



**UNIVERSITY DEPARTMENT OF  
PROFESSIONAL STUDY  
UNIVERSITY OF SPLIT -  
DEVELOPMENT STRATEGY  
2026 - 2030**

## *Preface*

In the context of the future growth and development of our Department, and in line with the guidelines of the Strategy aiming at enhancing quality and recognition, it is essential to clearly define the directions and methods of future action. In this process, the unity of all Department stakeholders has proven to be a key success factor. Our shared objective is to foster an environment that enables everyone, supported by colleagues, to develop professionally and to contribute to the wider scientific and professional community.

The Department represents a significant and forward-looking component of the University of Split which, through its activities, continuously contributes to the development of the University and the local community. The Department's Development Strategy serves not only as a roadmap for further improvement, but also as a call for stronger collective engagement. Only through cooperation, mutual trust, and coordinated efforts can we enhance our attractiveness to current and prospective students and remain an appealing and competitive choice for study. To ensure the long-term success of our Department and to continue being a flagship of professional study programmes at the University of Split, it is essential to continuously invest in the expertise of all our members. Professional excellence is what makes us recognizable, and our professional work must be acknowledged not only at the local but also at the international level.

This Strategy was created thanks to the joint efforts and constructive contributions of numerous colleagues. Every proposal, comment, and suggestion were included aiming to create a document that will best serve the future development of the Department. It is precisely the willingness to collaborate, to engage in open dialogue, and to embrace diverse perspectives that demonstrates that our Department bases its progress on the strength of the collective.

I invite all members and stakeholders of our Department to embrace this Strategy as the foundation of the Department's future activities and to work together in the coming period to ensure the successful achievement of the set goals.

I would like to express my sincere gratitude to everyone who, through their work, ideas, and dedication, has contributed to the growth and development of our Department, as well as all those whose efforts made it possible for this Strategy to come to life in its written form.

Our connectedness and cooperation form the foundation of sustainable development in the future period.

**Head of the University Department**

**Petar Pepur, PhD**  
College professor

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## *I. STRUCTURE AND ORGANIZATION OF THE UNIVERSITY DEPARTMENT OF PROFESSIONAL STUDIES*

The University Department of Professional Studies (hereinafter: the Department) is a higher education institution dedicated to the systematic education of highly qualified and competent professionals who are recognized and valued in both technical and social fields of the labour market. The history of the Department is extremely rich and dynamic: it was founded in 1998 as the Polytechnic of Split, and in 2003 it was integrated into the University of Split by the Decree of the Government of the Republic of Croatia, thus becoming its constituent part. Throughout its development, the Department operated under various names — from the University Study Centre for Professional Studies to the current name, the University Department of Professional Studies, continuing its mission within the university community.

In defining and implementing its study programmes, the Department consistently applies the highest standards of academic excellence and professional ethics by aligning its study programmes with the needs of the modern economy and the wider social community. Special emphasis is placed on the development of professional and practical competencies that equip students with an elevated level of employability and enable them for an active contribution towards employer success and economic development, at both regional and national levels. Furthermore, through the involvement of a substantial number of external collaborators – recognized experts from professional practice – the Department ensures an effective transfer of relevant knowledge and experience into the teaching process, thereby strengthening the connection between the academia and the real sector. This way, the Department affirms its role as a vital bridge between higher education and the labour market, promoting innovation, lifelong learning, and socially responsible action.

### *ACTIVITIES OF THE UNIVERSITY DEPARTMENT OF PROFESSIONAL STUDIES*

The Department focuses on the development of professional and applied knowledge through educational, scientific, and professional activities in the fields of social and technical sciences. Its work is based on linking higher education, lifelong learning, and cooperation with industry to ensure the practical application of knowledge and to stimulate regional economic development.

The core activities of the Department include:

- higher education – the organization and delivery of professional study undergraduate and professional graduate study programmes in the scientific fields of social and technical sciences
- implementation of continuing professional development programmes within lifelong professional education and training in the scientific fields of social and technical sciences
- adult education
- publishing and information technology activities
- preparation of certificates, expert reports and assessments; supervision of design and construction works; provision of professional and scientific consulting services; reviewing and auditing of projects, professional and scientific papers; conducting laboratory testing
- provision of services to other legal and physical entities aiming to develop core activities and enabling more efficient use of equipment, devices, and machinery
- performance of other activities that enhance the core activities if they are conducted on a limited scale or alongside the aforementioned activities.

## GOVERNANCE OF THE UNIVERSITY DEPARTMENT OF PROFESSIONAL STUDIES

In accordance with Article 10(3) of the Act on Higher Education and Scientific Activity (Official Gazette no. 119/2022), Article 67 of the Statute of the University of Split, and Article 15 of the Regulations on the University Department of Professional Studies, the governing bodies of the Department are the Council and the Head of the University Department. The Head of the University Department is supported in his work by the Vice Head for Quality Assurance, the Vice Head for Investment and Development, the Vice Head for Teaching and International Cooperation, the Vice Head for Student Affairs, as well as the Department's administrative and support offices.

Such a governance structure enables efficient organization of work, coordination of activities, and informed decision-making, ensuring high-quality delivery of study programmes and the continuous development of the Department.

## ORGANIZATION OF THE UNIVERSITY DEPARTMENT OF PROFESSIONAL STUDIES

To effectively plan and implement study programmes as well as to conduct professional and scientific work in the fields of social and technical sciences, the Department operates through distinct organizational units. This structure enables a functional connection between the teaching, professional and administrative part of the activity, which ensures quality and efficiency in the implementation of all activities of the Department. Through internal synergy and collaborative efforts, our organizational units foster an integrated environment for teaching, professional growth, and strategic partnerships with industry stakeholders. The organizational units of the Department are departments, units, offices, centre for lifelong learning and adult education and the secretary's office with administration offices, which together form the basic operational structure of the Department.

### *Departments and Units*

The Departments and Units of the Department are primarily focused on the implementation of teaching activities and the realization of scientific and professional projects, thereby contributing to the development of students' professional and academic competencies and to strengthening the scientific and professional excellence of the Department.

The Departments: Department of Accounting and Finance, Department of Management, Trade and Tourism, Department of Electrical Engineering, Department of Computing, and Department of Mechanical Engineering.

The Units: Foreign Languages Unit, Unit of Informatics, and Unit of Mathematics and Physics.

### *Offices of the Department*

The Department's offices are specialized in organizing and conducting activities that enhance the overall operations of the Department and ensure appropriate integration of staff and students into the real sector:

- Office for Quality Assurance
- Office for Cooperation with Industry,
- Office for Mobility and International Cooperation, and
- Technology Transfer Office.

### ***Centre for Lifelong Learning and Adult Education***

The Centre for Lifelong Learning and Adult Education is an organizational unit of the Department, established with the aim of providing adult education through lifelong learning in accordance with the Centre's specific regulations and annual work programmes. It develops and implements various educational programmes aimed at increasing competencies, professional development, and adaptation to the needs of the modern labour market.

### ***The Secretary's office and administrative offices***

The Secretary's office and administrative offices are responsible for the financial, legal, and administrative aspects of the Department's operations, ensuring stable, efficient, and lawful functioning of all activities. Their work includes financial management, legal support, administrative organization, and the provision of daily assistance to teaching staff, students, and management. Through their expertise and responsibility, they enable the smooth operation of the Department and contribute to the achievement of its strategic goals.

In addition to the aforementioned organizational units, the Student Council and the Alumni Association UMBRA, the Alumni Association AXIS Split, and the Liberato Association are also actively involved in the Department's activities. Student representatives at the Department are obliged to participate in the work of the bodies of which they are members and to regularly report to the Student Council on the work and decisions of the Council and other Department bodies. The alumni associations UMBRA and AXIS support the Department's work through various activities by connecting students with practice through mentoring, knowledge transfer, professional networking, and employment support. The Liberato Association systematically works on building an inclusive society and is dedicated to encouraging the active lives of persons with disabilities and their inclusion in student life.

## STRATEGY DEVELOPMENT PLAN

In drafting its Development Strategy 2026 – 2030, the Department, as a constituent part of the University of Split, has also considered the umbrella document of the University of Split - Development Strategy of the University of Split, adopted in June 2025. After the preliminary analysis of the adopted document, the development of the Department's Strategy until 2030 was initiated. (Department Strategy 2026 - 2030).

For the sake of more efficient and better-quality preparation of this important document, a detailed drafting plan was made with clearly defined roles of responsibility, as shown in Table 1.

*Table 1. Strategy development plan*

ACTIVITY	RESPONSIBILITY	ASSIGNMENT	IMPLEMENTATION
Establishment of the Strategy Development Committee (SDC)	Petar Pepur, PhD	26 June 2025	26 June 2025
Strategy development plan	Domagoja Buljan Barbača, PhD	26 June 2025	27 June 2025
Establishment of working teams/Commissioners for Strategic Areas (CSA's)	SDC	27 June 2025	30 June 2025
Submission of the decisions to the CSA's	Franjo Zubak, LLB	30 June 2025	02 July 2025
Communication with CSA's	SDC	02 July 2025	Daily / as needed
Working groups' thematic sessions	SDC	02 July 2025	Once a week
Preparation of the analysis of the implementation of the Department's Strategy, 2021-2025.	SDC CSA's	02 July 2025	17 July 2025
Reporting on the progress of the Strategy development	SDC	17 July 2025	Once a week
Development of the Department's Strategy 2030	SDC CSA's	17 July 2025	10 October 2025
Final corrections by strategic areas	SDC	20 November 2025	30 November 2025
Adoption of the final document of the Department's Strategy 2030	Council	19 December 2025	22 December 2025

In development of the Strategy of the Department, a participatory approach was applied, implying the active involvement of all key stakeholders in the process of planning and defining the basic determinants of the new strategic framework. Such an approach represents a move away from the traditional “top-down” governance model and is based on broad stakeholder involvement. The application of a participatory approach has brought numerous advantages, with the involvement of a wide range of stakeholders aimed at developing the highest quality, the most comprehensive and the most relevant strategic document possible. Also, one of the key intentions was to ensure a prominent level of acceptance of the Strategy by all important participants, thus increasing its legitimacy, long-term effectiveness and sustainability.

For the purpose of implementing this approach, and at the same time being its key organizational elements, the following working teams were formed according to the strategic areas:

Working team involved in drafting the strategic area of Profession, Science and Innovation of the Strategy of the University Department of Professional Studies in Split for the period 2026 -2030:

1. Petar Pepur, PhD, college professor, Head of the University Department
2. Franjo Zubak, LLB, Secretary of the Department
3. Igor Šuljić, lecturer, (Department of Mechanical Engineering)
4. Roko Rogulj, lecturer, (Department of Electrical Engineering)
5. Katarina Blažević Miše, lecturer (Department of Management, Trade and Tourism)
6. Mia Vataavuk, BSc (Econ), (Head of the Office for Mobility and International Cooperation)
7. Jasmina Rogulj, PhD, tenured college professor (Foreign Languages Unit)
8. Anita Blažević, admin. publ. (Head of the Student Affairs Office)
9. Katarina Krnić, senior lecturer (Foreign Languages Unit)
10. Zlatko Jankoski, PhD, tenured college professor (Department of Mechanical Engineering)
11. Silvana Tokić, PhD, tenured college professor (Foreign Languages Unit)
12. Ana Domić, univ. mag. iur. (Associate)

Working team involved in drafting the strategic area of Development of the Department of the Strategy of the University Department of Professional Studies in Split for the period 2026- 2030:

1. Marko Miletić, PhD, tenured college professor, Vice Head for Investment and Development
2. Andrea Bašić, BSc (Econ), (Head of Finance)
3. Petra Orlić, prof. spec. oec., (Associate)
4. Dijana Perkušić, PhD, college professor, (Department of Accounting and Finance)
5. Tino Kusanović, PhD, college professor, (Department of Accounting and Finance)
6. Jelena Vidović, PhD, college professor, (Department of Accounting and Finance)
7. Marina Lolić Čipčić, PhD, college professor, (Department of Management, Trade and Tourism)
8. Vjekoslav Zrno, lecturer, (Department of Electrical Engineering)
9. Marija Jelović, lecturer, (Department of Electrical Engineering)
10. Dario Džale, lecturer (Department of Computing)
11. Lada Reić, mag. ing. comp., (IT specialist)
12. Marin Gudelj, mag. ing. comp., (IT consultant)
13. Nikola Grgić, senior lecturer, (Department of Computing)
14. Toma Rončević, PhD, college professor, (Department of Computing)
15. Marina Rodić, senior lecturer, (Department of Computing)

Working team involved in drafting the strategic area Students and Integration of the Department into its Environment of the Strategy of the University Department of Professional Studies in Split for the period 2026 - 2030:

1. Tonko Kovačević, PhD, tenured college professor, Vice Head for Student Affairs
2. Marko Vukšić, PhD, tenured college professor, (Department of Electrical Engineering)



3. Slobodanka Jelena Cvjetković, PhD, tenured college professor, (Department of Electrical Engineering)
4. Vladimir Vetma, senior lecturer, (Department of Mechanical Engineering)
5. Lada Sartori, senior lecturer, (Department of Computing)
6. Anita Krolo Crvelin, MSc, senior lecturer, (Department of Management, Trade and Tourism)
7. Stjepan Laća, MSc, lecturer, (Department of Accounting and Finance)
8. Arijana Burazin Mišura, PhD, senior lecturer, (Unit of Mathematics and Physics)
9. Ivana Čizmić, senior lecturer, (Foreign Languages Unit)
10. Marin Gudelj, mag. ing. comp. (IT advisor)
11. Živana Peračić, BSc, (Econ), (Advisor)
12. Ivana Banić, student
13. Ana Petrić, student/alumna

Working team involved in drafting the strategic area Teaching and International Cooperation of the Strategy of the University Department of Professional Studies in Split for the period 2026 - 2030:

1. Ivona Jukić, senior lecturer, Vice Head for Teaching and International Cooperation
2. Antonija Roje, PhD, senior lecturer, (Department of Management, Trade and Tourism)
3. Slađana Brajević, senior lecturer, (Department of Management, Trade and Tourism)
4. Luka Mladineo, PhD, college professor, (Department of Accounting and Finance)
5. Ivica Lovrić, senior lecturer, (Department of Electrical Engineering)
6. Danijela Pezer, senior lecturer, (Department of Mechanical Engineering)
7. Ivica Ružić, MSc, senior lecturer, (Department of Computing)
8. Ivana Plazibat, PhD, tenured college professor (Department of Management, Trade and Tourism)
9. Petra Jakaša, senior lecturer, (Department of Accounting and Finance)
10. Mario Dadić, senior lecturer, (Department of Management, Trade and Tourism)
11. Larisa Britvić (Senior officer in the Student Affairs Office)
12. Sandra Antunović Terzić, senior lecturer, (Unit of Informatics)
13. Renata Kožul Blaževski, senior lecturer, (Unit of Mathematics and Physics)
14. Julia Mardešić, senior lecturer, (Unit of Mathematics and Physics)
15. Edita Šalov, senior lecturer, (Foreign Languages Unit)
16. Marinko Lipovac, senior lecturer, (Unit of Informatics)
17. Ljiljana Despalatović, senior lecturer, (Department of Computing)
18. Marijana Jurišić, senior lecturer, (Foreign Languages Unit)
19. Sandra Batarelo, lecturer, (Department of Electrical Engineering)

Working team involved in drafting the strategic area of Quality Management of the Department of the Strategy of the University Department of Professional Studies in Split for the period 2026 - 2030:

1. Domagoja Buljan Barbača, PhD, tenured college professor, Vice Head for Quality Assurance
2. Branko Sorić, MSc, senior lecturer (Department of Accounting and Finance)
3. Mijana Matošević Radić, PhD, college professor, (Department of Management, Trade and Tourism)
4. Petra Grgičević Bakarić, senior lecturer (Foreign Languages Unit)

5. Siniša Zorica, PhD, college professor, (Unit of Informatics)
6. Nikola Grgić, senior lecturer (Department of Computing)
7. Ivo Baras, senior lecturer (Unit of Mathematics and Physics)
8. Igor Gabrić, senior lecturer (Department of Mechanical Engineering)
9. Višnja Troskot, lecturer (Department of Electrical Engineering)
10. Ivana Višić, admin. publ. (administrator in the Office for Quality Assurance)

## *II. ANALYSIS OF OUTCOMES ACHIEVED BY THE UNIVERSITY DEPARTMENT OF PROFESSIONAL STUDIES STRATEGY, 2021–2025*

### **PROFESSION, SCIENCE AND INNOVATION**

During the period of implementation of the 2021–2025 Strategy, the Department made noteworthy progress in conducting the planned activities aimed at strengthening professional and scientific excellence, developing entrepreneurship and cooperation with the business sector, and increasing visibility and connectedness with the wider community. All planned activities were implemented in accordance with the defined tasks, indicators and goals, and the results achieved contributed to the attainment of the Department's strategic goals for the given period.

Scientific excellence defined by an increase in the number of teachers holding a doctoral degree has been continuously promoted and cultivated by motivating teachers to advance academically, participate in doctoral studies, and by creating conditions for their further academic affirmation. During the period under review, six teachers at the Department obtained a doctoral degree and seven teachers enrolled in doctoral studies.

Within the activities supporting the strategic areas of professional and scientific excellence, numerous new projects and collaborations were established at the national and international levels. The Department actively participated in the preparation and implementation of research and professional projects in partnership with other institutions, including: The Project "Enhancement and Implementation of Professional Practice at the University Department of Professional Studies", reference number UP.03.1.1.04.0052 (2020–2023); The Project "Apricum Meteo – Development of a Smart Meteorological Station for Infrastructure Management", reference number IP.1.1.03.0131 (2024–ongoing); The Project "Smartnet AI Solution for Integrated Smart City e-Infrastructure Management", reference number IP.1.1.03.0130 (2024–ongoing); Projects in Cooperation with the Croatian Chamber of Economy (HGK): PlanStart 2021, PlanStart 2022, PlanStart 2023, PlanStart 2024, PlanStart 2025; The Project "Boosting Widening Digital Innovation Hubs – BOWI", contract number 873155, funded under Horizon 2020 programme; and cooperation with Ivan Meštrović Secondary School in Drniš, the Tourism and Hospitality School in Split, the Tourist Boards of the City of Split and the Municipality of Okrug, and the Tax Administration – Split office.

The development of support structures for research and innovation was also pursued through investments in human resources, modernisation of facilities, and procurement of equipment needed for research activities. The Department continuously conducts activities aimed at strengthening research infrastructure, equipping existing laboratories and opening new ones, thereby providing better conditions for scientific and professional work. With the aim of increasing professional and scientific cooperation and information exchange with the public, the Department implemented the Open Science Policy of the University of Split and adopted it on 30 March 2023.

Excellence in human resources has been promoted and encouraged by enabling teaching and non-teaching staff to participate in domestic and international seminars, trainings, and conferences. The number of participations regularly meets the planned target of at least one training per employee

per year, and in most cases even doubles it. During the period under review, staff attended 166 seminars and trainings and participated in 185 conferences, thus meeting the planned target of the Strategy 2021-2025. This activity contributes to the continuous professional development of all employees on a regular basis.

The organization and improvement of the international scientific-professional conference CIET are conducted regularly and are fully aligned with the Department's activity plan. The conference is held every even calendar year (in 2022 it was held in Valencia, Spain, in cooperation with Florida Universitaria; in 2024 it was held in Split), with the publication of conference proceedings and continuous improvement of indexing and the quality of published papers, which has significantly strengthened the Department's international recognition. The international visibility of the Department has been further enhanced through systematic encouragement of staff and student mobility. Participation in Erasmus+ programmes and other forms of international mobility has enabled a large number of outgoing and incoming mobilities – during the period under review, 280 staff mobilities and 94 student mobilities were recorded, which has contributed to strengthening the Department's international cooperation and reputation. International Week, held every two years, has a special role in enhancing international presence by bringing together international colleagues, partner institutions and guest lecturers. During the period under review, the following outcomes were completed:

- In 2022, International Week brought together 29 participants,
- In 2023, the number of participants increased to 55,
- In 2025, the event was organised in cooperation with the University of Split and the SEA-EU Alliance as a Blended Intensive Programme (BIP) and attracted 100 participants.

This growth and international diversity of participants confirm the importance of International Week as a platform for exchanging good practices, developing new partnerships and further positioning the Department within the European and global academic landscape.

In regard with societal development through creativity, innovation and entrepreneurship, numerous activities were implemented, resulting in concrete forms of cooperation with the business sector. Cooperation with economic operators has been further enhanced by encouraging employees to provide services through the Centre for Lifelong Learning and Adult Education, involving companies in the Department's activities, and signing cooperation agreements through the Office for Cooperation with Industry. During the period under review, 26 lifelong learning and adult education programmes were implemented, including 7 open seminars and 12 in-house trainings. There were 7 participants in bridging programmes to meet the conditions for enrolment in professional graduate (master) studies. Furthermore, 245 business cooperation agreements were active during the period under review, which confirms the Department's orientation and focus on the business sector. In addition, activities aimed at developing students' entrepreneurial skills were conducted through the Student Entrepreneurship Incubator and related projects. Competitions, workshops, and webinars were organised, providing students with practical experience and opportunities for networking.

Within the activities aimed at strengthening the Department's cohesion with the broader public, round tables and workshops were held, through which the Department further reinforced its position in society. The active participation of the Department's staff and students in public events,

humanitarian actions, and cultural and sports events contributed to increasing the Department's visibility and enhancing public awareness of its professional and scientific achievements.

## TEACHING AND STUDY PROGRAMMES

From 2021 to 2025, the higher education system in the Republic of Croatia, and thus the Department, underwent significant changes driven by labour market dynamics, technological development and growing societal expectations. This period was marked by the need to adapt study programmes, redefine teaching practices and introduce digital tools into the educational process. In this context, the Department was particularly committed to the strengthening of its identity as a professional constituent of the University, focused on educating competent professionals whose knowledge and skills correspond to the needs of employers in technical and social sciences fields.

Contemporary challenges in the environment prompted the Department to systematically improve the teaching process and develop innovative educational models. Thus, in the observed five-year period, special emphasis was placed on improving the quality of teaching, increasing programme flexibility, strengthening cooperation with the business sector and developing teaching methods that enable active learning and the acquisition of practical competences.

In the past five years, the Department has conducted a series of activities aimed at modernising its professional undergraduate and graduate study programmes. The need for regular revision of existing study programmes became particularly evident, primarily in relation to learning outcomes, which must reflect the competences essential for the effective integration of students into the labour market. In the period from 2021 to 2025, the Department embraced the programme evolution as a continuous process in which the structure of courses, teaching methods and the level of professional orientation continually change to respond to new shifts in the economy and society.

Special emphasis was placed on intensifying cooperation with employers, which led to the increasing involvement of the business sector in revising learning outcomes through organised round tables at individual departments. In parallel, the need for the professional development of teaching staff grew, especially in the field of professional training and the application of modern digital tools, which during the observed period proved crucial for raising the quality of the teaching process.

During the period under review, the Department continuously worked on maintaining and improving the quality of its [study programmes](#), which constitute the fundamental purpose and identity of the institution. For professional undergraduate and graduate studies to remain relevant, numerous revisions of curricula were conducted, with particular attention given to updating courses and increasing the involvement of economic stakeholders in defining and re-examining learning outcomes. To this end, and in accordance with the Regulations of Study Programme Evaluation of the University of Split, the Department adopted the required amendments and supplements within the competence of the Council for all its study programmes, as well as minor amendments and supplements to study programmes approved by the Senate of the University of Split in 2024 and 2025.

In the last five years, the Department has intensified activities aimed at preparing interdisciplinary programmes requiring cooperation of core departments and integration of areas that traditionally operate separately. Consequently, this paves the way for educating professionals capable of solving complex problems that transcend the boundaries of individual disciplines.

With the aim of strengthening project-oriented learning, the Department systematically encourages the development of student projects arising from professional courses, for example the [PlanStart](#) Project in cooperation with the Croatian Chamber of Economy – Split County Chamber (HGK ŽK Split). This approach has enabled the annual implementation of several projects in cooperation with the business sector and has served as an initial “soft” model of dual learning. In this context, efforts were also made to improve the system of analytics and reporting on teaching activities, which included the implementation of a specialised software solution (the Sceduly information system).

The period from 2021 to 2025 was also distinguished by systematic encouragement of teachers to engage in professional development, underpinned by one at least one recommendable participation in annually held professional training programmes for every teacher. At the same time, considerable efforts were put into increasing the attractiveness of study programmes through promotion, strengthening visibility and increasing the share of students who select the Department as their preferable faculty upon enrolment. In this regard, numerous [activities](#) were carried out to inform secondary school graduates about the benefits of professional studies through the University of Split Fair, organised visits within the [Week of Professions](#) in 2024 and 2025, and [workshops for pupils](#) delivered by students, members of the Student Entrepreneurship Incubator.

It is particularly important to highlight an increase in the number of engaged alumni participating in the teaching process as [guest lecturers](#). Hence, a culture of connectedness and professional networking activities are cultivated, which has proved essential for the development of students’ competences.

The role of the professional constituent of the University of Split implies a strong connection with the business sector, which in the analysed period was one of the fundamental determinants of the development of the teaching process. The Department anticipated and recognized the need for the enhancement of the quality of professional studies through more intensive inclusion of practical elements. Therefore, this insight resulted in a gradual rise in the share of practical teaching, enabling students to apply theoretical knowledge in real working environments, which directly contributed to raising the level of their professional competences.

Modern education requires the use of advanced software solutions and digital platforms. Therefore, in the observed period, various digital teaching tools were integrated into the teaching process across the Department's study programmes. Courses in social sciences and technical study programmes, where applicable, were enriched with specialised software such as: Matlab, Labview, KIS4ALL, Synesis, Autodesk Moldflow Insight, Autodesk AutoCAD, Autodesk Inventor, Fluidsim Pneumatic, Fluidsim Hydraulic, Granta EduPack, Stat Ease Design Expert, EMCO WinNC Sinumerik 840D Turn/Mill, Mach3 CNC, Siemens Logo-soft, Python software, Arduino software, MD Solid, Ultimaker Cura, Anaconda, Android Studio, Arduino IDE, Atmel AVR Studio 7.0, Bitcoin Core, Cisco Packet Tracer, CodeBlocks, Docker, Eclipse, Electrum, Gimp, Git, HDTune, IntelliJ IDEA, MS Project, Node.JS, Oracle VirtualBox, Process Explorer, SQL Server, Spider IDE, VMware Workstation, Visual Studio, Visual Studio Code, Wireshark and others. This strengthened students’ competitiveness in the labour market and enhanced the transparency of their competences.

The system of professional and specialist practice was gradually reinforced through the development of a dual mentoring model, whereby students received support both from teachers and from experts at Department’s partner institutions providing practice (teaching bases). This resulted in a higher quality acquisition of learning outcomes and better preparation of students for the work environment. An information system for student practice was also implemented, whereby digitalisation of the entire

process enabled transparent, fast and efficient implementation of the Professional Practice and Specialist Practice courses, accompanied by respective implementation reports on an annual basis.

Special efforts were made to increase the number of final theses produced in cooperation with companies and institutions, aiming at least at one tenth of annual final theses arising from it. This fostered students' collaboration with the professional sector and the development of solutions to concrete real-world problems.

Finally, the role of teaching bases became crucial in the five-year period. Their involvement in the organization of practice, guest lectures and cooperation in teaching activities was intensified. At the same time, teaching bases were continuously expanded, thereby creating a network of companies and institutions, [Department's partners](#), that systematically contribute to the development of students' professional competences.

The challenges of the period from 2021 to 2025, especially those caused by global disruptions and the accelerated digitalisation of society, had a strong impact on the educational process. The Department recognised the need for the systematic development of distance learning as a component that complements traditional teaching, increases its flexibility and enables inclusive student participation.

As a fundamental prerequisite, in the reviewed five-year period, numerous teacher training sessions on the use of e-learning tools were delivered. Efforts were made to ensure that each teacher participated in at least two training events per year, one of which was organised by the Department. This continuous investment in the development of teachers' digital skills enabled higher-quality implementation of modern teaching processes.

The period from 2021 to 2025 was one of accelerated transformation for the Department. Systematic revision and modernisation of study programmes, strengthening their professional dimension and intensifying cooperation with the business sector proved crucial for improving the quality of education. Investments in digitalisation, internationalisation and the professional development of teachers laid the foundations for a system that is adaptable, competitive and aligned with the needs of modern society. During the reviewed period, the Department clearly confirmed its role in educating professionals who are ready to face any labour market challenges and to contribute to the development of the local, national and international community.

## STUDENTS AND STUDENT STANDARDS

During the implementation period of the 2021–2025 Strategy, the Department made considerable progress in achieving its strategic goals related to students and student standards. Through systematic analysis of data from the Higher Education Information System (ISVU), including pass rates in individual courses, completion rates and drop-out, a reliable system was established for monitoring student progress and timely identification of areas requiring improvement. The training provided for teaching staff contributed to the enhancement of teaching and assessment methods, greater objectivity in grading, and the application of modern approaches in instruction. The activities implemented helped reduce student drop-out and increase completion rates, thereby meeting key criteria of this strategic goal in the period under review.

The Department ensured academic, career and personal counselling for students through cooperation with the University of Split's Centre for Counselling and Career Development, as well as through the

activities of its Office for Cooperation with Industry, Technology Transfer Office and Vice-Head for Student Affairs. Thus, the Department relies on existing university services and does not establish its own centre but instead uses shared infrastructure and programmes. Through training sessions and events such as the Week of Professions, the University of Split Fair and Open Days, students were introduced to the possibilities offered by teaching bases and were able to connect with employers. Continuous support was provided to students in developing professional competences, which contributes to their better preparedness for the labour market and finally to the attainment of the strategic goal in the observed period.

In cooperation with the Student Centre of the University of Split, a student restaurant was opened within the premises of the Department, thus ensuring high-quality and affordable meals for students and improving their everyday study conditions. Student satisfaction monitoring indicated its positive effect on the quality of the student experience. As an integral part of the University, the Department continued to cooperate with the Student Centre and the University of Split in securing appropriate accommodation capacities for its students, in line with the proportional share of its students in the University's total student population. This cooperation resulted in the improvement of key elements of student standards and provision of stable conditions for high-quality study and student life throughout the entire Strategy implementation period.

Significant progress was made in improving study conditions for students from vulnerable and underrepresented groups. Accessibility of facilities was enhanced by installing a lift in the old building and a movable platform in the new one, thereby ensuring unimpeded movement for students with disabilities. Socially disadvantaged students were provided with the possibility to pay tuition fees in instalments, while part-time students were allowed to enrol in at least 30 ECTS credits to facilitate their study progress. These measures significantly improved study conditions and ensured greater access to education for all students.

In addition, support was provided to students through the University's Psychological Counselling Centre, legal and medical advisory services, and cooperation with the Teaching Institute of Public Health of Split-Dalmatia County, thereby improving mental and physical health programmes. Students were regularly involved in sports activities through an organised schedule of physical and health education classes and access to sports facilities (halls, swimming pools, etc.), and they also participated in the University sports competitions, STEM Games and eGames. The Department encouraged student involvement in professional and research projects, both within the Department and in cooperation with the business sector and international partners. A *peer-to-peer* support initiative was launched, through which senior students help junior ones with learning and navigating their study obligations. Students also actively participated in humanitarian, social and cultural activities, which further enriched the quality of student life and the academic community. These activities significantly contributed to the holistic development of students and to raising the standard of studying at the Department.



## INTERNATIONAL COOPERATION

The period from 2021 to 2025 brought strong impetus to the boosting of the international dimension of higher education. Globalisation processes, the rapid advancement of technology and the growing mobility of knowledge shaped a new context in which the Department had to position itself strategically. As part of a university community striving to internationalise its academic processes and to open up to the European Higher Education Area, the Department recognised the necessity of a systematic build-up of international cooperation, an increase in mobility and the development of an open, competitive system capable of participating on an equal footing in contemporary international educational flows.

International visibility and networking became key prerequisites for enhancing the quality of study programmes, for the exchange of good practices, and for providing an institutional framework that attracts international partners, lecturers and students. To this end, a clear strategic direction towards increased international networking was selected, gradually becoming one of the fundamental development areas of the Department during the period from 2021 to 2025.

In the analysed period, the Department embarked on a more intensive process of international opening, recognising the potential of international cooperation as a key mechanism for ensuring the quality of education and recognition at the European level. The increased emphasis on mobility was a response to the rapid changes in global higher education and at the same time a necessity for strengthening the competences of students who are preparing for a labour market in which international experience is becoming the norm rather than the exception.

Over the five years, enhanced efforts were made to build a base of international partners, primarily through programmes such as Erasmus+, but also through other international and bilateral ties. At the same time, it became clear that the competitiveness of the Department could be increased through a clear orientation towards international standards, which implied designing course catalogues for the Erasmus+ programmes and joint study programmes and promoting of “internationalisation at home” models.

The mobility of students, teaching and non-teaching staff was one of the key development areas. Although mobility outcomes varied from year to year, the Department’s strategic goal was to achieve stable growth in outgoing and incoming mobility, using various sources of funding and fostering stronger links with European higher education institutions. In this context, initiatives such as [International Week](#) or the idea of joint study programmes became an important part of the strategic direction. They represent a response to the needs of a higher education area increasingly relying on internationalisation as a mechanism of quality, visibility and sustainable development.

In the period from 2021 to 2025, the Department recognised that international networking makes for the springboard for all further internationalisation processes. Strengthening existing partnerships and establishing new [Erasmus+ partnership agreements](#) became an important strategic priority. According to the observed trend, emphasis was placed on planned and targeted cooperation with foreign institutions, with the aim of increasing the overall number of partnership agreements and improving their content quality. During the period under review, the focus was on designing a systematic approach to networking that includes teaching and non-teaching staff, heads of departments and the Department’s management. This comprehensive approach enabled the expansion of international activities to all departments and the provision of conditions for sustainable mobility growth.

Given the growing need for the internationalisation of studies, the Department moved towards designing educational contents that can become highly competitive at the European level. A key element of this was the provision of courses and teaching materials in English, and thereby the prerequisites for attracting foreign students and encouraging mobility within the Erasmus+ programme.

One of the more important initiatives was the design of a course catalogue for the Erasmus+ programme, with as many teachers as possible offering at least one course. In this way, a comprehensive catalogue was gradually designed, potentially attractive to students from partner institutions and facilitating in the process of international exchange. In the period from 2021 to 2025, this activity represents a crucial step towards the standardisation and transparency of the study offer.

Student and staff mobility was recognised as a fundamental indicator of international activity, so efforts were made to increase outgoing and incoming mobility through various funding programmes. The goal was to ensure the growth of mobility, which was achieved in some years, while in others it was hampered by global circumstances; nevertheless, mobility remained a stable strategic priority of the institution.

Strategic considerations revolved around the development of the [International Week](#) programme to a great extent. This programme, which includes invited lectures, workshops, teaching projects and other forms of academic cooperation, became a platform for strengthening the Department's international visibility and for networking with institutions from Europe and beyond. From 2021 to 2025 initiatives were also launched to develop joint study programmes, especially with universities from economically developed countries. These activities represent an important strategic step towards designing an educational offer that goes beyond national boundaries.

The period from 2021 to 2025 proved to be crucial for the development of the Department's international dimension. The systematic increase of international networking, the building of partnership networks, the intensification of mobility and the development of an educational offer in English laid the foundations for further strengthening of the Department's position within the European Higher Education Area. The results of surveys among foreign students indicate a prominent level of teaching quality, which provides an important basis for enhancing the Department's international visibility and reputation. Although many processes are still in progress, the direction and intensity of the activities undertaken clearly show that the Department's orientation towards a modern, open and internationally competitive model of higher education.

## ORGANIZATION AND RESOURCES

The strategic area Organization and Resources represented one of the foundations of the Department's development during the 2021–2025 period. In this time, systematic efforts were made to strengthen organizational capacities, affirm the Department's identity, modernise infrastructure and technological equipment, and improve management and work processes. The goals defined in the Strategy were aimed at the Department's long-term sustainability, the creation of optimal conditions for teaching and professional activities, and the enhancement of overall institutional efficiency. The following Presentation of achievements reflects a significant development step and the creation of preconditions for the next strategic cycle.

In regard with strengthening the Department's identity, progress was made in improving communication with external stakeholders. The website underwent visual and functional renewal,

modern communication channels were established, and existing official social media profiles were upgraded and new ones created (for example, a WhatsApp channel and an Instagram profile), which enabled more intensive interaction with prospective students, the business sector and the wider public. The Regulations of Online Content and Online Posting of the University Department of Professional Studies were adopted, defining procedures and mechanisms for publishing information to the public electronically. The Department's visibility increased through a higher number of posts, expert contributions and public appearances. The visual identity of the Department was modernised, and the departments were given new graphic standards, which serve as a basis for further development of visual identities in the next strategic period. In the current period, a clearer, more contemporary and more professional image has been created, contributing to better positioning of professional studies.

Within the infrastructure domain, which represents one of the fundamental strategic pillars of the Department's activities, a great development leap was made. During the period under review, a detailed analysis of the existing technical and project documentation was conducted, enabling better planning of future investments and their alignment with available funding sources, particularly European Union funds. In this context, the Department systematically prepared project bases and documentation to ensure timely inclusion in national and European calls for infrastructural project funding. In addition, a special student bus line was introduced as the first public line directly connecting Kopilica with the wider urban area, thereby significantly improving students' access to the Department.

A particularly important step forward in terms of student standards was the opening of the long-awaited student restaurant S.O.S. in the building at Kopilica 5. This represents one of the most important improvements in student standards, as students were, for the first time, provided with high-quality and reasonably priced meals within the Department itself.

To improve spatial capacities and create preconditions for long-term investments, project documentation was prepared for the reconstruction of the façade of the Kopilica 5 building. Based on this documentation, the Department applied to the Public Call for the Energy Renovation of Public Buildings and obtained non-refundable funds in the amount of EUR 498,101.77. The support obtained confirms the project's quality and represents an important opportunity for the comprehensive renovation of one of the Department's key buildings.

At the end of 2025, construction works began on the energy renovation of the Kopilica 5 building and are expected to be completed during the new strategic period (2026), after which the building will reach a significantly higher level of energy efficiency. Electricity consumption is expected to decrease by approximately 60%, which will contribute to more rational resource management and the reduction of operating costs. In addition to the energy effects, the modernised building will provide better and safer conditions for work and study and, with its renewed appearance, contribute to the overall revitalisation of the Kopilica area. In the same period, all Department buildings were equipped with new lifts and platforms for people with mobility difficulties, thereby ensuring full accessibility and the removal of architectural barriers.

Concerning spatial resource management, special emphasis was placed on solving the issue of the parking area between the north and south buildings. After a period of use based on a lease, the Department purchased 91% of the land in question, thus ensuring long-term and stable management of this important infrastructural capacity. By improving access and installing an entrance control system, the standard of parking use was raised and more efficient space management for students

and staff was ensured. This move ensured prerequisites for the permanent and systematic resolution of parking capacity issues in the future.

Continuous investments in equipment and technical resources enabled a significant upgrade of laboratory and computer infrastructure. Particular attention was given to the needs of technical study programmes, with the acquisition of modern computer equipment, specialised instruments and laboratory systems that enhance the quality of teaching and generate better conditions for professional and project-based activities. This represents a crucial step forward compared to the previous situation and ensures a higher level of the Department's technological equipment.

Strengthening management and administrative capacities was one of the key accomplishments in this strategic period, during which the Department significantly improved digital processes and modernised working methods. In recent years, new digital systems have been introduced to support administrative and teaching activities, such as Sceduly for organising and recording teaching processes and the Konto programme for financial and accounting operations. In addition, modern solutions for data exchange and storage via OneDrive have been implemented, making communication and information flow safer, faster and more efficient.

It is particularly worth emphasising that the Department was the first constituent of the University of Split to introduce a chatbot as a support tool for students, thereby ensuring constant availability of basic information and improving user support. This step marked the beginning of the application of artificial intelligence in the Department's Day-to-day operations, paving the way for further digital transformation. At the same time, an e-index (electronic grade book) was introduced, terminating the traditional paper index and enabling students to monitor their requirements more easily, gain faster insight into grades and communicate more efficiently with teachers. Taken together, all these measures represent an important organizational step towards a modern and digitally based model of higher education.

As part of the development of organizational resources, quality management was also improved. Through regular meetings of the Committee for Quality Assurance, systematic internal audits and digitalisation of evaluation procedures, the transparency and efficiency of processes were increased.

Changes in organizational resources also included strengthening internal institutional relations, improving communication between organizational units and increasing the alignment of administrative and teaching processes. Emphasis was placed on flexibility in management, accommodating the needs of a dynamic academic environment and compliance with national and European guidelines in the field of higher education.

Young and motivated staff and continuous investment in their professional and teaching development are a great asset to the Department. It is important to emphasise that the quality and efficiency of the Department's activities and operations are not to be attributed solely to teaching staff, but also to support and administrative services, which make a significant contribution to the functioning and development of the institution. The Department also relies on external associates whose expert knowledge and practical experience enrich the teaching and research process and strengthen links with the business sector and the wider community.

In conclusion, the implementation of the strategic area Organization and Resources at the Department in the period 2021–2025 brought extensive structural changes, development stability and the strengthening of all aspects of institutional activity. The Department has significantly improved its infrastructure, modernised work and management processes, reinforced its identity and visibility, and created conditions for more rational, efficient and modern operations. These results form a solid

foundation for the next strategic cycle, in which the focus will be on completing ongoing infrastructural projects, further digitalisation, strengthening cooperation with the business sector and enhancing academic excellence.

## THE UNIVERSITY DEPARTMENT OF PROFESSIONAL STUDIES IN ITS ENVIRONMENT

The Department maintains intensive and successful interaction with its surroundings and fully affirms its role as a key driver of development. Through its activities, it effectively brings together diverse stakeholders around addressing key contemporary challenges. By making all its resources available to representatives of civil society, businesses, and local and regional self-government units, and by actively cooperating with them, the Department generates a strong multiplier effect in overcoming existing challenges and fostering innovative solutions for the future. Cooperation with stakeholders has resulted in long-term partnerships that enable the development of new initiatives and projects.

The Department has established systematic communication channels that facilitate the exchange of knowledge and experience between the academic community and the public. Joint activity programmes have been implemented that support local community development and contribute to strengthening social and economic cohesion. Through its involvement in regional and international networks, the Department further expands its impact and visibility. The results of such networking are reflected in the continuous provision of new opportunities for growth, innovation and sustainable development.

Through various activities, the Department has participated five times over the last five years in the annually held events “Science Festival” and “Researchers’ Night”.

Thematic round tables, held regularly at all departments, have provided a forum for discussion of current topics relevant to the professions nurtured at the Department.

An analytical tool for collecting feedback from the real sector in the form of a questionnaire has been created. The questionnaire was distributed to participants of the held round tables (evidence of the analysis conducted is attached), and interested contacts were listed in a database. The questionnaire was also published on the website under Lifelong Learning, Expression of Interest:

<https://docs.google.com/forms/d/e/1FAIpQLSdy8DmfGCvV9HqWZVnGS7arhMgj136Bc0QGz8HkXUrHyonKyw/viewform>

The Department continuously promotes social responsibility through concrete activities directed towards the local community. As part of its initiatives, the Department has donated computer equipment to primary and secondary schools as well as the humanitarian organization Caritas, thereby contributing to the enhancement of digital literacy and the creation of better conditions for the education of young people and those in need. Special emphasis is also placed on fostering cooperation and the active involvement of students in sports and cultural activities in their environment. The Department nurtures partnership relations with sports clubs, such as basketball club KK Split and football club HNK Hajduk, providing students with opportunities for volunteering, participation in projects and build-up of additional competences through extra-curricular activities. Furthermore, students and members of the Department’s Alumni Association regularly participate in humanitarian activities, including collecting donations for socially vulnerable groups, organising voluntary blood donations, and supporting local associations and initiatives that contribute to community well-being.

Through such activities, solidarity, empathy and active citizenship are promoted. Hence, the Department reaffirms its commitment to community development, strengthening links with sports and cultural institutions, and encouraging socially beneficial engagement among its students.

### **III. MISSION AND VISION OF THE UNIVERSITY DEPARTMENT OF PROFESSIONAL STUDIES**

Vision and Mission are in accordance with the core values of the University Department of Professional Studies:

**Expertise** - We uphold the highest standards of professional knowledge and competencies through continuous professional development of academic and professional staff, as well as the development of students into highly qualified professionals.

**Responsibility** - We act ethically, transparently and reliably, fully aware of our role in education, the economy and the society. Responsibility is the foundation of our relationship with students, partners and the wider community.

**Capability** - We encourage the development of the potential of every member of our community. We systematically support the personal and professional advancement of all employees, students and partners.

**Collaboration** - We build strong partnerships and cultivate a culture of mutual trust, knowledge sharing and co-creation. We consider collaboration essential to achieving success and to promoting sustainable socio-economic development.

By collectively nurturing these values, we create a stimulating environment in which everyone can achieve their full potential. These values are the foundation of our identity and serve as guiding principles in the continuous enhancement of the quality of education, cooperation and the social responsibility of the Department.

#### **Vision of the University Department of Professional Studies**

The Department strives to position itself as a leading institution of professional higher education in the region and beyond, by further developing English-taught study programmes and strengthening international partnerships. Through its academic and professional expertise, the Department aims to serve as a reliable and relevant partner to stakeholders across the broader socio-economic community, supporting innovation, competitiveness and sustainable responses to the challenges of contemporary society. Department's vision focuses on creating an environment that meets European higher education standards by integrating applied knowledge, research excellence, professional practice and modern pedagogical methods.

#### **Mission of the University Department of Professional Studies**

The mission of the Department is to continuously contribute to the advancement of society through contemporary and accessible professional higher education, lifelong learning and professional and scientific research activities. The Department works closely with the business sector, local and regional authorities and other relevant stakeholders, ensuring programmes based on high standards of excellence, ethical conduct and professional responsibility. Through these programmes, the

Department seeks to raise the competence and knowledge of all members of its academic community, support their competitiveness in the labour market and foster the development of innovative and socially responsible professionals.

## SWOT ANALYSIS OF THE INTERNAL AND EXTERNAL ENVIRONMENT OF THE UNIVERSITY DEPARTMENT OF PROFESSIONAL STUDIES UP TO 2030

The SWOT analysis provides a thorough starting point for understanding the Department's position and for guiding future strategic decisions and development activities up to the year 2030.

The analysis of the Department's internal environment up to 2030 offers a systematic Presentation of the key strengths and weaknesses that shape the Department's strategic development and is presented in the following table:

*Table 1. Analysis of internal factors (strengths and weaknesses of the Department)*

STRATEGIC FIELD	STRENGTHS (S)	WEAKNESSES (W)
<b>Teaching process and students</b>	<ul style="list-style-type: none"> <li>- Diverse and up-to-date study programmes aligned with current societal and economic needs.</li> <li>- A clear strategic focus on integrating practical training into all study programmes.</li> <li>- An established and functional system of field and industry visits, collaborations and teaching bases within industry and institutions.</li> <li>- Active involvement of industry professionals and external experts who enhance the development of practice-based competences.</li> <li>- Consistent high ratings of teaching quality and strong recognition of the Department's teaching excellence.</li> <li>- Continuous achievement of full enrolment capacity and high graduate employability shortly after completion of studies.</li> <li>- Well-balanced allocation of ECTS credits and coherently structured study programmes.</li> <li>- Effective communication between students and academic staff, with flexible timetables accommodating part-time students.</li> <li>- Compulsory professional practice integrated across all study programmes.</li> </ul>	<ul style="list-style-type: none"> <li>- Oversized student groups that limit opportunities for individualised teaching and mentorship.</li> <li>- Space constraints leading to the need for classes during late evening hours.</li> <li>- Insufficiently developed publishing activity among teaching staff.</li> <li>- Limited access to up-to-date professional and reference literature for students.</li> <li>- Insufficient digital availability of teaching materials and e-learning resources.</li> </ul>



<b>Profession, research and innovation</b>	<ul style="list-style-type: none"> <li>- Well-equipped teaching facilities, laboratories and technical infrastructure.</li> <li>- Competencies and resources for the development of attractive lifelong learning programmes, in line with the mission of the Department.</li> <li>- Engagement of external associates, practitioners and industry experts, who can contribute to applied research activities.</li> <li>- Availability of the University of Split's infrastructure to support projects and research activities.</li> </ul>	<ul style="list-style-type: none"> <li>- Limited opportunities for appointment to scientific-teaching academic ranks and career advancement.</li> <li>- Excessive teaching workload which reduces the time available for scientific research and professional activities, a vital component of the Department's mission.</li> <li>- Insufficient involvement of teaching staff in project-based activities.</li> <li>- Insufficient financial support for research and innovation activities.</li> <li>- Limited cooperation with the business sector in the field of research and development projects.</li> </ul>
<b>International cooperation and integration of the Department into its environment</b>	<ul style="list-style-type: none"> <li>- Proactive partnerships with business entities and units of local and regional authorities.</li> <li>- Offering study programmes within STEM fields, essential for the region's economic recovery.</li> <li>- Flexibility and responsiveness to changes in the external environment.</li> <li>- Evidenced engagement of the Department with stakeholders in local and wider environment.</li> <li>- Alignment of processes with ESG standards, further enhancing transparency and quality.</li> </ul>	<ul style="list-style-type: none"> <li>- Low level of student mobility.</li> <li>- Insufficient and limited offer of English-taught courses.</li> <li>- Insufficient promotion of the Department and its study programmes, affecting institutional visibility and students' first choice preferences.</li> <li>- Insufficient use of opportunities for the development of international cooperation beyond the Erasmus+ programme.</li> <li>- Low level of staff mobility.</li> <li>- Insufficient involvement in international networks.</li> </ul>
<b>Organization, management and development of the Department</b>	<ul style="list-style-type: none"> <li>- High level of expertise, continuous professional development and a strong base of young, highly qualified teaching staff.</li> <li>- Status of the Department as a constituent unit of the University of Split, ensuring institutional stability, access to the University infrastructure and enhanced institutional reputation.</li> <li>- Well-structured internal organization and effective cooperation among organizational units.</li> </ul>	<ul style="list-style-type: none"> <li>- High teaching workload and limited capacity for the redistribution of teaching activities.</li> <li>- Limited human resources in some Department's sections.</li> <li>- Heavy dependence on external associates involved in teaching activities.</li> <li>- Limited institutional autonomy, resulting in slower adaptation to labour market needs.</li> </ul>

	<ul style="list-style-type: none"> <li>- Highly organised and efficient operation of professional support services.</li> <li>- Proactive management in the development and implementation of strategic initiatives.</li> </ul>	
<b>Other</b>	<ul style="list-style-type: none"> <li>- High level of recognition of the Department at the regional level.</li> <li>- Strong cooperation with the business sector and the local community.</li> <li>- Stable demand for professional study programmes in the labour market.</li> </ul>	<ul style="list-style-type: none"> <li>- Insufficient digitalisation of administrative processes.</li> <li>- Limited physical space for the future growth and development of the Department.</li> <li>- Limited availability of additional funding sources outside the University.</li> </ul>

The analysis of the Department's external environment up to 2030 provides a systematic Presentation of the key opportunities and threats that shape the strategic development of the Department and is presented in the following table:

*Table 2. Analysis of external factors (opportunities and threats arising from the Department's environment)*

	<b>OPPORTUNITIES (O)</b>	<b>THREATS (T)</b>
<b>Teaching process and students</b>	<ul style="list-style-type: none"> <li>- Restructuring of existing study programmes to enhance competitiveness and innovation.</li> <li>- Strengthening cooperation with companies, with a focus on professional practice and student employability.</li> <li>- Growing labour market demand for graduate profiles covered by the Department's programmes (STEM, economics, tourism, IT, technical fields).</li> <li>- Development of hybrid and online teaching formats to attract geographically distant and employed students.</li> <li>- Increased availability of modern learning tools (AI, e-learning, digital platforms).</li> </ul>	<ul style="list-style-type: none"> <li>- Highly unfavourable demographic trends, including a declining number of secondary school graduates and youth migration.</li> <li>- Unstable economic conditions limiting the financing of higher education.</li> <li>- An increasing number of comparable study programmes, including those offered by private higher education institutions and specialised institutions.</li> <li>- Insufficient prior knowledge among some students, resulting in an increased need for additional adaptations in teaching and learning processes.</li> </ul>
<b>Profession, science and innovation</b>	<ul style="list-style-type: none"> <li>- Availability of qualified professional and research staff to support the implementation of the Department's mission in lifelong learning and research.</li> <li>- High demand for high-quality lifelong learning programmes driven by rapid technological and market developments.</li> </ul>	<ul style="list-style-type: none"> <li>- Rapid changes in technology and industry requiring continuous adaptation of study programmes and infrastructure.</li> <li>- Insufficient stability of funding for scientific research activities.</li> </ul>

	<ul style="list-style-type: none"> <li>- Increasing availability of national and EU funding opportunities for research and innovation projects.</li> <li>- Strong potential for enhanced cooperation with industry through applied research and professional projects.</li> </ul>	
<b>International cooperation and integration of the Department into its environment</b>	<ul style="list-style-type: none"> <li>- Development of study programmes delivered in English, aligned with the Department's vision of internalisation.</li> <li>- Introduction of interdisciplinary and joint study programmes in cooperation with national and international partners.</li> <li>- Development of new study programmes through cooperation with the business sector and relevant institutions.</li> <li>- Opportunities for international mobility and the enrolment of international students, contributing to the partial offsetting of negative demographic trends.</li> <li>- Expansion of the partnership network through participation in international projects and networks.</li> </ul>	<ul style="list-style-type: none"> <li>- Inconsistent public perception of professional study programmes in comparison with university study programmes.</li> <li>- Increased competition from internationally delivered online study programmes accessible to students in Croatia.</li> <li>- Administrative barriers related to international procedures and the financing of mobility activities.</li> </ul>
<b>Organization, management and development of the Department</b>	<ul style="list-style-type: none"> <li>- Participation in national and European funding programmes to enhance teaching and research activities.</li> <li>- Digital transformation of management and administrative processes to improve operational efficiency.</li> <li>- Opportunities for strategic partnerships with educational and business institutions to strengthen the Department's capacities.</li> </ul>	<ul style="list-style-type: none"> <li>- Difficulties in recruiting staff with appropriate qualifications due to labour market conditions.</li> <li>- Outflow of teaching staff to other institutions or abroad.</li> <li>- Regulatory changes, including amendments to the Collective Agreement, potentially increasing the complexity of work processes.</li> <li>- Limited budget of the University, which may constrain the Department's development.</li> </ul>
<b>Other</b>	<ul style="list-style-type: none"> <li>- Growing interest in professional study programmes as a means of securing employment more quickly.</li> <li>- Increased potential to enhance the Department's visibility through digital marketing and social media.</li> </ul>	<ul style="list-style-type: none"> <li>- Rising costs of the maintenance and upgrading of facilities.</li> <li>- Reduced availability of external funding sources due to changes in EU policies.</li> </ul>

## **IV. STRATEGIC GOALS**

The University of Split perceives itself as a social leader and promoter of the highest moral, ethical, social and economic principles and standards in the area of public good, in the interest of the development of the Republic of Croatia, its regional environment and the European Union.

Along with the mission and vision of the University of Split, the following strategic documents were taken as guidelines in the process of setting strategic goals:

- EU 2030 Sustainable Development Strategy
- Strategic documents of the European Research Area (ERA),
- Strategic documents of the European Higher Education Area (EHEA),
- Standards and guidelines for the Quality Assurance in the European Area of Higher Education (ESG),
- The Strategy for Education, Science and Technology of the Republic of Croatia,
- Strategy of the University of Split 2015 – 2020
- Strategy of the University of Split 2021 – 2025
- The Development Strategy of the Department of Professional Studies 2016 - 2020
- The EU Strategy for the Adriatic and Ionian Region (EUSAIR)
- Erasmus Charter for Higher Education 2021 - 2027
- Mission Statement The European University of the Seas „SEA-EU“
- Manifesto of the SEA-EU Governing Board

For the period from 2026 to 2030, the University Department of Professional Studies has set the strategic goals within the following strategic areas:

- 1. TEACHING PROCESS AND STUDENTS**
- 2. PROFESSION, SCIENCE AND INNOVATION**
- 3. INTERNATIONAL COOPERATION AND INTEGRATION OF THE DEPARTMENT INTO ITS ENVIRONMENT**
- 4. ORGANIZATION, MANAGEMENT AND DEVELOPMENT OF THE DEPARTMENT**

Further in the text, strategic goals are defined within identified strategic areas, followed by the definition of tasks related to the realization of strategic goals. Each task is accompanied by an indicator, description of the indicator, implementation and responsible persons.

## TEACHING PROCESS AND STUDENTS

In the period from 2026 to 2030, the Department will direct its development towards enhancing the quality, relevance and sustainability of professional higher education, building on experience gained in previous years and responding to the demands of the contemporary socio-economic environment. The Department's key goal is to strengthen its position as an institution that provides education aligned with labour market needs, while simultaneously maintaining high academic, professional, and ethical standards. In this context, particular emphasis is placed on study programmes that reflect labour market dynamics and the standards of the European Higher Education Area, while promoting an interdisciplinary approach and strengthening the practical component of studies.

The development of study programmes assumes that modern students must be prepared to work in an environment characterised by continuous change, particularly under the influence of digital technologies and artificial intelligence. Accordingly, the integration of digital tools across all segments of teaching is planned, fostering interactive and applied learning, rapid adaptation to technological innovation and the development of competencies that enable independent problem-solving in complex situations. At the same time, the pedagogical and methodological competencies of teaching staff will be further developed to modernise the teaching process and ensure its alignment with the expectations of students and employers. Through the continuous development of digital, communication and project-based skills among teaching staff, an environment will be created in which innovation, openness and effective communication form the foundation of everyday academic practice.

Special emphasis is placed on the digital transformation of the Department. In the forthcoming period, the development of advanced digital infrastructure is planned to support an elevated level of personalised learning, including digital repositories, analytical systems for monitoring student progress and tools for automated assessment. These developments will enable more efficient planning of the teaching process and more precise adaptation of teaching content to individual student needs. Digital tools will also be applied within the broader administrative and organizational context to enhance transparency, improve access to information and raise the overall quality of the student experience.

Lifelong learning remains one of the strategic areas that the Department intends to develop intensively. The focus will be placed on flexible and modular forms of learning tailored to diverse groups of participants, including employed individuals, employers and institutions from both the public and private sectors. Such programmes will enable rapid responses to change in industry and the labour market, while strengthening the Department's position as a relevant partner in regional development and economic innovation.

The development of student standards and support systems represents an essential element of the Department's strategic orientation. The Department will continue to foster an inclusive and supportive environment in which every student is provided with access to appropriate academic, counselling and psychological support. Particular attention will be devoted to mental health, motivation, and the development of socio-emotional competencies, alongside the strengthening of activities that promote solidarity, community engagement and overall well-being. Digital support

systems, such as e-counselling services and AI-based assistants, will complement existing services and further improve their accessibility.

Cooperation with the business sector and other institutions remains a key foundation for the successful implementation of professional study programmes. The Department will develop new models of cooperation that enable students to engage directly with the real sector, commence high-quality professional practice and participate in projects that simulate real business situations. This approach strengthens students' readiness for the labour market and supports the development of competencies most valued by employers. Digital e-portfolios, career guidance systems and the integration of artificial intelligence into career planning processes will further enhance the quality of the transition from education to professional life.

The development of student initiatives and activities represents a critical component of creating a dynamic and inclusive academic environment. By supporting student associations, creative projects, competitions and innovation workshops, the Department will encourage the development of entrepreneurial and research-oriented mindsets and strengthen competencies developed beyond the formal curriculum. Such an environment contributes to the creation of an academic community that connects education, professional practice and society, while enhancing the Department's visibility and reputation.

Through all these processes, the Department will continue to develop professional standards, digital capacities and international recognition during the observed period, thereby creating stable foundations for further growth and development. At the centre of all activities remains the student, his or her well-being and readiness for successful integration into a dynamic, digital and globalised working environment. Through this approach, the Department confirms its role as a modern, responsible and strategically oriented institution that educates professionals ready to meet the challenges of the future.

*Table 3. Presentation of goals, tasks/measures, indicators and related descriptions of the Strategic Area "Teaching Process and Students"*

STRATEGIC AREA 1 - TEACHING PROCESS AND STUDENTS					
General strategic goal 1: Improve the quality and relevance of education					
Specific goal	Task/Measure	Indicator(s)	Description of indicator	Implementation	Responsible persons or bodies
<b>Specific goal 1:</b> Improve and update study programmes	Review and update existing study programmes, including the proposal of amendments and revisions	Number of revised and updated study programmes	The indicator shows the number of study programmes that have undergone modernisation and amendments in accordance with the University of Split Regulations on Amendments and Revisions of Study Programmes.	Continuous	Vice Head for Student Affairs, Heads of the Department

	Align study programmes with the development of skills that strengthen labour market competitiveness	Admission quotas aligned with labour market needs	The indicator shows the alignment of admission quotas with labour market needs, based on recommendations for enrolment and scholarship policies provided by the Croatian Employment Service.	Continuous	Vice Head for Teaching and International Cooperation, Heads of the Department
	Encourage the improvement of obligatory professional and specialist practice within study programmes	Proportion of professional and specialist practice in study programmes	The indicator shows activities for improving professional and specialist practice within study programmes, including dual mentoring, expansion of partnerships with institutions and companies and the further development of systems for monitoring, evaluation and student support (CEKAP project activities).	Continuous	Vice Head for Teaching and International Cooperation, Heads of the Department, Head of the Office for Cooperation with Industry
	Develop an interdisciplinary study programme	Number of interdisciplinary study programmes	The indicator measures the number of study programmes in which at least two or more departments take part.	2030	Management Board, Heads of the Department, Heads of Units, Teaching staff
	Enhance the interdisciplinarity of existing study programmes through elective courses	Number of interdisciplinary courses offered	The indicator measures the number of interdisciplinary courses offered across social science and technical study programmes.	Continuous	Management Board, Heads of the Department, Heads of Units, Teaching staff
	Improvement of teaching infrastructure	Number of laboratories, practical training facilities and classrooms modernized using software and specialized equipment	The indicator measures the number of software tools and specialized equipment used in teaching and in the development of project-based assignments.	Continuous	Management Board, Heads of the Department
	Promote a project-based learning approach in teaching	Number of projects derived from the curriculum of professional courses	The indicator measures the number of projects derived from the curriculum of professional courses.	Continuous	Vice Head for Teaching and International Cooperation, Heads of the Department, Teaching staff
	Increase student progression and study graduation rates	Proportion of students progressing to the next year of study within the prescribed timeframe, in relation to the total number of students. / Proportion of	The indicator refers to students who have obtained the required number of ECTS credits within the prescribed timeframe and progressed to the next year of study. / The indicator refers to the proportion of students completing their studies within the prescribed	Continuous	Management Board, Heads of the Department

		students completing their studies within the prescribed timeframe in relation to the number of enrolled students according to the study programme level. / Proportion of students attending classes regularly in relation to the total number of enrolled students across different years of study.	timeframe in relation to the number of enrolled students according to the study programme level. / The indicator refers to students who have met the requirements for sitting examinations.		
	Implement a systematic approach to monitoring graduate employability and satisfaction	Proportion of graduates employed in their field of study six and twelve months after graduation. Number of graduate satisfaction surveys conducted for the study programme.	The indicator shows graduates' transition to the labour market and their satisfaction with acquired knowledge and skills, supporting the alignment and relevance of study programmes to labour market needs.	Continuous	Management Board, Heads of the Department, Quality Assurance Board
<b>Specific goal 2:</b> Improve the quality and efficiency of teaching processes	Improve and modernize teaching processes	Number of innovative teaching methods introduced	The indicator shows the number of innovative teaching methods introduced into teaching processes.	Continuous	Vice Head for Teaching and International Cooperation, Heads of the Departments, Teachers
	Enhance teachers' competencies and professional development	Number of professional development programmes implemented/ Number of teachers involved in professional development programmes	The indicator shows the number of conducted professional development programmes for teachers, developed and organized by the University and/or the number of teachers who participated in accredited educational programmes.	Continuous	Management Board
	Distribute teaching workload more evenly and increase capacities	Proportion of teaching workload	The indicator shows the proportion of teaching workload among academic staff and the enhanced level of support they receive from technical, associate, and laboratory personnel.	Continuous	Management Board, Heads of the Departments



	Enhance the proportion of practical teaching and foster stronger links with the labour market	Number of practical teaching hours	The indicator shows the proportion of practical teaching through the number of hours (or percentage) of practical instruction in educational processes, facilitated by collaborations and research projects.	Continuous	Vice Head for Teaching and International Cooperation, Heads of the Departments, Teachers
	Ensure the continuous development and enhancement of the network of teaching bases	Number of activities related to the development and improvement of teaching bases / Number of teaching bases (number of cooperation agreements)	The indicator shows the number of activities that contribute to increasing the number of teaching bases and their economic 'diversity,' fostering student participation in the teaching base system (through professional and specialist practical training, preparation of final and graduate theses, projects, etc.), as well as the improvement and monitoring of the quality of the teaching base system.	Continuous	Management Board, Head of the Office for Cooperation with Industry
	Improve the system for evaluation and monitoring of teaching, with a particular emphasis on strengthening student classroom engagement	System for the evaluation of teaching staff and the teaching process established	The indicator shows the extent to which methodologies for evaluating the quality of teaching and teaching staff are implemented, with the aim of improving the quality of teaching processes through enhanced student-teacher collaboration (via mentoring and individualized programmes, tutoring and support systems) and students' evaluation of teaching.	Continuous	Vice Head for Teaching and International Cooperation, Heads of the Departments, Quality Assurance Committee
	Monitor and enhance the achievement of student learning outcomes	Number of analyses/ measures implemented	The indicator shows the number of analyses, evaluations, and measures implemented to monitor and improve the achievement of student learning outcomes (includes the analysis of student performance and the adaptation of teaching methods and programmes to enhance educational quality).	Continuous	Vice Head for Teaching and International Cooperation, Heads of the Departments, Quality Assurance Committee
	Encourage a responsible, ethical, and critical approach to the use of artificial intelligence tools among students	Proportion of student papers and projects in which the use of artificial intelligence tools is transparently declared	The indicator measures the extent to which students disclose the artificial intelligence tools they use, the purpose of their use, and identify the parts of their work in which these tools were applied.	Continuous	Heads of the Departments Teachers – mentors

<b>Specific goal 3:</b> Develop lifelong learning programmes and service-learning	Develop and adapt lifelong learning programmes in accordance with market needs and societal challenges	Number of lifelong learning programmes	The indicator measures the number of lifelong learning programmes offered by the institution.	Continuous	Vice Head for Teaching and International Cooperation, Heads of the Departments, Head of the Centre for Lifelong Learning and Adult Education
	Strengthen and expand partnerships with the public sector and private companies	Number of collaborations established with the public sector and private companies	The indicator measures the number of collaborations established with the public sector and private companies, aimed at better aligning lifelong learning programmes with labour market needs and enabling the funding and subsidization of lifelong learning programmes.	Continuous	Vice Head for Teaching and International Cooperation, Heads of the Departments, Head of the Centre for Lifelong Learning and Adult Education
	Increase the integration and recognition of service-learning	Proportion of service-learning as a mandatory component of study programmes	The indicator measures the extent to which service-learning is represented, with students participating in work/projects/activities through cooperation with the local community and civil society organizations as part of their mandatory study programmes, and which is considered beneficial to society.	2030	Management Board, Heads of the Departments
	Enhance an inclusive environment	The share of students with disabilities in the total student population	The indicator shows the number of enrolled students with disabilities	Continuous	Management Board, Heads of the Departments, Commissioner for Students with Disabilities
<b>General strategic goal 2:</b> Improve the level of student standards and the quality of student life					
Specific goal	Task/Measure	Indicator(s)	Description of indicator	Implementation	Responsible persons or bodies
	Cooperation with the Student Centre and the University on accommodation capacity planning	Involvement of the Department in annual plans and reports on student accommodation	The Department does not directly manage student residences but actively participates in monitoring student needs and communicating with the relevant authorities.	Continuous	Management Board, Student Council

<b>Specific goal 4:</b> Improve support for students in securing high-quality and accessible accommodation	Providing information and support to students in finding accommodation	Number of activities conducted (workshops, digital guides, consultations)	The activities help students find accommodation more easily.	Continuous	Management Board, Student Council
	Participation in initiatives to subsidize private accommodation	Number of initiatives and proposals addressed to the University, the city, and the County	The Department can propose measures and participate in subsidies.	Continuous	Management Board, Student Council
<b>Specific goal 5:</b> Promote high-quality, balanced, and accessible nutrition for students	Monitoring student satisfaction with the quality and variety of meals	Percentage of student satisfaction based on the Department survey	The Department conducts or participates in satisfaction surveys and forwards the results to the Student Centre and the University.	Continuous	Vice Head for Student Affairs, Student Council
	Collaboration with the Student Centre on the improvement of food services	Number of initiatives, proposals, and meetings	The Department participates in discussions and proposals to improve student restaurant offerings and access to meals.	Continuous	Vice Head for Student Affairs, Student Council
	Promoting healthy eating habits	Number of organized workshops, educational sessions, or campaigns	In cooperation with teachers and student associations, the Department organizes educational activities on healthy nutrition.	Continuous	Vice Head for Student Affairs, Student Council
	Introducing a digital system for collecting feedback on nutrition	Functionality of the established system; number of responses collected annually	A digital form or an AI chatbot that enables students to quickly rate the quality and availability of food.	Continuous	Management Board, Student Council

<b>Specific goal 6:</b> Inclusion and support for vulnerable groups	Improve inclusive policies and support for students from underrepresented and vulnerable groups	Number of support activities per year (workshops, trainings, individual counselling)	Activities include informative and motivational workshops, lectures, and awareness-raising programmes which are implemented in cooperation with the Commissioner for Students with Disabilities and student associations.	Continuous	Management Board, Commissioner for Students with Disabilities, Student Council, Alumni
	Adapt and improve the part-time study system	Number of implemented amendments to the regulations and introduced digital options (online lectures, AI assistants, flexible schedules)	The flexibility and quality of part-time study are being systematically enhanced through amendments of regulations, as well as through innovations in the teaching process	Continuous	Management Board, Student Affairs Office, Student Council, Alumni
	Improve digital accessibility of instructional materials	Percentage of courses with available digital resources and subtitles	The Department encourages the use of digital tools (AI subtitles, electronic materials, accessible Moodle platform) to foster more inclusive learning.	Continuous	Management Board, Student Council
	Encourage student activism and service-learning projects	Number of student initiatives, associations, or projects per year	The Department encourages the establishment and activities of student associations, volunteer initiatives, educational campaigns, and participation in local and international events.	Continuous	Vice Head for Student Affairs, Student Council, Alumni
<b>Specific goal 7:</b> Student mental health and well-being	Establish a system of internal coordination and cooperation with the University Counselling Centre	Number of appointed coordinators and meetings held annually	The Department appoints contact persons for student support and coordinates activities with the University Counselling Centre.	2027	Management Board, Commissioner for Students with Disabilities

	Organize educational activities on mental health	Number of workshops, lectures, and campaigns per year	Regular workshops on stress, motivation, balancing responsibilities, and life skills; conducted by the Department independently or in collaboration with external experts.	Continuous	Management Board, Commissioner for Students with Disabilities, Student Council, Alumni
	Conduct student counselling activities	Number of student counselling sessions and advisory hours.	In collaboration with the University's psychological and academic counselling services, as well as through digital formats (online consultations, e-counselling).	Continuous	Vice Head for Student Affairs
	Implement digital and AI-based student support systems	Number of active digital tools (AI chatbot, e-reporting, anonymous surveys)	The system enables students to communicate anonymously and continuously regarding issues and needs related to mental health.	2027	Management Board, Information Technology Office
	Organize systematic health check-ups for students in collaboration with the Public Health Institute of the Split-Dalmatia County	Number of systematic health check-ups conducted and students examined annually	In collaboration with the Public Health Institute of the Split-Dalmatia County the Department coordinates regular systematic health check-ups for students aimed at monitoring physical and mental health, early risk detection, and the promotion of healthy habits.	Continuous	Vice Head for Student Affairs
<b>Specific goal 8:</b> Career development and transition to the labour market	Organize educational activities on career development and on transversal skills	Number of workshops, training sessions, and educational programmes conducted annually	Activities are conducted in collaboration with the Career Counselling and Development Centre, the industry sector, and the Department's alumni; they cover topics such as public speaking, teamwork, digital literacy, and personal branding.	Continuous	Management Board, Office for Cooperation with Industry, Student Council, Alumni

	Encourage networking between students and potential employers	Number of organized events (Professional Week, Career Speed Dating, company visits, job fairs)	The Department organizes and promotes meetings between students and industry representatives and encourages partnerships with local and regional enterprises.	Continuous	Management Board, Office for Cooperation with Industry, Student Council, Alumni
	Actively promote and use teaching bases	Number of activities and visits to teaching bases per year	By visiting teaching bases, students gain insight into the practical aspects of the profession, while employers have the opportunity for direct contact with students.	Continuous	Office for Cooperation with Industry
	Conduct individual and group student counselling activities	Number of counselling sessions per year and number of student users	Counselling activities include career guidance, CV preparation, job interview simulations, and career planning.	Continuous	Office for Cooperation with Industry
	Systematically monitor students' employability	A functional database for employability and career tracking	The Department maintains and updates databases on employability of graduate students and utilizes analytical tools and AI systems to monitor employment trends.	Continuous	Student Affairs Office, Office for Cooperation with Industry
<b>Specific goal 9:</b> Student work and its connection to the labour market	Collaboration with the Student Centre Split on digitalization and promotion of student work	Number of joint activities conducted annually	The Department participates in promoting digital systems for the registration and tracking of student jobs, as well as informing students about available opportunities.	Continuous	Management Board, Student Council, Alumni

	Encourage the integration of student work with practical training	Number of students combining student work and practical training	Transition between student work and professional experience is encouraged through teaching bases and project collaborations.	Continuous	Office for Cooperation with Industry, Supervisor of Practical/Specialist Training
<b>Specific goal 10:</b> University sports and health-oriented activities	Develop and encourage the participation of Department students in STEM Games, the Students Esports Tournament, and University sports competitions	Number of participations and places won in competitions.	The Department actively encourages student participation in interdisciplinary sports and STEM competitions that promote collaboration, competitive spirit, and healthy lifestyle habits.	Continuous	Vice Head for Student Affairs, Student Council, Alumni
	Organize and promote student sports and recreational activities	Number of student sports events per year	In collaboration with the University Sports Association and the Office for Sport, the Department participates in organizing recreational tournaments, sports days, and educational campaigns.	Continuous	Management Board, Student Council
	Encourage the development of dual careers for student-athletes	Number of active student-athletes and number of support measures	Ensuring study flexibility for student-athletes and promoting a balance between sports and academic obligations.	Continuous	Management Board, Student Council
	Develop support for university clubs and dual careers for students	Number of university sports clubs / Number of athletes participating in the dual career system	The indicator measures the number of established and/or enhanced university sports clubs competing within the national sports federation system, as well as activities contributing to the development of dual careers.	Continuous	Management Board, Student Council

	Enhance the availability and variety of health-oriented activities, while promoting the principles of the Healthy Campus programme and raising awareness of the importance of health	Number of educational and promotional activities organized	Throughout the academic year, student participation in continuous physical exercise and recreation programmes, including Health programmes, is encouraged. This includes workshops, panels, informational campaigns, and posts on health, nutrition, and prevention. The number of activities and student reach are measured.	Continuous	Student Council, Alumni
<b>Specific goal 11:</b> Student organizations and associations	Improve the support system for student organizations and associations.	Number of student associations supported by the Department	The Department provides organizational, promotional, and mentoring support to student organizations (e.g., meeting spaces, counselling, technical assistance, and visibility on the website)	Continuous	Management Board, Student Council
	Promote the activities of student associations through digital channels	Number of posts, promotions, and media appearances per year	Promotion of student activities and projects through the Department's website and social media channels.	Continuous	Management Board, Information Technology Office
	Involve student organizations in the implementation of Department projects	Number of student projects carried out in collaboration with associations	Student associations participate in organizing professional events, Career Days, STEM projects, hackathons, and events such as STEM Games and Esports competitions.	Continuous	Management Board, Office for Cooperation with Industry, Technology Transfer Office, Student Council, Alumni
	Develop a system for monitoring and evaluating the activities of student organizations	Number of evaluation reports produced and surveys conducted annually	The Department maintains records of student organizations and monitors their activities, membership numbers, and achieved outcomes.	Continuous	Management Board, Student Council



<b>Specific goal 12:</b> Student activities	Organize and support student projects	Number of student projects annually	Projects include the application of artificial intelligence, robotics, the Internet of Things, automation, and digital technologies, and collaboration with industry in solving real problems of economic entities, as well as active contribution to the social community.	Continuous	Management Board, Office for Cooperation with Industry, Technology Transfer Office, Student Council, Alumni
	Organize internal and local student challenges and competitions	Number of events organized annually	The department organizes, independently or in collaboration with partners, innovation challenges, thematic hackathons, and student projects related to the teaching content.	Continuous	Management Board, Office for Cooperation with Industry, Technology Transfer Office, Student Council, Alumni
	Promote entrepreneurship and innovation among students	Number of student start-up ideas, workshops, and incubation programmes	In collaboration with technology parks and incubators (e.g., SPINIT), the Department fosters the development of student business ideas and projects.	Continuous	Management Board, Office for Cooperation with Industry, Technology Transfer Office, Student Council, Alumni
	Promote student achievements and innovation digitally	Number of media posts and digital displays of student projects	Promotion of the best student projects on the Department website, social networks, and at public events.	Continuous	Management Board, Information Technology Office

## PROFESSION, SCIENCE AND INNOVATION

This strategic area focuses primarily on the development and strengthening of professional activity as the key strength of the Department. This expert activity is not only at the core of all the actions undertaken by the Department, but it also represents the main instrument for connecting higher education with the needs of the economy and society.

Through the systematic improvement of the quality and scope of professional activities, the Department will ensure the transfer of applicable knowledge into practice, encourage the development of professional competencies and contribute to the economic growth. Professional projects, advisory services and cooperation with economic operators represent both the backbone of the development of professional excellence and a direct link between the University and the labour market.

Within the general objective *"Raise the level of professional, scientific and innovation activity"*, the Department will primarily focus on strengthening professional activity but will also systematically encourage scientific productivity and innovation potential.

Scientific activity will focus predominantly on the research into issues arising from professional activities and responding to the specific needs of the economy. The department will develop the innovation framework through strengthening cooperation with the economy, thus increasing the number of innovation and transferring knowledge and technology to the real sector. Entrepreneurship and the development of professional and entrepreneurial incubators, that support students, teachers and associates in creating innovative solutions, will be encouraged.

An important segment of its activity is the popularization of professional and scientific work, with the aim of increasing the visibility of the Department in the community. Activities aimed at young people and the wider community will seek to stimulate interest in vocational and applied professions and strengthen the perception of vocational education as a driver of innovation and economic progress.

Through the integration of professional excellence, scientific productivity and innovation activities, the Department will continue to strengthen its role as the leading teaching unit of the University of Split that continuously contributes to the development of regional competitiveness, economic growth and social sustainability.

Table 4. Presentation of goals, tasks/measures, indicators and related descriptions of the Strategic Area "Profession, Science and Innovation"

STRATEGIC AREA 2 - PROFESSION, SCIENCE AND INNOVATION					
General Strategic Goal 1: Raise the level of scientific, professional and innovation activities					
Specific goal	Task/Measure	Indicator(s)	Description of indicator	Implementation	Responsible persons or bodies
<b>Specific goal 1:</b> Raise the level of scientific and professional productivity and excellence	Continually increase the number and quality of published professional papers	Number of professional papers	The indicator shows the total number of professional papers published and presented at professional conferences, professional seminars and published in professional journals, as well as in other professional materials.	Continuous	Teaching Staff
	Increase the number and quality of published research papers	Number of research papers	The indicator shows the total number of research papers published at the institutional level, which have been accepted by scientific journals ranked in the SCOPUS and WoS index databases, A1 journals and internationally peer-reviewed proceedings.	Continuous	Teaching Staff
	Increase the number and quality of professional / research projects	Number of registered professional / research projects	The indicator shows the number of successful project applications submitted to competitive funding sources.	Continuous	Management Board
	Encourage publishing activity	Number of coursebooks, workbooks, manuals and authorized study materials	The indicator shows the total number of published coursebooks, workbooks, manuals and authorized study materials.	Continuous	Vice Head for Teaching and International Cooperation
	Launch an interdisciplinary peer-reviewed journal SOSS – Synergy of Science and Skills	Published professional journal	The indicator shows total number of journals published.	Continuous	Vice Head for Quality Assurance

<b>Specific goal 2:</b> Raise the level of excellence in research by teaching staff	Encourage the growth of doctoral students	Number of defended doctorates	The indicator shows the number of defended doctorates per year.	Continuous	Management Board
	Encourage and regularly reward excellent teachers	Number of excellence awards	The indicator shows the number of awards for excellence in accordance with the Ordinance on Awards for Published Research and Professional Papers.	Continuous	Management Board
	Encourage the improvement of human resources	Number of participations in planned professional training activities	The indicator shows the number of seminars and professional trainings attended, as well as the participation in scientific and professional conferences.	Continuous	Management Board
<b>Specific goal 3:</b> Effectively manage research equipment	Develop the capital equipment base of the University	Developed capital equipment database and catalogues	The indicator shows the number of activities related to the development of the online database and catalogue of capital research equipment of the Department with the aim of its efficient use for research and commercial purposes.	Continuous	Vice Head for Investment and Development
	Encourage the development of commercial services based on available equipment	Number of concluded contracts/agreements	The indicator shows the number of contracts concluded with economic entities as well as the number of cooperation agreements concluded for the purpose of commercialization of the equipment.	Continuous	Vice Head for Investment and Development, Head of Technology Transfer Office
	Adapt and develop research and innovation support structures	Number of professional trainings and organized events in cooperation with industry	The indicator shows the activities referring to the implementation of educational programmes, professional workshops and thematic events aimed at the exchange of knowledge, experience and examples of good practice between the academic community and economic entities.	Continuous	Vice Head for Investment and Development

<b>Specific goal 4:</b> Promote the principles and values of open and responsible science	Encourage open data access and secondary research on data	Number of measures implemented and tools introduced to encourage open science policy	The indicator shows the number of measures and tools introduced to encourage open science policy (such as adopting open science guidelines, organizing educational workshops, developing open research platforms or tools, supporting researchers in sharing data, and participating in initiatives that promote open science.)	Continuous	Management Board
	Increase the share of published research papers in open access	Share of published research papers in open access	The indicator shows the share of scientific publications in open access in relation to the total research output at the University level.	Continuous	Management Board
	Increase the share of published professional papers in open access	Share of published professional papers in open access	The indicator also shows the share of professional publications in open access in relation to the overall research performance at the University level.	Continuous	Management Board
	Promote other forms of open science	Number of activities/projects	The indicator shows the number of activities and projects that encourage other forms of open science, in particular the active involvement of the general public in the research process, the planning, development and use of joint open research infrastructures, open peer review procedures, the processes of developing new evaluation systems for assessing research teams and researchers.	Continuous	Management Board
	Promote the international scientific-professional conference CIET - Contemporary Issues in Economy and Technology	Conferences held: 2026 2028 2030	Conferences held: 2026 2028 2030	June 2026 June 2028 June 2030	Management Board

<b>Specific goal 5:</b> Popularize science and professional activity	Promote and improve the organization of International Week	International Week held: 2027 2029	International Week held: 2027 2029	May 2027 May 2029	Vice Head for Teaching and International Cooperation, Head of Office for Mobility and International Cooperation
	Popularize science in the community, particularly among young people	Number of activities to popularize science	The indicator shows the number of activities/events related to the popularization of science (such as open days, festivals, scientific and creative workshops for students, activities with a significant dissemination component, etc.).	Continuous	Vice Head for Teaching and International Cooperation, Heads of Departments
	Increase the visibility of the results of scientific activities	Number of events/promotional activities	The indicator shows the number of events (such as the organization of scientific conferences and workshops) as well as the number of activities with a significant dissemination component.	Continuous	Vice Head for Teaching and International Cooperation, Heads of Departments
	Increase the visibility of the results of professional activities	Number of events/promotional activities	The indicator shows the number of events (such as the organization of professional conferences, seminars, round tables, panel discussions, etc.) as well as the number of activities with a significant dissemination component.	Continuous	Vice Head for Teaching and International Cooperation, Heads of Departments
	Encourage the transfer of knowledge and technology to the economy and social entrepreneurship	Number of realized activities and initiated project applications in cooperation with industry	The indicator shows the number of educational and promotional activities aimed at raising awareness of the process and possibilities of knowledge and technology transfer, as well as the number of services provided for the preparation of project applications and the number of initiated project applications in cooperation with industry.	Continuous	Head of Office for Cooperation with Industry, Head of Technology Transfer Office

<b>Specific goal 6:</b> Boost innovation culture, knowledge transfer and cooperation with industry	Encourage cooperation with industry	Number of signed agreements	The indicator shows the number of cooperation agreements with industry	Continuous	Office for Cooperation with Industry
	Coordinate entrepreneurial activities and support the operation and development of entrepreneurial incubators	Number of activities	The indicator shows the number of activities that include the development and implementation of programmes, professional training programmes and projects in cooperation with other incubators, technology transfer offices, and the organization of student competitions and workshops.	Continuous	Head of Office for Cooperation with Industry, Head of Centre for Lifelong Learning and Adult Education
	Increase the number and quality of professional projects	Number of professional projects	The indicator shows the number of professional projects initiated within the University with the aim of applying professional knowledge through the improvement of internship programmes in collaboration with industry.	Continuous	Head of Office for Cooperation with Industry, Heads of Departments
	Increase the visibility of the Department in its environment	Number of activities	The indicator shows the number of public forums, round tables, seminars and workshops organized with the aim of increasing the visibility of the Department in the academic, economic and social environment and informing the public about its scientific and professional achievements.	Continuous	Management Board, Heads of Departments, Heads of Units

## INTERNATIONAL COOPERATION AND INTEGRATION OF THE DEPARTMENT INTO ITS ENVIRONMENT

This strategic area focuses on strengthening international cooperation, integration and global recognition of the Department. The Department is positioned as an open, internationally oriented and socially engaged unit of the University of Split, focusing on both the improvement of partnerships and mobility and the contribution to the community. Through its teaching, professional and project activities, the Department continuously strengthens links with academic institutions, industry and the community.

Within the framework of internationalization, the Department will systematically improve cooperation with foreign institutions through the expansion of international networks, participation in European mobility initiatives and programmes, and the organization of international scientific and professional events. The activities will be aimed at both increasing international visibility and creating stable and long-term partnerships that contribute to the development of educational, research and professional capacities. Special emphasis will be placed on the development of courses and study programmes in English and on the development of joint graduate study programmes in cooperation with partner institutions, with the aim of attracting foreign students and teachers and creating a framework for excellence in mobility.

Investing in the development of linguistic, digital and professional skills of students, teachers and administrative staff will be the key to their successful inclusion in the international academic environment. In addition, the Department will develop institutional and financial mechanisms to support mobility, which seeks to increase the availability and number of participants in international exchanges. The use of modern digital tools and the development of virtual and hybrid mobility will be encouraged, which will enable additional models of international cooperation and access to global educational resources.

In the area of social responsibility and cooperation with the community, the Department will intensify partnerships with industry, the public sector and civil society. The Department will actively participate in socially beneficial, educational and development projects. It will also focus on upgrading cooperation through quality internship programmes, teaching and projects of regional importance thus contributing to the digital, technological and entrepreneurial transformation of the community. Cooperation with incubators, entrepreneurial centres and business entities, along with the development of AI innovation and the encouragement of student entrepreneurship, will further strengthen the transfer of knowledge and technologies between the academic and economic sectors.

The Department will work on strengthening its role as a socially responsible institution by increasing visibility in the community, organizing public events, conferences, seminars and professional training courses. Special attention will be paid to projects that promote inclusiveness, sustainable development, ethics and solidarity, as well as the involvement of students in initiatives of social importance. By opening its doors to the public and local organizations, the Department will actively contribute to the creation of a climate of cooperation and active citizenship.

Through successful strategy implementation, the Department will consolidate its position as an internationally connected, innovative and socially responsible institution that actively contributes to the quality of higher education, the development of the economy and the well-being of the community at the local, national and European level.



Table 5. Presentation of goals, tasks/measures, indicators and related descriptions of the Strategic Area "International Cooperation and Integration of the Department into its Environment. "

STRATEGIC AREA 3 - INTERNATIONAL COOPERATION AND INTEGRATION OF THE DEPARTMENT INTO ITS ENVIRONMENT					
General Strategic Goal 1: Raise the level of international cooperation and global recognition of the University Department of Professional Studies					
Specific goal	Task/Measure	Indicator	Description of indicator	Implementation	Responsible persons or bodies
<b>Specific goal 1:</b> Internationalize the University Department of Professional Studies	Encourage inter-institutional cooperation	Number of cooperation agreements.	The indicator shows the total number of international cooperation agreements and their prevalence by year.	Continuous	Management Board, Vice Head for Teaching and International Cooperation, Head of Office for Mobility and International Cooperation
	Promote international scientific and professional events	Number of events/activities	The indicator shows the number of organized international scientific and professional events, as well as participations in them (such as international conferences, international summer schools, etc.).	Continuous	Management Board, Vice Head for Teaching and International Cooperation, Head of Office for Mobility and International Cooperation
	Create and implement a study programme in a foreign language	Number of study programmes	The indicator shows the number of new English-taught study programmes with officially announced student enrolment requirements.	2030	Management Board, Vice Head for Teaching and International Cooperation, Heads of Departments
	Create and implement a joint study programme with foreign partner institutions	Number of joint study programmes conducted in cooperation with a foreign higher education institution	The indicator refers to the number of joint study programmes accredited in accordance with the regulations following quality assurance of higher education and science in the Republic of Croatia.	Continuous	Management Board, Vice Head for Teaching and International Cooperation, Head of Office for Mobility and International Cooperation
	Ensure continuous improvement of linguistic and professional competencies	Number of teacher- training programmes	The indicator shows the number of teacher-training programmes (courses, staff weeks/BIPs) aimed at strengthening the linguistic and professional	Continuous	Vice Head for Teaching and International Cooperation, Head of Office for Mobility and International Cooperation,

			competencies of both teachers and administrative staff who communicate with foreign students.		Quality Assurance Committee
	Develop digital solutions for internationalization	Number of tools/platforms	Use of digital tools and online platforms to support internationalization, including the digitization of administrative processes, online networking and collaboration systems, and interactive resources for foreign students and teachers.	Continuous	Management Board, Vice Head for Teaching and International Cooperation, Head of Office for Mobility and International Cooperation
<b>Specific goal 2:</b> Boost international mobility	Increase student and staff mobility	Number of mobilities	The indicator shows the number of non-teaching and teaching staff as well as the number of students involved in international mobility activities.	Continuous	Management Board, Vice Head for Teaching and International Cooperation, Head of Office for Mobility and International Cooperation
	Develop and improve institutional mobility support	Number of measures introduced	The indicator shows the introduced measures of institutional mobility support, such as student support systems, mentoring programmes for mobility students, digitization of the process of application and administration of staff, etc.	Continuous	Vice Head for Teaching and International Cooperation, Head of Office for Mobility and International Cooperation
	Improve financial and mobility support	Number of announced calls/ Number of events	The indicator shows the number of announced calls for international mobility as well as the number of events aimed at promoting opportunities for inclusion in mobility programmes.	Continuous	Management Board, Vice Head for Teaching and International Cooperation, Head of Office for Mobility and International Cooperation
	Develop new forms of mobility	Number of activities/new forms of mobility	The indicator shows the number of activities aimed at improving	Continuous	Vice Head for Teaching and International Cooperation,

			mobility programmes and developing new forms of mobility, such as virtual and hybrid mobility programmes, international student internship programmes, internships, volunteering, etc.		Head of Office for Mobility and International Cooperation
<b>General strategic goal 2:</b> Promote social responsibility and boost cooperation with the local community					
Specific goal	Task/Measure	Indicator(s)	Description of indicator	Implementation	Responsible persons or bodies
<b>Specific goal 3:</b> Involvement of the Department in the local and regional initiatives	Actively participate in the activities of local and regional importance	Number of collaborations and joint events per year	The Department cooperates with the City of Split Municipal Board, the County of Split-Dalmatia administrative board, educational institutions and associations through projects in the field of education, innovation, digitization and culture.	Continuous	Management Board, Office for Cooperation with Industry, Centre for Lifelong Learning and Adult Education, Technology Transfer Office, Student Council, the Alumni
	Participate in strategic projects of the local and regional community	Number of strategic projects in which the Department participates	The Department contributes to the projects funded by the EU funds and national funding programmes through technical and professional expertise (e.g. digitization of education, sustainable mobility, energy).	Continuous	Management Board, Office for Cooperation with Industry, Centre for Lifelong Learning and Adult Education, Technology Transfer Office, Student Council, the Alumni
	Provide professional services and support to the economy and public authorities	Number of contracted professional projects and analyses	Through teaching and research activities, the Department provides services to industry and institutions (development of studies, analyses, training courses, consulting, prototype solutions).	Continuous	Management Board, Office for Cooperation with Industry, Centre for Lifelong Learning and Adult Education, Technology Transfer Office, Student Council, the Alumni

	Contribute to the sustainable development of the region	Number of green and digital projects of regional significance	The Department promotes green technologies, sustainable energy, digital transformation and social responsibility through educational and project activities and positions itself as a regional major player in innovation.	Continuous	Management Board, Office for Cooperation with Industry, Technology Transfer Office, Student Council, the Alumni
<b>Specific goal 4:</b> Entrepreneurial culture and cooperation with the economy	Promote entrepreneurial culture by fostering student entrepreneurship	Number of activities and student entrepreneurial projects	The department encourages the development of business ideas and start-up projects through mentorships, lifelong learning programmes, competitions (e.g. hackathons, AI projects) and cooperation with the SPINIT incubator.	Continuous	Management Board, Office for Cooperation with Industry, Centre for Lifelong Learning and Adult Education, Technology Transfer Office, Student Council, the Alumni
	Increase the number of activities that promote the development of entrepreneurial competencies	Number of held events and workshops	The Department organizes educational workshops and events for students, small- and medium-sized enterprises, with a focus on digital transformation, sustainability, intellectual property and EU project applications.	Continuous	Management Board, Office for Cooperation with Industry, Centre for Lifelong Learning and Adult Education, Technology Transfer Office, Student Council, the Alumni
	Promote and initiate a two-way transfer of knowledge and technology	Number of collaborations and joint activities with the economy	Through professional projects, consulting, research and joint training courses, the Department transfers knowledge from the academic environment to industry and vice versa.	Continuous	Management Board, Office for Cooperation with Industry, Technology Transfer Office, the Alumni
	Develop communication with entrepreneurs and institutions	Number of collaborations achieved through proactive communication	The Department regularly cooperates with CCE, CBA, the city and county administrative bodies, and	Continuous	Management Board, Office for Cooperation with Industry, Technology Transfer

			companies through forums, panel discussions, and consulting		Office, Student Council, the Alumni
	Promote joint projects with industry	Number of submitted and realized projects	The department actively participates in applied research, innovation and digital infrastructure projects in partnership with companies; projects often involve students as participants in practical classes.	Continuous	Management Board, Office for Cooperation with Industry, Centre for Lifelong Learning and Adult Education, Technology Transfer Office, Student Council, the Alumni
<b>Specific goal 5:</b> Visibility, openness and interaction with the community	Increase the visibility of the Department in the community	Number of media releases, public appearances and promotional events	The department actively communicates through the web, social networks and public appearances, promoting its activities, study programmes and student achievements.	Continuous	Management Board, Information Technology Office
	Encourage discussions on relevant social and technological topics	Number of organized panel discussions and forums	The department organizes public forums and roundtables on current issues (AI, digital ethics, sustainability, education, economy), involving students and experts.	Continuous	Management Board, Office for Cooperation with Industry, Centre for Lifelong Learning and Adult Education, Technology Transfer Office, Student Council, the Alumni
	Open the doors of the Department to the local community	Number of activities open to the public	The Department organizes public workshops, lectures, exhibitions and demonstrations (e.g. Mathematics Day, Open Labs Day), which encourages interaction with the public and schools.	Continuous	Management Board, Office for Cooperation with Industry, Centre for Lifelong Learning and Adult Education, Technology Transfer Office, Student Council, the Alumni
	Foster social responsibility	Number of inclusion and other	The Department encourages socially beneficial student	Continuous	Management Board, Office for

		socially beneficial initiatives	projects (e.g. educational school projects, volunteering, stem workshops, environmental actions), thus promoting the values of solidarity in the community.		Cooperation with Industry, Student Council, the Alumni
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## ORGANIZATION, MANAGEMENT AND DEVELOPMENT OF THE DEPARTMENT

The management of the Department is oriented towards the development of an efficient, transparent and modern system that supports excellence in the educational, professional and development activities of the Department. As the only constituent unit of the University of Split fully dedicated to professional higher education programmes, the Department plays a vital role in connecting higher education with the needs of the economy and the local community, with the aim of educating professionals who are ready for immediate integration into the labour market.

In the upcoming strategic period, the emphasis will be placed on further improvement of the organizational structure and management processes, alongside the development of systems that enable greater efficiency, digital connectivity and systematic monitoring of performance outcomes. Key factors for successful operation will include strengthening internal capacities, professional development of staff, and improved integration between teaching and administrative personnel.

Special attention will be devoted to modernisation of infrastructure and equipment, to ensure modern spatial and technical conditions for teaching and the implementation of professional practice. In this context, the Department will invest intensively in digital transformation, the development of smart classrooms, digital laboratories and e-learning systems. At the same time, the application of artificial intelligence in both the educational process and management will be encouraged through the analysis of student data, the development of digital teaching assistants and the automation of administrative processes. Such an approach will enable the creation of an agile and data-driven institution ready for the challenges of modern higher education.

The development and empowerment of human resources remain among the main priorities. Investment will be made in education and professional development of academic and non-academic staff, the promotion of staff mobility, and the encouragement of lifelong learning. Cooperation with industry will be further enhanced through the involvement of professionals from practice and alumni in teaching and mentoring activities.

Alumni, who over time gain valuable experience in professional environments, represent a significant resource in the development of the Department. Their networking and active participation in the work of the Department will be encouraged through Alumni associations, especially in the areas of mentoring, professional cooperation and the promotion of study programmes.

The financial development of the Department will be based on responsible resource management, diversification of funding sources and strengthening of project-based activities. National and European funds will be used for investment in infrastructure, digitalisation, professional and research projects, and the enhancement of staff competencies.

In the area of organizational and resource development, the Department will place particular emphasis on business sustainability and resilience to change. Rational energy use, regular maintenance of facilities and equipment, and the introduction of principles of green transition and social responsibility will become integral components of everyday operations.

The Department will continue to foster a culture of efficiency, openness and accountability, with the aim of becoming a recognised centre of professional higher education – practice-oriented, innovative and intricately connected with industry, for the benefit of students and the development of the community.

Table 6. Presentation of objectives, tasks/measures, indicators and associated descriptions of the Strategic Area "Organization, Management and Development of the Department"

STRATEGIC AREA 4 - ORGANIZATION, MANAGEMENT AND DEVELOPMENT OF THE DEPARTMENT					
General Strategic Goal 1: Improve the organization, business processes and quality of actions					
Specific goal	Task/Measure	Indicator(s)	Description of indicator	Implementation	Responsible persons or bodies
<b>Specific goal 1:</b> Responsible and efficient management of the University Department of Professional Studies	Optimisation of internal services and decision-making processes	Number of completed organizational reform activities	The indicator refers to the number of activities that contribute to the functional integration and improvement of cooperation between departments, units and services of the University Department of Professional Studies as well as to the optimisation of governance and decision-making processes.	Continuous	Management Board, Secretary of the Department
	Enhancing the level of responsible management through strategic planning and monitoring of measure implementation	Number of activities/levels of fulfilment of performance indicators	The indicator monitors the number of activities and initiatives aimed at improving responsible governance, with particular emphasis on strategic planning and effective monitoring of the implementation of measures. It includes the development and implementation of strategies, regular monitoring of progress, and reporting on results, to ensure a higher level of accountability in governance processes and the achievement of defined objectives.	Continuous	Management Board
	Rational and responsible financial management of the University Department of Professional Studies	Number of measures / activities introduced	The indicator refers to measures that contribute to rational and responsible financial management of the University Department of Professional Studies (activity-based cost	Continuous	Head of the Department, Vice Head for Investment and Development



			planning, digital tools for monitoring costs and needs) as well as to the diversification of funding sources.		
	Improvement of the legal framework and internal operational procedures of the University Department of Professional Studies	Number of adopted or revised acts / regulations / procedures	The indicator monitors the number of adopted regulations, procedures and internal acts that improve legal certainty and efficiency within the University Department of Professional Studies.	Continuous	Management Board, Secretary of the Department
	Enhancement of the risk management system	Number of activities	The indicator refers to activities aimed at improving the risk management system through continuous monitoring, assessment and enhancement of internal control mechanisms, including internal audits of all business processes, monitoring the implementation status of audit recommendations, advisory services and staff training.	Continuous	Management Board, Secretary of the Department
	Efficient and transparent planning and monitoring of procurement processes	Number of activities	The indicator refers to planning, monitoring and reporting activities on procurement procedures to ensure the legality, transparency and effectiveness of resource management.	Continuous	Head of the Department, Vice Head for Investment and Development
	Digitalisation and modernisation of management and business processes	Number of digitalised processes /digital transformation measures/ number of implemented AI solutions	The indicator monitors measures implemented to improve business processes through the introduction of digital modes of operation and the application of artificial intelligence in governance and management.	Continuous	Vice Head for Investment and Development

	Strengthening business resilience, security and sustainability	Number of activities (training, implementation of cybersecurity and data protection measures, sustainable business projects)	The indicator monitors the level of preparedness and resilience of the organizational system in crisis situations, as well as its capacity to ensure business continuity. It measures activities aimed at data protection, information security, staff training and the application of sustainable business practices.	Continuous	Management Board
	Development of an institutional culture of partnership and cooperation	Number of partnerships/activities	The indicator monitors the level of cooperation and networking of the Department with internal and external partners as well as the involvement of stakeholders in development activities. Activities include fostering a culture of cooperation within the Department, promoting knowledge exchange among teachers and services, and strengthening links with industry and alumni.	Continuous	Management Board, Office for Mobility and International Cooperation, Office for Cooperation with Industry, Alumni
<b>Specific goal 2:</b> Ensuring continuous enhancement of the quality of operations of the University Department of Professional Studies and the recognisability of the quality assurance System	Continuous development of the Department's recognisability	Number of activities	The indicator monitors activities related to public relations, visual identity, branding policy, and marketing activities aimed at improving the promotion and recognition of the Department.	Continuous	Management Board
	Enhancement of the level of development of the quality assurance system according to ESG standards	Number of aligned documents/reports/action plans	The indicator monitors activities related to the level of compliance of the Department's quality assurance system documentation with new legal regulations and other documents. The indicator monitors reports and action plans	Continuous	Vice Head for Quality Assurance, Quality Assurance Committee, Office for Quality Assurance, All employees

			arising from the external and internal assessment of the quality assurance system and re-accreditation procedures with the aim of improving the quality assurance system of the Department.		
	Implementation of student evaluation procedures (Refers to procedures conducted by the Office for Quality Assurance of the Department)	Number of conducted evaluation procedures	The indicator monitors the implementation of student evaluations of teaching performance, the work of support and administrative services, other aspects of student life, and the overall level of study programmes. It also includes activities related to monitoring the conduct of talks between the heads of constituent units and the lowest-rated teaching staff.	Once or twice a year according to the Quality Improvement Manual of the University of Split	Vice Head for Quality Assurance, Quality Assurance Committee, Office for Quality Assurance, All employees
	Analysis of the results of all implemented student evaluations (Refers to procedures conducted by the Office for Quality Assurance of the Department)	Number of analysed evaluation procedures	The indicator includes the preparation of related reports to be presented to the Council.	Per each survey conducted	Vice Head for Quality Assurance, Quality Assurance Committee, Office for Quality Assurance
	Implementation of appropriate corrective actions based on the results of all conducted student evaluations (Refers to procedures conducted by the Office for Quality Assurance of the Department)	Number of undertaken corrective measures	The indicator implies all actions taken in accordance with the legal and University regulations and the Department's internal acts.	Per each survey conducted	Head of the Department, Vice Head for Quality Assurance, Quality Assurance Committee, Office for Quality Assurance
	Implementation of evaluation procedures prescribed by the Department's Quality Assurance Manual	Number of conducted evaluation procedures	The indicator monitors peer evaluation of teaching, self-evaluation by academic staff, job satisfaction of non-academic staff, and the evaluation of achieved learning outcomes and the adequacy of ECTS credits.	In accordance with the timetable prescribed by the Manual	Vice Head for Quality Assurance, Quality Assurance Committee, Office for Quality Assurance

	Proposal and approval of lifelong learning programmes	Number of programmes offered	The indicator implies all actions taken to approve new lifelong learning programmes in accordance with legal University regulations and the Department's internal acts.	Per programme	Head of the Centre for Lifelong Learning and Adult Education, Vice Head for Quality Assurance, Quality Assurance Committee, Council
	Implementation of the lifelong learning programmes	Number of reports	The indicator monitors all offered programmes as well as activities related to the preparation of reports on implemented lifelong learning programmes by academic years.	By each implemented programme	Head of the Centre for Lifelong Learning and Adult Education
	Participation in all reaccreditation activities and cooperation with the Agency for Science and Higher Education (ASHE)	Number of reports/analyses	The indicator monitors activities related to the preparation and implementation of the reaccreditation procedure, the preparation of action plans during the follow-up phase of reaccreditation, and reports on their implementation.	Continuous	Management Board, Vice Head for Quality Assurance, Quality Assurance Committee, Office for Quality Assurance, All Employees
	Encouraging the professional development of teaching and non-teaching staff to acquire new experience, knowledge and competencies	Number of completed trainings	The indicator monitors the number of trainings conducted to improve the knowledge and competencies of staff.	Continuous	Head of the Department, Vice Head for Quality Assurance, Quality Assurance Committee, Office for Quality Assurance
<b>General Strategic Goal 2:</b> Improve and strengthen the resource potential of the University Department of Professional Studies					
Specific target	Task/Measure	Indicator(s)	Description of indicator	Implementation	Responsible persons
<b>Specific goal 3:</b> Ensuring sustainable and high-quality development of human resources	Ensuring transparency, equal access and merit-based recruitment for teaching and administrative positions	Number of measures / activities	The indicator monitors activities that ensure transparency and merit-based recruitment and promotion at the University Department of Professional Studies, as well as procedures for evaluating administrative positions.	Continuous	Management Board, Secretary of the Department

	Promoting social inclusion, enhanced protection of vulnerable and underrepresented groups, and zero tolerance for discrimination and all forms of harassment	Number of measures / activities	The indicator monitors the number of activities and measures related to social inclusion, the enhanced protection of vulnerable and underrepresented groups, and the prevention of discrimination and all forms of harassment.	Continuous	Management Board
	Retention and attraction of high-quality staff, with a focus on increasing staff effectiveness	Number of measures / activities	The indicator monitors activities and measures aimed at improving working conditions and enabling the recruitment and attraction of new staff, with the objective of increasing efficiency and effectiveness of work.	Continuous	Management Board, Secretary of the Department
	Advancement of a system of professional development	Number of activities related to strengthening the competencies of teaching staff and professional services	The indicator measures the number of activities/trainings attended by employees of the University Department of Professional Studies for the purpose of professional advancement.	Continuous	Management Board
	Encouragement of staff mobility and cooperation	Number of staff members participating in mobility programmes	The indicator monitors the level of staff participation in mobility programmes for the purpose of professional development.	Continuous	Management Board, Office for Mobility and International Cooperation
	Development of the Alumni Association system and network	Number of measures / activities	The indicator measures the number of activities and measures involving alumni in teaching, mentoring and projects, as well as their participation in the governing and advisory bodies of the University Department of Professional Studies.	Continuous	Management Board, Alumni
<b>Specific goal 4:</b> Development and modernisation of infrastructure and technical resources of the University Department of	Development and modernisation of infrastructural and technical resources of the University Department of	Number of renovated or adapted infrastructure	The indicator measures activities that contribute to raising spatial standards and the level of facilities and equipment through the	Continuous	Vice Head for Investment and Development

Professional Studies	Professional Studies		renovation and adaptation of existing infrastructure.		
	Enhancement of energy efficiency and infrastructure sustainability	Number of activities	The indicator monitors activities aimed at improving energy efficiency and the sustainability of infrastructure, ranging from the application of green and sustainable solutions in new projects and existing facilities to the development of strategies for the sustainable use of space and resources, as well as the implementation of energy efficiency monitoring systems within facilities.	Continuous	Vice Head for Investment and Development
	Improvement of the quality of infrastructure through the provision of scientific research equipment	Number of activities and availability of scientific research equipment	The indicator monitors the number of activities related to the procurement and upgrading of scientific research equipment.	Continuous	Vice Head for Investment and Development
	Improvement of infrastructure accessibility and functionality	Number of activities/measures	The indicator monitors activities aimed at improving accessibility of facilities for persons with disabilities, as well as measures to enhance the overall functionality of the premises of the University Department of Professional Studies.	Continuous	Vice Head for Investment and Development
	Continuous investment in information and communication infrastructure and information systems security policy	Number of activities/measures	The indicator monitors the number of activities that contribute to the development and improvement of information and communication infrastructure, as well as measures/guidelines for the implementation of the security policies of information systems.	Continuous	Vice Head for Investment and Development

## ALIGNMENT OF OBJECTIVES WITH THE UN'S SUSTAINABLE DEVELOPMENT GOALS

The following is a presentation of the alignment of the strategic goals of the Department with the UN Sustainable Development Goals, ensuring a contribution to internationally recognized standards of sustainable and inclusive development.

Table 7. Alignment of goals of the Strategic Area "Teaching Process and Students" with the UN's Sustainable Development Goals

STRATEGIC AREA 1 - TEACHING PROCESS AND STUDENTS		
General strategic goal 1: Increase the quality and relevance of education		
Specific goal	Task/Measure	Compliance with the Sustainable Development Goals
<b>Specific goal 1:</b> Enhancement and modernisation of study Programmes	Revise and modernise existing study programmes by proposing amendments and updates	SDG 4 Quality Education
	Direct study programmes towards the development of skills that strengthen competitiveness in the labour market	SDG 4 Quality Education SDG 8 Decent Work and Economic Growth
	Encourage the improvement of compulsory professional and specialist practices within study programmes	SDG 4 Quality Education SDG 17 Partnership for the Goals
	Develop an interdisciplinary study programme	SDG 4 Quality Education SDG 17 Partnership for the Goals
	Introduce an interdisciplinary approach to existing study programmes through elective courses	SDG 4 Quality Education SDG 17 Partnership for the Goals.
	Improve teaching infrastructure	SDG 4 Quality Education SDG 17 Partnership for the Goals.
	Promote project-based learning approaches	SDG 4 Quality Education SDG 17 Partnership for the Goals
	Increase study completion and graduation rates	SDG 4 Quality Education SDG 10 Reduced Inequalities
	Establish a systematic process for monitoring graduate employability and graduate satisfaction	SDG 4 Quality Education SDG 10 Reduced Inequalities
	Improve and modernise teaching and learning processes	SDG 4 Quality Education

<b>Specific goal 2:</b> Improvement of the quality and efficiency of teaching processes	Strengthen teaching competences and professional development	SDG 4 Quality Education
	Ensure a more balanced distribution of teaching workload and increase staffing capacities	SDG 4 Quality Education
	Increase the proportion of practical training and strengthen connections with the labour market	SDG 4 Quality Education SDG 8 Decent Work and Economic Growth.
	Ensure systematic development and improvement of the network of teaching bases (Department partners)	SDG 4 Quality Education SDG 17 Partnership for the Goals
	Improve the system of teaching evaluation and monitoring, with a focus on increasing student engagement	SDG 4 Quality Education SDG 16 Peace, Justice and Strong Institutions
	Monitor and improve the achievement of student learning outcomes	SDG 4 Quality Education
	Cultivate a responsible, ethical, and critical mindset among students regarding the use of artificial intelligence tools	SDG 4 Quality Education SDG 10 Reduced Inequalities
<b>Specific goal 3:</b> Development of lifelong learning and service-learning	Develop and adjust lifelong learning programmes in line with labour market needs and societal challenges	SDG 4 Quality Education SDG 8 Decent Work and Economic Growth
	Strengthen and expand partnerships with the public sector and private companies	SDG 4 Quality Education SDG 8 Decent Work and Economic Growth SDG 17 Partnership for the Goals
	Increase the presence and recognizability of service-learning	SDG 4 Quality Education SDG 11 Sustainable Cities and Communities SDG 17 Partnership for the Goals
	Foster and strengthen an inclusive learning environment	SDG 4 Quality Education SDG 8 Decent Work and Economic Growth SDG 17 Partnership for the Goals
<b>General strategic goal 2:</b> Improve the level of student standard and the quality of student life		
Specific goal	Task/Measure	Compliance with the Sustainable Development Goals
<b>Specific goal 4:</b> Improvement of student support in ensuring quality and	Cooperate with the Student Centre and the University in planning accommodation capacities	SDG 4 Quality Education SDG 9 Industry, Innovation and Infrastructure



accessible accommodation	Provide information and support to students in finding accommodation	SDG 4 Quality Education SDG 9 Industry, Innovation and Infrastructure
	Participate in initiatives aimed at subsidising private accommodation	SDG 4 Quality Education SDG 10 Reduced inequalities
<b>Specific goal 5:</b> Promotion of high-quality, balanced, and accessible student nutrition	Monitor student satisfaction regarding the quality and diversity of food services	SDG 2 Zero Hunger
	Cooperate with the Student Centre to improve catering services	SDG 2 Zero Hunger
	Promote healthy dietary habits	SDG 2 Zero Hunger
	Introduce a digital system for collecting feedback on catering services	SDG 9 Industry, Innovation and Infrastructure SDG 12 Responsible Consumption and Production
<b>Specific goal 6:</b> Inclusivity and support for vulnerable groups	Improve inclusive policies and support for students from underrepresented and vulnerable groups	SDG 4 Quality Education SDG 10 Reduced Inequalities
	Adapt and enhance the system of part-time and non-traditional study modes	SDG 4 Quality Education SDG 10 Reduced Inequalities
	Strengthen digital accessibility of study materials	SDG 4 Quality Education SDG 10 Reduced Inequalities
	Encourage student activism and community service projects	SDG 4 Quality Education SDG 10 Reduced inequalities
<b>Specific goal 7:</b> Students' mental health and well-being	Establish a system of internal coordination and cooperation with the University Counselling Centre	SDG 3 Good Health and Well-Being SDG 4 Quality Education SDG 16 Peace, Justice and Strong Institutions

	Organise educational activities on mental health	SDG 3 Good Health and Well-Being SDG 4 Quality Education SDG 16 Peace, Justice and Strong Institutions
	Provide student counselling services	SDG 3 Good Health and Well-Being SDG 4 Quality Education SDG 16 Peace, Justice and Strong Institutions
	Introduce digital and AI student support systems	SDG 3 Good Health and Well-Being SDG 4 Quality Education SDG 16 Peace, Justice and Strong Institutions
	Organise regular student health check-ups in collaboration with the Split-Dalmatia County Public Health Institute	SDG 3 Good Health and Well-Being SDG 4 Quality Education
<b>Specific goal 8:</b> Career development and transition to the labour market	Organise educational activities on career development and transversal skills	SDG 4 Quality Education
	Encourage networking between students and potential employers	SDG 4 Quality Education SDG 8 Decent work and economic growth
<b>.General strategic goal 2: Improve the level of student standard and the quality of student life</b>		
Specific goal	Task/Measure	Alignment with the Sustainable Development Goals
<b>Specific goal 4:</b> Improvement of student support in ensuring quality and accessible accommodation	Cooperate with the Student Centre and the University in planning accommodation capacities	SDG 4 Quality Education SDG 9 Industry, Innovation and Infrastructure
	Provide information and support to students in finding accommodation	SDG 4 Quality Education SDG 9 Industry, Innovation and Infrastructure
	Participate in initiatives aimed at subsidising private accommodation	SDG 4 Quality Education SDG 10 Reduced inequalities
<b>Specific goal 5:</b> Promotion of high-quality, balanced, and accessible student nutrition	Monitor student satisfaction regarding the quality and diversity of food services	SDG 2 Zero Hunger
	Cooperate with the Student Centre to improve catering services	SDG 2 Zero Hunger

	Promote healthy dietary habits	SDG 2 Zero Hunger
	Introduce a digital system for collecting feedback on catering services	SDG 9 Industry, Innovation and Infrastructure SDG 12 Responsible Consumption and Production
<b>Specific goal 6:</b> Inclusivity and support for vulnerable groups	Improve inclusive policies and support for students from underrepresented and vulnerable groups	SDG 4 Quality Education SDG 10 Reduced Inequalities
	Adapt and enhance the system of part-time and non-traditional study modes	SDG 4 Quality Education SDG 10 Reduced Inequalities
	Strengthen digital accessibility of study materials	SDG 4 Quality Education SDG 10 Reduced Inequalities
	Encourage student activism and community-service projects	SDG 4 Quality Education SDG 10 Reduced Inequalities
<b>Specific goal 7:</b> Students' mental health and well-being	Establish a system of internal coordination and cooperation with the University Counselling Centre	SDG 3 Good Health and Well-Being SDG 4 Quality Education SDG 16 Peace, Justice and Strong Institutions
	Organise educational activities on mental health	SDG 3 Good Health and Well-Being SDG 4 Quality Education SDG 16 Peace, Justice and Strong Institutions
	Provide student counselling services	SDG 3 Good Health and Well-Being SDG 4 Quality Education SDG 16 Peace, Justice and Strong Institutions
	Introduce digital and AI student support systems	SDG 3 Good Health and Well-Being SDG 4 Quality Education SDG 16 Peace, Justice and Strong Institutions
	Organise regular student health examinations in collaboration with the Split-Dalmatia County's Institute for Public Health	SDG 3 Good Health and Well-Being SDG 4 Quality Education

<b>Specific goal 8:</b> Career development and transition to the labour market	Organise educational activities on career development and transversal skills	SDG 4 Quality Education
	Encourage networking between students and potential employers	SDG 4 Quality Education SDG 8 Decent Work and Economic Growth
<b>Specific goal 9:</b> Student work and connection with the market	Cooperate with the Split Student Centre in the digitalization and promotion of student work	SDG4 Quality Education SDG8 Decent Work and Economic Growth
	Encourage the connection of student work and professional practice	SDG4 Quality Education SDG8 Decent Work and Economic Growth
<b>Specific goal 10:</b> University sports and health-oriented activities	Develop and encourage the participation of the Department's students in STEM Games, Students Esports Tournament and University sports competitions	SDG3 Good Health and Well-Being SDG4 Quality Education
	Organise and promote student sports and recreational activities	SDG3 Good Health and Well-Being SDG4 Quality Education
	Encourage the development of dual careers for students' athletes	SDG3 Good Health and Well-Being SDG4 Quality Education
	Develop support for university clubs and dual careers of students	SDG3 Good Health and Well-Being SDG4 Quality Education
	Develop the availability and diversity of health-oriented activities and promote the principles of the Healthy Campus programme and awareness of health importance	SDG3 Good Health and Well-Being SDG4 Quality Education
<b>Specific goal 11:</b> Student organizations and associations	Improve the support system for student organizations and associations	SDG16 Peace, Justice and Strong Institutions SDG17 Partnership for the Goals
	Promote the activities of students' associations through digital channels	SDG16 Peace, Justice and Strong Institutions SDG17 Partnership for the Goals
	Include student organizations in the implementation of the Department's projects	SDG16 Peace, Justice and Strong Institutions SDG17 Partnership for the Goals

	Develop a system for monitoring and evaluation of student organizations' activities	SDG16 Peace, Justice and Strong Institutions SDG17 Partnership for the Goals
<b>Specific goal 12:</b> Student activities	Organise and support student projects	SDG16 Peace, Justice and Strong Institutions SDG17 Partnership for the Goals
	Organise internal and local student challenges and competitions	SDG16 Peace, Justice and Strong Institutions SDG17 Partnership for the Goals
	Promote entrepreneurship and innovation among students	SDG16 Peace, Justice and Strong Institutions SDG17 Partnership for the Goals
	Digitally promote student success and innovation	SDG16 Peace, Justice and Strong Institutions SDG17 Partnership for the Goals

Table 8 Alignment of the goals of the Strategic Area "Professions, Science and Innovation" with the UN's Sustainable Development Goals

STRATEGIC AREA 2 - PROFESSION, SCIENCE AND INNOVATION		
General strategic goal 1: Increase the quality level of scientific, professional and innovative activities		
Specific goal	Task/Measure	Alignment with the Sustainable Development Goals
<b>Specific goal 1:</b> Increase the level of scientific and professional productivity and excellence	Increase the number and quality of published professional papers	SDG9 Industry, Innovation, Infrastructure
	Increase the number and quality of published scientific papers	SDG9 Industry, Innovation, Infrastructure
	Increase the number and quality of professional / scientific projects	SDG9 Industry, Innovation, Infrastructure SDG17 Partnership for the Goals
	Encourage publishing activity	SDG9 Industry, Innovation and Infrastructure SDG8 Decent Work and Economic Growth
	Launch an interdisciplinary professional journal SOSS – Synergy of Science and Skills	SDG9 Industry, Innovation, Infrastructure

<b>Specific goal 2:</b> Increase the level and quality of human resources in research	Increase the number of doctoral students	SDG5 Gender Equality SDG8 Decent Work and Economic Growth SDG9 Industry, Innovation, Infrastructure SDG16 Peace, Justice and Strong Institutions
	Support and regularly reward excellent teachers	SDG5 Gender Equality SDG8 Decent Work and Economic Growth SDG9 Industry, innovation and infrastructure SDG16 Peace, Justice and Strong Institutions
	Encourage human resources development	SDG5 Gender Equality SDG8 Decent Work and Economic Growth SDG9 Industry, Innovation, Infrastructure SDG16 Peace, Justice and Strong Institutions
<b>Specific goal 3:</b> Effectively manage research equipment	Develop the University's capital equipment base	SDG8 Decent Work and Economic Growth SDG9 Industry, Innovation, Infrastructure
	Encourage the development of commercial services based on available equipment	SDG8 Decent Work and Economic Growth SDG9 Industry, Innovation, Infrastructure
	Adapt and develop support structures for research and innovation	SDG9 Industry, Innovation and Infrastructure SDG17 Partnership for the Goals
<b>Specific goal 4:</b> Promote the principles and values of open and responsible science	Encourage open access to data and secondary research of data	SDG9 Industry, Innovation, Infrastructure
	Increase the share of published open access scientific papers	SDG9 Industry, Innovation, Infrastructure
	Increase the share of published open access professional papers	SDG9 Industry, Innovation, Infrastructure SDG8 Decent Work and Economic Growth
	Encourage and develop other forms of open science	SDG9 Industry, Innovation, Infrastructure SDG17 Partnership for the Goals
<b>Specific goal 5:</b> Promote science and professional activity	Support and improve the international scientific and professional conference CIET - Contemporary Issues in Economy and Technology	SDG9 Industry, Innovation, Infrastructure SDG17 Partnership for the Goals
	Support and enhance the organization of International Week	SDG9 Industry, Innovation and Infrastructure SDG17 Partnership for the Goals
	Promote science in the community and among young people	SDG9 Industry, Innovation and Infrastructure SDG17 Partnership for the Goals

	Increase the visibility reach of the results of scientific activity	SDG9 Industry, Innovation, Infrastructure SDG8 Decent Work and Economic Growth
	Increase the visibility reach of the results of professional activity	SDG9 Industry, Innovation, Infrastructure SDG8 Decent Work and Economic Growth
<b>Specific goal 6:</b> Increase the level of innovation culture, knowledge transfer, and cooperation with the economy	Encourage the transfer of knowledge and technology towards the economy and social entrepreneurship	SDG8 Decent Work and Economic Growth SDG9 Industry, Innovation, Infrastructure
	Encourage cooperation with economy	SDG8 Decent Work and Economic Growth SDG9 Industry, Innovation, Infrastructure
	Coordinate entrepreneurial activities and support the work and development of business incubators	SDG8 Decent Work and Economic Growth SDG9 Industry, Innovation, Infrastructure
	Increase the number and quality of professional projects	SDG8 Decent Work and Economic Growth SDG9 Industry, Innovation, Infrastructure
	Increase the visibility of the Department in the community	SDG8 Decent Work and Economic Growth SDG9 Industry, Innovation, Infrastructure

Table 9. Alignment of the goals of the Strategic Area "International cooperation and integration of the Department into the Environment" with the UN's Sustainable Development Goals

<b>STRATEGIC AREA 3 – INTERNATIONAL COOPERATION AND INTEGRATION OF THE DEPARTMENT INTO THE ENVIRONMENT</b>		
<b>General strategic goal 1:</b> Increase the level of international cooperation and global recognition of the University Department of Professional Studies		
Specific goal	Task/Measure	Alignment with the Sustainable Development Goals
<b>Specific goal 1:</b> Internationalization of the University Department of Professional Studies	Develop and improve inter-institutional cooperation	SDG17 Partnership for the Goals
	Develop international scientific and professional events	SDG9 Industry, Innovation, Infrastructure SDG17 Partnership for the Goals
	Establish and launch a study programme in a foreign language	SDG4 Quality Education SDG17 Partnership for the Goals
	Establish and launch a joint study programme with foreign partner institutions	SDG4 Quality Education SDG17 Partnership for the Goals

	Ensure continuous improvement of the level of language and professional competencies	SDG4 Quality Education SDG17 Partnership for the Goals
	Develop digital solutions for the internationalization	SDG16 Peace, Justice and Strong Institutions SDG17 Partnership for the Goals
<b>Specific goal 2:</b> Increase and promote international mobility	Increase student and staff mobility	SDG4 Quality Education SDG17 Partnership for the Goals
	Develop and improve institutional mobility support	SDG16 Peace, Justice and strong institutions SDG17 Partnership for the Goals
	Improve financial and mobility support	SDG16 Peace, Justice and Strong Institutions SDG17 Partnership for the Goals
	Promote and develop new mobility forms	SDG4 Quality Education SDG17 Partnership for the Goals
<b>General strategic goal 2:</b> Increase the level of social responsibility and cooperation with the local community		
Specific goal	Task/Measure	Alignment with the Sustainable Development Goals
<b>Specific goal 3:</b> Department's involvement in local and regional initiatives	Participate in activities of local and regional importance	SDG11 Sustainable Cities and Communities SDG17 Partnership for the Goals
	Participate in strategic projects of the local and regional community	SDG11 Sustainable Cities and Communities SDG17 Partnership for the Goals
	Provide professional services and support to industry and public bodies	SDG9 Industry, Innovation, Infrastructure SDG11 Sustainable Cities and Communities SDG17 Partnership for the Goals
	Contribute to the sustainable development of the region	SDG11 Sustainable Cities and Communities SDG17 Partnership for the Goals
<b>Specific goal 4:</b> Entrepreneurial culture and cooperation with the community	Improve entrepreneurial culture by encouraging student entrepreneurship	SDG8 Decent Work and Economic Growth SDG9 Industry, Innovation, Infrastructure
	Increase the number of activities for the development of entrepreneurial competencies	SDG8 Decent Work and Economic Growth SDG9 Industry, Innovation and Infrastructure



	Promote and initiate two-way transfer of knowledge and technology	SDG8 Decent Work and Economic Growth SDG9 Industry, Innovation and Infrastructure SDG17 Partnership for the Goals
	Develop communication with entrepreneurs and institutions	SDG8 Decent Work and Economic Growth SDG9 Industry, Innovation, Infrastructure SDG17 Partnership for the Goals
	Encourage joint projects with industry	SDG8 Decent Work and Economic Growth SDG9 Industry, Innovation, Infrastructure SDG17 Partnership for the Goals
<b>Specific goal 5:</b> Recognizability, openness and dialogue with the community	Increase the visibility and recognition of the Department in the community	SDG16 Peace, Justice and Strong Institutions SDG17 Partnership for the Goals
	Initiate discussions on relevant social and technological topics	SDG11 Sustainable Cities and Communities SDG17 Partnership for the Goals
	Open the Department and its premises to the local community	SDG11 Sustainable Cities and Communities SDG17 Partnership for the Goals
	Develop social responsibility and social sensitivity	SDG11 Sustainable Cities and Communities SDG17 Partnership for the Goals

Table 10. Alignment of the goals of the Strategic Area "Organization, Management and Development of the Department" with the UN's Sustainable Development Goals

<b>STRATEGIC AREA 4 - ORGANIZATION, MANAGEMENT AND DEVELOPMENT OF THE DEPARTMENT</b>		
<b>General strategic goal 1:</b> Improve organization, business processes and quality of operations		
Specific goal	Task/Measure	Alignment with the Sustainable Development Goals
<b>Specific goal 1:</b> Manage the Department responsibly and efficiently	Optimize internal services and decision-making processes	SDG16 Peace, Justice and Strong Institutions
	Increase the level of responsible management through strategic planning and monitoring of the implementation of measures	SDG16 Peace, Justice and Strong Institutions
	Manage Department's finances rationally and responsibly	SDG16 Peace, Justice and Strong Institutions
	Improve the legal framework and internal procedures of the Department	SDG16 Peace, Justice and Strong Institutions

	Improve the risk management system	SDG16 Peace, Justice and Strong Institutions
	Efficient and transparent procurement planning and monitoring	SDG16 Peace, Justice and Strong Institutions
	Digitalize and modernize management and business processes	SDG16 Peace, Justice and Strong Institutions
	Strengthen resilience, security and sustainability of business	SDG16 Peace, Justice and Strong Institutions
	Develop an institutional culture of partnership and cooperation	SDG16 Peace, Justice and Strong Institutions
<b>Specific goal 2:</b> Ensure continuous improvement of the quality of the University Department of Professional Studies	Continuous work on the Department's recognisability	SDG4 Quality Education SDG16 Peace, Justice and Strong Institutions
	Improve the level of quality assurance development system according to ESG standards	SDG4 Quality Education SDG16 Peace, Justice and Strong Institutions
	Implement student evaluation procedures (refers to procedures conducted by the Centre for Quality Assurance of the University of Split)	SDG4 Quality Education SDG16 Peace, Justice and Strong Institutions
	Analyse the results of all student evaluations (refers to procedures conducted by the Centre for Quality Assurance of the University of Split)	SDG4 Quality Education SDG16 Peace, Justice and Strong Institutions
	Take appropriate corrective actions based on the results of all student evaluation procedures (refers to procedures conducted by the Centre for Quality Assurance of the University of Split)	SDG4 Quality Education SDG16 Peace, Justice and Strong Institutions
	Implement evaluation procedures prescribed by the Department's Quality Assurance Manual	SDG4 Quality Education SDG16 Peace, Justice and Strong Institutions
	Analyse the results of all student evaluations (this refers to procedures implemented by the Centre for Quality Assurance of the University of Split)	SDG4 Quality Education SDG16 Peace, Justice and Strong Institutions
	Take appropriate corrective actions based on the results of all student evaluations (refers to the procedures conducted by the Centre for Quality Assurance of the University of Split)	SDG4 Quality Education SDG16 Peace, Justice and Strong Institutions

	Propose and approve lifelong learning programmes	SDG4 Quality Education SDG16 Peace, Justice and Strong Institutions
	Implement lifelong learning programmes	SDG4 Quality Education SDG16 Peace, Justice and Strong Institutions
	Participate in all reaccreditation activities and procedures and cooperate with the Agency for Science and Higher Education (ASHE)	SDG4 Quality Education SDG16 Peace, Justice and Strong Institutions SDG17 Partnership for the Goals
	Encourage the training of teaching and non-teaching staff to acquire new experiences, knowledge and competencies	SDG4 Quality Education SDG16 Peace, Justice and Strong Institutions
<b>General strategic goal 2:</b> Promote and strengthen the Department's resource potential		
Specific goal	Task/Measure	Alignment with the Sustainable Development Goals
<b>Specific goal 3:</b> Ensure sustainable and quality development of human resources	Ensure transparency, equal access for all applicants and merit-based recruitment of all scientific, teaching and administrative positions	SDG5 Gender Equality SDG8 Decent Work and Economic Growth SDG10 Reduced Inequalities SDG16 Peace, Justice and Strong Institutions
	Promote social inclusion, special protection of vulnerable and underrepresented groups and non-acceptance of discrimination and all forms of harassment	SDG5 Gender Equality SDG8 Decent Work and Economic Growth SDG10 Reduced Inequalities SDG16 Peace, Justice and Strong Institutions
	Retain and attract quality staff while increasing employee efficiency	SDG5 Gender Equality SDG8 Decent Work and Economic Growth SDG10 Reduced Inequalities SDG16 Peace, Justice and Strong Institutions
	Develop a system of professional development	SDG5 Gender Equality SDG8 Decent Work and Economic Growth SDG10 Reduced Inequalities SDG16 Peace, Justice and Strong Institutions
	Encourage mobility and cooperation	SDG8 Decent Work and Economic Growth SDG10 Reduced Inequalities SDG16 Peace, Justice and Strong Institutions SDG17 Partnership for the Goals
	Develop a system and network of alumni associations	SDG10 Reduced Inequalities SDG16 Peace, Justice and Strong Institutions SDG17 Partnership for the Goals

<b>Specific goal 4:</b>  Ensure sustainable development and modernization of infrastructure and infrastructure research resources	Develop, improve and modernize infrastructure	SDG4 Quality Education SDG9 Industry, Innovation, Infrastructure
	Improve energy efficiency and sustainability of infrastructure	SDG7 Affordable Energy from Clean Sources SDG9 Industry, Innovation, Infrastructure
	Increase the level and quality of infrastructure equipment and scientific and research equipment	SDG4 Quality Education SDG9 Industry, Innovation, Infrastructure
	Improve accessibility and functionality of infrastructure	SDG4 Quality Education SDG9 Industry, Innovation, Infrastructure
	Continuously invest in information and communication infrastructure and in security policy of information systems	SDG4 Quality Education SDG9 Industry, Innovation, Infrastructure

## IMPLEMENTATION MONITORING

Strategy is a key instrument for ensuring the successful realization of the established strategic goals and measures, enabling timely recognition of achievements and potential challenges. Regular monitoring and reporting ensure transparency, accountability and compliance with the established goals, and provides the basis for timely adjustments and improvements.

The Strategy is implemented primarily through annual action plans, which link the Department's strategic framework with specific activities, responsibilities, and deadlines. Action plans define success indicators and the extent to which they are implementable, considering institutional and financial framework and the availability of resources.

After detailed analysis, the responsible persons of activities relevant for the achievement of strategic goals are obliged to define target values of the outcome indicators of their activities on an annual basis, which forms the basis for the adoption of the annual action plan. Annual action plans and their implementation play a key role in the implementation of the Strategy, as they enable systematic monitoring, coordination and evaluation of the Department activities and timely recognition of the need for corrective measures.

Systematic monitoring of the Strategy through annual action plans and monitoring of their implementation, enables optimization of resources, improvement of all related activities, and strengthens the Department's ability to continuously contribute to the achievement of strategic goals and long-term sustainable development.

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## *Acknowledgement / Conclusion*

Lastly, we consider it important to highlight the significance of the joint and participatory approach that characterized the process of preparation of the Department's Development Strategy until 2030. In this respect, we express our sincere gratitude to all employees, members of the Strategy Development Committee, members of working groups and other stakeholders who actively participated in this complex and responsible process with their knowledge, experience, and dedicated work.

Your contribution in all stages of strategic planning, from the situation analysis and SWOT analysis to the definition of strategic goals, measures and activities, was crucial for the development of a high-quality, comprehensive, and sustainable strategic document. The participatory approach to developing the Strategy represents a solid foundation for its successful implementation and confirms the Department's commitment to cooperation, transparency, and shared responsibility for future development.

Once again, we thank everyone for their effort and professionalism, and we hope that the results of this joint work will have a long-term and positive impact on the development of our Department and the University of Split as a whole.

The Department's Management Board