



Strategy

of the Faculty of Kinesiology,
University of Split 2026–2030

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1. | INTRODUCTION

- 1.1. Historical Overview of the Development of the Faculty of Kinesiology, University of Split
- 1.2. Organisational Structure of the Faculty of Kinesiology, University of Split
- 1.3. Governing Bodies of the Faculty
- 1.4. Foundations for the Development of the Strategy
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 - 1.4.3. *Methodology for Conducting the Strategic Framework*

1. | INTRODUCTION

1.1. Historical Overview of the Development of the Faculty of Kinesiology, University of Split

Until 1945, physical education in schools in the City of Split was mainly conducted by staff trained within Sokol societies and later at higher education institutions in Croatia and abroad. Systematic teacher education began in 1945 with the establishment of the Higher Pedagogical School in Split. Although this institution educated teachers, it initially did not provide specialised training exclusively for physical education teachers.

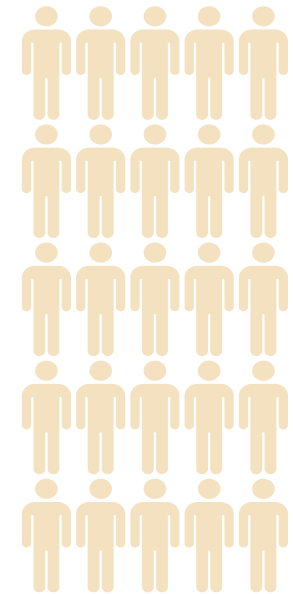
During the 1950s and 1960s, the programme evolved from a one-year to a three-year course of study, and a specialised teacher training programme in physical education was introduced. In 1953, the newspaper *Slobodna Dalmacija* announced the opening of a Physical Education Teacher Study Group, with an enrolment quota of 25 students and defined

admission requirements. The first generation of students began their classes in the academic year 1954/1955 in the Hrvatski Sokol hall (today the Hrvatski dom Split). The teaching staff consisted of experts educated outside Split, supported by lecturers from other disciplines as well as distinguished athletes and coaches. Practical instruction was also carried out in numerous Split sports clubs.

Between 1961/1962 and 1978/1979, the Higher Pedagogical School was transformed into a Pedagogical Academy with a two-year programme. During this period, compulsory student teaching practice was introduced, initially conducted in the school gymnasium.

In the late 1970s, the Pedagogical Academy was integrated with other faculties into a system of teacher education studies, within

Figure 1. In 1953, the newspaper *Slobodna Dalmacija* announced the opening of a Physical Education Teacher Study Group, with an enrolment quota of 25 students and defined admission requirements.



which the Institute of Physical Culture operated. This structure remained in place until 1991, when an independent institution was established within the University of Split.

Full institutional independence of kinesiology was achieved in 2008 with the establishment of the Faculty of Kinesiology (KIF). For the first time, the Faculty operated entirely with its own teaching staff, addressing previous reliance on teachers from related faculties in the region.

In accordance with the Bologna Declaration, the Faculty was among the first to implement the new study system, enrolling its first Bologna generation of students in 2005/2006. The first bachelor's degrees were awarded in 2008, while the inaugural generation of the doctoral programme was also enrolled in the 2007/2008 academic year.

Today, the Faculty operates through departments and chairs, the Department of Professional Studies, the Department of Lifelong Learning, the Doctoral Studies Department, the Quality Assurance and Enhancement Office, the International Relations Office, and the Institute of Kinesiology.

Facilities have significantly improved since 2013, when the Faculty was assigned a building at 6 Nikola Tesla Street, housing laboratories, a gym, and a cafeteria. In 2017/2018, additional premises at 10 Nikola Tesla Street were allocated, where classrooms and the library were arranged. In 2024, renovation of the fourth floor at 10 Nikola Tesla Street was completed, now accommodating faculty offices, the Dean's Office, and administrative staff.

Regarding facilities for practical instruction, the situation has largely remained unchanged since the early years. Most practical classes continue to be held in the City's sports facilities, which also serve as the Faculty's teaching bases. Although this may be seen as a limitation, it simultaneously represents a valuable connection with sports practice—a link that should be preserved.



1.2. Organisational Structure of the Faculty of Kinesiology, University of Split

The Faculty of Kinesiology at the University of Split is organised to ensure the effective delivery of teaching, scientific research, and professional activities. Its internal structure consists of academic departments, administrative services, and the Faculty library, forming a functional unit aimed at achieving the Faculty's strategic and operational goals.

The core academic units of the Faculty are its departments, within which teaching, research, and professional activities are conducted. Each department is led by a head of department, and all teaching and research staff working in a specific field are members of the corresponding departments. The Faculty comprises four departments: the Department of Kinesiological Anthropology and Health, Department of Kinesiology of Team Sports and Theory of Sport, the Department of Kinesiology of Individual Sports, and the Department of Kinesiological Education and Methodology. Within these departments, sec-

tions are organised to further specialise teaching and research activities.

In addition to the departments, the Faculty includes the Department of Professional Studies, the Quality Assurance and Enhancement Office, the International Relations Office, the Department of Lifelong Learning, and the Doctoral Studies Department. A particularly significant role is held by the Institute of Kinesiology, which connects research and professional practice. The Institute serves as a central body for advancing scientific research and applying research findings in practice.

To ensure the smooth functioning of the Faculty, professional administrative services are established to perform administrative, legal, financial, human resources, student services, IT, technical, analytical, and procurement tasks. Each service is managed by a head of service, and additional units may be established as needed. The Faculty Library represents an essential infrastructural unit,

providing access to scientific and professional literature, databases, and other printed and electronic resources necessary for teaching and research activities. The Library is managed by a Head Librarian.

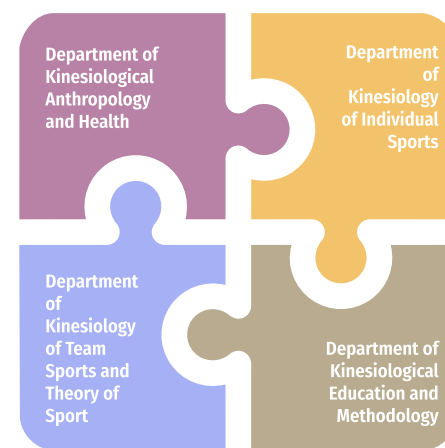


Figure 2. The core academic units of the Faculty are its departments, within which teaching, research, and professional activities are conducted. The Faculty comprises four departments.

1.3. Governing Bodies of the Faculty

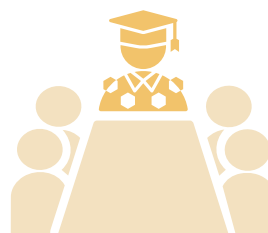
In accordance with the Statute of the Faculty of Kinesiology, University of Split, the governance of the Faculty is exercised through two key bodies: the Dean and the Faculty Council. These bodies operate in line with legal and statutory provisions, ensuring institutional autonomy, academic self-governance, and transparency.

The Dean is the executive and representative authority of the Faculty. The Dean represents the Faculty publicly, manages its operations, and is responsible for ensuring the legality of its activities as well as the implementation of strategic objectives. In carrying out these duties, the Dean is supported by Vice-Deans, whose number and specific responsibilities are defined by the Statute and by decisions of the Faculty Council upon the Dean's proposal. Vice-Deans assist the Dean in overseeing specific areas of the Faculty's activities (e.g., teaching, research, finance, international cooperation). In the event of the Dean's absence, the Vice-Deans assume the Dean's responsibilities in accordance with the procedures determined by Faculty regulations.

The Faculty Council is the highest governing collegiate body of the Faculty. Under the Statute, it is entrusted with key responsibilities, including the adoption of strategic documents, directing the Faculty's development, approving and amending the Statute, appointing key office holders, and overseeing the work of the Dean. The Council is also authorised to establish standing and ad hoc committees that function as advisory or expert bodies in various areas of Faculty activity.

This governance structure enables balanced leadership of the Faculty by combining executive authority (the Dean) with collegial oversight and decision-making (the Faculty Council), while upholding the principles of academic self-governance, accountability, and institutional stability.

Figure 3. *In accordance with the Statute of the Faculty of Kinesiology, University of Split, the governance of the Faculty is exercised through two key bodies: the Dean and the Faculty Council.*



1.4. Foundations for the Development of the Strategy

1.4.1. Methodology for Conducting the Faculty Situation Analysis

The situation analysis of the Faculty of Kinesiology, University of Split, was prepared as a foundation for the new Development Strategy for the period 2026–2030. It is based on an evaluation of the implementation of the objectives defined in the previous Strategy (2021–2025) and the associated action plans. The process included a systematic review of achievements and challenges in relation to the strategic priorities defined in the previous planning period: ensuring the quality of work and the social role of the Faculty, improving the quality of study programmes, strengthening student support, developing teaching and institutional capacities, and advancing the Faculty's research activities. Particular attention was also given to related areas that support the implementation of strategic priorities, including organisational efficiency, human resources, international cooperation and mobility, infrastructure, and financial sustainability.

The data used in the analysis were collected from a range of relevant sources, including the Faculty's previous Strategy and its associated action plans, reports on the implementation of strategic measures, the research strategy, internal statistics on students, staff, mobility, projects and publications, financial reports, as well as current Faculty regulations (Statute, rulebooks, systematisation documents). In addition, indicators defined at the level of the University of Split were also taken into account.

The analysis was conducted using a combination of quantitative and qualitative methods—on the one hand through statistical processing of key indicators, and on the other through an assessment of impact, identification of obstacles, and recognition of opportunities for improvement. The preparation of the analysis involved the Faculty Management, heads of departments and sections, administrative services, and student representatives,

thereby ensuring a participatory approach and the inclusion of diverse perspectives.

The results of the analysis serve as the foundation for defining the new Faculty Development Strategy, aligned with the strategic guidelines of the University of Split, national policies in the field of science and education, and the broader European development framework.

1.4.2. Methodology for Conducting the SWOT Analysis

For the purposes of conducting the SWOT analysis of the Faculty of Kinesiology, a focused questionnaire was designed in line with the strategic areas defined in the previous Strategy 2021–2025. The questionnaires included questions aimed at identifying strengths and weaknesses as internal factors of the Faculty, as well as opportunities and threats arising from the external environment.



The questionnaires were distributed to members of working groups, representatives of teaching and administrative staff, and student representatives, thereby ensuring the involvement of key Faculty stakeholders. Following data collection and processing, the results were integrated and subjected to a SWOT matrix analysis.

The analyses were conducted for each strategic area of the new strategic framework: quality of work and the Faculty's social role, quality of study programmes, student standard and support system, teaching and institutional capacities, and research activity. This approach provided a clear and comprehensive overview of the Faculty's internal capacities and limitations, as well as external factors that may influence its development.

Such a methodological approach enabled a swift yet comprehensive identification of the Faculty's key strengths and challenges, serving as the basis for defining new strategic goals and measures for the 2026–2030 planning period.

1.4.3. Methodology for Conducting the Strategic Framework

The definition of the vision and mission of the Faculty of Kinesiology, University of Split, constituted the starting point in the develop-

ment of the new strategic framework. The vision expresses the Faculty's long-term aspirations and its role in society, while the mission defines its purpose, core values, and the way it contributes to community development through education, research, and sport. The new vision and mission were formulated upon the proposal of the Committee for the Development and Implementation of the Strategy and were discussed within working groups and the Faculty Council. The process followed a participatory approach, involving teaching and administrative staff as well as student representatives, ensuring that the final formulation reflected the needs and priorities of the academic community.

The establishment of strategic areas was based on an analysis of the implementation of the previous Strategy for the period 2021–2025, the associated action plans, and the Faculty's annual reports, while also aligning with the development guidelines of the University of Split and relevant national strategic documents. The defined strategic areas include quality of work and the Faculty's social role, enhancement of study programme quality, student support, development of teaching and institutional capacities, and strengthening of research activity. These areas were recognised

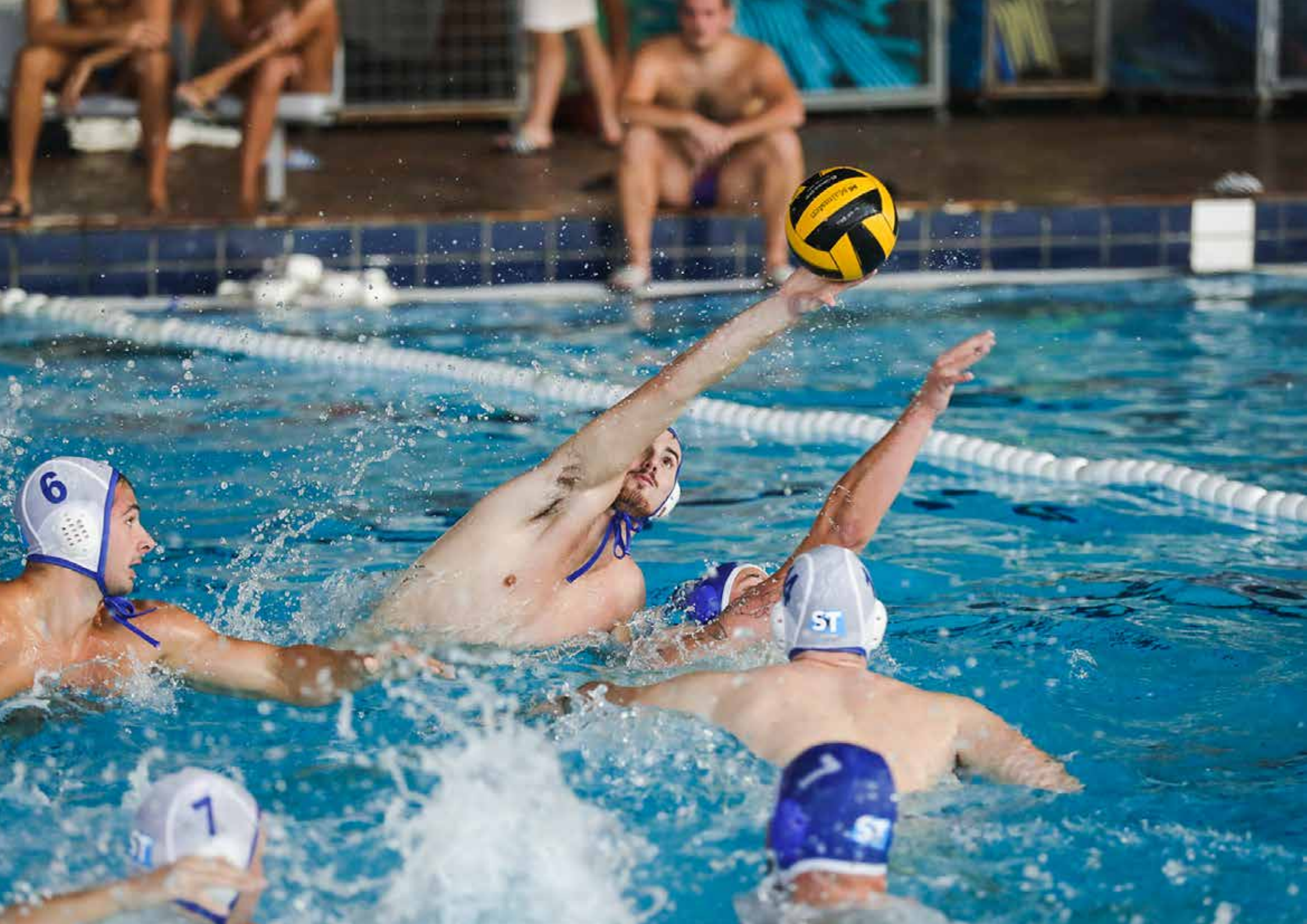
as the key determinants of the Faculty's long-term development and are aimed at reinforcing its academic and social visibility.

For each strategic area, specific objectives and tasks were defined, drawing on the results of the situational analysis, SWOT analysis, and evaluation of previous action plans. The SMART methodology was applied to ensure that objectives are specific, measurable, achievable, relevant, and time-bound. Proposals were developed within working groups, endorsed by the Strategy Committee, and adopted by the Faculty Council. This approach ensured that the strategic framework for the period 2026–2030 is grounded in a shared vision of development, realistic institutional capacities, and alignment with national and university priorities.



Figure 4. The SMART methodology was applied to ensure that objectives are specific, measurable, achievable, relevant, and time-bound.







2. | SITUATION ANALYSIS OF THE FACULTY OF KINESIOLOGY, UNIVERSITY OF SPLIT

2.1. Analysis of Teaching Activities

2.1.1. Staff of the Faculty of Kinesiology

2.1.2. Students of the Faculty of Kinesiology

2.1.3. Study Programmes

2.2. Analysis of Scientific Research Output

2.3. Analysis of the Quality Assurance System

2.4. Analysis of International Cooperation

2.5. Analysis of Professional Work and Contribution to the Community

2.6. Analysis of Resources: Facilities, Equipment, and Overall Infrastructure

2. | SITUATION ANALYSIS OF THE FACULTY OF KINESIOLOGY, UNIVERSITY OF SPLIT

2.1. Analysis of Teaching Activities

2.1.1. Staff of the Faculty of Kinesiology

The following table presents the Faculty's teaching staff by academic rank.

Table 1. Faculty Teaching Staff by Academic Rank

SCIENTIFIC-TEACHING OR ASSOCIATE POSITION	NUMBER	%
Full Professor (tenured)	7	16 %
Full Professor	11	25 %
Associate Professor	12	27 %
Assistant Professor	6	14 %
Senior Assistant	3	7 %
Assistant	5	11 %
TOTAL	44	

According to the presented data, the Faculty employs a total of 44 teaching and research staff members. The most represented groups are associate professors (27%) and full professors (25%), while full professors in permanent tenure account for 16% of the teaching staff. Assistant professors represent 14%, and associates (senior assistants and assistants) make up a total of 18% of the teaching staff.

Out of the 44-teaching staff, 39 have been elected in the field of kinesiology, two in interdisciplinary fields, two in basic medical sciences, and one in sociology.

Table 2. Teaching Staff by Scientific Fields

SCIENTIFIC FIELD	NUMBER OF TEACHING STAFF ELECTED TO A POSITION/TITLE IN THE FIELD
Kinesiology	39
Basic Medical Sciences	2
Sociology	1
Interdisciplinary Fields	2

2.1.2. Students of the Faculty of Kinesiology

The Faculty offers a wide range of university and professional study programmes in the field of kinesiology, covering the full educational cycle from undergraduate to post-graduate levels. Approximately half of the



students are enrolled in full-time university programmes (structured according to the 3 + 2 model for undergraduate and graduate studies), while a very similar number attend professional study programmes. In addition, there are currently 12 students enrolled in the university postgraduate (doctoral) programme. This distribution reflects the diversity of student profiles, ranging from those pursuing scientific and academic careers to those oriented toward professional and practical work in various areas of kinesiology practice.

Table 3. Student Structure at the Faculty of Kinesiology

Study Programme Title	Type and Level of Study Programme	Full-time Students	Part-time Students
University Undergraduate Study Programme in Kinesiology	University undergraduate	231	0
University Graduate Study Programme in Kinesiology	University graduate	125	0
University Postgraduate (Doctoral) Study Programme in Kinesiology	University postgraduate	0	12
Professional Undergraduate Study Programme in Kinesiology – Kinesitherapy	Professional undergraduate	0	79
Professional Undergraduate Study Programme in Kinesiology – Strength and Conditioning	Professional undergraduate	0	114
Professional Undergraduate Study Programme in Kinesiology – Recreation and Fitness	Professional undergraduate	0	54
Professional Undergraduate Study Programme in Kinesiology – Sports Coaching	Professional undergraduate	0	50
Professional Graduate Study Programme in Kinesiology	Professional graduate	0	76
TOTAL		356	385

2.1.3. Study Programmes

The Faculty of Kinesiology at the University of Split offers all levels of higher education in the field of kinesiology—from undergraduate and graduate university programmes, through undergraduate and graduate professional programmes, to a postgraduate doctoral programme. Through these study programmes, the Faculty provides comprehensive education as well as professional and scientific advancement across all areas of applied kinesiology, including kinesiology edu-

cation, sport, strength and conditioning, recreational kinesiology, and kinesitherapy. Owing to the quality of its teaching process and the continuous development of its programmes, numerous Faculty alumni today hold prominent positions within Croatian and Split-based sports organizations—one of the most successful and internationally recognised sectors of social activity in the Republic of Croatia.

Accordingly, the Faculty offers:

- University undergraduate and graduate study programmes;
- Postgraduate doctoral study programme in kinesiology;
- Undergraduate and graduate professional study programmes in various fields of applied kinesiology.

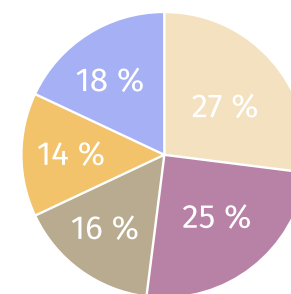


Figure 5. The Faculty employs a total of 44 teaching and research staff members, of which professors account for 27%, full professors 25%, full professors in permanent tenure 16%, assistant professors 14%, and associates 18%.



The Faculty offers the following university study programmes:

- **University Undergraduate Study Programme**

Name of the Study Programme	University Undergraduate Study Programme in Kinesiology
Scientific/Artistic Field of the Study Programme	Social Sciences, Field: Kinesiology
Duration of the Study Programme	3 years
Minimum Number of ECTS Credits Required for Completion	180 ECTS
Academic Title and Abbreviation Awarded	University Bachelor of Kinesiology
(univ. bacc. cin.)	redovno
Mode of Study	Full-time
Programme Provider	Faculty of Kinesiology, University of Split
Place of Study	Split

- **University Graduate Study Programme**

Name of the Study Programme	University Graduate Study Programme in Kinesiology
Scientific/Artistic Field of the Study Programme	Social Sciences, Field: Kinesiology
Duration of the Study Programme	2 years
Minimum Number of ECTS Credits Required for Completion	120 ECTS
Academic Title and Abbreviation Awarded	Master of Kinesiology (mag. cin.)
Mode of Study	Full-time
Programme Provider	Faculty of Kinesiology, University of Split
Place of Study	Split

- **University Graduate Study Programme**

Name of the Study Programme	International Basketball Coaching and Management
Scientific/Artistic Field of the Study Programme	Social Sciences, Field: Kinesiology
Duration of the Study Programme	2 years
Minimum Number of ECTS Credits Required for Completion	120 ECTS
Academic Title and Abbreviation Awarded	Master of Science in Basketball Coaching and Management (MSc)*
Mode of Study	Part-time
Programme Provider	Lithuanian Sports University and the Faculty of Kinesiology, University of Split
Place of Study	Split (Croatia) and Lithuania

* In accordance with the study agreement between the Lithuanian Sports University and the Faculty of Kinesiology, University of Split, the Lithuanian Sports University issues qualification certificates, diploma supplements, and transcripts of records.

The Faculty offers the following doctoral study programme:

- **Postgraduate Doctoral Study Programme**

Name of the Study Programme	University Postgraduate Doctoral Study Programme in Kinesiology
Scientific/Artistic Field of the Study Programme	Social Sciences, Field: Kinesiology
Duration of the Study Programme	3 years
Minimum Number of ECTS Credits Required for Completion	180 ECTS
Academic Title and Abbreviation Awarded	Doctor of Science (PhD)
Mode of Study	Part-time
Programme Provider	Faculty of Kinesiology, University of Split
Place of Study	Split



The Faculty also offers a range of professional study programmes:

- **Professional Undergraduate Study Programme**

Name of the Study Programme	Kinesiology; Specialization in Strength and Conditioning
Scientific/Artistic Field of the Study Programme	Social Sciences, Field: Kinesiology
Duration of the Study Programme	3 years
Minimum Number of ECTS Credits Required for Completion	180 ECTS
Academic Title and Abbreviation Awarded	Bachelor (baccalaureus/baccalaurea) of Kinesiology (with specialization indicated – Strength and Conditioning Coach), bacc. cin.
Mode of Study	Part-time
Programme Provider	Faculty of Kinesiology, University of Split
Place of Study	Split

Name of the Study Programme	Kinesiology; Specialization in Kinesitherapy
Scientific/Artistic Field of the Study Programme	Social Sciences, Field: Kinesiology
Duration of the Study Programme	3 years
Minimum Number of ECTS Credits Required for Completion	180 ECTS
Academic Title and Abbreviation Awarded	Bachelor (baccalaureus/baccalaurea) of Kinesiology (with specialisation indicated – Kinesitherapist),
bacc. cin.	izvanredno
Mode of Study	Part-time
Programme Provider	Faculty of Kinesiology, University of Split
Place of Study	Split

Name of the Study Programme	Kinesiology; Specialization in Recreation and Fitness
Scientific/Artistic Field of the Study Programme	Social Sciences, Field: Kinesiology
Duration of the Study Programme	3 years
Minimum Number of ECTS Credits Required for Completion	180 ECTS
Academic Title and Abbreviation Awarded	Bachelor (baccalaureus/baccalaurea) of Kinesiology (with specialisation indicated – Recreation and Fitness Coach),
bacc. cin.	izvanredno
Mode of Study	Part-time
Programme Provider	Faculty of Kinesiology, University of Split
Place of Study	Split

Name of the Study Programme	Kinesiology; Specialization in Sports Coaching
Scientific/Artistic Field of the Study Programme	Social Sciences, Field: Kinesiology
Duration of the Study Programme	3 years
Minimum Number of ECTS Credits Required for Completion	180 ECTS
Academic Title and Abbreviation Awarded	Bachelor (baccalaureus/baccalaurea) of Kinesiology (with specialisation indicated – Sports Coach in a Selected Sport)),
bacc. cin.	izvanredno
Mode of Study	Part-time
Programme Provider	Faculty of Kinesiology, University of Split
Place of Study	Split



- **Professional Graduate Study Programme**

Name of the Study Programme	Kinesiology
Scientific/Artistic Field of the Study Programme	Social Sciences, Field: Kinesiology
Duration of the Study Programme	2 years
Minimum Number of ECTS Credits Required for Completion	120 ECTS
Academic Title and Abbreviation Awarded	Master of Kinesiology (with specialization indicated – Sports Coach in a Selected Sport; Strength and Conditioning Coach; Recreation and Fitness Coach; Kinesitherapist), mag. cin.
Mode of Study	Part-time
Programme Provider	Faculty of Kinesiology, University of Split
Place of Study	Split



2.2. Analysis of Scientific Research Output

In the period from 2020 to 2024, teaching staff of the Faculty of Kinesiology, University of Split, published a total of 394 papers indexed in the Web of Science Core Collection (WoS) and Scopus databases (Figures 1 and 2). The number of publications shows a gradual increase during the first years, rising from 66 papers in 2020 to 69 in 2021 and 79 in 2022, reaching a peak of 104 publications in 2023, followed by a slight decline to 76 papers in 2024.

Of the total number of publications, 300 papers were indexed in WoS and 353 in Scopus, indicating substantial overlap between the two databases. A more detailed breakdown shows that 257 papers were indexed in both WoS and Scopus, 42 papers were indexed exclusively in WoS, and 95 papers exclusively in Scopus. This distribution demonstrates the broad international visibility of the Faculty's research output, with slightly greater representation in Scopus, which covers a wider range of journals.

Overall, the trend indicates increasing scientific productivity and visibility in both databases up to 2023, followed by a modest decrease in 2024, which may be attributed to natural fluctuations in research cycles and publication timelines. The high proportion of papers indexed simultaneously in both WoS and Scopus further confirms the quality and international relevance of the scientific work conducted at the Faculty of Kinesiology, University of Split.

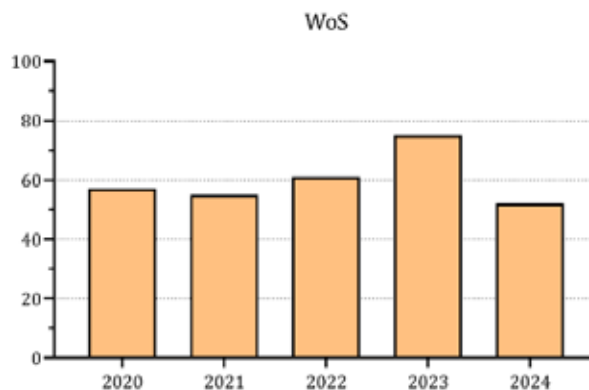


Figure 6. Number of papers indexed in WoS database

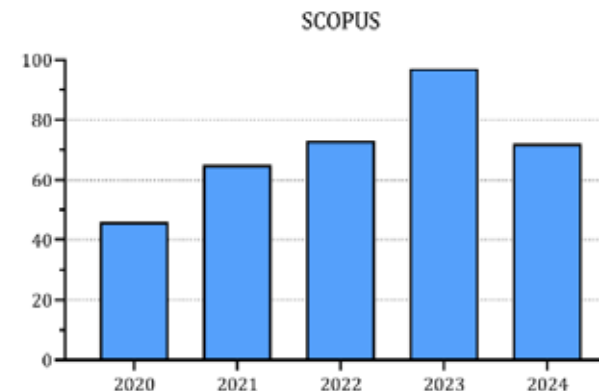


Figure 7. Number of papers indexed in Scopus database

Papers authored by researchers from the Faculty of Kinesiology, University of Split, have been published in journals across all quartiles in both the Web of Science (WoS, ranked by Journal Impact Factor) and Scopus (ranked by SCImago Journal Rank) databases, indicating balanced distribution with a clear orientation toward higher-ranked journals. In the WoS database, the largest proportion of publications falls within the fourth quartile (Q4) at 33%, fol-



lowed by the second quartile (Q2) at 28%, the first quartile (Q1) at 25%, and the third quartile (Q3) at 13% (Figure 3). In Scopus, publications are predominantly concentrated in the first and second quartiles (Q1 and Q2), each accounting for 31% of the total output, while the third quartile (Q3) represents 27% and the fourth quartile (Q4) 12% of all publications (Figure 4). This distribution reflects a growing shift toward publishing in higher-quality journals, with more than 60% of publications appearing in Q1 and Q2 journals. Such results confirm the increasing international visibility and scientific relevance of the Faculty's research output.

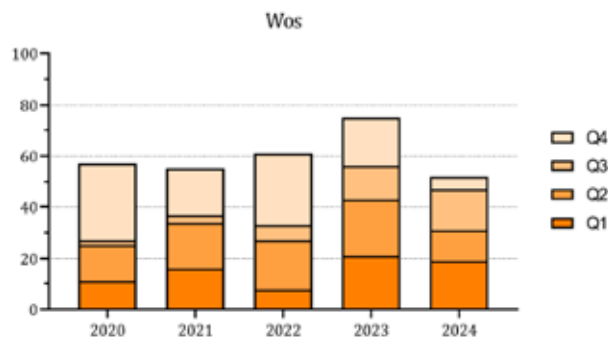


Figure 8. Published papers across all quartiles in WoS database

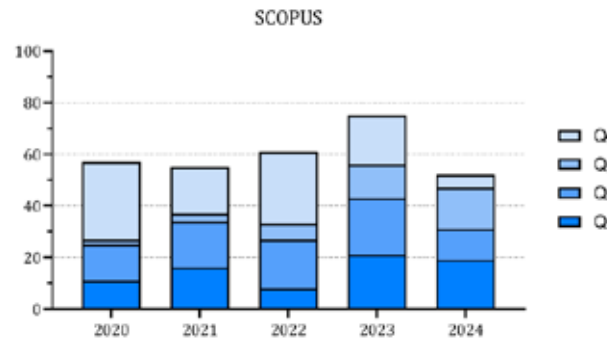


Figure 9. Published papers across all quartiles in Scopus Database

The number of papers published in Open Access shows a steady increase in both the Web of Science Core Collection (WoS) and Scopus databases (Figure 5). In WoS, the number of such publications rose from 29 in 2020 to 40 in 2024, while Scopus recorded an increase from 31 to 57 papers over the same period. A total of 211 Open Access papers were published in WoS and 277 in Scopus, representing a significant share of the Faculty's total scientific output. Publishing in open access ensures greater visibility and accessibility of scientific papers, encourages international collaboration, and increases citation counts and the impact of research results. This trend confirms that the Faculty's authors increasingly recognize the importance of Open Science and actively contribute to the dissemination of research findings to the wider scientific and professional community.

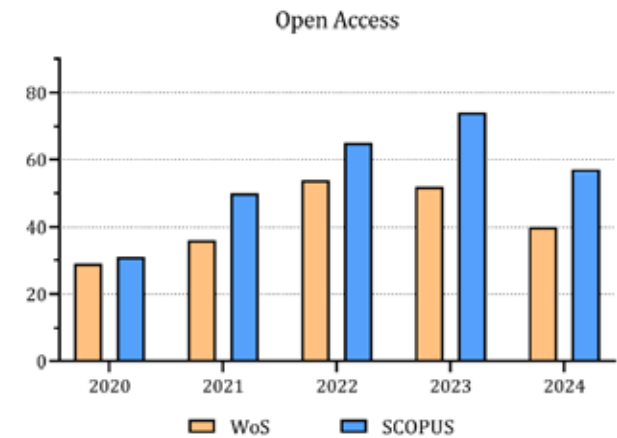


Figure 10. Published papers in Open Access (OA)

The analysis of the number of publications per teacher in the period from 2020 to 2024 indicates a steady increase in research productivity up to 2023, when the highest average number of publications per teacher was recorded, followed by a slight decline in 2024 (Figure 6). This decrease does not suggest a reduction in research activity; rather, it is attributable to an increase in the number of employed teaching staff, which affected the average ratio of publications per person. On average, teachers published between one and two papers per year indexed in relevant international databases, confirming stable growth in research performance and the continuous development of scientific activity at the Faculty.



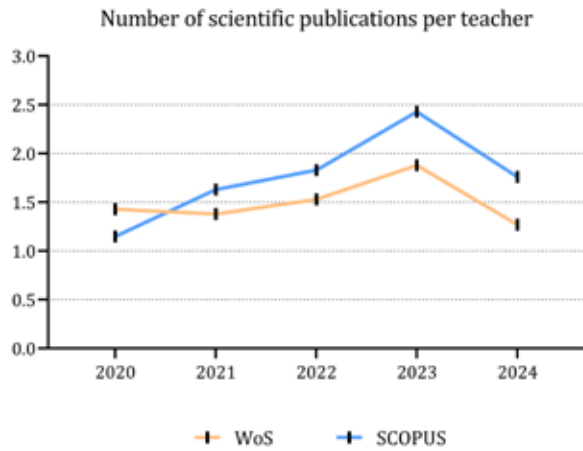


Figure 11. Number of papers in Scopus database

With regard to citation impact, authors from the Faculty of Kinesiology, University of Split, have published a total of 8,575 citations in the Web of Science Core Collection (WoS) and 10,613 citations in Scopus, indicating greater visibility and recognition of publications in Scopus, where the citation count was approximately 24% higher than in WoS. The total number of citations increased continuously in both databases. In WoS, citations rose from 703 in 2020 to 1,271 in 2024, representing an 81% increase, while in Scopus the growth was even higher—from 762 citations in 2020 to 1,542 in 2024, corresponding to a 102% increase (Figure 7). Throughout the observed period, the number of citations in Scopus consistently exceeded

those in WoS, which is also reflected in the h-index values: 47 in Scopus compared to 41 in WoS. These indicators point to a steady rise in the international visibility and impact of the Faculty’s scientific publications, with particularly strong representation in the Scopus database.

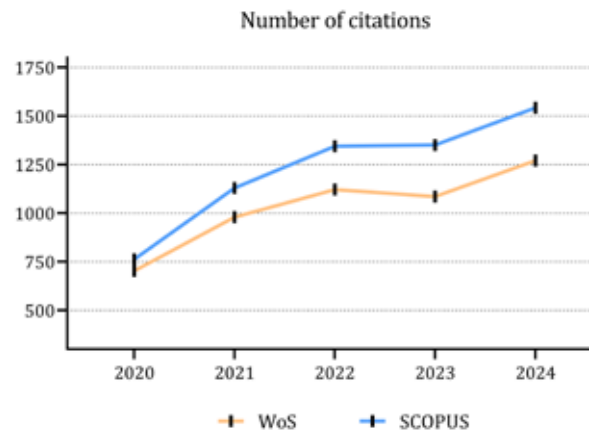


Figure 12. Citation impact in WoS and Scopus databases

Between 2020 and 2024, authors from the Faculty of Kinesiology, University of Split, have published a total of 211 papers in collaboration with national partners and 253 publications in collaboration with international partners (Figure 8). The number of publications with national co-authors gradually increased from 32 in 2020 to 58 in 2023, followed by a decline to

43 in 2024. A similar trend was observed in international collaboration, which rose from 36 publications in 2020 to 70 in 2023, before decreasing to 44 in 2024. Nevertheless, throughout the entire observed period, international collaboration consistently outnumbered national collaboration, indicating a sustained strengthening of the Faculty’s international research networks, despite slight stagnation in the final year.

The Faculty of Kinesiology, University of Split (KIFST), also established significant scientific collaboration with other kinesiology faculties in Croatia, primarily the Faculty of Kinesiology, University of Zagreb (KIFZG), and the Faculty of Kinesiology, Josip Juraj Strossmayer University of Osijek (KIFOS). Collaboration with KIFZG was the most intensive, resulting in a total of 83 joint publications, with steady growth until 2023, confirming a stable and successful partnership between the two leading Croatian research centres in kinesiology. Cooperation with KIFOS was more modest but showed gradual growth, with a total of 10 joint publications over five years. Additionally, the three faculties (KIFST, KIFZG, and KIFOS) co-authored four publications together, demonstrating occasional yet meaningful interinstitutional collaboration.



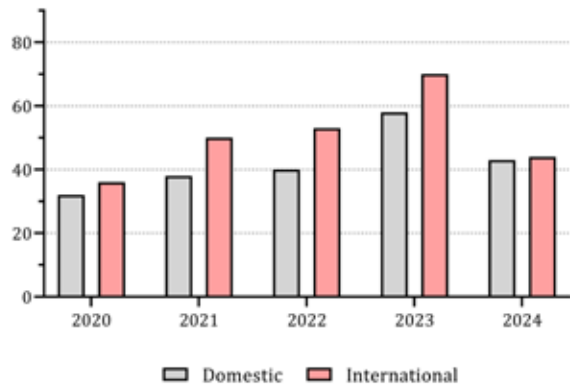


Figure 13. *Scientific publishing collaboration*

Institute of Kinesiology

The primary mission of the Institute of Kinesiology is to conduct scientific research and facilitate knowledge transfer aimed at advancing practice in the field of kinesiology and related disciplines. The Institute’s activities are hierarchically structured and encompass teaching, research, and commercial activities. It operates within the framework of the graduate, professional, specialist, and doctoral programmes of the Faculty of Kinesiology. Teaching activities include laboratory classes and research projects that enable students to collect data for their undergraduate and master’s theses. The research component involves both individual and team-based projects carried out by Faculty staff, thereby strengthening

the scientific reputation and dissemination of research results of the Faculty of Kinesiology, University of Split (KIFST). Research is also carried out in the laboratories as part of collaborative projects in which Faculty staff act as lead beneficiaries or partners. The Institute brings together researchers, academic staff, research associates, doctoral candidates, and external collaborators. It is currently organised into three specialised laboratories: the Laboratory for Kinanthropology, the Laboratory for Kinesiology Biochemistry, and the Laboratory for Kinesiology Physiology. In addition, the establishment of new laboratories in Biomechanics, Sports Games, and Psychosociology is planned.

- **Laboratory for Kinanthropology**

The Laboratory operates within the Department of Anthropological Kinesiology and Health and supports teaching activities primarily in the courses Kinesiological Anthropology, Sports Medicine, and other subjects focused on the physical constitution of athletes and physically active individuals. It is equipped with modern instruments for anthropometric measurements and body composition analysis of athletes, recreationally active individuals, and the general population. The Laboratory’s objectives and activities include examining the relationship between physical activity and health, analysing

the importance of body build and morphological characteristics for performance in specific sports and disciplines, and investigating various methods of body composition assessment, with particular emphasis on their accuracy and precision in athletic populations. The Laboratory is equipped with devices for body composition assessment as well as a complete set of anthropometric instruments. Its equipment includes the TANITA BC-418 body composition analyser and the BAUSport SonicBone ultrasound device for bone age assessment.



Laboratory for Kinesiological Biochemistry

The Laboratory operates within the Department of Anthropological Kinesiology and Health and is closely linked to teaching activities in courses such as *Kinesiological Physiology 1* and *Kinesiological Physiology 2*, *Sports Medicine*, *Kinesiological Recreation*, *Physical Activity and Health*, *Doping*, and other related subjects. It plays an important educational role by enabling students to acquire practical knowledge in biochemical analyses and research methods applicable in kinesiology and sports medicine. In addition to its educational function, the Laboratory conducts scientific research focused on analysing metabolic changes and hormonal responses related to fatigue and recovery. Although it covers a broad range of research topics, the primary scientific focus in this area concerns stress biomarkers before, during, and after various forms of physical activity, sports training, and competition. The Laboratory is equipped with the following scientific instruments: an INFINITE M NANO – TECAN spectrophotometer, a Centrifuge 5804 R – Eppendorf, a Mili-Q – Millipore pure water system, Stuart and IKA agitators, and an ATA-GO refractometer.

Laboratory for Kinesiological Physiology

The Laboratory operates within the Department of Anthropological Kinesiology and Health and hosts laboratory sessions for courses such as *Sports Medicine*, *Kinesiological Physiology 1* and *Kinesiological Physiology 2*, *Water Sports*, *Applied Medicine in Kinesiology and Sport*, and *Exercise Physiology*. The Laboratory primarily conducts ergospirometry testing using a treadmill, cycle ergometer, and rowing ergometer to assess athletes' functional capacities. It is equipped with several ergometers for graded exercise testing, as well as biochemical devices for lactate analysis and basic biochemical diagnostics. In terms of advanced scientific equipment, the Laboratory features a stationary ergospirometer (Quark – COSMED), a portable ergospirometer (K5 – COSMED), an MR Spirolab spirometer, an EDAN SE301 ECG device, a Biodex Balance System for balance assessment, and a TMG S1 tensiomyograph for evaluating the contractile properties of skeletal muscles.



Cro Sport Talent Lab

In accordance with the work and research plan of the Croatian Science Foundation (HRZZ) project IP-2020-02-3366 “BKRĐ – Biological, Chronological and Relative Age in Establishing the Croatian National System for Talent Identification and Development in Sport” (2021–2025), the Cro Sport Talent Lab was established. The Faculty’s teaching base – CAF: European Institute for Talent, Education, Research and Development – provided, free of charge, dedicated facilities for the laboratory and its scientific research equipment. The laboratory is currently being further equipped within the framework of the international interdisciplinary HRZZ project IP-2024-05-8340 “FLIP – The Interplay of Genetics, Biological Age, and Muscle Fiber Characteristics in Talent Development and Athletic Performance” (2024–2027). Full Professor Dražen Čular, PhD, the principal investigator of the project, has been appointed Head of the Laboratory.

Scientific Conferences

Between 2020 and 2024, the Faculty of Kinesiology at the University of Split organized four international scientific conferences: three editions of *Science and Medicine in Aquatic Sports* (SMAS) and one conference titled *Contemporary Kinesiology* (CK).

The SMAS conferences (Split, 2022, 2023, and 2025) brought together researchers from more than ten countries and addressed topics such as physiology and biomechanics of aquatic sports, injury prevention, and athletes’ mental health. Each conference proceeding included invited lectures, abstracts, and full papers, further strengthening the Faculty’s international positioning in the fields of swimming, water polo, diving, and rowing. The *Contemporary Kinesiology* conference (2024) continued the tradition of gathering experts from various areas of kinesiology, education, rehabilitation, and sports practice, with particular emphasis on high-performance sport research and modern training approaches. These conferences and their proceedings represent key platforms for scientific exchange and international collaboration, enabling the continuous dissemination of research findings

and fostering connections with leading global experts in kinesiology and sport sciences.

In addition to organizing its own international conferences, the Faculty has actively participated as a partner or co-organizer in numerous national and international scientific events. Notable examples include the *Student Congress of Science and Sport in Split* (ST-congress), the International Summer School of Kinesiology organized by the Croatian Kinesiology Federation, and the International Scientific Conference on Kinesiology hosted by the Faculty of Kinesiology at the University of Zagreb. The Faculty also collaborates in conferences such as the *International Lifestyle Medicine Congress, Exercise and Quality of Life* (Novi Sad), and the *International Scientific Conference in Sports Sciences* (Podgorica), as well as within the framework of the *International Association for the Philosophy of Sport*. Through joint organization and active partnership in these events, the Faculty contributes to regional and international knowledge exchange, networking among researchers, and the advancement of contemporary approaches in kinesiology, thereby reaffirming its significant role in shaping scientific excellence in the field of sport sciences.



Scientific Excellence and Institutional Recognition

In the period from 2020 to 2024, the scientific excellence of the Faculty of Kinesiology, University of Split, was further confirmed at the national level through the awarding of prestigious State Awards for Science to its researchers. Toni Modrić received the Annual State Award for Science for a significant scientific achievement in the field of social sciences (sports kinesiology). His extensive scientific output in sports performance analysis and his strong contribution to the promotion of kinesiology as a scientific discipline were particularly highlighted. During the evaluation year, he published a substantial number of papers in internationally indexed journals, achieved high citation rates, and established himself as one of the leading young researchers in kinesiology in the Republic of Croatia. At the same time, Barbara Gilić Škugor was awarded the State Award for Science in the category of early-career researchers for her research on physical activity, health outcomes, and the social consequences of reduced physical activity, particularly in the context of the COVID-19 pandemic. Her publications in high-ranking international journals have been recognized as a significant contribution to the field of social sciences and kinesiology, with clear implica-

tions for public health and evidence-based policy development.

In addition to national recognition, the scientific excellence of the Faculty of Kinesiology, University of Split, was further acknowledged between 2020 and 2024 through the awarding of the University Award for Science in the field of social sciences and in the category of early-career researchers. Among the award recipients in the field of social sciences were Igor Jelaska, Damir Sekulić, Šime Veršić, and Toni Modrić, while the early-career researcher award was granted to Barbara Gilić Škugor, Toni Modrić, Šime Veršić, and Matej Babić. The continuous presence of the Faculty of Kinesiology's teaching and research staff among the laureates of these awards testifies to stable scientific productivity, high research quality, and a significant contribution to the development of social and sports sciences within the University of Split.

The Faculty of Kinesiology at the University of Split stands out as a leading constituent within the University in the field of social sciences, with its academic staff and researchers consistently ranking among the most productive in terms of scientific publications, particularly in internationally indexed journals. University-level comparisons regularly demonstrate that the

Faculty achieves an exceptionally high ratio of scientific publications relative to the number of employees, placing it among the top-performing constituents of the University of Split according to research productivity indicators.

These results reflect not only the individual excellence of its academic staff and researchers, but also an effective institutional framework that systematically fosters scientific work, international visibility, and the sustainable development of research activities.



Popularization of Science

The Faculty of Kinesiology at the University of Split actively contributes to the popularization of science through its continuous participation in events such as the *Science Festival* and the *European Researchers' Night*, promoting scientific thinking, the importance of physical activity, and the concept of lifelong learning. Through these initiatives, the Faculty seeks to bring scientific research closer to the general public and to stimulate children's and young people's interest in kinesiology and related fields. During recent editions of the *Science Festival*, the Faculty has regularly organised workshops, demonstrations, and interactive presentations that connect theoretical research with practical application. A notable example is the workshop *Science and Life in Kinesiology* (2022), where visitors were able to participate in body composition measurements, balance and strength testing, and lung capacity assessments, as well as learn about the work of the Cro Sport Talent Lab research team.

In subsequent editions (2023 and 2024), the Faculty delivered workshops titled *Agility and Intelligence and Tools for Assessing Biological Age, Cognitive Abilities, and Skeletal Muscle Function in Individuals with Special Needs*, in collaboration

with the European Talent Institute, the Down-21 Association, and local primary schools. These activities further emphasised the importance of inclusion and accessibility in scientific engagement and community outreach.

The Faculty also regularly participates in the European Researchers' Night through the project "I Explore", presenting current topics from sports and health sciences, such as *Biological, Chronological and Relative Age in Sport, Healthy Ageing and Longevity, Physical Literacy, Physical Activity and Fitness in Children and Adolescents*, and *The Impact of Play on the Development of Motor and Cognitive Abilities*.

In addition, the Faculty of Kinesiology of the University of Split actively contributes to popularization of science in the media, particularly through the authored column Academic Quarter on the national news portal Telegram.hr. Through a series of popular scientific articles, Faculty experts bring contemporary issues in sports and health sciences closer to the general public, including training load and performance in sport, injury prevention, psychological aspects of performance, doping, concussion, public health challenges related to physical inactivity, and the critical examination of widespread myths in sport. This form of sci-

entific communication strengthens scientific literacy, promotes critical thinking, and fosters a better understanding of evidence-based approaches to sport and physical activity, while simultaneously connecting academia with the broader public and sports practice.

Through these initiatives, the Faculty successfully bridges science and society, highlighting the importance of research for improving health, education, and quality of life. The interactive and open nature of these activities enhances public



engagement, scientific literacy, and citizens' active participation in scientific processes.

Research Groups of the Faculty of Kinesiology

For the upcoming strategic period, the Faculty of Kinesiology at the University of Split has established seven scientific research groups with the aim of strengthening interdisciplinary collaboration, facilitating knowledge transfer into practice, and enhancing competitiveness in international research projects. The establishment of these groups represents an important step toward a more systematic organization of research activities, the promotion of team-based excellence, and the more active involvement of students and PhD students in research. Each group brings together experts from various fields of kinesiology, sport sciences, and biomedicine, serving as a core unit for the development of new national and European research projects.

The newly established research groups include:

- **Longevity, Health & Sport Lab** – focused on biological and chronological age, modern technologies in sport, talent identification and development, and the relationship between physical activity and longevity;
- **Kinesiological Research in Diving Activities** – examines physiological responses and training effects of different forms of diving, with particular emphasis on the validation of measurement instruments and safety in diving disciplines;
- **Analysis of Conditioning Demands in Elite Sport and Their Relationship with Situational Efficiency and Injury Rates** – investigates the physical and functional demands of various sports, as well as injury risk factors, with the aim of optimizing performance and preventing injuries.
- **Analysis of Performance Factors in Racket Sports and Their Health Benefits** – focuses on the multidimensional assessment of performance and the health-related effects of participation in tennis, badminton, and related sports;
- **Monitoring and Management of Stress in Sport** – explores physiological and psychological manifestations of stress among athletes, coaches, and referees in order to develop effective stress control and reduction strategies;
- **Athletics and Kinesiological Development of Children and Youth** – studies the development of fundamental motor skills and abilities, while designing measurement in-

struments and models for assessing sports performance in children and adolescents;

- **Bio-banding Classification in Sport** – conducts research aimed at developing and implementing systems of biological classification (bio-banding) based on biological rather than purely chronological age. The group's objective is to enable individualized training planning, fairer talent identification, and the reduction of developmental inequalities among young athletes.

These research groups form the core of the Faculty's new research infrastructure and represent a key instrument for strengthening scientific visibility, international collaboration, and the transfer of innovation into sports practice in the coming period.

Doctoral Study Programme in Kinesiology

Since 2020, when the Doctoral Study Programme in Kinesiology at the University of Split was modernised and restructured, it has established itself as a research-oriented programme aligned with the principles of the European Higher Education Area and the Bologna Process. The programme lasts three years (six semesters, 180 ECTS credits) and leads to the academic degree of Doctor of Science



(PhD) in the field of Social Sciences, field of Kinesiology. It is fully focused on scientific research, interdisciplinarity, and international collaboration, with a strong emphasis on developing independent researchers capable of generating new knowledge in kinesiology.

The programme is based on the so-called Scandinavian model of doctoral education, according to which the doctoral dissertation consists of a series of scientific articles published in indexed journals (WoS, Scopus) that together form a coherent thematic unit. This approach promotes continuous scientific productivity, international collaboration, and transparent evaluation of research performance. The study structure includes research schools, participation in international conferences, and publication of scientific papers, while formal coursework is minimized in order to foster doctoral candidates' research autonomy.

A particular strength of the programme is its mentoring system, which ensures an individualized approach and the active involvement of PhD students in national and international research projects. The revised concept features clearly defined progression criteria, evaluation of publications according to journal ranking, and strong reliance on the

Faculty's laboratory and experimental infrastructure. Through this model, the Faculty has positioned itself as a regional centre of excellence in kinesiology research, recognized for high productivity and the successful integration of science and practice.

At the time of drafting this Strategy, PhD students of the Faculty of Kinesiology, University of Split, had published a total of 46 scientific papers forming part of their doctoral dissertations, all indexed in the Web of Science (WoS) and Scopus databases (Figure 9). Over the five-year period, research productivity has shown steady growth, confirming the effectiveness of the Scandinavian doctoral model, which encourages publication during the course of study. The number of publications increased from two papers in 2020 and three in 2021 to a peak of 12 publications in both 2022 and 2023. In 2024, nine publications were recorded, while in the first half of 2025 alone, eight papers have already been published, indicating a sustained high level of scientific activity.

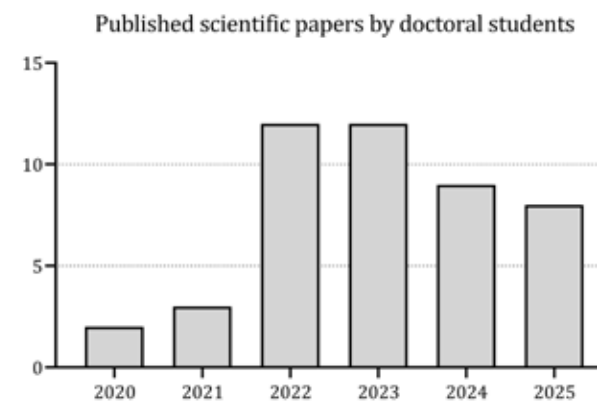


Figure 14. *Scientific publishing collaboration*

Scientific Research Projects

During the past five-year period, the Faculty of Kinesiology at the University of Split has achieved significant progress in research and project activities, with a series of successfully implemented, completed, and newly approved scientific projects. These have been funded by both national and international sources, including the Croatian Science Foundation (HRZZ), Erasmus+, and notably, the National Recovery and Resilience Plan (NPOO).

Among the most prominent projects are three HRZZ-funded initiatives: **“Biological, Chronological and Relative Age in Establishing the Croatian National System for Talent**



Identification and Development in Sport (IP-2020-02-3366)”, **“Preplanned and Reactive Agility – Development and Validation of Specific Measurement Methods (IP-2018-01-8330)**”, and **“The Interplay of Genetics, Biological Age, and Muscle Fiber Characteristics in Talent Development and Athletic Performance: A Twin Study (IP-2024-05-8340)**”. In addition, the Faculty participates as a partner in the Erasmus+ project **“GAMES PLUS – Traditional Games for Learning to Teach**”, which promotes the integration of traditional games into higher education and the development of innovative pedagogical models.

In 2025, the Faculty successfully applied for and was awarded three institutional projects funded under the National Recovery and Resilience Plan (NPOO):

- **“HeLoS – Health, Longevity & Sport”** (Principal Investigator: Full. Prof. Dražen Čular, PhD), focused on the development of tools for assessing biological age and health status, as well as optimizing athletic development;
- **“B-BAND – Classification of Young Athletes According to Biological Age in Talent Identification and Selection Processes”** (Principal Investigator: Assist. Prof. Ante Rađa, PhD), aimed at implementing the bio-banding approach in work with young athletes;
- **“OP&ZG – Open Spaces and Closed Years” (Principal Investigator: Full Prof. Damir Sekulić, PhD)**, investigating the effects of natural environments and physical exercise on the health and functional capacity of older women.

These projects are funded by the European Union’s Recovery and Resilience Facility under component C3.2 – Raising Research and Innovation Capacity, with a project duration of 48 months.

Through these initiatives, the Faculty has entered a new phase of development marked by the enhancement of research infrastructure, the digitalization of data collection processes, a stronger interdisciplinary approach, and increased international visibility. In particular, the NPOO projects ensure a long-term contribution to the establishment of a sustainable research model in kinesiology, integrating science, education, and societal application.



Role of Teaching Staff Members in International Conferences and Editorial Activities

Over the past five years, teaching staff members of the Faculty of Kinesiology at the University of Split have established a broad and visible presence in the international scientific context. This has been achieved through their involvement in the organization, peer-review committees, and scientific programme boards of numerous conferences in the fields of kinesiology, sport sciences, health, and education.

In addition to their active roles in organizing the Faculty's own international conferences, teachers and researchers have regularly participated as co-organizers, members of scientific committees, invited speakers, and reviewers at several of the following scientific and professional events:

- **Conference of the Montenegrin Sports Academy (MSA)** – a long-standing collaboration involving participation in scientific and organizing committees, alongside active presentations in every edition;
- **International Association for the Philosophy of Sport (IAPS 2023)** – involvement in the scientific and peer-review committees;

- **Summer School of Kinesiologists of the Republic of Croatia** – traditional inclusion of Faculty members in educational and scientific workshops;
- **ENTER Conference (2021–2024)** – contribution through interdisciplinary topics in the fields of physical activity, health, and sport;
- **Sport Talents: Yesterday, Today & Tomorrow (2025)** – an international conference focused on the detection and development of athletic talent, with active involvement of Faculty staff in its preparation and implementation;
- **International Scientific Conference on Kinesiology** (University of Zagreb) – regular collaboration through peer-review and scientific committees;
- **Exercise and Quality of Life Conference** (University of Novi Sad) – participation in the scientific programme and peer-review activities;
- **International Lifestyle Medicine Congress** (Zagreb) – inclusion in the scientific committee and presentations of research related to kinesiology and public health;
- **International e-Conference “Sport Science and Health”** – participation in the scientific programme and peer-review activities.

In addition to conference activities, Faculty teaching members make a significant contribution to editorial work in international scientific journals indexed in the Web of Science and Scopus databases. These include Applied Sciences (Q1), Frontiers in Psychology (Q2), BMC Sports Science, Medicine and Rehabilitation (Q1), Montenegrin Journal of Sports Science and Medicine (Q2), The Journal of Sports Medicine and Physical Fitness (Q2), Acta Kinesiologica (Q3), International Journal of Performance Analysis in Sport (Q1), Life (Q1), and PlosONE (Q1).

Such continuous engagement in scientific conferences and editorial activities confirms the Faculty's strong international visibility, academic reputation, and professional impact, further reinforcing its position as a regional centre of excellence in kinesiology and sport sciences.



2.3. Analysis of the Quality Assurance System

The quality assurance and enhancement system of the Faculty of Kinesiology, University of Split, is managed by the Committee for Quality Assurance. The Committee consists of nine members, including one student representative and one external stakeholder. Meetings are held periodically, as needed, most often once a month. The Head of the Committee presents its conclusions and decisions to the Faculty Council.

In its work, the Committee puts forward proposals and makes decisions in accordance with the following adopted documents:

- Regulations on the Quality Assurance System;
- Quality Assurance Handbook;
- Quality Policy;
- Statute of the Faculty.

The Faculty Committee for Quality Assurance operates continuously, systematically, and comprehensively across all aspects of the Faculty's activities. Whether related to the teaching process, scientific research, or pro-

fessional work—and regardless of whether it concerns students, teaching staff, or external stakeholders—the Committee functions both as a mechanism of internal oversight and as a moderator in the analysis of relevant performance indicators. It also plays an active role in the preparation of strategic documents, action plans, implementation reports, and other key institutional documents.

During each academic year, the Committee conducts multiple evaluations and analyses, including:

- Student evaluation of teaching performance;
- Student evaluation of professional and administrative services, as well as other aspects of student life;
- Student evaluation of the overall study programme;
- Student evaluation of professional and pedagogical practice within the graduate university programme.

In addition to the annual surveys, the Committee also organizes and conducts other evaluations that take place on a continuous or periodic basis:

- Evaluation of teaching performance in undergraduate and graduate university programmes at the Faculty of Kinesiology, University of Split (so-called peer-to-peer evaluation of teaching staff, conducted at least once every three years);
- Self-evaluation of teaching performance by academic staff and research associates at the Faculty of Kinesiology, University of Split (an open and permanently available online form; teaching members are required to complete self-evaluation at least once every five years).

The analysis of feedback constitutes an integral part of the responsibilities of the Committee for Quality Assurance and Enhancement. Based on the collected data, measures are adopted to improve specific processes,





reward the highest-rated teacher, and define guidelines for further action steps, including the development of strategic documents and other key institutional policies.

At the end of each academic year, the Committee prepares an Annual Report on its activities. The report includes evidence of implemented activities and other actions undertaken during the academic year. It is adopted by the Faculty Council and subsequently submitted to the University of Split's Centre for Quality Assurance. Alongside the Annual Report, the Committee prepares an Action Plan for the current academic year. This plan is based on feedback from the previous period and aligned with the strategic priorities of both the Committee and the Faculty. The Action Plan is also adopted by the Faculty Council and submitted to the University's Centre for Quality Assurance.

The Committee for Quality conducts quarterly monitoring of the implementation of the Faculty's Action Plan. This ensures continuity in fulfilling planned activities and enables timely intervention or corrective measures where necessary. Regular feedback from students is obtained either through direct meetings or indirectly via student study year coordinators, who convene meetings and submit reports to the Head of the Quality Assurance Committee.

In addition, data on the strengths and weaknesses of the Faculty's operations are collected from external stakeholders through round tables, invited lectures, and surveys. The Committee monitors the professional development activities of both teaching and administrative staff and, in cooperation with the Office for International Cooperation and other units, promotes various training and development opportunities. It also facilitates the transfer of knowledge and best practices. Presentations are organized by the highest-rated, scientifically productive, and award-winning teachers, while distinguished sports and strength and conditioning coaches (external stakeholders) present contemporary training methods and professional practices through round tables and invited lectures.

All collected data and analyses are reviewed at Committee meetings and presented in the form of tables and reports, including proposed quality enhancement measures, to the Faculty Council. Through these monitoring and reporting processes, all stakeholders are actively involved in the quality assurance system, including the Faculty Management, heads of departments, teaching and administrative staff, external stakeholders, and, most importantly, students.

2.4. Analysis of International Cooperation

International cooperation and the process of internationalization at the Faculty of Kinesiology, University of Split, are among the Faculty's key strategic goals, aimed at enhancing quality, strengthening innovation potential, and positioning the institution within the European Higher Education Area. The Faculty actively develops international collaboration through mobility, partnerships, projects, and memberships in relevant European and global networks.

International mobility at the Faculty of Kinesiology is realized through various programmes and exchange formats, such as the Erasmus+ programme, the CEEPUS programme, and participation in international projects. Both students and staff of the Faculty of Kinesiology participate in these forms of cooperation.

Furthermore, student mobility is two-way, encompassing both outgoing and incoming

participants. Outgoing students are provided with opportunities for study mobility or professional traineeships, while incoming students have the chance to attend classes and participate in Faculty activities. Special emphasis is placed on the development of Blended Intensive Programmes (BIP), which allow students to combine virtual learning with physical stays at the Faculty, focusing on interdisciplinary topics in the fields of sport and kinesiology.

To attract a larger number of international students, the Faculty publishes a list of courses taught in English every academic year. This not only increases the Faculty's international visibility but also provides local students with the opportunity to attend classes in English, thereby preparing them for future international mobility and academic challenges abroad.

The Faculty of Kinesiology also encourages the mobility of teaching and administrative





staff through Erasmus+ mobility (for teaching and professional training), participation in international workshops, Staff Week events, and BIPs.

To facilitate various forms of international cooperation, the Faculty has signed over 40 inter-institutional agreements with universities across Europe and beyond. A significant breakthrough in internationalization was achieved by joining The European University of the Seas (SEA-EU) alliance, within which the Faculty actively participates in organizing and implementing numerous international events, educational programmes, and projects.

Collaboration with foreign institutions is further evidenced by the organization of structured events (*Staff Weeks*) and the coordination of the BIP titled “Recreational Sports Activities and Management”. The Faculty also continuously organizes information days and Welcome Days for incoming students and staff, ensuring their successful integration into the academic community.

Additionally, the Faculty participates in the CEEPUS Central European exchange programme, further strengthening its international presence and recognition. Moreover,

the Faculty of Kinesiology is involved in numerous Erasmus+ international projects, confirming active scientific and research collaboration with partner institutions.

Since 2017, in partnership with the Lithuanian Sports University in Kaunas, the Faculty has been conducting the Joint Master’s study programme “International Basketball Coaching and Management”, serving as an example of the successful integration of international cooperation into the educational process.

Taking all these activities into account, it is evident that the Faculty of Kinesiology is systematically and multi-dimensionally positioning itself within international educational and scientific frameworks as a serious, high-quality, and academically rigorous institution. The Faculty enables its students and employees to gain valuable international experience, contributing not only to their personal and professional development but also to the Faculty’s growth as a prominent partner in the European and global academic space.



2.5. Analysis of Professional Work and Contribution to the Community

One of the strategic tasks of the Faculty of Kinesiology University of Split, is to encourage the social engagement of students and staff through volunteer and humanitarian activities and the development of a culture of volunteering. For years, Faculty employees and students have participated in a wide range of socially beneficial actions aimed at improving the local community and promoting social inclusion.

Of particular note are activities involving the inclusion of people with developmental disabilities, participation in environmental cleaning and reforestation of park-forest Marjan and mount Mosor as part of the Boranka (“Paint It Back”) project, the organization of humanitarian pub quizzes, and regular participation in university sports activities.

The Student Council of the Faculty of Kinesiology plays a crucial role in all these initiatives, receiving continuous support from the Faculty Management. This encourages the de-

velopment of socially responsible individuals and strengthens the link between the Faculty and the wider community.

The Faculty continuously organizes a large number of public and professional activities with the aim of popularizing kinesiology as a profession, promoting alumni, and strengthening the connection between the academic community and the sports system:

- Roundtable discussions – dialogues with prominent athletes, coaches, and experts who have shaped Split and Croatian sports, covering diverse topics across numerous disciplines and current professional issues;
- Invited lectures – presentations by distinguished coaches and sports scientists who have achieved remarkable international careers;
- “Sportski tinal” Series – a signature media format used by the Faculty to transmit sporting values and experiences to the youth, particularly kinesiology students, through

informal conversations with celebrated athletes and coaches;

- Workshops and professional training – the Faculty’s Department of Lifelong Learning organizes numerous workshops and professional development programmes for staff, students, and alumni in various fields of applied kinesiology;
- Podcasts and digital content – the Faculty actively utilizes modern media formats to disseminate knowledge and promote successful athletes (primarily Faculty alumni), contributing to the popularization of kinesiology sciences and sporting values in the public sphere.

Through the activities of the Department of Lifelong Learning and Adult Education, the Faculty actively develops and implements programmes aimed at the advanced training of professionals in sports, recreation, and health. These programmes facilitate continu-



ous professional development and adaptation to contemporary trends in kinesiology and sports sciences.

The Faculty also collaborates with the Croatian Olympic Committee (HOO) and the Center for Research and Development of Sports Preparation (CIRSP), particularly in organizing workshops for elite Croatian athletes within the Olympic program. These initiatives simultaneously support local sports clubs and encourage the transfer of knowledge from the academic to the practical sporting context.

The Faculty maintains a developed network of more than 30 teaching bases, sports clubs, associations, and organizations with which it cooperates in the fields of professional practice, research, and education. This collaboration with teaching bases is mutually beneficial and includes:

- Involving students in practical work and volunteer activities;
- Providing clubs with the opportunity to identify and recruit top-tier students;
- Enhancing professional work through scientific research projects;
- Joint participation in project initiatives;

- Access to training and professional programmes offered by the Faculty.

This model of cooperation enables synergy between academic and practical work in sports, while simultaneously strengthening the expertise and employability of students, contributing to the development of the sports system at both local and national levels.

The Faculty of Kinesiology University of Split actively participates in the university sports system, which is implemented and coordinated by the Split Academic Sports Federation (SASS). Our students regularly participate in numerous competitive and recreational activities, with some even leading sports sections and activities. Through these efforts, the Faculty directly contributes to the development of sports at the University and encourages an active lifestyle among the student population.



2.6. Analysis of Resources: Facilities, Equipment, and Overall Infrastructure

The analysis was prepared based on the strategic and analytical documents of the Faculty of Kinesiology University of Split, with the aim of assessing the current state of resources related to the facilities, equipment, and overall infrastructure of the Faculty.

Total Spatial Structure

According to available data, the Faculty utilizes the following facilities:

TYPE OF FACILITY	COUNT	AREA (M2)
Lecture halls / Classrooms	6	380 m ²
Teaching laboratories / Practicums	3	130 m ²
Training sites / Practical venues	—	—
Other teaching facilities	3	640 m ²
Total teaching space		1150 m²
Student activity rooms (study, projects, associations, Student Council, etc.)	5	250 m ²
Teacher offices	20	580 m ²
Administrative and professional service offices	10	245 m ²

The Faculty's total floor area is approximately 2.225 m². Relative to the number of students, this averages 2.96 m² per student, which exceeds the minimum standard of 1 m² per student.

The state of the Faculty's infrastructure is not optimal. Although basic capacities exist for theoretical and some practical teaching, a significant portion of sports activities continues to be held in external facilities managed by the City institutions. While this practice meets teaching requirements, it creates a functional dependency on external resources and complicates schedule planning.

There are six lecture halls of varying capacities that meet the needs of theoretical instruction. Teacher offices are provided for all teaching staff and associates (20 in total), allowing for adequate work and communication with students. The administrative and professional service offices are functionally sufficient for the current number of employees.

The Faculty has five student rooms (total 250 m²) used for individual study, the work of student associations, and project preparation. While the space is limited, it provides a basic level of extracurricular student activity.



Laboratory and Capital Equipment

According to the Faculty's capital equipment records, the following devices are available:

Name of Equipment	Purchase Value (EUR)	Year of Purchase
MVNstudio XSENSE measurement system	32,709.54	2017
Cosmed K5 portable ergospirometry system	35,117.13	2017
MVN-LINK_Miomech XSENSE device	28,329.34	2017
Bausport SONICBONE	29,862.62	2022
Crossfit Plus System	32,848.88	2022

Most of the equipment was acquired in 2017, with a partial renewal in 2022. The equipment allows for basic measurements in the fields of biomechanics, physiology, and strength and conditioning; however, the portfolio remains limited and unevenly distributed across the laboratories.

Currently, three laboratory spaces are active, with a total area of 130 m². They are utilized for biomechanical, functional, and conditioning testing. The existing capacities cover the basic needs of teaching and research but do not support broader research activities.

The Faculty possesses an adequate number of computers for both students and teachers, with wireless network access secured throughout its premises. While the minimum technical requirements for teaching are met, the level of audiovisual equipment modernization is not uniform across all classrooms.

The Faculty Library currently operates within a central space characterized by a limited number of seats and outdated infrastructure. Its

capacities are not fully adapted to the modern requirements of studying and research.

A portion of teaching and student activities is conducted in collaboration with the Public Institution "Sportski objekti Split" (JUŠOS), which provides the Faculty with access to sports halls, swimming pools, and athletic fields. While this model enables a wide range of practical content, it creates a high dependency on external stakeholders and reduces control over the quality and availability of the facilities.

The Faculty of Kinesiology University of Split possesses a stable but partially fragmented infrastructure. Teaching and core research activities proceed without interruption; however, spatial and technical resources are neither fully uniform nor self-sufficient. The Faculty maintains sufficient floor space, an adequate number of lecture halls, teacher offices, and laboratories, as well as basic IT support. Simultaneously, limitations persist regarding specialized sports facilities, the library, and certain items of capital equipment. Overall, the Faculty meets the formal criteria for spatial and infrastructural adequacy, but qualitative indicators highlight the need for further development.



Figure 15. Currently, three laboratory spaces are active, with a total area of 130 m². They are utilized for biomechanical, functional, and conditioning testing. The existing capacities cover the basic needs of teaching and research but do not support broader research activities.





3. | STRATEGIC PRIORITIES OF THE PREVIOUS PERIOD (2021–2025) – ANALYSIS OF REALIZATION

- 3.1. Strategic Priority 1: Ensuring the quality of work and the social role of the Faculty
- 3.2. Strategic Priority 2: Enhancing the Quality of Study Programmes
- 3.3. Strategic Priority 3: Ensuring Student Support
- 3.4. Strategic Priority 4: Enhancing Teaching and Institutional Capacities
- 3.5. Strategic Priority 5: Development of the Faculty's Scientific Activity

3. | STRATEGIC PRIORITIES OF THE PREVIOUS PERIOD (2021–2025) – ANALYSIS OF REALIZATION

3.1. Strategic Priority 1: Ensuring the quality of work and the social role of the Faculty

Goal 1.1: Implementation of feedback from external stakeholders and students into the teaching process

Description of the Strategic Goal

Goal 1.1. *The implementation of feedback from external stakeholders and students into the teaching process* has been established in order to renew and improve the Faculty's activities. A lack of formal mechanisms ensuring the rapid implementation of such feedback has been identified. This is partly conditioned by the relative inertia of the system for amending study programmes and by legislative reg-

ulations. Nevertheless, the objective was to introduce 2–5% annual changes to course implementation plans through faster information flow facilitated by the role of the External Cooperation Advisor.

Review of the Implementation of Goal 1.1

The planned activities were largely fully implemented. The position of External Cooperation Advisor was introduced. On an annual basis, the Advisor held meetings and public discussions with students and external stakeholders regarding the Faculty's strengths and weaknesses. Reports from these meetings



Figure 16. Goal 1.1. *The implementation of feedback from external stakeholders and students into the teaching process*



were presented as part of the evidence within the Faculty's annual action plan implementation reports. Changes to syllabi were partially introduced. In line with the Faculty's capabilities, smaller modifications to teaching topics and literature were made each year, resulting in adjustments to course implementation plans. Obstacles to more substantial changes included, among other factors, legal procedures which, in the case of major modifications (learning outcomes, ECTS credits, etc.), require initial accreditation of study programmes. In the previous period, such accreditation was not possible for the Faculty due to the letter of expectation issued by Agency for Science and Higher Education (AZVO).

Evaluation of the Implementation of Goal 1.1

Goal 1.1 – *The implementation of feedback from external stakeholders and students into the teaching process* – has been partially achieved. The planned activities were largely fully carried out. Meetings of year coordinators, the Vice-Dean for Teaching and Students, the External Cooperation Advisor, and the Head of the Quality Assurance Committee with students are regularly held, and reports are produced and adopted by the Faculty Council. However, amendments to course implementation plans have been only partially achieved.

Final Evaluation of Implementation

Goal 1.1 – *The implementation of feedback from external stakeholders and students into the teaching process* – has been partially achieved.

Goal 1.2 Development and Formalization of the System of Professional Development for Teaching Staff

Description of the Strategic Goal

Goal 1.2 – *Development and formalization of the system of professional development for teaching staff* – aimed to encourage and increase the level of professional development among academic staff. The existing system of professional development was inadequate and informal, and insufficient professional training of the Faculty's teaching staff could potentially lead to outdated knowledge and reduced competencies. One of the identified issues was the flexible system of promotion to scientific and scientific-teaching ranks. During the period 2021–2025, it was necessary to formalize the requirement for the professional development of teaching staff.

Review of the Implementation of Goal 1.2

The planned activities within Goal 1.2 – *Development and formalization of the system of*

professional development for teaching staff – were fully implemented. The Regulations on Additional Criteria for Appointment to Positions introduced the obligation of professional development at least three times during the promotion process. Teaching staff are regularly (daily and weekly) informed via email about seminars, workshops, and professional and scientific conferences where they can further develop their competencies. In addition, through the Committee for Quality Assurance, data on staff professional and vocational development activities are collected once a year. The collected data are processed and presented in the form of a report with improvement measures, which is then adopted at a session of the Faculty Council.

Evaluation of the Implementation of Goal 1.2

Goal 1.2 – *Development and formalization of the system of professional development for teaching staff* – has been fully achieved. Both teaching and non-teaching staff are regularly informed about opportunities for professional development. In addition, workshops are organized on opportunities for participation in international mobility programmes, including teaching and learning mobilities, as well as other types of Erasmus+ mobility. The Regulations on Additional Criteria for Appointment



to Positions of the Faculty of Kinesiology University of Split, stipulate that teaching staff are required to participate in professional development activities in order to advance in academic ranks.

Final Evaluation of Implementation

Goal 1.2 – *Development and formalization of the system of professional development for teaching staff* – has been fully achieved.

Goal 1.3 Increasing the Social Impact and Societal Role of KIFST

Description of the Strategic Goal

Strategic Goal 1.3 – *Increasing the social impact and societal role of KIFST* – was adopted with the aim of strengthening the Faculty’s third mission activities, as well as enhancing the visibility of its work and expanding its media reach. There was a clear need to increase visibility and social engagement through greater involvement in media space and various social processes. Through its societal role (community volunteering, health and physical exercise promotion, environmental protection, etc.), the Faculty was expected to strengthen its position and recognition within society. By organizing workshops and seminars on relevant professional topics and contemporary sport,

the Faculty would directly maintain connections with external stakeholders, significantly contributing to knowledge transfer within the profession and beyond.

Review of the Implementation of Goal 1.3

Goal 1.3 – *Increasing the social impact and societal role of KIFST* – has been fully achieved. During the observed period, the Faculty carried out all activities envisaged in the plan, along with numerous additional third mission activities. Through more intensive communication on social media, the Faculty’s work became more accessible to external stakeholders and the wider public. Numerous workshops, seminars, and sports panel events were organized, featuring distinguished scientists, recognized coaches, and athletes. Following public calls, these events—where challenges in the field of kinesiology were discussed—as well as sports competitions, were attended by students, teaching staff, representatives of teaching bases, and other coaches. Students and teachers of the Faculty of Kinesiology participated in aforementioned initiatives and other volunteer activities. In addition, several community-oriented projects were launched, such as exercise programmes for the elderly population through therapeutic walking and kinesiology-based exercise programmes.

Evaluation of the Implementation of Goal 1.3

Based on an analysis of the performance indicators related to the tasks and activities within this strategic goal, it can be concluded that the goal has been achieved. Workshops for external stakeholders are organized several times a year. The Faculty’s media visibility has increased, primarily through enhanced activity on social media, but also through coverage in public media outlets. Students actively volunteer in multiple projects and humanitarian initiatives each year. The number of kinesiologists (students, alumni, and teaching staff) involved in sports clubs and associations has also increased.

Final Evaluation of Implementation

Goal 1.3 – *Increasing the social impact and societal role of KIFST* – has been fully achieved.



Figure 17. *Strategic Goal 1.3 – Increasing the social impact and societal role of KIFST*

3.2. Strategic Priority 2: Enhancing the Quality of Study Programmes

Goal 2.1. Development and Formalization of the Administrative Support System within Study Modules

Description of the Strategic Goal

Goal 2.1 – *Development and formalization of the administrative support system within study modules* – arose from the need to harmonize teaching workload and ensure more efficient management of teaching processes across all study modules at the Faculty of Kinesiology, University of Split. An issue of uneven teaching workload distribution among staff was identified, further intensified by amendments to the collective agreement and the possibility of reducing teaching obligations for those academic staff members who achieve outstanding scientific results through research projects. The planned solution involved the development of a centralized Information Support System (ISS), which would integrate data on teaching, administrative, and organizational

processes and enable transparent monitoring and alignment of the workload of all teaching staff. Ultimately, the goal was to establish a unified digital framework supporting all key Faculty processes, from teaching records and scheduling to administrative procedures and student support.

Review of the Implementation of Goal 2.1

The planned activities were fully implemented in accordance with the timeline defined in the 2021–2025 Strategy. The Information Support System was introduced as planned and is now fully operational. It is based on the Sceduly platform, which has become the central tool for the Faculty's administrative and organizational functioning. In its initial phase, the system was used for creating and monitoring class and exam schedules, maintaining student records, and recording delivered teaching hours. In subsequent years, the platform was significantly upgraded. Per-

sonal ID cards and card readers were installed in all classrooms, halls, training facilities, and outdoor areas, making the process of recording teaching activities faster, simpler, and more accurate.

In addition, numerous functional modules were developed, digitalizing a wide range of administrative and teaching processes, including:

- Submission of requests for simple procurement and travel orders;
- Recording of annual leave;
- A digital activity log for monitoring teaching, research, international cooperation, and administrative activities of academic staff;
- The Mentor module, enabling digital submission of undergraduate and graduate theses modules for drafting contracts with external associates and for preparing documentation for all study programmes.





With the establishment of these modules, the Faculty has created a comprehensive digital system that connects all key stakeholders—teaching staff, administrative staff, and students—and enables efficient and transparent information exchange. In addition, the student support system has been further developed through formally appointed year coordinators, who are appointed by the Dean upon the proposal of the Vice-Dean for Teaching and Students. This system has significantly improved communication, accelerated the flow of information, and facilitated the resolution of student-related issues.

Evaluation of the Implementation of Goal 2.1

Goal 2.1 – Development and formalization of the administrative support system within study modules – has been fully achieved. All planned activities were implemented within the designated timeframe and in accordance with the Faculty’s annual action plans. Moreover, the system’s functionality has exceeded the initial plans through the introduction of additional modules and features that facilitate the Faculty’s daily operations. Sceduly has become a key tool for the operational management of teaching and administrative processes, while the digitalization of numerous

procedures has increased efficiency, accuracy, and transparency.

In qualitative terms, the system has significantly improved work organization, reduced the administrative burden on both teaching and administrative staff and created the preconditions for further automation and integration with other University systems.

Final Evaluation of Implementation

Goal 2.1 – Development and formalization of the administrative support system within study modules – has been fully achieved, with clear evidence of functionality, wide application, and a positive impact on the Faculty’s organizational processes. The digitalization of administrative and teaching procedures, the integration of communication channels, and the development of the student support system represent one of the most significant organizational advancements during the previous strategic period.

Goal 2.2. Harmonization of Teaching Workload Across Study Modules

Description of the Strategic Goal

This goal was established with the intention of achieving a more balanced distribution

of teaching workload among academic staff at all study levels of the Faculty of Kinesiology, University of Split.

Prior to the implementation of the Strategy, significant disparities in workload were identified. While some teaching staff were engaged at the minimum level prescribed by the Collective Agreement, others were delivering up to three times the required teaching load. The primary causes of this imbalance lay in the absence of a unified administrative system that would enable transparent monitoring and planning of teaching hours across study modules. The objective was to ensure a unified and objective basis for allocating teaching duties through the implementation of the Information Support System (ISS), in accordance with prescribed norms and the actual needs of study programmes.

Review of the Implementation of Goal 2.2

During the Strategy implementation period, this goal was fully achieved. With the introduction of the Information Support System (ISS) through the Sceduly platform, centralized monitoring of all teaching activities was enabled, providing the Faculty with a clear and precise overview of both planned and actual workload for each teacher. Based on these data, a systematic harmonization of teaching

hours was carried out in accordance with the Collective Agreement, which continues to be applied despite its formal expiration.

In line with the recommendations of the reaccreditation committee from the previous cycle, as well as the guidelines of the internal evaluation conducted by the University of Split, almost all Faculty teaching staff now participate in delivering courses in both university and professional study programmes. The teaching workload norms are clearly defined as follows:

- Scientific-teaching positions: 810 hours per year;
- Assistants: 405 hours;
- Senior assistants (postdoctoral researchers): 608 hours;
- Principal investigators of Croatian Science Foundation (HRZZ) projects (with the consent of the Faculty Council): 487 hours.

A detailed workload plan is adopted at the first session of the Faculty Council in each academic year, providing a precise overview of teaching hours by individual staff members and courses. After its adoption, teaching staff receive individual workload decisions. During the year, due to the dynamics of the teaching

process and possible changes in the delivery of study programmes, the plan is updated as necessary.

The Vice-Dean for Teaching and Students and the Heads of Departments maintain monthly records based on reports submitted by teaching staff through the Sceduly platform. In this way, alignment between planned and realized workload is continuously monitored, and any discrepancies are addressed in a timely manner. At the first session of the new academic year, the Faculty Council reviews a detailed report on the implementation of teaching activities in the previous year, thereby ensuring a high level of transparency and accountability in work planning.



Figure 18. Goal 2.2. Harmonization of Teaching Workload Across Study Modules



Evaluation of the Implementation of Goal 2.2

Goal 2.2 – *Harmonization of teaching workload across study modules* – has been fully achieved. The Faculty has established a system that enables precise and continuous monitoring of teaching engagement and its alignment with prescribed norms. Almost all teaching staff operate within clearly defined workload frameworks, with deviations being minimal and generally related to special assignments or absences. Monitoring through the Information Support System (ISS) has enabled transparent management of teaching processes and significantly reduced the administrative and communication barriers that previously complicated planning.

From a qualitative perspective, the harmonization of workload has contributed to improved work organization, greater teaching staff satisfaction, and more stable planning of study obligations. The established model has proven to be effective and sustainable and represents an example of good practice within the University of Split.

Final Evaluation of Implementation

Goal 2.2 – *Harmonization of teaching workload across study modules* – has been fully

achieved, with clearly structured procedures for planning, monitoring, and reporting. The system ensures continuous workload control and guarantees a fair distribution of teaching responsibilities among all categories of academic staff, thereby accomplishing one of the Faculty's key organizational goals during the previous strategic period.

Goal 2.3. Defining Standards for the Improvement of Study Programmes

Description of the Strategic Goal

Improving study programmes is one of the key prerequisites for ensuring the quality of the teaching process and aligning learning outcomes with the needs of the labour market and the profession. In order for this process to be based on objective and relevant indicators, it was necessary to establish clear standards and mechanisms for collecting, analyzing, and applying data on the effectiveness and relevance of study programmes. Particular emphasis was placed on evaluating student internships as an important component of applying theoretical knowledge in real working environments, as well as on the systematic collection of feedback from students and mentors. The aim was to ensure that feedback from practical training would directly contrib-

ute to the improvement of teaching content and learning outcomes.

Review of the Implementation of Goal 2.3

The goal has largely been achieved through the adoption of two key regulatory documents:

- The Regulations on Professional-Pedagogical Practice in the University Graduate Study Programme (Preschool Education, Primary Education, and Subject Teaching);
- The Regulations on Professional Practice in Professional Study Programmes, applicable to all undergraduate and graduate professional studies (Kinesitherapy, Strength and Conditioning, Recreation and Fitness, and Sports Coaching).

These regulations clearly define the organizational and content-related framework for the implementation of practice, the roles of students, mentors, and teaching staff, as well as the procedures for monitoring and evaluating outcomes. In this way, formal foundations have been established for the systematic and transparent implementation of professional and professional-pedagogical practice at all study levels.



In addition, practice coordinators were appointed for each module, enabling better coordination of implementation and supervision of students in the field. A significant advancement was achieved in the development of a mentor evaluation system through the introduction of questionnaires and assessment forms for evaluating the quality of the mentoring and educational process.

Students complete evaluation forms upon finishing their practice, and the collected data are used for internal analysis and discussion within the Faculty's academic bodies. However, for full functionality, it is necessary to complete the implementation and formally standardize the evaluation process in order to establish a systematic mechanism for quality control and mentor recognition, as well as to ensure the structured integration of feedback into annual study programme plans.

Through the implementation of these activities, a framework has been established that enables the continuous improvement of study programme quality. Feedback from mentors and students is gradually being integrated into the processes of planning and revising teaching content, thereby achieving the primary

goal—linking the teaching process with the real needs of the profession and practice.

Evaluation of the Implementation of Goal 2.3

Goal 2.3 – *Defining standards for the improvement of study programmes* – has been largely achieved. By adopting the relevant regulations and appointing practice coordinators, all key formal prerequisites for the systematic monitoring of the quality of professional and professional-pedagogical practice have been established. A mentor evaluation system and a structured feedback collection process have also been introduced, already demonstrating useful results in identifying the strengths and weaknesses of the programmes.

However, it is still necessary to further develop the mechanism for analyzing and implementing the collected data within the study programme improvement process, particularly in ensuring a clear feedback loop between evaluation results and concrete modifications to curricula. In addition, questionnaires should be conducted regularly each semester in order to obtain more detailed and continuous data. The completion of the digitalization process and the formal integration of feedback into the Faculty's self-evalu-

ation cycle represent the next steps toward full achievement of the goal. It is important to emphasize that the Faculty has applied for the project call SF.2.4.06.08 “Enhancing Employability through Professional Practice in Higher Education,” through which the professional practice system aims to be further improved, aligned with labour market needs, strengthened in cooperation with the Faculty's teaching bases, and expanded to provide additional practical experience for students—an aspect previously highlighted in surveys as one of the shortcomings of the study programmes.

Final Evaluation of Implementation

Goal 2.3 – *Defining standards for the improvement of study programmes* – has been largely achieved, with solid foundations established for the further development of the quality evaluation system for professional practice and study programmes. The Faculty has created a clear organizational and regulatory framework and has initiated a systematic process of data collection and analysis. This has established a basis for the continuous enhancement of educational quality and for strengthening the connection between academic study and professional practice.



3.3. Strategic Priority 3: Ensuring Student Support

Goal 3.1. Providing Support to Students from Vulnerable and Underrepresented Groups

Description of the Strategic Goal

Goal 3.1 – *Providing support to students from vulnerable and underrepresented groups* – was established with the intention of formalizing care for students who face financial, social, or other difficulties during their studies. Although the Faculty had previously provided informal support in individual cases (e.g., assistance with acquiring equipment or adapting teaching requirements), a systematic framework ensuring transparent, fair, and sustainable support was lacking. Special attention was directed toward students with disabilities, student parents, student athletes with disabilities, and those coming from the alternative care system. The objective was to develop formal support mechanisms, including financial and technical assistance, adaptations of study conditions, and the

possibility of scholarships and special status within the teaching process.

Review of the Implementation of Goal 3.1

During the implementation of the Strategy, this goal was successfully achieved through the adoption of the Regulations on the Conditions of Study for Students from Vulnerable and Underrepresented Groups, which were adopted by the Faculty Council in 2021. For the first time, this document clearly defined the criteria, rights, and obligations of students belonging to these groups. The Regulations cover student parents, students with disabilities, categorized athletes with disabilities, and students from the alternative care system, and include provisions related to financial assistance, adaptation of teaching obligations, and other forms of support.

Concrete examples of implementation include material and technical assistance provided to students, such as covering the costs of

field teaching in skiing and other activities that would otherwise represent an additional financial burden.

Further progress was achieved through the adoption of the new Regulations on Study Programmes and the Study System (2025), which additionally define special categories of students, including student athletes (Article 27). This has further strengthened the institutional framework for recognizing and accommo-



Figure 19. *Goal 3.1 – Providing support to students from vulnerable and underrepresented groups – was established with the intention of formalizing care for students who face financial, social, or other difficulties during their studies.*



dating the specific needs of certain student groups, particularly those who train or compete at a professional or high-performance level.

At the beginning of each academic year, the Student Affairs Office publishes a call for applications to obtain special status. Students apply with the required documentation, and upon completion of the procedure, a list of students granted special status is compiled and forwarded to teaching staff and departments so that they are informed about possible adjustments in teaching delivery and examination procedures. Individual consultations are also conducted with students to clarify their rights and obligations, ensuring a more personalized and responsible approach.

This system has enabled the Faculty to make support for students from vulnerable groups transparent, systematic, and inclusive, while respecting the specific characteristics of kinesiology studies, which—due to the practical nature of teaching—require certain limitations in possible adaptations.

Evaluation of the Implementation of Goal 3.1

Goal 3.1 – *Providing support to students from vulnerable and underrepresented groups* – has

been fully achieved. The Faculty has established a normative and organizational framework for providing support and regularly implements it through annual calls, appropriate adjustments, and financial assistance. Special student statuses are now clearly defined, and the process of granting and implementing them is transparent and institutionally structured.

From a qualitative perspective, this development has significantly enhanced the culture of inclusivity and understanding of diverse student needs. In doing so, the Faculty has further strengthened its social responsibility and alignment with European standards in higher education.

Final Evaluation of Implementation

Goal 3.1 – *Providing support to students from vulnerable and underrepresented groups* – has been fully achieved, with established regulations, clearly defined procedures, and the regular implementation of support mechanisms. The Faculty has formalized a system that previously existed in an informal form and has created a sustainable model ensuring equal access to study for all students, while taking into account individual needs and the specific characteristics of the kinesiology profession.



Goal 3.2. Development and Implementation of a Formal Student Support System During Studies

Description of the Strategic Goal

Goal 3.2 – *Development and implementation of a formal student support system* – was established with the aim of improving study success rates and reducing the number of repeated course enrolments. An issue of uneven pass rates across courses was identified, particularly in those requiring a higher level of theoretical knowledge and practical engagement from students. It was therefore necessary to systematically analyze student performance, identify courses with more pronounced difficulties, and develop concrete forms of support. The goal was to provide students with additional resources and assistance in mastering demanding course content through organized forms of supplementary instruction, mentoring, and enhanced communication support.

Review of the Implementation of Goal 3.2

The implementation of this goal began with a systematic analysis of study success rates, conducted annually and covering all courses with a high number of repeat enrolments or particularly low pass rates. Based on these analyses, a list of so-called “critical courses”

was compiled, enabling targeted allocation of resources and support to areas where challenges are most pronounced.

For courses that are frequently repeated or have low pass rates—most notably *Physiology 1 and Physiology 2, Quantitative Methods 1 and Quantitative Methods 2, Swimming, and Sports Gymnastics*—supplementary classes have been organized. These are delivered with the support of student demonstrators, selected based on their academic performance and engagement in the respective courses. Demonstrators are engaged through student contracts with clearly defined hourly commitments, while the system of application, planning, and supervision is coordinated by the Vice-Dean for Teaching and Students.

Supplementary instruction is organized throughout the semester, with intensified sessions immediately prior to examination periods. Students are informed in a timely manner through official Faculty communication channels and social media platforms. When necessary, a course-specific registration system is introduced to facilitate organization and record-keeping of participants.

At the end of each academic year, the Faculty conducts an evaluation of the implemented

measures by comparing pass rates and average grades in courses included in the supplementary programme. The results to date indicate a positive trend: pass rates have increased, and students express satisfaction with the availability of additional support. Nevertheless, there remains room for improvement, particularly in the systematic evaluation of outcomes and the further formalization of mentoring and educational support mechanisms.

In addition to supplementary instruction, further support is provided through regular meetings between the Vice Dean for Teaching and Students, year coordinators, and students or their representatives. These meetings serve as a platform for direct communication, exchange of information regarding examination periods, possibilities for course re-enrolment, student rights and obligations, and guidance on more effective management of academic responsibilities.

Evaluation of the Implementation of Goal 3.2

Goal 3.2 – *Development and implementation of a formal student support system during studies* – has been largely achieved. The Faculty has established a system that enables the timely identification of problematic courses and the provision of concrete assistance to students.



Supplementary instruction and mentoring support have proven to be effective mechanisms for increasing pass rates, while the involvement of high-achieving students as demonstrators has further enhanced motivation and the overall quality of instruction. From a qualitative perspective, the introduced measures have contributed to a stronger sense of support among students and improved communication between students and teaching staff. Although the results are positive, further institutionalization of the evaluation system and the development of digital monitoring of outcomes are recommended in order to further improve and standardize the process.

Final Evaluation of Implementation

Goal 3.2 – *Development and implementation of a formal student support system during studies* – has been largely achieved, with visible results in increased pass rates and enhanced student experience. The Faculty has developed a sustainable model of student support that combines an analytical approach, mentoring, and open communication, thereby creating a solid foundation for further improvement of academic success and reduction in course repeat enrolments.

Goal 3.3. Development and Implementation of an Information System for Creating Class Schedules and Examination Timetables

Description of the Strategic Goal

Due to the specific characteristics of the study programmes delivered by the Faculty of Kinesiology, University of Split, the preparation of class schedules and examination timetables has traditionally been a complex and demanding process. Teaching takes place at multiple locations, with some courses being highly practical and others theoretical in nature, which makes it difficult to combine time slots and ensure smooth transitions between activities within short intervals. In addition, the organization of examination periods requires special attention in order to avoid overlapping practical examinations from multiple courses at the same time. The objective of this strategic task was to develop and implement an information system that would enable more efficient planning, monitoring, and adjustment of class and examination schedules, while ensuring fast and transparent communication with teaching staff and students regarding any changes.

Review of the Implementation of Goal 3.3

The goal has been fully achieved through the implementation of the Sceduly platform, which has become the core tool for organizing and monitoring class schedules and examination timetables. The system was introduced in a pilot version during the 2021/2022 academic year and has been fully operational and permanently implemented at all study levels since 2022/2023. All implementation phases defined by the Strategy have thus been successfully completed. In practice, the Vice-Dean for Teaching and Students prepares a draft schedule for each semester, as well as the examination timetable. These drafts are then forwarded to teaching staff and student representatives for review and possible adjust-



Figure 20. *Goal 3.2 – Development and implementation of a formal student support system during studies*



ments. After alignment and approval, the final versions are entered into Sceduly, where they are accessible to all users. Every teacher and student has an individual profile within the system, displaying their schedule by day and hour, which ensures full transparency of obligations and enables timely planning.

The system also enables attendance recording through personal ID cards and card readers installed in classrooms, sports halls, and outdoor facilities (stadium and training grounds), significantly facilitating the process of monitoring and control. Students have continuous access to information regarding their number of absences and attendances, while teachers can export attendance records and use them for monitoring the implementation of teaching activities and for administrative reporting purposes. The system also allows for quick updates and publication of schedule changes, which has proven extremely useful in the daily coordination of teaching activities across multiple locations.

Today, the Sceduly platform serves as the central information solution connecting teaching staff, students, and administrative staff, enabling dynamic, transparent, and efficient management of teaching processes.

Evaluation of the Implementation of Goal 3.3

Goal 3.3 – Development and implementation of an information system for creating class schedules and examination timetables – has been fully achieved. The Sceduly system has proven to be highly effective in practice, and its application over the past three academic years confirms the sustainability and functionality of the solution. It has enabled faster planning, easier communication among stakeholders, and more transparent access to schedules and teaching records.

From a qualitative perspective, the implementation of the system has significantly improved the Faculty's organizational culture, reduced the likelihood of errors and scheduling overlaps, and increased the availability of information to all users. The system also serves as a foundation for further digitalization of administrative and teaching processes, including workload monitoring and teaching evaluation.

Final Evaluation of Implementation

Goal 3.3 – *Development and implementation of an information system for creating class schedules and examination timetables* – has been fully achieved, with a fully functional and stable system that has been continuously used for three academic years. The Sceduly platform has en-

abled transparent planning, monitoring, and adjustment of class and examination schedules and has become an indispensable part of the Faculty's daily operations and communication between teaching staff and students.



3.4. Strategic Priority 4: Enhancing Teaching and Institutional Capacities

Goal 4.1. Improvement of the Library and Related Infrastructure

Description of the Strategic Goal

The library represents an essential component of the institution's teaching, professional, and scientific infrastructure, serving as a central hub for access to information, literature, and digital resources.

Within the framework of Strategic Priority 4, its spatial, functional, and staffing development was planned. The objective was to ensure a modern library space that would meet the needs of students and teaching staff, increase the quantity and diversity of library holdings with a particular emphasis on digital resources, develop an e-library, and secure a stable staffing structure to ensure the sustainable operation of library services.

The planned activities included:

- Expanding the library space to between 80 and 100 m²;
- Increasing the collection from approximately 680 titles at the end of the 2021/2022 academic year to 900 titles by the end of the 2024/2025 academic year;
- Ensuring further annual growth of approximately 100 titles;
- Employing an assistant librarian;
- Equipping the space for digital learning and the development of an e-library.

Review of the Implementation of Goal 4.1

During the Strategy implementation period, significant progress was achieved in the development of the library and the quality of its services. The library space has been expanded and currently covers approximately 70 m², of which 27 m² is allocated to a reading room with 12 user workstations. This represents a consider-

able improvement compared to the initial state; however, the targeted area of 80–100 m² has not yet been fully achieved. The reading room is open 55 hours per week, thereby increasing accessibility for students and teaching staff.

The library collection has grown continuously and, by 2025, has exceeded 950 titles and approximately 1,700 copies, surpassing the planned target of 900 titles by the end of the 2024/2025 academic year.



Figure 21. *The library collection has grown continuously and, by 2025, has exceeded 950 titles and approximately 1,700 copies, surpassing the planned target of 900 titles by the end of the 2024/2025 academic year.*



The growth of the collection has been stable and focused on professional and scientific literature aligned with the development of study programmes.

The library manages the Repository of the Faculty of Kinesiology, University of Split – DABAR (Digital Academic Archives and Repositories) (<https://repozitorij.kfst.unist.hr/>), thereby fulfilling the legal obligation to archive undergraduate, graduate, and doctoral theses in electronic form, as well as the Faculty's electronic publications, with the prior consent from authors/editors.

The library is equipped with modern computers and multimedia devices—three student computers are available, one of which is connected to a TV screen to facilitate access to digital resources. Students and staff have access to 11,626 e-journals and 18 bibliographic databases via the National and University Library system (Portal of Electronic Resources for the Croatian Academic and Research Community). The library regularly informs users about trial access to specific databases and provides training sessions on their use, as well as assistance in searching for relevant sources. All necessary prerequisites for the development of digital learning and the establishment of an e-library have thus been met.

In terms of staffing, the library currently employs one full-time librarian, while the planned position of assistant librarian has not yet been filled. Partial support has been provided through student assistants; however, this solution does not ensure permanent and comprehensive staffing coverage. Despite this, library services function smoothly, and professional assistance is available to users 35 hours per week.

The implemented activities have led to visible improvements in the quality of library services, the availability of literature, and the level of digital support. The library is now a significantly more functional and modern space, and the increased availability of digital resources and technical equipment has enhanced the quality of teaching and research activities.

Evaluation of the Implementation of Goal 4.1

Goal 4.1 – Improvement of the library and related infrastructure – has been partially achieved, but largely in line with the planned objectives. All key functional prerequisites have been met: the library collection has expanded, digital resources and technical equipment have been introduced, and the library space has been significantly improved com-

pared to the initial situation.

However, the targeted indicators regarding the total spatial area and the employment of an additional library staff member have not been fully realized.

From a qualitative perspective, the library now provides a substantially higher level of service and user support and contributes meaningfully to the enhancement of teaching and research activities. For full realization of the goal, it is recommended that the next strategic period include the completion of the planned spatial expansion to at least 80m², the employment of an assistant librarian, and the continued growth of the library collection in both print and electronic formats, along with the further integration of the library within the broader library system.

Final Evaluation of Implementation

Goal 4.1 – Improvement of the library and related infrastructure – has been partially achieved, with significant progress in terms of content and functionality, but with remaining infrastructural and staffing limitations that should be addressed in the next strategic period.





Goal 4.2. Increase in the Number of Research Laboratories

Description of the Strategic Goal

Scientific and research activity is a fundamental component of institutional development and a key indicator of its contribution to the field of kinesiology and related sciences. Goal 4.2 was aimed at increasing the number and functionality of research laboratories in order to enhance the quality of scientific work, enable the delivery of practical and experimental teaching content, and strengthen the connection between teaching and research practice.

According to the 2021–2025 Strategy, the following activities were planned:

- Establishment and equipping of new laboratories for kinesiology and interdisciplinary research;
- Modernization of existing laboratory equipment and facilities;
- Systematic planning of the procurement of scientific research equipment;
- Integration of laboratories into international projects and research collaborations;
- Provision of improved working conditions for students and early-career researchers.

The planned outcome was the development of modern laboratory infrastructure that would enable the implementation of research at a high scientific level, increase the number of scientific publications, and strengthen participation in national and international research networks.

Review of the Implementation of Goal 4.2

During the observed period, significant progress was made in strengthening the research infrastructure. The institution gradually increased the number of specialized laboratories and improved their equipment in line with the development of study programmes and research needs.

According to the Analytical Annex of the Self-Evaluation Report (2025), three fully functional laboratories are currently active: the Laboratory for Kinanthropology, the Laboratory for Kinesiology Biochemistry, and the Laboratory for Kinesiology Physiology. All laboratories are equipped with modern instruments for biomechanical, functional, and motor performance measurements, and their equipment is continuously upgraded in accordance with procurement plans based on scientific projects and available funding.



Between 2022 and 2025, new scientific research equipment was acquired, including devices for body composition analysis, systems for testing motor and functional abilities, and digital tools for data processing and storage. This has established a solid technical foundation for conducting research at the undergraduate, graduate, and postgraduate levels.

Part of the laboratory equipment has also been used in national and international research projects in cooperation with partner institutions, confirming the laboratories' integration into the broader scientific network.

The laboratories have been integrated into the teaching process as well—they are regularly used for practical classes, demonstrations, and experimental student assignments, thereby increasing the applicability of knowledge and fostering the development of research competencies.

Regarding spatial capacity, the laboratories currently operate within the existing infrastructure, using functionally adapted rooms within the main building. Although the current conditions are adequate for present needs, further development will require additional space and modernization—particularly in terms of climate control, lighting, and acoustic insulation—to ensure full scientific and technical efficiency.

The report on material conditions states that, alongside existing equipment, the institution has developed a systematic maintenance and servicing plan for laboratory instruments, ensuring the sustainability of investments and user safety.

Overall, the goal of increasing the number of research laboratories and improving their equipment has been largely achieved, with a clear shift toward a modern, research-oriented system of operation.

Evaluation of the Implementation of Goal 4.2

Goal 4.2 – *Increase in the number of research laboratories* – has been largely achieved. Three functional laboratories equipped with modern instruments have been established, and their role in both scientific and teaching processes is being systematically developed. The implemented procurements and investments have enabled the conduct of more complex research activities and enhanced the quality of practical instruction.

Although spatial capacities still limit further expansion and the development of additional specialized laboratories, the qualitative progress in equipment, safety standards, and functionality has significantly strengthened the institution's overall research capabilities.

For the next strategic period, it is recommended to plan the establishment of additional laboratories in biomechanics, sports games, and psychosociology, as well as the development of a central database for the storage and analysis of experimental data.

Final Evaluation of Implementation

Goal 4.2 – *Increase in the number of research laboratories* – has been largely achieved, with a clear increase in research capacity, modern equipment, and functional integration into teaching and scientific work. However, further spatial and staffing development will be necessary in the next strategic period.

Goal 4.3. Introduction of an Internal Grade Moderation System

Description of the Strategic Goal

Strategic Goal 4.3 was aimed at developing an internal grade moderation system as a quality assurance mechanism in the assessment process. The purpose of the system was to establish standardized procedures to verify the objectivity, reliability, and consistency of grading practices among teaching staff through the comparison of evaluation criteria, analysis of grade distributions, and the introduction of corrective mechanisms where necessary.



According to the 2021–2025 Strategy, the following activities were planned:

- Establish standardized assessment rubrics and evaluation criteria across all study programmes;
- Alignment of assessment methods with the intended learning outcomes;
- Introduction of formal grade moderation mechanisms at the course and programme levels;
- Periodic analysis of assessment results and grade distributions;
- Training of teaching staff in the application of standardized assessment methods.

Ultimately, the objective was to enhance the objectivity, transparency, and consistency of grading, and to ensure greater alignment between planned learning outcomes and implemented assessment methods.

Review of the Implementation of Goal 4.3

During the implementation period of the 2021–2025 Strategy, a functional internal grade moderation system was not established in accordance with the planned guidelines. Activities related to the development of evaluation tools, assessment rubrics, and standardized evaluation criteria were either not

implemented or were carried out to a very limited extent, without the introduction of a systematic approach.

Instead of formal grade moderation procedures, teaching staff relied on ad hoc approaches, while the analysis of grade distributions was not conducted systematically nor formally reported. As a result, the primary objective—establishing a clear correlation between learning outcomes, assessment methods, and standardized grading criteria—was not achieved.

Final Evaluation of Implementation

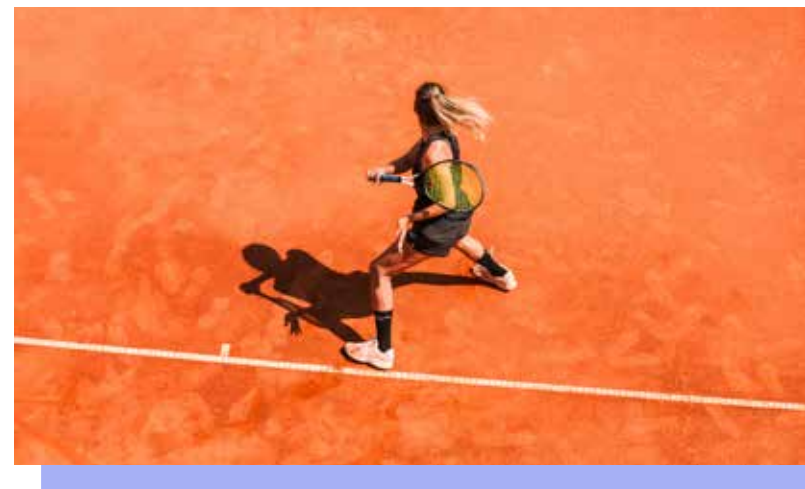
Goal 4.3 – Introduction of an internal grade moderation system – was not achieved, and the planned activities were not implemented.

However, several important insights were identified during the period, which should guide future activities:

1. The introduction of a grade moderation system must be closely linked to constructive alignment, in order to ensure consistency between learning outcomes, teaching content, instructional methods, and assessment methods;
2. Instead of ex post grade moderation, the focus should shift to ex ante assessment design, through the definition of measurable learning outcomes and corresponding evaluation tools;

3. An institutional platform is needed for the development, storage, and monitoring of assessment rubrics, evaluation criteria, and records of results;
4. The new Faculty Management has announced the constructive alignment of all learning outcomes at the level of all courses, along with the development of an assessment system that enables the evaluation of each learning outcome through valid and reliable methods.

Therefore, it is not recommended to reactivate Goal 4.3 in its original form, but rather to transform it into a modern model of teaching and assessment quality based on constructive alignment principles.



3.5. Strategic Priority 5: Development of the Faculty's Scientific Activity

Goal 5.1. Defining the (Long-Term) Research Strategy and Research Profile of the Faculty

Description of the Strategic Goal

Strategic Goal 5.1 – *Defining the (long-term) research strategy and research profile of the Faculty* – was aimed at monitoring, evaluating, and further developing the scientific research themes defined in the previous strategic period, and, based on that evaluation, establishing a clear and evidence-based long-term research profile of the Faculty.

The goal encompassed three key tasks:

1. Assessing the success of research themes monitored during the 2021–2025 period;
2. Identifying new or upgraded scientific research areas to be pursued in the next strategic cycle;
3. Defining the long-term research strategy of KIFST based on actual results, institutional capacities, and research productivity.

Review of the Implementation of Goal 5.1

During the observed period, scientific research activities were systematically monitored through publications indexed in the WoS and Scopus databases, participation in international collaborations, and the implementation of internal Faculty research projects. The analysis indicates that certain thematic areas from the previous strategy evolved into particularly strong and stable research lines, while others remained marginal or entirely inactive.

The most significant research contribution was achieved in the field of sports performance in team sports, particularly football, where a substantial number of papers were published in Q1 and Q2 journals, resulting in a high level of international visibility. Similarly, the field of combat sports developed into a strong thematic cluster, especially in areas related to rapid weight reduction, physiological load, and associated health outcomes, as confirmed by a consistent output of publications

and international collaborations. The thematic framework of volleyball also demonstrated continuous activity, with research focusing on situational efficiency, motor abilities, and the development of young female athletes. In addition to these sport-specific domains, research on physical activity/literacy and health parameters of children, adolescents, and students was highly represented, particularly in the context of changes induced by the COVID-19 pandemic.

Research related to stress markers, hormonal responses in athletes, and youth selection processes also showed significant development.

In contrast, some of the research themes defined in the initial strategic document did not result in published outputs or project activities and were not integrated into the Faculty's actual research portfolio.



The analysis of internal Faculty projects reveals that internal funding was primarily directed toward areas with proven research capacity. Most projects were related to sports performance, motor and functional abilities of athletes, strength and conditioning, and public health aspects of youth physical activity. This confirms a selective orientation of the Faculty toward research themes demonstrating the highest scientific potential and continuity.

Evaluation of the Implementation of Goal 5.1

Goal 5.1 – *Defining the (long-term) research strategy and research profile of the Faculty* – can be assessed as having been achieved at a high level. During the observed period, the Faculty developed clear thematic cores based on actual research outputs and scientific productivity. The monitoring and analysis of publications, projects, and academic activities provided a structured and evidence-based insight into both strong and less developed research areas.

The achievement of the goal was partially challenged by the fact that certain thematic areas outlined in the strategic document did not materialize in practice. However, this uneven development ultimately enabled a more

precise definition of the Faculty's long-term research profile, which was the primary intention of the goal. The Faculty successfully identified areas with long-term potential, international relevance, and stable research teams.

Furthermore, the establishment of research groups and the acquisition of institutional projects (NPOO) confirm that, in the final phase of the strategic period, the Faculty successfully transitioned from dispersed and individually driven research activities to a more organized, coherent, and strategically oriented model. This shift fully enabled the operationalization of a long-term research strategy and laid strong foundations for a new development phase characterized by interdisciplinarity, international visibility, and sustainable scientific growth.

Final Evaluation of Implementation

It can be concluded that the goal has been fully achieved. Based on publication productivity, internal Faculty projects, and actual research activities, the Faculty has clearly defined its research identity.

During the previous period, the Faculty developed recognizable and stable research clusters, ensured continuity of work and sus-

tained scientific productivity, while less active or inactive areas gradually moved out of focus.

Such consolidation of research activities has enabled the establishment of a clear, realistic, and sustainable long-term research strategy grounded in the Faculty's actual capacities, achievements, and development potential for the next strategic period.



Figure 22. *Goal 5.1 – Defining the (long-term) research strategy and research profile of the Faculty – can be assessed as having been achieved at a high level. During the observed period, the Faculty developed clear thematic cores based on actual research outputs and scientific productivity.*



Goal 5.2. Integration of Scientific Research and Teaching Activities of the Faculty

Description of the Strategic Goal

Goal 5.2 – *Integration scientific research and teaching activities of the Faculty* – was aimed at systematically strengthening the connection between the teaching process and the Faculty’s scientific research work. Due to the previous lack of adequate research infrastructure and insufficient student involvement in research activities, the objective was to increase the number of research-oriented courses, improve their structure, involve a greater number of experts from research practice, and create incentives encouraging students to prepare their undergraduate and graduate theses in the form of scientific papers. The intention was to ensure the integration of contemporary research methods into teaching processes and to develop competencies that enable students to actively participate in scientific research.

Review of the Implementation of Goal 5.2

During the implementation period, clear and gradual progress was recorded across all segments of this goal. First, the number of courses substantively grounded in scientific methodology, quantitative analysis, and the

practical application of research procedures was increased. These courses were clearly identified as research-oriented and form a recognizable group within the graduate study programme.

This group includes the following courses: Research Methods in Kinesiology (Sport and Exercise Sciences), Selected Topics in Quantitative Methods, Methodology of Scientific Research in Kinesiology, Methodology of Research in Kinesiology Education, Applied Mathematics in Kinesiology and Sport, and Methodology of Preparation, Development and Application of Scientific Projects. Together, these courses constitute the core of research-oriented subjects. Their structured grouping has enabled clearer insight into students’ research obligations and facilitated orientation toward learning quantitative methods, research methodology, project design, and scientific writing. A key advancement was achieved by giving teaching activities a more explicit research component and a logical progression that guides students from theoretical foundations to the practical implementation of research work. The integration of teaching and research was further strengthened through the involvement of external lecturers and experts actively engaged in scientific research. Their contribution is particularly vis-

ible in course syllabi, providing students with access to current research practices and professional experiences.

The most significant achievement of this goal relates to directing students toward preparing undergraduate and graduate theses in the form of scientific articles (a total of 18 papers). According to conducted analyses, students each year produced papers that were accepted and published in journals indexed in WoS and Scopus. In the initial phase, the minimum planned number of papers was achieved, while in subsequent years a substantial increase occurred, and the number of A1 research publications significantly exceeded expectations. This demonstrates that the established incentives, mentoring structure, and course organization created a highly favourable environment for students’ development in research:

- 2021/2022 – one published paper;
- 2022/2023 – two published scientific papers (minimum target achieved);
- 2023/2024 – significant increase (six papers);
- 2024/2025 – continuity and further growth (nine papers).

An additional important contribution to this goal derives from student involvement in



internal Faculty research projects. Students participated in data collection, instrumental measurements, laboratory analyses, data processing, and manuscript preparation. Such continuous exposure to the real research process significantly contributed to the development of practical competencies and facilitated their transition from a teaching-focused environment to an active research context.

Overall, these elements demonstrate that graduate-level teaching during the observed period became clearly research-oriented, with students acting as active participants in scientific work.

Evaluation of the Implementation of Goal 5.2

The implementation of this goal can be assessed as exceptionally high. All key components were achieved: the number of research-oriented courses was increased and clearly structured within the study programme; the quality of teaching was enhanced through the engagement of experts from research practice; the number of students involved in research activities increased significantly; and the number of graduate theses prepared in the form of scientific articles not only met but substantially exceeded the target values.

This enabled a strong development of students' research competencies and created the conditions for a sustainable model of integration between science and teaching.

Final Evaluation of Implementation

Goal 5.2 – *Integration of scientific research and teaching activities of the Faculty* – has been fully achieved. The Faculty successfully integrated research activities into graduate-level teaching, strengthened the development of students' research skills, enhanced the quality of instruction through research-based content, and created the preconditions for the continuous production of student scientific publications.

This model of integration between teaching and research represents one of the most significant achievements of the observed strategic period and provides a solid foundation for further advancement of research excellence in the next strategic cycle.







4. | SWOT ANALYSIS OF THE FACULTY OF KINESIOLOGY, UNIVERSITY OF SPLIT

- 4.1. Management and Quality Assurance
- 4.2. Study Programmes
- 4.3. Learning and Teaching, Student Support
- 4.4. Teaching Staff and Institutional Capacities
- 4.5. Scientific Activity
- 4.6. Final SWOT Synthesis

4. | SWOT ANALYSIS OF THE FACULTY OF KINESIOLOGY, UNIVERSITY OF SPLIT

In order to precisely define the tasks and priorities necessary for achieving the objectives of the Development Strategy of the Faculty of Kinesiology, University of Split for the period 2026–2030, an in-depth situational analysis was conducted using the SWOT framework. The SWOT analysis is a methodological approach that includes the identification of internal factors: strengths and weaknesses of the Faculty, as well as external factors: opportunities and threats arising from the immediate and broader institutional, social, and regulatory environment.

This analysis enables a systematic evaluation of the current situation in the key areas of the Faculty's activities, including quality assurance and management, study programmes,

learning and teaching, academic and institutional capacities, and scientific research activities. The results of the analysis serve as a basis for strategic planning, decision-making, and the formulation of realistic, feasible, and development-oriented goals aimed at improving the excellence, competitiveness, and sustainability of the Faculty.

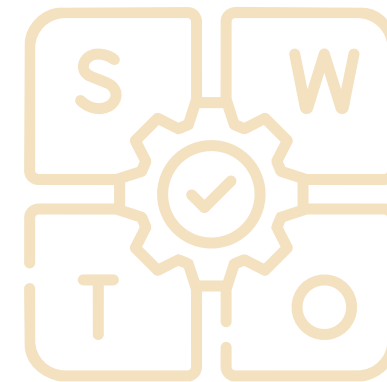


Figure 23. The SWOT analysis is a methodological approach that includes the identification of internal factors: strengths and weaknesses of the Faculty, as well as external factors: opportunities and threats arising from the immediate and broader institutional, social, and regulatory environment.

4.1. Management and Quality Assurance

Figure 10 illustrates staff attitudes toward key elements of management and quality assurance, showing that the vast majority of respondents express agreement with most statements. The clarity of the mission and vision, as well as the existence of strategic and action plans, received the highest ratings. Negative responses are minimally represented, suggesting a generally favourable perception of the quality system.



Figure 24. Graphical representation of the percentage distribution of staff attitudes regarding statements on management and quality assurance.

Table 4. SWOT Analysis for the Topic: Governance and Quality Assurance

Strengths	Weaknesses
Clearly defined mission and vision, as well as existing strategic and action plans	Overburdened administrative capacities
Staff involvement in the quality assurance system	Occasional lack of transparency in procedures and communication
Active cooperation with external stakeholders	Variable staff involvement in decision-making processes
Digitized administrative processes	Lack of systematic feedback mechanisms
Opportunities	Threats
Availability of EU and NPOO funds for Faculty development	Limited financial support from national institutions
Strengthening external partnerships and cooperation with the labour market	Unfavourable regulatory changes in higher education
Development and modernization of study programmes	Administrative overload due to external requirements
Internationalization and mobility	Possible decline in staff motivation



4.2. Study Programmes

Figure 11 presents the attitudes of staff members regarding the study programmes. The results show that positive responses prevail, although the share of neutral and negative attitudes is somewhat higher compared to areas such as the alignment of programmes with labour market needs, the organization of student internships, and the compliance of study programmes with the Croatian Qualifications Framework (CROQF). Nevertheless, the results indicate a generally favourable, though not entirely unequivocal, perception of the quality of the study programmes.

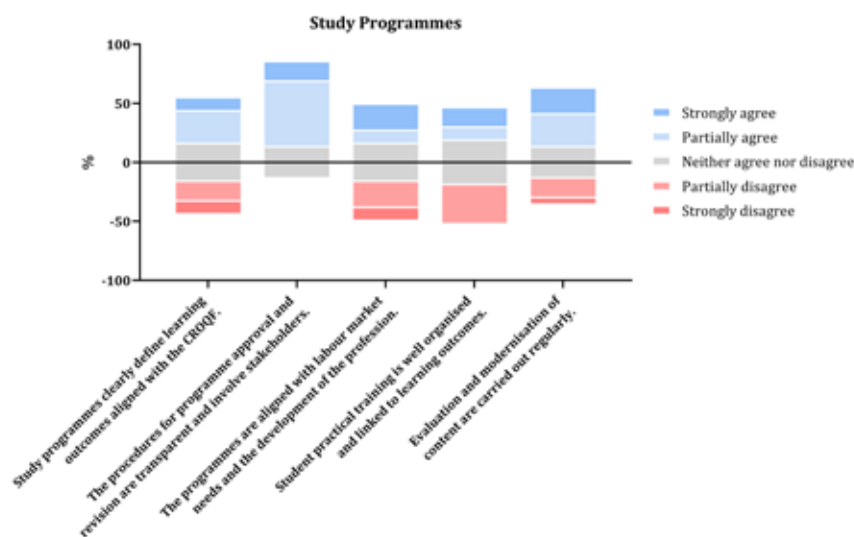


Figure 25. Graphical representation of the percentage distribution of staff attitudes regarding the statements related to the topic of study programmes.

Table 5. SWOT Analysis for the Topic: Study Programmes

Strengths	Weaknesses
High employability of alumni and strong links with the labour market	Uneven and partly outdated structure of certain modules
Strong integration of theoretical and practical knowledge	Limited capacities for practical teaching
Regular evaluation of courses and teaching staff	Insufficiently rapid modernization of programmes
Relevance of programmes in relation to professional needs	Overlapping course content and excessive student workload
Opportunities	Threats
EU funds (NPOO) for the modernization of programmes and infrastructure	Increasing competition from other universities and private higher education institutions
Stronger cooperation with the labour market and external partners	Potential decline in student enrolment interest
Development of new and interdisciplinary fields of study	Limited financial support
Strengthening internationalization and mobility	Regulatory changes that may increase administrative burden



4.3. Learning and Teaching, Student Support

Figure 12 shows that staff generally evaluate the area of learning, teaching, and student support positively, particularly with regard to student workload and mobility, where positive responses clearly prevail. In the areas of student-centred teaching and learning outcomes, as well as the transparency and consistency of teaching and assessment methods, a somewhat higher proportion of neutral and partially negative responses is evident, although positive attitudes still dominate. Overall, the results indicate a favourable perception, while also highlighting the need for further strengthening of the student support system.

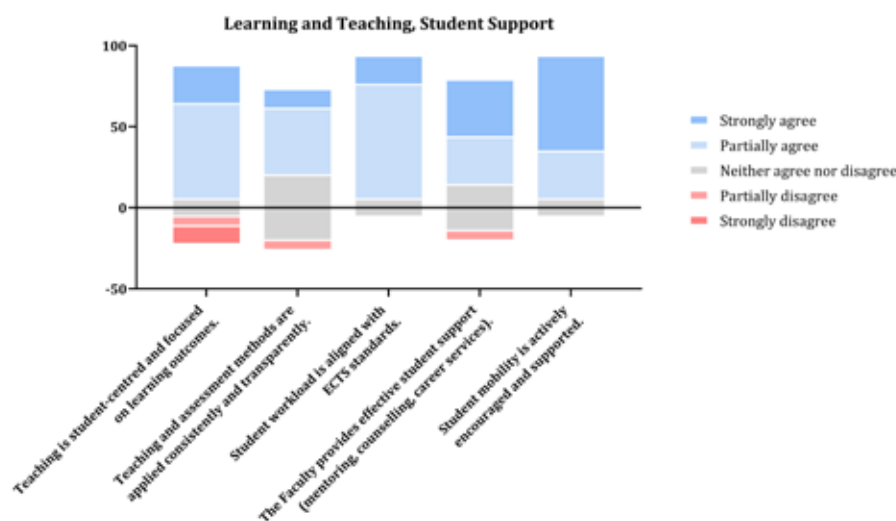


Figure 26. Graphical representation of the percentage distribution of staff attitudes regarding the statements related to the topic of learning and teaching, and student support

Table 6. SWOT Analysis for the Topic: Learning and Teaching, Student Support

Strengths	Weaknesses
Practice-oriented, applicable, and high-quality teaching	Uneven quality of teaching approaches
High availability and support from teaching staff	Lack of modern pedagogical and digital teaching methods
Well-organized student services	Administrative workload of teaching staff
Strong mentorship in final and master's theses	Need for additional training for part of the teaching staff
Opportunities	Threats
Introduction of digital tools and e-learning	Limited investment in infrastructure
Expansion of practical teaching and cooperation with external partners	Socioeconomic difficulties of students
Professional development of teaching staff	Increased competition from other institutions
Development of student advisory and support services	Risk of student passivity and declining motivation



4.4. Teaching Staff and Institutional Capacities

Staff attitudes regarding teaching staff and institutional capacities are presented in Figure 13. Positive responses prevail in the assessment of systematic support for professional development, opportunities for career advancement, and the support provided by administrative and professional services. On the other hand, regarding statements related to teaching competencies, and particularly infrastructural conditions (such as sports halls, laboratories, and sports facilities), a higher proportion of neutral and negative responses can be observed. This distribution of responses suggests that staff recognize the existing organizational support but also consider teaching competencies and infrastructural resources to be areas requiring further improvement.

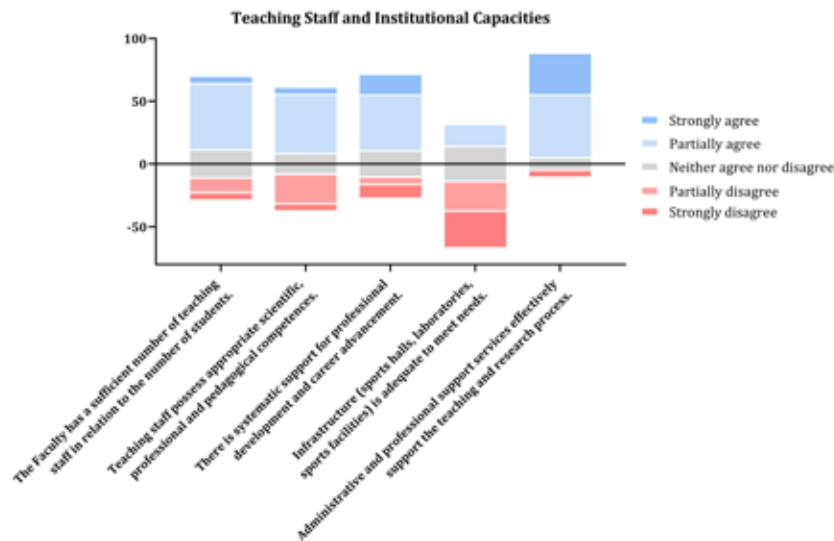


Figure 27. Graphical representation of the percentage distribution of staff attitudes regarding the statements related to the topic of teaching staff and institutional capacities.

Table 7. SWOT analysis for the topic: Teaching staff and institutional capacities

Strengths	Weaknesses
High level of expertise and scientific productivity of staff	Overburdening of teaching and administrative staff
Young, motivated, and promising teaching staff	Lack of specific expert profiles
Cooperation with external experts and institutions	Limited opportunities for professional development
Interdisciplinary approach and willingness for teamwork	Uneven workload among employees
Opportunities	Threats
EU funds and project-based financing (including NPOO)	Insufficient financial support from state sources
Internationalization and mobility of teaching staff	Outflow of young and high-quality staff
Involvement of experts from the sports sector	Regulatory changes
Development of interdisciplinary centres and laboratories	Increased workload and risk of burnout



4.5. Scientific Activity

Figure 14 shows that staff evaluate the systematic application and implementation of research projects, as well as international cooperation, most positively, with these statements receiving the highest ratings. In contrast, the highest proportion of neutral and negative responses appears in relation to the integration of scientific results into teaching and the existence of clearly defined research objectives, which represent the most critical areas according to staff perceptions. The results indicate that the fundamental elements of scientific activity are stable and well developed, while research goals and the transfer of research results into practice are key areas that require further improvement.

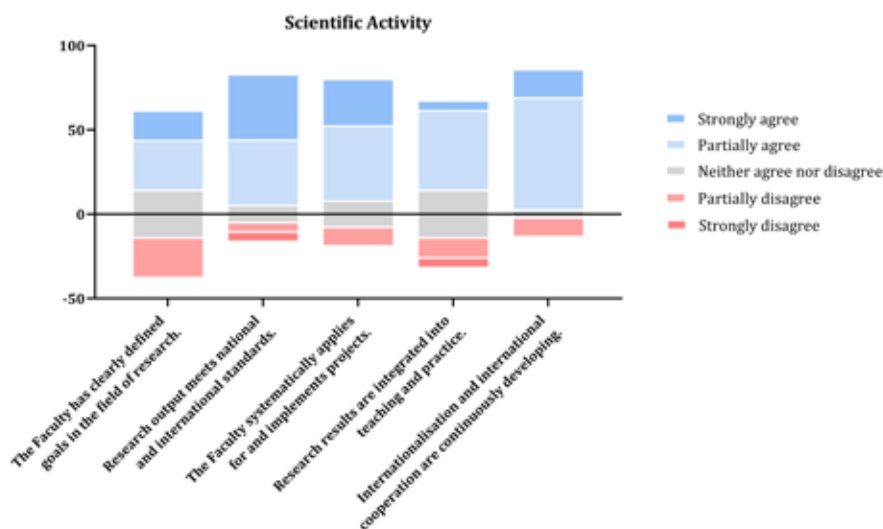


Figure 28. Graphical representation of the percentage distribution of staff attitudes regarding the statements related to the topic of scientific activity

Table 8. SWOT analysis for the topic: Scientific activity

Strengths	Weaknesses
Growing scientific productivity and visibility	Lack of research equipment and laboratory facilities
Research focused on practical applications in sport	Limited financial support
Involvement of students in research projects	Teaching and administrative workload of academic staff
International cooperation	Insufficient internal collaboration among researchers
Opportunities	Threats
EU and NPOO funding opportunities for strengthening research	Insufficient national investment in science
Increased international mobility and cooperation	Strong competition for EU research projects
Networking with sports institutions and organizations	Brain drains of high-quality researchers
Development of interdisciplinary and applied research	Variable motivation and research capacity among staff





4.6. Final SWOT Synthesis

The final SWOT synthesis indicates that the Faculty primarily builds its development foundations on the high level of expertise, motivation, and scientific quality of its academic staff, as well as on its recognizable research capacity, which represents an important source of institutional strength. In particular, the dedication of employees and their willingness to cooperate are emphasized, enabling the development of interdisciplinary work and innovative approaches in teaching and research. At the same time, several key weaknesses that limit further progress have been identified, including weaker connections with institutions and knowledge users, outdated infrastructure and lack of equipment, as well as administrative complexity and insufficiently defined processes. Additional challenges include variable motivation and insufficient proactivity among some members of staff, as well as limited financial resources. In terms of opportunities, the Faculty can significantly enhance its activities by strengthening cooperation with institutions and international partners, making greater use of EU funds and available projects, and developing interdisciplinary study programmes, research activities, and professional work. On the other hand, significant threats include insufficient and unstable financial support, increasing competition from other institutions—particularly private ones—and outdated infrastructure that may hinder further development.



5. | **NEW STRATEGIC FRAMEWORKS OF THE FACULTY OF KINESIOLOGY, UNIVERSITY OF SPLIT**

5.1. Vision and Mission of the Faculty of Kinesiology, University of Split until 2030

5.2. Strategic Areas and Goals

5.2.1. *Strategic Area 1: Ensuring the Quality of Work and the Societal Role of the Faculty*

5.2.2. *Strategic Area 2: Improving the Quality of Study Programmes*

5.2.3. *Strategic Area 3: Ensuring Student Support*

5.2.4. *Strategic Area 4: Improving Teaching and Institutional Capacities*

5.2.5. *Strategic Area 5: Developing the Faculty's Scientific Activity*



5. | NEW STRATEGIC FRAMEWORKS OF THE FACULTY OF KINESIOLOGY, UNIVERSITY OF SPLIT

5.1. Vision and Mission of the Faculty of Kinesiology, University of Split until 2030

Vision

The Faculty of Kinesiology University of Split aims to become a regional and international centre of excellence in kinesiology, recognized for its innovative and market-relevant study programmes, open and interdisciplinary research, the application of digital technologies, and its measurable contribution to health, sport, and societal development. The Faculty operates in accordance with the 2030 Agenda, the strategic goals of the University of Split, and the highest standards of academic quality, while maintaining strong connections with professional practice and the wider community.

Mission

Our mission is to educate competent, innovative, and entrepreneurial professionals and researchers, and to create and disseminate knowledge that advances sport, physical activity, and public health. This mission is achieved through modern study programmes and life-long learning opportunities, internationally and interdisciplinarity connected research, knowledge transfer to schools, sport organizations, and industry, the development of teaching bases and partnership projects, and the active involvement of students and alumni. Institutional governance and academic develop-

ment are guided responsibly and sustainably, in accordance with quality standards and the needs of the local and broader society.



Figure 29. The Faculty operates in accordance with the 2030 Agenda



5.2. Strategic Areas and Goals

5.2.1. Strategic Area 1: Ensuring the Quality of Work and the Societal Role of the Faculty

Goal 1.1. Support and Monitoring of Faculty Governance Activities

Rationale

The Faculty is currently in a transitional period. The outcomes of the second reaccreditation cycle, the removal of the letter of expectations, and the subsequent monitoring process conducted by the Croatian Agency for Science and Higher Education (AZVO) are still ongoing, while preparations for the third reaccreditation cycle are required. The self-evaluation process identified several issues, including the misalignment of learning outcomes of study programmes and courses with the Croatian Qualifications Framework (CROQF), the lack of constructive alignment, and relatively outdated study programmes that require modernization. In addition, the Faculty is cur-

rently working on registering occupational standards and qualification standards in the CROQF. Therefore, there is a clear need for systematic monitoring and oversight of activities, as well as for the adoption of measures aimed at improving processes and achieving the defined strategic goals.

Specific Goals

1. Align the learning outcomes of study programmes and courses with the Croatian Qualifications Framework (CROQF);
2. Achieve the registration of occupational standards and qualification standards in the CROQF;
3. Develop annual action plans for the Faculty's development and prepare reports on their implementation;
4. Analyze all aspects of the Faculty's activities (teaching, research, the third mission, and governance) and adopt measures to improve institutional processes.

Implementation

- Faculty Management, relevant committees;
- Faculty Management, relevant committees;
- Quality Assurance Committee, Faculty Management;
- Quality Assurance Committee, Faculty Management.

Implementation Timeline

- Academic year 2025/2026 and academic year 2026/2027;
- Academic year 2025/2026 and academic year 2026/2027;
- October of each calendar year;
- December of each calendar year.

Performance Indicators

- Adoption of new study programme curricula with aligned learning outcomes;
- Registration of occupational and qualification standards in the CROQF;





- Adoption of annual action plans and reports on their implementation by the Faculty Council;
- Adoption of the annual report by the Faculty Council.

Goal 1.2. Development of Human Resources

Rationale

Continuous efforts are required to support the professional and scientific development of all Faculty staff. Rapid developments in technology, training systems, and society as a whole place increasing demands on employees—particularly teaching staff—in terms of maintaining high-quality teaching and transferring the knowledge and skills necessary for students’ future professional and scientific careers. At the same time, teaching staff are significantly burdened with administrative responsibilities, which may reduce their capacity to contribute to teaching and research activities. Furthermore, unfavourable demographic trends, combined with a growing demand in the labour market for highly qualified professionals in the fields of sport, conditioning, and rehabilitation, place additional emphasis on the development of human resources at the Faculty. In this context, it is essential not only to support the

professional growth of existing staff but also to continuously recruit outstanding students, PhD candidates, and researchers who will represent the Faculty’s strength and competitive advantage in the coming decades.

Specific Goals

1. Organize training sessions and continuously inform staff about opportunities for professional and scientific development;
2. Increase international mobility and exchange of experience;
3. Reduce the administrative workload of teaching staff and employ additional administrative personnel;
4. Employ highly successful graduates.

Implementation

- Faculty Management, Quality Assurance Committee;
- Vice-Dean for International Cooperation, Quality Assurance Committee;
- Faculty Management;
- Faculty Management.

Implementation Timeline

- December;
- December;

- December;
- December.

Performance Indicators

- At least two training sessions or workshops organized and at least 20 emails sent to staff informing them about professional development opportunities;
- A 10% annual increase in staff mobility;
- At least two employment contracts signed with administrative staff;
- At least two contracts signed for associate positions.

Goal 1.3. Expansion of the Faculty's Partnership Network and Social Impact

Rationale

In the previous period, based on the results of the SWOT analysis, organized round tables, and discussions with external stakeholders, it was identified that some of the Faculty's greatest opportunities lie in strengthening cooperation with the labour market, external partners, and the broader community. In addition, contemporary societal challenges such as physical and health literacy among children and youth, obesity, and chronic non-communicable diseases present both an opportunity

and a responsibility for the Faculty to position itself more prominently in society and in the media. At the same time, there is a recognized need to expand opportunities for student practical training, volunteering, and practical as well as research experience.

Specific Goals

- Develop a partnership network with national and local institutions, sports federations and clubs, and other faculties;
- Organize workshops and seminars on topics such as health and physical literacy and the benefits of physical exercise for health;
- Promote the Faculty's activities through public media and social networks;
- Organize workshops, seminars, and career days for students, coaches, and other external stakeholders in order to facilitate knowledge and experience transfer;
- Participate in volunteering initiatives and socially beneficial activities.

Implementation

- Faculty Management, Coordinator for Teaching Bases;
- Faculty Management;
- Public Relations Officer, Faculty Management;

- Faculty Management, President of the Alumni Association, Coordinator for Teaching Bases;
- Faculty Management, Vice-Dean for Teaching and Students.

Implementation Timeline

- December, with annual revision of needs;
- December, at least once per year;
- December;
- December;
- December.

Performance Indicators

- Signed agreements with teaching bases and other external stakeholders;
- At least one public workshop or lecture organized on the benefits of physical exercise for health;
- At least three public media announcements and ten social media posts per year;
- At least five workshops, seminars, or educational events organized annually;
- Participation in volunteering initiatives at least twice per year.



5.2.2. Strategic Area 2: Improving the Quality of Study Programmes

Goal 2.1. Modernization and Constructive Alignment of Learning Outcomes at the Level of All Study Programmes and Courses

Rationale

In the upcoming period, it is necessary to modernize and harmonize learning outcomes at the level of study programmes, particularly in cases where there are currently too many outcomes or where they are inconsistent in content. This will be followed by a revision of learning outcomes at the course level, where their number should be rationalized to between four and a maximum of ten outcomes, depending on the number of ECTS credits. Learning outcomes must be formulated in accordance with the logic of the Croatian Qualifications Framework (CROQF), through the dimensions of knowledge, skills, and competencies, and clearly linked to the outcomes of the study programmes. This will create the necessary conditions for effective constructive alignment, meaning the alignment of course content, teaching methods, and assessment methods with the modernized learning outcomes.

Specific Goals

1. Modernize and harmonize learning outcomes of study programmes;
2. Modernize and align learning outcomes at the course level;
3. Achieve constructive alignment.

Implementation

- Committee for the Alignment of Learning Outcomes

Implementation Timeline

- Beginning of the academic year 2026/2027

Performance indicators (with implementation timelines)

- Standardized learning outcomes for all study programmes;
- Modernized and aligned learning outcomes at the course level;
- Achieved constructive alignment of learning outcomes.

Goal 2.2. Development of Qualification Standards and Alignment of Study Programmes with the Croatian Qualifications Framework (CROQF)

Rationale

The Faculty has already taken an important step by officially registering occupational standards in the CROQF Register, thereby defining the competency profile relevant to the labour market. The next phase of the process requires the development and registration of qualification standards for all study programmes and their alignment with the existing occupational standards. The SWOT analysis highlighted the need to modernize study programmes and align them with professional and labour market needs, as well as to rationalize course content and provide clearer definitions of student competencies. Alignment with the CROQF is also an obligation within the upcoming reaccreditation cycle and represents a foundation for modern, competitive, and internationally comparable study programmes.

Specific Goals

1. Develop qualification standards for all study programmes;
2. Align qualification standards with the officially registered occupational standards in the CROQF Register;



3. Conduct public consultations with professional partners, employers, and alumni;
4. Submit the finalized qualification standards to the CROQF Register through the Ministry of Science and Education;
5. Conduct a comprehensive revision of study programmes based on the developed standards (learning outcomes, course content, teaching methods, and assessment methods).

Implementation

- Vice-Dean for Teaching and Students;
- CROQF Committee;
- Quality Assurance Committee.

Implementation Timeline

- 2026/2027 – development and registration of qualification standards;
- 2028/2029 – alignment and revision of study programmes.

Performance Indicators (with implementation timelines)

- Qualification standards developed for 100% of study programmes;
- Qualification standards officially registered in the CROQF Register;

- Reduced content overlap and clearer definition of competency levels;
- Positive external feedback (employers, alumni).

Goal 2.3. Strengthening the Internationalization of Study Programmes (Mobility, Joint Courses, Visiting Lecturers)

Rationale

The SWOT analysis identified opportunities to strengthen internationalization and mobility, as well as to increase engagement in international projects. Although the Faculty already offers a number of courses in English, the mobility of students and academic staff remains relatively low. Through the systematic development of international partnerships, increasing the number of courses available to international students, and more active involvement of staff in international programmes, the Faculty can significantly enhance its visibility and competitiveness at the European level.

Specific Goals

1. Increase the number of courses offered in English across all study programmes;
2. Develop at least one joint module or intensive programme with partner institutions;

3. Ensure the regular participation of visiting lecturers from abroad;
4. Strengthen cooperation with international sports organizations;
5. Increase the number of bilateral mobility agreements within the Erasmus+ programme.

Implementation

- Vice-Dean for International Cooperation;
- Vice-Dean for Teaching and Students.

Implementation Timeline

- Strategic period 2026–2030

Performance Indicators (with implementation timelines)

- Number of courses offered in English (at least five additional courses);
- A 30% increase in incoming and outgoing mobility;
- Implementation of at least one joint course or short-term mobility programme;
- Ten or more visiting lecturers during the strategic period.



5.2.3. Strategic Area 3: Ensuring Student Support

Goal 3.1. Development of a Career Counseling System and Strengthening the Monitoring of Alumni Employability

Rationale:

One of the Faculty's strengths is the high employability of its alumni; however, the system for monitoring employability and providing structured career support has not yet been fully standardized or utilized to its full potential. The action plan for 2025 already includes activities related to alumni initiatives and cooperation with employers, which provides a solid foundation for the development of a comprehensive career support system. By strengthening mechanisms for monitoring employability, systematically connecting students with the labour market, and developing advisory activities, the Faculty can significantly enhance the professional orientation and career outcomes of its students.

In addition, there is a need to develop a system for identifying potentially gifted pupils in primary and secondary schools, which would enable the early recognition of talented young individuals and guide them toward the Faculty's

programmes. Such a system would contribute to stronger connections with educational institutions, enhance the recruitment base, and support the long-term development of highly qualified professionals in the field of kinesiology.

Specific Goals

1. Establish the KIFST Career Center;
2. Develop an annual survey on alumni employability and cooperation with employers;
3. Organize workshops on career competencies and professional guidance;
4. Develop a system connecting students with internships and employment opportunities (teaching bases);
5. Develop and implement a system for the early identification of potentially gifted pupils in primary and secondary schools through cooperation with physical education teachers, sports clubs, and county school sports associations;
6. Organize an annual Faculty Career Day in cooperation with employers, sports federations, schools, and clubs.

Implementation

- Vice-Dean for Teaching and Students

Implementation Timeline

- Strategic period 2026–2030

Performance Indicators (with implementation timelines):

- Career Centre established;
- Regular annual report on alumni employability;
- Four career competency workshops organized annually;
- Increase in the number of students participating in professional internships with external partners;
- Established and documented system for identifying gifted pupils, with at least two activities implemented annually and records of the number of identified pupils and their subsequent interest in the Faculty's programmes.

Goal 3.2. Systematic Promotion of Student Engagement through Research, Practical, and Volunteering Activities

Rationale

The Faculty demonstrates significant scientific potential among its students, as evidenced by the fact that several master's theses each year result in publications indexed in WoS and Scopus databases. However, such achievements still largely depend on the initiative of individual lecturers rather than on a structured and sys-



tematic approach. The SWOT analysis recognizes the high quality of teaching and mentoring, but also highlights the need for stronger organization of methodological support, knowledge exchange, and the inclusion of students in applied and research projects.

In addition to scientific development, volunteering represents an important component of the professional development of kinesiology students, as it enables them to gain early practical experience, work with diverse populations, and strengthen their sense of social responsibility. By integrating scientific sections, practical sections, and volunteering programmes, the Faculty can develop a comprehensive system that promotes research excellence, professional competencies, and stronger connections with the labour market.

Specific Goals

1. Establish student scientific sections and practical sections,
2. Develop an annual work programme for the sections;
3. Establish a system of student research projects with methodological support from academic staff;
4. Organize an annual KIFST student scientific and practical conference;

5. Establish a reward system for the best student papers and projects;
6. Introduce and organize training sessions on volunteering, professional standards, and working with different populations;
7. Develop and implement volunteering initiatives (sport, health, inclusive programmes);
8. Establish a system for registering, recording, and certifying volunteering hours as part of the student portfolio.

Implementation

- Vice-Dean for Science;
- Vice-Dean for Teaching and Students;
- Student Union.

Implementation Timeline

- Strategic period 2026–2030

Performance Indicators (with implementation timelines)

- At least two active student sections established;
- Annual student scientific and practical conference organized;
- At least two student research projects implemented annually;

- Increased number of student papers submitted to conferences and published papers;
- Documented involvement of academic staff and a transparent mentoring system;
- At least three volunteering activities organized annually.



Goal 3.3. Enhancing Digital Support for Students through a Unified Information System

Rationale

The Sceduly system has already become the foundation of digital support for students; however, it needs to be further developed to cover a wider range of student needs and administrative processes. In the upcoming period, the system should be expanded with new functionalities that enable personalized student profiles, improved insight into academic progress, and clearer monitoring of student obligations. Particular emphasis will be placed on introducing a Thesis Module, which will fully digitalize the entire process—from topic registration and mentor approvals to the submission of the final version of the thesis. This will reduce administrative workload, increase transparency, and improve communication between students, mentors, and academic committees.

Specific Goals

1. Integrate records of special student statuses, supplementary classes, pass rates, and student counseling into the digital system;
2. Introduce the Thesis Module;

3. Introduce personalized digital student profiles (obligations, information from the student administration office, student status, etc.).

Implementation

- Vice-Dean for Teaching and Students

Implementation Timeline

- Strategic period 2026–2030

Performance Indicators (with implementation timelines)

- The Sceduly system expanded with new modules (at least three);
- All students (professional and university study programmes) actively using digital tools;
- Reduced number of administrative inquiries.

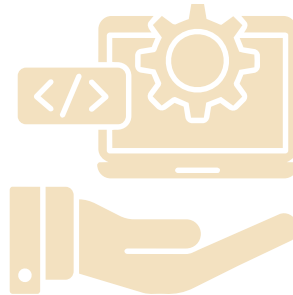


Figure 30. Goal 3.3. Enhancing Digital Support for Students through a Unified Information System

5.2.4. Strategic Area 4: Improving Teaching and Institutional Capacities

Goal 4.1. Modernization and Development of Infrastructure for Teaching, Research, and Professional Activities

Rationale

The Faculty currently possesses sufficient spatial capacity; however, certain limitations are evident, particularly the lack of dedicated specialized sports halls and laboratories, as well as outdated research equipment. The current situation reduces opportunities for the development of modern, research-based, and digitally supported teaching.

The library, laboratories, and IT infrastructure require modernization in order to adequately support the needs of students, academic staff, and research teams in line with contemporary academic and technological standards.

Specific Goals

1. Conduct a comprehensive needs analysis and develop a modernization plan for all laboratories (physiology, psychology, biomechanics, and motor control), including renovation, appropriate equipment, and the definition of priority infrastructural needs;

2. Modernize teaching spaces and sports teaching facilities, including sports halls, exercise areas, the gym, and specialized facilities;
 3. Modernize the library, e-resources, and laboratory capacities, and establish a centre for digital learning and research;
 4. Implement modern audiovisual (AV) systems and a stable wireless network in all classrooms.
 5. Establish a digital registry of facilities and equipment within the institutional management information system.
- Digital database of facilities and equipment established by 2027;
 - Spatially and functionally modernized library;
 - Increase in research activities, project-based assignments, and practical teaching content;
 - Systematically improved access to digital and technical resources for both academic staff and students.

Implementation

- Vice-Dean for Business Affairs and Finance;
- Vice-Dean for Teaching and Students;
- Vice-Dean for Science.

Implementation Timeline

- Strategic period 2026–2030

Performance Indicators (with implementation timelines)

- At least two newly modernized classrooms and two new laboratories by 2030;
- 100% of classrooms equipped with modern AV systems and stable wireless networks;



Goal 4.2. Systematic Strengthening of Teaching Capacities and Professional Development

Rationale

The quality of study programmes and the sustainability of teaching delivery depend on the availability and expertise of permanently employed academic staff. The analysis indicates a shortage of staff in certain areas, uneven teaching workloads, and the need for systematic development of pedagogical, digital, and research competencies.

The Faculty must strengthen teaching capacities through professional training, international mobility opportunities, and by encouraging greater scientific engagement among academic staff.

Specific Goals

4. Conduct a staffing analysis across all study programmes and define minimum standards for teaching coverage;
5. Develop a staff recruitment and succession plan (2026–2030);
6. Organize professional and scientific seminars, workshops, and conferences for teaching staff;

7. Provide stronger institutional support for international mobility (Erasmus+, research stays);
8. Digitalize the system for monitoring the professional and scientific development of academic staff;
9. Ensure institutional support for the preparation and implementation of international projects in which KIFST participates as coordinator or partner.

Implementation

- Dean;
- Vice-Dean for Teaching and Students;
- Vice-Dean for International Cooperation;
- Vice-Dean for Science.

Implementation Timeline

- Strategic period 2026–2030

Performance Indicators (with implementation timelines)

- Proportion of permanently employed academic staff at all study levels $\geq 35\%$;
- At least 70% of teaching staff annually participating in professional, pedagogical, or digital training programmes;

- Reduction of administrative workload for academic staff through digitalization of procedures and standardization of documentation;
- By 2027 – establishment of a digital system for monitoring academic staff development;
- By 2028 – $\geq 30\%$ of academic staff participating in international mobility programmes;
- By 2030 – at least one international project in which KIFST participates as coordinator or partner;
- Throughout the entire period – at least four professional and scientific events organized.



Figure 31. Goal 4.2. Systematic Strengthening of Teaching Capacities and Professional Development

Objective 4.3. Modernizing Institutional Processes and Improving Organizational Culture

Rationale

Effective resource management and a well-developed organizational culture are essential for the stable and high-quality functioning of the Faculty. There is a need to modernize administrative processes, standardize procedures, strengthen internal communication, and increase the level of professionalism in administrative work.

Creating a supportive, transparent, and collaborative working environment has a positive impact on employee engagement, institutional efficiency, and long-term organizational resilience.

Specific Goals

1. Establish an integrated information management system (teaching, human resources, projects, infrastructure);
2. Standardize administrative procedures and digitalize key administrative processes;
3. Establish a system of internal communication and participatory decision-making (intranet, digital notice boards, thematic forums);

4. Provide continuous training for administrative staff in digital competencies and project management;
5. Improve the institutional culture of equality, inclusiveness, and mental health support for staff and students.

Implementation

- Dean;
- Faculty Secretary;
- Vice-Dean for Business Affairs and Finance;
- Heads of departments and institutes.

Implementation Timeline

- Strategic period 2026–2030

Performance Indicators (with implementation timelines)

- Integrated information system operational by 2028;
- At least 70% of administrative processes digitalized;
- At least two training sessions per year for administrative staff;
- Increase in employee satisfaction by at least 15% according to internal surveys.





5.2.5. Strategic Area 5: Developing the Faculty's Scientific Activity

Goal 5.1. Increasing Research Excellence, International Visibility, and the Societal Impact of the Faculty

Rationale

The previous period was marked by an increase in scientific productivity, particularly through publications in Q1 and Q2 journals, as well as by the strong development of international collaboration. The SWOT analysis confirms high research activity, increasing citation rates, and international networking as key strengths of the Faculty. At the same time, it highlights several weaknesses, including uneven research productivity among academic staff, insufficiently structured work of research groups, and limited public visibility of scientific activities.

The implementation of projects funded through the National Recovery and Resilience Plan (NPOO) and the operational launch of research groups from 2026 onward represent significant opportunities to further strengthen research capacity, develop interdisciplinary research themes, and involve young researchers more actively. Since these mechanisms are



only now entering the phase of active implementation, it is necessary to establish a system that will monitor their development, contributions, and overall impact on the Faculty's scientific output from 2026 onward.

The overall objective is to direct the Faculty toward the continuous improvement of publication quality, stronger international research networks, increased visibility of scientific work, and greater involvement of doctoral candidates and early-career researchers in all aspects of research activities. In addition to scientific projects, the Faculty also conducts various knowledge transfer activities that serve as an important mechanism for linking science with professional practice and the wider community. These activities are thematically connected to institutional NPOO projects and the work of research groups, thereby contributing significantly to the Faculty's visibility, societal impact, and the practical application of research results. Their integration into the strategic framework further strengthens the overall scientific profile and recognition of the Faculty.

Specific Goals

1. Strengthen scientific quality by increasing the proportion of publications in Q1 and Q2 journals and international co-authorships;

2. Establish a monitoring system for the work of research groups, which will begin operating from 2026;
3. Monitor the implementation of NPOO projects and integrate their outcomes and newly developed laboratory capacities into the development of scientific productivity;
4. Develop interdisciplinary and international research collaboration;
5. Ensure regular updates of the Faculty's website with information on publications, projects, and laboratories to enhance institutional visibility;
6. Encourage the involvement of doctoral candidates and early-career researchers in scientific activities and international projects;
7. Organize and further develop the Faculty's two existing scientific conferences (Contemporary Kinesiology (CK) and International Conference on Science and Medicine in Aquatic Sports (SMAS)) as platforms for international visibility, knowledge exchange, and the dissemination of research group results;
8. Systematically connect knowledge transfer activities with the work of research groups and institutional NPOO projects, using them as platforms for dissemination, data collection, and strengthening the Faculty's societal visibility.

Implementation

- Vice-Dean for Science;
- Heads of Research Groups;
- Coordinators of NPOO Projects;
- Science Committee.

Implementation Timeline

- Strategic period 2026–2030

Performance Indicators (with implementation timelines)

- First comprehensive reports on the work of research groups and the results of NPOO projects integrated into the Faculty's research activity plan;
- Visible increase in international co-authorships and interdisciplinary publications;
- $\geq 60\%$ of all publications in Q1 and Q2 journals;
- All research groups participating in at least one international collaboration (publication, project, or conference);
- Increase of the Faculty's H-index by 20% compared to the previous period;
- Research groups and results of NPOO projects publicly presented on the Faculty website and in annual reports;



- Establishment of a sustainable model for integrating new laboratories into scientific and teaching activities;
- At least two KIFST scientific conferences organized (CK and SMAS), with an increase in the number of participants and international partners;
- At least two knowledge transfer activities per year integrated with research group and/or NPOO project activities (dissemination, data collection, community collaboration).

Goal 5.2. Increase The Number of Competitive Research Projects and Establish a Sustainable Research Support System

Rationale

The evaluation of the previous strategic period and the results of the SWOT analysis identified several structural challenges in the area of project activities. These include insufficient administrative support for the preparation and implementation of research projects, a reliance on individual researchers rather than systematically organized teams, and limited preparedness for participation in international funding programmes. The analysis also highlighted the need for stronger involvement

of early-career researchers and PhD students in project work, improved coordination among research groups, and greater visibility of project outcomes. In addition, the analysis emphasized the importance of further strengthening the existing institutional system for rewarding scientific productivity through multi-annual institutional funding (VIF), which represents an important motivational mechanism for the development of research activities and the encouragement of project initiatives.

Despite these challenges, the SWOT analysis also identified significant institutional strengths, including high scientific productivity, established international collaborations, and the operational launch of research groups. These factors provide a favourable environment for the development of competitive project proposals. By establishing a professional research support structure and internal funding mechanisms, the Faculty can significantly increase both the number and quality of submitted and funded research projects, thereby ensuring the sustainable growth of research activity.

Specific goals

1. Establish a research administration office that will provide administrative, technical, and financial support for project preparation and implementation;

2. Develop a system of regular training sessions on project proposal writing (HRZZ, Horizon Europe, Erasmus+, bilateral programmes), including practical workshops and proposal simulations;
3. Encourage research groups to systematically develop project ideas and plan project submissions on an annual basis;
4. Strengthen and further develop the institutional funding system (VIF) for rewarding scientific productivity and explore possibilities for linking it with project activities and contributions of research groups;
5. Ensure regular and transparent publication of information on projects, calls, results, and dissemination activities on the Faculty website.

Implementation

- Vice-Dean for Research;
- Research Committee;
- Vice-Dean for Finance and Business Affairs;
- Heads of research groups.

Implementation timeline

- Strategic period 2026–2030



Performance Indicators (with implementation timelines)

- Establishment of a research administration office and a functional administrative support system for research projects by 2026;
- Organization of at least one training session per year on project proposal preparation (national and international programmes);
- Increase in the total number of approved projects and project funding by at least 20% compared to the previous strategic period;
- Regular implementation and annual evaluation of the VIF system for rewarding scientific productivity, with transparent reporting of results.

Goal 5.3. Strengthen Research Infrastructure, Laboratories, and the Integration of Research into Teaching

Rationale

Numerous analyses conducted at the University and Faculty levels, including recommendations from the Croatian Agency for Science and Higher Education (AZVO), internal evaluations by the University of Split (UNIST) and the Faculty of Kinesiology (KIFST), as well as the results of the SWOT analysis, have highlighted the need for systematic modernization and ex-

pansion of scientific equipment, improvement of laboratory capacities, and stronger functional integration among existing laboratories. The Faculty is facing clearly identified needs for the modernization and expansion of existing research equipment, the development of additional laboratory capacities, and their more efficient interconnection. At the same time, it is necessary to ensure more rational use of existing resources, reduce duplicated equipment purchases, and more strongly integrate students—particularly at the graduate and doctoral levels—into laboratory and research work. The need to increase the transparency and visibility of the Faculty's research infrastructure has also been recognized. To address these challenges, it is necessary to establish a centralized digital catalogue of scientific equipment, develop a resource-sharing platform, modernize laboratory facilities, and ensure systematic integration of laboratory activities into study programmes. These measures will create the conditions for improving research quality, strengthening international recognition, and enhancing the overall research and teaching excellence of the Faculty.

The Faculty's doctoral programme, as a research-oriented programme without traditional coursework, relies heavily on the availability of functional laboratories and modern

equipment and therefore requires a clearly organized system of access to research infrastructure. The modernization of laboratories and the creation of an equipment catalogue will directly support the quality of doctoral research and contribute to an increase in scientific publications.

Specific goals

1. Modernize the three existing laboratories and establish at least one new laboratory module (e.g., biomechanics/kinetics or sports analytics);
2. Introduce a centralized digital system for managing scientific equipment, including an equipment catalogue, availability tracking, reservation system, and a resource-sharing platform;
3. Integrate laboratory work into graduate and doctoral study programmes through workshops, practical modules, research assignments, and collaborative projects;
4. Organize training sessions for academic staff, researchers, and students on the use of specialized equipment and the application of contemporary research methods;
5. Develop and maintain an online research platform (projects, laboratories, publications, equipment);





6. Develop an annual programme of laboratory-based research workshops for doctoral students.

Implementation

- Vice-Dean for Research;
- Vice-Dean for Teaching and Students;
- Heads of laboratories;
- Heads of research groups.

Implementation period

- Strategic period 2026–2030

Performance Indicators (with implementation timelines)

- Modernization of three existing laboratories and establishment of at least one new laboratory module;
- Implementation of a digital system for scientific equipment management and facility management through the Sceduly system (equipment catalogue, reservation system, resource sharing);
- Integration of laboratory activities into at least two graduate and/or doctoral courses;
- Organization of at least one specialized training session per year on the use of research equipment and research methods;
- Organization of at least one annual laboratory-based research workshop for PhD students.





6. | MONITORING OF IMPLEMENTATION

- 6.1. Organization and Responsibilities
- 6.2. Monitoring Tools and Indicators
- 6.3. Monitoring and Reporting Dynamics
- 6.4. Use of Monitoring Results
- 6.5. Stakeholder Involvement and Transparency

6. | MONITORING OF IMPLEMENTATION

6.1. Organization and Responsibilities

The systematic monitoring of the implementation of the Development Strategy of the Faculty of Kinesiology, University of Split for the period 2026–2030 represents a key prerequisite for achieving the defined strategic objectives, identifying deviations in a timely manner, and adapting planned activities accordingly. Monitoring of the Strategy implementation is organized in accordance with the University model and integrated into the existing quality assurance and enhancement system, as well as into the work of the Faculty Council, the Quality Committee, and the working bodies responsible for individual strategic areas.

Overall coordination of the Strategy implementation is the responsibility of the Faculty Management (Dean and Vice-Deans), with the

support of the Strategy Development and Implementation Committee and the Quality Assurance and Enhancement Committee.

- The Dean holds ultimate responsibility for the implementation of the Strategy, proposes annual action plans, and submits final reports to the Faculty Council and the University.
- Vice-Deans (for Teaching and Students, Research, International Cooperation, and Finance and Business Affairs) are responsible for implementing objectives within their respective strategic areas, collecting data on performance indicators, and preparing reports for the Faculty Management.
- The Quality Committee coordinates the technical aspects of monitoring: it prepares action plan templates, monitors indicators,

conducts surveys and other forms of feedback collection, and prepares consolidated reports on the progress of Strategy implementation.

- Heads of departments, divisions, research groups, and laboratories are responsible for implementing the tasks defined within individual objectives and for regularly submitting data on the implementation of activities and target indicators.
- The Student Union and student representatives participate in monitoring objectives related to study programmes, student standards, student support, and the third mission through participation in the Quality Committee, working groups, and thematic surveys.



6.2. Monitoring Tools and Indicators

The primary tool for Strategy implementation is the annual action plan, which specifies for each academic year:

- Which tasks from the Strategy will be implemented;
- Who is responsible for implementation;
- Which resources are required;
- Which timeframe for implementation;
- Measurable indicators of success (quantitative and qualitative).

The indicators are derived directly from the strategic document (e.g., number of courses taught in English, proportion of staff participating in professional development, number of international projects, number of volunteering activities, number of laboratories, number of student research projects, etc.), and where necessary they are further operationalized in cooperation with the University of Split Quality Centre.

The following data sources are used in monitoring the implementation:

- Digital information systems of the Faculty (Sceduly and the integrated management information system) – providing data on teaching, teaching workload, student status, schedules, mobility, administrative processes, etc.;
- Department and division records – providing data on professional and scientific activities, projects, public events, collaboration with external stakeholders, etc.;
- Scientific production databases (WoS, Scopus) and project activity records regularly collected by the Institute of Kinesiology and research groups;
- Survey questionnaires for students, staff, alumni, and external stakeholders organized by the Quality Committee (student surveys, peer-to-peer evaluation, teacher self-evaluation, internship evaluations, employer feedback, etc.).



6.3. Monitoring and Reporting Dynamics

Monitoring of the Strategy implementation takes place at three interconnected levels: operational, annual, and multi-year evaluation.

Operational (quarterly) level

- The Quality Committee conducts quarterly reviews of the progress of tasks defined in the annual action plan based on data provided by Vice-Deans and heads of departments and divisions;
- For each task, the implementation status is recorded (not started / in progress / completed / postponed / redefined), accompanied by short explanations in cases of delays or modifications;
- Results are presented to the Faculty Management and, when necessary, corrective measures are initiated (reorganization of activities, redistribution of resources, revision of deadlines).

Annual level

At the end of each calendar or academic year, an annual report on Strategy implementation is prepared containing:

- Achievement of objectives and indicators by strategic area;
- Overview of activities implemented from the action plan;
- Analysis of key achievements and challenges;
- Proposals for adjustments for the following year (modifications of the action plan, new activities, or redefinition of indicators).

The report is prepared by the Quality Committee in cooperation with the Strategy Committee and Vice-Deans, adopted by the Faculty Council, and submitted to the University (Quality Centre).

Mid-term and final evaluation

- **Mid-term evaluation** will be conducted in 2028, analyzing the extent to which target values have been achieved by the midpoint of the strategic period. The assumptions underlying the Strategy will be reviewed and, if necessary, revisions of certain objectives, tasks, or indicators will be proposed.
- **Final evaluation** will be conducted in 2030 and will include both quantitative and qualitative assessments of the implementation of all strategic areas, comparison of the initial and final situation, and recommendations for the development of the next strategic document. Based on the final report, a public summary and a “Lessons Learned” document will be prepared to serve as the foundation for the next strategic cycle.



6.4. Use of Monitoring Results

The results of Strategy monitoring are not viewed solely as informational but serve as a direct management tool for the Faculty:

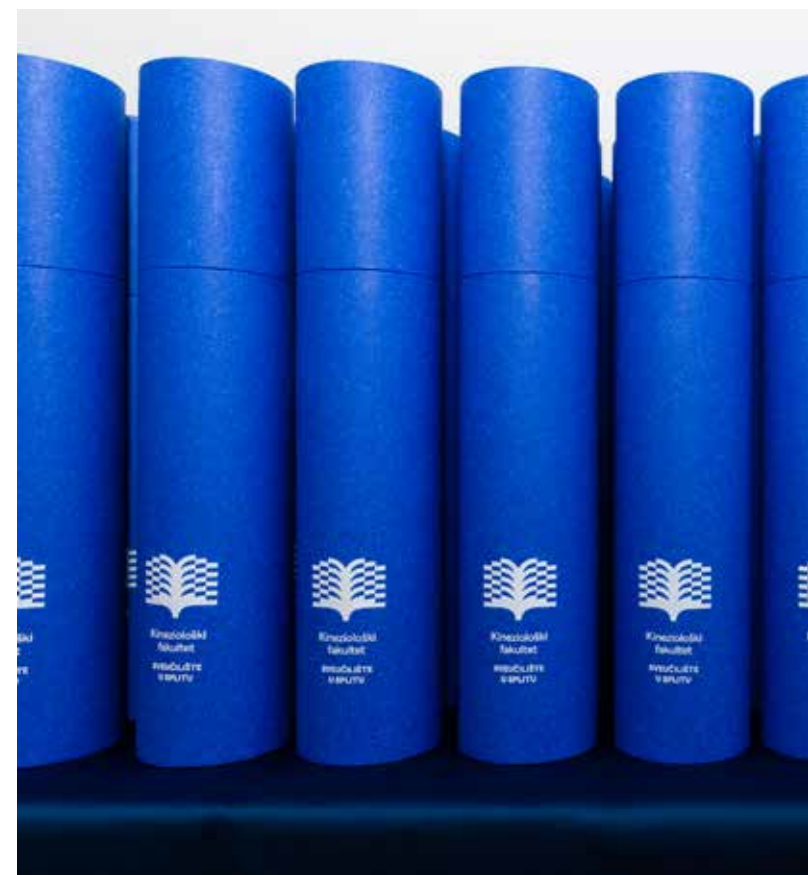
- Quarterly and annual reports are used to revise annual action plans, priorities, and the allocation of financial and human resources;
- Data on goal implementation are linked to budget planning and investment decisions (e.g., infrastructure development, laboratory equipment, digital system development, international mobility);
- The achievement of specific objectives and indicators is considered in the evaluation of the work of Faculty leadership, heads of departments, and other responsible persons, as well as in planning the professional development of academic and administrative staff;
- Results of student and external evaluations are used in the revision of study pro-

grammes, the organization of teaching and internships, in accordance with quality assurance procedures.

In cases of significant deviations from planned objectives, the Quality Committee and the Strategy Committee propose corrective measures (e.g., changes in implementation models, additional staff training, enhanced cooperation with external stakeholders, or adjustments to the implementation timeline).



Figure 32. budget planning and investment decisions are based upon quarterly and annual reports



6.5. Stakeholder Involvement and Transparency

Monitoring of Strategy implementation is based on the principles of inclusiveness, participation, and transparency:

- Students participate through student surveys, focus groups, the Student Union, and representatives in the Faculty Council and the Quality Committee;
- Alumni and employers are involved through the Career Centre, advisory groups, and periodic employability surveys, whose results serve as indicators of study programme quality;
- External stakeholders (teaching bases, sports clubs, federations, schools, associations, public institutions) regularly provide feedback through round tables, public consultations, and joint projects, particularly in the areas of internships, the third mission, and social engagement.

Summaries of annual Strategy implementation reports, key indicators, and major de-

velopment projects are published on the Faculty website and presented at Faculty Council meetings, ensuring public transparency and accountability.



6.6. Alignment with University and National Strategic Documents

Monitoring of the implementation of the KIFST Strategy is aligned with the monitoring mechanisms of the University of Split Strategy and with national strategic documents in the fields of science, higher education, and sport. By applying common indicators (e.g., scientific productivity, mobility, employability, digitalization of processes, participation in international projects), comparability of data is ensured and the Faculty's contribution to achieving the University's strategic objectives is clearly demonstrated.



Strategy

of the Faculty of Kinesiology,
University of Split 2026–2030

