

University of Zagreb

University of Zagreb's Internationalisation Strategy 2014-2025

May 16, 2014 version

Task group in charge of developing University of Zagreb's Internationalisation Strategy:

1. Zdenko Kovač, Prof. PhD
2. Melita Kovačević, Prof. PhD
3. Blaženka Divjak, Prof. PhD
4. Branka Roščić, PhD
5. Hrvoje Šikić, Prof. PhD
6. Duška Čurić, Prof. PhD
7. Lidija Bach-Rojecky, Assistant Professor, PhD
8. Jelena Filipović-Grčić, Prof. PhD
9. Marijan Šušnjar, Prof. PhD
10. Branka Galić, Prof. PhD
11. Nebojša Blanuša, Prof. PhD
12. Marko Rogošić, Prof. PhD
13. Nenad Puhovski, Full Professor (excused himself on account of illness)
14. Tamara Nikšić, Prof. PhD

Administrative and professional assistance from the Rectorate's administrative and professional service: Dora Gelo, Mag. iur.

INTRODUCTION

Vision

University of Zagreb's international activities are incentives to creativity, high quality science, application and updating of teaching processes. They are a key aspect of the University activities which, through international research activities as well as student, teacher and researcher mobility, contributes to achieving excellence in all areas of sciences and arts, study programmes and studying at the University, and the international and particularly regional visibility and recognisability of the University.

The University's mission in the area of international cooperation

Research, according to international standards of quality, is the best form of university teaching. Apart from learning, the university process includes teaching and raising new generations and the application of knowledge and skills as an indivisible and interdependent process. In that union the University of Zagreb sees a powerful lever for realizing the identity, creative power and development potential – both of the individuals as global citizens and of the institution itself as an international agent. This kind of university process, as a form of public good, in the context of EU allows Croatian university students and staff to achieve their academic goals, compete internationally and profit personally, while simultaneously inspiring collective creative and development processes in Croatian society and state.

Principles of internationalisation

Creativity

By being challenged and evaluated internationally, the science-based knowledge acquisition and artistic creative endeavour raise the quality and recognisability of university education. To the internal creative force the international context allows complete realization and direct presence and verification within a wider academic environment.

Excellence

Through international activities, the University strives to provide to its teachers and researchers the conditions to conduct research at the highest level, and to its students to acquire knowledge, skills and competences with which they, as equal members of a democratic society, will be competitive on the European and global labour market.

Transparency and equality

Special emphasis is placed on the availability of information, transparent implementation of all competitions that facilitate involvement and equal participation of all stakeholders in the academic community.

Culture of dialogue and cooperation

Through international, but also mutual cooperation of all constituents and members of the University, faculties and academies, students, teachers, researchers and administrative staff, the University strives to ensure the best conditions, mechanisms and procedures that will stimulate and support internationalisation activities.

In accordance with its ethical, moral and deontological codices and general principles of academic life and behaviour, the University of Zagreb guarantees and consistently promotes high moral and ethical principles in carrying out and achieving its mission. In the internationalisation strategy, the same ethical principles are applied to foreign nationals, students and staff regardless of race, nationality, religion, sex or any other basis founded on ethical and constitutional tenets, in line with Croatian laws.

Academic involvement and care for Croatian diaspora

A large number of Croatian nationals and persons of Croatian origin live abroad; in this the University of Zagreb recognizes great potential for academic involvement, and for launching auxiliary mechanisms for international exchange and cooperation, with emphasis on Croatian language, culture and non-material heritage.

Alumni

In the tradition of many high ranking universities, maintaining relationships with alumni has shown to be a mutually productive and stimulating mechanism. The University of Zagreb recognizes the great potential of academic involvement of and strong interactive relationship with its alumni, through existing and new forms of cooperation. Many alumni engaged in international academic and non-academic activities have accomplished internationally recognizable achievements. Many of them don't see the University of Zagreb as their alma mater to which they are simply sentimentally connected, instead they want to actively contribute to its prosperity and recognisability. Therefore the University of Zagreb has opted for strategic involvement of and opening of new channels of cooperation with its alumni.

LEVELS AND WAYS OF REALIZING COOPERATION

The University of Zagreb's international cooperation is realized:

- through cooperation realized by individual constituents, research and study groups, and members of the academic community;
- through cooperation realized at the level of the university as a whole, which includes exchanging, challenging and coordinating ideas, interests and visions, and establishing joint study and research programmes;
- through membership in international university networks and associations;
- by signing inter-university and inter-faculty agreements;
- by participating in international projects in the field of higher education;
- by participating in international science, art, technology and expert projects;
- through the work of student associations;
- by participating in international sport and academic competitions;
- through the University active role in encouraging arts and science teaching staff at all levels to participate in international academic activity.

FUNDAMENTAL STRATEGY DIRECTIONS

The strategy will result in realizing the University's vision while respecting its mission and academic values, and in that sense it consists of:

A. Four fundamental directions of developing the strategy's content (CONTENT STRATEGY):

- 1. INTERNATIONAL COOPERATION AND RECOGNISABILITY OF THE UNIVERSITY, STUDENT, TEACHER AND RESEARCHER MOBILITY;**
- 2. STUDY PROGRAMMES AND COURSES AND "INTERNATIONALISATION AT HOME";**
- 3. PARTNERSHIP WITH INTERNATIONAL UNIVERSITIES AND OTHER RESEARCH INSTITUTIONS;**
- 4. PROMOTION OF CROATIAN LANGUAGE AND CULTURE WITH THE AIM OF ACHIEVING A FEEDBACK EFFECT OF THE INTERNATIONALISATION**

B. Three fundamental directions of developing the strategy's implementation (IMPLEMENTATION STRATEGY):

- 1. ENHANCING INSTITUTIONAL CAPACITY FOR INTERNATIONAL EXCHANGE**
- 2. EFFICIENT MANAGEMENT OF INTERNATIONAL PROJECTS**
- 3. COORDINATING THE BUDGETS OF THE UNIVERSITY AND ALL ITS CONSTITUENTS WITH THE ENHANCEMENT OF INTERNATIONAL ACTIVITIES**

In the text, the fundamental strategy directions are structured in the following manner:

(Table 1 and 2 are added as supplement to the text)

CONTENT STRATEGY

<p>1. INTERNATIONAL COOPERATION AND RECOGNISA- BILITY OF THE UNIVERSITY, STUDENT, TEACHER AND RESEARCHER MOBILITY</p> <p>A.</p> <p>B.</p>	<p>2. STUDY PROGRAMMES AND COURSES AND "INTERNATIO- NALISATION AT HOME"</p> <p>A.</p> <p>B.</p>	<p>3. PARTNERSHIP WITH INTERNATIONAL UNIVERSITIES AND OTHER RESEARCH INSTITUTIONS</p> <p>A.</p> <p>B.</p>	<p>4. PROMOTION OF CROATIAN LANGUAGE AND CULTURE WITH THE AIM OF ACHIEVING A FEEDBACK EFFECT OF THE INTERNATIO- NALISATION</p> <p>A.</p> <p>B.</p>
---	---	---	--

Table 1: Indicators of realized international activities

Table 2: Indicators of projected international activities

IMPLEMENTATION STRATEGY

I. ENHANCING INSTITUTIONAL CAPACITY FOR INTERNATIONAL EXCHANGE

II. EFFICIENT MANAGEMENT OF INTERNATIONAL PROJECTS

III. COORDINATING 34 BUDGETS WITH THE ENHANCEMENT OF
INTERNATIONAL ACTIVITIES

CONTENT STRATEGY:

A. Overview of current situation

A.1. International cooperation and recognisability of the university, student, teacher and researcher mobility

The University of Zagreb is the largest and most important research and higher education institution in the country, with significantly greater publication rate in internationally recognized and renowned journals and highest level of participation in European projects in relation to other research and academic institutions in the country. Over the past years, the University of Zagreb has achieved noticeable visibility in the international academic community; based on the results of its research productivity, the University is in the top 3% of best ranked universities in the world, which means it is in the top 500 universities in the world, top 200 in Europe and top 10 in the region. Results of a research into scientific productivity and quality of papers of the University's researchers showed that there is room for enhancing competitiveness Europe-wide, by stimulating the quality of research and productivity, and boosting participation in international projects. At the Centre for Advanced Academic Studies (CAAS) in Dubrovnik, the University organizes summer schools, courses, workshops and other international academic activities. The international association InterUniversity Centre (IUC), whose host and founder is the University of Zagreb, operates as part of CAAS. The University is also an active member of a number of university networks and associations, the most important of which are: European University Association (EUA), Danube Rectors' Conference (DRC), Rectors' Conference of Alps-Adriatic Universities (AARC), Network of Universities from the Capitals of Europe (UNICA), Agence universitaire de la francophonie (AUF), Central European Initiative University Network (CEI UniNet); as well as a number of associations which the universities or faculties join based on

profession. The University organizes a large number of international courses, workshops, seminars and summer schools. Here as well there is room for expanding these activities.

Since Croatia started participating in the Lifelong Learning Programme, particularly the Erasmus sub-programme (2009-2010), the rate of outgoing student mobility has been increasing continuously, and so has incoming mobility, although with a certain delay (cf. Table 1). At the moment, the rate of incoming mobility is approximately half as high as outgoing mobility, but it is expected that they will even out. In the period before joining the Erasmus programme, teacher and student exchange took place via bilateral and multilateral agreements on cooperation signed with partner institutions in Europe, Asia, Australia, and South and North America, based on university- or faculty-level agreements, partnerships established as part of research and other projects (e.g., COST Actions, TEMPUS programme) or via individual scholarships (Alexander von Humboldt scholarships, Fulbright scholarships, Junior Faculty Development Program – JFDP, Marie Curie scholarships etc). However, when it comes to student and teacher mobility, the University is still significantly behind comparable European universities, including universities from neighbouring countries. It is expected that the Erasmus+ programme, which was launched in 2014, will boost mobility at the University, particularly through Learning Mobility – mobility of individuals for the purpose of learning and professional development. In December 2013, European Commission awarded the Erasmus Charter for Higher Education to the University of Zagreb for the entire period from 2014 to 2020. In addition, university-wide procedure for signing inter-institutional agreements as precondition for student, teacher and non-teaching staff mobility has been developed.

In order to encourage excellence in research, the University has developed and adopted a Human Resources Strategy which specifies openness towards hiring researchers from other European countries while adhering to the principles of transparency and equality in hiring. As a result of adopting this strategy, the University was awarded the HR Excellence in Research logo by the European Commission.

Over the past decade, there has been a growing tendency across the globe to compare university activities by ranking them on the global, continental and regional levels. On some rankings, the University of Zagreb is ranked high (see part of the University of Zagreb's Strategy of Research, Technology Transfer and Innovation). These rankings include scientometric data, alumni recognisability, quantitative data on competitiveness, etc.

Such rankings are increasingly becoming a standard in academic and non-academic communication, and are perceived as indicators of the quality of universities. They contribute to the international visibility and recognisability of universities.

A.2. Study programmes and courses and "INTERNATIONALISATION AT HOME"

In 2010 the University launched systematic preparations to start teaching certain courses in existing study programmes in foreign languages, mostly English. The goal was to ensure that students, particularly visiting students, are able to earn at least 30 ECTS credits during one term by taking foreign language-taught courses. Such courses are a precondition for raising

incoming mobility, they greatly facilitate outgoing mobility, and they allow internationalisation at home. Additional funding for foreign language-taught courses (in English, German and French) amounting to HRK 400,000 was provided for academic year 2013/14. After a public competition, funding was approved for 92 courses at 23 constituents; as a result, around 300 foreign language-taught courses are currently taught at the University.

The procedure for accrediting foreign language-taught study programmes was recently developed at the University; at the moment, 8 full study programmes in English¹ are taught at all levels of university education.

In cooperation with the Shanghai Institute of Foreign Trade, in 2012 the University opened the Confucius Institute which, apart from offering Chinese language and culture courses, will also create opportunities for other forms of cooperation with Chinese universities, student exchange, research cooperation and exchange of young researchers, not necessarily only in the field of sinology.

The procedure for accrediting joint and foreign language-taught study programmes was developed at the University in 2013, and the procedure for accrediting online study programmes is expected to be developed soon.

Over the past ten years, the University of Zagreb has been investing great efforts in increasing the number of courses and full study programmes taught in foreign languages, primarily English. Today there are full programmes taught in foreign languages at all levels of university education, from undergraduate to doctoral study programmes. Last year the medical studies in English programme marked its 10th anniversary, several generations of students have already received their degrees in the field of biotechnology having completed a study programme taught in French, a new undergraduate study programme in the field of technology taught in English has been launched, etc.

The University also strongly encourages the launching of joint study programmes which facilitates direct international cooperation and mobility of students, as well as teachers. At the doctoral level, particularly interesting are so-called double doctoral degrees of which there is an increasing number and for which young researchers are increasingly interested. This type of education significantly facilitates networking with foreign researchers.

A.3. Partnership with international universities and other research institutions

Traditionally, the University of Zagreb maintains good cooperation with other universities and research institutions in the country and wider region, and is trying to establish, maintain and deepen cooperation with relevant European and global institutions regarding common topics and interests. As of now, the University has signed agreements on cooperation with 148 foreign universities and research institutions (via Erasmus, Erasmus Mundus, direct agreements, etc.). However, since the intensity of cooperation is not satisfactory, there is need to work on the development and application of efficient mechanisms for stimulating inter-

¹ <http://www.unizg.hr/studiji-i-studiranje/upisi-stipendije-priznavanja/strani-studenti/>

institutional cooperation, regardless of whether the cooperation concerns research or education. It is well known that the University of Zagreb is a leader in research and higher education in Croatia and the region, and that it supports inter-university national and regional cooperation, which it proved by actively participating in establishing and developing not only other universities in Croatia, but also universities in the region – the University of Mostar is a notable example. The cooperation is manifested through participation in joint research projects, which should be increased in the future, as well as teaching activities, and it is important to point out that the University's staff teach at a large number of universities in Croatia and the region, at undergraduate, graduate and doctoral study programmes. So far the University has initiated and adopted the policy of organizing joint graduate and doctoral study programmes with partners from Europe and America, with the aim of improving connections between researchers and utilization of research capacities, as well as connections between and exchange of teachers and students. The signing of the Letter of Intent by twelve regional universities made it possible to establish and encourage networking between PhD students and researchers. In addition, preparations are being made to organize a summer school that will bring together PhD students and researchers in the region. This is an example of just some of the activities that bolster connections and networking of research capacities at the national, regional and European level.

It should be pointed out that, by European criteria, our University is extremely non-internationalised, particularly when it comes to the number of foreign PhD students and researchers at the University, which is between 30% - 60% at developed universities. In order to change this, it is necessary to establish attractive study programmes at the undergraduate, graduate and doctoral level, in Croatian or foreign languages, as well as appropriate research centres, in order to recruit researchers, students and teachers from the region, Europe or the rest of the world.

A.4. Promotion of Croatian language and culture with the aim of achieving a feedback effect in the process of internationalisation

Nurturing language and culture is an important task of every academic community, and this task is that more important and should be tended when the language in question is a so-called small language spoken by a limited number of speakers. Upon Croatia's accession to EU, the Croatian language became one of EU's official languages. At the same time, there is a proportionally large number of Croatian speakers who live outside Croatia, particularly in certain parts of the world.

The University of Zagreb and the Faculty of Humanities and Social Sciences for years have persevered in establishing various forms of education, courses and summer schools with the aim of continuously allowing foreign students and interested foreign nationals to acquire the Croatian language and learn about Croatian culture. Language is undoubtedly one of key levers of promoting a people's culture.

The Faculty of Humanities and Social Sciences has the longest tradition of offering Croatian as a foreign language courses (since 1962) as part of its Croaticum programme, at the

University School of Croatian Language and Culture – UNISOCLAC (which was launched as the University's programme in 1990 in cooperation with the Croatian Heritage Foundation as a summer and winter school). Today, apart from contact hours, summer schools and occasional courses for teachers of Croatian as another language, throughout the year there are distance learning e-courses, targeted primarily at foreign nationals, heritage speakers of Croatian and future students, and individual courses and summer schools organized at the Centre for Advanced Academic Studies in Dubrovnik.

Various educational materials, textbooks and handbooks that raise the quality of teaching have also been developed. Special attention is given to relationships with foreign universities that have Croatian language departments and teachers.

The University of Zagreb is the leader in teaching Croatian as another language – foreign, heritage or other – since, at its constituents or as part of the activities of the Office for International Cooperation, it carries out various Croatian language learning programmes targeted at speakers to whom Croatian is not the first and native language. These programmes include a variety of Croatian as a foreign language courses that differ by: length, number of participants, goal, teaching method, space, time, form, tools for exchange and storage of data.

The largest number of students learn Croatian throughout the year as part of various programmes at Croaticum (which has existed since 1962), at the Faculty of Humanities and Social Sciences. As part of the textbook development project funded by the Ministry of Science, Education and Sport, textbooks and handbooks were developed for three levels of proficiency in the Croatian language. SiH, the annual conference for Croatian language teachers, is also organized.

Today, apart from contact hours at the summer school and occasional courses for teachers of Croatian as another language, the University School of Croatian Language and Culture (launched in 1990 as the Rectorate's programme in cooperation with the Croatian Heritage Foundation as a summer and winter school) offers distance learning e-courses throughout the year, targeted primarily at foreign nationals, heritage speakers of Croatian and future students, which encourages and facilitates international mobility. The HiT-1 beginner's course was the result of cooperation between three institutions (the University, the University of Zagreb Computing Centre and the Croatian Heritage Foundation). Individual tutoring at the intermediate level – Hej – is also available as an e-course. In addition, a lexical handbook for intensive beginner's courses in Croatian and the corresponding dictionary (on CD) in several languages have been written.

Croatian as another language has been the subject of research carried out at the Faculty of Humanities and Social Sciences as part of scientific projects and doctoral study programmes. In addition, the process of obtaining accreditation for the module Croatian as a Second and Foreign Language is nearing finalization. The Centre for Croatian Studies has organized the study module Croatian Language and Culture; since 2012/2013 the Centre has been providing support by introducing and carrying out new courses at the Slavic Languages and Literature Department at the University of Toronto. At the Faculty of Teacher Education, researchers are examining early multilingualism, mostly vertical. As part of a project being carried out at the Faculty of Education and Rehabilitation Sciences, research is being conducted into bilingual

communication between deaf and able hearing individuals for the purpose of teaching Croatian as a second language to the hearing impaired, as well as Croatian sign language as another language of able hearing individuals. Croatian sign language is taught during four years (i.e., in four levels). The first year of that programme has been mandatory for speech therapy students since 2006.

In order to integrate activities related to teaching Croatian as another language in Croatia, several roundtables were held at which participants discussed the option of establishing an international centre that would connect the universities of Zagreb, Rijeka and Split.

B. Development projections

B.1. International cooperation and the University's recognisability, student, teacher and researcher mobility

Preparing students for the globalized labour environment can be achieved by increasing outgoing and incoming mobility of students (courses and internships), teachers and researchers at the University, as well as by increasing the number of foreign students enrolled at the University and permanently or temporarily employed foreign nationals. A higher student and teacher mobility rate can be achieved through greater involvement in international networks and associations, while a higher researcher mobility rate can be achieved through greater participation in international projects and other forms of cooperation.

Mobility will be directed towards target geographic areas: immediate region (absence of practical language barriers), the Mediterranean, European Union, Eastern Europe and other continents.

Mobility will also be achieved via summer schools (in Zagreb and Dubrovnik) and other activities organized at the University of Zagreb's Centre for Advanced Academic Studies (CAAS) in Dubrovnik.

Increasing the student mobility rate should also include students with disabilities, low income students as well as other less-represented student groups.

Quantitative indicators of success can easily be measured: the goal is to achieve the numbers specified in the attached table. Desired geographical dispersion (regional, Mediterranean, EU, pan-European, transcontinental) is somewhat harder to quantify, but it is not impossible either.

When it comes to positioning on international rankings, the University of Zagreb will invest efforts to increase the visibility and recognisability of aspects which these rankings take into account (for example, achievements of the alumni, leaders of prestigious science groups, Nobel prize-winning alumni, technological achievements, etc). Current rankings are defined by the visible aspects, and increasing the visibility of the University's achievements could help with more objective positioning on the rankings.

B.2. Study programmes and courses and "Internationalisation at Home"

Preparing students for the globalized labour environment can also be achieved via the so-called internationalisation at home. It is primarily achieved by matching study programmes to global trends, for which regular internal and external evaluations are crucial. Another way of achieving internationalisation at home is expanding the range of courses and study programmes taught in foreign languages, primarily English, both at undergraduate level (to a lesser extent) and graduate level (to a greater extent). Here, however, it is perhaps pretentiously assumed that all doctoral-level study programmes are taught simultaneously in Croatian/English/other languages in accordance with individual students' preferences, or based on the subject matter.

In these ways, even Croatian students not participating in student exchanges are exposed to global conditions. The range of study programmes currently taught in foreign languages will also help to recruit foreign students and teachers (in that respect, section B.2 overlaps with B.1 to a significant degree).

B.3 Partnership with foreign universities and other research institutions

A greater involvement in international networks, associations, projects and other forms of cooperation as a way of increasing mobility was mentioned already in section B.1. However, increasing mobility has to be accompanied by increasing quality – mobility must not be an end in itself. One of the options that presents itself in this regard is forming project consortiums in the area of research, which can be accompanied by teaching consortiums as well. Encouragement should be given to establishing connections with those who are ahead of us in terms of development and quality of their research and teaching (for the purpose of acquiring new knowledge), but neither should the establishing of connections with those who are behind us (for the purpose of disseminating our knowledge) be neglected. Another option is inviting exceptional individuals, both foreign nationals and Croatians living in diaspora, as guest scientists (this somewhat overlaps with the concept of mobility).

It is particularly important to nurture strategic partnerships with several universities in Europe and the world which may serve as our role models when it comes to certain internal and external evaluations.

Here it is also possible to define quantitative indicators of success (the table is attached).

B.4. Promotion of Croatian language and culture with the aim of achieving feedback effects in the process of internationalisation

In the next strategic period, the University of Zagreb is expected to become the reference institution for the Croatian language, for Croatians at home, in diaspora and all other interested individuals. This can be achieved through university institutions and institutes, by developing Croatian as a foreign language courses, including e-courses for children and adults, developing standardized tests and certificates for Croatian as a foreign language, through cooperation and exchange with foreign universities that have Slavic or Croatian

language departments, via joint publications, courses, study programmes and professional development programmes.

Here also the possibilities offered by summers schools and the Centre for Advanced Academic Studies in Dubrovnik should be utilized.

Quantitative indicators in this area are listed in the table. In many ways they overlap with those listed in sections B.1, B.2 and B.3; the difference is in the relation of the context to Croatian language.

IMPLEMENTATION STRATEGY:

1. ENHANCING INSTITUTIONAL CAPACITY FOR INTERNATIONAL EXCHANGE

To realize all four aspects of the content strategy we need to functionally, organizationally and structurally improve sections of the University and its constituents which are involved in corresponding segments of international exchange. These are:

1. The University's Office for International Cooperation;
2. the Centre for Advanced Academic Studies (CAAS) in Dubrovnik;
3. the Centre for Advanced Academic Studies dorm;
4. the international offices/units and capacities of the University's individual constituents.

The University manages the first three segments, while individual constituents manage their capacities listed under item 4. Current overlaps, duplicated efforts and uncoordinated activities cause difficulties in managing and meeting needs, which frequently results in insufficient utilization of capacities.

Enhancing institutional capacities can be achieved with following systematic measures:

- a) By increasing efficiency and availability of accommodation, classrooms and teaching tools for the purpose of international cooperation;
- b) By introducing stimulating measures concerning international projects and activities which, when realized at the University and its constituents, produce and stimulate wider positive academic impacts within the institutions;
- c) By clearly outlining and simplifying jurisdictions, which can increase managerial efficiency in international exchange (vice-deans, vice-rectors, heads, etc.);
- d) By developing and investing in those segments for which the demand is on the rise (for example, assistance for writing projects, etc.);
- e) By enhancing and simplifying the flow of information relevant for international cooperation;

- f) By creating a positive local environment that stimulates and promotes international cooperation and the bodies engaged in it as a desirable and promotional systematic orientation of the university's mission (so that international cooperation activities are not seen as a "black sheep" and "foreign body" in the system);
- g) By overall integration and combined monitoring of international activities, like in Table 1, and planned projections and directions like in Table 2;
- h) By encouraging the establishing and organizing of "summer schools", intensive courses and similar, which would grant ECTS credits and allow the transferring of credits;
- i) By including student organizations and their budgets into the institutional framework of international activities whereby the effects of two sets of activities would be enhanced.

Compared to all four fundamental directions of developing the content of internationalisation, the University and its constituents jointly determine the projections of quantity in Table 2 for the strategic period to academic year 2024/25.

II. EFFICIENT MANAGEMENT OF INTERNATIONAL PROJECTS

The Study on possible changes in the university's organization describes three potential forms: 1) regular (legally integrated) constituents; 2) constituents granted a special status; and 3) merger of other institutions and the University of Zagreb. The study describes a functional "clustered" organization, with 10 to 15 clusters. In each of these organizational forms, it would be necessary to establish an adequate legal structure of governance rules and powers.

From the point of view of international activities, the complexity of proposed organizational forms will require clear and detail legal instructions in the form of a flow-chart, comprehensible to university students and staff who are not lawyers, partner institutions and foundations. The same applies to the current organization of the University. Since the University of Zagreb's type of organization is not familiar to the European tradition and EU administration, it is necessary to invest additional efforts into coordination. International projects carry with them financial, legal, academic (and other) powers and responsibilities, which is why, in its current organizational form and other possible future organizational forms proposed in the Study, the University needs to dedicate special attention and activities to such coordination.

A) International projects submitted through the University or its constituents:

Traditionally, international research projects were realized through efforts and achievements of individuals (and rarely smaller groups), who would do the entire work needed, from coming up with ideas, writing projects, taking care of administration, implementing financial and legal aspects of the project, etc. The University recognizes (individual and group) engagement in projects as a powerful tool for promoting reputation and advertising quality, and is therefore bolstering such activities through following measures:

- a) The University must systematically encourage submission and realization of international projects as an important goal on the international level. Additional experts for submitting and managing projects, including scientists that have experience in managing international projects, will join the Office for International Cooperation;
- b) The University will develop mechanisms and funds for pre-financing, i.e., it will establish a "project support fund" which will monitor preparatory and initial stages of projects;
- c) Activities will be undertaken to enhance the overall project support infrastructure, including improvements to managing project funds with regard to bookkeeping and taxes;
- d) Through special measures, it will be ensured that the overall environment, both on the University and its constituents, is especially stimulating towards researchers that participate in international projects, both in terms of organizational support and in the decision-making system in science, when it comes to taking care of young researchers and evaluation of achievements in research and teaching, when assigning teaching and other academic duties, etc.

B) International projects submitted through the University:

Mobility projects (Erasmus, etc.) require the University and its constituents to operate together in a way an integrated university does. This means that all activities are carried out through the university, regardless of the legal and organizational relationships between the university and its constituents. In such projects, it is necessary to work out particularities regarding jurisdiction, implementation, finances, etc.

III. COORDINATING BUDGETS OF THE UNIVERSITY AND ITS CONSTITUENTS WITH THE ENHANCEMENT OF INTERNATIONAL ACTIVITIES

The complex organization of the University and its constituents in terms of finances is manifested in their 34 budgets; each budget in principle consists of the basis (which comes from the state budget) and special revenues. Today some of those funds are used for international activities. At the moment it is difficult to see how much is invested in international activities overall. It has been proposed that data on funds spent in previous academic years should be included in Table 1, while projections for years up to 2024/25 would be included in Table 2. This would achieve greater visibility and readiness to bolster international activities. In the financial sense, the University of Zagreb is a big institution which, however, has poor control and governance power over its own funds. International activities could become more efficient by coordinating and synchronizing corresponding segments in 34 separate budgets.

Table 1. Indicators of the University of Zagreb's achieved international activities during academic years 2009/10 to 2012/13. (Included data are currently available data from the University's Office for International Cooperation and doesn't include data from constituents)

Type of activity	ACADEMIC YEAR			
<i>1. Mobility from UNIZG to universities abroad - Erasmus</i>				
	2009/10	2010/11	2011/12	2012/13
Students (one semester or more)	126	251	354	478
Students, internship	/	50	114	154
Teachers (a week or more) ^a	24 (1)	49(2)	67(4)	86(6)
UNIZG non-teaching staff ^a	0	3	6	8
<p>^a on average, a stay is 5-7 days long; <u>up to 5 days is funded via competition; numbers in brackets denote stays longer than 5 days</u> (the data above)</p> <p>included in Erasmus are teaching (teachers) and professional development (teachers and non-teaching staff)</p>				
Teaching (teachers)	10	29	35	47
Professional development (teachers and non-teaching staff)	14	23	38	47
<i>2. Mobility from universities abroad to UNIZG – Erasmus</i>				
Students (one semester or more)	/	35	184	283
Students, internship	/	/	4	3
Teachers (a week or more)	/	unknown	unknown	unknown
UNIZG non-teaching staff	/	unknown	unknown	unknown

Teaching (teachers) ^b	not possible	unknown	unknown	55
Professional development (teachers and non-teaching staff) ^b	not possible	unknown	unknown	12
^b see above under 1 and – according to information from constituents; the problem of obtaining data on incoming mobility under Erasmus exists at other universities in Europe too				
3. Mobility from UNIZG to universities abroad – Bilateral agreements				
Students	13	21	37	26
Teachers ^c (by calendar years)	2010: 32	2011: 47	2012: 34	2013: 36
^c Note: presented data includes only the exchanges realized based on inter-university agreements signed through the University's Office for International Cooperation; data on actual exchange of teachers based on all inter-university and inter-faculty agreements are not available				
4. Mobility from universities abroad to UNIZG – Bilateral agreements				
Students	24	36	41	42
Teachers ^d (by calendar years)	2010: 31	2011: 28	2012: 34	2013: 21
^d Note: presented data includes only the exchanges realized based on inter-university agreements signed through the University's Office for International Cooperation; data on actual exchange of teachers based on all inter-university and inter-faculty agreements are not available				
5. Mobility from UNIZG to universities abroad – On other bases				
Students				

Teachers ^e				
^e Not possible to provide data.				
Teachers and administrative staff (stays) – according to the Register of International Cooperation, <u>on all bases</u>	2835	2912	3317	2999
6. Mobility from universities abroad to UNIZG – On other bases				
Students	145	111	169	114
Teachers ^f				
^f Not possible to provide data.				
Teachers and administrative staff (stays) – according to the Register of International Cooperation, <u>on all bases</u>	462	544	591	596

7. Centre for Advanced Academic Studies (CAAS) in Dubrovnik				
Conferences organized by UNIZG	37	40	36	34
Conferences, other (IUC, etc.) – see under 7A. below				
Number of participants from universities abroad	1056	1249	1031	1199
Number of participants from UNIZG	476	732	615	483
Number of bednights – CAAS dorm – foreign nationals	4248	2735	4241	3427
Number of bednights – CAAS dorm – from UNIZG	1594	1302	1884	1460

7A. IUC at the Centre for Advanced Academic Studies (CAAS) in Dubrovnik				
Data by year, IUC Dubrovnik	2010	2011	2012	2013

Conferences, other (IUC, etc.)	58	56	69	58
Number of participants from universities abroad	968	879	1141	816
Number of participants from UNIZG	215	209	220	216
Total number of participants by year	1452	1416	1679	1363

8. Number of full-time foreign students at the University of Zagreb

Graduate study programmes				
Doctoral study programmes				
Professional development (courses, summer schools, etc.)				

9. Guest professors

From UNIZG at other universities (ranked 1-100 on the Shanghai Ranking)				
From UNIZG at other universities (ranked > 101 on the Shanghai Ranking)				
From universities abroad, ranked 1-100 on the Shanghai Ranking, at UNIZG				
From universities abroad, ranked > 101 on the Shanghai Ranking, at UNIZG				
* From UNIZG at other universities (according to the Register of International Cooperation) - stays	294	311	370	381
From universities abroad (according to the Register of International Cooperation) - stays	183	176	204	218

10. Academic extra-curricular lectures				
UNIZG teachers at other universities and research institutions				
Foreign teachers and other scientists at UNIZG				
UNIZG teachers at other universities and research institutions – attendees				
Foreign teachers and other scientists at UNIZG – attendees				

11. Joint study programmes with some courses taught at the University of Zagreb				
Doctoral study programmes				
Other study programmes				

12. Study programmes and courses at UNIZG taught in English				
Full study programmes – undergraduate				
Full study programmes – doctoral				
Certain courses – undergraduate				
Certain courses – doctoral				

13. UNIZG books in English and other foreign languages				
Textbooks				
Textbooks accepted at universities abroad				
Other books				

14. Number of new international technology research projects at UNIZG				
Foreign funded				
Not foreign funded				

15. Number of teaching assistants enrolled in doctoral study programmes				
From UNIZG at institutions abroad				
From institutions abroad at UNIZG				

16. Academic networks				
Institution – membership	11	12	12	12
Institution – network head	-	-	-	-

17. Multinational companies				
Shareholding				
Patent and cooperative relationship				
Consultants to companies at UNIZG				

18. Editorial boards of international journals				
Editors-in-chief from UNIZG				
Editors from UNIZG				
Members of editorial boards from UNIZG				
Number of reviews written for journals				

19. Management bodies of international academic associations				
President				
Vice-President				
Members				

20. Elected project evaluators at international foundations				
Science				
Technology				
Biotechnology				
Biomedicine and healthcare				
Humanities				
Social sciences				
Arts				

21. Publications in international journals				
With impact factor <1				
With impact factor <1.1-10				
With impact factor >10.1				

22. UNIZG staff's participation in congresses				
Plenary lectures				
Invited lecturers				
5-10 minute lectures held				

Poster presentations				
Attendees				
Members of organization committees				
Congress session chairpersons				
* Register of International Cooperation only provides information about participation in conferences, not the nature of participation	975	972	1066	922

23. International awards

Students				
Teaching assistants				
Teachers				

24. Visible international achievements of UNIZG alumni

Managing companies with >100 employees				
Recognizable academic achievements				
Foreign donations to UNIZG, EUR 5,000-10,000				
Foreign donations to UNIZG, >EUR 10,000				

25. UNIZG's contributions to international recognisability of Croatian culture and identity

Recognizable art events				
Recognizable humanities events				
Sport achievements				
Foreign students who mastered Level 1 of the				

Croatian language				
Foreign students who mastered Level 2 of the Croatian language				
Other forms				

26. Student exchange with institutions abroad				
UNIZG students doing summer internship abroad				
Students from foreign universities doing summer internship at UNIZG				
UNIZG students at student science congresses abroad				
Students from foreign universities at student science congresses at UNIZG				
UNIZG students participating in other academic activities abroad (competitions, networking, etc.)				
Students from foreign universities participating in other academic activities at UNIZG (competitions, networking, etc.)				
Student science congresses at UNIZG				

27. International evaluations				
Of university organizational units (as institutions)				
Of university study programmes				
Of individual university courses				

28. Realized investments in international cooperation

University				
Constituent 1				
Constituent 2				
Constituent 3				
Constituent 4				
Constituent 5				
Constituent 6				
Constituent 7				
Constituent 8				
Constituent 9				
Constituent 10				
Constituent 11				
Constituent 12				
Constituent 13				
Constituent 14				
Constituent 15				
Constituent 16				
Constituent 17				
Constituent 18				
Constituent 19				
Constituent 20				

Constituent 21				
Constituent 22				
Constituent 23				
Constituent 24				
Constituent 25				
Constituent 26				
Constituent 27				
Constituent 28				
Constituent 29				
Constituent 30				
Constituent 31				
Constituent 32				
Constituent 33				

Table 2. Indicators of the University of Zagreb's projected international activities for academic years 2014/15, 2017/18, 2021/22 and 2024/25. (Expected projections will be further worked out by the Rector's and Deans' Collegiums)

(*The University and constituents need to decide on the logistic feasibility of implementing the 25 proposed projections.)

<i>Type of activity</i>	<i>ACADEMIC YEAR</i>
-------------------------	----------------------

<i>1. Mobility from UNIZG to universities abroad - Erasmus</i>				
	2014/15	2017/18	2021/122	2024/25
Students (one semester or more)				
Students, internship				
Teachers (a week or more)				
UNIZG non-teaching staff				
<i>2. Mobility from universities abroad to UNIZG – Erasmus</i>				
Students (one semester or more)				
Students, internship				
Teachers (a week or more)				
UNIZG non-teaching staff				
<i>3. Mobility from UNIZG to universities abroad – Bilateral agreements</i>				
Students				
Teachers				
<i>4. Mobility from universities abroad to UNIZG – Bilateral agreements</i>				
Students				

Teachers				
5. Mobility from UNIZG to universities abroad – On other bases				
Students				
Teachers				
6. Mobility from universities abroad to UNIZG – On other bases				
Students				
Teachers				

7. Centre for Advanced Academic Studies (CAAS) in Dubrovnik				
Conferences organized by UNIZG				
Conferences, other (IUC, etc.)				
Number of participants from universities abroad				
Number of participants from UNIZG				
Number of bednights – CAAS dorm – foreign nationals				
Number of bednights – CAAS dorm – from UNIZG				
Number of bednights – CAAS dorm – other				

8. Number of full-time foreign students at the University of Zagreb				
Graduate study programmes				
Doctoral study programmes				
Professional development (courses, summer schools, etc.)				

Croatian diaspora				
-------------------	--	--	--	--

9. Guest professors				
From UNIZG at other universities (ranked 1-100 on the Shanghai Ranking)				
From UNIZG at other universities (ranked > 101 on the Shanghai Ranking)				
From universities abroad, ranked 1-100 on the Shanghai Ranking, at UNIZG				
From universities abroad, ranked > 101 on the Shanghai Ranking				

10. Academic extra-curricular lectures				
UNIZG teachers at other universities and research institutions				
Foreign teachers and other scientists at UNIZG				
UNIZG teachers at other universities and research institutions – attendees				
Foreign teachers and other scientists at UNIZG – attendees				

11. Number of new international technology and research projects at UNIZG				
Funded by foreign academic funds				
Funded by foreign commercial funds				
Not foreign funded				
Funded by foreign academic and domestic				

funds				
Funded by foreign commercial and domestic funds				

12. Number of teaching assistants enrolled in postdoctoral study programmes

From UNIZG at institutions abroad				
From institutions abroad at UNIZG				

13. Joint study programmes with some courses taught at the University of Zagreb

Doctoral study programmes				
Other study programmes				

14. Study programmes and courses at UNIZG taught in English

Full study programmes – undergraduate				
Full study programmes – doctoral				
Certain courses – undergraduate				
Certain courses – doctoral				

15. UNIZG books in English and other foreign languages

Textbooks				
Textbooks accepted at universities abroad				
Other books				

16. Academic networks

--	--	--	--	--

Institution – membership				
Institution – network head				

17. University of Zagreb's relationship with multinational companies

Shareholding				
Patent and cooperative relationship				
Consultants to companies at UNIZG				

18. Editorial boards of international journals

Editors-in-chief from UNIZG				
Editors from UNIZG				
Members of editorial boards from UNIZG				
Number of reviews written for journals				

19. Governing bodies of international academic associations

President				
Vice-President				
Members				

20. Publications in international journals

With impact factor <1				
With impact factor <1.1-10				
With impact factor >10.1				

21. UNIZG staff's participation in congresses

Plenary lectures				
Invited lecturers				
5-10 minute lectures held				
Poster presentations				
Attendees				
Members of organization committees				
Congress session chairpersons				

22. UNIZG's contributions to international recognisability of Croatian culture and identity

Recognizable art events				
Recognizable humanities events				
Sport achievements				
Foreign students who mastered Level 1 of the Croatian language				
Foreign students who mastered Level 2 of the Croatian language				
Other forms				

23. Student exchange with institutions abroad

UNIZG students doing summer internship abroad				
Students from foreign universities doing summer internship at UNIZG				
UNIZG students at student science				

congresses abroad				
Students from foreign universities at student science congresses at UNIZG				
UNIZG students participating in other academic activities abroad (competitions, networking, etc.)				
Students from foreign universities participating in other academic activities at UNIZG (competitions, networking, etc.)				
Student science congresses at UNIZG				

24. International evaluations				
Of university organizational units (as institutions)				
Of university study programmes				
Of individual university courses				

25. Planned investments in international cooperation				
University				
Constituent 1				
Constituent 2				
Constituent 3				
Constituent 4				
Constituent 5				
Constituent 6				
Constituent 7				

Constituent 8				
Constituent 9				
Constituent 10				
Constituent 11				
Constituent 12				
Constituent 13				
Constituent 14				
Constituent 15				
Constituent 16				
Constituent 17				
Constituent 18				
Constituent 19				
Constituent 20				
Constituent 21				
Constituent 22				
Constituent 23				
Constituent 24				
Constituent 25				
Constituent 26				
Constituent 27				
Constituent 28				
Constituent 29				

Constituent 30				
Constituent 31				
Constituent 32				
Constituent 33				