

SELF-EVALUATION

UNIVERSITY
OF ZAGREB,
ACADEMY
OF FINE ARTS
2023

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SELF-EVALUATION

UNIVERSITY
OF ZAGREB,
ACADEMY
OF FINE ARTS
2023



Sveučilište u Zagrebu
Akademija likovnih
umjetnosti

INFORMATION ABOUT THE FACULTY

Name in the court register:

University of Zagreb, Academy of Fine Arts

Name:

Academy of Fine Arts in Zagreb

Abbreviation (HR / EN):

ALU

Seat:

Ilica 85, 10000 Zagreb (building in the process of rehabilitation and renovation)

Temporary seat:

Rudolfa Kolaka 12, 10000 Zagreb

Addresses:

Ilica 85, Zagreb (until January 2023)
Ilica 83, Zagreb (until January 2023)
Jabukovac 10, Zagreb (until August 2023)
Zagorska 16 (until March 2020)
Nova Ves 18 (until December 2020)
Zamehnhofova 14
Rudolfa Kolaka 12 (since January 2023)
Lastovska 23 (since September 2023)

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Facebook:

www.facebook.com

Instagram:

www.instagram.com/aluzagreb/?hl=en

Head of the faculty:

Prof. Tomislav Buntak, Dean

Registered with the Commercial Court in Zagreb:

MBS 080182841
by Decision of 26 Nov, 1997

Legal form:

Institution

Activities:

- higher education, artistic, scientific and professional activity;
- organizing and delivering university studies and educating students;
- organizing and implementing various forms of artistic and professional training to keep up with new artistic, scientific and professional achievements, related to the field of fine and visual arts;
- organizing and implementing lifelong learning programmes and organizing and implementing adult learning programmes;
- exhibiting art, organizing exhibitions and artistic, scientific and professional conferences domestic and international; gallery work;
- conservation and restoration and restoration analyses;

- implementing artistic, scientific and professional projects; artistic, scientific and professional studies, drawing up documentation, analyses;
- supervising artistic projects;
- producing and selling works of art, multi-originals and multiple works of art;
- drawing up and selling promotional materials for exhibitions and similar activities;
- publishing; publication and sale of art magazines and professional journals and editions, books, monographs and publications in the field of art;
- providing professional, artistic and scientific consultations;
- reviewing and revising projects, professional, artistic and scientific works;
- cooperation with higher education and cultural institutions in the country and abroad;
- artistic activity, artistic research, scientific-research activity in the field of art;
- research in interdisciplinary fields of science and in scientific fields of social sciences and humanities;
- organization and implementation of professional work and professional activities in the field of fine arts;
- production activities;
- providing services for the Academy;
- IT services.

Founder:

University of Zagreb

Established:

8 June, 1907

Entry in the Ministry of Science register:

serial number 260, registered on 2 March, 2006

Name of the bank:

HPB (Croatian Postal Bank)

IBAN:

HR6423900011101077341

Registration number (MB):

03207919

Personal identification number (OIB):

95847257607

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The Accreditation Council of the Agency for Science and Higher Education, following a postponement of the re-accreditation procedure it had approved due to the earthquake, included the Academy of Fine Arts in Zagreb in its 2023 Re-accreditation Plan, of which the Agency informed the Academy in a letter dated 24 November, 2022.

The Academy drew up a Self-Evaluation for the aforementioned re-accreditation procedure, in accordance with the instructions published on the Agency's website.

Based on Article 13 of the Statute of the Academy of Fine Arts of the University of Zagreb, the Council of the Academy at its 6th session of academic year 2022/2023, held on 20 December, 2022 passed the

DECISION

I. THE COMMITTEE FOR THE PREPARATION OF THE ALU SELF-EVALUATION IS ESTABLISHED AND CONSISTS OF:

1. Prof. Tomislav Buntak, Dean, Chairman
2. Prof. Tomislav Pletenac, Deputy Chairman
3. Prof. Tanja Dabo, Deputy Chairwoman
4. Assoc. Prof. Maja Rožman
5. Assoc. Prof. Miran Šabić
6. Prof. Aleksandar Battista Ilić
7. Maja Lacković, Secretary of ALU
8. Martina Romih Rudman, Secretary of Post-graduate Study of ALU
9. Nika Vrbica, student

II. WORKING GROUPS ARE ESTABLISHED FOR THE PREPARATION OF ALU SELF-EVALUATION:

a) Internal quality assurance and the social role of the higher education institution

1. Prof. Tomislav Pletenac, Head
2. Prof. Tanja Dabo
3. Assoc. Prof. Maja Rožman
4. Asst. Prof. Ana Božičević
5. Asst. Prof. Igor Ruf
6. Assoc. Prof. Igor Čabraja
7. Asst. Prof. Ida Loher
8. Maja Lacković, Secretary of ALU
9. Martina Romih Rudman, Secretary of Post-graduate Study of ALU

b) Study programmes

1. Assoc. Prof. Miran Šabić, Head
2. Asst. Prof. Barbara Horvat Kavazović
3. Asst. Prof. Ida Loher
4. Asst. Prof. Darko Masnec
5. Assoc. Prof. Gordana Bakić Vlahov
6. Asst. Prof. Tanja Vujasinović
7. Prof. Nicole Hewitt
8. Prof. Mirjana Vodopija
9. Mladen Đuričić, Teaching Coordinator
10. Nika Vrbica, student

c) Teaching processes and student support

1. Assoc. Prof. Miran Šabić, Head
2. Prof. Tamara Ukrainčik
3. Assoc. Prof. Lucia Labas
4. Prof. Jagor Bučan
5. Assoc. Prof. Sonja Vuk
6. Prof. Andreja Kulunčić
7. Assoc. Prof. Neven Bilić
8. Assoc. Prof. Neva Pološki
9. Asst. Prof. Snježana Ban
10. Romana Đuričić, Office for Student Assistance and Support

d) Teacher and institutional capacities

1. Prof. Alen Novoselec, Head
2. Prof. Tomislav Buntak
3. Prof. Suzana Damiani
4. Prof. Ksenija Turčić
5. Assoc. Prof. Ivana Keser
6. Asst. Prof. Zlatan Vehabović
7. Maja Lacković, Secretary of ALU
8. Vlatka Ružić, Head of the Office for Projects and Public Procurement
9. Vlatka Benkek, Head of the Office of Human Resources

e) Artistic and scientific activity

1. Assoc. Prof. Maja Rožman, Head
2. Assoc. Prof. Ana Hušman
3. Prof. Leonida Kovač
4. Asst. Prof. Sebastian Dračić
5. Asst. Nikola Bojić
6. Prof. Vladan Desnica
7. Asst. Prof. Marko Tadić
8. Asst. Prof. Predrag Pavić
9. Filip Matović, Office for International and Inter-University Cooperation (Sandra Urem, substitute)
10. Korana Littvay, Art Collection and Collection of Students' Work

The Self-Evaluation was adopted by the Decision of the Council of the Academy at its 21st, extraordinary session of academic year 2022/2023, held online on 7 August, 2023.

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All terms used in this Self-Evaluation, which have a gender meaning, refer equally to the female and male genders.

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INTRODUCTION

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0. INTRODUCTION

During the period from 2018 to 2023, the Academy of Fine Arts of the University of Zagreb has faced major challenges, especially in 2020 when, in the midst of the coronavirus pandemic, this area was hit by two strong earthquakes (one in Zagreb in March, and one in Petrinja in December), completely collapsing one and causing severe damage to three other buildings where ALU operates. In addition to drastically transforming our reality, these unforeseen events caused the plans, action strategy and organization of work at ALU to change fundamentally, placing a huge additional burden on the administration and heads of services, and then on teachers and students who were unable to prepare in advance for this situation. And so, during the five-year period that includes this re-accreditation cycle, for the last three and a half years we have found ourselves in a challenging crisis situation caused by a natural disaster that we could not have predicted and which we have never faced before, and we had to find solutions and carry on with our regular activities.

The standards for evaluating the quality of universities and constituents in the process of re-accreditation of higher education institutions did not foresee standard guidelines for such a complex situation, and it was necessary to thoroughly describe the gravity of the processes, procedures and challenges that we were able to successfully solve in that period. In order to provide a complete

overview of the five-year period, the Dean's Foreword and Introduction in this report are longer than usual, as there was no room in other chapters for a comprehensive presentation of this situation.

0.1. A WORD OF THE DEAN

The Academy of Fine Arts of the University of Zagreb is the oldest art academy in the region, and at the same time, the only higher education institution in the Republic of Croatia committed exclusively to art education.

It therefore bears a high level of responsibility for the development of *art education* and the *art scene*, but also for the public perception of the role and importance of visual art and culture in society.

In order to adequately address such responsibility, the Academy must devote a significant part of its capacities to ensuring the quality of all processes – from teaching and administration to technical capacities for operation. Harmonizing these processes enables the Academy to adapt to different social needs and requirements, and ensures its relevance in the world of art and education.

However, in the last three years, this balance was seriously disrupted, first by the Covid-19 pandemic, and then in the midst of pandemic restrictions by strong earthquakes that partially damaged parts of the building at Jabukovac 10, and caused major damage to the buildings in Ilica 85 and Ilica 83, while the building at Zagorska 16 completely collapsed and is now beyond use. A single building in which the Academy operates that has remained largely undamaged is the one at Zamenhofova 14. Running an institution of such importance in these complex circumstances represented a major challenge, but thanks to the dedication of our staff, both teaching and non-teaching, and the introduction of appropriate procedures, we were able to successfully overcome it. We should also mention the involvement of the University of Zagreb and the Ministry of Science and Education, which were important partners in solving problems that were encountering almost daily over the last three and a half years. At present, part of the Academy of Fine Arts

is temporarily situated in the premises of the former Jadran Film, where the Departments of Painting, Graphic Arts, Sculpture and Animation and New Media are located, on an area of about 6,000 m². The Academy's Administration, professional and administrative services, the Academy's storage operate at the same address, while the relocation of the library with a reading room and equipped with computers is soon to be completed. The process of moving to this location took two years, as the run-down buildings of Jadran Film had to be renovated and adapted to a new, specific function. In addition to the mentioned units, the Department of Art Education will also have to move in academic year 2023/2024 to a new location of about 1,700 m² at Lastovska 23, since the building at Jabukovac 10 requires static reconstruction. The Department of Conservation and Restoration is to only one to remain at its original location, at Zamenhofova 14. Once the renovation is complete at Ilica 83, Ilica 85 and Jabukovac 10, the Academy will finally have spatial capacities that will allow it to progress further. For the next three years, our focus will therefore be on improving the administrative and teaching processes so as to be fully prepared for the return to our premises.

Despite the fact that the balance was seriously disrupted with the pandemic and the earthquake, we were able to carry on successfully with our work processes, in accordance with our mission and vision.

We created a proposal for a doctoral study programme based on research through practice (practice-based research), and we accredited the Postgraduate Doctoral Study in Fine Arts. It currently has 7 doctoral students enrolled, who are completing their first year of study.

We have especially strengthened the role of the Student Union in the work of the Academy – from active participation in the work of the departments and the Council of the Academy, through action in committees related to teaching, quality management and other important matters of student interest, all the way to the affirmation of student independence through the publication of a student magazine and organization of diverse student activities.

We adapted and modernized the existing undergraduate and graduate study programmes

in Painting, Sculpture, Graphic Arts and Animation and New Media. The process of accreditation of major changes to the programmes is under way, which will, among other things, separate the Study of Animation and New Media into two new programmes – Animated Film and New Media, and in turn, into two departments (Department of Animated Film and Department of New Media) and two chairs (Chair of Animated Film and Chair of New Media)

We have begun the development of new study programmes: the graduate study in Visual Design of Video Games, an international transdisciplinary programme ASH – Art, Science and Health, and the specialist study in Art Therapy.

In order to achieve recognition of the Academy, its work and students in an international context, we have introduced a policy of three spatial circles.

The first circle consists of related institutions from the region, with an emphasis on art academies from Belgrade and Ljubljana, as well as from Hungary, Austria and Italy, with which we collaborate on annual activities such as organizing student projects and workshops and artistic and scientific conferences.

The second circle includes EU member states with which we have exchanges through Erasmus+ and related partnership agreements, which include exchanges of students, teaching and administrative staff.

The third circle includes academies from other continents with which we have established bilateral cooperation, such as those in China, Mexico, India and South Korea.

Also, due to these demanding circumstances, the work on the ALU strategy was temporarily suspended, but immediately after the move, the *Academy of Fine Arts Strategy for the Period from 2023 to 2028* was completed and adopted.

All these activities, at a time of reduced capacity, testify to the strength of all the Academy's employees, their creativity, inventiveness and solidarity. These are precisely those qualities that are nurtured and preserved at art academies and which, as our example proves, are much more solid and permanent than the materiality of buildings.

Circumstances in which the re-accreditation procedure is carried out in 2018–2023

The context in which the Academy of Fine Arts conducts this re-accreditation procedure includes events that made it extremely difficult for us to carry out our regular activities and develop in the past five-year cycle.

Now that the pandemic is behind us, and contracts on complete post-earthquake reconstruction have been signed, the blueprints drawn up and construction work on over 12,000 m² already under way, we can come to an optimistic conclusion that the outcome of this crisis situation has been the largest one-time financial investment in space and infrastructure for a complete reconstruction in the history of the Academy. The total monetary value of the renovation exceeds 34,000,000.00 euros, which is a major investment in reinforcement and improvement of the existing premises, and in the expansion to additional 3,500-3,600 m² in Ilica 83. This will bring about significant improvements to the spatial conditions, which determine the material and technical possibilities of implementing study programmes. Once we return to the renovated space, it will be in line with the requirements of present-day higher education standards.

Meanwhile, in the course of academic year 2022/2023, the work on three academy buildings has commenced, and about 85% of the teaching and non-teaching staff and students moved to two temporary locations in Zagreb, comprising a total area of about 8,000 m², most of it located at Jadran Film, a site that spans over 6,000 m².

Given that the completion of work and move to the renovated premises is scheduled for academic year 2025/2026, the present situation is expected to continue for at least two more academic years.

Timeline 2018–2023

Our regular operations that we present in the Self-Evaluation through the *Standards for evaluating the quality of the Academy of Fine Arts of the University of Zagreb in the period 2018/2019 – 2022/2023*, due to the above mentioned reasons, must be evaluated by taking account three different periods of operation, covered by this re-accreditation procedure, so as to realistically relate the situation over the past period.

1.) 1 October, 2018 – 10 March, 2020

In the period from 1 October, 2018 to 10 March, 2020, the Academy of Fine Arts carried on with its regular operation in its existing spatial and technical conditions. We tried to improve the conditions of study and work in accordance with our financial possibilities, equipping art workshops, acquiring new tools and working to eliminate deficiencies that were identified in the previous re-accreditation cycle.

The new administration focused on encouraging the improvement of the implementation of quality standards throughout the institution, in accordance with the requirements of the higher art education institution. A new position of Vice Dean for Quality, Postgraduate Studies and Lifelong Education was established, and efforts are being made to improve procedures, methods, spatial, technical and material conditions so as to adapt to the needs of teaching in the field of fine arts. Also, we focused on strengthening ALU for the future period, and special attention was paid to increasing the public visibility of the Academy, especially through important exhibition projects such as the final exhibition *ALU Perspective*, which garnered a lot of public attention, as evidenced by an increasing number of visitors and media presence with each year ([from the media in 2018](#), [from the media in 2019](#), [from the media in 2020](#)).

2.) 10 March, 2020 – 1 October, 2022

The period from 10 March, 2020 to 1 October, 2022 was marked by the Covid-19 pandemic that affected the entire world. Given the new circumstances, different cycles of implementation of the teaching process were organized, starting with distance learning for the first month and a half. Shortcomings of the online educational process became apparent as early as that, in terms inability to implement a quality practical art teaching until new adapted methods that combine online theoretical and in situ art classes at the Academy were developed. These defined the model for conducting classes during the next two years.

Thanks to a special permit from the University of Zagreb, we were able to conduct most of the classes live in academic years 2020/2021 and 2021/2022, while all other constituents of the

University conducted classes exclusively online. Live teaching enabled us to maintain quality standards in the implementation of teaching processes at a satisfactory level for art teaching, as well as to deliver all learning outcomes prescribed by the programme.

However, the real challenge in terms of organization, teaching, space and technical issues, one that changed our situation in the long term, took place on 22 March, 2020, when Zagreb was hit by a strong [earthquake](#), causing major physical damage to the Academy and making it one of the most affected constituents of the University of Zagreb.

The Academy's administration urgently began activities related to rehabilitation and reconstruction, starting with meetings with heads of services and departments, followed by meetings with the University of Zagreb Administration, so as to initiate the reconstruction procedures and draw up documentation on the post-earthquake rehabilitation and reconstruction of infrastructure. Surveys on structural improvement of the buildings were commissioned and delivered, with the first results indicating severe damage that required additional, detailed studies, without which it would have been impossible to use the premises for teaching at three locations and to a lesser extent at the fourth as well.

The most damaged buildings were in an extremely poor condition; an area of about 2,400 m² at different locations where the Academy operates was declared completely [unsafe for use and holding classes](#), while additional 1,600 m² was partially usable for holding classes. The buildings were without heating as chimneys required inspection and the whole system needed to be restarted. Also, most of the buildings were without electricity, and the existing damage to the walls and ceilings presented a constant danger of the construction material collapsing. The Technical Service of the Academy performed the tasks of clearing and rehabilitating damaged parts of the buildings, and worked on restarting the heating, electricity and water systems, so that the Academy would be at least partially equipped for conducting classes.

By reorganizing the available space in the Academy's buildings and renting additional spaces in a neighbouring building at Ilica 112 (now

Putolovac Gallery) and in Teslina 12 (former Subspace Hostel), sufficient spatial capacities were provided for holding live classes.

As soon as the University and various government ministries prescribed procedures on how to draw up documentation for post-earthquake reconstruction, we took to planning a complete renovation, holding consultations and drawing up reconstruction projects, conducting public procurements for project development and open calls for collaborators for control mechanisms. We regulated property of the premises we used until that time and obtained approvals to apply for renovation of additional premises that were not owned by the Academy, which in every sense is a most significant step forward for the Academy in its history.

3.) Academic year 2022/2023

In the third period, which includes academic year 2022/2023, our main goal was to organize the teaching process, set up and furnish the space, and successfully relocate to the new premises at Rudolfa Kolaka 12, the former Jadran Film site, for a period of about 3 academic years. The Departments of Painting, Graphic Arts, Sculpture and Animation and New Media are located in an area of about 6,000 m². The Academy's Administration, professional and administrative services and the Art Collection storage are located at the same address, and the relocation of the Library with a reading room equipped with computers is soon to be completed.

It was extremely challenging and difficult to relocate and organize classes in the overall circumstances, but the academic year was successfully brought to a completion. The results of it, featured at the Final Exhibition, have maintained their expected quality, as the new space provided students with a fresh boost, uplifting their energy and overall atmosphere.

In the coming academic year, preparations are under way to relocate the Department of Art Education from the building at Jabukovac 10 to a new address at Lastovska 23, for a planned period of two years.

It would not be possible to appreciate the situation in which the Academy of Fine Arts of the University of Zagreb found itself during the last re-accreditation period without this detailed information. This is crucial for a realistic

assessment of the implementation of study programmes, teaching processes, development and maintenance of quality standards, and for the assessment of possibilities and the implementation of planned objectives.

Over the last three years of the five-year re-accreditation period, the current Administration has faced extremely complex situations, which brought about challenges that none of the previous Administrations have had to face. Also, such a specific situation has not been recorded at any other art academy in the Republic of Croatia, and only those academies in the European Union or the world that have suffered major natural disasters similar to this one can recognize such challenges.

Although the employee's hourly rate is clearly prescribed by the collective agreement, in these specific conditions, without the overtime hours of the Administration, the heads of the technical and administrative services, and the work done over weekends and holidays, it would have been impossible to stabilize the situation in the earthquake aftermath, prepare all the documentation for a complete reconstruction and generate new energy and realistic hope for the development of our Academy in the future. This kind of crisis can only be dealt with through the unity of the Administration, the services and teachers, operating in working groups and committees in a particularly long three-year period following the earthquake.

For me, in my work and professional experience, these have been the most difficult years so far. We were at the limits of endurance more than once, but thanks to our unity and persistence, we prevailed. When all this is over, and the planned positive results of the complete renovation become reality, we will begin a new period from academic year 2025/2026 in a completely renovated space of over 10,000 m². This will be an opening of a new chapter in the work, development and future of the Academy of Fine Arts of the University of Zagreb.

0.2. MISSION, VISION AND GOALS

Mission

The mission of the Academy of Fine Arts of the University of Zagreb is to carry on making a major contribution to the development of art and of higher education in the field of fine arts and visual culture by conducting all levels of university studies, and by promoting top-quality artistic production and research, while remaining centred on creative, competent, supported and content students. ALU's mission is to develop a culture of quality and operate in the interest of the public, for the good of the people and overall progress of the community.

Vision

The vision of Academy of Fine Arts of the University of Zagreb is to operate as a central institution of higher education in the field of fine arts and artistic research in Croatia, in the context of the European area of higher education and culture. ALU applies proven and complete methods in the higher education process in the field of art and explores new methods of learning, teaching and artistic research with the aim of providing conditions for individual progress of each student, while continuously improving our own activity and cooperation with academies, faculties and cultural institutions in the country and abroad. ALU actively contributes to the community by participating in the development of the field of art and culture, as this we consider a treasure trove of ideas and innovative solutions that encourage creativity necessary for development in many other fields of activity. The basis of ALU's vision of development is the development of artistic ideas and creative possibilities as stimuli for cognition and creativity in general.

Goals:

- to become an internationally recognized fine arts academy with developed partnership relations with reputable academies in Europe and beyond;
- to systematically develop study programmes;
- to ensure and develop high standards in delivering study programmes and the quality of study;

- to develop a system oriented towards the support and care of the student;
- develop a system for the improvement of artistic research;
- to establish a competitive field of research and advancement in the field of teaching through the improvement of study programmes;
- to build an ALU campus in order to bring together all activities in one space that would function as a centre of national importance;
- to initiate a higher degree of integration with other areas of teaching and research at the University of Zagreb and beyond;
- to encourage and develop inter-university and international cooperation and mobility;
- to develop a system of active exhibitions, projects and publishing;
- to develop teaching, research and projects in collaboration with other institutions and experts, related to both contemporary tendencies and the preservation of cultural heritage;
- to encourage cooperation with artistic and cultural institutions and individuals.

0.3. HISTORY OF THE ACADEMY

The Academy of Fine Arts of the University of Zagreb has been setting and improving standards of higher art education since its establishment in June 1907 and throughout all its activities, and has been the founding ground for all higher education institutions in the field of fine arts and visual culture in the Republic of Croatia.

It was founded as the local Royal Senior College for Arts and Crafts, with an institutional statute, an education basis and a timetable of lectures at the Department of Painting, the Department of Sculpture and the Department for Teachers of Drawing. The institution's name was changed many times. Since 1941, it has officially been the Academy of Fine Arts in Zagreb. Numerous renowned artists and teachers worked at the Academy of Fine Arts, so the history of ALU is in many ways the history of Croatian art in the

twentieth and twenty-first centuries. ALU is distinct in its diversity and uniqueness of study programmes, Bachelor's, Master's and doctoral. For the last 116 years, ALU has played a role in the establishment of other higher education institutions in the wider region. Over the course of its history, ALU has continued to develop and establish new departments and study programmes and improve quality, thus contributing to the development of fine arts in the Republic of Croatia while continuously producing contemporary art. The Academy of Fine Arts is not comprised of just lecture halls and cabinets, but also includes a large number of specialist workshops and studios, where various artistic, technical, technological and other creative processes take place. Just as it is common practice in science, the work of ALU is evaluated through works of art that are made and put on view by students and teachers, for both the academic and wider cultural audience.

0.4. ACTIVITIES OF THE ACADEMY

The Academy carries out activities of special interest for the Republic of Croatia in the field of fine arts, the field of humanities, the field of science of art, and the field of higher education as an integral part of international, especially European, artistic, scientific and educational space. Through its activities it develops artistic creativity, artistic research, teaching and professional work in the field of fine arts at the highest level.

The Academy has a special role and responsibility in preserving and contributing to national artistic, scientific and cultural heritage and in strengthening international recognition of Croatian fine arts.

Activities of the Academy are:

- higher education, artistic, scientific and professional activity;
- organizing and delivering university studies and educating students;
- organizing and implementing various forms of artistic and professional training to keep up with new artistic, scientific and professional achievements, related to the field of fine and visual arts;

- organizing and implementing lifelong learning programmes and organizing and implementing adult learning programmes;
- exhibiting art, organizing exhibitions and artistic, scientific and professional domestic and international conferences; gallery work;
- conservation and restoration and restoration analyses;
- implementing artistic, scientific and professional projects; artistic, scientific and professional studies, making documentation, analyses;
- supervising artistic projects;
- production and sale of works of art, multi-originals and multiple works of art;
- drawing up and selling promotional materials for exhibitions and similar activities;
- publishing; publication and sale of art and professional magazines and editions, books, monographs and publications in the field of art;
- providing professional, artistic and scientific consultations;
- reviewing and revising projects, professional, artistic and scientific works;
- cooperation with higher education and cultural institutions in the country and abroad;
- artistic activity, artistic research, scientific-research activity in the field of art;
- research in interdisciplinary fields of science and in scientific fields of social sciences and humanities;
- organization and implementation of professional work and professional activities in the field of fine arts;
- production activities;
- providing services for the Academy;
- IT services.

In addition to the above activities, the Academy may carry out other activities if these serve registered activities and contribute to the utilization of its spatial and personnel capacities, and may perform other activities if these do not conflict with the core activity of the Academy.

0.5. ORGANIZATIONAL STRUCTURE AND MANAGEMENT

Teaching organizational units: Departments

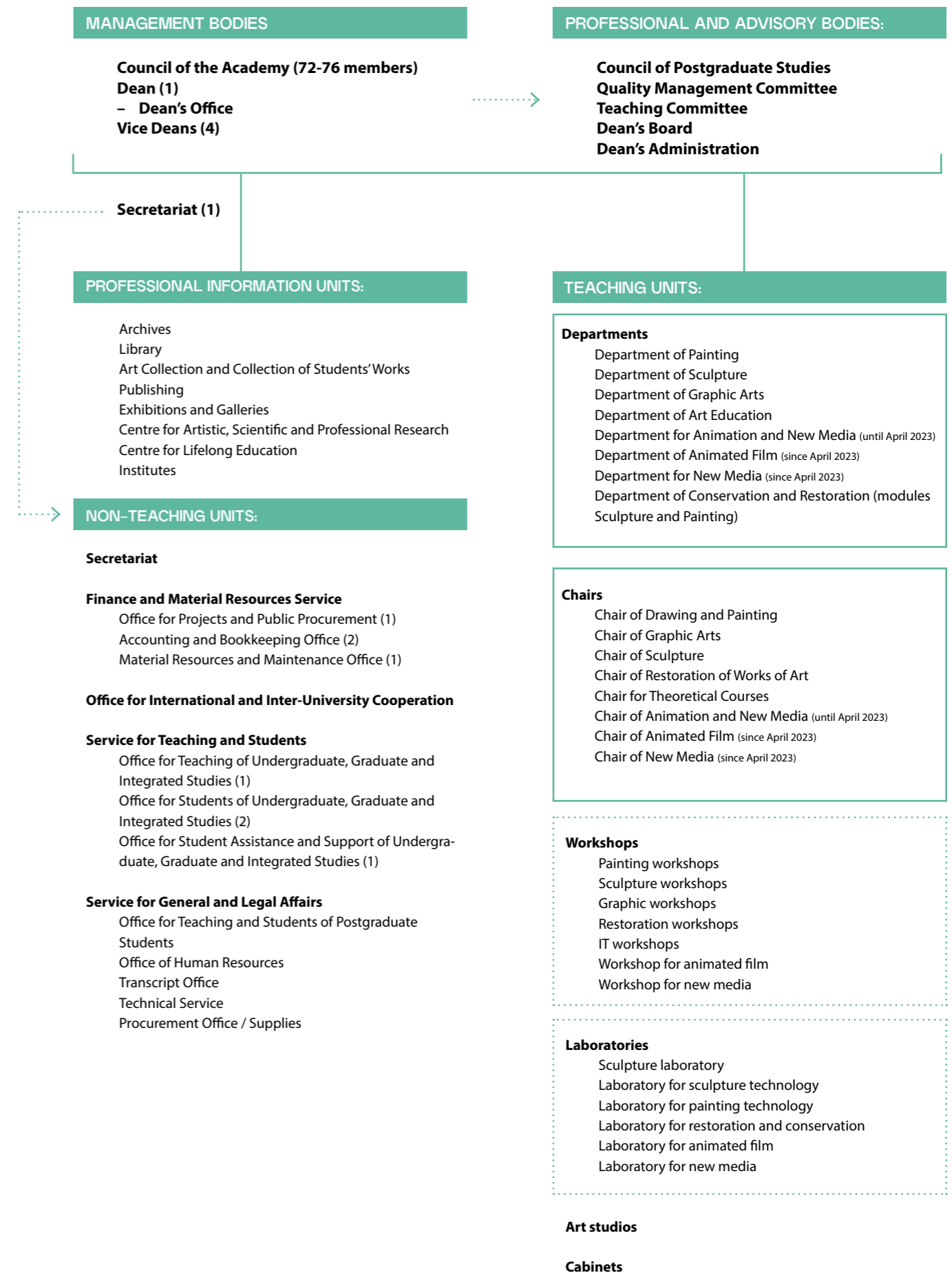
Departments are the basic teaching organizational units of the Academy, through which teaching activities are carried out at undergraduate, graduate and integrated studies, in addition to programmes of lifelong education, artistic, scientific and research activities of specific branches of art. Departments are art-teaching and professional units responsible for the quality of studies and educational programmes in specific branches of art, tasked with improving the teaching methods, artistic procedures and material conditions at study programmes, and taking care of the conditions and equipment that are necessary to carry out the curriculum and artistic production. At the helm of each Department is the Head of Department, who is appointed by the Council of the Academy from among the employees with an artistic-teaching or a scientific-teaching grade, at the proposal of the members of the Department. Department members are employees of the Academy with artistic-teaching, scientific-teaching, teaching, associate or professional grades, as well as representatives of students enrolled in the study conducted by the particular Department. At the Department, classes are organized in art studios, workshops, lecture halls and laboratories, as well as outside the Academy.

Teaching organizational units: Chairs

Chairs are fundamental artistic-teaching or scientific-teaching units that connect teachers and associates at the Academy who teach similar courses. The chairs supervise the artistic and teaching profiles of teachers, the quality and results of their teaching work, the conditions of their artistic research work, specializations and exchanges with related institutions around the world.

Chairs are responsible for: 1. The study programmes coverage by teaching personnel; 2. Coordination among the Chair members, including external associates; 3. Quality of teaching; 4. Substituting absent teachers in a timely manner and encouraging the employment of new teachers and associates for courses in their field. When considering the issue of extending

ORGANIZATION OF THE ACADEMY



employment contracts with teachers – Chair members who have acquired the conditions for termination of the employment contract, in accordance with the law governing work relations, Chair members express their opinion by secret ballot, and the Chair submits its proposal to the Council of the Academy.

Management bodies

The management bodies of the Academy of Fine Arts are the Dean and the Council of the Academy. The Statute of the Academy also defines other bodies that assist them in preparing and administering Decisions.

Dean

The Dean represents the Academy and acts on its behalf. The Dean is the head and manager of the Academy and has rights and obligations in accordance with the Statute of the University and the Statute of the Academy. The Dean is elected for a period of three years. The same person can be elected Dean a maximum of two times in a row. A teacher of the Academy with an artistic-teaching grade who is a full professor or an associate professor and has a permanent employment contract with the Academy can be elected Dean. The Dean of the Academy is elected by the Council of the Academy. The Dean of the Academy is employed full-time. The Dean, as a teacher of the Academy, takes part in tuition, artistic and research work in a way and to an extent that does not hinder him/her from successfully and efficiently performing the duties of the Dean. The procedure for the election of the Dean is initiated by the Council of the Academy by starting the procedure for the election of the Dean and appointing the Election Committee and the Committee for Conducting the Voting Procedure. Both Committees consist of 3 members, two of whom must be full professors. Every teacher with an artistic-teaching grade who is a full professor or an associate professor and has a permanent employment contract with the Academy has the right to submit their application for the election of the Dean to the Committee, within a period of 15 days from the date the open call was launched. A CV and a work programme for the period of the Dean's term of office must be attached. Submissions that are approved by the Council of the Academy are proposed to the Senate for approval. The Council of the Academy elects the Dean by secret ballot, with a majority of the total number of council members, while at least

two-thirds of the members of the Council of the Academy must participate in the vote.

Council of the Academy

Along with the Dean, the Council of the Academy is the management body of the Academy. The Council of the Academy consists of: the Dean, Vice Deans, Heads of Departments and Heads of Chairs according to their position, all employees with artistic-teaching and scientific-teaching grades, one representative of associates selected by employees in associate positions from among themselves, one representative of teachers selected by employees in teaching positions from among themselves, student representatives, who are selected by students in accordance with the law regulating student organizations and making up 10% of the members of the Council of the Academy, of which a maximum of 20% are postgraduate students. A representative of a trade union in the field of science and higher education is invited to the session of the Council of the Academy without the right to vote. A representative of employees from the ranks of non-teaching staff is also invited, participating in the work of the Council of the Academy with the right to vote; he/she is selected by employees in accordance with a special act of the Academy. The non-teaching staff representative does not participate in the voting process to appoint teachers and associates to positions. The term of office of members of the Council of the Academy lasts until the end of their position, or their employment, except for student representatives whose mandate is linked to their student status. The term of office of representatives in associate and teaching positions and representatives of non-teaching staff is two years. Student representatives in the Council of the Academy have the right of suspensive veto when deciding on issues of special interest to students. A suspensive veto is exercised by the majority of all student representatives in the Council of the Academy. The Council of the Academy can appoint permanent and temporary committees and/or working groups to perform certain activities. The composition and number of members of committees and working groups is determined by the same decision. The way the Council of the Academy works, convenes and holds sessions, the way decisions are made, the voting procedure, keeping records and other issues important for the work of the Council of the Academy are prescribed

by the Statute of the Academy and the Rules of Procedure of the Council of the Academy.

Vice Deans

The Dean is assisted in his/her work by Vice Deans, in accordance with the provisions of the Statute and general acts of the Academy. The number of Vice Deans, their titles, the requirements they must meet and the job description are determined by a general act of the Academy that determines the organization of positions and the systematization of jobs. The Council of the Academy appoints and dismisses Vice Deans from among employees with artistic-teaching and scientific-teaching grades, upon the Dean's proposal. The provisions on the election of the Dean are applied accordingly to the elections of Vice Deans. The Council of the Academy decides on the appointment and dismissal of the Vice Dean by secret ballot, with a majority of the total number of members, and at least two-thirds of the total number of members of the Council of the Academy must attend the session. The Vice Dean's term of office lasts as long as the term of office of the Dean on whose proposal the Vice Dean was appointed. The same person can be appointed multiple times as Vice Dean. The Academy has 4 Vice Deans: Vice Dean for Administration and Finance, Vice Dean for Teaching and Students, Vice Dean for International and Inter-University Cooperation, Vice Dean for Quality, Postgraduate Studies and Lifelong Education.

Supervisory, professional and advisory bodies and committees of the Academy operate in accordance with the provisions of the Statute of the Academy.

Supervisory powers over general acts and decisions of the Academy are exercised by the Rector and the Senate of the University in accordance with the Statute of the University and the law.

The Quality Management Committee is a permanent committee of the Council of the Academy for quality assurance and improvement.

The Teaching Committee is a permanent professional and advisory body of the Council of the Academy. The committee consists of the Vice Dean in charge of teaching and student affairs, who is also the chairperson of the committee, Heads of Departments, Heads of Chairs, Head of Doctoral Studies, and the ECTS Coordinator.

The Dean's Board is an advisory body that as-

sists the Dean in his/her work. The Dean's Board consists of the Dean, Vice Deans and Heads of Departments, as well as the Head of Doctoral Studies.

The Administrative Board is a narrow advisory body that assists the Dean, consisting of the Dean, Vice Deans, the Secretary of the Academy and the Head of Finance and Material Resources Service.

The Secretary is the head of professional services and the manager of the Academy for organizational, administrative, legal and general affairs.

The Academy of Fine Arts is a constituent of the University of Zagreb and operates in accordance with the Statute of the University and its own Statute, both of which were adopted in accordance with the *Law on Higher Education and Scientific Activities*. As a fundamental element of integration, it has the right and duty to participate in University bodies (the Senate, the Council of the Arts Area and other university bodies). The representative of the Academy has the right to elect the Rector and participate in all decision-making by the Senate. The Academy has the right to propose the Rector, and teachers of the Academy of Fine Arts have the right to be elected to all university bodies, and by participating in the work of these bodies, they can influence the development and contribute to the progress of the University. The Academy of Fine Arts, like all constituents of the University, proposes enrolment quotas and study programmes, which are adopted by the Senate of the University of Zagreb. Constituents, including the Academy, cannot pass their statutes and regulations on the organization of workplaces without the consent of the Senate. After the competition, the decision on the appointment to a grade is confirmed by the Council of the Arts Area and the Senate. The Academy is an independent legal entity in legal transactions.

0.6. STUDY PROGRAMMES AND STUDENTS

The Academy of Fine Arts of the University of Zagreb is the only fine art academy in Croatia that conducts study programmes in three

cycles of education, thus enabling vertical mobility of students throughout their studies.

Within the structure of 7 departments and 7 chairs, the Academy conducts 5 undergraduate, 5 graduate and 1 integrated undergraduate and graduate university study programmes, and 1 postgraduate doctoral university study programme. These are:

UNDERGRADUATE STUDY PROGRAMMES:

4 years (8 semesters) – 240 ECTS

1. Painting
2. Sculpture (from the 3rd year as modules: Sculpture, Medal Art and Small Sculpture)
3. Graphic Arts (from the 3rd year as modules: Graphic Arts, Applied Graphics)

3 years (6 semesters) – 180 ECTS

1. Art Education
2. Animation and New Media (from the 2nd year as modules: Animated Film, New Media)

GRADUATE STUDY PROGRAMMES:

1 year (2 semesters) – 60 ECTS

1. Painting
2. Sculpture (modules: Sculpture, Medal Art and Small Sculpture)
3. Graphic Arts (modules: Graphic Arts, Applied Graphics)

2 years (4 semesters) – 120 ECTS

1. Art Education; module: Teaching
2. Animation and New Media (modules: Animated Film, New Media)

INTEGRATED UNDERGRADUATE AND GRADUATE STUDY PROGRAMME:

5 years (10 semesters) – 300 ECTS

1. Conservation and Restoration of Works of Art (modules: Painting, Sculpture)

GRADUATE (DOCTORAL) STUDY PROGRAMME:

3 years (6 semesters) – 180 ECTS

1. Fine Arts

Upon completing undergraduate studies in Painting, Sculpture, Graphic Arts, Animation and New Media or Art Education, one obtains the academic degree of Bachelor of Arts in Painting, Sculpture, Graphic Arts, Animation and New Media or Art Education.

Upon completing graduate studies in Painting, Sculpture, Graphic Arts, Animation and New Media or Art Education, one obtains the academic degree of Master of Arts in Painting, Sculpture, Graphic Arts, Animation and New Media or Art Education.

The Integrated Undergraduate and Graduate Study Programme of Conservation and Restoration of Works of Art has two modules: Painting and Sculpture, and upon completion of the studies, one obtains the academic degree of Master of Art in Conservation and Restoration.

All undergraduate and graduate study programmes are financed from the state budget or through the Ministry of Science and Education, and the study is free for students who regularly fulfil all requirements.

Undergraduate study programmes are based on specific skills and technical differences among artistic media, which are taught in individual studies through artistic assignments. Thus, in the Undergraduate Study of Painting, students master the skills of drawing and painting, in the Graphic Arts programme they master the skills of drawing, graphic techniques and applied graphics, while in the study programme in Sculpture they master the skills of drawing, sculpting and medal art. At the Animation and New Media study programme, depending on the module, they master the skills of drawing, animation and/or art of new media and artistic practices, in addition to taking theoretical courses from the history of animated film, film and film theory. The teaching of theoretical courses at the undergraduate level is based on an intersection of art history, cultural science, aesthetics, and theories of colour, proportion, and perspective, as well as an introduction to art theory. At the Undergraduate Study of Art Education, students learn the basics of all major media, from drawing, painting, sculpture to graphic arts, while most theoretical courses are taught in collaboration with the Faculty of Humanities and Social Sciences.

The programmes of university graduate studies of Painting, Sculpture, Graphic Arts, and Animation and New Media are based on project teaching and individual student work in agreement with the teacher – mentor, through different artistic media and techniques. Graduate studies prepare students for independent artistic work after the Academy. The teaching of theoretical courses at the graduate level is oriented towards contemporary and recent art, art of the 20th and 21st centuries, and the theory of fine arts. At the study programme in Art Education, module: Teaching, students at the graduate level acquire teaching competencies, knowledge and skills in the field of art practice, art theory and pedagogical-didactic methodical field, and upon completion of the study programme they acquire teaching competencies prescribed by law.

At the integrated study programme in Conservation and Restoration of Works of Art, modules Painting and Sculpture, depending on the enrolled module, students take art courses in drawing, painting and/or sculpture, as well as various professional and technical courses in technology, materials, toxicology, documentation and art protection. Theoretical courses comprise a wide range, from chemistry and physics to intersections of art history, sociology of culture and art and ethics.

The postgraduate doctoral study programme is conducted for the core subject and the corresponding branch of fine arts under the guidance of mentor I (artistic practice) and, if needed, mentor II (theoretical work). Postgraduate doctoral studies are based on artistic research and are a follow-up to previous study cycles. Students are mentored in determining the process and structure of the research, selecting an appropriate methodology and artistic medium, and finally, presentation frameworks in accordance with the chosen topic of the work. Disciplinary and interdisciplinary specifics are supported in accordance with the nature of artistic doctoral research and the development and acquisition of the necessary competencies. The programme follows the new European higher education practice that equates artistic and scientific research. The courses are related to the mentoring of artistic research practice, the methodology of scientific and artistic research, and the mentoring of doctoral work.

I. INTERNAL QUALITY ASSURANCE AND THE SOCIAL ROLE OF THE HIGHER EDUCATION INSTITUTION

1.1. THE HIGHER EDUCATION INSTITUTION HAS ESTABLISHED A FUNCTIONAL INTERNAL QUALITY ASSURANCE SYSTEM.

Elements of the standard

- Internal quality assurance system includes and evaluates all activities of the higher education institution (study programmes, teaching process, student support, support to students from under-represented and vulnerable groups, learning resources, scientific/artistic activity, professional activity, etc.) and provides underlying documentation.
- Internal quality assurance system seeks to involve all stakeholders of the higher education institution (students and external stakeholders – employers, alumni, representatives of professional organisations, civil society organisations and internal stakeholders).
- The higher education institution adopted a quality assurance policy, which is a part of its strategic management and is achieved through the implementation of the strategy, including the strategic research agenda, involving a period of at least five years.
- The implementation of the strategy includes SWOT or similar analysis, strategic goals, programme contract goals (where applicable), operational plan, defined responsibilities for implementation, monitoring mechanisms and the report on its implementation. The stakeholders recognize the strategy as an effective

- tool for improvement.
- The higher education institution systematically collects and analyses data on its processes, resources and results, and uses them to effectively manage and improve its activities, as well as for further development.
- The higher education institution uses various methods for collecting data on quality (student satisfaction surveys, peer review, feedback from employers and/or associates, graduates etc.).
- The higher education institution is committed to the development and implementation of human resource management policies (managerial, scientific-teaching, artistic-teaching, administrative, professional and support resources), in accordance with professional principles and standards.

The Academy of Fine Arts of the University of Zagreb has been cultivating a policy of quality assurance since 2012 when the first, fundamental act from the quality system, the Ordinance on the Quality Assurance System of the Academy of Fine Arts of the University of Zagreb was adopted. The Ordinance prescribes the areas of quality assurance, the structure and operation of the Quality Management Committee of the Academy, and the stakeholders of the quality system at the Academy. The Quality Assurance Policy from 2012 outlines the Academy's quality assurance principles, which base the quality culture's fundamental substance on academic, cultural and artistic standards that the Academy wants to systematically promote through its activities. The Mission and Vision of the Academy, which was outlined in the same year, is realized through the continuous work and development of the institution over the last decade. The Academy pursues its mission of developing first-rate artistic, scientific and professional creativity, developing student-oriented higher education in fine arts and visual culture, and strengthening its social role. In a most recent document, Strategy of the Academy 2023–2028 adopted in 2023, it bases its strategic goals on the Policy of Quality, with the task of improving the Academy's model of financing, strengthening artistic and scientific activities and artistic research, improving the quality assurance system, improving study programmes, and strengthening international and inter-institutional cooperation.

The main goal of quality assurance at the Academy is the permanent monitoring and evaluation of all processes in the work of the Academy, and the sustained effort to improve quality in accordance with the set standards, as well as the creation of mechanisms for their improvement. The importance of the internal quality assurance system for the entire work and activity, after the previous re-accreditation, the Academy expressed and confirmed with the establishment of a new Vice Dean position, **Vice Dean for Quality, Postgraduate Studies and Lifelong Education**. The establishment of that position was supported by the University in providing the additional necessary coefficient, and by supporting the amendment of the legal acts of the Academy. In addition to the area of quality assurance, the new Vice Dean is responsible for initiating and heading the Academy's new postgraduate study programme (it was launched in 2022), because in the previous structure of the Academy's management, not a single Vice Dean was responsible for the postgraduate doctoral study (which was terminated due to shortcomings), and for the lifelong education programme, which was also not within the duty of the Vice Dean, and which was conducted rarely, and the greater part of it (specialist studies) was terminated with the old postgraduate study. In this way, the Academy established three new areas of activity in which it will achieve significant results in the coming period (the establishment of quality assurance protocols during the pandemic, the post-earthquake period and beyond, the establishment of a new doctoral study, and the launch of lifelong educational programmes in the field of visual art of video games and art therapy, resulting from projects and elective courses), which will be discussed in more detail in the following chapters.

Simultaneously with the introduction of the new Vice Dean's position, the Office for Postgraduate Studies was reorganized to become the Office for Teaching and Students of Postgraduate Studies and has become part the Service for General and Legal Affairs, and with the new systematization of positions, it now performs tasks from the scope of quality assurance: preparing invitations and records for the Quality Assurance Committee, preparing legal acts in the field of quality assurance, preparing decisions for the Vice Dean for Quality, Postgraduate Studies and Lifelong Education. Thus

begins the process of more efficient quality assurance at the Academy.

In academic year 2020/2021, the work of the academy was seriously disrupted due to the Covid-19 pandemic and two earthquakes. The Academy initiated numerous activities aimed at organizing classes and other processes related to the necessary Covid-19 protocols, i.e. with the reduced capacity of space and equipment for work and classes.

Some of the necessary activities undertaken in this period were:

- The appointment of the so-called "Academy Emergency Group" – by the Dean's decision, a working group was established in charge of implementing the decisions of public authorities and organizing the whole work of the Academy in relation to Covid-19 protocols.
- **Administering decisions** (Dean, Council of the Academy), instructions (Vice Dean for Quality, Postgraduate Studies and Lifelong Education, Vice Dean for Teaching and Students, Secretary of the Academy), reports to the University (Service for Teaching and Students), internal organization of safe entry into the buildings of the Academy (administrative and Technical Services, Secretary, Vice Dean for Quality, Postgraduate Studies and Lifelong Education), and monitoring and implementing instructions of the Civil Protection Headquarters of the Republic of Croatia, the University and other relevant authorities in relation to the Covid-19 pandemic (Service for Teaching and Students, Vice Dean for Quality, Postgraduate Studies and Lifelong Education, Vice Dean for Teaching and Students, Secretary of the Academy).
- Organization of classes:
 - o live – reduction of groups, adjusted schedule (Service for Teaching and Students, Vice Dean for Quality, Postgraduate Studies and Lifelong Education, Vice Dean for Teaching and Students, "Academy Emergency Group");
 - o in an online environment

- (Service for Teaching and Students, Vice Dean for Teaching and Students);
- approvals for distance learning for students (Service for Teaching and Students, Vice Dean for Quality, Postgraduate Studies and Lifelong Education, Vice Dean for Teaching and Students);
- [organization of enrolment procedures](#) for new students (Service for Teaching and Students, Vice Dean for Teaching and Students) in relation to the Covid-19 pandemic and in the post-earthquake period.
- [Student support](#) – advising and supporting students, referral to procedures, justification for non-attendance of live and online classes, psychological assistance outside the Academy, enabling an easier enrolling and quitting of elective courses, adjusting prescribed requirements for nominations for Academy’s awards, exemption from payment of the full tuition fee, possibility of extending studies without payments, etc. (Administration, Council of the Academy).
- [Construction improvement](#) of the buildings in Ilica – professional safety checks of the building, removal of dangerous collapsed portions of the building (Dean, Technical Service) .
- Finding new temporary spaces due to the loss of the building at Zagorska 16, prior to relocating to Jadran Film (Dean, Technical Service).
- [Finding a suitable new space](#) for a longer-term temporary relocation of the Academy during the complete renovation of the building (Administration, Technical Service) .
- [Acquiring the necessary architectural projects](#), obtaining the necessary permits and approvals from the Ministry of the Interior, carrying out a public tender for the complete renovation of the buildings in Ilica 83 and Ilica 85 (Administration).
- Adaptation of the Jadran Film premises according to specific needs.
- [Organizing the relocation](#) – ensuring safety at work during the move, public

procurement procedures for moving, transporting specialized equipment and almost the entire inventory (Administration, administrative and Technical Services).

Therefore, we can establish that the entire system of management and quality assurance has been facing major challenges since 2020. The primary task of quality management at ALU has been to ensure the basic quality of teaching, which the Academy did with success, despite all the difficulties. However, it is only from academic year 2023/2024 that the quality management system can be expected to take up its usual work of improving the overall administrative and teaching processes at ALU.

During the Covid-19 pandemic and lockdown, and in the aftermaths of two earthquakes, there was a need for increased activities in the field of work of the Vice Dean for Quality, Postgraduate Studies and Lifelong Education, and a reduction in activities in the field of work of the Quality Management Committee, since important decisions, protocols and instructions were instituted daily, and their adoption required a timely coordination among the Academy’s Administration, the Academy’s services, and the Academy’s Student Union.

In this period, the Vice Dean for Quality, Postgraduate Studies and Lifelong Education, in cooperation with the Vice Dean for Teaching and Students, made a series of decisions and instructions related to the organization of classes and measures to prevent the spread of Covid-19 at the Academy, proposed decisions to the Dean, and conducted among students an [online data collection with a structured questionnaire](#) so as to evaluate online teaching among students, and better adapt the teaching processes based on the collected data. Also, the [Vice Dean for Quality, Postgraduate Studies and Lifelong Education](#), in addition to chairing the Quality Management Committee, carried out a series of activities related to the quality of teaching, artistic-teaching, scientific-teaching and professional activities, proposed quality improvements to the organization and work of non-teaching units of the Academy, proposed to the Dean and the Council of the Academy activities for the purpose of quality assurance and improvement, etc.

The [Quality Management Committee](#) is com-

posed of representatives of each department, a student representative and the Vice Dean for Quality, Postgraduate Studies and Lifelong Education. The Quality Management Committee is an advisory body of the Council that, in cooperation with departments, chairs and other relevant bodies, implements and coordinates evaluation procedures and develops internal mechanisms for ensuring and improving quality, as prescribed by the [Ordinance](#).

The Quality Management Committee met when necessary, and since academic year 2018/2019, [13 sessions](#) have been held, where quality improvement matters were discussed in different segments of the Academy’s work.

At the beginning of each academic year, based on given needs and situations, the Committee draws up an activity plan, setting short-term, clearly measurable objectives, while also leaving room for reacting to possible new situations ([meeting records](#)). It monitors the development of University’s regulations in the area of quality assurance and makes systematic efforts to harmonize existing and adopt new regulations of the Academy, and ensure the implementation of legal procedures during transitional periods or the period of drafting regulations by implementing procedures based on the relevant regulations of the University. This can be exemplified by the procedure for the abolishment of the ALU Code of Ethics and the harmonization of actions in the period until the adoption of a new one ([link](#)).

In order to carry on with its efforts in improving the quality of teachers’ work, the Committee monitors the data collected by student surveys for the evaluation of teachers’ work at the University of Zagreb, and implements procedures for improving the work of negatively evaluated teachers ([link](#)). During the pandemic, the Committee conducted online teacher evaluation surveys instead of paper-and-pencil surveys, ensuring the continuity of their implementation ([link](#)). The Committee is continuously working on the system of [improving the collection of data](#) on the teaching and extracurricular activities of teachers in order to evaluate the teaching and the final exhibition. It therefore designs ways of collecting data through forms adapted to the specifics of teachers’ work, mostly in the field of art. It examines how different time models of collecting data affect the efficiency of the process (monthly, per semester, annually). It also deals with ways of [motivating teachers](#)

who fail to submit such data, and thus making it more challenging to work on developing the quality assurance system.

The Committee participated in the work on making amendments to study programmes by proposing a way to include alumni in the process – it designed a [structure for surveys for alumni](#) so that they would examine their attitude about the competencies needed to navigate the labour market.

It also took part in preparing for the [implementation of the re-accreditation process](#). The coordinator of the last re-accreditation process joined the meetings and informed the Committee about the preparation and implementation procedures. She especially emphasized that it was important to show the specifics of the quality assurance system at the Academy, given that this is an area that each University constituent designs and implements on its own.

In addition to successfully adapting to difficulties by establishing numerous new processes and procedures, and in addition to regular activities of all organizational units in the area of quality assurance, the Academy has also made two significant achievements in the past period. In terms of study programmes, the Academy initiated the process of establishing a new postgraduate study programme with the Decision of the Council of the Academy to appoint the [Committee for Launching a New Postgraduate Study Programme](#). The Committee drew up a study that was adopted by the [Council of the Academy](#), and on 4 May, 2020, it was sent for accreditation to the Ministry of Science and Education. After receiving [the permit](#), the postgraduate study began in 2022/2023, with the enrolment of the first 7 students and the commencement of classes.

In the area of artistic research projects (ZUID) carried out by teachers of the Academy, the improvement of the quality assurance system was achieved with the main objective of encouraging the excellence and productivity of the Academy’s art and research activities. In 2020/2021, a completely new procedure for allocating financial resources for projects was established, which includes the appointment of the Committee for the Evaluation of Applications for Support for Artistic Activity, the announcement of an internal competition with clearly prescribed [criteria, application forms, procedures, a scoring system and defined deadlines](#), the method of allocating funds, and

collecting reports. Since 2018/2019, numerous artistic research projects have been systematically implemented at the Academy.

Inclusion of ALU stakeholders in the internal quality assurance system

All stakeholders of the Academy are included in the internal quality assurance system, and in certain processes, external stakeholders too. The teaching staff is involved in the work of departments and chairs, as well as in the work of the Council of the Academy. Departments and chairs propose numerous activities or decisions to be made related to enrolments and enrolment quotas, the course of students' studies and awards, teaching, changes in study programmes, equipment and infrastructure, and personnel issues. Teachers also participate in the work of permanent and temporary committees, which, depending on their powers, are appointed by the Dean or the Council of the Academy. Since the last re-accreditation in 2015, students have been more actively organized in the Student Union. Student representatives are involved in the work of departments, individual committees and, among other bodies, the Quality Management Committee and the Council of the Academy, as prescribed by the [Statute of the Academy](#). Through participation in the work of committees, departments and the Council of the Academy, students take part in the processes of the quality assurance system and can propose, accept or file objections to all the previously mentioned procedures and decisions. Students in accordance with Article 8 of the Statute have the possibility of exercising a suspensive veto when deciding on issues of special interest to students. From 2022/2023, a representative of the non-teaching staff, who is also a representative of a relevant trade union in the field of science and higher education, is a member of the Council of the Academy, which is also regulated by the Statute, Article 8. The representative of the trade union is involved in changes to the acts of organization of workplaces, and his/her consent is required for the aforementioned. Decisions are made at the Academy using a grading procedure, and in this way, teachers, students and non-teaching staff are involved on at least one, and most often on all existing levels. Teachers' requests are considered at the departments and chairs, the Teaching Committee and the Council of the

Academy. Student petitions are also dealt with in the same manner, and go through stages of approval until they are finally dealt with by the relevant Vice Dean or at the Council of the Academy (described in more detail in Chapter III).

External stakeholders are included in the procedures for alterations and additions to study programmes (which is discussed in more detail in Chapters II and III), on which occasion they are asked to give their opinion on the planned changes). In some cases, these are alumni of the Academy, for example, when changes were made to the study programmes of [Animation and New Media](#). Alumni's newly acquired experience as independent entrepreneurs in the creative and cultural industries gives them the best insight into the relationship between the necessary knowledge and skills that are acquired upon completion of studies and labour market needs. Also, external stakeholders were involved in the implementation of two three-year projects, [Academy in Motion](#) and [Edu4Games](#), financed from the European Social Fund (ESF), the aim of which was to contribute to the development of educational and study programmes through the application of the [Croatian Qualification Framework \(HKO\)](#). (More about the methods, aims and results of project implementation in the subsequent chapters).

Quality assurance policy as part of the strategic management of the higher education institution

Quality assurance and management procedures at the Academy of Fine Arts are carried out by applying the [Quality Assurance Policy](#). This policy refers primarily to the collection of quantitative and qualitative data on the organization of teaching at all study levels, the teaching process, non-teaching activities, and artistic, scientific and professional activities. After the last re-accreditation, the Academy began to create a new strategy in 2019. However, the long process of creating a complete document, which should have included all stakeholders (employees, students, external stakeholders), was planned to be completed in the period when the pandemic broke out and the earthquakes struck, so the new Strategy was postponed due to organizational difficulties. It was thus that in the transitional period,

through the [Dean's Decision](#), the Academy used the programmes of the elected Dean as the main strategic document. The program of the [candidate for the Dean](#) was adopted and confirmed by the Council of the Academy, and its content corresponded to the strategic document, because in it the elected Dean explained the action plan based on SWOT and PEST analyses, and quality assurance was a very important part of the program. In academic year 2022/2023, the Academy adopted a new [Strategy of Development](#) of the Academy in the next five years (2023–2028). In the current development strategy of the Academy, the quality assurance policy is based on the strengthening and developing of the teaching process evaluation system, the implementation of the results of projects financed from the European Social Fund (ESF) and other projects into the quality system, the use of new technologies for quality improvement, and the systematic planning of human resources management policies. The first two objectives refer to the improvement of teaching methods and the adjustment of learning outcomes at the study level. The third objective includes improving the efficiency of business processes at ALU, while the fourth is related to artistic and professional development at the Academy. The new Manual for Quality Assurance at the Academy of Fine Arts ([draft](#)) will prescribe important procedures for collecting data on the artistic, scientific and research activities of teachers, as well as the evaluation of teaching and business processes.

Implementation of strategy, strategic goals and objectives from program contracts

Strategic documents envisage the development of the Academy in areas that are fully in line with the objectives of the Decision on Programme Financing of Public Higher Education Institutions in the Republic of Croatia for academic years 2018/2019 – 2021/2022 ([Decision, link](#)). In addition to the overall work of the Academy, which is aimed at achieving the program goals, the teachers of the academy are encouraged to implement projects that contribute to the objectives of the program funding of teaching, scientific and artistic activities:

1. Relevance in relation to current and future needs of the labour market and economic and social development, efficiency and internationalization of

higher education;

2. Excellence in scientific and artistic work;
3. Science, art and higher education as drivers of change in society and the economy.

With regard to the total amount with which the entire work of the Academy is financed, each academic year a proportional amount is set aside for the implementation of additional projects and activities to achieve the goals of the program contracts, and the funds are available and allocated to teachers through internal procedures by the Departments (the average annual amount per department in previous years was about HRK 20,000, or about €3,000). Since 2018/2019, over 140 projects were carried out, including field classes for students, international art workshops, restoration practices, diploma theses, open doors days, creation of learning materials and others, as can be seen from the [Table](#).

Data collection and analysis

The Academy systematically collects data on its processes, resources and results at all organizational levels, and discusses them, using them to improve management processes, develop new activities and strategic planning. Depending on their relevance, the departments discuss student issues, teaching issues, improvements to study programmes, requirements of space, equipment and similar matters, and keep records of their conclusions, and draw up separate conclusions that they send to the chairs, the Teaching Committee, the Administration and the Council of the Academy. Chairs discuss the personnel coverage of courses and personnel planning, and send their plans, requests and conclusions to the Administration and the Council of the Academy. The Teaching Committee collects the above-mentioned requests and conclusions, discusses these at the sessions and makes and submits proposals for decisions to the Council of the Academy, and, if necessary, also proposes activities related to the organization of classes (adjustment of class schedules, introduction of new elective courses, changes to study programmes, improvement of learning outcomes, etc.). The Committee also considers the departments' nominations for student awards, and in accordance with the applications, makes proposals to the Council

of the Academy for honours and awards. Based on data on the success of studies collected in the Service for Teaching and Students, the Committee decides on criteria and proposes to the Council of the Academy decisions on including the best students in the category of exceptionally successful (10%). All sessions of the Council of the Academy include the Dean's and Vice Deans' reports, and when necessary, these are discussed and conclusions or proposals are made. Prior to the pandemic and the earthquake, thematic sessions from the quality assurance system [Evaluation of Teaching and the Final Exhibition \(2016–2019\)](#) were held regularly; they were based on departments' reports on teaching, student issues, artistic, professional and scientific activities, and were carried out according to the given form.

We consider data collection based on the form for the [Annual Quality Assurance Report](#) issued by the Office for Quality Assurance of the University of Zagreb to be an effective way of evaluating all processes in the academic year, and from academic year 2021/2022 the [format of the report](#) is more detailed, which allows more options for subsequent activities. This format also requires the planning of activities for the next academic year, so it is easy to monitor the effectiveness of all processes. The Quality Assurance Committee proposed in 2022/2023 [a series of activities](#) for the establishment of quality study and teaching, artistic, scientific and professional work at the new location. In addition to the previously mentioned data collection, in 2020, during the introduction of the competitive system of awarding short-term support for artistic research based on the [Competition for short-term financial support for artistic research of the University of Zagreb](#), the Academy began to collect data on the realization of projects, and based on the reports, to conduct evaluations that became a factor for the next round of competition ([report form](#), [assessment form](#))

The Academy also collects [teachers' reports](#) on the activities carried over the course of their sabbatical, and through these, it collects data on artistic, professional and scientific productivity at the Academy (more in Chapter IV).

The Vice Dean for Quality, Postgraduate Studies and Lifelong Education and the Quality Assurance Committee systematically collect data on the quality of studies as a whole, the work of teachers in classes, and occasionally and if

necessary, data is collected related to a particular topic, such as the aforementioned internal questionnaire related to the organization of classes in the pandemic conditions, or the public invitation that the Academy sent to current students and alumni of the Academy regarding the [Nisam tražila \(#MeToo\) movement](#).

Data on the quality of studies are collected on the basis of the student survey [Evaluation of Integrated Undergraduate and Graduate Studies](#), which is filled out by students upon graduation. The data is collected by the Office for Quality Assurance of the University of Zagreb and the results are sent back to the Academy. This data serves to monitor students' evaluation of how studies are organized. The survey questionnaire consists of 6 parts, with each part referring to one aspect of the graduate study, and the data from the survey served as a basis for alterations to the study programmes of Sculpture, Painting, Graphic Arts, Animation and New Media.

Data on the work of teachers in classes are collected by way of surveys on the evaluation of teachers' work ([link](#)). The survey is periodically conducted by the Office for Quality Management of the University of Zagreb. Data is processed for individual teachers and courses, and aggregated data is compiled and reported to the Council of the Academy. In 2019/2020 and 2021/2022, due to the implementation of online classes and low student response in filling out the survey online, the survey results were invalid. We consider the survey on the evaluation of the work of teachers to be insufficient, as it disallows respondent anonymity, and because of the small study groups at the Academy (1-20 students), it is statistically completely inappropriate and does not allow the impartiality of teacher evaluation. Insight into the results of the survey is available to the course teachers and, after they have signed a declaration of confidentiality, the members of the Quality Assurance Committee and the Dean. Once the results of the survey are delivered, in case the teacher has been negatively evaluated, a meeting is held with him/her, aimed at raising the quality of teaching, according to the [Decision on the Manner of Evaluating Teachers' Work](#). The head of the respective teacher's department and the chairperson of the Quality Assurance Committee are present at the meeting along with the negatively evaluated teacher. According to the Decision, a meeting is held

at which the chair of the Committee, the head of the department of the poorly rated teacher, and the teacher himself/herself are present, and the possibilities of improving teaching methods are pointed out, to be monitored subsequently. Proceeding according to the Decision on the Manner of Evaluating Teachers' Work has proven to be a successful method, and in the control surveys of the following academic years, teachers were receiving better marks.

In addition to the aforementioned evaluations, during 2020, the Department of Painting, while working on the Academy in Motion project, conducted [focus groups with alumni](#) and a series of surveys for students. That project indicated possible ways of evaluating teaching at ALU, so the experience gained from that project will be used in the future (more about the aforementioned surveys in Chapter II, Points 2.2. and 2.4.)

More on the collection of data from employers and lifelong learning programme participants in Standard 1.6..

Development and implementation of human resources management policy

Human resources management policies include care for hiring new staff, care for developmental positions, and care for advancement and improvement of competencies of the existing staff. Recruitment of new staff, and appointments to senior grades (and recently to senior positions) are carried out in accordance with the laws and bylaws of the University (more in 4.2). Due to the complexity of the competencies that the Academy wants to offer to students through study programmes, and the impossibility of hiring new staff without an additional employment coefficient, experts of a wider profile are engaged as [external associates from other higher education institutions](#) that conduct classes (e.g. the course in Architecture), as [external associates whose only engagement is at the Academy](#) (e.g. English; expert associate in the lithographic workshop); and as collaborators on [projects](#), workshops, lifelong programmes, etc. The planning of the needs for [coverage of classes by personnel](#) is done once a year through the Human Resources Management Plan, and the Departments participate in the development of the plan. Chairs have, at

the request of the Management in 2022/2023 expressed the need for development positions, and the Academy sent this comprehensive request to the Ministry of Science and Education. Through a series of activities and decisions, the Academy proves that it is dedicated to developing its personnel policies and improving the competencies of teaching and non-teaching staff. For example, the teaching staff, with an emphasis on assistants, is encouraged to enrol in a postgraduate doctoral study, with the Academy bearing the cost of the study, so [3 assistants](#) of the Academy took advantage of this measure and enrolled in the study in 2022/2023, while 5 assistants completed the previous (old) doctoral study without the obligation to pay study costs. The Academy also encourages the improvement of competencies of its teachers who enrol in post-graduate doctoral studies at other faculties, for example, the study of Psychology at the Faculty of Humanities and Social Sciences of the University of Zagreb, with the aim of strengthening institutional capacities, and [covers the costs of these teachers' studies](#). Teachers with the grade of full professor are encouraged to obtain a [doctorate based on artistic achievements](#), whereby the Council of the Academy appoints [members](#) of the University Committee, and the Academy covers the cost of printing and binding the doctoral thesis in the amount prescribed by the Collective Agreement for Science and Higher Education, Art. 29. During 2022/2023, 6 teachers of the Academy obtained their doctorates in this way, and in the previous period, another 2 teachers. As part of doctoral studies, the Academy has organized [workshops](#) for the acquisition of teaching competencies for those teachers who will teach at the doctoral studies, and for them the workshop is also mandatory (more in Chapter IV). Teacher competencies were improved at the [workshop for learning outcomes](#) in 2022/2023, and at numerous other trainings, such as [workshops conducted as part of the Academy in Motion and Edu4games projects](#). In addition to the above, for the improvement of teachers' competencies, workshops have been organized as part of artistic research, which are conducted by [external experts](#). Finally, ALU teachers are also encouraged to do collaborative teaching at the domestic and international levels, by organizing international workshops with the financial and organizational support of the Academy. This improves teaching competencies of the teachers who conduct them, and

professional competencies of the teachers who attend them; for example, we cite the workshops *Food as a sculpture medium and material*, *Terraforming*, and *Graphic medium as a subject, object and outcome of artistic research*.

The maximum allowed number of Academy teachers participated in the online workshop organized by the Agency for Higher Education and Science (ASHE) for the preparation of Self-Evaluation. Teachers participate in workshops, symposia and seminars where they improve their artistic, professional and scientific competencies, for example: [link1](#), [link2](#), [link3](#), and the Academy [approves absence](#) from the workplace for teachers for the purposes of holding exhibitions, professional education, participating in various public programs and international artist-in-residence programs (more about these activities in Chapter V).

Teaching and non-teaching staff apply for the Erasmus+ and CEEPUS international programmes, and the Academy provides them with full institutional support in this process (more in Chapter III).

Non-teaching staff participate in workshops to improve competencies in their field of work (more in Chapter III), and the Academy provides them with administrative support, enables leave from the workplace and covers the cost of registration fees (more details in Standards 3.4. and 3.5.). Since the relocation of the Academy to Jadran Film in the far eastern part of the city, non-teaching staff have been allowed to work partially from home due to the remoteness of that location. After the Dean's Decision on working hours was adopted, the employees submitted a Request for combined working hours according to individual wishes and needs, and the Annex to the employment contract was signed with the employees ([link](#)). Teachers are granted a sabbatical for the purposes of research, professional, artistic and scientific work, if there is consent from the Department and the delivery of classes is ensured based on collegial solidarity according to the higher education act ([link](#)) and a clear procedure specified in the internal [Ordinance](#).

From 2022/2023, according to the most recent higher education act, appointments to senior positions can be made without higher education institutions being obliged to provide their own coefficient for that appointment (more in Standard 4.2). Before the new law was passed, the Academy distributed its own coefficient

for appointments to senior grades; plans were drawn up each year and a promotion schedule determined in accordance with the provisions of the Rectors' Council, and in such a manner as to [distribute the remaining coefficient](#) among departments based on the principle of mutual solidarity.

1.2. THE HIGHER EDUCATION INSTITUTION IMPLEMENTS RECOMMENDATIONS FOR QUALITY IMPROVEMENT FROM PREVIOUS EVALUATIONS.

Elements of the standard

- **The higher education institution analysed the recommendations for improvement and undertakes activities on the basis of previous internal and external evaluations.**
- **The higher education institution analyses improvements and plans further development accordingly.**

The last external evaluation of ALU was carried out for the period from academic years 2009/2010 to 2014/2015, and all documents related to the re-accreditation are publicly available on ALU's website ([re-accreditation](#)).

In the [Accreditation Recommendation of the Agency for Science and Higher Education](#) it was established that all the standards at that time were mostly met, except for the partially met standard related to students. In the recommendations of the [Expert Committee Report](#) it is stated as follows:

"There is a quality policy and a quality assurance system, but they have yet to be adequately applied at all levels. This particularly applies to the involvement of students in quality assurance activities. In the same way, it is recommended that more external stakeholders be involved in the Quality Management Committee."

After the last re-accreditation, the Academy Administration made an effort to reorganize the students in the Academy's Student Union, assist in drafting the Statute of the Student Union, and elect a student ombudsman. Today, student representatives are active members of the Council of the Academy and participate in the work of all departments, take part in

sessions where they have the right to vote, are part of the Ethics Committee, the Quality Assurance Committee, the Academy Committee in the [Nisam tražila \(#MeeToo\)](#) procedures, and ALU's student representative was also a student representative with the University Senate from 2019 to 2023, a student representative with the Committee for Arts and Culture of the University of Zagreb, a member of the presidency of the Student Union of the University of Zagreb, the secretary of the Croatian Student Union, and a member of the Committee for Art and Culture of the University of Zagreb.

The Student Union wrote and adopted its own [Statute and Ordinance](#) and [Rules of Procedure for the Election of the Student Ombudsman](#), organized an open call for the Student Union logo, and, in addition to numerous other activities, has been publishing the student magazine [Skica](#) for the last six consecutive years, with the support of the Student Union of the University of Zagreb and the Academy Administration. The [Skica](#) project, which includes the publication of a magazine and activities on its [website](#), won the Rector's Award in 2019.

Student participation is evidenced by the regularly held Student Union meetings, in which representatives of the Administration also take part when necessary. During the pandemic, the Administration created a messaging app group in which they exchanged information related to the organization of classes and news about the pandemic and earthquakes, and which also served as a support system for students.

Furthermore, the report states a recommendation: "At the level of the entire Academy, it is necessary to increase awareness of the need for daily improvement of teaching and monitoring of the quality of teaching, especially the improvement of teaching skills."

The Quality Management Committee passed the [Decision on the Manner of Evaluating Teachers' Work](#), a part of which also refers to procedures related to the improvement of teaching competencies of teachers who were poorly rated in student surveys (more in Standard 1.1).

Recommendations related to teaching in the Report are listed as follows:

- involve students more actively in the development of quality of study programmes;
- improve the student survey and ensure that the results of the survey are ana-

- analysed and used in further developing the quality of study programmes;
- include the Student Union in the survey;
- formalize collaboration with external stakeholders (employers, public and private sectors and civil society) and include them in the procedures for quality monitoring and revision of study programmes;
- involve assistants in the procedures of quality monitoring and revision of study programmes.

As early as academic year 2016/2017 [Program+](#) was launched, aimed at transferring the knowledge and experiences of alumni and services related to the labour market to students of the Academy. The programme ran for three academic years ([link](#), [link](#)) and included external stakeholders.

External stakeholders were involved in all the processes of accreditation of new study programmes, in the process of registering occupational standards and qualification standards in the Croatian Qualifications Register (HKO), as well as in research related to the launch of new study programmes and elective courses. (More details on the above in Chapter II, Standards 2.1, 2.2 and 2.4).

External stakeholders were also involved during the 2021/2022 academic year through the [Research Practices in Art, Design and Architecture](#) program – [link](#), [link](#). In that program, local and international artists presented their individual art practices and explained the various forms of artistic research today.

The student survey related to the Evaluation of Undergraduate, Graduate and Integrated Study Programmes does not need to be changed, as the processes can be clearly evaluated based on the results. It is the Teacher Evaluation Survey that is inadequate due to too small a sample and the impossibility of ensuring anonymity, but its implementation in the exact given form is the obligation of the Academy, in accordance with the [Decision on the Method of Conducting the \(Student\) Teacher Evaluation Survey at the University of Zagreb](#), which makes it impossible to change it. [ALU Living Lab](#) was founded in order to develop a mechanism in which representatives of associations and employers would participate and expand the base of the interested public, whose work includes student representatives and an alumni representative.

Through ALU Living Lab, questions about the role of education at ALU in the contemporary context of art and ways to strengthen students' competencies for the current market context of artistic production were addressed, and the platform will also serve as an additional tool for evaluating outcomes and the teaching process as a whole.

One of the serious objections in the Report refers to the website: "The Academy's official website is a problem. The web pages should be the most important medium for informing the public about the work of the Academy, but their inappropriate design makes it difficult for the user to access the desired information." The Academy is aware of the problem with the website, which due to all the difficulties, continues to this day.

Therefore, in 2021/2022 a Committee for the Analysis of the Website and the Creation of a Conceptual Solution for a new one in Croatian and English was established. However, further development and technical implementation of the Horizon project EU4ARTn of the solution was not completed due to lack of financial resources. At the same time, the Department of Animation and New Media has its own [page](#), as does the Department of Graphic Arts ([link](#)), and the postgraduate study promotes part of its activities and sends notifications through Instagram ([doktorski_studij_alu](#)). The Academy also uses a [Facebook page](#) to send notifications that are important for the public. Individual departments also have Facebook pages: [Department of Art Education](#), [Department of Graphic Arts](#), [Department of Animation and New Media](#), [Department of Conservation and Restoration](#).

The report emphasizes the problem of the Academy's invisibility in the international context in Points 6.5. and 6.6. The Academy addressed its insufficient international visibility by strengthening bilateral and multilateral cooperation with foreign universities. The visibility enhancement strategy refers to three rounds of cooperation – cooperation with related studies in the region (Republic of Slovenia, Republic of Serbia, Republic of Hungary, Republic of Bosnia and Herzegovina); the second round refers to the European context, and the third to the global context. More detailed information on different forms of international cooperation can be seen in

Chapters III and V, which provide full insight into activities related to international cooperation. The internationalization of the Academy is also established in the new doctoral study through discursive programmes, where lectures are occasionally given by international artists (in 2022/2023 these were [Dr. Tilla Ansgara Baumhauer](#) and [Dr. Alejandro Ballón Gutiérrez](#), Facultad de Arte y Diseño, Lima). At the same time, the Academy was invited as a partner to apply for [the Horizon project EU4ART](#).

Such internationalization is also a consequence of the Academy's response to the problem with doctoral studies. The Agency for Science and Higher Education (ASHE), in its recommendations related to the Postgraduate Specialist Study of Graphic Arts and the Postgraduate University Study of Sculpture at ALU, asked for intervention so that the situation at the studies would improve. However, even before the re-accreditation, the Opinion of the Committee for Doctoral Programmes of the University of Zagreb, based on the results of the periodical evaluation of the doctoral studies in Painting, Graphic Arts and Sculpture was obtained on 7 April, 2014. In accordance with that document, a reform of the doctoral studies was initiated (which is explained in more detail in Standard 2.4.), i.e., the old studies were discontinued and the accreditation of a completely new study based on artistic research was launched. With the accreditation of the [new study](#) on 20 May, 2022, the Council of the Academy, on the proposal of the new Council of Postgraduate Studies, adopted the [Ordinance on Postgraduate Studies](#). In February 2023, an open call for admission to doctoral studies was announced and there are currently 7 newly enrolled students. Student work is monitored, apart from annual reports on the University's prescribed forms (dr.art04) and semester reports of individual students according to the form adopted by the Council of Postgraduate Studies ([link](#)). The reports are a requirement for enrolment in the next semester.

1.3. THE HIGHER EDUCATION INSTITUTION SUPPORTS ACADEMIC INTEGRITY AND FREEDOM, PREVENTS ALL TYPES OF UNETHICAL BEHAVIOUR, INTOLERANCE AND DISCRIMINATION.

Elements of the standard

- **The higher education institution supports academic integrity and freedom, upholds the ethical standards and preserves academic integrity and freedom.**
- **The higher education institution effectively uses mechanisms for preventing unethical behaviour, intolerance and discrimination.**
- **The higher education institution carries out activities related to the sanctioning of unethical behaviour, intolerance and discrimination.**
- **The system for managing conflicts and resolving irregularities is functional at all levels of the higher education institution.**
- **The work of employees of the higher education institution, its students and external stakeholders, is based on ethical standards in higher education.**
- **The higher education institution systematically addresses issues of academic dishonesty (plagiarism, cheating etc.).**

The protection of academic integrity and freedom and adherence to ethical work principles is addressed in many bylaws of the Academy, whereby the comprehensiveness of mechanisms for preventing unethical behaviour, intolerance and discrimination is achieved. The [Statute of the Academy](#) in its Fundamental Values of the Academy mentions "ethics, tolerance, multiculturalism, interdisciplinarity, inclusiveness of vulnerable groups and environmental awareness" (Article 4), while a separate chapter, Ethics of the Academy (Article 60), outlines a number of provisions on compliance with ethical norms by members of the university community at the Academy. [Ordinance on Studying](#) refers students to the obligation of ethical behaviour during their studies (Articles 11 and 14). From 2019/2020, students have signed [the Study Agreement](#), through which, among other things, they are instructed to comply with the Academy's bylaws.

The [Ordinance on the Procedure and Elements of Evaluation and Assessment of the Teaching Text](#) (Article 3, Paragraphs 4 and 5) clearly prescribes the obligation to correctly cite quotes, references and reinterpretations of other authors, as well as the obligation to comply with the Law on Copyright and Related Rights.

The [Ordinance on Postgraduate Studies](#) con-

tains and clearly states the obligation to adhere to the Code of Ethics (Article 31) and prescribes compliance with ethical principles in the conduct of research (Article 35), while in Article 42 it stipulates that non-compliance with ethical norms or copyright infringement by plagiarism leads to the forfeiture of the doctorate. The manner of reporting such a violation of regulations is also prescribed. Also, the Ordinance (Article 36) obliges doctoral students to attach a report from the anti-plagiarism program to the doctoral thesis.

Academic integrity and freedom and the ensuring of ethical principles is also determined by the Quality Assurance Policy: "Establishment of standards and methods of work that will lead to the improvement of the quality of teaching, research and artistic activity in accordance with the strategic development goals of the University of Zagreb, and in general with ethical principles and values in higher education."

The documents that ensure these goals are the [Ordinance on Disciplinary Responsibility of Students](#), the [Ordinance on the Procedure for Internal Reporting of Irregularities and the Appointment of a Confidential Person](#), the [Code of Ethics of the University of Zagreb](#), the institution of the [Student Ombudsman](#). The Code of Teaching Ethics of the Academy was [abolished in 2019](#) due to its obsolescence and incompleteness, and the [University's Code of Ethics](#) was used until the adoption of the new Code of Ethics. The Ethics Committee is appointed every 5 years, and the last convocation's term of office lasts until 2026. In 2022/2023 the Academy adopted a new [Code of Ethics](#) which regulates basic ethical principles, unacceptable behaviour, ethical principles and rules in the teaching and artistic-scientific processes at the Academy, as well as the structure and work of the [Academy's Ethics Committee](#) and the procedure before the Academy's Ethics Committee. [The Ordinance on the Disciplinary Responsibility of the Academy Employees](#) was also adopted, which regulates the obligations from the employment relationship and the disciplinary responsibility of the Academy employees, violations of these obligations and the measures that are imposed, as well as the procedure and relevance of the authorities for conducting disciplinary proceedings and imposing disciplinary measures.

1.4. THE HIGHER EDUCATION INSTITUTION ENSURES THE AVAILABILITY OF INFORMATION ON IMPORTANT ASPECTS OF ITS ACTIVITIES (TEACHING, SCIENTIFIC/ARTISTIC AND SOCIAL).

Elements of the standard

- Information on study programmes and other activities of the higher education institution is publicly available in Croatian and at least one world language.
 - The higher education institution informs stakeholders on the admission criteria, enrolment quotas, study programmes, learning outcomes and qualifications, forms of support available to students.
 - Information on the social role of the higher education institution is made available to stakeholders.
 - The higher education institution informs stakeholders about other indicators (e.g. pass rate analyses, graduate employment, dropout rates, outcomes of previous evaluations, etc.).
-

Through its [website](#) in Croatian, the Academy communicates with all interested parties and publishes all important information. The website follows all activities of the Academy and provides insight into the [history](#), [organization](#) and work of the Academy. However, the site itself is not completely technically finished, and the development and technical implementation of the conceptual solutions of the new site has not been completed due to a lack of funds, as already stated in Standard 1.2. The website contains all information regarding the [study programmes](#), [services contacts](#) and the [Student Union](#), and [information about enrolment](#) in ALU studies.

The [Library's](#) link includes a digital repository of final and graduate theses and doctoral theses, information on journals and book databases and other electronic sources (more in Standard 4.5). On the front page and in the section Information ([link](#)), information about exhibitions, projects, and the social engagement of teachers, students and alumni of the Academy is published daily, which clearly shows the social role of the higher education institution.

One of the important activities to increase public visibility of the Academy is the final exhibition of students' works – *ALU Perspective* ([link1](#), [link2](#), [link3](#), [link4](#), [link5](#)), which has been taking place for many years in a row, and from academic year 2022/2023 the [best works will be presented](#) at the exhibition venues of HDLU (Croatian Association of Visual Artists). The Department of Animation and New Media also holds semester exhibitions ([link1](#), [link2](#)) that are very well attended. Likewise, *Cash & Carry* ([link1](#), [link2](#)), *Plati i nosi* (*Pay and Take Away*), *The Drawing Marathon*, *The Comics Marathon*, which have also taken place for many years draw large crowds of artists and visitors alike.

In addition to these programmes, the Academy continuously exhibits the works of its students and alumni in its own galleries, and collaboration with other artistic disciplines at the [Šira Gallery](#) is also part of the programme. Opposite the building at Ilica 85 is the [Putolovac Gallery](#), which is used for the presentation of artistic and research projects, as well as various educational and discursive programmes (e.g. [link](#)). All the mentioned programmes, as can be seen from the links, are regularly announced in the national media ([link](#)), and often a critical review is featured in the culture sections of national media portals ([link](#)).

Some analytical data on the work of the Academy are available on the website ([link](#)). This primarily refers to the Annual Quality Assurance Reports, which show the annual activity of teachers, students and the administration. Data on periodic external re-accreditation of ALU can be found in the same place.

1.5. THE HIGHER EDUCATION INSTITUTION UNDERSTANDS AND ENCOURAGES THE DEVELOPMENT OF ITS SOCIAL ROLE.

Elements of the standard

- The higher education institution contributes to the development of economy (economic and technological mission of the university).
- The higher education institution contributes to the development of the local community.
- The higher education institution contributes to the foundations of the academic profession and the accountability of teachers for the

development of the university and the local community.

- The development of its social role is a part of higher education institution's mission (e.g. development of civil society, democracy, etc.).
-

The Academy of Fine Arts acts as a central institution of higher education in the field of fine arts and artistic research in Croatia, and in the context of the European area of higher education and culture. Therefore, the Academy's [Mission](#) to constantly contribute to the community in the field of art and culture is manifested in its continued cooperation with other Universities and institutions, its active role in the community and in its encouraging and promoting of artistic creativity.

The Academy participates and contributes to the quality of life of the city of Zagreb, Croatia and the region through numerous activities and collaborations in various fields of social, artistic and scientific work. Students and teachers of the Academy are aware of their social role (and its potential), and they confirm this with their involvement in many projects and collaborations. Commitment to cooperation and innovation makes it an institution that has a significant contribution to the development of society in all its segments.

At the local level, through two of its projects, of developing occupational and qualification standards, the Academy participates in the development of the [Croatian Qualification Framework \(HKO\)](#), directly related to the economic sector, which regulates the entire system of qualifications at all educational levels in the Republic of Croatia. The projects are financed from the European Social Fund (ESF), within the call [Implementation of HKO at the Level of Higher Education](#), with the aim of improving the quality, relevance and efficiency of higher education. The [Academy in Motion](#) project is currently cooperating with other universities, institutions of education and professional organizations in Croatia (Arts Academy Split, Algebra, MSU Zagreb and HDLU), while the [Edu4Games project](#) includes cooperation with other University constituents (Academy of Dramatic Arts as the project holder, Faculty of Electrical Engineering and Computing, Faculty of Organisation and Informatics and Faculty of Architecture / Study of

Design), connecting artistic and technical fields (more about projects in the following chapters).

Furthermore, through cooperation with other art academies within the University, the Academy of Fine Arts develops a multidisciplinary approach to art that encourages creativity and innovation. One of the most significant projects is the collaboration on the production of [opera performances](#), which has been ongoing since 2009. The three academies are also joined by the Faculty of Textile Technology and the Study of Design of the Faculty of Architecture. So far, 14 productions have been realized, and the students involved in the project have won the Rector's Award.

At the international level, the Academy participates in a series of projects that include the cooperation of higher education institutions, professional organizations and professionals from various fields.

Erasmus+ project [Re/Forma Viva](#) is an international interdisciplinary project that aims to advance the educational process and the development of modern methods of documentation and digitization in the protection of outdoor wooden sculptures, through the cooperation of several higher education institutions and experts in the field of conservation and restoration of cultural heritage.

A two-year project [Empowering Dance 2](#) explores the implicit skills that develop through dance practice, focusing on examples of contemporary dance practices. The results will contribute to the work of dance professionals with non-professional dance communities. Project [Art, Science and Health](#) dealt with the role of contemporary artistic research in the humanities of health. It focused on critical research and re-examination of the concepts of health in a broad sense, including well-being, treatment, care and illness. The aim of the project was to explore and contextualize the concept of health through different artistic practices, in order to create a foundation for the development of transdisciplinary Joint Master's Degree art programmes focused on health issues in Europe. (More about the project in Chapter II, Standard 2.4.)

The activity of the Academy as a whole is aimed at ensuring and constantly developing academic freedoms and principles as the main prerequisites for individual, independent and uncompromising artistic and scientific creation

and research. Teachers of the Academy take part in the work of various [bodies within the University](#), systematically participating in the development of the artistic field, but also of the University as a whole. They continuously participate in the work of the Council of the Arts Area of the University, through which they partake in the exchange of ideas, the encouragement of artistic creativity and the improvement of art education. Furthermore, through the activities of the Council of the Arts Area, they are involved in [the work of a number of committees and working groups](#) for the drafting of laws, strategies and action plans, and they participate in public consultations promoting the values and specifics of art education and emphasizing the importance of artistic activity. Teachers also participate in the work of the [Committee for Culture and Art](#), a newly established body whose goal is to increase the visibility of culture and art in the academic community, among students, but also among the wider population.

In addition to the aforementioned University bodies, ALU teachers also actively participate in the creation of the national education strategy and curriculum design through activities in various committees and bodies. This includes committees for the state professional exams for the subject Art Education in primary school, [committees for the state professional exams for professional subjects in art schools](#), [committees for opinions on acquired foreign higher education qualifications](#), working groups of the Ministry of Science and Education for writing guidelines and regulations on the recognition of previous learning, the committee of the [Ministry of Science and Education for the review of art textbooks for a number of grades of primary and secondary schools](#), the expert committee for determining the appropriate educational qualifications for obtaining the right of employment in the Republic of Croatia as an art teacher in primary school and/or art history teacher in secondary school (Ministry of Science and Education), [the committee for the creation of the National Curriculum for the subjects Art Education and Art History](#), and [the committee for the education of teachers participating in the experimental implementation of the curriculum in the School for Life project](#).

The Academy directly participated in the work of [the body for drafting the new Law on Sci-](#)

[ence and Higher Education](#), and in the preparation of the Law on Artists, which is currently being drafted. If, at the request of the legislator, it is not directly involved in the drafting of laws, the Academy participates in [public consultations](#) prior to the adoption of laws and regulations that affect the development of the arts area and art education.

Additionally, teachers of the Academy actively participate in the work of various organizations, institutions and state bodies. For example, teachers of the Academy take part in the work of the [National Council for Science, Higher Education and Technological Development](#) through the work of [regional councils](#) and [parent committees](#) and in the work of the [Kultura Nova Foundation](#), which contributes to the development of culture and art at the national level. Also, as members of various committees, they participate in the work of a number of institutions, for example the Ministry of Culture and Media ([Cultural Council for Visual Arts](#)), the City of Zagreb ([Cultural Council for the Evaluation of Programmes of Public Needs in Culture](#)), and various [galleries and museums](#), which gives the Academy the possibility to take on an active role in conducting public competitions and shaping the overall art scene (more on the participation of teachers in the work of various bodies in Chapter V).

Furthermore, the Academy conducts projects in which art education is combined with community action. One of the most significant such examples is the traditional event [Cash & Carry – Studio Open Doors Day](#), which, with the support of teachers, is organized by students of the Department of Art Education of the Academy of Fine Arts in Zagreb in order to provide the public with an insight into the Croatian contemporary art scene through meeting young artists in their classes at the Academy. This event has an educational and promotional character, enabling interaction between students and the audience, the presentation of works of art, learning first-hand how art events are organized and developing awareness of fund-raising action. As part of the event, a fund-raising exhibition is organized with the aim of collecting money for children with developmental disabilities. [Cash & Carry](#) draws great interest from the professional public, artists, teachers, critics, gallerists, journalists and young audiences.

The Academy has taken part in an international project of [24-Hour Comic Book Drawing](#) since 2010. This exercise, designed by Scott McCloud, allows participants to draw 24 comic book pages over the timespan of 24 hours. Each year there are at least two days dedicated to this art discipline, including the World Day of 24-Hour Comic Book Drawing. Through its activities, the Academy shows commitment to the wider social context and willingness to adapt and respond to the needs of the (local) community.

Another project where local collaboration stands out is the multi-year project [Social Processes: Ilica: QArt](#), which includes activation of public space for the purpose of its revitalization. The project is an initiative that uses art as a means to connect the community and promote a sustainable future. The aim is to stimulate cultural and artistic development of the city of Zagreb and to involve artists, civil society organizations, institutions of education, craftspeople and residents in the development of the vision and participatory management of local spaces.

[Dubrava on Fire](#) project, which refers to the relocation of the Academy to the Jadran Film area in Dubrava, uses this new situation as a training ground for the creation of new specific content for residents, while at the same time raising students' interest in the possibilities of artistic activity in different social circumstances.

Through cooperation with rehabilitation centres, hospitals and children's homes, the Academy continues to contribute to the development of society and the promotion of art in different contexts, emphasizing the importance of humanitarian action and using art as a means of rehabilitation and therapy.

The Academy takes an active part in the work of the [Centre for Art and Medicine](#) which operates as part of the Tumour Clinic, i.e. Sestre milosrdnice Clinical Hospital. The inspiration to establish the Centre came the Cleveland Clinic, an example of good practice, in addition to informal collaboration with the Academy that preceded the Centre's establishment. Renowned painters, employees of the Academy, as part of the Site Specific Art project, painted the area of the Tumour Clinic, and a number of exhibitions were organized in the Panacea Gallery that operates as part of the Clinic. Following the Centre's

opening, teachers, students and alumni of the Academy have regularly participated in the work of the [Panacea Gallery](#), giving new meaning to life in the difficult, stressful and post-traumatic trials that patients go through.

Cooperation with the Centre for Rehabilitation Zagreb includes long-term participation in the inclusive art colony [Little Montmartre in Slobošćina](#), which enables people with different rehabilitation needs to express themselves through artistic creativity. This long-standing initiative provides support and promotes inclusiveness in the local community. Teachers and students of the Department of Art Education take part in the implementation of activities outside of regular classes. Activities include conducting workshops within the colony, but also working with residents during their regular stay in the centre as preparation for participation in the colony and as preparation for the presentation of their activities and opportunities in public presentations, such as the presentation at [the Integrated Services through Inter-Sectoral Cooperation conference](#).

An example of encouraging students' ethical awareness by volunteering, through art-pedagogy projects, is a student project that received the Rector's Award, [Umma – Artistic Mom](#), in which underage mothers from the Zagreb Children's Home took part.

Cooperation between the [Academy of Fine Arts in Zagreb](#) and [Sveti Ivan Psychiatric Clinic](#) combines artistic work with psychiatric treatment. Through various projects and activities, this collaboration explores and applies art as a therapeutic tool in working with patients, promoting a holistic approach to treatment. It started as an extracurricular activity [The World and Me, Me and the World](#) which included creative expression workshops for inpatients and outpatients of the hospital. The results of the workshops were presented at exhibitions and conferences, and were used to form an elective course that has been held continuously for three years. (More about the development of this collaboration through an elective course in Chapter II, Standard 2.4.).

A variety of possibilities for artistic activity were presented at the conference [Art in Public Spaces: New Perspectives](#), which was held with the aim of researching and promoting the role of art in public spaces. The conference brought to-

gether experts and interested participants and stimulated a discussion on new approaches and perspectives in the field of art in public space. Attendance at the conference was open to the public, which contributed to raising public awareness of different possibilities of artistic activity, as well as the Academy's awareness of its own role in society.

1.6. LIFELONG LEARNING PROGRAMMES DELIVERED BY THE HIGHER EDUCATION INSTITUTION ARE ALIGNED WITH THE STRATEGIC GOALS AND THE MISSION OF THE HIGHER EDUCATION INSTITUTION, AND SOCIAL NEEDS.

Elements of the standard

- There is evidence that general goals of the lifelong learning programmes are in line with the mission and strategic goals of the higher education institution.
- There is evidence that general goals of the lifelong learning programmes are in line with social needs.
- Revision and development of lifelong learning programmes is carried out systematically and on a regular basis.

The Academy participates in the implementation of the pedagogical-psychological-didactic-methodical education programme it delivers together with other constituents of the University of Zagreb: Faculty of Humanities and Social Sciences, Faculty of Teacher Education and Faculty of Organization and Informatics. The programme has been implemented since 1 October, 2014. It is intended for alumni of the Academy of Fine Arts and alumni of related studies (art academies that have fine and/or visual arts programmes and faculties that have an artistic component in the field of fine arts, e.g. Faculty of Textile Technology, University of Zagreb). The programme is intended for acquiring qualifications needed to work in schools; therefore, 60 ECTS are achieved through it. The part of the programme that refers to general courses in the field of pedagogic-psychological-didactic-methodical education is carried out by the aforementioned constituents, while the part of the programme that includes courses in

art teaching methodology is conducted at the Academy, at the Department of Art Education. Therefore, the part of the programme carried out at the Academy makes up a third of the programme (22 ECTS). 22 participants have completed the programme since its launch. Upon completion of the programme, participants are employed in primary and secondary schools or can use the acquired competencies to conduct art workshops or to design and work in related programmes. Over the years, the programme has been adapted by changing and harmonizing the it to comply with alterations in the basic document for teaching the subject Art Education in elementary school, i.e. since the adoption of the curriculum for the subjects Art Education for elementary schools and Art History for secondary schools in the Republic of Croatia.

Lifelong learning in the field of art pedagogy intended for alumni of the Academy has since 2017 been carried out in cooperation with the Education and Teacher Training Agency, as part of professional development for art teachers. Professional training is carried out through workshops and lectures organized in collaboration with the professional councils of teachers from the county. The topics of the meetings are related to the introduction of innovative ways of teaching art. The expert meeting held in academic year 2018/2019 is particularly noteworthy, as the Ministry of Science and Education was also included in its organization. The topic of the meeting was teacher preparation for the introduction of the new Curriculum for subjects Art Education and Art History, which would introduce a systematic change in the way of teaching, emphasizing the importance of developing creativity, as well as teaching for active participation in the community through art, which is an important part of the Academy's Mission and Vision.

Through surveys and focus groups, the participants of professional training give their opinions on the content of the conducted workshops as well as the necessary future topics. The results obtained were presented at the conference *Perspectives of Art Education, Reflections and Outcomes* and represent a starting point for designing further professional development programmes.

The Academy has been involved in the development of educational programmes in the field

of video games. It participated in the implementation of the Edu4Games project, which was carried out as cooperation of five constituents of the University of Zagreb – the Academy of Dramatic Art, which was the project holder, the Academy of Fine Arts, the Study of Design at the Faculty of Architecture, the Faculty of Organization and Informatics, and the Faculty of Electrical Engineering and Computer Science took part. As part of the project, a lifelong learning pilot programme was implemented for four new lifelong learning programmes – Video Game Designer, Video Game Programmer, Video Game Producer and Video Game Visual Artist. The programme lasted 12 weeks and a total of 23 participants attended it, of which 7 were participants of the Video Game Visual Artist programme. The pilot programme was verified by the University and the participants received 8 ECTS credits. Before starting the pilot, a survey was conducted for employers, and during and after the implementation of the pilot, a participant survey was conducted in order to use their experiences and impressions in the development of future programmes. Insight was gained through the surveys into the different needs of users and the need to develop a systematic approach to this complex and, for higher education, relatively new area. The experiences of the pilot programme as well as the analysis of feedback from the participants will be used to develop a lifelong learning programme that will be linked to the acquisition of a partial qualification in the field of visual art of video games. Its entry in the Croatian Qualifications Framework (HKO) register is pending. Upon completion of the registration process, we will work to launch a programme that will be based on the development of competencies necessary for inclusion in the video game labour market. The mentioned programme will also use the experiences that will be gained through the implementation of the elective module *Introduction to Visual Design of Video Games* which will start from academic year 2023/2024. The module was developed by teachers of the Academy who took part in the Edu4Games project, in collaboration with other colleagues and external collaborators in the field.

For the purposes of launching the aforementioned programme, as well as for the development and improvement of existing programmes, ALU has established its Centre for Lifelong Education. The Decision to establish

the centre was passed at the Council of the Academy, held on September 8, 2023.

STUDY PROGRAMMES

2.1. THE GENERAL OBJECTIVES OF ALL STUDY PROGRAMMES ARE IN LINE WITH THE MISSION AND STRATEGIC GOALS OF THE HIGHER EDUCATION INSTITUTION AND THE NEEDS OF THE SOCIETY.

Elements of the standard

- There is evidence that general goals of all study programmes are in line with the mission and strategic goals of the higher education institution.
- The justification for delivering study programmes, with regard to social and economic needs, is provided and includes an analysis of resources of the higher education institution required for delivering study programmes.
- If the higher education institution delivers study programmes leading to degrees in regulated professions, it accepts the recommendations of professional organisations that govern their licencing.
- The higher education institution produces competitive professionals for national and international labour markets.

The research of new methods of learning and teaching and artistic research is at the foundation of the Academy's Mission and Vision of development, aimed at both individual progress of each student and the systematic improvement of its own activity. The Academy plans its long-term and periodical goals based on the aforementioned settings; the former are elaborated through strategic documents, the candidate for the Dean's program, and the Strategy of the Academy of Fine Arts of the University of Zagreb 2023–2028. The strategy is also aligned with the national reference documents: Strategy of Education, Science and Technology of the

Republic of Croatia (2014) and the Strategy for the Development of Art Education, Artistic Creativity and Research of the University of Zagreb 2014–2020, with a projection to 2025.

Based on the established values and principles, the existing study programmes are supplemented and improved, and new ones are being developed.

The study programmes of the Academy are intended for the education of personnel and have clearly defined competencies of regulated professions and occupations classified according to sector. The Fine Arts programme prepares students for pedagogical work in general education, art and vocational schools. The Conservation and Restoration of Works of Art programme prepares them to work on material cultural heritage. Graduates of the Animation and New Media programme find work in the field of film and media art. Other programmes prepare professionals to work in a wide range of cultural creative fields; graduates work as independent artists, participate in art projects, work in graphic art studios, start their own businesses in the field of cultural and creative industries, and often engage in a combination of several activities. It is precisely this diversity and a wide spectrum of working relationships that is characteristic of the artistic professions (more details in Chapter III, Standard 3.10.). Graduates successfully build artistic, professional or academic careers in the country and in the international environment or continue their studies at other universities. This is testified by numerous recognitions, awards and successful projects in their fields of expertise (described in more detail in Standard 2.3.).

The justification for delivering study programmes is aligned with social and economic needs with an emphasis on the development of creativity and innovation, in accordance with the Academy's Mission. These competencies are crucial for the 21st century, as pointed out in the report of the World Economic Forum. The Academy educates students to create new jobs and jobs in the cultural and creative industries, highlighting the values of culture and creativity in society.

Therefore, the employability of graduates of the Academy cannot be clearly measured by standard tools, such as Croatian Employment

Service statistics, but is monitored through their membership in professional associations, such as the [Croatian Association of Visual Artists \(HDLU\)](#) or the [Croatian Association of Film Workers \(HDFD\)](#), and through the establishment of [artistic organizations registered with the Ministry of Culture and Media](#). A portion of students achieve their working status through the [Croatian Freelance Artists' Association \(HZSU\)](#), where membership is acquired through excellence in artistic activity.

Therefore, in designing and developing its study programmes, the Academy consults opinions of professional associations or includes them in the very creation of individual programmes or courses (more about how to involve associations in developing study programmes in Standard 2.4.).

The compatibility of study programmes with employment opportunities can be seen from the fact that on the list of the most requested studies, according to the [data from the Agency for Science and Higher Education](#), the undergraduate study programme of Animation and New Media is regularly in the [top ten ranked programmes](#).

The existing study programmes are continually updated and further aligned with the goals of excellence, the needs of students and market demands. In addition to the mission and vision of the University of Zagreb and of the Academy of Fine Arts, for every change of study programmes the following Strategic Documents of the European Area of Higher Education (EHEA) were taken as guidelines: the [Act on Quality Assurance in Higher Education and Science \(2022\)](#) and the [Policy of Quality Assurance at the Academy](#).

The Academy is currently completing the process of changing [study programmes](#): Painting, Sculpture, Graphic Arts, and Animation and New Media. This change will lead to two key alterations: the separation of the Department of Animation and New Media into two distinct departments, and thus into two different study programmes, and the transition of the Painting, Sculpture and Graphic Arts study programmes from the existing 4+1 system to a 3+2 system. The aforementioned is carried out with the aim of modernizing the programme and responding to the needs of students for professional competencies upon completing their studies.

Existing changes in all study programmes were supported and [confirmed by employers, i.e. associations](#) through which graduates continue their professional activities.

In the [description](#) of each revised study programme are listed the reasons for starting the studies, as well as compliance with the strategic documents of the University and the Academy, in addition to an assessment of expediency with regard to the needs of the labour market and connection with the local community through the economy, entrepreneurship and civil society. The analysis of the teacher's workload and the compatibility of the student's workload with the specifics of art teaching are precisely stated (more about the implementation process and structure of the changes in Standard 2.4.).

We also began working on changes to the Integrated Undergraduate and Graduate Study Programme of Conservation and Restoration of Works of Art. The aim is to harmonize the programmes and change all courses to one-semester ones and to harmonize theoretical courses and ECTS credits with the rest of the study programmes. The biggest change involves shifting the main professional courses from the senior years of study to the junior years in order for students to start with the conservation and restoration courses earlier and increase the hours of professional restoration practice.

The Department of Art Education is revising its programmes in accordance with the Strategy of Education, Science and Technology of the Republic of Croatia (2014), based on which a new curriculum was adopted for the school subjects Art Education and Art History, as well as [curricula for cross-curricular content](#) that clearly define the generic competencies that need to be developed through (artistic) activity. The changes were incorporated into the existing courses of the pedagogy-didactics-methodology group of courses, which is clearly visible in the [revised forms](#) that students use to monitor and prepare classes. Furthermore, in response to society's needs to strengthen the competencies and educate a greater number of experts in the field of art therapy, the optional course Introduction to Art Therapy was launched as a starting point for the development of a new study programme (more about this in Standard 2.4.).

A portion of students find employment in the new growing sector of cultural and creative

industries, and the development of study programmes is carried out through the constant introduction of new courses. Based on [analysis of competencies needed for working in the growing video game industry](#), new courses have been introduced that enable students to work in the said industry. In order to respond to the complex requirements of the new field, the Academy was involved in the project [Edu4Games](#), as part of which [surveys](#) with employers were conducted that served as a starting point for work on new courses and for the introduction of the elective course module Introduction to Visual Design of Video Games (more about the implemented project and its results in Standard 2.4.).

All changes and new programmes were introduced in accordance with [Ordinance on the Evaluation Procedure of Undergraduate, Graduate, Integrated Undergraduate and Graduate, and Specialist Study Programmes of the University of Zagreb](#).

2.2. THE INTENDED LEARNING OUTCOMES AT THE LEVEL OF STUDY PROGRAMMES DELIVERED BY THE HIGHER EDUCATION INSTITUTION ARE ALIGNED WITH THE LEVEL AND PROFILE OF QUALIFICATIONS GAINED.

Elements of the standard

- **The higher education institution has clearly defined the learning outcomes of the study programmes, and they are aligned with the mission and goals of the higher education institution.**
- **The higher education institution checks and ensures that the learning outcomes at the level of courses are aligned with the learning outcomes at the programme level.**
- **Learning outcomes achieved in the study programme are aligned with the CroQF and EQF level descriptors.**
- **In defining learning outcomes, the higher education institution acts in line with professional requirements and internationally recognized professional standards, ensuring that the programme is up to date.**
- **The intended learning outcomes clearly reflect the competencies required for employment, continuing education or other individu-**

al/society needs.

The Academy of Fine Arts in Zagreb has clearly defined learning outcomes at the level of study programmes and courses for all its study programmes – Painting, Sculpture, Graphic Arts, Art Education, Animation and New Media, and Conservation and Restoration of Works of Art. Study programmes are conducted at the undergraduate and graduate levels, and the learning outcomes are harmonized at the level of individual programmes and courses with the mission and objectives of the higher education institution and reflect the specific needs and requirements of each individual field through education, research and promotion of fine arts. *Bloom's taxonomy of gradation of knowledge and skills* was applied when defining learning outcomes.

Undergraduate studies of Painting, Sculpture, and Graphic Arts last four years, with the first two years being of a general nature. Students learn the basics of artistic expression through drawing, painting and modelling from observation and imagination, in addition to mastering artistic techniques, technologies, materials and handling tools. In the third year of study, students opt for mentored classes where they develop contemporary and individual approaches to art work for the next two years. At the graduate level, in the one-year programmes, the emphasis is on independent work, research of individual interests and development of personal artistic expression.

The Study of Art Education is carried out in cooperation with the Department of Art History of the Faculty of Humanities and Social Sciences in Zagreb. The undergraduate study lasts three years, and is specific in that students take an equal share of courses covering the basics of painting, sculpture and graphic arts, as well as of art history through courses at the Faculty of Humanities and Social Sciences. In the third year, courses in the psychology of education are also introduced. At the graduate level, students opt for one of the fields: painting, sculpture or graphic arts by choosing mentored classes, while continuing to take art history courses at the Faculty of Humanities and Social Sciences. Additional courses from the pedagogy-didactics-methodology group of courses are also introduced. The graduate study puts

equal emphasis on the methodology courses (methodology of art education is taught at the Academy, while methodology of teaching art history is taught at the Faculty of Humanities and Social Sciences), as well as on the development of personal artistic expression through one's chosen medium.

The Study of Conservation and Restoration of Works of Art is an integrated undergraduate and graduate study that is divided into two modules: Sculpture and Painting. It combines basic professional knowledge and skills in the preservation of cultural heritage. Art courses (drawing, painting, sculpture) dominate the first two years of study. From the third year onward, students start working on artefacts that are mostly under the protection of the Ministry of Culture and Media of the Republic of Croatia. In the conservation and restoration courses, the emphasis is on exercises through which students learn the basic procedures of the conservation and restoration process. During the preparation of the thesis, students are expected to take responsibility and have complete independence in working with artefacts.

The first year of Undergraduate Study of Animation and New Media is of a general nature and includes introduction to the basics of animation and new media, while in the second year students choose the Animated Film or New Media modules, and by the end of the undergraduate study, in their third year, students acquire knowledge through exercises and working on individual concepts with teacher guidance. The graduate study includes a greater level of independent work and an individual approach to the development of an artistic concept or a film.

Undergraduate study programmes end with a Final Thesis, which has been improved since the last re-accreditation, and graduate studies end with a Diploma Thesis, which students prepare independently. Final, or diploma theses, are publicly shown at individual and group exhibitions or other events. In order for the competencies acquired at the end of the studies to be presented as accurately as possible, a Diploma Supplement is issued in which the outcomes of individual study programmes are listed (more details about the Diploma Supplement in Standard 2.5 and Standard 3.9.).

In achieving outcomes, special attention is directed towards constructive alignment, which represents a continuous process of harmonizing outcomes with teaching and evaluation methods. Working in small groups enables the adaptation of methods to specific tasks, as well as the individual needs of students, which results in the acquiring of the competencies described by the outcomes. (For more details on linking outcomes with the application of individual teaching methods and strategies in Standard 3.3.).

Work with the mentor allows for a continuous insight into the needs of the student, which also results in the publication of [teaching texts](#) adapted to the [needs of specific parts](#) of the course and contributes to the achievement of outcomes.

Also, additional verification methods are designed to assess the extent to which the outcomes have actually been achieved, observing them from different perspectives and approaching the creative process in different ways (e.g. guest teachers/artists co-mentoring in different courses).

At the beginning of the semester, students are introduced to the learning outcomes of a particular course as well as ways to verify whether these have been achieved. All procedures and rules for checking the results achieved and progressing through the study programme are determined by the [Ordinance on Studying](#), which is publicly available from the Academy website.

Although most of the qualifications that are acquired by completing study programmes at the Academy are not registered in the Croatian Qualification Framework (HKO) register, when defining the learning outcomes, the recommendations of the [Guidelines for Harmonizing Study Programmes with Qualification Standards and Launching New Study Programmes](#) are followed, taking into account the required levels of recommended qualification standards and ways of connecting the outcomes at the level of the study programme with the outcomes of individual courses. Additionally, recommendations from the [Act on the Croatian Qualifications Framework](#) were followed and the results were presented through knowledge, cognitive skills, psychomotor skills, social skills and the associated independence and respon-

sibility. This is harmonized with the specifics of art classes and mentored classes, because the acquisition of some theoretical knowledge and practical skills in the art field is inextricably linked with cognitive skills, which can be seen in courses that place special emphasis on the development of the creative process and critical thinking about one's own work in order to create new content. The above is also visible at the 6th and 7th levels, although at the 6th level there is an emphasis on guided teaching, which includes a lower level of independence, while at the senior level, independent work with a mentor is emphasized. In order for the competencies acquired at the end of the studies to be presented as precisely as possible, a [Diploma Supplement](#) is issued in which the outcomes of the individual study programme are listed. In order to ensure the alignment of learning outcomes at the level of study programmes and courses, the [Committee for Changes to the Study Programmes of the Academy of Fine Arts](#) was established. The Committee monitors major and minor changes to the syllabi of existing courses and approves the introduction of new ones. This ensures systematic changes and additions to course outcomes can be made, allowing us to constantly work on the quality and modernization of study programme outcomes. The Committee also controls the even distribution of outcomes at the programme level, which can be seen from [Table 2.1. of the Analytic Supplement](#) and the [Information Package](#).

Through constant monitoring and evaluation of teaching programmes, the Academy ensures that the learning outcomes correspond to the needs of students and the requirements of the profession for each department, thus ensuring that students acquire the relevant knowledge, skills and competencies envisioned in the programme. For this reason, as part of the [Academy in Motion](#) project, surveys were designed, with questions adapted to the specifics of teaching at ALU. [General entry surveys](#) were designed and piloted and [entry](#) and [exit surveys](#) for courses of Undergraduate and Graduate Studies of Painting, and surveys were prepared for other departments too. From academic year 2023/2024, we plan to introduce surveys for all studies at the Academy.

When defining learning outcomes, the Academy of Fine Arts acts in accordance with the requirements of the profession and internation-

ally recognized standards for fine arts, i.e. for each individual department. Graduates become members of professional associations in Croatia according to clear professional criteria. Therefore, when working on changing the Study Programmes of Painting, Graphic Arts, Sculpture, and Animation and New Media, which we began in 2019, [the opinion of employers and professional associations](#) was taken into account, on whether learning outcomes were suited to the specific needs of the labour market for the artistic field (more about the process of making changes in Standard 2.4.).

The expected learning outcomes clearly reflect the competencies required for the inclusion of graduates in the labour market in the field of fine arts, their continued education, or reflect other needs of the individual/society. The learning outcomes of each department are directed towards the specific needs and requirements of the profession on which that department focuses, providing students with the necessary skills, knowledge and competencies for a successful career or further academic training. In order to further emphasize and facilitate the alignment of study programmes with the needs of the labour market through the [Academy in Motion project](#), implemented at the Department of Painting, the [occupational standard of Painter](#) and qualification standards of [Bachelor of Painting](#) and [Master of Painting](#) were entered in the Croatian Qualification Standard's register. The process of being entered in the register included an employer survey about the necessary knowledge and competencies of graduates. Also, through the [Edu4Games project](#) the Academy participated in entering the [occupational standard of Visual Artist of Video Games](#) in the HKO register. Based on experience on the project and considering the great interest of employers and potential students in this type of programme, starting from 2023/2024 the Academy will launch the module [Introduction to the Visual Design of Video Games](#) which is a kind of follow-up to the project, and a potential pilot and foundation for a future Graduate Study in Visual Design of Video Games (more about the project and programme being developed in Standard 2.4.).

Taking into account all the mentioned elements, the Academy of Fine Arts in Zagreb ensures that the learning outcomes of the study programmes in all its departments correspond to its mission and goals, checking their

compliance at the programme and course level, ensuring the appropriate level of qualifications, acting in accordance with the requirements of the profession and internationally recognized standards and enabling students to acquire competencies necessary for the labour market or to continue their education, as well as meeting other needs of the individual and society in the field of fine arts.

2.3. THE HIGHER EDUCATION INSTITUTION PROVIDES EVIDENCE OF THE ACHIEVEMENT OF INTENDED LEARNING OUTCOMES OF THE STUDY PROGRAMMES IT DELIVERS.

Elements of the standard

- **The higher education institution ensures the achievement of intended learning outcomes of the study programmes it delivers.**
 - **The higher education institution continually revises and improves the teaching process on the basis of evidence on the achievement of the intended learning outcomes (for example, tests, seminar papers, presentations, etc.).**
-

Learning outcomes at the course level are listed in [the course tables in the Information Package](#), while learning outcomes at the programme level are available in the ISVU system for each individual course. The ways of checking learning outcomes are different, depending on the nature of the individual course. Student work is evaluated through a review and/or public presentation of their practical work, seminar work, oral and written exam or in other ways. The practical learning outcomes are related to the specific medium on which the study programme is based (Painting, Sculpture, etc.); the theoretical learning outcomes are specially adapted for theoretical teaching of the Academy, which includes art history, art theory, sociology of art and cultural anthropology, and the generic outcomes cover all practical, theoretical/practical and compulsory and elective courses.

Teaching of practical courses, since it takes place in smaller groups, provides the possibility of continuous assessment of achievements on a weekly basis through presentations of

works, consultations, corrections, i.e. through work with a mentor. The quantity and quality of students' works is monitored, their [class attendance](#), regular execution of tasks, along with [the keeping of records](#). In this way, the mentor is in a situation to monitor the progress and adapt the teaching method and tasks to the specific needs of the individual student with the aim of achieving the required learning outcomes.

Learning outcomes of different courses within the whole programme are linked or build on each other.

Part of the teaching takes place through project or field teaching, and students also participate in numerous extracurricular activities, in which they connect with cultural institutions and engage in public activity, artistic and professional work, which complements their competencies. Some recent examples of student projects and those in which students were involved are: [Music Biennale Zagreb](#), [Animal Farm project](#), [Matrices](#).

In the course of their studies, students present their works at group and solo exhibitions, festivals and other forms of public presentation in the country and abroad, where their work is subject to art criticism. Public work during their studies is mandatory in some courses. In this way, students, in addition to professional comments by their teachers, receive the necessary feedback on the quality of their work from art critics, the audience and the professional public. Students often win prizes at international public presentations. Below are some examples: Students Hana Volner, Doria Jantolić and Ivana Flekštajn won the second, third and special prizes in the international competition for illustrators on the theme of *Gulliver's Travels*, as part of the [Notte di Fiaba](#) festival in Riva del Garda, Italy.

The animated film *Nigdar ni bilo* by student Mateja Štefinščak was awarded the Bronze Medal in the film school competition at the [82nd UNICA \(World Non-Professional Film Association\) festival in Locarno](#) (<https://unica.movie/2022>). The animated film by graduate student Kata Gugić, *Cockpera*, has been awarded multiple times, as well as the animated film *Kula* by Sunčana Brkulj, the animated film *Flimflam* by student Marko Belić, and the animated film *Growing up Into a Small Tree* by student Noemi Ribić.

Students of the Department of Conservation and Restoration of Works of Art Ana Štimac,

Luka Krešimir Stipić and Andrea Šafran were winners of the [Zvonimir Wyroubal Award](#) in 2019 and 2017.

Every academic year, students of the Academy are winners of the Rector's Award of the University of Zagreb for individual or group artistic or scientific work.

Learning outcomes are checked regularly at the Department of Animation and New Media through student presentations at [semester exhibitions](#).

All departments present works by their students at the regular annual final student exhibition, [ALU Perspective](#). At these exhibitions, the works of students from all years of study are showcased, and evaluated on that occasion. The quality of the works at the final exhibition is analysed at the level of the course, then the department, and then at the [Annual Thematic Session of the Council of the Academy](#). During the analysis, the strengths and weaknesses are pointed out and the teaching process is revised. The final works of undergraduate students also go on view at the final exhibitions. The Final Work is an independently made work in which the student demonstrates the ability to synthesize acquired knowledge, skills, competencies, i.e. the learning outcomes acquired during undergraduate studies, and consists of a practically made and publicly exhibited work of art and a text about the work.

The Diploma Thesis is an independently made artistic or artistic and scientific work, created through a mentoring process, and consists of a work of art and a written explanation. Thesis defenses and accompanying exhibitions are held partly at the premises of the Academy, and over the recent years, mostly in galleries and other public cultural institutions in Zagreb (SC Gallery, VN Gallery, Lauba Gallery, Kranjčar Gallery, 90–60–90 Pogon Jedinstvo Gallery, and elsewhere). The Diploma Exam Committee consists of three members. The thesis mentor is not a member of the Committee, which allows for objectivity in evaluating the work. Final and diploma theses are published in the digital academic repository and the [Dabar Database](#).

2.4. THE HEI USES FEEDBACK FROM STUDENTS, EMPLOYERS, PROFESSIONAL ORGANISATIONS AND ALUMNI IN THE PROCEDURES OF PLANNING, PROPOSING AND APPROVING NEW PROGRAMMES, AND REVISING OR CLOSING THE EXISTING PROGRAMMES.

Elements of the standard

- **Development activities related to study programmes are carried out systematically and regularly, involving various stakeholders.**
 - **Planning and proposing new study programmes includes an analysis of justification for delivering a study programme, resources and alignment with the strategic goals at the local and regional level, and other needs of society.**
 - **The higher education institution provides evidence on the justification for delivering same or similar study programmes within the same university.**
 - **The higher education institution publishes up-to-date versions of study programmes.**
 - **The higher education institution records the changes to study programmes and analyses their fitness for purpose.**
-

The development of study programmes at the Academy, which includes the accreditation of new programmes and the development of existing ones through amendments, is carried out according to the procedures described in the [Manual on the System of Quality Assurance and Improvement of the Academy](#) and in accordance with the [Ordinance on the Accreditation of Study Programmes of the University of Zagreb](#).

Since academic year 2018/2019, the Department of Animation and New Media has been running an amended programme, and the changes were implemented according to the [Guidelines for Programme Changes](#) and approved in 2016/2017. The Department analysed the existing programme and formed a working group that, in cooperation with other teachers and student representatives, [conducted surveys](#) among students and alumni and suggested amendments. The process was monitored by the Vice Dean for Teaching and Students, giving

advice when needed. In the course of implementing these changes, the Department of Animation and New Media introduced new courses and further division into modules, with only the first year of study remaining a joint one. The changes were [aimed at](#) unburdening students so that they can more easily focus on producing works in their chosen directions. The working group in cooperation with the Vice Dean led and coordinated the filling out of necessary forms to make a full report. The Department then voted for that the [newly proposed study programme](#), referred it to the Teaching Committee, which analysed it and, after accepting it, forwarded it to the Council of the Academy for decision. With the positive decision of the Council, the documentation was submitted to the [Committee for the Accreditation of Study Programmes of the University of Zagreb](#). After it was confirmed by the University, the amended programme has been implemented since 2018/2019. The changes proved to be productive and successful and motivated the Department of Animation and New Media to make further changes to its programme in 2019/2020, in order to improve the study structure. The Departments of Painting, Sculpture and Graphic Arts also decided to take this step, so over the recent months the Academy submitted changes to [four undergraduate and graduate study programmes for accreditation](#). Undergraduate and Graduate Study Programmes of Painting, Sculpture and Graphic Arts (major changes) and Animation and New Media (minor changes) are in the process of evaluation. New changes are in line with the described process, and a [Feasibility Study](#) for the Implementation of the Proposed Study Programme was drawn up for submission to the Agency for Science and Higher Education. The study contains data on the Academy's capacity to implement the programme. The Academy Administration leads and coordinates the description of spatial and personnel conditions, prepares a financial analysis and monitors quality procedures. The accreditation procedure ends when the Ministry of Science and Education issues a decision on the study programme and a work permit. The start of the new programmes is planned for academic year 2024/2025. All programmes received recommendations from [various artistic and professional associations](#). Undergraduate and Graduate Studies of Sculpture: from the 4+1 system to the 3+2 system; new courses about contemporary sculptural

technologies are introduced.

Undergraduate and Graduate Studies of Graphic Arts: from the 4+1 system to the 3+2 system; students learn all traditional graphic arts techniques; the field of activity in new digital techniques is expanded.

Undergraduate and Graduate Studies of Painting: from the 4+1 system to the 3+2 system; courses are modernized and based on individual approach and promotion of free creative expression.

Undergraduate and Graduate Studies of Animated Film: courses focused on digital production are introduced and greater emphasis is placed on the learning the process of animation, especially from the aspect of skill.

Undergraduate and Graduate Studies of New Media: the programme additionally focuses on new media practices and further expands the methods of artistic research.

The Postgraduate Study of Fine Arts at the Academy of Fine Arts is the only postgraduate doctoral study in the field of art in the Republic of Croatia and the wider region. Following the suspension of further enrolments in 2013, in 2019, by the Decision of the Council of the Academy, the postgraduate study in the old form, with modules of Painting, Sculpture and Graphic Arts, [was discontinued](#) and a new study was launched. A committee was established that drafted a study, and the programme went through an evaluation process in accordance with the [Ordinance on the Evaluation of Doctoral University Programmes of the University of Zagreb](#) and is based on the highest artistic standards, as well as standards and guidelines for quality assurance in the European area of higher education (ESG). The [programme](#) was launched as a postgraduate study in Fine Arts in accordance with the Ordinance on Evaluation. It is based on artistic research and not divided into media-based modules.

The programme team and teaching staff of the Academy studied a number of programmes of public and private art academies, and consulted [private companies](#) and [professional groups](#) from the [arts](#) and creative sectors to create an up-to-date and innovative curriculum based on European (continental) and Anglo-Saxon experiences. The study received a [permit](#) in 2021 and classes started in 2023, regulated by the [Ordinance on Studying at the Postgraduate Doctoral Study of the Academy of Fine Arts](#).

Changes to the programme of the Integrated Undergraduate and Graduate Study of Conservation and Restoration of Works of Art refer to a greater number of hours of professional practice (specified in Standard 2.1) and are based on the [guidelines of umbrella conservation and restoration organizations](#), which recommend as many hours of professional practice as possible. Work on the changes (AD1, AD2) started last year, but has yet to be completed.

Of the new courses that have been introduced in recent years, the Department of Graphic Arts highlights the new elective course [Designing the Stage Space](#), which was introduced because of great student interest, primarily [due to work on projects of three academies](#) (collaboration of ALU, Academy of Dramatic Arts and Music Academy). The course was first taught at the Department of Painting; however, due to changes of personnel and great student interest, a new, modified course will be launched soon at the Department of Graphic Arts, in accordance with the competencies of the course holder. Compared to similar existing courses, this one introduces contemporary media used in scenography.

Based on the [survey](#) conducted among students as part of the Academy in Motion project, it was observed that students are in need of additional education when it comes to management activities, communicating with the public and organizing art projects. That is why elective courses [Presentation Techniques](#) at the Department of Painting and [Presentation Practice and Exhibition Design 1 and 2](#) at the Department of Art Education were launched.

In 2018, the Department of Art Education introduced the elective course [Art in Public Space](#) (it transferred to the Department of Sculpture in 2020). It was created and is being implemented in collaboration with the communal traveling exhibition project [City at a Second Glance](#). [The project](#) has been held since 2013 and combines education, art and activism. The participants in the project – students from local schools and students of art faculties, reflect on public space through different media, in collaboration with galleries, NGOs, invited artists and professionals whose activities are related to public space.

In this way, the Academy constantly [refreshes and complements its offer of elective courses](#), taking into account the needs and feedback of

students, alumni and professional associations.

Through the [Edu4Games project](#), the standard of occupations and qualifications was set up and a programme of lifelong learning was piloted with the aim of establishing a graduate study programme in video games. Participants gave an encouraging feedback during the programme pilot. CGDA, as a professional association of video game producers, did an [analysis](#) of the video game industry, which together with [surveys on the needs and standards of the profession](#) indicated a great interest of both industry and students in this type of programme. Accordingly, ALU teachers who participated in Edu4Games (in collaboration with other colleagues and external associates at ALU) prepared the elective module [Introduction to Visual Design of Video Games](#), which will serve as a follow-up to the project and a potential foundation for launching a future University Graduate Study of Visual Design of Video Games. The module will kick off in 2023/2024, jointly supported by the Department of Animation and New Media and the Department of Art Education and will replace and significantly expand the existing elective course Theory and Practice of Video Games, which has so far been held at the Department of Animation and New Media. Apart from introducing important new and contemporary content, this is also an example of good collaboration between departments. Furthermore, the establishment of the elective module as a form follows the recommendations of the directions for developing the field specified in the [Strategy for the Development of Art Education, Artistic Creativity and Research of the University of Zagreb 2014–2020, with a projection to 2025](#).

The elective course [Introduction to Art Therapy](#) was launched in 2020/2021 at the Department of Art Education and is regularly held each academic year. It was created on the basis of experiences gained through the Academy's cooperation with the Sveti Ivan Psychiatric Hospital. The collaboration began in academic year 2014/2015 and was carried out as a series of extracurricular activities [The World and Me, Me and the World](#), which included three cycles of creative expression workshops for hospital patients and accompanying presentations of the program at exhibitions and congresses. The content of the elective course is revised based on student focus groups. Based on this experi-

ence and the conducted research on the need for art therapy in various institutions (schools, nursing homes, hospitals, kindergartens, etc.), a concept for a [specialist study in Art Therapy](#) was created.

The Academy includes various stakeholders in the development of new programmes: other universities and experts from professional associations and museums.

In 2023, the development of an interdisciplinary graduate study programme was initiated at the Department of Art Education of ALU [Curatorial practices in the contemporary art field](#). The aim of the programme is to launch a new academic interdisciplinary study programme on contemporary curatorial practices in visual arts, in Croatian and English. In addition to the teachers of the Academy, experts from the association [Kontejner, Bureau of Contemporary Art Practice, Zagreb](#) and from the Zagreb Museum of Contemporary Art are involved.

The Academy also initiated and led the process of designing the new [Master of Arts in Arts, Science and Health – ASH MA](#), which was developed with partner institutions: the Department of Audio and Visual Arts at the Ionian University, Corfu; Faculty of Media and Communications at the University of Singidunum, Belgrade and the association KONTEJNER | Bureau of Contemporary Art Practice, Zagreb (2022–2023; European Union Programme Erasmus Mundus Design Measures). ASH MA is designed as one of the first transdisciplinary [joint Master's Degree](#) art programmes focused on health issues in Europe. Lasting two years, the aim of the programme was to critically explore and contextualize the concept of health through various art practices related to healing and care, medical science, prosthetic improvement mechanisms and prosthetic design, genetics and bioethics, activism and environmental practices. The completed first phase of the project resulted in the documentation of the new MA programme, which in the next phase should be accredited in each of the partner countries and implemented in the next Erasmus Mundus tender programme.

The Department of Art Education conducted a [survey among its alumni](#) about their place of employment in order to get an overview of alumni on the labour market. [Survey results](#) in which it was concluded that the alumni of the Department of Art Education work in educa-

tional institutions in 63% of cases, in the ratio of approx. 80% in primary schools and 20% in secondary schools, were presented at the 14th session of the Council of the Academy in 2022/2023. The research is a valuable feedback for current students and teachers. In accordance with the example of the Department of Art Education, ALU has drawn up a specimen of a [questionnaire](#) for alumni, which will be filled out at all other departments too.

2.5. THE HIGHER EDUCATION INSTITUTION ENSURES THAT ECTS ALLOCATION IS ADEQUATE.

Elements of the standard

- **The higher education institution allocates ECTS credits in accordance with the actual student workload, based on the analyses of feedback from stakeholders in the teaching process, or other procedures.**
- **Students are provided with feedback on the results of the analysis of gathered information and the implemented changes.**

Procedures for verifying the compliance of the actual workload of students and the defined ECTS credits are prescribed by the [Ordinance on Studying at Undergraduate and Graduate Studies \(ALU, 2018\)](#) and the [Ordinance on Studying at Undergraduate and Graduate Studies of the University of Zagreb \(2008/2009\)](#). Compliance is achieved through study programmes and implementation plans, and an overview of the content and teaching load of all compulsory and elective courses at ALU is available from the [ECTS credits Information Package](#) for each academic year.

Within the framework of the quality assurance system, during the academic year, through the preparation of the above-mentioned Plan of Quality Management Activities and the annual evaluation of classes and the final exhibition, a continuous analysis of study programmes and monitoring of the quality of student work and teaching load is carried out. In addition, each teacher fills out semester reports on the realization of classes, according to which the teaching load per course is visible (the planned

number of hours per semester according to the Class Schedule and the number of hours of classes held).

Periodic meetings at the department level, in which student representatives also take part, as well as meetings of the Teaching Committee, regulate the implementation of syllabi and the course of the teaching process, and record all changes in the teaching load.

With respect to the observed unbalanced structural settings of individual study programmes, and in accordance with the systematic analyses of teaching and the study load for students, the necessity of starting the process of changing most study programmes from the 4+1 system to the 3+2 system was recorded. The procedure began in 2019 is currently in its final phase, with the implementation of the amended programmes due to begin in academic year 2024/2025 (more in detail in Standard 2.4.). These changes include a better alignment of the ratio of ECTS credits for undergraduate and graduate studies, improving the possibility of transfer and mobility of students between departments, and more precisely determining the course of progression through the study by introducing one-semester courses.

Over the course of academic year 2020/2021, presentations and analyses of changes were prepared as well as of teachers' timetables, with major changes and additions to the undergraduate programmes initiated by the Departments of Painting, Sculpture and Graphic Arts, and minor changes by the Department of Animation and New Media.

During academic year 2021/2022, the Chair for Theoretical Courses proposed a redistribution of theoretical courses according to a clearer chronological sequence by years of study, with a greater possibility of choosing courses and a clearer difference in knowledge and learning outcomes between undergraduate and graduate study courses. In the proposed theoretical courses syllabi of the undergraduate study, the emphasis is on art history, while in the graduate study, the emphasis is on art theory with a tendency of linking it to related fields of contemporary humanities, theory and curatorial practices.

In addition to the teaching load through study

programmes and syllabi, students can earn additional ECTS credits as part of extracurricular activities in their field of study and thus contribute to the learning outcomes of the studies they have enrolled in. This is regulated by the Ordinance on the Recognition of Extracurricular Activities of Students of the University of Zagreb.

In the period from academic year 2015/2016 to date, ten students have earned additional ECTS credits for extracurricular activities. One such example is the extracurricular activity *The World and Me, Me and the World* – creative art expression workshop for patients of the Sveti Ivan Psychiatric Hospital in Jankomir through which two students of Painting, who had previous education in psychology and medicine, volunteered during their studies by leading art workshops at the hospital. The programme they designed under mentorship was later developed into the elective course Introduction to Art Therapy (more about this in Standard 2.4.). An example of receiving credits through an activity carried out in cooperation with other university constituents is the ECTS credits received from participating in the piloting of the lifelong education programme on the Edu4Games project (more details in Standard 1.6.).

In order to show the student's workload more precisely, a supplement to the diploma is issued, in which the specifics of each study programme are presented, as well as information on additional ECTS credits if the student has earned them (more details about the Diploma and the Diploma Supplement in Standard 3.9.).

2.6. STUDENT PRACTICE IS AN INTEGRAL PART OF STUDY PROGRAMMES (WHERE APPLICABLE).

Elements of the standard

- The higher education institution allows for learning and obtaining new skills through student practice, where applicable.
- Where applicable, student practice is an integral part of study programmes and is organised outside the higher education institution, in cooperation with the labour market.
- Student practice is carried out in a systematic and responsible manner that enables the achievement of expected learning outcomes

related to student practice.

The practical aspect of study is integral to the professional artistic education process, and includes a large teaching load in all study programmes. In the Undergraduate Studies of Painting, Sculpture, Graphic Arts, Art Education, Animation and New Media, and in the junior years of the Integrated Undergraduate and Graduate Study of Conservation and Restoration of Works of Art, practical teaching of art courses is carried out through exercises and mentoring hours with the teacher in small groups. In graduate studies and senior years of integrated studies, student practice is incorporated into all practical courses through mentoring, exercises and guiding the student to the realization of a phase or the complete project, and the emphasis is on individual practical work by the students, their approach to problems and the implementation of project teaching. It includes working in pairs, in groups, field classes, study trips, professional workshops, art projects, work on competitive tasks, etc.

Here are some examples of student practice at the **Study of Sculpture**: *International Sculpture Student School Monraker*, the realization of sculptures in stone and *Student Sculpture Workshop Svijetle pruge*, near Bjelovar, the creation of wooden sculptures organized and realized under the guidance of teachers from the department. At the **Study of Graphic Arts** through the elective courses Designing Visual Communications, and Illustration, numerous projects were carried out through the form of practical classes outside the Academy, and exhibitions of student works. Another highlight is the competition for students to create visuals for the *Festival of World Literature*, in collaboration with the Fraktura publishing house, where for several years students have participated in working for a real commissioner, and the chosen solution is realized and represents each year's edition of the Festival; *SPONSA CONTICORUM*, which results in the creation of a visual identity with the students, in cooperation with three academies, and *ANIMAL FARM* – a collaboration of three academies to create the visual identity for a play. The **Study of New Media** is taught in the framework of non-institutional projects, but also in public space. Classes are held in small groups and through the method of mentoring. As part of many courses, the em-

phasis is on keeping a work diary, an art diary, a diary of attending classes / guest lectures. Through the course Multimedia Exercises and Techniques in Animated Film at the **Study of Animated Film**, the aim is to strike a collaboration with an institution (gallery, Animafest, city, orchestra, etc.) and realize an interdisciplinary or animated film project, in which all students participate and which is presented to a wider audience. With such a project, students present themselves as competent film animators capable of creating a well-rounded work. Through the same course at the Graduate Study of New Media, students realize an individual art project at the end through consultations with the teacher, exercises/seminars, practicum and presentations.

Professional practice is an integral part of the **Study of Art Education** and the Study of Conservation and Restoration of Works of Art. The Study of Art Education conducts methodical exercises and internships in primary and secondary schools, museums and galleries. The Academy continuously cooperates with several elementary schools, the School of Applied Arts and Design, the Centre for Autism, the Museum of Contemporary Art in Zagreb, the National Museum of Modern Art in Zagreb, the Klovičevi Dvori Gallery and HDLU. In agreement with the teachers, students hold internships in schools or teachers bring students to museums and galleries, and art classes take place there. During online classes, students created online interactive video lessons with which, in agreement with the teachers, they held classes in an online environment. Video lessons were created using free digital tools. The students also created online workshops that the Museum of Contemporary Art, published on its website and Facebook profile as part of an education program. Furthermore, students of the Department of Art Education present their diploma research by taking part in student conferences in the organization of which they themselves participate, thus gaining practice in that area. They organized the first international student conference called *Towards contemporary art education – experiences and possible solutions* in 2016, and they have used the acquired experience as alumni to organize a student section called *SinArt* as part of the *International Scientific and Artistic Symposium on Pedagogy in Art*.

At the **Study of Conservation and Resto-**

ration of Works of Art, systematic and formal practice begins in the 2nd year of study in the summer semester as a separate course, and later in the 3rd and 4th years of study. It takes place under the supervision of a mentor, using methods that meet high professional standards according to the [guidelines of ECCO \(European Confederation of Conservator-Restorers' Organizations\)](#) and the [guidelines of EnCoRe \(European Network for Conservation/Restoration Education\)](#), and is carried out at courses Restoration Practice 1 (Painting and Sculpture), Restoration practice 2 (Painting and Sculpture) and Restoration practice 3 (Painting and Sculpture), (a total of 270 mentoring hours and 21 ECTS credits during the studies). It is carried out most often over the summer months and *in situ*. Students do field work for two to three weeks, carrying out procedures on objects such as easel and wall paintings, stone and wooden sculptures. Doing *in situ* work implies organized accommodation, food and work planning, and students are often involved in the organizing steps, applying for additional financial resources, for example, to the Student Union. Through the courses *Restoration Practice 1–3*, students under the mentorship of teachers carry out professional practice in collaboration with the Croatian Conservation Institute (HRZ), for example, in the church of [St. Catherine in Vodnjan](#), or with the [Bjelovar–Križevci Diocese](#), or [professional artists' associations HDLU and ULUPUH](#). Collaboration also takes place with the relevant Conservation Departments of the Ministry of Culture and Media, and in private workshops, where students have the opportunity to meet experts in the field first-hand, and collaborate with colleagues from other university constituents on joint projects. Reports on the internship are submitted to the internship provider, the employer, and the written documentation on the internship also makes part of the diploma thesis, e.g. the research project of the cathedral in [Dubrovnik](#), and [Novo Čiče](#). Teachers/mentors of professional courses are often leaders of projects, programmes and conservation and restoration efforts on buildings, the implementation of which is included in the curriculum. Under their supervision, students carry out complete conservation and restoration works on buildings that are most often listed, and keep a work diary of the completed practice, which at the end they draft into a final report. Artefacts also come from private collections, museum collections, galleries and other institutions. Movable

objects are transported to workshops where they undergo protection treatments, while works on immovable objects are carried out *in situ*. Additionally, the Department consults the profession, alumni and students when planning changes to study programmes, and their comments and criticisms are good feedback on the ways practice is conducted. Students have the chance to improve their skills in [professional workshops](#) focused on a specific topic and issue, and they have the opportunity to present their professional work at [conferences](#) and [exhibitions](#), of which the [International Conference on Conservation and Restoration Studies](#), which has been organized for 17 years in three host cities, Zagreb, Split and Dubrovnik, deserves a mention.

Professional practice is also possible for ALU students through international student exchange, as part of the ERASMUS+ project, which has been achieved by 20 students at the Academy in the last 5 academic years.

The evaluation of student practice and work during practical classes and professional practice and the achievement of expected learning outcomes can be viewed through the results achieved at conferences, gatherings, events and exhibitions, and through the awards they won. Under the guidance of mentors, students apply for and participate in numerous domestic and international art projects and exhibitions – for example, the exhibition in the [Panacea Gallery](#) in collaboration with Sestre Milosrdnice Clinical Hospital, or the project and exhibition [SOS for the Saints](#). Traditionally, they make an announcement and [present works](#) as part of the World Animation Film Festival – [Animafest](#), participate in the painting of [murals in Maksimir](#), collaborate with [Zagreb Film](#) and present their work at numerous festivals; they present their work as talks and through posters at the [International Conference of Conservation and Restoration Studies](#), are winners of the Zvonimir Wyroubal Award (2016, 2017 and 2019), winners of Rector's Awards (2014/2015, 2015/2016, 2016/2017, 2017/2018, 2018/2019, 2019/2020, 2020/2021, 2021/2022, 2022/2023); they collaborate on the international project [Re/forma viva](#), with [MSU Zagreb](#) and on the project and exhibition [Up Close: Preservation, Protection and Conservation–Restoration of Modern and Contemporary Works of Art](#) with [MSU Zagreb](#), [ALUO Ljubljana](#) and [MG from Ljubljana](#), set up

exhibitions at the [Šira Gallery](#), collaborate with libraries and culture institutions ([Matica Hrvatska](#) and the [Vladimir Nazor Library](#), the [Croatian Conservation Institute](#), the [Ministry of Culture and Media](#), the [Ministry of Science and Education](#), the [Italian Cultural Institute](#), the [Centre for the Promotion of Tolerance and Holocaust Remembrance](#)) and university constituents ([Faculty of Agriculture](#), [Faculty of Chemical Engineering and Technology](#), [Faculty of Geodesy](#), [Faculty of Architecture](#), [Faculty of Humanities and Social Sciences](#), [Music Academy](#)). All of these provide excellent opportunities for students' professional practice.

Students are encouraged to engage in independent extracurricular activities, which are subsequently recognized in accordance with the [Ordinance on the Awarding of ECTS of the University of Zagreb](#) (more details in Standard 2.5).



III. TEACHING PROCESSES AND STUDENT SUPPORT

3.1. ADMISSION CRITERIA OR CRITERIA FOR THE CONTINUATION OF STUDIES ARE IN LINE WITH THE REQUIREMENTS OF THE STUDY PROGRAMME, CLEARLY DEFINED, PUBLISHED AND CONSISTENTLY APPLIED.

Elements of the standard

- The criteria for admission or continuation of studies are published.
- The criteria for admission or continuation of studies are consistently applied.
- The criteria for admission or continuation of studies ensure the selection of candidates with appropriate prior knowledge, which is aligned with the requirements of the study programme.
- The higher education institution has effective mechanisms for recognising prior learning.

The enrolment criteria are aligned with the general legal provisions of the Act on Higher Education and Scientific Activity, as well as the University and internal regulations.

Application for admission to undergraduate, integrated and graduate studies

Admissions to undergraduate and integrated studies are made on the basis of the University's publicly announced competition for enrolling students in the 1st year of undergraduate studies. The Academy submits to the University the Decision of the Council of the Academy on the terms and conditions of enrolment, and enrolment quotas. Candidates apply for study programmes through the National Application System www.postani-student.hr. For admissions to gradu-

ate studies, the Academy issues an open call, and applications for studies are submitted to the Academy, to the Service for Teaching and Students.

Enrolment requirements

The requirements for admission to undergraduate and integrated studies are prescribed by the Ordinance on the Verification of Special Knowledge, Skills and Abilities, published on the Academy website. The Ordinance is periodically improved and harmonized with legal acts (the last time was in 2021), and it prescribes in detail the entire course of the procedure. Since 2015, the Academy has been publishing an Information Package for admissions on an annual basis, in which the deadlines for the application and the procedure for the verification of special knowledge, skills and abilities, as well as the classification procedure, are listed in a reviewed manner, in addition to all the details of the procedure, information and contacts of the Academy's services that carry out the procedure for the candidates. This makes all the necessary information more easily accessible. In addition to the Information Package, the Academy also publishes a short Guide for entrance exams for undergraduate and integrated studies with a list of the most important dates of the Verification of special knowledge, skills and abilities. Both the Information Package and the Guide are published at the Enrolment info link on the Academy website and on social media. The conditions for enrolling in graduate studies are prescribed by the publicly available Ordinance on the Enrolment Procedure that prescribes the minimum previously acquired qualifications for enrolment, and the method of application and enrolment.

Verification of special knowledge, skills and abilities and Entrance exam

For undergraduate and integrated studies, the Verification of knowledge, skills and abilities is conducted in the summer term, at the beginning of July, and in the autumn term, at the beginning of September. The enrolment procedure for admission to graduate studies takes place only in September in order to enable candidates to acquire all the necessary ECTS credits and complete the undergraduate studies, which are a prerequisite for enrolment in the graduate studies.

The right to enrol in the Academy is granted to candidates who, in accordance with the Ordinance, have passed the State Graduation Exam and have achieved the highest number of points based on the points obtained at the State Graduation Exam, points obtained from general success in secondary school and points obtained from the Verification of special knowledge, skills and abilities.

It is important to note that due to a war raging on European soil, for academic years 2022/2023 and 2023/2024, a special quota was opened for Ukrainian students at almost all study programmes of ALU.

The Verification of special knowledge, skills and abilities and the Enrolment procedure differ for each study programme owing to the specific nature of each study. The Verification and Enrolment procedures are carried out by a five-member committee from each department, and all committees are coordinated by the Vice Dean for Teaching and Students.

Enrolment quotas

At the request of the University, the admission quotas are revised, analysed and formed every year prior to the announcement of open calls for all study programmes, and minor corrections of the quotas are allowed. Based on the analysis carried out and the increase in the number of registered candidates in the period since the previous re-accreditation of the Academy, the quota for the Undergraduate Study of Animation and New Media has been increased by 2 students, and for the Graduate Study of Animation and New Media by 2 students, while other quotas are regulated by repurposing quotas for foreign students if the enrolment places are not filled.

Continuation of studies

The new [Ordinance on Studying at ALU](#) (September 2018) prescribes the conditions and manner of continuing studies (transferring) from another previously enrolled study. Transitions are divided into transitions within the Academy and transitions from other university studies. The transition procedure is carried out by three-member [Committees for Transitions](#) from each department, and all committees are coordinated by the Vice Dean for Teaching and Students. Professional assistance to the Committee is provided by the Teaching Coordinator from among the Academy's professional services and an ECTS Coordinator, who is appointed

to this position from among the teachers. The Committee determines the possibility of transition, and issues an [Opinion](#) which can be a rejection of the request for transfer or an acceptance of the request for transfer, with a note in which year of study the candidate could continue his/her studies, i.e. whether and/or which different exams are required, and what is the established number of recognized ECTS credits. The Opinion of the Committee for Transitions is considered by the Teaching Committee and forwarded to the ALU Council of the Academy for approval or rejection.

Recognition of foreign higher education qualifications

Candidates are required to request the recognition of foreign higher education qualifications at the Office for Academic Recognition of Foreign Higher Education Qualifications of the University of Zagreb. The recognition procedure is described in detail on the [University of Zagreb website](#). In the recognition process, the University Office for Academic Recognition of Foreign Higher Education Qualifications requests issuance of an expert Opinion of the Academy [The Committee for the Opinion on the Acquired Foreign Higher Education Qualification](#) of the Academy, forwards its expert opinion to the University Office and the Committee, and then the University Committee makes a decision, which it forwards to the National ENIC/NARIC Office at the Agency for Higher Education. [The process of recognizing](#) a foreign higher education qualification can be seen on an example of a student who obtained her previous qualification at the professional study programme of the first degree of Digital Art and Practice at the Academy of Arts of the University of Nova Gorica, Slovenia. Upon receiving a letter from the university office, and after reviewing and analysing the courses and ECTS credits in cooperation with the ECTS Coordinator, the Academy Committee concluded that the candidate's previous study was compatible with the Undergraduate Study of Animation and New Media, and issued an expert opinion on the recognition of the foreign higher education qualification required for admission to the Graduate Study of Animation and New Media at the Academy.

Student mobility

Since the last re-accreditation in 2015, the Academy has paid special attention to student

mobility, both vertical and horizontal. At most study programmes in 2019, procedures for significant changes to study programmes were initiated. The primary intention was to modernize the study programmes and transition of all previous undergraduate programmes of the Academy, which were of the 4+1 system, to the 3+2 system. Upon completion of this extensive process of accreditation of the new programmes, the Academy will be harmonized with related study programmes in the EU and the region, the vast majority of which are 3+2, and the mobility of students, which is otherwise significant for ALU, will be greatly facilitated. Mobility will also be facilitated by the transition of all courses to one-semester courses, instead of two-semester courses like before.

3.2. THE HIGHER EDUCATION INSTITUTION GATHERS AND ANALYSES INFORMATION ON STUDENT PROGRESS AND USES IT TO ENSURE THE CONTINUITY AND COMPLETION OF STUDY.

Elements of the standard

- Procedures for monitoring student progress are clearly defined and available.
- The information on student progress in the study programme is regularly collected and analysed.
- The higher education institution ensures adequate mechanisms for analysing student performance and pass rates, and initiates necessary actions accordingly.

Students' progression through the study is regulated by ordinances that determine and define all study stages, from acquiring the status of a student to the completion of studies. All regulations are published on the websites of the Academy and the University of Zagreb. The Academy has implemented the ISVU system for monitoring progress through studies and evaluating students. Data on the progress of students and their success is monitored and collected through the ISVU system.

The [Ordinance on Studying at Undergraduate, Graduate and Integrated Undergraduate and Graduate Studies of the Academy of Fine Arts](#)

[Arts of the University of Zagreb](#) describes the requirements for and manners of studying at undergraduate, graduate and joint studies and integrated undergraduate and graduate studies. Study rules determined by this Ordinance are based on the provisions of the [Act on Higher Education and Scientific Activities](#), the [Act on Quality Assurance in Science and Higher Education](#), [Statute of the University of Zagreb](#), the [Statute of the Academy of Fine Arts](#), and the [Ordinance on Studying at Undergraduate and Graduate Studies of the University of Zagreb](#). The Ordinance on Studying at ALU describes, among other things, the organization and performance of studies, rights and obligations of students, commendations and awards of the Council of the Academy, enrolment quotas, student mobility, organization of classes, student workload, progression through studies, methods of knowledge verification (types of exams, exam registration, evaluation, the right to appeal), completion of studies (final/diploma thesis and final/diploma exam, academic degrees, diplomas, promotions), and monitoring and improvement of study quality.

Completion of studies is prescribed by the Ordinance on the Final Thesis and the Ordinance on the Diploma Thesis and Exam. [Ordinance on the Final Thesis of the Academy of Fine Arts, University of Zagreb](#) regulates the completion of the undergraduate studies, and the [Ordinance on the Diploma Thesis and Exam](#) prescribes the method of applying, writing a Diploma Thesis and taking a Diploma Exam (defence of a Diploma Thesis). The data collected through the ISVU system shows the studies' [high completion rate](#), which indicates effective tools for ensuring the continuity of studies.

Each year, awards are given and decisions are made about the most successful students, which encourages students to progress and at the same time raises the quality of studies. Awards and decisions on the most successful students are prescribed by the [Ordinance on Studying at Undergraduate, Graduate and Integrated Undergraduate and Graduate Studies of the Academy of Fine Arts of the University of Zagreb](#), and are awarded in the following categories: [Category of 10% of the most successful students in the study](#), [Commendation of the Council of the Academy](#), [Award of the Council of the Academy](#), [Commendation from the Latin Classification](#). Departments, after evaluating the work of students in all years of study, and

analysing the performance of students, make proposals for commendations and awards based on the analysis. The Teaching Committee evaluates the proposals of all departments and proposes candidates for awards and commendations to the Council of the Academy. The specific nature of teaching at the Academy through "one-on-one" mentoring and daily communication enables a direct and precise insight into the progress of students. Given the small groups, teachers monitor students' work continuously, and the results of their work are clearly presented at the final ALU exhibition, which is opened in early June each year, on the Day of the Academy of Fine Arts. The final exhibition is a public presentation of students' artistic creations, the final act of practical courses, and it enables teachers, students and the public to compare the results of their work over the past year.

In case of difficulties or falling behind in their studies, students turn to an expert advisor from the Office for Student Assistance and Support, and/or to the Vice Dean for Teaching and Students. Since the Academy has effective mechanisms for monitoring their previous course of study (apart from ISVU, a register is kept for each student with the entire course of study from enrolment to completion), each such request is considered by the ECTS Coordinator, who draws up a separate plan for the continuation of studies for each student, with an individual approach, in order to increase his/her chances for a successful completion. Procedures for helping students are detailed and described in Standard 3.4.

With the aim of making studies more flexible, the Ordinance on Studies stipulates the possibility of changing elective courses, if there is a collision or dissatisfaction by the student. The procedure is precisely described, and justified student requests are respected in all cases. During the Covid-19 pandemic, and during the course of the Academy's relocation, it was possible to [enrol and drop out of elective courses outside of the deadlines](#) to enable students to acquire the necessary ECTS credits to complete the academic year.

During the Covid-19 pandemic, the Academy organized online classes, and made decisions on the extension of studies without the obligation of paying tuition fees, as can be seen from the [Decision of the Council of the Academy](#). The law stipulates that studying can last twice

as long as the duration of the studies, and although the law allows it, students of the Academy complete their four year undergraduate studies within 4,15 years and they complete three year undergraduate studies within 3,13 years. The students complete integrated studies within 5,5 years. Students complete their one year graduate studies within 1,24 years, and two year graduate studies in 2,61 years. All the data is calculated from Analytical table 3.5. All together, around 90% of students complete their studies within the deadline prescribed by law.

Students with the best success in their studies and without falling behind in their studies can receive honours from the Latin classification, and obtaining the highest Summa Cum Laude honour enables one to enrol in the doctoral study at the Academy without paying participation fees for the study. In this way, the best students are motivated to continue their studies and acquire the highest level of education in art in Croatia.

3.3. THE HIGHER EDUCATION INSTITUTION ENSURES STUDENT-CENTRED LEARNING.

Elements of the standard

- The higher education institution encourages various modes of programme delivery, in accordance with the intended learning outcomes.
- Various teaching methods are used that encourage interactive and research-based learning, problem solving and creative and critical thinking (for example, individual and group projects, cooperative learning, problem-based learning, field work and other interactive methods).
- The HEI continually evaluates and adapts teaching methods and different modes of programme delivery.
- Teaching methods are adapted to a diverse student population (non-traditional student population, part-time students, senior students, under-represented* and vulnerable groups** etc.).
- The higher education institution ensures the use of state-of-the-art technologies to modernise teaching.

- **Available and committed teachers contribute to the motivation of students and their engagement.**
- **The higher education institution encourages autonomy and responsibility of students.**

*Under-representation in higher education is defined as a lower participation of a certain group of students in relation to their percentage in general population, and situation in other European countries. The under-represented groups are as follows: students whose parents have lower educational qualifications; female students in technical fields and male students in humanities; mature students; students with disabilities; students with children; students belonging to the Roma minority.

**Vulnerability is perceived as difficulties in the academic or social integration of students, associated with certain personal characteristics of students.

Study at the Academy of Fine Arts in Zagreb is regulated by Articles 38, 39 and 40 of the [Ordinance on Studying at Undergraduate and Graduate Studies and Integrated Undergraduate and Graduate Studies of the Academy of Fine Arts, University of Zagreb \(2018\)](#) and its amendments [from 2019](#) and [from 2021](#). Article 38 prescribes the forms of teaching that can be individual and group, and teaching is carried out in the form of mentoring classes, lectures, seminars, exercises, individual and group consultations, exhibition and art practice, art projects, conservation and restoration projects and workshops, field classes, professional practices and e-courses. Article 39 describes obligatory and elective courses, and Article 40 prescribes mentoring in the main art courses, a strategy consisting of specific methods and forms of work chosen by the mentor, in order to provide a personalized approach to each student. A large part of art, professional and theoretical-and-practical teaching is conducted as mentor work and work in small groups. Classes include practical work, projects, field classes, art workshops with guest artists, extracurricular activities and guest lectures. Some departments (e.g. Department of Animation and Media and Department of Sculpture) conduct concentrated and block classes, while other departments combine a regular weekly lesson plan and project classes in blocks.

Practical work is designed so that in the first two years (undergraduate level) the focus is on work from observation, and creative tasks are

gradually introduced, while at the graduate level students are encouraged to independently explore their own artistic expression. A gradual transition is introduced by including independent, more complex tasks and different networking of students in projects that are the dominant teaching method at the graduate level.

Teaching methods for under-represented and vulnerable students are regulated by the [Protocol for the Adjustment of the Teaching Process and Taking the Exam](#), published on the Academy website.

Different approaches to teaching (teaching methods and strategies) and methods of teaching (forms of work) in accordance with the expected learning outcomes are listed in the syllabi of obligatory and elective courses, which are included in the joint document – [Information Package](#).

By means of different modern *approaches to learning and teaching*, active learning is achieved which places the student at the centre of the teaching process. Here we will outline just a few examples of syllabi, although the same approaches to learning and teaching can be found in many other syllabi too.

At the undergraduate level, experiential learning is applied in artistic and theoretical-and-practical courses, e.g. while working from observation; learning as discovery, while working from imagination; the research approach, e.g. when independently exploring literature and art collections (Drawing 1, Department of Art Education); demonstration; documenting one's own observations; personalization of the learning process, e.g. when keeping an art or visual diary (New Art Practices 1, Department of Animation and New Media / New Media) and formulating starting problems of themes (Multimedia and Multidisciplinary Art 3, Department of Animation and New Media / New Media; Methods of Teaching Art 1, Department of Art Education); formative evaluation, specifically, evaluation for learning at all courses (during the academic year, teachers continuously monitor and evaluate student work, encourage, give feedback and record the process); discussions when analysing works of art; drawing correlations of similarities and differences, e.g. in the relationship between one's own creativity and the creativity of renowned

artists, past and present (Small Sculpture and Medal Art 1, Department of Sculpture); collaborative learning, etc. In art classes, the forms of work are mostly individual and less team-based, while in the theoretical-and-practical courses, individual forms alternate with group work and work in pairs. In theoretical courses, the forms of work are mostly frontal and less individual. Also, attention is paid to the development of psychomotor skills in terms of applying various techniques and managing tools and materials necessary for the realization of ideas, the development of cognitive and affective abilities in terms of developing perception and reception, creative and critical thinking, and attitudes and values.

In addition to different approaches to designing the teaching process, *methods for stimulating creativity* are systematically applied in artistic and theoretical-and-practical courses, thus developing synthetic and analytical thinking (Drawing, Painting; Illustration 2, Graphic Arts), visual memory (Drawing 1, Department of Art Education), creativity factors (fluency, originality, reception, elaboration, flexibility, redefinition) as an integral part of the process of all artistic and theoretical-and-practical courses, cognitive and emotional interpretation of visual form (Drawing 2, Department of Art Education), problem solving (Methodology of Teaching Art 1, Department of Art Education; Mosaic 1 / elective), associativity (New Art Practices 1, Department of Animation and New Media / New Media), intuition (Zagreb School of Animation, Department of Animation and New Media / Animated Film), lateral thinking, development of ideas, transfer of ideas to form and medium (Graphic Arts 2, Department of Graphic Arts; Methodology of Teaching Art 1, Department of Art Education), reflection on one's own work and its development, acceptance of feedback (Multimedia and Multidisciplinary Art 1, Department of Animation and New Media / New Media), transposition of information from one medium to another (e.g. from verbal to visual, Computer Design 4/2, Department of Graphic Arts), finding suitable technical solutions, etc. The Belsky method (2010) is often applied, so students are encouraged to follow the entire process from idea to realization and presentation (e.g. from sketch, model and project to an exhibition in a real environment, e.g. Sculpture 3, Department of Sculpture). In this process, the development of the following types of intelli-

gence is encouraged: spatial (e.g. spatial articulation, adaptation of ideas to different media, transposition from 2D to 3D and vice versa / Drawing, Department of Conservation and Restoration, etc.), intrapersonal (development of personal artistic expression) and interpersonal (e.g. recognition of psychological characteristics of portraits / Sculpture 1, Department of Painting, communication during joint analyses of works, etc.).

Also, the teaching includes approaches that develop *generic competencies* such as: conceptualizing, contextualizing, elaborating and presenting one's own project (History of Animated Film, Department of Animation and New Media, Animated Film); foreseeing the necessary resources, preparation for project implementation; reasoned explanation; verbal articulation of own ideas; participation in complex artistic research (e.g. opera of the three academies); application of new technologies and ICT for research and presentation; managing a complex project such as diploma research; time organization and planning; creativity on demand (Illustration 2, Department of Graphic Arts); navigating and acting in diverse and unfamiliar contexts; fostering ethical principles and care for health, human and environmental protection (Digital Design, Department of Graphic Arts; Methodology of Teaching Art 1, Department of Art Education); application of knowledge in a real life situation (Applied Graphics 3, Department of Graphic Arts; Methodology of Teaching Art 1, Department of Art Education) etc.

At the graduate level, to all of the above we must add the linking of practice to the theoretical courses; concept formulation; identifying, processing and analysing information from different sources; interdisciplinarity, multidisciplinary (inclusion of other professions in co-authorship or collaboration in the creation of artistic work / Multimedia and Multidisciplinary Art 3, Department of Animation and New Media, New Media); interactivity, social and scientific activity (Multimedia and Multidisciplinary Art 1, Department of Animation and New Media, New Media). There is an emphasis on formative evaluation as learning, over the course of which students discuss their artworks and other work results among each other. Forms of work are individual, but there is frequent networking of students in team

projects, while the theoretical-and-practical classes alternate between individual and group work and work in pairs. In theoretical courses, the dominant form of work is frontal; however, other forms of work are increasingly included.

Methods for stimulating creativity are expanded into process and participatory research (Project, Department of Animation and New Media, New Media; Methodology of the Creative Process, Department of Art Education); manipulation; citation; allusion; recording, archiving, intervention (Digital Film and Concept, Department of Animation and New Media, New Media); various linear and free techniques for stimulating creativity (Methodology of Teaching Art 1, Department of Art Education), etc. In artistic courses, the emphasis is on the development of those generic competencies that are related to entrepreneurship in terms of analytical contextualization of one's own work (Analysis of Animated Film, Department of Animation and New Media, Animated Film), creation of one's own creative strategy, organization, independence, communication about one's product (Diploma Seminar – Applied Graphics, Department of Graphic Arts) and applications in a real life context with the aim becoming self-sustainable. Attention is also paid to the ecological footprint (Digital Design, Department of Graphic Arts). In theoretical-and-practical courses, empathy, intrapersonal skills, interpersonal and interactional skills, the ability to act in accordance with ethical principles are also developed (an example of [diploma work in the Methodology of Teaching Art: The relationship between the personal and the social in elementary school pupils' art creation](#)), identifying, setting up and solving problems, the ability to adapt and act in new situations (Methodology of the Creative Process; Methodology of Teaching Art 2, Department of Art Education) etc.

All ALU departments use the project method in regular art classes as an approach to structuring the process, defining the goal and solving of problems, with the aim of putting students at the centre of the teaching process and encouraging their independence. The project is also an extracurricular activity through which students become independent and contribute to the cultural life of the community. Using the project method, students' motivation is encouraged due to the link with the real context, and this is also implemented in theoretical classes, an ex-

ample of which can be the project class [Grand Tour](#) at UASLP, San Luis Potosi, Mexico.

In artistic courses, students are encouraged to do independent and group projects, some of which are carried out as part of regular classes, and some in extracurricular activities. Extracurricular activities such as the "opera of three academies" brings together students from all ALU departments and other art academies, encouraging the exchange of knowledge and skills through peer-to-peer learning.

Furthermore, the backbone of the nine-year-long international cooperation between the Department of Animation and New Media / New Media and the City, University of London, [ALU/MET](#) is represented by artistic research work and short-term exchange of students from the two institutions. Numerous field classes and extracurricular activities in cooperation with institutions and individuals outside ALU are an integral part of classes and other departments of ALU too. The Department for Conservation and Restoration organizes field classes as part of its regular courses, which includes cooperation with the Faculty of Chemical Engineering and Technology, Faculty of Humanities and Social Sciences / Department of Art History, Faculty of Textile Technology, Faculty of Civil Engineering, Faculty of Graphic Arts, and Faculty of Forestry, which contributes to the exchange of experiences on methods of work and research in various areas. The Department of Painting conducted [RUNAWAY ART](#), a three-year education project about contemporary art practices together with the Museum of Contemporary Art in Zagreb and in cooperation with the Swiss foundation ARTMENTOR and the School of Applied Arts and Design in Zagreb.

The Department of Art Education organizes various educational events in which students take part based on their affinities and acquire additional competencies, e.g. the artistic research project Expanded Media, in the 4th cycle of which research was conducted with all students at the Department of Art Education on their learning styles, personality types and reconstruction of students' creative process, stages and approaches to work. The Department of Art Education has a long-standing collaboration with educational departments of museums and galleries, as part of which students do their practice in museum pedagogy, which includes

direct application and examining of different teaching methods in close collaboration with the audience and museum professionals. One such example is the [Richter 100 project](#), in collaboration with the Museum of Contemporary Art in Zagreb. Collaborative learning and formative evaluation are encouraged within the framework of the course Methodology of Teaching Art, and students, based on the given literature, create tutorials, critically evaluate them and learn together. Tutorials are in the form of videos, animations, social games and various other ways of visualizing and gamifying the teaching content. Both non-formally and informally acquired competencies of students are used in the teaching process.

All teachers have weekly consultations with students, and they are also available via email and platforms such as Microsoft Teams (Department of Art Education, Methodology of Teaching Art) and Moodle (Departments of Animation and New Media, New Media, Graphic Art), which are an integral part of classes. Platforms enable constant teacher availability and a prompt response, access to teaching materials and assignments for students, and interaction during classes.

Graduate activities, [Education of teaching staff – Competencies for teaching in the 21st century](#) and [Methodology of teaching art: Sustainable development and gamification in art teaching](#), which were created through an interdisciplinary collaboration of the Department of Art Education and the Faculty of Electronics and Computing in Zagreb, combine the use of new technologies with several other teaching methods. Two apps were thus created, one for the education of teaching staff and students of teacher studies, while the other is an educational environmental game for pupils in elementary schools. During the Covid-19 pandemic, the Academy switched to remote teaching during which teachers used different platforms to ensure contact with students and enable quality teaching (Google Classroom, Microsoft Teams, Moodle, H5P, etc.). The methodology practice of students of the Department of Art Education, in collaboration with primary and secondary schools, was transferred to the remote environment. Here is a [lesson example](#) by 1st-year students of the Graduate Study of Art Education.

3.4. THE HIGHER EDUCATION INSTITUTION ENSURES ADEQUATE STUDENT SUPPORT.

Elements of the standard

- **The higher education institution provides guidance on studying and career opportunities to students (for example, tutors, supervisors and other advisers as a support in student learning and progress).**
 - **The higher education institution has established functional procedures for student career guidance, psychological and legal counselling, support to students with disabilities, support in outgoing and incoming mobility, and library and student administration services, at university or faculty level and students are informed about them.**
 - **Student support is tailored to a diverse student population (part-time students, mature students, students from abroad, students from under-represented and vulnerable groups, students with learning difficulties and disabilities, etc.).**
 - **The higher education institution employs an adequate number of qualified and committed professional, administrative and technical staff.**
-

The Academy has organized professional services for working with students – Office for Teaching, Office for Students, and Office for Student Assistance and Support of Undergraduate, Graduate and Integrated Studies, and services that are used by students and teachers in different segments of their needs – Office for International and Inter-University Cooperation, Library, Art Collection and Collection of Students' Works, Office for Publishing and Exhibitions. The Vice Dean for Teaching and Students, the Vice Dean for International and Inter-University Cooperation and the Coordinator for Students with Disabilities have been appointed from the ranks of teachers, who work directly with students so that they can exercise their rights and opportunities offered to those who study at the Academy. A Coordinator for University Fairs was also appointed. When necessary, temporary committees are also appointed, along with permanent committees that are appointed

every academic year. Since the last re-accreditation, a Student Union has been organized from among the students, and a Student Ombudsman, a Student Coordinator for Students with Disabilities and a Student Representative of the Academy in the Coordination for Students with Disabilities have all been appointed.

Before and during enrolment

The Service for Teaching and Students coordinates the applications for studying, coordinates matters related to the Verification of special knowledge, skills and abilities and the Enrolment exam, as well as the actual enrolment. It provides all information to interested candidates prior to these procedures. The Service for Teaching and Students assists in compiling the [Guide for Entrance Exams](#) and the [Enrolment Information Package](#). Once they are enrolled, the Service for Teaching and Students provides students with information about administrative support and the professional and administrative services of the Academy. 1st-year students receive an electronic identity, AAI@EduHr, and are handed a [brochure for academic support](#), as well as the [Fresher's Guide](#) which contains plenty of useful information, including [help and support](#).

At the beginning of each academic year, the Dean convenes a meeting with newly enrolled students where they get to know the Academy's staff: teaching, non-teaching, professional, administrative and technical staff. In addition to the Dean, the meeting is attended by Vice Deans, heads of departments, the secretary, an employee of the Office for International and Inter-University Cooperation, the Teaching Coordinator, an employee of the Service for Student Assistance and Support and representatives of the [University Computing Centre](#), as well as student representatives. Students are introduced to the methods of conducting classes; they are informed about their rights and obligations; they are informed of the existence of the [Ordinance on Studying at ALU](#) and other regulations, and they are introduced to [the items of the house rules](#). All this information is also available to students on notice boards at three Academy locations, and on the Academy website.

An important part of caring for students is timely information provided to future students, i.e. candidates for the enrolment procedure. The Academy organizes [Open Doors Days](#), the staff pays visits secondary schools in the region, and

the competition for admission to the first year of undergraduate studies is published through the joint [open call of the University of Zagreb](#). Also, information on the Verification of special skills, knowledge and abilities can be found on the NISpVU website, [www.postani-student.hr](#). The Academy presents its study programmes at the Zagreb University Fair, and once a year teams of teachers are formed to pay visits to secondary schools in counties around Zagreb. The professional Service for Student Assistance and Support and the Coordinator for Students with Disabilities receive interested future candidates who have a disability or some other form of difficulty, providing them with necessary information and advice.

During the studies

An efficient system has been established for the exercise of all student rights in various areas, from rights related to the study itself (progression through the study), to health care, social rights, psychological counselling, support for students with disabilities, development of academic skills, development and career management, awards, scholarships and financial support. Students exercise a large part of their rights through [applications](#) (academic year 2018/2019 – 225 applications; academic year 2019/2020 – 243 applications; academic year 2020/2021 – 518 applications; academic year 2021/2022 – 315 applications; and academic year 2022/2023 – 105 applications so far). Student issues are usually handled by the Vice Dean for Teaching and Students, as well as the Vice Dean for Administration and Finance. The most frequently asked questions concern enrolment, exemption from paying tuition fees during the prolonged graduate year of study due to the preparation of the diploma thesis and the diploma exam, exercising the right to scholarships and financial aid, temporary suspensions of student rights and obligations, etc. Students have the opportunity to participate in various educational workshops related to student support. Among these are: [Motivational talks, titled: How to successfully complete undergraduate studies and enrol in graduate studies at ALU](#), [Programme + Cycle of workshops for students – how to apply for mobility for the purpose of a study stay](#), [Erasmus+ – how to apply for mobility for the purpose of professional practice](#). A [Cooperation Agreement](#) was concluded with the Croatian Employment Service, the Zagreb Regional Office, the Centre for

Career Information and Counselling, by which the Croatian Employment Service undertook to carry out career counselling through workshops, presentations, individual consultations, informative materials, and to provide information on measures to encourage employment that it implements, especially measures aimed at youth employment, and provide information on trends in the labour market, as well as its services.

Upon completing their studies, from the Service for Teaching and Students, graduates can obtain information on how to get health insurance, how to apply to the Croatian Employment Service, how to navigate useful web addresses for employment, etc. Over the course of their studies, workshops are held where students are informed about opportunities to develop academic and life skills, how to navigate the world of art before and after graduation, etc. The Academy actively cooperates with the [Office for Psychological Support and Mental Health Protection](#) and the [Office for Student Health Protection of the University of Zagreb](#), and in cooperation with these offices, health examinations for students are organized. Students can regularly participate in all workshops where they are informed about psychological issues, issues of mental health protection, in addition to workshops for social skills, academic writing and reading, etc. Information about such workshops is regularly forwarded to the Academy website. Contacts with various associations are also made available to students, such as the [Croatian Dyslexia Association](#), [Info-centre for youth](#), [Zamisli Association](#) and others. The Office for Student Assistance and Support provides students with information and administrative assistance when enrolling in graduate studies (especially for students arriving from other universities in Croatia and foreign students who don't speak Croatian, helping them to navigate our administration); when dealing with the administrative completion of studies, enrolment in the first year of graduate studies or in a senior year, difficulties in filling out various forms for enrolment or applying for various competitions for scholarships, exhibitions, etc.; interventions due to students' health emergencies (calling an ambulance, calling relevant institutions for suicide prevention).

On Mondays and Wednesdays, students are offered [academic support](#) from 2 to 4 p.m. Students can use the email podrska@alu.unizg.hr,

which was busy during the Covid-19 pandemic. Most frequently asked questions by students in that period were about Covid-19, self-isolation, isolation, how to report the disease, organizing classes and get approval for online classes from the Vice Dean for Teaching and Students.

International students have at their disposal the Office for International and Inter-University Cooperation, which assists incoming students, as well as students of the Academy, in applying for mobility (more in Standards 3.6 and 3.7).

Advisory assistance

Over the course of their studies, students have their own mentors, co-mentors and professional associates, whom they select especially during the 3rd and 4th years of undergraduate study and the 1st and 2nd year of graduate study, when choosing the theme of their final and diploma work. They monitor the work of individual students every day, so it can be said that students of the Academy have the privilege of an individualized approach to teaching. Significantly, students have the option of changing mentors or co-mentors for a justified reason; for this purpose the [form for changing the mentor](#) was created. In counselling and informing students regarding learning, advancement and other content related to artistic activities, the contribution and visits of distinguished foreign artists, teachers and theorists, who hold guest lectures on a wide range of topics and content (e.g. lectures organized by the Department of Painting within the framework of cooperation with the Museum of Contemporary Art, the School of Applied Arts and Design, financed by the Art Mentor Foundation from Lucerne), visits by alumni of the Academy and their lectures, which specifically cover the topics of career advancement (cycles such as: [Conversations at Jabukovac](#) and [Talks on Wednesdays at 12](#)).

Education of teaching and non-teaching staff Various workshops are available to all employees of the Academy regarding support for students with disabilities, such as [Educational workshops on equalizing opportunities for students with disabilities in higher education](#). During the summer semester of academic year 2020/2021 the following workshops were held via webinar: Students with Asperger syndrome, Students with chronic diseases, Students with ADHD, and Students with dyslexia. At the same time, students were invited to interactive lec-

tures organized by the University of Zagreb, led by a university psychologist, on the topic of final and diploma theses and support in solving, informing and counselling specific psychological problems of students.

In academic year 2021/2022, a [professional associate](#) participated at the conference *Challenges of studying with disabilities*, in the educational lecture and round table: *Higher education teachers and the pandemic: academic and psychological challenges*, and the educational workshop: *Psychological health of students*. Teaching and non-teaching staff participate in various educational workshops, seminars and consultations (during Covid-19, Zoom platforms were the most common way of distributing information). Consultations and seminars employees have attended are: New Law on Salaries in State and Public Services, 2023 (secretary of the Academy, head of the Office of Human Resources, Teaching Coordinator); New Law on Higher Education and Scientific Activity, 2022 (secretary of the Academy, head of the Office of Human Resources, head of the Office for Projects and Public Procurement); seminar Towards the New Labour Law; consultation on the Collective Agreement for Science and Higher Education, 2019 (secretary of the Academy, Teaching Coordinator); consultation New Collective Agreement for Science and Higher Education, 2019 (secretary of the Academy, head of the Office of Human Resources); seminar for budget users in 2023 (head of the Finance and Material Resources Service).

Library

[Library with a reading room](#) is available to students and teachers (more in Standard 4.5). The Library has compulsory literature available, as well as other literature that helps students with artistic research, theoretical and scientific work. The Academy's Library provides assistance to students through regular information services about literature and the use of other information sources. In periodically conducted surveys, this was stated as an important feature, and collaboration with the librarian has always been rated as excellent. The Library has also opened a digital collection of frequently used literature, which is constantly updated. The Library also houses a repository of diploma and doctoral theses.

Art collection

[Art Collection of the Academy](#) includes selected

student works, purchased and donated works of art and written explanations of diploma theses. At the same time, it also engages in activities related to exhibiting art. It is coordinated by an expert who manages primary and secondary inventory materials. Committees are formed each year, based on decisions of the Council of the Academy, which select the best individual student works from all years of undergraduate, graduate and integrated university studies to be stored in the Art Collection. The Art Collection has the status of a cultural good. It was registered with the Ministry of Culture and Media of the Republic of Croatia in 2010.

Academy website

The website of the Academy, as already stated, is pending redesign and structural reorganization, as due to the pile-up of a large amount of information over the years, it has become unmanageable and more difficult to search. Incomplete content in English is also a drawback of the website, which was caused by an outdated and overloaded network system, so it is not possible to transfer the entire site to English. The goal of the ongoing changes is a clear, informative, organized website in Croatian and English that would provide comprehensive information on admissions and to foreign students.

The information that students are looking for is available on the Academy website (www.alu.unizg.hr), where in the section [Enrolment](#) and the related subsections, it provides all the necessary details about study programmes and applications for enrolment and verification of special skills, knowledge and abilities, as well as enrolment procedures. The section [Departments and chairs](#) contains all important information about six departments of the Academy, providing more detail about the content and structure of the studies.

The section [Postgraduate studies](#) provides information about postgraduate studies at the Academy. In the section [Info-students](#) one can find information and about assistance and support to students, especially to those with disabilities. The section [Scholarships](#) provides information about scholarships and how to get one, including useful links. The website also publishes numerous open calls for cooperation, competitions for students and information about held workshops, field classes, guest lectures, etc., as well as information about exhibitions and activities of alumni, which can

provide insights about qualifications, competencies, and opportunities for further education and employment.

Mentoring work and the availability of teachers

Classes at the Academy take place in small groups of students, meaning that there is an individual, mentoring approach to students (with the exception of theoretical classes). Due to the way the classes are designed, communication is direct and intensive, so there are no specially designated consultation hours. Teachers of the Academy participate in the cultural life of the wider community, in various aspects of cultural activity, which enables them to directly and clearly inform their students about employment opportunities in the profession once they graduate. In addition to teachers, external associates and demonstrators are available to students. Considering the characteristics of individual teaching at the Academy, there are great opportunities for adaptation even for those students who have not fully mastered the Croatian language (foreign exchange students, regular students with foreign citizenship).

Organization of workplaces

Based on the [Ordinance on the Organization of Workplaces and Systematization of Jobs – refined text](#) positions and job descriptions are as follows: Dean's Office (1 employee), Registry Office (1 employee), Secretariat (1 employee), Finance and Material Resources Service (4 employee), Office for Projects and Public Procurement (1 employee), Accounting and Bookkeeping Office (2 employees), Office for International and Inter-University Cooperation (1 employee), Art Collection and Collection of Students' Works / Šira Gallery (1 employee), Archives (1 employee), Office for Publishing and Exhibitions (1 employee), Library (1 employee), IT service (3 employees).

The Service for Teaching and Students comprises a number of organizational units, i.e. offices: Office for Students of Undergraduate, Graduate and Integrated studies (2 employees), which also includes Office for Student Assistance and Support headed by an office Coordinator (see section During the studies). The Office works with students every working day, and in special circumstances, such as the enrolment period, the working hours are extended in accordance with the needs of students. There is also the Office for Teaching of Undergraduate, Graduate

and Integrated Studies (1 employee) headed by the Teaching Coordinator. There is also the Office for Teaching and Students of Postgraduate Students (1 employee).

Administrative and professional tasks are performed by the Office of Human Resources (1 employee), the Service for General and Legal Affairs (1 employee), Transcript Office (1 employee), Technical Service (24 employees) and the Procurement Office / Supplies (1 employee). In addition to the aforementioned services, there is also a Personal Data Protection Officer. All services are staffed by service managers, whose email contacts are available from the [Academy website](#).

The biggest problem regarding the organization of workplaces is the lack of professionally trained staff, caused by the Government provision on the prohibition of new employment in public services in higher education at the level of the entire Republic of Croatia that has been in force for many years.

3.5. THE HIGHER EDUCATION INSTITUTION ENSURES SUPPORT TO STUDENTS FROM VULNERABLE AND UNDER-REPRESENTED GROUPS.

Elements of the standard

- **The higher education institution monitors various needs of students from vulnerable and under-represented groups.**
- **Teaching process is adjusted to the individual needs of students from vulnerable and under-represented groups.**
- **The higher education institution invests resources in the support to students from vulnerable and under-represented groups.**

The university monitors the needs of students from vulnerable and under-represented groups

Assistance and support for students is adapted to the diverse student population in all relevant categories. This is evident from the fact that the work of the [Office for Student Assistance and Support](#) is based in all aspects on the [Guidelines for Improving the System of Support for Students with Disabilities in Higher Education in the Republic of Croatia](#), as well as on the [National plan for improving the social dimension](#)

In addition, the Academy closely cooperates with the [Office for Students with Disabilities of the University of Zagreb](#) and the [Office for Students of the University of Zagreb](#), the [Service for School and Adolescent Medicine](#), the [Health Protection Office of the University of Zagreb](#), University psychologists and other institutions that provide counselling services. Given that the Academy has a relatively small number of enrolled students, there is a significant number of different groups of the student population that are provided with individual support (currently: ten students with disabilities – two students with Asperger's syndrome, three students with mental illnesses and disorders, two with chronic diseases, three with specific diseases, as well as students from under-represented and vulnerable groups). In the last 5 years, the Academy has had 7 students with disabilities or difficulties who were provided with adaptations to the teaching process and exam taking, and also all other types of support and assistance (see Answers 3.6 and 3.7), and who successfully studied and completed one of the Academy's studies.

The [Service for Teaching and Students](#) is the first to have insight into the different needs of students from vulnerable and under-represented groups, and informs the Coordinator for Students with Disabilities about this. Since 2009, the same teacher, in the capacity of coordinator, has dealt with support for students with disabilities, as well as support for under-represented and vulnerable groups. The Coordinator, together with the Service for Teaching and Students, provides students with relevant information, in addition to consulting with future students on how they can exercise their rights regarding the adjustment of classes and exams, as well as on other issues concerning their rights and progress through studies. Through lectures and workshops, the Coordinator is regularly educated and informed about all activities and procedures for the purpose of achieving minimum standards of accessibility for students with disabilities in all constituents of the University of Zagreb.

The University's Coordination for Students with Disabilities includes one student representative of students with disabilities from each of the

constituents of the University of Zagreb. This representative function has also been effectuated since 2009.

The Verification of special knowledge, skills and abilities at the Academy for admissions to the first year of undergraduate, graduate and integrated studies, as well as the Enrolment procedure for admission to the first year of graduate studies, has been adapted in such a way that under-represented and vulnerable groups confirm their need for a customized verification method through an appropriate form (form ZVS, form RP2).

The Vice Dean for Teaching and Students and a professional associate designed and created a [Guide for Assistance and Support for Students from Under-Represented Groups](#), which contains useful recommendations, and the Library has available educational manuals titled, *Students with Disabilities*, compiled by the University of Zagreb. There are eight handbooks: [General guidelines](#), [Spatial accessibility](#), [Access to information and services](#), [Teaching performance and learning outcomes](#), [Mentoring and consultation](#), [International mobility of students](#), [Free time](#), and [Psychosocial needs](#).

The teaching process is adapted to the individual needs of students from vulnerable and under-represented groups

When taking the Entrance exam, individual needs of students from vulnerable and under-represented groups for adaptation are most often related to enlarged letters and extended duration of written exams. The Vice Dean for Teaching and Students approves the adjustment based on the [received form](#), and forwards the adjustment instructions to the committees for action. Vulnerable groups include students whose parents have a lower level of education, female students in the technical field and male students in the humanities field, older students, students with children and students belonging to the Roma minority. Under-represented groups include older students, students with disabilities, students with children, members of the Roma minority, students from families of lower economic status, students from vocational secondary schools, working students with a significant workload, students who travel to study, students of LGBT orientation, students from alternative care, homeless students,

students from rural areas, smaller towns and islands, refugees and asylum seekers.

The enrolment procedure based on the University of Zagreb's open call allows for admission beyond the approved enrolment quota for candidates such as persons with 60+ percent physical impairment, candidates from the alternative care system, single parents, veterans of the Croatian War of Independence, etc. The teaching process and exam taking are adapted to individual needs of students from under-represented groups in such a way that the Vice Dean for Teaching and Students passes a Decision on adjusting the teaching process and exam taking, which is then conveyed to all course teachers for each individual student. The Decision is passed on the basis of the [Procedure for Adopting a Recommendation for Adjusting the Teaching Process and Exams Taking](#), which was adopted by the Senate of the University of Zagreb, and on the basis of the recommendation of the [Office for Students with Disabilities of the University of Zagreb](#), and a medical certificate (relevant school doctor).

Students with disabilities have another type of support within the teaching process. It is about peer support, which is institutionalized through the university elective course of the same name. Peer support for students with disabilities is a university course available for enrolment to all students who are enrolled in any constituent (faculty/academy) of the University at undergraduate, graduate and postgraduate study levels. The course consists of a preparatory workshop that takes place over two weekends at the beginning of the semester and peer support with mandatory supervision every two weeks. The duration of the course is one semester (winter/summer) and a student who fulfils all requirements receives 5 ECTS credits.

The university invests funds in supporting students from vulnerable and under-represented groups

Financial support for students from vulnerable and under-represented groups is achieved through subsidizing study costs, accommodation in a student dormitory and student scholarships offered by the City institutions, the University and the Ministry of Science and Education. Students with disabilities have the opportunity to use free, adapted transportation. The possibility of financial support from the Academy is realized upon individual request,

and these are usually requests for exemption from co-financing work materials. When it comes to students with disabilities, support funds were invested in spatial accessibility, which at our previous locations was, however, only partially achieved (adjusted notice boards, the installed access ramp at the entrance to the main Academy building at Ilica 85, as well as the adapted toilet), which will be changed in the ongoing building renovation.

Students are provided with information about available scholarships at consultations, on the website and on bulletin boards: [special scholarships](#), [socio-economic scholarships](#), City and County scholarships are awarded to people from under-represented groups depending on their place of residence. There is also the possibility of a one-time financial compensation awarded by the [Centre for Social Welfare](#), according to one's place of residence.

The Academy, in cooperation with students, organizes the [Cash & Carry](#) event, a sales exhibition of works by students of the Department of Art Education, and part of the funds from the sale of works is transferred to the Centre for Autism in Zagreb, the *Zamisli* Association and other institutions that provide institutional support to under-represented groups of students.

3.6. THE HIGHER EDUCATION INSTITUTION ALLOWS STUDENTS TO GAIN INTERNATIONAL EXPERIENCE.

Elements of the standard

- **Students are informed about the opportunities for completing part of their study abroad.**
 - **The higher education institution provides support to students in applying for and carrying out exchange programmes.**
 - **The higher education institution ensures the recognition of ECTS credits gained at another higher education institution.**
 - **The higher education institution collects information on student satisfaction with the quality of HEI's support regarding practical matters of student mobility.**
 - **Students gain competencies required for the employment in an international environment.**
-

The Academy regularly informs, promotes and enables students to gain international experience for the purpose of learning and improvement as part of various mobility programmes, to the greatest extent through [Erasmus+ programme](#) and [CEEPUS programme](#), as well as on the basis of inter-university and inter-faculty cooperation agreements, through which the University of Zagreb or the Academy of Fine Arts provide for the mobility of students with related institutions of higher education in Europe and the rest of the world. In the past five-year period, ALU had 52 active Erasmus+ contracts with institutions from programme countries (KA131), 4 Erasmus+ contracts with institutions from partner countries (KA171) and 18 bilateral cooperation agreements. Also, ALU continuously participates in the CEEPUS networks, ADRIART.CE and Art without Borders ([Attachment 3.6.1](#)). Since 2004, ALU has been a regular member of the international association [ELIA](#).

The mobility of students for the purpose of study stay and professional practice is regulated through bylaws of the University of Zagreb, the proposals of the mobility programme within which the student achieves a study stay, the regulations of the host institution and the bylaws of the Academy. All tasks related to the administration of the outgoing and incoming mobility of students, as well as teaching and non-teaching staff are performed by the [Office for International and Inter-University Cooperation](#) (established in 1996, with one employee). The Office closely cooperates with the Central Office for International Cooperation of the University of Zagreb, the Vice Dean for International and Inter-University Cooperation of ALU, the Vice Dean for Teaching and Students of ALU, and the ECTS Coordinator of ALU.

Students are informed about the opportunities to participate in academic mobility programmes, ongoing open calls and their results via email and the [Academy website](#). For any additional information and support for participation in mobility programmes and application procedures, students can contact the Office, or the Expert Advisor for International and Inter-University Cooperation, every working day. Over the last five academic years (2018/2019 – 2022/2023), mobility for the purpose of a study stay or professional internship was achieved by 71 ALU students, an average of 14 students per academic year. Most of these mobilities were realized as part of the Erasmus+ programme

(69), while the remaining ones were realized as part of the CEEPUS programme (2). Outgoing mobility for the purpose of a study stay was achieved by 51 students, and for the purpose of professional practice by 20 students. 42 students completed a study stay at the undergraduate level of study, and 9 students at the graduate level of study ([Attachment 3.6.2](#)).

If we take into account the entire period since the last Self-Evaluation (2014/2015 – 2022/2023), student interest in international mobility programmes has been on the rise, except during the Covid-19 pandemic which significantly affected interest in mobility in general. As a rule, the number of applications for the competition exceeds the number of realized mobilities, which is due to students withdrawing for personal reasons after being accepted by a foreign higher education institution, or due to the fact that the outgoing institution rejected the application. The ratio of applications and realized outgoing international mobilities by academic years can be seen in the attached Table ([Attachment 3.6.3](#)).

Students going on mobility select the courses they will attend at the host institution, fill out and sign the Learning Agreement, and upon completion of the mobility, students submit an application for recognition of the study stay, to which they attach a certificate of stay, a transcript of marks and a log. The ECTS Coordinator then determines the point value of the content of the programme that the student passed during the study stay, and together with the Vice Dean for Teaching and Students, makes a decision on the full or partial recognition of the achieved ECTS credits, with a possible obligation to take the differential exams according to the Academy's programme ([Attachment 3.6.4](#)).

Since academic year 2021/2022, ALU has been running a procedure for monitoring student satisfaction with the quality and organization of international mobility for the purpose of a study stay or professional practice. For this purpose, students fill out a questionnaire in order to collect feedback on the quality of support from the Office for International and Inter-University Cooperation, and the quality of foreign higher education institutions where students realize mobility. The collected data will be used in the coming period to improve the organizational framework of mobility, but also in the

selection of partner institutions where mobility can be realized ([Attachment 3.6.5](#)). In addition to the above, students also fill out a survey of satisfaction with the mobility period at the level of the University of Zagreb. Students present and additionally evaluate their own experience of international study exchange in the framework of extracurricular activities (guest lectures intended for students of all departments), in the form of a presentation that provides an insight into the study structure of the outgoing institution, a comparison of study programmes, organization and implementation of classes, working conditions, acquired competencies, skills and knowledge between the home and outgoing institution. For academic year 2023/2024, there are plans to organize an *ALU Mobility Day*, as part of which students and teachers would directly share their mobility experiences.

The international dimension of education is equally available to students at the home institution, through curricular and extracurricular activities. The courses [English 1](#) and [English 2](#), which deal with topics of a professional nature, are obligatory in the first and second year of all undergraduate studies ([Attachment 3.6.6](#)). As indicated by the [ALU Information Package](#), literature in foreign languages (mostly English) is regularly part of the compulsory and supplementary reading in most obligatory and elective courses, thereby opening up the possibility of comparative analysis and evaluation of relevant areas of the arts, locally and globally. Students of the Academy also have the opportunity to hear lectures or participate in workshops by visiting teachers, artists and professionals from abroad or those who work internationally. In the period from 2018/2019 to 2022/2023, sixty guest lecturers visited ALU.

3.7. THE HIGHER EDUCATION INSTITUTION ENSURES ADEQUATE STUDY CONDITIONS FOR FOREIGN STUDENTS.

Elements of the standard

- Information on the opportunities for enrolment and study is available to foreign students in a foreign language.
- The higher education institution provides support to foreign students in enrolment

and study at the Croatian higher education institution.

- The higher education institution collects feedback on satisfaction and needs of foreign students. Foreign students have the opportunity to attend classes delivered in a foreign language (English).
 - Croatian language courses are delivered for foreign students at the level of the university or university constituent.
-

Although there are no accredited study programmes in a foreign (English) language, due to its quality, rich history, tradition and geographical location, etc., ALU is very interesting for foreign students who study at the Academy, most often as students on incoming mobility. All tasks related to the administration of the outgoing and incoming mobility of students, as well as of teaching and non-teaching staff, are performed by the [Office for International and Inter-University Cooperation](#). The Office closely cooperates with the Central Office for International Cooperation of the University of Zagreb, the Vice Dean for International and Inter-University Cooperation of ALU, the Vice Dean for Teaching and Students of ALU, and the ECTS Coordinator of ALU.

Incoming mobility of students for the purpose of study stay

The main tool for supporting students applying for incoming mobility at ALU is individual consultation via email, and information and instructions published on the [ALU website in English](#). The information on the ALU website in English is regularly updated, and contains clear and detailed instructions regarding the application process for incoming mobility and signing the study contract, as well as a list of courses taught in English by individual field of study. Teaching in English for visiting students is organized in the form of modules for each field of study. When applying for a study stay at ALU, the student applies for one of the offered [modules](#) in English, and each module allows visiting students to acquire 30 ECTS credits per semester. After all the applications for incoming student mobility in the next semester have been collected, the applications are sent to the Academy's departments for consideration, which then make the final decision on accepting an individual candidate for a study stay.

At the beginning of each semester, the Central Office for International Cooperation of the University of Zagreb organizes a [Welcome Day](#) for all visiting students at the constituents of the University of Zagreb, and the Office for International and Inter-University Cooperation of ALU conducts the registration of visiting students and provides all relevant information regarding the study stay at ALU. Visiting students during their study stay at ALU are obliged to enrol in the course Art and Culture in Croatia ([Attachment 3.7.1](#)). ALU launched the course in academic year 2018/2019 with the aim of introducing visiting students to the history of fine arts and culture in Croatia, and to guide and encourage them to use the institutional infrastructure during their study stay in Zagreb. It is also possible for visiting students to learn Croatian at the university level at [Croaticum – Centre for Croatian as a second and foreign language](#), where a semester course of Croatian language and culture is held for Erasmus+ students.

Feedback on satisfaction with the experience of the study stay is collected by the Central Office for International Cooperation of the University of Zagreb through a survey, and by the Office for International and Inter-University Cooperation of ALU through consultations with visiting students. Documentation related to the study stay of an individual visiting student (transcript of marks, certificate of stay, study contract, etc.) is stored and kept in the Office for International and Inter-University Cooperation of ALU, and is available at the request of the student or his/her home institution even after the end of the study stay at ALU ([Attachment 3.7.2](#)).

Over the course of last five academic years (2018/2019 – 2022/2023), a total of 44 students, an average of 9 students per academic year, achieved mobility for the purpose of a study stay at ALU. Most of these mobilities were realized as part of the Erasmus+ programme (38), while the remaining mobilities were realized as part of the CEEPUS programme (3), i.e. on the basis of bilateral cooperation agreements of the University of Zagreb (3) ([Attachment 3.7.3](#)). It is necessary to take into account that the data presented largely refer to the period of the Covid-19 pandemic, which significantly affected the interest in mobility in general. If we take into account the entire period since the last re-accreditation (2014/2015 – 2022/2023), a total of 123 students, an average of 14 students per academic year, achieved incoming mobility

at ALU for the purpose of a study stay. With the end of the Covid-19 pandemic, interest in incoming mobility for the purpose of a study stay has returned to pre-pandemic levels. ALU received 12 applications for a study stay in the winter semester of the 2023/2024 academic year alone.

Foreign students at undergraduate, graduate or integrated studies

Support for foreign citizens in the application process for undergraduate, graduate or integrated studies at ALU as full-time students is also provided by the [Office for Teaching of Undergraduate, Graduate and Integrated Studies](#). Given that, for the time being, classes at all undergraduate, graduate and integrated studies at ALU are conducted in Croatian, information on the possibilities of enrolling and studying as a full-time student published on the website of ALU is available exclusively in Croatian. Support for foreign citizens enrolled in undergraduate, graduate or integrated studies at ALU as full-time students is provided by the [Office for Students of Undergraduate, Graduate and Integrated Studies](#). The [Office for Teaching and Students of Postgraduate Studies](#) provides support to foreign citizens in the application process for doctoral studies at ALU as full-time students, and to foreign citizens enrolled in the doctoral studies at ALU as full-time students. Learning the Croatian language for foreign citizens as full-time students is also possible at the university level at [Croaticum – Centre for Croatian as a Second and Foreign Language](#). Feedback on the satisfaction and needs of students is collected through the Survey for the Evaluation of Undergraduate, Graduate and Integrated Studies by students who completed their studies during the academic year ([Attachment 3.7.4](#)). In the last five academic years (2018/2019 – 2022/2023), 13 foreign citizens were enrolled in some of the undergraduate (5), graduate (8) and integrated (2) studies at ALU as full-time students, of which 7 citizens of EU member states, and 6 citizens of non-EU countries.

Study in English

Due to great interest of foreign students, ALU has started the application process for conducting study programmes in English for the university degree programmes in Painting, Sculpture, Graphic Arts, Animated Film, and New Media as part of the application for new study pro-

grammes. After confirmation by the University, and prior to the start of study programmes in English, the ALU website and all documents required for enrolment will be adapted for English ([Attachment 3.7.5](#)). When employed at ALU, all teachers are required to submit a certificate of knowledge of the English language, since this competency enables classes to be held in English.

3.8. THE HIGHER EDUCATION INSTITUTION ENSURES AN OBJECTIVE AND CONSISTENT EVALUATION AND ASSESSMENT OF STUDENT ACHIEVEMENTS.

Elements of the standard

- **The criteria and methods for evaluation and grading are clear and published before the beginning of a course.**
 - **The criteria and methods for evaluation and grading are aligned with the teaching methods used.**
 - **The higher education institution provides support to the assessors in the development of skills related to the testing and assessment methods.**
 - **The higher education institution ensures objectivity and reliability of grading.**
 - **If possible, the higher education institution carries out the evaluation of grading.**
 - **The evaluation procedures take into account special circumstances of certain groups of students (modifying examination procedures to suit, e.g., students with disabilities), while at the same time ensuring the achievement of intended learning outcomes.**
 - **The students receive feedback on the evaluation results, and if necessary, guidelines for the learning process based on these evaluations.**
-

The [Ordinance on Studying at ALU](#) in Chapter X, Exams, regulates in great detail all the obligations and rights of students and teachers through the points Exams and other knowledge verifications, Types of exams, Publicness of exams, Exam deadlines, Early exam, Exam registration and access, Number of exams, Exam committees, Conduct of exams, Evaluation,

Right to appeal the evaluation, Assessment of success in studies, and Teacher obligations.

In the past five-year period, there were no official complaints regarding exam marks at ALU.

The [ECTS Information Package](#) includes elaborated syllabi of all obligatory and elective courses, which list the criteria and methods used to assess and evaluate student work. Students are introduced to the elements of evaluation of their work at the beginning of the academic year in the introductory class of each course. The ways of evaluating and assessing students' work at ALU can be divided into three categories, with regard to the way a course is delivered – *practical* (artistic/professional) courses, *theoretical* and *practical/theoretical* courses.

For *practical* (artistic-professional) courses, since the practical teaching is individualized, the evaluation takes place at every lesson throughout the year, through registering class attendance, monitoring of the execution of tasks – art exercises assigned for work at home and in class, analysis of artistic and professional works, group discussions and analyses of works, and evaluation of final artistic and professional assignments that are presented at the final exam (final exhibition). The objective and subjective abilities of students are taken into consideration. Through continuous feedback on their work throughout the year, as well as instructions and guidelines for further work, students acquire the skills of self-evaluation of their work, which is extremely important in the art profession, and can significantly improve their work during the academic year. For *theoretical* courses, class attendance is recorded, the activity of students' participation in discussions and the success in preparing a seminar paper are monitored. Knowledge tests are carried out through written and oral examinations, i.e. final exams, and knowledge and understanding of teaching material acquired in lectures and from compulsory literature is checked. Evaluating and marking the work in *practical/theoretical* courses is a synthesis of both previously mentioned groups of courses; monitoring the continuity of attendance at classes, commitment and activities in participation in discussions, success in the performance of assignments, and presentation of the learned skills and abilities at the final exhibition. In addition to the seminar, the acquired knowledge is verified through written

and oral examinations and tests. For students with a certified disability status the teaching processes and evaluation of their achievements are adjusted. They were given individual access in the form of additional consultations with teachers, extended duration and adapted form of the exam. For this purpose, the [Procedure for Adopting a Recommendation for Adjusting the Teaching Process and Exams](#) is implemented.

The implementation plan (syllabus) of each course prescribes the way in which the student's activities are evaluated during classes and included in the final [mark from the course](#). The exam mark is [recorded in the ISVU system](#), and in this way students' [passing and completion rates are analysed](#). The [analysis of ISVU](#) clearly indicates a continuously high passing rates and graduation rates of students.

The teaching staff acquires and improves their skills of evaluating and assessing student work, initially, by going through the system of appointment to a grade, commencing their work as assistants and working with mentors, and then through participation in the work of their department, where thematic discussions on the evaluation of student work and student progress are held periodically throughout the studies. Additionally, teachers gain experience and the possibility of comparison while on Erasmus+ programmes at universities in Europe and elsewhere, where they teach or follow the teaching process. Also, in this sense it is important to make note of their experiences as guest teachers over the course of 1 semester, mainly at other constituents of Croatian universities or higher education institutions, i.e. other academies. In the period from 2018/2019, 12 teachers of the Academy worked for 1 semester as guest teachers at another university, and 12 teachers worked at the Academy as guest teachers for 1 semester.

3.9. THE HIGHER EDUCATION INSTITUTION ISSUES DIPLOMAS AND DIPLOMA SUPPLEMENTS IN ACCORDANCE WITH THE RELEVANT REGULATIONS.

Elements of the standard

- Upon the completion of their studies, students are issued appropriate documents

(diploma and Diploma Supplement).

- Diplomas and Diploma Supplements are issued in accordance with relevant regulations.
- The higher education institution issues the Diploma Supplement in Croatian and English, free of charge.

Upon completion of undergraduate, graduate, integrated and doctoral university studies, the student is issued a Diploma confirming the completion of studies and the acquisition of an academic degree. The Diploma is issued in Croatian and English without charging a fee. At the request of the student and at his/her expense, the Diploma can be issued in Latin or in another foreign language. Along with the Diploma, the student is issued a Diploma Supplement. The Diploma Supplement is a public document that provides detailed insight into the level and content of studies, and the study system and rules of study. The content of the Diploma Supplement is prescribed by the minister responsible for science and higher education, and its form is prescribed by the Senate of the University of Zagreb. The Diploma Supplement certificate is issued in Croatian and English without charging a fee.

The Diploma and Diploma Supplement are issued in accordance with the relevant regulations. The regulations are defined by the [Ordinance on Studying at Undergraduate, Graduate and Integrated Studies of the Academy of Fine Arts of the University of Zagreb](#) from 28 September, 2018. According to [Amendments to the Ordinance](#) from 21 May, 2021, the following commendations from the Latin classification are entered in the Diploma: SUMMA CUM LAUDE, MAGNA CUM LAUDE and CUM LAUDE. All details about Diplomas and Diploma Supplements are prescribed by the [Ordinance on the Content of Diplomas and Diploma Supplements of the Ministry of Science and Education](#) and Article 54 of the [Ordinance on Studying at the University of Zagreb](#).

Diplomas are awarded to students at both Bachelors' and Masters' graduation ceremonies, which are held every year.

On the basis of the above-mentioned regulations, ALU enters the name of the higher education institution and its seat, as well as the name of the completed study programme and the acquired academic degree, in the [diploma](#).

Based on the aforementioned regulations, ALU enters the following information in the Diploma Supplement:

1. Information about the diploma holder (name and surname, date and place of birth, student registration number);
2. Information about the obtained qualification (name of the educational qualification in Croatian and the language in which it was obtained, main areas of study, name and information on the legal status of the higher education institution that runs the study programme, and name and information on the legal status of the higher education institution that issued the qualification, language in which the study was carried out);
3. Data on the level of qualification (level of qualification, duration of study, required educational level for access to study);
4. Information about the content and results of the obtained qualification (methods of conducting the study, which regulation approved the study programme, basic information about the course of the study programme, evaluation system with achieved marks and mark average, title and evaluation of the diploma thesis, level obtained and possible additions to the Diploma – *summa cum laude*, etc.);
5. Data on the possibilities of employment or inclusion in further study programmes (data on the possibilities of employment, data on the possibilities of inclusion in further study programmes);
6. Additional information (source indication);
7. Certification of the Diploma Supplement (name and surname of the signatory, date and place of issue and stamp);
8. Data on the higher education system in the Republic of Croatia (structure of the entire education system, data on the degrees of the higher education system, sources of information on the higher education system).

3.10. THE HIGHER EDUCATION INSTITUTION IS COMMITTED TO THE EMPLOYABILITY OF GRADUATES.

Elements of the standard

- The higher education institution analyses the employability of its graduates.
- Admission quotas are aligned with social and labour market needs and available resources.
- The higher education institution informs prospective students about the opportunities to continue education or find employment after graduation.
- The higher education institution provides students with support regarding future career planning.
- The higher education institution maintains contacts with alumni.

Students of the Academy are being educated for three areas of artistic activity:

- Independent artistic profession;
- The teaching profession;
- The conservation and restoration profession.

Each of the three areas has specific opportunities for employment, and the Academy introduces students to their future profession through mandatory internships and optional projects over the course of their studies.

Independent artistic profession

After completing their studies in Painting, Sculpture, Graphic Arts, and Animation and New Media, students can become artists, exhibit their works at individual and group exhibitions, festivals and other public events, and in this way be financed by public and other means, be self-employed, i.e. be members of the [Croatian Freelance Artists' Association](#) through which they exercise social rights (pension and health contributions). Alumni of these studies also work in graphic design and illustration, and are employed in animation studios, media agencies, the gaming industry and similar fields.

After their studies, graduates are active in the art scene, and are the winners of many prestigious awards, such as the [Radoslav Putar Award](#). They also participate in contests, such

as: ESSL Art Award, T-HT@MSU, Radoslav Putar Award, Croatian Film Days, Painting Biennial, Triennial of Croatian Sculpture, Triennial of Graphic Arts, Nesvrstani Art Fair, Art Zagreb, etc., and at many film festivals in the country and abroad, e.g. Animafest, Zagreb Dox, Zagreb Film Festival, etc.

The teaching profession

Art students are educated to become art teachers in primary schools and art teachers in secondary schools, but the acquired competencies enable them, in addition to independent artistic work and membership in the Croatian Freelance Artists' Association, to be self-employed in [their own art workshops](#), to run courses, and other teaching activities in museums and [galleries](#) and various related jobs.

The conservation and restoration profession

Students of the Department of Conservation and Restoration are most often employed first as interns in restoration workshops, and then open their own businesses, such as [Art4Art](#) or [CoRe](#), and can also be members of the Croatian Freelance Artists' Association. Also, even as students, through student contracts, they perform work for the Croatian Conservation Institute, where they go on working on the basis of temporary contracts, and depending on job availability, they may get a permanent position. The Department also closely cooperates with HRD (Croatian Conservation-Restoration Association), which mainly consists of alumni of the Department, as well as some current students, who in this way connect with possible employers. They all work together intensively to promote the profession and achieve better working conditions and work privileges.

It is important to note that a portion of the alumni of the Academy have joined the ranks of teachers at the Academy, from assistants to permanent teachers. Also, part of the teachers of other Academies in Croatia are alumni of our Academy.

Collecting data on employability

Since most of these activities refer to self-employment, the Academy cannot monitor employability through the existing state employment recording system (database of the Croatian Employment Service, State Statistics Office); therefore, no structured way of collecting this type of data has been established, as

it would not have effective indicators. All the more so since independent artistic activity is dynamic, and necessarily entails constant change of engagement, type of work and place of work.

The Academy monitors employability through the public activities of its alumni, through announcements about exhibitions, festivals, and awards, and when they become part of the cultural scene, alumni and their former teachers often exhibit together and collaborate on projects.

The Croatian Employment Service does not require unemployed persons to register upon completing their education or upon terminating employment, and in the case they do register, there is no obligation to enter the name of the educational institution and the year of completion of studies. Therefore, the database shows only the number of persons who registered of their own accord and for whom information about the name of the educational institution was entered. [The available data](#) shows the number of unemployed persons who have completed studies at our institution and, of that number of persons, those without previous work experience.

The monitoring of employability can be partially realized through membership in professional associations, such as the [Croatian Association of Fine Artists](#) – HDLU, or the Croatian Society of Film Workers (HDFD), which provide graduates with a basis for work through establishing [artistic organizations](#) – [associations specific to working in the artistic field](#), registered with the Ministry of Culture and Media. It can also be followed through memberships in the [Croatian Freelance Artists' Association](#) (HZSU), where membership is acquired through excellence in artistic activity.

Cultural and creative industries

In recent years, we have witnessed an accelerated development of the IT and marketing sectors, which are necessarily connected to the cultural and creative industries, and in addition to art exhibitions, the development and production of video games and mobile applications, design, illustration, photography, advertising and marketing, are an integral part of the cultural and creative industries. The development of digital technology and the increasing use of visuals and moving images in all forms of modern communication ensures interest in employment of our students primarily in the field

of culture and art, and then also in the field of audiovisual production, television production, media industry, design and technology, industry of video games and applications, design and illustration. Contemporary society demands ever greater flexibility, interdisciplinarity, mobility, transferable skills, and especially creative innovation, which the Academy's programmes provide to students. Occasional and permanent collaborations are realized with partners such as: Zagreb film, Diedra studio, Bonobo studio, Pangolin studio, Croteam, Nanobit, Studio U ŠUMI. Some of these collaborations take place already during studies, when students connect with future employers or clients.

Alumni

The professional services of the Academy who are in charge of coordinating the collection of data on Alumni have compiled [a list](#) of all graduates who have been enrolled at ALU from 1950 to the present day, and the data can be found on the official ALU website. There is an [online application form](#) for the ALU Alumni Association on the ALU website.

The system and database of contacts with alumni at the level of the Academy is realized through several additional modes. The Department of Conservation and Restoration maintains contacts with alumni through the annual conference of restorers and conservators, in cooperation with the Croatian Conservation-Restoration Association. The alumni database is also active at the Department of Art Education, where it is realized through the multi-year programme Conversations at Jabukovac, as well as through the collecting of data on the employment of graduates (independent – methodology / didactics), whereby the registered sample is analysed.

Due to its specific combination of art teaching and the humanities field of art history and methodology, didactics, etc., with the aim of preparing students for teacher jobs in primary and secondary schools, the Department of Art Education conducted a [survey among its alumni](#) about their place of employment in order to get a clearer picture of where their alumni are in the labour market.

The Šira Gallery prepares exhibition projects for all alumni of the Academy who graduated in the last five years. Thus, the Academy directly promotes its alumni and increases its own visibility.

At all departments, alumni often participate as

external collaborators in classes, workshops or on projects. In cooperation with teachers, they organize project classes in their specific areas of work. This is very often in elective courses, which allows students of all departments to upgrade their knowledge and skills through projects. Among the alumni projects, we can highlight the project [Aestheticization and Rehumanization of Public Space through Art](#), which also includes ALU students in the project of [painting hospitals](#), thus contributing to the third mission of the Academy, the social and socially responsible one.

Table 3.7. from the Analytic Supplement

Furthermore, the Academy is active in the creation of public policies that regulate working conditions and the level of necessary competencies for employment through the legislative framework. By being included in the work of state bodies and bodies of the University, the Academy influences understanding of the specifics of the art field, and helps create better conditions for the employability of its alumni (more about the participation of teachers in the work of various bodies in Chapter I, Point 1.5.).

IV.

TEACHING AND INSTITUTIONAL CAPACITIES

4.1. THE HIGHER EDUCATION INSTITUTION ENSURES ADEQUATE TEACHING CAPACITIES.

Elements of the standard

- **The number and qualifications of teachers* are appropriate for the delivery of study programme and achievement of the intended learning outcomes and performing scientific activity.**
- **The ratio of students and full-time teachers at the higher education institution ensures a high quality of study.**
- **Teacher workload is in line with relevant legislation and policies, regulations of competent bodies, collective agreements, etc.**
- **Teacher workload ensures appropriate distribution of teaching, scientific/artistic activities, professional and personal development and administrative duties.**
- **Teachers are qualified for the course/courses they deliver.**

*Teachers – employees of a higher education institution appointed into scientific-teaching grades (or teaching grades at professional study programmes).

The number and qualifications of the teachers are suitable for the realization of the study programme and the acquisition of the expected learning outcomes and the performance of scientific and artistic activities

The Academy of Fine Arts employs 125 full-time staff. Of that number, 67 are teachers with artistic-teaching and scientific-teaching grades, and 6 have teaching grades. 11 people

are employed in associate positions, of which 6 are assistants, 2 senior expert associates and 3 expert associates. 20 people are employed as technical and 21 as administrative staff (Table 4.4). As external associates, there are teachers with scientific-teaching and artistic-teaching grades (44 of them, of which one is a scientific advisor) and teaching grades (30 of them), while 4 external associates were contracted with the associate grade of assistant.

In accordance with the study programmes and the number of students, when hiring teachers, the qualifications of the teachers and their areas of artistic or scientific activity are taken into account. Of the 67 teachers with artistic-teaching and scientific-teaching grades permanently employed at ALU, 61 are in the arts area, field of fine arts, five are in scientific areas (humanities, social and technical sciences) and one is in the interdisciplinary field of art. There are 14 teachers with the academic degree of Doctor of Arts (D.A.), 8 are Doctors of Philosophy (Ph.D.), and 5 are Masters of Arts (M.A.). Table 4.4.1. shows the number of teachers from certain scientific and artistic areas and fields. 3 teachers employed with artistic-teaching grades also have Doctor of Philosophy degrees.

A large number of external associates with scientific-teaching grades teach at the Department of Art Education (20 of them at the Undergraduate Study of Art Education, 5 of them at the Graduate Study), teaching courses in art history, psychology and methods of art history teaching. The Study of Art Education is a joint study that is carried out in cooperation with the Department of Art History of the Faculty of Humanities and Social Sciences in Zagreb, whereby the Academy is the parent institution and the holder of the study programme. Therefore, in accordance with legal acts, teachers from the Faculty of Humanities and Social Sciences should be presented as external associates at the Academy, although both higher education institutions belong to the same University. Other external associates are mostly assigned to carry out professional exercises in classes, i.e. teach elective courses with which the Academy significantly expands the competencies and qualifications of students, including those aimed at making it easier to navigate the labour market (e.g. courses Glass, Introduction to Art Therapy, Stage and Set Design, Curatorial Practice, etc.).

The ratio of students to full-time teachers

A large number of external associates with teaching grades (30 of them) are engaged in courses for which there is no coverage among full-time teachers due to specific areas of activity and teacher workload. Increasing the number of external associates and returning to the situation from 2010/2011 after a temporary drop in that number in the period since the last re-accreditation indicates that the need for this kind of collaboration is necessary due to the diversity of programmes, inter-institutional cooperation and the interdisciplinary nature of the programmes. Also, by reducing the number of external associates in the previous period, the workload of teachers increased, and by restoring the number of external associates, an even distribution of teaching duties of permanent teachers and associates in relation to the number of students was once again achieved. Data on teacher workload is shown in Table 4.3.

At study programmes of this type of institution, which largely deal with individual and mentoring work with students, with an emphasis on practical work, the ratio of students to teachers must be such as to enable individual access to each student and dedication of the teacher to his/her needs. The ratio of students to teachers is shown in Table 4.2. and there are no plans to change that to a significant degree because such a ratio has proven to corresponds to the content of study programmes and the achievement of learning outcomes. In Tables 4.1.3. and 4.1.4. the enrolment quotas are shown according to the programmes at the Academy for academic year 2022/2023.

Compliance of the teacher's workload with valid legal and bylaw regulations, acts of relevant authorities, collective agreements, etc.

When hiring teachers, their workload is taken into account, which is harmonized with regulations and bylaws such as the [Labour Act \(Official Gazette, 93/14, 127/17, 98/19, 151/22 and 64/ 23\)](#), the [Basic Collective Agreement for Civil Servants and Employees in Public Services](#) and the [Collective Agreement for Science and Higher Education \(Official Gazette, 9/19 and 52/20\)](#).

In Table 4.2. the dynamics of employment of teachers and associates in the last five academic years is shown, indicating that the number of

newly employed teachers in the last 5 years is 17, and the number of teachers whose employment has ended is 5.

The number of teachers is planned to change in accordance with changes in study programmes, such as the division into Animated Film and New Media studies and the establishment of new study programmes or modules. Employment is planned in connection with the development of a programme in the field of visual art of video games, which was launched through the Edu4Games project, and currently an optional module has been established that will be introduced in academic year 2023/2024. (More about the above in the previous chapters). Difficulties in the planning of personnel have to do with the current provision of the Government of the Republic of Croatia on the prohibition of employment (more in Standard 4.2). The Academy does not have the freedom to employ in accordance with its needs, but a decision on possible employment is approved by the Ministry of Science and Education in agreement with the Ministry of Finance.

Coordination of teaching duties, scientific/artistic work, professional and personal development, and administrative duties

At the end of 2018, a new Collective Agreement for Science and Higher Education came into force. During the adaptation to the new collective agreement, many illogical instances were observed in the standardization of teaching for the arts area. The Administration hired Prof. Vatroslav Zovko to hold an informative workshop for members of the Council of the Academy on how to adjust of the hourly rate according to the new collective agreement. The training was held at the [working session of the Council of the Academy, on 13 June, 2019](#). Although the Collective Agreement does mention individual work with a teacher and artistic work in smaller groups, it is still not adapted to teaching at art academies. Most of the classes had to be classified as exercises so as to account for teachers' contact hours with the students. In order to comply with the legal framework, part of the teaching is also covered by hiring new external associates.

Precisely because of the difficulties of standardizing teaching for the arts area, special attention was paid to the distribution of **teachers'**

work hours in the applications for new study programmes. Teachers' work hours are divided into lectures, seminars and exercises, and a new category is the independent students' exercises in consultation with the course teacher. Senior year students, in agreement with the teacher, will do part of the classes independently at the Academy's premises, while technical support in the workshop will be provided by expert and external associates. In this way, the teacher's hour load will remain within the legal framework, and students' work will run smoothly.

Given the existing ISVU system, it is almost impossible to automatically implement this teaching load calculation model, so the professional services of the Academy are forced to manually calculate the hour load for all teachers so as to comply with the Collective Agreement.

Also, the relatively small number of employees in relation to the ever increasing administrative duties and activities of certain bodies of the Academy and the University is the reason that the burden of administrative activities is relatively high, and the specifics of individual study programmes make the teaching load higher than it is possible to express statistically.

Teaching at the Departments of Painting, Sculpture and Graphic Arts is based on two introductory years in which the basic knowledge and skills necessary for mastering specific media according to the study programme are acquired. After mastering the basic knowledge and skills, students enrol in the teacher's class, starting with the 5th semester and based on their personal preferences. Classes are an important segment of art education, and relate to the main art course. The word *class* itself refers to the space where students work under the guidance of a mentor teacher, i.e. the class leader. The classes are based on daily work with the teacher and on daily communication, discussion, and the development of specific knowledge in the area in which the teacher is an expert. A very important segment of classes is work in small groups, with 1-4 students per year of study, in direct daily contact with the mentor.

Class work is also the basis of graduate studies. Teachers who are class leaders are also thesis mentors for students in their class.

It is not possible to show the work in classes through the weighting prescribed by the Collective Agreement, so it is very difficult for teachers who work with students in classes every day to calculate work hours.

The new programmes of the aforementioned departments, which are in the process of accreditation, will be based on 3 undergraduate years during which basic knowledge and skills will be developed, while for 2 graduate years, students will work in the classes of teachers under whose mentorship they will develop their own artistic projects and diploma theses, and with this division, the teacher's hour load will be better organized.

The courses of the Department of Art Education and the Department of Animation and New Media have already been adapted to the 3 + 2 system. At these departments, there are also main professional courses similar to classes in which students work on projects, and finally on diploma theses under the mentorship of course teachers.

The Department of Art Conservation and Restoration offers an integrated study with a module in Painting and a module in Sculpture. This five-year-long interdisciplinary study trains students in the field of art conservation and restoration through a combination of artistic and professional/technological courses.

The specific nature of the study is best reflected in the diploma work. A large part of the final years of study refers precisely to complex courses that are the basis for the creation of a diploma thesis. It is not always possible to show the teacher's workload within the scope of the Collective Agreement, because the teacher must fully monitor the progress of the diploma thesis on the assigned object or artefact. Most of these are cultural goods listed by the Ministry of Culture and Media, for the restoration or conservation of which the teachers are licenced and have the obligation to supervise the works. In these cases, the teacher's workload would hugely exceed the maximum allowed hourly rate in classes, so the Academy is forced to count such classes as consultations, even if this is not entirely correct.

Teacher qualifications

The Departments' major task is teaching cover-

age. Departments are responsible for assigning teachers to teach courses for which they are qualified. According to the data on artistic and scientific projects of teachers (more in Chapter V) which are collected every academic year, it is evident that the professional development of teachers is substantially represented in their work. The teachers' professional work is monitored by the departments, ensuring that the teachers teach courses in the field of art in which they are developing professionally, while the departments take care of the expertise of their staff during employment, as well as their appointments to senior positions (previously appointments to grades). When employing teachers, their qualifications are verified by conducting an assessment procedure by the [Appointments Committee](#) (appointed by the Chair) in accordance with the Act on Higher Education and Scientific Activity, internal bylaws (Statute, Ordinance on the Organization of Workplaces), the [Rectors' Council Decision on the Necessary Conditions for the Evaluation of Teaching and Professional Activity in the Appointment Procedure for Artistic-Teaching and Teaching Grades in the Area of Arts](#) and the Decision on the Necessary Conditions for the Evaluation of Teaching and Scientific-Professional Activity in the Procedure of Appointment to Scientific-Teaching Grades, and based on the attached documentation of proven artistic and scientific excellence. The Committee attaches the [Report](#) about the candidates for the position, and from the aspect of the profession, advocates its proposal of the candidate based on his/her competencies. (The entire procedure is detailed in Standard 4.2.). Competencies are also verified through mentors' supervision of assistants, i.e. through the introductory lecture of assistant professors, which is conducted in accordance with the [Decision on the Form and Manner of Delivering the Introductory Lecture](#) for the Appointment to Scientific-Teaching, Artistic-Teaching and Teaching Grades.

4.2. TEACHER RECRUITMENT, ADVANCEMENT AND REAPPOINTMENT IS BASED ON OBJECTIVE AND TRANSPARENT PROCEDURES WHICH INCLUDE THE EVALUATION OF EXCELLENCE.

Elements of the standard

- **Teacher appointment (recruitment) procedures arise from the development goals of the higher education institution and they are aligned with the legislation and internal regulations in effect.**
- **In selecting, appointing and evaluating teachers, the HEI takes into account their previous activities (teaching activity, research activity, feedback from students, etc.).**
- **The higher education institution has adequate methods for the selection of the best candidates for each position and, in addition to the prescribed national minimum conditions for each position, it has prescribed competitive criteria ensuring the selection of excellent candidates.**
- **Promotion of teachers into higher grades is based on the evaluation and rewarding of excellence and the HEI takes into account important achievements (such as international contribution to the scientific discipline, high-impact publications, significant scientific discoveries, successful projects, success in securing additional funds, supervision of final and graduation theses, authorship of textbooks / study materials, popular lectures, etc.).**
- **Indicators of excellence include scientific/artistic, teaching and professional work and contribution to the development of the higher education institution.**
- **Additional criteria for the promotion of teachers into higher grades reflect the strategic goals of the higher education institution.**

Recruitment, promotion and re-appointment of teachers at the Academy of Fine Arts are procedures that have their basis in the fact that the Academy is a public institution and its activities are financed from the State budget of the Republic of Croatia.

The aforementioned procedures are carried out within [the legal framework prescribed by the new Act on Higher Education and Scientific Activity \(Official Gazette, 119/22\)](#), [the Statute of the University of Zagreb](#) and – aligned with these regulations – [the Statute of the Academy of Fine Arts](#). It should be noted that the new Act has been in force since 22 October, 2022, and to a considerable extent, it has simplified and accelerated the procedures for employment and, in particular, appointment to senior positions in

comparison to the [Act on Scientific Activity and Higher Education which was previously in force \(Official Gazette, 123/03, 198/03, 105/04, 174/04 and 2/07 – Decision of the Constitutional Court of the Republic of Croatia, 46/07, 45/09, 63/11, 94/13, 139/13 and 101/14 – Decision of the Constitutional Court of the Republic of Croatia, 60/15 – Decision of the Constitutional Court of the Republic of Croatia, 131/17\)](#).

Chairs are fundamental artistic-teaching and scientific-teaching units that bring together teachers and associates of the Academy who teach similar study courses. Chairs take care of the artistic-pedagogical profile of teachers, the quality and results of their teaching work, the conditions of their artistic-research work, and are responsible for the coverage of study programmes by personnel. In this respect, the chairs draft proposals to the Dean and the ALU Administration, having in mind the teaching loads of teachers employed, the coverage of the teaching schedule, but also generational shifts and retirements.

The Personnel Plan is determined by the Dean together with the Administration and then proposed to the Council of the Academy for discussion and approval and then submitted to the Senate of the University of Zagreb for adoption within the framework of the Consolidated Human Resources Management Plan. [The Decision](#) approving the Personnel Plan is the basis for issuing University's consent for announcing public competitions for employment, as well as for the appointment of teachers to senior positions.

Due to strict bans on the employment of public servants and state employees, most study programmes hire external associates to implement and deliver regular classes in order to compensate for the lack of teachers.

The employment of teachers is conditioned by [positive legal regulations](#) and [instructions by the Ministry of Science and Education of the Republic of Croatia](#) and [additional implementation instructions by the University of Zagreb](#) – as these institutions are responsible for approving all recruitment procedures and appointments to senior positions of employed teachers.

It is important to note that the procedures for seeking consent from relevant institutions (the University of Zagreb and the Ministry of Science and Education) have changed considerably over the recent years. More specifically, until 2020, the rule was that the Personnel Plan was

made on the basis of the available free coefficient of positions (vacancies due to retirement or other means of employment termination), and the free coefficient at the Academy was distributed according to the principle: first, the promotion of teachers whose appointment to a grade had expired (according to the higher education act in force), followed by the planning of employment in development workplaces. The Academy, according to its internal rule, planned new recruitments starting with the departments where the coefficient was vacant due to teacher retirement (or otherwise), with the possibility of redistribution to other chairs and departments in cases of special needs. In this way, with good planning of the use of free coefficients, there was still room for hiring new teachers and assistants, hence also the possibility of strengthening the teaching staff for the implementation of study programmes. The Government of the Republic of Croatia passed the [Decision on the Prohibition of New Employment of Civil Servants and Employees in Public Services \(Official Gazette, 35/22\)](#), which also established the prohibition of new employment. This has made it difficult to make personnel plans that would fully meet its needs, as the Academy no longer has "its" vacant coefficients, but rather recruitment works on the "one for one" principle – one new employee for one vacant position.

A public competition is announced for new employment for individual vacant artistic-teaching, scientific-teaching, teaching or associates' positions, while the procedures for "advancement", i.e. the appointment of teachers to senior positions, is simplified and accelerated by the new law and – after [the opinion of the appointed expert committee](#), which is adopted by the Council of the Academy and referred to the relevant Parent Committee – an annex to the employment contract with the teacher is concluded.

The criteria for the selection of new teachers as well as their appointments to senior positions are also prescribed by the Act; before the National University, Scientific and Artistic Criteria are adopted, the following are implemented: [Ordinance on the Conditions for Appointment to Scientific Grades \(Official Gazette, 28/17, 72/19, 21/21 and 111/22\)](#), [Ordinance on the Conditions for Appointment to Artistic-Teaching Grades \(Official Gazette, 86/10\)](#), [Ordinance on the Form and Manner of Delivering the Introductory Lecture for the Appointment](#)

[to Teaching Grades \(Official Gazette, 119/05\)](#), [Decision on the Form and Manner of Delivering the Introductory Lecture for the Appointment to Scientific-Teaching, Artistic-Teaching and Teaching Grades \(Official Gazette, 129/05\)](#), [Decision on the Necessary Conditions for the Evaluation of Teaching and Professional Activity in the Procedure of Appointment to Teaching Grades \(Official Gazette, 13/12, 24/12 and 120/21\)](#), [Decision on the Necessary Conditions for the Evaluation of Teaching and Professional Activity in the Appointment Procedure for Artistic-Teaching and Teaching Grades in the Area of Arts \(Official Gazette, 61/17\)](#), [Decision on the Necessary Conditions for the Evaluation of Teaching and Scientific-Professional Activity in the Procedure of Appointment to Scientific-Teaching Grades \(Official Gazette, 122/17 and 120/21\)](#).

When forming opinions, the expert committees appointed in the teacher appointment and promotion procedures are guided by the principles of recognizing the excellence of artistic, teaching and pedagogical work and assessing compatibility with the needs of the specific study programme. Through a transparent analysis of artistic and teaching activity, expert committees give clear guidelines to the Council of the Academy for passing decisions.

During the final stages of the process of hiring new teachers, a vote is held at the Council of the Academy, in which all teachers are involved, and with the acceptance of the expert committee's report on the candidates, a [presentation of the candidate's artistic and professional work](#) is shown to the Council before the final vote, which demonstrates the level of excellence and expertise for the required artistic field.

Re-appointment procedures are carried out in accordance with the Act on Higher Education and Scientific Activity and the Decision on the [Minimum Conditions of for Re-Appointment to Scientific, Scientific-Teaching, Artistic-Teaching, Teaching and Professional Positions and on the form of the report of the expert committee on the work of employees in the re-appointment procedure \(Official Gazette, 24/21\)](#).

The Academy, with the aim of improving teachers' work, has developed procedures for evaluating teachers and associates in the teaching process at the Academy through student surveys, which ensures the motivation and competence of its teachers. (More about student surveys in Standards 1.1, 1.2, 2.2, and 2.4.)

All teachers of the Academy who are employed in artistic-teaching positions have the right, after 6 years of effective work, to submit a request to use a [free study year \(sabbatical\)](#) for the duration of one academic year, with the condition that teachers from their department provide a [written statement about replacing](#) the absent teacher at particular courses. During the sabbatical, teachers have the right to artistic, scientific and professional training, research and professional work, the preparation of exhibitions, writing of books, textbooks and monographs and performing of other activities that contribute to their professional development.

The right to a free study year (sabbatical) is regulated by the Law on Higher Education and Scientific Activity and a [special Ordinance of the Academy](#), and is subject to law regulations and the Collective Agreement for Science and Higher Education (in the negotiation phase as it ceased to be valid). A maximum of 5 teachers can use the sabbatical per year, and [the Decision](#) is passed by the Council of the Academy in the middle of the academic year for the upcoming one.

Also, a [special regulation of the Academy](#) was adopted, which established the possibilities of rewarding teachers as additional motivation for quality professional and pedagogical work.

4.3. THE HIGHER EDUCATION INSTITUTION PROVIDES SUPPORT TO TEACHERS IN THEIR PROFESSIONAL DEVELOPMENT.

Elements of the standard

- **The higher education institution provides opportunities for the improvement of teaching competencies at the level of the university or university constituent.**
 - **The higher education institution encourages the assessment and improvement of teaching competencies based on the peer-review recommendations and the results of student satisfaction surveys.**
 - **Teachers participate in international mobility programmes, projects, network, etc.**
-

The vast majority of the teaching staff of the Academy consists of artists of all disciplines and expressions within the field of fine arts, and to a lesser extent scientists and teachers in the interdisciplinary field. In its organization, the Academy of Fine Arts encourages and builds conditions for an unconstrained artistic, scientific and professional development of its teachers with a deep awareness that the quality of artists and scientists in the teaching process is proportional to their level of development and expertise within their fields of artistic/scientific work.

As previously stated (Standard 1.1), teachers are encouraged to advance and improve their teaching competencies in numerous different ways, for example, by organizing workshops, covering the costs of their additional education and doctoral studies, organizing the procedure for obtaining a doctorate based on artistic achievements, etc. Chapter V outlines in detail the procedures for encouraging quality scientific/artistic publications, a system of support for research and the transfer of knowledge and technologies, and resources for artistic and scientific activities. Also, Standard 1.1 details the procedure that is carried out to improve the competencies of teachers who were poorly rated based on the student evaluation of teachers' work.

In addition, it is necessary to highlight and describe three ways of supporting teachers in their professional development of particular importance:

1. The teacher's right to a free study year / sabbatical and short-term absence

The [Ordinance on the Free Study Year of the Academy](#) defines the possibility for teachers to request, for justified reasons (complex and long-term artistic or scientific projects), and be granted by the Council of the Academy a paid study year of absence from teaching duties in order to fully devote themselves to the realization of a professional non-teaching project.

The procedure consists of the following steps:

- The candidate initially sends the request to the his/her department, which is responsible for the implementation of the teaching programme, and to the request, the teacher attaches the consent of colleagues who will replace him/her during the sabbatical.
- Following a positive statement from

the teacher's department, the request is forwarded to the his/her chair for approval.

- The request is then approved by the Teaching Committee, an executive body made up of the heads of each department and representatives of all the Academy's departments.
- The request is finally sent to the Council of the Academy for decision, where by the members' majority vote, the candidate acquires the right to a free study year.
- At the end of the free study year, the candidate is obliged to submit a report to the Council of the Academy on the results of the activities carried out. (In the Attachment, a report on the activities during Prof. Leonida Kovač's sabbatical).

In addition, teachers exercise the right to short-term absences from teaching duties for the purpose of realizing a small-scale professional non-teaching project. Upon request, teachers are granted days off during artistic, scientific and professional conferences.

This procedure requires the teacher to specify in detail the plan and reasons (exhibitions, projects, symposia, etc.) of the absence and accordingly planned and specified replacement of the teacher in the curriculum for all hours/days of absence. The same request is sent to the Dean's Office and the Registry Office of the Academy of Fine Arts.

2. Teacher mobility programme through the activities of the Office for International and Inter-University Cooperation

The teaching staff mobility is realized as part of various mobility programmes (Erasmus+, CEEPUS), based on bilateral agreements on cooperation between the University of Zagreb and the Academy of Fine Arts with foreign and domestic institutions of higher education, and as part of artistic and scientific projects and programmes in which ALU participates (more in Chapter V). The Office for International and Inter-University Cooperation provides professional, administrative and advisory support to teachers during international and inter-university academic mobility activities. Teachers are informed about the opportunities to participate in academic mobility programmes, current open calls and their results via email and the

ALU website. For any additional information and support for participating in mobility programmes and application procedures, teachers can contact the Office or the Expert Advisor for International and Inter-University Cooperation during working hours. Consent for mobility, i.e. the candidate's absence from the workplace due to a planned mobility, is given by the Dean based on the candidate's written request, which is accompanied with an invitation letter or a similar official document, stating the purpose of the mobility and details of the agreement with the candidate's department on compensation and redistribution of teaching and other work duties of the candidate. In the case of mobility lasting one semester or academic year, the consent for mobility is given by the Council of the Academy according to the same procedure. Teachers submit [reports](#) on the achieved mobility in accordance with the propositions of the programme within which the mobility was achieved, and in agreement with their department ([link](#)).

3. Remuneration of teachers

In 2019, the Academy, together with other constituents of the area of arts of the University of Zagreb (Academy of Dramatic Art, Music Academy and Faculty of Architecture), under the auspices of the University Senate, initiated the establishment of the [Ars Summa Universitatis Award](#). The award is given to employees in artistic-teaching positions for art-teaching results in the promotion of art disciplines and professions, national culture and art, and the transfer of knowledge, especially in the education of young artists and experts in the area of arts of the University of Zagreb. It is awarded annually, and a maximum of four awards can be given each year. More precisely: one in the field of theatre art, film art, photography, dance or movement art; one in the field of musical art; one in the field of architecture or design; and finally, one in the field of fine arts. The award is given annually, and the Academy appoints its teachers to the University Committee for Giving the Award.

Winners of this award representing the Academy of Fine Arts in Zagreb are Prof. Ines Krsić for 2020 and Prof. Tamara Ukrainčik for 2021.

In 2022/2023 the Academy also adopted its own [Ordinance on Awards](#) (more in Standard 5.4), which encourages and additionally

acknowledges the excellence of teachers in their teaching, artistic research and scientific-research work, in addition to encouraging the design and implementation of projects with the aim of improving all activities which ensure that students acquire knowledge, skills and competencies in accordance with the basic values of ALU, as prescribed by the Statute.

Also, as already stated in Standard 1.1, at each session of the Council of the Academy, the reports of the Academy Administration are presented, and in the Dean's address, special attention is paid to important successes at exhibitions, awards and other achievements of teachers. In addition to these reports, teachers are informed about competitions for the most important awards for which the Academy as an institution nominates its best teachers, such as the highest state prize, the [Vladimir Nazor Award](#), the City of Zagreb Award, and others.

4.4. THE SPACE, EQUIPMENT AND THE ENTIRE INFRASTRUCTURE (LABORATORIES, IT SERVICES, WORK FACILITIES ETC.) ARE APPROPRIATE FOR THE DELIVERY OF STUDY PROGRAMMES, ENSURING THE ACHIEVEMENT OF THE INTENDED LEARNING OUTCOMES AND THE IMPLEMENTATION OF SCIENTIFIC/ARTISTIC ACTIVITY.

Elements of the standard

- The higher education institution plans and improves the infrastructure development, in line with the strategic goals.
- The space, equipment and the entire infrastructure (laboratories, IT services, work facilities etc.) are appropriate for the delivery of study programmes and ensuring the achievement of the intended learning outcomes.
- The space, equipment and the entire infrastructure (laboratories, IT services, work facilities etc.) are appropriate for the implementation of scientific/artistic and professional activities.

Planning and improving the development of infrastructure

The main strategic goal of the Academy since

2007 has been the complete renovation of the buildings in Ilica 85 and the regulation of ownership as well as renovation of the building in Ilica 83. This important and comprehensive undertaking would mean the realization of the ALU Campus project, Ilica 83-85, to create a modern higher education centre for development and research in the field of fine arts. From 2007, and the promises that a complete renovation and extension of the Academy would begin in 2008, to early 2023, in all the documents, Dean's programs, preparatory materials for creating a strategy, in addition to the plans featured in the last Self-Evaluation, the basis for improvement of infrastructural development was precisely the idea of the ALU Campus. 16 years on, this idea is finally starting to take shape through the Academy's long-term coordination and cooperation with the University of Zagreb, the Ministry of Science and Education, and the for us an important one, the Ministry of Culture and Media.

In this re-accreditation cycle of 2018–2023, due to significant damage caused by two strong earthquakes in 2020 (as described in more detail in the Dean's opening address), the so far largest and most extensive spatial renovation of the Academy got under way. Work on the complete rehabilitation of 3 of the 4 large Academy buildings is ongoing. The renovation will result in new structures for the system of installations and energy use in the buildings, the first such comprehensive effort in the 116-year-long history of the Academy. The new, modern spaces will respond to the high demands of the field of fine arts for the achievement of learning outcomes and the fulfilment of all requirements prescribed by the Academy's study programmes.

Current plans, both in the Strategy of the Academy and the Dean's Program for the period 2023–2026, as well as the expectations of the University of Zagreb, Ministry of Science and Education, Ministry of Culture and Media and the Council of the Academy, are directed towards completing the renovation in accordance with the following contracts:

- **FSEU 057 (Ilica 85) – project amount: 19,653,753.98 euros;**
- **FSEU 064 (Ilica 83) – project amount: 11,973,495.52 euros;**
- **FSEU 065 (Jabukovac 10) – project amount: 2,511,772.64 euros.**

The total amount of funds for the complete renovation is 34,139,022.14 euros.

The complete post-earthquake reconstruction will enable the realization of almost 70-75% of the plans related to the original ALU Campus project plan that involved the buildings in Ilica 83 and 85 and the organization of the entire western yard of the Academy. An integral part of these plans for the ALU Campus is the merging of a most compelling collection of classic Croatian sculpture in Zagreb with a space for teaching and a space for cultural and art events accessible to the public, which will be achieved with this complete renovation. Also, the renovation will finally ensure a high-quality spatial solution for the Department of Animation and New Media, and the development of new study programmes, in addition to the Centre for Lifelong Education and the ALU Institute.

The Academy got hold of around 3,600 m² of freshly designed, modernized and equipped space by acquiring 60% of the building at Ilica 83. The space is in line with the teaching requirements and the basic demands that departments have expressed through joint meetings and in cooperation of the Administration, department members and designers. This is a major step forward compared to the situation before 2014, when the Academy had 653 m² at Ilica 83, or, when in the period from 2014 to 2020, it had the use of around 1,300 m² of inadequately furnished and neglected space. Also, the renovation of the building at Ilica 85 will provide us with about 5,400 m² of newly designed, furnished and equipped space. These long-planned but until recently unrealized changes will ensure better conditions and opportunities for the Academy of Fine Arts in Zagreb to implement its many activities from academic year 2025/2026.

The comparison between the planned changes in the size of the space and the renovation projects and the projects of the ALU Campus: A total of 10,174,14 m² of usable space was planned for the ALU Campus project, while 9,000 m² of space is provided through the [Complete Renovation of the Academy](#) at Ilica 83 and Ilica 85. As these numerical indicators clearly indicate, the Complete Renovation proj-

	Before the earthquake	ALU Campus project	Complete post-earthquake renovation
Ilica 85	4,650 m ²	5,176 m ²	5,400m ²
Ilica 83	1,300 m ²	4,996 m ²	3,600m ²

ect provides 88.46% of the space planned in the ALU Campus project, which is a major step forward for the development of the Academy, a spatial and infrastructural stabilization, and a pledge for the future.

After achieving the most important strategic goal of ALU, related to the future development of the Academy's infrastructure, the next strategic goal in the next 5 years is to complete the plans by obtaining an additional 3,000 m² in the Ilica 83 building so as to round out the site of Ilica 83-85.

On a smaller scale, the renovation of the building at Jabukovac 10, on an area of 2,400m², is also under way. The renovation will solve a number of infrastructural problems, from outdated installations and energy solutions to roof rehabilitation. In order to improve the implementation of study programmes, plans are under way to refurbish art workshops, lecture halls, studios and cabinets. The next step, once the project is drafted and the construction work gets under way, is to monitor EU competitions for incentives for the procurement of systems for energy independence and self-sufficiency. The National Recovery and Resilience Plan (NPOO), from which part of the reconstruction is due to be financed, focuses precisely on the energy efficiency of buildings and the use of renewable sources.

These activities are aligned with the spatial and infrastructural development plans of the Academy, which the Council of the Academy has confirmed at its meetings since 2007. Given the new circumstances, the ALU Campus project was modified and aligned with new construction standards and rules, and was finally realized through the Complete Renovation project, with 34,139,022.14 euros obtained for the implementation of that process.

Adequacy of space, equipment and the entire infrastructure for the implementation of study programmes, the achievement of expected learning outcomes and for the realization of scientific/artistic and professional activities

Academy until the earthquake of March 2020

Prior to the earthquake, ALU operated at 6 locations: Ilica 85 (total of 5,400 m²), Ilica 83 (680 m²), Zamenhofova 14 (total 800 m²), Jabukovac 10 (total of 2,400 m²), Zagorska 16 (total of 534 m²), Nova Ves (66 m²).

The Academy owns three buildings: Ilica 85, Jabukovac 10 and Zamenhofova 14. The Departments of Painting, Sculpture and Graphic Arts used to be located at Ilica 85 and Ilica 83, as well as parts of the Department for Animation and New Media, the Library and part of the Department of Painting (courses: Mosaic, Techniques and the Art and of Glass, Painting Technology). The Department of Conservation and Restoration is located at Zamenhofova 14, and the Department of Art Education is located at Jabukovac 10. The Department of Animation and New Media was located at Zagorska 16 and Nova Ves. Since the Zagreb earthquake, the locations at Zagorska 16 (due to building collapse) and Nova Ves (due to contract termination) are no longer in use.

All facilities were equipped with infrastructure for the optimal functioning of individual departments and their study programmes and for achieving the intended learning outcomes, and they were systematically furnished, new equipment was added and they were being modernized, in accordance with the Academy's financial capacity.

Owing to the specific nature of each study programme, each department requires a different

type of equipment as well as workshops, and the improvement plans were implemented according to each department's priorities and plans, and funds available.

The Department of Painting is well equipped, with plenty of space and materials. Its spaces include large classes for courses at junior years of study, which are also used by students of Sculpture and Graphic Arts, such as Nude Drawing and Plastic Anatomy. Junior year students work in larger joint classes (up to 20 students, Nude Drawing), while each senior and graduate student is provided with an individually equipped workplace in the class. In addition, the Department of Painting has workshops for Mosaic, Techniques and the Art of Glass, and Painting Technology.

The Department of Sculpture requires somewhat more expensive tools and equipment to keep up with the trends in this branch (3D scanners and printers, CNC devices, etc.), which includes their maintenance, repairs and upgrades. Therefore, in addition to larger classes for junior years of study (up to 8 students in a class), and individual workplaces for students of senior years and graduate studies, workshops for wood, metal and stone, as well as those for 3D printing and CNC processing, are furnished with the necessary tools and equipment intended for all students of the Department, in accordance with the schedule.

The Department of Graphic Arts has 6 professionally equipped workshops. This is a result of systematic investment – from the funds of the Academy but also through the Department's projects – into new equipment for graphic work itself (graphic presses, printers, etc.), as well as into new equipment in the field of occupational safety and health protection (fans, a digester, etc.). In addition, the Department has larger classes for junior years of study (up to 10 students per class) and several smaller classes for students of senior study years. Large funds are invested every year in the equipment of our youngest department, the Department of Animation and New Media, because their basic tools are computers, audio and video equipment, and computer programmes, i.e. licenses that are regularly acquired or renewed. The Department has several larger and smaller rooms for holding mentor classes and workshops in accordance with the

requirements of the study programmes. The Department of Conservation and Restoration is successfully running its two study programmes (for conservator-restorer painters and conservator-restorer sculptors) in the space that used to be the workshop of Krsto Hegedušić. The equipment here is rather basic, and there is need for a larger space and better equipment. The Department has a workshop for easel and wall paintings, polychrome wooden sculpture and stone and architectural sculpture, and a larger class for drawing and a laboratory. There is a total of 800 m² with 7 workshop spaces. The Department of Art Education, due to it being at another location, also includes graphic arts and sculpture workshops, and larger and smaller classes for delivering joint courses (Nude Drawing) and mentor classes for senior and graduate years.

All departments have a teacher's office with computers, smaller specialized internal libraries, and storages for materials and more valuable digital equipment.

In addition, the building at Ilica 85 had 2 lecture halls equipped with projectors and computers, and an equipped meeting hall, and prior to the pandemic, a student canteen, organized by the Students Centre, for students of the Academy and other faculties, as well as for teachers and non-teaching staff. The canteen was closed at the beginning of the pandemic due to measures limiting public gatherings.

Academy from the 2020 earthquake to the relocation in 2023

The buildings at Ilica 85, Ilica 83, the facility used by ALU at Zagorska 16, Nova Ves and Jabukovac 10 were differently categorized, depending on the damage they suffered.

The buildings at Zagorska 14 and Nova Ves were declared unusable right after the Zagreb earthquake. A large portion of Ilica 85 (primarily the second and third floors of the building from 1921–1922) was also vacated immediately due to its poor condition and the danger it presented.

The building at Jabukovac 10 lost the use of some portions due to additional damage and danger of staying in certain areas.

The building at Ilica 83 remained usable only for the Library and several smaller rooms on the ground floor.

The only usable ALU building that does not require relocation and renovation is the building

of the Department of Conservation and Restoration at Zamenhofova 14.

Academy during the 2023 relocation

Departments of the Academy that were located at Ilica 83 and 85, Zagorska 16 and Teslina 7 (Painting, Sculpture, Graphic Arts, Animation and New Media) have been relocated to Jadran Film, at Rudolfa Kolaka 12; the new premises stretch across an area of about 6,000 m². The Department of Art Education acquired its temporary premises at Lastovska 23, occupying an area of approximately 1,700m².

These substitute premises are adapted for delivering classes according to the curricula; nevertheless, there are numerous deficiencies in the infrastructural network.

Despite the infrastructural deficiencies, the substitute spaces meet the elementary conditions for conducting classes and achieving the expected learning outcomes, and all the artistic/practical, professional and theoretical classes prescribed by the programmes are successfully covered. All departments have secured spaces to organize workshops, larger and smaller classes, and lecture halls, and every piece of equipment from Ilica 85, Ilica 83 and Zagorska 16 has been carried over to the new premises. The disadvantages of the new locations are the significantly smaller work spaces and the need improvise when using them (partitioning the corridor and adapting it into a work space), i.e. the lack of teachers' cabinets and storage room for more valuable equipment. The new location, Jadran, Film Rudolfa Kolaka 12, has kept some of the atmosphere of one of the largest and most important film studios, with an air of an art campus arising from the exchange between the Academy, the park, the workshops, the studies and the studio. The Department of Animation and New Media is all in one place for the first time, occupying a largest space to date. From the indicators so far, it appears that the Academy will weather this demanding process of relocation and deliver its studies successfully in these new conditions.

All the mentioned equipment, space and infrastructure are used for teaching classes and achieving the intended learning outcomes, and the equipment and infrastructure are also used for scientific/artistic and professional activities. The Department of Conservation and Restoration remains at its location at Zamenhofova

14, as the only one left unscathed by the two 2020 earthquakes.

Given the above, with the introduction of a cooling system in 2019 and the rehabilitation of the building's heating system in 2023, the Department of Conservation and Restoration plans to equip the laboratory and offer its services on the market – for diagnostic methods in the field of conservation and restoration of stone, wood, and wall and easel paintings. Preliminary studies were also conducted on the possibility of **establishing an Institute with ALU**, within which this Department, as well as some others too, could offer its services in an expanded area of research and commercial activity. The main goal is to use these 2-3 years of renovation of the Academy to draw up some concrete plans, given the many challenges that lie ahead, related to the complex process of renovation of more than 14,500 m² in three buildings.

In addition to these actual and practical, spatial and infrastructural challenges, as part of the preparations for new study programmes, plans are under way for new investments in the teaching equipment, in accordance with the funds approved by the University and the Ministry of Science and Education.

Planning new study programmes also entails planning additional spatial and infrastructural capacities.

The study programme in the field of Visual Design of Video Games will require classrooms with specific IT equipment. For the planned Study of Art Therapy, the idea is to use the spatial infrastructure at Jabukovac 10, which will feature a multifunctional classroom according to the renovation project, where various workshops could take place.

IT equipment mostly reflects the needs of each individual department, although the need for additional financial resources for licenses must be underlined, which is being resolved in agreement with the University of Zagreb. As for additional IT staff, these would require higher coefficients and better salaries.

A network infrastructure has been installed in part of the premises we relocated to, and in other parts it is being prepared for the start of the new academic year. Wireless and wire networks enable connection to the EDUROAM network through the AAI@Edu authentication system. Internet access is provided by CARNET (Croatian Academic and Research Network). The

Academy is undergoing annual certification in order to continue using the services of SRCE (University Computing Network) and CARNET.

4.5. THE LIBRARY AND LIBRARY EQUIPMENT, INCLUDING THE ACCESS TO ADDITIONAL RESOURCES, ENSURE THE AVAILABILITY OF LITERATURE AND OTHER RESOURCES NECESSARY FOR A HIGH-QUALITY STUDY, RESEARCH AND TEACHING.

Elements of the standard

- The library and library equipment, including the additional resources, meet the conditions for a high quality of study.
- The library and library equipment, including the additional resources, ensure a high quality of scientific-teaching / artistic-teaching activities.

Space, staff, working hours

The Academy's Library and reading room, which also houses the Office for Publishing, covers an area of 60 m², with an additional 10 m² of storage for older and valuable editions. It also housing the system engineer's office. The library also has a share in the archives and cabinets for old journals and duplicates in the lobby. There are 12 reading seats available for users.

One person is employed in the Library, so the official working hours for users is from 10 am to 3 pm; in practice, however, users are allowed access during the entire working hours.

Library fund

The book collection has more than 18,000 units, which means that it has grown quite rapidly in the last 5 years, on average of about 370 units per year. The layout of the material mostly follows the UDK system and alphabetical sequence, even though this is partly adapted to the needs of teaching and users. For example: certain materials from art history are grouped chronologically rather than alphabetically, different thematic areas are brought together, individual publishing units that are particularly in demand are grouped, etc.

Some of the duplicates and professional

materials are made available to individual departments. The largest internal library is the one at the Department of Conservation and Restoration.

The Library holds valuable and rare old materials, and the acquisition of new materials is mainly focused on exam literature, which is well covered by the fund, and on publications that present contemporary art events in the world, artist monographs, the theory of fine arts and visual research.

Exchange and collaboration

Valuable older materials were requested several times as part of inter-library loans; for example, during the restoration of Andrija Buvina's Doorposts in the Cathedral of Split, or for the exhibition about the Sponza Palace in Dubrovnik. There were also loans by external users (e.g. a postdoctoral student from Yale).

A good portion of the new material is acquired through a well-established exchange of publications with various cultural institutions from Zagreb and other cities, as well as connections with foreign cultural centres and various embassies. Donations most often come from former teachers and students or from artists' bequests. The Library has also struck a good collaboration with the Library of the Academy of Dramatic Arts, so the two librarians presented a poster together on the topic of the relationship between images, movement and words at a conference of higher education libraries.

Activities

The Library issues a newsletter with latest information, instructions and links to more interesting sources and databases, and the fund is presented with small thematic exhibitions on the tables and desks of the reading room, and more recently, with the latest news on the Academy website - [About the library](#). The Head of the Library is actively involved in the various publishing activities of the Academy, as a member of the Publishing Committee and as a proofreader.

In order to research the needs and satisfaction of users, the Library periodically conducts surveys. In the latest survey in 2022, [users rated their loan experience very good](#).

There was another survey, aimed at examining the reading habits of students in the pandemic's aftermath. Most respondents think that the

pandemic did not affect their reading habits; on the contrary, [it encouraged them to read more](#).

Digital content and the website

Over the past years, the Library has advocated with the Central Commission to for access to be provided to databases in the field of art at the national level, and over time, free access to JSTOR, which is most important to us, was granted, as well as access to Cambridge e-Books and Cambridge Journals and Oxford Journals. On the pages of the Library, in [the section Journals and databases](#), there is now a link to the collection of databases of NSK Zagreb (National and University Library). The bases that are more interesting for the art field are highlighted, described and directly linked. In the same section, users can also find a short explanation of the importance of databases, and instructions for their use in the document *How to search databases*. In the same section, there are also links to about fifteen foreign and domestic pages dedicated to art and culture.

After the earthquake and in the period of the pandemic, a digital collection with the most important teaching literature was established for students. It is constantly updated, and students can access it with a password in [the section Book Collection](#).

The Academy's digital repository for final and diploma theses was opened in the [Dabar electronic database](#). At present, it has around 800 items and is frequently accessed.

Short instructions on how to submit a paper were also written for students, with examples presented, the structure and basic terms explained, and the most common spelling errors and basic rules listed. The document *Creating the final and diploma work* can be accessed from the [Academy website at Library / Repository](#). Book covers and basic information are regularly displayed in the [Novelties section](#) and in [the Book Moth section](#), the *Old, Rare, Valuable* section and there are articles about older and more interesting publications and the collection itself.

The book fund is catalogued in the order of priority, but there is still a lot of work left for the upcoming period, given that the fund is growing quite rapidly, and there are many uncatalogued older editions. But it should also be

noted that Library users still prefer to search the materials in person.

Current situation and plans

Given that the Academy is in the process of relocation and renovation, the fund was audited according to individual units and materials were set aside for write-off.

A detailed insight into the fund will facilitate the drafting of a proposal of a strategy for the development of the Library in the upcoming period, with a proposed list of literature. In addition, a new proposal for the Ordinance on Library Work was prepared and submitted to the ALU Administration, and is awaiting its procedure.

After the renovation of the Academy building, we hope for a slightly larger space for the Library and greater possibilities of financing the acquisition of new materials. Our goal, along with increasing the space and collection and new digital content, is to keep the Library as a pleasant place to stay and study and talk with an informed librarian, as this is [what matters to our users](#).

4.6. THE HIGHER EDUCATION INSTITUTION RATIONALLY MANAGES ITS FINANCIAL RESOURCES.

Elements of the standard

- Financial sustainability and efficiency is evident in all aspects of the higher education institution's activity.
- HEI manages its financial resources transparently, efficiently and appropriately.
- Additional sources of funding are used for institutional development and improvement.
- Additional sources of funding are secured through national and international projects, cooperation with the industry, local community, etc.

The Academy is a budget beneficiary with more than 91% of its operations (visible in Table 4.11) funded from the State Budget of the Republic of Croatia.

The financial plan is prepared by the Accounting and Bookkeeping Office based on the collected data, in consultation with the Admin-

istration on guidelines related to projects and research, all within the framework of maximum amounts provided by the University and the Ministry of Science and Education. The financial plan is presented by the Head of the Accounting and Bookkeeping Office at the Council of the Academy, which then adopts it. All financial plans according to the sources of financing, the Annual Financial Statements, as well as the Public Procurement Plan are transparent and [available](#) from the Academy website.

The management of financial resources of the Academy of Fine Arts in Zagreb is maximally rationalized in relation to the need to finance the costs of study materials; overhead, energy costs and maintenance of technical building systems. The management of financial resources in this re-accreditation period is divided into three periods (before the earthquake from the program contracts; the post-earthquake period; relocation during the reconstruction period). This made it difficult to plan costs, considering that the study subsidy per student amounts to HRK 7,600.00 (about 1,000 euros), which has not changed for the last 9 years (while according to the joint calculation of the three academies at the University of Zagreb, as well as all the academies in the Republic of Croatia, the actual amount of funding should be between 2,100 and 2,500 euros per student, as can be seen from the [Attachment](#)).

As stated, the Academy is a budget beneficiary and funds for its operations are provided from the State Budget of the Republic of Croatia. Salaries and other material rights of employees are paid from the State Budget, and so are the means for hiring external associates. Also, according to collective agreements, funds are provided from the State Budget for employees who perform work in special working conditions (PUR).

The biggest challenge is the costs that are covered by the amount of the study subsidy per student, which do not cover the actual costs of maintaining the entire system. University audits of the Academy's operations, which look into the business processes, are regularly conducted (the last audit was carried out on [14 February, 2023](#)).

On an annual level, the basic material costs amount to 160.528,24 EUR, while the [actual costs](#), especially due to the sharp increase in

energy prices in 2021 and 2022 are higher and amount to 338.555,05 EUR, which was communicated on several occasions with the Ministry of Education and Culture. Previous deficits have been remedied year after year with intervention funds from the University of Zagreb in the amount of 100,000 – 130,000 euros on an annual level, as shown in the [Annual Financial Statements](#), and in the last academic year, with the intervention of the Government of the Republic of Croatia to freeze energy prices, i.e. by subsidizing energy costs until the beginning of academic year 2023/2024.

The challenge is certainly the financing of external collaboration, which due to the specific nature of art teaching and the composition of classes (teaching load) represents a necessity for teaching at art academies in the Republic of Croatia and is recognized as such by the Ministry of Education and Culture. However, in the period [2019–2020–2021](#) the Ministry of Education and Culture has provided only 75% of the total required amount for external collaboration, while the remaining amount was covered from [intervention funds](#) and own funds. The problem of irregular and incomplete payment for external collaborators is continuously discussed at joint meetings of all academies in the field of fine and applied arts, since we all share the same problem. Also, the three academies have sent joint letters to the Ministry of Science and Education pointing out this major problem, which also entails the irregularity of payment of fees to external collaborators. A significant part of the Academy's external collaboration are the *posing models*, who have been an integral part of art teaching since the foundation of the Academy in 1907, and the amount of funding for this external collaboration on an annual level is around 80,000 euros with a probability of growth.

Changing amounts in the budget and financial plans are conditioned by the signed Contracts for Complete Renovation, which contain the preparation of documentation and architectural/construction projects, rent and relocation to new premises, and the execution of works. This will significantly increase the amount of revenues and expenses (FSEU 057, Ilica 85 project amount: 19,653,753.98 euros; FSEU 064, Ilica 83 project amount: 11,973,495.52 euros; FSEU 065, Jabukovac 10 project amount: 2,511,772.64 euros), and this can be seen from

the Annual Financial Statements for 2021/2022 and 2022/2023.

Additional sources

Important additional sources of funding are related to part of the funds obtained from the EU projects [LINK Academy in Motion and Edu4 games](#), which were used for further cost recovery and investment in the procurement of materials and projects and field work for the departments. The next important part of the additional funds are the programmes approved in various competitions for cultural programmes conducted by the Office for Culture of the City of Zagreb and the Ministry of Culture and Media of the Republic of Croatia [LINK](#). Part of the additional funds was obtained from the rental and development of programmes in the courtyard-park of the Academy at Ilica 85, where we organized various cultural programmes, which at the same time increased the visibility of the Academy and developed contacts and business cooperation (help from ERSTE Bank for reconstruction, cooperation with HPB (Croatian Postal Bank) for *Pay and Take Away*, cooperation with the REAL group, exhibitions in their business premises, organization of public events, concerts, etc.) ([LINK](#)). In 2019/2020, the Academy launched a programme of financing the production of animated films in cooperation with HAVC (Croatian Audiovisual Centre). Certain plans to invest additional income in, for example, the purchase of a passenger van for field work and some of the machinery and equipment (e.g. another digester for working with acids for graphics) have been halted due to the 300% increase in overhead costs caused by the crisis related to the war in Ukraine.

It is indeed imperative to establish sufficient and systematic state funding, especially for the basic material costs and materials for the production of art classes, for the sake of the long-term development and stability of the Academy, as can be seen from the aforementioned strategic documents. Undoubtedly, cooperation with other areas including the business sector is extremely important, but in the analysis of the current budget under these conditions, it is a good additional source for investing in new machines and materials, and for various forms of field training and procurement of special materials.

In conclusion, the Academy of Fine Arts is aware of the importance of the initiated dis-

cussions on the new financing cycle through Programme Contracts, which should establish realistic financing mechanisms in accordance with the requirements of the field of fine arts and approved study programmes. If this does not happen, the only way to maintain liquidity will be consequent decisions on intervention funds and a potential involvement of the Ministry of Culture and Media, which would continue to support the project-programme part of the activities of art academies to a greater extent than before, as well as the development of new EU projects as an impetus for the development of certain segments.

After the complete renovation, the new challenge will be to harmonize the increase in space and probably new financial requirements related to utilities, energy consumption, maintenance of buildings and new installation systems. This we will find out through the implementation of that part of the renovation, but as always, we remain committed to maintaining a sustainable budget.

Additional documents:

[Financial Plan 2018–2023](#);
[Annual Report on the Implementation of the Financial Plan](#);
[Ordinance on Sources and Manner of Distribution of Own Income](#);

V.

SCIENTIFIC / ARTISTIC ACTIVITY

5.1. TEACHERS AND ASSOCIATES EMPLOYED AT THE HIGHER EDUCATION INSTITUTION ARE COMMITTED TO THE ACHIEVEMENT OF HIGH QUALITY AND QUANTITY OF ARTISTIC AND SCIENTIFIC RESEARCH.

Elements of the standard

- Teachers and associates publish an appropriate number of high-quality scientific publications.
- The higher education institution has efficient procedures for encouraging high-quality scientific publication.
- The higher education institution keeps records of publications (publication index, citation impact, h-index, if applicable).
- HEI's scientific/artistic activity is evident in PhD theses.
- Teachers and associates of the higher education institution actively promote scientific/artistic achievements at national and international conferences.

It is already clear from the strategic documents of ALU (Dean's program 2020–2023, ALU Strategy 2023-2028) that in addition to conducting various forms of artistic and professional training, in order to monitor new artistic, scientific and professional achievements related to the field of fine and visual arts, one of the aims of the Academy of Fine Arts is to organize artistic, scientific and professional domestic and international conferences, cooperate with higher education institutions in the country and abroad, publish books, catalogues and other publications in the field of art, but also organize artistic, scientific, interdisciplinary and professional projects, for the purpose of connecting the research and artistic activities of

the Academy and society at large, as well as to carry on with our exhibition activity and artistic production.

The main mission of the Academy of Fine Arts of the University of Zagreb is to make lasting and significant contributions to the development of art and the development of higher education in fine arts and visual culture by conducting all levels of university studies, but also by promoting first-rate artistic creativity and research. At the same time, the emphasis is on developing a culture of quality and acting in the interest of the public, i.e., for the overall progress of the community (described in detail in Standard 1.5).

Publishing an adequate number of relevant scientific publications and artistic works

From the Academy's foundation to the present day, there have been many changes in the perception and understanding of what artistic practices and theory encompass, making it therefore necessary to improve and expand the model of artistic activity and education. From strategic documents and the *detailed outline of the Postgraduate Doctoral Study of Fine Arts* we can see that our focus of interest has become the affirmation of the idea that artistic research is equivalent to research work in the scientific field, and that artistic production and artistic publications are equivalent to scientific publications, so teachers are actively encouraged to engage in this activity within their respective branches.

The quantity, but first and foremost the quality of artistic and scientific work of teachers, is, consequently, reflected in the educational process, because practical work with students, from their very first year of study, is the basis of art education at the Academy, and teacher activities, in addition to adding to the Academy's visibility in the community, provide a good example for students in their practice. With this in mind, teachers and associates from the artistic (62+4+5+5), and also scientific and interdisciplinary (5+2+1) fields are encouraged to follow contemporary artistic and theoretical production and to actively engage in it. The success of their activity is reflected in various forms of public action, such as:

- participation in solo exhibitions in the country (262) and abroad (32);

- participation in group exhibitions in the country (513) and abroad (335);
- publication of graphic folios (5+8), artist's books (18+3), authored illustrated books (23), student comic books (4+3), and student magazine (6);
- execution of works in the field of design (43);
- executing / installing of sculptures, mosaics, murals and related works in public space (44);
- artistic performances and actions (16);
- screening of animated, experimental and related films (202);
- stage and set designs (5);
- numerous conservation and restoration efforts;
- talks at scientific conferences and symposia (46);
- public action aimed at popularizing science and art (23);
- publication of scientific and professional books and publications (133)

The quality of the abovementioned activities is ensured through the selection processes specific to each field or area, and according to the established criteria and procedures for professional artistic and scientific activity – by the judgment of external experts through reviews, through the action of relevant judgment bodies (juried activities), i.e. through the work of selectors (for invitational, selected and conceptually profiled activities, organized in relevant spaces and/or by relevant institutions or civil society organizations).

Promotion of scientific / artistic achievements at conferences and exhibitions

Teachers of the Academy appointed to scientific-teaching grades actively presented their research results through participation at numerous scientific conferences and symposia, for example:

Memory, Word and Image: W.G. Sebald's Artistic Legacy, University of Amsterdam, 2019 (Leonida Kovač); COST action conference, Comparative Analysis of Conspiracy Theories in Europe, IUC Dubrovnik, Croatia, October 19-20, 2018 (Tomislav Pletenac); 'Performativity of Mephistopheles and Repetitive Quality of Bureaucratic Moloch: Memorizing the Iron Curtain', presentation, SOLD OUT – Symposium, Künstlerhaus

1050, Vienna, November 22, 2018 (Josip Zanki); 'Natural Science Laboratory of the Academy of Fine Arts - a Multidisciplinary Fusion of Science and Art', 10th Meeting of the Section of Conservators and Preparators of the Croatian Museum Society (HMD), Archaeological Museum, Zagreb, 2018 (Vladan Desnica); Presentation at the International Scientific Conference Perspectives of Art Education – Reflections and Outcomes, November 25-26, 2021 (Renata Burai); 5th Congress of Croatian Art Historians, Zagreb. Presentation: 'A Model of Digital Tool for Spatio-Temporal Network Visualizations in Historical-Artistic Research', 2022 (Nikola Bojić), etc. while associates and teachers appointed to artistic-teaching positions actively promoted their artistic achievements both nationally and internationally, participating in 775 domestic and 367 international public exhibitions. The high quality of their work is evident not only from invitational exhibitions but also from exhibitions selected through public competitions. Among these, we would like to particularly emphasise:

13th Croatian Sculpture Triennial, 25 FPS Festival, 35th Salon of Youth: Panopticon, 4th Biennial of Painting, 5th Croatian Drawing Triennial, HT MSU Award for Croatian Contemporary Art, 5th Biennial of Painting, Croatian Film Days, 26th Slavonian Biennial, Radoslav Putar Award Finale, 8th Croatian Print Triennial, 35th Salon of Youth: Millennium; Image as a Virus, 27th Slavonian Biennial; Drava Art Biennial; 57th Zagreb Salon: 'We Appeared as a Strategy of Eternity', 36th Salon of Youth 'Situation'; 28th Slavonian Biennial, New Paradigms of Happiness - from Osijek Dada to Contemporary Chaos; PANAMA ANIMATION, International Animation Film Festival of Panama; 15th Animateka, Ljubljana; Animated Film Festival; 021 Ostrale, Biennale for Contemporary Art, Dresden, Germany; International Print Triennial MTG2021: Dissonant Futures, Krakow, Poland, Rencontres Internationales Paris Berlin; ARKIPEL Jakarta International Documentary and Experimental Film Festival, etc.

Visibility of scientific/artistic activity in doctoral theses

In addition to the above, and despite the fact that since 2013 no new doctoral students have been enrolled in the *Postgraduate Doctoral Studies of Sculpture, Painting and Graphic Arts*,

21 doctoral dissertations were defended over the five-year period. The high quality of research results can be measured through public presentations of doctoral theses in major exhibition spaces, e.g. at the Bačva Gallery, Home of the Croatian Association Visual Artists, Zagreb, HR (Vlatka Škoro: *Sculpture in the context of artificial intelligence*; Jelena Kovačević: *Polina*); HAZU Glyptotheque, Zagreb, HR (Snježana Ban: *I am an artist, therefore I doubt*); Karas Gallery, Zagreb, HR (Margareta Lekić: *Rubber Concrete*); Gallery Božidar Jakac, Kostanjevica na Krki, Slovenia (Jožica Medle: *The air you breathe*); Vladimir Filakovac Gallery, Zagreb, HR (Petar Popijač: *Formativeness of the shapes of modelled sculpture in the neutral navigability of the underwater*), etc., and through research and realization of doctoral projects that contribute to the development of social values, such as activities in the Rebro Hospital, Department of Phoniatriy (Melinda Šefčić, *Rehumanization and re-aestheticization of hospital space: an example of the artistic solution of a hospital ward*).

The Academy owes its position as a place of communication and implementation of artistic research based on creativity, innovativeness and interdisciplinarity also to the teachers of ALU who obtained their doctorates in art on the basis of artistic achievements. According to the Ordinance of the University of Zagreb, these are works of art that have exceptional value in terms of artistic creation and are accompanied by serious critical reception of the professional and cultural public. Here we highlight:

- Andreja Kulunčić's project *You betrayed the Party when You Should Have Helped It*, which includes spatial artistic interventions on Goli otok and Sveti Grgur Island, exhibitions, a website, publications and a series of workshops. The project was exhibited, among other venues, at the Museum of Modern and Contemporary Art in Rijeka. It was supported by the Kultura Nova Foundation, European Capital of Culture Rijeka 2020, City of Zagreb, Ministry of Culture and Media, Friedrich Ebert Stiftung;
- a site-specific art installation by Aleksandar Battista Ilić, consisting of six red canvas crosses placed on six earthquake-damaged locations in the centre of Zagreb, realized as part of the project *Ilica: Q'Art*;

- the animated film *Elephant Goes to the Kindergarten* by director and cartoonist Milan Trenc, shown at a number of major festivals in the country and abroad, such as the World Festival of Animated Films *Animafest*;
- Tanja Dabo's works *Correcting the Constitution of the Republic of Croatia*, *Collection for Memory*, *Incidental Evil* and *High Criteria* from the cycle *Corpus: Homeland*, exhibited at a number of group exhibitions (57th Zagreb Salon, 28th Slavonic Biennale, 12th HT Award MSU, etc.), solo exhibitions (Split Art Gallery, Varaždin City Museum, etc.) and juried and invitational exhibitions, while the research for the work *Incidental Evil* was co-funded by the Kultura Nova Foundation.

Such works are crucial for the visibility of the Academy, for a clearer positioning of the importance of the artistic field within the academic community, but also for promoting the concept of artistic research in society as a whole. The ALU publishing activity certainly contributes to this, as the Academy began to publish works created at its postgraduate studies. So far, the manual *Aquatint. Short overview of history and technique* (2020) by Renata Ladović Meštrović and the book *Doubt as a creative potential in contemporary painting* (2021) by Snježana Ban have been published, and Ida Blažičko's book-doctorate *Biomimetics and Art* is soon to follow suit (2023).

Procedures for encouraging relevant scientific/artistic publications

High productivity and quality of publicly presented works by artists and scientists is made possible because the teaching staff is carefully selected (more in Chapter 4.2), but also due to active encouragement of teachers to continually improve their teaching work (more in Chapter 1.1 and Chapter 4.3.), artistic research, professional and scientific-research work. With this in mind, working bodies have been established at the Academy, and a series of procedures and measures have been designed to prove that the entire system is dedicated to promoting excellence in artistic and scientific research activities.

In order to encourage research work and the publication of results through an appropriate number of first-rate scientific and artistic publications or exhibitions, 3 permanent expert committees operate at the Academy in addition to the Office for Publishing and Exhibitions:

1. **Publishing Committee** – through which publications in the field of art are put in print; the publisher is the Academy of Fine Arts. Over the past period, books, monographs, and related publications, doctoral theses, portfolios, and catalogs were published in this way; graphic folios; magazines; art books; and comic fanzines.
2. **Exhibition Committee** – through which the exhibiting of works primarily by students is organized and supported, but also discursive programmes and teachers' research projects. Over the past period, more than 100 exhibitions, discursive programs, and projects were organized only in the ALU galleries Šira and Putolovac.
3. **Committee for the Evaluation of Applications for Support for Artistic Activity** – through which artistic research, primarily by teachers, is enabled and supported. Over the past period, 55 artistic research projects were successfully carried out.

Given the importance of artistic research in the strategic documents of the Academy, and in order to ensure the continued quality of artistic standards that it wishes to systematically promote through artistic research activities, a Committee for the Evaluation of Applications for Support for Artistic Activity was established. When distributing the funds intended for the research work of teachers and collaborators, the Committee is guided by the principle of transparency, and for this purpose a series of measures and procedures were designed to ensure the co-financing and implementation of relevant artistic research and encourage their publication:

a) Publicly available evaluation criteria: With the aim of encouraging artistic and research work and raising the quality of research projects, an internal competition implementation procedure was designed, and criteria of excellence for evaluating the quality of projects, which are an integral part of the competition, were es-

tablished. The clearly prescribed criteria, which are in accordance with the Academy's strategic documents, enable applicants to better define their research projects and understand the basis on which they will be evaluated.

b) Clearly defined guidelines: When announcing the competition, detailed guidelines and instructions for application are announced, in order to ensure that as many works as possible meet the prescribed format. The aim is to provide clear instructions so as to encourage as many applications as possible that would meet the requirements of the competition.

c) Evaluation and feedback: After the evaluation is carried out, the Committee provides feedback to project applicants to help them improve their future proposals. This feedback is intended to encourage research leaders to self-evaluate proposed projects and identify areas for improvement.

d) Support to the research process: The Academy provides support to the research process through relevant Vice Deans and administrative services. The presence of relevant services provides researchers with the necessary support and resources for successful research.

e) Evaluation and monitoring of research results: The Academy encourages its researchers to publicise research results through exhibitions, publications and other forms of public presentation. For this purpose, it evaluates the research productivity of its teachers and associates. The evaluation includes monitoring the implementation of the project according to the financial plan and activity plan, publicising research results through exhibitions, written publications and other forms of public presentation, and monitoring of other indicators of the quality of research work, such as the preparation of a prescribed report upon completing the project. The submitted report with the results becomes an integral part of the application for future projects, and serves as an element for additional evaluation.

Affirming its reputation as a place of excellence, The Academy encourages continuous promotion of scientific and artistic achievements at national and international conferences and exhibitions, and proudly presents the achievements of its teachers, doctoral students and

students to the public, emphasizing their contribution in their respective fields. Ultimately, the artistic and scientific activity of the Academy, visible through artistic, scientific and doctoral theses, represents the core of its identity.

Data keeping

Data on the artistic and scientific activity of teachers is collected through the [monthly Report](#) of the Vice Dean for International and Inter-University Cooperation. Annual reports, such as the [Evaluation of Teaching and the Final Exhibition](#), or the report on [positions in science and the arts](#), or the exhibition activities organized by the Academy ([ALU Perspective](#), [Pay and Take Away](#), [Cash & Carry](#), programmes of [Šira](#) and [Putolovac](#) Galleries) are collected by the [University Committee for Culture and Art](#), of which ALU teachers are members, are all published in [UniART](#) (Art Calendar of the University of Zagreb).

Finally, in order to document and more clearly monitor the numerous activities at the Academy, as part of the Academy in Motion project, the [ALU digital archive](#) (2021 –) was developed as a large-scale infrastructural project that, through a gradual entry of data, will enable the monitoring and analysis of creative output of the student population, teachers and alumni, as well as digital mapping of artists, galleries, museums, educational institutions and all important elements of the cultural and creative industries sector. Once it is fully developed within ALU, the plan is to allow access to the digital platform model to similar academic institutions (academies, architectural faculties, etc.) at the national level.

5.2. THE HIGHER EDUCATION INSTITUTION PROVIDES EVIDENCE FOR THE SOCIAL RELEVANCE OF ITS SCIENTIFIC / ARTISTIC / PROFESSIONAL RESEARCH AND TRANSFER OF KNOWLEDGE.

Elements of the standard

- The higher education institution monitors and takes into consideration the needs of society and labour market in planning its research activities.
- The higher education institution has an

efficient support system for research and transfer of knowledge and technologies.

- Teachers and associates participate in the activities of scientific, arts and professional organisations.

Art academies have a unique role in society, as they develop creativity, innovation and critical thinking through artistic education and practice. Their social impact comes from the ability of art to stimulate change, open up new perspectives and shape the cultural and intellectual space. Considering that the main goal and the inherent property of action and creation at ALU is interaction and direct contact with its surroundings, at the very core of our activity is responding to the needs of society, questioning norms and interpretations through various forms of visual art.

On the other hand, monitoring the labour market can be useful and necessary, but it is not the only factor to be taken into account when planning research activities in the artistic field. Quite the contrary, independent artistic occupations as well as jobs in the field of creative and cultural industries, with their creativity and innovation, more often encourage the creation of (labour) market needs and create new areas of activity, than they are their passive users.

Monitoring the needs of society and the labour market in order to plan research activities

In addition to being active in expert and professional networking with other universities and art-teaching institutions, the Academy also adapts its research activities to respond to the identified needs, including research into new technologies, development of innovative art practices or research into new areas of interest. Taking social challenges into account, the Academy also conducts research that focuses on issues such as inclusivity, sustainability and cultural diversity, thereby responsibly and actively assuming its role in society. This can best be seen from a variety of projects in which the Academy and its employees participated, and which touched on numerous topics of social interest. One of the examples with high visibility and impact on all layers of the community in Zagreb is the project [Ilica: Q'ART](#), which deals with the transformation of abandoned public

spaces in the Zagreb centre, i.e. the city's main street – Ilica. The aim of the project is to change the urban experience in the long term through the social activities of artists, associations, universities, trades and citizens within the community. We also highlight the project [Dubrava on Fire: Relocation of the Academy of Fine Arts](#), the starting point of which are strategies of social practices, community-based art (community art practice) and the legacy of Krsto Hegedušić, his work in Hlebine and also his work as the leader ALU Master Workshop, all through the lens of the Academy's move to Jadran Film, in the neighbourhood of Dubrava ([from the media](#)).

An international project called [Re/Forma Viva](#) operates under the leadership of the Božidar Jakac Gallery from Kostanjevica na Krki, Slovenia, and in cooperation with the universities of Ljubljana, Tallinn and Zagreb (ALU), and aims to introduce modern ways of documenting and digitizing with the help of 3D technology in the field of cultural heritage preservation. The project takes place outdoors, in a park of wooden sculptures that were created as a result of [Forma Viva](#), an international symposium where artists from all over the world have created art since 1961; an attempt is made to bring together employers and universities that work in the field of cultural heritage protection. When talking about connecting artistic research with society and transfer/popularization of knowledge/profession, we should definitely mention the international project [Up Close](#), with the [Academy of Fine Arts and Design](#) (Ljubljana), [Modern Gallery / MSU Ljubljana](#), [UMAS Split](#), and [MSU Zagreb](#) also taking part. The project focuses on conservation and restoration and ethical issues related to the preservation of works of modern and contemporary art, and was designed with the aim of opening an otherwise inaccessible and invisible segment of the museum to the public. By presenting the process and results of museum conservation and restoration that takes place “behind the scenes”, a space is opened for learning, where different age groups can get involved, get insight into some precious resources, thus significantly contributing to the museums' educational mission ([from the media](#)).

Furthermore, ALU projects which have achieved exceptional visibility, mentored by our teachers and implemented with our students and partners from the public sector, should also be

highlighted. For example, our many years of cooperation with the award-winning publishing house Fraktura for the [poster of the Festival of World Literature](#) that resulted in continued collaborations with our former students ([Stanišić, Jurić, Žabčić](#), etc.); our cooperation with [Večernji list](#) on [Year 2068](#). [View into the Future](#), a major multimedia project promoting science, innovation and research courage through futuristic visions of Croatia and the world, as part of which our students made [dozens of works](#) for each of the essays; our cooperation on staging the exhibition [Croatia to the World](#), the aim of which was to celebrate individuals from our part of the world who changed it for the better through their work in various disciplines, creating links between the histories of inventions and art, the present and the future ([from the media](#)); the implementation of the Earth Day project, [Plastic Sea Turtle](#), as part of OACM's ArtEcology concept, which combines art and ecology to raise global awareness of the growing problem of plastic pollution which currently kills millions of marine life creatures each year ([from the media](#)); and cooperation with the Croatian Telecom on the [TSG FUTURE by ALU](#) project, which considers culture and art as important as the STEM field, and promotes the STE(A)M concept in order to increase awareness of the importance of a multidisciplinary approach in the education system and the building of new skills that will be needed in the digital economy.

In the field of inter-university and international cooperation in the previous two-year period, we particularly highlight the following projects: the opera [Animal Farm](#) ([from the media](#)), realized in 2021 with partner institutions – Music Academy, Academy of Dramatic Arts and Faculty of Textile Technology; [Academy in Motion](#), implemented in 2019–2022 with partner institutions – Arts Academy of the University of Split, the Zagreb Museum of Contemporary Art, Croatian Association of Fine Artists, Algebra College and the Faculty of Political Sciences of the University of Zagreb; [Edu4Games](#), realized in 2019–2022 with the Academy of Dramatic Arts and partners (in addition to ALU) – the Faculty of Electrical Engineering and Computer Science, Faculty of Architecture, Study of Design, and the Faculty of Organization and Informatics; [ASH – Art, Science & Health](#), realized in 2022–2023 within the Erasmus Mundus programme with partner institutions – [Konte-](#)

ner, the Department of Audio and Visual Arts of the Ionian University and the Faculty of Media and Communications of the University of Singidunum, Belgrade; and [Zenit 21/21](#), realized in 2020–2021 with the partner institution Faculty of Fine Arts of the University of Arts in Belgrade. Finally, we point out that in March 2023 the Academy of Fine Arts joined the [EU4ART](#) network, which consists of the [Hungarian University of Fine Arts \(Budapest\)](#), [Dresden Academy of Fine Arts](#), [Academy of Fine Arts of Rome](#), [Art Academy of Latvia \(Riga\)](#) and the [Faculty of Fine Arts of the University of Lisbon](#). The network prepares projects based on the construction of new models of artistic research and research methodologies through all levels of higher education (undergraduate, graduate and postgraduate studies), and through master workshops and inter-university interdisciplinary cooperation.

Support system for research and the transfer of knowledge and technologies

Despite ongoing challenges related to the recognition of the importance of the art field and the Academy for society and the community, in addition to challenges of financing artistic, professional and research projects in the field of art, our [research productivity](#) is continuously on the rise, and our research activities results achieve high visibility through [public presentations](#). The reason for this is the continuous improvement of the support system for research activities, which is manifested in the following segments:

a) Financial support: The Academy continuously provides financial resources for research work through short-term financial support for artistic research (ZUID), in order to encourage researchers to conduct high-quality research. Also, activity projects are co-financed from other sources, such as funds from the City of Zagreb and the Ministry of Culture and Media of the Republic of Croatia, as well as various EU projects.

b) Professional support: The Academy also provides support to artists and researchers to help them develop their artistic and research projects. In addition to professional services, teachers and professional and artistic associates specialized in various fields of artistic, scientific

and professional activity provide guidelines and advice for the successful conduct of scientific research, artistic creation and transfer of knowledge.

c) Laboratory and technology infrastructure: The Academy strives to maintain a modern and well-equipped laboratory, and technological and professional infrastructure that supports research and innovation, which includes workshops for various artistic disciplines, as well as specialized equipment (more in Chapter 5.4.).

d) Cooperation with external partners: The Academy regularly establishes cooperation with other universities ([China](#), [Mexico](#), [South Korea](#), [India](#), [Erasmus partners](#)), research and cultural institutions ([Croatian Conservation Institute](#), [MSU](#)), industry ([Fraktura](#), [HRT](#), [HPB](#), [Večernji list](#), [Hrvatski Telekom](#)) and civil society organizations ([HDLU](#), [HRD](#), [Kontejner](#)) in order to expand its research activities and encourage the transfer of knowledge and technologies.

e) Dissemination of results: the Academy [issues](#) publications and [organizes](#) conferences, seminars, symposia, [panels](#), [workshops](#) and [exhibitions](#) for professionals, but also for the general public (e.g. [Department of Conservation and Restoration workshops 2019](#), [Museum Night 2020](#), [Cash & Carry 2022](#), [Birthday of Art in 2023](#), etc.), taking an active part in the dissemination of knowledge, creating dialogue, and encouraging further cooperation with experts and the community.

The integration of these elements into a complete system of support for research and the transfer of knowledge and technologies enables the Academy of Fine Arts to attain a high level of efficiency and achieve relevant results in its research activities, which is also evident from the data on scientific, artistic and professional publications.

Participation in the activities of scientific, artistic and professional associations

By participating in the activities of relevant associations, teachers and associates have the opportunity to positively influence artistic trends, theoretical approaches and understanding of art as a whole, thus directly shaping the cultural scene.

The Academy wholeheartedly supports active

engagement within scientific, artistic, and professional associations, as evident from the fact that even 9 professors from the Academy of Fine Arts (ALU) are involved in [leadership positions](#) within the Croatian Association of Artists. Additionally, 3 are in leadership roles within the [Croatian Restoration Society](#), and 1 faculty member serves as the artistic director of the World Festival of Animated Film [Animafest](#). In addition to associations, teachers and associates also take on public roles through numerous committees, councils and commissions, such as: the Cultural Council for Visual Arts ([Ministry of Culture and Media of the Republic of Croatia](#)), the Council for Innovative Artistic and Cultural Practices and Council for Fine Arts ([GUK](#), [City of Zagreb](#)), the [Governing Board](#) of the [Art Pavilion](#), the working group for the preparation of the Proposal for the Culture Development Plan of the City of Zagreb ([City of Zagreb](#)), the working group for the implementation of a comprehensive curriculum reform for school subjects Art Education and Art History ([Ministry of Science and Education](#)), the professional programme committee for designing the programme of development and realization of animated film projects ([Slovenian Film Centre](#)), the Committee for Monitoring Complex Conservation and Restoration Works on Wall Paintings ([Institute of Art History](#)), etc. A complete list of memberships in professional, public and advisory bodies and committees in the private and public sector is available [here](#).

5.3. SCIENTIFIC / ARTISTIC AND PROFESSIONAL ACHIEVEMENTS OF THE HIGHER EDUCATION INSTITUTION ARE RECOGNIZED IN THE REGIONAL, NATIONAL AND INTERNATIONAL CONTEXT.

Elements of the standard

- **Teachers, associates and professional staff have received university, national and international awards for their scientific / artistic / professional achievements.**
- **The higher education institution is a holder of an adequate number of scientific / artistic / professional projects (university, national and international projects).**
- **Teachers, associates and professional staff participate as invited lecturers in an adequate number of national and international confer-**

ences.

- **Teachers and associates are members of the scientific / artistic / professional boards of conferences, and editorial boards of scientific journals.**

In the last re-accreditation, the Academy of Fine Arts was recognized as a distinguished art institution with renowned teachers, associates and professional staff. Their contribution to the artistic, scientific and professional fields continues to follow the same pattern, as reflected in [exhibitions](#), [awards](#) and [projects](#), in addition to the dissemination of knowledge at national and international conferences and [gatherings](#).

Awards and recognitions of teachers

In the period from 2018 to 2023, teachers, associates and professional staff received a number of [awards](#), of which we highlight the winners of the Vladimir Nazor Award, the national award for art: for best exhibition in 2019, the winner was Mirjana Vodopija, and in 2021 it was Matko Vekić, while the lifetime achievement award went to our retired professor Nevenka Arbanas. We also highlight the winners of the University of Zagreb awards for teaching excellence, *Ars summa Universitatis*, Prof. Ines Krsić in 2020 and Prof. Tamara Ukrainčik in 2021.

We will also mention [HDLU's annual art awards](#): in 2018, the lifetime achievement award was given to the academician and retired ALU professor, Đuro Seder, and the award for young artist went to Assoc. Prof. Miran Šabić; in 2019, the award for best exhibition went to Prof. Mirjana Vodopija; in 2021, the lifetime achievement award was given to the academician and our emeritus, Zlatko Keser, while the award for best exhibition went to Asst. Nikola Vrljić. Our teachers continue to be awarded at biennial and triennial exhibitions: Grand Prix of the 5th Painting Biennial – [Zoltan Novak](#); Grand Prix of the 6th Painting Biennial – [Matko Vekić](#); HAZU Award of the 8th Croatian Triennial of Graphic Arts – [Ines Krsić](#); NSK Graphic Art Collection Award of the 8th Croatian Triennial of Graphic Arts – [Vida Meić](#), who was also the [winner](#) of the MSU Award at the 34th Youth Salon; equal prize of the 13th Triennial of Croatian Sculpture – [Alem Korkut](#); AICA Award at the 13th Triennial of Croatian Sculpture – [Tanja Vujasinović](#).

ALU's teachers are awarded at notable film festivals: award for best experimental film at the 31st Croatian Film Days (Nicole Hewitt); Vedran Šamanović Award for the most innovative Croatian film (Nicole Hewitt).

Finally, we highlight Svjetlan Junaković – winner of the prestigious Sheep in a Box Award for best Croatian picture book, 2022; Andreja Kulunčić – winner of the 2nd HT Award for Croatian contemporary art in 2019; and Predrag Pavić – laureate of the Radoslav Putar Award for young contemporary artists in 2019.

Especially important are international prizes such as the award that went to Andreja Kulunčić at the 53rd Hercegnovi Winter Salon (Montenegro) and the MTG'21 award at the International Print Triennial (Poland) that went to Maja Rožman, as well as a series of prizes at film and animation festivals, of which, notably: award for best experimental film at the Toronto International Women's Film Festival (Nicole Hewitt); audience award at the 2 Days Animation Festival in Vienna (Daniel Šuljić); award for best foreign experimental film, Berkeley Video and Film Festival (Nicole Hewitt); audience award, 21 Islands International Short Film Fest (Darko Bakliža); Forum Lenteng Award at Arkipel, Jakarta International Documentary and Experimental Film Festival (Nicole Hewitt); special commendation from the jury of the Experimental East Competition, BEAST International Film Festival (Ana Hušman), and an honorary mention, Istanbul International Experimental Film Festival (Nicole Hewitt).

As we have already pointed out, we consider the collaboration of teachers and students on teaching, professional and artistic projects to be extremely important, because when their strengths are combined this results in a productive atmosphere and high-quality works of art, which is best seen in international recognitions: Chen Yun, a student at the Chinese Academy of Arts in Hangzhou, was awarded the Gold Award at the Hong Kong Contemporary Design Awards 2020 for the interdisciplinary work *Reflection*.

The work *Biomimetics: Prototyping sustainable futures for humanity in Space and on Earth* was realized under the mentorship of Asst. Prof. Ida Blažičko, ALU teacher and visiting teacher at the Institute for Art in Public Space of the China Academy of Arts in Hangzhou, for which she also received the Outstanding Instructor Award

for mentorship.

The exhibition *Up Close*, which was held from 22 November, 2022 – 2 April, 2023 at the Modern Gallery in Ljubljana received the Valvasor Award, the highest annual award of the Slovene Museum Society for a unique achievement. The Academy of Fine Arts is a partner in the project that resulted in this exhibition, and there are also works exhibited under the mentorship of Prof. Neva Pološki and Asst. Prof. Ana Božičević, done by former students of ALU, Helena Bosnić (mural by artist OKO) and Dorotea Podolšak (sculptural composition *Target II* by Marija Ujević Galetović).

Finally, we highlight the participation of students of the Department of Graphic Arts, Hana Volner, Doria Jantolić, Ivana Flekštajn and Magdalena Biškup in the international illustrators' competition as part of the Notte di Fiaba festival, Riva del Garda, Italy. The students created works on the theme of *Gulliver's Travels* under the mentorship of Prof. Svjetlan Junaković, and were awarded second (Flekštajn) and third (Jantolić) prizes and the special Jury Livio Sossi Prize (Volner).

Management of artistic/scientific and professional projects

Compared to the previous period, the Academy of Fine Arts paid additional attention to artistic research and professional projects, of which over 67 have been realized from 2018–2023. Due to its exceptional contribution to the artistic and cultural scene, we highlight the Remote.lab Project (2021–), a digital platform for collaborative curation, research and learning, the development of which was financed through university grants for scientific and artistic research (2021) and through the support of the Kultura Nova Foundation (2022). The project partners are internationally renowned independent curatorial collectives (Greta Creative Network, Kontejner, Drugo more, WHW, Radiona, Domino), which makes this platform a digital infrastructure that can support future research and general project collaborations and the development of new, study programmes that we mentioned earlier, through continuous cooperation with the academic community, museums and galleries the and independent cultural and artistic scene. As part of the project, a series of talks were organized on the topic of artistic research, entitled *Research practices*

in art, design and architecture (session 1, session 2, etc.).

Invitations to conferences / exhibitions and science and art popularization projects

As always, the Academy of Fine Arts remains committed to innovation, research, and artistic endeavours. It continues to position itself as a leading institution in the art scene, as evidenced by its participation in 775 national and 367 international public art exhibitions, where approximately 2,121 artworks were premiered. We will especially highlight invitational exhibitions:

„The Swamp Pavilion“ (Bojić, N., selekcija: Gediminas i Nomedas Urbonas, Venecijanski bienale - 16. međunarodna izložba arhitekture, Veneza (IT), 2018.; „Cosmos Cosmetics“ (Hušman, A.), Moscow Museum of Modern Art / District Berlin, Moscow (RU), 2018.; „Stone's Throw“ (Hušman, A.), Pensacola Museum of Art, Pensacola (USA), 2018.; „Productive Work - What is it supposed to be?“ (Hušman, A., selekcija: Anamarija Batista), free_raum MQ 21, Museumquartier, Beč (AT), 2018.; „When a Wave Rolls Out and the Next Has Not Yet Broken“ (Hušman, A.), Akademie Schloss Solitude, project space Römerstraße 2A, Stuttgart (DE), 2018.; „This Is Water“ (Kulunčić, A.), Middlesbrough Institute of Modern Art, Middlesbrough (UK), 2018.; „SOLD OUT – Anti-Propaganda. Mit den Widersprüchen der Gesellschaft leben“ (Zanki, J.), Künstlerhaus 1050, Beč (AT), 2018.; „The Mud Muses“ (Bojić, N.; selekcija: Lars Bang Larsen), Moderna Museet, Stockholm (SE), 2019.; „Through a Forest Wilderness“ (Keser, I.), Kunsthalle Wilhelmshaven, Wilhelmshaven (DE), 2019.; „Known unknowns“ (Pavlović, P., Rožman, M.), Westpol A.I.R space, Leipzig (DE), 2019.; „You and I Don't Live on the Same Planet“ (Bojić, N.), Taipei Biennale 2020, Fine Arts Museum, Taipei (TW), 2020.; „REALIZE! RESIST! REACT! Performance and Politics in the 1990s in the Post-Yugoslav Context“ (Keser, I.), Museum of Contemporary Art Metelkova (+MSUM), Ljubljana (SI), 2021.; „Out of the blue“ (Pavić, P.), Cuchifritos gallery, New York (SAD), 2021.; „ZAGREB, grad umjetnica / ZAGABRIA, la città delle artiste“ (Kulunčić, A., Hušman, A., Turčić, K., Vodopija, M., Žanić, V.), Civico Museo Revoltella, Galleria d'arte moderna Trst (IT), 2021.; „The spirit of Europe“ (Pavlović, P., selekcija: Lucia Sollinger Muniz), 9. Internacionalno Bijenale Umjetnosti

u Peking, Peking (Kina), 2022.; „Život dobro ugođenih formi“ (Ban, S.), MMC KIBLA/KiBela, Maribor (SI), 2023.; „Body and Territory – Cross border Dialogues“ (Žanić, V.), Kunsthaus Graz (AT), 2023.

The relevance of the Academy in national and international contexts is also evident through its participation in 13 scientific projects and 46 international scientific conferences, among which we highlight:

Deferred Image: Rethinking Photography's Temporalities, Association of Art History Annual Conference, London (Leonida Kovač); *ENDEMI-CO versus GLOBAL*, C3, Centro de Ciencias de la Complejidad, Universidad Nacional Autónoma de México, Ciudad de México (Josip Zanki); *Crisis of Democracy through the prism of cultural trauma II*, Sao Paulo, Brazil (Tomislav Pletenac); *Nuclear safety today*, Belgrade, Serbia (Vladan Desnica); *3rd International Conference on Modern Research in Education, Teaching and Learning* (Renata Burai); International scientific and artistic meeting (*Dis*)agreements – *Doctoral art project* (Tanja Dabo); Mediterranean Scientific Conference, *Theory's History – Challenges in the historiography of architectural knowledge* – KU Leuven, Brussels, Belgium (Nikola Bojić); *The International Meeting on Radiation Processing (IMRP)*, Strasbourg, France (Ana Božičević); *2022 SOU Creativity Conference*, Ashland, Oregon (Sonja Vuk); International Art and Science Conference *ACE 2020* (Ida Loher), etc.

In addition to conferences, our teachers are also involved in projects to popularize science and art through public lectures, such as: a series of public lectures, *Landscapes of simultaneous times: Memory practices in contemporary art*, Art Pavilion and KIC Zagreb (Leonida Kovač); *Arte Útil in the Era of Hyperobjects*, MIT Massachusetts Institute of Technology, Cambridge, Art, Culture and Technology programme (ACT) (Nikola Bojić); *Art and cultural trauma* (Tomislav Pletenac); *ARTwork / ARCHwork: archive as an artistic practice* (Maja Rožman), Conference Prima Materia: Myth, Centro de las Artes de San Luis Potosí (CEART), San Luis Potosí, Mexico; a cycle of lectures and workshops at the Faculty of Arts, Vytautas Magnus University, Kaunas and the Faculty of Arts, Universidad Nacional de Colombia, Bogotá (Josip Zanki); *Anthroposce-narium*, Venice Biennale – 16th International Architecture Exhibition, Swamp School program, Lithuanian Pavilion (Nikola Bojić); *Introduction to auteur film screenings by Jonas Mekas*,

Subversive Film Festival, Kino Zagreb (Ivana Keser); *Conservation and restoration treatments on the movable inventory of the Church of Saint Nicholas, Mikluševci – reconstructions/copies*, 22nd meeting of professional conservators and restorers at the Posavje Museum in Brežice, Slovenia (Tamara Ukrainčik, Maja Sučević Miklin), etc.

Memberships in scientific/artistic and expert committees

Teachers and associates play a crucial part as members of scientific, artistic and expert committees of conferences, contributing to the selection of quality works and the designing of programs that encourage excellence, as was the case in the international meetings *Infrastructures of Publishing and Critiquing*, Museum of Contemporary Art, Zagreb (2023) and *Memory, Word and Image: WG Sebald's Artistic Legacy*, University of Amsterdam (2019), where Leonida Kovač was a member of the organizing committee.

The active participation of our faculty and staff in professional associations, such as the [Croatian Association of Artists](#) (with members including Tomislav Buntak as President, Josip Zanki as Vice President, Ida Blažičko as Vice President, and Fedor Fischer as a Board Member), the [Institute for Contemporary Art](#) (where Leonida Kovač serves as a Council Member for iSu), the Art Organization [AtelijeriŽitnjak](#) (led by Alem Korkut as President), the [Association for the Promotion of Visual Culture OPA](#) (where Ida Loher is a co-founder and member), as well as their active involvement in various [artistic events and committees](#), exemplified by their roles on the Gallery Spot Council (Leonida Kovač), the Gallery SC Council (with Mirjana Vodopija, Pavle Pavlović, and Zlatan Vehabović), the Gallery VN Council (Ines Krasić and Daniel Kovač), the Selection Committee for the Erste Fragments 14 exhibition and artwork acquisition (Sebastijan Dračić), the Board of Directors of the Art Pavilion (Nikola Bojić), and the Selection Committee for the AnimaFest Student Film Competition (Darko Masnec), is of significant importance.

Furthermore, we affirm the active involvement of our staff and faculty in editorial boards of publications, such as the scientific advisory board of the journal *“Život umjetnosti,”* published by the Institute of Art History and

indexed in databases WoS and Scopus (Leonida Kovač); the editorial board of the *“Tvrđa”* journal, published by the Croatian Writers' Association (Leonida Kovač); editorial boards of [artist books](#), for instance, Daniel Kovač's book *“Vedute Fukushima,”* 2023, ISBN 978-953-7072-58-2 (Gordana Bakić, Maja Rožman, Tanja Dabo), or Zoltan Novak's book *“Svijet bez mjere,”* 2023, ISBN: 978-953-7072-56-8 (Tomislav Buntak, Matko Vekić, Duje Jurić).

Finally, we also encourage and engage in roles within municipal and national councils, such as: the [Council for Innovative Artistic and Cultural Practices](#) of the City of Zagreb (Marko Tadić), the [Council for Innovative Artistic and Cultural Practices of the Ministry of Culture](#) (Ana Hušman), the [Cultural Council for Visual Arts](#) (Zoltan Novak), the [Commission for Monitoring Complex Conservation and Restoration Work on Wall Paintings](#) (Suzana Damiani), the [National Commission for Competitions and Exhibitions of Elementary and High School Students in the Field of Visual Arts and Design](#) (Sonja Vuk), as well as positions within the University of Zagreb, such as the [Commission for Culture and Arts](#) (Maja Rožman), and more.

5.4. THE SCIENTIFIC / ARTISTIC ACTIVITY OF THE HIGHER EDUCATION INSTITUTION IS BOTH SUSTAINABLE AND DEVELOPMENTAL.

Elements of the standard:

- **The research / arts development strategy is aligned with the vision of development of the higher education institution.**
 - **Scientific / artistic activities are established by the strategic programme of the higher education institution.**
 - **The higher education institution has appropriate resources for its scientific / artistic activities.**
 - **HEI recognizes and rewards scientific / artistic achievements of its employees.**
 - **HEI continuously improves its scientific / artistic activities by appropriate financing, human resource management, investing in spatial resources, equipment and appropriate literature, supporting dissemination of results and development of doctoral theses.**
-

Alignment of the vision of the Academy's development with the Strategy for the development of scientific/artistic activities

In 2014, the University of Zagreb adopted the [Strategy for the Development of Art Education, Artistic Creativity and Research of the University of Zagreb 2014–2020, with a projection to 2025](#); Prof. Peruško Bogdanić and Prof. Robert Šimrak from the Academy of Fine Arts took part in drafting it. This document, as a strategic basis for the development of the art field at the University of Zagreb, served as one of the basic guidelines for [ALU's strategic documents](#) and the [Strategy of the Academy of Fine Arts of the University of Zagreb 2023–2028](#). Created according to [eight basic methodological points](#) and adopted in May 2023, the new [Strategy of the Academy of Fine Arts](#) is based on 4 basic goals:

- 1.) Encouraging the funding of artistic research, artistic and scientific activities with the aim of maintaining basic material costs and external collaborations, improving existing and encouraging future scientific, research and artistic activities as well as inter-institutional and inter-sectoral project collaborations.
- 2.) Quality assurance with the aim of strengthening the evaluation system and the application of new technologies so as to improve the quality of teaching and administrative processes and to systematically introduce new personnel.
- 3.) Development and improvement of the existing programmes and the development of new, innovative study programmes, including graduate programmes in English, which will aim to strengthen the recognition of the Academy at the national, regional and international levels.
- 4.) Encouraging international and inter-institutional cooperation aimed at improving international exchange and mobility (Erasmus Mundus programme) and increasing cooperation and partnerships with other universities, institutions and alumni, as well as cultural and artistic organizations.

The strategy of the Academy of Fine Arts is in its initial vision and mission, as well as in its goals, aligned with the general goals of the [Strategy for the Development of Art Education, Artistic Creativity and Research of the University of Zagreb](#):

- 1.) Art teaching is based on artistic creation and artistic research.
- 2.) Artistic creative and research projects are

encouraged through the system of universities and academies.

3.) There is an encouraging environment for creativity and innovation.

4.) Artistic activities are directed towards the development of a creative and responsible society as a whole (pp. 10–12).

Success in the implementation of the [Dean's program 2020–2023](#) and the recently adopted [Strategy of the Academy of Fine Arts](#), in accordance with current practice, will be monitored and evaluated annually, based on performance indicators and [annual reports](#) of the relevant bodies of the Academy of Fine Arts on the implementation of individual segments of work. As before, based on annual reports, an action plan for the next one-year period will be drawn up, in accordance with the adopted strategic guidelines and goals. The implementation of the Strategy will be supervised by the ALU Administration and other relevant bodies, and coordinated by the Vice Dean for Quality, Postgraduate Studies and Lifelong Education and the relevant [Quality Assurance Committee](#) which operate in accordance with the current [Quality Assurance System Strategy of the University of Zagreb](#).

Activities represent the realization of the strategic program

In accordance with the contemporary approach to artistic practices and transdisciplinary artistic research, exhibiting represents an important aspect of the improvement of the Academy's activities. The Academic Council appoints the [Exhibition Council](#) from among the faculty members for the period specified by the Decision. In the past reporting period (2018–2023), the Academy of Fine Arts established two galleries of different profiles. The [Šira Gallery](#) was founded in 2016 in an iconic gallery space relevant for national art history (the former Schira Gallery), in the city centre (Preradovićeveva 13). The Academy, as the inheritor of this tradition, opened the exhibition programme to other art academies, constituents of the University of Zagreb, and directed it primarily toward students and artists of the younger generation, but also toward other experts, theorists and researchers, through workshops, lectures and other accompanying programs ([Facebook](#), [Instagram](#)). Since 2016, there have been 130 exhibitions orga-

nized at the gallery. Also, in 2022, ALU founded the [Putolovac Gallery](#) (Ilica 112) which focuses on experimental art practices, artistic research and discursive programs that, among other things, are related to the postgraduate doctoral study programme conducted at the Academy. So far, the gallery has hosted renowned international lecturers and served as a platform for [exhibition and research projects](#) that take place with the support of the Academy. In addition to these, the Academy also supports a number of pop-up and informal gallery and exhibition student initiatives, such as [Hodnik Gallery](#), [Polica Gallery](#), [Uža Gallery](#) and [Rupa Gallery](#). Our programs are carried out in constant project cooperation with leading art and museum institutions, as well as prominent non-governmental organizations. For example, from 2021 ALU has cooperated with the [Museum of Contemporary Art](#) through the [Possibilities project](#), and since 2008 the [Department of Animation and New Media](#) of ALU has been cooperating with the Zagreb Centre for Independent Culture and Youth [POGON](#), at which, over the course of a ten-day program each year, presentations, talks, participatory events, discussions, performances and workshops take place.

In the previous period, the Academy was particularly focused on encouraging interdisciplinary and transdisciplinary artistic research projects based on collaborations with scientific and technological institutions and initiatives in Croatia and abroad. Here we highlight just a few:

- > The research project [Runaway Art](#) that ran from 2017 to 2019 was a collaboration between the Museum of Contemporary Art in Zagreb, the Academy of Fine Arts – Department of Painting, the School of Applied Arts and Design, and the Swiss foundation ART MENTOR from Lucerne. The focus of the project was on the establishment of a collaborative platform between the mentioned institutions, enabling students and pupils to become familiar with contemporary art practices through various educational projects, experts' guidance, artists' talks, presentations, lectures and seminars. This program was important for many reasons, not only for strengthening cooperation between institutions, but also for providing an innovative approach to learning about contemporary art.
- > Art and research project [PM – Extended Media](#) that started in academic year 2018/2019 at ALU's Department of Art Education aims to introduce new teaching content with an em-

phasis on the expanded field of artistic activity, new media and innovative approaches to work in theoretical and artistic practice. Since it was launched in 2018, the project has been taking place every academic year, and as part of the project, the [Wide Eye](#) exhibition was opened on 4 March, 2022 at the Students Centre Gallery, with works by students of Rijeka's Academy of Applied Arts and ALU's Department of Art Education.

- > The international project [ALU / MET](#) (2006–), represents a long-term collaboration between the Academy of Fine Arts of the University of Zagreb (Department of Animation and New Media) and London Metropolitan University. In its focus is artistic research work and short-term exchange of students from the two institutions that results in exhibitions (at the exhibition room of London Metropolitan University and the Miroslav Kraljević Gallery in Zagreb).

- > At the invitation of [K3 – Zentrum für Choreographie](#) from Hamburg, ALU joined the international project [Empowering Dance – The Soft Skills Teaching and Learning Approach](#) (2020–2023 Erasmus+). 6 art institutions from [Italy](#), [the Netherlands](#), [France](#), [Croatia](#), [Germany](#) and [the United Kingdom](#) also participate in the project, and the project has resulted in numerous [workshops](#) and the creation of a [digital manual](#).

In addition to direct partnerships, the Academy also participates as an associate partner in a number of research and art projects with a national or an international profile, including projects [WAAT – We are all together to raise awareness of cultural heritage](#) (2020–2022, Erasmus +), [EMAP – European Media Art Platform](#) (2018–, Creative Europe), [Relive Buddhist Art](#) (2020, Centre for Living Buddhist Art in Dharamshala, India), [International Medallion Project](#) (2021, Torun, Poland), [Visita Interiora Terrae: Myth and Alchemy as Art Practice](#) (2022, Centro de las Artes de San Luis Potosí, KRONAL, Aurora Co-Lab and Centro de Ciencias de la Complejidad, Mexico; HDLU, Zagreb).

Resources for artistic and scientific activities

In addition to the availability of administrative and professional services and committees, with the aim of supporting research work, the Academy provides artists, scientists and experts, as well as students, with access to the [ALU Library](#) and specialized workshops where artistic research can be carried out and artworks created.

For example, [artist's books](#) and [graphic folios](#) were produced in the [graphic arts workshops](#) of the Academy with the help of ALU's staff. In addition, departments also have the technical equipment necessary for teaching and research processes; for example, the [natural science laboratory](#) at the Department of Conservation and Restoration has a number of state-of-the-art scientific research instruments, among which we single out a device for X-ray fluorescence analysis (XRF), instruments for Raman and infrared spectroscopy (FT-IR), a device for optical fibre reflectance spectroscopy (FORS), a 3D printer and a transmission-reflection polarization microscope.

Maintaining the space and equipment for artistic and scientific research and professional and teaching activities is extremely important to us, because high-quality and well-equipped spaces attract new students and experts and encourage cooperation with external partners, such as the National and University Library ([graphic folio by Milan Trenc](#)), Zagreb Tourist Board ([ART Zagreb etc.](#)), (Croatian Association of Visual Artists ([set design for the exhibition Croatia to the World](#)), the Biškupić Collection ([graphic folio Ukrainian Rhapsody](#)) and the Croatian Olympic Committee ([Milan Neralić Award](#)).

We see room for improvement mostly in the acquisition of computer equipment, i.e. the acquisition of and/or subscription to specialized software, and the acquisition of such equipment is a priority when planning [new projects](#).

However, investment in equipment also depends on the overall planning of spatial and other material resources, the condition and availability of which is largely influenced by the consequences of recent earthquakes and the relocation and the [upcoming reconstruction](#), which was discussed in more detail in the Introduction, Chapters I and IV.

Rewarding employees

Despite the aforementioned complex circumstances that have befallen us in recent years, the sustainability of teaching, artistic and scientific activities was never in question, as all these go ahead successfully. Therefore, in accordance with the [Statute of the Academy](#) (Art. 62), and with the aim of rewarding and additionally encouraging the excellence of employees in their further work, the [Ordinance on the Awards and](#)

[Public Recognitions of the Academy of Fine Arts](#) was drafted.

The awards and recognitions of the Academy of Fine Arts are: Annual award of the Academy of Fine Arts for artistic, professional and scientific work; Annual award of the Academy of Fine Arts for pedagogical work; biennial Nives Kavurić Kurtović Award; biennial Award for young artists and scientists Iuvenes Futurum; Recognition for excellence in the application and realisation of national, international and EU projects; and the Acknowledgment of the Academy of Fine Arts. Awards will be given out for the first time in 2023.

Improvement of infrastructure, finance and human resources

According to [project records](#), from 2018 to 2023, a total of 67 projects of the Academy of Fine Arts (ALU) have qualified for co-financing. The majority of these funds were allocated to support artistic research (ZUID) and professional projects (ESF), while a smaller portion was granted by the Office for Culture of the City of Zagreb and the Ministry of Culture and Media of the Republic of Croatia for programs that have been recognized for their quality and cultural contributions.

Considering that the majority of [financial resources](#) for operational expenses, artistic projects, and research at the Academy are primarily provided by the Ministry of Education, Science, and Sports (MZO), which, as emphasized several times, is an insufficient amount to undertake larger and more extensive artistic and scientific research projects, securing additional sources of funding from the Academy necessitates the development of new programmatic and project-based activities.

The new [Statute](#) foresees the establishment of the Centre for Artistic, Scientific and Professional Research, the Centre for Lifelong Education (Art. 35) and special institutes (Art. 36), and the new organizational units would have the task of improving research, teaching and artistic activities of the Academy, among other things, through the formation of specialized teams that would provide support for project applications for financing, and administrative and financial management of projects. European projects in which ALU participates as the leading or partner institution have been among the most

important steps forward over the last 5 years. Unlike some other constituents of the University of Zagreb, ALU does not have an Office for Projects and Research, but it is the existing administrative staff, most often from the Office for International and Inter-University Cooperation, who are directed to help with the implementation of such activities. This is not a sustainable solution due to work overload and insufficient knowledge of the specifics of European and other international projects. Therefore, in the coming period, under the leadership of the Vice Dean for International and Inter-University Cooperation, and in coordination with the related Offices at ALU, there are plans to introduce new administrative staff trained for the preparation, application and management of primarily EU projects, initiatives and cooperation. Considering the limited employment plan of the Ministry of Science and Education, we see the possibility for such employment in the imminent retirement of some employees from the Office for Publishing and Exhibitions.

Also, systematic work is being done to establish partnership relations with professional associations (Croatian Association of Visual Artists), as well as on networking with galleries (Canvas Gallery, MSU Zagreb, SC Gallery), so the Academy provides support when presenting its own work and/or mentored student projects with partner/friend institutions or through the management of our own exhibition spaces.

5.5. SCIENTIFIC/ARTISTIC AND PROFESSIONAL ACTIVITIES AND ACHIEVEMENTS OF THE HIGHER EDUCATION INSTITUTION IMPROVE THE TEACHING PROCESS.

Elements of the standard

- Space and equipment for scientific / artistic research and professional activities is used in teaching at undergraduate, graduate and postgraduate level.
- Undergraduate, graduate and postgraduate students are involved in scientific / artistic / professional projects of the HEI.
- Both teaching at the undergraduate and graduate levels, and doctoral theses reflect the scientific / artistic research and profes-

sional activities and achievements of the higher education institution.

Use of space and equipment for scientific/artistic research and professional activity in teaching

As a first step in encouraging students' creativity, the Academy of Fine Arts provides spaces that are adapted to the specific needs of different artistic disciplines, and which enable teachers, experts and students to develop their ideas and create artistic and professional works. With the aim of supporting research work and student productivity, the Academy provides classrooms for holding theoretical classes, and drawing studios and studios (classes) for art teaching and independent work. Also, an important part of the courses is work in *specialized workshops and laboratories* with professional support. Most of the workshops are regularly improved by acquiring materials and specialized equipment through artistic research projects, especially projects of short-term financial support for artistic research (ZUID), and the results of such research are incorporated into the teaching. From 2018–2023, a total of 55 projects were carried out, with more than 80% of these resulted in the procurement and implementation of equipment, tools or aids, which, in addition to conducting research, is used in classes and extracurricular projects with ALU students (*example 2020*, *example PM*). Access to the *ALU Library* is also important for research work and teaching processes, as the latter has over 25.000 professional books, journals and magazines, some of which are also acquired through artistic research projects (*example*).

Space and equipment for scientific/artistic research and professional activity are at students' disposal to be used outside class hours, which provides additional flexibility and support to those students who want to work on their own projects or expand their knowledge and skills by getting involved in the research projects of teachers and/or other extracurricular activities.

Involvement of students in artistic research projects

The Academy includes students in the projects it implements in the field of art, science or profession. These projects range across a variety of themes and disciplines, with the aim of providing students with an opportunity to apply in practice the theoretical knowledge they acquired during their studies, develop relevant skills and gain experience in real situations.

The *Matrix* project, launched in 2016, aims to explore the concept of the matrix in the expanded field of art, science and technology, with a particular focus on a specific segment or area each year. Realized in cooperation among several constituents of the University of Zagreb and the Academy for Art and Culture of the University of Osijek, the project includes workshops, exhibitions, lectures, field classes, and even study trips, through which it combines the knowledge of renowned scientists and artists, encourages artistic productivity and improves artistic and scientific competencies. The project resulted in three publications and four exhibitions, the last of which was part of the official *programme of the Music Biennale Zagreb*. The research project entitled *Character Design* was carried out in 2022, and its aim was to bring the field and process of character design closer to students and enable the integration of acquired skills in the new course Digital Production at the Department of Animation and New Media of the Academy of Fine Arts. As part of the project, graphic tablets were purchased and installed in the Computer Animation Workshop. A design workshop was conducted in cooperation with an external expert, and the process included consultations, the execution of works and evaluation of results.

The research project *Artist's Book – expanded medium and limited form* has been carried out since 2016/2017; it explores the form of the book as a work of art. Research work (specialized education in the field of bookbinding, mentorship work and technical assistance in the production of books) involves students, who participate in the execution of their projects on an equal basis with teachers and guest artists. All books created as part of the project are permanently stored in the National and University Library, as well as in the ALU Library, as part of a separate *Artist's Book Collection*, that currently has 18 units. The research part of the project was financed from *ZUID Funds* (procurement of paper and other specialised equipment and engagement of external ex-

perts – lecturers), while the *exhibition part* of the project was co-funded by the City of Zagreb and the Ministry of Culture and Media of the Republic of Croatia.

With the aim of encouraging the research approach in artistic work and implementing such an approach in teaching processes, the Academy is implementing the educational artistic research project *ALU Summer School* for the third year in a row. Students are selected through an open call (*example*), and classes are held in June, July and September in Grožnjan, in the form of lectures and fieldwork, in which students respond to various topics and themes. The project is implemented in partnership with the Croatian Musical Youth.

Teaching and doctoral theses reflect the activities and achievements of the Academy

The research approach is also reflected in the teaching of the new *Postgraduate Doctoral Study of Fine Arts* at ALU. The study programme is practice-based, and in accordance with the *Dean's program 2020–2023*, it establishes connections between artistic and scientific research. Doctoral students independently conduct original research under the mentorship of teachers – experts in a certain field, with the aim of creating doctoral theses that reflect the high artistic and scientific level of excellence that the Academy encourages.

The teachers at the Postgraduate Doctoral Study of Fine Arts are internationally renowned *artists* and *scientists* who are actively involved in artistic/scientific *projects* and have rich experience in their fields. Their teaching is based on the latest research and knowledge, and they establish correlations between their own research work and its integration into teaching. For example, results of the long-term artistic team research, *Expanded Fields of Painting*, as well as the results of the extensive individual artistic research, *Caleidoscope* (doctorate in arts based on artistic achievements), by Prof. *Ksenija Turčić*, are reflected in the course *Expanded Medium of Painting*; results of extensive artistic research by Prof. *Mirjana Vodopija*, *Wandering Landscape*, is reflected in the course *Synergy of Media*; and results of Asst. Prof. *Darko Masnec's* doctoral thesis, *Zagreb School of Animation – Artistic and Market Practices in the Context of Video Games*, are reflected in the course *Animation and Multimedia*, etc.

The Postgraduate Doctoral Study of Fine Arts enrolled its first generation of doctoral students in academic year 2022/2023, so the evaluation of study results through the doctoral theses will only be possible in the future. However, the value of the doctoral theses completed in the Postgraduate Doctoral Studies of Graphic Arts, Sculpture and Painting can be observed from the [defended theses](#) in the period from 2018–2023. We will single out as examples works that reflect a high level of artistic quality and an innovative approach, and which, by implementing the teacher's acquired experiences and knowledge, improve the teaching process. These are: results of the doctoral work by Asst. Prof. Snježana Ban, *Doubt as a Creative Potential in Contemporary Painting*, which was published by ALU, with the results of research directly related to students at the course [Painting 2](#), at the Undergraduate Study of Art Education; and also the results of the doctoral research by Asst. Prof. Ida Blažičko, *Biomimetics in the Service of Art* (2016), which is awaiting publication but the results are already related to students at the elective course [Biomimetics: Nature, Space, Art](#).

The Academy continues to promote the integration of research and professional practice with the educational process at all levels of study, with the aim of developing research skills, critical thinking and the ability to make independent decisions, which will help students build solid foundations for a successful career and personal development. In achieving this goal, teachers and mentors play a key role in providing support and guidance to students during their academic growth. Their role is manifold, including encouraging the development of intellectual capacities, mentoring in the research process and directing students toward relevant resources.

ILICA 85 _____ RUDOLFA KOLAKA 12

ILICA 83 _____ RUDOLFA KOLAKA 12

JABUKOVAC 10 _____ LASTOVSKA ULICA 23

ZAMENHOFOVA 14 _____

ZAGORSKA 16

NOVA VES 18