



STRATEGIC DEVELOPMENT PLAN OF THE FACULTY OF MEDICINE IN RIJEKA 2019–2025



Sveučilište u Rijeci
University of Rijeka



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Dean's foreword

Faculty of Medicine at the University of Rijeka (MEDRI) is one of the oldest and leading research and educational institutions in the Republic of Croatia in the scientific field of biomedicine and healthcare.

During its 63-year history, the Faculty has given a significant contribution to the development of the healthcare system, especially through education of high-quality medical doctors, dental medicine doctors, masters of sanitary engineering, and a number of other health professionals. The Faculty's significant contribution is also visible through the development of its research activities, as well as its scientific and education staff.

The aim of this document is to define the strategic framework for the future development of the overall activity of the Faculty of Medicine in Rijeka for the period between 2019 and 2025. To a large extent, the strategy is based on and in accordance with the Strategic Development Plan of the University of Rijeka 2014–2020, the Strategic Development Plan of the European Union – Europe 2020, the European Framework Program of Research and Innovation for the

period between 2014 and 2020 – Horizon 2020, the Strategy of Education, Science and Technology of the Republic of Croatia, and the Smart Specialization Strategy of the Republic of Croatia for the period between 2016 and 2020.

In the period covered by this Strategy, the Faculty's activity shall be oriented towards reaching the highest standards in its educational, research, innovation, and professional work, while creating a necessary instructional framework and taking into consideration the circumstances that affect the surroundings of the Faculty's domain. The development of the instructional framework shall primarily be directed towards sustainable development of human resources, high level of efficiency of professional services, but also towards proactiveness for the purpose of improving the regulatory and organizational framework of activities. Only such a well-designed, systematic, and comprehensive development can guarantee a long-term competitive partnership with related institutions in the closer and wider European and global education and research area.

Introduction

Faculty of Medicine in Rijeka is a public higher education institution, which, as a component of the University of Rijeka, organizes and performs university and professional studies, develops scientific and professional work in the education and scientific field of biomedicine and health-care, prepares students through multiple scientific and related areas for performing professional activities based on scientific knowledge and methods, educates young scientists, participates in the realization of students' social activities, pursues lifelong learning programs, while simultaneously promoting international, especially European cooperation in higher education and scientific activity.

Historical Review of the Development of the Faculty of Medicine Since its Foundation until Today

Faculty of Medicine of the University of Rijeka has officially been founded on 21 November 1955, which was initiated by health professionals from Rijeka and thanks to the great help of the Faculty of Medicine in Zagreb.

The first academic year of the Study of Medicine at the oldest faculty in Rijeka has officially begun with an inaugural lecture of the Acting Dean Silvije Novak, MD, PhD, titled “Today’s Significance of Internal Medicine”. It was intended for 6 fifth-year students and 12 graduate students, as well as for other teachers and numerous notables from Rijeka and Zagreb in the City Hall in Rijeka. Each following year, the Study of Medicine expanded for one year until the official decision on the independence of the Faculty, which was made by the Executive Council of the People’s Republic of Croatia on 20 June 1957, at the same time determining the number of 100 students per enrollment into the first year. This way, all the years for the Study of Medicine were completed, and the Faculty of Medicine in Rijeka became the first Faculty in Croatia established outside Zagreb. Enrollment into the first academic year of a five-year Study of Medicine began in the academic year 1957/1958. In the following academic year 1958/59, successful students had enrolled in the second year of study, and each year

the Study grew by one academic year. In its first years of operation, the Faculty of Medicine in Rijeka had received great assistance in teaching from teachers of the Faculty of Zagreb. However, habilitated teachers from Rijeka and experts in science and education from other medical centers in the country became increasingly responsible for the further development of the Faculty. With a minimal number of assistants, the foundations for the establishment of first institutes and departments were gradually established.

Since 1961, a postgraduate study has been organized parallel with the undergraduate study at the Faculty of Medicine, while starting from the academic year 1961/62, teachers and associates from the Faculty of Medicine in Rijeka had taught classes at the Higher School of Dental Medicine. In June 1966, the Municipal Council in Rijeka made a decision about establishing a Department of Dental Medicine at the Faculty of Medicine in Rijeka, even though the first generation comprising 45 stomatology students haven't enrolled until the academic year 1973/74. The establishment of the Study of Dental Medicine was preceded by the organization of

a special form of full-time study for graduates of the Higher School of Dental Medicine, which was abolished in September 1968. The Faculty's development was followed by the opening of professional studies (Study for Senior Nurses/Technicians in 1978/79, Study for Medical Radiology Engineers in 1985/86, Study for Senior Physical Therapists in 1986/87, Study for Medical and Laboratory Engineers in 1987/88). Beside full-time professional studies, there were also classes taught to senior nurses, senior physical therapists, and medical radiology engineers. In the academic year 1988/89, the Study of Dental Medicine had started its work with Italian citizens, which became a full-time Undergraduate Study of Dentistry for Foreign Students from the academic year 1994/95. Since the academic year 1990/91, a full-time four-year Study for Graduate Sanitary Engineers has been established, which was organized as a new university study. The first curricula and programs of this study, at the suggestion of the Association of Sanitary and Laboratory Technicians, were elaborated by the Republic Sanitary Inspectorate in 1991 based on similar foreign programs.

Apart from teachers from the Faculty of Medicine in Rijeka, scientific and educational experts from the Faculty of Pharmacy and Biochemistry in Zagreb, many other high-skilled individuals also participated in the implementation of the program. After the training of its young teaching staff had been completed and the Department of Chemistry and Biochemistry had been reconstructed and renovated, this study was completely moved to Rijeka. Furthermore, since 1985, the Faculty of Medicine in Rijeka had conducted a Professional Study of Radiological Technology (formerly called Medical Radiology), which has been carried out in continuity since 1996/97. The Study was conducted as a two-year program until 2000, after which a three-year program was introduced. Likewise, at the recommendation of the Association of Midwives and the Chamber of Nurses, a part-time Professional Study of Midwifery at the Faculty of Medicine in Rijeka was launched in the academic 2007/08, and was later conducted as a full-time study. Starting from the academic year 2014/15, all the professional studies had relocated from the Faculty of Medicine into the newly established Faculty of Health Studies, and

the Faculty of Medicine has regularly been conducting study programs of Medicine, Dental Medicine, and Sanitary Engineering from then on. Since the academic year 2017/18, the Faculty has started conducting two new study programs – a full-time Study of Medicine in English and a Study of Dental Hygiene.

The curricula for the university studies of Medicine, Dental Medicine, Sanitary Engineering, and professional studies have since changed many times in order to modernize the teaching process and relieve the overloaded curricula, but also to increase the pass rate and study efficiency based on learning outcomes. The study of medicine has then transformed into a six-year program at all faculties of medicine, and the new program that was coordinated with the program of the Faculty of Medicine in Zagreb started in Rijeka in the academic year 1990/91. Study programs were also modified during war and post-war years, when teaching and student obligations had to be adapted to extraordinary circumstances. According to the instructions of the Rector's Council, study programs were again restored in the academic year 1994/95 and complied

with the Higher Education Act. Elective courses were introduced to all study programs, and the specificities associated with certain research programs that orientate elective class in a specific direction were clearly profiled at the preclinical departments, resulting in students' early involvement in the research work and retention of potential scientists at these departments. Curricula of the Study of Medicine also started to adopt first attempts of vertical integration of teaching in certain courses. During 1996, the Faculty of Medicine in Rijeka was included in the Central European Exchange Program for University Studies (CEEPUS), which was used extensively by teachers and young researchers to stay at top European universities. In the academic year 1998/99, professional studies were directed towards the Health Department of the Community College in Rijeka, but were returned to the Faculty that founded them two years later.

After the reconstruction of the main building in the academic year 2001/02, within the large investment program of the University of Rijeka, the premises were significantly enlarged, old lecture rooms were renovat-

ed and equipped with the most modern teaching aids, and electronic networking of all departments became the basis for further improvement of teaching.

The curricula of all studies had been renewed and important changes were made in the conduction of clinical teaching at the Study of Medicine (rotation classes), while the programs of professional studies became refined and turned into three-year studies. The quality of teaching was sought to be raised by introducing new, stricter rules of study, while tests for enrollment into the University of Medicine became unique for all faculties of medicine.

This is also when more preparations were launched to create a European Higher Education Area, which was crucial for promoting the mobility of students, teachers, and administrative staff. In the spirit of fundamental principles laid down in the Magna Charta Universitatum charter and signed in Bologna in 1988, began work on alignment and comparability of the higher education systems within the Bologna Process. This has resulted in a fundamental reorganization of the Croatian higher education system and the introduction of the European

Credit Transfer System (ECTS) in all study programs. At the beginning of 2005, in accordance with the requirements of the Bologna Process, all graduate and postgraduate studies were reformed. According to the agreement of all the deans of the faculties of medicine in the Republic of Croatia, a joint core of the curriculum was coordinated, and a joint catalog of knowledge and skills for all preclinical and clinical courses was created. The programs were coordinated at the coordination meetings of the departments, with the acceptance of certain differences in the programs due to specificities of certain faculties. In the new curricula submitted to the National Council, efforts were made to reduce the total number of hours in order to achieve the best vertical and horizontal linkage of courses for the purpose of avoiding the repetition of the same material. In order to improve the quality of teaching, new modes of class teaching and monitoring were proposed that should enable better interfaculty cooperation, greater student mobility, and mutual recognition of achieved diplomas. The modernization of the program was carried out in all study programs. The Study of Graduate Sanitary Engineers was

arranged as a Study of Sanitary Engineering at two levels: Undergraduate Study of Sanitary Engineering lasting 3 years and Graduate Study of Sanitary Engineering lasting 2 years. The university study program of Organization, Planning, and Management in Healthcare was organized in a similar way. This undergraduate study has started in 2005/2006 (the last generation enrolled in 2008/2009), and the graduate study has opened in 2008/2009 (the last generation enrolled in 2011/2012).

In the effort to align with the European trends in educating health professionals, but also to meet the growing needs of the Croatian labor market, during several years the Faculty has coordinated the curricula of the Study of Medicine, Dental Medicine, Nursing and Midwifery with the Directive 2005/36 EC of the European Parliament and the Council, as well as with the Act on Regulated Professions and the Recognition of Foreign Professional Qualifications (124/09 and 45/11), but has also launched a series of new study programs at the undergraduate, graduate, and postgraduate level. Thus, new programs have been registered in the Register of Study Programs:

Year 2011:

- Postgraduate Specialist Study of Health Promotion and Addiction Prevention

Year 2012:

- Graduate University Study of Physiotherapy
- Postgraduate Specialist Study of Orthopedics
- Graduate University Study of Nursing – Promotion, and Protection of Mental Health
- Postgraduate Specialist Study of Gynecology and Obstetrics
- Postgraduate Specialist Study of Psychiatry

Year 2013:

- Graduate University Study of Medical Laboratory Diagnostics
- Postgraduate Specialist Study of Psychiatry

Year 2014:

- Postgraduate Specialist Study of Ophthalmology
- Postgraduate Specialist Study of Quality Management in Healthcare
- Graduate University Study of Nursing – Healthcare Management

Year 2015:

- Postgraduate Specialist Study of Ultrasound in Gynecology and Obstetrics
- Postgraduate Specialist Study of General Internal Medicine
- Postgraduate Specialist Study of Cardiology
- Postgraduate Specialist Study of Gastroenterology
- Postgraduate Specialist Study of Endocrinology and Diabetology
- Postgraduate Specialist Study of Internal Oncology
- Postgraduate Specialist Study of Clinical Pharmacology with Toxicology: Drug Examination and Application
- Undergraduate Professional Study of Midwifery (study program adjusted for full-time study)

Year 2016:

- Postgraduate Specialist Study of Anesthesiology, Reanimatology and Intensive Care Medicine
- Postgraduate Specialist Study of Clinical Radiology
- Postgraduate Specialist Study of Pulmonology
- Postgraduate Specialist Study of General Surgery
- Postgraduate Specialist Study of Emergency Medicine

Year 2017:

- Postgraduate Specialist Study of Abdominal Surgery
- Postgraduate Doctoral Study of Medical Chemistry*
- Integrated Undergraduate and Graduate Study of Medicine in English
- Undergraduate University Study of Dental Hygiene

* The holder of the study is the Department of Biotechnology of the University of Rijeka, and the performers are the Department of Biotechnology and the Faculty of Medicine

Listed below are study programs where changes have been made in relation to initial accreditations:

- Orthopedics and Traumatology (initial accreditation in 2012; modified in 2015 and accepted by the Ministry of Science and Education)
- Family Medicine (initial accreditation in 2006; modified in 2015 and accepted by the University of Rijeka)
- Management in Healthcare (initial accreditation in 2007; modified in 2016 and accepted by the University of Rijeka)

Finally, in an effort to provide the highest quality training at the postgraduate doctoral level, the Doctoral School

Program of the Faculty of Medicine has been forwarded in the accreditation procedure in the mid 2018, which would help improve doctoral education and coordinate it with the recommendations of the Accreditation Commission during the reaccreditation process of doctoral studies conducted in 2016 by the Agency for Science and Higher Education.

With the introduction of the state matura system in the Republic of Croatia, enrollment into all undergraduate and integrated (either full-time or part-time) study programs of the Faculty of Medicine has been performed based on the results achieved at the state matura after the completion of the high school education since the academic year 2010/2011 (National IT System of Applications to Higher Education Institutions, NISpVU system or “Become-a-student”).

In 2012, the Faculty of Medicine in Rijeka was given a space for usage in the building of the University Campus in Trsat for stationing a Skills Lab, a Biobank, and a Laboratory for Molecular Epidemiology of the Faculty of Medicine. The Skills Lab has been founded for the purpose of ensuring requirements necessary for practical training of

students to be able to work with patients by practicing on simulation models. The Biobank has been established within the framework of a project titled TransMedRi financed by the European Union as a part of activities of the Department of Pathology at the Faculty of Medicine, and it includes collecting biological samples of human origin in order to create prerequisites for translational research in medicine. The aim of the Laboratory for Molecular Epidemiology is to ensure the infrastructure and to introduce modern technology for different standardization processes at the molecular level.

In 2012, the Faculty of Medicine signed a contract with the University of Rijeka on using a business real estate free of charge, which is located in the Viktor Car Emin no.5 Street (the former building of the Faculty of Civil Engineering) and whose gross area is 2030 m². In the academic year 2013/14, the Faculty of Medicine started to use this real estate for the purpose of teaching classes and thus significantly improved its spatial conditions for teaching, which was one of the prerequisites for the further development and introduction of new study programs. The aforementioned Faculty of Health Studies was founded by the

decision of the University Senate on 19 March 2013, and on 10 April 2013 the Ministry of Science and Education issued a decision that “evaluates the Decision on the establishment of the Faculty of Health Studies within the University of Rijeka as being in accordance with the Institutions Act and the Act on Scientific Activity and Higher Education”. Likewise, the Ministry issued a permit for performing higher education activities to the aforementioned Faculty on 3 July 2014. According to the issued permit, the following study programs were transferred to the Faculty of Health Sciences starting from the academic year 2014/15:

- Graduate University Study of Nursing – Promotion and Protection of Mental Health
- Graduate University Study of Physiotherapy
- Graduate University Study of Medical Laboratory Diagnostics
- Undergraduate Professional Study of Radiologic Technology
- Undergraduate Professional Study of Medical Laboratory Diagnostics
- Undergraduate Professional Study of Nursing
- Undergraduate Professional Study of Physiotherapy

- Undergraduate Professional Study of Midwifery
- Study programs that were undergoing the process of accreditation when the Faculty of Health Studies became independent (Graduate University Study of Nursing – Healthcare Management and lifelong learning programs).

These data clearly show that the Faculty of Medicine in Rijeka, thanks to the knowledge and enthusiasm of all teachers and lecturers during the last 63 years, has created its own high-quality teaching and scientific staff, and still offers study programs that satisfy the broad interests of future students and current social needs for various healthcare profiles.

Parallel with the development of curricula at the Faculty of Medicine in Rijeka, the development of scientific and research activities had also begun, and the first doctoral thesis at the Faculty of Medicine in Rijeka was defended in 1959. To date, almost 700 doctoral theses and 717 master theses have been defended at the Faculty. A rapid development of basic medical sciences is the cornerstone of the scientific research and professional development of clinical medical sciences, and

many respectable clinicians have made their first scientific steps in the preclinical laboratories. A large number of research teams have achieved notable international recognition through their work. Teachers of the Faculty have organized and still continuously organize numerous scientific conferences, lectures, congresses, conferences, and symposiums. Scientists have received numerous national and international awards and prizes for their work, as well as highest state prizes awarded for science in the Republic of Croatia. There is an apparent increase in the number of scientific papers that are authored by teachers and associates of this Faculty, as well as an increase in the quality of scientific journals in which they are published.

During the course of its development, the Faculty of Medicine has recognized the importance of its own publicity activity, and it has been a publisher or a co-author of the following professional and scientific journals: Acta Facultatis Medicae Fluminensis, Medicina Fluminensis, JAHR: European Journal of Bioethics, and Acta medico-historica Adriatica: AMHA. Year after year, these journals advance in terms of quality and visibility, and have a spe-

cial role in promoting and encouraging scientific work of students and young scientists. It is also important to emphasize students' interests and efforts to engage in scientific work and research, to organize student congresses, to work with mentors and to publish scientific papers with the aim of early scientific methodological "literacy". This way, future biomedical specialists are systematically encouraged in critical scientific thinking so that our graduates, along with all the required knowledge and skills, can have the opportunity to adopt the ones that are important for continuous scientific research and development, which is no longer a choice but a need.

Most of the scientific and research activities are organized through domestic projects funded by the Ministry of Science and Education, the Croatian Employment Service, university grants, and international projects. In the last fifteen years, the Faculty has developed significant international cooperation, and numerous foreign scientists hold visiting lectures on our postgraduate doctoral studies and at the Faculty as well. The development of the scientific and research work is followed by large investments in the indispensable scientific equipment, which is

mostly acquired by MSE's earmarked funds, funds from international projects, and the Faculty's own resources. For the last 20 years, the Faculty has been equipped with modern breeding places for experimental animals, which were completely renewed in 2003 thanks to the funds of the University of Rijeka. Therefore, it is now possible to breed animals under strictly controlled conditions.

Thanks to the high-quality development of immunology and the experience in the production of monoclonal antibodies, the conditions were created for the realization of a technological project for a mass production of monoclonal antibodies and the Center for Proteomics was established (2005) in a building built by earmarked funds of the University of Rijeka.

In the previous period, the Faculty has made significant efforts and has invested significant resources to improve the infrastructure necessary to maintain the quality of teaching, to improve scientific activity, and to encourage international and interdisciplinary cooperation with the aim of increasing the level of recognizability, both nationally and internationally.

Organization of the Faculty of Medicine

The organizational structure of the Faculty has been customized for the jobs that derive from scientific, teaching, and high-professional activities performed in the scientific and teaching organizational units, the professional and administrative tasks performed in the Secretary Office, and the library activities performed in the Library. The number of organizational units is not fixed and is subject to change.

Departments represent a basic organizational form of teaching and scientific work of the Faculty, whose number and titles are regulated by a general act on the faculty organization. The basic role of departments is the implementation and coordination of teaching in all study programs of the Faculty, care for the improvement of the teaching process, as well as selection and advancement of the teaching staff. A head is responsible for managing a department.

Institutes, clinics, and clinical institutes are organizational forms of the Faculty, defined based on the intercon-

nection and homogeneity of scientific, professional, and teaching work as a unique working process. Clinics and clinical institutes are organizational forms that represent the specificity in the education of health workers, and are organized within the Clinical Hospital Center and other Faculty's teaching bases. Clinics and clinical institutes are organized based on meeting strict conditions prescribed by relevant regulations in the field of healthcare. A head is responsible for managing the work of an institute, clinic, or clinical institute. Organizational units are coordinated by heads, who also preside at meetings and coordinate the work of employees for a more functional operation of the entire work process.

Centers are organizational forms of the Faculty that interconnect practice, science, art, and higher education, and where students can participate as well. The name and location of a center, its activity, internal organization, provision of resources, and space for the center's work, as well as other issues important for performing the activity of the center, are determined by a decision on the establishment of the center.

Laboratories and cabinets are established as laboratories/cabinets of a department or an institute for the

purpose of performing scientific and professional work but also for the practical and demonstration part of teaching a class. In the scope of its activity, a laboratory/cabinet participates in the performance of a study program, but also acquires, maintains, and develops laboratory equipment, improves the quality of teaching and study efficacy, develops scientific and professional work, and organizes scientific and professional cooperation with the economy, scientific institutes, and other foreign stakeholders.

Teaching bases – Courses are organized and taught in healthcare institutions that have personnel, spatial, and technical prerequisites. Mutual rights and obligations regarding teaching in healthcare institutions are regulated by a contract between the Faculty and these healthcare institutions – teaching bases, in accordance with regulations in the field of healthcare and higher education. For institutions that do not meet the requirements for being assigned a name clinical institution, it is required to obtain a consent for teaching by the Minister of Health. These institutions are assigned a name “partner institution” by a relevant minister.

Administrative Bodies of the Faculty

Dean and **the Faculty Council** are responsible for managing the Faculty. The dean is assisted by **vice deans** and **committees**, whose number of members and scope of work are subject to change.

Statute of the Faculty

All issues regarding status, activities and management, organization, authorities and decision-making by the bodies of the Faculty, methods of setting up and conducting study programs, scientific and professional work, status of teachers, associates, scientists and other staff, student status, financing work, as well as other issues of significance for the Faculty of Medicine of the University of Rijeka, are regulated by the **Statute of the Faculty**.

Vision and Mission of the Faculty

Vision

The vision of the Faculty of Medicine is to position itself in a national and international area as a leading, recognizable, and competitive higher education, scientific, and professional institution that is closely connected with and adjusted to the needs of the local and wider community. In terms of education, the Faculty is continuously developing as a higher education institution recognizable primarily by the education of its cadre that posses a high level of moral values and a set of skills and knowledge based on learning outcomes. On the scientific and research plan, the Faculty is continuously positioned as a recognizable scientific center for biomedical and interdisciplinary research that are coordinated with the European concept of “smart specialization”, with a more powerful orientation towards applied and applicable science, especially in the field of translational research with the aim of introducing modern scientific findings into everyday practice.

Mission

The mission of the Faculty of Medicine as a public teaching and scientific institution is to educate students of medicine, dental medicine, sanitary engineering, as well as other cadre profiles in the field of biomedicine and health-care and other interdisciplinary areas for the purpose of acquiring knowledge and skills necessary for the prevention of diseases, preservation and improvement of health, treatment and rehabilitation of patients, and sustainable development of the society as a whole. The basis for further development is the Faculty’s permanent commitment to invest in the quality of the education process, scientific and research and professional work in the scientific field of biomedicine and healthcare, but also in interdisciplinary scientific areas. The close connection of core activities will contribute to the integration of scientific and professional results and findings into the education process with the aim of a better, faster, complete and sustainable development of the society we live in.

In order to ensure the objectives set, the Faculty will actively work on enhancing the cooperation with the leading national and international healthcare, higher education, and scientific institutions to provide its students, teachers, and other staff with conditions for professional prosperity, which will contribute to the development of the Faculty, University, and the society we live in.

SWOT analysis

In order to define strategic goals for the further development, it is necessary to consider the factors that can contribute to or interfere with its realization. The analysis of the existing situation (SWOT analysis) took into account the factors that represent key areas of the Faculty's activities, such as teaching, scientific and research work, human, financial and material resources, and the connection with the community at the regional, national, and international level. The underlying assumptions for the SWOT analysis were:

- quality indicators of teaching and non-teaching activities in the period from 2015 to 2018
- self-evaluation in the internal audit procedure of the University of Rijeka in 2018

- a report on the results of the internal audit procedure of the quality assurance system of the University of Rijeka in 2018
- accreditation recommendations and a letter of expectation from the Agency for Science and Higher Education in the reaccreditation process in 2015
- accreditation recommendations from the Agency for Science and Higher Education in the reaccreditation process and reaccreditation of the Faculty of Medicine in Rijeka in 2016
- accreditation recommendations from the Agency for Science and Higher Education in the reaccreditation process and reaccreditation of postgraduate university doctoral studies in 2017
- Dean's program for the period 2017–2020

In addition to this, the state of the environment at a local, regional, national, and international level has been analyzed as well.

ADVANTAGES

- The reputation of the institution, tradition of over 60 years in higher education and scientific activity.
- Successful research activities, several internationally recognizable research groups with respectable scientific production.
- Enviable laboratory equipment for conducting the most modern research.
- Continuous development of young offspring, the involvement of novice scientists and students in research.
- Quality of staff and a large number of young and motivated employees.
- A large number of scientific projects.
- Extensive collaboration with teachers, scientists, and institutions in the country and the world.
- Developed vertical of education is the foundation for the development of future scientists and teachers.
- A large number of studies attractive for a wide range of interested people.
- Center for Improving Teaching Competencies and Communication Skills.
- Obligatory teacher training in acquiring and improving teaching competencies.
- Center for Biomodeling and Innovations in Medicine.
- Membership in the European Union, openness to the world and mobility of students, teachers, and administrative staff through international programs and bilateral agreements.

DISADVANTAGES

- Insufficient financing of the institution for a systematic development.
- Institutional separation from the healthcare system – an absence of a university hospital.
- Overburdened teaching staff.
- The inertness of legislation and its inconsistency with contemporary challenges.
- Undeveloped IT business support system.
- Limitation of spatial conditions.
- Restrictions in the employment system.
- Unsatisfactory level of scientific productivity.
- An insufficient number of national and international competitive scientific projects.
- Unsatisfactory mobility of scientific and educational and administrative staff.
- Unsatisfactory level of collaboration between individual organizational units.
- Inadequate horizontal and vertical integration of teaching contents.
- An underdeveloped system of institutional recognition of excellence.
- Inadequate orientation towards applied research, creation of intellectual property, and strengthening of entrepreneurial capacity.
- Insufficient connection with alumni of the Faculty.

POSSIBILITIES

- Increasing the share of the Faculty's self-financing activities.
- University Hospital.
- Increasing the number of employees financed from Faculty's own income.
- Increasing the number of external associates involved in teaching and scientific work.
- Systematic development of computerization of all business segments.
- Modernizing the teaching process.
- Increasing the spatial capacity for performing activities.
- Starting the Doctoral School.
- Increase in scientific productivity.
- Increasing the number of national and international competitive scientific projects.
- Increasing the mobility of the scientific and educational and administrative staff.
- Establishing a better collaboration between individual organizational units.
- Better horizontal and vertical integration of teaching contents.
- Developing a system of institutional recognition of excellence.
- Encouraging orientation towards applied research, creation of intellectual property and strengthening of entrepreneurial capacity.
- Intensifying the connection with alumni of the Faculty.

RISKS

- Insufficient adaptation to contemporary trends in the field of education and science.
- Decreased interest in working at the Faculty, especially in the preclinical departments.
- Competition from the environment.
- Restrict to local frameworks.
- Insufficient mobility of the teaching and non-teaching staff.
- Insufficient attractiveness of the institution for the arrival of quality teaching and scientific staff.

Strategic Goals of the Faculty of Medicine in Rijeka

This strategic document is divided into four key areas that comprise the overall activity of the Faculty:

- **EDUCATION**
- **SCIENCE AND RESEARCH**
- **ORGANIZATION**
- **PUBLIC FUNCTION**

In each area, main strategic goals are defined by precisely designated aims/tasks, indicators, target values and holders, i.e. persons/bodies of the Faculty

responsible for their realization. The strategy predicts that each year responsible persons/bodies define action plans and submit reports to the Faculty Council on their implementation. The strategy is coordinated with the current strategy of the University of Rijeka and the national and EU strategies. The development strategy of the Faculty of Medicine covers the period up to 2025. In case of adopting new superior strategic documents, strategic goals will be revised and coordinated if necessary.

Education

With respect to the mission of the Faculty, it is necessary to continuously improve teaching as a core activity. Teaching should be tailored to students' needs by encouraging student-oriented learning while at the same time being aligned with the labor market needs. Learning outcomes should be the basis for content improvement in teaching, which is why it is necessary to ensure the cooperation between the teaching staff and students during this process. Learning outcomes should be based on real needs and must be implementable in the teaching process. The learning outcomes should be coordinated with other higher education institutions from the Republic of Croatia that conduct related study programs. In doing so, best practices should be adopted from related study programs conducted at prestigious international universities. Special emphasis should be placed on the acquisition of practical knowledge and skills through catalogs designed for all study programs.

In the following period, the content integration will be of

utmost importance both horizontally and vertically in order to avoid possible overlappings and to ensure a quality integration of the teaching content conducted through various courses and Faculty's departments.

In addition to the aforementioned changes, it is necessary to ensure and improve all the necessary teaching infrastructure in order to achieve the best results in the teaching process for both students and teachers. The mentioned infrastructure certainly involves the advancement of technology that can make the teaching process much more interesting, dynamic, contemporary, and of better quality.

In order to improve the teaching process, it is extremely important to work on teaching competencies through continuous training of all and especially younger colleagues in terms of methodics and didactics, in order to acquire and improve the skills and knowledge necessary for enhancing the quality of the teaching process.

In the following period, it is especially important to contin-

uously work on the system for ensuring and improving the quality of teaching through the work of the homonymous Committee, as well as to ensure the implementation of activities outlined in the Quality Manual. In this segment, it is necessary to ensure the use of modern technology, which should enable a wide range of activities planned in the Man-

ual. In fulfilling these goals, significant support should also be provided by the Center for Improving Teaching Competencies and Communication Skills.

Students should definitely remain active participants in the process of creating teaching content and framework in the future.

Enabling high-quality and effective education based on learning outcomes

	AIM/TASK	INDICATOR	TARGET VALUE	HOLDER
1.	to maintain a favorable ratio of students per teacher	number of students and number of teachers	6:1	Faculty Administration
2.	to increase the study performance at all years of study	number of students who obtained 60 ECTS credits	an increase of 10% compared to the previous academic year	Vice Dean for Teaching, Teaching Committee, coordinators of teaching organizational units
3.	to increase the number of undergraduate, graduate, and professional post-graduate study programs	number of accredited study programs	3 by the end of the period	Faculty Administration, teaching organizational units
4.	to increase teaching capacities by involving in the education process experts outside the existing framework of the academic community	number of experts included in the study programs	30% by the end of the period	Faculty Administration, coordinators of teaching organizational units

	AIM/TASK	INDICATOR	TARGET VALUE	HOLDER
5.	to conduct continuous teacher training to improve the teaching process with the aim of improving teaching competencies and quality of teaching	number of teachers who completed the training program	all teachers who are under the Ordinance on Academic Advancement	Faculty Administration, Committee for Quality Assurance, Center for Improving Teacher Competencies
6.	to increase the e-learning share in study programs	number of courses per study program within which e-learning is used	30% of each study program uses e-learning tools by the end of the period	Vice Dean for Teaching, Teaching Committee, coordinators of teaching organizational units
7.	removing obstacles to successful studying that arise from socioeconomic reasons	number of scholarships	10 per each academic year	Faculty Administration
8.	removing architectural barriers for students with disabilities	number of removed architectural barriers	architectural barriers removed by the end of the period	Faculty Administration
9.	to increase the quality and quantity of available learning resources	number of newly published and e-form editions of university teaching manuscripts	to increase the number by 10% each academic year	Faculty Administration, coordinators of teaching organizational units
10.	investing in ICT used in teaching and in other teaching infrastructure	number of newly-acquired or upgraded equipment	to increase the investments by 10% compared to the previous year	Faculty Administration
11.	to implement activities from the Quality Manual	YES/NO	implementation of all planned activities	Faculty Administration, Committee for Quality Assurance, Center for Improving Teacher Competencies
12.	to coordinate the existing Quality Manual with the new ESG 2015 standards	YES/NO	the Quality Manual is coordinated with the ESG 2015 standards in January 2019	Committee for Quality Assurance
13.	to elaborate criteria for encouraging publishing of own teaching materials	YES/NO	criteria elaborated by 2020	Faculty Administration

Placing students at the center of the learning process and participating in co-responsibility for the success of the education process and active involvement in cultural, sport and social activities

AIM/TASK	INDICATOR	TARGET VALUE	HOLDER
1. to ensure continuous monitoring of student satisfaction	to improve measurement systems for monitoring student satisfaction	continuously	Faculty Administration, Committee for Quality Assurance, Teaching Committee, student organizations
2. to increase student satisfaction index	student satisfaction index	continuous growth per each academic year	Faculty Administration, Teaching Committee, all organizational units
3. to improve the system of rewarding best students	YES/NO	the Ordinance on Rewarding Students is revised by 2019	Faculty Administration, Teaching Committee, Faculty Council, student organizations
4. to improve the system of student involvement in working bodies for evaluation of study programs, education process, and functioning	number of involved students	20% more students included by the end of the period	Faculty Administration
5. to increase the number of students involved in cultural, sports and social activities	number of students involved in some of the activities	10% more students included in some of the activities compared to the previous year	Faculty Administration, student organizations
6. to ensure systematic support for student sports and physical and health education	YES/NO	continuously until the end of the period	Faculty Administration

Involvement in the European Higher Education Area

	AIM/TASK	INDICATOR	TARGET VALUE	HOLDER
1.	to increase the number of students in the system of incoming and outgoing mobility	number of students in mobility programs	an increase of 10% compared to the previous year	Faculty Administration, student organizations
2.	to increase the number of teaching and non-teaching staff in the system of incoming and outgoing mobility	number of teaching and non-teaching staff in mobility programs	an increase of 5% compared to the previous year	Faculty Administration, coordinators of teaching organizational units
3.	to increase the number of EU students	number of full-time or part-time students from other EU countries	an increase compared to the previous academic year	Faculty Administration, student organizations
4.	to increase the number of students coming from countries outside the EU	number of full-time or part-time students from countries outside the EU	an increase compared to the previous academic year	Faculty Administration, student organizations
5.	to increase the number of study programs entirely performed in a foreign language	number of study programs entirely performed in a foreign language	2 study programs by the end of the period	Faculty Administration, Faculty Council
6.	to increase the number of interinstitutional contracts with the aim of facilitating incoming and outgoing mobility	number of interinstitutional contracts	an increase compared to the previous year	Faculty Administration, teaching organizational units, student organizations

Concern about student employability through study programs based on learning outcomes

	AIM/TASK	INDICATOR	TARGET VALUE	HOLDER
1.	to improve the system of professional practice	number of students at professional practice	an increase compared to the previous academic year	Faculty Administration
2.	to develop a methodology for monitoring graduates' employability	YES/NO	methodology developed by 2020	Faculty Administration
3.	to monitor the needs for practical competencies on the labor market	YES/NO	continuously	Faculty Administration
4.	to connect students with employers at Career Days and similar manifestations	YES/NO	one manifestation per year	Faculty Administration, student organizations
5.	to develop a system of testing and monitoring employers' satisfaction	YES/NO	the system is developed by 2021	Faculty Administration
6.	to improve the activity of the ALUMNI MEDRI Association	number of activities / number of members	3 per year / continuous increase in the number of members	Faculty Administration, Alumni MEDRI Association

Systematic development of the lifelong learning program

	AIM/TASK	INDICATOR	TARGET VALUE	HOLDER
1.	to increase the number of lifelong learning programs outside the study programs	number of lifelong learning programs outside the study programs	an increase in the number compared to the previous year	Faculty Administration, teaching organizational units
2.	to increase teaching capacities by involving in the education process experts outside the existing framework of the academic community in the lifelong learning programs	number of experts involved in the programs	an increase in the number compared to the previous academic year	Faculty Administration, teaching organizational units

Science and Research

Scientific and research work, as a second basic activity of the Faculty, has developmentally been defined by the adoption of the Strategy for Development of Science 2016–2020. According to the Strategy, the scientific mission of the Faculty of Medicine is, based on the results of competitive scientific research, to enable the acquisition of new and relevant knowledge, to improve the education of students, future teachers, researchers, and clinicians, to improve medical practice, and thus contribute to the development of the wider community with a respect for principles of scientific excellence and creativity, scientific integrity and ethics, freedom in scientific research, integration of scientific research, education, and medical practice, collegiality and cooperation, and social responsibility. The Faculty of Medicine in Rijeka will develop as a research institute integrated into the European Research Area with an ultimate goal of profiling itself into a leading institution in the Republic of Croatia in the field of biomedical research, comparable with similar institutions from the developed European Union countries.

The Strategy contains clearly defined strategic goals, tasks, measures, and deadlines to be met in order to achieve realistic goals and objectives. In the forthcoming period, the Faculty will define criteria which would encourage and award scientific excellence and innovative research, especially through the stimulation of applied and applicable research. In that sense, it will be necessary to define the priority areas with a special emphasis on translational research, whereby it will be essential to invest great efforts in the establishment and construction of the Center for Translational Medical Research in cooperation with the University of Rijeka. In order to achieve the goals set, it is necessary to ensure administrative and financial support for the scientific and research work, which shall require significant financial resources to encourage the registration of competitive projects. In the following period, part of the activities will be focused on linking clinical and preclinical research groups to better utilize available research potentials in collaboration with teaching bases, particularly with the Clinical Hospital Center. Special emphasis will be placed on the develop-

ment of young research personnel in order to secure future scientific and teaching capacities. In parallel with the aforementioned, the Faculty will ensure continuous renewal of

the scientific and research infrastructure, which should not be an obstacle to the increase and recognition of the Faculty's scientific productivity in the future.

Focusing on research with a high level of scientific and innovation activity

	AIM/TASK	INDICATOR	TARGET VALUE	HOLDER
	to start the Doctoral School	accredited program of the Doctoral School	the program is accredited and the first-generation doctoral students have enrolled in 2019	Faculty Administration
	to increase the number of defended doctoral theses	number of defended doctoral theses per year	10% more compared to the previous year	Faculty Administration, mentors at doctoral studies
3.	to increase the number of teachers and active doctoral mentors	number of teachers and active mentors	10% more compared to the previous year	Faculty Administration, coordinators of teaching organizational units
4.	to increase the number of published scientific papers	number of published scientific papers	10% more compared to the previous year	Faculty Administration, all scientific and teaching staff
5.	to increase the quality of the published scientific papers	number of scientific papers published in journals indexed in WoSCC, SCOPUS or Medline databases in Q1 or Q2 quartile	10% more compared to the previous year	Faculty Administration, all scientific and teaching staff
6.	to increase the number of projects funded from competitive scientific sourcing	number of project coordinators compared to the total number of researchers at MEDRI	10% of researchers at MEDRI are project coordinators funded from competitive sourcing	Faculty Administration, all scientific and teaching staff

	AIM/TASK	INDICATOR	TARGET VALUE	HOLDER
7.	to increase the number of projects applied to competitive scientific sourcing	number of projects applied to competitive sourcing	10% more compared to the previous year	Faculty Administration, all scientific and teaching staff
8.	to increase the quality of applications to competitive scientific sourcing	number of applications that have successfully finished the first review cycle on an annual basis	10% more compared to the previous academic year	Faculty Administration, all scientific and teaching staff
9.	to establish a fund for supporting researchers	YES/NO	a fund is established in 2019 to support researchers	Faculty Administration
10.	to increase the number of active researchers in the field of translational and clinical research	number of active researchers in the field of translational and clinical research	5% more compared to the previous year	Faculty Administration, all scientific and teaching staff
11.	to increase the number of projects in the field of applied research	number of projects in the field of applied research	25% of the total number of projects by the end of the period	Faculty Administration, all scientific and teaching staff
12.	to increase the number of protected intellectual property units	number of protected intellectual property units	5 by the end of the period	Faculty Administration, all scientific and teaching staff
13.	to increase the number of applications for intellectual property annually	number of applications for intellectual property	2 annually	Faculty Administration, all scientific and teaching staff
14.	to support regular publication of the journals for which the Faculty is a publisher/co-publisher	YES/NO	continuously	Faculty Administration
15.	to implement the project of the Center for Translational Medical Research	YES/NO	the Center is established by the end of the period	Faculty Administration, University Administration, CHC Rijeka Administration

Involvement in the European Research Area

AIM/TASK	INDICATOR	TARGET VALUE	HOLDER
1. to increase funding for research from EU programs and other international sources	annual amount of funds	10% increase compared to the previous year	Faculty Administration, all scientific and teaching staff
2. to provide institutional support and financial mechanisms for participation in EU and other international funds	YES/NO	institutional support ensured in 2020	Faculty Administration
3. to encourage the arrival of established scientists on our institution	number of coordinators of research groups from other institutions (national and international) who have set up their research at our institution (physical relocation and virtual laboratories are not included)	an increase compared to the previous year	Faculty Administration, all scientific and teaching staff
4. to encourage the outgoing mobility of scientists	number of domestic postdoctoral students who have continued their postdoctoral education at a foreign institution for a period of ≥ 6 months	an increase compared to the previous year, 30% more by the end of the period	Faculty Administration, all scientific and teaching staff
5. to encourage the incoming mobility of scientists	number of foreign postdoctoral students who have continued their postdoctoral education at our institution for a period of ≥ 6 months	an increase compared to the previous year, 30% more by the end of the period	Faculty Administration, all scientific and teaching staff
6. to ensure funding for the outgoing mobility of researchers	YES/NO	a fund for the outgoing mobility of researchers is established in 2020	Faculty Administration

Organization

In terms of organization, it is necessary to ensure systematic and transparent monitoring of the development of all human resources and to provide sufficient financial and spatial preconditions for an unobstructed development of the Faculty. The Faculty should develop in accordance with the highest standards of quality management and assurance, and the necessary prerequisite for this is the adoption of numerous implementation documents to ensure recognition and promotion of excellence in all organizational

units. It is also necessary to continuously work on business rationalization and conduction of realistic planning and implementation of all capital investments, whose responsible implementation should be ensured. In the forthcoming period, further efforts are required in terms of organization in order to implement a systematic functional integration of the Faculty and the CHC Rijeka with the aim of achieving the concept of a University Hospital as a basic prerequisite for further development of biomedical science in Rijeka.

Efficiency and transparency of establishing instruments for the development of individuals and the institution

AIM/TASK	INDICATOR	TARGET VALUE	HOLDER
1. to ensure systematic and transparent monitoring and development of human resources	YES/NO	complete model of monitoring and development of human resources elaborated in 2020	Faculty Administration, coordinators of organizational units
2. to put into use a portfolio of employees and organizational units with the aim of improving the utilization and developing human resources	YES/NO	portfolio of employees and organizational units published and updated in 2019	Faculty Administration, coordinators of organizational units

	AIM/TASK	INDICATOR	TARGET VALUE	HOLDER
3.	to condition elections to titles in the employee's portfolio	YES/NO	portfolio for elections to titles in use in 2020	Faculty Administration, Faculty Council
4.	to elaborate additional criteria for advancement in accordance with the Strategy and the human resources development model	YES/NO	additional criteria for advancement elaborated in 2019	Faculty Administration, Faculty Council
5.	to coordinate the ratio of non-teaching and teaching staff with realistic projections of needs at the institutional and organizational level	ratio of non-teaching and teaching staff	1:2	Faculty Administration, coordinators of organizational units
6.	to elaborate the criteria for improving the system of professional development and mobility of the non-teaching staff	YES/NO	criteria for improvement are elaborated in 2020	Faculty Administration, coordinators of organizational units
7.	monitoring the satisfaction of the non-teaching and administrative staff	YES/NO	continuously	Faculty Administration, Committee for Quality Assurance
8.	to invest in infrastructure maintenance and purchasing equipment that is essential for effective teaching and scientific research work	percentage of Faculty's own income from core business	15% continuously per each academic year	Faculty Administration
9.	to ensure the quality of work through standardized evaluation procedures (self-evaluation, university evaluation, and external evaluation)	YES/NO	self-evaluation, university evaluation, and external evaluation system established in 2019	Faculty Administration, Committee for Quality Assurance

Reaching the highest level of quality, organization, and responsibility through strategic management

	AIM/TASK	INDICATOR	TARGET VALUE	HOLDER
1.	to develop a system for managing and ensuring the quality of performing all faculty activities (ISO 9001:2015)	YES/NO	the system is established in 2022	Faculty Administration, coordinators of all organizational units
2.	to develop a system of rewarding individuals and organizational units that are most successful in the implementation of strategic goals	YES/NO	the system is established in 2020	Faculty Administration, Faculty Council
3.	to develop a digitization system	YES/NO	continuously	Faculty Administration
4.	to increase the share of our own income in the Faculty's budget	share of our own income in the Faculty's budget	50% of the Faculty budget from its own income in 2023	Faculty Administration, coordinators of all teaching organizational units
5.	rational operation and planning of available resources on an annual level	adoption and implementation of the financial plan	each year	Faculty Administration, coordinators of all organizational units
6.	responsible planning and implementation of capital investments for a three-year period	YES/NO	a three-year plan has been adopted each year	Faculty Administration, coordinators of all organizational units

University Hospital

	AIM/TASK	INDICATOR	TARGET VALUE	HOLDER
1.	to elaborate legal and personnel frameworks for a functional integration of the CHC Rijeka and the Faculty into a University Hospital	YES/NO	integration frameworks elaborated in 2021	Faculty Administration, University Administration, CHC Rijeka Administration
2.	to include all highly educated healthcare staff from the CHC in the teaching process	number of highly educated healthcare staff from the CHC that are involved in the teaching process	all highly educated staff from the CHC are involved in the teaching process in 2023	Faculty Administration, CHC Rijeka Administration
3.	to create a framework of smart specialization and development of translational research	created plan	2021	Faculty Administration, Faculty Council

Public Function

The Faculty of Medicine, as the biggest and the oldest component of the University, has a significant responsibility and importance for the wider community. In the following period, it is important to develop and improve the collaboration with the local and regional government units, civil society institutions, and other teaching and educa-

tional institutions, but also to develop “services” for the purpose of contributing the development on both regional and wider social area. In the forthcoming period, special emphasis should be placed on encouraging student entrepreneurship, the popularization of science, and on improved communication with the public through the media.

Public responsibility and social sensitivity

	AIM/TASK	INDICATOR	TARGET VALUE	HOLDER
1.	to increase the number of students who volunteer or actively participate in civil society organizations	number of students who volunteer	10% out of the overall number of students	Faculty Administration, all scientific and teaching staff, student organizations
2.	to conduct research or professional projects for public and civil society organizations/institutions and business entities or in partnership with these organizations	number of projects	5 annually	Faculty Administration, all scientific and teaching staff, student organizations
3.	to develop mechanisms of cooperation with education and training institutions for the purpose of joint and synergic influence on increasing the quality and efficiency of the education system	number of contracts / realized cooperations	2 contracts annually	Faculty Administration, all scientific and teaching staff, student organizations

Launching an economic development and collaboration with other subjects, providing a bidirectional technology and knowledge transfer

	AIM/TASK	INDICATOR	TARGET VALUE	HOLDER
1.	to develop scientific and professional services that will support the development of the “new” industry in the region, especially of healthcare, educational, informative, entertainment and cultural content	number of launched services	continuous growth in the number compared to the previous year	Faculty Administration, all scientific and teaching staff, student organizations
2.	to strengthen the program, in cooperation with the local and regional government (the City and the County), of promoting the City of Rijeka and its County as a nice place worth studying in	number of realized joint promotional projects	at least 1 program annually	Faculty Administration, all scientific and teaching staff, student organizations, city and county government structures
3.	to encourage the establishment of student companies and companies formed based on the research results	number of established companies	3 by the end of the period	Faculty Administration, all scientific and teaching staff, student organizations
4.	to increase the number of collaborative projects/programs	number of collaborative projects/programs	continuous growth compared to the previous year	Faculty Administration, all scientific and teaching staff, student organizations

Positioning as a factor of transitioning the region into a knowledge-based society

	AIM/TASK	INDICATOR	TARGET VALUE	HOLDER
1.	to draw up annual plans for the popularization of science and to define the necessary human and material resources for their implementation	YES/NO	realization of at least 5 activities annually	Faculty Administration, all scientific and teaching staff, student organizations
2.	to improve communication with the public through various media through which scientific opinions and independent critical thinking about relevant social issues will be promoted	number of media appearances	continuous growth compared to the previous year	Faculty Administration, all scientific and teaching staff, student organizations
3.	to include external stakeholders in the working bodies for the purpose of evaluating study programs and the education process	YES/NO	external stakeholders included in the working bodies in 2019	Faculty Administration

Key Performance Indicators of the Strategy Implementation at the Faculty of Medicine in Rijeka

By analyzing the planned strategic objectives and aims/tasks outlined in this Strategy, key performance indicators of its implementation have been identified:

1. number of students at the undergraduate, graduate, and postgraduate studies on the Faculty
2. number of students from the EU and outside EU at the Faculty's studies
3. high pass rate of studying
4. high level of the Faculty's student satisfaction index
5. high standard of study and work at the Faculty
6. number of newly accredited study programs
7. number of study programs entirely performed in a foreign language
8. number of accredited lifelong learning programs
9. number of scientific and professional meetings organized/co-organized by the Faculty
10. number and quality of annually published scientific and professional papers
11. number of defended doctoral theses
12. number of submitted and accepted scientific projects
13. number of holders of scientific projects financed from competitive sourcing
14. financing of scientific work from competitive sourcing
15. share of personal income in the overall budget of the Faculty
16. level of investment in teaching and scientific infrastructure
17. level of investment in human resources development
18. number of professional and business cooperations with foreign stakeholders
19. Center for Translational Medical Research
20. University Hospital.

A successful implementation of the aims set is the guarantor of the further sustainable development and long-term viability of the Faculty of Medicine in Rijeka. Its realization is possible only through the joint effort of all employees, students, the University of Rijeka and its components, external associates, and other stakeholders from the wider social environment. This way, it will be possible to accomplish the mission and the vision of the Faculty in being a recognizable higher education and scientific institution that is desirable and reliable for study, work, and collaboration.

Reference Documents for the Strategy

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