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Dubrovnik, 22. veljače 2019.

Na temelju članka 26. Statuta RIT Croatia, Dekan RIT Croatia donosi sljedeću

ODLUKA


2. Ova Odluka stupa na snagu danom donošenja.

Dekan

Donald W Hudspeth
Preface

RIT Croatia self-evaluation report was created based on the Reaccreditation Plan for Higher Education Institutions 2019, accepted at the 97th meeting of the Accreditation Council of the Agency for Science and Higher Education, held on June 19, 2018 (Class. no.: 602-04/18-04/0035; Reg. no.: 355-02-04-18-0001).

In the process of developing the self-evaluation report, RIT Croatia used the following documents:

- Standards for the evaluation of quality of polytechnics and colleges in the procedure of reaccreditation of higher education institutions;
- Procedure for the reaccreditation of HEIs;
- Analytic supplement from MOZVAG.

The Analytic supplement from MOZVAG is an integral part of the self-evaluation report.

The data used to prepare the self-evaluation report and the analytic supplement in MOZVAG covers the academic years 2014/15 through 2018/19, while the data pertains to the calendar year covers the period from 2014 until 2018.
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Introduction

History, organization, mission and vision of RIT Croatia

History

RIT Croatia (until October 24, 2013, known as the American College for Management and Technology) was established in September 1997 in Dubrovnik. RIT Croatia was founded on a joint initiative of the Ministry of Science and Technology (today the Ministry of Science and Education), the Dubrovnik Polytechnics and the Rochester Institute of Technology (RIT) of Rochester, NY, USA, as a Croatian higher education institution. The campus in Zagreb was opened in 2011.

Organization

As RIT Croatia is a global campus, or a part of RIT as a parent institute, RIT supervises the operations of RIT Croatia. The work of RIT Croatia is supervised by the Board of Trustees, comprised of experts from the field of American and Croatian economy, education and government. The Board of Trustees meets twice a year to analyze the financial indicators and the strategic goals of RIT Croatia.

The advisory board is currently in the formation phase, and it will consist of advisory boards for each study program. RIT Croatia is going towards a model that has been functioning successfully at RIT for many years. RIT Advisory Boards consist of professionals from a number of successful international companies and meet three or four times a year to inform RIT of the latest business trends.

RIT Croatia leadership includes the President and Dean, and the Associate Dean. They are both members of the Senior Leadership, together with the Director of Strategic Development, ITS & Facilities, Marketing & Communications Manager, Career Services, Alumni Relations & International Student Office Manager, Finance Manager, Recruitment & Enrollment Manager, and Human Resources Manager & Ministry Liaison.

The academic part of the organization has five areas as well as the Academic Affairs department. Area Heads and the Academic Affairs Manager, along with the Senior Leadership, form the Administrative Council. All full-time faculty and long-term adjuncts are members of the Academic Senate, together with student representatives. In addition, RIT Croatia has an Ombudsperson for students. Academic resources include libraries on both
campuses and the online RIT Wallace Library. There are also computer labs and gyms available for both campuses. The organizational scheme is presented in figure 1.

RIT Croatia vision and mission

In 2015 RIT Croatia adopted its Strategic Plan *Committed to Greatness* (2016–2022). The strategic focus of RIT Croatia in this period is on excellence, reflected in vision, mission and in the seven greatness indicators and in a set of goals for each of the indicators.

**Vision**

Committed to personal excellence, RIT Croatia will be the university of first choice in south Central Europe for globally minded students who wish to receive an American education and excel in their careers.

**Mission**

Future-oriented, committed to integrity, academic excellence, personal and professional growth, RIT Croatia:

- Builds diverse learning communities that transcend geographical boundaries.
- Creates bonds between students, alumni, faculty and industry.
• Fosters innovation, creativity, and an entrepreneurial spirit.
• Promotes a rich research portfolio through global campus collaboration and international partnerships.

**Greatness indicators**

1. High quality and relevant career-focused degree programs
2. Academic excellence
3. Educational technology
4. Research excellence and collaboration
5. International education experiences
6. Outstanding employees
7. Best value proposition

Information on the status of the objectives of the Strategic Plan is shared with the entire organization at least once a year during annual planning. On the other hand, the Dean reports on the status of the Strategic Plan objectives at the regular Board of Trustees meetings in May and October. Since its adoption, the Strategic Plan was revised in July 2017, and a new revision is in progress.

Given that RIT Croatia is an integral part of RIT, RIT Croatia’s activities are also contributing to the realization of RIT’s Strategic Plan.

RIT Croatia is not registered in the Register of scientific organizations in Croatia. An application for the permit to perform scientific activities has been filed in 2017 and we are awaiting results.

**Study programs**

RIT Croatia delivers four undergraduate study programs. As RIT Croatia is a global campus of RIT, it delivers RIT’s study programs. RIT Croatia study programs are accredited by both Croatian and US accrediting bodies:

- Ministry of science and education of Republic of Croatia
- New York State Education Department, Office of Higher Education—Office of College and University Evaluation
- Middle States Commission on Higher Education (MSCHE)
- Association to Advance Collegiate Schools of Business (AACSB), IB program only.

The undergraduate study program Service Management – HTM (Hospitality and Tourism Management) is delivered in Dubrovnik as a multidisciplinary, four-year program that
provides a balance of experience and theoretical knowledge in economy, tourism and hospitality. The main emphasis is on the disciplines of marketing, communication, finances, hospitality management, hotel management, micro and macroeconomics, entrepreneurship and the application of these areas to international hospitality and tourism. At the end of their second year, students choose one of two concentrations: *Entrepreneurship in the Hospitality Industry* or *Designing Luxury Experience*.

In order to complete the study program, students are required to complete 1200 hours of cooperative education. Students work for renowned local and international companies, learning about service management from the best. US-based hospitality organizations often recruit RIT Croatia’s students for international coops.

Table 1. Service Management – HTM basic information

<table>
<thead>
<tr>
<th>Study program</th>
<th>Service Management</th>
</tr>
</thead>
<tbody>
<tr>
<td>Program type</td>
<td>Professional study</td>
</tr>
<tr>
<td>Degree type</td>
<td>Undergraduate professional study program</td>
</tr>
<tr>
<td>Program duration</td>
<td>4</td>
</tr>
<tr>
<td>ECTS Credits</td>
<td>240</td>
</tr>
<tr>
<td>Type of delivery</td>
<td>Full-time</td>
</tr>
<tr>
<td>Field of study</td>
<td>Social sciences</td>
</tr>
<tr>
<td>Subject</td>
<td>Economics</td>
</tr>
<tr>
<td>Qualification</td>
<td>stručni/a prvostupnik/prvostupnica (baccalaureus/baccalaurea) ekonomije</td>
</tr>
<tr>
<td>Permit date</td>
<td>April 8, 2011</td>
</tr>
<tr>
<td>Location</td>
<td>Dubrovnik</td>
</tr>
</tbody>
</table>

The undergraduate study program Information Technologies – WMC (Web and Mobile Computing) is delivered both in Dubrovnik and Zagreb and is geared toward developing students’ skills in computer programming, software development, mobile app and web development and learning how to integrate the back-end code with the front-end user experience across several languages and platforms. Upon the completion of their second year, students are offered two concentrations: *Mobile Application Development* or *Web Application Development*.

Students in the study program complete 800 hours of cooperative education. This experience prepares students for the real-world professional environment. A wide variety of class assignments and laboratory exercises provide students with the practical knowledge of working in MS Windows, Linux and Mac OS X environments.
Table 2. Information Technologies – WMC basic information

<table>
<thead>
<tr>
<th>Study program</th>
<th>Information Technologies</th>
</tr>
</thead>
<tbody>
<tr>
<td>Program type</td>
<td>Professional study</td>
</tr>
<tr>
<td>Degree type</td>
<td>Undergraduate professional study program</td>
</tr>
<tr>
<td>Program duration</td>
<td>4</td>
</tr>
<tr>
<td>ECTS Credits</td>
<td>240</td>
</tr>
<tr>
<td>Type of delivery</td>
<td>Full-time</td>
</tr>
<tr>
<td>Field of study</td>
<td>Technical science</td>
</tr>
<tr>
<td>Subject</td>
<td>Computer science</td>
</tr>
<tr>
<td>Qualification</td>
<td>stručni/a prvostupnik/prvostupnica (baccalaureus/baccalaurea) inženjer/inženjerka informacijskih tehnologija</td>
</tr>
<tr>
<td>Permit date</td>
<td>July 26, 2011; November 2, 2012</td>
</tr>
<tr>
<td>Location</td>
<td>Dubrovnik, Zagreb</td>
</tr>
</tbody>
</table>

The undergraduate study program Business Administration: International Business – IB is delivered in Zagreb with the aim of preparing students, through theoretical knowledge and cooperative education placements, for the complexity of problem-solving in the dynamic global market. Following their third year, students can choose between the following minors: Marketing, Finance or Management.

The minor enables students to perfect in specific areas of their interest. The study program offers a special insight into the global business environment along with a political, legal, economic and technological context of international business.

Students are required to complete 800 hours of cooperative education in order to graduate. This provides students with a valuable professional experience and gives them a competitive advantage in launching their careers. Students work for renowned local and international companies, learning about business from the best.
Table 3. International Business – IB basic information

<table>
<thead>
<tr>
<th>Study program</th>
<th>International Business</th>
</tr>
</thead>
<tbody>
<tr>
<td>Program type</td>
<td>Professional study</td>
</tr>
<tr>
<td>Degree type</td>
<td>Undergraduate professional study program</td>
</tr>
<tr>
<td>Program duration</td>
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<tr>
<td>ECTS Credits</td>
<td>240</td>
</tr>
<tr>
<td>Type of delivery</td>
<td>Full-time</td>
</tr>
<tr>
<td>Field of study</td>
<td>Social sciences</td>
</tr>
<tr>
<td>Subject</td>
<td>Economics</td>
</tr>
<tr>
<td>Qualification</td>
<td>stručni/a prvostupnik/prvostupnica (baccalaureus/baccalaurea međunarodnog poslovanja)</td>
</tr>
<tr>
<td>Permit date</td>
<td>April 25, 2013</td>
</tr>
<tr>
<td>Location</td>
<td>Zagreb</td>
</tr>
</tbody>
</table>

Upon completion of an undergraduate study program, students are granted two diplomas – an international American BS degree awarded by Rochester Institute of Technology and a Croatian degree from RIT Croatia.

**Developing the Self-Evaluation Report**

When RIT Croatia was informed of the start of the reaccreditation process, the institution’s management organized a team of five members to manage and oversee the process and compile the self-evaluation report: Donald Hudspeth, Dean & President, Dr. Irena Guszak Cerovečki, Associate Dean, Jelena Zvono, Human Resources Manager & Ministry Liaison, Ivona Labaš, Director of Strategic Development, ITS & Facilities, and Dr. Jakob Patekar, Area Head for English and Modern Languages.

The reaccreditation team created a timeline and assigned tasks to other members of RIT Croatia’s faculty and staff regarding data collection and the description of the standards. All adjunct and full-time faculty were involved in filling out a survey that had the aim of collecting personal scholarly data need for certain standards and MOZVAG tables.

The reaccreditation team provided continuous support to all faculty and staff writing the standard. For the purpose of compiling the self-evaluation report, a folder was opened on RIT Croatia’s shared drive to write parts of the report and to monitor the process. Apart from regular meetings at the level of the reaccreditation team, meetings were held with all the members of the faculty and staff working on the reaccreditation.
During the preparation of the self-evaluation report, members of the reaccreditation team attended the following preparatory workshops:

10/10/2018  Workshop on writing the self-evaluation report for representatives of higher education institutions involved in the reaccreditation according to the Reaccreditation Plan for Higher Education Institutions 2019

11/12/2018  Workshop on entering and checking data in the reconstructed MOZVAG and CROSBI systems

28/01/2019  Workshop for the administrators of the Croatian Scientific Bibliography – CROSBI

A total of 19 RIT Croatia employees directly contributed in the process of writing the self-evaluation report:

- Donald Hudspeth, M.Sc., President & Dean
- Besim Agušaj, Ph.D., Area Head for Service Management – HTM
- Alice Almer, Marketing & Communications Manager
- Tereza Buša, Academic Advisor
- Iva Čondić-Jurkić, Ph.D., lecturer
- Draženka Franić, Senior Academic Advisor
- Irena Guszak Cerovečki, Ph.D., Associate Dean
- Tanja Kerum, Academic Advisor
- Ivona Labaš, M.Sc., Director of Strategic Development, ITS & Facilities
- Kristina Marasović, Ph.D., Area Head for Information Technologies – WMC
- Milivoj Marković, Ph.D., Area Head for International Business – IB
- Marina Mijatović, Finance Manager
- Jakob Patekar, Ph.D., Area Head for English and Modern Languages
- Ivana Silić, M.Sc., Recruitment & Enrollment Manager
- Ana Maria Šimundić, Academic Support Manager and Ombudsperson
- Kristijan Tabak, Ph.D., Area Head for Humanities and Natural and Social Sciences
- Maja Vidović, Ph.D., lecturer
- Petra Vodopija Borković, Interim Career Services, Alumni Relations & International Student Office Manager
- Jelena Zvono, M.Sc., Human Resources Manager & Ministry Liaison

In addition, all other RIT Croatia employees were indirectly involved in preparing the materials for the reaccreditation process.
Outcomes of previous accreditations

As RIT Croatia is delivering RIT study programs in Croatia, it is subject to accreditation systems both by the US and the Republic of Croatia, while some study programs also have professional accreditations.

Since the initial Croatian reaccreditation, RIT Croatia worked diligently in areas that were to be improved on the basis of the recommendations received. The result of the reaccreditation procedure carried out by the Agency for Science and Higher Education (ASHE) in 2011 was the Accreditation Recommendation from November 10, 2011 to issue a letter of expectation with a deadline of one year to eliminate shortcomings, including a ban on student enrollment. After submitting additional evidence, ASHE recommended on January 19, 2012 that the Letter of Expectation with the deadline for removing deficiencies within one year should be issued. After that, RIT Croatia submitted additional evidence, and based on ASHE Accreditation Recommendation dated May 16, 2012, to issue the certificate on the fulfillment of the requirements for higher education activities, the minister in charge of science and higher education issued a certificate on the fulfillment of the requirements for higher education activities, dated June 18, 2012. A detailed list of proposals for eliminating shortcomings and improvements from the accreditation recommendation, and the ways in which RIT Croatia has eliminated shortcomings and introduced improvements, are given in standard 1.2.

One of the US accreditations is by the Middle States Commission on Higher Education (MSCHE). The most recent MSCHE reaccreditation of RIT was completed in 2017 and it included a visit of the review committee president to RIT Croatia Zagreb (details are provided in standard 2.3). Additionally, the International Business – IB study program has had the AACSB accreditation since 1987. The last accreditation cycle was successfully completed in 2016 and RIT Croatia is preparing for the next cycle in 2020 (details are described in standard 2.3.).
1. Internal quality assurance and the social role of the higher education institution

1.1. The higher education institution has established a functional internal quality assurance system

**Elements of the standard**

- **Internal quality assurance system includes and evaluates all activities of the higher education institution** (study programs, teaching process, student support, support to students from under-represented and vulnerable groups, learning resources, professional and/or scientific activity etc.) and provides underlying documentation.

- **Internal quality assurance system seeks to involve all stakeholders of the higher education institution** (students and external stakeholders - employers, alumni, representatives of professional organizations, civil society organizations and internal stakeholders).

- **The higher education institution adopted a quality assurance policy, which is a part of its strategic management and is achieved through the implementation of the strategy, including a research strategy involving a period of at least five years.**

- **The implementation of the strategy includes SWOT or similar analysis, strategic goals, program contract goals (where applicable), operational plan, defined responsibilities for implementation, monitoring mechanisms and the report on its implementation.**

- **The higher education institution systematically collects and analyses data on its processes, resources and results, and uses them to effectively manage and improve its activities, as well as for further development.**

- **The higher education institution uses various methods for collecting data on quality (student satisfaction surveys, peer review, feedback from employers and/or associates, graduates etc.).**

- **The higher education institution is committed to the development and implementation of human resource management policies (managerial, teaching, administrative resources), in accordance with professional principles and standards.**

By being a global campus of the American university, Rochester Institute of Technology (RIT), which is chartered by the Legislature of the State of New York and accredited by the Middle States Commission on Higher Education (MSCHE), as well as a fully accredited Croatian institution of higher education, RIT Croatia's internal system of quality assurance is designed to meet the requirements of both countries. To remain compliant with the accreditation in both countries, the higher standard of two accreditation bodies is applied. In the case of the undergraduate study program in International Business – IB, which also has professional accreditation from the Association to Advance Collegiate Schools of Business, also known as AACSB, the AACSB standards are applied if they exceed those of the accreditation bodies in the United States and Croatia. RIT prides itself in its commitment to quality assurance and this has been reflected in its current ranking of 102 out of 300, in the category of Best National Universities, as determined by the most prominent US university ranking entity, US News and World Report. Since the last Croatian reaccreditation in 2011, RIT Croatia successfully participated in RIT’s 5-year AACSB reaccreditation in 2016 and RIT’s 8-year MSCHE reaccreditation in 2017.
Quality assurance is embedded in all teaching, research and professional activities conducted by RIT Croatia, as well as in RIT Croatia’s Strategic Plan – Committed To Greatness (2016–2022). Adherence to RIT Croatia’s internal quality standards, and RIT’s feedback and monitoring mechanisms, is the backbone of RIT Croatia’s organizational culture of excellence and commitment to continuous improvement. Academic quality-related policies, procedures and expectations are communicated to students and the staff primarily via the Student Handbook, Faculty Handbook, Rulebook on Election to Educational Titles and Work of Instructors, and the Strategic Plan. Academic and overall RIT Croatia quality is reviewed semi-annually by our Board of Trustees.

RIT Croatia leadership teams oversee the implementation and monitoring of the quality assurance system. The Senior Leadership team, which meets every three weeks, is composed of the President and Dean, Associate Dean, Director of Strategic Development, ITS & Facilities, Marketing & Communications Manager, Career Services, Alumni Relations & International Student Office Manager, Finance Manager, Recruitment & Enrollment Manager, Human Resources Manager & Ministry Liaison. This team addresses quality assurance primarily from a strategic perspective. The Administrative Council, which meets once per month, is composed of the Senior Leadership, faculty area heads, and the Academic Affairs Manager. This council addresses quality assurance from an operational perspective.

RIT Croatia's Academic Senate, which is another important body in the quality assurance process, proposes and approves new academic policies and procedures, as well as changes to existing policies and procedures. In particular, the Quality Assurance Committee, one of the six standing committees of the Academic Senate, serves as a liaison with the administration and stakeholder groups at RIT Croatia and the main RIT campus in Rochester. This team ensures that key academic policies are aligned and in effect at RIT Croatia. The committee ensures that the needs of key RIT Croatia stakeholders, most importantly the students, and the standards of the accreditation bodies, are met through regular review of existing and the introduction of new policies.

Quality assurance in teaching is sustained through various forms of assessment and via feedback instruments. Some of the key ways in which this is achieved are the assessment of student learning outcomes, course evaluations, and student engagement and satisfaction surveys. Course management systems and tools such as MyCourses and Turnitin support teaching quality and student performance.

Assessment of student learning outcomes is an ongoing process at RIT Croatia. RIT’s Office of Educational Effectiveness Assessment (EEA) works with the academic leadership team at RIT Croatia to ensure that program student learning outcomes and general education student
learning outcomes are assessed on a regular basis. Learning outcomes assessment is carried out annually and RIT Croatia is benchmarked against the main RIT campus and other RIT global campuses (for details please see Standard 2.3.).

Each semester all students have an opportunity to evaluate all of their courses and the faculty instructing the course. Following completion of the course, students evaluate them and results of these anonymous evaluations are accessible to the faculty, the appropriate faculty area heads, and the associate dean. Areas of concern are addressed immediately. For new courses, or a course instructed by a faculty member for the first time, an early course evaluation is administered in the fifth week. Class teaching observations are carried out by the faculty area heads and associate dean on a regular basis, and faculty peer observations are also encouraged to share best practices.

On a biannual basis, RIT administers the National Survey on Student Engagement to benchmark the global campuses relative to the main RIT campus. The RIT Croatia Student Satisfaction Survey is administered annually, following which the results are analyzed and areas of concern addressed. In the student satisfaction survey that was administered in spring 2018, it was observed that student satisfaction levels regarding the quality of teaching and instruction on Zagreb campus was lower than that on Dubrovnik campus, 60% satisfied versus 70%. Since Dubrovnik campus has a higher percentage of full-time faculty versus adjunct faculty, when compared with Zagreb, resources are being allocated for the hiring of two additional full-time faculty in the Information Technologies – WMC study programs, 1 additional in mathematics, and 1 additional in general business. Aside from the official course evaluations and RIT Croatia surveys, students have plenty of opportunities to address course content and general concerns through the faculty members’ mandatory office hours, or via the semi-annual 'Coffee With The Deans', where the dean and associate dean host an open forum for student feedback on all aspects of their RIT Croatia experience. Throughout the academic year, students can also at any time reach out to a faculty member, academic advisor, associate dean, dean, or ombudsperson.

The MyCourses course administration system is accessible to all students, and its use is a requirement for all faculty instructing at RIT Croatia. Students can track their academic performance in a given course throughout the term, and faculty members can also use it to post and link reading materials. The Starfish system, which is used in conjunction with MyCourses, allows the faculty member to send 'early alerts' to students who are falling behind in the course, as well as 'kudos' to those who are performing well. Academic advisors are included in the process and can follow up with students if needed.

Academic integrity is a key component of learning at RIT Croatia and RIT Croatia’s Academic Honesty Policy details the expectations and standards that students must adhere to, and the consequences if they do not. Faculty utilize the Turnitin system to check submitted
assignments, papers, and projects for plagiarism, and confirm that students are completing their own work.

With all undergraduate study programs delivered by RIT Croatia having a mandatory cooperative education as a part of the study program requirement, regular contact with industry and future employers of RIT Croatia graduates is maintained. The requirement of documented employer and student feedback, following cooperative education, is key in the assessment of curricular strengths and weaknesses. A very active and engaged alumni body and alumni association also ensures feedback on industry future trends and needed curriculum adjustments. Alumni and other industry partners are regularly on campus for presentations and workshops.

All aspects, greatness indicators and objectives of the Strategic Plan – Committed to Greatness (2016–2022) are quality oriented in nature. Through the achievement of the 22 objectives of the Strategic Plan, the quality of all areas of RIT Croatia will be enhanced. The Strategic Plan is reviewed on an annual basis and some of the objectives, and possibly the vision and mission statements, will be adjusted this year to be better aligned with the changes in the global employment environment and the revised RIT Strategic Plan.

1.2. The higher education institution implements recommendations for quality improvement from previous evaluations.

Elements of the standard

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

Since the initial reaccreditation, RIT Croatia has been diligently working on areas that were, based on the Agency’s recommendations, in need of improvement. Agency’s reaccreditation report from April 2011 identified the following recommendations (suggestions for improvement):

Increase focus on Bologna reform standards compared to RIT’s standards; develop strategies for student and faculty mobility

Although RIT Croatia is a Croatian higher education institution and as such has to adhere to the Bologna Reform standards, we still have to comply with certain RIT standards. As we offer dual American and Croatian degrees, significant efforts have been put into revising curriculum to match both Croatian accreditation standards as well as the standards set by the Middle States Commission on Higher Education (MSCHE). There were two areas that
required development in order to comply with standards set with the Bologna Reform – academic calendar structure (quarter vs. semester system) and student and faculty mobility.

RIT Croatia along with the parent university RIT has moved from a quarter-based system of 10-week to a semester-based system of 15-week terms. This much needed change in the academic year structure has increased our student mobility options as now our calendar aligns with the majority of European and North American schools. Also, since 2014, RIT Croatia has been part of the Erasmus+ program and is active in the KA103 mobility that relates to student, faculty and staff mobility with partner institutions and traineeship opportunities within Europe. We have signed 16 partnership agreements within and outside of EU to date. Students that apply for an Erasmus exchange either for traineeship or study mobility are supported by RIT Croatia’s International Student Office and Erasmus coordinator. RIT Croatia’s Global Scholar study abroad program also continues to grow. Since 2014, 67 students have participated in the study abroad programs with RIT Dubai and RIT in Rochester and 34 students participated in Erasmus mobilities. At the same time, RIT Croatia had 23 incoming Erasmus mobilities and 233 incoming students through our Global Scholar program (MOZVAG Table 3.6). RIT Croatia continues to work on enhancing its portfolio of study abroad programs with a focus on enhancing student mobility through a variety of approaches.

RIT Croatia has also focused on continuous increase in faculty mobility, both through Erasmus and RIT’s Global Exchange programs. So far, there have been 8 incoming and 4 outgoing Erasmus faculty mobilities. In terms of other mobility programs, there have been 14 RIT outgoing mobilities and 17 incoming mobilities, which includes 7 incoming mobilities longer than three months (MOZVAG Table 4.5). As stated in the Strategic Plan, RIT Croatia is determined to continue driving international collaboration and mobility programs for its students and faculty.

Formalize and define enrollment criteria

RIT Croatia has made significant efforts to formalize and further define enrollment criteria. The quotas are published through the National Exam system and they are based on historical enrollment data and on pre-enrollment inquiries received by the Admissions Office during the Early Admissions pre-application period. Since RIT Croatia’s recruitment strategy relies on both national and international student recruitment, the quotas are defined by the projected interest for the following year. The maximum number of students is defined by RIT Croatia’s faculty capacity, space capacity and budgetary constraints, making sure that the quality of the study programs remains at the highest level. The enrollment criteria at RIT Croatia takes into consideration quantitative data (grades) and qualitative data (interview, motivational essay) received from candidates, and are publicly accessible in the National Gazette (Natječaj za upis), on RIT Croatia website and in the brochure. As a response to the
recommendations from previous reaccreditation, quotas for each of the study programs were revisited, and admissions criteria were clarified in all RIT Croatia’s publications. While RIT Croatia takes into consideration National Exam results, it also accepts students who apply after completing high school abroad, and without completing Croatian National Exams. While the National IT System of Applications to Higher Education Institutions (NiSpVu) is a valuable measurement and comparison tool, RIT Croatia also sees it as an obstacle to students who are not Croatian native speakers, because of which enrollment is still not mandated in that way. Students coming from vocational schools in Croatia in most cases take the national exams, and do enroll through the national enrollment system, but RIT Croatia also accepts them based on the fact that they have completed their respective high school which is in line with the criteria. RIT Croatia enrolls students from different countries and different educational system, and while their grades are to some extent taken into consideration when making admissions decisions, experience has shown that high school grades are not the perfect predictor of an individual's success.

Work on informing students about learning outcomes, program loads and employment opportunities

RIT Croatia has implemented an assessment of student learning outcomes at study program level, and the entire program is assessed in a four-year cycle, with roughly 25% of the courses assessed annually. This assessment program follows the same calendar, cycles and structures of the system at the RIT (details on assessment system in standard 2.3.). RIT Croatia has also worked to include information about program outlines and student study loads on its website. The information is reviewed regularly and is reiterated in personal communication with all potential students in the pre-enrollment process. Current students are advised via email about all potential changes during the course of their studies. Additionally, the Dean visits all classes at the beginning of each semester to talk directly with students. Topics include most recent changes and improvements, learning outcomes, scholarship opportunities and strategic initiatives.

RIT Croatia has included information on potential employment opportunities in its communication and marketing strategies, making it clear what future employment opportunities await students upon the completion of their studies.

Increase the number of staff members in Career Services and formalize relationship with employers

Since the last reaccreditation, RIT Croatia has increased staff in Career Services from 1 to 4 employees. Along with hiring new personnel, RIT Croatia has worked on department restructuring to ensure increase in both quality and variety of cooperative education offered to students. In addition to student employment and cooperative education, Career Services
office ensures that students are fully prepared for their jobs by organizing mock interviews, resume writing sessions and individual counseling sessions for students. As for the formalization of the relationship with employers, RIT Croatia is now signing individual cooperation agreements with potential student employers. These agreements have helped to increase student satisfaction as well as mitigate any potential issues that may arise over time.

**Work on election to titles**

Since the last reaccreditation, RIT Croatia has significantly increased the number of full-time faculty elected to teaching titles. On February 22, 2019, RIT Croatia has a total of 28 full-time faculty elected to teaching titles as follows:

- 18 full-time faculty elected to the teaching title of lecturer
- 6 full-time faculty elected to the teaching title of senior lecturer
- 3 full-time faculty elected to the teaching title of college professors
- 1 full-time faculty elected to the teaching title of college professor – permanent title

Out of 28 faculty elected to teaching titles, 12 members are elected in the field of social sciences, four are elected in the field of technical sciences, nine in the field of humanities and three in natural sciences.

Five full-time faculty members are in the process of election to a higher teaching title (senior lecturers and college professor – permanent title). Although most of the faculty meet the requirements for higher educational titles, regulations related to election to teaching titles require them to start with the rank of lecturer and progress gradually.

Out of 28 full-time faculty, 21 members have PhDs and 6 are currently enrolled in PhD programs.

Although RIT Croatia faculty is not required to be elected to research titles, there are currently 14 faculty members elected to research titles (znanstvena zvanja). One full-time faculty is elected to the research title of senior research associate (viši znanstveni suradnik) and 13 are elected to the research title of research associate (znanstveni suradnik).

**Develop strategies for scientific and professional research**

RIT Croatia’s strategic focus was on teaching so scholarship and research activities had a small proportion of time and resources allocated to them. Hence, RIT Croatia engaged in the strategic hiring of faculty, stronger support for publications and scholarship; as a result, the level of scholarship output at RIT Croatia has increased. The hiring of new faculty has been a key issue, with basic standards implemented that require new faculty members to have earned PhDs and have significant scholarly activity. This benchmark requires new hires to
meet the standards for lecturer before hiring and to make significant progress towards meeting scholarship standards for election to the next title in a timely manner, with a half-mark review period and evaluation of progress through plans of work and end of the academic year performance appraisals. This focus on meeting local quality standards is further emphasized by the ongoing emphasis on meeting U.S. standards for maintaining the Middle States Commission on Higher Education (MSCHE) accreditation and the AACSB accreditation. This dual-focus, although challenging, has demonstrated how seriously RIT Croatia approaches scholarship activity and shows its ongoing commitment to excellence and improvement.

During the time period of the accreditation to the present, RIT Croatia has worked on faculty development by connecting them to research partners at RIT colleges, primarily Saunders College of Business, B. Thomas Golisano College of Computing and Information Sciences, and College of Engineering Technology, and through their participation in college research groups and mentoring activities.

Since the reaccreditation, RIT Croatia has set up a fund to cover research and publication activities for faculty members. The aim was to strategically disperse funds to enable faculty members to take part in local and international conferences, participate in joint research programs, as well as to collaborate on research projects conducted at other RIT’s global campuses. In addition to this, RIT Croatia strongly encourages faculty participation in Erasmus mobility programs and several faculty members have already participated in teaching and training mobilities. RIT Croatia’s Strategic Plan aims to further develop research opportunities for both the faculty and students and is committed to continue investing in professional and scientific research activities.

RIT Croatia has also started publishing RIThink, an in-house journal, with ISSN number allotted to it by ISSN Office for Croatia within the National and University Library (ISSN 1848-5324). In offering an opportunity for a multidisciplinary professional dialogue, RIThink breaks away from the trend of narrowly specialized journals, and continually serves the purpose of bringing together scientists, researchers, experts and students from different fields in an open academic discourse of various ideas.

The Research and Scholarship Committee, a standing committee of the Academic Senate, started research seminar sessions. Research Seminars are events that serve as a platform for sharing ideas and collecting feedback, presenting work in progress, presenting already published work, developing publishing skills and encouraging collaboration. Since the introduction in 2017, five international guests, one alumni and four RIT Croatia faculty members presented at the seminar.
1.3. The higher education institution supports academic integrity and freedom, prevents all types of unethical behavior, intolerance and discrimination

**Elements of the standard**

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

As outlined in the Student and Faculty handbooks, both students and faculty share the responsibility for maintaining high standards of personal and professional integrity. RIT Croatia is committed to the pursuit of knowledge and the free exchange of ideas. In such an intellectual climate it is imperative that all members of this academic community behave in the highest ethical fashion in the manner by which they produce, share, and exchange the information. This means that students must do their own work and when the work assigned by the faculty has been assigned as a group, or team project, students must contribute work equal to their teammates’. Any information submitted individually or by groups and teams, which are submitted for evaluation, must be properly referenced. Any violation of these basic standards constitutes a breach of Academic Honesty and hence becomes Academic Dishonesty. In these cases, the Academic Honesty Process provides a fair resolution.

From the start of their first term, new students are introduced to the Academic Honesty Policy and Process, available in the Student Handbook, and sign an Honor Code Agreement at the New Student Orientation, which states the following: “I have read and understand the RIT Croatia Academic Honesty Policy. I pledge that while I am at RIT Croatia I will uphold the highest ethical standards, and that I will commit no acts of Academic Dishonesty. I further understand the full range of consequences for such behavior, including the possibility of failure of courses or expulsion from the Institution.” The policy is further explained and discussed in detail as part of the YearOne course. In addition, all faculty members are expected to include the Academic Honesty Policy in their course syllabi and explain to their students how it applies to the particular course they teach.

The three basic areas of academic dishonesty include cheating, duplicate submission, and plagiarism, which are clearly explained in the handbooks. When a breach of academic honesty happens, the faculty member is expected to meet with the student and,
consequently, notify the Ombudsperson with an official Dishonesty Report. The consequences of academic dishonesty depend on the number of offenses accumulated by the student. For the first offense, zero points will be given for that particular assignment and the offense will be recorded on the Academic Dishonesty List in the office of the Ombudsperson. For the second offense, the student will fail the course in which the offense occurred and the offense will be recorded on the Academic Dishonesty List in the office of the Ombudsperson. For the third offense, this will result in the student being expelled from RIT Croatia without opportunity to finish the courses the student was currently enrolled in. The expelled student can appeal for the reenrollment at RIT Croatia, but not sooner than one calendar year after being expelled. If the student commits another offense after being reenrolled, she or he will be permanently expelled from RIT Croatia without any future opportunity to return, to finish the courses the student was currently enrolled in, or to receive a refund of tuition.

If the student chooses to contest the allegation, the Ombudsperson will convene the Academic Honesty Committee, which includes the Associate Dean and four (neutral) faculty members who hear the student’s case and make a final decision. Once the decision is made, either the student or the faculty member may file an appeal to the Dean, who will decide whether that case be dismissed or upheld. The decision of the Dean is considered final.

In order to detect and prevent plagiarism, students are informed that faculty are encouraged to use Turnitin, online plagiarism detection software, which is embedded into MyCourses (RIT Croatia’s course management system).

RIT Croatia is proactive in preventing academic dishonesty, which is an ongoing topic and point of discussion at both faculty and Academic Senate meetings. It is crucial that all faculty adhere to RIT Croatia’s standards of academic honesty and that they are provided with both support and instruction on how to deal with breaches when they occur. In the 2017/18 academic year, the Student Affairs Committee started the project of reviewing the academic honesty policy and revising it, as part of an effort to promote an academic honesty culture at RIT Croatia. In reviewing the policy, committee members met with all stakeholders (staff members, faculty and alumni) and held focus groups with students of all year levels and study programs. As a result of all the feedback, the policy was revised to include the steps for faculty members to take when possible breaches occur, as well as the detailed appeal procedure for students in cases where they request to call upon the Academic Honor Committee. The committee also created tips on how to minimize the chances for students to cheat.

In terms of student misconduct referring to intolerance and discrimination, RIT Croatia is required to adhere to the Title IX of the Education Amendments of 1972, which is an American federal law that prohibits sex discrimination in education. Additional laws prohibit sex discrimination in education on the basis of sex, as well as dating violence, domestic
violence and stalking. The Ombudsperson is the point of contact for students who need immediate assistance, to report an incident, or for confidential support when it comes to any kind of emotional, physical or sexual misconduct.

Student conduct expectations when it comes to any kind of harassment, sexual misconduct or discrimination are clearly outlined in the Student Handbook. Any member of the RIT community may file a complaint against any student for misconduct. Students who are reported for the prohibited conduct will need to attend a student conduct hearing and may be subject to sanctions (including disciplinary probation, disciplinary suspension or disciplinary expulsion). The hearing procedure and appeal process are also outlined in the Student Handbook.

1.4. The higher education institution ensures the availability of information on important aspects of its activities (teaching, professional and/or scientific and social role).

Elements of the standard

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

RIT Croatia values its relationships with various external and internal stakeholders and is committed to nurturing and developing them. Communication plays an important role in it. RIT Croatia supports two-way communication and is promoting an open dialogue with its many stakeholder groups. Hence, RIT Croatia is committed to:

- Inform and engage in a continuous dialog with employees – RIT Croatia respects and values its employees and sees them as collaborators, not just executives (everyone participates in creating the best possible experience for students, thus helping to develop the education industry and related industries)
- Inform and educate potential students, current students as well as their parents and guardians about the requirements of this education model, its specificities and everything they can expect once they enroll into RIT Croatia
- Promote the benefits of RIT Croatia’s education model and what students can expect once they graduate.
In line with the above-mentioned, RIT Croatia is determined to provide all necessary information about its activities; this is achieved through various online and offline communication channels, such as:

a) Internal communication: aside from regular day-to-day activities and means of communication and collaboration, RIT Croatia employees receive a weekly newsletter that covers the most important news regarding the organization, employees, students and alumni, as well as other global campuses of RIT. Regular staff (biweekly) and faculty (monthly) meetings are concentrated on reviewing the outcomes of completed activities as well as company-wide preparation for upcoming events and activities.

b) Online communication channels: RIT Croatia website and social media (RIT Croatia - Facebook, RIT Croatia - Twitter, RIT Croatia - Instagram, RIT Croatia - YouTube, RIT Croatia - LinkedIn), other online media that is used for communication in enrollment and brand-related frequent campaigns (examples: Early Admission campaign Homepage, Entrance Exam campaign advertorial on srednja.hr, Entrance Exam campaign advertorial for Index.hr, Rolling Enrollment campaign advertorial for Index.hr); e-mail communication with various stakeholders.

c) Offline (print) communication channels: various brochures, leaflets, handbooks and other publications

d) Offline channel – event activities:
   - Become Our Student for a Day program – potential students are invited to come and spend one day on the campuses as RIT Croatia students. They are able to visit the classes, talk to the faculty, the current students and staff about RIT Croatia education. This opportunity is announced through RIT Croatia communication channels and advertising campaigns as well.
   - College Day events – once a year an ‘open door’ event is organized on both campuses and everyone interested to come and pay a visit is invited. The faculty and staff are available to talk to and be asked questions, and students present different extracurricular activities they are involved in.
   - Presentation of RIT Croatia at education fairs organized in Croatia, and the region, such as Sajam stipendija, Smotra Sveučilišta, Education USA.
   - Visiting high schools and holding presentations about studying at RIT Croatia.
   - Orientation Day events – right before the start of the academic year, a whole day orientation event is organized for first-year students as well as for their parents / guardians. They are informed about further details of studying at RIT Croatia.
   - Info sessions for parents and guardians of RIT Croatia applicants – just like different events are organized for potential students, RIT Croatia faculty and staff feel it is important to present such an opportunity to their parents and
guardians as well. Additionally, recruitment and enrollment specialists organize individual meetings that take place in different cities in Croatia.

- Info sessions for parents and guardians of students – relationships with the parents and guardians do not cease once their students enroll into RIT Croatia. Quite the contrary, RIT Croatia continues to build and nurture these relationships. Among other things, info sessions are organized for them two times a year (once every semester) to inform them of all the key expectations, requirements and developments of each semester.

Although all channels entail all necessary information about RIT Croatia and its activities, personal communication is valued the most and RIT Croatia takes pride in its approach in using it. RIT Croatia uses an individual approach to each application candidate. Potential students meet with recruitment and enrollment specialists who explain the application process to each candidate, leading them through it and describing all the requirements from the admission and the academic administration sides. They are there for all potential students, helping them get all the information they need in order to make an informed decision. Once they enroll, academic advisors, faculty mentors, career advisors, Ombudsperson and peer mentors continue to provide that same individual service.

1.5. The higher education institution understands and encourages the development of its social role.

Elements of the standard

- The higher education institution contributes to the development of economy (economic and technological mission of the higher education institution).
- The higher education institution contributes to the development of the civil society and democracy (civil role).
- The higher education institution contributes to the development of the local community.
- The higher education institution contributes to the foundations of the academic profession and the accountability of instructors for the development of the higher education institution and the local community.

RIT Croatia’s educational model focuses on providing high-quality accredited study programs as well as values such as volunteering, as the role of the college in students’ personal development is taken seriously. RIT Croatia faculty and staff believe in learning in and outside the classroom. Not only are they committed to preparing students for the business world and endeavors that await them after the graduation, but are also committed to teaching students to understand that they depend on the communities they are a part of and that they need to understand their needs and contribute to the betterment of their environment.
Students at RIT Croatia are taught by leading by example. As an active participant in local communities, RIT Croatia promotes and initiates volunteering projects such as Community Service Day. Each year, students from both campuses research the needs of the respective local communities, they each choose one and then organize a project to help that local community cause. Examples of events include spending time with elderly people or abandoned animals, or even cleaning the beaches of Pelješac (for example: RIT Croatia Students volunteer with animals, Community Service Day in Trstenik, RIT Croatia Students Clean Beaches, Community Service Day in Dubrovnik). Everyone at RIT Croatia participates – students, faculty and staff. Not only is the response from students satisfying, but students themselves have continued to volunteer on their own. Some students have founded a student club Studdy Buddy with the objective of helping the children of Children’s Home A. G. Matoš; others have conducted research to show how much food is being wasted following the holiday (Advent) fairs and have published it in Croatian media to warn about the food waste.

A model of raising funds and helping others is embedded in program courses as well. One of RIT Croatia’s experience learning projects from Service Management – HTM study program, Dinburger ChaRITy Evening, a unique and innovative gastronomical event which students plan and organize with the help of mentors (faculty and industry professionals), has a humanitarian aspect to it – students raised HRK 37.000,00 and donated to Children’s home “Dom Maslina” in Dubrovnik. Furthermore, each year, RIT Croatia alumni take active part in the Global Day of Service, RIT’s global event of helping local communities, and organize community service events (RIT Global Day of Service 2018, Book donation to Elementary School Cavtat, A Valuable Book Donation, Tiger Olympics and RIT Global Day of Service).

Furthermore, RIT Croatia helps its students plan and organize internal charity auctions where money is collected and donated to numerous NGOs. RIT Croatia faculty and staff believe that this kind of education and experience is very important and they provide students with full support and help. Volunteering and helping others are not just ‘activities’ here – it is an RIT Croatia mindset and as faculty and staff focus to help students develop successful business careers, they also help them become responsible (Students raise funds to help those in need, Students raise more than HRK 30000). During holiday season, RIT Croatia purchases holiday cards from SOS Dječje selo and Dubrovnik local humanitarian associations (Josipovac and Rina Mašera).

In order to contribute to the promotion of the importance of education, RIT Croatia often collaborates with NGOs that have interesting and engaging programs for high-school students. For the past two years, the Zagreb campus has collaborated with HUKI on Winter School: Innovation Academy and Ekonomski klinika on Entrepreneur of the Future, and RIT Croatia has given them its premises for free to organize workshops on creativity, innovation, leadership and entrepreneurship for interested high-school students. Furthermore, the
faculty participated in these programs pro bono, teaching interested students how to develop applications or conduct a market research for their projects. Moreover, together with HUB385, RIT Croatia organized various educational workshops for high-school students tackling new and important trends such as blockchain technology (HUB385 invites high schools students, Change Management Workshop, RIT Croatia partners up with HUB385 and TEDxZagreb). Finally, the Dubrovnik campus has been also giving its facilities for use to a local association Udruga za promicanje prirodnih znanosti (Association for the Promotion of Natural Sciences). Also, for years RIT Croatia has been sponsoring Nikola Tesla Genij za budućnost award competition focused on achievements and innovations by young people.

RIT Croatia takes pride in the fact that it has been one of the key players on the Croatian market of higher education, developing the private sector in this industry, for over 20 years. The fact that this sector has been developing and growing, and that the perception of private education has been changing, is very important for Croatian economy and RIT Croatia will continue to be one of the driving forces behind that. Furthermore, RIT Croatia promotes studying on its campuses in Croatia in this region, as well as among diaspora communities and global RIT campuses.

As per internal policies and procedures, RIT Croatia builds an environment to assist and thus enable education for people with disabilities. More importantly, RIT Croatia wants to continue to do everything reasonable to assist many talented and skilled persons with disabilities in reaching their potential. One of RIT colleges is the National Technical Institute for the Deaf (NTID); deaf and hard of hearing students form the US also come to Croatian campuses as participants of different study abroad programs. RIT Croatia Student Government created a project of introducing the Deaf Culture and American Sign Language to the rest of the students; in collaboration with study abroad students from the main RIT campus, they jointly organized a No Voice Zone, a series of workshops where students taught other students American Sign Language.

Finally, RIT Croatia is most proud when it comes to the efforts of its students and graduates that contribute to the betterment of the economy (The future of tourism and hospitality is emotional, Alum Mateo Sokač talks about Machine learning, Alumna Ines Nanić among recipients of this year’s RIT Hospitality Alumni awards) and the society (Giving Back to Community as part of the Class Project, Experiential learning, When creativity meets environmental awareness).

As RIT Croatia curriculum differs from other schools in Croatia in having general education courses embedded in its undergraduate study programs, it helps students get a deep insight into chosen specialist skills, and at the same time a broad overview of other important disciplines such as psychology, environmental sciences, ethics, critical thinking, writing, etc.
It helps them develop the popular T-shaped skills and the best response to present and future needs of employers and the labor market.

Another experiential learning example that benefits the economy is the Senior Project Development I&II courses that Information Technologies – WMC senior students complete by working in teams with their colleagues from RIT campuses in the US and Dubai (p. 3 of this link). Students create software products for business clients around the world including organizations from Croatia, such as the University Hospital for Tumors, University Hospital Center Sestre Milosrdnice in Zagreb or Croatian Chamber of Commerce (one of the clients this year).

ENUM software, for example, is a company founded by RIT Croatia graduates that helped the City of Dubrovnik develop smart city projects. One other business, a popular restaurant Paradox, owned by RIT Croatia alumni, was just awarded a very prestigious recognition in the hospitality industry, Hideaway Report 2019 Editors’ Choice Award, to name a few.

When it comes to further developing the academia, RIT Croatia is proud to host this year’s Eastern Academy of Management International scientific conference “Managing in Multicultural Environments” that will take place in June in Dubrovnik. Finally, RIT Croatia takes pride in the quality of its employees and their contribution to the development of the community but the academia as a whole. The faculty is involved in projects like analyzing molecular basis of anxiety and depression, developing software for co-robots and smart devices to augment human capacity with regard to mundane tasking in the services industry, Bio-Optical and Bio-Acoustic Indices and Physiological Signatures of Microbial Consortia in the Ocean and Medical Imaging and Diagnostics on the Move (MIDOM), enabling use of different telemedicine applications, first for elderly people at home, and second for medical specialists on remote locations. In addition, Dr. Marlena Ćukteras leads an environmental project; Dr. Staša Puškarić is very active in the field of global warming (TED Talk, 2016) and is working with RIT Croatia Robotics club work on the Solar Glider’s autonomous flight from Zagreb to Dubrovnik. The faculty participates in renowned professional conferences and take on important roles in relevant associations; for example, Dr. Branko Mihaljević presides over HUIJAK; Dr. Staša Puškarić will participate in an HBO documentary, Ice on Fire, that speaks of global warming solutions; Dr. Besim Agušaj was among the speakers at Best Stay international conference in Dubrovnik, 2018, etc.
1.6. Lifelong learning programs delivered by the higher education institution are aligned with the strategic goals and the mission of the higher education institution, and social needs.

Elements of the standard

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

Lifelong learning is one of the values that RIT Croatia promotes among students, alumni, faculty and staff, and is an integral part of its mission (“Future-oriented, committed to integrity, academic excellence, personal and professional growth...”). It is also a theme in some of the RIT Croatia Strategic Plan – Committed to Greatness (2016–2022) objectives: Objective 3, Objective 6, Objective 7, Objective 15, Objective 18. Objective 22 (Greatness indicator 7) of the Strategic Plan specifically mentions the need for RIT Croatia to develop programs within the alumni network that will, among other things, support their lifelong learning.

RIT Croatia does not offer additional formal life-long learning programs, besides its undergraduate study programs, but is providing students, alumni, faculty and staff numerous informal learning opportunities through the activities organized internally or through the external organizations and individuals it collaborates with.

As students and alumni are the most important stakeholders, RIT Croatia continuously organizes additional guest lectures that aim to enhance students’ knowledge in the areas that are not necessarily covered in the curriculum, but are of great importance for their future careers. This enriches their studying experience, but also instills lifelong learning as a value into the community. The topics of the guest lectures are aligned with the study programs offered at RIT Croatia, but go beyond that to emphasize the interdisciplinary approach of many industries today.

RIT Croatia organizes guest lectures for its current students throughout the academic year, and it encourages students to attend as many as they can. In the academic year 2017/2018, over 40 different lectures have been offered and delivered by industry professionals, not counting lectures and workshops delivered during the Career Education Day. Many of the workshops and lectures were also open to alumni.
In addition to that, students and alumni are often invited to participate in relevant conferences and lectures organized by external organizations. Examples include American Croatian Professionals Association Conference in Chicago, Best Stay Conference in Dubrovnik, Adriatic Innovation Island Conference, Rovinj and many more.

Another great learning opportunity for RIT Croatia students, faculty and staff comes from free access to all Lynda.com trainings. Lynda.com is an online learning platform with video tutorials in a number of disciplines: 3D, video, business, photography, web design, graphic design and more. There are more than 4000 courses available and new content is added weekly from respected professionals.

In collaboration with Dubrovačka razvojna agencija (DURA) in Dubrovnik and HUB385 in Zagreb, RIT Croatia co-organized and offered various workshops that were offered to students and alumni, but also to external audience. Many workshops were offered to high school students too, both through direct communication with applicants and through invitations to local high schools.

RIT Croatia alumni community receives invitations to different seminars, conferences and lectures through its Alumni Office. This often includes discounts and free tickets for events, as a result of RIT Croatia's collaboration with various external organizations such as HUB385, DURA, MBA Croatia etc. Besides using e-mail to inform RIT community about possible lifelong learning opportunities, RIT Croatia often uses social media to inform both internal and external audience about such events. For alumni, a closed Facebook group is used, which has been proven the most efficient way of sharing information.

RIT Croatia supports the activities of Student Government and student clubs that operate within it. Student clubs such as Investment Club, Robotics Club, Business Exploration Club, Blockchain Club and many other, present an excellent opportunity for students to engage in informal learning, thus expanding their formal education.

In order to give back to the community, RIT Croatia is often opening its doors to the local community and many of the workshops and lectures are open to the general public of all age groups.

Lifelong learning is an integral part of education at RIT Croatia, and it is embedded in its regular day-to-day operations. Formal learning represents the core of what RIT Croatia does, but many college services are in fact points of informal and learning: mandatory career advising & cooperative experience, study groups, student clubs, to name a few. As a result of RIT Croatia’s efforts to encourage students to engage in such opportunities, they in many cases continue offering and sharing learning opportunities once they graduate, by
communicating with fellow alumni through their social media groups, through the Alumni Office or directly.

Lifelong learning is also an essential piece of employment at RIT Croatia, and staff and faculty are required to attend some of the workshops delivered from the main RIT campus (online delivery) and are strongly encouraged to participate in formal, and informal learning opportunities at the campus and outside. Attaining learning goals is an integral part of the annual performance appraisal of every employee at RIT Croatia. RIT Croatia also invests financial resources into informal learning for faculty and staff, and engages external experts for group workshops once a year, in addition to investments into individual learning experiences when needed.
2. Study programs

2.1. The general objectives of all study programs are in line with the mission and strategic goals of the higher education institution and the demands of the labor market

Elements of the standard

- There is evidence that general goals of all study programs are in line with the mission and strategic goals of the higher education institution.
- The higher education institution aligns the general objectives of study programs with the needs of the labor market (at the local, regional and national level).
- The justification for delivering study programs is provided and includes an analysis of resources of the higher education institution required for delivering the study programs.
- If the higher education institution delivers study programs leading to degrees in regulated professions, it accepts the recommendations of professional organizations that govern their licensing.

RIT Croatia’s vision, mission and strategic goals are defined in the Strategic Plan – Committed to Greatness (2016–2022) and are aligned with RIT’s Strategic Plan Greatness Through Difference (2015–2025).

By offering Service Management – HTM, International Business – IB and Information technologies – WMC DU&ZG RIT Croatia’s study programs portfolio is consistent with its mission and provides a path for achievement of the strategic goals.

As RIT Croatia is delivering RIT’s study programs, all general objectives of all RIT Croatia study programs are aligned with the general objectives and learning outcomes of RIT.

When looking at the general objectives of all study programs, one should consider three categories of learning goals: RIT’s Educational Goals, study program level student learning goals, and General Education student learning goals.

RIT’s Educational Goals

RIT’s vision and mission, “We shape the future and improve the world through creativity and innovation. As an engaged, intellectually curious, and socially conscious community, we leverage the power of technology, the arts, and design for the greater good” clearly frames RIT Croatia’s overarching institutional educational goals. In 2010, RIT community articulated five educational (or institutional) goals deemed essential for preparing students for successful careers: critical thinking, ethical reasoning, global interconnectedness, creative

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and innovative thinking, and six core integrative literacies: mathematical, scientific, computational or digital, aesthetic, communication, and technical. The educational goals are aligned with the mission and strategic goals of RIT Croatia, too.

**Study Program Goals**

Based on RIT’s Academic Portfolio Blueprint (2012), the program goals for all study programs are interrelated to the five Educational Goals and consistent with the mission. The specific ways in which study programs embed and assess these Educational Goals vary and are contextualized to particular fields of study and professions. Also, all study programs are required to have clearly articulated program goals and a Program Level Outcomes Assessment Plan (PLOAP) in place. The PLOAP provides a tool and opportunity to align and map to RIT’s five Educational Goals and at the same time articulate program level learning outcomes. Extensive additional guidance and information on program learning outcome assessment requirements are housed on the Academic Program & Curriculum Management website that is available to the entire RIT community. All PLOAPs are housed electronically in Taskstream, RIT’s assessment management system, and documented in the archived study program workspaces. Each of RIT Croatia study programs has clearly identified program learning outcomes (HTM, IB, WMC DU, WMC ZG) that are mapped to the Educational Goals and consistent with the RIT Croatia mission and strategic goals, a PLOAP (HTM, IB, WMC DU, WMC ZG) and a workspace in Taskstream.

**General Education (GE) Student Learning Goals**

Since 2012 and revised in 2015, RIT uses an integrated learning model with three key domains: (1) Essential (foundational) Elements: Critical Thinking and Communication; (2) seven Perspective course categories designed for breadth; and (3) a required three-course Immersion sequence designed for depth. The GE Student Learning Outcomes are mapped to the required Essential and Perspective course categories within the Framework (Perspective/Outcome Alignment). This alignment provides opportunities for students to achieve all expected GE student learning outcomes. Just like any other RIT study program, all RIT Croatia study programs have integrated learning outcomes for the essential elements and perspectives, in alignment with RIT Croatia mission and strategic goals.

Both RIT and RIT Croatia periodically review their Strategic Plans, in order to ensure that the vision, mission and strategic goals are contemporary. Some of the objectives, and possibly the vision and mission statements, may be adjusted this year to be better aligned with the changes in the global employment environment. The robust process of continuous curriculum improvements (described in detail in standard 2.3.) reviews the Educational Goals, program goals and GE student learning outcomes for each study program and indicates changes needed for increasing the study program quality. Both processes include
the inputs from all stakeholders, including students, alumni, faculty, staff, and industry partners; in the future, it will include the study program advisory boards.

In addition, different accreditations that RIT Croatia’s study programs carry periodically review them and by extending these accreditations confirm that the study programs are current and aligned with the organization’s mission and strategic goals.

Justification for offering the study programs lies in the need of Croatian and regional markets for college educated experts who will be a driving force of the economic prosperity. All markets are highly globalized and expertise in International Business is indispensable for success of any organization and affluence of any community. Hospitality and tourism is a strategic industry at the national level and experts in the field are crucial for its success. Finally, the digital sector is desperately short of talent. Continuous high employability of RIT Croatia’s graduates and their professional successes also confirm that the study programs educate professionals with the right sets of competencies.

RIT Croatia provides, monitors and continuously expands faculty and staff resources adequate to deliver the study programs at a high-quality level. Academic planning, including faculty loads, occurs throughout February and March for the next academic year. Infrastructure resources are spread across both campuses and are sufficient to support the study programs delivery and research and professional activities at RIT Croatia. Respecting the resources available, RIT Croatia is dedicated to growing academic and infrastructure capacities, e.g. hiring more faculty and staff, expanding facilities, renewing IT infrastructure etc. Resources are described in detail under topic 4 of the self-evaluation report.

2.2. The intended learning outcomes at the level of study programs delivered by the higher education institution are aligned with the level and profile of qualifications gained

Elements of the standard

- The higher education institution has clearly defined the learning outcomes of the study programs, and they are aligned with the mission and goals of the higher education institution.
- The higher education institution checks and ensures that the learning outcomes at the level of courses are aligned with the learning outcomes at the program level.
- Learning outcomes achieved in the study program are aligned with the CroQF and EQF level descriptors.
- In defining learning outcomes, the higher education institution acts in line with professional requirements and internationally recognized professional standards, ensuring that the program is up to date.
- The intended learning outcomes clearly reflect the competencies required for employment, continuing education or other individual/society needs.
As RIT Croatia is delivering RIT’s study programs, all learning outcomes are created and maintained at the RIT. Hence, when selecting a study program to deliver, RIT Croatia receives the associated learning outcomes as an integral program part. In the case of a curriculum change, RIT Croatia actively contributes to the process. Three categories of learning goals are in the foundations of each of the RIT Croatia programs: RIT’s Educational Goals, study program level student learning goals, and General Education student learning goals. As described in detail in standard 2.1., all learning outcome categories for RIT Croatia study programs are consistent with the organization’s mission and strategic goals.

Competencies that students achieve at the end of their studies are consistent with the Dublin descriptors at the level of professional studies. Area specific competencies (knowledge and understanding, application of knowledge and understanding, and conclusion and reasoning) are the result of learning outcomes specific to each study program and defined at the program level (HTM, IB, WMC DU, WMC ZG). At the same time, General Education student learning outcomes facilitate reaching the generic competencies (communication and learning skills).

Also, specific and general competencies of all RIT Croatia study programs are consistent with the learning outcomes level 6 of the Croatian Qualifications Framework (CroQF) (knowledge, skills – cognitive, psychomotor and social, independence, responsibility) and the European Qualifications Framework (EQF).

Curriculum maps are used to plan, develop, monitor, evaluate and update the contribution of each course in the study program to the program specific and general education learning outcomes. It is visible from curriculum maps for all study programs (HTM, IB, WMC) that program courses are well aligned with the program specific and general education learning outcomes and adequately ensure the achievement of study program competencies upon graduation (MOZVAG Table 2.1.). Minor gaps in aligning all general education learning outcomes to Essential elements, Critical Thinking and Communication, as well as to Perspectives are identified. This was recognized at the RIT level too and the process of updating the learning outcomes for general education courses is ongoing.

Although the levels of learning outcomes and competencies of our study programs are well balanced, they should be used more precisely in the process of communication. Program outlines for all four study programs (HTM, IB, WMC DU, WMC ZG) were recently updated with the clear and precise learning outcome and competencies descriptions to ensure clarity and transparency in presenting study program characteristics to different audiences, primarily students and employers. The diploma supplements (HTM, IB, WMC) will be updated accordingly.
Each course within RIT Croatia study programs has identified learning outcomes at the course level. Equally as program specific and general education learning outcomes, course level learning outcomes are defined in the process of curriculum development at RIT in Rochester. RIT Croatia has an opportunity to modify them in the process of curriculum updates and process improvements. They are integral parts of Course Outline Forms (COF) (HTM, IB, WMC), and RIT Croatia faculty copy them into their course syllabi and course information in the Program Outlines. As program outlines should be in alignment with the Dublin descriptors, Bloom’s Taxonomy and learning outcomes at level 6 of the Croatian Qualifications Framework (CroQF), the learning outcomes assessment is under way. Analysis of course content, topics, delivery methods and student learning outcomes assessment shows that courses greatly support the respective program learning outcomes and attainment of competencies. Furthermore, the alignment and the process of constructive alignment, with a focus on the course level learning outcomes, could further enhance the quality of the study programs.

Program learning outcomes for RIT Croatia study programs were defined based on the best practices and international industry standards. To make sure that the study programs are ‘up to date’, RIT and RIT Croatia use the robust process of continuous curriculum improvements (described in detail in standard 2.3.) to review the Educational Goals, program goals and general education student learning outcomes for each study program and indicate changes needed for increasing the study program quality. The process includes input from all stakeholders, including students, alumni, faculty, staff, industry partners; in the future, it will include the study program advisory boards.

High rates of graduation, employment and continuing the studies 6 months after graduation, as well as the entry level salaries for our graduates, send affirmative signs that the competencies our graduates achieve in their study programs are adequate for entering the labor market and building strong professional careers, as well as for continuing the education.

RIT Croatia is an associate partner in the EU-funded project “Provedba HKO u stručnim studijima računarstva” (project leader is Algebra).

2.3. The higher education institution provides evidence of the achievement of intended learning outcomes of the study programs it delivers

Elements of the standard

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

One of the key determinants of RIT Croatia is delivering top-quality education. In order to ensure this high level of quality, different processes are put in place. Examples include the minimum GPA requirement for graduation, senior level projects, assessment process and the accreditations.

One of the graduation requirements in all RIT Croatia study programs is attaining the minimum of 2.0 GPA (of 4.0). This GPA means that the average score in all courses in the study program has to be at least 73%. This high average score requirement indicates that RIT Croatia graduates did not only pass the courses, but their diplomas indicate that they achieved at least 73% of the program learning outcomes.

Each study program has a capstone course or a course with the final project. These courses or projects are designed to challenge students to apply all they learned in the study program and test the achievement of the program competencies. These courses are often assessed every year.

The key element of top-quality education is an absolute dedication to student learning and continuous program improvement. Ensuring that intended learning outcomes are achieved is attained through the process of assessment, which is an evaluation of program learning outcome achievement. Assessment is conducted jointly with RIT, which allows RIT Croatia to benchmark against RIT and other global campuses, as well as to benefit from shared best practices.

Assessment takes place after each semester, based on the Academic Program Assessment Planning Guide, General Education Student Learning Outcomes Assessment Plan and the assessment plan created before the beginning of each semester, which is based on the Program Level Outcomes Assessment Plan (PLOAP). Each course is assessed at least once in five years. The process is consistent for both program courses and the general education courses. Based on the course mapping to the program learning outcomes, the learning outcomes that will be evaluated in a particular cycle are identified. This indicates which course activity should be used for assessment: an in-class assignment, homework, project, exam or a final course grade. Once the activity is completed, students' work is passed on to a colleague (in Croatia or in Rochester) who evaluates the achievement of each learning outcome, according to the assessment rubrics of each learning outcome. The analysis results with information whether the benchmark was met or not. RIT has set an appropriate level of achievement, and it is defined as the majority of students meeting the "competent" or "acceptable" level on the specific outcome-related rubric. For example, a benchmark says that 80% of students need to achieve assessment rating "competent" or "acceptable".
Integral part of the process are comments of faculty who delivered the course and the assessors.

After the assessment data was processed, the next step are review meetings. Meetings are usually study program or area based, only in Croatia or joint with Rochester. The result is a plan of changes for next term that could include the changes at the course level, such as methods of delivery, assignment types or assessment, and changes at the study program level, as well as to the assessment process. This is called ‘closing the loop’ and evidence of that process needs to be shared with RIT’s Office of Educational Effectiveness Assessment (EEA). Next cycle of assessment is used to check the impact of implemented changes. RIT Croatia keeps track of the progress and effects of implemented changes by assessing the same courses a few years in a row when needed.

The Office of Educational Effectiveness Assessment (EEA) designs, supports and oversees the assessment process. They use the annual RIT Academic Program Improvement Progress Report (PR) as the key tool. This program level data gathered and presented in the report is used to highlight student achievement and demonstrate how assessment results inform decisions or changes to improve student learning and study programs. Every year RIT Croatia completes the report for each of the study programs in October for the previous academic year. The report includes information on program student learning outcomes assessment and continuous program improvement, specific instances of additional study program assessment practices that informed changes to curriculum, instruction, or any type of study program improvement, and a follow-up from prior progress reports that includes a base for a change and assessment of that change after it was implemented. The process is conducted through an online platform Taskstream by Watermark.

After RIT Croatia submits Progress Reports are submitted for the study programs, they are evaluated by the EEA team (HTM, IB, WMC DU, WMC ZG) The final step in the process is a meeting with EEA where they explain their recommendations for the next steps on the continuous program improvement path.

RIT Croatia made a significant improvement in the cycle for the 2016-2017 Academic Program improvement Progress Report 8. Two of the study programs, Service Management – HTM and International Business – IB, received the highest rating: Advanced Rating. RIT Croatia’s reports were shared with other global campuses as examples of good practice. In addition, these two study programs received Certificates of Excellence for the Advanced Ratings, and Information Technologies – WMC study programs at both Dubrovnik and Zagreb locations received Certificates of Excellence in recognition of the most improved program demonstrating continuous improvement on the Progress Report 8. In the just completed analysis cycle for the 2017/2018 academic year, all four RIT Croatia study programs received
the highest rating: Advanced Rating. RIT Croatia takes pride in these achievements and indeed uses the process to continuously improve the study programs.

As RIT Croatia is a global campus of RIT and delivers RIT’s study programs, the study programs delivered are accredited in the US, too, just as all other RIT’s study programs. One of the accreditations is by the Middle States Commission on Higher Education (MSCHE). MSCHE provides a quality framework in seven standards and accredits its member institutions every eight years. RIT completed the reaccreditation process in 2017. The process included the self-study at RIT level, site visit to the main RIT campus, but also to the Zagreb campus. MSCHE standard V. is Educational effectiveness assessment and the process of ensuring the achievement of student learning outcomes at RIT level is described in detail under standard V. in RIT’s Self-study. MSCHE’s report affirmed that RIT met all accreditation standards and the requirements of affiliation. In particular, the review team commended “RIT for a mature culture of assessment as evidenced by the yearly exercise of their robust procedures.”

In addition, host college of the International Business – IB study program, the Saunders College of Business, holds a prestigious AACSB accreditation from 1987. That means that RIT Croatia’s International Business – IB study program needs to meet all of the AACSB standards, too. This accreditation sets very high standards for the assessment of the International Business – IB program, which RIT Croatia is happy to use in other study programs as well. The last reaccreditation was completed in 2016 and preparations for the next cycle, which will most likely include a site visit to the campus in early 2020, are ongoing.

2.4. The process of planning, suggesting and approving, revising and discontinuing new programs include feedback from students, employers, professional associations and alumni community

Elements of the standard

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

Development of the new study programs and the enhancement of the existing study programs are an important part of RIT Croatia’s Strategic Plan – Committed to Greatness (2016–2022). This falls under the Greatness Indicator 1 – Objective 1 which is to “Explore
new programs and enhance existing programs that will meet market demands, student interest and employability.”

RIT Croatia’s enrollment growth is based on increasing market share in Croatia, but also on attracting international students. For that reason, when thinking about new study programs, RIT Croatia is not only considering local needs, but also of the EU and global needs.

For the purpose of achieving this Objective, in 2016 a Committee was formed that consists of faculty members from all three undergraduate study programs, and general education faculty, and was chaired by a Senior Leadership representative. The Committee’s task was to identify study programs that would meet the following criteria:

- The study program needs to be attractive to new domestic and international students
- Courses in the study program should be of value to current students, and potentially form a minor that all students can take
- High employability rates in the field
- The study program should meet future market demands
- The study program already exists at RIT in Rochester
- Faculty availability

Following Committee’s recommendations, the Dean and the Associate Dean appoint appropriate individuals to the task of further exploring the initially suggested study programs.

Task force members are in charge of seeking industry feedback, student feedback and market analysis, which goes back to the Dean and Associate Dean for approval. In the process, feedback is sought from the Academic Senate Curriculum Committee and other internal audiences: faculty, recruitment and marketing staff, students and alumni, as well as external parties, such as industry partners. In case the decision is made to proceed with the study program launch, RIT Croatia submits official proposal to RIT. After the proposal is approved, RIT Croatia submits an accreditation proposal to the Ministry of Science and Education of the Republic of Croatia.

RIT Croatia is mostly independent in making decisions on new study programs, but will also use the expertise available to it from the main RIT campus in Rochester, and will seek inputs from appropriate colleges and departments in Rochester, as well as from the Board of Trustees. While it is possible to introduce entirely new study programs that do not exist at RIT, it is at this point not necessary as there are over 80 existing undergraduate and over 60 graduate study programs from nine different RIT colleges to choose from.
Currently, RIT Croatia is exploring two new undergraduate and one graduate study program, with the expected rollout of the first one in 2021.

Objective 2 of the Strategic Plan is to “Utilize advisory boards to provide annual curriculum feedback and assessment for market relevance and student interest.” RIT Croatia is in the process of forming the advisory boards for each of the study programs. However, study programs do go through the process of updates following the continuous program improvement paths. Two most recent changes were the curriculum updates (up to 20% of curriculum) for the Information Technologies – WMC DU&ZG study programs and the Service Management – HTM study program.

Changes were based on the feedback collected from all stakeholders and primarily driven by the industry development processes. The change in the Information Technologies – WMC programs included a change in concentration. The Data Base concentration was discontinued and two new concentrations were introduced: Web and Mobile. This resulted in the program name update for the RIT diploma, which is for students enrolled from academic year 2016/2017 Web and Mobile Computing.

A similar update occurred in the Service Management – HTM program. Based on the industry trends, a thorough curriculum update was initiated and completed. Faculty from both Rochester and Dubrovnik were involved in the process, and supported by the industry consultants. The process resulted in the modernized program with a strong focus on its strengths – technology and service. From 2017/18 the RIT program name and the RIT diploma were changed to Hospitality and Tourism Management, and concentration International Hotel and Resort Management was replaced with the Designing Luxury Experiences concentration.

The Curriculum Committee of the Academic Senate was formed last year and its role is to study graduate/undergraduate curricular proposals from the RIT Croatia-wide perspective, maintain appropriate relationships with all areas with regards to curriculum, assure that existing curricula are periodically reviewed and make recommendations to the Academic Senate for action on proposals of new and significantly modified study programs.

All of the study program changes are monitored and acted upon if needed as part of the continuous program improvement process. Updated program outlines for all of the study programs are published at the beginning of each semester.

2.5. The higher education institution ensures that ECTS allocation is adequate.

Elements of the standard
The higher education institution allocates ECTS credits in accordance with the actual student workload, based on the analyses of feedback from stakeholders in the teaching process, or other procedures.

Students are provided with feedback on the results of the analysis of gathered information and the implemented changes.

Part of ECTS credits in the study program is gained in practical teaching.

RIT Croatia is a Croatian higher education institution that delivers RIT study programs. Alongside the USA accreditation, all study programs are accredited locally in Croatia as well. As the study programs are developed in the USA, the structure of the study programs follows the USA system and the equivalent of ECTS system is used – credit hours.

The credit hours system is, similar to the ECTS system, based on the work that students need to invest in order to complete the course. The components that are used for course evaluation are class time, or minutes of classroom instruction for each course, and the time needed for preparing for classes, completing all assignments and studying, in order to successfully complete the course. Details are outlined in the Credit Hour Assignment Policies.

The majority of courses in RIT Croatia study programs have a workload equivalent to three credit hours. That means that there are three hours of classroom instruction time a week and an average of six hours of outside classroom work a week needed to complete the course.

Given the activities students need to complete in order to earn one credit hour, the US credit hours are converted to ECTS using the rate of one US credit hour equals two ECTS. Due to specifics of some courses (such as research, seminars, individual supervision, fieldwork, etc.), there could be exceptions and a case by case approach is used. This process is used in assigning ECTS points to regular program courses, but also in all student mobility situations (e.g. transfer students, student exchanges). Details are outlined in the US credit to ECTS conversion policy.

As courses evolve, based on the information gathered from the faculty, students and academic advisors, course activities are updated and, with all updates, consistency with the credits earned is ensured. All updates to courses and associated credits are available in program outlines that are updated before each semester and published on the RIT Croatia website. For example, in the academic year 2015/2016 Business 2 (IB) course was expanded in content, meeting time and hence credit hours. It had 2 credit hours in 2014/2015 and 4 ECTS, while after the change it had 3 credit hours and 6 ECTS in 2015/2016.

Many courses in RIT Croatia study programs have components of practical class activities. There is no formal attribution of credit hours/ECTS to those activities, which will be changed in the future. Some of the examples of classes where practical work by students is essential.
to the entire course work are Senior Project (HTM), Business 1 (IB), Advertising and Promotion Management (IB), Senior Development Project II (WMC), etc.

It is mandatory for students to complete cooperative education as any other course since it is a graduation requirement but does not have US credits/ECTS assigned.

2.6. **Student practice is an integral part of the study programs**

**Elements of the standard**

- The higher education institution allows for learning and obtaining new skills through student practice.
- Student practice is an integral part of study programs and is organized outside the higher education institution, in cooperation with the labor market.
- Student practice is carried out in a systematic and responsible manner, ensuring the achievement of intended learning outcome regarding student practice.

RIT Croatia provides high-quality education and through mandatory cooperative education and services offered by Career Service Office (CSO) prepares students for real business challenges and opportunities once they graduate. CSO started operating in the spring quarter of the academic year 2001/2002, with the aim of providing the highest quality services in the field of career planning and preparation for employment. Through different services that CSO provides, students have the opportunity to increase their comparative advantages in employment, get professional counseling and career guidance, and all the necessary information and education that they need to be prepared for the labor market. Additional important elements of the experiential learning for students include different events, student clubs and societies, RIT Venture Fund, and courses tightly connected with the industry trends.

Cooperative education is mandatory for all undergraduate students. International Business – IB and Information Technologies – WMC students have to complete two cooperative education blocks in summer semesters: first after sophomore year and second after junior year, a total of at least 800 hours. To be eligible for cooperative education, students must achieve junior-level student status with the spring semester prior to the start of cooperative education with at least 55 credits earned.

Service Management – HTM students must complete three cooperative education blocks in summer semesters, after freshmen, sophomore and junior year, totaling at least 1200 hours. To be eligible for cooperative education, students must be in good academic standing and have at least one academic term remaining in the study program before graduation.

CSO makes sure that cooperative education students need to undertake is closely related to their field of study and job duties are in connection with the academic education. Each cooperative education is evaluated by students and their mentor at work, while RIT Croatia’s
office grades students after all requirements have been met and all evaluation documents have been submitted.

Next to managing the cooperative education program, the CSO, currently employing four staff members, is responsible for the overall experiential learning of students, including the following:

- Assistance in the cooperative education search process/career-related concerns; proactive approach in terms of student placements.
- Annually organizing Career Education Day (CED) which enables direct communication between employers and prospective employees and introduces students to the needs and opportunities of the job market. CED is a one-day event in the spring semester, full of different networking opportunities, such as company presentations, panel discussions, workshops, booths, interviews, speed networking and socializing with company representatives.
- CSO staff arranges meetings with companies throughout the whole year to discuss internship and job opportunities for students, but also different means of cooperation and activities. After contacts have been made with companies, they send RIT Croatia information on the open positions for internships that our office shares with students via e-mail and in individual advising.
- Individual meetings with students and assisting with CV/cover letter preparation, practicing interviewing skills, career advising.
- Students are invited to sign up and attend individual career advising at least once per academic year. Students have access to printed CSO Handout materials in front of each CSO.
- Providing winter volunteer job-shadowing programs, workshops, hackathon events, seminars and guest speakers that cover a wide range of topics.
- Over the years RIT Croatia CSO has been offering students an opportunity to gain work-related skills, learn about organization culture and get acquainted with many different positions within a particular company, through winter rotation volunteer programs that last up to 5 weeks with Valamar Riviera d.d., Medora Hotels d.d., Dubrovnik Riviera Hotels, Event Lab, Rixos Libertas Hotel. Students have the opportunity for many volunteering activities with organizations and specific projects such as: Best Stay conference, Brave New World Festival, TEDx salon, DUNEA.

Each year students can attend a series of workshops and additional lectures. Some of them are done in cooperation with HUB385 in Zagreb and DURA in Dubrovnik, about entrepreneurship, start-up concepts, smart technology and IoT workshops, while others are done with individuals or organizations such as Blockchain Academy consisting of six lectures, held on Zagreb campus. All of these activities lead to a better preparation of students for real-life situations and hackathon events, in which RIT Croatia students have won 1st places.
during the last couple of years (2015, 2017), which resulted in students starting their own successful start-ups, one of them being Enum Software.

RIT Croatia organized in 2018 its own hackathon event under the name Ideathon, which was open to all students. The Ideathon theme was the Future of Education and students were developing their ideas/projects for 22 hours and then pitched their business plan in front of the judges who were in the role of the investors. The winning idea was called EdVenture, created by International Business – IB first year students, which combines education and adventure.

Every academic year RIT Croatia CSO organizes 20-30 guest speaker lectures at the campus premises, and visits to companies. Company representatives and alumni give guest lectures on a volunteer basis, and students are encouraged to ask questions and network with guests.

One of the CSO responsibilities is mentoring and providing guidance to students regarding experiential learning activities. CSO was mentoring International Business – IB student enthusiasts to open up Business Environment Exploration Club in their goal to organize field trips to international companies, Business Club in their desire to start a student company called Netta Connectivity, as well as the Investment Club.

Eta Sigma Delta International Hospitality Management Society (ΗΣΔ or ESD) is an international honor society for hospitality students, and RIT Croatia Service Management – HTM students have been part of this society since 2016, under the mentorship of hospitality faculty at RIT Croatia. RIT Croatia Eta Sigma Delta Honorary Society organizes and administers different events, such as the Round Table on the topic of “International Skills Development: The Triad of Students-Higher Education-Hospitality Companies”.

RIT Venture Fund initiative was founded by the Rochester Institute of Technology a few years ago with a budget of $ 3.5 million and with the intention of investing in business ideas of RIT students, graduates and employees. Access to this resource is available to RIT Croatia students, graduates and employees as well.

Recognizing the importance of connection of the curriculum and the contemporary industry trends, all of RIT Croatia's study programs have courses that are based on activities involving real industry partners.

In Project Management for Events course in the Service Management – HTM study program, students gain a greater understanding of aspects associated with project management for upscale fine dining events. During the last two years, students organized two events under the mentorship and guidance of RIT Croatia’s instructor Domagoj Nikolić, both in
cooperation with Hilton Imperial Dubrovnik. Puttin’ on the RITz is a project that aims to promote and celebrate the hospitality expertise of RIT students obtained during their education, and a fundraiser as well. It traditionally took place in Rochester, but this time RIT and RIT Croatia students prepared and held the event in Dubrovnik. Dinburger ChaRITy Evening was a similar event, enabling students to take part in real life professional projects, combining the smart casual dining concept and fundraising.

A web-based simulation HotelSim was introduced to the Lodging Operations Management course (Service Management – HTM study program) during the fall semester of the academic year 2018/2019. As part of student assessment in the course, students presented their work in the simulation to their instructor and industry representatives.

In the Business 1 course, International Business – IB first year students are working on understanding the entrepreneurial side of business: what it takes to succeed and build viable business ideas from scratch. Their course activities end with students presenting their business ideas in an elevator pitch to a jury of industry professionals.

An important part of Advertising and Promotion Management course for International Business – IB seniors is learning about the whole process of developing a comprehensive promotion and advertising campaign, as well as pitching for it. Student teams act as agencies and develop and present an Integrated Marketing Communication (IMC) campaign for a real client, Franck Jubilarna coffee in 2017/18, and L’Oreal in 2018/19.

Senior Project Development I&II for Information Technologies – WMC senior students is a two-course system development capstone project. Students form project teams (students are from Dubai, Dubrovnik, Rochester and Zagreb campuses) and work with project owners on defining the system requirements, developing the system design, developing the system and ultimately presenting their solutions to clients. Some of these projects are used by the clients in their regular operations.
3. Teaching process and student support

3.1. Admission criteria or criteria for the continuation of studies are in line with the requirements of the study program, and are clear, publicly accessible and consistently applied

Elements of the standard

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

The criteria for admission or continuation of studies are clearly defined and published through different channels. Admissions criteria are explained in the document – “Natječaj za upis studenata u akademsku godinu 2018-2019” (Call for admissions to the academic year 2018/2019). This document is published in the National Gazette six months before the start of the academic year, as prescribed by law. The document is also available on RIT Croatia website. In addition, the website contains detailed information on the application process, criteria and categories of admission. The same information is available in Pravilnik o studiranju, which is also available on the website. National IT System of Applications to Higher Education Institutions (NISpVU) also contains information on quotas, and information about admissions criteria for students who are applying through that system.

The application process at RIT Croatia is open all year round, meaning that students can already submit their applications early in the fall for to start in the fall of next year. Candidates who submit their application before graduating from high school, and who meet the admissions criteria, are given a conditional acceptance offer. This means they need to submit original documents, including evidence of successful high school completion (final high school leaving certificate, national exam results for general high school students, or international equivalent) before the start of their first semester.

All candidates will be asked to participate in an interview in English, either in person, or via Skype, with one of the recruitment and enrollment specialists. The purpose of the interview is to determine the candidate’s level of English language proficiency, but also to assess the student’s motivation and preparedness for studying at RIT Croatia. Factors considered in the admission decision include, but are not limited to, past academic performance, admission process results, competitiveness of high school, motivation of the candidate, all in the context of the selected study program selected. Since all RIT Croatia study programs are delivered in English, all applicants, regardless of country of origin or citizenship status, are
required to demonstrate competence in the English language prior to admission. In addition to the admissions interview, all students are required to take an English Placement test before the classes start, and some students might be required to take an additional English language course which helps them in successfully starting their studies in an all-English environment.

Candidates who are assessed to be in need of additional help in English and/or mathematics may be granted conditional admission. This means that they will have additional mandatory meetings with academic advisors, and will be instructed to attend tutoring sessions. In some cases, where the assessment is made that the student’s academic preparedness and maturity are potentially below the threshold needed to be successful in the selected study program, the candidate will be offered admission with an underload, meaning that they will only be able to take a maximum of three courses in the first semester of study. This gives candidates the opportunity to start with less pressure, and to prove that they are able to enroll for the full load of courses in the following semester.

Students who have completed their high school education abroad also need to submit the recognition of foreign education qualifications in Croatia, before final enrollment.

The admissions criteria have been improved over the years, and the quality of students has increased, which can be seen in the average entry GPA of students who start their studies at RIT Croatia.

By making admissions decisions based not only on candidates’ grades, RIT Croatia is opening its study programs to students who for different reasons did not show their academic strength during their high school years, but are ready to change going forward. RIT Croatia holds that students cannot be assessed by grades only, and there are numerous examples of candidates who applied with relatively lower grades, but with amazing extracurricular activities and passion for different areas of science, innovation and other.

Every year, 20-30 students apply to RIT Croatia as transfer students. Many of them apply to the study programs that are not similar to their previous fields of study, so they start their studies without having transferred any of the courses (e.g. transferring from Faculty of Law to the Information Technologies study program). However, 10-15 students each year transfer some of their courses to RIT Croatia and start their studies at a higher year level.

The transfer procedure policy is publicly available on the RIT Croatia website.

RIT Croatia in cooperation with the main RIT campus awards transfer credit for courses completed at other colleges and universities. College that a student is transferring from needs to have be internationally recognized in order for the courses to be considered for
articulation. In order to start the evaluation process the student needs to submit an application form, provide two transcript copies and the course descriptions (translated and verified by an authorized court interpreter). Transfer credit at the undergraduate level is only granted for coursework completed that can be transferred as a grade of “C” (US system) or above. Grades are not transferred, only credits/ECTS points. Once the courses are reviewed by the appropriate departments, RIT Croatia articulates (accepts) or rejects the courses. All articulated (accepted) courses are recorded in the student’s Academic Plan to determine the other courses the student needs to complete and meet the requirements for graduation.

In order to officially post the transfer courses, students need to provide two original transcripts, one copy sent to main RIT campus together with other supporting documentation (i.e. course descriptions, Credit Articulation Forms etc.), and one copy for RIT Croatia. All accepted courses completed at a different college or university must correspond to courses offered at RIT Croatia. All accepted courses are recorded in the Student Information System (SIS) as well as in the internal database. The number of transferred credits/ECTS points is also recorded in the Information System of Student Rights (ISSP) which is used to determine the student status and rights – health insurance, dorms, subsidized food in student restaurants and student jobs. All transfer students must complete/earn a minimum of 60 ECTS points at RIT Croatia in order to receive the undergraduate study diploma. A confirmation of transfer courses (Rješenje) is prepared for all transfer students that enroll at RIT Croatia.

When students transfer from one RIT campus to another (e.g. Dubrovnik to Zagreb, or Dubai to Dubrovnik), the transfer procedure is identical as for transfer students from other institutions. If a transfer student just changes the location of studying, the transfer procedure is somewhat simpler, but it also ends with a prepared confirmation of transfer courses (Rješenje).

Driven by the academic excellence principle, RIT Croatia takes all the steps necessary to enable the consistent application of admissions criteria and the admissions process. Consistency in applying the admissions criteria is additionally enhanced by the application of the RIT internal audit system by the RIT’s Office of Institute Audit, Compliance & Advisement (IACA), that periodically reviews the admissions criteria and procedures, and how compliant RIT Croatia is.

The criteria for the continuation of studies is also described in the above-mentioned documents, as well as in the Student Handbook. For a first-year student to continue their studies at the second-year level, they need to earn at least 27 credits, 56 credits earned is needed for the third-year level status, and 85 credits is needed to attain the senior student status. In addition to this, in completing courses and earning credits, students need to keep a
certain GPA (Grade Point Average) in order to maintain a good academic status and complete the graduation criteria, whereas in the case of a weaker GPA, different academic measures are applied (details in Standard 3.2.).

Compliance with the criteria for the continuation of studies, as well as the criteria for the graduation from the study programs is checked at RIT Croatia, and RIT as well. The Student Information System (SIS) is a central system that allows students to register for higher year-level courses, only if all criteria are met, and it keeps track of all academic measures. After students complete all requirements of the study program to graduate, SIS is used to control all of them and finally allow students to be certified (details in Standard 3.9.). In addition, the Dean performs the certification audit, reviewing all documents for a group of randomly selected students.

3.2. The higher education institution gathers and analyses information on student progress and uses it to ensure the continuity and completion of study.

Elements of the standard

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

RIT Croatia uses a variety of tools in order to keep track of student progress and uses it to ensure the continuity and completion of study. Their content and mechanisms are clearly defined and published in the Pravilnik o studiranju and the Student Handbook.

Academic Affairs department and the academic advisors are responsible for tracking academic standing for all RIT Croatia students. Academic standing is based on the progress of each student individually. Academic advisors use various student progress tracking methods, including the Academic Plan, meetings with students, Student Information System (SIS) and Starfish – Early Alerts.

In order to follow students’ progress and ensure that students are enrolling in the right courses so that they do not miss prerequisites, academic advisors use the Individual Academic Plan for each student and plan courses in a way that ensures the student finishes his/her studying on time.

Academic advisors hold individual meetings with students. Students can schedule a meeting or simply walk in.

Student Information System (SIS)
Students and advisors use SIS to manage all university-related activities (i.e. grades, GPA, transfer credit etc.). In addition, the SIS has a notification system called Early Alerts that provides faculty with an option to recognize students whose performance is outstanding and/or improving or to inform students that they should improve their academic performance. Early alert messages that are used are as follows:

- Keep up the good work
- Low Assignment /Quiz/Test Scores
- Attendance/Participation
- Multiple Academic Concern.

This message is delivered as an email to the student via the SIS. Also, at the same, an alert is sent through the system to academic advisors. Academic advisors keep track of the number of alerts that students receive through the semester and invite students to come to regular meetings. Academic advisors monitor student progress and determine how they can help a student to improve their performance: time management, tutoring, office hours, etc.

To help further, the Early Alerts were upgraded to allow the monitoring of system effectiveness. This system allows a timely keeping track of each student’s results during the whole semester. Also, this system allows advisors to provide necessary support to students in order to help them achieve the best possible results. Eventually, it results in a lower number of students on Academic Actions probation and suspension (see below).

In order to help students maintain satisfactory academic performance, RIT Croatia has set academic standards that serve to identify, warn, and provide timely intervention to the student who is experiencing academic difficulty. These standards are called Academic Actions. As one of the graduation requirements is a cumulative GPA of at least 2.0 (of 4.0), a student must maintain a cumulative GPA at that level or above in order to remain in good academic standing.

All Academic Actions occur at the end of each term when all grades are posted and when the term GPA is available. Academic advisors receive the list of students and their academic standings from RIT. Academic advisors then review transcripts of grades for each student and check if the Academic Action is in accordance with the academic status for each student and inform RIT about the results. RIT then posts the results of Academic Actions into the SIS and Academic Actions become visible on an unofficial transcript of grades so students can check their academic standings in the system. All Academic Actions are described in detail in the Student Handbook.

**Academic Actions**
Academic Actions are Dean’s List, Academic Warning, Academic Probation and Academic Suspension.

**Dean’s List**
Full-time degree-seeking undergraduate students will be placed on the Dean’s List if their term GPA is greater than or equal to 3.40, they do not have any grades of “Incomplete”, “D” or “F”, (including any other non-credit but required courses), and they have registered for, and completed, at least 12 credit hours. Degree-seeking undergraduate students who maintain part-time status (i.e. never full-time) for the full academic year may qualify for Dean’s List if they have completed at least nine credit hours during the academic year with a minimum cumulative GPA of 3.40 or higher.

**Academic Warning**
As students must achieve cumulative GPA of 2.0 in order to graduate, any student whose overall Cumulative GPA falls below 2.0 will be placed on an academic warning.

**Academic Probation**
The student whose term Grade Point Average falls below 2.0 will be placed on Probation. During Probation, the student has to come to mandatory meetings with academic advisors who monitor the student’s progress and support him/her in order to achieve the best possible results and increase the term GPA. If the student does not raise the term GPA to 2.0 during Probation, the student will be given the opportunity to enroll into another semester on Probation. The student who was on Probation two semesters in a row and did not increase the term GPA will be suspended and will not be able to enroll in classes for one calendar year.

**Academic Suspension**
Suspension is an Academic Action that prohibits a student to enroll in courses at RIT Croatia for a determined period of time.

- Any student who is on probation and who is not removed from probation in two succeeding terms (including the summer semester) in which credit is attempted will be suspended from RIT Croatia for a period of one calendar year.
- Any student whose term Grade Point Average falls below 1.00 will be directly suspended from RIT Croatia. Students will be able to return the following academic year, in the same term they were suspended.
- The suspended student cannot enroll in any credit or non-credit course at RIT Croatia while on suspension. This also includes co-ops.

The suspended student may not be admitted to another program while suspended.
In special circumstances, the suspended student may apply in writing to the Associate Dean for Academic Affairs for a suspension waiver. This waiver request will be evaluated by the Associate Dean and the academic advisors before submission of the request to the Dean, who makes the final decision. If granted, the suspension waiver carries specific responsibilities on the student’s part. These may include registering in specific courses, achieving a semester GPA of at least 2.5, not withdrawing from any courses in which the student needs to enroll, taking a maximum term load of 12 credits, attending bi-weekly meetings with his or her academic advisor. These responsibilities are stated in a contract the student is required to sign. Should the student fail to abide by the conditions of the contract, or should the academic performance warrant suspension again, he or she would then be suspended with no opportunity to appeal.

In order to help students to achieve better results after coming back from Suspension, students are required to enroll in the Essential Study Techniques course. This course is geared towards students who previously have not being successful in their study skills, time management, and/or academic organization. Students enrolled in this course explore and practice essential study techniques and time management skills as they relate to the current credit courses in which students are enrolled.

For students whose academic standing is Probation 1 or Probation 2 or they come back from Suspension, mandatory meetings are scheduled every two weeks with academic advisors in order to keep track of students’ progress. Also, those students have mandatory meetings with their faculty advisor once a month.

The faculty advisor is a full-time faculty member. Every student at RIT Croatia has been assigned a faculty advisor who can help them during their studying with advice regarding studying, their future career and their future education.

For the courses that are recognized as needing extra support, RIT Croatia provides the tutoring system. The tutors work through the semester in which the certain course is held to help students to prepare for the course, solve assignments and study efficiently. In the fall semester of the academic year 2018/2019, RIT Croatia had 15 tutors for 12 courses, and in the spring semester, there were 30 tutors for 23 courses.

Beside tutors, eight teaching assistants were engaged for the courses delivered via video conferencing. The teaching assistants are in class and assist students and instructors during the video conference class.

Also, all faculty have office hours where students can come in for a meeting and discuss how they can improve their performance and studying in a specific class.
Based on past experience, this year RIT Croatia used a set of activities and measures for first-year students in their first semester of studying, in order to ensure support for students in this extremely sensitive period of adjustment to a new system of studying and the new environment. The first measure was enrolling the same students in the same sections for multiple courses, in order to ensure better social interaction, bonding and integration of students. Academic advisors visited during One Year Seminar all first-year students in order to introduce themselves to students and to show them how to use the SIS. After that, academic advisors held info sessions for all first-year students where they have in detail explained and showed to students how they can enroll in classes for the next semester in the SIS. All info sessions were held in computer labs so that students could test using the system immediately. Another topic at info sessions were Probation and Suspension measures used at RIT Croatia. As part of the Year One Seminar, students had a mandatory assignment: meeting with academic advisors in person. At the first meeting, academic advisors explained to each student individually all degree requirements, what the components of the program of their studies are, and students were shown and explained the Academic Plan. During this meeting, academic advisors also explained their role and built rapport with students.

3.3. The higher education institution ensures student-centered learning

Elements of the standard

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

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

**Vulnerability is perceived as difficulties in the academic or social integration of students, associated with certain personal characteristics of students.
RIT Croatia uses a full range of teaching methods that include components of active and engaged learning. In all courses, with no exception, interactivity and continuous two-way communication between faculty and students is deeply embedded in teaching and represents the basis of course delivery at RIT Croatia. Such an approach is also a method in which the main RIT Campus in Rochester performs its teaching, faithful to the American way of academic education where students are fully engaged in courses they take. Field trips, thematic debates, case study analysis and discussions, the use of multimedia and technological solutions in presenting student work, are standard methods of teaching at RIT Croatia.

While attaining all learning outcomes, students are invited to produce independent and group projects, to research scholarly articles, read a portfolio of business magazines, and finally articulate their findings in reports that are then used as the basis for class discussion within the course. PBL or project-based learning is not used only in typical business or management courses, but also in the mathematical-statistical group of courses too. First, students (together with their instructors) identify a real economic and sociological (or other) problem, then students are asked to master mathematical-statistical concepts through own exploration of the field. Such a teaching approach results in high-level student engagement and a better understanding of the concepts that are the subject of teaching in the above-mentioned group of courses, which are traditionally known to be problematic among the student population.

On top of all the physical resources available at the campus libraries both in Dubrovnik and Zagreb, students are supported with various online research and library resources that help them engage in an independent and individual study mode. Wallace Library is one of the largest online libraries in the USA and is open to all RIT Croatia students too. The RIT library gives access to a number of specialized databases, journals, catalogs, course reserves, e-books and other sources of digital content. This is extremely valuable for students’ research papers and reports, since the database selection includes every possible academic source imaginable. Wallace Library is a place of learning, a place to gather information, and most of all, a vital part of RIT education.

An additional important feature that is accessible to RIT Croatia students are the course materials. All course materials remain available to students on MyCourses, course management system, for the duration of their studies. They can use course materials at their discretion and access them at any time that suits their needs.

Teaching and delivery methods are continuously evaluated, analyzed and appropriate improvements are suggested. One of the attachments provided is an example of how the evaluation is conducted in Lodging Operations Management course where students evaluated the business simulation – HotelSim. HotelSim is an internet-delivered, industry- validated simulation converging the STR data, market analysis, predictive analytics, and
reputation management processes needed for market, financial, guest, facilities and associate business results. Students run this highly sophisticated simulation (that meets course learning outcomes) which represents the backbone of this course. In particular, 40% of the overall grade directly relates to HotelSim: 20% for the simulation input/results and 20% for the final report presented by students to their colleagues, as well as industry professionals. At the end of the semester, students provide their comments and share their experiences in taking the class. Their feedback is then carefully analyzed.

In curricular and extracurricular activities, students from various study programs are brought together to participate in various multidisciplinary projects and competitions. Such diverse knowledge and skills often result in winning prizes in both Croatia and internationally – hackathons, marketing competitions, etc.

All study programs that are offered at RIT Croatia are designed to accommodate student-centered learning and all students are encouraged to participate. For example, Information Technologies – WMC students have opportunities to compete in IT-related competitions and successfully test and apply their knowledge in a setting that is not a typical classroom environment. Moreover, there are cross-campus RIT and RIT Croatia student experiential learning activities where students from both countries jointly take highly interactive classes together. Such is the case of Event and Project Management course, the, a project that is run entirely by students from Service Management – HTM study program (under the supervision of RIT Croatia faculty). Examples from other study programs include Senior Development Project I & II, Business I and Organizational Behavior.

In order to create an interactive, and a truly student-centered learning environment an academic institution must have highly motivated faculty who invest effort and time to accommodate classes that engage students. Such is the case with the flipped classroom approach to learning that is recognized by RIT Croatia faculty. This learning approach makes it possible for students to no longer passively listen to lectures, but to actively solve problems and class assignments. In other words, by utilizing technology an instructor prepares and shares lectures to students in advance, students then watch videos or read materials and prepare before class. They come to class with basic understanding of the topic being taught but then they need to use this knowledge in solving problems while in class. In such interaction students receive additional information, talk about ideas and solutions (which would not necessarily be in the traditional environment), which ultimately positively affects the quality of the teaching process and learning itself. Engaged faculty also help students in operating various student clubs, groups or individual student projects where students gain precious knowledge that prepares them for future careers. Some examples of student-led clubs are: Blockchain Club, Investment Club, Robotics Club and many more.
Looking at students’ successful careers, RIT Croatia has recognized that student-centered learning is an effective teaching approach. A student-centered learning environment cannot exist without trust and open communication that must be established between students and instructors. At RIT Croatia, trust and open communication are accomplished by setting clear expectations, being transparent in the student evaluation process, always being fair with students, listening to them, and allowing them to speak. Knowledge that is based on mere reproduction of learned facts, in the long run, will not be of use to students as well as the community in which they will live and work. Applied knowledge, critical thinking, creativity, independence and high level of personal responsibility are an imperative which is placed before all educational institutions, including RIT Croatia. This is why the interactive, highly-engaging teaching methods applied at RIT Croatia are deeply rooted in the curriculum.

3.4. The higher education institution ensures adequate student support.

Elements of the standard

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

RIT Croatia offers its students a wide range of support systems, including general support for all new students, general and course specific support for all students, support for students with academic challenges, students with disabilities, career advising, International Student Office and Student Government.

To begin with, the New Student Orientation (prior to the start of classes) is an event where incoming students and their parents are first welcomed as a group by the administration and student leadership and faculty, as well as given basic information for the start of the term in break-out sessions/workshops, in addition to being provided with the Student Handbook and the Parent Handbook (which are mailed to home addresses).

New students are also required to take a higher education prep course, titled Year One, which is designed to help students understand how the RIT Croatia system functions, the policies and procedures, as well as cover what is expected of them, so that they can be academically successful, integrate into the school’s culture and be introduced to the many opportunities that RIT Croatia has to offer, as outlined in the course syllabus. As one of the course components, new students are assigned a peer mentor, a student of a higher year
level, who has volunteered to help new students by encouraging, listening, sharing experiences and being available to answer many questions that new students have. Peer mentors are required to attend a training workshop where they are provided with specific guidance on how to best provide support to new students and be positive role models, and are required to attend monthly check-in meetings and in the end receive leadership certificates for their participation. For the 2018/19 academic year, there were a total of 64 peer mentors: 19 at the Dubrovnik campus and 45 at the Zagreb campus.

In their first term, students are also introduced to the academic advisors and their faculty advisor, who they are free to meet with on an on-going basis. Academic advisors provide information about scheduling, course loads and making sure that students fulfill requirements for graduation, as well as academic standing, GPA requirements, probation, suspension, support tools and registration. In addition, each student is assigned a faculty advisor – these are full-time faculty members who serve as mentors to students and can answer questions and discuss concerns about overall grades, academic status, study habits, time management, graduate studies and other issues related to success at RIT Croatia. Also, the Ombudsperson is a resource available to students who seek confidential assistance with their academic and personal concerns, including how to handle a grievance with a course or another student. Students can request to meet with the Ombudsperson either by appointment or drop in.

In terms of academic support for specific courses, each faculty member holds a number of weekly office hours where students can receive individual, one-on-one assistance, ask questions or get any clarification they may need regarding the course. In addition, each term RIT Croatia identifies the courses with the largest number of the lowest grades, and for these courses tutoring is provided. Tutors are students who have most recently taken the course and have done exceptionally well, so they are selected by faculty members to help students enrolled in the course master the course material. Tutors are employed by RIT Croatia, hold regular tutoring hours and play a vital role in providing the extra support that students need. Many of the video conferencing courses use teaching assistants (TA) – students who are at the other campus and provide the in-class support for these distance classes. In the 2018/19 academic year, in the fall term, there were a total of 23 tutors/TAs, and in the spring term, there were of total of 26 courses that were covered by student tutors/TAs. Plus, for students who seek additional support with their English language skills, the college offers a Writing Lab, where English instructors provide individual consultations to review written work in order to help student improve their writing skills. There are also student tutors for English that provide individual, one-on-one support for students as well.

In terms of providing additional support to students who are struggling academically, specifically, those who return from being suspended and those who are granted a suspension waiver, they are required to take the Essential Study Techniques course.
Students in the course explore and practice essential study techniques and time management skills as they relate to the current credit courses in which they are enrolled. The goal of the course is for students to gain a greater understanding of key elements of academic success and learning, as outlined in the course syllabus.

RIT Croatia is committed to providing equal access to study programs, services and physical facilities to all students with disabilities. Students who would like to request academic accommodation(s) due to a disability can submit a request form, as well as appropriate documentation of the disability to the Ombudsperson, as explained in the RIT Croatia Disability Policy. The Ombudsperson reviews the request and supporting documentation and recommends appropriate and reasonable accommodations as needed. A “Disability Services Agreement” (DSA) letter is a list of recommended academic accommodations developed by the Ombudsperson for each student who has been offered academic accommodations. The Ombudsperson distributes an electronic copy of each student's DSA to faculty members each term, and works with faculty to make sure the needed accommodations are provided as well as meets with these students on a regular basis.

The campus libraries also offer a variety of resources and services, including printed and electronic sources, a study area, binding, color printing, scanning services and copying. There are students who are hired to work in the libraries and provide support to both students and faculty, as does the academic support manager, who supervises them. Book orders requests are sent to faculty each semester and new materials are purchased for the campus libraries. In addition, the Global Librarian at the main RIT campus, plays a vital role in supporting both students and faculty. She is available to create specific information guides for class assignments or research projects, to help students find the information they need through the RIT electronic library, which is an immensely valuable research tools, consisting of 74,670 electronic journal subscriptions, more than 545,025 electronic books and 256 databases, plus 428,699 print books and journals, as well as a variety of online tools. Some of these tools include a project and time management/assignment calculator, tutorials that teach students basic research principles, online citation tools, and both subject and course specific guides.

There are a number of computer labs, including a quiet lab, where students can get their work done at the campus. There are also student helpers who work in the labs and can provide assistance to students.

Cooperative education advisors also play a crucial role in the career component of students’ education, from individual career advising appointments, cooperative education handbook, organization of the annual Career Education Day, assistance with writing a CV and interviewing techniques, sharing cooperative education opportunities with students on an ongoing basis, the organization of professionals who hold lectures at the college, and helping
students find valuable summer cooperative education (details in Standard 2.6.). There is also support for students who seek information regarding graduate study programs. The staff members can provide information and guidance regarding the different options and help students make the right decision in terms of furthering their education.

Career Services, Alumni Relations & International Student Office supports and assists students who plan to study abroad, at either one of the RIT campuses or through the Erasmus program. In their senior year, it also connects them with Alumni mentors. In addition, colleagues from this office also provide assistance to all study abroad students during their stay at RIT Croatia, which includes finding and securing housing for them, organizing orientation sessions, accompanying students to police station/tax/health insurance offices for their stay, as well as being the contact point for students during their stay (on-site support).

Furthermore, the staff members in the finance department provide support to both students and their parents/guardians for those who seek financial advising, when it comes to questions regarding tuition payment options, loans, scholarships, and financial aid. These are individual consulting appointments that assist students and their parents/guardians in taking the best course of action in financing their education, and to provide support to those families whose financial situation has dramatically changed due to unforeseen circumstances.

Student Government is an active group of students who also provides support and works on improving student life at RIT Croatia. These elected members hold various roles, organize events, sports activities and provide support to student clubs. They also provide support to students by holding office hours, where students can voice their ideas and concerns, to later be shared with the SG advisors or administration.

The college also administers two surveys in order to assess student satisfaction and student engagement. The RIT Croatia Student Satisfaction Survey is administered each academic year in the spring semester, while the National Survey of Student Engagement is administered in unison through the main RIT campus every other year. The survey results help RIT Croatia identify areas where students may need additional student support.

3.5. The higher education institution ensures support to students from vulnerable and underrepresented groups.

Elements of the standard
- The higher education institution monitors various needs of students from vulnerable and underrepresented groups.
• Teaching process is adjusted to the individual needs of students from vulnerable and under-represented groups.

• The higher education institution invests resources in the support to students from vulnerable and under-represented groups.

RIT Croatia is committed to support students from vulnerable and underrepresented groups. Elements of that support include measures for students with disabilities, Equal Access Policy, financial support to students of lower socioeconomic status and compliance with Title IX of the American federal law that prohibits sex discrimination in education.

Students who would like to request academic accommodation(s) due to a disability need to submit a request form, as well as appropriate medical documentation of the disability to the Ombudsperson, who reviews the request and supporting documentation and recommends appropriate and reasonable accommodations as needed. RIT Croatia does not provide or coordinate personal services. Students need to make their own arrangements for mobility training, personal care assistants and personal adaptive equipment such as wheelchairs. However, the school is well equipped with elevators, appropriate restroom, and the necessary academic accommodations in order to assist students with disabilities in being successful.

A “Disability Services Agreement” (DSA) letter is a list of recommended academic accommodations developed by the Ombudsperson for each student who has been offered academic accommodations. The Ombudsperson distributes an electronic copy of each student’s DSA to faculty members each term, verifying that the student has worked with the Ombudsperson and is recognized by RIT as a student with a disability who requires accommodation. The Ombudsperson checks in with students regarding their academic progress and coordinates with faculty regarding academic accommodation when needed. The Ombudsperson also works in conjunction with Disability Services Office at the main RIT campus for any support needed.

The Ombudsperson does not share specific information about a student’s disability with faculty or staff and maintains and secures all files. The DSA lists the recommended academic accommodations, but does not indicate information about the disability. All procedures of the Ombuds office are in accordance with GDPR. When students submit medical documentation records (as a part of their request form), they are first asked to sign a Sensitive Data Consent form.

In addition, each faculty member is required to include the following Equal Access Policy in his or her course syllabi each term:

“RIT Croatia does not discriminate. RIT Croatia promotes and values diversity within its workforce and provides equal opportunity to all qualified individuals regardless of race, color, creed, age marital status, gender, religion, sexual orientation, gender identity, gender
expression, national origin, veteran status or disability. RIT Croatia is a fully inclusive campus, and we believe in our established values of Respect Diversity and Pluralism.

RIT Croatia is committed to providing reasonable accommodations to students with disabilities. If you would like to request accommodations such as special seating or testing modifications due to a disability, please contact the Ombuds Office.”

As one of the colleges at the Rochester campus is the National Technical Institute for the Deaf (NTID) and is well known for providing many opportunities for students who are deaf and head-of-hearing, some of these students choose to study abroad at RIT Croatia and when they visit, along with their interpreters, they enhance RIT Croatia’s college environment. One example of this is the No Voice Zone, a Student Government initiative which provided sign language classes to all those interested.

In addition to visiting deaf and hard-of-hearing students, RIT Croatia aims to assist its regular students in any way possible. For example, RIT Croatia has recently supported one of its deaf Croatian students by discounting her tuition so she would be able to use an interpreter.

RIT Croatia is also committed to offering financial support to students of lower socioeconomic status, both prior to enrollment and during their studies at the school. Upon enrollment, financial aid is awarded in the amount of EUR 1,000 to EUR 10,000, and the amount awarded is deducted from the student’s annual tuition amount. One of the main criteria is financial need – the estimated income of parents/guardians and the number of household members. In addition, “new” financial aid is offered to students before the start of each semester. Eligible students are those whose personal or family economic status has substantially changed since their enrollment and they have exhausted all other funding possibilities such as scholarships, student loans, cooperative education, employment, etc. Evaluation is done based on the explanation of the encountered situation and the presentation of the net worth statement (household income and loans) with the documentation supporting it (tax forms, IP forms, unemployment certifications, loan agreements etc.). This ”new” financial aid program started as of the 2014/15 academic year, and approximately 25 students have been provided with the additional financial support on a yearly basis, with the maximum amount of the financial aid award being EUR 1,400 per semester.

RIT Croatia is required to adhere to the Title IX of the Education Amendments of 1972, which is a federal law that prohibits discrimination in education. Additional laws prohibit sex discrimination in education on the basis of sex, as well as dating violence, domestic violence and stalking. The Ombudsperson is the point of contact for students who need immediate assistance, to report an incident, or for confidential support when it comes to any kind of emotional, physical or sexual misconduct.
Student conduct expectations when it comes to any kind of harassment, sexual misconduct or discrimination are clearly outlined in the Student Handbook, pp. 54-57. Harassment and sexual misconduct includes the following: abuse, threats, intimidation, assault, coercion and/or conduct, by physical, verbal, written, photographic or electronic means, which threatens or endangers any person on RIT Croatia premises or at school-sponsored or supervised events, and all forms of sexual misconduct, including any form of unwanted sexual contact. Also, discrimination includes the following: the treatment of an individual based on that individual's group, class, or category. Group, class, or category includes, but is not limited to, race, religion, age, citizenship, color, creed, culture, including deaf culture, actual or perceived disabilities, gender, marital status, ethnic or national origin, political affiliation or preference, military or veteran status, sexual orientation, gender identity, gender expression, or genetic predisposition.

Students who are reported for the prohibited conduct will need to attend a student conduct hearing and may be subject to sanctions (including disciplinary probation, disciplinary suspension or disciplinary expulsion). The hearing procedure and appeal process are also outlined in the Student Handbook.

3.6. The higher education institution allows students to gain international experience

Elements of the standard

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

There are numerous ways in which RIT Croatia not only allows, but provides and encourages its students to gain international experience. Next to the fact that RIT is an international institution, examples of the international character include English as the official language of the institution, students from different countries, different study abroad programs, international industry partnerships, delivery of the International Business – IB study program and numerous examples of international experiences through specific courses.

RIT Croatia carries out all study programs in the English language, which benefits students as they become proficient in business English during and after their studies. This academic year, 10.67% of active students are foreign students coming from countries such as USA, Iran, Syria, United Arab Emirates, Italy, Lebanon, Trinidad and Tobago, India, Montenegro,
Albania, Bosnia and Herzegovina, Russia, Republic of Korea, Oman, Kosovo, Jordan, China, Jamaica, Germany, Great Britain, Bulgaria, Romania, Ukraine, Canada, Sweden, Macedonia, Qatar, Moldavia, South Africa, Gambia and France. With such a diverse student body, students are exposed on a daily basis to different cultures and learn to become more social, flexible, open-minded, and independent.

Although RIT Croatia students have always had an opportunity to study abroad (SA) at different RIT campuses, the program was formalized in 2012 and thus enabled an easier, more transparent and hassle-free study abroad application process. This program is referred to as Global Scholar study abroad program and possible locations for study abroad include RIT in Rochester and RIT in Dubai. Since then, 73 students have used this opportunity, out of which 5 went to Dubai and 68 to Rochester. Program offers full support to students with advising, pre-departure meetings, arrival, orientation, housing, cultural field trips and other services during student mobility.

As a part of the Career Services, Alumni Relations & International Student Office, the International Student Office (ISO) was formed at the beginning of 2018. This office organizes and conducts outreach activities including classroom presentations, study abroad fairs, individual advising sessions, monitors and coordinates SA promotion with the marketing department at RIT Croatia and other RIT campuses, increases the awareness level about study abroad opportunities in Croatia (for incoming students) and outside of Croatia (outgoing students).

Every third week of each semester ISO organizes Info sessions for all students interested in learning more about study abroad programs.

Since 2014, RIT Croatia has been a part of the Erasmus+ program and is active in the KA103 mobility that relates to student, faculty and staff mobility with partner institutions and traineeship opportunities within Europe. Over the last four years, RIT Croatia has signed 16 partnerships with various educational institutions in Europe and on an annual basis it receives funds from the Erasmus+ program so it actively promotes the program with students. Students that apply for an Erasmus exchange either for traineeship or study mobility all go through ISO, and the Erasmus coordinator at RIT Croatia works with them through all the steps before, during and after the mobility. The Erasmus coordinator assists them with all the paperwork that has to be completed and connects them with Erasmus coordinators at the receiving institutions. Since 2014, 34 students went on Erasmus+ mobility.

CSO is responsible for the promotion of international cooperative education opportunities to all students and for assisting students in the process of selection, hiring and pre-departure. In the past 20 years, RIT Croatia has formed many international partnerships with companies.
worldwide. International cooperative education opportunities are promoted to students via e-mail, networking at guest speaker lectures on the campus, Career Education Day, site visits to nearby countries, panel discussions with students who completed international cooperative education, direct and on-line interviews with international company representatives, virtual fairs, etc. Since 1997, 716 students and graduates did mandatory cooperative education only in the USA, while many more did their mandatory cooperative education in other countries worldwide.

CSO cooperates with German-Croatian industrial and commercial association to offer students opportunities to obtain scholarship for cooperative education in Germany.

Since 2014, RIT Croatia has been partnering with HOSCO, which manages and operates a private online community that brings together leading worldwide hospitality organizations and students and alumni from top-ranked hotel schools. On a daily basis, there are between 30,000 and 40,000 hospitality internships and jobs available to students. Specific workshops are being held with every new generation of Service Management – HTM students, who then create, under the mentorship of CSO staff, professional profiles on the HOSCO platform.

A number of guest lectures organized every year at RIT Croatia is delivered by international companies and lecturers.

CSO mentored International Business – IB student enthusiasts to start the Business Environment Exploration Club whose purpose was to explore, fundraise and offer students a chance to learn about a different culture and some of the world’s biggest companies by organizing field trips to international companies.

Besides English as the official language, all RIT Croatia students learn one more foreign language. They can choose among German, Spanish, French, Italian and Russian, and all are offered at four levels. In addition, every spring RIT Croatia’s Modern Languages faculty organizes traditional International Dinner, where students learning foreign languages make their favorite foreign dish and present it to other fellow student colleagues, staff and faculty.

The Imagine RIT Festival is a series of exhibits and activities meant to showcase interesting projects that RIT students and community members have been working on. Every year RIT Croatia selects one student representative from each study program to attend this event in Rochester and represent RIT Croatia.

Students have an opportunity to engage in volunteering activities at the International conferences such as Best Stay conference and Brave New World Festival.
Moreover, there are cross-campus RIT and RIT Croatia student experiential learning activities where students from both countries jointly take highly interactive classes together. Such is the case of the Event and Project Management course and Puttin' on the RITz, a project that is run entirely by students from RIT and RIT Croatia.

Senior Project Development I&II for Information Technologies – WMC senior students is a two-course system development capstone project. Students from Dubai, Dubrovnik, Rochester and Zagreb campuses take the same course and form teams for projects.

The International Business – IB study program is by its definition focused on exposing students to international environments. Besides many courses that have international components, the mandatory cooperative education for this study program needs to include an international component as well. RIT Croatia is actively working on expanding the number of courses whose integral components are joint class activities and projects with students from other campuses. Current examples of such courses include Business I, where students from Rochester and Zagreb have two joint class activities, and Organizational Behavior, where students from Rochester, Zagreb and Oakland University work together on a project.

3.7. The higher education institution ensures adequate study conditions for foreign students

Elements of the standard

- Information on the opportunities for enrolment and study is available to foreign students in a foreign language.
- The higher education institution provides support to foreign students in application and study.
- The higher education institution collects feedback on satisfaction and needs of foreign students. Foreign students have the opportunity to attend classes delivered in a foreign language (English).

The official language of RIT Croatia is the English language and all of the communication, classes, marketing and promotional materials, either on the web or printed, is done in English. Hence, all international students who speak English have no problem joining RIT Croatia, be it for a short visit, a study abroad semester or the entire study program.

International Student Office (ISO) is responsible for assisting, supporting and guiding all incoming international, study abroad and Erasmus+ students. Assistance comes in the following forms:

- holding pre-departure meetings with students
- sending them arrival information
- finding appropriate housing for students and communicating before and during their stay with landlords
• organizing cultural field trips for study abroad students, making reservations and ensuring proper service has been delivered
• hiring peer mentor students to assist all study abroad students integrate better into RIT Croatia community and environment
• organizing Orientation Day
• preparing welcome packages for study abroad and Erasmus students that contain Study abroad handbook, city maps, house rules, forms for temporary stay, OIB application, brochures about events
• accompanying students to the police office to file for temporary stay visa
• accompanying students to tax office to file for OIB number
• guiding students and assisting them in order to obtain monthly bus/ram passes
• collecting feedback about the experience via monthly surveys and informal meetings.

During the fall semester of the academic year 2018/2019, the International Student Club, which is a part of Student Government, was formed on Dubrovnik campus, and in the spring semester on Zagreb campus; its main purpose is to gather all international students and help them integrate better into RIT Croatia community.

3.8. The higher education institution ensures an objective and consistent evaluation and assessment of student achievements.

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

RIT Croatia uses the American grading scale, where grades range from F to A. The American grading system is described in detail in the Student Handbook (see pp. 28-32) and in Pravilnik o studiranju 2018-2019 (Regulations on Study 2018-2019, see pp. 4-6). Students have access to a GPA calculator on the RIT Croatia website. The final grade scale is shown in the following table (Table 4.).
### Table 4. Final grade scale and percentages

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
<th>Description</th>
<th>Croatian Equivalent Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>94.00—100.00</td>
<td>Excellent</td>
<td>Excellent (5)</td>
</tr>
<tr>
<td>A-</td>
<td>90.00—93.99</td>
<td></td>
<td></td>
</tr>
<tr>
<td>B+</td>
<td>87.00—89.99</td>
<td>Above Average</td>
<td>Very good (4)</td>
</tr>
<tr>
<td>B</td>
<td>83.00—86.99</td>
<td></td>
<td></td>
</tr>
<tr>
<td>B-</td>
<td>80.00—82.99</td>
<td></td>
<td></td>
</tr>
<tr>
<td>C+</td>
<td>77.00—79.99</td>
<td>Satisfactory</td>
<td>Good (3)</td>
</tr>
<tr>
<td>C</td>
<td>73.00—76.99</td>
<td></td>
<td></td>
</tr>
<tr>
<td>C-</td>
<td>70.00—72.99</td>
<td></td>
<td></td>
</tr>
<tr>
<td>D</td>
<td>60.00—69.99</td>
<td>Minimum Passing Grade</td>
<td>Sufficient (2)</td>
</tr>
<tr>
<td>F</td>
<td>0.00—59.99</td>
<td>Failure</td>
<td>Insufficient (1)</td>
</tr>
</tbody>
</table>

The criteria and methods of evaluation and assessment at RIT Croatia are clearly stated in syllabi and program outlines. Therefore, students can easily find assessment elements and the share of each element in the final grade; in addition, syllabi often have a schedule indicating the week in the semester when the student will be able to acquire certain points. Furthermore, at the beginning of the semester, each instructor goes through the syllabus with students and explains the assessment criteria and the assignments based on which students acquire points. Students can access information regarding their points and grades at any moment throughout the semester by accessing the course management system MyCourses.

The criteria and methods of evaluation and assessment at RIT Croatia are aligned with the teaching methods used by instructors. RIT Croatia’s instructors use a variety of teaching methods, so they also use different ways to assess their students – papers, exercises, quizzes, projects, presentations, case studies and many other. Class participation also carries points.

RIT Croatia provides support to its instructors in the development of skills related to testing and assessment methods by funding their professional development and through the Effective Teaching Committee that holds workshops on the use of modern teaching and assessment tools within the course management system MyCourses.
RIT Croatia ensures the objectivity and reliability of assessment. It is through a variety of assessment instruments that assessor objectivity is achieved, and students are thus given a chance to show their knowledge in different ways. Moreover, at the end of the semester students evaluate their instructors anonymously so they can address the assessment aspect in that evaluation.

RIT Croatia carries out the evaluation of assessment in cooperation with the main RIT campus in Rochester, USA. Each semester an initiative called Assessment takes place with the aim of evaluating whether learning outcomes have been achieved. A part of the analysis is carried out by RIT Croatia, and a part is done at RIT in the USA. The results of the analysis of the effectiveness and quality of the program and assessment are used for analyzing the elements of the program that could be improved – both at the level of the program and individual courses. Assessment is carried out at the end of each semester, with each course being analyzed at least once in the five-year cycle. Based on previously established student activities, assignments, projects, or test questions the Assessment analyzes whether students have acquired the required knowledge and skills and whether instructors provided quality feedback. In case of discrepancy, a further in-depth analysis is undertaken to identify the causes and to propose recommendations for improving the course so that learning outcomes are being met. The results are compared with the data from the main campus as well as other RIT global campuses.

At RIT Croatia, evaluation and assessment procedures take into account special circumstances of certain groups of students (modifying examination procedures to suit e.g. students with disabilities), while at the same time ensuring the achievement of intended learning outcomes. For example, based on medical records, students can request testing accommodations, such as being provided with more time for written and oral exams and assignments, using an alternative location for taking the test, taking the test on the computer, using a calculator, etc. (see p. 26) (details in Standard 3.5.).

Finally, students at RIT Croatia receive detailed feedback on assessment results and, if necessary, advice for further learning based on their results. Students are informed of their grades privately through the learning management system MyCourses and their work and results are analyzed during individual conferences (consultations) where they are provided guidelines for further learning in view of additional sources or even learning strategies. In addition, students can get assistance with their learning in view of individual meetings with instructors, tutors, or peer mentors.
3.9. The higher education institution issues diplomas and Diploma Supplements in accordance with the relevant regulations.

**Elements of the standard**
- Upon the completion of their studies, students are issued appropriate documents (diploma and Diploma Supplement).
- The higher education institution issues the Diploma Supplement in Croatian and English, free of charge.

RIT Croatia is an educational institution in Croatia and students who complete its undergraduate study programs receive two degrees: an American degree from RIT and a Croatian degree from RIT Croatia.

Both degrees are based on the accreditations all study programs received on Croatian and the US side. In Croatia, RIT Croatia study programs are accredited by the Ministry of Science and Education upon the positive accreditation recommendation of the Agency for Science and Higher Education of the Republic of Croatia. On the US side, all RIT’s study programs are accredited by the New York State Education Department, Office of Higher Education—Office of College and University Evaluation.

**The Croatian degree:** Upon successful completion of a four-year undergraduate study program, students will receive a degree of Baccalaureus/Baccalaurea (by earning 240 ECTS points). This is a Croatian degree granted by RIT Croatia.

**The American degree:** Upon successful completion of a four-year undergraduate study program, students will receive an internationally recognized Bachelor of Science (BS) degree from Rochester Institute of Technology.

The following is required for graduation from a study program:
- Successful completion of all required courses, including cooperative employment.
- A cumulative Grade Point Average (GPA) of 2.0 or above (US system), which is the equivalent of Croatian 3.0 or above.
- Completion of 240 ECTS for the Croatian four-year degree, and 123-126 US credits (depending on the study program).
- A completed on-line Application for Graduation through the Student Information System (SIS).

Requirements for the graduation must be completed within seven years. If a student does not graduate in seven years, he or she can still complete their degree, but there could be a need to complete some additional courses based on curriculum changes that occurred since the student enrolled into the study program.
To make sure students completed all of the degree requirements for graduation, they go through the process of certification. When students reach the year four level and earn 90 US credits, they receive an automatic e-mail from the main RIT campus inviting them to apply for graduation through Student Information System (SIS).

After students apply and complete the senior year, the academic advisors receive the certification lists and they have to check each student to see if they fulfilled all requirements for the graduation. They sign by the name of each student who fulfilled the requirements and they proceed the list to the Dean to randomly check them as well and sign in the second place.

The academic advisors send the list with two signatures to the main RIT campus in Rochester where they check the signed lists with the Academic Report on the Student Information System (SIS) and if the academic report shows that the requirements are met, students are certified.

After RIT certifies the graduating students, the academic advisors order Croatian diplomas. US diplomas are printed at the main RIT campus in Rochester and mailed to RIT Croatia.

Upon the completion of the above-mentioned procedure, students are issued both a U.S. diploma and a Croatian diploma, as well as a diploma supplement. RIT Croatia issues the diploma supplement in Croatian and English, free of charge.

3.10. The higher education institution is committed to the employability of graduates

Elements of the standard

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

RIT Croatia is absolutely devoted the employability of graduates. From introducing the study programs based on the employability potential, enhancing all programs to increase the employability to numerous activities in career development and monitoring of career paths, career success of its graduates is very important to RIT Croatia. Hence, various support systems are in place.
RIT Croatia informs all potential students and their parents/guardians about the employability rates and statistics of the RIT Croatia Alumni during individual meetings and via printed brochures, or info sessions for parents/guardians.

During every year RIT Croatia Career Service office organizes Career Education Day for all students, but alumni as well are invited to join this event; the goal of the event is to assist students in obtaining positions for cooperative education, or full-time employment for graduating students, networking with employers, gaining additional skills and knowledge through a set of workshops for career development-related areas.

The Alumni Office was established at RIT Croatia in 2001. The main responsibilities of Alumni Office staff are organizing alumni events and activities, developing and administering alumni community growth and implementing and creating new strategies; maintaining alumni database; assisting with alumni communications; working on strengthening existing alumni-related initiatives and working on further developing the Association’s initiatives; collaborating with Alumni President and Vice President.

Every two years, the RIT Croatia Alumni Office administers nominations and elections for Alumni President and Alumni Vice President.

Alumni Office gives out to all senior students prior to their graduation Senior Exit Survey to collect contact data and further education and employment details. Six months after graduation Alumni Office carries out a telephone survey to gather data on the employment of new graduates. Results for 2018 graduates are 72% employed, 17% continuing their studies and 11% unemployed: 3% are not looking for employment, while 8% are actively looking for a job.

Every two years the Alumni Office performs extensive anonymous employment survey with all alumni community through an online survey. Results from the 2018 survey show that the majority of alumni population, 63%, works for a profit corporation/company or group, followed by 17% who are self-employed, 8% who are employed in the government or other public institution or agency, and 12% are unemployed.

Next to 17% of alumni who are self-employed (based on the mentioned survey 2018), additional 10% of alumni owns or co-owns a business next to their full-time job. Hence, according to the survey, there are 27% of alumni who own or co-own a business. Some of the businesses owned by RIT Croatia Alumni are Paradigma Hospitality, bazzar.hr, Event Lab, Adriatic Destination Management Company, Dubrovnik Event, Enum Software, Enfluar and other.
In order to offer students support and assistance in preparation for applying to graduate study programs, in January 2019 RIT Croatia appointed one of its recruitment and enrollment specialists to be a point person for questions related to graduate studies. This person is in charge of organizing workshops and info sessions where different topics will be covered, such as writing a motivational letter, looking for scholarships, and in general – picking the right school and the right study program when deciding where to continue their studies. RIT Croatia already started collaboration with Institut za razvoj obrazovanja (IRO) and Education USA center in Zagreb, and as a result of that collaboration two workshops were held for all seniors where IRO's representative talked about different graduate schools, study options, application process, standardized tests and scholarships.

RIT Croatia Alumni office administers the database of all alumni and prepares an online alumni newsletter in cooperation with the Alumni President and Vice President. On an annual basis, the Alumni Office organizes in either Dubrovnik or Zagreb one big annual get-together and a couple of smaller alumni events throughout the region.

The Alumni Office organizes every year an alumni–senior student dinner, where senior students and alumni are brought together and provided a platform to network over dinner.

Two years ago, in cooperation with the Alumni President and Vice President, an alumni–student mentorship program was launched.

RIT Croatia Alumni groups are present on social networks, such as LinkedIn and Facebook.
4. Teaching and institutional capacities

4.1. The higher education institution ensures adequate teaching capacities –

Elements of the standard

- The number and qualifications of instructors* (election in the appropriate field and/or area) are appropriate for the delivery of study program and achievement of the intended learning outcomes and conducting scientific activity.
- The ratio of students and full-time instructors at the higher education institution ensures a high quality of study.
- Instructor workload is in line with relevant legislation and policies, regulations of competent bodies, collective agreements, etc.
- Instructor workload ensures appropriate distribution of teaching, professional and/or scientific activities, professional and personal development and administrative duties.
- Instructors are qualified for the course/courses they deliver.

*Instructors – employees of a higher education institution appointed into teaching or scientific-teaching grades.

Attracting and retaining strong faculty is one of the key objectives in RIT Croatia’s Strategic Plan – Committed to Greatness (2016–2022). This objective falls under the Greatness Indicator 2 “Academic Excellence”. Enthusiasm, engagement, and commitment to teaching are undeniable characteristics of the RIT Croatia faculty. Through their professional activities, including applied research and consulting, our faculty stays at the forefront of their fields.

On February 22, 2019 RIT Croatia had a total of 28 full-time faculty elected to teaching titles as follows:

- 18 full-time faculty elected to the teaching title of lecturer
- 6 full-time faculty elected to the teaching title of senior lecturer
- 3 full-time faculty elected to the teaching title of college professors
- 1 full-time faculty elected to the teaching title of college professor – permanent title (MOZVAG Table 4.1b)

Out of 28 faculty elected to teaching titles, 12 are elected in the field of social sciences, four are elected in the field of technical sciences, nine in the field of humanities, and three in the field of natural sciences (MOZVAG Table 4.3).

Five full-time faculty members are in the process of election to a higher teaching title (senior lecturers and college professors – permanent title). Although most of the faculty meet the requirements for higher teaching titles, regulations related to election to teaching titles require them to start with the rank of lecturer and progress gradually.

Out of 28 full-time faculty, 21 members have PhDs and 6 are currently enrolled in PhD programs.
Although faculty are not required to be elected to research titles, there are currently 14 faculty members elected to research titles (znanstvena zvanja). One full-time faculty member is elected to the research title of senior research associate (viši znanstveni suradnik) and 13 are elected to the research title of research associate (znanstveni suradnik). Five full-time faculty members are elected to research titles in the field of social sciences, three in the field of technical sciences, three in the field of humanities, two in the field of natural sciences, and one in the interdisciplinary field.

As RIT Croatia delivers undergraduate study programs in two fields, and with general education being a mandatory component of all RIT Croatia undergraduate study programs, the number and qualifications of the faculty are appropriate for the delivery of the study programs and achievements of the intended learning outcomes. It is important to mention that 76% of students are enrolled in the study programs in the field social sciences, while 24% of students are enrolled in the study programs in the technical fields.

As RIT is fully accredited by the Middle States Commission on Higher Education (MSCHE), RIT Croatia has to meet rigorous and comprehensive accreditation standards, including standards related to faculty.

Additionally, the International Business – IB study program has been accredited by the Association to Advance Collegiate Schools of Business (AACSB), and all faculty teaching program courses in the International Business – IB study program have to meet AACSB standards.

As an important element of quality assurance, RIT Croatia closely monitors faculty/student ratio. The current faculty/student ratio is 1:29.29. However, the plan is to hire two additional full-time faculty members in the field of technical sciences, area of computing, one full-time member in the field of natural sciences, area of mathematics, and one full-time member in the field of social sciences, area of economics (marketing) by the end of the academic year 2018/2019.

Faculty teaching assignments and course loads are determined individually. Teaching reductions can be granted by the Associate Dean for Academic Affairs for faculty who also carry out additional administrative responsibilities, have extraordinarily high scholarship activities or student advising loads. When a faculty member teaches a course for the first time, he or she needs to be approved by the main RIT campus department chair based on faculty credentials. Qualifications of faculty to teach a particular course come from professional, educational and/or research experience.
As per the faculty employment contract, the Employment Rulebook, the Rulebook on election to educational titles and work of instructors, as well as the Faculty Handbook, all faculty members are expected to fully and actively participate in achieving the mission of RIT Croatia. Teaching, advising, serving on Academic Senate committees, conducting research and engaging in scholarship and/or professional activities, and attending college sponsored events are considered regular instructor duties and responsibilities. The faculty are required to hold a minimum of one weekly hour of office hours for every two hours of teaching/class time, up to a maximum of 6 hours per week. Office hours are designated to advise, tutor and mentor students. A detailed list of faculty responsibilities can be found in the Faculty Handbook (pp. 16-17).

4.2. The Higher Education Institution Ensures Appropriate Quality of Adjunct Faculty

Elements of the standard

- Adjuncts have a relevant work experience.
- Adjuncts include the latest research, trends and labor market findings in the teaching process.
- The higher education institution encourages the participation of adjuncts in the supervision of final and graduation theses.
- The higher education institution encourages the organization of professional practice in institutions in which adjuncts are employed.

As all study programs at RIT Croatia have a strong practical component, having the real-time industry inputs as integral parts to the curriculum is crucial. Exactly that is additionally strengthened by engaging the adjunct faculty, who in the part-time format work for RIT Croatia while, in almost all cases, being fully employed at different industry, academia or research institutions.

The appropriate teaching effectiveness and academic quality of the adjuncts is ensured at RIT Croatia through different means, starting with the selection process, followed by the monitoring and assessment of the adjuncts’ effectiveness throughout the academic year, and providing support for improvement if needed.

All adjunct faculty members have relevant work experience. RIT Croatia employs adjuncts from different professional backgrounds in the industry and academia, which greatly contributes to the richness and the quality of the programs.

Before hiring an applicant for this position, the institution goes through a step-by-step process to find the most qualified candidate to fill this role. The pool of candidates is comprised of the job announcement applicants, but also of candidates recommended by full-time employees, alumni, current adjunct faculty, business partners, and guest lecturers.
After the candidates submit all the necessary documentation (e.g. cover letter, CV/biography, diplomas, certificates), the new adjunct selection process undergoes several stages:

- The Area Head invites the candidates who meet the basic criteria for a one-on-one interview. These initial interviews are to determine if the applicants have all of the qualifications needed to properly do the job and also to narrow the pool of candidates.
- For further recommendations, there are optional additional interviews with the candidates by the chair of the RIT main campus department in Rochester, conducted online.
- If the feedback is positive, the candidates are tested by holding a guest lecture. If the schedule allows, the main campus department chair joins the lecture online, using a videoconferencing tool. The lectures are highly practical, and the guest lectures have proven to be an effective way to test how the candidates share their expertise with students.
- After a successful lecture, the qualified candidate meets for the final interview with the Dean or the Associate Dean, which may result in a job offer and a successful hire.

Once the candidate is hired, in week 5 of the semester, a course evaluation survey is conducted. The survey is used to collect feedback from students about the adjunct’s teaching. The survey results further help with improving and refining the teaching process and, what is even more important, provides a way to react to any issues while there is still time in the semester to make appropriate changes.

In addition, peer observations are used with all faculty members, adjuncts included. Peer observations provide both the person observed and the observer with the opportunity to mutually enhance the quality of their teaching practice. In the process, classroom performance is being evaluated and properly documented for the Area Head and the Associate Dean to review and suggest improvements if needed.

Although the adjunct faculty bring a different perspective to the curriculum, the full-time faculty also continuously follow the latest trends to adjust their classes and include the latest know-hows.

RIT Croatia’s Career Services Office cooperates with many companies on the regional and international level, which includes cooperation with companies where our adjunct faculty are fully employed. Through those collaborations and partnerships, RIT Croatia helps students prepare for entering the job market, and in many cases our students complete their cooperative education in adjuncts’ companies.
For example, over the years there were 10 students who did their registered cooperative education at KING ICT, where Aleksander Radovan is employed. Also, 11 students did their cooperative education at ENUM, a company owned by another RIT Croatia instructor, Andrej Šarić. Other examples include seven students on cooperative education at Hilton Imperial Dubrovnik (Mario Matković), 15 at Adriatic luxury hotels (Sanela Omerčahić), four at Dubrovnik Riviera Hotels (Sheraton) (Leonardo Buzov Vulas), and four at Top Digital Agency (Scott Coleman), etc.

Adjunct faculty are encouraged to participate in mentoring and supporting Senior Projects in the Service Management – HTM study program. On several occasions, when the topics were appropriate, a few adjuncts were mentors to senior students.

4.3. Instructor recruitment, advancement and reappointment is based on objective and transparent procedures which include the evaluation of excellence

Elements of the standard

- **Instructor appointment (recruitment) procedures arise from the development goals of the higher education institution and they are aligned with the legislation and internal regulations in effect.**
- **In selecting, appointing and evaluating instructors, the HEI takes into account their previous activities (teaching activity, research activity, feedback from students, etc.).**
- **The higher education institution has adequate methods for the selection of the best candidates for each position.**
- **Promotion of instructors into higher grades is based on the evaluation and rewarding of excellence and the HEI takes into account important achievements (such as successful projects, success in securing additional funds, supervision of final and graduation theses, authorship of textbooks / study materials, popular lectures, etc.).**
- **Indicators of excellence include professional and/or scientific and teaching activities.**
- **Additional criteria for the promotion of instructors into higher grades reflect the strategic goals of the higher education institution.**

Faculty excellence, both inside and outside of the classroom, is critical to achieving and sustaining RIT Croatia mission and vision. RIT Croatia is very thoughtful and intentional about attracting, supporting, retaining and developing its faculty. RIT Croatia is aware that strategic faculty hiring is key in delivering top-quality education.

As RIT Croatia is a global campus of RIT and delivers dually accredited study programs, it needs to meet both the US and Croatian standards in terms of faculty hiring and advancement. In line with the mentioned, RIT Croatia’s full-time faculty members have to meet the standards prescribed by:

- ** Croatian Act on Scientific Activity and Higher Education**
- **Decision on requirements for evaluation of teaching and professional activities in the process of election to teaching titles**
In general, the main employment standards for new full-time faculty hires are as follows:

- terminal degree (Ph.D.) in teaching area*
- three double-blind peer-reviewed journal publications*
- evidence of successful college teaching experience*
- commitment to research and publication
- excellent communication skills in English
- ability to work in an international environment.

*There may be exceptions to this practice, depending on the market availability and/or specific needs.

Employment of new faculty is carried out in accordance with the needs of the teaching process and quality delivery of the study programs.

In efforts to hire the best possible candidates, RIT Croatia tries to engage new faculty as adjuncts before hiring them on a full-time basis. This allows the monitoring of their performance and reviewing student evaluations before making the final decision on full-time hiring.

In case current adjunct faculty hiring is not an option, RIT Croatia proceeds with the general hiring procedure as described below. The first step in the selection process is a job advertisement placement. Locally, the advertisement is placed in the National Gazette, Moj Posao (leading job site in Croatia), and national newspapers. Finding full-time hires with adequate academic and professional qualifications (as listed above) can be a challenge locally. In order to expand the search to international markets, the following portals are used: EURAXESS, posao.ba (leading job site in Bosnia and Herzegovina), and Academic Positions. Recently, RIT Croatia started placing advertisements on LinkedIn. In addition to formal job postings, RIT Croatia promotes the open application process and encourages interested candidates to send their applications (letter of interest, CV and diplomas) to the human resources department all year round.

After the candidates submit the necessary documentation, the Associate Dean and the relevant Area Head invite the qualified candidates for a meeting. During the meeting, the candidates have to prove that they are committed to excellence in teaching, proficient in English and must demonstrate both the capacity for high-quality instruction and the
potential for significant research. If the meeting feedback is positive, the candidates are
being tested by holding a guest lecture, followed by observation of a lecture in a regular
class. The final step prior to formal hiring is sending candidate’s application to the relevant
main RIT campus department chair for the final approval. If the candidate is approved by the
Rochester campus department chair, it results with a job offer and successful hire (with a 6-
month probationary period), and continues with the onboarding process. This includes
faculty orientation and trainings, continuous follow up and support during the semester
(mentoring, class teaching observations, peer observations, continuous communication and
regular one-on-one meetings with the Area Head).

Students’ feedback and students’ evaluations are one of the key ways to assess the quality of
faculty. It is important for students to give their feedback to faculty early in the course, so
that they can make changes during the delivery of the course. For new faculty, or a course
instructed by a faculty member for the first time, an early course evaluation is administered
in week 5 of the semester. Regular course evaluations are conducted from week 12 until
week 14 of each semester. Evaluations are completed as online surveys, and students
anonymously evaluate the quality of the course, course materials and other course logistics,
as well as the performance of the instructor.

Every year, all faculty members go through the annual performance appraisal process with
their supervisor with four integral categories of evaluation: teaching, research and
scholarship, service and professional engagement (as explained in standard 4.4). Exceptional
achievements in any of the categories are recognized through the system of merit-based
increases, as well as through the system of annual faculty awards: Excellence in Teaching,
Scholarship in Service, Discovery in Scholarship Award and Outstanding Achievement.

The process of election and re-election to title is conducted in line with the Croatian Act on
Scientific Activity and Higher Education, Decision on requirements for evaluation of teaching
and professional activities in the process of election to teaching titles, RIT Croatia Rulebook
on election to educational titles and work of instructors, and Decision on re-election to
educational titles. As soon as a full-time faculty member meets the requirements for a
higher teaching title, he or she is able to start the process of election. RIT Croatia supports
their decision to start the election to a higher rank earlier, in line with all the regulations.

In terms of election to the research title, RIT Croatia as “visoka škola” (college) cannot
initiate or conduct elections to research titles but provides administrative and financial
support to its faculty applying for research titles. RIT Croatia currently has 14 full-time
faculty members elected to research titles (znanstvena zvanja) (more details in Standard
4.1.).
As RIT Croatia is a global campus of RIT and delivers RIT’s study programs, the study programs are also accredited by the Middle States Commission on Higher Education (MSCHE). RIT completed the MSCHE reaccreditation process in 2017. During the process, the professional committee visited RIT Croatia Zagreb campus. The MSCHE’s report affirmed that RIT Croatia had met all faculty hiring standards in line with the Standard III – Design and Delivery of the Student Learning Experience – RIT Croatia. As per the report (p. 38), RIT Croatia “possesses and demonstrates the following attributes or activities:

Student learning experiences that are designed, delivered, and assessed by faculty (full-time and part time) and/or other appropriate professionals who are:

- Rigorous and effective in teaching, assessment of student learning, scholarly inquiry, and service, as appropriate to the institution’s mission, goals and policies
- Qualified for the positions they hold and the work they do
- Sufficient in number
- Provided with sufficient opportunities, resources and support for professional growth and innovation
- Reviewed regularly and equitably based on written, disseminated, clear and fair criteria, expectations, policies and procedures”

4.4. The higher education institution provides support to instructors in their professional development

Elements of the standard

- The higher education institution provides opportunities for the improvement of teaching competencies.
- The higher education institution encourages the assessment and improvement of teaching competencies based on the peer-review recommendations and the results of student satisfaction surveys.
- Instructors participate in mobility programs, projects, networks etc.

RIT Croatia supports the professional development of faculty in different ways, including the organization of activities, providing support to attend external activities and funding institutional membership in different organizations.

RIT Croatia organizes professional development activities through Academic Senate standing committees Effective Teaching and Research and Scholarship committee, at annual Faculty and Staff Days, orientation and training for all new faculty, special topics events, as well as all guest lectures that are open to all RIT Croatia stakeholders. Every year a few faculty members visit the main RIT campus in Rochester, as well as other institutions. RIT Croatia faculty are encouraged to visit their peers’ classes while visiting RIT, but also to visit the classes of their peers in Croatia. RIT Croatia faculty can use various RIT professional development resources from the Center for Professional Development, Innovative Learning
Institute, Faculty Career Development, with the most recent example being the Guided Online Learning Development (GOLD) program for two groups of RIT Croatia faculty.

RIT Croatia provides resources for faculty to attend professional development events, major national and international industry events, such as EuroCHRIE conference, Empire State Barley and Malt Summit (Syracuse, NY, US, December 2018, Cornell), AACSB events, ASHE workshops etc. A major element of support are resources provided to faculty enrolled in a PhD program, for which the funding is available and was approved in the past (if criteria were met). The Conference and Research Funding Framework was recently updated with a significant increase in annual funds available to faculty, from EUR 600 to EUR 1,500. The faculty are also eligible to apply for RIT’s professional development grants, which many successfully use. RIT Croatia also supports the faculty’s membership in selected associations, such as American Psychological Association.

As an institutional member, RIT Croatia is a member of the American Chamber of Commerce, EuroCHRIE, Hrvatska udruga poslodavaca (HUP), Hrvatska udruga za odnose s javnošću (HUOJ), OSECA. Such affiliations allow faculty direct exposure to latest industry trends and access to different resources and professional networks. RIT Croatia takes an active role in the Erasmus program and continuously shares information about Erasmus opportunities with faculty.

In order to support organizational development and learning, faculty that participate in different activities are encouraged to share their experience with the rest of the organization. This is carried out through brief reports at faculty meetings, special meetings or at Research Seminars.

Each year, all faculty go through the annual performance appraisal process with their supervisor. The process involves the faculty report, supervisor’s feedback and evaluation, and a review meeting. The supervisor’s evaluation includes information from student evaluations, peer observation sessions, feedback from faculty and staff, and level of the plan realization. Integral categories of evaluation are teaching, research and scholarship, service and professional engagement. If an opportunity for improvement is recognized in any of the categories, the plan for improvement is included in the plans for upcoming terms. Exceptional achievements in any of the categories are recognized through the system of merit-based increases, as well as the system of annual faculty awards: Excellence in Teaching, Scholarship in Service, Discovery in Scholarship Award and Outstanding Achievement. Academic Senate standing committee - Faculty Affairs committee, is charged with policy recommendations concerning faculty compensation, workloads and promotions.

The professional development of the faculty is in the core focus of RIT Croatia. It is an integral part of the Strategic Plan – Committed to Greatness (2016–2022) and one of the
objectives is focused on developing comprehensive professional development plans for all employees. One component of the annual plans for the next term will be a professional development plan for each faculty.

RIT Croatia faculty is primarily focused on teaching activities, and as the study programs have a very strong applied component, to be able to keep the high quality of educational service to students, it is of key importance that the faculty are up to date with and integrated in professional and scientific trends. Most of the faculty are quite active in this aspect and the list of organizations and projects that they are affiliated with is extensive. Just some of the examples include Pennsylvania State University, the Croatian Academy of Engineering, Institute of Electrical and Electronics Engineers (IEEE), European Network of Excellence on High Performance and Embedded Architecture and Compilation (HiPEAC), Manchester Metropolitan University, American Psychological Association, etc.

4.5. The space, equipment and the entire infrastructure (laboratories, IT service, work facilities etc.) are adequate for the delivery of the study programs and ensure the achievement of intended learning outcomes and the implementation of professional and/or scientific activity.

**Elements of the standard**

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

As indicated in the Strategic Plan – *Committed to Greatness* (2016–2022), RIT Croatia aims to offer an educational environment that is outstanding, distinguished, and first-class. Since its emphasis is on the practical side of education, RIT Croatia takes steps to ensure the facilities and infrastructure can support the curriculum and learning outcomes at all times.

**Space**

RIT Croatia currently operates in two locations – Dubrovnik and Zagreb. Both campuses are in stable long-term leases. Dubrovnik facility is 850 m², with seven classrooms, three computer labs, five student-designated areas, seven shared faculty offices and nine shared administrative staff offices.
All classrooms are equipped with modern computers and LCD projectors, and two of those are equipped with state-of-the-art video conferencing solutions. The building is owned by the City of Dubrovnik, and the current 10-year lease expires in 2023. In addition to the main building in Dubrovnik, there is an additional facility for a fitness center with a 5+5-year lease ending in 2026.

The Zagreb facility extends to 2,035 m², with seven classrooms, an auditorium space, three large computer labs, five student-designated areas, a fitness center, 13 shared faculty offices and nine shared administrative staff offices. All classrooms are equipped with modern computers and LCD projectors, and two of those are equipped with state-of-the-art video conferencing solutions. The facility is owned by Centar Bundek d.o.o, a privately owned company, and the current 10-year lease expires in 2027.

Both Dubrovnik and Zagreb facilities are wheelchair accessible and are monitored by professional security service outside of the regular working hours.

Considering the existing number of students and the projected growth, the spatial capacities of RIT Croatia are in line with the curriculum needs. In order to ensure enough space to accommodate the planned growth, space needs are being reviewed on an annual basis and prompt communication is maintained with facility owners. Further details can be found in Table 4.8 in MOZVAG.

**Fitness Centers**

As part of RIT Croatia’s desire to assist students in making healthy decisions and choices to support their academics and social interactions in school and beyond, the institution has secured modern fitness center facilities at both of the locations. Dubrovnik campus Fitness Center is located in Dubrovnik’s residential area Lapad, and is in close vicinity of student restaurants. The facility has 290 m² including locker rooms, free weights, cardiovascular equipment, selected machines, boxing and a stretching area. The professional-grade equipment was purchased in 2016 and the total investment into the equipment was HRK 490,000.

Zagreb campus Fitness Center is located on the campus and has 340 m² including locker rooms, free weights, cardiovascular equipment, selected machines, boxing and a stretching area. Both fitness centers are available exclusively to RIT Croatia students, faculty and staff.

**Information Technology Services (ITS)**

RIT Croatia’s ITS department ensures that all network infrastructure, as well as computer equipment, is up to date with the required security standards and fully operational for
accomplishing set academic and curriculum goals. ITS support office employs three full-time technicians and several part-time student employees that are available to assist students, faculty and staff every day during working hours. Emphasis is put on continuous education of student employees so that they are constantly on top of the newest technologies in use. Technical support for the entire community is available in extended hours, from 7:30 to 21:00 on weekdays, and from 12:00 to 16:00 on weekends.

Network infrastructure and security is managed in coordination with RIT’s Network Services team and is based on CARNet’s guidelines for academic institutions in Croatia.

**Computer Labs**

RIT Croatia has a total of three teaching labs (one in Dubrovnik, two in Zagreb) and three open-access labs (two in Dubrovnik and one in Zagreb). Computer labs serve as physical learning and study destinations, providing students with the latest and greatest computing tools, software, and other technology resources necessary to fulfill their academic needs. RIT Croatia makes sure that students have access to Windows, Linux and iOS-based computers. Currently, there are 135 computers (61 iOS/74 Win/Lin) in Zagreb and 86 computers (35 iOS/51 Win/Lin) in Dubrovnik computer labs. All labs are equipped with printer/scanner hardware. Equipment is replaced every 4-5 years, depending on technology upgrades and curriculum needs.

**Software**

As one of the Strategic Plan objective states, RIT Croatia is committed to enhancing access to software resources that provide new solutions for students, faculty and staff. All of the computer labs operate a set of software applications that are required by the curriculum, as well as additional software that provides students with an opportunity to learn about applications they might otherwise never have a chance to try. Software needs for all the labs are reviewed at least three times per year (before the start of each semester). Faculty members are consulted in each review and they provide ITS with the information on the most recent software that needs to be secured for courses they teach. They also provide input as to what is needed for their research and scientific activities. All licenses are either obtained locally in Croatia or via RIT as part of their global licensing agreements.

**Video-conferencing Tools**

In line with one of the Strategic Plan objectives, RIT Croatia has invested in cutting edge video-conferencing solutions that enable knowledge sharing, collaborative research and accessibility. Two classrooms and one meeting space at each of the campuses are equipped with Polycom RealPresence technology. This next-generation technology enables faculty to
create a classroom without borders via video, voice and content sharing solutions, while at the same time meeting students’ expectations for an engaging, interactive learning experience. In addition, meeting rooms at both campuses are equipped with Cisco MX300 videoconferencing platforms. The total investment in Polycom and Cisco videoconferencing platforms was HRK 1,269,000 (since 2013).

These two platforms are used on a daily basis to conduct live online lectures, conferences, presentations, meetings and group chats. RIT Croatia recognizes the importance of these solutions and plans to continue to upgrade them in the future.

4.6. The library and library equipment, as well as access to additional resources ensure the literature for ensuring high-quality of study and scientific study

Elements of the standard

- The library and library equipment, including the additional resources, meet the conditions for a high quality of study.
- The library and library equipment, including the additional resources, ensure high-quality professional and/or scientific activity.

The libraries at both campuses offer a variety of resources and services, including printed and electronic sources, a study area equipped with computers, as well as binding, color printing, scanning and copying services. Library employees are available to assist both students and faculty during working hours of the libraries, Monday to Saturday. The employees are trained and supervised by the academic support manager.

The campus libraries contain course materials that students need to support them in their studies. Each semester, faculty orders books needed for their courses in the upcoming term, ensuring that all course materials arrive in time for the start of classes.

In addition, a great wealth of information can be found through the RIT Wallace Library, available to all RIT Croatia students, faculty and staff. It provides access to a large number of resources: books, journal articles, newspaper and magazine articles, streamed media, image collections, etc. Specifically, the RIT Wallace Library collection consists of 74,670 electronic journal subscriptions, 483 print journal titles (from where articles can be scanned and sent to students and faculty in Croatia), more than 545,025 electronic books, approximately 428,699 print books and journals, and 256 databases. Details are specified in table 4.10. Due to input field restrictions in the table, it was not possible to properly represent the number of electronic journal subscriptions – the correct number is 74,670.

If the RIT Wallace Library contains materials or books needed by students in Croatia, they can send it to students and faculty through Interlibrary Loan and express mail at no charge.
The library supports students and faculty by providing a variety of online tools, for example: Summon – a search discovery tool allowing users to search the full content of library materials from a single search box. The resources also include interactive tutorial modules designed to enhance information veracity and literacy skills as well as library research guides created by RIT librarians. To assist with citations, there are two major citation management tools, NoodleBib and EndNote, which are subscribed to and supported by the library, as well as a guide for using both product and citation information. There is a citation linker, for locating actual articles through the citation.

Global Librarian from the Rochester campus also offers services to both students and faculty in the form of navigating the library's system of resources, assistance in research projects, as well as effective use of research databases.

For their academic research needs, students are encouraged and often required to use sources from the RIT electronic library. As RIT alumni, former students have some limited access to the library as well, through the Alumni Network.

The Wallace Library is an incredible resource and provides all the support necessary for the faculty’s research activities.

4.7. The higher education institution rationally manages its financial resources

Elements of the standard

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

Funding sources

RIT Croatia is a not-for-profit private higher education institution and does not receive state budget funding, but almost all of the funding is secured through tuition income. Tuition amount is defined on a yearly basis, where several price categories exist – early payment price, regular price and late payment price. Tuition has to be paid before the start of the semester. Additionally, there is a possibility of the payment plan option, with the adjusted price, where tuition is payable in up to five installments.

All important information on tuition can be found in the following documents, also available on the website:
- Tuition Guidelines
- Payment Plan Request
- Reimbursement Policy.

RIT Croatia is monitoring the status of the tuition received on a monthly basis and contacting students with the financial dues through different communication channels such as e-mail, phone and regular mail, to accelerate the collection process. Students with financial dues are not able to enroll in the following semester until all of the dues are settled, and they cannot be issued transcripts, verifications of enrollment or diplomas.

Evidence of the tuition receivables and payments received is managed both in the student database and the financial software, where reconciliations are done on a quarterly basis to be able to identify potential mistakes. As undergraduate tuition revenue is not in the category of Revenue by Specific Requirements, and there was no category for them in MOZVAG Table 4.11, they have been added under section 5.1 in table 4.11

**Expense Categories**

The main expense category is faculty and staff salaries, followed by operating expenses of two campus buildings. RIT Croatia pays significant attention to assuring high quality IT equipment for classrooms and student labs, as well as other materials required for study programs delivery, where significant part of the expenses go to. Marketing, enrollment and business travel expenses are necessary parts of the budget as well. A significant part of expenses is directed to the professional development of faculty and staff, international cooperation and know-how transfer, students career development, student life improvements, study abroad programs, as well as to the implementation of the Strategic Plan guidelines; this shows how investment in the future is of great importance, that is, how important the development and improvement of the organization and its striving to greatness is. Furthermore, in line with the not-for-profit regulation, all potential surplus at the end of the fiscal period goes back to education activities.

**Budgets and Monitoring of Expenses**

Financial plans (budgets) are prepared before the start of the academic year, and approved at the Board of Trustees meeting. The monitoring of the expenses versus budget is done on a monthly basis, while internal budget revisions are done periodically to identify variances and adjust future expenses. In addition to the yearly budget, the long-term budget is prepared/ adjusted on a yearly basis as well, reflecting five-years revenue projections by different study programs as well as the expense projection in accordance to the expense categories. “Comparison to original” report is prepared after the end of the reporting period, covering results of the previous five years compared to the projected ones.
Financial Sustainability and Efficiency

RIT Croatia makes significant efforts to ensure financial sustainability and efficiency, as well as to ensure that expenditure occurring is in line with the budget and the Strategic Plan. As a global campus and a part of RIT, RIT Croatia has an assurance that RIT will support its activities in case of financial issues or external factors (force majeure). Procurement policy adopted by RIT Croatia defines principles of procurement to be: best value for money, effective competition and the best interest of RIT Croatia. It sets up thresholds for small purchases, informal quotes and formalized bids/tenders.

Internal Controls and Segregation of Duties

RIT Croatia takes care of internal controls and segregation of duties, and has adopted the Signatory Policy defining levels of authority of employees and delegations of authority provided by the Dean. Also, the practice is that each expense/payment passes three levels of authority, where the first level is the person (manager) approving the payment, the second level is the liquidator from the finance department who confirms that the expense is in accordance with accounting regulations and forwards it to the payment, while the third level are the signatories of eBanking transactions. According to the segregation of duties principle, when processing a single payment, in no case shall the same person be authorized at all three levels, and only in exceptional cases the same person may have authority at the first and third levels for the same expense.

At quarterly level, RIT Croatia updates the cash flow projections so that in case of forecasting the cash imbalance it can react timely and assure required funds be available.

RIT Rochester participates as an additional control of all financial functions on a weekly basis, and consolidates RIT Croatia’s financial statements into their system on a monthly basis. Office of Institute Audit, Compliance & Advisement (IACA) reviews key functions throughout RIT, including RIT Croatia, assuring that financial, operational, and system controls are adequate and effective. RIT Croatia was subject to two IACA audits so far, and the last one took place in 2014.

As RIT Croatia is subject to an annual external audit of financial statements, until now KMPG Croatia d.o.o. has been contracted for these services. Annual audited financial statements are kept on the RIT Croatia website, together with all of the relevant policies, which ensures high transparency of the institution.

Additional relevant partner, authorized for the preparation of tax forms and generally income tax process for foreign faculty, is the company Kopun i Kopun d.o.o.
5. Professional and scientific activity

5.1. Instructors and adjuncts employed at the higher education institution are committed to the achievement of high quality and quantity of professional and/or scientific activity.

Elements of the standard

- Instructors and adjuncts publish an appropriate number of high-quality professional and/or scientific publications.
- The higher education institution has efficient procedures for encouraging high-quality professional and/or scientific publication.
- The higher education institution keeps records on the distribution of publications by areas/departments of the HEI and encourages instructors and adjuncts from various fields to publish.
- Instructors and adjuncts of the higher education institution actively promote professional and/or scientific achievements at national and international conferences.

RIT Croatia is primarily focused on teaching activities, but its faculty and adjuncts engage in significant professional and scientific activities. This became even more prominent since RIT strengthened its focus on science and research activities in the RIT Strategic Plan – *Greatness Through Difference* (2015 – 2025), striving to achieve the R1: Doctoral University – Very high research activity status in the Carnegie Classification of Institutions of Higher Education. In 2016, RIT improved its classification from Masters – Comprehensive status to Doctoral University – Moderate Research Activity status, and the most recent update from January 2019 classifies RIT as R2: Doctoral University – High research activity.

This change in RIT’s strategy was also reflected in RIT Croatia’s Strategic Plan – *Committed to Greatness* (2016–2022), through greatness indicator #4: *Research excellence and collaboration*. RIT Croatia has 28 full-time faculty members, 21 have a PhD and 6 are enrolled in a PhD program. With the adjunct faculty, the team has 55 individuals, 40 with a PhD and 7 in a PhD program. In addition, 14 full-time faculty members have research titles: 13 are research associates and 1 is a senior research associate (details are in MOZVAG Tables 4.3., 4.4.).

Given the variety of areas of the study programs, the areas of professional and research interests of the faculty are equally diverse. They include the fields of economics, business, computer science, information sciences, electronics, psychology, sociology, philology, mathematics, ecology, religion science, archeology, political science etc.

RIT Croatia faculty keeps growing professional and research output. The activities include professional and scientific publications in journals and at conferences, research projects, professional activities, organization of events and membership in different research and professional organizations. According to the CROSBI report on the RIT Croatia full-time
faculty bibliography in the past five years, the number of publications grew from 7 in 2014 to 22 in 2017 and 23 in 2018. The quality of publications also keeps improving and some faculty published their work in top journals in their field, participated in editorial boards of top journals (Q1/Q2), presented at prestigious conferences, had work published by leading international publishers (MOZVAG Table 5.1.). Around 30% of publications fall under each of the categories: i) top journal and conference papers referenced in leading databases, ii) other papers relevant for election to titles, and iii) other conference publications. RIT Croatia is proud to host this year’s Eastern Academy of Management International scientific conference “Managing in Multicultural Environments” that will take place in June in Dubrovnik.

Another area of scientific activity that grows are applications and participation of faculty in research projects funded by the Croatian Science Foundation, EU funds, US National Science Foundation etc. As RIT Croatia awaits to be granted a license for scientific activity, faculty participates at projects in collaboration with different Croatian and international institutions.

Faculty members are also very active in publishing professional papers and organizing and presenting at professional conferences (MOZVAG Table 5.4.). In addition, faculty are active members of different associations in their respective fields that help them stay up to date with contemporary developments in their fields, but also provide a platform to share their work. Consulting projects for the industry and running their own companies are also forms of professional engagement that some faculty take part in.

Many professional and scientific activities are carried out in a collaborative form, both in connecting different areas into interdisciplinary work, and connecting different partners, in particular peers and students. Being a global campus of RIT provides a platform for a close exchange of ideas and joint projects with colleagues from other RIT campuses; this often includes visits of RIT Croatia faculty to other campuses, as well as visits to RIT Croatia by colleagues from Rochester, Dubai and Kosovo. In addition to the RIT community, RIT Croatia faculty partners with peers from different Croatian and international institutions, such as the University of Zagreb (Faculty of Natural Sciences, Faculty of Electrical Engineering and Computing, Faculty of Humanities and Social Sciences, Faculty of Economics and Business), University of Rijeka, University of Pula, University of Osijek, Pennsylvania State University, University of Manchester, Stanford University, Harvard University, Sam Houston State University, Ohio State University, Oakland University and Eastern Illinois University.

Collaboration on professional and scientific activities, primarily publications, with students is enriching the learning experience for students but also bringing a fresh perspective to the work of the faculty. Students from all four study programs participated as co-authors on
professional and scientific journal publications or presented the work they co-authored at the conferences.

RIT Croatia provides support to faculty and fosters their professional and research activities in different ways, including funding conferences, publications and elections to research titles, access to RIT grant opportunities, Research and Scholarship Committee and Research Seminar series, RITthink journal and annual awards. RIT Croatia full-time faculty have at their disposition a fund they can use to attend a conference, conduct a research project at a foreign institution, participate in a professional development (building research capacity) workshop or to cover the top tier academic journal publication. The Conference and Research Funding Framework was recently updated with a significant increase in annual funds available to faculty, from EUR 600 to EUR 1,500. An important element of funding availability is the requirement for faculty to share their experience, new expertise or skills with their RIT Croatia peers. Although they are not required to get elected to research titles, RIT Croatia funds the process for all full-time faculty that go through the process of election to research titles.

The faculty are also eligible to apply for RIT’s professional development grants, which many successfully use for research projects and attending conferences.

Research and Scholarship Committee is a standing committee of the Academic Senate. Its main role is to promote research and scholarly activities, provide support, as well as monitor and report. The Committee’s main activity is the Research Seminar series. Research Seminars are events that serve as a platform for sharing ideas and collecting feedback, presenting work in progress, presenting already published work, developing publishing skills and encouraging the collaboration of participants. Since the series introduction in 2017, there were six international guest, one alumni and four RIT Croatia faculty members who presented at the seminar.

As a response to Reaccreditation recommendations from the last reaccreditation cycle, in 2012 RIT Croatia started an online journal, RITthink. RITthink is a journal of professional and scientific peer-reviewed papers from a broad range of fields. It is available online only and six volumes were published so far.

Finally, faculty’s exceptional achievements in professional and scientific activities are recognized through the system of merit-based increases, as well as the system of annual faculty awards: Scholarship in Service, Discovery in Scholarship Award and Outstanding Achievement.
5.2. The higher education institution proves the social relevance of its professional and/or scientific research and transfer of knowledge.

Elements of the standard

- The higher education institution monitors and takes into consideration the needs of society, local community and labor market in planning its professional and/or scientific and research activities.
- The higher education institution has an efficient support system for research and transfer of knowledge and technologies.
- Instructors and adjuncts participate in the activities of professional organizations.

The core value of RIT Croatia and one of the motives for its establishment is to work for the betterment of the local community. In order to achieve this, RIT Croatia partners with the community and greatly values community feedback. Information gathered is broadly used in strategic planning as well as in the enhancement of the curriculum, courses and overall experience for students.

Among many communication channels, Career Services Office is one of the key entities that through their various activities receives industry inputs and community needs, and then shares that information with students, faculty and administration. Some of their activities include Career Education Day, guest lectures, workshops, Ideathon, company visits, cooperative education, career advising, support for Careers in Business courses, etc. The platform for all mentioned activities is a two-way communication, meaning that activities are designed based on students’ and/or faculty’s and/or companies’ needs and the input all groups provided, with the goal of providing relevant and value-added content to all parties involved.

Career Education Day is one of the most significant events organized by RIT Croatia. It offers opportunities for companies to meet with students and faculty and to present their organization, current trends, as well as their business challenges. One of the main activities includes workshops where business community can, together with students and faculty, actively work on finding common ground in terms of ideas and approaches for business challenges that companies face today. Participation in such events is also relevant for faculty and academic leadership, as they use the relevant inputs in the process of enhancing individual courses and the overall study program curriculum.

RIT Croatia partners with HUB385 and City of Dubrovnik Development Agency (DURA) to promote entrepreneurship and the development of start-ups among students, mainly through organization of specialized workshops and events, providing mentors and lecturers for Hackathon events, organizing Start-me-up Academies and providing students with a potent and innovative co-working space.
In collaboration with HUB385 in 2018, RIT Croatia organized a hackathon event under the name “Ideathon”, which was aimed specifically towards students. The Ideathon theme was “The Future of Education” and students had 22 hours to develop their ideas and projects with mentors before pitching their business plans in front of an “investor panel” who were in the role of the investors. The goal of these events is to encourage students to work on their ideas as well as to enable proper mentorship, guidance and support in transformation of their ideas to start-ups.

Another good example of social relevance of the transfer of knowledge is a project in cooperation with DURA and ENUM Software – a company founded by RIT Croatia graduates, which helped the City of Dubrovnik develop smart city projects.

Among a series of events organized to celebrate RIT Croatia’s 20th anniversary is TEDxZagreb Saloon with a topic of: Visionary or Leader. This event, hosted by HUB385, was organized and executed by RIT Croatia students under TEDx mentorship. This was not only a great event, but also a tremendous opportunity for students to learn about event management and interact and connect with successful business people, start-up owners and well-known leaders and visionaries.

RIT Croatia’s community engagement is an integral part of the Strategic Plan – Committed to Greatness (2016–2022) and the institution aims to encourage faculty and students to participate in activities that are of interests to the broader community. An example of this is RIT Croatia’s participation in City of Dubrovnik’s bid for European Capital of Culture status. This project was an opportunity for the City to generate considerable cultural, social and economic benefits and help foster urban regeneration, change the City’s image and raise its visibility and profile on an international scale. Several RIT Croatia faculty members had an active role in the creation of two separate Bid Books in the period from 2014 to 2016.

RIT Croatia is actively working on fostering establishing relationships between students and wider local communities. Student clubs and their faculty mentors are constantly looking for new ways to engage in the community through annual volunteering events, workshops and projects. Some of the examples of projects include the annual community service day, holiday auction, Dinburger, food waste awareness campaign, etc. More details about RIT Croatia’s social engagement can be found in standard 1.5.

Professional and scientific interests of RIT Croatia faculty and activities that they pursue their interest in are all socially relevant. Examples of their research topics include decision making and vIPFC in humans, molecular basis of anxiety and depression, innovative software for co-robots and smart devices in the service sector, loyalty and motivation of blood donors, food deserts, microbial consortia in the ocean, autonomous underwater vehicles, creating all-Europe many-core processor, enabling use of different telemedicine applications for elderly
people at home and medical specialists on remote locations, etc. The high level of quality of their publications also indicates that their work is current and relevant (more details in Standard 5.1.).

A few projects that stand out are aimed at environmental protection and awareness. Green Sea Safari is a project lead by an adjunct faculty member, Dr. Marlena Ćukteraš, with a mission to clean isolated beaches, islands and bays of plastic, beer bottles and other similar waste. Dr. Staša Puškarić is a full-time faculty member focused of contributions to global warming solutions. Dr. Puškarić gave a TEDxZagreb talk Carbon Removal in 2016, works on the project Bio-Optical and Bio-Acoustic Indices and Physiological Signatures of Microbial Consortia in the Ocean, in cooperation with the Institute of Marine Research, Bergen, Norway, is featured in the HBO documentary Ice on Fire that speaks of global warming solutions, and is transferring his passion to students in the Robotics Club, which is currently working on building a Solar Glider capable of autonomous flying and collecting research data at hardly accessible locations.

Professional contributions of faculty include founding and leading different organizations in their respective areas (i.e. HUJAK), affiliations with different professional institutions, participation in industry projects, consulting projects, as well as successfully running their own companies. Some of the events and workshops organized by faculty include Javantura, JavaCro, Leaders to Leaders conferences, workshops for empowering women in industry and for local high school professors, etc.

5.3. Professional and/or scientific achievements of the higher education institution have been recognized in the regional, national and international context.

Elements of the standard

- Instructors and adjuncts have received regional, national and international awards and acknowledgements for their professional and/or scientific achievements.
- The higher education institution is a holder of an adequate number of projects.
- Instructors and adjuncts take part in national and international conferences.
- Instructors and adjuncts are members of professional organizations and editorial boards of journals.

RIT Croatia’s professional and scientific achievements have been recognized in the regional, national and international context. Full-time and adjunct faculty have received regional, national and international awards and acknowledgements for their achievements. As already described, RIT Croatia is the first to recognize and annually award the best performing faculty members. Faculty’s exceptional achievements in professional and scientific activities are recognized through the system of annual faculty awards: Scholarship in Service, Discovery in Scholarship Award and Outstanding Achievement.
RIT also recognizes contributions of its faculty to the global RIT community and stakeholders, hence supporting the continuation of such strong performances by providing opportunities and approving different grant requests. In addition, every year RIT recognizes the global campus’ faculty as the Featured Faculty for the RIT Publication of Faculty Scholarship Report.

As RIT Croatia due to its status cannot apply for big research projects, all projects and activities the faculty take part in are completed in collaboration. Establishing and maintaining partnerships at peer and the institutional level in Croatia and internationally is another indicator of the positioning of the faculty in their areas of expertise.

Such partnerships often also include invited talks, guest lectures, workshops and similar, and the faculty often engage in such activities. A major international acknowledgement was the acceptance of Dr. Ana Havelka Meštrović into the Fulbright Visiting Scholar Program, postdoctoral research in AY 2016/2017. During the period of September 2017 – February 2018 Dr. Havelka Meštrović was a Fulbright Postdoctoral Research Fellow for the project “Underlying Mechanisms of Anxiety and Stress-Related Disorders” at the Department of Psychiatry – Etkin’s Lab, School of Medicine, Stanford University, Palo Alto, CA, USA. Another example is the affiliation of Dr. Maja Vidović with the Pennsylvania State University. Dr. Vidović is active as an adjunct lecturer for online courses, in undergraduate and graduate study programs in the School of Labor and Employment Relations at the Pennsylvania State University.

It is also worth to mention that RIT Croatia Research Seminars are highly valued internationally. A clear sign is the fact that presenters so far were mostly international colleagues, some even from Ivy league universities.

Recognition within the local community often comes in a form of invitations to join government projects. Just one example is Dr. Jakob Patekar, who is a Member of the Expert Team for the Development of the National Curriculum of English, Ministry of Science and Education. RIT Croatia is proud that one member of its rather small and young faculty team is a member of the Croatian Academy of Engineering: Dr. Martin Žagar has been an associate member of the Academy since 2015. On the professional side, the faculty’s expertise is often sought after in various consulting projects for the industry.

RIT Croatia faculty members have rich experience in professional and scientific conferences. This experience includes organizing conferences, both program and the logistics side, participating in conference advisory boards, chairing conference programs, delivering keynote addresses, presenting papers and serving as reviewers for conference submissions (details are in MOZVAG Tables 5.4., 5.5.). Faculty conference contributions were also awarded with the best paper/presentation awards at conferences. Some were even featured in the TEDxTalks: Rebecca Charry Roje gave a talk at TEDx Dubrovnik: Living Tomorrow in
2016, Creating a Brave New English, while Dr. Staša Puškarić gave a TEDxZagreb talk Carbon Removal, in 2016, as well.

RIT Croatia faculty also have an active role in the professional and scientific community. Faculty and adjuncts are active members in various professional and scientific associations and organizations. Several faculty members are also members of editorial boards of journals (details in MOZVAG Table 5.4.). Very often they are invited as journal reviewers. One such recent acknowledgement was an invitation to Dr. Ambroz Čivljak to become a reviewer for the Mathematical Reviews (a division of the American Mathematical Society).

5.4. Professional and/or Scientific Activities and Achievements of the Higher Education Institution Improve Teaching.

Elements of the standard
- The research equipment is used in teaching at undergraduate and graduate level.
- Undergraduate and graduate students are involved in HEI’s projects.
- The HEI recognizes and rewards professional and/or scientific achievements of its employees.

The primary focus of RIT Croatia are activities related to teaching. Individually driven topics and activities of the faculty in the field of professional engagement and research are diverse (described in detail in standards 5.1 – 5.3.), and faculty always use them to enhance the classroom experience for students. Often, students actively contribute in faculty projects, engaging in the research process (i.e. working with Dr. Ana Havelka Meštrović, psychology instructor, on research about stress and anxiety in students), co-authoring papers and presenting at conferences.

Faculty professional and research interests also frequently coincide with the topics and activities of student clubs. Student clubs are diverse and often are a result of students’ interest to apply and expand skills and expertise that they acquire through the study program curriculum. All clubs are established by students and mentored by one of the full-time faculty members. For example, the Investment Club at RIT Croatia, mentored by Dr. Vanja Vejzagid (accounting instructor), helps its members (students) test their knowledge to better mimic the world of financial markets once they start pursuing their careers at the job market. Members of the club learn how to do market analysis, company analysis, and to draw conclusions from them using critical analysis, applying the acquired knowledge and constantly improving their skills.

The Robotics Club, mentored by Dr. Staša Puškarić (ecology instructor), helps students to extend their knowledge by pushing them into research and work area related to study program and ecology courses. More specifically, the club started with investigating how to
use drones with the goal of achieving autonomous flights. In the past two years, the club’s activities moved further, to using the drones, equipped with sensors, in air quality measurements and radioactivity. Last summer, club members built an eye-tracker to allow faculty to pursue an interest for research in experimental psychology (perception, auditory stimulus, memory and brain, visual processing, startle response, emotions), but also consumer behavior (behavioral response to commercials, behavioral approach in marketing, traits in business, etc.). Except for research, eye-tracker will be used for classes too, Psychology, Environmental Science, Marketing, to enable students to learn more about experiments and data collection and analysis. Due to the market trends and needs, the club’s current activities are wrapped around autonomous rovers and solar powered gliders.

The Blockchain Club, mentored by Dr. Peter Schmidt (accounting instructor), deals with solutions for blockchain related innovations, international cooperation with other similar student clubs at other universities, excursions and visits in the region to fairs, conferences and similar events. The club was established after a very successful series of lectures on blockchain, the Blockchain Academy.

Another example of student’s engagements are workshops. For example, the workshop DIY Parabolic Solar BBQ, organized by RIT Croatia students under the mentorship of Dr. Staša Puškarić as part of the GreenGo initiative, was organized to encourage people to use alternative sources of energy for everyday activities. The students demonstrated how to make your own solar cooker and parabolic solar BBQ.

All the mentioned and similar activates are supported, recognized and awarded by RIT Croatia on a yearly basis. The system of annual faculty awards includes Excellence in Teaching, Scholarship in Service, Discovery in Scholarship Award and Outstanding Achievement awards.
Dubrovnik, February 22, 2019

The self-evaluation report has been confirmed and approved by:

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