



**University of Zagreb**

**Faculty of Education and Rehabilitation Sciences**

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**STRATEGIC DEVELOPMENT PLAN OF  
FACULTY OF EDUCATION AND REHABILITATION SCIENCES  
UNIVERSITY OF ZAGREB  
2014 - 2018**

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*The Faculty Council adopted the Strategic Development Plan of the Faculty of Education and Rehabilitation Sciences for period 2014 – 2018 at its third regular session held on 23 December 2013.*

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# 1. Introduction

## 1.1. Faculty of Education and Rehabilitation Sciences: Past and Present

Development of professional identity in vocations dealing with persons with disabilities and people with problems of social inclusion complies with the rule that states that traditional relation of a certain society towards vulnerable groups corresponds to their relation towards experts and professionals who live and work with such groups. It was only in the second half of 20<sup>th</sup> century that new research in different scientific areas revealed full complexity of developmental difficulties, needs and human rights of these people. Consequently, the need for higher education of experts from the fields of education, training, care, protection and rehabilitation of persons with disabilities and people with problems of social inclusion has been recognized relatively late.

In the context of the Croatian higher education, this trend became visible with enactment of the Decision on establishment of the **College of Defectology in Zagreb** by the Parliament of the Socialist Republic of Croatia on 10 July 1962. The Decision stipulated that specialists of educational rehabilitation were trained in fields of „diagnostics, therapy and rehabilitation of persons with problems in their psycho- physiological development". In May 1965 the College of Defectology became part of the higher education system and a constituent unit of the University of Zagreb. In 1973 the Senate (then 'Science and Education Council') adopted the Decision by which the College of Defectology changed its name into the **Faculty of Defectology of the University of Zagreb**. The Decision was approved by the Parliament of the Republic of Croatia at the Education and Cultural Council session of 13 June 1973 and the Republic Council session of 20 June 1973. Future development in social and biomedical sciences and humanities dictated the way the society perceived vulnerable groups, which imposed the need to change the Faculty's name. The new name – **the Faculty of Education and Rehabilitation Sciences** – was first proposed at the Faculty Council Session of 18 July 1996 and approved at the session of the Managing Board of the University of Zagreb of 14 April 1998. Following the adoption of the Decision, the Faculty Council proclaimed 14 April as the Faculty Day.

Today, the Faculty of Education and Rehabilitation Sciences of the University of Zagreb is the only institution of higher education in Croatia that establishes and offers study programmes in the fields of speech and language pathology, rehabilitation / educational rehabilitation and social pedagogy, and develops high-quality research in scientific fields of educational rehabilitation sciences and speech and language pathology.

The Faculty management is regulated by the Statute, adopted in 2005. Apart from the Dean and the Faculty Council, the Faculty's development is determined by the Dean's Collegium (members including the Dean, Vice Dean for Academic Affairs, Vice Dean for Science and Faculty Secretary), which occasionally involves other representatives. Faculty constituents (different Departments, Departments for Physical Education and Recreation, Institute for Education-Rehabilitation Research, Centre for Rehabilitation -

responsible for teaching, research and other professional activities, the Faculty library and Secretariat) draft, propose and implement decisions adopted by the Dean and the Faculty Council. Apart from the Statute, other internal acts and decisions by the Dean and the Faculty Council regulate the work of the Faculty. The last couple of years have demonstrated that the existing Faculty structure might not be the most appropriate framework for equal development of all Faculty fields of activity. In accordance with the Faculty Council's decision, in 2012 and 2013 discussions were taking place at the Faculty level about putting in place some alternative, more appropriate, structure which would provide for better monitoring practice and quality improvement in terms of teaching, research activities and expert work.

Quality assurance at the Faculty level is supported by the Faculty Council's acting bodies (committees, boards) and working bodies that meet occasionally. The Quality Management Committee was first appointed in 2007. Today, it acts in accordance with the Ordinance on Quality Assurance System of the Faculty of Education and Rehabilitation Sciences, adopted at the sixth regular Faculty Council's session of 25 March 2013. The Committee submits its annual report and activities' plan to the Faculty Council on a regular basis. Most of its previous work focused on quality in the teaching process (participation in the Teaching Committee, organization, execution and analysis of students' surveys on assessment of teachers). It was agreed that the Committee should put more emphasis on comprehensive planning, organization and implementation of activities in all dimensions of internal quality assurance and improvement (teaching, scientific, research and editorial activities, mobility and international cooperation, IT system, PR and visibility, administration). The Committee priorities earmarked for the future period include monitoring on how meaningful and available the information on the Faculty website is and ensuring that the Faculty work is in line with the European Standards and Guidelines for Quality Assurance (ESG).

The above-mentioned aspects of internal development, alongside other trends, make the Faculty management process much more complex and demanding compared to the previous periods. This fact becomes more obvious in light of demands placed by competent national and European institutions / authorities in area of science and higher education before institutions of higher education. Consequently, on its first special session held on 22 October 2012, the Faculty Council of the Faculty of Education and Rehabilitation Sciences decided that it was necessary to develop a strategic document which would establish Faculty management in line with a value-based framework, strategic objectives harmonized with both national and international quality standards and needs for development of all professional disciplines and scientific fields under Faculty's competence.

## **1.2. Basis for Creation of Strategic Development Plan**

### **1.2.1 Studies and Students**

Some of the main Faculty tasks are to establish and implement study programmes. The Faculty of Education and Rehabilitation Sciences offers three undergraduate programmes – Rehabilitation Studies, Social Pedagogy Studies and Speech and Language Pathology Studies – and three graduate-level programmes – Educational Rehabilitation Studies, Social Pedagogy Studies and Speech and Language Pathology Studies. All of the above-mentioned programmes are carried out in line with the Bologna principles. Apart from undergraduate and graduate studies, the Faculty offers a postgraduate doctoral programme titled "Prevention Science and Disabilities Studies" which was first introduced in 2008 /2009 academic year and postgraduate specialist studies titled "Early Intervention in Education and Rehabilitation", first introduced in 2006/2007 academic year. Currently, 813 students attend undergraduate and graduate programmes at the Faculty of Education and Rehabilitation Sciences. In addition, 79 students attend postgraduate programmes.

Lately, investment in quality assurance system in institutions of higher education has allowed for more transparent definitions of demands in terms of quality in teaching process. This, in its turn, has led to simpler improvements of the teaching process. The student-centred learning, which represents an important new paradigm in education closely linked to the Bologna Process, forms a basis for improvement of quality of study programmes at the Faculty of Education and Rehabilitation Sciences.

Ever since the Faculty introduced undergraduate and graduate programmes according to the Bologna Declaration, all study programmes were subject to procedure of reviewing study programmes carried out by the University of Zagreb in 2008. The review procedure mostly covered issues such as more appropriate ECTS credit allocation (student workload had to be in line with course requirements), changes in organization of teaching and changes of course titles (smaller amendments to the programme up to 20%). The graduate programme of Educational Rehabilitation Studies was subject to an additional University review for small-scale amendments since a new elective course was introduced to the programme.

Students' feedback on implementation of the Bologna process at the Faculty<sup>1</sup> reveals that, in terms of the teaching process, students perceive some positive, as well as negative sides to it. Generally, students are satisfied with the way the Bologna Process is implemented (especially in terms of high-quality lectures). On the other hand, the results show a number of things that need improvement, such as: communication about key aspects of the Bologna system which students need to be aware of, Faculty administration,

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<sup>1</sup> The survey was carried out among the student population during 2012 / 2013 academic year.

students' mobility, taking into account results on evaluation of teachers' work, availability of literature in Croatian language and methods to encourage students to engage in research work.

The analysis of the present state-of-affairs at the Faculty in terms of implementation of study programmes has helped to set strategic objectives in the following areas: enhancement of the teaching process, improvement of international activities and upgrading quality of postgraduate studies. Although we have witnessed significant efforts to improve programme quality in the last couple of years, programmes, teaching methods and resources need to be upgraded to a higher degree. This is especially true of the programme content and teaching methods in terms of expected learning outcomes levels (set in line with the Croatian Qualifications Framework), investment in learning resources and student support and investment in other necessary resources (human and physical resources, equipment). For sure, quality of education would be improved if international activities in teaching were enhanced. Currently, teaching process with an international focus is not sufficiently developed at the Faculty level. This practice would also contribute to better visibility and recognisability of the Faculty at the international level.

### **1.2.2. Research Activities**

Research activities form a basic guideline for development of the Faculty of Education and Rehabilitation Sciences as a university-level scientific institution and higher education institution. The research dimension is continuously manifested and upgraded at the national and international level thanks to implementation of relevant research / projects; publication of peer-reviewed journals; scholarly editions (scholarly journals: *Hrvatska revija za rehabilitacijska istraživanja (Croatian Review of Rehabilitation Research, HRR)* and *Kriminologija i socijalna integracija (Criminology & Social Integration Journal KSI)* – indexed in a number of international bibliographic databases; journal *Logopedija (Speech and Language Pathology)*); organization and participation at scientific congresses; organization of science-based postgraduate studies; active participation in international scientific organizations and editorial boards and other scientific activities.

The Faculty staff is actively promoting scientific activities which contribute to visibility of certain scientific areas and fields and the Faculty as a whole, such as: scientific congresses and round tables with the aim of presenting scientific results, research results and scientific projects and opportunities to apply those in specific policies and practice; educational programmes and Open Days events; publication of peer-reviewed journals; presence in the media etc.

Until recently, projects were mostly funded by Ministry of Science, Education and Sports. After tenders in this field have been suspended, the Faculty uses other opportunities to fund national and international competitive projects. Certain projects were thus financed from the University of Zagreb Development Fund, the Unity through Knowledge Fund (UKF) and IPA research programme. Numerous projects were



funded from other national sources. They are supported by line ministries, responsible for the specific field that the Faculty is professionally engaged in (Ministry of Justice, Ministry of Interior, former Ministry of Family Affairs, War Veterans and Intergenerational Solidarity and the present Ministry of Health and Ministry of Social Policies and Youth), Croatian Academy of Sciences and Arts, UNDP and UNICEF Office for Croatia, cities and counties in which research was carried out and economic operators. The Faculty has also received the ongoing financial support for research conducted at universities within the targeted multi-annual financing of scientific activities framework, according to the Agreement signed with the Ministry of Science, Education and Sports.

Since the Faculty has not adopted a special strategic document addressing the development issues up to date, its activities in the last five years were mostly based on the University of Zagreb Research Strategy 2008 – 2013, which puts emphasis on internationally recognised research excellence and research-based classes whose aim is to educate future leaders in terms of development of science and arts and society as a whole.

That being said, the Faculty has recently been engaged in a number of inter-disciplinary and international projects that can open up new possibilities to compare different theoretical background against novel research methods and approaches by fostering cooperation among disciplines, individuals and institutions that might initially seem diverse.

Scientific activities at the Faculty level are classified as social sciences. Up to 2008 the Faculty was treated as a part of educational area with special branches of educational rehabilitation (1) and speech and language pathology (2). According to the 2009 Ordinance on Scientific and Artistic Areas, Fields and Branches, scientific activities at the Faculty can be classified as belonging to two new scientific fields:

1. Educational-rehabilitation sciences (branches: inclusive education and rehabilitation, behavioural disorders).
2. Speech and language pathology (branches: communication and language disorders, specific learning difficulties; hearing impairments and dysphagia).

Several specialised units dealing with specific scientific area act within the Institute for Education-Rehabilitation Research in an engaged and successful manner, both nationally and internationally: Centre for Prevention Research, Laboratory for Research of the Sign Language and Deaf Culture, Laboratory for Psycholinguistic Research, Laboratory for Developmental Neurolinguistics (now renamed into Laboratory for Child Communication Research), Laboratory for Hearing and Speech Acoustics. All of them use high-tech, clinically advanced research methods and they are equipped with contemporary research materials, leading IT and other technical equipment and programmes. On the other hand, the experience has shown

that the purpose for setting up the Institute has not been completely met, i.e. the Institute was established with a view of comprehensive and systematic coordination of scientific-research activities at the Faculty level with a special emphasis on strategic networking. The document titled "Development and Transformation of University of Zagreb: Elaboration of Initial Assumptions" (proposal – [www.unizg.hr](http://www.unizg.hr)), apart from other values, promotes the relevance of research topics for meeting society's needs and transformation from the individual researcher-approach to well defined research teams. Although, to a certain degree, this direction can already be discerned in the present scientific research-based approach of scientists employed at the Faculty (especially in terms of applied research whose aim is to enhance professional practice and public policies), it provides new possibilities for more transparent definition of the Institute's role, for example, in terms of evaluation of special intervention, implementation of action-based and inclusive research with human subjects or establishment of central methodological support.

In context of adoption of the present Strategy, the analysis of the existing state-of-affairs indicates that clear development goals need to be set with a view of improving infrastructure and support to researchers, raising quality of peer-reviewed journals published by the Faculty and fostering scientific excellence / productivity through a number of competitive scientific projects and publication of internationally recognizable articles.

In that respect, EU Strategy *Europe 2020*, which puts priority on the so-called knowledge innovation communities (KIC), can serve as an incentive for future activities in this field. The Strategy focuses on promotion of excellence, fostering cooperation with other, mainly scientific institutions, promotion of creativity and innovation in higher education and active support to knowledge-transfer policies in small and large-scale communities.

### **1.2.3. International Cooperation and Visibility**

For any institution, inclusion in different forms of international cooperation and participation in different forms of international mobility programmes can serve as important performance targets and visibility criteria. Improved international visibility is closely connected to enhancement of scientific research work at a general level, focused on exchange of experience, knowledge transfer and interdisciplinary approach in humanities.

The Faculty has already recognized how important it is to be included in international activities. Additionally, it is constantly striving to establish new forms of cooperation (inter-institutional cooperation and participation in international projects) and to enhance the existing cooperation.

Participation of the Faculty in a number of international research projects, either as the project beneficiary, partner or a collaborator, proves its affiliation to the international research area. Up to date,

such projects were financed through EU funds, IPA programme or EU Commission programmes (ESF, FP7), bilateral University or Faculty cooperation projects, research funds of international universities or the World Bank. Some international projects were co-financed by the Croatian Science Foundation, Ministry of Science, Education and Sports, other ministries and foreign embassies to the Republic of Croatia. Individuals or research teams employed at the Faculty take part in scientific networks which are visible at the European (COST) and world level.

The Faculty has taken part in numerous international expert programmes and higher education projects, either as a coordinator or partner (Erasmus Intensive Programmes, Tempus projects, Comenius etc.), as demonstrated by agreements signed with a number of renowned faculties and universities from Europe, Canada and USA. Thanks to its successful participation in ISHEDS (*Identification and Support in Higher Education for Dyslexic*) and EduQuality (*Education for Equal Opportunities at Croatian Universities*) Tempus projects, the Faculty has contributed to development of support system for students with disabilities at the University of Zagreb and other Croatian universities.

Intensive activities are underway to include the Faculty in international mobility programmes for students, teaching and non-teaching staff.

International activities are mostly covered within the Erasmus sub-programme of the Lifelong Learning Programme. In terms of mobility, during the last two academic years, some 20 individual cases of incoming or outgoing students were recorded, and such a situation has improved exchange of teaching and non-teaching staff.

International mobility is attained through the above-mentioned bilateral inter-faculty or inter-university agreements. For example, in 2012 / 2013 academic year, five students from the Faculty of Education and Rehabilitation Sciences attended university programmes abroad on the basis of inter-university agreements. Increase in the number of signed agreements and dissemination of successful cooperation opens up new possibilities for students and Faculty staff to participate in international mobility, which is an important segment of internationalization of the University of Zagreb.

In context of adoption of the present Strategy, the analysis of the existing state-of-affairs indicates that clear development objectives need to be set with a view of the future Faculty's role in implementation of international scientific and expert programme and projects. In that sense, it is extremely important to use all available resources to promote and encourage application of project proposals on EU and other international tenders. The outgoing student mobility, which is on the increase, needs to be promoted, as well as outgoing mobility of the teaching staff. It is highly important to encourage young scientists to engage in different forms of mobility and training abroad programmes, including post-doctoral

programmes. In addition, it is necessary to increase the number of scholarly articles resulting from international cooperation projects co-authored by foreign scientists.

Increase in incoming mobility of students and teaching staff calls for stronger efforts than is currently the case. In terms of improving international visibility, it is important to continue active participation and (co)organization of international and professional congresses. The fact that the Faculty has been recognized as the leading institution at the regional level should be used to connect more closely with similar faculties.

The final goal of these guidelines should be to position the Faculty at a respectable level as an operator and partner in scientific, educational and expert activities with a visible international significance.

The future guidelines include the *Europe 2020* strategy which relies on strengthening of the European Research Area (ERA) and European Partnerships for Researchers (ERP) with the aim of connecting national research areas, enhancing skills and careers of European researchers (and young researchers in particular), improving mobility with the goal of transferring knowledge all over Europe and creating centres of excellence.

#### **1.2.4. Professional Impact**

One of important factors determining activities and development at the Faculty level lies in professional work carried out by the staff, assistants, junior researchers and expert associates at the Centre for Rehabilitation that operates within the Faculty of Education and Rehabilitation Sciences. Expertise at the Faculty of Education and Rehabilitation Sciences stands at a remarkable level which can be demonstrated in several areas of work:

1. participation in national and international projects in which the Faculty acts as a project beneficiary or project partner
2. active participation at congresses and publication of peer-reviewed publications
3. participation in work of public bodies and line ministries in drafting legislation on children and persons with disabilities and people with problems of social inclusion (impact on policymaking)
4. training activities in the Centre for Rehabilitation and Lifelong Learning Centre
5. provision of professional / clinical services targeting the entire community (covering a whole range of disorders and delays in development) at the Centre for Rehabilitation
6. editor of numerous journals, participation in programme and organizing committees of congresses, peer review of publications and projects, both at national and international level.

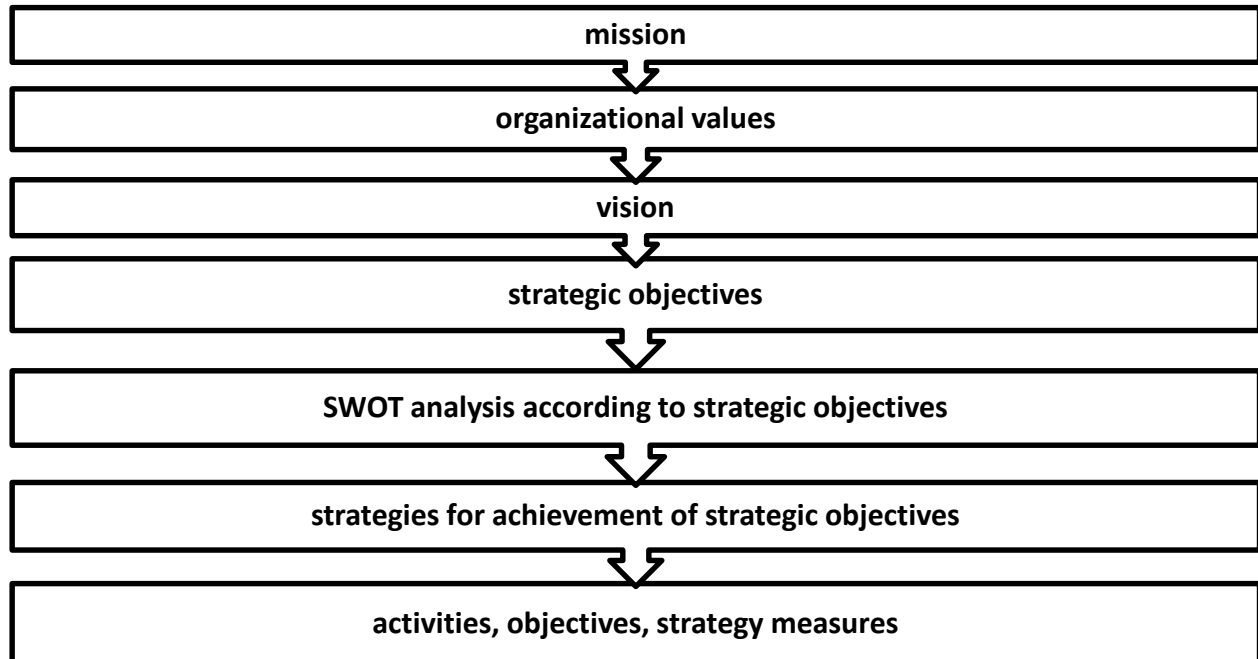
The Centre for Rehabilitation operates as a clinical unit within the Faculty which, on the one hand, acts as a centre for direct professional work and, on the other hand, as a learning and clinical basis. The Centre's activities are based on recent scientific results. Speech therapists, psychologists, specialists of educational rehabilitation and social pedagogues at the Centre provide services for different target groups (ranging from young children suffering from speech and language delay and teenagers with behaviour disorders to elderly patients recovering from the stroke). We consider this work extremely important and valuable because it creates a synergy between professional work, teaching activities and research. The Centre develops innovative (preventive, rehabilitation and therapy-focused) services, recognized by experts, parents and the wider community alike. Nonetheless, the Centre's legal status and stable funding mechanisms remain unresolved.

Although the expertise at the Faculty of Education and Rehabilitation Sciences is highly valued, we want to promote the same expertise by participating in more international projects and use their results to influence policymaking and legislation in Croatia and thus improve the quality of life of children with developmental difficulties, persons with disabilities and people with problems of social inclusion. In order to ensure future development of the Centre for Rehabilitation and maintain the existing quality of its services, our aim is to employ more expert associates who would actively contribute not only to everyday clinical work and creation of new services in the Centre for Rehabilitation, but also to development of educational and scientific Faculty activities, which are equally important.

## **2. Strategic Planning: Elements and Procedure**

The modified strategic management model (Kaplan and Norton, 2011) was used in creation of the strategic development plan and an external expert explained the model to the Committee members. The diagram below, with each step concisely described, illustrates the procedure. Empirical background consists of a comprehensive analysis and map of strategic objectives (materials available at the Faculty management).

Diagram 1: Faculty of Education and Rehabilitation Sciences: Creation of the Strategic Development Plan – procedure



## 2.1. Mission

Definition of mission statement began in a way that the Committee members individually answered the following questions:

1. Who are we? What is our purpose? What are we dealing with?
2. What are the basic business, technological, social or political needs that we are established for?  
Or : What are the basic business, technological, social or political problems that we need to address?
3. What is it that we want to do to recognize, try to solve and tackle the needs and problems stated under questions 1 and 2 above?
4. How should we approach our users, sponsors and other stakeholders?
5. What is our philosophy and what are our fundamental values?

Individual answers were used to create a basis or a background for formulation of one universal answer to each question. The answers are listed in Table 1 below.

Table 1: Questions and answers in definition of the mission statement

Questions used for definition of mission statement	Committee's answers
1. Who are we? What is our purpose? What are we dealing with?	Scientific institution of higher education whose purpose is to <u>educate</u> experts on the basis of <u>scientific results</u> in areas of <u>educational rehabilitation, speech and language pathology, social pedagogy</u> and professional principles and influence policymaking.
2. What are the basic business, technological, social or political needs that we are established for? Or : What are the basic business, technological, social or political problems that we need to address?	We are established to contribute to creation of such a society in which we could <u>influence individuals and social environment</u> and in which each of its members will accomplish his/her potential and become fully <u>integrated into the community</u> .
3. What is it that we want to do to recognize, try to solve and tackle the needs and problems stated under questions 1 and 2 above?	Develop science in different areas, connect knowledge and knowhow and promote development of <u>knowledge, skills and professional values</u> among students and experts through lifelong learning principles and affect <u>policymaking</u> .
4. How should we approach our users, sponsors and other stakeholders?	We should offer high-quality, user-friendly information, services and solutions in order to generate <u>social benefits</u> by engaging in a partnership relation.
5. What is our philosophy and what are our fundamental values?	Science-based, high-quality education founded on strict <u>principles of professional ethics</u> and <u>social responsibility</u> .

The next step included selection of keywords (underlined items in Table 1 above) which would form a framework for definition of the Faculty mission statement. The keywords which form the 'backbone' of the mission statement are: education; scientific results; educational rehabilitation; speech and language pathology and social pedagogy; influence on individuals and social environment; integration into community; policymaking; social benefits; principles of professional ethics; responsibility. The mission statement was formulated by putting them together.



### Mission

**The mission of the Faculty of Education and Rehabilitation Sciences is education founded on scientific results in areas of educational rehabilitation, speech and language pathology and social pedagogy with the aim of including vulnerable groups / groups under risks into the community, by influencing individuals and social environment and affecting policymaking and social benefits in compliance with principles of professional ethics and responsibility.**

## 2.2. Organizational values

Among a group of values, the Faculty of Education and Rehabilitation Sciences has selected the following organizational values:

- **Professional ethics** – compliance with ethical codes within the profession
- **Responsibility** – fulfilling all tasks as set within or from the outside and bearing the risk for its decisions
- **Respect** – respect for different opinions and attitudes, compliance with legislation, legislative acts and regulations
- **Teamwork** – cooperation with experts who possess different competences with the aim of achieving the common objective
- **Excellence** – persistence in maintaining the leading position in the region and getting one step closer to the leading institutions in the world

The organization values of the Faculty can serve as a basis for creation of the Ordinance on Stimulation / Sanction of Employees, depending on the fact whether a respective employee has enhanced or degraded an organization value.

## 2.3. Vision

The Faculty vision statement was defined on the basis of the idea that such a statement should answer questions *what we are striving for* or *what it is that we want to be*.

### Vision

**The Faculty of Education and Rehabilitation Sciences aims to become an internationally visible institution of higher education known for its excellence in educational and scientific research work and professional influence on the environment in which it operates.**

The following strategic areas were defined within the vision:

- **Professional influence on the environment (PUO)**  
This area covers the Faculty's representation in bodies creating social policies in the areas of educational rehabilitation, speech and language pathology, social pedagogy, organization of numerous trainings and projects, implementation of new cases of intervention.
- **International visibility (MP)**  
Compared to the present state of affairs, this area refers to more visible participation in implementation of international projects, more instances of presentations of scientific research at international congresses and more intensive mobility of teaching staff and students.
- **Teaching process (NP)**  
Teaching process refers to improvement of study programmes, technological infrastructure, student support system and upgrading of the communication system.
- **Research work (ZIR).**  
This area covers improvement of scientific research work, enhancement of quality of peer-reviewed journals published by the Faculty and increase in the number of scholarly articles.

## 2.4. Strategic objectives

The following Faculty strategic objectives were defined according to the analysis of the above-mentioned strategic areas:

- Increase the impact of the Faculty on social policies in areas of educational rehabilitation, speech and language pathology and social pedagogy by 10%
- Increase professional activities at the international level by 10%
- Increase the quality of the teaching process by 10%
- Increase the teaching activities at the international level by 10%
- Increase the number (up to three) and quality (by 10%) of postgraduate study programmes
- Establish fully efficient communication system (100%)
- Increase scientific productivity by 10%

A SWOT analysis was conducted for each strategic objective.

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Strategic objective no. 1

**Increase the impact of the Faculty on social policies in areas of educational rehabilitation, speech and language pathology and social pedagogy**

<b>strengths</b>	<b>weaknesses</b>
competent experts experience in contribution to social policies support by the Faculty management motivation for participation	staff workload insufficiently transparent communication system insufficiently developed teamwork
social needs professional visibility the Faculty perceived as high-quality partner in the environment	unstable public policies limited budget
<b>opportunities</b>	<b>threats</b>

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Strategic objective no. 2

**Increase professional activities at the international level**

<b>strengths</b>	<b>weaknesses</b>
competent experts experience and credibility necessary infrastructure	staff workload in terms of teaching varied degrees of interest for expert work
established contacts at international level interest by partners at the national level internationally recognised need for professional work in this area	insufficient recognition of professional (expert) work limited co-financing opportunities at the national level lack of interest by competent institutions for legal regulation of professional activities
<b>opportunities</b>	<b>threats</b>

Strategic objective no. 3

**Increase the quality of the teaching process**

<b>strengths</b>	<b>weaknesses</b>
competent teaching staff favourable student-teacher ratio availability of literature for students at satisfactory levels support by the Faculty management	documentation of teaching programmes not up- to-date documentation of the teaching process not up- to-date lack of premises insufficient numbers of student textbooks authored by the Faculty staff lack of systematic monitoring of external collaborators, including mentors – moderators of teaching practice
trainings on methodology of teaching University guidelines for quality assurance in the teaching process support by the University of Zagreb e-learning systems	impossibility to employ the existing junior researchers insufficient budget for quality assurance
<b>opportunities</b>	<b>threats</b>

Strategic objective no. 4

**Increase the teaching activities at the international level**

<b>strengths</b>	<b>weaknesses</b>
students demonstrate interest competent teaching staff high-quality admin support flexibility in recognition of outgoing student mobility the Faculty management is ready to support mobility in terms of finance and organization	no defined related programmes abroad insufficiently motivated teaching staff
availability of international exchange programmes	low level of job security for expert associate for international mobility
<b>opportunities</b>	<b>threats</b>

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Strategic objective no. 5

**Increase the number and quality of postgraduate study programmes**

<b>strengths</b>	<b>weaknesses</b>
experience in organization and implementation of postgraduate study programmes some of the necessary infrastructure is in place competent teaching staff	insufficient methodological focus in scientific-research work insufficient number of competitive projects insufficient number of employees experience in competitive project management study programmes do not cover all areas
need for lifelong learning in basic and related fields unique position in the country and part of the region well-established contacts at the international level possibility to offer PhD studies which would connect related areas	insufficient funding of PhD research insufficient recognition of competences acquired through the postgraduate study programmes
<b>opportunities</b>	<b>threats</b>

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Strategic objective no. 6

**Establish fully efficient communication system**

<b>strengths</b>	<b>weaknesses</b>
support by the Faculty management experienced staff in organizational issues high motivation for work improvement	insufficient organizational 'climate' insufficiently defined responsibilities (both individual and collective) insufficient functional linkage between individuals and constituent units insufficient personal engagement for a collective cause
guidelines, standards and procedures defined by the University and the Agency positive experience of similar organizations available trainings for administrative and organizational affairs	unresolved issues in term of legal and formal status unclear requirements by the University, ministries etc.
<b>opportunities</b>	<b>threats</b>

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Strategic objective no. 7

**Increase scientific productivity**

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<b>strengths</b>	<b>weaknesses</b>
competent scientists new innovative research topics significant presence at international congresses special units for promotion of scientific activities	insufficient number of competitive projects that the Faculty participates in insufficient number of published articles in international journals lack of coordination at the Institute level scientists' workload in terms of teaching and expert work insufficient administrative infrastructure
well-established contacts and successful cooperation with other institutions	Insufficient budget / funds for (co)financing at the national level
<b>opportunities</b>	<b>threats</b>

Institution's strengths and weaknesses thus defined, as well as opportunities and threats from the environment, were used as a basis for definition of strategies for accomplishment of each strategic objective. Strategies were defined after it was analysed how strengths within institution and opportunities from the outside can influence a weakness within the institution or a threat from the outside, respectively. Each strategy was then expressed in operational terms through the activity, activity outcome, measure to be applied and the method of measuring the respective activity and responsible person(s).

Strategic objectives were defined by using these elements, as indicated in the tables below.

**Strategic objective no. 1: Increase the impact of the Faculty on social policies in areas of educational rehabilitation, speech and language pathology and social pedagogy**

Strategy	Activity	Outcome	Measure	Method of measurement	Responsible person(s)
make use of the Faculty management support to balance staff workload	define and apply rules for balancing workload in the teaching process	workload in terms of teaching is balanced	scope of workload	report on workload ratio in teaching by study programmes	Vice Dean for Academic Affairs
make use of the Faculty management support to balance staff workload	develop an efficient internal communication and information exchange system	availability of necessary information is increased	number of efficient solutions	evaluation report on internal communication and information exchange system	Faculty management
make use of staff motivation to improve teamwork at the Faculty	establish teams based on mutual interests	efforts in terms of influencing social policies are harmonized	number of joint activities compared against individual ones	report on the number of joint activities	Heads of study programmes
make use of staff experience to foster teamwork	establish teams led by experienced and professionally acclaimed staff	intensity of teamwork is increased	time dedicated for teamwork	number of team activities	Heads of study programmes
make use of need in the society to contribute to formulation of systematic and stable policies	provide information to the wider public and issue recommendations for systematic and stable policies	raised public awareness for systematic and stable solutions	number of presentations and appearance in the media, public events, etc.	reports on appearance in the media, public events, etc.	Heads of departments
make use of need in the society to reallocate budgetary resources and find alternative sources of funding	develop and implement a plan for lobbying at the local and national level	resources are increased so that social needs are better met	funds	report on activities undertaken to increase available funds	Head of financial management and control
make use of competent experts to make policies more stable	develop and implement a plan for public engagement of competent experts	public engagement of competent experts is increased	number of activities carried out according to the plan	number of implemented activities	Dean's Collegium at extended level
make use of experience and credibility to make policies more stable	publicly present acquired experience and knowledge	public presence and visibility are increased	number of presentations and appearance in the media, public events, etc.	reports on appearance in the media, public events, etc.	Heads of departments
make use of competent experts to raise awareness about social needs	develop and implement a plan for public engagement of competent experts	raised awareness about social needs	number of activities carried out according to the plan	number of implemented activities	Dean's Collegium at extended level
make use of experience in order to meet social needs in an efficient and high-quality manner	put forward measures / projects /activities to competent institutions	social needs are met	number of measures / projects / activities put forward by the Faculty and adopted by	report on the number of proposed measures that were adopted	Faculty management

			competent institutions	(part of the annual report)	
make use of competent experts to maintain and improve professional visibility	introduce incentives for contribution to professional visibility	professional visibility is improved	engagement in meeting social needs (in numerical terms)	report on such engagement	Heads of departments
make use of experience in supporting social policies for improvement of professional visibility	develop and implement a plan for presentation of experience at congresses / seminars etc.	professional impact on the environment is increased	number of congresses, seminars, forums	number of events at which the Faculty participated	Heads of departments



Strategic objective no. 2: **Increase professional activities at the international level**

Strategy	Activity	Outcome	Measure	Method of measurement	Responsible person(s)
make use of internationally recognised need for professional activities to raise interest for professional work	develop and implement action plan for dissemination of international need for professional activities	the staff is informed about international need for professional activities	number of informed Faculty employees	report on implementation of dissemination	Head of International Cooperation
make use of internationally recognised need for professional activities to ensure appropriate recognition and evaluation of professional work	present internationally recognised need for professional activities to competent institutions	competent authorities are informed about internationally recognised need for professional activities	number of informed employees in competent institutions	report on organization of seminars and other awareness-raising public events	Faculty management
make use of internationally recognised need for professional activities to regulate professional work	present internationally recognised need for professional activities in order to regulate professional work	professional activities are regulated by law	number of adopted legal acts regulating professional activities	report on the number of adopted acts produced by the Secretariat	Faculty secretary
make use of internationally recognised need for professional activities to provide national co-funding for international activities	develop and implement action plan addressing national institutions which could be potential co-sponsors for international activities	co-funding at the national level is ensured	number of sources of co-funding	report produced by the Centre	Head of the Centre for Rehabilitation
make use of experience and credibility in professional work to maintain the existing and establish new international contacts	develop and implement action plan for strengthening the existing and establishing new international contacts	international contacts from the field are strengthened and built upon	number of activities aimed at strengthening the existing and establishing new international contacts	Report produced by the Head of International Cooperation	Head of International Cooperation
make use of the existing infrastructure for joint projects with national partners	develop and implement action plan informing	joint projects with national partners are concluded	number of concluded projects	report produced by the head of the Centre	Head of the Centre for Rehabilitation

	interested national partners about the infrastructure and its potential				
make use of experience and credibility in professional work to increase interest of national partners for professional activities	develop and implement action plan informing interested national partners about experience and credibility earned in professional work	national partners demonstrate increased interest for professional activities	number of joint projects	report produced by the head of the Centre	Head of the Centre for Rehabilitation
internal reallocation of workload in terms of teaching	develop and implement plan on balancing the workload in teaching	balanced staff workload in terms of teaching	standard deviation of workload	report produced by the Vice Dean for Academic Affairs	Vice Dean for Academic Affairs

Strategic objective no. 3: **Increase the quality of the teaching process**

Strategy	Activity	Outcome	Measure	Method of measurement	Responsible person(s)
make use of competences of the teaching staff to update teaching programmes	introduce update of teaching programmes as a constant activity	updated teaching programmes are provided	number of updated courses (%)	report on the number of updated courses (%)	Heads of study programmes
make use of the Faculty management support to document the teaching process	document the teaching process	a document defining the teaching process is developed and adopted	percentage of finalization of documents	report on finalization of documents	Vice Dean for Academic Affairs
make use of the Faculty management support to promote development of textbooks produced by the Faculty staff itself	develop and adopt a rulebook or an ordinance on such promotion	a rulebook or an ordinance on promotion of Faculty's textbooks is adopted	percentage of finalization of rulebook (ordinance)	report on finalization of rulebook (ordinance)	Faculty management
make use of the Faculty management support to establish a procedure for monitoring the work of external collaborators / mentors	establish and adopt a procedure for monitoring the work of external collaborators / mentors	a procedure for monitoring the work of external collaborators / mentors is established and adopted	percentage of finalization of the procedure	report on finalization of the document	Vice Dean for Academic Affairs
make use of the Faculty management support to expand premises	develop an internal study about expansion of premises within the campus construction project	internal study about expansion of premises is developed	percentage of finalization of the study	report on finalization of the study	Faculty management
make use of the Faculty management support to introduce e-learning systems	develop and adopt a rulebook or an ordinance on such promotion	a rulebook or an ordinance on promotion of e-learning systems is adopted	percentage of finalization of rulebook (ordinance)	report on finalization of rulebook (ordinance)	Faculty management
make use of the Faculty management support to implement University guidelines for quality assurance in the teaching process	implement University guidelines for quality assurance in the teaching process	guidelines are implemented	number of implemented guidelines	report on the number of implemented guidelines	Committee for Quality and Improvement of Teaching Process

develop an activity plan for providing the Faculty's own resources to maintain the existing junior researchers	develop an action plan for providing the Faculty's own resources to maintain the existing junior researchers	an action plan for providing the Faculty's own resources to maintain the existing junior researchers is developed and adopted	percentage of finalization of the plan	report on finalization of the plan	Faculty management
develop an activity plan for providing the Faculty's own resources for quality assurance	develop an activity plan for providing the Faculty's own resources for quality assurance	an activity plan for providing the Faculty's own resources for quality assurance is developed and adopted	percentage of finalization of the plan	report on finalization of the plan	Faculty management

Strategic objective no. 4: **Increase the teaching activities at the international level**

Strategy	Activity	Outcome	Measure	Method of measurement	Responsible person(s)
make use of competent teaching staff to define related programmes	set up a working group for definition of related programmes	a working group for definition of related programmes is set up	number of defined related programmes	report on defined related programmes	Vice Dean for Academic Affairs
make use of students' interest to define related programmes	include students' representatives in the working group for definition of related programmes	students' representatives included in the working group for definition of related programmes	number of students involved in the work of the working group	report on the number of students included	Vice Dean for Academic Affairs
make use of high-quality admin support to motivate teachers	set up an information system on opportunities and procedures for mobility of teachers	teachers are informed about opportunities and procedures for mobility of teachers	establishment of the system in percentages	report on establishment of the system in percentages	Head of International Cooperation
make use of the Faculty management's readiness to support mobility to motivate teachers financially and in organizational terms	include recognition of shorter mobility period for teachers in Ordinance on Additional Conditions for Conferment of Senior Titles	shorter mobility period is evaluated as an additional condition in Ordinance on Additional Conditions for Conferment of Senior Titles	percentage of finalization of the Ordinance	report on finalization of the Ordinance	Faculty management
make use of available international exchange programmes to motivate teachers	set up an information system on available mobility programmes for teachers	teachers are informed about available international exchange programmes	establishment of the system in percentages	report on establishment of the system	Head of International Cooperation
make use of the Faculty management's readiness to support mobility to provide for a post of expert associate for international mobility financially and in organizational terms	set aside funds for post of expert associate for international mobility	job security for expert associate for international mobility is increased	share of external funding for the post	share of external funding for the post	Faculty management

**Strategic objective no. 5: Increase the number and quality of postgraduate study programmes**

Strategy	Activity	Outcome	Measure	Method of measurement	Responsible person(s)
make use of competent teaching staff to improve methodological focus in scientific research work	involve staff with expertise in teaching methodology in implementation of postgraduate studies	methodology of post graduate studies is enhanced	number of staff with expertise in teaching methodology	implementation plan for postgraduate studies	Heads of postgraduate study programmes
make use of competent teaching staff to increase the number of competitive projects that the Faculty participates in	develop a plan on how to include competent staff in project application and implementation	number of awarded projects is higher	number of projects	annual reports on science	Vice Dean for Science
make use of well-established international contacts to enrich experience of staff managing competitive projects	develop a plan on staff engagement in international / cooperation projects	the number of staff experience in management of competitive projects is increased	number of staff engaged in international / cooperation projects	annual reports on science	Vice Dean for Science
make use of experience in organization and implementation of postgraduate studies so that study programmes better cover 'our' areas	set up teams for project development according to areas of interest	new postgraduate studies (specific and integrated) proposals are drafted	number of draft proposals of new postgraduate studies	team reports on development of new postgraduate studies programmes	Vice Dean for Science
make use of potential that 'doctoral school' could offer to improve methodological focus in scientific research work	involve staff with expertise in teaching methodology in activities of 'doctoral school'	methodology in implementation of postgraduate studies in 'doctoral school' is enhanced	number of staff with expertise in teaching methodology in 'doctoral school'	annual reports on science and postgraduate studies	Vice Dean for Science
make use of well-established international contacts to promote competences acquired through postgraduate studies	develop a plan on staff engagement in international cooperation projects	postgraduate studies are promoted at the international level	number of ideas on how to promote postgraduate studies	report on international cooperation	Head of International Cooperation

make use of competent staff to connect the Faculty with related fields through the doctoral school of the University of Zagreb	involve competent staff in development of programme of the doctoral school of the University of Zagreb	Interdisciplinary approach in postgraduate studies is improved by their inclusion to the doctoral school	number of competent staff included in development of programme of the doctoral school	report on engagement of competent staff in the doctoral school	Vice Dean for Science
make use of experience in organization and implementation of postgraduate studies to meet needs for lifelong learning through introduction new postgraduate studies	carry out needs analysis for postgraduate studies	key needs for introduction of postgraduate studies are defined	needs analysis for postgraduate studies is developed	annual reports on science and postgraduate studies	Vice Dean for Science

Strategic objective no. 6: **Establish fully efficient communication system**

Strategy	Activity	Outcome	Measure	Method of measurement	Responsible person(s)
make use of the existing motivation among staff to change unfavourable organizational climate	inform the staff about the state-of-affairs, objectives and clarify benefits which stem from achievement of objectives	the staff is convinced that organization of work needs to be improved	number of informed staff	report on information activities (meeting minutes etc.)	Faculty management
make use of the Faculty management support to define responsibilities in a more transparent manner	prepare and sign the decision on establishment of committee for definition of organizational responsibilities	conditions for definition of responsibilities are in place	percentage of finalization of documents	report on finalization of documents	Dean
make use of the staff experience to define responsibilities in a more transparent manner	develop an ordinance on organizational responsibilities, communication and procedures	a new ordinance is developed and adopted	percentage of finalization of the ordinance	report on finalization of the document	Dean's Collegium at extended level
make use of the Faculty management support to functionally connect individuals and constituent units	within organizational units, define organizational structure and communication system	organizational structure and communication system are defined	percentage of finalization of the organizational structure	report on the organizational structure	Faculty management
make use of the existing motivation among staff to boost personal engagement to achieve a joint cause	inform the staff on proposals of strategic objectives, further elaboration of proposals and harmonization of joint / strategic objectives	strategic objectives are adopted	percentage of finalization of documents	report on finalization of documents	committee for development of draft strategy proposals
make use of guidelines defined by the University and Agency to identify individual and organizational responsibilities	incorporate guidelines in ordinances (existing and new ones) and develop work-flow for key processes	ordinances (rulebooks) are in line with guidelines	percentage of harmonization	report on the degree of harmonization	Faculty management
make use of guidelines defined by the University and Agency to improve connections between individuals	incorporate guidelines in ordinances (existing and new ones) and	ordinances (rulebooks) are in line with guidelines	percentage of harmonization	report on the degree of harmonization	Faculty management



and constituent units at the functional level	develop work-flow for key processes				
make use of positive experience of other similar organizations for more transparent definition of individual and organizational responsibilities	research, collect and adapt positive experience of other similar organizations and incorporate those in relevant documents	the existing documents on individual and organizational responsibilities are adapted and new ones are created	percentage of finalization of documents	report on finalization of documents	Faculty management
make use of positive experience of other similar organizations to improve connections between individuals and constituent units at the functional level	research, collect and adapt positive experience of other similar organizations and incorporate those in relevant documents	the existing documents on individual and organizational responsibilities are adapted and new ones are created	percentage of finalization of documents	report on finalization of documents	Faculty management
make use of positive experience of other similar organizations to boost personal engagement to achieve a joint cause	research, collect and develop models of mutual support, information sharing and connecting personal and joint causes	individual activities are more in line with joint causes	analysis of annual reports	annual reports on work	Faculty management
make use of the Faculty management support to implement guidelines defined by the University and Agency and for establishment of an efficient organizational system	provide information about guidelines and develop a framework for their implementation	framework for implementation of guidelines is defined (action plan)	percentage of finalization of the action plan	report on finalization of the action plan	Faculty management

Strategic objective no. 7: **Increase scientific productivity**

Strategy	Activity	Outcome	Measure	Method of measurement	Responsible person(s)
make use of competent scientists to increase the number of competitive projects	develop a rulebook on motivation for project application, approval and management	a rulebook on motivation for project application, approval and management is developed	percentage of finalization of documents	report on finalization of documents	Vice Dean for Science
make use of the existing innovative topics for application of competitive projects	create a plan of systematic application to selective tenders	a communication and application plan of the Faculty is developed for selective tenders	number of prepared project applications	report on finalization of documents	Head of Institute
make use of international congresses for networking and striking potential project partnerships	standardize the template for the report on established contacts	improve networking	percentage of finalization of documents	report on finalization of documents	Vice Dean for Science
make use of competent scientists to increase the number of published articles in peer-reviewed journals	organize training on how to structure and submit articles to peer-reviewed international journals	number of articles which could be published in peer-reviewed international journals is increased	number of training participants	report on the number of training participants	Vice Dean for Science
make use of topics presented at international congresses to prepare articles to be published	organize training on how to structure and submit articles to peer-reviewed international journals	number of articles which could be published in peer-reviewed international journals is increased	number of training participants	report on the number of training participants	Vice Dean for Science
connect constituent units in order to develop scientific activities according to the coordination plan put forward by the Institute	develop a rulebook on Institute's work	coordination of scientific work at the Institute level is established	percentage of finalization of the rulebook	report on finalization of documents	Faculty management
make use of well-established contacts with other institutions to increase the number of competitive projects	create a plan of systematic application to selective tenders	a communication and application plan of the Faculty is developed for selective tenders	number of prepared project applications	report on finalization of documents	Head of Institute

make use of stakeholders' interest to enter into partnership with the Faculty to increase the number of competitive projects	create a plan of systematic application to selective tenders	a communication and application plan of the Faculty is developed for selective tenders	number of prepared project applications	report on finalization of documents	Head of Institute
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