on learning outcomes that have to be measurable, which means a necessary change of the approach (paradigm) in education, focusing on competencies necessary for active citizens and adapting to the labour market, as well as curriculum reform.

Numerous financial instruments that have, in the elapsed time period, been utilized in the field of education (Socrates, Leonardo, Erasmus, etc.) are being assembled in one big programme under the name of Integrated Lifelong Learning Programme, ILLP, which will be carried out in the period from 2007 to 2013. The EU financial perspective for that Programme is approximately 9 billion Euro. The Programme will be carried out in a decentralized manner, which means that each country has to create an adequate administrative infrastructure in the form of an independent agency. Thus, the ILLP will be the main financial instrument for the realization of the E&T 2010 Programme and the Lisbon Strategy in the field of education.

The establishing of Europass components is steadily progressing in Croatia, but a lack of co-ordination, as well as the absence of a systematic quality in implementation is still felt. We consider co-ordinated and systematic implementation of Diploma Supplements and Certificate Supplements to be particularly important, as these documents are extremely significant for the successful advancement of the Bologna Process and the development of professional education, as well as inclusion into mobility programmes within the framework of the ILLP Programme.

The Bologna Process

The Bologna Process, the main process of reform of the higher education system in Europe, started in 1999 when Ministers of 29 European countries signed the Bologna Declaration, a document on which the European Higher Education Area, EHEA, is founded upon.

Similar to the Bologna Process, which includes higher education, the Copenhagen Process (Bruges – Copenhagen Process) was initiated, all of which pertains to an increasing co-operation between European institutions which deal with professional education. In October 2001, Ministers of 31 European countries accepted the Copenhagen Declaration on Reinforced European Co-operation regarding professional education with the objective of creating a European network of such institutions.

In the Bologna Declaration Ministers determined the first 6 guidelines of the Bologna Process:

1. Adoption of a system of easily readable and comparable degrees, and establishing a Diploma Supplement, so as to facilitate hiring European citizens and international competitiveness of the European higher education system;
2. Adoption of a qualification system essentially based on two main cycles: undergraduate and graduate (3+2). Access to the second cycle requires successful completion of the first cycle which must last for a minimum of three years. The level achieved after the first cycle is considered the required qualification level on the European Labour Market. The second cycle will lead to a Master's Degree, as is the case in many European countries;

3. Establishment of a system of credits – the European Credit Transfer System, ECTS, as a suitable means for facilitating the most widespread student exchange;

4. Facilitation of mobility by overcoming all obstacles to effective exercise of free movement: provide students with the opportunity for learning and ensure access to studies and relevant services. Professors, researchers and administrative personnel recognize and valorise the time they spent researching, teaching or learning in Europe without prejudicating their statutory rights;

5. Promotion of European co-operation in quality assurance, with the goal of developing comparable criteria and methodologies;

6. Promotion of the necessary European dimensions in higher education, especially in the development of education programmes, inter-institutional co-operation, mobility schemes and integrated study, training and research programmes.

Two years after the Bologna Declaration, in May 2001, the ministers in charge of higher education of 33 European signatory countries met in Prague in May 2001 to follow up the Bologna Process and to set directions and priorities for the following years. The Republic of Croatia embarked on the Bologna Process in Prague on May 19, 2001. In the Prague communiqué, the Ministers confirmed their affiliation towards the goals of the Bologna Declaration and emphasized three new guidelines as important elements of the European Higher Education Area:

7. Lifelong learning is an essential part of higher education activities and higher education institutions should systematically organize lifelong learning and significantly increase the opportunities for lifelong education, including recognition of prior learning;

8. Strengthening the autonomy of higher education institutions is a prerequisite for social and economic development, and reforms should be completely included in all institutional activities. Students are equal partners in managing higher education institutions and it is essential to provide all necessary legal measures so as to ensure their equal participation.

9. Promoting the attractiveness of the European Higher Education Area to other parts of the world (including the aspects of transnational education) providing a part of studies abroad through joint programmes.

In September 2003, at the conference in Berlin, the ministers in charge of higher education of 33 European signatory countries set priorities and short-term goals for the expedient forming of a European Higher Education Area and decided to secure stronger ties between higher education and research systems in certain countries as the Lisbon goals can only be achieved through synergy between the European higher education area (EHEA) and the European Research Area (ERA).

In the Berlin Communiqué, the Ministers clearly raised awareness about the importance of creating stronger links between the EHEA and the ERA, connecting research and the transference of research knowledge and skills, the importance of
research work as an integral part of higher education, and concluded that along with the two, until now most important cycles of higher education, it is essential to establish a doctoral level as a third cycle in the framework of the Bologna Process and they also decided to add a tenth guideline to the Bologna Process:

10. **Doctoral Programmes are third cycle studies** which include authentic research for obtaining the academic title of doctor of science. They are key to the development of the EHEA and the ERA and the linking of those two processes. The main responsibility for the education of researchers at various levels of their careers lies with the Universities. They must meet the challenges of educating young scientists, not only for the needs of the academic market, but for the needs of other sectors and labour markets as well.

In the Berlin communiqué, particular emphasis was put on the quality assurance system. The Ministers decided that it was necessary to confirm joint criteria and methodologies and agreed that in 2005 the national systems will have (1) confirmed obligations and responsibilities of bodies and institutions; (2) evaluation procedures for study programmes or institutions, including internal evaluation, external assessment, student participation and the publishing of results; and (3) a system of accreditation, certification or comparable procedures, with international participation, co-operation and networking. Furthermore, the Ministers asked for the development of an entire network of qualifications within the European Higher Education Area. Within such a network academic levels must have different, albeit well defined learning outcomes. The academic levels of the first and second cycle must have different orientations and various profiles so as they are equipped to meet the various and diverse needs of individuals, the academic market and the labour market. From 2005 every student that graduates must receive a Diploma Supplement, automatically and free of charge.

The European Commission Communiqué of February 2003 about The Role of the Universities in a Europe of Knowledge is one of the most important policy documents associated with doctoral training and the role of the Universities in creating the Europe of knowledge. In addition to political support, a series of factors which prevent Universities to adequately fulfil that task are determined in the aforementioned document.

That same year (2003), in Graz, Rectors of European Universities adopted a Declaration of a Europe of Knowledge and the central role of Universities in research and on research-based education, and emphasized that competitiveness and excellence should be balanced with social cohesion and increased inclusion in higher education. Basic principles have been agreed upon, thereafter on which European Universities will build its research and innovation strategy so as to meet the challenges which the formation of a Europe of Knowledge entails.

At the Ministers Conference in Bergen 2005, the focus was on four strategic priorities for a two-year period: (1) implementation of quality assurance standards (2) implementation of national qualifications frameworks, (3) recognizing joint studies, (4) developing flexible learning paths in higher education. Conclusions from Salzburg regarding doctoral studies have been accepted as the Background Document, and have been summarily repeated in the Ministers Communiqué. Doctoral studies have been incorporated into the European Qualifications Frameworks, and a need for structured full-time doctoral programmes that will last no longer than 3 or 4 years has been clearly defined. Universities are invited to promote interdisciplinary training and to develop general competencies which are sought after in the labour market. The necessity of increasing the number of doctoral candidates is distinctly emphasized as well as refraining from over-regulating doctoral programmes.
The European Commission declared in December 2005 a proposal for creating a recognizable system of European qualifications (defined in the European Qualification Framework for Lifelong Learning Programme), which was accepted by European Parliament in December 2006. Creating European Qualification Frameworks (EQF) is based on learning outcomes which have to be measurable, which means a necessary change of the approach (paradigm) to education, focusing on competencies essential for active citizenry and adapting to the labour market, as well as to curriculum reform.

The National Higher Education and Research Policy

The National Higher Education Policy will, in the following period, be significantly under the influence of changes within the Croatian society which will follow the process of accession to the European Union. Croatia will harmonize its policy with the Lisbon goals and the Education & Training 2010 Programme and by establishing the European Qualification Framework (EQF). Participation in the ILLP and YAP programmes will have a significant influence on defining Croatian higher education policy, increasing mobility of Croatian students and professors, but also on the number of incoming European students. Moreover, further evolution of the Bologna Process is to be expected, especially the development of doctoral studies systems in Europe and establishing the European accreditation system. The initiatives (or their typology) by which European university rankings aspire to be carried out, will most probably take hold and become a reality.

The Croatian National Education Policy has also started to obtain its distinct profile. The basic developmental guidelines of the whole education system, including higher education, are defined in the Education System Development Plan 2005-2010, which the Croatian government accepted in late 2005. The Croatian higher education system has in the last few years received its corresponding volume, national bodies have been formed with the task of conducting the decentralization of the system and comprehensive investments for the development of the University have been initiated. In the Strategic Development Framework, the document which the Croatian government accepted in May 2006, the guidelines for the development of the higher education system and science in the following middle-term period have been clearly and logically emphasized.

In the next middle-term period key political decisions regarding the integration of the university can be expected, as well as the further developing of the state supervision model in managing and (re)defining the binary system. In the context of the Bologna process and qualification frameworks which are based on learning outcomes, the division to university and professional studies loses significance, so differentiating higher education institutions becomes inevitable, especially on the basis of research capacities and impacts. The critical pillar of that differentiation will most probably be doctoral studies and research profiles of institutions.

In December 2006 an outline of the Croatian National Qualifications Framework was introduced, which, by its structure, enables inclusion into the European Qualifications Framework. However, the decision about inclusion into the EQF, at the same time means reform of all educational programmes so as to define learning outcomes and to structure the programmes on the basis of anticipated learning outcomes. Acceptance of the EQF, beside that, means building systems for lifelong learning through formal, non-formal and informal learning paths. On that trail is the Strategy for Adult Education, a document the Government adopted in 2004. The
Law on Adult Education, adopted in early 2007, distinctly opens the necessity for Universities to embark upon organized adult education. However, that Law does not set the grounds for a systematic legal regulation of Adult Education, so it should be expected that initiatives will be set in motion shortly for the expansion of the legal framework and systematic regulation of Adult Education, especially flexible learning paths.

Extensive interventions and changes in the primary and secondary education system, especially professional education, have already been initiated in Croatia. It is expected that secondary school education will be mandatory from 2008, what will require additional adaptation within the system of higher education, especially regarding entrance policies. Likewise, implementation of the State Graduation Exam, firstly in grammar schools, and then in vocational schools, and establishing the National Centre for External Evaluation of Education, the Education and Teacher Training Agency, the Agency for Adult Education and the Agency for Vocational Education and Training will require a redefinition of universities' entrance policies.

In the following middle-term period, the accession of Croatia to the European Union will have a key influence both in education and the scientific system. The progress of the 7th Framework Programme-FP7, the activities of the European Research Council and the initiation of the European Institute for Technology will influence national politics towards science. Croatia has, in negotiations, committed itself to formulate an Action Plan by which allocating funds for science will increase (the Action Plan Towards 3%), and increase the involvement of the business sector in funding research as well. That plan will require serious reconstruction of the research and innovation system in Croatia, and will especially put immense responsibility on public research institutions.

The Strategic Development Framework sets distinct guidelines for the public part of the research sector, while the National Science and Technology Policy of the Republic of Croatia 2006-2010 is elaborating on a series of measures which should be the foundation for the strategic positioning of universities and other scientific organizations. It is possible to expect that in the upcoming middle-term period there will be restructuring of financial instruments of the Ministry of Science, Education and Sports, and further profiling towards the excellence of the financial instruments of the National Foundation for Science, Higher Education and Technological Development of the Republic of Croatia, while increasing the fund for financial instruments of the Technological Policy, which will be governed by two independent agencies, BICRO and the Croatian Institute of Technology (CIT).

One of the most important determinants of the national scientific and innovation policy in the following middle-term period will be developing a system of doctoral studies in Croatia. Particular responsibility for that segment will lie with universities, due to the fact that doctoral studies form the basis of expanding a research base and its utilization in the business and public sectors.

The University Campus on Trsat

The University of Rijeka has in the 2001-2003 period made a significant developmental step forward. An investment programme in the amount of almost 180 million kuna which was completed in 2003 had the objective of bringing the University to the level of other Croatian universities and to bring it up to par with the level that most European universities had at the end of the last century. There has
been an immense increase in the standard of studying, the conditions for scientific work, a modern information system has been built which integrates the University and links it to other world centres, and there has been significant progress regarding the student standard of living. The work on the integration of the University as a prerequisite for programme and studies reform, as well as the advancement of cooperation with other universities in the country and the world, has been running parallelly. The number of junior researchers has more than tripled in the last five years. That developmental momentum was an excellent foundation and support system for activities concerning the building of the Campus on Trsat which was enabled by a decision of the Government of the Republic of Croatia (2003) regarding the allotment of the army barracks territory on Trsat to the City of Rijeka for the purpose of building University campus and a University hospital. All objects of the 1st phase of the campus should be completed by late 2008 and during 2009.

The building of a contemporary research-based University in a European environment demands the subsequent construction of a scientific and entire university infrastructure which will ensure excellence in university classes and scientific work as well as an equal position of the University within the European Higher Education Area (EHEA) and the European Research Area (ERA). Our Campus on Trsat will make all of that possible. The 1st phase involves the building of the facilities for the Academy of Applied Arts (opened in 2006), as well as the Faculties of Philosophy and Teacher Education, respectively. Within the building of the Academy of Applied Arts, the Department of Art History of the Faculty of Philosophy has been placed and in co-operation with the Institute of Art History a Centre for Artistic Topography has been opened, all of which creates an environment for the Department developing into a University Department of Art History. The conditions for a yet a stronger development of the humanistic sciences will be created through the building of the Faculties of Philosophy and Teacher Education, respectively. Within the buildings of those Faculties, a Centre for Psychological Help for students will be active, as well as an Office for Students with Special Needs.

Extremely important to the development of the University, and especially for the humanistic sciences in the following period, is the property exchange agreement between the University and the Roman Catholic Archdiocese of Rijeka regarding the current Faculty of Philosophy which is moving to the Campus on Trsat and the location of the Faculty of Tourism and Hospitality Management in Opatija to which the Church claims rights due to the fact that it is nationalized property. Two issues are resolved by that exchange and the development of the University of Rijeka is additionally ensured. The Faculty of Tourism and Hospitality Management receives an area for expansion and development at its present location. The Theology in Rijeka – which is now a regional department of the Faculty of Theology in Zagreb, obtains within the Faculty of Philosophy buildings, a first-class location for development and the opportunity to evolve into the Faculty of Theology within the University of Rijeka. Thus, this location becomes a part of the University’s facilities.

Our research and analysis have shown that the development of natural sciences was neglected in the preceding period, which represents the biggest weakness for the development of the University today. Therefore, we devote special attention to the development of natural sciences so in the course of 2007, University Departments of Physics, Mathematics and Information Science will be constituted. In the 1st Campus phase facilities will be built to accommodate the aforementioned University Departments. Moreover, University Departments of: Microtechnology and Nanotechnology, Scientific Calculation, Ecology, Molecular Medicine and Molecular Biology, will be situated in the same building. Special attention will be paid to
providing means for the procurement of scientific equipment in University Departments and Centres. Thereby conditions will be created for a rapid expansion of natural and fundamental biomedical sciences. The building of the Science and Technology Park (STeP), which should be completed by late 2008, will especially contribute to that. The STeP will promote knowledge-based entrepreneurship, innovativeness and new technologies, which will be made easier by its positioning in the heart of the campus research potential and in the vicinity of the new University hospital. The STeP will contain an Incubator, Workshops, and Generic Services (intellectual property protection, marketing, business counselling, networking with scientists and entrepreneurs from the western part of Croatia, etc.)

In the 1st phase the Faculty of Civil Engineering facility will be built, which has anticipated new programmes during the implementation of the Bologna Process (e.g. urban engineering) with the vision of opening Architecture Studies. We expect that the moving of the Faculty of Civil Engineering will result in a significant increase in the quality of scientific and educational activities in the field of civil engineering. Within the Faculty of Civil Engineering building, the University Centre for Studies will be effective.

In the 1st construction phase of building the Campus the student standard (accommodation and meals) as well as the entire student social, cultural and sporting life will be upgraded. Three accommodation facilities will be built (735 beds) in which there will be 24 apartments for guest professors and scientists. Furthermore, a restaurant with a several thousand meals capacity will be built as well as an area for social activities. The building of a Socio-cultural Centre (SCC) will particularly improve the social, artistic, and cultural life as well as the contents of the entire academic community. In the SCC, there will be numerous sports halls with the capacity to seat 80 through 500 patrons, some ten rooms for workshops, leisure centres, assembly points and service industries. The University square and open sports field will give a new dimension to student life on campus. The SCC will be completed in the course of 2009. The subsequently accepted SCC campus area set the obligation of building 500 parking slots in underground garages in the first phase, which requires additional effort to ensuring funding. In the 1st phase a central heating and power plant will be built for the University Campus and the new University Hospital.

For the realization of the 1st phase of the Trsat Campus the means are provided by warranty of the Republic of Croatia Government dated December 8, 2004 and by a syndicated loan of three banks in the amount of 490 million HRK. The whole concept of the 1st phase of the Campus on Trsat and the debt charge is envisioned in the following way: that the "most burdensome" year regarding the instalment repayments be 2011, and that the overall repayment continue through 2020. This framework gives a realistic possibility to immediately start planning the 2nd construction phase of building the Campus with approximately the same (or even better) conditions regarding interest rates and installment repayment years.

In the 2nd construction phase of building the Campus it is firstly necessary to build the University Departments of Chemistry and Biology, the University Library and the Faculty of Maritime Studies (2009-2011) as the existing facilities do not meet the developmental requirements of the institutions which are key for the development strategy of the University. It should be considerably easier to attain means for the University Library and the Faculty of Maritime Studies as the existing facilities of those constituents are owned by the University. In the 2nd phase (2010-2013) it is necessary to significantly improve student accommodation capacities by building two thousand beds, which will ensure acceptable European standards in student accommodation and enable the equality of our students in exchange (mobility)
programmes within the European area. In the course of the 2nd phase (2011 – 2013) it is essential to build new premises of the Faculty of Economics within the Campus, as the current premises present an obstacle to its development and hinder creating interdisciplinary programs at the University. Within the 2nd phase (2011 – 2013) sports facilities will be built (a sports hall and a swimming pool area), that is, grounds for small and large sports in the open.

In the course of the 2nd phase (2011 – 2013) the study standard will improve at the Faculty of Tourism and Hospitality Management in Opatija by way of building a facility for teaching and scientific activities, and the student standard by way of building a facility for student accommodation and meals. A part of the funds for the 2nd phase investments can also be ensured through a public-private partnership.
SWOT Analysis

The analysis of strengths, weaknesses, opportunities and threats (SWOT) was carried out through a public invitation to all members of the University as well as in smaller groups, mainly University working units. A SWOT analysis of the administrative services was conducted at a board meeting of personal assistants, international relations between coordinators for international relations of university constituents, quality at the Quality Assurance Committee, financial policy at the Lump Sum Committee, post-graduate studies at the Committee for Evaluation of Postgraduate Studies, teaching programmes between vice-deans for teaching and learning, and research between vice-deans for scientific work. The details of the SWOT analysis can be found in Appendix 1 of this document.

Strengths

Among the main strengths of the University, the one strength that juts out most prominently is job security, as well as relatively young faculty open to change and a large increase of junior researchers at the University.

The size of the University and the Campus development on Trsat make for the University's fast adaptation to changes in the environment as well as strengthening its level of recognition within the community (intensive co-operation with the City of Rijeka and the Primorsko-goranska County).

Wide-ranging international co-operation, a large number of scientific projects with the existence of recognizable scientific teams with international projects enables rapid inclusion into the ERA and the EHEA.

Functional integration in the field of international relations, financial and investment business transactions, raising personal and work standards of all employees, and establishing an integrated quality assurance system at the University and its constituents accompanied by high enthusiasm of the people involved in the process are presently ensuring strategic strengths in the development of the University.

Dialogue and taking into account the particularities of certain scientific fields, initiating joint projects, in addition to opening new fields of activities through the University Campus project, enables the establishment of an education and research profile.

Weaknesses

The number of officers and employees with necessary qualifications is not optimized, which complicates University management processes and increases the administrative burden of professors and scientists. A lack of specialties for various job groups as well as a nonexistent stimulative system of rewarding and promoting makes many University processes within the University slow and inefficient.

Unclear and unstable financial conditions, mostly due to the non-existence of a stable and long-term strategy at the state level, untransparent and rigid financial framework (which usually trails behind needs) which disables fast adaptations to needs, hinder a more efficient development of international relations, quality assurance and developmental programmes linked with the Bologna Process and with institutional organizational adaptation.

A high dependency on budget resources threatens the autonomous development of institutions. Low public awareness and lack of informedness, an underdeveloped University information system and inadequate linkage at the Ministry-University-Faculty level significantly slow down reform processes, particularly the increase of the quality of education and research.
The inability to establish a stable financing of developmental projects and established systems does not guarantee their long-term self-sustainability and stability which hinders the establishment of faith in the system.

An insufficient and weak linkage between professions and scientific fields, the fragmentation of resources, study programmes and research, hinders establishing joint standards, criteria and impact (quality) indicators, facilitation of interdisciplinarity, horizontal student and faculty mobility and establishing joint research programmes as well as defining a University research profile.

A heavy teaching load results in a deficit of professors and space, inadequate use of work hours and a decrease in research potential.

**Opportunities**

It is possible, even within the existing financial framework, to significantly increase efficacy by creating joint services and unifying certain areas of work at the University level, steady (re)distribution of jobs as well as professional training of employees, particularly administrative-technical personnel. It is possible within the existing financial framework of higher education in Croatia to achieve better results by creating a diversified financial portfolio of the University, particularly utilizing more of international funds and the opening of constituents towards the market, accompanied by the optimization of business expenses.

It is possible to provide interdisciplinarity of study programmes and collaborative research programmes by faculty exchange between constituents and other universities, particularly surrounding Universities, and establishing financial instruments for mobility.

It is possible to increase the research-teaching base and contribute to the development of the regional economy and social environment through partnerships with the public and private sectors with the support of the local community.

By regular monitoring and measures for quality improvement, raising quality awareness, the inclusion of all stakeholders, particularly stakeholders outside the University, and better work coordination of committees within the constituents, it is possible to create a high level of quality that guarantees equal inclusion into the EHEA. Unifying primary courses at the University level, constant improvement of teaching programmes, co-operation with the economy and a systematic approach to lifelong education, the University can considerably contribute to raising the national qualifications structure.

Through utilization of international exchange, linkage to the economy, unification of resources and the inclusion of students in research, an immense area has been opened for the linkage of learning and research, and the base for innovations and research is being expanded.

A quality information system provides co-ordinated action of all University members, and quality presentation towards the public provides expansion of the operations framework.

**Threats**

Overemphasized state managing hinders the development of financial instruments at the University level and inhibits change.

An unstable legislative framework with oft-changing regulations, an insufficient number of qualified personnel as well as inadequate wages and the stimulation of administrative personnel complicate the adaptation of the University to meet economy development, society and community needs.

Insufficient financial support is a threat to the development of all University services, particularly to the establishment of new processes and initiatives.

Fragmentation of functions within constituents takes away the power of the University and prevents
launching large and significant projects. Weak motivation of employees for change and insufficient discernment slows down decision making and decreases the adaptation of the University to the needs of the community and economy.

An excessive workload in teaching and insufficient administrative support results in inefficient research and study processes and significantly reduce the research capacity of the University.

The existing policy of the promotion of scientists is a threat to the positive selection of personnel and hinders establishing of instruments for the development of young scientists' research careers.

The commercialization of the University facilitates the expression of personal interests, threatens to neglect its primary activities and the transformation into a teaching-based university with a too narrow research base.

Insufficient investment in science, a closed academic community and numerous administrative obstacles threaten personnel drain and the decrease of the capacity for establishing a knowledge-based society and economy.
# Recommendations

## Administrative and Professional Services

1. Securing sufficient financial means for the development of services
2. The stability of regulations and functioning of the constitutional state
3. Securing independence in the work of the Administrative and Professional Services
4. Lifelong education of officers and employees
5. Providing employment of the necessary number of officers and employees with adequate qualifications
6. Providing an adequate and suitably equipped working space for the functioning of all services
7. Developing and facilitating the best possible cooperation in all activity segments between the administrative services and faculty personnel

## International Relations

1. Development of scientific and teaching international co-operation
2. A concentration of human potential and services
3. Providing financial means on the basis of clear-cut criteria
4. Providing means for international co-operation in postgraduate programmes
5. Increased utilization of international funds
6. A long-term strategy of internationalization
7. Defining financing (criteria, deadlines, carriers, transparency)
8. Signing agreements with foreign universities (joint projects and studies)
9. Development of support services for international projects applications
10. Inclusion in already existing student and professor exchange programmes
11. Strengthening international relations with the goal of equal accession of the University to the EHEA and the ERA
12. Joint and equal participation of all University constituents with the help of an integrated International Relations Office within the University
13. Facilitating teacher, student and staff mobility with the goal of improving the quality and competitiveness of the University
14. Facilitating multidisciplinarity through as many as possible constituents’ joint programmes
15. Rational use of means and resources and efficient execution of programmes by strengthening the International Relations Office

## Quality

1. Financing the system
2. Administrative-technical support from the constituents
3. Larger inclusion of students
4. Raising the level of awareness about the significance of a quality assurance system
5. Establishing clear indicators of quality
6. Elaboration of concrete projects for the quality advancement within constituents
7. The inclusion of all stakeholders within and outside of the University

## Finances

1. Optimization of business expenses
2. Intensification of activities at faculties with the goal of opening up and expanding towards the market economy
3. Taking organizational and personnel qualifications up to a higher level, which is necessary for a new system of financing

## Postgraduate

1. Balancing work commitments of university professors
2. Strengthening collaboration with the economy, public sector and industry
3. Institutional linkage of various fields of research and study
4. Systematic development of university and research careers (career development)
5. Development of institutional, financial and organizational instruments
6. Collaborative research and interdisciplinary studies
7. Defining research programmes at the institutional level

## Professional Development Co-operation

1. Structuring, harmonization, and professionalization of the professional-developmental system co-operation
2. A catalogue of competencies
3. Larger inclusion of the University and its influence on co-operation with the economy and local community

## Teaching

1. Construction of the Campus
2. Development and growth of faculty personnel
3. Better equipped working space
4. Improvement of material conditions of faculty
5. Improvement of classes through educating educators
6. A more operative approach of universities in regard to their work with the constituents

## Science

1. Facilitating and creating conditions for evaluating interdisciplinary research
2. Creating conditions for motivating young scientists
3. Intensification of international and inter-university co-operation
4. Linkage of the University to the economy and local self-government
5. Increasing the number of international projects, particularly FP7, and co-operation with international research and teaching facilities
6. Quality education of the new rising scientific generation
7. Development and transfer of new technologies through the Science and Technology Park
8. Integrating within the University by joint projects (multidisciplinarity)
9. Increased funding for science

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Strategic Goals and Objectives

Study Programmes and Students

Students and faculty represent the largest value of each university. The development of technology and society in the 21st century results in redefining strategic resources and values. People and knowledge become the most important resource, and education and training one of the most important activities for modernization of society and economy. Learning methods and concepts have been changed, and entry into an education system of a new generation of pupils and students who have developed their learning profile in the time of information and technology development, demands new approaches in the learning and education process.

The changes follow a dramatic increase in productivity and the use of knowledge in all aspects of human functioning. Balanced and sustainable development of a community depends on the creation of knowledge through research, putting knowledge into practice through innovations and dissemination to community members. In order to face those challenges, citizens must learn how to study because they have immediate access to an immense amount of knowledge produced by the scientific community. Therefore it is important for students to get training for anticipating and adapting to change. These skills and competencies should be developed on all levels of formal education, especially generic competencies necessary for workplace and active citizenship.

In an extremely fast developing society, learning and knowledge become value which requires new forms of evaluation and recognition. Along with formal learning paths, informal and non-formal learning becomes more and more distinct, so it is expected of education systems, the higher education system in particular, to offer an appropriate answer and adaptation to meet the needs of every individual and community. According to the latest OECD report, every five-year-old in a developed country with numerous educational possibilities can expect to spend at least 20 years in education. At this moment, the Croatian education system is such that offers to a five-year-old an average of 15 years of schooling. That means that a potential competitiveness of Croatian citizens is greatly blunted. Higher education institutions should answer it by a wider and more flexible offer, which will be accessible to a far larger number of citizens through Lifelong Learning Programmes. Aware of these challenges, the University of Rijeka sets itself the first Strategic goal:

**Strategic Goal 1:** The University that implements quality and efficient education based on learning outcomes and flexible academic profiles through all three levels of university study programmes, oriented towards flexible learning methods and lifelong learning education, in line with the needs of the community, economy and society development.

**Study Programmes Reform and Flexible Building of Academic Profiles**

The University of Rijeka will continue with the transformation of bachelor and master studies, in line with the Bologna principles, ensuring a clearly defined academic profile which enables employability. Therefore most of the bachelor studies will provide practical competencies which will reduce the need for organisation of professional studies. Master studies will be based on modular structure which enables choice and development of an academic profile for each individual student as well as horizontal and vertical mobility, bearing in mind general principles of the lifelong learning. The transformation of study programmes will be a continuous process, and the set of objectives and benchmarks will be indicators of efficacy and

► **Indicator 1.1a**

Number of accredited first, second and third cycle higher education study programmes.
checkpoints for process management:

Objective 1: To establish a ratio of bachelor and master studies of at least 1:2.

Objective 2: To transform at least ¾ of professional into university study programmes and to decrease the professional/university student's ratio to 1:10.

Objective 3: To develop at least 50% of flexible academic programmes through which at least 3 academic profiles could be built.

Objective 4: To establish student/teacher ratio of 15:1 and to achieve ratio between fields not higher than 1:5.

Quality

Quality of teaching and learning through study programmes remains a basic strategic value of the University of Rijeka. The University will allocate its resources and tailor development plans according to the quality indicators used in the European Higher Education Area (based on the ENQA recommendations). Monitoring and quality improvement will be based on the functioning of an integrated quality system, daily university members' activities and respective resources which will guarantee efficiency and sustainability of the quality assurance system. Quality cycles will be developed at all activity levels and will be based on self-evaluation and external evaluation of activities. The following objective and indicators will indicate the efficacy of quality assurance system and quality standard achievement.

Task 5: At least 50% of constituents and 50% of study programmes have finished the second quality cycle (internal and external evaluation).

Efficacy

A well-balanced study programme, solid organization of its implementation and continuous care for the progress in studies of each student will guarantee the increased number of students who finish their studies and will shorten the time of studying to the number of years anticipated by the study programme, extended by 1/5 of the study time at the most. This way the University of Rijeka will prove its public responsibility and achieve the quality suitable to the EHEA. The following objectives will indicate efficacy in accomplishing this aim:
Objective 6: To enlarge the transience ratio between the first and the second year of studies to 75%, that is, to achieve at least 70% of the anticipated sum of ECTS credits of all students.

Objective 7: To increase the number of students who graduate within term to 60% and insure that 80% of students complete their studies.

Multidisciplinarity

Through multidisciplinary study programmes the University of Rijeka will enable students to gain competences necessary for life in a fast changing society as well as for the labour market which is strongly influenced by development of modern technology and the globalization process. Multidisciplinary study programmes are a key mechanism by which the University can meet the needs of sustainable development and the needs of social development, particularly social cohesion. Along with that, a multidisciplinary approach in education will serve as a catalyst for multidisciplinarity in research, especially when social and humanistic topics are in question.

Developing multidisciplinary study programmes will increase cohesion at the University and foster understanding and dialogue among departments, resources will be allocated more effectively, corporate conscience as well as horizontal student and teacher mobility will be facilitated. The following objectives and indicators will pertain to multidisciplinarity:

Objective 8: To increase the number of multidisciplinary study programmes to at least 20% of the total number of programmes (programmes in which at least ¼ of teachers from other scientific areas are engaged).

Objective 9: To increase the number of teachers engaged in multidisciplinary study programmes to 20%.

Openness

Scientific production of the University, quality and expertise of teaching personnel, flexible organization of study programmes and institutional support for students will enable offering educational opportunities on the national level by enrolling students in full-time or part-time study programmes. The expansion of the "gravitational" field will increase the possibility of student screening which will inevitably lead to an increase in the educational process quality and learning outcomes improvement. By developing modules or all study programmes in English, the University of Rijeka will broaden its educational offer even outside the national higher education area. Fulfilling the following objectives will confirm the openness of the University:

Objective 10: To increase the number of students outside the "gravitational" field at the University of Rijeka to 50%.

Objective 11: To increase the number of study programmes in one of the world languages to 10.

Objective 12: To establish the Centre for Croatian as Foreign Language.
Learning Outcomes-Based Curriculum Reform

Study programmes reformed according to measurable learning outcomes will enable the development of the national qualification framework and transfer of academic profiles and qualifications obtained at the University into the European Qualifications Framework. All study programmes will develop knowledge, skills and general and professional (generic) competences. Therefore, all University teachers will master methodology for defining learning outcomes, learning outcome-based curriculum development and for developing methodology and instrumentarium for learning and their verification.

**Objective 13:** To structure all study programmes at the University in a way that at least 20% of learning outcomes in each programme develops general competencies.

Flexible Learning Methods and Lifelong Learning

In order to contribute to the implementation of the Strategy for Adult Education and Croatia's convergence to the tasks drawn up in the UNECE Strategy for Education for Sustainable Development as well as to the Education and Training 2010 Programme and the Education Sector Development Plan 2005–2010, the University of Rijeka will organize lifelong learning programmes and build up institutional structure for their implementation. Lifelong learning programmes will be open to people of all ages, third age in particular ("University of the Third Age"), so to enable continuous education and personal development of each and every individual.

Lifelong learning programmes will undergo accreditation procedures and will be subject to the same quality standards as the university programmes due to which it will be possible to use the credits gained through them for build-up and development of academic and qualification profile. Furthermore, the University of Rijeka will establish institutional structure for accreditation of the previous non-formal and informal learning. Lifelong learning programmes will be an integral part of regular university personnel activities. Therefore, the University of Rijeka defines the following objectives and indicators:

**Objective 14:** At least 30 000 ECTS credits in the total sum of all University students anticipated through Lifelong Learning Programmes.

**Objective 15:** At least 10 000 ECTS credits in the total sum of all University students acquired through non-formal and informal learning.

Strengthening of Co-operation with Economy and Public Sector in Education

One of the most frequent objections directed at Croatian universities from the economy and public sector is that they create people with too little practical competencies, especially generic and professional ones. Therefore many, after they finish their studies, additionally need to educate and train themselves so as to meet the job requirements. It is a result of the University being perennially inaccessible to people as well as towards the economy and public sector entities, and vice-versa, the lack of communication between enterprises and public institutions and the University. All professions, especially applicable ones, should strive to establish...
educational models in which science and practice are entwined, since that is what ensures important and purposeful knowledge and skills.

Capacity expansion with the purpose of developing scientific, general and professional competencies of the University of Rijeka's students will be achieved through partnerships with enterprises and public institutions. Through those the University will considerably expand its education work-site and involve a large number of people from practice into the education system, especially in the part of the study programme which should provide employability. By creating partnerships, the University will increase dialogue and understanding between higher education institutions and their surroundings as well as contribute to the development of the economy, public institutions and public administration. Partnerships with economy and public sector entities are crucial for the development of national qualification frameworks and establishing a modern qualification system.

Objective 16: To build institutional partnerships at the University level and at the level of constituents, with enterprises and public institutions participating in planning, organizing and conducting study programmes.

Students’ Standard and Students’ Life

The University of Rijeka's students are peer members of Rijeka's academic community and they participate in all University activities: studying and classes, research, quality improvement, student life, as well as the city of Rijeka and Primorsko-goranska County living. The University of Rijeka will maintain and develop the student and education standard, install necessary infrastructure and provide support for students' social and sports activities. The University Campus on Trsat will create a new dimension of university life in the city. The following objectives are defined so as to indicate the student-oriented nature of the University:

Objective 17: To provide accommodation in student dormitories for at least 40% of students who come to study in Rijeka.

Objective 18: At least 50% of students involved in organized activities at the University: cultural, social, educational, sporting, etc.

Rijeka – A City Worth Studying In

Rijeka is a city with a long tradition of education which, in certain intervals of its development, topped world trends, for example, in the period when torpedo was designed. Rijeka is a city with enormous intellectual potential which is a prerequisite for the creation of a political concept by which Rijeka defines itself as the "city of knowledge". Rijeka is on the border of Central and South Europe, which represents an added value and enables the creation of the concept of A City Worth Studying In.

A series of investments in the City have as their objective defining Rijeka as a destination of fun and tourism, congress and urban tourism, respectively. The University wants to, and can, contribute to both. Students and teachers of the University of Rijeka contribute to building-up the identity of the city, to heightening awareness of the same, as well as towards helping to make it recognizable outside the city.

Candidacies for big sports events, such as the 2013 Mediterranean games, are extremely important for Rijeka's development. The University of Rijeka can and
must contribute to achieving nominations and carrying out related activities.

Through collaboration between the City and the University it is possible to make life and studying in Rijeka attractive and prestigious: from the Hartera Youth Centre, the cable car to Trsat and Pastoral Centre, to Trsat as a quarter in which intensive life and entrepreneurial energy of young people flourish. Therefore, the University wants, in collaboration with the City, to start the programme "Rijeka - A City Worth Studying In" which would, through numerous projects, make Rijeka a city attractive to students. Some of the projects are: subsidized sporting, cultural and social events in Rijeka for students, subsidized public transportation, student crediting, support for students with special needs, etc. Each student should get a special "smart" city card which should include certain contents and the slogan – "It's Worth Studying in Rijeka". Moreover, the University aspires to contribute to the remodelling of Rijeka into a city of students in international surroundings, through the organization of international sporting events throughout the summer as well as student congresses and gatherings throughout the year.

Objective 19: To initiate a long-term programme in collaboration with the City of Rijeka, which will promote Rijeka as a city that offers a pleasant and worthy academic environment.

E-Learning

Introduction of e-learning at the University of Rijeka will lead to qualitative changes in teaching and research through provision of adequate ICT infrastructure (computer and software support) and teacher, student and administrative personnel training on how to use technologies and e-learning methods. E-learning comprises different aspects of ICT use in education: from the use of computers in traditional teaching, "mixed" or "hybrid" teaching based on combined use of face-to-face teaching and on-line activities, to teaching completely organized on-line where all teacher and student activities are done at a distance, without any physical contact. At the session of the University Senate held in November 2006 the Strategy for E-learning Implementation at the University of Rijeka 2006-2010 was accepted. It is enclosed in this Strategy. The following objective and indicator are developed to measure the effectiveness of the implementation of the e-learning Strategy:

Objective 20: E-learning tools are used in at least 50% of each study programme (hybrid teaching or completely on-line teaching).
Scientific Work and Innovations

Knowledge creation and its application have always been dependent on talent, ideas and entrepreneurial energy of certain individuals, while innovations have required brave ideas, creative visions, passion for exploring and the highest level of organization and responsibility. The productive researches oriented towards intensive and sustainable development need both resources and talent so to be able to follow the trend. Therefore, that paradigm changes drastically within the knowledge based society so the creation and dissemination of knowledge is carried out through society and advanced knowledge networks. The development of knowledge networks is possible only when the researchers, with the help of information and communication technologies, concentrate and unify the efforts to resolve the problems and disseminate knowledge. Then those communities reinforce elaboration of the new organizational models and decision-making processes, and the citizens have to learn how to study because they have an immediate approach to a large quantity of knowledge produced by the scientific community. The doctoral studies reform is one of the key instruments of adapting the community to the needs which are imposed by the development of a knowledge-based society, as individuals on which that development is based on are formed through the aforementioned doctoral studies.

The key role of the higher education system and research in development of science and economy becomes more and more recognizable. Due to that, long-term policy in higher education should reach two goals: (i) strengthen the system of higher education and research, its efficiency and correlation of the teaching and research component and (ii) strengthen the correlation between the system and the community, especially in those segments which form the society of knowledge. The first goal implies redefining key components of higher education and research systems as well as overcoming the inner drawbacks which make the progress towards knowledge-based society impossible (one of them being the division according to narrowly defined subjects). The second goal implies correlation between those two systems with the business and public sector, inclusion in social activities and increase of the impact on public policy. Therefore, the University of Rijeka sets itself a second strategic goal:

**Strategic Goal 2** A research based university with a defined research profile, centres of excellence, collaborative researches, institutional care for the development of research careers, and a twice as large scientific production.

**Enhancement of Research Activities at the University in Basic Research**

The University of Rijeka sets itself the goal to fully develop a profile as a research university by the year 2013. The research and the age structure of the personnel, a large number of junior researchers and immense investments into infrastructure and integration into the ERA enable the enhancement of research activities at the University in basic research. Organized basic research is a part of the mission of all University constituents and the faculty, which means that it is necessary to improve the organizational and legislative framework and develop financial instruments for the enhancement of research activities at the University of Rijeka. The modelling of the research university will be monitored by the following objectives and indicators:
Objectives:

**Objective 1:** To quadruple the number of PhDs (currently at the level of 25 per year).

**Objective 2:** To double investment into R&D.

**Innovations and Infrastructure**

The increase in basic research activities and expansion of the research base are the prerequisites for the development of applied researches which will result in innovations and correlating with the local community and industry. The prolific researches and innovations require a combination of resources and knowledge, the expansion of research base and the top level of organisation. Therefore, the University of Rijeka will establish the University innovation system which will include infrastructure solutions, organisational and legislation system and the financial instruments for associating scientists, students, industry and the wider community, with the common goal of developing an innovation culture and knowledge-based industry.

**Objective 3:** The University of Rijeka will set up the innovation system by 2010 and develop self-sustainable and a functional science and innovation centre by 2013.

**Quality of Research**

The age and educational structure of the present research personnel, training of a large number of junior researchers and the expansion of the research base provide quality research at the University. The University of Rijeka strives to be a part of the global knowledge market, actively participate in the ERA and contribute to the development of the region and the Republic of Croatia. It will therefore increase productivity and the quality of research in all research areas, and will respect the specific features of particular scientific fields. Heightening the quality of research will be supported by suitable financial and developmental instruments for the promotion of successful researchers. The University of Rijeka will set a number of objectives and indicators which will help monitoring quality of research. The objective mentioned hereafter will be an indicator of the successful implementation of this Strategy:

**Objective 4:** A number of research publications published in reputable international journals (SCI). This will have to triple by 2013.

**Third Cycle Programmes**

Doctoral studies at the University of Rijeka will be organized as third cycle higher education programmes and will endorse all Bologna principles and conclusions of the Bologna seminar held in Salzburg. PhD candidates at the University of Rijeka will acquire the highest level of competences through well-organized scientific researches and high quality supervision. Doctoral training programmes will be based on principles of the European Charter for Researchers and Code of Conduct for the Recruitment of Researchers, diversify financial resources and include different categories of students: students financed by the Ministry, the University, the
Foundation and through international projects.

**Objective 5:** To double the number of full-time PhD students, at least 10% of which are financed by the University of Rijeka.

**Indicator 2.5**
Number of full-time doctoral students.

**Balanced Development of All Research Fields**

Balanced development of research in all scientific fields is a prerequisite for the successful fulfilment of the Strategy mission and its recognizability as a strong regional research centre. Particularly in regards to research development in social and humanistic sciences. Natural sciences form the basis of creating human resources and capacities for technology transfer and strategic profiling. Social and humanistic research are key to successful transition through which the Republic of Croatia is undergoing and they serve as the basis for a civilized, democratic, educated and pro-European oriented country.

**Objective 6:** At least 30 defended doctorates in the humanistic field and at least 20 doctorates in the field of natural sciences.

**Indicator 2.6a**
Structure of teachers per scientific fields (2005).

**Indicator 2.6b**
Defended doctorates per scientific fields.

**Indicator 2.6c**
Number of scientific projects based on scientific fields (2005).

**Establishing a Research Profile**

Establishing a University scientific profile provides for a higher-quality and better defined investment strategy regarding the development of infrastructure, equipment and people as well as the recognizability of the University in a wider area. The research profile of the University is determined by people who systematically conduct research as well as the knowledge that is the result of such researches. Therefore, if academic freedom is to be preserved, determining a research profile can be solely the result of a complex process in which the bottom-up and top-down principles is combined. A distinct research profile and powerful research teams are a prerequisite for competitiveness in the European Research Area as well as for linkage with the economy. Likewise, a defined research profile should be in the service of sustainable development, both in the area of environmental protection and utilization of renewable energy resources, and in the domain of creating a quality socio-humanistic context.

The University of Rijeka is aware of three processes (revolutions) which the development of the economy of knowledge in the 21st century is based on: Biotech, Nanotech and Infotech. These processes converge and intertwine with each other. Successful development implies the highest level of organization and interdisciplinarity. Therefore, the University of Rijeka will define its research profile through a public discussion, and plan the development of its resources based on that. At the same time, the University of Rijeka will nurture academic freedoms and guarantee enough resources for the development of all researchers.

**Objective 7:** To create an establish research profile by 2010 in the field of biotechnology, nanotechnology, information communications technologies and the socio-cultural transition from an industrial society to a knowledge-based society.

**Indicator 2.7**
Established scientific profile by 2010.
Collaborative Research

The established research profile will make the initiation of collaborative research and the forming of collaborative centres of excellence possible, which will be competitive at the national level and the European Research Area. The University of Rijeka will create a legislative and organizational framework, set up the necessary infrastructure and build financial instruments for the initiation of collaborative research and the creating of collaborative centres of excellence.

Objective 8: To create an institutional framework for collaborative research and initiate at least 4 collaborative programmes at the University level.

Systematic Care for the Development of Research Careers

A research-based university maintains systematic care about all stages of research careers: from the early stage researchers, through independent researches to the experienced researcher. The University of Rijeka will incorporate all the principles of the European Charter of Researchers and the Code of Conduct for the Recruitment of Researchers into its regulations and practice as well as in its organizational and financial instruments. It will, at the same time, pay special attention to the instruments of support for the successful advancement of Ph. D. students and the independence of postgraduate students.

The University of Rijeka is well aware of the fact that the capacities for changes and human capital for research do not include just accomplishments achieved through formal education and talent, but also skills, knowledge and experience (know-how), as well as “tacit knowledge“ and the experiential knowledge of each and every particular scientist. Likewise, it includes social capital which shapes the work of a scientist: networks and acquaintances, institutional environment, linkage between organizations and institutions. These networks (“social capital“) integrate and shape scientific work, enable the accumulation of knowledge and the shaping of “important” research issues, help with scientists’ mobility and enable contact with users, for example, with industry partners.

The University of Rijeka will formulate an additional strategy for the development of research careers in which it will define a series of additional measures and indicators, including measures for additional financial rewarding of the most productive (competitive) researchers and professors. The level of success regarding Strategy implementation will be measured by the following objectives and indicators:

Objective 9: At least 2/3 of professors in the research-teaching rank should be active mentors in at least one doctorate by 2013.

Objective 10: To establish an institutional system for the career development of postdoctorate students which should be based on competitiveness, University strategic focal points and installation grants by 2010.

Indicator 2.8
Number of collaborative programmes at the University.

Indicator 2.9
Share of Rijeka University professors who are active mentors in doctorates.

Indicator 2.10
Number of University installation grants.
The Science and Technology Park (STeP)

The Science and Technology Park (STeP) will be developed within the new University Campus with the aim to become a link between science and industry in the region and wider. The Science and Technology Park will foster knowledge based entrepreneurship, innovativeness and new technologies and this will be facilitated by its central position in the Campus as well as by services which it will provide to scientists and innovators.

The path towards successful commercialization of new products is very long and expensive and requires team work of experts dealing with intellectual property, the business sector and marketing protection. The scientists and innovators who possess enough perseverance and knowledge to overcome obstacles in the process from idea to successful commercialization of a final product are rare. That process requires a lot of effort, investments and know-how, and, due to the fact that the innovators are often not qualified for it, many good ideas often fall flat. The University of Rijeka is aware of that fact and it proves, by establishing STeP, that it is transforming into a modern university which supports scientific and innovative work.

The STeP will provide newly founded companies (spin-offs) with a quality location, where the spin-offs will be able to, in their early stages, develop their product under very favourable conditions, in an innovative and stimulative atmosphere. The STeP will offer spin-off companies intellectual services such as: intellectual property protection, marketing, business consultations, the commercialization of ideas, research, or prototypes into viable products, etc. The STeP will, along with office space, have laboratories of a scientific-technical and biotechnological/pharmaceutical character. Along with intellectual services and networking of scientists and entrepreneurs, the STeP will provide technical services, for example, the development and testing of prototypes of technical innovations. Thereby, the University will provide scientists, students and all innovators within the Rijeka region complete support in the development of their scientific-technological innovations.

Objective 11: To establish a Science and Technology Park in Rijeka by 2008.

The Popularization of Science and Research Careers

The significantly important role of a research-based university is the presentation of scientific activities, achievements and the role of science in the development of modern society. Therefore, it is necessary in the following period to invest additional efforts towards the popularization of science and research careers, particularly natural sciences and mathematics which are deficient not only at the University of Rijeka but within European proportions as well. For several years now, the Science Festival has been successfully organized in Rijeka, but the University in Rijeka believes it necessary to additionally, systematically and institutionally facilitate and promote the organization of popularization activities at the University, and University personnel and students who participate in them should be institutionally valorised. It is particularly important to increase popularization activities directed towards deficient fields of science and to establish financial instruments for supporting organized projects for the popularization of science. The University of Rijeka will apply an organized and systematic approach towards popularization activities in primary and secondary schools, and will establish the communication of science and
scientific achievements in the regular curriculum of formal and non-formal education.

A systematic approach to the popularization of science implies an increased number of institutionally organized popularization activities, number of university employees and students involved in the popularization of science and the number of participants for whom those activities are aimed at. A systematic approach implies establishing a partnership with institutions and associations at the city, county, state and international level which are linked with science popularization activities. Likewise, a systematic approach implies establishing appropriate organizational units that will guarantee artistic freedom and self-sustainability of popularization activities.

**Objective 12:** To formulate yearly plans for the popularization of science and establish the appropriate human and material resources for its implementation.

**Objective 13:** To double the number of institutional popularization activities as well as the number of faculty and students who participate in them by 2013.

- **Indicator 2.12**
  Yearly plans for the popularization of science.

- **Indicator 2.13**
  Number of professors and students who participate in institutionally organized popularization activities.
Capacities – Human, Financial and Material Resources

The highest possible level of organization and responsibility is the basic requirement set before a modern university. The autonomy of the University in its disposal of resources and the planning of its own development is a prerequisite for creating a strong institution capable of meeting the needs and requirements of a knowledge-based society. Autonomy also implies public accountability for everything universities do, and public accountability requires an organizational structure that guarantees effectiveness and reaching the best possible result through the resources which are at its disposal. Public accountability of the University is not possible without the transition from the state governance model to a state supervision model, developing an open coordination method, applying strategic management and a suitable legal framework. Without methodical and organized utilization of all available resources the university cannot fulfil its mission and adequately meet expectations. Therefore, the University of Rijeka sets itself the following goal:

Strategic Goal 3. A University with the highest level of organization and accountability in which the talent and entrepreneurial energy of each individual is expressed (professor, assistant, administrator and student), with transparent processes and people who are equally competitive in the European Research Area and the European Higher Education Area.

Compiling a Personal Portfolio for All Employees

New requirements and possibilities with which the modern university is faced with, exponential accumulation of knowledge in all fields, networking, more complex processes and the dramatic development of technology create the need for lasting education and the training of both community and university members. With quality combining and linking skills with knowledge, an added value can be created out of existing resources so as to ensure the capacity for realizing strategic aims and tasks. Therefore, the University of Rijeka is, in a systematic and organized manner, taking the approach of raising competencies of all its employees and students by training for changes and establishing a personal portfolio for every employee.

Objective 1: To determine the contents, establish the legal framework and organize a portfolio by 2007.

System of Promotion in Academic Ranks

The modern university, regardless of definition and typology, will have the task of educating and training, researching and innovating, while serving both the society and community. Balance between those three key segments of the University mission will depend on the inner strength of the institution to develop instruments by which it will facilitate all three segments. However, it is also dependent upon environmental circumstances. One of the fundamental instruments is facilitating all university employees towards intensive activities in all three segments of the University mission. That implies a more complex and precise elaboration of the system of promotion in academic ranks and other work places within the University. Moreover, the University of Rijeka will widen the screening base of its faculty through inclusion of a larger number of doctoral students and providing them with efficient and quality training for competing in research and research-teaching ranks.
as well as outside the academic sector in the economy. A planned and organized institutional policy of their development will be set as a fundamental continuous priority within the University of Rijeka.

**Objective 2:** To raise the number of assistant professors and junior researchers up to 50% of the faculty by 2010, that is, 60% of faculty by 2013.

**Objective 3a:** A minimum of 50% of assistant professors in the 30-40 year age range.

**Objective 3b:** To develop and establish promotion criteria of university professors.

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**Postdoctoral Specialization**

The development of the research profession and research careers is one of the fundamental goals of the Lisbon Strategy and the European Charter for Researchers. The critical point in the development of a research career is the period of establishing independence and the embarking on independent research by young scientists in the postdoctoral period, most often because of insufficient institutional or financial support. For the development of research and teaching capacities of the University, the key group are postdoctorate students with senior assistant status or those in the early phase of independent researcher status (assistant professors). Therefore, the University of Rijeka will systematically approach the screening process of young researchers; establish an organizational framework and financial instruments for enabling the most successful young researchers to become independent. In doing so, the main criteria for screening will be excellence and international competitiveness.

**Objective 4:** To develop an organizational framework and financial instruments for establishing independent research careers of postdoctorate students and include a minimum of 10% postdoctorates by 2013.

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**Lifelong Education of Non-teaching Personnel**

The institutional system of a personal portfolio of all employees requires institutional care for lifelong training of all University employees, particularly non-teaching personnel. Therefore, the University of Rijeka will, within university lifelong learning programmes, establish a system and financial instruments for organized, formal and non-formal, training of administrative-technical personnel employed at the University and systematically facilitate personnel training in other home and foreign institutions.

**Objective 5:** To establish a system and financial instruments for lifelong learning of faculty and non-teaching personnel in 5-year cycles as well as include at least 50% of non-teaching personnel in 2 years.

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**Personal Standard of All Employees**

Aside from systematic care for lifelong training, the University deems the institutional care for raising the personal standard of its employees as a particularly important issue. Institutional care for the personal standard contributes towards establishing a corporate identity. Therefore, the University will continue with already developed...
programmes and establish new programmes for raising the personal standard of all employees.

Objective 6: To continue to rise personal standards of all employees and in 2007 introduce the three-year measure plan (loans, employees’ children, university students, utilization of sports facilities, tuition, study scholarships, meal subsidies, socio-cultural events, theatres, cinemas, etc.)

The Human Capacities for Execution of the Programme

Efficient and quality execution and implementation of educational (university studies and lifelong learning programmes), scientific, developmental and public programmes which the University is carrying out require an adequate distribution of human resources. That means that it is necessary to elaborate units of measurement for all programmes and based on those measurement units determine the capacities of the University and each and every individual constituent. The University of Rijeka will base its policy on measurement units which pertain to outcomes and results. For example, the outgoing units of measurement for studies is the total sum of credit units which are allocated to students (the sum of anticipated ECTS credits of all students) and not the number of enrolled students in a course or year of study. By determining the units of measurement it will be made possible to monitor the activities of all constituents and all faculty members and scientists, which will allow a redistribution and better utilization of work hours as well as planning the development of all programmes within the University. The objective of the University of Rijeka is a balanced development of all programmes, in line with the strategic goals of the constituents, within the framework of the capacities which guarantee a quality outcome of the programme. That means that a redistribution of activities will occur within the determined capacity. It will also highlight the necessity to broaden the capacity through inclusion of a large number of people who are not University employees. The University of Rijeka considers giving scope for the development of a lifelong learning programme to be of particular importance.

The establishment of the measurement units will require adjustments in the University legislative framework, formulating an additional substrategy for more efficient disposal of human resources and developing a sophisticated system of efficiency indicators. The following tasks and indicators will be a benchmark of successful progress within this strategic objective.

Objective 7a: To determine units of measurement and define the university’s capacities for carrying out university study programmes, Lifelong Learning Programmes, research and activities within the community.

Objective 7b: To achieve a student/teacher ratio of 17:1.

Objective 7c: To plan to realize at least 10% of anticipated ECTS credits of all students through lifelong learning programmes and at least 3% through doctoral studies.

Objective 7d: To broaden the teaching base by including at least 20% of people outside the University (from the economy and public sectors, respectively) into the education process.

► Indicator 3.6
A three-year plan of measures for raising the personal standard of all employees.

► Indicator 3.7a
A system of measurement units for the implementation of programmes at the University by late 2007.

► Indicator 3.7b
The student/teacher ratio.

► Indicator 3.7c
Share of ECTS credits allocated through Lifelong Learning Programmes in the sum of anticipated student ECTS credits.

► Indicator 3.7d
Share of professors and associates who are not employed at the University of Rijeka.
Administrative Capacities\(^1\) of the University

Managing projects, programmes and processes at the University has been, for the main part, discontinued, as the current organizational structure does not meet the requirements of the process, and the current administration is structured on the basis of mid-20\(^\text{th}\) century organizational needs. For most processes there is a lack of equipment and specialization, both in administrative and research-teaching personnel. Therefore, it is difficult to organize a structured project management, so it is often the case that professors and researchers at the University spend an immense amount of their time and energy on managing administrative demands. The University of Rijeka will carry out the majority of its activities through structured projects and programmes with establishing adequate administrative capacities and training of all employees for project management. Training employees will be carried out through lifelong learning programmes and through organized visits to other institutions, home and abroad. A structured formation of administrative capacities requires the modernization of many processes within the University, and the next objective and indicator will show the systematicness in establishing administrative capacities:

**Objective 8:** To establish administrative capacity for managing EU programmes, quality assurance and intellectual property.

The Legal (Regulative) Framework and Integration of the University

The University of Rijeka initiated the integration process by adopting the Statute in 2004, in which the integrative functions of the University are determined. The legislative (regulative) framework for a part of the integrative functions were established during 2005 and 2006 (Code of Ethics, Study Regulations, Quality System Regulations, etc.), but a part of the integrative functions is not adequately regulated as yet.

**Objective 9:** To establish a regulative framework for the integration of the University in line with the Law and Statute by late 2010.

Intellectual Property

A systematic approach to intellectual property is one of the most important challenges of all European universities as well as a prerequisite for increasing research activities linked to the economy and larger investments into economy research. The University of Rijeka will establish a regulative framework, administrative capacity and all necessary infrastructure for the protection and managing of intellectual property.

**Objective 10:** To develop a legal framework, establish an administrative capacity and necessary infrastructure for a system of intellectual property at the University and a University innovation system by 2010.

\(^1\) Within the term ‘administrative capacity’ the University Senate implies equipped individuals, adequate organization and adequate resources (for example an information system) for managing and co-ordinating the process of the integration of universities.

\[\text{Indicator 3.8}\]
Established administrative capacity for managing EU programmes, providing quality and intellectual property by 2010.

\[\text{Indicator 3.9}\]
A regulative framework for the integration of the University established.

\[\text{Indicator 3.10}\]
A University system of intellectual property established by 2010.
Strategic Management

Understanding the principles of strategic management on all University activity levels is a prerequisite for successful implementation of strategies of the University, its constituents, departments, university departments, institutes and other organizational units at the University. The principles of strategic management will be applied in planning, organizing and managing all activities at the University and its components. Therefore, the vast majority of University employees should be trained in strategic analyses and strategic planning, while every organizational unit will carry out an analysis of its work, for example a SWOT analysis, on a yearly basis, plan its activities, establish a system of indicators and criteria, as well as ponder on strategic allocation of resources, human and material.

Objective 11: To carry out systematic training of at least 50% of employees (including teaching and non-teaching personnel) in the principles of strategic management through the lifelong education system.

Management Training

Institutions which are dynamic and rapidly adapting to the needs of a developing society require continuously trained leadership. The University of Rijeka is aware of the challenges which face Croatian higher education and science and will systematically and in an organized manner approach the process of training its people for management, including establishing financial instruments for leadership.

Objective 12: Heads of university constituents will undergo systematic training (through formal and non-formal learning programmes) for management and establishment of university policies. A five-year plan of the training programme will be formulated by late 2007.

Material Resources

Management of material resources (space, equipment and finances) is one of the biggest challenges put before the middle European universities which strive to preserve the education and research as public good and present their public accountability. That challenge is even larger for Croatian universities because of the fragmented structure and insufficiently structured financial resources. The University of Rijeka opts for the “to do more with the same” concept by which it demonstrates its public responsibility. That implies organisational improvements and quality resource management. However, the University of Rijeka is aware of the fact that the existing funds are insufficient for successful completion of tasks and expectations put before the University, as well as for the compatibility in the international surroundings. Therefore it is important in the middle-term period to increase the University budget through influx and income which come outside the National Budget, especially by broadening the range of educational supply on the market, by increasing investment in research for economy needs and by withdrawal of finances from international funds established in Croatia.

Managing material resources within an integrated University implies the establishment of standards and financial discipline of the University constituents. The University of Rijeka will determine its standards and processes of financial management by a statute of financial transactions through which it will embed public

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responsibility of the University. The University of Rijeka will develop action plans and additional specific indicators to be used as tools in presenting its public responsibility. The following tasks and benchmarks will be indicators of raising standard and public responsibility of the University:

**Objective 13:** To increase operating revenue in the University budget.

**Objective 14:** Not more than 40% operating income deriving from tuition fees.

**Objective 15:** 80.000 Euro per teacher without the capital investments.

**Objective 16:** 5.200 Euro in the University budget minus capital investments.

**Objective 17:** At most 25% of material expenditure from the total expenditure.

**Objective 18:** At least 60% of capital investments for quality equipment (without the Campus).

**Objective 19:** At most 25% of administrative and support staff members in the total number of the employees.

**University Campus on Trsat**

The University of Rijeka will use the building of the University Campus on Trsat as a means of constructing a corporate culture for a modern university as well as for opening new fields of development. The strategic positioning of the University of Rijeka in the campus area will be founded on the principles of high-quality educational supply, the broadening of research capacities, space management and public means responsibility, as well as technology transfer towards entrepreneurship and the economy. The first phase of the University Campus will result in significant increase of the quality of research and education activities in the field of humanistic and natural sciences as well as student activities. The second phase of building the University Campus will result in the development of biotechnology, technical sciences, social researches, and information services.

**Objective 20.** To complete the first phase of the University Campus by 2009 and the second phase by 2013.

**Information Communication System**

The integrated University of the 21st century is, first and foremost, founded on the integration and transparency of functioning through a timely and reliable accessibility of information in all aspects of its functioning. Therefore, the University will build an integrated information system in all segments of its functioning which have meaningful requirements for integrated operating: the library system, financial transactions, quality assurance system, public presentations, e-learning, etc. The components of the system, human and material resources as well as a flow-chart of activities will be determined by the University of Rijeka in a separate action plan.

**Objective 21.** To determine an action plan and resources by late 2007, and to completely integrate the information communication system of the University by 2010.
Library System

An integrated library system organized on the paradigm of a quality information service is one of the infrastructure postulates of a modern University. By building the University Campus, moving a large number of constituents and students, and moving the University Library to the Campus, a new dimension of a library information system has opened up. Therefore, the University will determine an action plan and set aside suitable funds and resources for creating a modern and integrated library information system.

**Objective 22.** To determine an action plan and resources by 2007 and completely integrate the library system by 2010.

Internal Mobility

Interdisciplinary teams and interdisciplinary research and teaching components are the principle precondition for creating an added value to university activities as well as for developing general and specific competencies of students and teachers. In addition to flexible ways of studying and multidisciplinary study programmes, mobility of students and teachers within the university will contribute to the new values. Therefore, the University of Rijeka will attempt to remove obstacles of internal mobility and facilitate internal student and teacher mobility by: creating a pro-active internal mobility policy, developing financial instruments, concession of realized loans, and a promotion facilitating policy as well as realizing additional rights. Although resistance can be expected in tearing down barriers between professions, creating a University Campus will greatly increase student and teacher mobility between scientific fields and domains. Therefore, the task which we set ourselves is the least of what is required to be realized so as to identify ourselves as a modern and flexible university.

**Objective 23:** To provide internal mobility of at least 20% of professors and at least 10% of students on a yearly basis.

**Indicator 3.22**
An integrated library system by 2010.

**Indicator 3.23**
Share of students and teachers who realize at least 5% of their work time, teaching quota or loan at a constituent of another scientific field or domain.
Ties to the Community and Economy and Harmonization with Community Needs

One of the main missions of a modern university (being either non-profit or for-profit) is to serve the community and facilitate the development of society. More precisely, it is the main part of the mission of every higher education institution in the EHEA. That university mission component is extremely important in Croatia which has decided that higher education is both a public good and responsibility. Public good implies public responsibility of the University. Therefore, it is the responsibility of the University of Rijeka to set a strategic goal by which it will prove its public responsibility in achieving the third component of its mission.

**Strategic Goal 4: A university which is actively engaged in industry and community development and which fosters economic and socio-cultural transition into a knowledge-based society.**

**Research for Industry and Community Purposes**

The University of Rijeka will systematically focus a part of its efforts towards basic and applied research for the needs of industry and the public sector. The starting point for its actions will be the fact that the intensive economic development demands a certain social context (social capital), that is – the creation of balanced socio-cultural surroundings. That means that the research development will not be focused solely towards the areas that can find their place on the market, but also towards humanities and natural sciences. The researches based on community needs imply co-operation and partnerships with civil society organisations which act within the community and have multidisciplinary technical knowledge and experiences related to the specific issues.

To fulfill this goal, the University of Rijeka will develop a separate strategy and internal policies and establish an adequate organizational structure, which will facilitate its actualization. According to the specific content frame, the organizational structure anticipates the establishment of the University Centre for Sustainable Development (together with the Primorsko-goranska County and the City of Rijeka), the Science and Technology Park and Campus Ltd. The progress will be monitored through the following tasks and indicators:

► **Indicator 4.1**
Number of joint research projects with the economy and local community.

► **Indicator 4.2**
Number of studies, elaborates and expertises for the needs of the economy.

► **Indicator 4.3**
Number of research projects in partnerships with organizations and/or civil society institutions.

**Objective 1:** To realise at least 20 joint research projects with industry and the local community.

**Objective 2:** To triple the number of higher education studies, research reports and expertises for industry and the local community needs.

**Objective 3:** To conduct at least 5 joint projects in partnership with civil society organisations and/or institutions.

**Active Participation in Economic and Community Development**

Apart from the research potential, the University of Rijeka will systematically approach the inclusion of its professional potential into the economic and community development. The University will accomplish that by establishing partnerships and
collaboration with economic and public operators in its region. The progress will be monitored by the following tasks and indicators:

**Objective 4:** To conclude at least 25 counselling services agreements with the economy and the local community.

**Objective 5:** To include at least 20 University members into advisory and governing boards and at least 50 University members into city, county and state processes of planning and developing the community.

**Technology Transfer**

The accelerated technology development requires a high level of expertise for its transfer into the economic and public sector. The University of Rijeka will systematically develop expertise in technology transfer in accordance with the regional economic and public sector needs. Along with the organisational structure, which will through partnerships and collaborations be at the disposal of subjects from the economic and public sectors, the University of Rijeka will develop separate programmes and financial instruments by which it will support its researchers and technology transfer experts through development of entrepreneurship and knowledge commercialization.

**Objective 6:** At least 20 industrial property protections acquired by 2013.

**Market Activities**

Besides the partnership relations with the economy and public sector based on the principle of the joint projects and investment developments, the University of Rijeka will develop education, research and professional services which will be offered under market principles. The University of Rijeka will therefore establish a Centre for studies as an organisational frame which should support the long-term goal to increase market revenues in the University budget to at least 50% of the total revenue:

**Objective 7:** To reach the level of revenue derived from providing services to the economy and the local community as well as from intellectual property of at least 20% in the total revenue.

**Education for the Needs of the Community and Civil Society**

The University of Rijeka is well aware of the fact that education and training are the main driving forces of competitiveness. However, components that affect and influence the competitiveness of the economy and society are developing extremely fast. For example, today's perception and standard of competitiveness is based on preserving resources and the ability of applying technology and other non-material factors for increasing productivity through improvement of the management process, as opposed to the disposal of resources, which was the main foundation of competitiveness in the past decade. Likewise, the University of Rijeka is aware that the social capital and social cohesion will be one of the main foundations of competitiveness in the near future. Along with macroeconomic stability and the development of an institutional environment in which economic components are interactive, it is possible to expect that active citizenry will be one of the foundations.
for the development of societal competitiveness.

Therefore, the University of Rijeka will, along with educational and research activities designed for increasing the competitiveness of the Croatian economy, systematically and in an organized manner approach activities intended for increasing social capital and social cohesion, through educational activities for active citizenry, assembling and strengthening non-governmental organizations and developing the Croatian education system. Particular emphasis will be put on educational and extracurricular activities through which students will be provided with competencies that will prepare them for active participation in a democratic society. The objective is to integrate practical activities within the community with academic and personal development so as to help students develop a critical and balanced approach to thinking about their own education and their role as active citizens in the community. Along with the fact that they are members of the academic community, university professors and students are also citizens, and their knowledge and skills, along with other resources that the University has access to, should focus on the needs of the community, the possibilities, challenges and participation in problem solving.

Active involvement of students and professors, particularly participation in professional, research and student organizational activities as well as participation with the general public in communication projects on current problems, will be validated through the personnel portfolio, that is, through the non-formal education system within the University.

**Objective 8: To develop extracurricular activities and institutionalize them by way of a yearly activity plan and to establish financial instruments for supporting projects which will provide students with experience-based learning through volunteering.**

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**Education and Research for Sustainable Development**

The University of Rijeka has been educating new generations of citizens and it possesses expertise in all fields of research. Therefore, the University believes its task to be promoting the principles of sustainable development and sensitivity towards preserving the environment. The University of Rijeka holds the University Charter for Sustainable Development, 1994, the Strategy for Education for Sustainable Development UNECE and the Göteborg Strategy for Sustainable Development as the founding documents of this Strategy. The University welcomes the decision on sustainable development of its area which the Primorsko-goranska County has reached by signing the Aalborg Charter. The University of Rijeka will work various aspects of environmental protection into its activities, develop interdisciplinary lifelong learning programmes connected with environmental protection and sustainable development.

The University of Rijeka will facilitate and establish partnerships for sustainable development with all sectors of society, particularly with the Primorsko-goranska County and other local self-government units. The University supports former efforts of the County in applying the principles of sustainability and consistency in the execution of the development programme, particularly the valorisation of natural and cultural and historic resources. Likewise, the University supports the vision of County development which is based on connectivity and balanced development of cities and districts, but also on joint needs of all County residents. Therefore, the University of Rijeka is ready to contribute toward the realization of the County...
strategic goals and participate in the creating of an institutional organization, Centre or Institute for Sustainable Development, in partnership with the Primorsko-goranska County. A solid partnership with the local self-government in all developmental aspects, particularly sustainable development, is the fundamental mission of every modern university. Partnership and joint projects have in the past period been the strong point of the University and the County, whereas creating firmer organizational profiles will be an indicator of creating the critical mass required for sustainable development of the whole region.

**Objective 9:** To establish a Centre for Sustainable Development whose task will be researching the indicators of sustainability, linkage of all strengths and forming a critical mass that can guarantee sustainable development.

**Objective 10:** To initiate a yearly conference (The Primorsko-goranska County Sustainable Development Forum) in cooperation with the Primorsko-goranska County where members of the academic community, local self-government officials, businessmen and public sector representatives discuss topics linked to sustainable development of the County. An Internet forum will precede the discussions in which all citizens will participate, and the discussions will be published in an almanac which be utilized as a founding document for creating policies in local self-government units and the University.

**The University Hospital and the Development of the Health Care System**

Rapid technological advancement and the accumulation of knowledge, particularly the development of biotechnology, information and communication technology and nanotechnology, present an immense challenge to experts who work in the health care system. Likewise, numerous opportunities for quality treatment are being opened up to citizens, as well as better information opportunities and the broadening of their prospective rights levels. That means that the development of biomedicine and the healthcare protection system will be overtaken as a whole by new paradigms which will essentially presuppose indivisibility of the profession, education and research, and impose the need for a new distribution of work.

Biomedicine in Croatia is confronted with an organizational and functional dichotomy, which means that research, technology transfer and education are proceeding within one system (the Faculty of Medicine) and the practical application in another (the Clinical Hospital). Furthermore, the organizational structure of institutions creates additional barriers and the dichotomy is intensified by the fact that the system is managed by two different Ministries, which in the framework of state management precludes flexibility and co-operation in development. All this results in conflict between academic standards and the criteria of a daily routine as well as the division of people.

One of the most significant pillars of the healthcare system reform is the Managing System and Healthcare Institutions Reform. It requires systematic training of people, particularly creating an administrative capacity for modern management of processes and leadership of health care institutions for leading and managing the system. In implementing the Bologna Process, a framework for initiating study programmes which deals with healthcare management has been created. These programmes can be thought out and initiated only through an interdisciplinary approach alongside intensive international co-operation and partnerships with foreign institutions. The education of individuals which can carry out the reform has already begun at the University of Rijeka, albeit the sufficient number of such...
qualified personnel can be expected no sooner than between 2013 and 2015.

Clinical hospitals require professional and scientific defining and establishment of the fields in which they will develop human resources, personnel and capacities. It is difficult to expect that all clinical hospitals in Croatia can cover all areas with the same, high-quality level of competency. Professional profiling requires realistic and professional strategic planning of professional personnel development through specialist education at home and abroad. That is particularly important if systematic professional education wants to be utilized for creating jobs based on healthcare supply and biotechnology. In that case it is necessary to think about partnerships and unions with foreign healthcare institutions and the industry and business sector so as to create a joint supply and market coverage.

**Objective 11**: To formulate a strategic plan by late 2008, in co-operation with the Clinical Hospital Centre, the City of Rijeka and the Primorsko-goranska County, for the development of the university hospital through scientific and professional profiling, creating qualified personnel and capacities.

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**The Education and School System Development**

As the carrier of the highest academic values, the University of Rijeka follows the principle that quality education is the foundation and prerequisite of the desirable development of the individual and society as a whole. The University accepts its own responsibility for furthering national and regional education. The University will strongly make an effort toward the quality of teacher training studies and preparation programmes for teaching professions. The University will monitor the needs of the education system and co-operate with pre-school, primary school and high school institutions for the purpose of better understanding and meeting their developmental needs.

**Objective 12**: To continuously co-operate with the founders of educational institutions, along with pre-schools and schools. To initiate and participate in educational developmental projects with the goal of research and ensuring better conditions for the realization of individual potential of each and every child in the education system.
Integration into the European Union, Openness towards the World and Mobility

In opening EU accession negotiations, the Republic of Croatia has made the political decision of adapting the whole society to life in a large European community. Likewise, Croatia has made the decision to participate in European policies in the area of research and education, to adapt its science and higher education system to those policies, as well as to participate in the EU programmes. The University of Rijeka is aware of its public accountability and wants to actively engage itself in the processes of the adjustment, not only in the areas of science, research and education, but also in the adjustment processes of the whole society. Those proceedings will mark the following 7-year strategic period. Therefore, the University of Rijeka wants to contribute during the pre-accession period, as well as in the post-accession period, when the continuation of society structuring will proceed. Processes which will be carried out in that period, present not only a challenge which all institutions, the Rijeka University included, are expected to meet, those processes are also a source of numerous opportunities the University can and wants to utilize its development and the development of fields of its studies. Therefore, the University of Rijeka sets itself the fifth Strategic goal, precisely in that activity area.

Strategic Goal 5: A dynamic university actively involved in the European Research Area and the European Higher Education Area, which systematically and in an organised manner fosters internal and external scientist and student mobility.

Inclusion Into the ERA

Inclusion into the European Research Area (ERA) presupposes the acceptance of European research policies, acceptance of the Lisbon goals, implementation of the European Charter for Researchers and Code of Conduct for the Recruitment of Researchers, participation in the Framework EU programmes, Joint Research Centre (JRC) activities, as well as the execution of activities within the framework of the Science and Society action plan. The level of inclusion into the ERA can be measured by the level of participation in EU programmes and EU processes. The University of Rijeka will develop action plans for each and every one of the activities mentioned, as it will apply the necessary institutional adjustments, organize the system (for example, the Office for European Projects), prepare people and allocate adequate resources for the active inclusion into the ERA. The success of fulfilling this Strategic goal will be evaluated by the following objectives and indicators:

Objective 1: To increase the number of projects under EU Framework Programmes, ERC (European Research Council) and ESF (European Science Foundation) projects for at least three times and to be a co-ordinator of at least one project.

Objective 2: To establish a functional and self-sustainable institutional system for support in applying and execution of FP7 projects, pre-accession EU programmes and structural EU funds by 2010.

Objective 3: To include at least 5 University scientists in the Joint Research Centre (JRC) activities.

Objective 4: To implement all the Science and Society Action Plan guidelines.
Objective 5: At least 10% of researchers aim to spend more than 2 weeks yearly at foreign institutions.

Inclusion Into the EHEA

By initiating the Bologna reform, development of the quality assurance system, as well as numerous international activities of its constituents, teachers and students, the University of Rijeka actively participates in the European Higher Education Area (EHEA). The University will continue with the implementation of all of the Bologna process guidelines and it will contribute to the national implementation of the European education policies defined by the Education & Training 2010 Programme. Furthermore, the University will participate in the LLP programme for which it will develop a separate action plan and establish the necessary institutional infrastructure for successful participation in the programme. Moreover, the University will develop its own financial instruments for enhancement of international student and teacher mobility. The following objectives and benchmarks will indicate the active participation in EHEA activities:

Objective 6: The University will systematically and in an organized manner contribute to the quality of fulfilling the Education and Training 2010 Programme benchmarks.

Objective 7: At least 10 joint study programmes at the University, from which at least 2 with foreign universities, and at least 5 post-graduate programmes, of which at least 2 with foreign universities.

Objective 8: At least 3% of teachers and 3% of students at the University included in exchange and mobility programmes with European universities.

Objective 9: To establish the institutional structure for participation in the LLP Programme and to realize a million Euro a year from LLP programme by 2012.

Training Citizens for Life in the EU

In the pre-accession period and particularly after the accession to the EU, it will be necessary to educate and train a large number of Croatian citizens for living and working in the European Union. It is expected that a significant portion of the structural EU funds will be directed towards education and training through the Lifelong Learning Programmes. The University of Rijeka will, therefore, develop targeted educational programmes and establish centres for educating Croatian citizens on life in the EU. The infrastructure, experience and people that will be created out of those activities will be utilized as an educational offer to all the countries and their citizens, especially the Western Balkans countries which still have not started the pre-accession and negotiation process.

Objective 10: Establishing the Centre for Lifelong Learning by late 2008.

Objective 11: To achieve at least 5% of operating revenue in the University budget through programmes for education and training of citizens on life in the EU.
Structural EU Funds

The utilization of pre-accession and structural funds is a big challenge for all new EU members. The University of Rijeka recognizes the deficit of an adequate administrative and organizational capacity on the national level, and it will strive, through its own organizational manoeuvres, to contribute to a better use of structural funds after the accession of Croatia to its full membership of the EU. The experience gained through the participation in EU research programmes and the LLP programme, organizational procedures and organizational intervention, the established centres at the University and the administrative capacity and expertise created, will be utilized when competing for the structural EU funds.

Objective 12: At least 5% of operating revenue in the University budget allocated through the EU structural funds.

Indicator 5.12
Share of operating revenue in the University budget allocated through the EU structural funds.
Strategy Implementation

Policy Documents for Implementation of the Strategy

For the implementation of this Strategy the University of Rijeka Senate will adopt the following substrategies and policy documents:

- Policy document for development of learning outcomes at the University of Rijeka;
- Policy document for establishing a University Innovation System;
- Policy document for determining the research profile of the University;
- Strategy for development of research careers at the University;
- Strategy of establishing an integrated library system;
- Policy document for organization of personnel portfolio;
- Policy document for organization of lifelong education at the University;
- Policy document regarding public relations and marketing;
- Policy document on University orientation towards sustainable development;
- Strategic Management Policies.

Action Plans and Allocation of Resources

For the implementation of this Strategy, the University of Rijeka Senate will adopt the following action plans:

- Action plan for establishing a quality cycle and external evaluation of university constituents;
- Action plan for defining learning outcomes;
- Action plan for Strategy implementation, introducing e-learning at the University of Rijeka;
- Action plan for development of research careers;
- Action plan for initiating a Lifelong Learning Programme;
- Action plan for application of efficiency indicator;
- Action plan for establishing an integrated library system.

The distribution of financial, material and human resources for the implementation of the action plans and the Strategy objectives will be administered every year in July, prior to forming the University budget and before discussing the National Budget.

The University constituents will discuss the necessary resources for Strategy implementation in May each year and inform the Senate about necessary resources in June.

Operation Plan, Tasks and Responsibilities

The final operative implementation plan of this Strategy was determined upon holding a public discussion as well as a University Council discussion. We herewith bring the principles on which the plan for strategy implementation shall be structured. The responsibility for the implementation of this Strategy lies with University and university constituents' leadership in the scope of their authorities.

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2 Under the term policy document, the University of Rijeka Senate presupposes the direction and methods chosen among various alternatives by which set goals, that is, an action plan with the aim of carrying out decisions or strategic goals will be realized. It encompasses political, financial or administrative mechanisms which are constructed so as to realize the set goal.
determined by the University Statute. The University Senate, Professional Constituent Councils, the Rector and constituent heads (deans, principals) will determine, within the scope of their authorities, persons and responsibilities for the implementation of certain parts of the Strategy.

The following diagram portrays activities and deadlines linked to Strategy implementation monitoring.

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<th>Year</th>
<th>2007</th>
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The following diagrams portray key activities as per the year of implementation:

### 2007

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- **Public discussion**
- **Confirmation of the Senate Council**
- **Adoption of Strategy**
- **Form and content of yearly report**
- **Founding document on policies for the organization of personnel portfolio**
- **Strategic management policies**
- **Action plan for application of efficiency indicator**
- **System for collection of indicators**
- **Strategies of university constituents**
- **Yearly plan for popularization of science**
- **Three-year plan of measures for raising employees’ personal standards**
- **Determined content, established legislative framework and organized personnel portfolio**
- **Training Programme of university leadership for managing and determining university policies**
- **Action plan and resources for an integrated University information communication system**
- **Action plan for establishing a quality cycle and external evaluation of university constituents**
- **Action plan for defining learning outcomes**
- **Strategy of establishing an integrated library system**
- **Action plan and resources for an integrated University library system**
- **System of measurement units for implementing programmes at the University**
### 2008

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<tbody>
<tr>
<td>Quality cycle established at all activity levels</td>
<td>Administrative capacity and stable financing of the quality assurance system</td>
<td>Centre for Lifelong Education established</td>
<td>Self-evaluation of study programmes</td>
<td>External evaluation</td>
<td>Founding document on policies for the organization of lifelong learning</td>
<td>Action plan for initiating the Lifelong Learning Programme</td>
<td>Action Plan for Strategy implementation by introducing e-learning</td>
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<tr>
<td>Founding document on policies for determining a research profile</td>
<td>&quot;Rijeka - a city worth studying in&quot;</td>
<td>Institutional support system for applying and conducting FP7 projects, EU Pre-accession Programmes and EU Structural Funds Programmes</td>
<td>Primorsko-goranska sustainable development forum</td>
<td>A functioning centre for sustainable development founded</td>
<td>Strategic plan for the development of the University Hospital</td>
<td>Founding document on the University's orientation towards sustainable development</td>
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<tr>
<td>First collaborative research programme initiated</td>
<td>First phase of University Campus completed</td>
<td>Founding document on policies for innovation system development</td>
<td>Lifelong learning education plan for teaching and non-teaching staff</td>
<td>Established Centre for Croatian as Foreign Language</td>
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## University of Rijeka Strategy 2007-2013

**2010**

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- University Innovation System established
- Research profile determined
- Institutional system for career development of doctoral students established
- Legislative framework developed, administrative capacity and necessary infrastructure for the Intellectual Property System established
- Integrated University Information and Communication System
- Integrated University Library System

**2011**

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- At least 50% flexible academic programmes through which a minimum of 3 academic profiles can be developed
- University Intellectual Property System established

**2012**

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- Attain 1 million Euro yearly from the ILLP Programme

**2013**

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- Self-financed and functional Scientific Innovation Centre organized
- Second phase of University Campus completed
Benchmark Indicators, Progress Monitoring and Strategy Adaptation

The University constituents will develop their own implementation plans or strategies in accordance with this Strategy. They are set to establish their own policies and action plans for implementation. All the constituents will, once a year, report on their progress and fulfillment of Strategy goals to the Senate on the occasion of the yearly report which the head of the constituent submits to the Senate. The content and form of the report will be issued by the University Senate by the beginning of the 2007/2008 academic year.

The University Senate will once yearly inform the public, and the University Council will inform the founder on the progress and attainment of the goals set out in the Strategy. The report will be published as an official University document.

The University of Rijeka sets itself 10 benchmark indicators which all constituents must fulfill by 2013. The benchmark indicators will serve for monitoring achievements (internal benchmarking) as well as for comparing to other universities (external benchmarking). The University will inform the public regarding the results of internal and external benchmarking. Thorough strategy discussion, revision or amendment is possible in 2010.

1. Number and structure of students.
2. Percentage of students who successfully complete their first year.
3. Percentage of graduates per generation.
4. Number of defended doctorates.
5. Number of published papers indexed in the SCI.
6. Share of assistants and research assistants in faculty personnel.
7. Percentage of ECTS credits allocated through Lifelong Learning Programmes.
8. Percentage of employees who have completed systematic training for strategic management.
9. Total revenue of revenue share from services rendered to the economy and local community and revenue from intellectual property.
10. Number of FP projects at the University of Rijeka.
Thematic Sub-strategies and Background Documents

Thematic Sub-strategies

Strategy of Implementing E-learning at the University of Rijeka 2006-2010. Available at: http://www.uniri.hr/hr/propisi_i_dokumenti/Strategija_uvodjenja_e-ucenja_UNIRI.pdf

The implementation of e-learning at the University of Rijeka contributes to creating positive qualitative changes in higher education teaching by providing necessary prerequisites (infrastructural systems of teaching support, system of education for new teaching methods and ICT utilization in teaching, quality assurance system) to all participants in the process (students, teachers and employees within the support system).

Background Documents

1. Quality Improvement Centre (2006). SWOT Analysis. The University of Rijeka
11. Marta Žuvić-Butorac (2005). Examining the Existing Level of IT Utilization in Teaching at the University of Rijeka Faculty of Medicine.


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