

University of Nova Gorica

Quality monitoring, assessment and assurance

Report for academic year 2018/2019

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1 BASIC INFORMATION ABOUT THE UNIVERSITY OF NOVA GORICA

1.1 Presentation of the institution

The University of Nova Gorica (UNG) is an independent, research-oriented and student-friendly university where knowledge is created in a harmonious relationship between students and researchers and transferred to younger generations and into the business environment.

UNG activities include higher education at the undergraduate and postgraduate levels, supplementary education, training of researchers, education in specialist fields, research activity and expert activity. Research and expert work takes place in UNG's laboratories and centres, while teaching takes place in the Schools. (<http://www.ung.si/en/>)

We began work in the 1995/96 academic year as the School of Environmental Sciences, the first international postgraduate school in Slovenia, which was founded by the City Municipality of Nova Gorica and the Jožef Stefan Institute, based in Ljubljana. In 1998 we reorganised and renamed ourselves Nova Gorica Polytechnic, introducing new study programmes and expanding our research activities. Nova Gorica Polytechnic gained two new co-founders in the 2003/04 academic year, when the original founders were joined by the Municipality of Ajdovščina and the Research Centre of the Slovenian Academy of Sciences and Arts (ZRC SAZU). Both new co-founders were important for the development of Nova Gorica Polytechnic at that time, with the former undertaking to provide the infrastructure necessary for an expansion of the institution's activities into the territory of the Municipality of Ajdovščina and the latter – Slovenia's largest institution in the field of the humanities – offering assistance and personnel for the development and provision of new study programmes and research activities in the humanities field. On 21 April 2006 Nova Gorica Polytechnic obtained university status (following the granting of consent by the Higher Education Council of the Republic of Slovenia on 18 March 2006) and renamed itself the University of Nova Gorica (UNG). UNG is a private university. This status enables it flexibility of organisation and operation and easier adaptation to the demands of modern society. UNG became a member of the European University Association (EUA) on 15 January 2009 and a member of the EUA Council for Doctoral Education in May 2011. In 2010 the Senate of the University of Nova Gorica voted to support the University's membership of the Magna Charta Universitatum. UNG is a member of the Slovenian Rectors' Conference (RKRS), the Danube Rectors' Conference and the Alps Adriatic Rectors' Conference. In 2016 the Research Centre of the Slovenian Academy of Sciences and Arts (ZRC SAZU) withdrew from its role as a co-founder of UNG. The Municipality of Ajdovščina withdrew as a co-founder of UNG in 2019. Efforts to find a new co-founder have so far not been successful. UNG's development path is presented in more detail on the University website: <http://www.ung.si/en/about/history/>

In the 2018/19 academic year, teaching activities took place in seven Schools: the School of Environmental Sciences, the School of Science, the School of Humanities, the School of Engineering and Management, the Graduate School, the School of Viticulture and ogy and the School of Arts (<http://www.ung.si/en/study/>). In terms of the organisation of study

programmes, the Graduate School is unique in that it brings together all the doctoral (third-cycle) study programmes offered by UNG, regardless of field: from science and engineering to humanities and interdisciplinary studies.

Research at UNG took place in 2018/19 in four laboratories and six research centres: the Environmental and Life Sciences Laboratory, the Laboratory for Organic Matter Physics, the Materials Research Laboratory, the Quantum Optics Laboratory, the Wine Research Centre, the Centre for Atmospheric Research, the Centre for Information Technologies and Applied Mathematics, the Humanities Research Centre, the Cognitive Sciences of Language Centre and the Centre for Astrophysics and Cosmology (<http://www.ung.si/en/research/>).

Each year the activities of the University of Nova Gorica are presented in the Report on the Work of the University of Nova Gorica. Annual reports for past years can be consulted online at: <http://www.ung.si/en/about/annual-reports/>

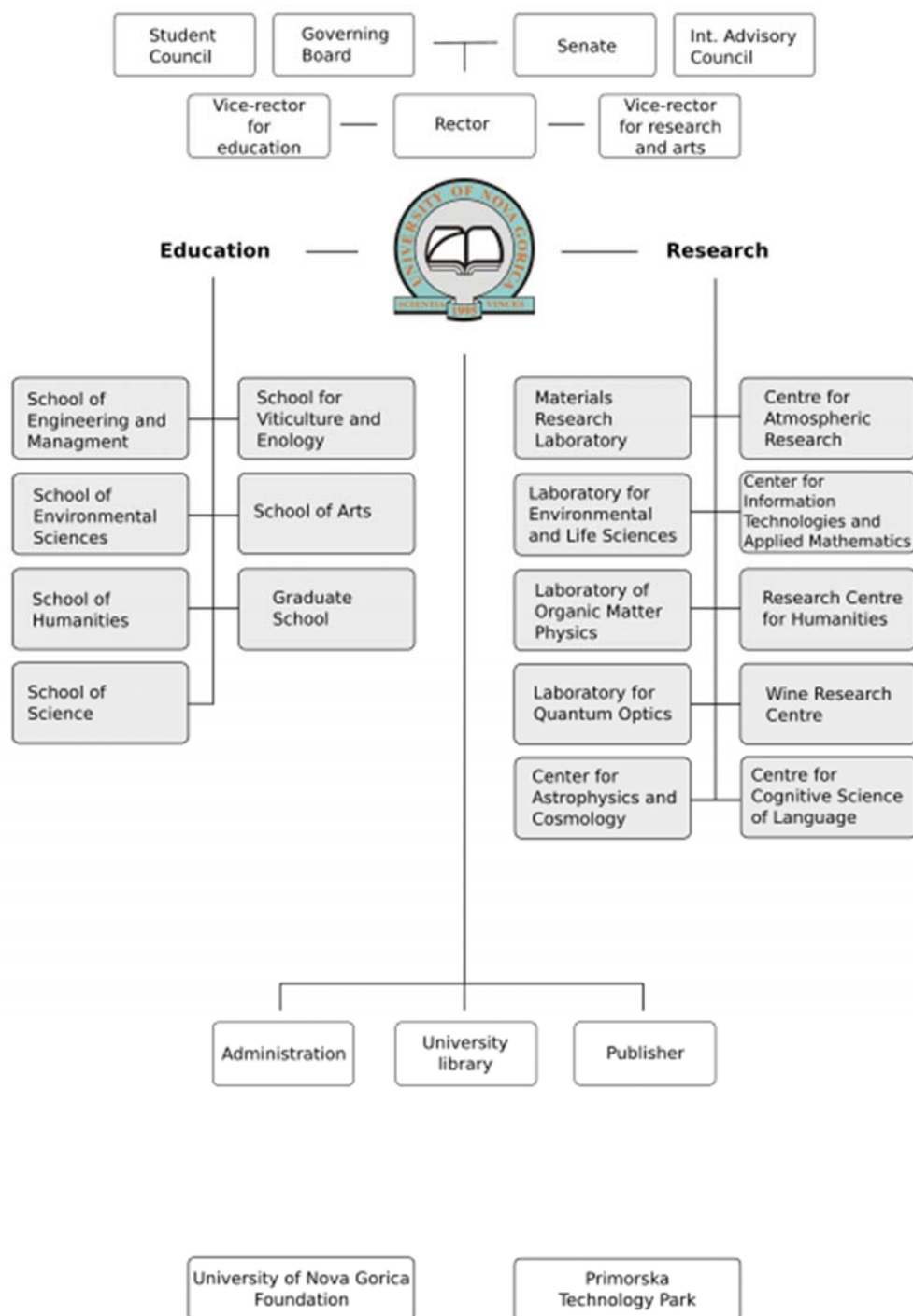
1.2 Organisation and Governance

The organisation and governance of the University are set out in the Statutes of the University of Nova Gorica and other Regulations of the University, as published on the UNG website: <http://www.ung.si/en/about/regulations/>.

The bodies of the University are: the University Senate, the Governing Board, the International Advisory Council, the Rector and two Vice-Rectors, and the Student Council. The bodies of individual Schools are: the School Senate, the Academic Assembly and the Dean. In cases where a School offers multiple study programmes, the School also has study programme directors. The Graduate School has a Dean, programme directors, and Academic Councils for its individual programmes. The Graduate School does not form a Senate as an academic body. Instead, the responsibilities of this body are discharged by the University Senate. Institutes, laboratories and centres are managed by their respective Heads.

The University Senate is the body of the University responsible for adopting study programmes and programmatic guidelines for research, for ensuring that professional conditions for work are met, for selecting teachers, researchers and assistants, for awarding professional and academic titles, for defining the assessment criteria for doctoral dissertations and for assigning a mark or grade to them, and for other tasks. The University Senate consists of teachers appointed by the Governing Board at the proposal of the Rector from among teachers employed at the University and teachers employed at other higher education institutions or research organisations. All academic disciplines and professional fields are equally represented in the University Senate. The Rector, Deans of Schools and representatives of the Student Council are members of the University Senate by virtue of their respective functions. Representatives of the Student Council are appointed from among students enrolled in undergraduate and postgraduate study programmes. They account for at least one fifth of the members of the University Senate. Meetings of the University Senate are convened and chaired by the Rector. The Vice-Rectors participate in the work of the University Senate but do not participate in the decision-making process.

The Rules of Procedure of the University Senate set out the method and procedure for adopting decisions, regulate the manner of convening and chairing meetings of the University Senate, and regulate other relationships that are substantively connected to the method and organisation of work of the University Senate.



Organisational structure of the University of Nova Gorica.

The Governing Board is the administrative body of the University. It consists of top experts in science, art, technology and areas of the business enterprise sector that are professionally related to the activities of the University, and of student representatives. Members of the Governing Board are appointed by the system of personally responsible individuals. A proposal for all members of the Governing Board is drawn up by the International Advisory Council and submitted to the founders and the University for adoption. The Rector and Vice-Rectors participate in the work of the Governing Board but do not have the right to vote. The Governing Board of the University is responsible for deciding on matters of a material nature and for ensuring that the material operations of the University run smoothly, for supervising the expenditure of the University's financial resources, for reviewing planning documents, drawing up the financial plan and adopting the final accounts, for adopting the Statutes and Regulations of the University with the prior consent of the University Senate, and for other tasks.

The Rules of Procedure of the Governing Board set out the method and procedure for adopting decisions, regulate the manner of convening and chairing meetings, and regulate other relationships that are substantively connected to the method and organisation of work of the Governing Board.

The International Advisory Council is the University's advisory body. International Advisory Council members are distinguished experts from the fields of science and technology, who are representatives of the University's statutory members. International Advisory Council members may be appointed individually or as representatives of the University's statutory members. A statutory member of the University may be a national or international university or scientific institute which has an interest in the University's long-term development and which ensures the University's involvement in international academic and educational activities. It is the task of the International Advisory Council to monitor the activities of the University, advise on and assist in the formulation of developmental directives, ensure the assistance and support of related academic or research institutions, ensure assistance and support in the incorporation of expert personnel into the work of the University, give its opinion on planned changes of status or other changes with a long-term effect on the development of the University, advise and give its opinion on the selection of new statutory members, and give its opinion before the selection and appointment of the Rector.

The Rector is the academic and executive head of the University and represents the University as its legal representative. The Rector is responsible for the implementation and coordination of educational and research activities, the operations, organisation and legality of the University, the professional function of selecting teaching staff, researchers and assistants involved in the University's activity, doctoral promotions, the conferral of University awards adopted by the University Senate and Governing Board; and the performance of other tasks if so provided by law or by the Statutes or Regulations of the University. The Rector reports on his or her work to the University Senate and the Governing Board. The Rector is appointed by the Governing Board. The Rector is appointed for a term of four years. Following the end of this term of office, the same person may be reappointed to the position of Rector. The Rector may have one or more Vice-Rectors to provide professional assistance in the fields of higher education and research.

The Vice-Rectors are appointed by the Rector. UNG has a Vice-Rector for Education and a Vice-Rector for Research and the Arts.

Joint services and other support activities are organised at the University level. Joint services at UNG include the Student Office, the International Office, the Project Office, the Careers Centre and Alumni Club, the UNG University Library, the UNG Press and the UNG Quality Committee. Accounting, legal and personnel services are also organised as a joint service, along with other technical services.

UNG has ensured connections with the business enterprise sector by co-founding the Primorska Technology Park, which brings together technologically innovative businesses that enable the transfer of development initiatives and expert knowledge into the business environment. Via various course units within the study programmes of its individual Schools, UNG trains young researchers and encourages them to get involved in projects connected to the business sector. At the same time the University's research units liaise with business entities in the development of new products and technologies that take advantage of the high-quality knowledge of researchers from the University's laboratories.

UNG has founded the University of Nova Gorica Foundation, whose mission is to ensure the high-quality and constant development of the activities carried out by UNG. This is the only university foundation in Slovenia and one of few such foundations in Europe. The purpose of the foundation is to collect funds from donors which are then used to grow UNG and expand and implement its activities (<https://fung.si/en/>).

International Office

The International Office coordinates the mobility of students, graduates, professors, researchers and other staff within the Erasmus+ programme, CEEPUS and other programmes, and in the context of various interinstitutional agreements. It offers assistance to both outgoing and incoming individuals, before, during and after mobility. It also offers support in the concluding of interinstitutional agreements.

The International Office monitors and informs UNG staff about current calls for applications within the programmes and areas for which it is competent and looks after internal calls for applications, applications in response to calls for applications, implementation of projects and reporting, promotion of programmes and presentation of the results of mobility projects.

The International Office also runs and maintains the internal "Projects and Contracts" database of outgoing and incoming mobility of students, graduates and staff, a list of international education projects a list of agreements and international memberships, the "UNG Mobility Blog" aimed at students, graduates and staff who have taken part in foreign exchanges and those who have come to UNG on an exchange (<http://mobility.ung.si/>), and the International Office website, where interested parties can obtain general information about international activities (<http://www.ung.si/en/international-office/>).

The International Office also hosts an EURAXESS contact point, which by offering various information encourages and helps simplify the international mobility of researchers.

Project Office

The UNG Project Office provides administrative support for applications in response to calls for applications and for the implementation of international projects. The Project Office employs two people: an office manager and a project coordinator.

The Project Office is responsible for monitoring published calls for applications and for informing people within UNG about open calls for applications. The office provides support to researchers and other staff in the preparation of applications, above all from the financial, administrative and legal points of view. In the case of projects that are already under way, the office ensures the production of financial reports relating to international research projects and offers support and advice regarding the implementation of projects.

Student Office

The UNG Student Office serves both undergraduate and postgraduate students and everyone interested in information about studying at UNG. The Student Office aims to provide support to students and prospective students in their study activities and extracurricular activities. The Student Office has an office measuring 25 m² in Nova Gorica and an office measuring 20 m² in Vipava. The Student Office is open to users every day.

The tasks of the Student Office are:

- to provide information and advice regarding enrolment, enrolment conditions, study programmes and other information related to studying at UNG,
- to provide information not related to studies that is nevertheless very important to students and prospective students, e.g. information on courses, events, and so on,
- to regulate application and admittance procedures for enrolment at the University,
- to organise and implement enrolment procedures,
- to issue various confirmations,
- to prepare diploma certificates,
- to run and maintain student databases,
- to process and analyse student data for statistical purposes,
- to communicate student information to various bodies (Ministry of Higher Education, Science and Technology, Statistical Office of the Republic of Slovenia, Higher Education Enrolment and Information Service of the University of Ljubljana, and so on),
- to collect applications and accommodate students in rooms at Dvorec Lanthieri (Palazzo Lanthieri) in Vipava,
- to provide assistance and advice to those seeking accommodation (accommodation exchange),
- to inform students about calls for applications for scholarships, halls of residence, student meals, health services and so on,
- to organise and implement various activities for students,
- to provide advice and information regarding further education,
- to encourage students who are experiencing difficulties in their studies,
- to help international students integrate in the study process.

1.3 Poslanstvo UNG

Univerza v Novi Gorici smatra, da je njeno poslanstvo v tem, da ustvarja nova znanja v harmoničnem odnosu med študenti in raziskovalci ter da to znanje prenaša na mlajše generacije in v podjetniško okolje in da zagotavlja čim višjo zaposljivost svojih diplomantov. Ne glede na svoj nedržavni značaj UNG skrbi, da bodo njeni programi dostopni vsem socialnim slojem. Prizadeva si za vključevanje profesorjev, raziskovalcev, ekspertov in študentov v mednarodne raziskovalne procese in projekte. Hkrati goji tudi specifično raziskovalno in izobraževalno dejavnost, ki utrjuje položaj Slovencev na najbolj zahodni narodnostni meji. S širokim razponom dejavnosti, ki se medsebojno dopolnjujejo in bogatijo, si prizadeva za doseganje najvišjega nivoja kakovosti izobraževalne in znanstvenoraziskovalne dejavnosti in za njuno celostno umeščanje v primorski, slovenski in mednarodni prostor.

Mission:

The University of Nova Gorica (UNG) is a private, research and internationally oriented university, which provides higher education at the undergraduate and graduate level, as well as scientific research and expert activity. UNG promotes innovative teaching approaches and develops teaching excellence at its contemporary study programmes. It provides a creative environment for researchers, professors and students, thereby enabling opportunities for top achievement results in the cutting-edge fields of science, technology and art. UNG takes special care to promote multidisciplinary study programs and research, designed to build partnerships between industry and academia, to contribute in creating a better society both at local and global levels. UNG strives to make its study programmes accessible to students of all backgrounds and to ensure a high level of employability of its graduates. UNG is strongly oriented to international collaborations with similar institutions around the world, prepares joint international study programs, attracting national and foreign students, and fosters student and teacher exchange programs with European and other universities. A choice of the language of study is adapted to this aim.

1.4 Vizija UNG

Univerza v Novi Gorici bo raziskovalna in mednarodno uveljavljena univerza, ki bo v regiji in širše prepoznana kot gonilna sila družbenega razvoja. Z inovativnimi pristopi poučevanja bo razvijala pedagoško odličnost na sodobnih študijskih programih, ki bodo domačim in tujim študentom zagotavljali visoko stopnjo zaposljivosti. Svoj moto »z znanjem do zmage« bo uveljavljala z zagotavljanjem ustvarjalnega okolja za raziskovalce, profesorje in študente in s tem omogočala doseganje vrhunskih rezultatov na prodornih znanstvenih, tehnoloških in umetniških področjih.

Vizijo UNG je sprejel senat UNG na svoji redni seji marca 2015

Vision statement

The University of Nova Gorica aims to be a research, internationally established university, which will be recognised as a driving force of social development in the region and a wider context. With its innovative teaching approaches in both Slovene and English, the university aims to develop teaching excellence at its contemporary study programmes, thereby securing a high level of employability to home and international students.

The university will endorse its motto *Scienza vincet* („with knowledge to victory“) by providing a creative environment for researchers, professors and students, thereby enabling opportunities for top achievement results in the cutting-edge fields of science, technology and art.

1.5 UNG Long-Term Development Strategy (2016)

The University of Nova Gorica (UNG) aims to be a research-oriented and student-friendly university where knowledge is created in a harmonious relationship between students, researchers and artists and transferred to younger generations and into the business environment.

Status

UNG is a private non-profit university institution. This status enables it flexibility of organisation and operation and easier adaptation to the demands of modern society.

Internal organisation

UNG is a compact and highly interconnected University. Research, artistic work and expert work take place in laboratories, centres and institutes. The individual Schools are open units in which researchers, artists and experts employed in various research units and external institutions work in the educational field. For this reason, in future years UNG will strive to attain a harmonious interconnection of experts and students from various academic, artistic and professional disciplines. At the same time, UNG will endeavour to transfer the entirety of its activities to a single site or campus.

Joint services are provided at the University level.

UNG's operations should be similar to those of a modern business, and less like those of a traditional academic institution.

Research

Research and expert work form the basis for implementation of the education process. UNG researchers must devote particular attention to inclusion in international research processes and projects. Researchers and teaching staff are expected to be well-informed academics and experts with international experience. For this reason, candidates for permanent positions are expected to have completed post-doctoral training abroad.

Artistic work

Artistic work is an inseparable part of education in the field of the arts and is also connected to those scientific fields and those parts of the business enterprise sector in which the University is also active. For this reason, the UNG School of Arts implements the education process at all levels as, in the first place, practical work by students and their supervisors, which is created through the actual production process, appropriately supported by theoretical, historical and critical competences. For work of this kind we establish, in addition to cooperation with active artists in various fields of the arts, a strong connection with cultural institutions in the fields of film, theatre and fine arts or other established artistic practices. In this way the UNG School of Arts also functions as a producer within the educational process, while participating extremely successfully with artistic and other products and achievements at festivals and exhibitions both in Slovenia and around the world.

Educational work

UNG wishes to be a high-quality higher education institution that is competitive in the international arena.

Only researchers, artists or experts who are broadly or internationally recognised in their field can serve as teaching staff. Educational work with students should include to the greatest possible extent research and practical work, both in undergraduate and postgraduate courses. For this reason UNG will work to ensure the optimum student–teacher ratio in all study programmes, and the optimum ratio of research to educational work. We anticipate that in the long term all disciplines will attain an educational work–research ratio of 1:1.

UNG will strive in particular for the continuous involvement of experts from the business enterprise sector in the education process.

Special attention will be focused on international links and on student and teacher exchanges. The choice of language of study, particularly at the postgraduate level, will also be adapted to this.

Notwithstanding its international orientation, UNG will also cultivate specific research, artistic and educational activities that consolidate the position of Slovenes on the westernmost boundary of Slovene ethnic territory.

Transfer of knowledge into the business environment

Cooperation with industry, cultural institutions and the business environment must be an imperative for all UNG staff. This will serve to create the conditions for the transfer of knowledge from academic institution to business environment, to raise the profile of the University of Nova Gorica and its activities, and in this way also to improve the employment prospects of graduates.

UNG is a promoter and co-founder of the Primorska Technology Park, which must among other things make a key contribution to creating an entrepreneurial environment for UNG graduates and those obtaining master's and doctor's degrees. An Industrial Liaison Office will also be established.

Students

UNG will continue to make every effort to ensure that its study programmes attract the best students and provide them with optimal study conditions within the available possibilities. Despite its private character, UNG will ensure, via its scholarship programmes, that its courses are accessible to students from all social classes.

Learning that is based on practical problems should be a defining characteristic of studying at UNG, so students will be involved to the greatest possible extent in practical work, research and artistic work either within the institution itself or in partner research, cultural and higher education institutions and in industry.

UNG will strive to achieve the highest possible level of employability of its graduates. In order to achieve this goal, it will set up a special service to offer students help in finding

employment. UNG aims to ensure that the percentage of those finding employment within six months of graduation or completion of a Master's degree or PhD is higher than 80%.

Finance

UNG also sees an advantage in a diversified approach to funding its activities. It will therefore continue to work hard to ensure that its funding is not only dependent on state sources. A significant share of funding should come from international sources, local communities, industry, fees, donations, etc.

UNG is the founder of the E. Rusjan Foundation. This is the only university foundation in Slovenia and one of few such foundations in Europe. The purpose of the foundation is to collect funds from donors which are then used to grow UNG and expand and implement its activities. UNG will endeavour to ensure that over the next two decades the E. Rusjan Foundation reaches a 20–25% share in UNG's funding.

Future development

In the future UNG will give priority to the development of its master's and doctoral study programmes and of its research and artistic activities.

1.6 Development strategy for the arts field at UNG (2016)

Education in the arts, artistic work and artistic creativity take place at UNG within the School of Arts, which received NAKVIS accreditation in 2016.

Mission of the UNG School of Arts

The mission of the School of Arts of the University of Nova Gorica, which is also expressed by the slogan “Educating a community, creating connections”, is in its role as an active, cultural education entity in the arts sphere that is engaged with the local, regional and international environments.

We value every student as an independent and creative personality who develops in a group and in the community. Through innovative approaches in teaching, research and also production processes, we encourage the independent creative and academic work of our students, under the guidance of a diverse group of top, internationally acclaimed professionals from various fields of the arts and accompanying practices. In order to successfully achieve our mission, we build this community with particular attention. We select our teachers carefully, with excellence in contemporary practice and their academic profile and international recognition all playing a decisive part in the recruitment process. This guarantees the high quality and topical relevance of the knowledge and skills that we impart to students. Project work and production connections in extramural contexts provide students with valuable experience of working on real, complex projects while they are studying. Students also gain work experience and develop references in their chosen field. On graduation, this facilitates a soft but rapid transition into a professional production environment or targeted further studies.

The core activities of the School of Arts move within diverse art practices and broaden their uses, from the creative industries, via specific interactions with science and technologies, to interdisciplinary media production contexts.

Vision of the UNG School of Arts

The University of Nova Gorica School of Arts continues the work of its predecessor, the School of Arts (*Visoka šola za umetnost*; established 2008), and its predecessor, the Famul Stuart School of Applied Arts (established 1994). In this way it continues a relatively long line of exploration of new forms and methods of education in the arts field that began contemporaneously with the emergence of the new state of Slovenia. This line, the third (and final) step of which is the present School of Arts, explores art in its various forms in modern society, questions it in relation to other segments of society, creates conditions for encounters between different fields of art and artistic practices (at the intersection of fine arts, film and intermedia practices), creative industries and practices from everyday life and society, and – something that is a special characteristic of all its changes, and also of the new UNG School of Arts – constantly actively explores the potentials offered by the highly interdisciplinary environment that it creates.

If the two predecessors of the present School of Arts were constantly having to prove that research, methods and programmes that interweave such different fields outside traditional frameworks are what provide high-quality support to this special characteristic, in the future of the newly established School of Arts we will work even more confidently in the

direction of all the goals we have set ourselves. We will therefore amplify collaborations in expanded fields of the arts, deepen already established collaborations between art and science (something enabled by the specific environment of the University of Nova Gorica), and further extend our collaborations with partners, who are able to offer high-quality support to these explorations and also offer students a career path in developing creative industries. Both of the School's predecessors devoted particular attention to the connection with the local environment, from the institution's origins in Ljubljana to its move to the Goriška region. While the first School of Arts (*Visoka šola za umetnost*) was already well integrated in the border region, we wish to go a step further with the new School of Arts: to become a regional connecting entity, a participative, creative link in cultural life on the border, with close cooperation on both sides of the border. We intend to ride the powerful wave of international activity that we have gradually established over the course of the last decade, although its most powerful potentials are only revealing themselves now, in the new integrated European and global dimensions of our activity.

1.7 UNG development strategy in the teaching field (2018)

In the forthcoming period up to 2025, UNG intends, while maintaining the highest quality in the research and artistic fields, to direct an additional focus and efforts towards achieving the highest quality in the higher education field.

To this end it is introducing new study programmes for the careers of the future that are unique in the Slovenian academic landscape and beyond. With new approaches in teaching and an individual approach to students, study programmes at UNG will provide conditions for study in which every student will be able to achieve their ambitions and develop their personal abilities and talents to the highest degree.

When putting together their study programme curricula, the Schools are guided above all by the competences that students desire and need, while in the provision of the study programmes they place the emphasis on reverse learning and open learning methods, project work by students and practical training in real employment environments (businesses, public organisations and NGOs, support for start-up initiatives).

At the same time, UNG ensures high-quality and effective promotion, facilitates staff growth through appropriate incentives, and provides regular additional training to ensure further staff development.

Unique study programmes for the careers of the future

UNG regularly and systematically monitors movements in the domestic and international labour markets and interesting new study programmes offered around the world. In doing so, it uses both accessible quantitative metrics (ranging, databases, etc.) and qualitative methods (feedback from successful alumni, international partners, etc.). Once a year it evaluates the profile of the study programmes it offers with regard to available trends in individual disciplines and emerging interdisciplinary offerings.

New approaches in teaching

UNG is constantly incorporating the latest approaches to teaching into its teaching process and encouraging teaching staff to participate in training in this field and introduce new teaching methods. It intensively promotes activity and autonomy on the part of students and creates an atmosphere that enables effective study with the active participation of students in the UNG teaching process. The managements of the individual Schools encourage their teaching staff to incorporate information and communications technologies and multimedia into the education process in a logical manner. Teachers and assistants introduce problem learning, the reverse teaching philosophy, combined learning and “learning through play” into lecture rooms and classrooms.

UNG supports and encourages the acquisition of projects designed to upgrade relevant online tools and modern interactive tools that enable the preparation of digital content and combined learning. UNG also encourages the remote presence of guest teachers and experts, the preparation and implementation of remote lectures and, where conditions are suitable, remote testing, and the design of attractive and effective interactive online classrooms that allow inclusion in the teaching process for various vulnerable groups of

students (or other users of knowledge) who because of various limiting factors are unable to enjoy access to education.

Individual approach and development of personal abilities and talents

The student is understood as an individual who, in a study programme that incorporates multiple students, develops their abilities and talents and acquires knowledge not only with regard to the competences set by the programme but also in accordance with their own personal career plan, which they draw up at the start of their studies with the help of the careers centre, their tutor and the School management. These bodies/individuals regularly monitor the student's progress in the light of their personal career plan, provide guidance and look for opportunities for practical training that correspond to the student's interest and talents. In the case of students with special status, the personal career plan also includes a mention of the special forms of study through which a student athlete or student with special needs is ensured the same opportunities to develop their talents and knowledge as those students who do not face any limitations regarding their presence at lectures or participation in practical work.

Contents of study programmes and student competences

Each School regularly evaluates and updates the content, structure and provision of its study programmes. This process also involves students and external stakeholders (employers, representatives of the local and wider social environment). All proposals for changes and updates are based on the findings of analyses of programmes that are based on the following factors:

- The topicality of the contents of the existing programme and the incorporation of new knowledge obtained on the basis of research, expert work or artistic work and other achievements within the field covered by the study programme.
- The consistency and substantive connection (congruence) of objectives, competences or learning outcomes defined in syllabuses with the objectives and competences of the study programme and with its content in the light of the type and level of study.
- The conformity of the proposed changes with the vision and strategy of development of the School and of the University as a whole.
- The adequacy of the provision of the study programme and of the methods and forms of teaching and students' work. The adequacy of verification and assessment of knowledge that ensures that students achieve the competences or study outcomes planned by the programme.
- The suitability of study materials, the introduction of study materials in electronic form for the needs of e-learning, distance learning or study adapted to students with special needs.
- Evaluation of student workloads, their progress and their completion of studies.
- Verification and analysis of graduate employability. Identification of new needs for knowledge and employment needs in the environment, the needs of the labour market or society's goals regarding needs for knowledge.

High-quality and effective promotion

In promoting its study programmes, UNG uses high-quality, modern, individual and responsive approaches, taking into account the specificities of the various target groups and following the directions set in other areas of the development strategy.

In order to attract gifted and motivated students, UNG operates an incentivising scholarship policy which it implements with funds from and in cooperation with the University of Nova Gorica Foundation, interested employers and its own resources.

Promotion is coordinated centrally by the UNG Public Relations office, which provides high-quality support for activities designed to promote teaching, research and artistic activities and achievements. It also cooperates actively with professional staff in teaching and research units. In this cooperation, teaching units are responsible for the promotion of study programmes and for attracting the best possible students, with the maximum engagement of their own staff and, through coordination with the heads of research units, the inclusion of personnel from the latter in promotional activities.

Increased activities by individuals in the promotional field are taken into account by UNG when it comes to career progression and promotion of teaching staff and assistance.

Staff development

UNG is developing an integrated human resources system that primarily follows the needs of the individual Schools and ensures the excellence both of teaching and of research and artistic work. It will provide suitable incentives enabling it to attract promising young academics/artists as teachers, as well as more experienced and established teaching staff.

UNG provides stimulative evaluation of teachers' effectiveness and achievements in habilitation criteria and an incentive-based salary scale (taking into account teaching work in assessments of performance).

For the purposes of staff development, UNG prepares annual programmes of training/advanced training and regularly monitors their implementation. Regular advanced training of staff is also included in habilitation criteria and advancement conditions within the salary system.

UNG implements measures that stimulate staff to perform the management functions of Deans and programme directors with the maximum efficiency and, through them, makes it easier for such staff to maintain contact with research and artistic activities and enable their active inclusion in research and artistic work after the end of their term of office. UNG is also systematically eliminating examples of dual functions (e.g. deans + heads of laboratories/centres) through a more active human resources policy and internal reorganisation (combining groups, centres). In order to reduce the administrative burdens of staff in management positions, UNG is implementing measures for active human resources support for management personnel and measures designed to ensure the optimal filling of management positions. In doing so, it logically and individually coordinates the duration of a management function with regard to the availability of staff with suitable experience and with regard to employment opportunities.

Implementation plan

In the period up to 2020 the central activity within the context of realisation of UNG's strategy in the teaching field (hereinafter: the Strategy) will be the introduction and establishment of new approaches in teaching and the substantial revisions of study programmes that are necessarily connected with this, and of an individual approach in teaching. Parallel to this, UNG will introduce new e-learning and distance learning tools and the use of information and communications technologies and multimedia to the education process, in this way also facilitating and adapting access to educational contents to international students and students with special needs. Workshops and training on the use of ICT tools in the teaching process and the introduction of modern approaches in teaching will be organised for all teaching staff.

Parallel to this, UNG will begin introducing incentive-based evaluation and rewarding of teachers' effectiveness as teachers and their teaching achievements. It will also begin providing high-quality expert support for activities designed to promote teaching achievements and the study programmes on offer, carrying out staff development via systematic and regular training (new teaching methods, promotion) and internal reorganisation to reduce administrative burdens on management personnel.

Between 2020 and 2025, while maintaining the activities and results achieved by the Strategy in the previous period, UNG will intensify its activities in the field of the introduction of new study programmes and introduce incentivising scholarship schemes for students.

In order to implement the Strategy, UNG will prepare a detailed timetable and appoint working groups to draw up proposals of more concrete measures in individual fields, including the definition of sources of funding.

A more detailed plan for the education and training of teachers and assistants and a plan for the education and advanced training of non-teaching staff at UNG are given in **Section 5 (Staff)**.

1.8 UNG Internationalisation Strategy

Presentation of current situation in the internationalisation field

Within the internationalisation field UNG is following its mission and vision, which set for it the principal development goal of becoming a research-oriented and internationally established university that is recognised in the region and more widely as a driving force of social development.

Within its organisational structure, UNG has an International Advisory Council, which is an advisory body of the University. It consists of individual distinguished experts in science and technology from foreign universities or scientific institutions who advise on the University's long-term development and ensure its inclusion in international academic and educational activities.

UNG has numerous international connections in the research and teaching fields. A list of cooperation agreements, memberships of consortia, memberships of associations and associate organisations of the University of Nova Gorica can be consulted on the website <http://www.ung.si/en/about/>.

UNG has set up two support services to support and develop internationalisation. These are the Project Office and the International Office. The purpose of the International Office is to manage and organise international activities and coordinate UNG's international (and domestic) educational projects. It is aimed at students, teachers, researchers and other staff. It looks after incoming and outgoing mobility within the Erasmus+ programme and CEEPUS, bilateral scholarships and mobility that takes place within the context of various interinstitutional agreements. It also offers support in the process of concluding interinstitutional agreements. The list of Erasmus+ interinstitutional agreements between UNG and higher education institutions from programme and partner countries and a review of student and teacher mobility can be found in Section 3.6 and on the UNG website: <http://pung.ung.si/index.php?module=project>

The Project Office provides administrative support for applications in response to calls for applications and for the implementation of international projects. It is responsible for monitoring published calls for applications and for informing people within UNG about open calls for applications. The office provides support to researchers and other staff in the preparation of applications, above all from the financial, administrative and legal points of view. In the case of projects that are already under way, the office ensures the production of financial reports relating to international research projects and offers support and advice regarding the implementation of projects.

In the research field, UNG's international engagement is clearly shown by the high proportion of international resources for research activities (Section 14) and the large number of international projects and international collaborations that are led by or include UNG researchers. UNG's international research engagement is also demonstrated by the numerous top scientific achievements and publications by UNG researchers in prestigious international scholarly publications (Section 4). UNG researchers are required to devote particular attention to inclusion in international research processes and projects. Researchers and teaching staff are expected to be well-informed academics and experts with international experience, so candidates for permanent positions are expected to have

undertaken postdoctoral training abroad for a period of at least a year. All calls for applications for vacant research or teaching posts are always internationally open and published in the wider international area. In this way UNG ensures that it obtains the top experts available in the global arena, who will develop new research and study fields at UNG and introduce new and relevant content to UNG study programmes.

In the teaching field, UNG's international engagement is apparent in the large number of international students. The proportion of international students at UNG is 54%. International students currently account for more than 40% of students enrolled in first-cycle and second-cycle study programmes, and for more than 60% of those enrolled in third-cycle study programmes. The students come from 42 different countries, both in Europe and in other continents. The University is moreover becoming an attractive environment for foreign researchers and professors, so the number of staff members from other countries is constantly growing and currently accounts for 30% of all employees.

The UNG wishes to further increase the percentage of international students, so in recent years has strengthened its promotion of studies at UNG among potential students in other countries. The priority task of the *UNG student enrolment officer* is the systematic promotion of UNG study programmes in other countries, in particular in priority regions (the Balkan countries, the countries of the former Soviet Union, South-East Asia and China, among the Slovene minority in Italy) (Section 13.5).

UNG ensures the international comparability of the quality and topicality of its study programmes and their relevance to the international labour market. In this way it ensures that its programmes are interesting to a wide range of international students. UNG makes it possible for international students to study in English in all its study programmes. It also organises English and Slovene language courses for foreign students, in this way making it easier for foreign students to integrate in Slovenia and as students at UNG. UNG is introducing e-learning methods that make it easier for international students to study, since this facilitates an individual approach to teaching. On doctoral courses where the proportion of international students is highest, programmes are provided in English. Dissertations are written exclusively in English. Professors and experts from foreign universities and research institutions collaborate as lecturers and supervisors of doctoral students. In order to ensure the quality of doctoral dissertations and their comparability with established quality standards around the world, uniform rules have been introduced that determine that assessment panels for doctoral dissertations shall consist of three members, at least two of whom must be from a foreign university. As a condition for accession to the defence of a dissertation, in addition to meeting applicable provisions of the study programme, the candidate must have published at least one scholarly paper within the field of his or her research in an international scholarly journal with an impact factor.

UNG's excellence in the research field and its international orientation have been recognised in the international university rankings U-Multirank, RUR and QS EECA Region University Rankings (Section 2). The results of these comparative assessments of universities from all over the world show that UNG achieves results that are well above average on a global scale. The scientific excellence of the University of Nova Gorica in the international context has also been recognised and particularly highlighted in the European Commission report *Scientific Output and Collaboration of European Universities 2007–2011*.

UNG's international focus has also been recognised by external experts in the context of the EUA-IEP international institutional evaluation of UNG which took place in 2015. Among the recommendations that the IEP expert group made to UNG in its final report were that UNG additionally strengthen its activities in the field of internationalisation by:

- preparing a uniform internationalisation strategy that will cover all areas of its activity,
- increasing the number of programmes in which teaching takes place in English and increasing the contact with the English language for students of all undergraduate study programmes,
- increasing the activity of the International Office in encouraging take-up of Erasmus+ and other opportunities for international exchanges and education for students and teachers.

The UNG Strategic Internationalisation Plan was prepared within the context of the action plan for the implementation of the recommendations made by experts during the EUA-IEP international institutional evaluation of UNG in 2015 (Section 16.4). The action plan was approved by the UNG Senate at its ordinary meeting in January 2016.

UNG Strategic Internationalisation Plan

The internationalisation of UNG remains a fundamental concept and UNG's leading strategic focus in all areas of its activity.

UNG will further strengthen its international activities in various fields and ensure the harmonisation of its internationalisation strategy with other strategic focuses. To this end it will work to:

- increase the percentage of international students in all three cycles of education and at the same time increase the total number of students,
- expand international promotion of its study programmes to different groups of countries where it recognises a greater potential interest among international students in studying at UNG,
- incorporate internationally recognised teachers and experts into the teaching process in all UNG programmes,
- increase the number of programmes in which teaching takes place in English,
- increase the contact with the English language for students of all study programmes in all three cycles,
- develop new approaches in teaching and an individual approach to students that takes into account the linguistic and cultural diversity of international students,
- introduce tools for e-learning/distance learning and the use of information and communications technologies and multimedia in the education process, in this way facilitating and adapting access to educational contents for international students,
- ensure internationally comparable excellence in the fields of learning and teaching,
- ensure internationally comparable excellence in the field of research,
- obtain new European and other international research projects that enable the employment of new staff,
- ensure a suitable structure of research and teaching staff at UNG. Researchers and teaching staff are expected to be well-informed academics and experts with

international experience, so candidates for permanent positions are expected to have undertaken postdoctoral training abroad for a period of at least a year,

- attract the top experts available in the global arena, who will develop new areas of research and study at UNG and incorporate themselves in UNG's teaching processes,
- ensure and encourage the participation of researchers and students in international research projects,
- encourage academic staff to obtain European and other international research, development and teaching projects,
- maintain a significant proportion of professors and experts from prestigious foreign universities in UNG's teaching and research work. Such collaborations are particularly crucial in doctoral programmes, where the very rapid transfer of new findings in different areas of science to the younger generations is important,
- encourage greater international mobility and take-up of Erasmus+ and other possibilities for international exchanges and education for students and teachers, and for activities related to development and research, among home students and teachers and international students and teachers,
- strengthen the activities of the International Office with regard to obtaining new Erasmus+ projects.

1.9 UNG's short-term strategic plans

The short-term development strategy is discussed and adopted every year by the University management, taking into account UNG's mission and vision of development and the UNG's long-term programme of activities (development plan 2010–2025) adopted by the UNG Senate on 16 September 2009.

UNG's annual strategic conferences, which are attended by deans, heads of research units, the Rector and both Vice-Rectors, serve to identify UNG's strengths and most important weaknesses with regard to the adopted strategic focuses. The short-term strategic goals adopted at these conferences are presented in **Section 16**. Some goals not achieved in the past year remain a priority in the subsequent period. Some strategic goals are of a long term nature and are therefore permanently included among the highlighted priorities or focuses of the University and its research and teaching units. Additionally, new focuses and strategic decisions are taken every year to improve the UNG's activities in the following short-term period. Timetables are defined, as are those members of staff responsible for the implementation of individual activities. The Rector is responsible for verifying realisation of the action plan for each individual year. The achievement of goals set within the context of envisaged timetables is reviewed at weekly meetings of the Rector's Collegium, attended by all deans and heads of UNG research units. Findings for individual items in the strategic plan relating to individual Schools are presented in the self-evaluation reports of the Schools concerned. Activities and results relating to the University as a whole are covered in the relevant sections of this report.

Section 16 also includes a presentation of the action plan on implementation of the recommendations made by experts during the EUA-IEP international institutional evaluation of UNG in 2015. The action plan was confirmed by the UNG Senate at its ordinary meeting in January 2016 and was sent to IEP-EUA on 7 March 2016.

Section 16 also covers the action plan by which UNG implemented or observed the recommendations for improvements given by a group of experts as part of NAKVIS's evaluation for UNG's re-accreditation in 2013, when it carried out an institutional external evaluation of UNG. The action plan gives details of the envisaged measures and procedures for their realisation as part of the enhancement and improvement of UNG's quality assurance system.

2 QUALITY MONITORING AND QUALITY ASSURANCE IN TEACHING AND RESEARCH

2.1 Introduction

The strategies, methodologies, procedures and mechanisms for quality monitoring, assessment and assurance at UNG are set out in the **UNG Quality Assurance Manual**, which was adopted by the UNG Senate at its 51st ordinary meeting on 11 July 2013. The manual also sets out self-evaluation procedures, regulations, method of work and the measures for monitoring and improving quality by which the competent bodies at UNG and all other stakeholders are guided in quality monitoring and assurance. The UNG Quality Assurance Manual built on and substituted the previous Methodology for quality monitoring and assurance in teaching and research at UNG.

Quality and international competitiveness in the teaching and research fields are a central guiding principle or commitment of UNG. The University considers its mission to lie in the creation of new knowledge in a harmonious relationship between students and researchers and the transfer of this knowledge to younger generations and the business environment.

Cooperation with industry and the business environment is an imperative for all educational and research units at UNG and for all UNG staff. Practical problem-based learning is an essential characteristic of undergraduate and postgraduate study programmes at UNG, for which reason students are included in practical and research work either within the institution itself or in the partner research/higher education institutions and industry. In this manner conditions are created for the transfer of knowledge from academic institution to business environment, while at the same time improving graduates' employment prospects.

UNG is a co-signatory to the resolution of the Slovenian Rectors' Conference on the commitment of Slovenian universities to develop a quality culture (29 March 2012) and follows the goals adopted by this resolution.

Furthermore, the UNG Senate made a commitment at its 51st ordinary session on 11 July 2013 to constantly develop a quality culture, ensure the establishment of quality loops and enhance procedures and strategy for quality assurance and the constant improvement of quality in all its activities. All stakeholders are included in quality assurance processes, including students.

Quality assurance procedures, policies and strategies at UNG are formulated in accordance with national legislation and the recommended *European standards and guidelines for internal quality assurance within higher education institutions (ESG, Part 1: Standards and guidelines for internal quality assurance)*. They are formally adopted by the competent bodies at UNG and are published on the UNG website (<http://www.ung.si/en/about/quality-assurance/>).

Evaluation in the context of quality assurance in the provision of study programmes is conducted every year by the UNG's individual Schools. Each School's annual self-evaluation report is reviewed by the Dean and Senate of the School. Study conditions are monitored by the Senate of the individual School, which submits proposals of

improvements to the Rector. The evaluation of research work is conducted at University level. It includes all UNG research laboratories, institutes and centres and individual researchers. The report on research work is reviewed by the UNG Governing Board. Summaries of School reports and research reports are included in the Annual report on the monitoring and assurance of quality in teaching and research at the University of Nova Gorica. The University report is reviewed by the Senate of UNG. Reports on quality monitoring, assessment and assurance (self-evaluation reports) at UNG and its Schools are published in English language on the UNG website (<http://www.ung.si/en/about/quality-assurance/evaluation-reports/>). Annual report in Slovene language are available on <http://www.ung.si/sl/o-univerzi/kakovost/evalvacija-pedagoskega-in-raziskovalnegadela/letna-porocila-evalvacije/>)

Quality management at UNG is built into the University's management structure. UNG's internal organisation and management are closer to those of a modern business than to those of a traditional academic institution. Important roles in quality management are played by the Rector, the two Vice-Rectors, Deans of Schools and heads of UNG research units. Key decisions regarding the day-to-day organisation and management of issues related to the quality of teaching and research are coordinated at University level.

The implementation of activities related to quality monitoring and quality assurance at UNG, evaluation of the situation and the submission of proposals and initiatives for the development of a quality culture and enhancing existing quality assurance procedures and strategies is, at the University level, the responsibility of the UNG Quality Committee and, at individual Schools, the responsibility of quality coordinators, who by virtue of their function are also members of the UNG Quality Committee. The UNG Quality Committee shall report to the University Senate on its work once a year.

External supervision with regard to quality assurance takes place via external institutional evaluations of UNG's Schools by the national body responsible for external evaluations (NAKVIS).

A group of experts appointed by the NAKVIS Council carried out an institutional external evaluation of UNG on 14 and 15 May 2013 and communicated its opinion to the NAKVIS Council. At its 71st meeting on 19 September 2013, the NAKVIS Council adopted the decision to renew the accreditation of the University of Nova Gorica for seven years, in other words until 30 September 2021. In September 2016 the NAKVIS Council adopted a decision on the accreditation of the UNG School of Arts. The UNG vision of development in the arts field states that artistic work and educational work in the field of the arts are inseparably connected at UNG and are also connected to those scientific fields and those parts of the business enterprise sector in which the University is also active.

Between 2013 and 2016, UNG submitted re-accreditation applications for all its study programmes. NAKVIS implemented the envisaged re-accreditation procedures for these study programmes and appointed groups of experts to carry out external evaluations and submit their opinions. On the basis of these opinions, the NAKVIS Council issued decisions re-accrediting all the evaluated study programmes for a period of seven years or, under the new legislation, indefinitely.

2.2 Methodology for quality monitoring and assurance in UNG study programmes

Quality monitoring, assessment and assurance in UNG study programmes is organised in accordance with the Higher Education Act and documents adopted by the Council of the National Agency of the Republic of Slovenia for Quality in Higher Education (NAKVIS): Criteria for the Accreditation and External Evaluation of Higher Education Institutions and Study Programmes, Criteria for Transferring between Study Programmes, Criteria for the Allocation of Credits to Study Programmes under ECTS, Minimum Standards for the Appointment of Teachers, Researchers and Faculty Assistants at Higher Education Institutions, and other documents.

The basic mechanism for quality monitoring, assessment and assurance, the development of a quality culture, the enhancement of quality assurance procedures and strategy and the constant improvement of quality at UNG is self-evaluation. UNG carries out self-evaluation according to a uniform methodology at all UNG units and at the University as a whole on an annual basis. As part of self-evaluation, it analyses the full range of its activities and achievements and drafts measures for further development. Self-evaluation of quality assurance in the provision of study programmes is carried out every year by individual Schools. The evaluation of research is conducted at University level. It includes all UNG research units (laboratories and centres) and also researchers conducting research projects, applied projects or developmental projects within UNG teaching units. Implementation of activities related to quality monitoring and assurance at UNG is, at the University level, the responsibility of the UNG Quality Committee and, at individual Schools, the responsibility of their quality coordinators, who by virtue of their function are also members of the UNG Quality Committee. The UNG Quality Committee reports on its work once a year to the University Senate.

Key decisions regarding the day-to-day organisation and management of issues related to the quality of teaching and research are coordinated at University level. The Rector, Vice-Rectors, Deans of Schools and heads of research units discuss and adopt the short-term development strategy each year (Section 16). Current issues regarding human resources, material conditions, premises and other working conditions and support activities necessary to ensure high-quality teaching and research work in all UNG units are discussed at regular weekly meetings of the Rector, Vice-Rectors, Deans and heads of research units. Proposals for improvements and the elimination of identified weaknesses are collected at these meetings and the effects of implemented measures are monitored in this context.

Proposals from teaching staff, support services and students to improve the content and quality of study programmes are collected regularly within teaching units. Seminars and workshops are periodically organised for teaching staff at which current topics important for the quality of teaching provision are covered. Training for professional staff also takes place via periodic seminars.

Internal control of the quality of teaching at UNG takes place in the form of regular supervision of teaching on undergraduate and postgraduate study programmes, carried out by the Deans. The main objective of such verification is to ensure the conformity of the

provision of teaching activities with the adopted programme timetables and contents. The Deans also ensure that irregularities are eliminated.

The central element of self-evaluation is the annual report on quality monitoring, assessment and assurance in teaching and research (self-evaluation report). A self-evaluation report is prepared by each of the UNG's teaching units (i.e. Schools). At the University level, a self-evaluation report on quality monitoring and quality assurance in teaching and research at the UNG as a whole is prepared separately. This report also contains summaries of the self-evaluation reports of all UNG teaching units. Additionally, UNG publishes an annual report on the work of UNG, where the research and teaching activities and achievements at UNG are presented in greater detail.

The annual self-evaluation reports of UNG teaching units are reviewed by the Dean and Senate of the individual School, who submit proposals for improvements to the Rector. The University report is reviewed by the Senate of UNG. The annual report on research at UNG is reviewed by the UNG Governing Board.

The self-evaluation reports of individual Schools at UNG and the self-evaluation reports of UNG as a whole are published every year in Slovene language on the UNG website (<http://www.ung.si/sl/o-univerzi/kakovost/>) and in this way presented to all UNG staff, students, other stakeholders and the general public.

External supervision of quality assurance at UNG as a whole takes place within the context of external evaluations as part of the process of UNG's re-accreditation by NAKVIS in accordance with the provisions of national legislation. External evaluation is an important tool in the process of improving the quality assurance system at UNG, and one that contributes to the development of a quality culture at UNG and to the development of internal quality control within the institution.

The report submitted by a group of experts in external evaluation procedures (in which strengths and examples of good practice are identified alongside weaknesses and recommendations for improvement) is taken into account in procedures relating to the overhauling of the internal quality assurance system. Within this process, short-term and long-term measures have been prepared for the elimination of identified weaknesses and shortcomings for the purpose of ensuring a constant improvement in quality in all areas of the University's activities. UNG action plans are presented in Section 16.

2.3 Structure of self-evaluation reports

Self-evaluation reports of individual Schools at UNG are prepared according to a uniform methodology and have an identical structure, as presented below. The reports cover the following areas: activity of the higher education institution, staff, organisation and provision of education in all study programmes, students, material conditions; engagement in the environment, quality assurance, innovation and development orientations.

The UNG self-evaluation report includes a review of the activity of the University as a whole and, in addition to the areas mentioned above, analyses research activities taking place in UNG research units. The research activities and achievements at UNG are

presented in greater detail in the annual Report on the work of the University of Nova Gorica. The UNG self-evaluation report also covers the work of UNG joint services and other support activities that operate at the University level and provide support to all teaching and research units (Student Office, International Office, Careers Centre, Alumni Club, UNG Library, UNG Press, UNG Quality Committee, accounting, legal and human resources services, and other technical services). The UNG self-evaluation report also contains summaries of the self-evaluation reports of all UNG teaching units.

The self-evaluation reports of the individual Schools at UNG contain the following elements:

- Mission, vision and strategy, activity, organisation and management of the individual unit or UNG as a whole, quality assurance.
- Analysis of provision of the study programme (conformity of provision with accredited content and scope of the programme, admission requirements, study methods, teaching methods, curriculum, course contents, regular updating of study contents, rules of study, methods of testing and assessment, adequate provision of elective components within the programme). Recognition of the study programme in the environment, acquisition of new students and activities aimed at informing candidates before enrolment are also monitored and analysed.
- Course statistics (information about course before enrolment, enrolment in first year, progression between years, success by subjects, number of graduates and average length of study, student–teacher ratio, awards and achievements of students and graduates, etc.).
- Updating of the content of study programmes at each School. For each study programme the self-evaluation report contains a separate analysis for each academic year of the provision of the study programme, planned changes or updating of the content and structure of the programme, methods and forms of teaching work and work by students. Justifications are provided for all changes. The final section contains a list of implemented changes/updates in chronological order. The report also contains a list of all changes to the study programme adopted by the Senate of the School and approved by the UNG Senate in the course of the academic year.
- Monitoring and promotion of student mobility and facilitation of elective components within study programmes via the European Credit Transfer and Accumulation System (ECTS).
- Organisation of students, obtaining the opinion of students on the quality of programme content and provision via themed student surveys, analyses of student surveys, monitoring and analysis of provision of work placements for students.
- Monitoring graduate employability and collection of feedback from graduates on the labour market relevance of knowledge gained while students.
- Human resources, structure of academic and administrative staff (selection and habilitation of teachers, professional training of administrative personnel, ensuring

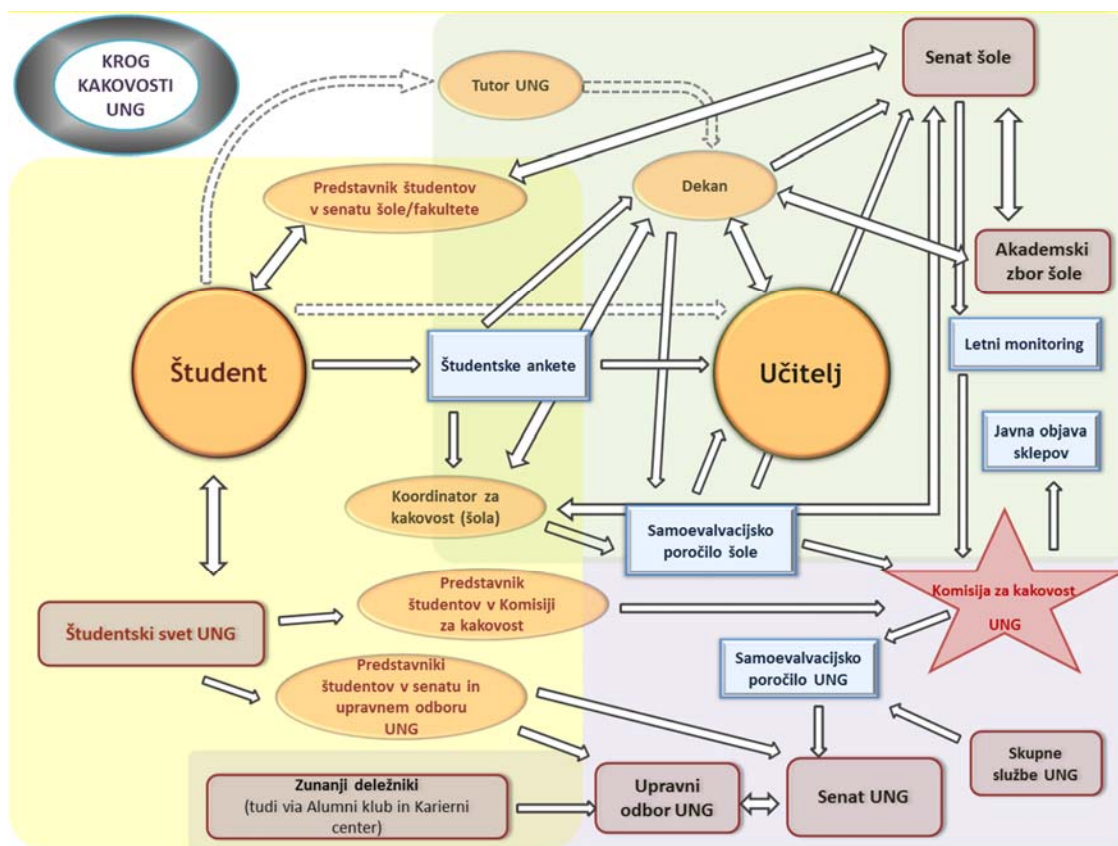
an adequate teacher–student ratio, monitoring and encouraging academic and professional advancement or training of academic and administrative staff).

- Material conditions, premises and learning aids (lecture rooms, computer room, library, study material, websites, classroom equipment).
- Funding of study activities (sources, structure).
- Cooperation with the business enterprise sector and integration in the regional and wider environment.

For every field covered by the self-evaluation report, an assessment of the situation is provided, along with a list of focus areas, where findings on strengths and weaknesses are summarised, together with proposals for improvements.

2.4 Procedures for the implementation of quality monitoring and assurance, circle of quality

Procedures for the implementation of quality monitoring and assurance are shown schematically in the diagram illustrating the circle of quality at UNG. The structure consists of multiple levels. Connections are shown between the various stakeholders included in the process of quality monitoring and assurance (students, teachers, management of teaching unit and University, joint services, external partners), in the various procedures that are described in greater detail below.



“UNG Circle of Quality” diagram, which schematically illustrates procedures, stakeholders and the connections between them in quality monitoring and quality assurance at UNG.

KROG KAKOVOSTI	CIRCLE OF QUALITY
Tutor UNG	UNG Tutor
Senat šole	School Senate
Akademski zbor šole	School Academic Assembly
Letni monitoring	Annual monitoring
Javna objava sklepov	Publication of conclusions
Študentske ankete	Student surveys

Študent	Student
Dekan	Dean
Učitelj	Teacher
Predstavnik študentov v senatu šole/fakultete	Student representative on the School Senate
Koordinator za kakovost (šola)	Quality coordinator (School)
Predstavnik študentov v Komisiji za kakovost	Student representative on the Quality Committee
Študentski svet UNG	UNG Student Council
Predstavniki študentov v senatu in upravnem odboru UNG	Student representatives on the UNG Senate and Governing Board
Zunanji deležniki	External stakeholders
(tudi via Alumni klub in Karierni center)	(also via Alumni Club and Careers Centre)
Samoevalvacijsko poročilo šole	School self-evaluation report
Samoevalvacijsko poročilo UNG	UNG self-evaluation report
Upravni odbor UNG	UNG Governing Board
Senat UNG	UNG Senate
Skupne službe UNG	UNG Joint Services
Komisija za kakovost	Quality Committee

Preparation of self-evaluation reports of UNG Schools:

At individual UNG Schools, preparation of annual self-evaluation reports is the responsibility of their quality coordinators. These prepare the reports in conjunction with the Dean, the members of the Senate, all teaching staff in study programmes, student representatives, the teaching unit secretarial office, UNG joint services and other stakeholders.

Over the course of the year, the quality coordinator monitors all elements in all quality assurance fields that are included in the self-evaluation report. He or she collects proposals for improvements from the management, all staff and student representatives at the School and from other stakeholders. The quality coordinator is regularly invited to meetings of the Senate of the School and has regular meetings with the Dean in order to effectively coordinate activities related to quality. These activities are documented in a Report on the annual monitoring of quality assurance procedures.

Twice a year, the quality coordinator reports to the UNG Quality Committee on the progress of quality monitoring and quality assurance activities and on significant successes or improvements, examples of good practice and observations on the current situation and trends at the School. The UNG Quality Committee coordinates the work of all quality coordinators.

At the end of the year the quality coordinator prepares an analysis of the situation assessments for each area contained in the self-evaluation report on the basis of the activities monitored over the course of the year and the above findings. The self-evaluation report brings together, in a clear and concise manner, the quality coordinator's findings regarding strengths and weaknesses, and lists proposals for improvements in the coming period.

The self-evaluation reports of teaching units are prepared each year by the end of November at the latest for the past academic year. The report is reviewed, supplemented and approved by the Senate of the School, as a rule at its last ordinary meeting of the current year.

The quality coordinator forwards summaries of the School's self-evaluation reports to the UNG Quality Committee. These summaries are then included in the University's self-evaluation report.

The Dean keeps all School staff regularly informed about quality assurance or enhancement decisions, strategies and activities.

The self-evaluation reports of UNG Schools are published on the UNG website and in this way presented to all UNG staff, students and other stakeholders and the general public.

Student representatives in the Senate of the individual School inform the Student Council and students about quality assurance or enhancement decisions, strategies and activities and collect suggestions for improvements from them. They then forward these suggestions to the Dean, the Senate or the quality coordinator.

Preparation of the University self-evaluation report:

Preparation of the University self-evaluation report is the responsibility of the UNG Quality Committee. It prepares the report in conjunction with the University management, the UNG Student Council and UNG joint services (Student Office, International Office, Careers Centre, Alumni Club, UNG Library, UNG Press, accounting, legal and human resources services, and other technical services).

Over the course of the year, the Quality Committee monitors all elements in all quality assurance fields that are included in the University self-evaluation report. It collects proposals for improvements from the management, joint services and other UNG staff, from the UNG Student Council and student representatives on UNG bodies and from other stakeholders.

At the end of the year the UNG Quality Committee prepares an analysis of situation assessments on the basis of the activities monitored over the course of the year and the above findings. Analysis of the activity of joint services is provided by the services themselves and sent to the UNG Quality Committee. The self-evaluation report brings together, in a clear and concise manner, findings regarding strengths and weaknesses and lists proposals for improvements in the coming period.

The University self-evaluation report is published on the UNG website and in this way presented to all UNG staff, students and other stakeholders and the general public.

Student representatives on the UNG Senate and the UNG Quality Committee inform the Student Council and other students about quality assurance or enhancement decisions, strategies and activities and collect suggestions for improvements from them. They then forward these suggestions to the UNG Quality Committee.

2.5 Planning, monitoring and evaluating updates to the content of study programmes

For each study programme, School self-evaluation reports set out planned changes or updates to the content and structure of the programme, methods and forms of teaching work and work by students, for each academic year separately. Justifications are provided for all changes. The final section contains a list of implemented changes/updates in chronological order. The report also contains a list of all changes to the study programme adopted by the Senate of the School and approved by the UNG Senate in the course of the academic year. The list of changes is given chronologically, with an indication of the date of adoption by the School Senate and UNG senate and the date on which the University informed NAKVIS of the changes adopted (*the Accreditation Criteria provide as follows: Inputting changes into the completed electronic form for accreditation of the study programme at NAKVIS must be carried out within one month at the latest of adoption by the University Senate*). The date on which approved changes enter into force is also stated, together with an indication of the cohort of students to which they apply.

Annexed to the self-evaluation report are the decisions of the Senate by which the changes were adopted and a fair copy of the changes to the programme and individual changed subject syllabuses, from which it can clearly be seen what has changed and what remains the same as before.

Students and the general public are kept up to date with changes via the study programme's page on the UNG website. A link to the website where students are informed about changes to the programme is included at the end of the list of implemented changes in this section.

All documents regarding changes to the programmes of an individual School that have been approved by the UNG Senate are annexed to the School's self-evaluation report.

Methodology for monitoring, evaluating and updating the content and provision of study programmes

Each School regularly evaluates and updates the content, structure and provision of its study programmes. This process also involves students and external stakeholders (employers, representatives of the local and wider social environment). All proposals for changes and updates are based on the findings of analyses of programmes that are based on the following factors:

- The topicality of the contents of the existing programme and the incorporation of new knowledge obtained on the basis of research, expert work or artistic work and other achievements within the field covered by the study programme.
- The consistency and substantive connection (congruence) of objectives, competences or learning outcomes defined in syllabuses with the objectives and competences of the study programme and with its content in the light of the type and level of study.

- The conformity of the proposed changes with the vision and strategy of development of the School and of the University as a whole.
- Analysis of enrolment.
- The adequacy of the provision of the study programme and of the methods and forms of teaching and students' work. Distribution of course units by semesters and years (horizontal and vertical connection) and appropriateness of ECTS credit allocation.
- The adequacy of the provision of practical training for students, particularly in professional study programmes
- The adequacy of verification and assessment of knowledge that ensures that students achieve the competences or study outcomes planned by the programme.
- The adequacy of study materials, the introduction of study materials in electronic form and other forms of ICT for the needs of e-learning, modern teaching methods, distance learning or other forms of study adapted to students with special needs.
- Evaluation of student workloads, their progress and their completion of studies.
- Verification and analysis of graduate employability. Identification of new needs for knowledge and employment needs in the environment, the needs of the labour market or society's goals regarding needs for knowledge.

2.6 Some important elements in the process of quality assurance in teaching

An important element in the long-term quality assurance of teaching and research at UNG is represented by the common rules adopted by the UNG senate in the form of internal acts or regulations that apply to the entire University. All key internal acts and regulations are published online at: <http://www.ung.si/en/about/regulations/>.

Among the internal acts and regulations of key importance for quality assurance:

- UNG Statutes
- Rules on the conditions and procedure for the appointment of higher education teachers, researchers and assistants at the University of Nova Gorica
- UNG Quality Assurance Manual
- Rules of Procedure of the UNG Senate and Governing Board
- Rules of Procedure of the UNG Quality Committee
- Rules of Procedure of Academic Affairs Committees of UNG Schools
- Rules on UNG awards
- Academic rules and regulations for first- and second-cycle programmes
- Rules on the procedure for registering and defending bachelor's and master's theses
- Academic rules and regulations for third-cycle programmes

- Recommendations on knowledge of English for doctoral students
- Procedures for approval to sit examinations and recognition of ECTS credits for course units completed outside the third-cycle (doctoral) programme in which a doctoral student is enrolled, either as part of other programmes at the Graduate School or as part of non-UNG doctoral programmes (<http://www.ung.si/en/study/graduate-school/about/regulations/>)

The rules also include some measures to ensure the quality and effectiveness of study programmes, such as the payment of exam fees according to a progressive price scale if a student resits an examination more than twice. This measure is designed to act as an incentive for students to prepare better for examinations. Registration for examinations takes place exclusively via the UNG electronic system, which also provides students with individual access to their own results. As an incentive for students to study as effectively as possible, UNG gives *Alumnus Primus* awards to the best graduates of first- and second-cycle programmes, meaning those who have progressed regularly through the programme and are among the first of their cohort to graduate. *Alumnus Optimus* awards are given to those graduates who obtain the highest average marks in the current academic year.

Enrolment in the first year of all study programmes is limited in order to ensure the optimum student–teacher ratio and small group sizes for practical classes, in this way maintaining the quality of study programme provision. Part-time students have the same obligations as full-time students as regards the required number of lectures and practical work. The main purpose of the part-time study option is to facilitate the completion of studies and the obtaining of a qualification for those students who have previously been enrolled as full-time students but who have not graduated and who wish to obtain additional skills and a formal qualification as part of lifelong learning (students in employment).

In order to ensure the effective introduction of e-learning, which is one of UNG’s key strategic focuses in the period 2014–2020, an *e-learning working group* was set up in 2014. This group reports regularly on its activities and achievements to the UNG Senate. Activities relating to the introduction of e-learning are detailed in Section 3.5.

In professional higher education study programmes, particular attention is devoted to monitoring the quality of student work placements and to improving liaison between the supervisor at the School, the student and the work placement mentor. Contracts are concluded with industry partners for the provision of work placements for students.

Among measures designed to improve progression from year to year, reduce student drop-out and ensure the highest possible quality of knowledge among first- and second-cycle students, it is worth mentioning the promotion of continuous assessment throughout the academic year. In certain subjects the testing process includes midterms, via which students can be examined on individual parts of the course material during the year. Students who pass a midterm are not required to sit the final written part of the examination in that subject. In some subjects students are able to complete some course units by means of seminar papers, which they submit and present during the course. For every subject, lecturers and assistants hold regular weekly contact hours so that students can come and see them and clarify any parts of the material they have not understood. A personal tutor system has been introduced to help students during their studies, where teachers offer

individual assistance to students to help them resolve any difficulties they might have. Each personal tutor is responsible for up to two students.

Doctoral study programmes

In the case of third-cycle programmes, the quality of research carried out by postgraduate students is monitored alongside the standard indicators. In order to ensure the quality of doctoral dissertations and their comparability with established quality standards around the world, uniform rules have been introduced under which assessment panels for doctoral dissertations must consist of three members, at least two of whom must be from a foreign university, while as a rule one member is from UNG or another Slovenian university. All members must be habilitated higher education teachers with the appropriate academic title.

Only habilitated higher education teachers (assistant professor, associate professor, full professor) or researchers holding a PhD who are active as researchers in the doctoral field in question can act as supervisors to doctoral students. Students are also entitled to select a supervisor who is not employed at UNG. A student may have one or two supervisors. Two supervisors are proposed in cases where the dissertation is interdisciplinary in content and a single supervisor is unable to provide the relevant technical assistance for all areas covered by the topic. In cases where a doctoral student has two supervisors, both have the same status and the same responsibilities towards the student. The supervisor(s) provide(s) the student with relevant technical assistance and advice on the preparation of the dissertation, both with regard to content and form and with regard to technical terminology.

The supervisor may not be a member of the assessment panel for the dissertation. Part of the supervisor's function is to be present at the defence of the dissertation, although without the right to vote.

Students select a working supervisor when enrolling in a study programme at the start of the first year and notify the director of the study programme of their selection. The working supervisor immediately begins advising the student on the choice and definition of the research field of the dissertation and then, on the basis of this choice, advises the student on the choice of appropriate elective course units from the study programme.

The supervisor (or supervisors) is (or are) formally appointed by the UNG Senate at the proposal of the director of the study programme with the consent of the programme's Academic Council. The Senate appoints the supervisor(s) at the same time as appointing the members of the dissertation assessment panel and confirming the suitability of the dissertation title and topic proposed by the student by agreement with the working supervisor. The proposed dissertation topic with justification is submitted by the student for approval at the end of the second year in accordance with the procedures laid down in the [Formal procedures for the registration and defence of a dissertation](#).

As a condition for accession to the defence of a dissertation, in addition to meeting applicable provisions of the study programme, the candidate must submit at least one scholarly paper within the field of the research undertaken as part of the doctoral study programme. The paper must be written in a widely spoken foreign language and sent or accepted for publication to an international scholarly journal with an impact factor. In the case of papers from the humanities and social science fields, international journals

specified in the minimum bibliographic conditions for appointment to academic titles in the humanities and social science fields at UNG are considered suitable. (Widely spoken foreign languages are: English, Spanish, French, German, Russian, Chinese and Japanese.)

From the start of the 2012/13 academic year onwards, students must achieve a grade of 8 or more in all course units that are graded numerically, in addition to meeting the applicable conditions of the study programme, as a condition for accession to the defence of a dissertation. These conditions for accession to the defence of the dissertation also apply to the procedure for allocating ECTS credits for studies completed by the student before enrolling in the doctoral programme at the Graduate School. Credits can therefore only be allocated for those course units in which the student has achieved a grade of at least 70%, i.e. a grade of at least 8 under the numerical system (1 to 10) that is used in Slovenia.

The [formal procedures for registering and defending a dissertation](#) define the language of the dissertation as follows:

Article 2a) The language of the dissertation shall be English.

Article 2b) The dissertation may be written in two languages – English and Slovene – or an extensive summary in Slovene may be appended to a dissertation written in English.

Clarifications regarding the language of the dissertation:

2a) The language of the dissertation shall be English – the aim of this provision is to ensure that all doctoral students in all doctoral programmes at the UNG Graduate School acquire adequate linguistic competences during their studies to be able to present the results of their research in English to an international specialist audience, in an autonomous and independent manner. In accordance with UNG's vision and strategy, all doctoral programmes at the University are internationally oriented. More than 60% of those enrolling in doctoral programmes at the Graduate School are international students from a variety of language areas around the world. On enrolment in doctoral programmes, we expect all students to demonstrate a general knowledge of English of least B2 level and to build on their knowledge of English in their specialist sphere during the course of their studies to a level that enables them to present and defend the results of their research independently in English.

The entire text of the dissertation must be written using appropriate language and style. Texts in English must correspond to the linguistic standards for scholarly publications in international scholarly journals in English.

The supervisor must provide the student with adequate technical support and advice in the preparation of the dissertation in terms of content, form and technical terminology.

Control of the quality of the dissertation in terms of content and technical terminology is carried out by a three-member dissertation defence panel appointed by the UNG Senate. Two members of the panel are always from a foreign university, in order to ensure the international comparability of the quality of the dissertation. Panel members from foreign universities do not usually understand Slovene, so it is essential that the dissertation is written in English, in order that the foreign members of the panel are able to verify and assess it adequately, in terms of both its content and the standard of English.

2b) The dissertation may be written in two languages – English and Slovene – or an extensive summary in Slovene may be appended to a dissertation written in English.

The aim of this provision is to enable students from Slovene-speaking areas to present and defend the results of their research in their mother tongue. This is particularly important when the research topic of the dissertation is closely related to the Slovene language, the territory of Slovenia, people in Slovene-speaking areas or research sources written in Slovene. (In accordance with UNG strategy, which includes the objective of cultivating specific research and teaching activities that consolidate the position of Slovenes on the westernmost border of Slovene ethnic territory.)

The text of a dissertation written in Slovene must be written in appropriate language that satisfies the linguistic rules of standard Slovene and uses the appropriate Slovene scientific or specialised terminology. The supervisor must provide the student with adequate technical support and advice in the preparation of the dissertation and the appropriate use of Slovene scientific or specialised terminology and in the observance of the linguistic rules of standard Slovene when writing the Slovene text contained in the dissertation.

Control of the technical suitability of the language used and the academic quality of the Slovene text included in the dissertation is carried out by those members of the dissertation defence panel who speak Slovene.

2.7 Control in the process of quality assurance in teaching

Control of the quality of teaching at UNG within undergraduate and postgraduate study programmes is carried out by the Deans. The main objective of such verification is to ensure the conformity of the provision of teaching activities with the adopted programme timetables and contents. Irregularities are eliminated and findings are taken into account when preparing timetables and teaching plans.

Particular attention is devoted to monitoring graduate employment outcomes and the collection of feedback from graduates on the labour market relevance of knowledge gained while students. It is the objective of all UNG study programmes to achieve and maintain a high rate of graduate employment (above 80%), so the Careers Centre has been providing organised support to graduates seeking first employment since the 2010/11 academic year. Recognition of the specificities of an individual profile in an employment-seeking context is provided by the Diploma Supplement, which UNG issues to graduates in bilingual form (Slovene and English).

UNG operates an Alumni Club, which brings together graduates of all bachelor's, master's and doctoral programmes at UNG. Via members of the club, it is possible to obtain feedback about graduate employability and the labour market relevance of knowledge obtained in UNG study programmes. Some information is also obtained via questionnaires completed at workplaces where students are sent on work placements.

UNG staff participate actively in processes relating to the operation and development of the national system for quality assurance in higher education, as experts from NAKVIS, as representatives on various governmental and other working bodies at the national level, at the Slovenian Rectors' Conference and in the national group of promoters of the Bologna Process in Slovenia.

2.8 Quality monitoring and quality assurance in research

Research at UNG takes place in research laboratories and centres. Research and teaching are closely connected at UNG. Teaching staff are involved in research, which they carry out either in the context of UNG research units (laboratories, centres) or outside UNG. Similarly, UNG researchers are involved in teaching work at individual UNG Schools. Postgraduate students are also involved in research. Material conditions and the quality of research at UNG are monitored by UNG management and the Governing Board. External verification of the quality of research takes place via ARRS and the founders of the University of Nova Gorica, and via global international evaluations of university research. The public is informed about the University's research and teaching work via the UNG website, via presentation brochures and at open days.

Research at UNG is presented in Section 4. Additionally, the public is informed about UNG's research and teaching activities in the Annual Report on the Work of the University of Nova Gorica, which UNG publishes every year in printed and electronic form. The Annual Report presents the activities and results of all the research units at the University, with regard to both basic and applied research. A bibliography, international and domestic research programmes, projects and collaborations by individual UNG research units are published on the UNG website as part of the presentation of each individual research unit.

International evaluations of research at UNG have taken place in the context of the institutional evaluations of UNG listed below:

- U-Multirank – international comparative university ranking scheme
- RUR (Round University Ranking)
- QS EECA Region University Rankings
- GLOBAL INSTITUTIONAL PROFILES PROJECT, implemented by Clarivate Analytics (under the aegis of Thomson Reuters Institutional Profiles)
- EUA–IEP international evaluation of UNG
- European Commission: comparative evaluation of the research activities of European universities

The results of international evaluations of UNG are presented in greater detail in Section 2.12 of this report and on the UNG website:

<http://www.ung.si/en/about/quality-assurance/international-assessments/>

2.9 Involvement of students in the quality monitoring and quality assurance process

Students are involved in the quality monitoring and quality assurance process at several levels. Cooperation between UNG and students takes place through the UNG Student Council. Students also have their own representatives on the UNG Governing Board, the UNG Senate, the Senates of individual UNG Schools and the UNG Quality Committee.

All UNG students are directly involved in monitoring the quality of the teaching process through student surveys.

Student surveys

All students are actively involved in the study programme quality assurance process via multiple thematic student surveys. In all UNG study programmes, regular evaluation of teaching is also carried out via student surveys. Students' opinions on the quality of programme content and programme provision are collected through five thematic questionnaires:

- Subject Evaluation Questionnaire,
- Study Programme Evaluation Questionnaire,
- Practical Training Evaluation Questionnaire,
- Questionnaire on Provision of Information to Candidates Prior to Enrolment
- Student Workload Questionnaire

The questionnaires are anonymous. Since the 2013/14 academic year, students have completed them in electronic form via UNG's electronic system. The idea behind the electronic format is to improve the efficiency of data collection and to automate analysis. In 2015 the UNG Quality Committee analysed the usefulness and effectiveness of all the questionnaires and reworked three of them (Subject Evaluation Questionnaire, Study Programme Evaluation Questionnaire and Student Workload Questionnaire). The number of questions in the questionnaires was reduced and questions were reformulated where necessary, in order to obtain a bigger, better quality response from students. The questionnaires are presented in Annex 1.

Analyses of all the questionnaires are presented in the self-evaluation reports of UNG Schools, which are published online and thus accessible to all students, UNG staff and other stakeholders. Only results for individual (named) lecturers in the *Subject Evaluation Questionnaire* are not publicly accessible. All students are informed about the anonymous results and analyses of these questionnaires via the self-evaluation report of the School, which is made publicly available. The results of these questionnaires are presented in anonymous form in the self-evaluation report, where only assessments for lecturers and assistants are given, without mentioning names.

The ***Subject Evaluation Questionnaire*** enables the regular collection of students' opinions regarding the quality of teaching for individual subjects. Between the end of lectures and the start of the exam period, students evaluate the teaching of every lecturer and assistant. These questionnaires are completed in electronic form via the UNG website. E-questionnaires are entered in the UNG's electronic data system. Students receive the questionnaires for completion when they enter the UNG's electronic system using their password. Students are only able to complete questionnaires regarding the study programme in which they are enrolled and course units they have taken in the current academic year. Automatic analysis software produces a statistical analysis of the results of

the questionnaires and collects the comments and opinions given by the students in the second part of the questionnaire, which includes questions of the open type.

Individual results of these questionnaires are not public and access to them is restricted to the School management and secretary's office. Every teacher and assistant, on the other hand, has the right and duty to examine the questionnaire results relating to their work, while teachers also have the right and duty to examine the results of questionnaires concerning the work of assistants in their subject. This information represents valuable feedback about their work for teachers and assistants. It draws their attention to weaknesses and good aspects of the teaching process, as seen by the students, and encourages them to improve. The School management uses student surveys as a qualitative indicator for assessment of the quality of provision and of potential difficulties or irregularities in the provision of individual course units. Where necessary, the Dean of the School conducts individual interviews with lecturers in cases where questionnaire results point to potential problems or poor quality of provision. The evaluations in the questionnaires are a starting point for seeking improvements in the teaching process.

Students' opinions on the teaching of lecturers that are prepared and used by School Senates and the UNG Senate in the process of appointing lecturers and assistants to teaching positions are given on the basis of analysis of *Subject Evaluation Questionnaires*. Analysis of questionnaires for these opinions is prepared by the UNG Quality Committee in conjunction with student representatives and representatives of the Student Council.

As well as questions about the study programme, the *Study Programme Evaluation Questionnaire* contains questions about the library, computer rooms, the Student Office, the Student Council and extracurricular activities. The survey is carried out every year when students are enrolling in the next year of study. On the basis of the results of the survey, the School tries to eliminate any weaknesses or maintain the good aspects of the study programme.

The *Practical Training Evaluation Questionnaire* is completed by students of professional higher education programmes after completion of practical training. Two different versions of the student questionnaire are prepared for this purpose: one is designed for an evaluation of practical training as part of work placements and is used at the School of Engineering and Management; the other is used to evaluate practical training in the context of programmes at the School of Viticulture and Enology, which takes place at a range of partner wineries and on farms with vineyards. With the help of these questionnaires, the two Schools in question regularly collect information about the quality of practical training programmes. Additional information about the progress of practical training is also obtained with the help of questionnaires completed by mentors at the business or partner institution, so as to be able to form as complete as possible a picture about this part of the teaching programme that takes place outside the School.

The *Questionnaire on Provision of Information to Candidates Prior to Enrolment*, which is completed by all first-year students on enrolment, collects information about the suitability and effectiveness of the information provided to candidates before enrolment in a study programme.

The *Student Workload Questionnaire* is designed to verify the actual workload of students in every subject of the study programme. Verification takes place by means of a

questionnaire completed by students immediately after taking exams. Students complete the questionnaire in electronic form via UNG's electronic system after taking the examination for each subject or other course unit to which ECTS credits are allocated. In this way it is possible to analyse whether the number of credits allocated to individual subjects or course units under the ECTS is appropriate.

Other procedures for obtaining feedback from students

Owing to methodological difficulties in the analysis and evaluation of the results of student questionnaires in cases where the number of collected student responses is small and results are insufficiently statistically significant, the results of questionnaires are used in such cases as a qualitative indicator that needs to be supplemented by other instruments for obtaining feedback from students.

The UNG Quality Committee has therefore proposed that the Deans at each School should hold student interviews at the end of the academic year and in this way obtain additional feedback on the following areas and contents:

- **PROGRAMME**
 - structure (the curriculum as a document, annual provision of the programme with thematic and methodological updates, materials, resources, etc.)
 - organisation of provision (timetable, coordination of all activities, connections between programmes, requirements for admission to examinations, assessment conditions, etc.)
- **INTERACTION WITH THE ENVIRONMENT**
 - relevance and suitability of the programme with regard to the needs of the environment
 - employability and employment rate; projections, etc.
- **STRUCTURE AND FUNCTIONING OF THE INSTITUTION**
 - structure (with regard to programme or field)
 - functioning (organisation as an institution or part thereof)
 - structure of funding (concessions, donations, projects, fixed assets, etc.)
- **STAFF**
 - formal (habilitations and actual competence, etc.)
 - actual availability, organisation of work, etc.
 - quality of teaching and other work (didactics)
- **STUDENTS**
 - rights clear and protected in practice
 - obligations clear and performed in practice
 - functioning of representation (by group/year/programmes)
 - premises for socialising, quality of community identity, etc.
- **MATERIAL CONDITIONS; PREMISES**
 - equipment; suitability, relevance to actual practice, accessibility, etc.
 - premises; suitability, adequacy, accessibility (including for individual and group work outside the context of formal teaching), etc.
- **QUALITY**
 - cyclical orientation ("closed loop"); ongoing elimination of problems, monitoring of improvements
 - strategic focus (strategy based on vision implemented, its monitoring, responsiveness to needs for change, etc.)

The results of these interviews are included in the self-evaluation report of the School and used in analyses of the situation and proposals for improvements.

2.10 ECTS credits

UNG uses the European Credit Transfer and Accumulation System (ECTS) in all its study programmes, in accordance with national higher education legislation and the criteria for the allocation of credits to study programmes under the ECTS adopted by the NAKVIS Council. Recommendations on the use of ECTS published by the EU (ECTS users guide, available online at https://ec.europa.eu/education/resources-and-tools/document-library/ects-users-guide_en) are also taken into account. Procedures are set out in the UNG Quality Manual and presented below.

ECTS is a credit system for higher education that is used throughout the European higher education area as a tool for the assessment of student workload in the context of study programmes and all their course units. ECTS credits are used to determine the amount of work that a student must do in order to achieve a final learning outcome.

In accordance with national higher education legislation, all study programmes must include an elective component that enables students to develop their own career profile within their chosen area of study and must also guarantee student mobility. To this end, the course units of all study programmes are allocated credits under ECTS in accordance with the procedures envisaged by the *Criteria for the accreditation of higher education institutions and study programmes* and in accordance with the *Criteria for the allocation of credits to study programmes under ECTS* adopted by the NAKVIS Council.

ECTS is a credit transfer and accumulation transfer system. This means that it is used on the one hand as the basis for recognising course units completed by students when participating in exchanges in other study programmes in Slovenia or abroad (e.g. as part of the Erasmus programme), while on the other hand it enables students to choose some of the contents within the programme themselves.

In all first-, second- and third-cycle study programmes, actual student workloads are verified for all course units by means of the *Student Workload Questionnaire*. The results obtained from these surveys are an indicator of potential corrections needed in the provision of the study programme both in terms of its scope and with regard to the distribution of student workloads over the course of the academic year.

Allocation of ECTS credits

Recognition of knowledge obtained by students in other accredited study programmes at other higher education institutions under the ECTS takes place in accordance with the *Criteria for transitions between study programmes* and the *Criteria for the allocation of credits to study programmes under ECTS*, adopted by NAKVIS. Recognition procedures also use the instructions on the use of ECTS published by the EU (ECTS users guide 2015, available online at http://ec.europa.eu/education/lifelong-learning-policy/doc48_en.htm), adapted as appropriate.

Students send requests for the recognition of knowledge, competences or skills gained in other programmes to the Academic Affairs Committee of the School at UNG. The Academic Commission, or an ad hoc expert panel of higher education teachers from the programme, examines the suitability and relevance of the competences and learning outcomes gained and verifies whether these correspond in terms of content and difficulty, in full or in part, to the general or subject-specific competences defined by the individual study programme. On the basis of these findings, the Academic Affairs Committee submits to the School Senate a proposal to recognise the knowledge gained, to which credits are allocated under ECTS, as a completed course unit in the School's own study programme. At the same time it specifies the content that the student is still required to complete in the programme, or those contents of the School's programme that the student does not now need to complete because it has been substituted by recognised knowledge gained elsewhere.

The recognition of knowledge, competences or skills gained via non-formal learning or in programmes that do not include course units to which ECTS credits have been allocated takes place in a similar manner. The Academic Affairs Committee or an ad hoc expert panel of higher education teachers from the programme verifies, on the basis of documentary evidence, whether the knowledge/competences gained correspond in terms of content and difficulty to the general or subject-specific competences defined in the study programme. The committee or panel then allocates ECTS credits to this knowledge/these competences and proposes to the School Senate that it recognise them as completed course units in the School's programme.

In the case of student exchanges via the Erasmus programme, the subjects and content that the student will study during the exchange are defined in advance, along with the number of ECTS credits allocated to them, in a three-way agreement signed by both universities and the student participating in the exchange. This knowledge is then recognised in the form of completed course units in the programme.

- In the case of third-cycle programmes at the Graduate School, more detailed rules and procedures for approval to sit examinations and the recognition of ECTS credits for course units completed outside the third-cycle (doctoral) study programme in which the candidate is enrolled, whether in other programmes of the Graduate School or in doctoral programmes outside the University of Nova Gorica, are presented below and published online at <http://www.ung.si/en/study/graduate-school/about/regulations/>

Procedures for approval to sit examinations and the recognition of ECTS credits for course units completed outside a third-cycle (doctoral) study programme, whether in other programmes of the Graduate school or in doctoral programmes outside the University of Nova Gorica

A student enrolled in any third-cycle (doctoral) study programme at the UNG Graduate School may also complete the elective portion of taught course units outside the study programme.

- Students may choose elective course units in other Graduate School study programmes worth a total of 30 ECTS credits.
- As part of this elective component (up to 30 ECTS credits), students may also choose units from other accredited doctoral programmes at other universities in Slovenia or abroad, up to a maximum of 24 ECTS credits, which is 40% of the 60 ECTS credits envisaged for taught course units. Within these 24 ECTS credits, students may obtain some knowledge (as part of elective content) at summer schools or in other programmes that do not have course units to which ECTS credits are allocated, but only up to a maximum of 10 ECTS credits, which is the limit of the free elective component envisaged by law for taught courses.

Taking examinations in other study programmes of the Graduate School

Students may choose elective content from other doctoral programmes at the Graduate School with the agreement of their supervisor and the director of the study programme. If they have not yet chosen a supervisor, only the consent of the director of the study programme is required. The selection of examinations outside the programme is confirmed in writing by the supervisor and the programme director, or only by the programme director if a supervisor has not yet been selected. Written consent to the selection of elective course units by the programme director (and supervisor if chosen) is stored in the student's personal file in the Student Office.

Taking examinations outside UNG

When selecting the examinations that students will take outside UNG, it is necessary to take into account the following:

- all contents of the selected course units must be relevant to the student's doctoral field;
- similar content is not covered within the doctoral programmes of the Graduate School;
- the student's supervisor must first approve the choice of course units in writing;
- in order to sit examinations outside UNG, the student must obtain the written approval of the Academic Council of the doctoral programme in which he or she is enrolled;
- if it is necessary to pay a fee to sit an examination outside UNG, this payment may be covered by UNG up to the amount of the proportionate share of fees at UNG on the basis of the number of ECTS credits. Payment of an examination fee on the part of UNG must first be approved by the Academic Council of the programme in which the student is enrolled. In the event that the student fails to pass the examination, the costs of sitting the examination shall be borne by the student.

(UNG students sit examinations at other Slovenian universities on the basis of reciprocity, without the reciprocal charging of costs, on the basis of inter-university agreements on student exchanges.)

In the case of student exchanges via the Erasmus programme, the subjects and content that the student will study during the exchange, along with the number of ECTS credits allocated to them, are defined in advance in a three-way agreement signed by both universities and the student participating in the exchange. This knowledge is then recognised in the form of completed course units in the programme.

Completion, recognition and credit allocation of other forms of training outside UNG

The completion of other forms of training outside UNG at summer schools or in other programmes without course units to which ECTS credits have been allocated takes place according to the following procedure:

- After the completion of such training, the student sends a request to the Academic Council of the programme for recognition of the knowledge and competences gained and for ECTS credits to be allocated to these contents. The request must be accompanied by written evidence of the content of the training concerned and confirmation that the training has been successfully completed. If the training did not include a verification of knowledge (i.e. testing), the student must also enclose their own written report on the training (seminar paper, article, etc.), on the basis of which the Academic Council of the programme is able to assess whether the student has gained the envisaged knowledge and competences.
- The programme's Academic Council, or an ad hoc expert panel of higher education teachers from the programme, appointed by the programme director, verifies on the basis of documentary evidence whether the knowledge and competences gained correspond in terms of content and difficulty to the general or subject-specific competences defined in the study programme. The Academic Council or panel then allocates ECTS credits to this knowledge/these competences and proposes to the UNG Senate that it recognise them as completed course units in the School's programme.
- The decision on the recognition of competences and ECTS credits is taken by the UNG Senate on the basis of the proposal of the Academic Council and the programme director, in agreement with the Dean of the Graduate School.

Recognition of ECTS credits for content completed by a student before enrolment in a doctoral programme at the Graduate School

The recognition of knowledge obtained by students in other accredited doctoral study programmes at other higher education institutions under ECTS takes place in accordance with the Criteria for transitions between study programmes and the Criteria for the allocation of credits to study programmes under ECTS, adopted by NAKVIS. Recognition procedures also use the instructions on the use of ECTS published by the EU, adapted as appropriate, as specified in the UNG Quality Manual.

The recognition procedure takes place as follows:

- The student sends a request for recognition of knowledge or competences gained in other programmes to the Academic Council of the doctoral programme and the programme director.
- The Academic Council, or an ad hoc expert panel of higher education teachers from the programme, appointed by the programme director, examines the suitability and relevance of the competences and learning outcomes gained and verifies whether these correspond in terms of content and difficulty, in full or in part, to the general or subject-specific competences defined by the individual study programme. The provision adopted by the UNG Senate that a student must achieve a grade of 8 or more in all

course units that are graded numerically, in addition to meeting the applicable conditions of the study programme, as a condition for accession to the defence of a dissertation, is also taken into account. This means that only those course units in which the student has achieved a grade of at least 70%, i.e. a grade of at least 8 under the numerical system (1 to 10) that is used in Slovenia, can be recognised.

- On the basis of these findings, the Academic Commission submits to the UNG Senate a proposal to recognise the knowledge gained, to which credits are allocated under ECTS, as a completed course unit in the School's own study programme. At the same time it specifies the content that the student is still required to complete in the programme, or those contents of the School's programme that the student does not now need to complete because it has been substituted by recognised knowledge gained elsewhere.
- The decision on the recognition of competences and ECTS credits is taken by the UNG Senate on the basis of the proposal of the Academic Council and the programme director, in agreement with the Dean of the Graduate School.

The recognition of knowledge, competences or skills obtained before enrolment via non-formal learning or in summer schools or other programmes that do not include course units to which ECTS credits have been allocated takes place in a similar manner. The Academic Commission or an ad hoc expert panel of higher education teachers from the programme verifies on the basis of documentary evidence whether the knowledge and competences gained correspond in terms of content and difficulty to the general or subject-specific competences defined in the study programme. The Commission or panel then allocates ECTS credits to this knowledge/these competences and proposes to the UNG Senate that it recognise this knowledge/these competences as completed course units in the School's programme. The decision on the recognition of competences and ECTS credits is taken by the UNG Senate on the basis of the proposal of the Academic Council and the programme director, in agreement with the Dean of the Graduate School.

The procedures were adopted by the UNG Senate at its 47th ordinary meeting on 7 November 2012.

2.11 Verification of the quality of UNG by international organisations

The University of Nova Gorica (UNG) has been included in the **U-Multirank** (www.umultirank.org) international ranking of higher education institutions since this European project began in 2013. U-Multirank is the first global ranking to offer a complete, multidimensional picture of the performance of higher education institutions, since it compares their performance in the five dimensions of university activity: teaching and learning, research, knowledge transfer, international orientation and regional engagement. Because the size of the University is taken into account in all quality indicators, this enables an objective comparison of universities regardless of their size. Unlike other rankings that classify universities into a single scale of the “top 100 universities” on the basis of a single numerical score made up of differently weighted parameters, U-Multirank offers a complete picture of the strengths and weaknesses of individual universities, which tells various users, particularly students, all the important things they want to know about a university when choosing where to apply.

The results of the U-Multirank comparative assessment of universities all over the world shows that UNG achieves results that are well above average on a global scale. UNG’s excellence in the areas of research, international orientation and regional engagement is particularly recognised. The university also shows good results in the areas of teaching and learning. A comparison of UNG’s results with the U-Multirank 2019 scores of other universities in Slovenia and the wider region outside the borders of Slovenia shows that UNG not only reaches but also surpasses not just all other universities in Slovenia but also older and larger universities in the wider region (e.g. Graz University, Trieste University, Padua University, Zagreb University) according to the majority of indicators. According to these indicators, UNG is classified among the very top elite European and world universities. This year’s results are presented in greater detail below (Section 2.12.1) and in **Annex 2**.

Because of its small size and relative youth, UNG does not reach the threshold for the Shanghai University Ranking, which compares universities in absolute terms (without taking into account the size of universities) and is therefore not included in this ranking. The quality of smaller and younger universities can only be compared objectively to that of older and larger universities if the size of the university (number of teachers, financial framework, etc.) is taken into account in all quality indicators. One respected world university ranking that does take into account the size of universities in its assessment is the [Round University Ranking](http://www.rounduniversityranking.com) (RUR).

Every year the RUR World University Ranking evaluates the performance of leading world universities and ranks them by overall results and also separately by four key areas: teaching, research, international diversity and financial sustainability. The raw data on world universities that are used to compile the RUR rankings are provided by the Global Institutional Profiles Project run by Thomson Reuters.

(<http://ip-science.thomsonreuters.com/globalprofilesproject>). Analysis of the quality of universities takes into account 20 quality indicators in the above four key areas. The biggest share of the overall ranking comes from indicators in the area of research (40%) and teaching (40%). The size of the institution is taken into account in all the indicators, so that the quality of the work of small and large universities can be compared on an equal basis.

The University of Nova Gorica was classified in a remarkably high 140th position in the 2019 Round University Ranking, among the very elite of world universities. It has also achieved high positions in this ranking in previous years (353rd in 2018, 186th in 2017 and 203rd in 2016). The top positions in this ranking are dominated by the best-known American (Caltech, Stanford, Harvard, etc.) and British universities (Oxford, Cambridge, etc.). The results are presented in more detail below (Section 2.12.2) and in **Annex 3**.

The scientific excellence of the University of Nova Gorica is also recognised and particularly highlighted in the **European Commission report *Scientific Output and Collaboration of European Universities 2007–2011***, which finds that in terms of scientific excellence and impact of publications, UNG is among the top four European universities along with the University of Oxford, the École Polytechnique Fédérale de Lausanne (EPFL) and ETH Zurich. The results are presented in greater detail below (Section 2.12.3).

UNG is also included in the **QS EECA Region University Rankings**. UNG's results in the 2019 QS EECA Region University Ranking are collected together in **Annex 4**. This regional ranking is based on the perceptions of academics (30%) and employers (20%) regarding universities. It also takes into account the ratio between the number of academic staff and the number of students (10%), the number of publications (10%), the number of citations per paper (5%) and indicators of the university's international orientation (10%) and its web impact (10%). UNG was ranked 76th in this ranking in 2019, 75th in 2018 and 81st in 2017, which places it among the top 22% of universities in the EECA region. Its research excellence (indicators: number of publications per researcher and number of citations per paper) and international orientation (number of international students and teaching staff) are also recognised in this ranking. The ranking for the ratio between the number of academic staff and the number of students was also extremely good.

University rankings of this kind are important for future students when deciding where to study, since the quality of teaching and the choice of study programmes that guarantee good employability are of key importance to them. They can also be important for employers, since it enables them to know which universities can be expected to produce the best-educated young professionals.

In 2014 UNG commissioned an institutional evaluation of the university as a whole from the **European University Association (EUA) as part of its Institutional Evaluation Programme (IEP)**; <http://www.eua.be/iep>). IEP-EUA is a member of the European Association for Quality Assurance in Higher Education (ENQA) and is listed on the European Quality Assurance Register for Higher Education (EQAR). The IEP-EUA external institutional evaluation of UNG is focused on analysis of the structure of the university, the processes, strategy and formal procedures by which UNG ensures the high-quality provision of all its activities, the fulfilment of its mission and the achievement of the strategic objectives it has set itself. The IEP-EUA external evaluation is based on the institutional self-evaluation which UNG prepared as the first step of the external evaluation process and submitted to EUA in December 2014. This was followed by two visits of the external evaluation group to UNG. The first visit took place from 19 to 21 January 2015 and the second from 16 to 19 March 2015. The progress and results of the IEP-EUA evaluation are presented in greater detail below (Section 2.10.4). The final report of the evaluation is annexed to this report and published on the UNG website

<http://www.ung.si/en/study/graduate-school/about/regulations/>). The action plan for the implementation of recommendations for improvements is presented in Section 16.

UNG is included in the GLOBAL INSTITUTIONAL PROFILES PROJECT run by Clarivate Analytics under the aegis of Thomson Reuters Institutional Profiles

(<http://ips.clarivate.com/globalprofilesproject/>). This project collects and analyses relevant data about universities and research institutions throughout the world and every year prepares institutional profiles on the basis of these data. The sources of the data for analysis are threefold: data sent directly by institutions to Thomson Reuters; scholarly publications and citations from *Thomson Reuters Web of Science*®; and the annual surveys that Thomson Reuters carries out among academics (*Academic Reputation Surveys*) in order to collect their opinions about universities. In this way they create a collection of profiles of globally important higher education institutions. Each profile combines data on the academic performance and teaching quality of the institution, the ways in which its activities are funded and the characteristics of its students and staff. Individual institutions can use these profiles in self-evaluations and the preparation of development strategies, and also for promotional purposes. Until 2014 the collected data were also used in [Times Higher Education's World University Rankings](#). UNG's profile for the years 2013–2017 is included in **Annex 5**.

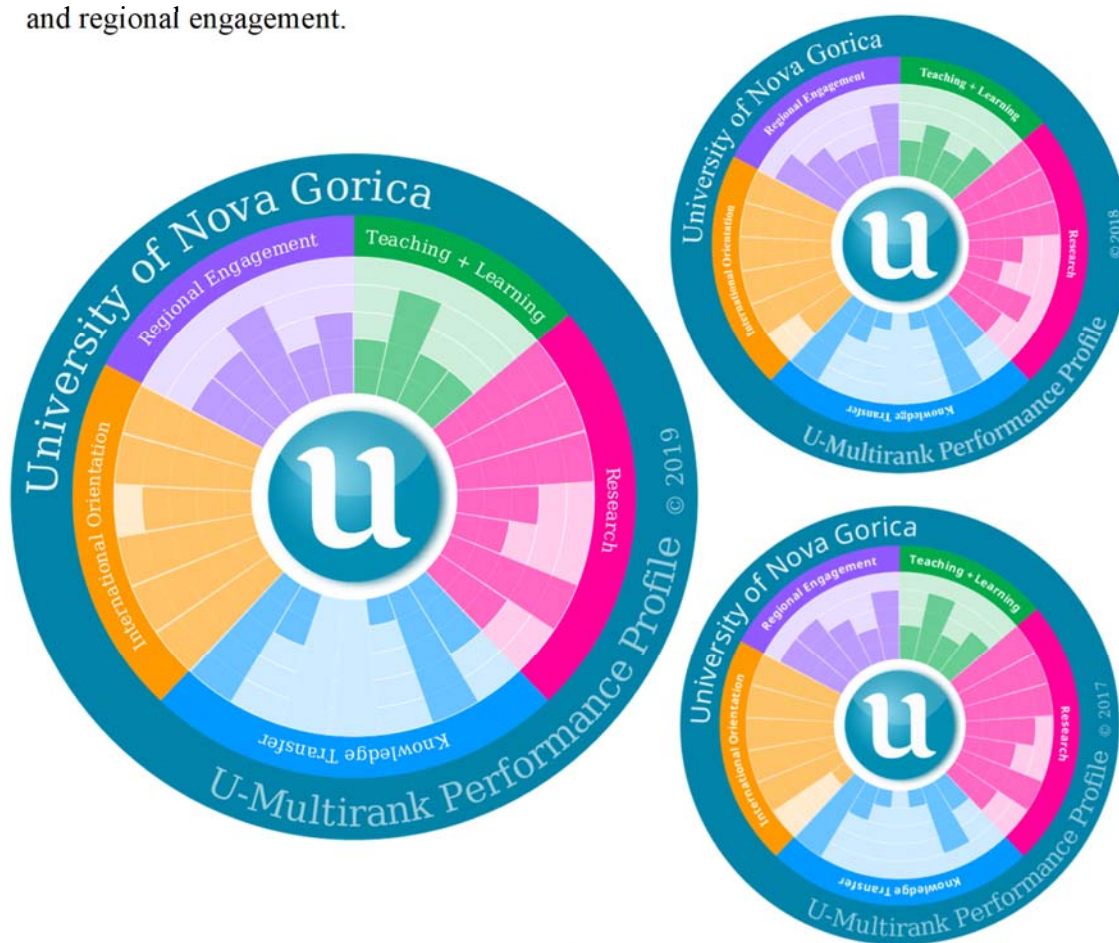
All results of international assessments of UNG are published on the UNG website (<http://www.ung.si/en/about/quality-assurance/international-assessments/>)

Despite its youth (this year it celebrates its 25th anniversary) and relatively small size, the University of Nova Gorica can boast excellence that is internationally recognised. The excellent results it achieves are no coincidence, but rather the fruit of hard work and the clear vision of the university's development adopted by the UNG Senate.

2.11.1 U-Multirank 2015 to 2019

The results obtained by UNG in the U-Multirank world university rankings from 2015 to 2019 show that UNG is among the world's elite universities in terms of quality.

The University of Nova Gorica (UNG) has been included in the **U-Multirank** international ranking of higher education institutions since this European project began. The results of this year's comparative assessment of universities from all over the world, **U-Multirank 2019**, published online at www.umultirank.org, show that once again this year (just as in previous years: **U-Multirank 2015**, **U-Multirank 2016**, **U-Multirank 2017** and **U-Multirank 2018**) UNG achieves results that are well above average on a global scale. UNG's excellence in the areas of research and international orientation are particularly highly ranked. The university also shows good results in the areas of teaching and learning and regional engagement.



Graphical representation of UNG's profile in the U-Multirank 2019, 2018 and 2017 world university rankings. The height of an individual column within a selected sector of the circle represents the score obtained for a specific criterion (the highest column corresponds to a score of 1 – very good and the lowest to a score of 5 – weak). More detailed data by individual categories are presented in Annex 2.

A comparison of UNG's results with the U-Multirank 2019 scores of other universities in the wider region outside the borders of Slovenia shows that **UNG is by far the best university by indicators of research excellence and international diversity**. It surpasses not only all other universities in Slovenia but also older and larger universities in the wider region (e.g. Graz University, Trieste University, Padua University, Zagreb University) according to the majority of indicators. According to these indicators, UNG is classified among the very top elite European and world universities.

U-Multirank is a comparative ranking of universities developed in the EU with the financial support of the European Commission. Its purpose is to enable the international comparison of universities all over the world. This year (2019), 1,600 universities in 95 countries were included in the assessment.

U-Multirank is the first global ranking to offer a complete, multidimensional picture of the performance of higher education institutions, since it compares their performance in the five dimensions of university activity: teaching and learning, research, knowledge transfer, international orientation and regional engagement. Unlike other rankings that classify universities into a single scale of the "top 100 universities" on the basis of a single numerical score made up of differently weighted parameters, U-Multirank offers a complete picture of the strengths and weaknesses of individual universities, which tells various users, particularly students, all the important things they want to know about a university when choosing where to apply.

As part of the U-Multirank project and in order to facilitate effective comparison between universities, a web application was offered to students (www.umultirank.org) via which they can directly select universities in the region or around the world and compare them against each other in the fields that interest them.

U-Multirank uses 39 different indicators to create a comparative ranking of a university's activity in various fields, scoring them on a five-point numerical scale: 1 – very good; 2 – good; 3 – average, 4 – below average; 5 – weak. Detailed results for UNG by individual indicators can be consulted on the U-Multirank website.

2.11.2 Round University Ranking (RUR) 2019

According to the results of the [Round University Ranking](#) (RUR), which assesses and ranks leading world universities, UNG occupied a remarkable 140th position in 2019, its best result to date. It has also achieved high positions in this ranking in previous years (353rd in 2018, 186th in 2017 and 203rd in 2016). The top positions in this ranking are dominated by the best-known American (Caltech, Stanford, Harvard, etc.) and British universities (Oxford, Cambridge, etc.).

UNG also scores extremely highly in individual subject areas within the Round University Ranking: **in 2019 it was classified among the 100 top universities in the world in the**

area of technical sciences, with a remarkable 77th place, while in the area of natural sciences it was ranked a very creditable 190th.

The RUR has thus shown that UNG is by far the best ranked Slovenian university in all elements of quality. To date, no other Slovenian university has achieved such a high ranking in any internationally recognised ranking of the world's universities. UNG also surpasses older and larger universities in the wider neighbouring region. (See the [RUR World Map](#) for rankings of world universities by regions.)

Every year the RUR World University Ranking evaluates the performance of leading world universities and ranks them by overall results and also separately by four key areas: teaching, research, international diversity and financial sustainability. Alongside the World University Ranking, RUR also compiles Subject Rankings, in which the performance of leading world universities is evaluated by 6 broad subject areas: technical sciences, natural sciences, life sciences, medical sciences, social sciences and humanities. All universities are assessed by the same 20 indicators and 4 key areas of university activities as RUR World University Rankings. The results of the RUR rankings (overall and by individual areas) are published on the RUR website (<http://roundranking.com/ranking>). Detailed data for UNG by individual categories for 2016, 2017, 2018 and 2019 are given in **Annex 3**.

The raw data on world universities that are used to compile the RUR rankings are provided by the [Global Institutional Profiles Project](#) run by **Thomson Reuters**. **Thomson Reuters** uses three sources of data in order to analyse and evaluate universities: scholarly publications and citations from *Thomson Reuters Web of Science*, the annual surveys that Thomson Reuters carries out among academics (*Academic Reputation Surveys*), and statistical data obtained directly from universities. In this way it creates a database on the academic performance and teaching quality of universities, the ways in which their activities are funded and the characteristics of their students and staff.

The collected raw data are then analysed by 20 quality indicators in four key areas in order to compile the RUR rankings. Indicators in the area of research (40%) and teaching (40%) contribute the biggest share to the overall ranking. The size of the institution is taken into account in all the indicators, so that the quality of the work of small and large universities can be compared on an equal basis.

2.11.3 Scientific Output and Collaboration of European Universities 2007–2011

The scientific excellence of the University of Nova Gorica is also recognised and particularly highlighted in the European Commission report *Scientific Output and Collaboration of European Universities 2007–2011*.

In 2013 the European Commission published an analysis of the research results of European universities for the period 2007 to 2011 in a report entitled *Scientific Output and Collaboration of European Universities* (link: <http://www.science-metrix.com/en/publications/reports/scientific-output-and-collaboration-of-european-universities-2013>). The analysis covered 303 selected universities from 35 countries,

comprising EU-27 countries, EU candidate countries, EFTA countries and Israel. The universities were selected in order to provide information on those institutions within the European Research Area (ERA) that publish the most while ensuring comprehensive coverage of all countries within the ERA. Consequently, a maximum of 20 universities in each country were selected on the basis of their number of published papers. All four universities in Slovenia were included in the analysis.

The analysis of universities' scientific production and collaboration is based on bibliometric data collected for the European Commission by international research evaluation firm Science-Metrix. Numerous indicators were included in order to facilitate the effective comparison of scientific performance across universities. The main indicators are:

- Number of publications
- Average of relative citations, normalised by scientific fields (ARC)
- Average of relative influence factor of publications (ARIF)
- Highly cited publications (the percentage of papers within the top 10% most-cited papers in the reference database)



Among its key findings, the report particularly highlights the University of Nova Gorica, which is in first place among all 303 universities in terms of the average of relative citations (ARC) and the percentage of highly cited publications, ahead of the École Polytechnique Fédérale de Lausanne (EPFL) and ETH Zurich, which are in second and third place respectively. UNG is also second in terms of the average of relative influence factor of publications (ARIF), immediately after the Weizmann Institute of Science in Israel and ahead of the University of Oxford and the University of Cambridge, in third and fourth place respectively. (*Pages V and 14*).

The European Commission report finds that while UNG does not match the scientific output of bigger and older European universities in terms of the absolute number of publications, it is nevertheless among the top four European universities in terms of scientific excellence and impact of publications, along with the University of Oxford, the École Polytechnique Fédérale de Lausanne (EPFL) and ETH Zurich. (*Pages 14 and 96*)

The European Commission report also compares universities by specific scientific fields. For the field of Physics & Astronomy, UNG is in first place among all 303 universities in terms of the average impact factor of its publications. (*Pages X and 54*).

All the results mentioned not only show that UNG's scientific publications are on average extremely influential within the scientific community, but also – as the European Commission report concludes – that the quality of scientific production at UNG is very high (*Page 96*).

2.11.4 International evaluation of UNG by IEP-EUA

In 2014 UNG commissioned an institutional evaluation of the university as a whole from the European **University Association (EUA) as part of its Institutional Evaluation Programme (IEP)**; <http://www.eua.be/iep>). IEP-EUA is a member of the European Association for Quality Assurance in Higher Education (ENQA) and is listed on the European Quality Assurance Register for Higher Education (EQAR). The IEP-EUA external institutional evaluation of UNG is focused on analysis of the structure of the university, the processes, strategy and formal procedures by which UNG ensures the high-quality provision of all its activities, the fulfilment of its mission and the achievement of the strategic objectives it has set itself.

The IEP-EUA external evaluation is based on the institutional self-evaluation which UNG prepared as the first step of the external evaluation process and submitted to EUA in December 2014. In order to prepare UNG's self-evaluation report, the UNG Senate appointed a working group of 10 members of UNG staff, drawn from all UNG teaching units. The group was made up of quality coordinators from UNG's various Schools and the chair of the UNG Quality Committee, who also coordinated the overall progress of the external evaluation on UNG's side.

The group of external evaluators appointed by EUA reviewed UNG's self-evaluation report with all the required annexes and a SWOT analysis of activities and quality assurance at UNG. This was followed by two visits of the external evaluation group to UNG. The first visit took place from 19 to 21 January 2015 and the second from 16 to 19 March 2015.

On the basis of analyses of the UNG's self-evaluation report and the findings with regard to the situation at UNG resulting from the two visits, the group of external evaluators presented the results of the external evaluation in a final report in which they identified strengths and examples of good practice as well as shortcomings and weaknesses at the university, and made recommendations for improvement. The final report of the evaluation is annexed to this report and is also available online on the UNG website: (<http://www.ung.si/en/about/quality-assurance/international-assessments/>).

The final report and the findings of the external evaluation were presented to and reviewed by School Senates, the UNG Senate and the UNG Quality Committee. As part of the follow-up process in the context of annual self-evaluation reports, UNG management (Deans, programme directors, heads of research units, the Vice-Rectors and the Rector) will prepare proposals for short-term and long-term measures to eliminate identified weaknesses and implement the recommendations made by the expert group of evaluators in their final report.

UNG has taken into account the findings and recommendations in the process of overhauling its internal quality assurance system and has planned short-term and long-term measures to eliminate the identified weaknesses and shortcomings. External evaluation is thus an important tool in the process of improving the quality assurance system at UNG, and one that has contributed to the development of a quality culture at UNG and to the development of internal quality control within the institution.

The action plan for the implementation of recommendations for improvements is presented in Section 16.

2.12 Current situation assessment and focus areas (2015–2019)

Advantages:

- The university has a clearly defined mission and vision, formally adopted by the UNG Senate in March 2015, and a strategy to achieve the objectives it has set itself. Quality and international competitiveness in the teaching and research fields remain a central guiding principle or commitment of UNG.
- Despite its youth (it will celebrate its 25th anniversary in 2020) and relatively small size, the University of Nova Gorica can boast excellence that is internationally recognised. The excellent results it achieves every year in comparative rankings of universities from all over the world (U-Multirank 2015–2019, RUR 2016–2019) and in comparison to other universities in the region (QS EECA Region University Rankings) are no coincidence, but rather the fruit of hard work and UNG's clear vision of development. The scientific excellence of the University of Nova Gorica is also recognised and particularly highlighted in the European Commission report *Scientific Output and Collaboration of European Universities 2007–2011*, which finds that in terms of scientific excellence and impact of publications, UNG is among the top four European universities along with the University of Oxford, the École Polytechnique Fédérale de Lausanne (EPFL) and ETH Zurich. According to the results of the Round University Ranking (RUR), which assesses and ranks leading world universities, UNG occupied a remarkable 140th position in 2019, among the very elite of world universities. UNG has also achieved very good results in this ranking in previous years. The QS EECA Region University Rankings ranks UNG among the top 3% of universities in the region, in 76th place.
- External supervision with the purpose of quality assurance is conducted through an external school or UNG evaluation performed by the national body for external evaluation (NAKVIS). A group of experts appointed by the NAKVIS Council carried out an external evaluation of UNG in early May 2013 and communicated their opinion to the NAKVIS Council. At its 71st meeting on 19 September 2013, the NAKVIS Council adopted the decision to renew the accreditation of the University of Nova Gorica for seven years.
- From 2013 to 2016, external programme evaluations were carried out for all UNG study programmes as part of the re-accreditation process. The NAKVIS Council issued decisions re-accrediting all evaluated UNG study programmes for a period of seven years or, under the new legislation, indefinitely.

(In 2013 external programme evaluation was carried out for the following study programmes: Cultural History (1st and 2nd cycles), Engineering and Management (1st and 2nd cycles), Viticulture and Enology (1st cycle) and the international programme Migration and Intercultural Relations. In 2014, as part of the re-accreditation process, external programme evaluation was carried out for the programmes Slovene Studies (1st and 2nd cycles), Physics (1st and 2nd cycles) and two third-cycle programmes (Molecular Genetics and Biotechnology, Physics). In 2015, as part of the re-accreditation process, external programme evaluation was carried out for the programmes: Karstology (3rd cycle), Environmental Science (3rd cycle), Environment (1st and 2nd cycles). In 2016, as part of the re-accreditation process, external

programme evaluation was carried out for the programmes: Humanities (3rd cycle), Cognitive Sciences of Language (3rd cycle) and the third-cycle programme Economics and Techniques of Conservation of Architectural and Landscape Heritage.)

- In September 2016 the NAKVIS Council adopted a decision on the accreditation of the UNG School of Arts. The UNG vision of development in the arts field states that artistic work and educational work in the field of the arts are inseparably connected at UNG and are also connected to those scientific fields and those parts of the business enterprise sector in which the University is also active.

Weaknesses and measures to eliminate them:

- The use of questionnaires in electronic format aims to improve the efficiency of data collection and automate analysis, although it is observed that student response is still relatively poor even in the case of electronic questionnaires. UNG Schools have also introduced individual interviews with students for the purpose of obtaining the best possible feedback from students on the teaching process.

Opportunities for improvement:

- External evaluation and international evaluations are an important tool in the process of improving the quality assurance system at UNG, and one that contributes to the development of a quality culture at UNG and to the development of internal quality control within the institution. International institutional evaluation of UNG by EUA-IEP was completed in 2015. On the basis of analyses of the UNG's self-evaluation report and findings with regard to the situation at UNG resulting from their two visits, the group of external evaluators presented the results of the external evaluation in a final report in which they identified strengths and examples of good practice as well as shortcomings and weaknesses at the university, and made recommendations for improvement. UNG has taken into account the findings and recommendations in the process of overhauling its internal quality assurance system. In January 2016 the UNG Senate adopted an action plan and planned short-term and long-term measures to eliminate the identified weaknesses and shortcomings. The action plan for the implementation of recommendations for improvements is presented in **Section 16**.
- UNG's annual strategic conferences, which are attended by deans, heads of UNG research units, the Rector and both Vice-Rectors, serve to identify UNG's strengths and most important weaknesses with regard to the strategic focuses adopted in the past year. The short-term strategic goals adopted at these conferences are presented in **Section 1**. Some goals not achieved in the past year remained a priority in the subsequent period. Some strategic goals are of a long term nature and are therefore permanently included among the highlighted priorities or focuses of the University and its research and teaching units. Additionally, new focuses and strategic decisions are taken every year to improve the UNG's activities in the following short-term period. Timetables are defined, as are those members of staff responsible for the implementation of individual activities. The implementation of activities is monitored by the Rector in the weekly meetings of the Rector's Collegium, attended by the Deans, the heads of UNG research units and both Vice-Rectors.

2.13 Current situation assessment and focus areas (2014–2015)

Advantages:

- The university has a clearly defined mission and vision, formally adopted by the UNG Senate in March 2015, and a strategy to achieve the objectives it has set itself. Quality and international competitiveness in the teaching and research fields remain a central guiding principle or commitment of UNG.
- In September 2014 the Graduate School submitted applications to NAKVIS to renew the accreditation of three doctoral programmes whose accreditation was due to expire the following year: Karstology, Environment, Humanities (previously Comparative Study of Ideas and Cultures), and the School of Environmental Sciences submitted applications to renew the accreditation of its two programmes, whose accreditation was due to expire the following year. On 26 October 2015, the NAKVIS Council renewed accreditation for the maximum possible period of seven years for three programmes: Environment (first and second cycles) and Environmental Science (3rd cycle). On 3 June 2015 a group of experts visited the Graduate School and completed the activities prescribed as part of the evaluation for re-accreditation of the third-cycle Karstology programme. On 4 August 2015 they submitted a report in which, on the basis of the actual situation identified, they listed strengths and opportunities for improvement. In 2015 the NAKVIS Council had not yet decided on the application for re-accreditation of the Karstology programme, nor had it yet appointed a group of experts for the external evaluation of the Humanities programme.
- In September 2015 UNG submitted applications for the re-accreditation of the following doctoral programmes whose accreditation was due to expire in 2015: Cognitive Sciences of Language and Economics and Techniques of Conservation of Architectural and Landscape Heritage.
- At its 95th meeting on 19 November 2015, the NAKVIS Council granted accreditation to a new doctoral programme, Transcultural Studies, to be offered by the UNG Graduate School. UNG sent the application for accreditation of this programme to**
- The system of automatic analyses of survey results was modified in the light of the experience gained during the first year of using electronic questionnaires. The contents of the questionnaires were also revised.
- The scientific excellence of the University of Nova Gorica is also recognised and particularly highlighted in the European Commission report *Scientific Output and Collaboration of European Universities 2007–2011*.
- The results of **U-Multirank 2015**, this year's comparative assessment of universities from all over the world, published at the end of March on www.umultirank.org, showed that UNG achieves results that are well above average on the global scale. UNG's excellence in the areas of research, international orientation and regional engagement is particularly recognised. The university also shows good results in the areas of teaching and learning. A comparison of UNG's results with the U-Multirank 2015 scores of other universities in the wider region outside the borders of Slovenia shows that UNG is by far the best university by the majority of indicators.

Weaknesses and measures to eliminate them:

- The use of questionnaires in electronic format aims to improve the efficiency of data collection and automate analysis, although it is observed that student response is still relatively poor even in the case of electronic questionnaires. UNG Schools have also introduced individual interviews with students for the purpose of obtaining the best possible feedback from students on the teaching process.

Opportunities for improvement:

- International institutional evaluation of UNG by EUA-IEP was completed in 2015. On the basis of analyses of the UNG's self-evaluation report and findings with regard to the situation at UNG resulting from their two visits, the group of external evaluators presented the results of the external evaluation in a final report in which they identified strengths and examples of good practice as well as shortcomings and weaknesses at the university, and made recommendations for improvement. UNG will take into account the findings and recommendations in the process of overhauling its internal quality assurance system and has planned short-term and long-term measures to eliminate the identified weaknesses and shortcomings. External evaluation is an important tool in the process of improving the quality assurance system at UNG, and one that will contribute to the development of a quality culture at UNG and to the development of internal quality control within the institution.
- The members of the UNG Quality Committee submitted proposals to revise the student questionnaires used to assess the teaching work of teachers and assistants and reduce them to 6 or 7 key questions. Among other things, this will reduce the time needed to complete the questionnaires, which will have a positive impact on student response. Questions of the open type will be retained, since experience to date shows that these can be very useful to students who wish to communicate potential problems to School management and lecturers, or to praise the positive aspects of a lecturer's teaching.
- With regard to the preparation of questions in the abridged questionnaire, through which we aim to obtain good-quality information on all key elements of teaching by lecturers, the UNG Quality Committee proposes that the following general guidelines should be taken into account:
 - When preparing a new questionnaire to assess the teaching of teachers and assistants, it is not enough merely to reduce the number of questions by combining existing questions. Above all, questions should be formulated in such a way that they take into account new approaches in teaching. In accordance with the strategy and vision of UNG, which has committed itself to introducing modern methods of knowledge transfer (project work, e-learning, video lectures, individual approaches in teaching, alternative approaches to teaching in the case of students with special needs, elite athletes, etc.), rather than relying solely on traditional "ex cathedra" teaching, it is also necessary to verify and reward those teachers who do this in a good and innovative manner.
 - Another important aspect of teaching is the changed strategy of the overall organisation of teaching that has been adopted as an EU recommendation, namely student-oriented learning. The teaching process has been adapted in such a way as to help students as effectively as possible to master all the knowledge defined in

learning outcomes for individual units within the time envisaged as per the ECTS credit allocation. It is also necessary to encourage modern methods of knowledge transfer and, of course, the active role of the student in the learning process, where the student is not merely a passive recipient of information imparted by the teacher but an active participant in the study process. The questions in the questionnaire must therefore be formulated in a sufficiently universal manner to cover all the above aspects and methods of teaching.

- Questions must be formulated in such a way that students are able to answer them from their own personal experience of course units in which they have participated.
- The questions should orient students towards a consideration of what for them are the essential elements of the learning process in which they have participated in order to gain the new knowledge and competences envisaged by the syllabus.

2.14 Current situation assessment and focus areas (2013–2014)

Advantages:

- The university has a clearly defined mission and vision and a strategy to achieve the objectives it has set itself. Quality and international competitiveness in the teaching and research fields are a central guiding principle or commitment of UNG.
- The university has a well-functioning system in place for quality assurance in teaching and research.
- Quality assurance procedures, policies and strategies at UNG are formulated in accordance with national legislation and the recommended *European standards and guidelines for internal quality assurance within higher education institutions (ESG, Part I)*.
- All Quality assurance procedures, policies and strategies at UNG have been formally adopted by the competent bodies at UNG and are published on the UNG website.
- The university has made a commitment to constantly develop a quality culture, ensure the establishment of quality loops and enhance procedures and strategy for quality assurance and the constant improvement of quality in all its activities. All stakeholders are included in quality assurance processes, including students. UNG is a co-signatory to the resolution of the Slovenian Rectors' Conference on the commitment of Slovenian universities to develop a quality culture (29 March 2012) and follows the goals adopted by this resolution.
- The implementation of activities related to quality monitoring and quality assurance at UNG, evaluation of the situation and the submission of proposals and initiatives for the development of a quality culture and enhancing existing quality assurance procedures and strategies is, at the University level, the responsibility of the UNG Quality Committee and, at individual Schools, the responsibility of quality coordinators, who by virtue of their function are also members of the UNG Quality Committee. The UNG Quality Committee reports on its work once a year to the University Senate.
- Students are included in all key bodies of UNG's management and have an influence on the functioning of the university. The simple structure means that communication is effective.
- All students are actively included in the quality assurance process. In all study programmes provided at UNG, regular evaluation of teaching work is also carried out via student surveys. These surveys have a positive impact on the quality of teaching and on the organisation and provision of study programmes.
- In September 2013 UNG submitted applications for the re-accreditation of the following study programmes, whose accreditation was due to expire in 2014: Slovene Studies (first and second cycles) at the School of Humanities; Physics (first and second cycles) at the School of Applied Science; and two third-cycle programmes (Molecular Genetics and Biotechnology, Physics) at the Graduate School. All re-accreditation procedures were successfully completed for all these programmes during the 2013/14 academic year. At its 82nd meeting on 18 September 2014, the NAKVIS Council renewed the accreditation of all the programmes for the maximum possible period of seven years. In September 2014 the Graduate School submitted applications to NAKVIS for the re-accreditation of three doctoral programmes whose accreditation

was due to expire the following year: Karstology, Environmental Sciences and Humanities (previously Comparative Study of Ideas and Cultures). Meanwhile, the School of Environmental Sciences submitted applications for the re-accreditation of two of its programmes whose accreditation was due to expire the following year: Environment (first and second cycle).

Weaknesses and measures to eliminate them:

- Student surveys are well prepared, but students are not aware of their important role. Surveys are not sufficiently motivating, something that is also reflected in the small number of students deciding to participate in surveys.
- In 2014 we switched to student surveys in electronic form via UNG's electronic system. In this way we hope to improve the efficiency of data collection and automate analysis, although we observe that student response is poor even in the case of electronic questionnaires.
- During the evaluation process, we identified a number of technical shortcomings in the automatic analysis of questionnaires (in the case of questionnaires about lecturers, calculations of the average ratings of lecturers, which are entered into the graphical presentation of survey results in self-evaluation reports, are missing. The workload questionnaire is missing the calculation of overall student workload and a comparison with the envisaged workload as per the ECTS credit allocation of the course unit).

Opportunities for improvement:

- A revision of the content of all student surveys is planned in 2015. Student surveys designed to rate the quality of lectures will be shortened and made more effective and more student-friendly. We have observed that the length of questionnaires (given the large number of questionnaires that students are expected to complete every year) is often the reason why students choose not to participate in surveys.
- We wish to improve student response and the effectiveness of data collection via surveys, and also to increase students' awareness of the importance of surveys in the quality assurance process.
- We will modify the system of automatic analyses of survey results in the light of the experience gained during the first year of using electronic questionnaires.
- In order to ensure the effective introduction of e-learning, which is one of UNG's key strategic focuses in 2014, an **e-learning working group** was set up in 2014. This group reports regularly on its activities and achievements to the UNG Senate.
- International institutional evaluation of UNG by EUA-IEP will be completed in 2015. On the basis of analyses of the UNG's self-evaluation report and findings with regard to the situation at UNG resulting from their two visits, the group of external evaluators will present the results of the external evaluation in a final report in which they will identify strengths and examples of good practice as well as shortcomings and weaknesses at the university, and make recommendations for improvements. UNG will take into account the findings and recommendations in the process of overhauling its internal quality assurance system and has planned short-term and long-term measures

to eliminate the identified weaknesses and shortcomings. External evaluation will be an important tool in the process of improving the quality assurance system at UNG, and one that will contribute to the development of a quality culture at UNG and to the development of internal quality control within the institution.

2.15 Current situation assessment and focus areas (2013)

Advantages:

A group of experts appointed by the NAKVIS Council carried out an institutional external evaluation of UNG on 14 and 15 May 2013 and communicated its opinion to the NAKVIS Council. At its 71st meeting on 19 September 2013, the NAKVIS Council adopted the decision to renew the accreditation of the University of Nova Gorica for seven years.

As part of the examination of applications from three UNG Schools for re-accreditation of their study programmes, a group of experts appointed by the NAKVIS Council for this purpose carried out an external evaluation on 8 and 9 May 2013 and submitted its opinion to the NAKVIS Council. At its 71st meeting on 19 September 2013, the latter adopted the decision to renew the accreditation of all the evaluated programmes (Cultural History, first and second cycles, Engineering and Management, first and second cycles, Viticulture and Enology, first cycle) for seven years. On 10 May 2013, the NAKVIS Council also renewed the accreditation of the international programme Migration and Intercultural Relations, offered by the School of Humanities, for seven years.

Weaknesses and measures to eliminate them:

Between 13 and 15 May 2013, a group of experts appointed by NAKVIS (the national agency for quality assurance in higher education) completed all the activities prescribed as part of UNG's re-accreditation assessment and gave their findings, highlighted strengths, made recommendations for improvements and pointed out non-compliances. Among other things they identified a partial non-compliance of UNG's quality assurance system with recommended European standards and guidelines, which provide that quality assurance procedures, policies and strategies at universities must be formally adopted and made public.

The competent bodies at UNG adopted the appropriate measures to eliminate all identified non-compliances at their meetings in June and July 2013, as set out in more detail below. UNG informed the NAKVIS Council of the elimination of these non-compliances in July 2013. At its 71st meeting on 19 September 2013, the NAKVIS Council adopted the decision to renew the accreditation of the University of Nova Gorica for seven years.

The measures adopted by UNG to eliminate the identified non-compliances listed in the report of the expert group are detailed below:

Non-compliance: *"The University does not have an Academic Assembly as envisaged in the Higher Education Act."*

The UNG Governing Board and Senate have approved modifications to the UNG Statutes (Articles 21, 45 and 46), whereby an Academic Assembly is added to the other bodies of the individual Schools.

Non-compliance: *"Habilitation criteria are not consistent with NAKVIS Minimum Standards."*

The UNG Governing Board and Senate have approved amendments to the Rules on the conditions and procedure for the appointment of higher education teachers, researchers and assistants at the University of Nova Gorica (Article 4), whereby it is specified that candidates for appointment to these positions must meet, in addition to other conditions, the Minimum Standards for the Appointment of Higher Education Teachers, Researchers and Faculty Assistants at Higher Education Institutions adopted by the NAKVIS Council.

Non-compliance: *“The number of students in the UNG Senate and School Senates does not comply with the legal requirement (at least one fifth of all members). The UNG Statutes do not give students the possibility of organising themselves in Student Councils at individual Schools, as envisaged by the Higher Education Act.”*

The UNG Governing Board and Senate have approved modifications to the UNG Statutes (Articles 22, 42 and 45), whereby the number of representatives of the Student Council in the UNG Senate and School Senates has been changed so that representatives of the Student Council now occupy at least one fifth of the places in these senates. Amendments to the UNG Statutes (Articles 21 and 48) have also been adopted so as to include a Student Council among the bodies of UNG Schools.

Non-compliance: *“The Quality Assurance Manual and quality assurance strategy have not been formally adopted by the decision-making body and have not been made public.”*

In order to eliminate this non-compliance and take into account the recommendation on observing the *European standards and guidelines for internal quality assurance within higher education institutions* (ESG, Part 1), which provide inter alia that quality assurance procedures, policies and strategies at universities must be formally adopted and made public, the UNG Senate adopted the following documents and decisions at its 51st ordinary meeting on 11 July 2013:

- UNG Quality Assurance Manual, which includes the UNG quality assurance strategy.
- Rules of Procedure of the UNG Senate, and the following **Decision:** “The method and organisation of work of the Senate of a UNG School and the appointment of permanent or temporary committees or working bodies of such Senates shall, *mutatis mutandis*, be subject to the procedures laid down in the Rules of Procedure of the UNG Senate and the UNG Statutes, in accordance with the provision of Article 44 of the UNG Statutes.”
- **Decision:**
“Quality assurance procedures, policies and strategies at UNG are formulated in accordance with national legislation and the recommended *European standards and guidelines for internal quality assurance within higher education institutions* (ESG, Part 1, ENQA, Helsinki, Finland, 2009, ISBN 952-5539-05-9, http://www.enqa.eu/pubs_esg.lasso). All Quality assurance procedures, policies and strategies at UNG have been formally adopted by the competent bodies at UNG and are published on the UNG website.

The university has a clearly defined mission and vision and a strategy to achieve the objectives it has set itself. Quality and international competitiveness in the teaching and research fields are a central guiding principle or commitment of UNG.

The university undertakes to constantly develop a quality culture, ensure the establishment of quality loops and enhance procedures and strategy for quality assurance and the constant improvement of quality in all its activities. All stakeholders are included in quality assurance processes, including students. UNG is a co-signatory to the resolution of the Slovenian Rectors' Conference on the commitment of Slovenian universities to develop a quality culture (29 March 2012) and follows the goals adopted by this resolution.

The implementation of activities related to quality monitoring and quality assurance at UNG, evaluation of the situation and the submission of proposals and initiatives for the development of a quality culture and enhancing existing quality assurance procedures and strategies is, at the University level, the responsibility of the UNG Quality Committee and, at individual Schools, the responsibility of quality coordinators, who by virtue of their function are also members of the UNG Quality Committee. The UNG Quality Committee shall report to the University Senate on its work once a year."

The UNG Governing Board adopted the Rules of Procedure of the UNG Governing Board at its ordinary meeting on 9 July 2013.

In accordance with the recommended European standards and guidelines for internal quality assurance within higher education institutions ("ESG, Part 1"), the UNG Quality Committee has also amended its Rules of Procedure.

At the proposal of the UNG Quality Committee, UNG School Senates have adopted Rules of Procedure of their respective Academic Affairs Committees.

All UNG quality assurance documents, procedures and strategies formally adopted by the competent UNG bodies are published online on the UNG website: <http://www.ung.si/en/about/quality-assurance/> .

Opportunities for improvement:

Recommendations for improvements and identified strengths submitted by the group of experts as part of the re-accreditation assessment of the University of Nova Gorica are taken into account in the enhancement and improvement of the UNG quality system that takes place systematically as part of the UNG's annual self-evaluation procedures. The measures adopted and the procedures for their realisation are set out in greater detail in the **Action Plan** in this UNG self-evaluation report.

In 2012 UNG submitted a project entitled *Enhancement of the quality assurance system and revision of study programmes at the University of Nova Gorica* in response to a call for projects from the Ministry of Education, Science, Culture and Sport. The project presented in detail the planned development of the quality system at UNG. The project was

accepted for funding in September 2013. The implementation period of the project is from 12 October 2012 to 30 June 2015, under the procedures described below (see the section Opportunities for Improvement in 2011/12). In 2013 project activities are proceeding according to plan. Owing to the delay in the start of funding, the third activity envisaged in the project has been postponed: UNG will commission an institutional evaluation of the university as a whole from the European University Association (EUA) in 2014.

This project includes an upgrading of the UNG quality system. On the basis of analyses of the strengths and weaknesses of the existing system and the findings of the external evaluation, we will prepare a plan of improvements.

Some improvements have already been implemented in 2013. Upgrades and improvements are taking place in the field of procedures and regulations related to quality. On 11 July 2013 the UNG Senate adopted the UNG Quality Manual, which built on the existing UNG Quality Assurance Criteria.

Quality monitoring was supplemented by the development and introduction of *Reports on annual monitoring of quality assurance procedures* at the level of individual UNG Schools and at UNG as a whole.

The “Report on annual monitoring of quality assurance procedures” is a tool that is used during the course of the year by quality coordinators and members of the UNG Quality Committee when monitoring all elements in all areas of quality assurance at individual Schools (functioning of the institution, staff, organisation and provision of education in all study programmes, students, material conditions, engagement with the environment, quality assurance, innovation and development orientations).

The report consists of four sections: Table of Activities, Significant Successes or Improvements, Examples of Good Practice and Observations on the Current Situation and Trends. The structure of the Table of Activities section is identical to the structure of the self-evaluation report, which enables rapid and efficient analysis of the collected data and the preparation of current situation assessments and focus areas for each section of the self-evaluation report. For every activity listed and monitored in the Tables of Activities, the objectives must be clear and clearly defined (what specifically we wish to achieve), while results must be measurable, relevant and real, and also defined chronologically.

At the end of the year the quality coordinator prepares an analysis of the situation assessments for each section of the self-evaluation report on the basis of the activities monitored over the course of the year and the above findings. This brings together, in a clear and concise manner, the quality coordinator’s findings regarding strengths (significant successes and examples of good practice) and weak points (unresolved or new problems) and lists proposals for improvements in the subsequent period.

UNG School Senates have also adopted Rules of Procedure of Academic Affairs Committees for individual Schools.

The second extensive area is the redesign and upgrading of the existing information system with UNG databases and a redesign of the structure and contents of the UNG website that are linked to this information system. The redesign is in its final phase and will facilitate the better quality and more efficient organisation and analysis of data. Presentations of the

contents and learning outcomes of all UNG study programmes (aimed at students and the general public) have been updated. This part of the project also includes the preparation of student surveys in electronic form, which will be built into the UNG information system and will feature the automatic analysis of quantitative data from questionnaires. The information package on the contents of study programmes for international students (in English) has been upgraded, including the information system designed to support exchanges via various programmes (e.g. Erasmus, CEEPUS).

As part of the redesign of the electronic (online) system, we have prepared a university-wide repository of study materials from all study programmes and incorporated distance learning tools (video conferences and virtual classrooms via the Moodle system). We have prepared training (workshops, informative materials and manuals) for users of the system and administrative staff (lecturers, secretary's offices). Students, secondary school students and the general public are informed about the updated and revised contents at public events and via printed materials and public talks.

3 EDUCATIONAL ACTIVITY

UNG wishes its internationally recognised excellence in the research field to be reflected in excellent pedagogical achievements. To this end, the university systematically encourages and develops new approaches to teaching and learning, placing a significant emphasis on the active role of students, project work, connections with research processes, the current needs of society and openness to the international arena. UNG's development strategy in the field of teaching is presented in Section 1.7.

The student is understood as an individual who, in a study programme that incorporates multiple students, develops their abilities and talents and acquires knowledge not only with regard to the competences set by the programme but also in accordance with their own personal career plan, which they draw up at the start of their studies with the help of the careers centre, their tutor and the School management. In the case of students with special status, the personal career plan also includes a mention of the special forms of study through which a student athlete or student with special needs is ensured the same opportunities to develop their talents and knowledge as those students who do not face any limitations regarding their presence at lectures or participation in practical work. It intensively promotes activity and autonomy on the part of students and creates an atmosphere that enables effective study with the active participation of students in the UNG teaching process.

UNG places great emphasis on supporting teaching with the latest technologies and pedagogical approaches and is therefore developing e-learning activities at all its Schools, through which it aims to further enhance its reputation as a widely recognised provider of flexible, open, high-quality, development-oriented and student-friendly education. Teachers and assistants introduce problem learning, the reverse teaching philosophy and combined learning into lecture rooms and classrooms.

In addition to established approaches such as use of the Moodle platform, UNG supports the video archiving of lectures (MiTeam platform), the use and development of open educational materials, IT support and the development of mobile applications in education, in conjunction with strategic partners in Slovenia and abroad. For this reason it was one of the first institutions to join the Opening Up Slovenia initiative.

UNG supports and encourages the acquisition of projects designed to upgrade relevant online tools and modern interactive tools that enable the preparation of digital content and combined learning. UNG also encourages the remote presence of guest teachers and experts, the preparation and implementation of remote lectures and, where conditions are suitable, remote testing, and the design of attractive and effective interactive online classrooms that allow inclusion in the teaching process for various vulnerable groups of students (or other users of knowledge) who because of various limiting factors are unable to enjoy access to education.

Only researchers, artists or experts who are broadly or internationally recognised in their field can serve as teaching staff. Educational work with students should include to the greatest possible extent research and practical work, both in undergraduate and postgraduate courses. For this reason UNG works to ensure the optimum student–teacher ratio in all study programmes, and the optimum balance between research, artistic work

and educational work. We anticipate that in the long term all disciplines will attain an educational work–research ratio of 1:1.

UNG also strives for the continuous involvement of experts from the business enterprise sector and various research institutions in the education process, which enables it to achieve the effective transfer of top-level knowledge to younger generations.

Notwithstanding its international orientation, UNG also cultivates specific research, artistic and educational activities that consolidate the position of Slovenes on the westernmost boundary of Slovene ethnic territory.

By increasing the accessibility and flexibility of education, UNG aims to contribute to raising the level of education and offer better opportunities for development to the individual and society. It also endeavours to ensure the greatest possible employability of graduates of its education programmes. Through the development of a diversified range of open educational contents, it aims to contribute to the dissemination of the latest knowledge and increase interest in science. Among its important objectives is the opening up of opportunities for active inclusion for as long as possible throughout an individual's life by taking into account various pathways to knowledge. For this reason UNG also attaches great importance to lifelong learning and distance learning.

3.1 Organisation and provision of study programmes

In the 2018/19 academic year, teaching activities at UNG took place in seven Schools: the School of Environmental Sciences, the School of Science, the School of Humanities, the School of Engineering and Management, the Graduate School, the School of Viticulture and Enology and the School of Arts. In terms of the organisation of study programmes, the Graduate School is unique in that it brings together all the doctoral (third-cycle) study programmes offered by UNG, regardless of field: from science and engineering to humanities and interdisciplinary studies. Presentations of all study programmes offered by all UNG Schools are available on the UNG website: <http://www.ung.si/en/study/>

Details on the provision of education are collected together in the annual reports on quality monitoring and quality assurance (self-evaluation reports) of the individual UNG Schools that provide the programmes. The annual self-evaluation reports of the Schools (in Slovene language) can be found online at: <http://www.ung.si/sl/o-univerzi/kakovost/evalvacija-pedagoskega-in-raziskovalnega-dela/letna-porocila-evalvacije/> Summaries of these reports are included in Section 15 of this UNG report <http://www.ung.si/en/about/quality-assurance/evaluation-reports/> . A brief overview of educational activities for UNG as a whole is presented below.

Academic rules and regulations for first-, second- and third-cycle programmes, adopted by the UNG Senate, can be found online at: <http://www.ung.si/en/about/regulations/>

The **School of Environmental Sciences** offers the first-cycle (bachelor's) programme Environment and the second-cycle (master's) programme Environment. On completion of the first-cycle programme, candidates receive the title *Diplomirani okoljski tehnolog*

(un)/diplomirana okoljska tehnologinja (un). On completion of the second-cycle programme, candidates receive the title *magister okoljskih ved/magistrica okoljskih ved*. <http://www.ung.si/en/study/school-of-environmental-sciences/>

The **School of Engineering and Management** offers the first-cycle (bachelor's) programme Engineering and Management and the second-cycle (master's) programme Engineering and Management. On completion of the first-cycle programme, candidates receive the title *diplomirani gospodarski inženir/diplomirana gospodarska inženirka*, and on completion of the second-cycle programme the title of *magister gospodarski inženir/magistrica gospodarska inženirka*. (<http://www.ung.si/en/study/school-of-engineering-and-management/>).

In conjunction with the UNESCO Chair on Open Technologies for Open Educational Resources and Open Learning at the Jožef Stefan Institute, a new Master's programme Designing and Performing Open Education has been prepared and accredited. This programme involves a combination of face-to-face learning and e-learning. The programme is expected to be offered for the first time in the next academic year.

The **School of Humanities** offered five study programmes in the 2018/19 academic year: two first-cycle (bachelor's) programmes (Slovene Studies and Cultural History) and three second-cycle (master's) programmes (Slovene Studies with Literary Science/Slovene Studies with Linguistics; Digital Humanities; and the international Erasmus Mundus joint programme Migration and Intercultural Relations). The corresponding titles are, after completion of the first-cycle programmes: *diplomirani slovenist (un)/diplomirana slovenistka (un)*, *diplomirani zgodovinar (un)/diplomirana zgodovinarica (un)*; and after completion of the second-cycle programmes: *magister/magistrica jezikoslovja*; *magistrica/magister digitalne humanistike*; *magister/magistrica migracij in medkulturnih odnosov*. The second-cycle teacher training programme in Slovene Studies was not offered this year.

<http://www.ung.si/en/study/school-of-humanities/>

The **School of Science** currently offers two study programmes in the natural and technical sciences field: Physics and Astrophysics (first cycle) and Physics and Astrophysics (second cycle). On completion of the first-cycle programme, candidates receive the title *diplomirani fizik (un)/diplomirana fizičarka (un)*; and on completion of the second-cycle programme, the title *magistrica/magister fizike*. The second-cycle (master's) study programme Science of Materials was accredited this year but is not yet being offered. Candidates completing this programme will obtain the title *magistrica/magister materialov*. This programme will be offered for the first time in the 2019/20 academic year. <http://www.ung.si/en/study/school-of-science/>

The **School of Viticulture and Enology** offers the professional higher education programme Viticulture and Enology (first cycle), which lasts three years. On completion of the programme, candidates obtain the title *diplomirani inženir vinogradništva in vinarstva (vs)/diplomirana inženirka vinogradništva in vinarstva (vs)*. <http://www.ung.si/en/study/school-for-viticulture-and-enology/>

During the last academic year (March 2019), the SVE obtained approval for accreditation of a second-cycle Viticulture and Enology programme from NAKVIS, successfully entered the programme in the eVŠ (e-higher education) system and invited enrolment for the new 2019/20 academic year. In June 2019 we also began the process of accreditation of the transformation of the *Visoka šola za vinogradništvo in vinarstvo* into the *Fakulteta za vinogradništvo in vinarstvo* (the change from *Visoka šola* to *Fakulteta* does not affect the English name, which remains the School of Viticulture and Enology). This process is still ongoing.

The **School of Arts** (in Slovene: *Akademija umetnosti*, previously *Visoka šola za umetnost*) offers study programmes in the arts. In the 2017/18 academic year it offered the first-cycle (bachelor's) programme Digital Arts and Practices. This three-year higher education programme has a strong practical orientation and enables research in three directions: film, the creative industries and contemporary arts. The School also offers the master's programme Media Arts and Practices and offers students the chance to specialise in one of the areas (or intermediate areas) of the component modules Animation, Film, Photography, New Media, Contemporary Art Practices and Scenographic Spaces. In 2016 the School of Arts (*Visoka šola za umetnost*) gained academy status as the *Akademija za umetnost*, although the English translation of the name remains unchanged. <http://www.ung.si/en/study/school-of-arts/>

The **Graduate School** brings together and provides all third-cycle (doctoral) programmes at UNG. The individual study programmes are closely connected to the university's research units (laboratories and centres) and other partner research institutions both in Slovenia and around the world, where postgraduate students conduct research as part of their studies and participate in national and international research processes and projects.

In the 2018/19 academic year we offered seven doctoral study programmes: Environmental Sciences, Karstology, Physics, Humanities, Cultural Heritage (previously Economics and Techniques of Conservation of Architectural and Landscape Heritage), Molecular Genetics and Biotechnology, Cognitive Sciences of Language. Since the 2017/18 academic year, all doctoral programmes at the Graduate School have been four-year study programmes (240 ECTS credits).

<http://www.ung.si/en/study/graduate-school/>

➤ **Environmental Sciences (third cycle):**

This is a highly interdisciplinary and research-focused programme. While conducting research as part of the programme, students can focus on the study of fundamental life phenomena and physical and chemical processes in the environment, and also on the development and enhancement of technologies that reduce environmental impact and improve the use of renewable energy sources and the development and introduction of new techniques for detecting contaminants and pollutants in the environment. Students can also dedicate themselves to researching the impact of human activities on the natural environment and the quality of life in it, and study the health, social and economic consequences of changes in the environment both now and in the future. Students conduct their research in

collaboration with supervisors and expert researchers at UNG's Environmental and Life Sciences Laboratory and with partner research institutions.

➤ **Physics (third cycle):**

The doctoral programme in Physics is aimed at students who wish to develop high-level research competences and knowledge of experimental and theoretical physics in the following fields:

- High-energy astrophysics and experimental astrophysics, which are linked to modern cosmology and elementary particle astrophysics. Students conduct their research in collaboration with expert researchers at UNG's *Centre for Astrophysics and Cosmology*. All research is closely integrated with the work of various international collaborations (Pierre Auger Observatory, Cherenkov Telescope Array, Fermi LAT, Swift, Gaia, Large Synoptic Survey Telescope, Liverpool Telescope), where students can contribute to the development of large detection systems and the collection, analysis and interpretation of physical data.
- Atmospheric physics, where students can conduct research at the UNG's *Centre for Atmospheric Research* or take part in its international research projects.
- Physics of condensed and soft matter, where students can, for example, take part in investigation of the electronic and magnetic properties of materials such as thin layers of organic semiconductors, two-dimensional and other functional materials, such as graphene, and so on at the *Laboratory for Organic Matter Physics* and *Materials Research Laboratory* or use the latest photonic and electronic spectroscopy techniques to characterise the quantum properties of materials in the *Quantum Optics Laboratory* at UNG or in international partner laboratories specialising in synchrotron light and free electron lasers (Elettra and FERMI in Trieste, DESY in Hamburg, ESRF in Grenoble, Alba in Barcelona, etc.).

➤ **Karstology (third cycle)**

The doctoral programme in Karstology combines the research and management aspects of karst science. It is aimed above all at students of natural sciences and other related fields (e.g. geography) and anyone who wishes to gain a deeper insight into karst. We provide the programme in close collaboration with the ZRC SAZU Karst Research Institute in Postojna, with which UNG has signed a long-term cooperation agreement regarding the provision of this doctoral programme, which includes the provision of lecturers and doctoral supervisors and the opportunity for students to conduct research within the context of research projects taking place at the Karst Research Institute. Students have the opportunity to participate in research as part of research projects at the UNG's Environmental and Life Sciences Laboratory. Connections between the two institutions in the provision of the doctoral programme in Karstology became even deeper in 2014 when the **UNESCO Chair on Karst Education** was established at UNG, run by UNG in close collaboration with the Karst Research Institute.

➤ **Humanities (third cycle):**

The Humanities programme focuses on three main fields: literary studies, history, and migration and intercultural relations. The literary studies option offers contemporary methodological and theoretical knowledge for the study of literature or social issues that appear in literary works, while also taking into account the context of new media. Students can define their own research topic within the following areas of literary studies: new communication media and literature, literatures in contact, literary imagology, literary translation as a means of transcultural communication, literary journalism as transnational and trans-genre discourse, literature and cultural nationalism in Europe, gender and literature, identities and languages. Within the migration and intercultural relations option, students gain relevant, modern methodological and theoretical knowledge to help them understand the phenomenon of migration, address contemporary migration processes and phenomena and understand the processes of identification (and the related choice of language) in a multilingual environment. The historical studies option is based on modern conceptual and methodological starting points and trains students to conduct autonomous research while teaching them to understand and historically contextualise the development of societies from a comparative perspective. The programme aims at a comprehensive critical analysis of historical phenomena in the fields of cultural, social, economic and political development. It teaches students to know, understand and interpret the modern world from a historical point of view. On completion of the Humanities programme, students are ready to undertake further, autonomous research and specialised work and qualified for employment in domestic and foreign research institutions and other organisations requiring experts in the field of the humanities. Students conduct their research in collaboration with supervisors and expert researchers at the UNG's Humanities Research Centre.

➤ **Cultural Heritage Studies (third cycle)**

The doctoral programme Cultural Heritage Studies is among the pioneers of postgraduate education in the field of the integrated protection of heritage in both the national and the European contexts. Since the programme was established in 2005, a group of top international experts from partner universities and institutions have been providing innovative forms of education that attract numerous students from all over the world. The programme is based on the interdisciplinary combination of basic scientific disciplines and professional competences in the fields of the protection, planning and management of architectural, urban and landscape heritage. Students are engaged in research in international projects on the conservation of landscape and cultural heritage at UNG and in research with supervisors from prestigious research institutions from this field in other countries.

The aim of the programme is to interpret existing theoretical and methodological fundamentals – and explore new ones – in order to gain understanding of the value of heritage and acquire the specific skills necessary to approach research and professional practice in the development of innovative heritage solutions and the inclusion of heritage in the integrated design of a modern and sustainable environment.

Students can opt for one of four fields within the programme:

ECONOMICS AND MANAGEMENT, where they investigate legal, cultural and economic criteria, restrictions, and institutions operating in the field of the protection, planning and management of cultural heritage.

TECHNIQUES AND MATERIALS, where they explore the field of contemporary protection and planning of architectural heritage with an emphasis on materials research and technical and technological knowledge within architectural heritage conservation.

SUSTAINABLE HISTORICAL BUILT ENVIRONMENT, focused on research in the field of the integrated design, sustainable protection and management of wider areas of the urban environment and cultural landscape with an emphasis on the integrated ecological design of heritage areas.

HERITAGE, CREATIVITY AND TOURISM, which researches the field of cultural heritage in connection with the creative industry and sustainable tourism.

Within the doctoral study programme, students can opt for a double degree doctoral programme and a one-year joint second-level master's programme in Economics and Techniques of Conservation of Architectural and Landscape Heritage, resulting in a joint diploma. Both programmes are offered in conjunction with IUAV University of Venice.

➤ **Molecular Genetics and Biotechnology (third cycle):**

This programme offers training for young scientists in the field of molecular biology and genetics, who can apply the skills they acquire in various fields in healthcare, the food industry and environmental protection. As biotechnologists they will be able to apply knowledge of new and advanced technologies to the industrial production of products that are beneficial to human beings. The programme envisages intensive research participation by students, a seminar-based approach, rotation among laboratories and critical participation in scientific debates. The research projects undertaken by students during the course of the doctoral programme are in most cases a continuation of a broader research programme by selected research teams at the UNG's Environmental and Life Sciences Laboratory or in partner research teams either in Slovenia or in other countries. The programme is provided in close cooperation with the International Centre for Genetic Engineering and Biotechnology (ICGEB) in Trieste, which provides lecturers and doctoral supervisors and offers opportunities for students to conduct research in the context of ICGEB research projects.

➤ **Cognitive Sciences of Language (third cycle):**

The doctoral programme in Cognitive Sciences of Language addresses the problems of cognitive processes in the human brain and the production and understanding of expressions of natural language. Studying these processes helps us answer scientific questions about the nature of mental/neurological activity (such as what is knowledge of language and how is it reflected in thinking/the brain). The programme focuses on training doctoral students and on research in core areas of

the cognitive sciences of language, which include formal theories of syntax, semantics and phonology – all in the context of generative grammar – and also modern psycholinguistics. The programme is based on the assumption that linguistic ability is biologically coded. The area of study is therefore not limited to language in its various manifestations (e.g. as a social phenomenon), but focuses above all on human linguistic ability and the biological reality of this ability. At the same time the programme provides the practical skills needed to design intelligent machines capable of communicating and understanding natural language; the knowledge required to develop therapies for people affected by various speech impediments; and the knowledge needed to create better techniques for language learning. Students participate in the research projects of their supervisors and lecturers from the UNG's Cognitive Sciences of Language Centre and other research teams around the world in the field of the cognitive sciences of language.

A new doctoral programme in Materials was accredited in 2019 and offered for the first time in the 2019/20 academic year.

The interdisciplinary doctoral study programme in Materials combines expert knowledge from the fields of physics, chemistry, chemical engineering and theoretical chemistry. It is aimed at students who wish to develop top-level research competences and knowledge in the field of the development of various new types of functional materials. The programme has an integrated structure that ranges from the synthesis and characterisation of materials to understanding the relationship between the structure and properties of a material and its functioning and the development of a material on an industrial scale. Particular attention is paid to the development of new materials for use in energy and environmental technologies for the needs of industrial development.

Students are involved in the research work carried out by three UNG research units (*Materials Research Laboratory, Laboratory for Organic Matter Physics, Quantum Optics Laboratory*) and the research laboratories of partner research institutions such as the National Institute of Chemistry and the Jožef Stefan Institute in Ljubljana.

3.2 Personal tutor system in study programmes

We introduced a personal tutor system to first-cycle study programmes for the first time in the 2011/12 academic year. In the 2015/16 academic year we allocated personal tutors for the fourth time.

Purpose: By introducing a personal tutor system at UNG, we aim to provide students with additional support in their studies and in this way improve the rate of progression and the attractiveness of UNG's first-cycle study programmes.

Tasks of personal tutors: Personal tutors monitor students' performance and progress on a regular basis and advise them on decisions and issues relating to the progress and success

of their studies (although not directly to lecture topics or the provision of the study programme). This includes above all: facilitating easier contact with lecturers and assistants; methods and dynamics of study; selection and use of suitable study materials; choice and distribution of examination dates; adequate range of elective subjects; choice of university for international student exchange; choice of institution or organisation for research placement or work placement; choice of supervisor and thesis topic; other issues that students are unable to resolve with the help of UNG services. In the event of poor performance by the students to whom they have been allocated or other problems in the provision of tutoring, the personal tutor must report to the Dean of the School.

Conditions for personal tutors: Only UNG staff who hold a doctorate or experienced lecturers, i.e. senior lecturers employed at UNG on a full-time or part-time basis, can act as personal tutors. A personal tutor can also be someone not involved in the provision of the study programme in which a student is enrolled. A personal tutor may only tutor two students simultaneously.

Duration of personal tutoring: In the case of first-cycle study programmes, personal tutoring begins in the second semester of the first year of the programme and continues until the end of the first semester of the third year of the programme, when the relevant obligations of the personal tutor are taken over by the thesis supervisor.

Selection of personal tutors: Once a year (at the start of the academic year), Schools publish a list of available personal tutors and invite students to choose one. Within seven days of publication of the list, students communicate the name of their chosen personal tutor to the School via email. Schools allocate personal tutors accordingly, or assist with selection in cases where more than two students have chosen the same personal tutor. Precedence goes to those students who submit their choice first.

Provision of tutoring: At their first meeting, which is arranged by the personal tutor, the student and the personal tutor agree on the manner in which personal tutoring will be provided. It can take place in the form of regular face-to-face meetings (weekly, monthly or as necessary), via email correspondence, and so on.

Experience to date: For the moment, interest among students in having a personal tutor is relatively low, but on the basis of the positive experiences of those students who have chosen personal tutors and who work regularly with them, we expect a better response from future generations of students. The small number of students and the accessibility of School managements when it comes to resolving the difficulties that students face are probably the reasons why more students have not opted for this form of support. We are aware, however, that problems can be managed in this way precisely because the number of students is small.

3.3 Revision of study programmes (2016–2019)

Since the 2016/17 academic year, following adoption of the new Higher Education Act in December 2016, universities in Slovenia have gained complete autonomy in redesigning their study programmes, and with it the responsibility for ensuring the quality of their programmes and their development. Each School regularly evaluates and updates the content, structure and provision of all its study programmes. This process also involves students and external stakeholders (employers, representatives of the local and wider social environment). All proposals for changes and updates are based on the findings of analyses of programmes. The methodology for monitoring, evaluating and updating the content and provision of study programmes is presented in Section 2.5.

In the self-evaluation reports of Schools, we have introduced – for each study programme separately and for each academic year separately – a special section containing analyses of the provision of study programmes, planned changes to or updating of programme content and structure, methods and forms of teaching, and work by students. Justifications are provided for all changes. The final section contains a list of implemented changes/updates in chronological order. The report also contains a list of all changes to the study programme adopted by the Senate of the School and approved by the UNG Senate in the course of the academic year. The list of changes is provided chronologically, with an indication of the date of adoption by the School Senate and UNG senate and the date on which the University informed NAKVIS of the changes adopted. There is also an indication of when the approved changes enter into force and which cohort of students they apply to.

Students and the general public are kept up to date with changes via the study programme's page on the UNG website.

3.4 Revision of study programmes (2013–2015)

As part of the project *Enhancement of the quality assurance system and revision of study programmes at the University of Nova Gorica (2013–2015)*, renewal was carried out of 17 accredited study programmes provided at six UNG Schools (School of Environmental Sciences (SES) School of Engineering and Management (SEM), School of Humanities (SH), School of Applied Science (SAS), Graduate School (GS) and School of Viticulture and Enology (SVE)). We analysed the content and provision of six first-cycle programmes: Environment (SES), Engineering and Management (SEM), Slovene Studies, Cultural History (SH), Physics (SAS), Viticulture and Enology (SVE); five second-cycle study programmes: Environment (SES), Engineering and Management (SEM), Slovene Studies, Cultural History (SH), Physics (SAS); and 7 third-cycle programmes provided at GS: Environmental Science, Physics, Karstology, Economics and Techniques of Conservation of Architectural and Landscape Heritage, Molecular Genetics and Biotechnology, Cognitive Sciences of Language (previously Linguistics) and Humanities (previously Comparative Study of Ideas and Cultures). Student surveys and surveys of UNG alumni were also analysed. Details are given in the self-evaluation reports of Schools and UNG as a whole. At the UNG level, a strategic plan for the revision of programmes was adopted as part of the short-term and medium-term strategies of UNG, prepared at two strategic consultations of UNG management in February 2013 and February 2014. The strategic plan is coordinated with UNG's vision, as adopted by the UNG Senate. In the individual

Schools, working groups consisting of the Dean, representatives of teaching staff and representatives of students drafted revision proposals. The response of the labour market to graduates of UNG's study programmes was taken into account, along with analysis of graduate employment outcomes and analysis of enrolment trends, labour market needs and career aims of young people within the region and more widely across Slovenia. In accordance with the strategy of the university, which has a clear international vocation, programme focuses relevant to the international context (EU, the Americas, China, India, etc.) were taken into account in the revision process, particularly in the case of doctoral programmes, since roughly half the students enrolling in doctoral programmes each year are international students. We hope to further increase this percentage, something we already achieved in 2015 when the proportion of international students enrolled in doctoral programmes rose to 56%. Course contents were supplemented with updated descriptions of learning outcomes and the competences students acquire in a given subject, and published on the dedicated study programme pages of the UNG website. In the case of first- and second-cycle programmes, the revision took into account recommendations to introduce modern teaching methods and increase the proportion of project work by students and the proportion of learning from practical examples (in the course of a placement) with respect to the proportion of "ex cathedra" teaching. All revisions of study programmes also took into account the recommendations made by the expert groups of external experts appointed by NAKVIS during re-accreditation procedures regarding both the university and its programmes.

When preparing changes, amendments and updates to programmes, the principle of rationalisation of the provision of the study programmes and increasing the proportion of internal programme providers was taken into account in all cases. The proportion of external staff was reduced to below 30%, except in doctoral programmes, where we maintained a higher proportion of external collaborators, because we wish to offer students the most specialised knowledge directly from top experts in the EU, the USA or elsewhere around the world in cases where such knowledge is not covered within UNG's own research units. To this end, UNG has signed cooperation agreements with foreign universities and research institutions. The rationalisation process included the following measures: introduction of new elective subjects, in this way increasing the elective component of the programmes; some elective subjects whose content is no longer topically relevant have been eliminated; cyclical provision of elective subjects every second academic year, meaning that students from different cohorts can take the same elective subject together; combination of the provision of joint contents in related subjects and joint provision of elective subjects in multiple study programmes of the same cycle, consequently reducing the total number of elective subjects. Coordination of proposed changes to study programmes between Schools was carried out at the UNG level under the direction of the Vice-Rector for Education. Changes to programmes are approved by School Senates and the UNG Senate.

A personal tutor system was introduced for the purpose of improving the quality and effectiveness of learning and for dealing with any problems students may experience during the course as they arise. Consultations were organised with personal tutors for this purpose. We expect this to have a positive impact on students' progression and to reduce the average duration of studies. Analyses carried out at the end of the 2013/14 academic year showed that students are satisfied with the personal tutor system.

The revised study programmes also incorporate lifelong learning content aimed at alumni and anyone who needs to gain new skills and competences in order to build on their qualifications or seek new career paths. Slovene language courses were organised for foreign lecturers employed at UNG, so that before long they will be able to teach in Slovene.

E-learning using the Moodle platform was introduced to all study programmes as a way of complementing traditional teaching methods. Training was provided for teachers to enable them to use e-learning tools effectively. Via these e-learning tools, lecturers can provide students with study material, carry out testing and surveys, or encourage debates about study material via forums. The system is further supplemented by a video conferencing capability that allows for remote lectures. We also began filming lectures in conjunction with the VideoLectures.NET team, whose technology also allows for the transcription and translation of filmed lectures. In 2015 UNG acquired its own video lecture equipment and trained its own team to film lectures. Filmed lectures are available to all students via the redesigned UNG website as additional study material. They are particularly useful for students with special needs who are unable to attend lectures in person.

Within existing accredited UNG study programmes, we prepared three new elective subjects designed to introduce the basics of economics and entrepreneurial skills to first-cycle science and engineering study programmes and 15 new elective subjects designed to introduce the basics of scientific and engineering knowledge to social sciences and humanities study programmes (ten for first-cycle programmes, four for second-cycle programmes and one for third-cycle programmes).

The title of each proposed subject is listed below, along with the ECTS credits allocated to it. In the first group, teachers from SEM developed the following business subjects, which will be available as elective course units to students enrolled in the first-cycle science programmes Viticulture and Enology (SVE), Environment (SES) and Physics (SAS): Basics of Enterprise Planning (3 ECTS credits), Business and Professional Communication (3 ECTS credits), Sustainable Systems Management (6 ECTS credits).

In the second group, teachers from SEM, SAS, SES and SVE developed the following subjects in order to introduce the basics of scientific and engineering knowledge to social sciences and humanities study programmes, which will be available as elective course units to students enrolled in first-cycle study programmes (Cultural History, Slovene Studies) at SH or offered to social science and humanities students as part of lifelong learning: Use of Advanced Online Technologies in the Humanities (6 ECTS credits), Methods of Statistical Research (6 ECTS credits), Basics of Ecology for Social Science and Humanities Students (6 ECTS credits), Sustainable Approaches in Food Production (3 ECTS credits), Selected Chapters from the History of Winemaking and Viticulture (3 ECTS credits); Acoustics (4 ECTS credits); Digital Humanities (4 ECTS credits); Selected Chapters of Natural Science for Humanities and Social Science Students (3 ECTS credits); Astronomy and Cosmology for Humanities and Social Science Students (6 ECTS credits); Chemistry for Historians and Archaeologists (6 ECTS credits). Subjects for second-cycle programmes (Cultural History, Slovene Studies) at SH or for social science and humanities students as part of lifelong learning: Selected Chapters of Modern Technologies for Social Science Students (6 ECTS credits); Neuroscience (3 ECTS credits); Basics of Artificial Intelligence (3 ECTS credits); Biolinguistics (6 ECTS credits); For third-cycle linguists we

prepared the course unit Signals Analysis for Linguists (6 ECTS credits), which covers physical analyses of acoustic signals in phonetics and electrophysiological signals in electroencephalography in linguistic research.

Even after completion of the project *Enhancement of the quality assurance system and revision of study programmes at the University of Nova Gorica*, UNG continued in 2015 with the process of revising and modernising study programmes in order to improve their quality and make them more attractive to prospective students. The aim is that all programmes will be unique in the Slovenian context, in other words that the knowledge they offer can only be acquired at UNG. UNG will also prepare a number of new study programmes in fields where it has developed a strong research potential and can ensure the effective transfer of new knowledge to younger generations.

By November 2015, the first- and second-cycle Physics programmes had been revised. On the basis of analysis of the provision of programmes to date and in accordance with the recommendations of the expert group from NAKVIS during the re-accreditation of programmes in 2014 and the expert group of the European University Association (EUA) during the external evaluation of UNG in 2015, we prepared an expansion and conceptual revision of both study programmes in the Astronomy field, in which the emphasis is on scientific excellence and research, intensifying connections with international research institutions and maintaining direct contact between students and teachers. We aim to provide students as soon as possible with the full range of theoretical and experimental knowledge that they will need in the most cutting-edge areas of physics and introduce them gradually to supervised research. The aim is to offer them better employment opportunities. The changes were reviewed and approved by the UNG Senate at its 68th ordinary meeting on 25 November 2015. The UNG Senate also approved the renaming of the revised and expanded programmes as the first-cycle (bachelor's) study programme "Physics and Astrophysics" and the second-cycle (master's) programme "Physics and Astrophysics". On 27 November 2015, the UNG Senate issued a decision changing the name of the "School of Applied Science" to the "School of Science".

At its 68th ordinary meeting on 25 November 2015, the UNG Senate adopted changes to the first-cycle study programme Engineering and Management that had been prepared at the School of Engineering and Management. A significant element of the revision of the study programme was the introduction of new content from the fields of communications, mobile technology and information security, with the aim of equipping students with the up-to-date knowledge and skills that graduates need in order to be proficient in computerised technological and business processes.

Accreditation was granted to a new second-cycle teacher training programme in the Slovene Studies field. The School of Humanities will begin offering this programme in the 2016/17 academic year.

The Senate of the School of Viticulture and Enology proposed a revision of the first-cycle study programme Viticulture and Enology involving the introduction of new elective subjects in the marketing and promotion fields. The changes to the programme were approved by the UNG Senate on 25 November 2015.

At its 64th ordinary meeting on 8 July 2015, the UNG Senate approved the proposal of the Senate of the School of Arts to introduce the new elective module IDEATE in its Media Arts and Practices programme.

3.5 Development of e-learning

UNG systematically encourages and develops new approaches to teaching and learning using the latest technological and pedagogical approaches, placing a significant emphasis on the active role of students, project work, connections with research processes, the current needs of society and openness to the international arena.

UNG is developing e-learning activities at all its Schools and through them wishes to further enhance its reputation as a widely recognised provider of flexible, open, high-quality, development-oriented and student-friendly education.

Through the development of a diversified range of open educational contents, it aims to contribute to the dissemination of the latest knowledge and increase interest in science. Among its important objectives is the opening up of opportunities for active inclusion for as long as possible throughout an individual's life by taking into account various pathways to knowledge. For this reason UNG also attaches great importance to lifelong learning and distance learning.

In order to ensure the effective introduction of e-learning, which is one of UNG's key strategic focuses, an e-learning working group was set up in 2014. This group reports regularly on its activities and achievements to the UNG Senate.

As part of the UNG's Development Strategy in Teaching (Section 1.7), guidelines were drawn up in 2018 for the introduction of new modern approaches to learning and teaching in all UNG study programmes, including the use of information and communications technologies and multimedia in the education process.

Activities and achievements in the field of e-learning at modern approaches to teaching are presented chronologically below:

2014-2015

- A thorough review of the situation in the area and of the various options for introducing e-learning and orientation regarding potential strategic partners.
- The test implementation of several key activities in practice (recording of lectures, use of open educational materials, introduction of the Moodle e-learning tool, etc.).
- In cooperation with the VideoLectures.NET team, we have filmed 11 hours of lectures at UNG (three hours of lectures for the Business Information Systems course unit at the School of Engineering and Management, six hours of lectures for the Ampelography course unit at the School of Viticulture and Enology and two hours of lectures for the Environment and Society course unit at the School of Environmental Sciences).

- We are laying the foundations for the systematic archiving of recorded lectures for further use, and testing the possibility of further processing, including the translation of lecture transcripts.
- In this academic year, 17 course units were introduced onto the Moodle platform for the first time. The activity was systematically established prior to this with a selection made of the first course providers from each faculty, who were given in-house training. Within the group we prepared a questionnaire for all Moodle users to enable us to take into account the experiences gained from this year's implementation and thereby improve quality next year.
- In coordination with the Dean of the School of Arts, a team of three students from the School was formed and tasked with recording lectures at UNG. They also had their first introduction to the video lecture recorder.
- Five members of UNG staff from five Schools took part for one or more days in the Global OCWC 2014 world conference on open education sources, which took place in Ljubljana in April. The official opening of the Opening Up Slovenia initiative took place alongside the conference, along with a meeting with Androulla Vassiliou, European Commissioner for Education, which was attended by UNG Rector Professor Danilo Zavrtanik and Professor Tanja Urbančič.
- We prepared a description of good practice in open education at UNG for the Opening Up Slovenia website, and a short presentation of the situation and guidelines applying to the introduction of e-learning at UNG, which was given in the large Union Hall at the OCWC conference.
- On the basis of the experience and information gained, a concrete plan of activities, with a definition of objectives, was drawn up in collaboration with the Schools.
- A presentation on the theme of open educational resources was prepared for members of the collegium and other interested UNG staff.

Great progress was made regarding the introduction of e-learning. The following activities were carried out in 2015:

- Teacher training in the use of new teaching methods took place in the form of external workshops organised by UNG (use of the Moodle platform), external workshops organised by CMEPIUS and online seminars.
- The number of teachers that use the Moodle e-learning platform in the teaching process is increasing in all programmes.
- Video equipment was procured for the recording of lectures at all Schools.
- A plan for the video recording of lectures was adopted and the first round of recordings made at all Schools.

2015-2016

- The previously introduced activities of virtual classrooms for individual subjects (77 online classrooms in 2015/16) and filmed lectures have now been properly run in. The

main priority now is to connect these activities and build them into the e-learning offering.

- A special website has been created for UNG's e-learning content that takes into account the structure of the target population: future students (and e-students) with an explicit invitation to enrol; current students; and other interested sections of the public. Access will be possible via the same website both to online classrooms for students and to open-access content, particularly filmed lectures, with the result that the complete offering will be visible.
- VideoLectures.NET will continue to supply multilingual subtitles for filmed lectures in the future. This will make it much easier to use the recordings as part of the internationalisation of the study process. We are continuing to film lectures this academic year.
- Already introduced activities (filming, Moodle) have been integrated and built into the e-learning offering, in particular in first-year courses at the School of Management and Engineering, where we are planning to offer part-time study in English.
- We held a conference entitled "How to begin implementing e-learning – practical guidelines for teachers and exchange of examples of good practice". This was aimed primarily at teachers of first-year students at the School of Management and Engineering (the conference was attended by 9 teachers).

2016-2017

- Around 70 hours of lectures were filmed in the first semester. All video lectures are published on the UNG website. The School of Arts has already published 364 video works on its Vimeo channel, which is following a stable growth of between 30 and 40 new works per year. All Schools are registering entire courses for video recording, particularly in those years in which there are student athletes or where other concrete reasons exist for recording. We will also film guest lecturers who come to UNG as part of the internationalisation project, so that the recordings will be available to future generations.
- The number of online classrooms is increasing in all UNG study programmes. It would make sense to organise parts of individual course units for distance learning.
- A "blended learning" model of combined teaching is being introduced, in which e-learning methods are combined with traditional teaching in a lecture room.
- In conjunction with the UNESCO Chair on Open Technologies for Open Educational Resources and Open Learning at the Jožef Stefan Institute, a new master's programme Designing and Performing Open Education is being prepared. This programme is expected to involve a combination of face-to-face learning (beginnings and ends of semesters) and e-learning. Four units in this study programme have been selected for provision in the form of lifelong learning. All of them will provide relevant knowledge and offer UNG staff the possibility of developing their own materials as part of the development of distance learning. A course on Open Education Design is being jointly

prepared with the Jožef Stefan Institute and will take place in Vipava from 2 to 7 July 2018.

- In conjunction with the UNESCO Chair on Open Technologies for Open Educational Resources and Open Learning at the Jožef Stefan Institute, we have developed the mentoring programme Open Education for a Better World, in which online mentors will mentor selected candidates. The latter will develop open e-learning programmes on topics related to the 17 UNESCO Sustainable Development Goals (SDGs).
- Three members of the e-learning group participated in a training event on the role of open online education at the University of Ljubljana Faculty of Electrical Engineering. The event – part of the SCORE 2020 project supported by the European Commission – featured experienced international speakers. The information obtained at the event will be used in the further development of e-learning at UNG.
- Four UNG staff members participated in the 2nd World Open Educational Resources (OER) Congress, which took place in Ljubljana from 18 to 20 September 2017. Co-organised by UNESCO and the government of Slovenia, the Congress attracted 500 participants from 105 countries. The Congress programme was highly relevant to the introduction of e-learning at UNG.

2017-2018

- A plan has been drawn up to put the necessary infrastructure in place, including the acquisition of video-conferencing equipment and a suitable software platform. We have chosen the MiTeam software platform from Mediainteractive. This provider also offers training and ongoing support both for the UNG e-learning team and for end-users, including students. We are currently at the stage of arranging procedures for the purchase or lease of this software.
- In conjunction with the Jožef Stefan Institute we have published a new call for applications for e-learning mentors and developers in the Open Education for a Better World programme.
- We are continuing to film course units, including, this semester, the whole of the course unit “Selected Chapters from World Literature” at the School of Humanities.
- A new master’s programme on the organisation of e-learning, called Open Education Planning and Management, is being prepared, having been approved by the UNG Senate in 2018.
- Over the course of the year various training sessions were provided for teaching staff and support staff in all UNG study programmes on the use of ICT tools and the introduction of e-learning to the teaching process.
- UNG organised a course on Open Education Design in conjunction with the UNESCO Chair at the Jožef Stefan Institute. The course, which ran from 2 to 6 July 2018, was attended by around 50 lecturers and participants from 17 countries, among them internationally recognised experts in the open learning field. This course simultaneously represents the conclusion of the international online mentoring programme Open Education for a Better World which UNG designed together with the UNESCO Chair at the Jožef Stefan Institute.

2018-2019

- In order to support new, modern approaches in learning and teaching in all UNG study programmes, including the use of information and communications technologies and multimedia in the education process, UNG provides two online platforms for e-learning implementation and support – Moodle and MiTeam – and suitable video-conferencing equipment in lecture rooms. The use of these two platforms is now established both in the teaching process and in the organisation of virtual conferences and remote meetings of researchers. The MiTeam and Moodle platforms complement each other in terms of functional possibilities, and can also be used independently. It is left to the discretion of users whether to use one platform or the other or a combination of both, depending on specific needs in the learning process or in the organisation of e-learning or virtual conferences. The parallel use of the two platforms is technically harmonised, in that a simple transition or connection is possible between platforms.
- As of 2019, more than 360 course units are available to students at UNG in online form on the Moodle platform, which has more than 1,600 registered users.
- Pilot activities for various modes of e-learning have been carried out on the MiTeam platform: (1) following UNG lectures from home via the video-conferencing system, (2) lectures by a guest lecturer from a remote location (one lecturer gave a lecture via a video-conferencing connection from Skopje), (3) reverse learning, (4) filming of lectures, (5) e-learning in real situations (hands-on learning), (6) quizzes to consolidate knowledge, (7) autonomous tasks in the e-classroom, etc. Regular support from the supplier of the e-platform has been set up for all lecturers implementing the pilot activities. Regular weekly video conferences are taking place, along with individual consultations and visits to UNG sites as necessary. At the same time, the platform developer receives and handles on an ongoing basis all individual comments from current users, so that the pilot activities not only serve to train the UNG team but also to improve the platform itself and facilitate its adaptation for UNG's needs. User documentation has also been improved. Technical support for the automatic inputting of data from UNG's electronic system on all course units, providers and students in the new academic year is being prepared. This will make the user administration of the platform easier. A specifically organised virtual space for the e-Klet (e-Winery) application is being prepared within the MiTeam platform for the needs of SVE.
- Regular training in the use of the Moodle and MiTeam platforms is provided for all UNG teaching staff. Training is aimed both at new users/beginners who wish to learn more about the possibilities offered by the platforms and at the School editors responsible for maintaining the platforms. Coordinators of individual course units have received the necessary information at individualised training sessions and written instructions have been prepared for all participating lecturers. In May and June two new IT staff were given training in handling the new equipment and administration of the platform.
- Technical support for e-learning provision is provided by the IT team (three UNG staff).
- We regularly collect feedback on the functioning and use of the platforms from students, lecturers and the support team. We have also collected information via an online survey. Responses to date have been positive.

- On 23 May 2019 UNG hosted and co-organised the national conference of the Slovenian Rectors' Conference, under the banner "Transformation of the Education Process in the Digital Era", at the university's Dvorec Lanthieri site in Vipava. UNG staff actively participated in designing the content of the conference. The central theme was the question of the transformation of the education process in the digital era. The question of transforming the education process was raised in a keynote speech by Dr Dominic Orr, a distinguished researcher from the Berlin-based Research Institute for the Economics of Education and Social Affairs (FiBS) and an adjunct professor at UNG, with the presentation of a study on the expected characteristics of higher education in 2030. The plenary part of the conference offered various views on setting the limits of technological support in the learning space. Speakers included Professor Janez Vogrinc of the University of Ljubljana Faculty of Education ("Information and Communications Technology in the Study Process") and Davor Orlič of the Jožef Stefan Institute and the UNESCO Chair on Open Technologies for Open Education Resources and Open Learning ("Artificial Intelligence in the Context of Business Intelligence, Personalisation of Learning, Smart Cities and Factories of the Future"). Discussions in the plenary part of the conference were moderated by Professor Barbara Koroušić Seljak (UNG and Jožef Stefan Institute). The conference also included four workshops addressing the questions of the development and use of ICT tools in learning and teaching, the question of motivating students in a digitalised university environment, and questions relating to open educational resources and access to knowledge via innovative technology. The conference participants agreed that the integrated and good use of ICT both in lecture rooms and outside them necessarily requires knowledge of the characteristics of digitalisation processes, the coexistence of humans and technology, the impact of technologies on learning and teaching, and potential negative sides to the use of ICT within higher education. ICT can only make an important contribution to the quality of provision of a study programme if used appropriately and incorporated into the teaching process in a didactically appropriate manner.
- On 24 May 2019 UNG held a conference on the university's digitalisation strategy, led by Dr Dominic Orr, an adjunct professor at UNG. In June 2019 an internal workshop was held to present good practices and experiences from the pilot activities regarding the introduction of new approaches to teaching, at which the experiences of pilot activities in the second semester were summarised.
- From 1 to 4 July UNG held the international workshop "Open Education Design" in conjunction with the UNESCO Chair on Open Technologies for Open Educational Resources and Open Learning at the Jožef Stefan Institute. The workshop attracted over 60 participants from 16 countries. As well as lectures, the workshop programme included practical work in the computer room and the presentation of more than 30 projects deriving from the Open Education for a Better World (OE4BW) programme, with contents relating to one or more of the UN's 17 Sustainable Development Goals. The workshop was accompanied by two parallel events: a one-day programme for businesses and a panel on Energy, Society and Open Education. Personnel from three government ministries (Ministry of Education, Science and Sport; Ministry of Foreign Affairs; Ministry of Infrastructure) participated in individual parts of the workshop.

Participation from the Ministry of Education, Science and Sport was particularly numerous.

- As part of the international workshop “Open Education Design”, a test was carried out of “live streaming” within the MiTeam platform. This means the possibility of following an event live via an online connection, and also active participation in and moderation of individual parts of a remote conference from different parts of the world.
- In November 2019 the UNG School of Engineering and Management obtained accreditation for the new international master’s programme “Open Education Planning and Management”, which will be partly provided in the form of distance learning. Teaching is envisaged to be provided via ICT infrastructure (Moodle and MiTeam).

3.6 Student and staff mobility

The International Office coordinates the mobility of students, graduates, professors, researchers and other staff within the Erasmus+ programme, CEEPUS and other programmes, and in the context of various interinstitutional agreements. In the 2018/19 academic year, the International Office provided support to 151 incoming and outgoing individuals in the realisation of their mobility. It offered them assistance in obtaining a visa, organising appropriate insurance, accommodation and transport, in overcoming cultural differences and with integration. It also looked after the agreements between UNG and mobility participants, payments and other relevant project documentation and reports.

The International Office monitored and informed UNG staff about current calls for applications within the programmes and areas for which it is competent. It also handled applications in response to calls, implementation of projects and reporting, and provided other administrative support.

Mobility projects implemented in the 2018/2019 academic year:

- Erasmus+ 2019, Higher Education in Programme Countries (2019–2020)
- Erasmus+ 2019, Higher Education in Programme and Partner Countries (2019–2022)
- Erasmus+ 2018, Higher Education in Programme Countries (2018–2020)
- Erasmus+ 2018, Higher Education in Programme and Partner Countries (2018–2020)
- Erasmus+ 2017, Higher Education in Programme and Partner Countries (2017–2019)
- Ad Futura scholarships for study abroad under the Erasmus+ programme for 2018 (2018–2019)
- Multidisciplinary Approach to Education and Research in the Field of Digital Media Production, CEEPUS (2018-2019)
- Multi-messenger Astrophysics in Central Europe - Astro.CE (Umbrella), CEEPUS (2018-2019)
- Advanced Trends in Education and Research of Biochemistry, Biophysics and Biotechnology of Macromolecules (Umbrella), CEEPUS (2018-2019)
- Food Safety for Healthy Living, CEEPUS (Umbrella) (2017-2018, 2018-2019)

- ADRIART.CE, CEEPUS (2015-2016, 2016-2017, 2017-2018, 2018-2019)
- Education of Modern Analytical and Bioanalytical Methods, CEEPUS (2014-2015, 2015-2016, 2016-2017, 2017-2018, 2018-2019)
- Research and Education in the Field of Graphic Engineering and Design, CEEPUS (2014-2015, 2015-2016, 2016-2017, 2017-2018, 2018-2019)

The International Office also handles the promotion of programmes enabling mobility and the presentation of the results of mobility projects. At the UNG level it organised two informative meetings and several individual meetings during the course of the year. During “University Week”, which UNG holds every October, it organised an “Intercultural Bazaar” event at which UNG students whose mother tongue is not Slovene presented some of the characteristics and customs of their countries in words and images.

At the UNG level the International Office runs and maintains the internal “Projects and Contracts” database of outgoing and incoming mobility of students, graduates and staff, a list of international education projects and a list of agreements and international memberships.

It also offers support in the process of concluding interinstitutional agreements. In the 2018/19 academic year, UNG concluded numerous Erasmus+ interinstitutional agreements with institutions from 35 countries.

List of Erasmus+ interinstitutional agreements between UNG and institutions in programme countries in the 2018/19 academic year:

- Austria:
 - Universität Wien
 - University of Natural Resources and Life Sciences, Vienna
 - Graz University of Technology
 - Univeristy of Graz
- Bulgaria:
 - Bulgarian Academy of Sciences
 - “Angel Kanchev” University of Ruse
 - Sofia University “St. Kliment Ohridski”
 - Technical University of Sofia
 - University of Chemical Technology and Metallurgy
- Czech Republic:
 - Brno University of Technology
 - Charles University
 - Czech Technical University in Prague
 - Masaryk University
 - VŠB-Technical University of Ostrava
- Denmark:
 - Roskilde University
- Estonia:
 - Tallinn University

- France:
 - École Centrale Paris
 - Université de Bordeaux
- Greece:
 - Eastern Macedonia and Thrace Institute of Technology
 - Technical University of Crete
 - University of Patras
- Croatia:
 - Collegium Fluminense-Polytechnic of Rijeka
 - University of Dubrovnik
 - University of Rijeka
 - University of Zagreb, Faculty of Chemical Engineering and Technology
 - University of Zagreb, Faculty of Geotechnical Engineering
 - University of Zagreb, Faculty of Food Technology and Biotechnology
 - Visoko gospodarsko učilište u Križevcima
- Ireland:
 - Maynooth University
- Italy:
 - Ca' Foscari University of Venice
 - Politecnico di Bari
 - Università degli Studi dell'Insubria
 - Università degli Studi di Napoli "Parthenope"
 - University of Padova
 - University of Salerno
 - University of Udine
- Latvia:
 - University of Latvia
- North Macedonia (former republic of Yugoslavia)
 - Ss. Cyril and Methodius University in Skopje
- Hungary
 - Eötvös Loránd University
 - Budapest Metropolitan University
- Germany:
 - Eberhard Karls Universität Tübingen
 - Goethe University
 - Hochschule Geisenheim University
 - Ludwig Maximilian University of Munich
 - University of Oldenburg
- Netherlands:
 - Tilburg University
 - University of Groningen
- Norway:
 - Hedmark University College
 - University of Stavanger
 - University of Tromsø - The Arctic University of Norway
- Poland:

- Silesian University of Technology
- University of Gdańsk
- Portugal
 - Instituto Politécnico de Leiria – IPLeiria
 - Universidade de Trás-os-Montes e Alto Douro
 - University of Coimbra
 - University of Madeira
- Romania
 - Transylvania University of Braşov
 - University of Agricultural Sciences and Veterinary Medicine Cluj-Napoca
- Serbia
 - Singidunum University
 - University of Niš
- Spain:
 - Universidad de Las Palmas de Gran Canaria
 - University of Barcelona
- Turkey:
 - Ankara University
 - Bahcesehir University
 - Dokuz Eylül University
 - Izmir University of Economics
 - Mustafa Kemal University
 - Nişantaşı University
 - Selçuk University

List of Erasmus+ interinstitutional agreements between UNG and institutions in partner countries in the 2018/19 academic year:

- Armenia:
 - Yerevan State University
- Azerbaijan:
 - Azerbaijan State Agrarian University
 - Mingachevir State University
- Belarus:
 - Belarusian-Russian University
- India:
 - Swami Ramanand Teerth Marathwada University
- China:
 - Southwest University of Science and Technology
- Kenya:
 - Kenyatta University
- Korea:
 - Sogang University
- Pakistan:
 - Abdul Wali Khan University Mardan
 - University of Peshawar
- Russia:

- Dubna State University
- Lomonosov Moscow State University
- North-Caucasus Federal University
- Serbia:
 - University of Belgrade
 - University of Niš
 - University of Novi Sad
- Thailand:
 - Chiang Mai University
- Ukraine:
 - O.M. Beketov National University of Urban Economy in Kharkiv
- Venezuela:
 - Instituto Venezolano de Investigaciones Científicas (IVIC)
- United States of America:
 - New York University
 - University of California San Diego

The office also runs and maintains the “UNG Mobility Blog” aimed at students, graduates and staff who have taken part in foreign exchanges and those who have come to UNG on an exchange (<http://mobility.ung.si/>), and the International Office website, where interested parties can obtain general information about international activities.

The International Office also hosts an EURAXESS contact point (<http://www.euraxess.si/index.aspx>), which by offering various information encourages and helps simplify the international mobility of researchers.

Realisation of mobility

The realisation of mobility within the Erasmus+ programme and other mobility programmes for students, teachers and other staff is shown below by individual academic years.

The realisation of mobility within the Erasmus+ programme and other mobility programmes for students, graduates, teachers and other staff is shown below by individual academic years.

UNG realised the following mobilities **in the 2018/19 academic year:**

TYPE OF MOBILITY		Outgoing ERASMUS+ mobility of individuals between programme countries				Incoming ERASMUS+ mobility of individuals between programme countries			
#	COUNTRY	Student mobility for study purposes	Student and graduate mobility for traineeship purposes	Teacher mobility	Employee training	Student mobility for study purposes	Student and graduate mobility for traineeship purposes	Teacher mobility	Employee training
1	Austria		1		1				
2	Bulgaria							1	2
3	Czech Republic			1	1			2	1

4	Finland				1				
5	France				3				
6	Greece				1				2
7	Croatia	1		1	2		2		
8	Italy		3		2	1	1		
9	Germany	1	3		3		1		
10	Netherlands		1						
11	Norway			5	3				
12	North Macedonia				2			1	
13	Poland				2				
14	Portugal		1	1	1	1		1	
15	Spain	1	3		1				
16	Sweden				2				
17	Turkey				2	3	1	1	
18	UK				4				
Total		3	12	8	31	5	5	6	5
TYPE OF MOBILITY		Outgoing ERASMUS+ mobility of individuals between programme countries and partner countries				Incoming ERASMUS+ mobility of individuals between programme countries and partner countries			
#	COUNTRY	Student mobility for study purposes	Student mobility for traineeship purposes	Teacher mobility	Employee training	Student mobility for study purposes	Student mobility for traineeship purposes	Teacher mobility	Employee training
1	Armenia				1		1		1
2	Azerbaijan					3			3
3	Serbia				2				5
4	Pakistan								2
5	Russia				3	1			
6	Ukraine			1	1				2
7	Venezuela					1			2
8	Thailand								3
9	USA				2				1
Total		-	-	1	9	5	1	-	19
TYPE OF MOBILITY		Outgoing CEEPUS MOBILITY				Incoming CEEPUS MOBILITY			
#	COUNTRY	Student mobility		Teacher mobility		Student mobility		Teacher mobility	
1	Albania					1			
2	Austria	1							
3	Bosnia and Herzegovina					1			
4	Montenegro					1			
5	Croatia					7			
6	Hungary	3		1					
7	Poland					1			
8	Serbia	2		2		15			
Total		7		3		26		-	
TYPE OF MOBILITY		OTHER* outgoing INTERNATIONAL MOBILITY PROGRAMMES				OTHER* incoming INTERNATIONAL MOBILITY PROGRAMMES			
#	COUNTRY	Student mobility for study purposes	Student mobility for traineeship purposes	Teacher mobility	Employee training	Student mobility for study purposes	Student mobility for traineeship purposes	Teacher mobility	Employee training
1	Austria	1							
2	Portugal	2							
3	Russia	1							

4	Ukraine	1							
Total		5	-	-	-	-	-	-	-

UNG realised the following mobilities in the 2017/18 academic year:

TYPE OF MOBILITY		Outgoing ERASMUS+ mobility of individuals between programme countries				Incoming ERASMUS+ mobility of individuals between programme countries			
#	COUNTRY	Student mobility for study purposes	Student and graduate mobility for traineeship purposes	Teacher mobility	Employee training	Student mobility for study purposes	Student and graduate mobility for traineeship purposes	Teacher mobility	Employee training
1	Austria	-	-	-	2	-	-	2	-
2	Bulgaria	-	-	1	2	-	-	1	1
3	Czech Republic	-	-	1	3	2	2	2	1
4	Finland	-	-	-	1	-	-	-	-
5	France	-	1	-	1	4	-	-	-
6	Croatia	-	1	-	1	-	-	-	-
7	Italy	-	2	-	8	-	-	-	-
8	Germany	-	2	-	4	-	-	-	-
9	Netherlands	-	3	-	1	-	-	-	-
10	Norway	-	-	4	5	-	-	-	-
11	North Macedonia	-	-	-	1	-	-	-	-
12	Poland	-	1	-	-	-	-	-	-
13	Portugal	2	2	-	2	2	-	-	-
14	Spain	-	2	-	5	-	-	-	-
15	Sweden	-	1	-	-	-	-	-	-
16	Turkey	-	-	-	-	2	3	-	-
17	UK	-	-	-	5	-	-	-	-
Total		2	15	6	41	10	5	5	2
TYPE OF MOBILITY		Outgoing ERASMUS+ mobility of individuals between programme countries and partner countries				Incoming ERASMUS+ mobility of individuals between programme countries and partner countries			
#	COUNTRY	Student mobility for study purposes	Student mobility for traineeship purposes	Teacher mobility	Employee training	Student mobility for study purposes	Student mobility for traineeship purposes	Teacher mobility	Employee training
1	Azerbaijan	-	-	2	2	6	-	-	3
2	Serbia	-	-	-	-	2	-	1	1
3	Russia	-	-	-	1	-	-	-	-
4	Ukraine	-	-	-	-	4	-	-	-
5	Thailand	-	-	-	2	-	-	-	-
Total		0	0	2	5	10	0	1	4
TYPE OF MOBILITY		Outgoing CEEPUS MOBILITY				Incoming CEEPUS MOBILITY			
#	COUNTRY	Student mobility for study purposes	Student mobility for traineeship purposes	“Short-term” student mobility	Teacher mobility	Student mobility for study purposes	Student mobility for traineeship purposes	“Short-term” student mobility	Teacher mobility

1	Bosnia and Herzegovina	-	-	-	-	3	-	-	-
2	Bulgaria	-	-	-	-	1	-	-	-
	Croatia	1	-	-	-	-	-	-	-
3	Hungary	-	-	-	1	2	-	-	-
	Slovakia	1	-	-	-	-	-	-	-
4	Serbia	-	-	-	2	3	-	-	1
Total		2	0	0	3	9	0	0	1
TYPE OF MOBILITY		Outgoing INTERNATIONAL MOBILITY – Bilateral scholarships				Incoming INTERNATIONAL MOBILITY – Bilateral scholarships			
#	COUNTRY	-	-	-	-	Student mobility	-	-	-
1	Austria	-	-	-	-	1	-	-	-
Total		-	-	-	-	1	-	-	-
TYPE OF MOBILITY		OTHER* outgoing INTERNATIONAL MOBILITY PROGRAMMES				OTHER* incoming INTERNATIONAL MOBILITY PROGRAMMES			
#	COUNTRY	Student mobility for study purposes	Student mobility for traineeship purposes	Teacher mobility	Employee training	Student mobility for study purposes	Student mobility for traineeship purposes	Teacher mobility	Employee training
1	Spain	-	-	-	-	1	-	-	-
Total		0	0	0	0	1	0	0	0
TYPE OF MOBILITY		-				Incoming INTERNATIONAL MOBILITY in the context of the project "Internationalisation in order to modernise study content and teaching at the University of Nova Gorica" (Short and longer stays by foreign experts and higher education teachers at higher education institutions in Slovenia 2016–2018 – public call)			
#	COUNTRY	-	-	-	-	-	-	Teacher mobility	-
	France	-	-	-	-	-	-	2	-
	Israel	-	-	-	-	-	-	1	-
	North Macedonia	-	-	-	-	-	-	1	-
1	USA	-	-	-	-	-	-	2	-
Total		-	-	-	-	-	-	6	-

* Other mobilities: mobilities on the basis of interinstitutional agreements

UNG realised the following mobilities in the 2016/17 academic year:

TYPE OF MOBILITY		Outgoing ERASMUS+ mobility of individuals between programme countries				Incoming ERASMUS+ mobility of individuals between programme countries			
#	COUNTRY	Student mobility for study purposes	Student and graduate mobility for traineeship purposes	Teacher mobility	Employee training	Student mobility for study purposes	Student and graduate mobility for traineeship purposes	Teacher mobility	Employee training
1	Austria		1		2				
2	Bulgaria				1	1		1	
3	Czech Republic	1	1		3	1			1
4	France		2		2	4			
5	Greece				1	1			
6	Croatia			1					

7	Ireland			1					
8	Iceland				1				
9	Italy	1	2		3		1		
10	Latvia		1			1			
11	Germany	1	4	1	3				
12	Norway			3	5				
13	Hungary		1						1
14	North Macedonia				3				
15	Portugal	2			1	1		1	
16	Romania								1
17	Spain		1		1				
18	Turkey					2	2		
Total		5	13	6	26	11	3	2	3
TYPE OF MOBILITY		Outgoing ERASMUS+ mobility of individuals between programme countries and partner countries				Incoming ERASMUS+ mobility of individuals between programme countries and partner countries			
#	COUNTRY	Student mobility for study purposes	Student and graduate mobility for traineeship purposes	Teacher mobility	Employee training	Student mobility for study purposes	Student mobility for traineeship purposes	Teacher mobility	Employee training
1	Azerbaijan				1	4		1	3
2	China					2		1	1
3	Russia	1		1	1			3	
Total		1	-	1	2	6	-	5	4
TYPE OF MOBILITY		Outgoing CEEPUS MOBILITY				Incoming CEEPUS MOBILITY			
#	COUNTRY	Student mobility for study purposes	Student mobility for traineeship purposes	“Short-term” student mobility	Teacher mobility	Student mobility for study purposes	Student mobility for traineeship purposes	“Short-term” student mobility	Teacher mobility
1	Hungary					1			
2	Serbia				1	3			1
Total		-	-	-	1	4	-	-	1
TYPE OF MOBILITY		OTHER* outgoing INTERNATIONAL MOBILITY PROGRAMMES				OTHER* incoming INTERNATIONAL MOBILITY PROGRAMMES			
#	COUNTRY	Student mobility for study purposes	Student mobility for traineeship purposes	Teacher mobility	Employee training	Student mobility for study purposes	Student mobility for traineeship purposes	Teacher mobility	Employee training
1	Italy						2		
2	Ukraine					1			
Total		-	-	-	-	1	2	-	-

* Other mobilities: mobilities on the basis of interinstitutional agreements

UNG realised the following mobilities in the 2015/16 academic year:

TYPE OF MOBILITY		OUTGOING ERASMUS MOBILITY “OUTGOING”				INCOMING ERASMUS MOBILITY “INCOMING”			
#	COUNTRY	Student mobility for study purposes	Student and graduate mobility for traineeship purposes	Teacher mobility	Employee training	Student mobility for study purposes	Student mobility for traineeship purposes	Teacher mobility	Employee training
1	Austria				1				

2	Bulgaria			1				1	
3	Czech Republic	2			1	2			
4	Finland		2						
5	France				4	7			
6	Croatia				1				
7	Italy		2		2			1	
8	Latvia					1			
9	Hungary				1				
10	North Macedonia				1				
11	Germany			3	5				
12	Norway			2	2				
13	Poland					1			
14	Portugal	5				2			
15	Romania						2		
16	Slovakia				1				
17	Spain				1			2	
18	Turkey					1			
Total		7	4	6	20	14	2	4	-
TYPE OF MOBILITY		OUTGOING CEEPUS MOBILITY “OUTGOING”				INCOMING CEEPUS MOBILITY “INCOMING”			
#	COUNTRY	Student mobility for study purposes	Student mobility for traineeship purposes	“Short-term” student mobility	Teacher mobility	Student mobility for study purposes	Student mobility for traineeship purposes	“Short-term” student mobility	Teacher mobility
1	Bosnia and Herzegovina							1	1
2	Czech Republic					1			
3	Croatia			2		3		2	
4	Hungary				1				
5	Serbia			3	1			1	1
Total		-	-	5	2	4	-	4	2
TYPE OF MOBILITY		Outgoing mobilities via the Slovenian Scholarship Fund/EEA and Norway Grants “OUTGOING”				Incoming mobilities via the Slovenian Scholarship Fund/EEA and Norway Grants “INCOMING”			
»	COUNTRY	Student mobility for study purposes	Student mobility for traineeship purposes	Teacher mobility	Employee training, study visits	Student mobility for study purposes	Student mobility for traineeship purposes	Teacher mobility	Employee training, study visits
1	Norway			5	6	10		1	
Total		-	-	5	6	10	-	1	-
TYPE OF MOBILITY		OTHER* OUTGOING INTERNATIONAL MOBILITIES				OTHER* INCOMING INTERNATIONAL MOBILITIES			
#	COUNTRY	Student mobility for study purposes	Student mobility for traineeship purposes	Teacher mobility	Employee training	Student mobility for study purposes	Student mobility for traineeship purposes	Teacher mobility	Employee training, Post-doc
1	Armenia								1
2	Moldova								5
3	Ukraine					1			1
4	USA					5			
Total		-	-	-	-	6	-	-	7

* Other mobilities: Erasmus Mundus, mobilities on the basis of interinstitutional agreements

3.7 Current situation assessment and focus areas (2018–2019)

Strengths

We consider the quality of provision of UNG study programmes to be good and this is confirmed by international evaluations of UNG (Section 2.12). All study programmes have permanent accreditation. The rate of employment of graduates of all UNG study programmes remains extremely high in 2018/19. In recent years this figure has remained at over 80% in the six months following graduation and over 90% within a year of course completion (Analyses of graduate employment outcomes are presented in Section 13).

UNG continued the process of evaluation, revision and modernisation of study programmes in 2018/19 (the methodology is described in Section 2.5). UNG is successfully implementing its development strategy in the teaching field (Section 1.6) and its strategy of internationalisation in the teaching and research fields (Section 1.7).

In the context of ensuring and improving the quality of the teaching process, the planned activities are being successfully implemented: introduction of modern methods and forms of teaching, their development, effectiveness and success, in other words their adaptation to students' needs (student-centred learning and teaching), modernisation of syllabuses and study materials in electronic or traditional form, preparation of new study content, competences or learning outcomes, or new study programmes, and the transfer of new research findings to the pedagogical process.

UNG has purchased new ICT infrastructure, including video-conferencing equipment and the MiTeam software platform (to complement the existing Moodle platform), which enables the easier and more effective introduction of e-learning and modern pedagogical approaches in all UNG study programmes.

In conjunction with the UNESCO Chair on Open Technologies for Open Educational Resources and Open Learning, a new master's programme called "Designing and Performing Open Education" has been prepared and accredited. This programme is designed as a combination of face-to-face learning (beginnings and ends of semesters) and e-learning.

The International Office manages and coordinates international exchanges at UNG. It is aimed at students, teachers, researchers and other staff. The information offered by the International Office is publicly accessible. Students and staff can obtain all information regarding mobility and comprehensive support in one place.

The introduction of e-learning continued successfully in 2018/19 in all study programmes in all UNG teaching units.

Weaknesses

The chances of obtaining concessions for new study programmes are still practically nil. Likewise, it is not possible to transfer concessions from old programmes to new ones and in this way abandon the old programmes. The ministry has not enabled the co-funding of

UNG doctoral students' tuition fees from a ministerial call for applications since 2016. All these factors hinder the normal development of teaching activities at UNG.

Student mobility is relatively low, despite well-organised support and the obtaining of projects that enable mobility.

Enrolment of students in UNG study programmes is still low (this issue is dealt with separately in Section 13.5).

UNG offers a personal tutoring system as an additional aid to students. However, as a result of low levels of interest it has not yet really taken off. The small number of students and the accessibility of School managements when it comes to resolving the difficulties that students face are probably the reasons why more students have not opted for this form of support.

Opportunities for improvement

In the context of ensuring and improving the quality of the teaching process, regular training on the introduction of modern methods and forms of teaching (student-centred learning and teaching) and the use of ICT tools in teaching is envisaged for teaching staff.

3.8 Current situation assessment and focus areas (2017–2018)

Strengths

We consider the quality of provision of UNG study programmes to be good and this is confirmed by international evaluations of UNG (Section 2.12). All study programmes have permanent accreditation. The rate of employment of graduates of all UNG study programmes remains extremely high in 2017/18. In recent years this figure has remained at over 80% in the six months following graduation and over 90% within a year of course completion (Analyses of graduate employment outcomes are presented in Section 13).

UNG continued the process of evaluation, revision and modernisation of study programmes in 2017/18 (the methodology is described in Section 2.5). UNG adopted its development strategy in the teaching field (Section 1.6) and its strategy of internationalisation in the teaching and research fields (Section 1.7).

The International Office manages and coordinates international exchanges at UNG. It is aimed at students, teachers, researchers and other staff. The information offered by the International Office is publicly accessible. Students and staff can obtain all information regarding mobility and comprehensive support in one place.

The introduction of e-learning continued successfully in 2017/18. A plan has been drawn up to put the necessary infrastructure in place, including the acquisition of video-conferencing equipment and a software platform. Realisation and start of use are planned for early 2019.

Weaknesses

The chances of obtaining concessions for new study programmes are practically nil. Likewise, it is not possible to transfer concessions from old programmes to new ones and in this way abandon the old programmes. The ministry has not enabled the co-funding of UNG doctoral students' tuition fees from a ministerial call for applications since 2016. All these factors hinder the normal development of teaching activities at UNG.

Student mobility is relatively low, despite well-organised support and the obtaining of projects that enable mobility.

Enrolment of students in UNG study programmes is still low (this issue is dealt with separately in Section 13.5).

Opportunities for improvement

In the context of ensuring and improving the quality of the teaching process, the following activities are planned: introduction of modern methods and forms of teaching, their development, effectiveness and success, in other words their adaptation to students' needs (student-centred learning and teaching), modernisation of syllabuses and study materials in electronic or traditional form, preparation of new study content, competences or learning outcomes, or new study programmes, and the transfer of new research findings to the pedagogical process.

New infrastructure, including video-conferencing equipment and a software platform, will enable the easier and more effective introduction of e-learning and modern pedagogical approaches in all UNG study programmes.

In conjunction with the UNESCO Chair on Open Technologies for Open Educational Resources and Open Learning, a new master's programme called "Designing and Performing Open Education" has been prepared. This programme is designed as a combination of face-to-face learning (beginnings and ends of semesters) and e-learning. An application has been prepared for accreditation of the programme by NAKVIS.

In order to increase student and teacher mobility, more promotion and support for mobility is needed at the School level, in cooperation with the International Office.

3.9 Current situation assessment and focus areas (2016–2017)

Strengths

We consider the quality of provision of UNG study programmes to be good and this is confirmed by international and national evaluations of UNG. All study programmes have permanent accreditation. The rate of employment of graduates of all UNG study programmes is also very high in 2016 (over 83% six months after completion of studies and over 93% twelve months after completion of studies (Analyses of graduate employment outcomes are presented in the section on Teaching Activities)).

UNG continued the process of revision and modernisation of study programmes in 2017/18.

The introduction of e-learning continued successfully in 2017.

International students account for as much as 40% of the student population in the 2016/17 academic year. This high percentage of international students was maintained in 2017/18. International students currently account for 33% of those enrolled in first-cycle study programmes, 45% of those enrolled in second-cycle programmes and more than 57% of those enrolled in third-cycle programmes. The students come from 42 different countries (in Europe and other continents). The University is moreover becoming an attractive environment for foreign researchers and professors, so the number of staff members from other countries is constantly growing and currently accounts for 30% of all employees.

Weaknesses

State funding for concessions remains at a critically low level, which is hindering the normal development of teaching activities. The chances of obtaining concessions for new programmes are practically nil. The ministry did not enable the co-funding of UNG doctoral students' tuition fees from the ministerial call for applications in 2016/17. From this call for applications for 2016/17, UNG received a decision from the ministry in October 2015 on the possibility of co-funding of full fees for just 13 students in four doctoral programmes.

Enrolment of students in UNG study programmes is low (this issue is dealt with separately in Section 13.5).

Opportunities for improvement

In the context of ensuring and improving the quality of the teaching process, the following activities are planned: introduction of modern methods and forms of teaching, their development, effectiveness and success, in other words their adaptation to students' needs (student-centred learning and teaching), modernisation of syllabuses and study materials in electronic or traditional form, preparation of new study content, competences or learning outcomes, or new study programmes, and the transfer of new research findings to the pedagogical process.

In the field of the introduction of e-learning, we are preparing a combined teaching model known as "blended learning". In conjunction with the UNESCO Chair on Open Technologies for Open Educational Resources and Open Learning, we are preparing a new master's programme called "Designing and Performing Open Education". This programme is designed as a combination of face-to-face learning (beginnings and ends of semesters) and e-learning.

3.10 Current situation assessment and focus areas (2015–2016)

Strengths

We consider the quality of provision of UNG study programmes to be good and this is confirmed by international and national evaluations of UNG. All study programmes for

which the seven-year accreditation period has expired up to now, and UNG as a whole, received reaccreditation for the maximum period of seven years. The graduate employment rate after one year is also very high in 2016 for all UNG study programmes (Analyses of graduate employment outcomes are presented in the section on Teaching Activities).

UNG continued the process of revision and modernisation of study programmes in 2016.

Great progress was made regarding the introduction of e-learning. The following activities were carried out in 2015/16:

- The previously introduced activities of virtual classrooms for individual subjects (77 online classrooms in 2015/16) and filmed lectures have now been properly run in. The main priority now is to connect these activities and build them into the e-learning offering.
- A special website has been created for UNG's e-learning content that takes into account the structure of the target population: future students (and e-students) with an explicit invitation to enrol; current students; and other interested sections of the public. Access will be possible via the same website both to online classrooms for students and to open-access content, particularly filmed lectures, with the result that the complete offering will be visible.
- VideoLectures.NET Will continue to supply multilingual subtitles for filmed lectures in the future. This will make it much easier to use the recordings as part of the internationalisation of the study process. We are continuing to film lectures this academic year.
- Already introduced activities (filming, Moodle) have been integrated and built into the e-learning offering, in particular in first-year courses at the School of Management and Engineering, where we are planning to offer part-time study in English.
- We held a conference entitled "How to begin implementing e-learning – practical guidelines for teachers and exchange of examples of good practice". This was aimed primarily at teachers of first-year students at the School of Management and Engineering (the conference was attended by 9 teachers).

International students account for as much as 40% of the student population in the 2016/17 academic year. International students currently account for 33% of those enrolled in first-cycle study programmes, 45% of those enrolled in second-cycle programmes and more than 57% of those enrolled in third-cycle programmes. The students come from 42 different countries (in Europe and other continents). The University is moreover becoming an attractive environment for foreign researchers and professors, so the number of staff members from other countries is constantly growing and currently accounts for 30% of all employees.

Interest on the part of international candidates wishing to study at the School of Engineering and Management increased strongly in the 2016/17 academic year. The students who have enrolled at the school for the first time this year come from ten different countries, with the single largest number coming from Nepal. Last week 27 Nepalese students arrived in Nova Gorica: 25 were enrolled in a part-time first-cycle Engineering

and Management programme and two in a part-time second-cycle Engineering and Management programme. Their first impressions are excellent. They are grateful for the friendliness and support shown to them as they integrate into their new environment, both at the university and at their accommodation. They are also being helped by UNG student volunteers, who have given them a large amount of useful information and also taught them their first few words of Slovene.

Weaknesses

State funding for concessions remains at a critically low level, which is hindering the normal development of teaching activities. The chances of obtaining concessions for new programmes are practically nil. There was no call for applications for co-funding of doctoral studies from the ministry in 2015/16. The call for applications for 2016/17 was issued very late (after UNG had already published invitations to enrol in doctoral programmes), with the result that prospective students were unable to find out in advance about the possibilities of obtaining co-funding (following this call for applications UNG received a decision from the ministry in October 2015 on the possibility of co-funding of full fees for just 13 students in four doctoral programmes).

Enrolment of students in UNG study programmes is low (this issue is dealt with separately in Section 13.5).

Opportunities for improvement

In the field of the introduction of e-learning, additional activities to improve the offering are expected:

- VideoLectures.NET will continue to supply multilingual subtitles for filmed lectures in the future. This will make it much easier to use the recordings as part of the internationalisation of the study process. We are continuing to film lectures this academic year.
- We began the new academic year with the e-UNG website up and running. Selected freely accessible UNG educational content for the general public is now published on this website, which also provides access to online classrooms for all our study programmes. These are now being updated at all Schools to reflect this year's provision of programmes, while new ones are being created. If we compare data for the first semester alone (because online classrooms have not been set up for this year's second semester), the number of Moodle-supported courses at UNG grew from 45 in the 2013/14 academic year (23 of which at the School of Arts) to 60 in the 2016/17 academic year (24 of which at the School of Arts).

3.11 Current situation assessment and focus areas (2014–2015)

Strengths

We consider the quality of provision of UNG study programmes to be good and this is confirmed by international and national evaluations of UNG. All study programmes for which the seven-year accreditation period has so far expired, and UNG as a whole, received reaccreditation for the maximum period of seven years. The graduate employment rate after one year is also very high in 2015 for all UNG study programmes. (Analyses of graduate employment outcomes are presented in the section on Teaching Activities).

As part of the project *Enhancement of the quality assurance system and revision of study programmes at the University of Nova Gorica*, which was completed in 2015, revision was completed of 17 accredited study programmes provided at six UNG Schools (School of Environmental Sciences (SES) School of Engineering and Management (SEM), School of Humanities (SH), School of Applied Science (SAS), Graduate School (GS) and School of Viticulture and Enology (SVE)). Even after the completion of this project, UNG continued the process of revision and modernisation of study programmes in 2015. By November 2015, the first- and second-cycle Physics programmes, the first-cycle Engineering and Management programme, the first cycle Viticulture and Enology programme and the second-cycle Media Arts and Practices programme had been revised. Accreditation was granted to a new second-cycle teacher training programme in the Slovene Studies field.

The programmes include teaching based on practical examples and in cooperation with the business environment, particularly the professional higher education programmes. In its provision of doctoral programmes, UNG provides all students with the opportunity to conduct research in the university's own research units or in partner research institutions or businesses.

Descriptions of learning outcomes, competences, knowledge and educational content have been updated for all course units of all programmes, along with the selection of literature and methods of learning and assessment. Academic rules and regulations have been made uniform across all study programmes. All study programmes are presented in detail on the UNG website.

Great progress was made regarding the introduction of e-learning. The following activities were carried out in 2015:

- Teacher training in the use of new teaching methods took place in the form of external workshops organised by UNG (use of the Moodle platform), external workshops organised by CMEPIUS and online seminars.
- The number of teachers that use the Moodle e-learning platform in the teaching process is increasing in all programmes.
- Video equipment was procured for the recording of lectures at all Schools.
- A plan for the video recording of lectures was adopted and the first round of recordings made at all Schools.

Weaknesses

State funding for concessions remains at a critically low level in 2015 as well, which is hindering the normal development of teaching and research activities. The chances of obtaining concessions for new programmes are practically nil.

Enrolment of students in UNG study programmes is low (this issue is dealt with separately in Section 13.5).

Opportunities for improvement

International analyses and assessments of UNG's activities (U-Multirank 2015 global international assessment and international institutional evaluation of the university as a whole by the European University Association (EUA) as part of its Institutional Evaluation Programme (IEP)) showed that UNG achieves good results (average in comparison to other European universities) in the field of learning and teaching, although many opportunities still exist for improvement if the university wishes to achieve a similar level of excellence to that achieved in the research field.

Among the key areas for improvement, it is worth highlighting the following:

- Further development of student-centred teaching and learning
- Training academic staff for new approaches to teaching
- Offering optimum conditions for teaching and learning
- Promotion of excellence and innovation in teaching among academic staff

Possible methods of realisation are indicated in the Action Plan (Section 16).

Given the reduction in state funding for research and higher education, UNG is continuing to provide study programmes in line with the principles of cost-effectiveness and sustainability. It has streamlined course provision, reduced the proportion of external staff involved in provision and increased the engagement of the university's own staff in teaching work, all without compromising the quality of provision or reducing the academic achievements and skills of students or graduates expected by the programmes.

In 2015 UNG continued the process of revising and modernising study programmes in order to improve their quality and make them more attractive to prospective students. The aim is that all programmes will be unique in the Slovenian context, in other words that the knowledge they offer can only be acquired at UNG. UNG will also prepare a number of new study programmes in fields where it has developed a strong research potential and can ensure the effective transfer of new knowledge to younger generations.

The following measures are envisaged in the field of the introduction of e-learning:

- Preparation of a suitable business model for the offering of video lectures to the general public.
- Organisation of a national workshop on the theme of open learning.
- Obtaining projects for the implementation of activities and the purchase of equipment for e-learning.

We will continue with efforts to facilitate the provision of second-cycle (master's) programmes in English, which would make second-cycle programmes attractive to international students from all over the world (like third-cycle programmes are now). In

the 2014/15 academic year we are already observing the results of UNG's strategic focus in the field of internationalisation: the percentage of international students in all three cycles has increased.

In order to address the issue of the low number of students, alongside existing activities aimed at attracting new students (Section 13.5), UNG will prepare a number of new study programmes in fields where it has developed a strong research potential and can ensure the effective transfer of new knowledge to younger generations. The redesign of existing programmes in order to improve their quality and make them more attractive to prospective students could also contribute to improving enrolment. All programmes will be oriented towards providing something unique in Slovenia – that is, the knowledge they offer can only be acquired at UNG.

An expansion of educational activities with new study programmes is planned in the following fields: Materials (second and third cycles), Biomedicine (second cycle), Digital Arts (second cycle), Viticulture and Fruit Growing (second cycle).

4 RESEARCH AND ARTISTIC ACTIVITIES

4.1 UNG Research Laboratories and Centres

The University of Nova Gorica (UNG) is a research-focused university where teaching work is based on the scientific excellence of its laboratories. In this way it is following its stated vision, in which the research aspect of UNG is particularly highlighted. UNG realises its motto “*through knowledge to victory*” by ensuring a creative environment for researchers, teachers and students and in this way enables the achievement of results of the highest level in cutting-edge fields of science, technology and the arts.

UNG’s research focus is enshrined in the way the university itself is organised, with a structure that includes both teaching units (UNG’s individual Schools) and research units (UNG laboratories and centres). All UNG staff conduct their research either in the context of UNG’s own laboratories and research centres or as external researchers in the context of their own home organisations.

Research at UNG took place in 2018/19 in four laboratories and six research centres: the Environmental and Life Sciences Laboratory, the Organic Physics Laboratory, the Materials Research Laboratory, the Quantum Optics Laboratory, the Wine Research Centre, the Centre for Atmospheric Research, the Centre for Information Technologies and Applied Mathematics, the Humanities Research Centre, the Cognitive Sciences of Language Centre and the Centre for Astrophysics and Cosmology (<http://www.ung.si/en/research/>).

A detailed presentation of the research conducted by UNG researchers is given every year in the **Report on the Work of the University of Nova Gorica**. This report is published annually at the end of the calendar year in printed and electronic form (<http://www.ung.si/en/about/annual-reports/>). It presents the activities and results of UNG laboratories and centres in both basic and applied research. The research programmes and projects and research achievements and publications of UNG’s individual research units are presented on the units’ own websites. A brief presentation of all UNG research units is given below. External evaluation of UNG research units is covered in Section 2.12 (Verification of the quality of UNG by international organisations) and in Annexes 2 to 5.

Laboratory for Environmental and Life Sciences

The Laboratory for Environmental and Life Sciences (LELS) was established through the merger of the Environmental Research Laboratory and the Centre for Biomedical Sciences and Engineering. LELS aims to provide conditions for intensive cooperation between ecologists, ecotoxicologists, biochemists, molecular biologists, analytical and environmental chemists, and technologists. LELS fosters basic and applied research in the development of advanced, highly sensitive laser-analytical methods and diagnostic tools in biomedicine, the study of the conversion and transport of pollutants in land and aquatic environments, and the development of recombinant antibodies specific to tumour biomarkers. The laboratory’s high-level research provides a new insight into environmental

processes at various levels of organisation, from molecules, cells and organisms to complex ecosystems. At the same time it enables us to carry out in-depth research of the interactions between environmental processes and processes in living organisms, including human beings, with an emphasis on cellular antioxidant processes, antimicrobial activity, regulation of intracellular transport in viral infections and diseases, and in cancer diagnostics and treatment.

Laboratory for Organic Matter Physics

The laboratory focuses on research of the electronic properties of materials that are interesting as component parts of organic solar cells and organic thin-film transistors, and on research in the field of new two-dimensional materials, graphene-based electronic components and graphene membranes for alkaline fuel cells. In this context we have developed a unique method of time-of-flight measurement of charge carrier mobility in thin films of organic semiconductors and two-dimensional materials such as graphene. Research of thin-film organic semiconductors is done using vacuum evaporation and drop casting. Morphological characterisation is carried out using a VEECO CP II atomic force microscope. This microscope also allows characterisation of the electronic properties of thin films, since it is fitted with a picoammeter for measurement of currents between microscope tip and sample and a frequency amplifier for electric field measurement (Kelvin probe microscopy).

Projects in the organic solar cell field cover the optimisation and development of methods of deposition of polymer blends on large surfaces, research of alternative acceptor materials and studies of the stability of the interface between the metal and the organic semiconductor. In connection with organic thin-film transistors, we study the evolution of electronic properties as a function of layer thickness, for which we have developed a special sample holder that allows us to measure electric currents between two metal contacts during organic semiconductor growth. An important part of the activity covers the study of graphene transistors on sapphire and other dielectric substrates. In this work we take advantage of our collaboration on the European Science Foundation's EuroGRAPHENE project, within which we have gained access to the latest graphene materials that bind graphene to organic semiconductors. At the same time we are studying the initial growth phases of organic semiconductors on graphene and electrical charge transport via graphene and graphene materials. Using laser lithography we have made the first graphene-based field effect transistors, which contained less than one molecular layer of organic semiconductor. As part of the M-era.Net NanoEIMem project we have carried out systematic characterisation of the structural and electrical properties of graphene membranes.

Materials Research Laboratory

The main research activities of the laboratory include the fields of functional materials, surface science, environmental materials, electrocaloric materials, nanostructured materials, theoretical modelling and materials for energy. Development is proceeding in the direction of exciting new materials and processes, including topological insulators, biocompatible materials, nanostructured photocatalysts and materials in extreme environments. The laboratory has well-developed expertise in various fields of the physical

and chemical properties of nanostructured systems. Research is based on connecting theoretical modelling methods with state-of-the-art research methods, photoemission spectroscopies, X-ray powder diffraction, advanced electron microscopy (TEM and SEM), cyclic voltammetry, photoelectrochemical analysis and more. In accordance with UNG's development strategy, the laboratory has considerably increased its staff in recent years by recruiting excellent international researchers.

Quantum Optics Laboratory

The laboratory operates a state-of-the-art light source called CITIUS, which produces coherent femtosecond pulses in a wide spectral range (from 0.4 to 80 eV). CITIUS is used for the microscopic characterisation of advanced materials in the green energy and electronics fields. The development of the light source took place in close cooperation with the free-electron laser FERMI at the Elettra Sincrotrone research centre in Trieste, Italy. The members of the laboratory are experts in the field of laser-based light sources and in their use in the development of modern materials. The passage of ultrashort pulses of laser light through a material can lead to ultra-rapid electronic, structural or chemical changes, by which we obtain information on unbalanced states that serve as an important input when planning new materials.

Other research by laboratory staff includes research into the atomic and molecular structure of the new nano- and biomaterials with X-ray absorption and emission (micro-)spectroscopy with synchrotron light, which is carried out at various European synchrotron laboratories (Elettra in Trieste, ESRF in Grenoble, Desy in Hamburg, Soleil in Paris, Alba in Barcelona, etc.).

Centre for Astrophysics and Cosmology

The centre's research activities focus on the fields of high-energy astrophysics and experimental astrophysics and elementary particle physics. All are closely integrated into the work of international collaborations. Astrophysical observations of the universe offer us the opportunity to study phenomena on extremely small and extremely large scales, which enables a better understanding of the physical nature of matter and its interactions. The combination of information carried by various messengers such as charged cosmic ray particles, gamma radiation, neutrinos and gravitational waves is the key to better understanding of physical processes in the universe. Research by the Centre for Astrophysics and Cosmology takes place in the context of the international research collaborations Pierre Auger, Cherenkov Telescope Array, Fermi-LAT, Gaia, Liverpool Telescope and Belle2. Research focuses on the study of cosmic particles, transient phenomena, dark matter and possible mechanisms responsible for the asymmetry between matter and antimatter in the universe.

Centre for Atmospheric Research

The centre's research activities focus on the study of aerosol transport and water vapour content and their effect on the optical properties of the atmosphere, and on the study of the phenomenon of the Bora wind. Besides research of the troposphere, part of the centre's activities cover the study of phenomena in the higher, electrically charged strata of the atmosphere – the ionosphere. The centre's basic research covers remote sensing of

atmospheric properties, atmospheric impact on the performance of satellite navigation systems and the enhancement of measurements by modelling atmospheric phenomena. Research activities also cover the study of the impact of atmospheric phenomena on astrophysical observations. Aerosol transport and other ecological and meteorological measurements take place at the Otlica Observatory above Ajdovščina with the help of two lidar systems (Mie and Raman). Some activities also take place in the context of the international research collaborations Pierre Auger and Cherenkov Telescope Array.

Centre for Systems and Information Technologies

The Centre for Systems and Information Technologies (CSIT) was renamed the Centre for Information Technologies and Applied Mathematics at the end of 2017. The centre is an interdisciplinary research group that operates at the intersection of computer science, information science, mathematics, systems management technologies and process engineering. It develops new approaches to modelling and applies them in numerous fields, from biomedicine to education and industry. It develops methods for intelligent data analysis, including analysis of large textual corpora, and tests them in areas in which IT support is key to uncovering new knowledge. With them we aim to contribute to the better understanding of diseases and the understanding of environmental phenomena, or to address more difficult problems, particularly in the technical field. In mathematics we contribute through the study of algebraic hyperstructures and stability theory for so-called time scale systems and the development of new computer-aided methods for surgical simulations.

Wine Research Centre

The centre's research covers applied and expert activities in the following fields: analysis of the quality of various samples of plant origin, optimisation of viticultural technologies with regard to the final quality of wine, optimisation of winemaking technologies with regard to the desired structure of wine in correlation with its organoleptic characteristics, defining cultivar profiles and wine styles/characters, microbiology of grapevines, grapes and wine and fruit and fruit plants, metabolomics of grapes and yeasts and the economics and marketing of wine. The centre systematically links researchers and research activities which have multidisciplinary connections with fields of viticulture and oenology (plant physiology, biochemistry and pathology; viticultural and winemaking technologies; sustainable viticulture; analytics of fruit, grapes and wine; microbiology and molecular biology of yeasts, grapes and wine; biotechnology). The centre has equipment for basic and certain specific chemical, biological, physiological, molecular and microbiological analyses of grapes, must and wine (and also of fruit and olives). It also has its own wine estate and a mini vinification system.

Cognitive Sciences of Language Centre

The basic expertise of the centre is formal generative linguistics, although from this basis we also participate in other areas of the cognitive sciences that are tied to language – above all language processing, language acquisition and bilingualism. We focus on research into the theoretically relevant syntactic and semantic characteristics of various languages. We improve the reliability of data and the verification of analyses through the use of corpora, large judgement samples and various behavioural experiments (e.g. sentence completion

to verify models of morphosyntactic agreement, response times in question-word analysis, developmental tasks for studying the pragmatic abilities of bilingual children).

Humanities Research Centre

The Humanities Research Centre operates in the fields of literary studies, cultural history and digital humanities. The approaches mutually complement each other – comparative literary historical research enables reflection on the complexity of human communication and forms of coexistence, cultural history expands historical research to the level of cultural practices, and we understand digital humanities as a critical analysis of and reflection on the methods used in the humanities in the context of the progressive digitalisation of culture and communication media. Topics: distant reading; roles of female writers in literary cultures; literatures in contact; the humanities in the context of digitalisation; historical transformations of academic institutions; environmental consciousness in Slovenia.

4.2 Infrastructure programme of the University of Nova Gorica

Essential programme details

The infrastructure programme “*IO-0033 Infrastructure Programme of the University of Nova Gorica*” for the period 2015–20 is implemented on the basis of the Decision on the selection of a concession holder for the provision of a public service in the field of research in the form of an infrastructure programme for the period 2015–2020 No. 631-13/2014/9 of 20 April 2015 of the Ministry of Education, Science and Sport. With an overall score of 93%, the programme was among the highest classified. Its financial plan envisages 4 FTE for the salaries of researchers and assistance, co-funding of material and nonmaterial costs in the amount of €400,000 a year and amortisation in the amount of €270,000 a year. Under the plans, the percentage of co-funding increases from year to year in line with the availability of budget funds from €94,531.29 (14%) in 2015 to €538,871.97 (80%) in 2019.

Field and content

The Infrastructure Programme of the University of Nova Gorica provides infrastructure support to the five most cutting-edge research laboratories at UNG in the fields of physics and environmental sciences. These are 1540-002 Centre for Astrophysics and Cosmology (CAC), 1540-003 Laboratory for Organic Matter Physics (LOMP), 1540-011 Materials Research Laboratory (MRL), 1540-012 Quantum Optics Laboratory (QOL) and 1540-001 Laboratory for Environmental and Life Sciences (LELS). These laboratories are involved in six basic research programmes financed by the Slovenian Research Agency (ARRS) and a large number of international projects (H2020, Interreg, ESA and others). At the same time their extensive and modern infrastructure is regularly used by scientists from the entire Slovene research space.

The research carried out by the above five research units is complementary and covers the characterisation and study of phenomena in nature across the whole spectrum of energy scales and orders of magnitude in nature, from elementary particles, via atoms, molecules and atom clusters to crystals and polycrystalline nanostructured materials. Research at the Centre for Astrophysics and Cosmology covers phenomena in extreme fields of science, at cosmological and quark scales, which contributes to understanding of nature at the most

basic level and to the general progress of science. As well as regular infrastructure support, since 2018 infrastructure programme IO-0033 has been offering support for the ESFRI project Cherenkov telescope Array, which is included in the national Research Infrastructures Development Plan 2011–2020.

The other laboratories cover the synthesis and characterisation of new materials, which directly contributes to technological progress and development. The work of all of them is based on the use of high-value research equipment, either via involvement in major international research collaborations (CAC is a full member of the Pierre Auger Observatory, with a value of €50 million, and the CTA Observatory, with a value of €200 million) or via the purchase of research infrastructure in the context of European projects. MRL has acquired equipment worth €2 million in the context of the OP7 RegPot project SUNGREEN, while QOL has acquired equipment worth €2 million in the context of the Slovenia–Italy Cross-Border Cooperation Programme 2007–2013 (the CITIUS project).

The equipment located at UNG places the university among the most advanced centres in the world for the characterisation of the electronic properties of condensed and gaseous material and biological matter. In view of the fact that the majority of the research equipment supported by the infrastructure programme is either being jointly used by international research collaborations (Pierre Auger, CTA) or jointly used by all Slovene researchers (SiGNET GRID) or has been acquired on the basis of European funds, the infrastructure support of these activities is in our opinion economically justified.

Available research equipment

The Infrastructure Programme of the University of Nova Gorica has at its disposal the following unamortised equipment (fixed assets):

Major research equipment and infrastructure

Equipment	Historical cost
Transmission electron microscope	1,028,348 €
Scanning electron microscope	605,517 €
Cryostat manipulator	99,430 €
System for angular dependent spectroscopy of photoelectrons	358,560 €
TGA/DSC thermal analyser	97,090 €
X-ray powder diffractometer MINI FLEX 600	87,810 €
FPLC equipment	52,216 €
High-pressure extractor	51,946 €
Bioreactor/fermenter system	45,825 €
Fully equipped ultra-high vacuum chamber for XPS analysis	57,462 €
Monochromatic X-ray source	97,600 €
CCD camera	26,297 €
Atomic force microscope	61,218 €
Lidar systems	98,858 €
Equipment for measuring height of clouds and planetary boundary layer	145,578 €

The available research equipment and its use are presented in greater detail on the websites of the supported research units.

Scientific achievements linked to the UNG Infrastructure Centre

The results of the research carried out by the laboratories supported by the I0-0033 Infrastructure Programme of the University of Nova Gorica are at the pinnacle of the scientific achievements of Slovene scientists, with publications in prestigious scientific publications such as *Nature*, *Science*, *Nature Photonics* with an overall score of $A''=576.50$ for the evaluation of bibliographic indicators of outstanding research performance in the years 2014–2019 according to ARRS methodology. UNG researchers supported by the infrastructure programme participated in the greatest achievements of physics in 2018. The President of the Republic of Slovenia, Borut Pahor, awarded the “Apple of Inspiration” to faculty members Dr Tanja Petrushevska, for the discovery of the first supernova in which a tight double neutron star has formed, and Dr Gabrijela Zaharijaš, for her research of extragalactic background light using the Fermi satellite.

4.3 Artistic work at UNG

Artistic work at UNG takes place at the School of Arts. Artistic work is an inseparable part of education in the field of the arts and is also connected to those scientific fields and those parts of the business enterprise sector in which the University is also active. The School of Arts follows the development strategy for the arts field at UNG, which is presented in Section 1.5.

The UNG School of Arts implements the education process at all levels as, in the first place, practical work by students and their supervisors, which is created through the actual production process, appropriately supported by theoretical, historical and critical competences. For work of this kind we establish, in addition to cooperation with active artists in various fields of the arts, a strong connection with cultural institutions in the fields of film, theatre and fine arts or other established artistic practices. In this way the UNG School of Arts also functions as a producer within the educational process, while participating extremely successfully with artistic and other products and achievements at festivals and exhibitions both in Slovenia and around the world. In addition to independent original work by School staff, a great deal of energy is also invested in participation in festivals and exhibitions featuring student work, where we regularly achieve top results. Most significant, in our view, is the fact that independent expert assessments consider the products of students of the UNG School of Arts to be of sufficient quality for them to represent Slovenia with their works at a wide range of exhibitions, festivals and selections throughout the world.

Statistics for artistic production at the School of Arts 2017–2019

	2017	2018	2019
Number of exhibitions	20	18	21
Number of artistic products	25	28	26
Number of artistic productions	40	39	37

Total number of artistic achievements	85	85	84
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Details of the results of artistic work are collected together in the self-evaluation report of the UNG School of Arts.

4.4 Scientific publications by UNG researchers in recent years:

Taking into account UNG's relatively small size, both in terms of funding and staff, and its relative youth, we consider the university's research results to be outstanding. This is illustrated by the large overall number of research publications in international journals and at international conferences, and also the large number of high-quality publications in journals with an extremely high impact factor.

The table below presents details of UNG's scholarly and professional publications by years. The next two sections offer a brief presentation of the citation frequency of publications by UNG staff for the period 2009–2019 and outstanding research achievements at UNG in recent years. In terms of its research results and the results of artistic production, UNG is also ranked very highly at the international level, something that can be seen from international analyses and comparisons with other universities around the world. These results are presented in greater detail in Section 2.12 of this report. All results of international assessments of UNG are published on the UNG website (<http://www.ung.si/en/about/quality-assurance/international-assessments/>).

Publications by UNG researchers in recent years.

Publications	2013		2014	2015	2016	2017	2017	2018	2019*
1.01, 1.02, 1.03 Original scholarly papers	241		229	249	263	173	218	243	144
1.04 Professional papers	12		15	12	13	8	12	13	6
1.06, 1.07, 3.16 Invited lectures	9		6	6	6	7	7	14	5
1.08, 1.09 Active participations at international conferences	148		37	129	37	14	85	22	6
1.10, 1.12, 1.13, 3.15	141		149	148	121	121	144	137	85
1.18 Encyclopaedia entry/article	1		0	0	0	0	0	1	0
2.01 Scholarly monograph	5		5	2	3	4	5	3	3
2.02 Professional monograph	3		3	2	1	1	2	1	0
1.16, 1.17 Independent article/chapter in a monographic publication	23		19	14	18	12	15	17	15
1.19 Review, book review, critical review	4		3	7	0	7	9	2	0
3.14 Lecture at a foreign university	19		22	19	16	9	12	17	14

**The data are taken from the database SICRIS-Bibliographic Indicators of Research Performance for Research Groups as at 14 October 2019, which means that the list of publications in 2019 is incomplete in that it only covers publications from the first nine months of 2019.*

4.5 Details on the citation of UNG publications 2009–2019

Details on the citation of UNG publications for 2009–2019 can be consulted online at

<http://izumbib.izum.si/bibliografije/N20191202132629-1540.html>

A brief extract from the list of citations is presented in the table below, which is obtained from the reciprocal database COBISS.SI/COBIB.SI on 2 December 2019. WoS and Scopus data for 2009–2019, which include data on 3,928 publications by UNG staff, show that the number of pure citations is 98,393 (Scopus) or 88,665 (WoS). At the annual level, the citation of articles is growing steadily and in 2017 exceeded 13,000 a year.

Raziskovalna organizacija 1540

Univerza v Novi Gorici

h-indeks za znanstvena in strokovna dela s pregledom čistih citatov po letih (2009-2019)

	COBISS.SI-ID	Naslov dela	Tip	Vir	Leto	Baza	TC	CI	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019
1.	26060071	Observation of a new particle in the search for the Standard Model Higgs boson with the ATLAS detector at the LHC	1.01	Phys. Lett., Sect. B	2012	WoS	5461	5303				138	1036	1003	912	838	602	525	249
						Scopus	5199	5074				179	1041	961	785	655	565	526	362
2.	22274087	The ATLAS experiment at the CERN large hadron collider	1.01	Journal of instrumentation	2008	WoS	2897	2138	39	85	173	268	257	238	268	304	216	148	142
						Scopus	2826	2352	162	238	215	273	173	174	221	311	264	179	142
3.	2261243	Bandgap opening in graphene induced by patterned hydrogen adsorption	1.01	Nature materials	2010	WoS	992	992		27	106	117	124	119	115	114	101	84	85
						Scopus	1026	1026		24	102	125	128	121	125	130	104	82	85
4.	4597499	The Gaia mission	1.01	Astron. astrophys.	2016	WoS	900	885								9	102	418	356
						Scopus	1032	1011								17	232	453	309
5.	18511655	Observation of a narrow charmoniumlike state in exclusive $B \rightarrow K \pi^+ \pi^- J/\psi$ decay	1.01	Phys. rev. Lett.	2003	WoS	789	769	52	50	59	49	68	63	83	95	77	88	85
						Scopus	918	896	73	95	66	65	83	65	86	96	85	93	89
6.	563451	Precision electroweak measurements on the Z resonance	1.02	Phys. rep.	2006	WoS	879	858	42	68	66	63	78	91	95	102	92	90	71
						Scopus	783	768	47	83	66	69	84	82	62	77	64	76	58
7.	277243	Search for the Standard Model Higgs boson at LEP	1.01	Phys. Lett., Sect. B	2003	WoS	807	786	116	115	138	179	78	53	37	24	17	20	9
						Scopus	828	809	135	130	143	186	84	46	32	17	12	14	10
8.	4941051	Multi-messenger observations of a binary neutron star merger	1.01	The astrophysical journal	2017	WoS	466	462									18	346	98
						Scopus	794	786									60	386	340
9.	28811815	Combined measurement of the Higgs boson mass in pp collisions at $\sqrt{s} = 7$ and 8 TeV with the ATLAS and CMS experiment	1.01	Phys. rev. Lett.	2015	WoS	735	698							67	224	154	154	99
						Scopus	763	735							79	188	171	171	126
10.	4597755	Gaia Data Release 1	1.01	Astron. astrophys.	2016	WoS	428	413								8	156	192	57
						Scopus	737	722								13	267	323	119
11.	16771623	The Belle detector	1.01	Nucl. Instrum. methods phys res., Sect. A, Accel.	2002	WoS	566	438	29	32	37	38	47	37	44	55	46	45	28
						Scopus	758	630	70	68	52	60	59	45	54	78	60	55	29

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3920.	92552	Spectrophotometric determination of the chemical yield in radiochemical neutron activation analysis of selenium	1.01	Anal. sci.	1994	WoS	1	0	0	0	0	0	0	0	0	0	0	0	0	
						Scopus	1	0	0	0	0	0	0	0	0	0	0	0	0	
3921.	92923	Measurement of the forward backward asymmetry of c and b quarks at the Z pole using reconstructed D mesons	1.01	The European physical journal	1999	WoS	1	1	0	0	0	0	0	0	0	1	0	0	0	
						Scopus	0	0	0	0	0	0	0	0	0	0	0	0	0	
3922.	9419047	Dual beam thermal lens measurements of condensed phase samples at CO ₂ laser wavelengths	1.01	Appl. spectrosc.	1994	WoS	0	0	0	0	0	0	0	0	0	0	0	0	0	
						Scopus														
3923.	9440807	Measurements of the $\Gamma_{B^0}/\Gamma_{A^0}$ branching ratio of the z by doublehemisphere tagging	1.01	Z. Phys. C, Part. fields	1995	WoS	0	0	0	0	0	0	0	0	0	0	0	0	0	
						Scopus														
3924.	9521942	Atomic absorption background in EXAFS of Rb and Cs in inter-alkaline alloys	1.01	Phys. scr.	2005	WoS	2	0	0	0	0	0	0	0	0	0	0	0	0	
						Scopus	1	0	0	0	0	0	0	0	0	0	0	0	0	
3925.	953940	Primer vrednotenja modela dinamičnega sistema	1.01	Elektrotehniški vestnik	1996	WoS														
						Scopus	0	0	0	0	0	0	0	0	0	0	0	0	0	
3926.	960852	Primer identifikacije modela sistema v delovni točki	1.01	Elektrotehniški vestnik	1996	WoS														
						Scopus	0	0	0	0	0	0	0	0	0	0	0	0	0	
3927.	9828903	Measurement of the forward-backward asymmetry of charm and bottom quarks at the Z pole using D^{*+} mesons	1.01	Z. Phys. C, Part. fields	1995	WoS	0	0	0	0	0	0	0	0	0	0	0	0	0	
						Scopus	0	0	0	0	0	0	0	0	0	0	0	0	0	
3928.	987732	Approach to robust multivariable combustion control design	1.01	Comput. ind.	1992	WoS	0	0	0	0	0	0	0	0	0	0	0	0	0	
						Scopus	0	0	0	0	0	0	0	0	0	0	0	0	0	
<i>h</i> -indeks							WoS: 114	Scopus: 117	WoS/Scopus: 125											
							WoS	102371	88665	2524	2964	4053	6588	8047	8418	10353	12925	12179	12137	8477
							Scopus	110879	98393	3824	4209	5049	7417	9147	9074	10400	11995	13075	13250	10953

Key:

TC – total number of citations in a given period

CI – number of pure citations (explanation) in a given period (total and by individual years)

WoS – number of pure citations for documents linked to WoS

Scopus – number of pure citations for documents linked to Scopus

h-index – number of papers cited at least h-times in the given period (excluding self-citations)

The extract includes documents linked to WoS and/or Scopus.

Source of bibliographic details: COBISS.SI/COBIB.SI Reciprocal Database, 2 December 2019

4.6 Selected outstanding research achievements at UNG in recent years

Scientific publications with high impact factors in 2019, with a score of A'', and patents:

	Paper	journal	JCR	SNIP
	REBERNIK RIBIČ, Primož, ABRAMI, Alessandro, BADANO, Laura, BOSSI, Maurizio, BRAUN, Hans-Heinrich, BRUCHON, Niky, CAPOTONDI, Flavio, CASTRONOVO, Davide, CAUTERO, Marco, CINQUEGRANA, Paolo, DE NINNO, Giovanni, et al. Coherent soft X-ray pulses from an echo-enabled harmonic generation free-electron laser. Nature photonics, ISSN 1749-4885, 2019, str. 1-8, ilustr. https://www.nature.com/articles/s41566-019-0427-1 , doi: 10.1038/s41566-019-0427-1 . [COBISS.SI-ID 5380859]	Nature photonics, ISSN 1749-4885	31.583	8.489
	Schloemer, TH; Gehan, TS; Christians, JA; Mitchell, DG; Dixon, A; Li, Z; Zhu, K; Berry, JJ; Luther, JM; Sellinger, A Thermally Stable Perovskite Solar Cells by Systematic Molecular Design of the Hole-Transport Layer, <i>ACS Energy Lett.</i> 2019, 4, 2, 473-482 10.1021/acsenenergylett.8b02431	ACS ENERGY LETTERS 2019	16.331	
	Gatalo, M; Ruiz-Zepeda, F; Hodnik, N; Drazic, G; Bele, M; Gaberscek, M Insights into thermal annealing of highly-active PtCu ₃ /C Oxygen Reduction Reaction electrocatalyst: An in-situ heating transmission Electron microscopy study, <i>Nano Energy</i> Volume 63, September 2019, 103892 10.1016/j.nanoen.2019.103892	NANO ENERGY 2019	15.548	
	KEŽAR, Andreja, KAVČIČ, Luka, PÓLAK, Martin, NOVÁČEK, Jiří, GUTIÉRREZ-AGUIRRE, Ion, TUŠEK-ŽNIDARIČ, Magda, COLL RIUS, Anna, STARE, Katja, GRUDEN, Kristina, RAVNIKAR, Maja, PAHOVNIK, David, ŽAGAR, Ema, MERZEL, Franci, ANDERLUH, Gregor, PODOBNIK, Marjetka. Structural basis for the multitasking nature of the potato virus Y coat protein. <i>Science advances</i> , ISSN 2375-2548, 2019, vol. 5, no. 7, str. 1-13, ilustr. https://advances.sciencemag.org/content/5/7/eaaw3808 , doi: 10.1126/sciadv.aaw3808 . [COBISS.SI-ID 5135183]	Science advances, ISSN 2375-2548	12.804	3.170
	Ruiz-Zepeda, F; Gatalo, M; Pavlisic, A; Drazic, G; Jovanovic, P; Bele, M; Gaberscek, M; Hodnik, N	NANO LETTERS 2019	12.279	

	Atomically Resolved Anisotropic Electrochemical Shaping of Nano-electrocatalyst, <i>Nano Lett.</i> 2019, 19, 8, 4919-4927 10.1021/acs.nanolett.9b00918			
	Gatalo, M; Bele, M; Ruiz-Zepeda, F; Sest, E; Sala, M; Kamsek, AR; Maselj, N; Galun, T; Hodnik, N; Gaberscek, M A Double-Passivation Water-Based Galvanic Displacement Method for Reproducible Gram-Scale Production of High-Performance Platinum-Alloy Electrocatalysts, <i>ANGEWANDTE CHEMIE-INTERNATIONAL EDITION</i> , Volume58, Issue38, September 16, 2019, Pages 13266-13270 10.1002/anie.201903568	ANGEWANDTE CHEMIE-INTERNATIONAL EDITION 2019	12.257	
	RATTRAY, Nicholas J. W., TRIVEDI, Drupad K., XU, Yun, CHANDOLA, Tarani, JOHNSON, Caroline H., MARSHALL, Alan D., MEKLI, Krisztina, RATTRAY, Zahra, TAMPUBOLON, Gindo, VANHOUTTE, Bram, <u>WHITE, Iain R.</u> , WU, Frederick C. W., PENDLETON, Neil, NAZROO, James Y., GOODACRE, Royston, et al. Metabolic dysregulation in vitamin E and carnitine shuttle energy mechanisms associate with human frailty. <i>Nature communications</i> , ISSN 2041-1723, 2019, vol. 10, str. 1-12, ilustr. https://www.nature.com/articles/s41467-019-12716-2 , doi: 10.1038/s41467-019-12716-2 . [COBISS.SI-ID 5478907]	Nature communications, ISSN 2041-1723	11.878	2.805
	WILKINSON, Maxim, MAIDSTONE, Robert, LOUDON, Andrew, BLAICKLEY, John, <u>WHITE, Iain R.</u> , SINGH, Dave, WEBB, David Ray, GOODACRE, Royston, FOWLER, Stephen J., DURRINGTON, Hannah J. Circadian rhythm of exhaled biomarkers in health and asthma. <i>European respiratory journal</i> , ISSN 1399-3003. [Online ed.], 2019, vol. 54, no. 4, str. 1-4, ilustr. https://erj.ersjournals.com/content/54/4/1901068.article-info , doi: 10.1183/13993003.01068-2019 . [COBISS.SI-ID 5466107]	European respiratory journal, ISSN 1399-3003	11.807	2.397
	<u>DE MARCO, Ario</u> , FERRER-MIRALLES, Neus, GARCIA-FRUITÓS, Elena, MITRAKI, Anna, PETERNEL, Špela, RINAS, Ursula, TRUJILLO-ROLDÁN, Mauricio A., VALDEZ-CRUZ, Norma A., VÁZQUEZ, Esther, VILLAVERDE, Antonio. Bacterial inclusion bodies are industrially exploitable amyloids. <i>FEMS microbiology reviews</i> , ISSN 0168-6445. [Print ed.], 2019, vol. 43, no. 1, str. 53-72, ilustr., doi: 10.1093/femsre/fuy038 . [COBISS.SI-ID 5305339]	FEMS microbiology reviews, ISSN 0168-6445	11.524	2.883

	DRAGOMIR, Mirela, DUBE, Paul A., <u>ARČON, Iztok</u> , BOYER, Chad, RUTHERFORD, Meghan, WIEBE, Christopher, KING, Graham, DABKOWSKA, Hanna, GREEDAN, John E. Comparing magnetism in isostructural oxides $A_{0.8}La_{1.2}MnO_{4.1}$: anisotropic spin glass ($A = Ba$) versus long range order ($A = Sr$). Chemistry of materials, ISSN 0897-4756. [Print ed.], [in press] 2019, 32 str., doi: 10.1021/acs.chemmater.9b01466 . [COBISS.SI-ID 32603431]	Chemistry of materials, ISSN 0897-4756	10.159	1.769
	AABOUD, M., CINDRO, Vladimir, <u>FILIPČIČ, Andrej</u> , GORIŠEK, Andrej, HITI, Bojan, KANJIR, Luka, KERŠEVAN, Borut Paul, KRAMBERGER, Gregor, MAČEK, Boštjan, MANDIČ, Igor, MIJOVIĆ, Liza, MIKUŽ, Marko, MUŠKINJA, Miha, NOVAK, Tadej, SOKHRANNYI, Grygorii, ŠFILIGOJ, Tina, et al., ATLAS Collaboration. Combination of searches for invisible Higgs boson decays with the ATLAS experiment. Physical review letters, ISSN 0031-9007. [Print ed.], 2019, vol. 122, str. 231801-1-231801-20, doi: 10.1103/PhysRevLett.122.231801 . [COBISS.SI-ID 32614951]	Physical review letters, ISSN 0031-9007	9.227	2.532
	SEONG, I. S., BISWAL, Jyoti Prakash, BRAČKO, Marko, GOLOB, Boštjan, KORPAR, Samo, KRIŽAN, Peter, LUBEJ, Matic, NANUT, Tara, PESTOTNIK, Rok, <u>STANIČ, Samo</u> , STARIČ, Marko, ŠANTELJ, Luka, ZUPANC, Anže, et al., Belle Collaboration. Search for a light CP-odd Higgs boson and low-mass dark matter at the Belle experiment. Physical review letters, ISSN 0031-9007. [Print ed.], 2019, vol. 122, no. 1, str. 011801-1-011801-8, doi: 10.1103/PhysRevLett.122.011801 . [COBISS.SI-ID 32273703]	Physical review letters, ISSN 0031-9007	9.227	2.532
	AABOUD, M., CINDRO, Vladimir, <u>FILIPČIČ, Andrej</u> , GORIŠEK, Andrej, HITI, Bojan, KANJIR, Luka, KERŠEVAN, Borut Paul, KRAMBERGER, Gregor, MAČEK, Boštjan, MANDIČ, Igor, MIJOVIĆ, Liza, MIKUŽ, Marko, MUŠKINJA, Miha, NOVAK, Tadej, SOKHRANNYI, Grygorii, ŠFILIGOJ, Tina, et al., ATLAS Collaboration. Search for the production of a long-lived neutral particle decaying within the ATLAS hadronic calorimeter in association with a Z boson from pp collisions at $\sqrt{s}=13$ TeV. Physical review letters, ISSN 0031-9007. [Print ed.], 2019, vol. 122, no. 16, str.151801-1-151801-19, doi: 10.1103/PhysRevLett.122.151801 . [COBISS.SI-ID 32355111]	Physical review letters, ISSN 0031-9007	9.227	2.532

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	MASCIOTTI, Valentina, PIANTANIDA, Luca, NAUMENKO, Denys, AMENITSCH, Heinz, <u>FANETTI, Mattia</u> , <u>VALANT, Matjaž</u> , LEI, Dongsheng, REN, Gang, LAZZARINO, Marco. A DNA origami plasmonic sensor with environment-independent read-out. Nano research, ISSN 1998-0124, Nov. 2019, vol. 12, iss. 11, str. 2900-2907, doi: 10.1007/s12274-019-2535-0 . [COBISS.SI-ID 5479163]	Nano research, ISSN 1998-0124	8.515	1.383
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	Paper	journal	JCR	SNIP
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	AABOUD, M., CINDRO, Vladimir, FILIPČIČ, Andrej, GORIŠEK, Andrej, HITI, Bojan, KERŠEVAN, Borut Paul, KRAMBERGER, Gregor, MAČEK, Boštjan, MANDIĆ, Igor, MIJOVIĆ, Liza, MIKUŽ, Marko, MUŠKINJA, Miha, SOKHRANNYI, Grygorii, ŠFILIGOJ, Tina, et al., ATLAS Collaboration. Search for low-mass dijet resonances using trigger-level jets with the ATLAS detector in pp collisions at $\sqrt{s}=13$ TeV. Physical review letters, ISSN 0031-9007. [Print ed.], 2018, vol. 121, no. 8, str. 081801-1-081801-20, doi: 10.1103/PhysRevLett.121.081801. [COBISS.SI-ID 31787559]	Physical review letters, ISSN 0031-9007	8.839	2.464

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**[Source Normalized Impact per Paper \(SNIP\)](#) is a database published biannually by Leiden University's Centre for Science & Technology Studies (CWTS) in conjunction with Elsevier. It contains entries with data on the impact factor of journals covered by the [Scopus](#) database, from 1999 onwards.

Scientific publications with the highest impact factors in 2017:

Authors	Title	journal	Impact factor	DOI
Aab, A; et. al I;	Observation of a large-scale anisotropy in the arrival directions of cosmic rays above 8 x 10(18) eV	SCIENCE	38.062	10.1126/science.aan4338
Zhang, L; Pavlica, E; Zhong, XL; Liscio, F; Li, SL; Bratina, G; Orgiu, E; Samori, P	Fast-Response Photonic Device Based on Organic-Crystal Heterojunctions Assembled into a Vertical-Yet-Open Asymmetric Architecture Element Selective Probe of the Ultra-Fast Magnetic Response to an Element Selective Excitation in Fe-Ni	ADVANCED MATERIALS	19.615	10.1002/adma.201605760
Ferrari, E, et. al.	Fast Magnetic Response to an Element Selective Excitation in Fe-Ni	PHOTONICS	17.833	10.3390/photonics4010006

Penco, G; Allaria, E; De Ninno, G; Ferrari, et. al.	Compounds Using a Two-Color FEL Source Optical Klystron Enhancement to Self Amplified Spontaneous Emission at FERMI	PHOTONICS	17.833	10.3390/photonics4010015
Ribic, PR; Roussel, E; Penn, G; De Ninno, G; Giannessi, L; Penco, G; Allaria, E	Echo-Enabled Harmonic Generation Studies for the FERMI Free- Electron Laser	PHOTONICS	17.833	10.3390/photonics4010019
Krajnc, A; Varlec, J; Mazaj, M; Ristic, A; Logar, NZ; Mali, G	Superior Performance of Microporous Aluminophosphate with LTA Topology in Solar-Energy Storage and Heat Reallocation Electrochemical Dissolution of Iridium and Iridium Oxide Particles in Acidic Media: Transmission Electron Microscopy, Electrochemical Flow Cell Coupled to Inductively Coupled Plasma Mass Spectrometry, and X-ray Absorption Spectroscopy Study	ADVANCED ENERGY MATERIALS	16.457	10.1002/aenm.201601815
Jovanovic, P; Hodnik, N; Ruiz- Zepeda, F; Arcon, I; Jozinovic, B; Zorko, M; Bele, M; Sala, M; Selih, VS; Hocevar, S; Gaberscek, M	Extreme-Ultraviolet Vortices from a Free-Electron Laser Pulse Duration of Seeded Free- Electron Lasers Tunable orbital angular momentum in high-harmonic generation	JOURNAL OF THE AMERICAN CHEMICAL SOCIETY	13.858	10.1021/jacs.7b08071
Ribic, PR; et al.		PHYSICAL REVIEW X	12.789	10.1103/PhysRevX.7.031036
Finetti, P; et. al		PHYSICAL REVIEW X	12.789	10.1103/PhysRevX.7.021043
Gauthier, D; Ribic, PR; et. al		NATURE COMMUNICA TIONS	12.124	10.1038/ncomms14971

Scientific publications with the highest impact factors in 2016:

Title	Authors	Journal	JCR impact	SNIP impact
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			factor 2015	factor 2015
Flexible non-volatile optical memory thin-film transistor device with over 256 distinct levels based on an organic bicomponent blend	LEYDECKER, Tim, HERDER, Martin, PAVLICA, Egon, BRATINA, Gvido, HECHT, Stefan, ORGIU, Emanuele, SAMORI, Paolo	Nature nanotechnology	35.267	8.464
A nanomesh scaffold for supramolecular nanowire optoelectronic devices	ZHANG, Lei, ZHONG, Xiaolan, PAVLICA, Egon, LI, Songlin, KLEKACHEV, Alexander, BRATINA, Gvido, EBBESEN, Thomas W., ORGIU, Emanuele, SAMORI, Paolo	Nature nanotechnology	35.267	8.464
Coherent control with a short-wavelength free-electron laser	PRINCE, K. C., ALLARIA, Enrico, CALLEGARI, Carlo, CUCINI, R., DE NINNO, Giovanni, DI MITRI, S., DIVIACCO, B., FERRARI, Eugenio, FINETTI, P., GAUTHIER, David, REBERNIK RIBIČ, Primož, et al.	Nature photonics	31.167	9.652
Sensitivity projections for dark matter searches with the Fermi large area telescope	CHARLES, E., SÁNCHEZ-CONDE, M., ANDERSON, B., CAPUTO, R., CUOCO, A., DI MAURO, M., DRLICA-WAGNER, A., GOMEZ-VARGAS, G. A., MEYER, M., TIBALDO, L., ZAHARIJAS, Gabrijela, et al.	Physics reports	16.24	9.828
Fully transparent nanocomposite coating with an amorphous alumina matrix and exceptional wear and scratch resistance	VALANT, Matjaž, LUIN, Uroš, FANETTI, Mattia, MAVRIČ, Andraž, VYSHNIAKOVA, Kateryna, SIKETIĆ, Zdravko, KALIN, Mitjan	Advanced functional materials	11.382	2.472
Widely tunable two-colour seeded free-electron laser source for resonant-pump resonant-probe magnetic scattering	FERRARI, Eugenio, SPEZZANI, Carlo, FORTUNA, Franck, DELAUNAY, Renaud, VIDAL, Franck, NIKOLOV, Ivaylo, CINQUEGRANA, Paolo, DIVIACCO, Bruno, GAUTHIER, David, PENCO, Giuseppe, REBERNIK RIBIČ, Primož, DE NINNO, Giovanni, et al.	Nature communications	11.329	2.922
Atomically resolved dealloying of structurally ordered Pt nanoalloy as an oxygen reduction reaction electrocatalyst	PAVLIŠIČ, Andraž, JOVANOVIČ, Primož, ŠELIH, Vid Simon, ŠALA, Martin, BELE, Marjan, DRAŽIĆ, Goran, ARČON, Iztok, HOČEVAR, Samo B.,	ACS catalysis	9.307	2.067

	KOKALJ, Anton, HODNIK, Nejc, GABERŠČEK, Miran			
TiO [sub] 2-SiO [sub] 2 films from organic-free colloidal TiO [sub] 2 anatase nanoparticles as photocatalyst for removal of volatile organic compounds from indoor air	ŠULIGOJ, Andraž, LAVRENČIČ ŠTANGAR, Urška, RISTIĆ, Alenka, MAZAJ, Matjaž, VERHOVŠEK, Dejan, NOVAK TUŠAR, Nataša	Applied catalysis. B, Environmental	8.328	1.997
NaLi-H1 : a universal synthetic library of humanized nanobodies providing highly functional antibodies and intrabodies	MOUTEL, Sandrine, BERY, Nicolas, BERNARD, Virginie, KELLER, Laura, LEMESRE, Emilie, DE MARCO, Ario, LIGAT, Laetitia, RAIN, Jean-Christophe, FAVRE, Gilles, Olichon, Aurelien, PEREZ, Franck	eLife	8.282	1.230
Generation of phase-locked pulses from a seeded free-electron laser	GAUTHIER, David, REBERNIK RIBIČ, Primož, DE NINNO, Giovanni, ALLARIA, Enrico, CINQUEGRANA, Paolo, BOJANOV DANAILOV, Miltcho, DEMIDOVICH, Alexander, FERRARI, Eugenio, GIANNESSI, Luca	Physical review letters	7.645	1.995
Measurement of the ZZ production cross section in pp collisions at $\sqrt{s}=13$ TeV with the ATLAS detector	AAD, G., CINDRO, Vladimir, FILIPČIČ, Andrej, GORIŠEK, Andrej, KERŠEVAN, Borut Paul, KRAMBERGER, Gregor, MAČEK, Boštjan, MANDIĆ, Igor, MIJOVIĆ, Liza, MIKUŽ, Marko, ŠFILIGOJ, Tina, VALENČIČ, Nika, et al.	Physical review letters	7.645	1.995
Search for spectral irregularities due to photon-axionlike-particle oscillations with the Fermi Large Area Telescope	AJELLO, M., ZAHARIJAS, Gabrijela, et al.	Physical review letters	7.645	1.995
Observation of the decay $B^0 \rightarrow K^0 \bar{K}^0$	PAL, B., BISWAL, Jyoti Prakash, BRAČKO, Marko, KORPAR, Samo, KRIŽAN, Peter, NANUT, Tara, PESTOTNIK, Rok, PETRIČ, Marko, RIBEŽL, Eva, STANIČ, Samo, STARIČ, Marko, ZUPANC, Anže, et al.	Physical review letters	7.645	1.995
Observation of long-range elliptic azimuthal anisotropies in $\sqrt{s}=13$ and 2.76 TeV pp collisions with the ATLAS detector	AAD, G., CINDRO, Vladimir, FILIPČIČ, Andrej, GORIŠEK, Andrej, KERŠEVAN, Borut Paul, KRAMBERGER, Gregor, MAČEK, Boštjan, MANDIĆ, Igor, MIJOVIĆ, Liza, MIKUŽ, Marko, ŠFILIGOJ, Tina, VALENČIČ, Nika, et al.	Physical review letters	7.645	1.995

Measurement of the radiation energy in the radio signal of extensive air showers as a universal estimator of cosmic-ray energy	AAB, A., FILIPČIČ, Andrej, KUKEC MEZEK, Gašper, SALEH, Ahmed, STANIČ, Samo, TRINI, Marta, VEBERIČ, Darko, VOROBIOV, Serguei, YANG, Lili, ZAVRTANIK, Danilo, ZAVRTANIK, Marko, et al.	Physical review letters	7.645	1.995
First observation of doubly Cabibbo-suppressed decay of a charmed baryon : $[\Lambda]_{\text{sub}}^c[\text{sup}]^+ \rightarrow p K[\text{sup}]^+ [\pi]_{\text{sup}}^-$	YANG, Shi-Bing, BISWAL, Jyoti Prakash, BRAČKO, Marko, KORPAR, Samo, KRIŽAN, Peter, NANUT, Tara, PESTOTNIK, Rok, PETRIČ, Marko, STANIČ, Samo, STARIČ, Marko, ŠANTELJ, Luka, ZUPANC, Anže, et al.	Physical review letters	7.645	1.995
Search for Higgs and Z boson becats to $[\phi][\gamma]$ with the ATLAS detector	AABOUD, M., CINDRO, Vladimir, FILIPČIČ, Andrej, GORIŠEK, Andrej, KANJIR, Luka, KERŠEVAN, Borut Paul, KRAMBERGER, Gregor, MAČEK, Boštjan, MANDIČ, Igor, MIJOVIČ, Liza, MIKUŽ, Marko, MUŠKINJA, Miha, ŠFILIGOJ, Tina, VALENČIČ, Nika, et al.	Physical review letters	7.645	1.995
Measurement of the inelastic proton-proton cross section at $[\text{square root}] s = 13 \text{ TeV}$ with the ATLAS detector at the LHC	AABOUD, M., CINDRO, Vladimir, FILIPČIČ, Andrej, GORIŠEK, Andrej, KANJIR, Luka, KERŠEVAN, Borut Paul, KRAMBERGER, Gregor, MAČEK, Boštjan, MANDIČ, Igor, MIJOVIČ, Liza, MIKUŽ, Marko, MUŠKINJA, Miha, ŠFILIGOJ, Tina, VALENČIČ, Nika, et al.	Physical review letters	7.645	1.995
Testing hadronic interactions at ultrahigh energies with air showers measured by the Pierre Auger Observatory	AAB, A., FILIPČIČ, Andrej, KUKEC MEZEK, Gašper, SALEH, Ahmed, STANIČ, Samo, TRINI, Marta, VEBERIČ, Darko, VOROBIOV, Serguei, YANG, Lili, ZAVRTANIK, Danilo, ZAVRTANIK, Marko, et al.	Physical review letters	7.645	1.995
Ensembles of fuzzy linear model trees for the identification of multi-output systems	ALEKSOVSKI, Darko, KOCIJAN, Juš, DŽEROSKI, Sašo	IEEE transactions on fuzzy systems	6.701	3.581
Enhanced detection of pathogenic enteric viruses in coastal marine environment by concentration using methacrylate monolithic	BALASUBRAMANIAN, Mukundh Narayanan, RAČKI, Nejc, GONÇALVES, José, KOVAČ, Katarina, TUŠEK-ŽNIDARIČ, Magda, TURK,	Water research	5.991	2.397

chromatographic supports paired with quantitative PCR	Valentina, RAVNIKAR, Maja, GUTIÉRREZ-AGUIRRE, Ion			
Composting of the solid fraction of blackwater from a separation system with vacuum toilets - Effects on the process and quality	OARGA-MULEC, Andreea, MIHELIC, Rok, WALOCHNIK, Julia, GRIESSLER BULC, Tjaša	Journal of cleaner production	4.959	2.272
Use of hydrodynamic cavitation in (waste)water treatment	DULAR, Matevž, GRIESSLER BULC, Tjaša, GUTIÉRREZ-AGUIRRE, Ion, HEATH, Ester, KOSJEK, Tina, KRIVOGRAD-KLEMENČIČ, Aleksandra, ODER, Martina, PETKOVŠEK, Martin, RAČKI, Nejc, RAVNIKAR, Maja, ŠARC, Andrej, ŠIROK, Brane, ZUPANC, Mojca, ŽITNIK, Miha, KOMPARE, Boris	Ultrasonics Sonochemistry	4.556	2.012
2FHL : the second catalog of hard fermi-LAT sources	ACKERMANN, M., ZAHARIJAS, Gabrijela, et al.	The Astrophysical journal, supplement series	/	2.679
Development of the model of Galactic interstellar emission for standard point-source analysis of Fermi Large Area Telescope data	ACERO, Fabio, ZAHARIJAS, Gabrijela, et al.	The Astrophysical journal, supplement series	/	2.679
Localization and broadband follow-up of the gravitational-wave transient GW150914: supplement (2016, ApJL, 826, L13)	ABBOTT, B. P., GOMBOC, Andreja, et al.	The Astrophysical journal, supplement series	/	2.679
Resničnost in resnica v svetopisemskih in nesvetopisemskih pripovedih in poeziji	AVSENIK NABERGOJ, Irena	Bogoslovni vestnik	/	0.837

Scientific publications with the highest impact factors in 2015:

Title	Authors	Review	Impact factor
Single-shot spectro-temporal characterization of XUV pulses from a seeded free-electron laser	De Ninno, Giovanni; Gauthier, David; Mahieu, Benoit; Ribic, Primoz Rebernik; Allaria, Enrico; Cinquegrana, Paolo; Danailov, Miltcho Bojanov; Demidovich, Alexander; Ferrari, Eugenio; Giannessi, Luca; Penco, Giuseppe; Sigalotti, Paolo; Stupar, Matija	NATURE COMMUNICATIONS (2015)	11.47
A Simple NMR-Based Method for Studying the Spatial Distribution of Linkers within Mixed-Linker Metal-Organic Frameworks	Krajnc, Andraz; Kos, Tomaz; Logar, Natasa Zabukovec; Mali, Gregor	ANGEWANDTE CHEMIE-INTERNATIONAL EDITION (2015)	11.261
In situ Generation of Ni Nanoparticles from Metal-Organic Framework Precursors and Their Use for Biomass Hydrodeoxygenation	Celic, Tadeja Birsa; Grilc, Miha; Likozar, Blaz; Tusar, Natasa Novak	CHEMSUSCHEM (2015).	7.657
Experimental Demonstration of Enhanced Self-Amplified Spontaneous Emission by an Optical Klystron	Penco, G.; Allaria, E.; De Ninno, G.; Ferrari, E.; Giannessi, L.	PHYSICAL REVIEW LETTERS (2015)	7.512
Spectrotemporal Shaping of Seeded Free-Electron Laser Pulses	Gauthier, David; Ribic, Primoz Rebernik; De Ninno, Giovanni; Allaria, Enrico; Cinquegrana, Paolo; Danailov, Miltcho Bojanov; Demidovich, Alexander; Ferrari, Eugenio; Giannessi, Luca; Mahieu, Benoit; Penco, Giuseppe	PHYSICAL REVIEW LETTERS (2015)	7.512
Searching for Dark Matter Annihilation from Milky Way Dwarf Spheroidal Galaxies with Six Years of Fermi Large Area Telescope Data	Ackermann, M. et.al.	PHYSICAL REVIEW LETTERS (2015)	7.512
A simple route for preparation of textured WO ₃ thin films from colloidal W nanoparticles and their photoelectrochemical water splitting properties	Emin, S.; de Respinis, M.; Fanetti, M.; Smith, W.; Valant, M.; Dam, B.	APPLIED CATALYSIS B-ENVIRONMENTAL (2015)	7.435
On stoichiometry and intermixing at the spinel/perovskite interface in CoFe ₂ O ₄ /BaTiO ₃ thin films	Tileli, Vasiliki; Duchamp, Martial; Axelsson, Anna-Karin; Valant, Matjaz; Dunin-Borkowski, Rafal E.; Alford, Neil Mcn.	NANOSCALE (2015)	7.394
Properties and Application Perspective of Hybrid Titania-Silica Patterns Fabricated by Inkjet Printing	Dzik, Petr; Vesely, Michal; Kete, Marko; Pavlica, Egon; Stangar, Urska Lavrencic; Neumann-Spallart, Michael	ACS APPLIED MATERIALS & INTERFACES (2015)	6.723
Evaluation of a novel human IgG1 anti-claudin3 antibody that specifically recognizes its aberrantly localized antigen in	Romani, Chiara; Cocco, Emiliano; Bignotti, Eliana; Moratto, Daniele; Bugatti, Antonella; Todeschini, Paola; Bandiera, Elisabetta; Tassi,	ONCOTARGET (2015)	6.359

ovarian cancer cells and that is suitable for selective drug delivery	Renata; Zanotti, Laura; Pecorelli, Sergio; Sartori, Enrico; Odicino, Franco E.; de Marco, Ario; Santin, Alessandro Davide; Ravaggi, Antonella; Mitola, Stefania		
Microfluidic droplet-based liquid-liquid extraction: online model validation	Lubej, Martin; Novak, Uros; Liu, Mingqiang; Martelanc, Mitja; Franko, Mladen; Plazl, Igor	LAB ON A CHIP (2015)	6.115

4.7 List of major research projects at UNG

In the period 2017–2019 UNG secured sufficient funding for all its research activities. UNG has managed to obtain new European project funding for research activities. These have replaced the funds from the projects that came to an end in 2015 and 2016. This improved conditions for UNG operations as a whole and enabled the recruitment of several new members of staff.

UNG is extremely successful at obtaining international research projects. Overall, the percentage of funds obtained by UNG for research activity via domestic or international calls for applications is extremely high. In 2017 the share of research funds represented as much as 63% of UNG's total income, while in 2018 this figure was 58% (in the context of ARRS programmes and projects and international EU and other projects, including major European development and research projects (SUNGREEN, CITIUS, etc.) and projects from the EU's H2020 programme). The share of funds from EU research projects is high every year (between 30% and 40% of UNG research funds).

Major recent European research projects of UNG being implemented in 2019.

Project acronym	Project title	Programme
AThEME	Advancing the European Multilingual Experience	Seventh Framework Programme
NFFA EUROPE	Integration and opening existing national and regional research infrastructures of european interest	H2020
Hermes SP	High Energy Rapid Modular Ensemble of Satellites	H2020
CLIC	Circular models Leveraging Investments in Cultural heritage adaptive reuse	H2020
URBINAT	Healthy corridors as drivers of social housing neighbourhoods for the co-creation of social, environmental and marketable NBS	H2020
RETINA	Odpiranje raziskovalnih laboratorijev za inovativne industrijske aplikacije	INTERREG V-A Slovenija-Avstrija
AGROTUR II	Trajnostni razvoj kmetijstva in turizma na čezmejnem Krasu	INTERREG V-A Italija - Slovenija
EDUKA2	Čezmejno upravljanje izobraževanja	INTERREG V-A Italija - Slovenija
MEMORI-NET	Združenje za kognitivno in gibalno rehabilitacijo po možganski kapi	INTERREG V-A Italija - Slovenija

NANOREGION	Nano-regija: prosto dostopna mreža za inovacije na osnovi nanotehnologij	INTERREG V-A Italija - Slovenija
DIVA	Razvoj inovacijskega ekosistema in verig vrednosti: podpiranje čezmejnih inovacij s pomočjo ustvarjalnih industrij	INTERREG V-A Italija - Slovenija
EnViRoS	Priložnosti za okolju prijazno vinogradništvo: optimizacija namakanja in vpeljava novih podlag in genotipov vinske trte	ARIMNet 2 Call 2016
EcoLamb	Celovito oblikovanje proizvodnje za zmanjšanje ekološkega odtisa mesa	ERA NET SusAn
MX-OSMOPED	MXene-organic semiconductor blends for high-mobility printed organic electronic devices	FLAG-ERA JTC
MAST	Master Module in Art, Science and Technology	Creative Europe / Connect
NanoEIMem	Designing new renewable nano-structured electrode and membrane materials for direct alkaline	M-ERA.NET

113	L1-7665	Napredni materiali za shranjevanje toplote za celostne rešitve skladiščenja	1.3.2016—28.2.2019	Zabukovec Logar Nataša
114	L2-7630	Termo- in foto-aktivne prevleke za okna	1.3.2016—28.2.2019	Lavrenčič Štancar Urška
115	Z1-1853	Razkrivanje širjenja vesolja z močno lečenimi supernovami	1.7.2019—30.11.2019	Petrushevska Tanja
116	V5-1702	SLOVENSKA IN EVROPSKA LITERARNA DEDIŠČINA - PRAVLJICE V SLOVENSKEM VZGOJNO-IZOBRAŽEVALNEM SISTEMU OD VRTCA DO SREDNJE ŠOLE	1.4.2018—31.3.2020	Žbogar Alenka
117	J1-8136	Astrofizika tranzientnih izvorov v dobi pregledov celotnega neba	1.5.2017—30.4.2020	Gomboc Andreja
118	J3-8209	Bilirubin kot zaščitni dejavnik pred razvojem kroničnih degenerativnih bolezni: serumski biomarker in možnosti farmakološke modulación	1.5.2017—30.4.2020	Žiberna Lovro
119	J7-8267	Feromagnetne tekočine krmiljene z električnim poljem	1.5.2017—30.4.2020	Mertelj Alenka
120	L2-8174	Metoda za lokalno napovedovanje radiološkega onesaženja atmosfere z uporabo modelov na podlagi Gaussovih procesov	1.5.2017—30.4.2020	Kocijan Juš
121	J1-8134	Proženje prepovedanih pojavov z zavirami žarki svetlobe in delcev	1.5.2017—30.4.2020	De Ninno Giovanni
122	N4-0046	Identifikacija rekombinantnih nanotelesov za imunsko detekcijo eksosomov za diagnozo raka na dojki	1.7.2016—30.6.2020	De Marco Ario
123	J4-9322	Razvoj reagentov za diagnostično stratificiranje in tarčno zdravljenje raka na dojki na osnovi tekočinskih biopsij	1.7.2018—30.6.2020	De Marco Ario
124	NI-0002	Multidisciplinarni pristop k čiščenju odpadnih voda in ponovne uporabe v kmetijstvu	1.9.2018—31.8.2020	Emin Saim Mustafa
125	NC-0008	Radiacijsko inducirane paramagnetne napake v steklastem P2O5 in natrij-fosfatnih steklih (REPHLES)	1.4.2019—31.3.2021	Valant Matjaž
126	N2-0078	Semantično rudarjenje prostodostopnih povezanih podatkov	1.6.2018—31.5.2021	Lavrač Nada
127	J1-9185	Kopenski karbonati: mineralni produkti geobioloških procesov v kritični coni	1.7.2018—30.6.2021	Martin Perez Andrea
128	J1-9162	Neurotoksičnost ali neuroprotektivnost nanomaterialov: vpliv biokorone	1.7.2018—30.6.2021	Drobne Damjana
129	J1-9146	Novi detektorji in tehnike daljinskega zaznavanja atmosferskih lastnosti za polja Čerenkovih teleskopov	1.7.2018—30.6.2021	Stanič Samo
130	J1-9169	Večfunkcionalne bioaktivne prevleke na različnih substratih za biomedicinske aplikacije	1.7.2018—30.6.2021	Finšgar Matjaž
131	N1-0111	Identifikacija izvorov kozmičnih žarkov med aktivnimi galaksijami s curki	1.4.2019—31.3.2022	Vorobyev Sergey
132	N1-0112	Fotoemisijna tomografija vzbujenih molekularnih stanj	1.6.2019—31.5.2022	De Ninno Giovanni
133	L7-1848	Fotokatalitsko čiščenje vode - razvoj pritrdjenih katalizatorjev in kompaktnih reaktorskih sistemov	1.7.2019—30.6.2022	Lavrenčič Štancar Urška
134	L4-1841	Izboljšanje kakovosti slovenskih belih vin z boljšo ekspresijo sortnih arom.	1.7.2019—30.6.2022	Lisjak Klemen
135	J6-1805	Izdelava standardiziranega testa sposobnosti razumevanja stavkov pri odraslih v slovenskem jeziku	1.7.2019—30.6.2022	Stepanov Artur
136	J1-1700	Priprava na iskanje temne snovi z observatorijem Cherenkov Telescope Array z uporabo strojnega učenja	1.7.2019—30.6.2022	Zaharijas Gabrijela
137	J2-1726	Termokatalitski in kombiniran termo-fotokatalitski reforming CH4 in CO2 na nanooblikovanih Ni/CeO2 in PM-Ni/CeO2-TiO2 katalizatorjih	1.7.2019—30.6.2022	Dinić Petar
138	J1-1705	Vpliv intermolekularnih interakcij na strukturo peptidov in proteinov	1.7.2019—30.6.2022	Grdadolnik Jože
139	L4-1842	Vpliv težkih kovin na staranje belih vin	1.7.2019—30.6.2022	Antalick Guillaume
140	N6-0113	Glagol v hiperprostoru: medsebojno vplivanje med prozodijo, morfološko in semantiko v zahodnih južnoslovanskih glagolih	1.10.2019—30.9.2022	Marušič Franc

4.8 Administrative support in research projects

The UNG Project Office provides administrative support for applications in response to calls for applications and for the implementation of international projects. The Project Office is responsible for monitoring published calls for applications and for informing people within UNG about open calls for applications. The office provides support to researchers and other staff in the preparation of applications, above all from the financial, administrative and legal points of view. In the case of projects that are already under way, the office ensures the production of financial reports relating to international research projects and offers support and advice regarding the implementation of projects.

Current situation assessment and focus areas (2018–2019)

In 2018/19 the Project Office offered support for the implementation of 16 international projects co-funded under nine different programmes, for which we have also prepared financial reports: Horizon 2020 (4 projects), FP7 (1 project), ERA-Net ARIMnet 2 (1 project), ERA-Net Susan (1 project), M-era.Net (1 project), INTERREG V-A Slovenia–Austria (1 project), INTERREG V-A Slovenia–Italy (5 projects), Flag-ERA (1 project) and DG CONNECT (1 project). In addition to the international projects listed, we are also supporting the implementation of one major multi-partner national project. We supported researchers and lecturers in the preparation of applications in response to calls. In this period the largest number of applications related to the Horizon 2020 programme.

Current situation assessment and focus areas (2017–2018)

In 2017/18 the Project Office focused on implementation and the preparation of the first reports relating to new projects from the 2014–2020 perspective. We also submitted applications in response to new calls from the sphere of cross-boundary cooperation, the most important of which was the call for strategic projects in the context of the INTERREG V-A Slovenia–Italy programme, and above all the Horizon 2020 programme, meaning that a considerable part of the activities of the Project Office was dedicated to supporting researchers in the preparation of applications. In this period we supported the implementation of 14 international projects co-funded by 8 programmes: Horizon 2020 (5 projects), FP7 (1 project), ERA-Net ARIMnet 2 (1 project), ERA-Net Susan (1 project), M-era.Net (1 project), INTERREG V-A Slovenia–Austria (1 project), INTERREG V-A Slovenia–Italy (3 projects).

Current situation assessment and focus areas (2016–2017)

Alongside applications in response to various calls for projects, last year was characterised above all by the start of implementation of newly obtained projects from the 2014–2020 financial period and activities related to this.

In the period in question we began the implementation of seven newly obtained projects from the following programmes: Researchers at the start of their career 2.0 (2 projects), ERA-Net ARIMnet 2 (1 project), ERA-Net Susan (1 project), M-era.Net (1 project), Horizon 2020 (1 project) INTERREG V-A Slovenia–Austria (1 project) and INTERREG V-A Slovenia–Italy (3 projects).

We also submitted applications in response to other calls from the sphere of cross-boundary cooperation and the Horizon 2020 programme, meaning that a considerable part of the

activities of the Project Office was dedicated to supporting researchers in the preparation of applications.

Current situation assessment and focus areas (2015–2016)

In 2015/16 our focus was on the preparation and submission of new projects. The most important call for projects, one that is of strategic importance for UNG, was published in 2016. This was the call for projects under the Cross Boundary Cooperation Programme INTERREG SI_IT 2014–2020, in response to which we submitted 14 project proposals. We also submitted applications in response to other calls from the sphere of cross-boundary cooperation, above all to the Horizon 2020 programme, meaning that a considerable part of the Office's activities was dedicated to supporting researchers in the preparation of applications.

Activities relating to the review of reports and payments for projects from the previous financial period are being completed this year.

4.9 Awards and honours for research achievements

UNG staff and students are among the recipients of the highest national prizes and honours in the fields of research, development and art. Those honoured in the past two years (2018–2019) include:

Prof Dr Mladen Franko

Doctor honoris causa of the Azerbaijan state agricultural University, November 2019

Milanka Fabjančič

Prize for best art direction in an animated film, awarded by the Slovenian Animated Film Association, October 2019

Kolja Saksida

Prize for best animation technique, awarded by the Slovenian Animated Film Association, October 2019

Dušan Kastelic

Prize for best director, awarded by the Slovenian Animated Film Association, October 2019

Neda Rusjan Bric

Mira Prize for outstanding achievements in the field of literary creativity and exemplary attitude, Women's Committee of the Slovenian PEN Centre, October 2019

Milanka Fabjančič

Vesna Award for best animated film, Slovenian Film Festival, September 2019

Martin Turk

Vesna Special Achievement Award for feature film, Slovenian Film Festival, September 2019

Prof Dr Barbara Pregelj

Lirikonov zlát Award, May 2019

Dr Tanja Petrushevska

Apple of Inspiration, awarded by the President of the Republic of Slovenia, Mr Borut Pahor, February 2019

Dr Gabrijela Zaharijaš

Apple of Inspiration, awarded by the President of the Republic of Slovenia, Mr Borut Pahor, February 2019

Dušan Kastelic

Prešeren Fund Prize, February 2019

Igor Prassel

Chevalier de l'ordre des Arts et des Lettres de la République française, February 2019

Prof Dr Boštjan Žekš

Zois Award for lifetime achievement in the field of theoretical physics, November 2018, state prize

Prof Dr Petra Svoljšak

Knight's Cross of the Hungarian Order of Merit, October 2018

Prof Oskar Kogoj

Honoured citizen of the Municipality of Miren-Kostanjevica, October 2018

Kolja Saksida

Vesna Award for best animated film, Slovenian Film Festival, September 2018

Prof Dr Gvido Bratina

Pregl Prize, June 2018

Prof Dr Kozma Ahačič

Apple of Inspiration, awarded by the President of the Republic of Slovenia, Mr Borut Pahor, 2017

Prof Dr Kozma Ahačič

ZRC SAZU Gold Medal, 2017

Prof Dr Gregor Mali

Zois Award for notable scientific achievements in the field of nuclear magnetic resonance of materials, 2017, state prize

More on this:

<http://www.ung.si/en/about/associate-and-student-awards/>

4.10 Current situation assessment and focus areas (2012–2019)

Strengths

Taking into account UNG's relatively small size, both in terms of funding and staff, and its relative youth, we consider the university's research results to be outstanding. This is illustrated by the large overall number of research publications in international journals and at international conferences, and also the large number of high-quality publications in journals with an extremely high impact factor. Indicators of the artistic production of the School of Arts are also at the highest level, with staff and students achieving numerous prestigious international honours and awards for their artistic production. Scientific and artistic excellence is recognised in international valuations of UNG's scientific and artistic production (U-Multirank world university rankings 2015, 2016, 2017, 2018 and 2019, RUR 2016, 2017, 2018 and 2019, QS ranking 2016, 2017, 2018 and 2019, European Commission report on Scientific Output and Collaboration of European Universities 2007–2011). These international valuations are presented in greater detail in Section 2.12. All documents are also published on the UNG website: <http://www.ung.si/en/about/quality-assurance/international-assessments/>).

Research activity in the humanities field has also increased in recent years. The new Cognitive Sciences of Language Centre has been established, allowing research activities in the humanities field to be gradually balanced with teaching activities in this field. In 2017 the Laboratory for Environmental and Life Sciences was established through the merger of the Environmental Research Laboratory and the Centre for Biomedical Sciences and Engineering, in this way establishing better conditions for intensive cooperation between ecologists, ecotoxicologists, biochemists, molecular biologists, analytical and environmental chemists, and technologists within UNG.

A central database on research projects within all units of UNG is maintained annually. All research units publish their results on their own websites. In this way a systematic record is kept of the research projects conducted by individual laboratories and centres at UNG. The central record of international research projects in which UNG is involved is looked after by the UNG Project Office, which also keeps a record of UNG's international collaborations. The International Office also keeps records of international educational projects.

The UNG Project Office provides administrative support for applications in response to international calls for research projects and for the implementation of international projects. The Project Office is responsible for monitoring published calls for applications and for informing people within UNG about open calls for applications. The office provides

support to researchers and other staff in the preparation of applications, above all from the financial, administrative and legal points of view. In the case of projects that are already under way, the office ensures the production of financial reports relating to international research projects and offers support and advice regarding the implementation of projects.

UNG is extremely successful at obtaining international research projects. Overall, the percentage of funds obtained by UNG for research activity via domestic or international calls for applications is extremely high. In 2017 the share of research funds represented as much as 63% of UNG's total income, while in 2018 this figure was 58% (in the context of ARRS programmes and projects and international EU and other projects, including major European development and research projects (SUNGREEN, CITIUS, etc.) and projects from the EU's H2020 programme). The share of funds from EU research projects is high every year (between 30% and 40% of UNG research funds).

In the period 2017–2019 UNG secured sufficient funding for all its research activities. UNG has managed to obtain new European project funding for research activities. These have replaced the funds from the projects that came to an end in 2015 and 2016. This improved conditions for UNG operations as a whole and enabled the recruitment of several new members of staff.

UNG's teaching activities have suitable or excellent accompanying research activities in all fields. This facilitates the direct transfer of knowledge from research into the pedagogical process, in other words to students.

Weaknesses

In 2015 a number of large European research projects (Sungreen, Citius, Creative Cores) came to an end. UNG did not immediately succeed in obtaining equivalent funding to enable these research activities to continue. At the same time state funding for research activities in 2015/16 was at a low level. In this period the number of full-time and supplementary research and teaching staff was reduced.

The state does not dedicate sufficient new funds for the development of science in Slovenia, which hinders the normal development of research activities.

UNG only receives European funding for acquired and implemented projects after a considerable delay. The delay in the reimbursement of contractual funds often exceeds one year, which makes the foundation's ability to operate considerably more difficult.

Research activities in the humanities field are still relatively financially weak, despite new research projects. Above all, there is a lack of research projects in this field.

The Industrial Liaison Office (ILO), which offered support in the transfer of technologies and encouraging the use of the university's capacities in industrial research and applications, and in this way stimulated the transfer of research results to industry, ceased operation in 2015 when the SUNGREEN project, which had enabled funding of this activity, came to an end.

Opportunities for improvement

UNG will continue to develop research excellence, which has to date been internationally recognised in several international evaluations of UNG (*U-Multirank world university rankings from 2016–2019*, *RUR 2016–2019*, *QS rankings 2017–2019*, European Commission report on *Scientific Output and Collaboration of European Universities 2007–2011*, Institutional Evaluation of UNG by IEP-EUA).

UNG has identified the priority research fields in which it will focus its development. At the same time it will endeavour to develop high-quality research activity in all its research units. It will encourage its researchers to obtain additional sources of funding for their research, in particular from the EU and other international calls for applications, which will enable the development of new areas of research at UNG.

An essential characteristic of all UNG's research units is their strong connection with the most prestigious research centres around the world. As well as enabling us to conduct research at the highest level, these connections enable us to participate relatively successfully in international calls for projects, which enables us to supplement in part the relatively modest funds earmarked for science by the Republic of Slovenia.

UNG liaises systematically with foreign partners and systematically invests in top-level research. This is also a focus of the long-term development of UNG.

5 STAFF

5.1 Higher education teachers and researchers

UNG wishes to be a high-quality higher education institution that is competitive in the international arena. Only researchers, artists or experts who are broadly or internationally recognised in their field can serve as teaching staff. Research and expert work form the basis for implementation of the education process. Artistic work is likewise an inseparable part of education in the field of the arts and is also connected to those scientific fields and those parts of the business enterprise sector in which the University is also active.

UNG researchers and teachers are required to devote particular attention to inclusion in international research processes and projects. Researchers and teaching staff are expected to be well-informed academics and experts with international experience. For this reason, candidates for permanent positions are expected to have completed post-doctoral training abroad. All calls for applications for vacant research or teaching posts are always internationally open and published in the wider international area. In this way UNG ensures that it obtains the top experts available in the global arena, who will develop new research and study fields at UNG and introduce new and relevant content to UNG study programmes.

The UNG Statutes provide that the professional conditions and criteria that must be met by teachers, researchers and assistants shall be defined in regulations adopted by the University Senate. The appointment procedure for teaching staff, research staff and assistants is conducted by the individual School, while the final decision on the proposed appointment is taken by the University Senate.

On 27 October 2008, pursuant to the provisions of the Statutes of the University of Nova Gorica and with the prior consent of the Senate, the Governing Board of the University of Nova Gorica adopted the *Rules on the conditions and procedure for the appointment of higher education teachers, researchers and assistants at the University of Nova Gorica*, subsequently amending them on 29 November 2009, 18 May 2010, 15 September 2010, 14 January 2011, 24 August 2011, 9 July 2013, 26 November 2014, 9 April 2015, and 5 July 2018.

In November 2014, additions were made to the *Rules on the conditions and procedure for the appointment of higher education teachers, researchers and assistants at the University of Nova Gorica*. (Article 3, points č, d, e, f; Article 4, new point g; and Articles 5, 6, 7, 17 and 18 of the Rules). The main changes are as follows:

The title of “Adjunct Professor” is added. With the exception of the title of Adjunct Professor, the titles of higher education teachers, researchers and assistants referred to in Article 4 of these Rules are granted to persons employed by the University; the title of Adjunct Professor is granted to persons who collaborate with the University on the basis of civil law contracts. The title of Adjunct Professor may also be granted to individuals who work at the University on the basis of a supplementary employment contract. The number of research advisers/principal research fellows and full professors is limited. The number is defined by the University Senate upon a proposal from the Rector, with due

consideration given to the appropriate representation of all scientific and artistic disciplines that form the basis of the university's activities. The University Senate may award the same title on more than one occasion to candidates proposed for the title of Senior Research Fellow or Associate Professor. The conditions for election to the titles of Assistant Professor, Associate Professor, Full Professor and Adjunct Professor have been supplemented and tightened.

On 9 April 2015 the UNG Governing Board confirmed amendments regarding the habilitation and employment of assistant professors, associate professors, full professors and adjunct professors at the University of Nova Gorica relating to the citing of affiliations. A full professor employed on a supplementary employment contract is required to cite his or her UNG affiliation in all publications and is also expected to actively obtain projects in which UNG participates; be actively involved in UNG staff development (e.g. obtaining young researchers at UNG, encouraging the involvement of personnel from his or her home institution); in addition to lecturing and research commitments, is expected to engage in the other activities of UNG Schools (membership of committees and senates, mentoring, participation in promotion and recruitment of undergraduate and postgraduate students, etc.). The number of full professors employed on the basis of a supplementary employment contract is determined with regard to the propulsiveness of the field, but in such a way that the number of the latter does not exceed the number of full professors in a given field who are employed on a full-time basis.

A statistical analysis of staffing levels at UNG as a whole (number of teaching staff, researchers and assistants by titles and trends of full-time and contract employees by years) is set out below. Teaching staff conduct research in addition to their teaching work. They do so within the context of individual laboratories and research centres or as independent researchers of the University of Nova Gorica.

Statistical data on UNG staff

As at 30 September 2019, the total number of teaching staff (course lecturers) was 186 or 106.05 FTE, the number of full-time employees or equivalent part-time employees was 74 (79.23 FTE), the number of external collaborators under a work for hire contract was 112 (26.82 FTE). The proportion of lecturers responsible for individual subjects in a study programme who are in an employment relationship at the higher education institution is $79.23 \text{ FTE} / 106.05 \text{ FTE} = 74.71\%$

Movements of full-time and supplementary staff at the University of Nova Gorica

Year	Full time	Supplementary	Total
2013	138	43	181
2014	143	32	175
2015	122	35	157
2016	112	33	145
2017	113	31	144
2018	111	31	142

2019	113	27	140
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Structure of employees of the University of Nova Gorica

Title	2013	2014	2015	2016	2017	2018	2019
PhD	112	106	93	87	86	85	84
Young researcher/teaching assistant	16	17	16	15	17	13	11
Bachelor's or master's degree	21	21	19	15	15	18	19
Administrative associate	26	25	23	22	20	20	20
Librarian	3	3	3	3	3	3	3
Maintenance and photocopying	3	3	3	3	3	3	3
External staff	330*	330*	330*	330*	330*	330*	330*
Total	511	505	487	460	474	472	470

**Adjunct professors from foreign and domestic universities and other external associates. The number of external staff relates to the number of staff in the staff database, although not all participated in the pedagogical process in an individual year.*

Number of teachers and assistants at the University of Nova Gorica

Title	2012/ 2013	2013/ 2014	2014/ 2015	2015/ 2016	2016/ 2017	2017/ 2018	2018/ 2019
	Full-time staff	Full-time staff	Full-time staff	Full-time staff	Full-time staff	Full-time staff	Full-time staff
Full professors	15	11	12	13	12	12	13
Associate professors	5	4	6	6	9	9	14
Assistant professors	32	32	25	23	22	20	17
Senior lecturers	1	1	1		0	0	1
Lecturers	2	1	1	1	1	2	2
Teaching assistant with doctorate	13	23	14	11	12	13	12
Teaching assistant with master's degree	8	5	7	6	4	2	1

Teaching assistant with bachelor's degree or equivalent	20	21	17	14	19	17	16
Senior research fellow	5	6	4	4	3	3	3
Total	101	104	87	78	82	78	79

Only staff in full-time employment (excluding supplementary employment) were taken into account

Number of appointments to title

	Full professor	Associate professor	Assistant professor	Senior lecturers	Lecturers	Teaching assistant with doctorate	Teaching assistant with master's degree	Teaching assistant with bachelor's degree or equivalent	Senior research fellow
Appointment in the 2012/13 academic year	7	9	17	4	5			24	
Appointment in the 2013/14 academic year	1	10	14	1	6			15	
Appointment in the 2014/15 academic year	2	9	15	2	5			25	
Appointment in the 2015/16 academic year	7	7	10	4				10	
Appointment in the 2016/17 academic year	9	17	10		1			8	
Appointment in the 2017/18	6	8	4	2				12	

academic year									
Appointm ent in the 2018/19 academic year	2	6	10	1	4			10	

5.2 Plan for the education and training of higher education teachers and assistants at UNG

Staff development

In the forthcoming period up to 2025, UNG intends, while maintaining the highest quality in the research and artistic fields, to direct an additional focus and efforts towards achieving the highest quality in the higher education field. It therefore uses appropriate incentives to encourage staff growth and provides regular additional training to facilitate the further development of staff.

UNG is developing an integrated human resources system that primarily follows the needs of the individual Schools and ensures the excellence both of teaching and of research and artistic work. It will provide suitable incentives enabling it to attract promising young academics/artists as teachers, as well as more experienced and established teaching staff.

UNG provides stimulative evaluation of teachers' effectiveness and achievements in habilitation criteria and an incentive-based salary scale (taking into account teaching work in assessments of performance).

For the purposes of staff development, UNG prepares annual programmes of training/advanced training and regularly monitors their implementation. Regular advanced training of staff is also included in habilitation criteria and advancement conditions within the salary system.

UNG implements measures that stimulate staff to perform the management functions of Deans and programme directors with the maximum efficiency and, through them, makes it easier for such staff to maintain contact with research and artistic activities and enable their active inclusion in research and artistic work after the end of their term of office. UNG is also systematically eliminating examples of dual functions (e.g. deans + heads of laboratories/centres) through a more active human resources policy and internal reorganisation (combining groups, centres). In order to reduce the administrative burdens of staff in management positions, UNG is implementing measures for active human resources support for management personnel and measures designed to ensure the optimal filling of management positions. In doing so, it logically and individually coordinates the duration of a management function with regard to the availability of staff with suitable experience and with regard to employment opportunities.

In the period up to 2021 the central activity within the context of realisation of UNG's strategy in the teaching field will be the introduction and establishment of new approaches in teaching and the substantial revisions of study programmes that are necessarily connected with this, and of an individual approach in teaching. Parallel to this, UNG will begin introducing incentive-based evaluation and rewarding of teachers' effectiveness as teachers and their teaching achievements. It will also begin providing high-quality expert support for activities designed to promote teaching achievements and the study programmes on offer, carrying out staff development via systematic and regular training

(new teaching methods, promotion) and internal reorganisation to reduce administrative burdens on management personnel.

Between 2020 and 2025, while maintaining the activities and results achieved by the Strategy in the previous period, UNG will intensify its activities in the field of the introduction of new study programmes and introduce incentivising scholarship schemes for students.

In order to implement the Strategy, UNG will prepare a detailed timetable and appoint working groups to draw up proposals of more concrete measures in individual fields, including the definition of sources of funding.

Short-term activities – up to the end of 2019:

- workshop on the strategy of digitalisation of the pedagogical process at the university and conference on ways of introducing new approaches (with an emphasis on initial difficulties among teaching staff and students), D. Orr, 24 May 2019, 10.00 a.m.
- workshop entitled *Presentation of good practices and experiences of pilot activities for the introduction of new pedagogical approaches* (coordinated by T. Urbančič, with the cooperation of the “first users group” (expected to be L. Butinar, M. Ovčak Kos, I. Arčon, L. B. Koroušić Seljak, D. Gubiani, June 2019))
- training session on *Basics of higher education didactics with an emphasis on new approaches to teaching at the UNG level* (coordinated by T. Urbančič and P. Purg, an expert on higher education didactics, if necessary from abroad, to be invited to participate, September 2019)
- provision of links to freely accessible educational materials on higher education didactics and new approaches to teaching (prepared by a group consisting of T. Urbančič, S. Emin and M. Ovčak Kos, first draft by the end of May 2019, then regular supplementing) and establishment of a channel for the systematic provision of information on training opportunities (D. Gubiani, IT department)
- definition of recognised increase in teaching workload for staff who will be systematically introducing new approaches to their subject and preparing material adapted to this (e-learning, reverse learning, etc.), preparation of draft criteria for evaluation of pedagogical achievements and for taking them into consideration in habilitation processes (UNG management)
- specification of e-platform for teaching activity and its relation to the existing Moodle platform: provision of a uniform access point with the option of using one or the other platform, guaranteed simplicity of switching between them, single channel for informing students (D. Gubiani, platform supplier, IT department, by 15 July 2019)
- preparation of written instructions on the use of the e-platform for students and teaching staff (beginning of September 2019).
- regular *training sessions for users of the e-platform* (coordinated by T. Urbančič in conjunction with the platform supplier, September 2019)

- introductory training for School coordinators and users of the e-platform and the Moodle system (coordinated by T. Urbančič in conjunction with the platform supplier, 2019)
- Schools determine priorities and prepare a plan for the introduction of new approaches in their study programmes (which programmes/years/subjects, which approaches, what are the specificities of their situation, what do they need for realisation), plans prepared by Deans and adopted by School Senates before the September meeting of the UNG Senate
- a more detailed plan of activities for the 2019/20 academic year which takes into account the priorities and needs of the schools (September 2019)

Period from October 2019 to September 2020 (outline plan which is defined in more detail in September 2019):

- regular *training for School coordinators and users of the e-platform* and the Moodle system in the teaching process (coordinated by T. Urbančič and B. Korečič)
- implementation of pilot activities at Schools in accordance with the annual plan (monitored by Deans and the group responsible for the introduction of new approaches, who collect feedback, offer advice and as necessary organise brief additional training sessions)
- workshop with presentation of the experiences of the pilot activities (at the end of each semester; can also be done by individual Schools)
- lecture by one or two distinguished foreign experts from the field of the introduction of new teaching approaches for UNG staff (one of them perhaps as a Science Evening)
- in the first semester, training for all implementers of pilot activities in the second semester (pedagogical and technological)
- applications for projects that would facilitate the introduction of new approaches to teaching both financially and in terms of content and staff

The introduction of new approaches to teaching is connected to other areas of the teaching strategy, in particular with staff development (annual training plans, monitoring their implementation, evaluation of teaching work), modification of the content of study programmes and student competences (particularly in points of implementation of the study programme – methods and forms of teaching work and student work, testing and assessment of knowledge, study materials, etc.).

5.3 Administrative and technical staff

Positions occupied by non-academic staff at UNG are defined by the UNG Staffing Rules as follows:¹

<i>ORGANISATIONAL UNIT</i>	<i>GROUP</i>	<i>SUB-GROUP</i>	<i>POSITION</i>
<i>specialist services</i>			<ul style="list-style-type: none"> • head of specialist services²
	support group for university management and administration	Rector's office	<ul style="list-style-type: none"> • secretary in Rector's office • University management secretary • public relations coordinator
		financial accounting office	<ul style="list-style-type: none"> • head of financial accounting office • senior accounting officer • accounting officer
		legal, human resources and general affairs office	<ul style="list-style-type: none"> • head of legal, human resources and general affairs office • human resources officer •
		international office	<ul style="list-style-type: none"> • head of international office
	student support group	student office	<ul style="list-style-type: none"> • head of student office • student affairs officer
		career guidance centre	<ul style="list-style-type: none"> • head of careers centre
		alumni club	<ul style="list-style-type: none"> • head of alumni club
	project work and industry liaison group	project office	<ul style="list-style-type: none"> • head of project office • projects coordinator

¹ The Staffing Rules also define other positions for non-academic personnel that are not mentioned in the table. Since these positions are currently not filled, they are not included in the strategic plan.

² The head of specialist services manages and coordinates the work of all specialist services staff with the exception of staff in the Rector's office and those in the publishing group.

<i>ORGANISATIONAL UNIT</i>	<i>GROUP</i>	<i>SUB-GROUP</i>	<i>POSITION</i>
<i>Schools research centres and laboratories</i>	publishing group		• head of publishing
	technical services		• systems maintenance technician
			• maintenance technician
			• filing office clerk
	secretarial office		• secretary
	secretarial office		• secretary

Number of employed administrative and technical staff by level of qualifications

	2013	2014	2015	2016	2017	2018	2019 ¹
Doctorate							
Master's degree	1	1					
Academic bachelor's degree	16	10	10	10	9	9	9
Professional bachelor's degree	7	6	8	8	7	8	8
Post-secondary non-tertiary qualification							
Secondary education	9	11	8	8	7	6	6
Primary education	3	3	3	3	3	3	3
Total	36	32	29	29	26	26	27

Number of employees in general services at UNG

Support services	Number of employees
Administration	18
Student Office	2
International Office	1
Library	3
University Press	0

**List of support staff – i.e. specialist, administrative and technical staff
(by positions)**

No.	Work position	Number of employees in this position
1.	Head of Rector's Office	1
2.	Public relations coordinator	1
3.	Secretary in Rector's Office	1
4.	Secretary	7
5.	Head of Financial Accounting Office	1
6.	Senior Accounting Officer	1
7.	Accounting Officer	1
8.	Head of legal, human resources and general affairs office	1
9.	Lawyer	1
10.	University management secretary	1
11.	Human resources officer	1
12.	Senior secretary	1
13.	Administrator	1
14.	Head of international office	1
15.	International projects coordinator	1
16.	Head of student office	1
17.	Senior student affairs officer	1
18.	Student affairs officer	1
19.	Head of careers centre	1
20.	Head of Alumni Club	1
21.	Head of Project Office	1
22nd	Projects coordinator	1
23.	Head of Industrial Liaison Office	1
24.	Head of Publishing	1
25.	Systems engineer	1
26.	Systems maintenance technician	2
27.	Maintenance technician	1
28.	Technical assistant	1
29.	Filing office clerk	2
30.	Head of specialist services	1

5.4 Training plan for non-teaching staff at UNG

NON-ACADEMIC STAFF TRAINING AND DEVELOPMENT

UNG devotes attention to the continuous training of non-academic staff by encouraging employees to monitor the training on offer in their own professional field and inform their department head about available training. The department head then examines the training on offer and approves it if the competences³ developed by the training include competences necessary for the performance of work in a specific position.

From time to time staff also participate in training designed to develop competences that are only partially or indirectly connected to their own job or position. In this way staff are given a broader opportunity for development, for example the chance to understand broader work processes connected to their position, which enables them to work more effectively.

UNG also encourages staff to visit educational institutions abroad under the Erasmus+ (staff mobility) programme, where within a short-term mobility context they can gain an insight into how the host institution performs tasks similar to their own. Mobility of this type not only provides staff with specific information, but can also be a source of ideas regarding the introduction of specific improvements in their own job. At the same time it can be a useful way to make contacts that can later be a source of support and assistance.

After the completion of training, staff usually prepare a training report, which serves to inform their department head and colleagues from their field and related fields about the training they have undergone. In this way UNG ensures the transfer of knowledge within the institution itself.

Supervision of the education and training plan, records of its implementation and proofs of training or education are the responsibility of the head of specialist services.

Raising awareness of the processes with which specific tasks are connected is another important part of training or competence-building. In this way UNG prevents staff from focusing too narrowly on their own job, which would adversely affect the interconnection of tasks and the speed with which individual tasks are performed.

In recent years UNG has also been devoting attention to the transfer of so-called tacit knowledge into organisational knowledge. To this end it will prepare in the future an inventory of individual processes and internal handbooks or instructions for work for individual positions (where it makes sense to do so). Such an approach will also significantly reduce the risk of specific operational tasks remaining (temporarily) without cover, for example in the case of lengthy absences because of sickness or because a member of staff has left employment.

³ The definition of competence includes the knowledge, competences and skills necessary for the performance of tasks in a specific position.

OVERVIEW OF TRAINING BY POSITIONS

This overview serves as a basic catalogue of possible and recommended training/education for individual staff positions in UNG (including concrete cases of training already undergone) and is constantly updated, since rapid professional and technological development means that knowledge can quickly become out of date. This means that staff are constantly having to acquire new competences and further develop those they have already acquired.

Secretary's offices

The secretaries of individual organisational units and the secretary in the Rector's office receive training above all in the following fields:

- updating knowledge about the information system they use at work, as a rule whenever the system is upgraded,
- training on replacement of the information system or when additional systems and/or applications connected to the main system are installed,
- use of social networks for promotional activities – for secretaries who are also involved in promotional activities or who offer specific support in these activities (e.g. updating specific data on Facebook),
- Excel – basic and advanced courses,
- foreign language lessons, particularly English.

Public relations coordinator

The public relations coordinator receives training above all in the following fields:

- management and organisation of public relations
- management of social networks
- organisation of events.

Head of specialist services

The head of specialist services receives training above all in the following fields:

- occasional specialist training in the areas they manage
- training for the development of management competences
- training for the development of intercultural competences
- meetings, symposiums, workshops, etc. relating to the area of work of higher education institutions.

Legal, Human Resources and General Affairs Office

The head of the Legal, Human Resources and General Affairs Office receives training above all in the following fields:

- current legal content
- protection of personal data
- public procurement.

Examples of training:

- Managing employment relationships in practice – an introduction to employment law
- Public Procurement Convention
- Slovenian Jurists' Days (annual)
- training organised by the Information Commissioner
- training at the Directorate of Public Procurement
- workshop: presentation of the information system for the electronic submission of bids for public contracts.

The secretary of UNG administrative and management bodies and human resources officer (both positions are covered by a single employee) receives training above all in the following fields:

- latest changes in labour legislation
- use of staff records in the information system
- use of human resources tools in the LinkedIn network
- Excel – beginners and advanced courses.

Examples of training:

- Conference for employers – employment of foreign nationals – implementation of agreement with Serbia
- Management of employment relationships in practice.

Financial Accounting Office

The head of the Financial Accounting Office receives training above all in the following fields:

- latest changes in the taxes and accounting field
- training on replacement of the information system or when additional systems and/or applications connected to the main system are installed.

The senior accounting officer and accounting officer receive training above all in the following fields:

- changes in the area of taxes and contributions
- booking
- training on replacement of the information system or when additional systems and/or applications connected to the main system are installed.

Examples of training:

- Income tax course
- Accounts
- corporate income tax
- VAT course
- Bookkeeping course.

International Office

The head of the International Office receives training above all in the following fields:

- familiarisation with the method of work of partner institutions, familiarisation with good practices
- familiarisation with new developments in mobility projects, obligations in individual phases of the project cycle and finances in projects
- intercultural competences.

Examples of training:

- Erasmus staff training week
- Summer school for contractors and coordinators of Erasmus mobility projects in higher education (CMEPIUS)
- Erasmus mobility for the purpose of training at a partner institution
- Meeting and capacity-building of the national EURAXESS network
- Internationalisation at Home workshop – the role of international offices and coordinators
- Erasmus staff mobility for training purposes.

Student Office

The head of the Student Office and the student affairs officer receive training above all in the following fields:

- conferences, seminars, admissions office training
- legislation and good practices in the field of recognition of qualifications
- legislation covering residence permits for foreign nationals
- Training organised for admissions departments by the Ministry of Education, Science and Sport and ENIC-NARIC
- higher education legislation
- intercultural competences.

Examples of training:

- Working meetings of admissions offices with specialist staff from secondary schools
- Training on entering data in the form inviting applications to study programmes
- Meeting of the working group for the uniform functioning of the Higher Education Enrolment and Information Service (VPIS)
- Training for specialist staff on the theme of recognition of educational and vocational qualifications, EDUKA 2 project
- PowerPoint presentation of the project “Setting up a system to monitor employment outcomes of graduates of higher education in Slovenia and updating of the eVŠ (e-higher education) system”
- Conference for authorised officers at ENIC-NARIC higher education institutions
- Meeting of the Information Technology Working Group at the Slovenian Rectors’ Conference

Careers Advice Centre, Alumni Club

The positions of head of the Alumni Club and head of the Careers Advice Centre are covered by one employee, who receives training above all in the following fields:

- training for careers centres at higher education institutions
- organisation of events
- communication with students
- career guidance
- intercultural competences.

Examples of training:

- Workshop “Become an assessment centre expert”
- Guidance interview and competence interview
- Expert meeting of career centres organised by the University of Primorska Careers Office (KCUP): training on personality/career questionnaires, personality and abilities models and career guidance at KCUP
- visits to careers centres and alumni clubs in other countries (e.g. Imperial College London (UK), Jacobs University Bremen (Germany), Princeton University (USA)).

Project Office

The head of the Project Office and the Projects Coordinator receive training above all in the following fields:

- workshops on financial management, running and reporting on projects implemented by the management bodies of various programmes
- workshops for training in the use of information systems for reporting (eMS, FEG, eMA)
- training in the field of the transfer of knowledge from research institutions to industry
- managing intellectual property.

Publishing group

The head of publishing and the librarians mainly take part in training organised by the National and University Library (NUK) and the Institute of Information Sciences (IZUM); these are courses for obtaining and maintaining licences to work in the COBISS system. They also participate in presentations of new developments in relation to electronic resources (above all these are online courses). They also regularly monitor new developments and changes relating to cataloguing, which are communicated to them by IZUM and NUK.

Examples of training:

- Open Access Platform – Elsevier
- Springer/Nature administrator training
- new features in COBISS.SI software – normative control of corporations and General List of Subject Headings in COBISS.SI (SGC)

- GDPR, COBISS and libraries
- Transition to COBISS3/Lending
- Transition to COBISS3/Cataloguing
- Researchers' bibliographies

Technical services

Systems maintenance technicians receive training above all in the following fields:

- training that facilitates contact with modern technologies and trends in the ICT field (above all via online guides, forums, blogs, etc.).

Examples of training:

- NLT (no limIT training) provided by Housing Co. (includes certificate)
- Housing Co. webinars
- Ceph filesystem and Ceph storage system
- Python programming
- Nextcloud service for business
- Ansible app automation and IT infrastructure
- Ceph filesystem Mastering Ceph – Redefine your storage system
- Zimbra and spam
- Nagiso monitoring system
- Docker manage your container
- mail system
- Network system
- Ipv6
- Ansible

The maintenance technician who carries out maintenance work on UNG buildings receives training above all via participation at various trade fairs at which new developments in building maintenance equipment and technologies are presented (e.g. MOS in Celje).

RECORDING RISKS IN THE FIELD OF NON-ACADEMIC STAFF DEVELOPMENT

The biggest risk in connection with the provision of training that ensures the suitable professional development of non-academic staff (and their motivation for high-quality, committed work) comes from potential overload of ongoing operational tasks. In the event of overload, staff will give priority to current work and to clearing backlogs and will not opt for training so as not to further worsen the situation by being absent for one or more days. Although practice shows that such situations are rare, it is nevertheless necessary to devote sufficient attention to this risk, by ensuring that department heads carefully monitor the workflow of individual staff and, in the event of increased workload, provide additional (external) help or temporarily reassign tasks among several staff, etc. At the same time, department heads should act preventively through suitable management of processes and planning of workloads to ensure that situations of overload do not occur.

Other possible risks and methods of managing them:

- Lack of motivation for training among individual employees: Department heads inform themselves about their staff's work, their levels of motivation, their wishes regarding staffing, suggested improvements, and so on, at annual and/or interim interviews with individual staff. Lack of motivation can also be addressed via internal coaching sessions.
- The impossibility of staff finding suitable training for their area of work: Department heads keep abreast of training opportunities via newsletters and other sources and inform staff about suitable training opportunities if they notice that staff themselves are not sufficiently attentive to new developments or are unable to find suitable sources of information. At the same time they train them to find suitable sources of information autonomously. Department heads also ensure that staff are acquainted with the strategic training plan for non-academic staff, in which they can also find ideas for their own training.

5.5 Honours and awards received by UNG staff

Honours and awards received by UNG staff are published online at:

<http://www.ung.si/en/about/associate-and-student-awards/>

5.6 Honours and awards granted by UNG in past years

Honours and awards granted by UNG between 2013 and 2019 and the recipients of honorary titles conferred by UNG are presented in a compendium and on the UNG website:

<http://www.ung.si/en/about/honorary-degrees/>

5.7 Current situation assessment and focus areas (2014–2019)

Strengths

Staff engaged in the provision of undergraduate and postgraduate study programmes include internationally recognised Slovene experts or researchers from the corresponding fields alongside many established foreign experts. The latter also ensure high-quality education, close connections with research and development activities at a high international level, and connections with industry or the enterprise environment.

The number of places offered in all study programmes is limited in such a way as to ensure the optimum student–teacher ratio and in this way guarantee high-quality programme provision.

The focus of UNG is to ensure that all teaching staff and assistance devote at least half of their working hours to research or artistic activity, and half of their hours to teaching/lecturing. All teaching staff employed at UNG are primarily employed in UNG research units (laboratories or centres), where they conduct their own research activities.

The Rules on the conditions and procedure for the appointment of higher education teachers, researchers and assistants at the University of Nova Gorica are formulated differently from the minimum standards for such appointments adopted by NAKVIS but nevertheless significantly exceed the requirements of the prescribed minimum standards in all points or criteria for appointment to individual positions. Greater competences and responsibilities for decision-making on the suitability of a candidate for appointment to a title have been given to the three-member committee appointed by the UNG Senate. As a rule, the committee comprises one member from UNG, one member from another Slovenian university and one member from a reputable university abroad. There may exceptionally be more than one member from universities abroad if it is not possible to find a suitable qualified (habilitated) higher education teacher with an appropriate title from and experience in the relevant research field. By including international teachers in the appointment committee, UNG ensures that the required level of qualification for appointment election to a specific title is comparable to that required internationally.

In July 2013 the UNG Governing Board and Senate approved amendments to the Rules on the conditions and procedure for the appointment of higher education teachers, researchers and assistants at the University of Nova Gorica (Article 4), whereby it is specified that candidates for appointment to these titles must meet, in addition to other conditions, the Minimum Standards for the Appointment of Higher Education Teachers, Researchers and Faculty Assistants at Higher Education Institutions adopted by the NAKVIS Council. In this way appointment procedures are also formally harmonised with national regulations.

In November 2014, additions were made to the *Rules on the conditions and procedure for the appointment of higher education teachers, researchers and assistants at the University of Nova Gorica* (Article 3, paragraphs č, d, e, f; Article 4, new paragraph g; and Articles 5, 6, 7, 17 and 18 of the Rules). The main changes are as follows: The title of “Adjunct Professor” is added. With the exception of the title of Adjunct Professor, the titles of higher education teachers, researchers and assistants referred to in Article 4 of these Rules are granted to persons employed by the University; the title of Adjunct Professor is granted to persons who collaborate with the University on the basis of civil law contracts. The title of Adjunct Professor may also be granted to individuals who work at the University on the basis of a supplementary employment contract. The number of research advisers/principal research fellows and full professors is limited. The number is defined by the University Senate upon a proposal from the Rector, with due consideration given to the appropriate representation of all scientific and artistic disciplines that form the basis of the university’s activities. The University Senate may award the same title on more than one occasion to candidates proposed for the title of Senior Research Fellow or Associate Professor. The conditions for election to the titles of Assistant Professor, Associate Professor, Full Professor and Adjunct Professor have been supplemented and tightened.

UNG researchers must devote particular attention to inclusion in international research processes and projects. Researchers and teaching staff are expected to be well-informed academics and experts with international experience. For this reason, candidates for permanent positions are expected to have undertaken post-doctoral training abroad for a period of at least one year.

Joint services and other support activities operate at the university level with the exception of the secretarial offices of the individual Schools. This ensures the uniform provision of technical support to all units at UNG. The International Office, Student Office, Careers Centre, Alumni Club, UNG Library, UNG Press, administration, legal office, HR office, financial accounting office, etc. are also common to all Schools. The structure and number of professional staff employed in these services guarantees optimal workflow. In 2019 there were a total of 27 professional support staff employed at UNG. Communication between professional support staff and international students/teachers in English or Italian is provided as necessary.

The percentage of full-time teachers and researchers employed at UNG has increased, in this way reducing the percentage of external, contract staff, which represents the meeting of one objective, namely that the percentage of contract staff at UNG should not exceed 30%.

Weaknesses

The project-based funding method does not guarantee long-term staff stability. Reductions in the number of staff at UNG in the last four years are the consequence of a fall in the number of mainly European research programmes and projects obtained and a reduction in state funding for research and concessions.

Opportunities for improvement

UNG is constantly endeavouring to obtain new top-level research and teaching staff from Slovenia and abroad, both young and already established, to incorporate into research and teaching processes at UNG. The incorporation of new experts and teaching staff will continue to take place via the obtaining of new European research projects that facilitate the employment of new staff. The percentage of teachers and researchers in full-time employment will continue to increase, in this way ensuring that the percentage of external, contract staff remains at the 30%, as set out in the UNG strategy. In accordance with the strategic focus of UNG, which is and wishes to remain a research-focused and internationally oriented university, we will endeavour to retain a significant proportion of teachers and experts from prestigious foreign universities in UNG's teaching and research work. Such collaborations are particularly important in doctoral programmes, where the rapid transfer of new discoveries in various fields to younger generations is of key importance.

6 STUDENTS AT THE UNIVERSITY OF NOVA GORICA

6.1 Student Council

The Student Council is defined by the Higher Education Act and the Statutes of the University of Nova Gorica. The Student Council consists of representatives of UNG students. They are elected by students from all UNG Schools. The members of the Student Council are *representatives of students* and are the only student representatives within the structure of UNG. A new UNG Student Council was elected in the 2015/16 academic year because the term of office of the previous Council had come to an end.

The functions of the Student Council are to:

- discuss and give opinions to the *competent authorities* on the statutes of the higher education institution, all matters relating to the rights and obligations of students and, optionally, candidates for rectorial and decanal appointments;
- adopt and implement the programme of extracurricular activities of students of the higher education institution in cooperation with the student community (taken from the Higher Education Act (ZviS-UPB2) (officially consolidated version), UL RS 100/2004 of 13 September 2004, page 12005);
- communicate the opinions, proposals and comments of students to the competent authorities and in this way ensure that the voice of students is present always and everywhere;
- enable extracurricular activities by co-funding them.

Students can participate actively by:

- joining the Student Council at its ordinary meetings in the Student Council room;
- writing to the email address studentski.svet@ung.si with their questions or suggestions; the Student Council can inform them personally about meetings, events, etc.

In the 2016/17 academic year the term of office of the UNG Student Council ended so elections were held in October 2017 to elect a new Student Council, with a term of office covering the 2017/18 and 2018/19 academic years. After the end of this term of office in the 2018/19 academic year, new elections were held in November 2019 to elect a new Student Council with a term of office covering the 2019/20 and 2020/21 academic years.

Members of the Student Council in the 2018/19 academic year

President

Franci Novak, School of Environmental Sciences

Vice-President

Anika Velišček, School of Humanities

Members

Yue Ma, School of Viticulture and Enology
Franci Novak, School of Environmental Sciences
Anja Polajnar, Graduate School
Tereza Valentinčič, School of Viticulture and Enology
Anika Velišček, School of Humanities
Miha Vogrič, School of Engineering and Management
Armand Zavec, School of Engineering and Management

Members of the Student Council in the 2017/18 academic year**President**

Polona Petejan, School of Viticulture and Enology

Vice-President

Franci Novak, School of Environmental Sciences

Members

Samo Bihar, School of Arts
Aleksander Hlebš, School of Science
Mateja Konič, School of Humanities
Yue Ma, School of Viticulture and Enology
Franci Novak, School of Environmental Sciences
Polona Petejan, School of Viticulture and Enology
Anja Polajnar, Graduate School
Tereza Valentinčič, School of Viticulture and Enology
Anika Velišček, School of Humanities
Miha Vogrič, School of Engineering and Management
Armand Zavec, School of Engineering and Management

Members of the Student Council 2015–2017**President**

Klemen Cotič, School of Environmental Sciences

Vice-President

Mateja Nikolić, School of Arts

Members

Miha Grunde, School of Science

Mateja Nikolić, School of Arts
Taja Košir Popović, School of Arts
Grega Sraka, School of Environmental Sciences
Klemen Cotič, School of Environmental Sciences
Armand Zavec, School of Engineering and Management
Tamara Podversic, School of Engineering and Management
Vanessa Klinec, School of Viticulture and Enology
Maja Orel, School of Humanities

Students also have their representatives on the UNG Senate and Governing Board, the Senates of UNG Schools and the UNG Quality Committee. In 2013 the UNG Governing Board and Senate approved modifications to the UNG Statutes (Articles 22, 42 and 45), whereby the number of representatives of the Student Council in the UNG Senate and School Senates has been changed so that representatives of the Student Council now occupy at least one fifth of the places in these senates. Amendments to the UNG Statutes (Articles 21 and 48) have also been adopted so as to include a Student Council among the bodies of UNG Schools.

6.2 Student participation in UNG management

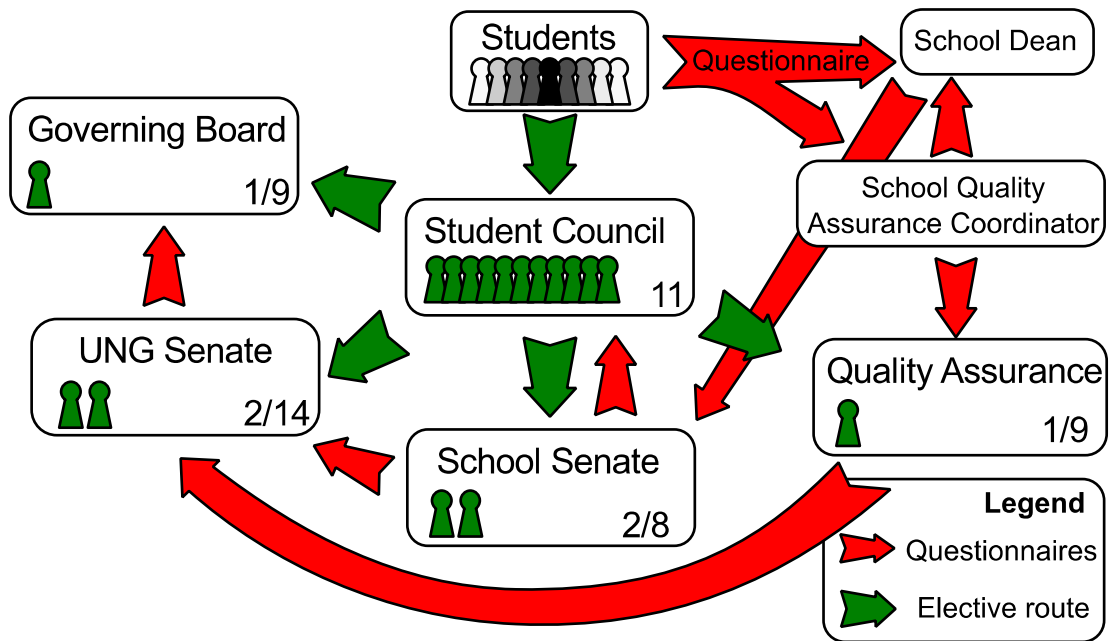


Diagram of student participation in UNG management. The green arrows show how students are appointed to management bodies at UNG. The green figures and numbers in the individual fields indicate the percentage of student representatives in various UNG bodies. The red arrows indicate another route by which students have an impact on quality assurance, namely via student surveys. All students are directly involved in quality control and quality assurance via student surveys.

6.3 Assessment of the current state and orientations (2018/19)

Strengths

The UNG Student Council has been formed. Students are included in UNG management bodies.

Activities in the 2018/19 academic year

- throughout the academic year students participated in promotional activities for the University and individual Schools
- participation of students in a wide variety of activities of the University and Schools
- preparation for elections, organisation and preparation of elections to the Student Council and UNG bodies

Opportunities for improvement

There are many opportunities for improvement:

- Cooperation with students of all Schools
- Cooperation with University management
- Cooperation with the environment
- Preparation and adoption of the Statutes of the Student Council of the University of Nova Gorica (which the Student Council does not yet have)
- Proposals for Schools, to organise together with the Student Council and other support services:
 - joint specialist excursions (linking of fields) with the provision of interpreters for international students if necessary
 - events at which students can get to know local employers in the broadest sense and, vice versa, employers (businesses, public institutions) can get to know students, i.e. future jobseekers
 - seeking possibilities of more convenient and suitable transport between UNG sites (Nova Gorica, Ajdovščina, Vipava)
 - seeking solutions for current problems in the accommodation section of Dvorec Lanthieri in Vipava (washing and drying clothes, etc.)

Weaknesses

Too little interest from students in participation of any kind and, on the other hand, difficulties in finding students because they are scattered among various locations. Difficulties funding student activities, which are also few in number. The UNG Student Council still funds its activities exclusively with the help of UNG. In order to be able to work more easily and more dynamically, the UNG Student Council would need additional funding.

Difficulties of students in finding accommodation.

6.4 Assessment of the current state and orientations (2017/18)

Strengths

UNG Student Council is formally formed and operational. Students are included in UNG management bodies.

Students are actively included in the promotion of UNG study programmes at public events and fairs (Informativa, promotional fairs, etc.) and in presentations at secondary schools.

In the 2017/18 academic year there was a fall in student representation on the Student Council as a result of the loss of status. A consequence of this was a fall in the level of innovation at meetings.

Opportunities for improvement

Despite the initial enthusiasm, innovation has fallen significantly as a result of organisational difficulties of the Student Council. In view of the fact that the group of freshly elected representatives this year has a better understanding of procedures and protocols, improvements can be expected next year. The emphasis will be above all on improving student life both within the university and outside it, as follows:

- Provision of a multipurpose student room
- Creation of a map of the university for the better orientation of new students
- Proposal to make outside areas of the University more amenable for socialising (benches, etc.)
- Provide a book in which students can write down their problems and ideas relating to student life
- Facilitate socialisation and various activities for international and national students.

Weaknesses

Problems with funding are still present. Although we have attempted to find a solution to them together with UNG management, we have not been successful since potential solutions proved to be unfeasible or financially unworkable. Given the current financial situation, both at UNG and in Slovenia as a whole, positive shifts are not to be expected for the time being.

6.5 Current situation assessment and focus areas (2016–2017)

Strengths

UNG Student Council is formally formed and operational. Students are included in UNG management bodies. Students are actively included in the promotion of UNG study programmes at public events and fairs (Informativa, promotional fairs, etc.) and in presentations at secondary schools.

A major change in student representation took place in the 2016/17 academic year, as a result of which the enthusiasm and innovation were perceptible in the first meetings.

We also organised the traditional giving of Christmas gifts to students.

Opportunities for improvement

We are still finding that communication between the Student Council and students is far too weak for us to be able to implement all our plans in full. There have been some changes in this area but there is still much room for improvement.

Weaknesses

Problems with funding are still present. Although we have attempted to find a solution to them together with UNG management, we have not been successful since potential solutions proved to be unfeasible or financially unworkable.

6.6 Assessment of the current state and orientations (2015/16)**Strengths**

UNG Student Council is formally formed and operational. Students are included in UNG management bodies.

Students are actively included in the promotion of UNG study programmes at public events and fairs (Informativa, promotional fairs, etc.) and in presentations at secondary schools.

A major change in student representation took place in the 2015/16 academic year, as a result of which the enthusiasm and innovation were perceptible in the first meetings. We organised the traditional giving of Christmas gifts to students.

Opportunities for improvement

Despite the initial enthusiasm, innovation has fallen significantly as a result of organisational difficulties of the Student Council. In view of the fact that the group of freshly elected representatives this year has a better understanding of procedures and protocols, improvements can be expected next year. The emphasis will be above all on improving student life both within the university and outside it, as follows:

- Provision of a multipurpose student room
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- Provide a book in which students can write down their problems and ideas relating to student life
- Facilitate socialisation and various activities for international and national students.

Weaknesses

Problems with funding are still present. Although we have attempted to find a solution to them together with UNG management, we have not been successful since potential solutions proved to be unfeasible or financially unworkable. Given the current financial situation, both at UNG and in Slovenia as a whole, positive shifts are not to be expected for the time being.

6.7 Current situation assessment and focus areas (2014–2015)**Strengths**

UNG Student Council is formally formed and operational. Students are included in UNG management bodies. Students are actively included in the promotion of UNG study programmes.

Students are actively included in the promotion of UNG study programmes at public events and fairs (Informativa, promotional fairs, etc.) and in presentations at secondary schools.

The Student Council replaced some members who had completed their studies, and it should be emphasised that this time there were no major problems finding new members. The Student Council organised winter recreation in the gym at the Milojka Štrukelj Primary School in Nova Gorica, which ran from October until the end of February. We also organised traditional giving of Christmas gifts to students and for the first time, in conjunction with regional students' club KGS, held a mulled wine competition, with the profits from sales going to charity. In order to encourage students to socialise with international students, we organised a few bowling evenings and a paintball afternoon, and made an effort to invite as many international students as possible.

The proposal to change the rules on prizes, which we submitted to the UNG Senate for review at the end of the last academic year, was accepted.

Opportunities for improvement

We are still finding that communication between the Student Council and students is far too weak for us to be able to implement all our plans in full. There have been some changes in this area but there is still much room for improvement.

Weaknesses

Problems with funding are still present. Although we have attempted to find a solution to them together with UNG management, we have not been successful since potential solutions proved to be unfeasible or financially unworkable. Given the current financial situation, both at UNG and in Slovenia as a whole, positive shifts are not to be expected for the time being.

6.8 Current situation assessment and focus areas (2013–2014)

Strengths

UNG Student Council is formally formed and operational. Students are included in UNG management bodies. Students are actively included in the promotion of UNG study programmes.

Students are actively included in the promotion of UNG study programmes at public events and fairs (Informativa, promotional fairs, etc.) and in presentations at secondary schools.

Because the Student Council was relatively late in starting work, we only organised one student party (freshers' ball) this year, along with the annual New Year's (Christmas) giving of gifts to students. We began to organise recreational activities but ran out of time. We did, however, make all the necessary preparations to begin with recreational activities as soon as possible next year. We also organised two bowling evenings at Magma and two paintball sessions at a nearby paintball centre. At the end of the year we participated in the organisation of a photography competition on the theme "Scientia Vincet". We submitted

a proposal to the UNG Senate for an amendment of the rules on prizes.

Opportunities for improvement

Most improvements are needed in the field of communication between students and the Student Council, since we are finding that students know far too little about the activities of the Student Council and, as a result, their response to the events we organise is poor.

The other main area where improvements are necessary is the organisation of the Student Council itself. At the end of the last academic year, the great majority of representatives on the Student Council completed their studies and were not replaced by new members. Consequently, the search for new members delayed the start of the Student Council's activities until towards the end of November.

There are also opportunities for improvements in the following areas:

- Encouraging students to actively complete questionnaires.
- Use of social networks for communication between the Student Council and students.
- Incorporation of "substitute" members in the activities of the Student Council.
- Course for members of the Student Council on procedures for obtaining funding.

Weaknesses

The Student Council still funds its activities exclusively with the help of UNG. In order to work more easily and more dynamically, the Student Council would need some funding from a source outside UNG. There are also difficulties as regards the continuity of members of the Student Council, since these change frequently. Other risks to the quality of the provision and organisation of study programmes include:

- the unresolved question of the co-funding of doctoral studies and other programmes,
- the lack of student halls of residence,
- poor identification of occupations in terms of employability.

7 DETAILS OF PREMISES FOR PROVISION OF STUDY PROGRAMMES

In 2019 UNG had sufficient premises available for its teaching and research activities, just as in previous years. The total area of available premises is approximately 10,000 m². UNG premises for the provision of its activities are scattered among three locations or campuses (Nova Gorica/Gorizia, Ajdovščina, Vipava). Some teaching and research activities also take place in other locations at partner research institutions: at the ZRC SAZU Karst Research Institute in Postojna (150 m²) for the doctoral programme in Karstology; at the International Centre for Genetic Engineering and Biotechnology (ICGEB) in Trieste for the doctoral programme Molecular Genetics and Biotechnology; and in premises in Venice (Ex Convento di Sant'Elena) (225 m²) for the doctoral programme Cultural Heritage Studies, which is provided in conjunction with IUAV University of Venice.

In the context of the **Nova Gorica/Gorizia Campus**, UNG carries out part of its educational, research and other activities at Vipavska 13, a building with a total floor area of approximately 2,000 m² which the City Municipality of Nova Gorica has devoted entirely to UNG and which it donated to the university in May 2010. Renovation of the roof of the Vipavska 13 premises was completed in 2011. The premises in this building are used for a variety of UNG activities: research activities in several research units (Humanities Research Centre, Centre for the Cognitive Sciences of Language), a library and UNG's publishing activities, the Student Office, the International Office and the secretarial office and Dean's office of the School of Humanities and the Graduate School, with office space for staff and visiting professors. The activities of the School of Humanities also take place in these premises. In 2010 UNG completed the conversion of premises on the ground floor of the building into two large lecture rooms. As a result, four lecture rooms are now available: SP-1 (119.6 m²), P-1 (99.40 m²), P-2 (54.10 m²) and P-5 (41.76 m²). There is also a computer room (56.68 m²). The total floor area of the lecture rooms is 371.54 m².

In 2014 and 2015 the School of Engineering and Management used premises in the "Šolski Dom" building at Via della Croce 3, Gorizia (Italy), with a total floor area of 1,500 m² (classrooms, laboratories and lecturers' offices). The developer responsible for renovation of the building was the building's owner, ALPE d.d. In the 2015/16 academic year all activities were moved to the Vipavska 13 premises in the Rožna Dolina district of Nova Gorica and then in 2018 to Dvorec Lanthieri in Vipava. UNG no longer leases the "Šolski Dom" building in Gorizia (Via della Croce 3), having obtained sufficient additional premises at Dvorec Lanthieri.

In 2012 the Gorizia regional authority (Provincia di Gorizia) made premises at Palazzo Alvarez (Via Armando Diaz 5) available to UNG. The building lies in the centre of Gorizia (Italy) and has a total floor area of 1,100 m². In the 2012/13 academic year UNG moved all activities of the School of Arts (the Slovene name of which was then *Visoka šola za umetnost*) into the building. With the transfer of the School of Arts to Gorizia, in the direct vicinity of the other UNG premises in Nova Gorica, students also have the opportunity to take advantage of other UNG support activities such as the library, the Student Office and the International Office, which are located at Vipavska 13 (in Nova Gorica, on the

Slovenian side of the border). The School of Arts will move into the Vipavska 13 building in 2020, for which reason rearrangement of the premises for the teaching activities of the School of Arts is currently in progress.

In the context of the **Ajdovščina Campus**, the premises of the former Ajdovščina army barracks (total area 2,200 m²), which the Municipality of Ajdovščina donated to UNG for its activities, were renovated in 2006. In 2008 the attic premises in this building were additionally fitted out to provide offices for researchers and teaching staff. The teaching activities of the School of Science take place in this building, as do the research activities (Materials Research Laboratory, Laboratory for Organic Matter Physics, Quantum Optics Laboratory, Centre for Atmospheric Research). Premises on the ground floor have been converted to allow the installation of large research equipment (UV light source – CITIUS, electron microscopes). Several smaller lecture rooms and one 150-seat, amphitheatre-style lecture hall are located on the first floor, with seminars and smaller conferences occasionally taking place in the latter. The School of Science also has two offices in this building for secretarial staff and the Dean. The atmospheric research Observatory at Otlica (40 m²) also falls within the scope of the Ajdovščina Campus.

In late 2012, in the context of the **Vipava Campus**, UNG leased Dvorec Lanthieri in Vipava from the Municipality of Vipava on an 85-year lease. The building has a total floor area of 1,900 m². The building is a protected monument and has been renovated so to make it suitable for UNG teaching and research activities. These premises include laboratories, lecture rooms, a computer room, a student office, a secretary's office and a tasting room and have a total floor area of 1,900 m². The project for the renovation of Dvorec Lanthieri was approved by the Ministry of Culture in 2010. The renovation was completed at the end of 2012. At the end of 2012 the School of Viticulture and Enology (SVE) moved into these premises along with its research unit, the Wine Research Centre. Part of the premises are also used for official UNG events such as graduation ceremonies and doctoral promotions, and for public events (e.g. Science Evenings), scientific conferences and other meetings: conference room (66.4 m²), Aula Magna for larger events (122.7 m²) and a smaller ceremonial room for doctoral defences (57.4 m²).

Renovation of the central part of the building was completed in 2012, and renovation of the remaining (rear) section, which is likewise intended for UNG activities, began in 2014. Renovation of the remainder of Dvorec Lanthieri was completed at the start of the 2015/16 academic year. UNG has used these premises for laboratories and teaching activities (Environmental Sciences, Viticulture and Enology, Molecular Genetics, Centre for Systems and Information Technologies, the doctoral study programme Cultural Heritage Studies, School of Engineering and Management). The UNG administration, Rector's Office and UNG joint services have also moved into new premises in Dvorec Lanthieri.

Dvorec Lanthieri is equipped with a new computer room for students, complete with 21 student workstations. Five computers in the computer room have eKletar software licences for the needs of SVE. In early 2019 a tasting area was finalised in the residential part of the building, together with the preparation room originally planned in early 2013 but not realised until now because of a lack of funds.

The School has its own estate. In order to keep costs down, we have reduced its size (it is now 1.46 hectares). The estate includes a new vineyard, 1.2 ha in size, for growing local Zelen and Pinela grape varieties. We still lack permanent or long-term cellar/production areas for our research and teaching needs. The arrangement of a fermentation laboratory area that enables researchers and students to conduct test fermentations is planned for 2019/20.

UNG is endeavouring to transfer the entirety of its activities to a single site or campus. To this end, a call for bids was published in 2013 to find a location for a university campus in the North Primorska region. The UNG Governing Board set the criteria for the selection of the location on the basis of received bids for the reservation of suitable building land which would permit the normal long-term development of the university and the construction of the necessary infrastructure. Discussions on the selection of the most suitable location from among the bids received from the municipalities of Vipava, Ajdovščina and Nova Gorica took place in 2014 and 2015. The location in Vipava offered by the municipality of Vipava was selected as the most suitable bid. It is, however, necessary to address the issue of the flooding of part of the envisaged land, so the UNG Governing Board deferred the decision on the choice of location for the campus until such time as conditions for construction are clearly defined.

Within the context of the Vipava Campus, six student rooms are available in the Lanthieri building, which UNG lets to its students.

On 5 November 2010 UNG and building managers SŽ-ŽIP d.o.o inaugurated a student hall of residence at Erjavčeva 36 in Nova Gorica. UNG signed an agreement with SŽ-ŽIP d.o.o in June 2010 to lease the hall of residence at Erjavčeva 36. In the first phase of the work, SŽ-ŽIP renovated and refurbished the third and fourth floors of the building so as to provide accommodation for 54 students in 28 rooms (two single rooms and 26 double rooms). All rooms are fully furnished and have internet access.

Another company, Presta d.o.o., is also offering student accommodation in Nova Gorica in a hall of residence (54 places in double and single rooms).

Premises and material conditions for the provision of study programmes are presented in greater detail in the self-evaluation reports of individual Schools. Premises and material conditions for research are presented in detail within the presentations of individual UNG laboratories or research centres in the annual report on the work of UNG.

7.1 Current situation assessment and focus areas (2013–2019)

Strengths

UNG currently (2017–2019) has sufficient premises at its disposal for the normal provision of its teaching activities and for conducting research. In 2012 it obtained new premises with a total floor area of 1,900 m² through its 85-year lease of Dvorec Lanthieri in Vipava. In 2017 it also took over the newly renovated rear section of the building, where it obtained further premises for teaching and research activities (2,000 m²) and six student rooms. As a result of rationalisation and the transfer of as many activities as possible to a single site, UNG stopped leasing premises in Via della Croce in Gorizia (Italy) in 2015. In 2012 UNG

leased a total of 1,200 m² of space in Palazzo Alvarez (Via Armando Diaz 5) in the centre of Gorizia (Italy). The total area of premises at UNG's disposal for its activities as a whole in the forthcoming years is approximately 10,000 m². UNG has also obtained suitable agricultural land for the needs of the study programmes of the School of Viticulture and Enology, which it is arranging as a single estate.

Together with its partner companies (SŽ-ŽIP d.o.o and Presta d.o.o), UNG has provided additional student accommodation. There are six student rooms available for students at Dvorec Lanthieri in Vipava.

Weaknesses

UNG premises are scattered over several locations (Nova Gorica, Gorizia, Ajdovščina, Vipava), which represents a weakness above all in the provision of teaching. There are no suitable accommodation capacities for students at the Ajdovščina and Vipava sites.

Opportunities for improvement and proposed measures

UNG is endeavouring to transfer the entirety of its activities to a single site or campus. To this end, a call for bids was published in 2013 to find a location for a university campus in the North Primorska region. The UNG Governing Board has set the criteria for the selection of the location on the basis of the tenders received for the reservation of appropriate building land, which will ensure the normal long-term development of the university and the construction of the necessary infrastructure, including student halls of residence for students' accommodation needs.

Discussions on the selection of the most suitable location from among the bids received from the municipalities of Vipava, Ajdovščina and Nova Gorica took place in 2014 and 2015. The location in Vipava offered by the municipality of Vipava was selected as the most suitable bid. Before choosing the location for the campus, the issue of the flooding of part of the envisaged land needs to be resolved.

UNG is constantly striving to improve the material conditions for the provision of study programmes (teaching equipment, laboratory equipment for students' practical work). Funds are obtained via EU calls for applications.

8 UNIVERSITY OF NOVA GORICA LIBRARY

The University Library of the University of Nova Gorica (hereinafter: UNG Library) was formally established in April 1998 and is the only university library in the northern part of the Primorska region. It is intended for the use of all UNG students and staff and for others with an interest in material from the fields covered by the library. The UNG Library's collection includes above all material from the fields of environmental sciences, physics, chemistry, mathematics, biology, economics, Slovene studies, humanities, viticulture and the arts. In line with its mission, the UNG Library provides library information services as support for teaching and research activities at UNG and also cooperates well with other organisations and individuals in the surrounding area. The library's regular activities include keeping and maintaining bibliographies of researchers and teachers employed at UNG. We also provide the same service for a number of external organisations and individuals. We endeavour to keep up with new trends in the compilation of researchers' bibliographies and attend training on this topic.

Basic goals of the library

Under the provisions of the Libraries Act, the Rules on conditions for the provision of library services as a public service and the Professional standards and recommendations for the organisation, operation and evaluation of libraries in higher education institutions (for the period 2012–2020), we pursue the following basic aims:

- To provide users with as much information as they need in as short a time as possible.
- To ensure that material is processed and shelved in such a way that users can find it quickly.
- To plan and implement user training.
- To ensure that the library is a pleasant place to be for both users and staff.
- To build and maintain good and creative relationships with UNG staff.
- To ensure the good operation of the library and look after its image and promotion.
- To keep abreast of new developments in the fields of education, library science and information science.

Statistical indicators of library activity

The library collection currently consists of around 22,200 monographic publications, 70 printed serial publications, 590 units of non-book materials (mainly CD-ROMs) and electronic editions of scholarly publications available via services such as ScienceDirect, Springer Link, APS Journals, EIFL Direct- EBSCOhost database, ACS Publications, JSTOR, ORP Index, CREDO Online and the Window of Shanghai e-book service. Users can also access databases such as Web of Science and MathSciNet.

We see to the purchase of basic study literature for students. Material is included in the collection in accordance with the content of the study programmes provided at UNG, i.e. from the fields of environmental sciences, physics, chemistry, mathematics, biology, economics, Slovene studies, humanities, history, viticulture and the arts. We have

endeavoured to obtain donations, particularly of older material that can no longer be purchased. In recent years we have enriched the collection with two legacies (one covering communication studies and sociology and the other covering Slovene literature) and with donations from individuals and libraries. We have also received a major donation of literature from the field of linguistics from the Central Humanities Library. Although the Window of Shanghai project has now concluded, we are still cooperating actively with the Shanghai Library, which every year donates between 50 and 100 new titles to us. It also provides us with access to the Shanghai Library's electronic collection of books and journals.

Almost all the material in the library is available under the open-access model and is classified by fields. Above all, we provide material for the needs of educational and research activities. In addition to lending, we offer online searches of publicly accessible databases and provide material not held by our library via interlibrary loans. Another important task of the library is that of maintaining the bibliographies of researchers and lecturers employed at UNG. The library is a full member of the COBISS reciprocal cataloguing system and our catalogue (COBISS/OPAC) is accessible via the website. Members of the library can access an overview of loaned material, renew loans and reserve material online. The library is open to users 52 hours a week. Library users can also make use of a reading room with 50 seats and a computer room. There are currently eight computers with internet access available to users. Wi-Fi is also available. Books published by lecturers through the UNG Press are available to students for purchase in the library.

State of material 2019

Type of material:	Number of units
Books	22,246
Serial publications (inv. units)	8,099
Non-book material (audio cassettes, video cassettes, CD-ROMs)	641
Accessible databases	9

State of material 2018

Type of material:	Number of units
Books	21452
Serial publications (inv. units)	7983
Non-book material (audio cassettes, video cassettes, CD-ROMs)	615
Accessible databases	9

State of material 2016

Type of material:	Number of units
Books	19447
Serial publications (inv. units)	7780
Non-book material (audio cassettes, video cassettes, CD-ROMs)	527
Accessible databases	13

Library users

User categories	Number 2014	Number 2015	Number 2016	Number 2017	Number 2018	2019	Planned number for 2020
a) Students – undergraduate, full-time	324	349	335	274	274	280	300
b) Students – undergraduate, part-time	26	31	23	42	18	28	30
c) Students – postgraduate	40	40	33	21	30	24	30
d) Secondary school pupils	1	1	2	1	2	0	1
e) Employees	220	195	168	147	139	162	165
f) Pensioners	0	0	0	0	0	0	0
g) Other users	256	267	344	420	150*	189	195

* deletion of non-active members because of GDPR

Indicators of library activities

Indicator	2014	2015	2016	2017	2018	2019	Plan for 2020
Number of all users	867	886	905	905	613	701	710
Number of units loaned out	1012	958	869	751	816	752	800
Number of units supplied through interlibrary loans	22	18	18	9	10	4	10
Ratio of supplied units to requested units in interlibrary loans	1:16	1:14	1:6	1:14	1:11	1:16	1:10
Number of subscriptions to periodicals	73	73	63	57	55	55	55
Number of units of library material	25,919	26,323	27,754	28,760	30,050	30,759	31,300
Increase in library material	2,394	1103	1 309	1006	925	709	900
Number of computers via which users can search for information in the library	8	8	8	8	8	5	5

The annual growth in printed material fluctuates somewhat from year to year depending on the number of donations received, although the quantity of printed study material purchased has slightly increased. We have obtained access to two new databases and the number of titles of electronic journals within individual databases has also increased.

In line with current trends, we have slightly reduced the number of printed journals in recent years and increased the number of electronic journals, which we subscribe to both either via Slovenia-wide consortia or independently. We subscribe to several databases via consortia and have subscribed independently to two new ones.

Digital library and remote access

The UNG Library participates in Slovenia-wide consortia for access to electronic publications. It is a member of consortia for electronic access to ScienceDirect, Springer Link, APS Journals, Nature, ACS Publications, JSTOR, Web of Science, Scopus, EIFL Direct – EBSCOhost database, Credo Online and ProQuest Dissertation. We subscribe independently to ORP Index (since 2018) and MathSciNet. We have also obtained access to the e-publications database of the Shanghai Library (from 2018). In 2019 we implemented remote access to all databases whose providers enable this.

Some books published by the UNG Press are freely accessible under a Creative Commons licence on the UNG Press website and in the Repository of the University of Nova Gorica. Final theses produced at UNG, i.e. bachelor's theses, master's theses and doctoral dissertations, have since 2015 been accessible in the Repository of the University of Nova Gorica ([RUNG](#)). Students submit their theses to RUNG themselves and we also offer them the use of plagiarism detection system.

For the purposes of bibliography management, teachers and researchers employed at UNG submit their own published or completed works to RUNG. In this way we have replaced the traditional printed archive of documents with an electronic archive. This allows us to offer free access to metadata on all published works created in the context of the university, while some works are accessible in full-text form. Through the publication of works and metadata on works in RUNG, we are ensuring greater recognition of the research achievements of UNG staff. In accordance with the "National strategy of open access to scientific publications and research data in Slovenia 2015–2020", we have facilitated open access to all reviewed scholarly publications relating to the results of nationally funded research.

Information literacy of users

We provide regular training for users and endeavour to include as many students as possible. We generally invite students to a brief presentation of the library at the beginning of the academic year. This includes basic information, a tour and a presentation of the library, the material it contains and the services it offers.

We also organise training within the context of individual courses and subjects, which we organise for the students of individual Schools. We plan and implement this training in conjunction with teachers or assistants. Training sessions usually include a presentation of the library, catalogues, databases and traditional methods of searching for literature. This is followed by exercises in which students attempt to locate relevant literature in various catalogues and databases. In recent years these training sessions have been attended above all by students from the School of Humanities.

We frequently offer users individual assistance in finding literature. Users generally avail themselves of this form of assistance when seeking literature for seminar papers, bachelor's theses, etc.

A series of slides published on the library website teach users to find library material themselves. We have also added links to the online courses organised by IZUM and a service called Ask A Librarian.

Staff

The UNG Library employs three librarians. They regularly monitor new developments in the library field and participate in training. They also regularly follow online conferences and training sessions relating to library science. They have recently attended training for the transition to the new COBISS3/Cataloguing software and obtained the necessary licences. We have also implemented the transition to the new COBISS3/Lending software and have thus entirely abandoned the outdated COBISS2 software. We have updated the database of library members and brought operations into line with the new Data Protection Act. The library has had a representative on the National Council for Library Activities for its last three terms of office. This means that we participate in research and development in the field of library science and information science.

Premises, equipment

The majority of the material in the library is available under an open-access system. We also have a large reading room with 50 seats and a computer room with five fixed computers and ten workstations where users can connect their own computers. Wi-Fi is available throughout the library.

Over the last five years the library has acquired new bookshelves to enable material to be displayed on open-access shelves. In this way we have succeeded in arranging the book collection in a more transparent manner, in that we have rearranged the shelving of material from the entire library and also cleaned up the entire book collection and the room in which it is located. We have also set up a computer room, acquired new computers and monitors and modernised the Wi-Fi system.

Collaborations

The UNG Library collaborates with libraries in the surrounding area, in particular with the France Bevk Public Library in Nova Gorica, the libraries of the Nova Gorica School Centre, the library of the Faculty of Applied Social Studies in Nova Gorica, the National and Study Library in Trieste (Italy), the Damir Feigel Slovene Library in Gorizia (Italy), and others.

We also collaborate with the organisations for which we provide the entry of bibliographies into COBISS.

8.1 Current situation assessment and focus areas (2018–2019)

Strengths

In the last five years the library has performed its mission successfully, providing a high-quality selection of study literature and adequate information support for UNG students and staff. We have worked hard to improve and develop modern services, in particular for the needs of UNG students and staff. We would particularly like to highlight the setting up of the university repository (RUNG), the modernisation of the computer room, the updated Wi-Fi system, the facilitation of remote access to electronic information sources and the acquisition of access to new databases.

In 2019 we acquired access to a new database: Credo Online Reference Service, Academic Core Collection. We acquired necessary literature for students and researchers. Through participation in the interlibrary lending system, we provided them with material not held by our library. We set up a computer room and provided user training. We provided for the up-to-date supplementing of the bibliographies of our researchers and also provided services to a number of external institutions and individuals. We revised the Library Rules and brought them into line with current legislation and the transformation of the library.

In the last five years the proportion of active users from UNG has increased, while the total number of users has fallen slightly. We see the reason for this in the fact that the new General Data Protection Regulation (GDPR) requires us to remove inactive members of the library from our system. A further contribution has come from the relocation of some of the university's programmes to a different site. Students at other sites are able to order material by email and it is then delivered to the desired UNG site by the university's internal courier service. We have also provided remote access to the majority of databases.

In view of the fact that we have access to a large number of electronic journals, the number of print articles being ordered has fallen slightly, while the number of books ordered from other libraries remains roughly the same.

Opportunities for improvement

At present UNG provides its study programmes in various locations, while the library is located in the Rožna Dolina district of Nova Gorica. Although the ordering of material via email and delivery via the courier service functions well, in the future we hope that all UNG Schools will be brought together in a single location or campus. In this way all students would have easier and faster access to material and other library services.

In 2020 it is planned to relocate the School of Arts to the site where the library is. It will be necessary to convert the library premises to meet the needs of the School of Arts, to process the School's library material and organise suitable shelving. We will continue our efforts with regard to the information literacy of UNG students, the purchase of material and the obtaining of donations.

For the time being we are able to provide free access to material, although some material is already placed on shelves that are too high for some users and difficult to reach without using a ladder. In the future, therefore, we hope to have more space for open-access material.

Currently the most urgent problem in the library is represented by the lack of adequate heating and ventilation. We hope to begin the process of energy efficient improvements throughout the building next year, which will resolve this problem.

The School of Arts, which has a large amount of its own material, is due to relocate next year to the building that currently houses the library. The School of Arts material will need to be processed and entered in the library catalogue. We are planning a renovation of the reading room, computer room and the room containing open-access material in order to meet the needs of all users.

In recent years we have mainly provided user training in a study context for students from the School of Humanities. We hope that in the future students and lecturers from other Schools will also opt for this type of training.

We will continue our efforts to keep abreast of new developments in the fields of library science and information science and plan to participate in several training events.

We will encourage teachers and assistants to send us lists of study literature on a regular basis and encourage students to use the library.

We will continue our efforts to build and maintain good and creative relationships with UNG staff and students and ensure the effective operation of the library.

8.2 Current situation assessment and focus areas (2017–2018)

Strengths

In 2018 we made efforts to bring our database of library members into line with the new General Data Protection Regulation (GDPR), which resulted in us updating our members database. We have enriched the library's collection with new specialist titles and new study materials. The purchase of literature has increased compared to last year, while the number of donations has fallen slightly. We received an additional 40 print titles through the Window of Shanghai project, along with access to the Shanghai Library's electronic collection of books and journals. We provided information literacy training for humanities students. We tidied up the archive of researchers' bibliographies. During the summer we cleaned the entire collection of book material and the room in which it is located.

Opportunities for improvement

In 2019 we will endeavour to obtain library material for students and researchers. We will endeavour to provide information literacy training for all UNG students. Cleaning of periodicals and the reading room is planned. New computer room arrangements are planned.

8.3 Current situation assessment and focus areas (2016–2017)

Strengths

In 2017 we took inventory and were satisfied with the results, since the number of missing items was low (100 copies were written off).

This year we are also passing over to the new COBISS3/Lending software and have thus entirely abandoned the outdated COBISS2 software.

We are continuing the successful provision of a bibliography compilation service for external users.

We received an additional 100 titles through the Window of Shanghai project. We also received a major donation from the Central Humanities Library.

Opportunities for improvement

In 2018 we intend to purchase slightly more study literature. We will continue to search intensively for suitable donations for the library, above all of titles that are no longer available for regular purchase but are needed in our study process.

We will endeavour to provide information literacy training for new students and all other UNG students.

We will likewise continue to follow new trends in the compilation of researchers' bibliographies.

8.4 Current situation assessment and focus areas (2015–2016)

Strengths

In 2016 we switched over to the electronic submission of staff bibliographies to the Repository of the University of Nova Gorica (RUNG). In this way we have replaced the traditional printed archive with an electronic archive. At the same time we facilitated free access to some works by staff. Through the publication of works and metadata on works in RUNG, we are ensuring greater recognition of the research achievements of UNG staff. In this way we have facilitated open access to all reviewed scholarly publications relating to the results of nationally funded research, in accordance with the "National strategy of open access to scientific publications and research data in Slovenia 2015–2020".

We also manage researchers' bibliographies for external institutions and some individuals.

We enriched the library's collection with donations, above all from the field of linguistics. We received an additional 130 titles through the Window of Shanghai project. We provided information literacy training for students.

Opportunities for improvement

In 2017 we intend to participate in training for the transition to the new COBISS3/Lending software. This will complete the transition to COBISS3. An inventory of books is planned for the coming year.

We will continue our efforts with regard to information literacy and are preparing training for users. We would like to increase the purchase of basic study literature for students. We will endeavour to obtain donations, particularly of older material that can no longer be purchased.

8.5 Current situation assessment and focus areas (2014–2015)

Strengths

In 2015 we switched over to the electronic submission of final theses (bachelor's theses, master's theses and doctoral dissertations) to the Repository of the University of Nova Gorica (RUNG). Students submit their theses to RUNG themselves and we also offer them the use of plagiarism detection system. We enriched the book collection with a legacy in the fields of the arts and sociology and with donations from individuals and other libraries. We successfully concluded the Window of Shanghai project. We attended training for the transition to the new **COBISS3**/Cataloguing software and obtained the necessary licences. We provided information literacy training for students.

Opportunities for improvement

We are planning to set up the electronic submission of works by UNG staff to RUNG in 2016. We will continue our efforts with regard to information literacy and are preparing training for users. We would like to increase the purchase of basic study literature for students.

8.6 Current situation assessment and focus areas (2013–2014)

Strengths

In 2014 we obtained 9 metres of new bookshelves for the shelving of open-access material. In this way we have succeeded in arranging the book collection in a more transparent manner, in that we have rearranged the shelving of material from the entire library. We also acquired an additional computer in the reading room. We enriched the book collection with two legacies (one covering communication studies and sociology and the other covering Slovene literature) and with donations from individuals and libraries.

Opportunities for improvement

In 2015 we are planning the transition to new software **COBISS3**/Cataloguing software for the optimisation of library operations, carried forward from 2014 because of the absence of a member of staff last year. We will also increase the opening hours of the library for visitors.

9 UNG PRESS

The University of Nova Gorica (UNG) Press was founded in November 2001. It publishes, distributes and organises the printing of textbooks and other study materials for the teaching process, as well as scholarly and scientific works with relevance or a connection to the University of Nova Gorica's fields of activity. These are published in printed or electronic form, and made available to the general public online. Publication takes place in accordance with the rules on publishing activities, with the publications committee responsible for ensuring that publications are technically correct, relevant and justifiable. UNG Press is based at the University of Nova Gorica library, where its publications are also available for purchase. The UNG Press website (<http://www.ung.si/en/publisher/>) contains more information on publications and an online store. Quite a number of our publications can also be found in larger bookshops across Slovenia.

Monographs published

	2013	2014	2015	2016	2017	2018	2019
Scholarly and specialist monographs		2	1		3	2	1
Collections of papers from academic and professional conferences			1	1		1	
Handbooks							
Textbooks				2			1
Other study materials	1						
Literature							2
Other monographs							
Total	1	2	2	3	3	3	4

9.1 Assessment of the current state and orientations (2018/19)

Strengths

In 2019 we published *Vprašanje realizma* (The Question of Realism) by Aleš Vaupotič. The book was printed with the help of funds obtained from a public call for applications for the co-financing of the publication of scholarly monographs. Funds from the same source were also obtained for *Porajanje Jugoslavije. Doživljaji Ljubljancev (Miljutina Zarnika) leta 1918* (The Emergence of Yugoslavia: The Experiences of Miljutin Zarnik in 1918) by Željko Oset and Kristina Ferk, which has already been published. The second reprint of the *Kemijsko računanje* (Chemical Calculation) textbook, which initially came out in 2010 and was reprinted for the first time in 2016, has also been published.

There were two major new UNG Press projects this year involving the publication of two Slovene translations of German literary works. The first, which is out already, is a translation by Simon Širca of *Parzival*, the epic medieval romance by knight-poet Wolfram von Eschenbach, while the second, which is about to be published, is a translation by Maruša Mugerli Lavrenčič of Leo Perutz's classic mystery novel *The Master of the Day of Judgement*.

This year UNG Press continued to take part in book fairs across Slovenia, attending “Dnevi knjige v Mariboru” (Maribor Book Days) in April, the Liber.ac academic book fair in Ljubljana in May, and “Mesto knjige” (Book City) in Nova Gorica in June. In December we are planning to take part in the “Knjige pod jelkami” (Books Below the Fir Trees) event in Nova Gorica. At the June fair, UNG Press acquired a new exhibition tablecloth bearing the university’s logo – a welcome acquisition given that we had previously had to borrow one from other university departments.

We printed our first books catalogue in 2019. This will enable us to present our work to potential customers and at book fairs, and will also be sent for promotional purposes to libraries and bookshops.

Opportunities for improvement

We are keen to increase the profile of our publications by listing our titles in COBISS+, the Slovenian libraries catalogue. We intend to update our printed catalogue and publish it in electronic form on the UNG Press website.

Arrangements must be made for the storage of books in the library archive and premises, and the method of sale at exhibition stands updated with the latest electronic equipment. It would also be advantageous to equip our exhibition stands with table stands to highlight our latest publications.

9.2 Assessment of the current state and orientations (2017/18)

Strengths

In 2018 we published *Goriški izobraženci skozi zgodovino* (Goriška’s Intellectuals Through History), a scholarly monograph edited by Željko Oset, with contributions from nine authors. The monograph is, for now, in printed form, although an electronic version is being prepared and will be made available free of charge on the UNG Press website (under a Creative Commons licence) and on dLib, the national digital library. We managed to obtain funds from the public call for applications for the co-financing of the publication of scholarly monographs, including the publication of *Vprašanje realizma* by Dr Aleš Vaupotič, which is already out. In September 2018, alongside our scholarly monographs, we published *War Diary: Šempeter pri Gorici, 1915; Kriegstagebuch: St. Peter bei Görz, 1915* by Nobel Prize-winning Austrian physicist Erwin Schrödinger (collected and edited and with commentary by Matej Župančič). The book contains a facsimile of the original manuscript, a copy of the original German text, a Slovene translation, and valuable supplements and explanatory notes. The book was unveiled at Dvorec Coronini in Šempeter pri Gorici, where Schrödinger wrote the diary during the summer of 1915 while serving in the army.

In 2018 we received our first proposal for the publication of a literary work (novel). We are hoping to purchase the copyrights and publish it next year.

We attended “Dnevi knjige v Mariboru” (Maribor Book Days) in April, the Liber.ac academic book fair in Ljubljana in May, and “Mesto knjige” (Book City) in Nova Gorica

in June. In December we are planning to take part in the “Knjige pod jelkami” (Books Below the Fir Trees) event in Nova Gorica.

Opportunities for improvement

Alongside academic and specialist publications aimed at students and scholars, we are also working towards expanding into literature. We are keen to make our electronic publications freely available online and on the national digital library website. We will continue to make efforts to increase the profile of UNG Press by improving the way we present our publications at events and book fairs around Slovenia.

9.3 Assessment of the current state and orientations (2016/17)

Strengths

In 2017 we published two scholarly monographs in electronic form, with both being made available online free of charge under a Creative Commons licence. *The Reception of Foreign Women Writers in the Slovenian Literary System of the Long 19th Century* was published in English as part of a research project titled “Travelling Texts 1790–1914: The Transnational Reception of Women’s Writing at the Fringes of Europe”. We have also arranged for the book’s publication on the national digital library (dLib) website. A monograph titled *Literarna ustvarjalka v očeh druge_ga: študije o recepciji, literarnih stikih in biografskem diskurzu* (The Literary Creator Through Others’ Eyes: Studies of Reception, Literary Contacts and Biographical Discourse) received the highest possible rating at the public call for applications for the co-financing of the publication of academic monographs. In addition to these monographs, we also published *Richard Wagner: njegovo življenje, njegovo delo, njegovo stoletje* (Richard Wagner: His Life, His Work, His Century) by Martin Gregor-Dellin, an expert on the German composer. This is the third book on Wagner to be published by the UNG Press, and was translated in Slovene by Simon Širca.

This year, in addition to our annual participation in the Liber.ac academic book fair in Ljubljana, we joined forces with several smaller publishers for the first time and appeared at a number of book fairs around Slovenia (Maribor Book Days, Festival Lent, Book City in Nova Gorica). We also organised book sales at Cankarjev Dom on the occasion of two Wagner presentations that took place as part of the 65th anniversary of the founding of Ljubljana Festival.

Opportunities for improvement

We will make efforts to increase the profile of UNG Press by taking part in various events and fairs around Slovenia, and to make work available free of charge on the national digital library website.

9.4 Assessment of the current state and orientations (2015/16)

Strengths

In 2016 we updated the UNG Press website by opening up access to home pages, tables of content, other indexes, introductory texts and, in some places, sample pages. Under the Creative Commons licence, we made the full proceedings of the 9th “Škrabčevi dnevi” (Škrabec Days) event freely available (proceedings from the previous year’s event were made freely available on the UNG Press website for the first time the year before). We published a printed version of the *Osnove avtomatskega vodenja* (Principles of Automatic Control) textbook, and also arranged the first reprint of the *Kemijsko računanje* textbook, which was first published by UNG Press in 2010. Two more scholarly monographs and one specialist monograph were being prepared for publication in 2016. Two will be printed, with one of the scholarly monographs to be made freely available on the UNG Press website.

In 2016 we made our seventh successive appearance at the Liber.ac academic book fair in Ljubljana, as well as our first local appearance outside the university building as part of the “Mesto knjige” (Book City) festival in Nova Gorica.

Opportunities for improvement

We are keen to continue publishing work in electronic form for free access on our website, and to maintain the quality of our print production. We will continue to make every effort to promote our books, and to raise the profile of UNG Press locally and nationally. Multilingual editions will also enable us to offer our books abroad.

9.5 Assessment of the current state and orientations (2014/15)

Strengths

We issued our first pdf book to be made available via the UNG Press website in 2015. This was made possible by amendments to the rules on publishing activities in 2013, and was our first free-of-charge publication protected under a Creative Commons licence. Two more books are being prepared for publication. Both are specialist monographs and will be published in classic (i.e. print) form. They will be enriched by translations of international contributors’ articles into Slovene, for which we obtained a publication licence and purchased copyrights where required. One specialist monograph is just about to be published and will be printed by the end of 2015. The second will most likely appear in 2016.

In 2015 we made our sixth appearance at the Liber.ac academic book fair in Ljubljana. We will also continue collaborating with other bookshops in Slovenia that sell our products on a consignment basis.

Opportunities for improvement

In the future we hope to provide access to more of our publication content free of charge via the UNG Press website, and to encourage more colleagues, internal and external, to publish their work with us.

9.6 Assessment of the current state and orientations (2013/14)

Strengths

Three books (one specialist, two scholarly) are in the process of being published in 2014, with two slated for printing by the end of the year. We managed to obtain additional funds for both books: from the Municipality of Ajdovščina for one and from the Slovenian Research Agency for the other. We are also preparing introductions for both books; they will be ready by the end of the year. In 2014 we made our customary appearance at the Liber.ac academic book fair in Ljubljana.

Opportunities for improvement

In the coming year we intend to begin updating the UNG Press website by opening up access to tables of content and individual pages or chapters.

10 UNIVERSITY OF NOVA GORICA CAREERS CENTRE

The University of Nova Gorica has had a Careers Centre since the 2010/11 academic year, marking a new development in the provision of careers advice to current and potential students and graduates. The centre represents an attempt to bring the University of Nova Gorica closer to its students by offering them careers guidance and providing them with support in their efforts to discover and realise their own career-related interests.

The Careers Centre strives to bolster cooperation between the university and the jobs market, and to promote those professions for which the university provides education and training. The courses available at the University of Nova Gorica are innovative and future-oriented, and offer a large number of employment opportunities. The Careers Centre provides advice to students prior to their enrolment at the university, helps guide current students and graduates towards realising their career goals, and offers guidance interviews on study, career development and jobseeking.

The centre's main aim is to raise young people's awareness of the importance of lifelong learning and of planning a career in good time. Its task is to establish, maintain and improve links between the university and business environments, help graduates make initial contact with companies, and encourage companies to employ young graduates.

It organises and carries out activities aimed at potential students, current students and graduates, such as:

- organising and holding workshops and lectures on career development;
- providing information on study opportunities at UNG;
- providing information on the acquisition of formal and informal skills;
- providing one-to-one and group-based careers advice;
- providing advice to students with special needs;
- supporting graduates in their search for employment;
- linking the university environment with employers (support in finding students for summer work, practical training, etc.);
- publishing notices of vacancies, scholarships, student work, practical training at home and abroad, etc.

The UNG Careers Centre received a EUR 31,513 under the most recent call for applications for running costs (the call matches funding to the number of students enrolled). These funds were allocated for the full duration of the project (1 July 2015–30 June 2020), which means that the centre is only able to cover between 10 and 15% of its costs. Given the paucity of the funding received, the centre has only been able to carry the following, very limited activities (these will be continued into the future):

- publishing job vacancies and associated content on the centre's website and in careers newsletters;
- informing students and graduates of events at the university (e.g. the student wine festival, term-time and annual fairs and exhibitions, academic evenings, etc.);

- organising round tables (e.g. once a year at the School of Engineering and Management);
- organising workshops and lectures for students;
- organising and coordinating the participation of all UNG faculties at the Informativa fair;
- organising and coordinating information days;
- taking part in intermediate practical training presentations at the School of Engineering and Management;
- studying graduates' employment prospects and providing information on the findings;
- publishing alumni newsletters (approx. once a year);
- taking part in the drafting of the UNG strategy on professions of the future;
- taking part in various education and training activities organised by other careers centres or the Ministry of Education, Science and Sport.

10.1 Assessment of the current state and orientations (2018/19)

Visits to companies: participation at presentations of interim reports by students from the School of Engineering and Management undertaking practical training at MAHLE Letrika d.o.o., Kolektor Orodjarna d.o.o., LED LUX d.o.o., B. Makovec transport d.o.o., Creanest d.o.o. and Lipro d.o.o. We took the opportunity to acquaint the representatives of these companies with the workings of the Careers Centre and discussed possible areas of cooperation with them.

Activities aimed at promoting the Careers Centre and the university:

- In October 2018 the Careers Centre coordinated and jointly led a round table discussion on the industrial engineer as a profession of the future. This took place at the School of Engineering and Management as part of "UNG Week".
- In the same month, the centre took part in a scholarship and higher education fair in Rijeka, Croatia,
- and at the employment bazaar in Ajdovščina. In November of that year, the centre gave a talk to fourth-year students at Gimnazia Vič (general upper secondary school) on study programmes and the workings of the centre,
- and held a meeting with EURES advisers on the opportunities for collaboration and connection.
- In January 2019 the Careers Centre coordinated the Informativa 2019 fair for all faculties and schools, and took part in the fair itself.
- In February and May 2019 the centre coordinated the information days for all faculties and schools for first- and second-cycle study programmes.
- In February 2019 the centre gave presentations to secondary school careers advisers and,

- in June 2019, took part in the Engineering and Management Fair (organised by Nova Gorica Computing Society and the Northern Primorska Regional Development Agency), where it presented the university and the centre, and provided information to school students and the general public.

The Careers Centre took part in the following education and training events:

- Training on the e-MA system for a project involving careers centres and the Ministry of Education, Science and Sport
- Working meeting of careers centres in the region
- Regional conference on relations with University of Ljubljana alumni
- Two-day training in event organisation for careers centres
- “Preparation and implementation of events”, a workshop run by Ksenija Benedetti at the University of Primorska and examining issues such as selecting the right type of event, the right time and the right venue, invitations, lists of invitees, speakers, scenarios, programmes, lay-out of the events venue and seating plans
- Presentation of the “Setting up a system for monitoring the employment prospects of higher education graduates in Slovenia and updating eVŠ (e-higher education)” project.

In November 2018 and in January, March, May, July and September 2019, the Careers Centre studied the employment prospects of graduates from all faculties and schools six months and one year after graduation (for students graduating between 2015 and 2019).

We maintained contact with careers centres at other Slovenian universities and higher education institutions. We published three careers newsletters and sent them to around 623 student and graduate e-mail addresses. Around 170 job vacancies that matched UNG graduate profiles were published on the Careers Centre website, along with details of practical training opportunities at home and abroad.

The public were kept updated in the following ways: through the publication of notices on the Careers Centre website, on faculty and school noticeboards, on the UNG Facebook page, and on the student information system. We ensured that the information portal was kept up to date with the posting of suitable job vacancies, practical training opportunities abroad, current events, news, calls for applications, and careers newsletters for students and graduates (three newsletters).

Weaknesses

Owing to time and financial constraints, the Careers Centre’s activities were limited in the 2018/19 academic year. The funding received does not cover even one fifth of the costs of employing a careers adviser for the duration of the project.

Opportunities for improvement

The Careers Centre’s activities could be further increased and expanded, but this would require additional funding. If we do receive adequate resources in the new funding period,

the centre will, in addition to the activities listed above, embark on the central coordination of all practical training across the faculties that provide such training. This would make the centre a direct and constant point of contact with employers, and enable it to monitor employers' needs, inform employers of the profiles for which the UNG provides training, and reach agreement with employers on opportunities for further cooperation (e.g. via project and seminar papers, study visits to work environments, etc.). At the same time, the centre would be able to promote UNG study programmes more thoroughly, for example through events for advice service personnel in secondary schools and through tighter links with alumni (as past experience shows that alumni are very willing to help).

Other planned activities:

- careers advice and careers coaching for students and graduates;
- cooperation and links with other high education careers centres;
- training of careers advisers;
- continuous activities for alumni (meetings, round tables, talks, etc.).

10.2 Assessment of the current state and orientations (2017/18)

Visits to companies: participation at presentations of interim reports by students from the School of Engineering and Management undertaking practical training at Hit d.d., SAOP d.o.o., Gostol - Gopan d.o.o., Overlog s.r.l. Italija, Led Luks d.o.o., Hidria AET Tolmin d.o.o., Arctur d.o.o., Agromehanika d.o.o., VRC d.o.o., QUBO GORICA d.o.o., CODOGNOTTO TRANSPORT d.o.o., Luka Koper d.d. and Gallo d.o.o. During these visits, we took the opportunity to acquaint the representatives of these companies with the workings of the Careers Centre and discussed possible areas of cooperation with them.

Activities aimed at promoting the Careers Centre and the university:

- In October 2017 the Careers Centre, along with other careers centres, took part in the presentation of cases of good practice in cooperation between careers centres and business. This took place as part of a professional consultation exercise organised by the Ministry of Education, Science and Sport ("Collaboration between business and higher education: towards higher-quality study programmes").
- In the same month, the centre took part in a scholarship and higher education fair in Rijeka, Croatia.
- In November 2017 the centre took part in "Choosing your area of study", an information day that took place at the Primorska Higher Education and Research Centre (VIRS) in Nova Gorica.
- In January 2018 the Careers Centre coordinated and took part in the Informativa 2019 fair.
- In February and June 2018 the centre coordinated the information days for all faculties and schools for first- and second-cycle study programmes.

The following events were organised by the Careers Centre:

- a lecture, organised in collaboration with the University of Primorska's Centre for Knowledge Development and Transfer, on the topic of "New opportunities for enterprise training abroad";
- a presentation of the Triglav Svetovanje d.o.o. company;
- a presentation of the AuPair programme in the USA;
- a lecture titled "My competitive advantages on the job market".

Due to a lack of student interest, we were forced to cancel all these events. It is clear to us that because UNG's study programmes are spread across different locations (Rožna Dolina, Ajdovščina, Vipava, Gorica) and involve small groups of students with different timetables, it is difficult to gather together significant numbers of students for any one event. In future we will try to hold events during students' ordinary lecture hours and depending on the subject they are studying.

The Institute of Chemistry, the Vizije Uspeha Institute and the companies Kolektor d.d., Creatriks d.o.o. Mahle Electric Drivers and Želva d.o.o. all contacted the Careers Centre. We sent students with special needs invitations to take part in a project organised by Želva d.o.o., and worked with the Ypsilon Institute, which organised free-of-charge programming workshops for young people. We informed UNG students and graduates of the workshops.

In November 2017 and in January, March, May, July and September 2018, the Careers Centre studied the employment prospects of graduates from all faculties and schools six months and one year after graduation (for students graduating between 2014 and 2018).

We maintained contact with careers centres at other Slovenian universities and higher education institutions.

We published six careers newsletters and sent them to around 582 student and graduate e-mail addresses. Around 132 job vacancies that matched UNG graduate profiles were published, along with details of practical training opportunities at home and abroad.

The public were kept updated in the following ways: through the publication of notices on the Careers Centre website, on faculty and school noticeboards, on the UNG Facebook page, and on the student information system. We ensured that the information portal was kept up to date with the posting of suitable job vacancies, practical training opportunities abroad, current events, news, calls for applications, and careers newsletters for students and graduates (six newsletters).

Weaknesses

Owing to time and financial constraints, the Careers Centre's activities were limited in the 2017/18 academic year. The funding received does not cover even one fifth of the costs of employing a careers adviser for the duration of the project.

Opportunities for improvement

Additional funding will have to be secured for Careers Centre operations.

10.3 Assessment of the current state and orientations (2016/17)

Visits to companies: participation at presentations of interim reports by students from the School of Engineering and Management undertaking practical training at RUT d.o.o., Mahle Letrika d.o.o., Eltec Petrol d.o.o., Gorenc - Igor Stare s.p., Kolektor Sikom d.o.o., Mlekarna Planika d.o.o., Cimos d.d., Actual I.T. Koper d.d., Tekstina d.d., Instrumentation Technologies d.d. and Antigona d.o.o. During these visits, we took the opportunity to acquaint the representatives of these companies with the workings of the Careers Centre and discussed possible areas of cooperation with them.

Activities aimed at promoting the Careers Centre and the university: In November 2016 the centre took part in "Choosing your area of study", an information day held at the Primorska Higher Education and Research Centre (VIRS) in Nova Gorica (where presentations on the Careers Centre and UNG study programmes were given to pupils from the Goriška region) and at the UNG School of Arts for students from Gimnazija Celje. In January 2017 the Careers Centre joined the UNG stand at Informativa 2017, and attended a series of information days the following month. In May and June 2017 it coordinated the information days for first-, second- and third-cycle study programmes, and outlined its activities at the regional fair in Nova Gorica in April.

In November 2016 and in January, March, May, July and September 2017, the Careers Centre studied the employment prospects of graduates from all faculties and schools six months and one year after graduation (for students graduating between 2013 and 2017).

We maintained contact with careers centres at other Slovenian universities and higher education institutions, and met them at four working meetings and education and training events.

Students were given the opportunity to gain additional knowledge and skills at the following workshops and lectures:

- over ten invitations were issued for events/business meet-ups organised by Primorska Technology Park (PTP), with other events announced;
- we published ten careers newsletters and sent them to 541 student and graduate e-mail addresses.

Over 110 job vacancies that matched UNG graduate profiles were published, along with details of practical training opportunities at home and abroad.

The public were kept updated in the following ways: through the publication of notices on the Careers Centre website, on faculty and school noticeboards, on the UNG Facebook page, and on the student information system. We ensured that the information portal was kept up to date with the posting of suitable job vacancies, practical training opportunities abroad, current events, news, calls for applications and careers newsletters for students and graduates (ten newsletters sent to 541 e-mail addresses).

Weaknesses

Owing to time and financial constraints, the Careers Centre's activities were reduced in the 2016/17 academic year. The funding received does not cover even one fifth of the costs of employing a careers adviser for the duration of the project.

Opportunities for improvement

A decision must be taken at university level on the extent to which we want the UNG Careers Centre to continue operating, as the funding available for the project does not cover even one fifth of the costs of employing a careers adviser. If a decision is made to engage a member of staff for a higher percentage of time than is covered by the project funding, an agreement will have to be reached on how this additional work might be funded.

10.4 Assessment of the current state and orientations (2015/16)

Visits to companies: participation at presentations of interim reports by students from the School of Engineering and Management undertaking practical training at RUT d.o.o., Gen-I d.o.o., Intra Lighting d.o.o., Kabelska televizija d.o.o., Mahle Letrika d.d. and Nestle Adriatic d.o.o. We took the opportunity to acquaint the representatives of these companies with the workings of the Careers Centre and discussed possible areas of cooperation with them. We held a meeting with the head of human resources at Salonit Anhovo d.d. to present the profiles of graduates from the School of Engineering and Management and the School of Environmental Sciences.

Activities aimed at promoting the Careers Centre and the university: participation at Informativa 2016 (as part of the stand operated by Slovenian university careers centres and the UNG stand) and at information days for first- and second-cycle study programmes. Presentation of the Careers Centre at the regional fair in Nova Gorica, and to Mercator d.d., Salonit Anhovo d.d., Avrigo d.d., Intra Lighting d.o.o., Polident d.d. and Gen-I d.o.o.

Participation (separate stand) at the Lifelong Learning Week organised by Nova Gorica Adult Education Centre (LUNG) in May 2016, where we presented the centre and all UNG faculties and schools. Participation at the 2016 University of Nova Gorica Week as part of a round table on the industrial engineer as a profession of the future.

In May 2016 the centre gave a presentation for LUNG and the other partner institutions involved in providing guidance through the AdeIGuS project (Leerwinkel from Belgium, Omnia from Finland, the Latvian Social Innovation Fund, Aspire-Igen from the UK, the BEST Institut from Austria and LUNG from Slovenia). We outlined the Career Centre's operations and the services we provide to potential and current students and to graduates. We also presented the UNG School of Arts to the project partners. Over 60 job vacancies that matched UNG graduate profiles were published, along with details of practical training opportunities at home and abroad.

In November 2015 and in January, March, May, July and September 2016, the Careers Centre studied the employment prospects of graduates from all faculties and schools six months and one year after graduation (for students graduating between 2012 and 2016).

We also sent an application to the Ministry of Education, Science and Sport's call for applications ("Upgrading higher education career centre activities 2015–2020"). We maintained contact with other careers centres in Slovenia, and met them at three working meetings.

Students were given the opportunity to gain additional knowledge and skills at the following workshops and lectures:

- a visit to the "Moje delo 2015" jobs fair;
- a discussion with graduates at the School of Engineering and Management round table on industrial engineer as a profession of the future;
- events/business meet-ups organised by Primorska Technology Park (PTP) (over ten invitations issued), with other events announced (Iskra Student Challenge, Spirit Agency workshops, etc.);
- ten careers newsletters published and sent to 526 student and graduate e-mail addresses.

The public were kept updated in the following ways: through the publication of notices on the Careers Centre website, on faculty and school noticeboards, on the UNG Facebook page, and on the student information system. We ensured that the information portal was kept up to date with the posting of suitable job vacancies, practical training opportunities abroad, current events, news, calls for applications, and careers newsletters for students and graduates (ten newsletters sent to 526 e-mail addresses).

Weaknesses

Between June 2015, when the funding of the Careers Centre under the previous project came to an end, and June 2016, we waited for the new call for applications from Ministry of Education, Science and Sport for continued funding of the centre. During this time, the contract of the then head of the centre came to an end and the basic activities of the centre were performed by the head of the Alumni Club. A lack of time meant that Careers Centre activities were greatly curtailed during this period.

At the beginning of July 2016 we applied successfully to the Ministry of Education, Science and Sport's call for applications ("Upgrading higher education career centre activities 2015–2020"). Ministry funding was provided on a different basis at that time, i.e. in connection with the number of students enrolled at the university; this meant that the funding received for the entire period of the project (June 2015–June 2020) did not cover even one fifth of the costs of employing a careers adviser for the duration of the project.

Opportunities for improvement

A decision must be taken at university level on the extent to which we want the UNG Careers Centre to continue operating, as the funding available for the project does not cover even one fifth of the costs of employing a careers adviser. If a decision is made to engage a member of staff for a higher percentage of time than is covered by the project funding, an agreement will have to be reached on how this additional work might be funded.

10.5 Assessment of the current state and orientations (2014/15)

In the last year (September 2014–November 2015), 84 students and graduates contacted the UNG Careers Centre for one-to-one interviews and for telephone and electronic advice. They did so for a variety of reasons: review of and help with CVs, covering letters and recommendations, and advice about further study, searching for practical training opportunities at home and abroad, and finding employment. Their number included 26 jobseekers, with 17 subsequently finding work.

Visits to companies in order to present details of UNG graduate profiles: Mahle Letrika d.o.o., Primorska Technology Park, Javne službe Ptuj d.o.o., Gonzaga d.o.o., Business Solutions d.o.o., S3mea d.o.o., Kolektor Group d.o.o., Institute of Metals and Technologies, Editor d.o.o., Vies d.o.o., Viras d.o.o., Hidria Rotomatika d.d., Educa izobraževanje, Environmental Centre, Saubermacher Slovenija d.o.o. and Atech elektronika d.o.o.

We found suitable UNG graduates for eight companies, and helped 12 students find companies in which they could undertake practical training (and monitored their progress), with two graduates undertaking “on-the-job training” during this time.

We also organised a “chat with an entrepreneur” involving representatives of graduates of the School of Arts. Three graduates were presented: Miha Godec, Miha Šubic and Urška Djukić.

Involvement in the organisation of study visits to real work environments: Soška elektrarna Nova Gorica power plant (School of Environmental Sciences); visits to museums, galleries and the Kinoteka and Kinodvor cinemas in (School of Arts); Modrej fish farm (School of Environmental Sciences); Vinakoper wine-producing company (School of Viticulture and Enology); Eko Humanitatis Institute (School of Environmental Sciences); Štanjel Tourist Information Centre (School of Environmental Sciences); RTV Slovenija (School of Arts).

Activities aimed at promoting the Careers Centre and the university: University of Nova Gorica Week, the international scholarship fair in Rijeka, Student Arena, Informativa 2015, and information days for first- and second-level study programmes.

Students were given the opportunity to gain additional knowledge and skills at the following workshops and lectures:

- meetings between employers, students and school students from the region (“From the desk to the jobs market”);
- a visit to the “Moje delo 2014” jobs fair;
- “Measuring black carbon: importance and resources at global, regional and local levels” (science evening);
- a meeting with careers advisers at secondary schools in the surrounding area;
- training for UNG student ambassadors;
- “Language and early mathematical concepts” (science evening);
- “Why electrical flight is important” (science evening);
- “Human papilloma viruses: from infection to cancer” (science evening);
- “Final moments in the life of a star” (science evening);

- “Milestones on the path to a successful business: responsibility, learning and change management” (lecture);
- “Simulation of a job interview” (workshop);
- “How to search for employment on LinkedIn” (workshop);
- talk with arts graduates;
- weekly publication of e-newsletters to Careers Centre newsletter subscribers (approx. 504 e-mail addresses);
- presentation of the Careers Centre at various events (presentation of operations, publication of articles, etc.).

The public were kept updated in the following ways: through the publication of advertisements in the Primorske Novice newspaper and the Goriška region, the publication of an advertisement in Študent magazine and online (via e-mail and their Facebook profile), the publication of an advertisement on Radio Robin, and the publication of notices on the Careers Centre website, faculty and school noticeboards, the UNG Facebook page, and student notices posted on the student online information system. We ensured that the information portal was kept up to date with the posting of suitable job vacancies, practical training opportunities abroad, current events, news, calls for applications and careers newsletters for students and graduates (approx. 504 e-mail addresses). The centre published 41 newsletters, and also maintained contact with other careers centres in Slovenia.

Weaknesses

The Careers Centre was financed through European funds obtained by UNG under a call for applications issued by the Ministry of Education, Science and Sport. The project came to an end in 2015. The ministry announced a new call for applications for European funds for the further financing of careers centres in Slovenia, but the call had not materialised by the end of 2015. UNG were therefore forced to suspend the employment contract of the head of the Careers Centre until other funding sources could be secured. Some of the head’s tasks were taken over by the head of the UNG Alumni Club.

Opportunities for improvement

From year to year, the UNG Careers Centre has strengthened its collaboration with employers and thereby improved the employment prospects of UNG students and graduates. We will continue to work to strengthen ties with business as well as with other related organisations, and further encourage UNG alumni to make a more active contribution to helping new generations of graduates find employment. We will strengthen ties between new students and alumni.

We will focus on organising careers events, including in collaboration with employers, which will give students and graduates a chance to test their skills and will raise awareness of the importance of beginning to build a career during study and not only after graduation.

10.6 Assessment of the current state and orientations (2013/14)

In the last year (September 2013–November 2014), around 80 students and graduates contacted the UNG Careers Centre for one-to-one interviews and for telephone and electronic advice. They did so for a variety of reasons: review of and help with CVs, covering letters and recommendations, and advice about further study, searching for practical training opportunities at home and abroad, and finding employment. Their number included 23 jobseekers, with 13 subsequently finding work (of the other ten, two graduates have special needs/disability status and two still have student status and are working via the student employment service). The Careers Centre helped nine students and graduates gain practical experience as follows: six instances of practical training, one of laboratory work and two of on-the-job training.

Assisting companies to find suitable personnel:

Incom – post: senior commercial officer – ten candidates sent, four reached the second interview round, one reached the final round but was not chosen

A-tech elektronika – post: researcher – five PhD-holders sent, with the company unfortunately deciding that they would not be filling the position

Udine-based employment agency for a company in Muggia – post: marketing and sales – at least three UNG graduates attended interview in Udine but none were selected

Organisation of a meeting to explore the possibility of collaboration between UNG and companies (scholarships, etc.)

Kolektor d.o.o. – 20 October 2014, Hidria d.d. – 25 November 2014

Meeting with employers as part of UNG Week (together with the Industrial Liaison Office): Arctur d.o.o., A-tech elektronika d.o.o., Pipistrel d.o.o., Hidria d.d., Gostol TST d.d., Instrumentation technologies d.o.o., Bia Separation d.o.o., C-astral d.o.o.

Organised transport to Ljubljana jobs fair (October 2013 and October 2014)

Discussions between entrepreneurs and UNG graduates: Andrej Gropajc (INmuzik, Andrej Gropajc s.p.), Matej Andrejašič (Pipistrel d.o.o.), Mateja Kregar Gliha (Mateja Kregar Gliha s.p.), Deana Kodele (Language Sitter d.o.o.), Andreja Malus (E-hiša eksperimentov), Andreja Palatinus (Institute for Water of the Republic of Slovenia)

The Careers Centre continued its activities for students, graduates and employers in the 2013/14 academic year. We carried out the following activities:

- “Improving our communication skills” (workshop);
- “Effective presentation” (workshop);
- presentational workshop for the Nova Gorica Start-Up Weekend;
- participation in the Nova Gorica Start-Up Weekend (November 2013);
- involvement in the organisation of “From lab to applied science”, a week-long event;
- “Discovering personal values and interests, and forms of psycho-diagnostic testing” (workshop);

- “The unexpected role of the humble core protein in neurodegenerative processes” (science evening);
- “Cultural heritage conservation in the 21st century: Principles and challenges” (science evening);
- “Advanced data-mining technologies for biomedical applications” (science evening);
- “Imaging using X-ray light: optics at the level of the atom” (science evening);
- talk with an entrepreneur/School of Engineering and Management graduate (Andrej Gropajc, INMuzik);
- talk with an entrepreneur in the field humanities and linguistics (Mateja Kregar Gliha and Deana Kodele);
- talk with physics and environmental protection graduates (Matej Andrejašič, Andreja Malus, Andreja Palatinus);
- advice to potential students on course selection, one-to-one careers interviews with students (approx. 70 one-to-one, telephone and online advice sessions), and a presentation of the workings of the Careers Centre to workshop participants and students undertaking study visits;
- organised visit to the “Moje delo” jobs fair;
- organisation of student study visits to potential employers;
- establishment and maintenance of active ties with enterprises;
- survey of employers/enterprises with whom students had undertaken practical training;
- weekly publication of e-newsletters to Careers Centre newsletter subscribers (approx. 450 e-mail addresses);
- presentation of the Careers Centre at various events (presentation of operations, publication of articles, etc.).

Opportunities for improvement

From year to year, the UNG Careers Centre has strengthened its collaboration with employers, and thereby boosted and stimulated employment opportunities for UNG students and graduates. We will also try to encourage alumni to make a more active contribution to helping new generations of UNG graduates find employment.

We will continue organising our series of “chats with entrepreneurs and graduates” and will also focus on organising careers events in collaboration with employers willing to help students and graduates test their employment skills (e.g. test selection interviews, “speed dating” with employers, etc.).

11 ALUMNI CLUB

The University of Nova Gorica Alumni Club was founded in 2004. It brings together alumni from all undergraduate and postgraduate generations, as well as deserving individuals who have contributed to the development of the University of Nova Gorica. The main purpose of the Alumni Club is to facilitate socialising, networking and cooperation among different alumni generations, and establish links between the university and its alumni (and consequently the business world, of which they are an important part).

Alumni Club's main objectives:

- to maintain contact and communication between members of all undergraduate and postgraduate UNG alumni;
- to bring alumni together and enable them to share their knowledge and experience;
- to support alumni in their professional and academic work;
- to encourage links between members of the Alumni Club and alumni from related areas of study at other universities in order to forge new business and academic ties for the flow of knowledge, people and capital and to widen cooperation between the University of Nova Gorica and related institutions;
- to promote ties between alumni and current UNG students;
- to promote the achievements of alumni and the University of Nova Gorica in the public sphere;
- to widen knowledge and awareness of the University of Nova Gorica and promote its activities;
- to nurture a sense of affiliation with the University of Nova Gorica.

Regular Alumni Club activities:

- Attendance at UNG events (annual university events, science evenings, seminars, tastings, annual exhibitions).
- Organisation of annual alumni meetings.
- Organisation of events (sporting and cultural events, study excursions, travel).
- Alumni lectures (examples of good practice in business and employment).
- The Alumni Club regularly updates alumni with information on news and current events to be held at the university. A website is being set up, to contain a database. Alumni will be able to search for former fellow students and acquaintances from their time at UNG (indeed, any UNG alumnus), make contact with them and find joint interests, collaborate on projects and foster new business opportunities.
- While club activities are voluntary and completely without obligations, they are interesting and often very beneficial.
- Activities for ensuring the closest possible links between UNG and alumni and promoting networking between alumni. A study visit to Princeton University in the USA, where we studied in detail how their alumni club operates, was undertaken in September 2011.
- The method of management, information support and organisation, and the design of the website and databases of the UNG alumni club, are all modelled on the way the alumni club at Princeton University, USA, which we visited in 2011, operates.

11.1 Assessment of the current state and orientations (2018/19)

Strengths

The UNG alumni club is fulfilling its mission successfully. In the 2018/19 academic year, it continued activities aimed at increasing links between UNG and alumni and promoting networking between alumni. We carried out the following activities:

- updated contact and other details on alumni and provided them with information on the workings of the Alumni Club;
- informed alumni of relevant scholarships, calls for applications, opportunities for postgraduate study and home and abroad, and suitable job vacancies;
- updated the alumni database with details of those members available to take part in promotional events at UNG faculties and schools;
- invited alumni to take part in events organised by the UNG Careers Centre and by UNG faculties and schools;
- informed alumni of various useful events;
- invited alumni to take part in events organised by UNG (science evenings, information days, the student wine festival, term-time and annual exhibitions and fairs, University of Nova Gorica Week, etc.).

Weaknesses

Time constraints severely curtailed the Alumni Club's activities in the 2018/19 academic year. Alumni response must be improved and efforts made to encourage alumni to take part and help out in various UNG events, thereby enabling them to network and collaborate with current and potential UNG students.

Opportunities for improvement

Activities in this area must be continuous if the results are to be visible over the long term. One of the key activities is encouraging alumni to raise the university's profile and reputation locally and more widely, and to take part in activities to increase enrolment and the employment of new generations of UNG graduates.

11.2 Assessment of the current state and orientations (2017/18)

Strengths

In the 2018/19 academic year, the UNG Alumni Club continued activities aimed at increasing links between UNG and alumni and promoting networking between alumni. We carried out the following activities:

- updated contact and other details on alumni and provided them with information on the workings of the Alumni Club;
- informed alumni of relevant scholarships, calls for applications, opportunities for postgraduate study and home and abroad, and suitable job vacancies;

- updated the alumni database with details of those members available to take part in promotional events at UNG faculties and schools;
- invited alumni to take part in events organised by the UNG Careers Centre and by UNG faculties and schools;
- informed alumni of various useful events;
- invited alumni to take part in events organised by UNG (science evenings, information days, University of Nova Gorica Week, etc.);
- informed alumni of news and current events at the university via an Alumni newsletter published in March 2018.

[Alumni newsletter March 2018](#)

Weaknesses

Alumni response must be improved and efforts made to encourage alumni to take part and help out in various UNG events, thereby enabling them to network and collaborate with current and potential UNG students.

Opportunities for improvement

Encouraging alumni to raise the university's profile and reputation locally and more widely, and to take part in activities to increase enrolment and the employment of new generations of UNG graduates. Updating the alumni website and informing alumni of the updates.

11.3 Assessment of the current state and orientations (2016/17)

Strengths

In the 2016/17 academic year, the UNG Alumni Club continued activities aimed at increasing links between UNG and alumni and promoting networking between alumni. We carried out the following activities:

- updated contact and other details on alumni and provided them with information on the workings of the Alumni Club;
- informed alumni of relevant scholarships, calls for applications, opportunities for postgraduate study and home and abroad, and suitable job vacancies;
- updated the alumni database with details of those members available to take part in promotional events at UNG faculties and schools;
- invited alumni to take part in events organised by the UNG Careers Centre and by UNG faculties and schools;
- informed alumni of various useful events (Nova Gorica Start-Up Weekend, the POPRI young enterprise competition, the 2017 regional jobs fair, etc.);
- invited alumni to take part in events organised by UNG (science evenings, information days, University of Nova Gorica Week, etc.);
- informed alumni of news and current events at the university via Alumni newsletters published in February and June 2017.

[Alumni newsletter February 2017](#)

[Alumni newsletter June 2017](#)

Weaknesses

Alumni response must be improved and efforts made to encourage alumni to take part and help out in various UNG events, thereby enabling them to network and collaborate with current and potential UNG students.

Opportunities for improvement

Encouraging alumni to raise the university's profile and reputation locally and more widely, and to take part in activities to increase enrolment and the employment of new generations of UNG graduates. Updating the alumni website and informing alumni of the updates.

11.4 Assessment of the current state and orientations (2015/16)**Strengths**

In the 2015/16 academic year, the UNG Alumni Club continued activities aimed at increasing links between UNG and alumni and promoting networking between alumni. We carried out the following activities:

- updated contact and other details on alumni and provided them with information on the workings of the Alumni Club;
- informed alumni of relevant scholarships, calls for applications, opportunities for postgraduate study and home and abroad, and suitable job vacancies;
- began updating the alumni database with details of those members available to take part in promotional events at UNG faculties and schools; updated the database every time we checked graduate job prospects;
- invited alumni to take part in events organised by the UNG Careers Centre and UNG faculties and schools (involvement in the external evaluation of faculties and schools, participation in round tables at the School of Engineering and Management and the School of Humanities);
- informed alumni of various useful events (Nova Gorica Start-Up Weekend, the POPRI young enterprise competition, the 2016 regional jobs fair, etc.);
- invited alumni to take part in events organised by UNG (science evenings, information days, University of Nova Gorica Week, etc.);
- informed alumni of news and current events at the university via Alumni newsletters published in December 2015 and in March and June 2016;
[Alumni newsletter December 2015](#)
[Alumni newsletter March 2016](#)
[Alumni newsletter June 2016](#)
- organised an alumni meeting for all UNG faculties and schools, which was cancelled due the low number of applications.

Weaknesses

Alumni response must be improved and efforts made to encourage alumni to take part and help out in various UNG events, thereby enabling them to network and collaborate with current and potential UNG students.

Opportunities for improvement

Encouraging alumni to raise the university's profile and reputation locally and more widely, and to take part in activities to increase enrolment and the employment of new generations of UNG graduates. Updating the alumni website and informing alumni of the updates.

11.5 Assessment of the current state and orientations (2014/15)

Strengths

In the 2014/15 academic year, the UNG Alumni Club continued activities aimed at increasing links between UNG and alumni and promoting networking between alumni. We carried out the following activities:

- updated contact and other details on alumni and provided them with information on the workings of the Alumni Club;
- informed alumni of scholarships, calls for applications, postgraduate study opportunities at home and abroad (scholarship at the University of Trieste, UNESCO call for applications for the employment of young professionals, postgraduate study in Finland, at MPI Jena, at Eawag in Switzerland, in linguistics at ZRC SAZU and in karstology at ZRC SAZU, Swiss scholarship, Ljubljana Environmental Centre, "Enterprising in the World of Enterprise" – Goriška region);
- provided information on job vacancies (employment opportunities in Germany, at the Otok Institute for the Development of Film Culture, and at Atech elektronika d.o.o., Sincarb d.o.o., Vodovodi in kanalizacija Nova Gorica d.d. and OTV Ultrapac d.o.o. (Veolia), promotional activities connected with the children's book *Mini poliglotini*, university assistant at Alpen-Adria-Universität Klagenfurt);
- invited alumni to take part in events organised by the UNG Careers Centre and UNG faculties and schools ("chats with UNG graduates", involvement in external evaluation, involvement in activities to prepare for the 20th anniversary of the founding of UNG);
- informed alumni of other useful events ("speed dating" with employers from the chemicals industry, Experimental Academy, Nova Gorica Start-Up Weekend, the POPRI young enterprise competition, the Gornja Radgona fair, the 2014 jobs fair, training on IT service management);
- invited alumni to take part in events organised by UNG (science evenings, information days, University of Nova Gorica Week);
- informed alumni of news and current events at the university via Alumni newsletters published in March and June 2015;
- continued to compile the alumni database.

Weaknesses

Alumni response must be improved and efforts made to encourage alumni to take part and help out in various UNG events, thereby enabling them to network and collaborate with current and potential UNG students.

Opportunities for improvement

Alumni involvement in raising the university's profile and reputation locally and more widely, and in activities to increase enrolment and the employment of new generations of UNG graduates.

Improvements to and the creation of an interactive alumni portal within the website in which all alumni information is to be published and alumni informed of updates.

11.6 Assessment of the current state and orientations (2013/14)**Strengths**

We carried out the following activities in the 2013/2014 academic year:

- organised and held an alumni meeting (18 October 2013);
- updated contact and other details on alumni and provided them with information on the workings of the Alumni Club;
- continued activities aimed at increasing links between UNG and alumni and promoting networking between alumni;
- provided alumni with regular information on news and current events held at the university;
- published Slovenian alumni newsletters in November, February and June;
- The creation of an alumni database is under way.

Weaknesses

Alumni response must be improved and efforts made to encourage alumni to take part and help out in various UNG events.

Opportunities for improvement

- Alumni involvement in raising the university's profile, visibility and reputation locally and more widely.
- Assistance of alumni in acquiring more students and increasing enrolment.
- Assistance of alumni in helping new generations of UNG graduates find employment.
- As already established, the opportunity remains to improve the creation of a dynamic interactive alumni portal within the website in which all alumni information is to be published.
- The Alumni Club should become an organisation that encourages alumni to meet and is able to obtain feedback from alumni.

12 SERVICE TO SOCIETY

The University of Nova Gorica is integrated into its local and wider social environment first and foremost via its founders: the City of Nova Gorica and Institut Jožef Stefan (IJS), the renowned Slovenian research institute. Both founders are extremely important to the development of UNG. The city council have taken on responsibility for the infrastructure required for an expansion of university activities, while IJS offers advice, assistance and staff for the development and provision of student programmes and research activities in the fields of natural sciences and technology.

In 2010 the City of Nova Gorica donated a building on Vipavski 13 of approx. 2,000 m² to UNG. Today, this is the building in which the university carries out part of its education, research and other activities.

The Municipality OF Ajdovščina helped UNG finance the renovation of the former barracks in Ajdovščina (total floor area of 2,200 m²) and donated the premises to the UNG for teaching and research activities. In 2019 the Municipality of Ajdovščina withdrew as a co-founder of UNG. Efforts to find a new co-founder have so far not been successful.

There are good levels of cooperation with other local municipalities and institutions in the region (Municipality of Vipava, Municipality of Renče-Vogrsko, the City of Nova Gorica Housing Fund, the regional development agency). We carry out joint projects with them, for example in resolving spatial and environmental issues.

At the end of 2012, UNG received a large mansion-like building, Dvorec Lanthieri, in Vipava from the Municipality of Vipava on a 85-year lease. The building has a total floor area of 1,900 m² and its commercial part was renovated in 2017. The building is a protected monument and has been renovated in order to make it suitable for UNG teaching and research activities. The School of Viticulture and Enology moved into the building at the end of 2012, along with two research units connected with the school's teaching activities (the Wine Research Centre and the Biomedical Sciences and Engineering Centre). They were joined in 2015 by the School of Environmental Sciences and in 2017 by the environmental sciences laboratory and the School of Engineering and Management. A portion of the building has also been set aside for official UNG events, such as doctoral defences, graduation ceremonies, doctoral promotions and public events (e.g. science evenings for the general public), and for academic conferences and other gatherings.

Regardless of the fact that UNG is not a public university, it does endeavour to ensure that its programmes are available to all levels of society; at the same time, it engages in specific research and educational activities that consolidate the position of Slovenes on the westernmost ethnic border. The UNG cultivates good cooperation with Slovenes from other countries, with cross-border cooperation particularly strong with Slovenes in the Gorizia, Trieste and Udine areas of neighbouring Italy. UNG is a founder member of SLOVIK, the Slovenian education consortium based in Italian Gorizia, and has had a member appointed to the SLOVIK board of administrators. One outcome of successful cross-border cooperation with the Slovene community in Italy was the leasing of the renovated "Šolski Dom" building in Gorizia (Via della Croce 3), with a total floor area of 1,500 m². It housed classrooms, laboratories and lecturers' offices for UNG teaching activities between 2012 and 2015. In 2012 the Gorizia regional authority (Provincia di

Gorizia) made premises at Palazzo Alvarez (Via Armando Diaz 5) available to UNG. The building lies in the centre of Gorizia (Italy) and has a total floor area of 1,100 m². UNG moved all School of Arts activities to the building in the 2012/13 academic year.

Through a wide range of activities that complement and enhance each other, UNG strives to fully integrate education and academic research activities into the Primorska, Slovenian and international spheres. The University of Nova Gorica is particularly aware of the importance of practical scientific and research activities and the transfer of technologies and knowledge into the business environment, which is why we focus strongly on cooperation between research laboratories and Slovenian industry. A few years ago, in order to increase our future success in this field and make a significant contribution to technological growth in the Goriška region, we joined forces with partners to found the Primorska Technology Park, which, among other things, makes a key contribution to creating an entrepreneurial environment for UNG graduates, Master's graduates and holders of UNG doctorates.

Intensive links with the environment in Slovenia and more widely in the region in the area of new environmental materials and nanotechnologies were produced by the European (FP 7) SUNGREEN project (2013–2015), which also involved international partners. More than 50 UNG staff members were active in the project.

A detailed description of the applied research, development and expert activities and of the collaboration between individual UNG laboratories/research centres and industry is given under the entries for individual laboratories or centres on the UNG research unit webpages and in the annual report on the work of the UNG.

Collaboration with industry does not just take place in the form of specific applied research projects, but also in the form of consulting and education activities. The main feature of UNG undergraduate and postgraduate study programmes is the concept of learning from practical problems. Students are therefore involved to the greatest possible extent in practical and research work within our institution or at partner research institutions, higher education institutions and industry. This creates the conditions for the transfer of knowledge from academic institutions to the business environment, thereby improving graduates' employment prospects.

Close cooperation with enterprises therefore takes place via practical on-the-job student training and via seminar and research papers, and final dissertations, in undergraduate degree programmes. Postgraduate programmes are aimed at business-oriented students who are employed at Slovenian companies or hold scholarships with them, and at young business-based researchers who are involved in UNG laboratory research work. Their Master's and doctoral topics are have a markedly applied nature and are aimed at resolving specific practical problems.

Practical on-the-job training is organised for students in professional higher education study programmes (engineering and management first cycle, viticulture and enology first cycle, environmental sciences first cycle). It is aimed at acquainting students with work in business environments and at the transfer and consolidation of the specialist knowledge that students gain during their studies. The School of Viticulture and Enology enjoys active cooperation with winegrowers and vintners in Primorska, as well as related professionals in that region and further afield. This cooperation provides students with high-quality

practical training. Practical training lasts between two and four months depending on the way the study programme is designed. Close cooperation with business and industry also takes place in the physics programme, enabling students to undertake practical training in a real-world environment during their studies. The University of Nova Gorica currently collaborates with more than 60 companies from all across Slovenia, particularly those based in the Goriška region.

Practical training involves the resolution of specific problems within a company and is organised in project form. The training topic is defined in advance, and takes the company's needs and the student's wishes into account. Every student is guided by two mentors: one in the company and one at the university. After completing their practical training, every student produces a final report and presents it publicly. If possible, the student studies the topic tackled during the practical training in greater depth and carries it forward through their undergraduate work.

The student may, with the mentor's agreement, choose another company prepared to take over practical work under the programme. The school makes every effort to maintain good contact with different companies and institutions via the seminar papers that students produce for various subjects during their study. Part-time students may undertake practical training within the organisation that employs them or that recognises them on the basis of a report on suitable work experience.

Monitoring the response of the companies and institutions at which students undertake training is one way in which the needs of the business and non-business sectors can be monitored. It makes sense to take these needs into account when compiling the curriculum.

The UNG Careers Centre and UNG Alumni Club are also responsible for helping to incorporate the university and its programmes into social and business environments. UNG is also working with the local community to resolve student accommodation issues at the "Železničarski Dom" dormitory in Nova Gorica and the "Ribnik" dormitory in Ajdovščina – which is essential to improving study conditions for UNG students.

At the start of the new academic year, the University of Nova Gorica customarily prepares a large number of events under the banner of **University of Nova Gorica Week**. The events are held at the beginning of October, and include lectures, round tables, workshops, project presentations, exhibitions, etc. at various locations in Nova Gorica, Gorizia, Ajdovščina and Vipava. The highlight event is the official opening of the new academic year.

12.1 Cooperation with business and industry

The University of Nova Gorica currently has six centres and four research laboratories. They possess a considerable amount of intellectual property ready for transfer to the industrial sector. The UNG infrastructure programme also provides infrastructure support for the creation of links with business and industry. The transfer of technologies and promotion of the use of university facilities in industrial research and applications in regional and international environments takes place through the exchange of expertise and experience, the establishment of business networks, participation in international calls for applications, and the organisation of professional meetings.

UNG offers support for and collaboration with innovative companies from Slovenia and abroad for research and services in the fields of nanomaterials, environmental materials, winemaking, biomedicine, and information technology. An even more important area of cooperation between UNG and companies is their joint appearance at Slovenian and international calls for applications relating to hi-tech research and development, where the funding opportunities are improved by cooperation.

UNG are currently running three major projects primarily aimed at connecting research activities and business and transferring knowledge to the business sector. UNG research departments are involved in two of these projects.

The RETINA project (Opening research laboratories for innovative industrial applications) is co-financed by the INTERREG V-A Slovenia-Austria programme. The University of Nova Gorica is the lead partner. RETINA is focused on the construction of a network of established laboratories with experience in materials science to enable research centres and small, medium-sized and large enterprises access to the research network via a “single entry point”. It increases the possibility of acquiring a critical mass of R&I equipment in the area addressed by the programme, and encourages enterprises to invest in R&I, thereby helping to increase the region’s competitiveness. The partners are UNG (lead partner), the Institute of Chemistry (Ljubljana), Primorska Technology Park, the Technical University of Graz, Silicon Austria Labs GmbH, Montanuniversität Leoben and the Polymer Competence Center Leoben.

The NANOREGION project (Nano-Region: an open network for innovation through nanotechnology) is a strategic project co-financed by the INTERREG V-A Italy-Slovenia programme. The lead partner is CNR-IOM from Trieste. There is a well-established tradition of manufacturing in the border area, but one that urgently needs to make a step up in terms of quality in order to face the challenges posed by the global arrangements of the new century. That said, highly advanced skills in emerging technologies, particularly nanotechnologies, are also present in this region, thanks largely to a string of excellent research centres. The aim of the project is to bring together existing knowledge and expertise in the field of nanotechnologies in order to meet the needs of the manufacturing sector. The project includes the following aspects: communication activities aimed at bridging the gaps between scientific and manufacturing activities in the field of nanotechnologies; cross-border standardisation of the practices employed in nanotechnology; and the establishment of an operational network of laboratories that acts as a single entity to provide support to the transfer of technologies to enterprises in the region, including by means of experimental proofs of concept.

The DIVA project (Development of ecosystems and innovation value chains: supporting cross-border innovation through creative industries) is a strategic project co-financed by the INTERREG V-A Italy-Slovenia programme. The lead partner is the Camera di Commercio Industria Artigianato e Agricoltura di Venezia Rovigo, a Venice-based chamber of commerce organisation. The aim of the DIVA project is to establish an innovative environment, with connections to creative industries and the business sector, that will, via digital transformation, create smart technologies for communities and thereby step successfully into the global market. Through the DIVA project, we are establishing

cross-border ecosystem links between existing and new innovative transdisciplinary platforms that will provide the context in which business, art thinking, design thinking and different participatory design initiatives can be jointly fostered. Through analysis, mapping, modelling, education and pilot testing, we will foster the operation of an innovative production and user ecosystem in which chain structures will fasten innovators to industry so that the flow from idea to tested solution is as rapid as possible, sustainable over the long term and user-friendly.

The establishment of cross-border ecosystem connections presents an opportunity to interconnect and develop the capacities of advanced technology companies and smart communities. These will, in the near future, assume a leading role in increasing the readiness of traditional economic operators and empowering society as a whole to accept the twin challenges of digital transformation and the circular economy.

12.2 Sale of patent rights

On 8 May 2019, the UNG rector and the director of Institute CES, inštitut znanosti in tehnologije, d.o.o., Nina Gramc, signed an agreement on the sale of UNG's patent rights to a solid-state grid energy storage process to Institute CES, inštitut znanosti in tehnologije, d.o.o.

The patent was created by Professor Matjaž Valant, head of the Materials Research Laboratory and dean of the School of Environmental Sciences at UNG. The patented invention provides a solution to one of the greatest current problems in energy – one that derives from an imbalance between electricity generation and electricity consumption. This problem is particularly marked in cases where greater quantities of energy obtained from fluctuating sustainable sources, such as wind and solar energy, are introduced into the system. “Because of the need to balance electricity consumption and production, and therefore to stabilise power grids, huge quantities of energy around the world are being wasted, which is bad for the environment and bad for the economy. With the exception of pump storage plants, which are geography-dependent because of the requirement for gravitational fall, we do not yet have adequate technologies that could store such huge quantities of electricity. The invention solves this problem by storing electricity in the oxidation reduction potential of solid matter. The process is ecologically neutral and economically advantageous, and enables the permanent storage of energy of density greater than that of, for example, fossil fuels”, explained Professor Valant, who highlighted the fact that this was the first solution of its kind in the world. Professor Valant and his colleagues worked on the process for several years, and it was 18 months before they were able to find a company interested in developing a prototype.

This is a huge milestone for the University of Nova Gorica, marking the first time patent rights have been sold by the university in its 24 years of existence. “Long-term investments in science are required in order to achieve results that have market value and can be evaluated in financial terms. We hope to see more of this in future,” said Professor Zavrtanik. The proceeds from the sale will be used to finance new patents. “The university has its own fund, and it is the first time that resources will be paid into it from the sale of an invention or patent. The money will be used exclusively for the development of new

inventions and the financing of the patenting process, and not for anything else”, concluded the rector.

In addition to the purchase of patent rights, cooperation between the institutions will continue in the future, since the two have signed a development cooperation agreement. “One agreement relates to the purchase of patents, and the other, which is even more important for us, is a cooperation agreement with the university. The Materials Research Laboratory will produce a working prototype for our company, and define all the relevant technological, energy, and economic parameters of the technology. It is important to support Slovenian science and knowledge, and to work hand in hand in the future”, said Institute CES director Nina Gramc upon the signing of the agreement.

12.3 Public relations

12.3.1 UNG Public Relations Office

The UNG Public Relations Office provides public communications support, ensures that the media are kept up to date with UNG activities, and helps organise public events at UNG (science evenings, conferences, art exhibitions, ceremonial events such as graduation and the promotion of new doctors of science, etc.).

The Public Relations Office is responsible for ensuring that the university enjoys an effective and visible presence on the internet, on social networks (Facebook, Instagram, YouTube, LinkedIn) and across print and, in particular, electronic media (<http://www.ung.si/en/>).

12.3.2 UNG science evenings

UNG organises science evenings for the general public at Dvorec Lanthieri in Vipava. They feature renowned Slovenian and international scientists, business figures and artists, who are asked to present their major achievements in the form of a one-hour lecture, aimed at a general audience. The aim is to bring science, technology and art closer to the general public. UNG usually organises eight such evenings a year. These lectures are also aimed at doctoral students from all UNG doctoral programmes. The lectures are always followed by a discussion with the lecturer, moderated by UNG staff, and an informal get-together, where the public can also talk one-to-one with lecturers or other UNG teaching or research staff. The lectures are recorded and posted on the UNG YouTube channel: <https://www.youtube.com/user/universityng/videos>, making them accessible to an even wider circle of people.

12.3.3 University of Nova Gorica Week

UNG organise University of Nova Gorica Week at the start of every new academic year. The 2019 edition took place between 14 and 18 October. UNG prepares numerous events

aimed at introducing the natural sciences, technology, biotechnology, humanities, arts and business taught and researched at the University of Nova Gorica to the general public in an engaging way. The programme for this year's event is available at: <http://www.ung.si/en/about/university-week/> .

12.3.4 University of Nova Gorica Gallery

The University of Nova Gorica Gallery was opened in the university's premises at Dvorec Lanthieri in Vipava in May 2019 (<http://www.ung.si/en/gallery/>)

Artistic work is an area of particular interest to UNG. The opening of the gallery was closely linked to the establishment of the UNG School of Arts, which can now present the artistic side of its activities, alongside its teaching work.

The programme board, consisting of Professor Rene Rusjan from UNG, Jani Bavčer and Lucijan Bratuš, is completely free to set the gallery's programme, select the appropriate artists and define the gallery's long-term vision. The gallery will host at least eight exhibitions a year.

The first exhibition in the new gallery was devoted to the work of Mojca Zlokarnik, a painter and associate professor in art theory at the UNG School of Arts.

12.3.5 UNG communication strategy

A comprehensive University of Nova Gorica Communication Strategy 2013–2018 was developed as part of the SUNGREEN project to ensure that the activities through which the university communicates with the public are consistent and effective. That strategy is currently under way, and will be presented in this sub-chapter.

The University of Nova Gorica's communication strategy will adhere to the principles of openness, transparency and consistency. An effective and open dialogue will take place between the university and a wide range of audiences. These audiences, partner organisations and associates are: employees, students, potential students and employees, the print, audiovisual, online and other media, local and national politicians, the nearby population and those living across the wider region, companies, societies and other civil society organisations, those with influence in higher education policy, foundations, research agencies, alumni, donors and employers.

The main short-term objective of the communication strategy between 2013 and 2018 is to support promotion of the university among potential students. This objective will be met by increasing the university's profile among different sections of its audience.

The communication strategy will be conducted by the UNG Public Relations Office, under the supervision of the UNG Communication Council.

Implementation of the communication strategy will be based on innovative IT infrastructure that enables information to be collected, processed and disseminated. The design of a clear and flexible information management system is a matter of priority for

the university's IT strategy. The internet has become the primary tool of communication. A centralised archive of harmonised and up-to-date data and information is a necessary precondition for modern communications.

A guiding principle of UNG activities aimed at the wider public, and at the same time one of its recognisable features, will be the organic connection implied by the notion of "a whole", which is the meaning of the Latin word *universitas* (which, of course, gives us the word "university"). The strategy will combine a creative and artistic approach with the exactitude of science and technology and the world view of the humanities. This interdisciplinary perspective will encourage collaboration within the contexts of the university itself and with partner organisations.

The central objectives of the communication strategy are set out below.

- To strengthen the university's image and reputation.
- To develop or strengthen and upgrade the university's recognisable and positive "brand", which will support communication with the institution's different audiences.
- To first link the brand to the SUNGREEN multi-annual project for upgrading the organisation and infrastructure of the University of Nova Gorica so that it underpins the university's public image with graphic material connected with the university's natural science laboratory research, e.g. microscopic images of nanomaterials, and then to expand this perspective at brand level to non-natural science contexts.
- To identify and exploit the university's reputation as an institution with a high proportion of research activities and excellent research outcomes.
- To emphasise flexibility as an advantage of the relatively young University of Nova Gorica.
- To design online services, with regard to the respective network of projects and partnerships, as a dynamic handbook for use of the university's overall graphic image.

Dissemination and arrangement of information on the university, coordination and the form of communication

- To ensure access to up-to-date information, key statistical information, and details on institutions and their administration.
- To provide faculties with guidelines, together with attractive graphic material and information for the standardised presentation of the university's study and research activities at secondary schools, information days and other events designed to provide information.
- To publish guidelines for the entire university to be used in those parts of a project application relating to the presentation of project activities and results. To provide the public with information on the operations of the university as a whole and to connect it with project management in a systematic way.
- To ensure that the university's key messages are put across in verbal communications and in print, electronic and other media in a coordinated way.
- To ensure online access to information on the university is as straightforward and intuitive as possible.

- To ensure that, if possible and unless a different approach is explicitly justified, all written and verbal communication takes place using standard “official” Slovene, with the same principle applying to the use of foreign languages.
- Due regard must be given to the fact that the University of Nova Gorica operates in a trilingual context in a border region (Slovene, English, Italian), with translation being provided where necessary.

The aims of the UNG communication strategy are broken down below into the groups with which the university engages in dialogue.

Potential students

- To market the University of Nova Gorica to potential students and their families via personal contact and printed, electronic and other materials attractive in terms of design and message.
- To provide relevant and accurate information that will form the basis for students’ decisions, and to provide suitable people to contact or accessible e-mail addresses and telephone numbers.
- To highlight the good job prospects of students at certain UNG faculties.
- To clearly set out the University of Nova Gorica’s excellence in research and the benefits of student experience that takes place within a context of international cooperation.
- To emphasise the specifics of the University of Nova Gorica in relation to other Slovenian universities and universities located in the border region between Italy and Slovenia.

Employers and industry

- To establish links between potential University of Nova Gorica students and employers.
- To maintain and develop close ties with Slovenian, Italian and international employers.
- To provide support to the Industrial Liaison Office in its communications with various audiences.
- To encourage the Careers Centre to respond actively to the needs of employers and students, and to specifically involve itself in communication with the public when required.
- To demonstrate the importance of a degree from the University of Nova Gorica and the contribution the university makes to the economy, other sectors in general and relevant area segments in particular.
- To effectively disseminate information on UNG research priorities and their applied value.

Students

- To provide effective and relevant information to all current students at the university.
- To appoint students to act as university ambassadors.

- To listen to student initiatives and respond to them as a matter of course.
- To demonstrate how taking opinions and requests into account helps the university develop the student experience.
- To provide a uniform system of storage for student materials and a system for providing students from all UNG faculties and schools with up-to-date information.

Local communities

- To establish the closest possible ties between the cross-border twin cities of Nova Gorica and Gorizia and the University of Nova Gorica.
- To organise regular meetings with communities and groups of residents to inform them about key developments and successes and, where possible, include the local community in the life of the university and vice versa.
- To organise open advance consultations with local populations and local administrations on key developments.
- To show the economic and social importance of the university to the surrounding area and vice versa.

Print and other media

- The Public Relations Office should coordinate a dialogue between the University of Nova Gorica and external print, radio, television, electronic and other media.
- To ensure the regular preparation of press material and news that highlights the strengths of research and teaching at the university and indicates the university's importance to the higher education sphere, industry and the public good.
- Information and promotional activities should reflect the university's ability to adapt to contemporary trends in communication, with information-provision and promotion also being implemented through the contemporary media (e.g. social networks) used by school and university students.
- To support faculties, schools, laboratories and research centres in the public presentation of research and educational achievements.
- To support the university's strategy of acquiring new students and staff by fostering a positive image of the university in the media and among the public.

Staff and potential staff

- To keep staff up to date on the university's vision, goals and strategy.
- To encourage all staff to act as UNG ambassadors, and equip them with the appropriate knowledge and skills to do so.
- To compile a list of academic staff who, in their capacity as public spokespersons for individual UNG centres, faculties and laboratories, offer direct support to the university's Public Relations Office.
- To involve staff in the development of the university's communication activities.
- To market the University of Nova Gorica to potential staff via personal contacts, the publicising of the university's teaching and research reputation, and printed and electronic materials.

Government, politicians, foundations and other funding sources, and higher education decision-makers

- To establish and maintain dialogue with ministries, agencies, and public and local administration in Slovenia and the Friuli-Venezia Giulia region of Italy.
- To clearly express the University of Nova Gorica's views on current and future positions and policies in the field of higher education and research.
- To demonstrate the University of Nova Gorica's importance to higher education, the economy and public life.
- To ensure that the university's views are clearly expressed to staff and students.
- The University of Nova Gorica Foundation should actively work to ensure the development of and financial support to the university's education and research activities, with the active support of staff.
- UNG staff should become actively involved in European Commission initiatives in the fields of science, technology and higher education development.

Alumni and donors

- To involve alumni and donors in the life of the university.
- To encourage successful alumni to act as UNG ambassadors.
- To encourage two-way contact and communication between different UNG alumni generations.
- To encourage and enable alumni and donors to identify with the university's successes, innovations and opportunities.
- To establish and maintain permanent ties and cooperation between former students and the university.

12.4 Assessment of the current state and orientations (2018/19)

Strengths

The UNG Communication Strategy 2013–2018 is being implemented successfully. The UNG Public Relations Office is providing adequate support to public communications, the provision of information to the media on UNG activities and the organisation of public events at UNG (science evenings, conferences, art exhibitions, etc.).

The University of Nova Gorica Gallery was opened in the university's premises at Dvorec Lanthieri in Vipava in May 2019, and will host at least eight exhibitions a year.

On 23 May 2019 in Vipava, UNG hosted and co-organised a national conference on quality in higher education set up by the Rectors' Conference of the Republic of Slovenia titled "Transformation of the education process in the digital era".

UNG works closely with local environment, with municipalities in the Goriška region and more widely. At national level it works with other Slovenian universities (it is a member of the Rectors' Conference of the Republic of Slovenia) and research institutions, as well as with ministries and other government authorities and departments.

UNG's involvement in its environment is also proceeding successfully through its research units and the implementation of applied projects for industry, as well as through its faculties, the Alumni Club and the Careers Centre, which are responsible for maintaining contact and obtaining feedback from UNG graduates, the large majority of whom find employment within one year of graduation or even earlier.

UNG has set up a more effective and visible media presence on the internet, on social networks (Facebook, Instagram, YouTube, LinkedIn) and across print and, in particular, electronic media (<http://www.ung.si/en/>). In promoting its study programmes, the university uses high-quality, contemporary, individual and responsive approaches, taking into account the specificities of the various target groups and following the directions set in other areas of the development strategy (Chapter 13.5).

A comprehensive UNG strategy for promoting study programmes was designed in 2018 as part of the UNG development strategy in the field of teaching (Chapter 1.7). The activities planned under the UNG strategy in the field of promotion in Slovenia and abroad as part of activities to acquire new students for UNG programmes (2018–2019) are actively under way (Chapter 13.6).

Weaknesses

- UNG continues to have an insufficiently strong image locally and among the wider public.
- The operations of the UNG Careers Centre continue to be curtailed because of a lack of funding.
- Efforts to find a new UNG co-founder have so far not been successful.

Opportunities for improvement

- UNG is endeavouring to acquire a strategic partner/donor that would provide long-term financial support to university operations.
- UNG would like to acquire a new co-founder Further development of the UNG Careers Centre.
- Expanding and deepening cooperation with regional institutions, local municipalities, and sports and cultural societies.
- Developing and implementing an effective uniform strategy for the UNG's public appearances.
- Presenting UNG as an engine of regional development at the economic, technological and social levels.

12.5 Assessment of the current state and orientations (2018/19)

Strengths

UNG's involvement in its environment is strong and varied in nature. It is proceeding successfully through its research units and the implementation of applied projects for industry, as well as through its faculties, the Alumni Club and the Careers Centre, which

are responsible for maintaining contact and obtaining feedback from UNG graduates, the large majority of whom find employment within one year of graduation or even earlier.

In promoting its study programmes, the university uses high-quality, contemporary, individual and responsive approaches, taking into account the specificities of the various target groups and following the directions set in other areas of the development strategy.

Weaknesses

- UNG has an insufficiently strong image locally and among the wider public.
- The operations of the UNG Careers Centre continue to be curtailed because of a lack of funding.

Opportunities for improvement

The analysis contained in the EUA-IEP international institutional evaluation of UNG in 2015 yielded the following recommendations for improvement in relation to UNG's service to society. They were partly implemented in 2016 and 2017 and remain priorities in the future as well:

- Further developing the UNG Careers Centre and the UNG Industrial Liaison Office.
- Making UNG's expertise available to the wider community in the form of consulting services.
- Expanding and deepening mutually beneficial cooperation with regional institutions, local municipalities, and sports and cultural societies.
- Developing and implementing an effective uniform strategy for the UNG's public appearances.
- Setting up a more effective and visible media presence on the internet and other electronic media.
- Broadening cooperation with secondary schools, including in areas not directly connected to efforts to recruit school students for UNG programmes.
- Presenting UNG as an engine of regional development at the economic, technological and social levels.

12.6 Assessment of the current state and orientations (2014/15)

Strengths

UNG's involvement in its environment has been determined in its mission statement, which is to create new knowledge in a harmonious relationship between students and researchers, to transfer this knowledge to younger generations and to an enterprise environment, and to ensure that its graduates are as employable as possible. UNG works to ensure that its programmes are accessible to all social groups. UNG cultivates specific research and educational activities that consolidate the position of Slovenes on the westernmost ethnic boundary. Through a wide range of activities that complement and enhance each other,

UNG strives to attain the highest level of quality in educational and research activities, and to fully integrate them into the Primorska, Slovenian and international spheres.

UNG has strong connections and works closely with the local environment, with municipalities in the Goriška region and more widely. At national level it works with other Slovenian universities and research institutions, as well as with ministries and other government authorities and departments.

In the field of teaching, UNG has partnered with several secondary schools. With those schools it has a strategy in place for deepening cooperation in several areas (mentoring pupils for research papers, conducting workshops and helping to provide content for optional school subjects, etc.).

UNG fosters cross-border and international cooperation in the implementation of research and education activities, which is required by the specificity of the content of the study programmes offered. Internationalisation is one of UNG's key orientations.

The role of the UNG International Council, which comprises domestic and international experts, is also important for ensuring links between the university and its environment.

Weaknesses

- UNG has an insufficiently strong image locally and among the wider public.
- The UNG Industrial Liaison Office has ceased operation.
- The operations of the UNG Careers Centre are currently curtailed because of a lack of funding.

Opportunities for improvement

The analysis contained in the EUA-IEP international institutional evaluation of UNG in 2015 yielded the following recommendations for improvement in relation to UNG's service to society:

- Further developing the UNG Careers Centre and the UNG Industrial Liaison Office.
- Making UNG's expertise available to the wider community in the form of consulting services.
- Expanding and deepening mutually beneficial cooperation with regional institutions, local municipalities, and sports and cultural societies.
- Developing and implementing an effective uniform strategy for the UNG's public appearances.
- Setting up a more effective and visible media presence on the internet and in other (predominantly) electronic media.
- Broadening cooperation with secondary schools, including in areas not directly connected to efforts to recruit school students for UNG programmes.
- Presenting UNG as an engine of regional development at the economic, technological and social levels.

12.7 Assessment of the current state and orientations (2013/14)

Industrial Liaison Office:

Strengths

- Highly positive response at all presentations so far made at enterprises.
- Highly promising strategic research capacities that complement each other and give UNG's research units niche excellence.
- UNG research units increasingly well-equipped.
- UNG staff have a high profile and reputation in their fields.
- International links.
- Horizon 2020 financial framework – application to calls for proposals in the field of technology transfer.
- Horizon 2020 – positive effects when enterprises contact us themselves to propose cooperation – a personal challenge to make this trend a constant one.

Weaknesses

- Current economic conditions in Slovenia.
- UNG research units still have a low profile.
- The economy of the Primorska region is in very poor shape in comparison with other parts of Slovenia, where it is more difficult to offer our research capacities and where we come up against competition from other Slovenian research centres. More work therefore has to be done to raise the profile of our research capacities.
- Current conditions in Friuli-Venezia Giulia, which also suffers from high unemployment. There is competition from other universities in this region as well. We will therefore continue to seek out links and solutions in niches in which we are better.

Opportunities for improvement

- Research units could make greater use of the Industrial Liaison Office.
- Failure to inform the Industrial Liaison Office of actual and current cooperation with business and industry – a habit from the past of “everyone for themselves”.
- Long response times by some colleagues.
- In some cases, we perceive only a passive desire on the part of researchers to collaborate with the business sector.
- It is much easier when a research unit with an idea seeks a business partner. In this case, we are much more prepared and responsive, but there is far too little of this.

Public relations:

Strengths

- Acquisition of international students for doctoral programmes.
- Good connections between the university and local, national and international environments.

- Cross-border cooperation in the implementation of research and education activities, which is required by the specificity of the content of the study programmes offered.
- Strategic function of the UNG International Council, which comprises domestic and international experts.
- High levels of graduate employment.

Weaknesses

- UNG does not have a strong image locally and among the wider public.
- The university's activities and results are not sufficiently well presented online and in other media, which is also reflected in the relatively low levels of enrolment in UNG study programmes.

Opportunities for improvement

- Setting up a more effective and visible media presence on the internet and in other (predominantly) electronic media.
- Preparing a UNG information strategy for specific groups of the public (school students, athletes, doctoral candidates, partners in industry, local communities).
- Presenting UNG as an engine of regional development at the economic, technological and social levels.

13 TEACHING ACTIVITIES

Details of enrolment numbers per UNG study programme and enrolment figures for the first year of specific study programmes per type of secondary school programme that the students attended prior to enrolment, and in relation to gender and to the area in which the students reside are presented below. Enrolment statistics for international students are also presented by programme. The information relates to the last three academic years (2019/20, 2018/19 and 2017/18). Employability, student performance and the awards given to students are important indicators of the success and quality of the study process.

13.1 Statistics of student activities

Detailed statistics of student activities per study programme are given in the quality monitoring, assessment and assurance reports for individual UNG faculties and schools, which also provide a comparison between the last six academic years. The following elements are included in the statistical indicators:

- student enrolment;
- enrolment in the first year;
- structure of first-year students in relation to the type of secondary school education completed;
- structure of first-year students in relation to the method of completion of secondary school education;
- implementation of a study programme;
- comparison of the movements in student numbers by year of study and calendar year;
- structure of students by gender;
- average examination grades for full- and part-time study;
- analysis of advancement through years of study;
- duration and completion of a study programme;
- average duration of full-time study;
- average duration of part-time study.

The enrolment numbers for UNG study programmes for the 2019/20 academic year were taken on 30 October 2019, for the 2018/19 academic year on 30 October 2018 and for the 2017/18 academic year on 30 October 2017.

13.2 Statistics of student activities 2019/20

Student enrolment 2019/20

PROGRAMME	1 st year	first	subsequent	2 nd year	first	subsequent	3 rd year	first	subsequent	4 th year	graduation	Total
SCHOOL OF ENGINEERING AND MANAGEMENT												122
Engineering and Management, 1 st cycle	47	42	5	11	9	2	16	15	1		2	76
Engineering and Management, 1 st cycle, part-time	1		1	0			1	1				2
Engineering and Management, 2 nd cycle	14	14		21	21		0				9	44
SCHOOL OF VITICULTURE AND ENOLOGY												46
Viticulture and Enology, 1 st cycle	36	33	3	7	4	3	2	2			1	46
Viticulture and Enology, 2 nd cycle	0			0			0					0
SCHOOL OF ARTS												52
Digital Arts and Practices, 1 st cycle	15	14	1	14	14		10	8	2		8	47
Media Arts and Practices, 2 nd cycle	1	1		3	3		0				1	5
SCHOOL OF SCIENCE												24
Physics and Astrophysics, 1 st cycle	15	13	2	5	4	1	3	3				23
Physics and Astrophysics, 2 nd cycle	0			0			0					0
Materials Science	1	1		0			0					1
SCHOOL OF ENVIRONMENTAL SCIENCES												32
Environment, 1 st cycle	18	15	3	5	4	1	7	7				30
Environment, 2 nd cycle	1	1		0			0				1	2
SCHOOL OF HUMANITIES												83
Slovene Studies, 1 st cycle	1	1		0			1	1			1	3
Slovene Studies, 2 nd cycle	3	2	1	1	1		0				1	5
Slovene Studies, 2 nd cycle (education studies major)	0			0			0					0
Digital Humanities, 2 nd cycle	0			0			0					0

Cultural History, 1 st cycle	12	11	1	3	2	1	0				1	16
Migrations and Intercultural Relations	30	30		29	29		0					59
GRADUATE SCHOOL												57
Cultural Heritage Studies, 3 rd cycle	2	2		0			2	2				4
Physics, 3 rd cycle	6	6		1	1		5	5			5	17
Humanities, 3 rd cycle	0			1	1		0				5	6
Cognitive Science of Language, 3 rd cycle	1	1		0			1		1		1	3
Karstology, 3 rd cycle	2	2		2	2		1	1			1	6
Materials, 3 rd cycle	3	3		5	5		0					8
Molecular Genetics and Biotechnology, 3 rd cycle	0			0			0			1	3	4
Environmental Sciences, 3 rd cycle	3	3		2	2		1	1			3	9
TOTAL												416

Enrolment in the first year broken down by secondary education completed

Secondary school – figures for first-time enrolments 2019/20	No
Biotehniški izobraževalni center Ljubljana (biotechnical education centre)	1
Biotehniški izobraževalni center Lj-Živilska šola (biotechnical education centre (food sciences school))	1
Gimnazija Nova Gorica (general upper secondary school)	6
Gimnazija Piran (general upper secondary school)	2
I. Gimnazija Maribor (general upper secondary school)	1
III. Gimnazija Maribor (general upper secondary school)	1
Izobraževalni center Memory (education centre)	1
Srednja elektro-računalniška šola Maribor (secondary electrical and computer science school)	1
Srednja gostinska in turistična šola Izola (secondary school of hospitality and tourism)	3
Srednja gostinska in turistična šola Radovljica (secondary school of hospitality and tourism)	1
Srednja medijska in grafična šola Ljubljana (secondary school of media and graphic arts)	1
Srednja šola Slovenska Bistrica (secondary school)	1
Srednja šola tehniških strok Šiška (secondary school for technical professions)	1
Secondary school in a former republic of Yugoslavia	56
Secondary school abroad	14
Srednja šola Veno Pilon Ajdovščina (secondary school)	2
Srednja trgovska šola Ljubljana (secondary trade school)	3
Srednja zdravstvena šola Izola (secondary school of nursing)	1
Šolski center Ljubljana (school centre)	1
Šolski center Ljubljana, Srednja strojna in kemijska šola (secondary school of mechanics and chemistry)	2
Šolski center Nova Gorica – Biotehniška šola (biotechnical school)	9

Šolski center Nova Gorica – Elektrotehniška in računalniška šola (electrotechnical and computer science school)	3
Šolski center Nova Gorica – Gimnazija in zdravstvena šola (general upper secondary school and nursing school)	4
Šolski center Nova Gorica – Srednja ekonomska in trgovska šola (secondary school of economics and trade)	6
Šolski center Postojna (school centre)	2
Šolski center Srečka Kosovec Sežana (school centre)	1
Šolski center Velenje (school centre)	2
Tehniška kmetijska šola Grm, Novo Mesto (technical agricultural school)	1
Upravno-administrativna šola Ljubljana (school of administration)	1

Enrolment in the first year 2019/20 by type of secondary school programme

Secondary school programme	No
Veterinary technician	1
Display design technician	3
Road transport technician	1
Other technical and professional schools	5
Schools of economics	2
Economics technician	15
Electrical technician	1
Electrical engineer (electronics)	3
Electrical engineer (energy)	2
Electrical engineer (computer science)	1
Pharmaceutical technician	1
Food and catering (vocational technical education)	1
Food, catering and tourism	3
General upper secondary schools	57
Forestry technician	1
Chemical technician	1
AGRICULTURAL ENTERPRISE TECHNICIAN	8
Health sciences and nursing schools	1
Media technician	1
Mechatronics technician	1
Natural sciences technician	1
Natural sciences and mathematics technician	1
Nature protection technician	2
Business technician	1
Computer technician	3
Mining technician	1
Machine technician	1
Arts (music, ballet) schools	2
Pre-school teacher	1
Healthcare technician	4
Dental technician	1
Food science technician	1
FOOD INDUSTRY AND NUTRITION TECHNICIAN	1

Enrolment in the first year 2019/20 by method of completion of previous education

Method of completion of secondary school education – figures for first-time enrolments 2017/2018 (undergraduate students)	
Matura (secondary school leaving certificate)	88
Vocational matura	41
Secondary school diploma	

Higher education (1 st year students, 2 nd cycle)	
University	1
Higher education technical	2
University (1 st cycle)	24
Higher education technical (1 st cycle)	22

Higher education (1 st year students, Graduate School)	
University	3
2 nd cycle study programmes	14
Master's degree (science)	

Student enrolment by gender 2019/20

PROGRAMME	No of female students	Proportion of female students/programme	Proportion of female students/university
SCHOOL OF ENGINEERING AND MANAGEMENT	45	36.9	22.7
Engineering and Management, 1 st cycle	33	43.4	16.7
Engineering and Management, 1 st cycle, part-time	0	0.0	0.0
Engineering and Management, 2 nd cycle	12	27.3	6.1
SCHOOL OF VITICULTURE AND ENOLOGY	16	34.8	8.1
Viticulture and Enology, 1 st cycle	16	34.8	8.1
SCHOOL OF ARTS	24	46.2	12.1
Digital Arts and Practices, 1 st cycle	23	48.9	11.6
Media Arts and Practices, 2 nd cycle	1	20.0	0.5
SCHOOL OF SCIENCE	7	29.2	3.5
Physics, 1 st cycle	6	26.1	3.0
Physics, 2 nd cycle	0	0	0.0
Materials Science	1	100.0	0.5
SCHOOL OF ENVIRONMENTAL SCIENCES	20	62.5	10.1
Environment, 1 st cycle	18	60	9.1
Environment, 2 nd cycle	2	100.0	1.0
SCHOOL OF HUMANITIES	55	66.3	27.8
Slovene Studies, 1 st cycle	3	100.0	1.5
Slovene Studies, 2 nd cycle	4	80	2
Slovene Studies, 2 nd cycle (education studies major)	0	0.0	0.0
Digital Humanities, 2 nd cycle	0	0	0
Cultural History, 1 st cycle	7	43.8	3.5
Migrations and Intercultural Relations (Erasmus Mundus)	41	69.5	20.7
GRADUATE SCHOOL	31	54.4	15.7
Cultural Heritage Studies	2	50	1.0
Physics, 3 rd cycle	8	47.1	4
Humanities, 3 rd cycle	6	100.0	3.0
Cognitive Science of Language, 3 rd cycle	2	66.7	1.0
Karstology, 3 rd cycle	5	83.3	2.5
Materials, 3 rd cycle	1	12.5	0.5
Molecular Genetics and Biotechnology, 3 rd cycle	2	50	1.0
Environmental Sciences, 3 rd cycle	6	66.7	3.0
TOTAL	198	47.6	100

Student enrolment by area of residence

Area of permanent residence: undergraduate students enrolled in the 2019/20 academic year

Nova Gorica	55
Koper	15
Ljubljana	27
Celje	7
Kranj	9
Maribor	10
Novo Mesto	3
Murska Sobota	0

Albania	1
Bangladesh	1
Bulgaria	1
Bosnia and Herzegovina	23
Montenegro	3
Croatia	3
Iran	2
Italy	7
Jordan	1
China	2
South Korea	1
Kosovo	9
Pakistan	2
Russia	2
North Macedonia	26
Serbia	29
Ukraine	3
USA	1

Area of permanent residence: postgraduate students enrolled in the 2019/20 academic year

Nova Gorica	33
Koper	10
Ljubljana	10
Celje	2
Kranj	3
Maribor	3
Novo Mesto	1
Murska Sobota	0
Afghanistan	1
Austria	1
Bangladesh	2
Bosnia and Herzegovina	2
Brazil	9
Ecuador	1
Ethiopia	6
France	2
Croatia	4
India	5
Indonesia	1
Iraq	1
Iran	2
Italy	11
Jordan	1
South Africa	1
Kazakhstan	1
China	4
Colombia	1
Lebanon	1
Mexico	5
Germany	5
Nepal	2
Nigeria	3
Netherlands	2
Norway	4
Pakistan	3
Palestine	1
Portugal	2
El Salvador	1
North Macedonia	4
Syria	1
Serbia	8
Sudan	1
Sweden	1
Switzerland	1

Tunisia	2
Turkey	1
Ukraine	3
Vietnam	1
USA	2
UK	1

Enrolment of international students 2019/20

PROGRAMME	No of international students	Proportion/f aculty	Proportion/u niversity
SCHOOL OF ENGINEERING AND MANAGEMENT	61	50	14.7
Engineering and Management, 1 st cycle	49	64.5	11.8
Engineering and Management, 1 st cycle, part-time	2	100.0	0.5
Engineering and Management, 2 nd cycle	10	22.7	2.4
SCHOOL OF VITICULTURE AND ENOLOGY	13	28.3	3.1
Viticulture and Enology, 1 st cycle	13	28.3	3.1
SCHOOL OF ARTS	21	40.4	5
Digital Arts and Practices, 1 st cycle	16	34.0	3.8
Media Arts and Practices, 2 nd cycle	5	100.0	1.2
SCHOOL OF SCIENCE	7	29.2	1.7
Physics, 1 st cycle	7	30.4	1.7
Physics, 2 nd cycle	0	0.0	0.0
Materials Science	0	0.0	0.0
SCHOOL OF ENVIRONMENTAL SCIENCES	17	53.1	4.1
Environment, 1 st cycle	17	56.7	4.1
Environment, 2 nd cycle	0	0.0	0.0
SCHOOL OF HUMANITIES	71	85.5	17.1
Slovene Studies, 1 st cycle	1	33.3	0.2
Slovene Studies, 2 nd cycle	1	20.0	0.2
Slovene Studies, 2 nd cycle (education studies major)	0	0.0	0.0
Digital Humanities, 2 nd cycle	0	0.0	0.0
Cultural History, 1 st cycle	10	62.5	2.4
Migrations and Intercultural Relations (Erasmus Mundus)	59	100.0	14.2
GRADUATE SCHOOL	34	59.6	8.2
Cultural Heritage Studies, 3 rd cycle	4	100.0	1.0
Physics, 3 rd cycle	8	47.1	1.9
Humanities, 3 rd cycle	2	33.3	0.5
Cognitive Science of Language, 3 rd cycle	2	66.7	0.5
Karstology, 3 rd cycle	4	66.7	1.0
Materials, 3 rd cycle	5	62.5	1.2
Molecular Genetics and Biotechnology, 3 rd cycle	4	100.0	1.0
Environmental Sciences, 3 rd cycle	5	55.6	1.2
TOTAL	224	57.3	53.8

Proportion of students by faculty 2019/20

PROGRAMME	Total no	Proportion
SCHOOL OF ENGINEERING AND MANAGEMENT	122	29.3
Engineering and Management, 1 st cycle	76	18.3
Engineering and Management, 1 st cycle, part-time	2	0.5
Engineering and Management, 2 nd cycle	44	10.6
SCHOOL OF VITICULTURE AND ENOLOGY	46	11.1
Viticulture and Enology, 1 st cycle	46	11.1
SCHOOL OF ARTS	52	12.5
Digital Arts and Practices, 1 st cycle	47	11.3
Media Arts and Practices, 2 nd cycle	5	1.2
SCHOOL OF APPLIED SCIENCES	24	5.8
Physics, 1 st cycle	23	5.5
Physics, 2 nd cycle	0	0.0
Materials Science	1	0.2
SCHOOL OF ENVIRONMENTAL SCIENCES	32	7.7
Environment, 1 st cycle	30	7.2
Environment, 2 nd cycle	2	0.5
SCHOOL OF HUMANITIES	83	20
Slovene Studies, 1 st cycle	3	0.7
Slovene Studies, 2 nd cycle	5	1.2
Slovene Studies, 2 nd cycle (education studies major)	0	0.0
Digital Humanities, 2 nd cycle	0	0.0
Cultural History, 1 st cycle	16	3.8
Migrations and Intercultural Relations (Erasmus Mundus)	59	14.2
GRADUATE SCHOOL	57	13.7
Cultural Heritage Studies, 3 rd cycle	4	1.0
Physics, 3 rd cycle	17	4.1
Humanities, 3 rd cycle	6	1.4
Cognitive Science of Language, 3 rd cycle	3	0.7
Karstology, 3 rd cycle	6	1.4
Materials, 3 rd cycle	8	1.9
Molecular Genetics and Biotechnology, 3 rd cycle	4	1.0
Environmental Sciences, 3 rd cycle	9	2.2
TOTAL	416	100

Average academic grades, student progress and average duration of study by faculty and programme 2019/20

PROGRAMME	Average grade	Progress (%)	Average duration of study (years)
SCHOOL OF ENGINEERING AND MANAGEMENT	8.09	55.00	5.37
Engineering and Management, 1 st cycle	7.69	40.35	4.76
Engineering and Management, 2 nd cycle	8.83	91.30	6.85
SCHOOL OF VITICULTURE AND ENOLOGY	7.29	19.35	4.79
Viticulture and Enology, 1 st cycle	7.29	19.35	4.79
SCHOOL OF ARTS	8.95	88.00	3.80
Digital Arts and Practices, 1 st cycle	8.85	90.48	3.86
Media Arts and Practices, 2 nd cycle	9.49	75	3.76
SCHOOL OF SCIENCE	8.07	37.50	3.91
Physics, 1 st cycle	8.01	37.5	6.56
Physics, 2 nd cycle	10	-	2.58
SCHOOL OF ENVIRONMENTAL SCIENCES	7.86	50.00	3.24
Environment, 1 st cycle	7.86	50	3.56
Environment, 2 nd cycle	7.5	-	3.02
SCHOOL OF HUMANITIES	8.42	80.49	2.76
Slovene Studies, 1 st cycle	8.67	50	7.03
Slovene Studies, 2 nd cycle	8.38	50	3.74
Slovene Studies, 2 nd cycle (education studies major)	-	-	2.78
Cultural History, 1 st cycle	8.18	25.00	5.86
Migrations and Intercultural Relations (Erasmus Mundus)		100	1.8
GRADUATE SCHOOL	9.48	66.67	5.38
Cultural Heritage Studies, 3 rd cycle	completed	100	8
Physics, 3 rd cycle	9.53	60	4.46
Humanities, 3 rd cycle	9.75	33.33	4.92
Cognitive Science of Language, 3 rd cycle	10	-	-
Karstology, 3 rd cycle	9.43	100	5.91
Molecular Genetics and Biotechnology, 3 rd cycle	9.33	100	3.82
Environmental Sciences, 3 rd cycle	9.17	50	5.02
Economics and Techniques for the Conservation of the Architectural and Environmental Heritage (Master's)			-
TOTAL	8.23	57.74	3.89

Progress from first to second years of study in first-cycle study programmes, total progress and progress broken separately for Slovenian and international students, and by faculty and programme for the last three academic years (2016/17, 2017/18 and 2018/19).

SCHOOL OF ENGINEERING AND MANAGEMENT			Progress
2018/19–2019/20, first enrolment in study year	1 st year	2 nd year	proportion (%)
Engineering and Management, 1 st cycle – all students	36	9	25%
Home students	17	5	29%
International students	19	4	21%
Engineering and Management, 1 st cycle, part-time, international students	4	0	0%
2017/18–2018/19, first enrolment in study year	1 st year	2 nd year	
Engineering and Management, 1 st cycle – all students	45	16	36%
Home students	16	6	38%
International students	29	10	34%
Engineering and Management, 1 st cycle, part-time, international students	4	1	25%
2016/17–2017/18, first enrolment in study year	1 st year	2 nd year	
Engineering and Management, 1 st cycle – all students	42	12	29%
Home students	32	11	34%
International students	10	1	10%
Engineering and Management, 1 st cycle, part-time, international students	48	2	4%
SCHOOL OF VITICULTURE AND ENOLOGY			
2018/19–2019/20, first enrolment in study year	1 st year	2 nd year	
Viticulture and Enology, 1 st cycle – all	23	4	17%
Home students	12	3	25%
International students	11	1	9%
2017/18–2018/19, first enrolment in study year	1 st year	2 nd year	
Viticulture and Enology, 1 st cycle – all	18	7	39%
Home students	13	6	46%
International students	5	1	20%
2016/17–2017/18, first enrolment in study year	1 st year	2 nd year	
Viticulture and Enology, 1 st cycle – all	24	5	21%
Home students	18	2	11%
International students	6	3	50%
SCHOOL OF ARTS			
2018/19–2019/20, first enrolment in study year	1 st year	2 nd year	
Digital Arts and Practices, 1 st cycle – all	12	11	92%

Home students	9	9	100%
International students	3	2	67%
2017/18–2018/19, first enrolment in study year	1 st year	2 nd year	
Digital Arts and Practices, 1 st cycle	11	9	82%
Home students	7	7	100%
International students	4	2	50%
2016/17–2017/18, first enrolment in study year	1 st year	2 nd year	
Digital Arts and Practices, 1 st cycle	14	12	86%
Home students	9	8	89%
International students	5	4	80%
SCHOOL OF SCIENCE			
2018/19–2019/20, first enrolment in study year	1 st year	2 nd year	
Physics and Astrophysics, 1 st cycle – all	11	3	27%
Home students	8	3	38%
International students	3	0	0%
2017/18–2018/19, first enrolment in study year	1 st year	2 nd year	
Physics and Astrophysics, 1 st cycle – all	10	4	40%
Home students	5	3	60%
International students	5	1	20%
2016/17–2017/18, first enrolment in study year	1 st year	2 nd year	
Physics and Astrophysics, 1 st cycle – all	3	2	67%
Home students	2	2	100%
International students	1	0	0%
SCHOOL OF ENVIRONMENTAL SCIENCES			
2018/19–2019/20, first enrolment in study year	1 st year	2 nd year	
Environment, 1 st cycle – all	13	4	31%
Home students	5	4	80%
International students	8	0	0%
2017/18–2018/19, first enrolment in study year	1 st year	2 nd year	
Environment, 1 st cycle – all	15	7	47%
Home students	3	3	100%
International students	12	4	33%
2016/17–2017/18, first enrolment in study year	1 st year	2 nd year	
Environment, 1 st cycle – all	13	2	15%
Home students	5	2	40%
International students	8	0	0%
SCHOOL OF HUMANITIES			
2018/19–2019/20, first enrolment in study year	1 st year	2 nd year	
Slovene Studies, 1 st cycle – all	0	0	/
Home students	0	0	/

International students	0	0	/
Cultural History, 1 st cycle – all	7	2	29%
Home students	1	1	100%
International students	6	1	17%
2017/18–2018/19, first enrolment in study year	1 st year	2 nd year	
Slovene Studies, 1 st cycle – all	4	1	25%
Home students	2	1	50%
International students	2	0	0%
Cultural History, 1 st cycle – all	4	1	25%
Home students	2	1	50%
International students	2	0	0%
2016/17–2017/18, first enrolment in study year	1 st year	2 nd year	
Slovene Studies, 1 st cycle – all	9	5	56%
Home students	8	5	63%
International students	1	0	0%
Cultural History, 1 st cycle – all	5	1	20%
Home students	5	1	20%

13.3 Statistics of student activities 2018/19

Student enrolment 2018/19

PROGRAMME	1 st year	first	s u b s e q u e n t	2 nd year	firs t	s u b s e q u e n t	3 rd year	firs t	s u b s e q u e n t	grad uati on	Total
SCHOOL OF ENGINEERING AND MANAGEMENT											108
Engineering and Management, 1 st cycle	36	35	1	16	16		11	11		3	66
Engineering and Management, 1 st cycle, part-time	4	4		1	1		0				5
Engineering and Management, 2 nd cycle	23	22	1	12	12		0			2	37
SCHOOL OF VITICULTURE AND ENOLOGY											37
Viticulture and Enology, 1 st cycle	23	21	2	8	7	1	5	5		1	37
SCHOOL OF ARTS											49
Digital Arts and Practices, 1 st cycle	12	12		9	9		12	12		6	39
Media Arts and Practices, 2 nd cycle	4	4		1	1		0			5	10
SCHOOL OF SCIENCE											20
Physics and Astrophysics, 1 st cycle	11	10	1	5	4	1	2	2			18

Physics and Astrophysics, 2 nd cycle	0			0			0			2	2
Materials Science	0			0			0				0
SCHOOL OF ENVIRONMENTAL SCIENCES											33
Environment, 1 st cycle	13	12	1	9	7	2	0			3	25
Environment, 2 nd cycle	0			0			0			8	8
SCHOOL OF HUMANITIES											89
Slovene Studies, 1 st cycle	0			2	2		3	3		3	8
Slovene Studies, 2 nd cycle	2	1	1	1	1		0				3
Slovene Studies, 2 nd cycle (education studies major)	0			0			0			3	3
Digital Humanities, 2 nd cycle	0			0			0				0
Cultural History, 1 st cycle	7	7		1	1		3	3		1	12
Migrations and Intercultural Relations (Erasmus Mundus)	29	29		31	31		0			3	63
GRADUATE SCHOOL											55
Economics and Techniques for the Conservation of the Architectural and Environmental Heritage, 3 rd cycle	0			1	1		0			1	2
Physics, 3 rd cycle	5	5		5	5		5	5		2	17
Humanities, 3 rd cycle	2	2		1	1		6	5	1		9
Cognitive Science of Language, 3 rd cycle	0			0			2	2			2
Karstology, 3 rd cycle	2	2		1	1		1	1		3	7
Molecular Genetics and Biotechnology, 3 rd cycle	0			0			5	5		2	7
Environmental Sciences, 3 rd cycle	4	4		2	2		3	3		2	11
TOTAL											391

Enrolment in the first year broken down by secondary education completed

Secondary school – figures for first-time enrolments 2018/19	No
Center za dopisno izobraževanje Univerzum Ljubljana (correspondence course centre)	1
Ekonomska srednja šola Novo Mesto (secondary economics school)	1
Gimnazija Bežigrad (general upper secondary school)	1
Gimnazija Jožeta Plečnika Ljubljana (general upper secondary school)	1
Gimnazija Nova Gorica (general upper secondary school)	2
Gimnazija Poljane (general upper secondary school)	1
Gimnazija Šentvid (general upper secondary school)	1
Gimnazija Tolmin (general upper secondary school)	1
Izobraževalni center Memory (education centre)	1
Srednja agroživilska šola Ljubljana (secondary agri-food school)	1
Srednja ekonomska šola Ljubljana (secondary economics school)	1
Srednja ekonomsko-turistična šola Radovljica (secondary school of economics and tourism)	1
Srednja gostinska in turistična šola Izola (secondary school of hospitality and tourism)	4

Srednja gostinska in turistična šola Radovljica (secondary school of hospitality and tourism)	1
Srednja gradbena in ekonomska šola Ljubljana (secondary school of construction and economics)	1
Srednja gradbena in ekonomska šola Ljubljana (secondary school of construction, surveying and economics)	3
Srednja grafična šola Ljubljana (secondary school of graphic arts)	1
Srednja šola Veno Pilon Ajdovščina (secondary school)	4
Srednja šola za farmacijo in zdravstvo Ljubljana (secondary school of pharmacy and healthcare)	1
Srednja šola za oblikovanje in fotografijo Ljubljana (secondary school of design and photography)	1
Srednja tehniška in poklicna šola Trbovlje (secondary technical and vocational school)	1
Srednja verska šola v Mariboru (secondary religious school)	1
Srednja vrtnarska, kmetijska, gospodinjstva šola Celje (secondary school of horticulture, agriculture and domestic science)	1
Šolski center Celje (school centre)	1
Šolski center Ljubljana, Srednja strojna in kemijska šola (secondary school of mechanics and chemistry)	1
Šolski center Nova Gorica – Biotehniška šola (biotechnical school)	1
Šolski center Nova Gorica – Elektrotehniška in računalniška šola (electrotechnical and computer science school)	5
Šolski center Nova Gorica – Gimnazija in zdravstvena šola (general upper secondary school and nursing school)	1
Šolski center Nova Gorica – Srednja ekonomska in trgovska šola (secondary school of economics and trade)	3
Šolski center Postojna (school centre)	2
Šolski center Rudolfa Maistra Kamnik (school centre)	1
Šolski center Srečka Kosovec Sežana (school centre)	1
Šolski center Velenje (school centre)	2
Waldorf School Ljubljana	1
Secondary school in a former republic of Yugoslavia	36
Secondary school abroad	14

Enrolment in the first year 2018/19 by type of secondary school programme

Secondary school programme	No
Display design technician	1
Schools of economics	2
Economics technician	7
Electrical engineer (energy)	4
Electrical engineer (computer science)	3
Photography technician	1
Food, catering and tourism	1
Land surveying technician	1
General upper secondary schools	39
Chemical technician	2
Health sciences and nursing schools	1
Media technician	4
Nature protection technician	1
Environmental technician	3
Transport schools	1
Computer technician	5
Machine technician	3
Technical schools	2
Tourism work	4
Schools of arts	2
Veterinary technician	2
Horticultural technician (differential)	1
Pre-school teacher	4
Dental technician	1
Food science technician	1
Other technical and professional schools	5

Enrolment in the first year 2018/19 by method of completion of previous education

Method of completion of secondary school education – figures for first-time enrolments 2015/2016 (undergraduate students)	
Matura (secondary school leaving certificate)	65
Vocational matura	36
Secondary school diploma	0

Higher education (1 st year students, 2 nd cycle)	
University	0
Higher education technical	5
University (1 st cycle)	40
Higher education technical (1 st cycle)	11

Higher education (1 st year students, Graduate School)	
University	2
2 nd cycle study programmes	11
Master's degree (science)	0

Student enrolment by gender 2018/19

PROGRAMME	No of female students	Proportion of female students/programme	Proportion of female students/university
SCHOOL OF ENGINEERING AND MANAGEMENT	36	33.3	17.4
Engineering and Management, 1 st cycle	24	36.4	11.6
Engineering and Management, 1 st cycle, part-time	1	20.0	0.5
Engineering and Management, 2 nd cycle	11	29.7	5.3
SCHOOL OF VITICULTURE AND ENOLOGY	19	51.4	9.2
Viticulture and Enology, 1 st cycle	19	51.4	9.2
SCHOOL OF ARTS	25	51	12.1
Digital Arts and Practices, 1 st cycle	21	53.8	10.1
Media Arts and Practices, 2 nd cycle	4	40	1.9
SCHOOL OF SCIENCE	8	40.0	3.9
Physics, 1 st cycle	7	38.9	3.4
Physics, 2 nd cycle	1	50	0.5
SCHOOL OF ENVIRONMENTAL SCIENCES	21	65.6	10.1
Environment, 1 st cycle	16	64.0	7.7
Environment, 2 nd cycle	5	62.5	2.4
SCHOOL OF HUMANITIES	66	74.2	31.9
Slovene Studies, 1 st cycle	8	100.0	3.9
Slovene Studies, 2 nd cycle	2	66.7	1.0
Slovene Studies, 2 nd cycle (education studies major)	3	100.0	1.4
Cultural History, 1 st cycle	7	58.3	3.4
Migrations and Intercultural Relations (Erasmus Mundus)	46	73	22.2
GRADUATE SCHOOL	32	58.2	15.5
Economics and Techniques for the Conservation of the Architectural and Environmental Heritage, 3 rd cycle	1	50	0.5
Physics, 3 rd cycle	7	41.2	3.4
Humanities, 3 rd cycle	9	100.0	4.3
Cognitive Science of Language, 3 rd cycle	1	50	0.5
Karstology, 3 rd cycle	4	57.1	1.9
Molecular Genetics and Biotechnology, 3 rd cycle	4	57.1	1.9

Environmental Sciences, 3 rd cycle	6	54.5	2.9
TOTAL	207	52.9	100

Student enrolment by area of residence

Area of permanent residence: undergraduate students enrolled in the 2018/19 academic year

Nova Gorica	53
Koper	19
Ljubljana	27
Celje	8
Kranj	10
Maribor	7
Novo Mesto	2
Murska Sobota	0

Albania	2
Bosnia and Herzegovina	18
Montenegro	1
Croatia	2
Iran	2
Italy	8
China	2
South Korea	1
North Macedonia (former republic of Yugoslavia)	26
Kosovo	5
Pakistan	1
Russian Federation	4
Serbia	9
Turkey	1
Ukraine	2

Area of permanent residence: postgraduate students enrolled in the 2018/19 academic year

Nova Gorica	36
Koper	9
Ljubljana	12
Celje	2
Kranj	3
Maribor	3
Novo Mesto	1
Murska Sobota	1
Austria	1
Azerbaijan	1
Bangladesh	1

Bosnia and Herzegovina	1
Brazil	8
Ethiopia	5
Philippines	1
Finland	1
France	1
Gambia	1
Croatia	2
India	5
Indonesia	1
Iran	2
Italy	15
Jordan	1
South Africa	1
Canada	2
Kazakhstan	1
China	1
Costa Rica	1
Lebanon	2
North Macedonia (former republic of Yugoslavia)	2
Mexico	3
Germany	6
Nepal	3
Nigeria	3
Netherlands	2
Norway	3
Pakistan	3
Occupied Palestinian Territory	1
Portugal	1
Russian Federation	1
El Salvador	1
Slovakia	1
Serbia	8
Sudan	1
Spain	1
Sweden	3
Switzerland	1
Tunisia	3
Turkey	1
Uganda	2
Ukraine	3
Vietnam	2
USA	2
UK	2

Enrolment of international students 2018/19

PROGRAMME	No of international students	Proportion/faculty	Proportion/university
SCHOOL OF ENGINEERING AND MANAGEMENT	41	38	10.5
Engineering and Management, 1 st cycle	31	47	7.9
Engineering and Management, 1 st cycle, part-time	5	100.0	1.3
Engineering and Management, 2 nd cycle	5	13.5	1.3
SCHOOL OF VITICULTURE AND ENOLOGY	14	37.8	3.6
Viticulture and Enology, 1 st cycle	14	37.8	3.6
SCHOOL OF ARTS	15	30.6	3.8
Digital Arts and Practices, 1 st cycle	9	23.1	2.3
Media Arts and Practices, 2 nd cycle	6	60	1.5
SCHOOL OF SCIENCE	5	25	1.3
Physics, 1 st cycle	5	27.8	1.3
Physics, 2 nd cycle	0	0.0	0.0
SCHOOL OF ENVIRONMENTAL SCIENCES	13	37.1	3.3
Environment, 1 st cycle	12	48	3.1
Environment, 2 nd cycle	1	12.5	0.3
SCHOOL OF HUMANITIES	72	80.9	18.4
Slovene Studies, 1 st cycle	1	12.5	0.3
Slovene Studies, 2 nd cycle	1	33.3	0.3
Slovene Studies, 2 nd cycle (education studies major)	0	0.0	0.0
Cultural History, 1 st cycle	7	58.3	1.8
Migrations and Intercultural Relations (Erasmus Mundus)	63	100.0	16.1
GRADUATE SCHOOL	36	65.5	9.2
Economics and Techniques for the Conservation of the Architectural and Environmental Heritage, 3 rd cycle	2	100.0	0.5
Physics, 3 rd cycle	10	58.8	2.6
Humanities, 3 rd cycle	5	55.6	1.3
Cognitive Science of Language, 3 rd cycle	1	50	0.3
Karstology, 3 rd cycle	5	71.4	1.3
Molecular Genetics and Biotechnology, 3 rd cycle	6	85.7	1.5
Environmental Sciences, 3 rd cycle	7	63.6	1.8
TOTAL	196	50.1	50.1

Proportion of students by faculty 2018/19

PROGRAMME	Total no	Proportion
SCHOOL OF ENGINEERING AND MANAGEMENT	108	27.6
Engineering and Management, 1 st cycle	66	16.9
Engineering and Management, 1 st cycle, part-time	5	1.3
Engineering and Management, 2 nd cycle	37	9.5
SCHOOL OF VITICULTURE AND ENOLOGY	37	9.5
Viticulture and Enology, 1 st cycle	37	9.5
SCHOOL OF ARTS	49	12.5
Digital Arts and Practices, 1 st cycle	39	10
Media Arts and Practices, 2 nd cycle	10	2.6
SCHOOL OF APPLIED SCIENCES	20	5.1
Physics, 1 st cycle	18	4.6
Physics, 2 nd cycle	2	0.5
SCHOOL OF ENVIRONMENTAL SCIENCES	33	8.4
Environment, 1 st cycle	25	6.4
Environment, 2 nd cycle	8	2
SCHOOL OF HUMANITIES	89	22.8
Slovene Studies, 1 st cycle	8	2
Slovene Studies, 2 nd cycle	3	0.8
Slovene Studies, 2 nd cycle (education studies major)	3	0.8
Cultural History, 1 st cycle	12	3.1
Migrations and Intercultural Relations (Erasmus Mundus)	63	16.1
GRADUATE SCHOOL	55	14.1
Economics and Techniques for the Conservation of the Architectural and Environmental Heritage, 3 rd cycle	2	0.5
Physics, 3 rd cycle	17	4.3
Humanities, 3 rd cycle	9	2.3
Cognitive Science of Language, 3 rd cycle	2	0.5
Karstology, 3 rd cycle	7	1.8
Molecular Genetics and Biotechnology, 3 rd cycle	7	1.8
Environmental Sciences, 3 rd cycle	11	2.8
TOTAL	391	100

Average academic grades, student progress and average duration of study by faculty and programme 2017/18

PROGRAMME	Average grade	Progress (%)	Average duration of study (years)
SCHOOL OF ENGINEERING AND MANAGEMENT	8.18	49.38	4.51
Engineering and Management, 1 st cycle	8.07	43.08	4.54
Engineering and Management, 2 nd cycle	8.56	75	4.45
SCHOOL OF VITICULTURE AND ENOLOGY	7.49	50.00	5.43
Viticulture and Enology, 1 st cycle	7.49	50	5.43
SCHOOL OF ARTS	8.91	81.48	4.15
Digital Arts and Practices, 1 st cycle	8.88	87.50	4.29
Media Arts and Practices, 2 nd cycle	9.46	33.33	3.64
SCHOOL OF SCIENCE	8.54	28.57	3.99
Physics, 1 st cycle	8.45	30.77	3.16
Physics, 2 nd cycle	9.43	0	4.41
SCHOOL OF ENVIRONMENTAL SCIENCES	8.01	36.84	3.73
Environment, 1 st cycle	7.8	38.89	3.49
Environment, 2 nd cycle	8.41	0	3.84
SCHOOL OF HUMANITIES	8.39	81.25	2.86
Slovene Studies, 1 st cycle	8.06	37.5	7.17
Slovene Studies, 2 nd cycle	8.76	33.33	3
Slovene Studies, 2 nd cycle (education studies major)	8.80	-	-
Cultural History, 1 st cycle	8.34	66.67	3.25
Migrations and Intercultural Relations (Erasmus Mundus)		100.0	2
GRADUATE SCHOOL	9.35	85.71	4.60
Economics and Techniques for the Conservation of the Architectural and Environmental Heritage, 3 rd cycle	completed	0	4
Physics, 3 rd cycle	9.42	100.0	3.77
Humanities, 3 rd cycle	9.33	85.71	5.16
Cognitive Science of Language, 3 rd cycle	9.56	100.0	0
Karstology, 3 rd cycle	9.78	66.67	5.41
Molecular Genetics and Biotechnology, 3 rd cycle	9.24	100.0	4.91
Environmental Sciences, 3 rd cycle	8.92	83.33	4.6
Economics and Techniques for the Conservation of the Architectural and Environmental Heritage (Master's)	-	-	-
TOTAL	8.32	62.10	4.05

PROGRAMME	1 st year	first	sub- sequent	2 nd year	first	sub- sequent	3 rd year	first	sub- sequent	graduation	Total
SCHOOL OF ENGINEERING AND MANAGEMENT											123
Engineering and Management, 1 st cycle	45	42	3	16	16		29	29		4	94
Engineering and Management, 1 st cycle, part-time	4	4									4
Engineering and Management, 2 nd cycle	16	16		8	8					1	25
SCHOOL OF VITICULTURE AND ENOLOGY											29
Viticulture and Enology, 1 st cycle	18	18		6	5	1	3	3		2	29
SCHOOL OF ARTS											53
Digital Arts and Practices, 1 st cycle	11	11		13	12	1	11	11		3	38
Media Arts and Practices, 2 nd cycle	3	3	0	6	6					6	15
SCHOOL OF SCIENCE											18
Physics and Astrophysics, 1 st cycle	10	10		3	3					2	15
Physics and Astrophysics, 2 nd cycle	1	1		2	2						3
SCHOOL OF ENVIRONMENTAL SCIENCES											44
Environment, 1 st cycle	15	14	1	3	2	1	5	5		3	26
Environment, 2 nd cycle	1	0	1	10	10					7	18
SCHOOL OF HUMANITIES											76
Slovene Studies, 1 st cycle	4	4		4	4		3	3			11
Slovene Studies, 2 nd cycle	3	3								3	6
Slovene Studies, 2 nd cycle				5	5						5

(education studies major)											
Digital Humanities, 2 nd cycle											0
Cultural History, 1 st cycle	4	3	1	2	1	1	3	3			9
Migrations and Intercultural Relations (Erasmus Mundus)	31	31		14	14						45
GRADUATE SCHOOL											66
Economics and Techniques for the Conservation of the Architectural and Environmental Heritage, 3 rd cycle				2	2		1	1		2	5
Physics, 3 rd cycle	5	5		5	5		4	4		6	20
Humanities, 3 rd cycle	2	2		5	5		2	2		1	10
Cognitive Science of Language, 3 rd cycle				2	2						2
Karstology, 3 rd cycle	2	2		1	1		4	4			7
Molecular Genetics and Biotechnology, 3 rd cycle	0			5	5		2	2		2	9
Environmental Sciences, 3 rd cycle	3	3		3	3		2	2		5	13
TOTAL											409

13.4 Statistics of student activities 2017/18

Student enrolment 2017/18

Enrolment in the first year broken down by secondary education completed

Secondary school – figures for first-time enrolments 2017/18	No
BC NAKLO (biotechnical centre)	1
Biotehniški izobraževalni center Ljubljana (biotechnical education centre)	3
ESIC Kranj (school centre)	1
Gimnazija Bežigrad (general upper secondary school)	1
Gimnazija Koper (general upper secondary school)	1
Gimnazija Piran (general upper secondary school)	1
Gimnazija Moste (general upper secondary school)	1
Gimnazija Nova Gorica (general upper secondary school)	2
Gimnazija Tolmin (general upper secondary school)	2
I. Gimnazija Maribor (general upper secondary school)	1
Izobraževalni center Memory (education centre)	1

Javni zavod Cene Štupar (public institute)	1
Srednja gozdarska in lesarska šola Postojna (secondary school of forestry and woodworking)	1
Srednja gradbena, geodetska in okoljevarstvena šola Ljubljana (secondary school of construction, surveying and environmental protection)	1
Srednja medijska in grafična šola Ljubljana (secondary school of media and graphic arts)	2
Srednja šola Slovenj Gradec in Muta (secondary school)	1
Secondary school in a former republic of Yugoslavia	38
Secondary school abroad	21
Srednja šola Venon Ajdovščina (secondary school)	3
Srednja šola za oblikovanje Maribor (secondary school of design)	1
Srednja vzgojiteljska šola in gimnazija Ljubljana (secondary school of pre-school education studies and general upper secondary school)	1
Škofijska gimnazija Vipava (diocesan general upper secondary school)	1
Šolski center Krško (school centre)	1
Šolski center Nova Gorica – Biotehniška šola (biotechnical school)	6
Šolski center Nova Gorica – Elektrotehniška in računalniška šola (electrotechnical and computer science school)	3
Šolski center Nova Gorica – Srednja ekonomska in trgovska šola (secondary school of economics and trade)	3
Šolski center Nova Gorica – Gimnazija in zdravstvena šola (general upper secondary school and nursing school)	1
Šolski center Nova Gorica – Strojna, prometna in lesarska šola (school of mechanics, transport and woodworking)	4
Šolski center Slovenj Gradec (school centre)	1
Šolski center Srečka Kosovec Sežana (school centre)	1

Enrolment in the first year 2017/18 by type of secondary school programme

Secondary school programme	No
Car service technician	1
Other technical and professional schools	7
Schools of economics	3
Economics technician	5
Electrical engineer (electronics)	2
Electrical engineer (energy)	2
Electrical engineer (computer science)	1
Pharmaceutical technician	1
Food and tourism technician	1
Land surveying technician	1
General upper secondary schools	36
Forestry technician	1
Horticultural technician	1
Chemical technician	1
Agriculture and forestry	1
Agricultural/domestic science and agricultural business technician	4
Woodworking technician	1
Matura examination course	1
Health sciences and nursing schools	2
Media technician	2
Mechatronics technician	1
Natural sciences and mathematics technician	1
Nature conservation schools	1
Nature protection technician	3
Environmental technician	1
Business technician	1
Computer technician	1
Machine technician	1
Design technician, graphic designer	1
Technical schools	10
Trade schools	1
Tourism schools	1
Tourism technician	1
Schools of arts	2
Veterinary schools	1
Pre-school teacher	2
Food science technician	2

Enrolment in the first year 2017/18 by method of completion of previous education

Method of completion of secondary school education – figures for first-time enrolments 2017/2018 (undergraduate students)	
Matura (secondary school leaving certificate)	74
Vocational matura	30
Secondary school diploma	1

Higher education (1 st year students, 2 nd cycle)	
University	1
Higher education technical	5
University (1 st cycle)	31+8
Higher education technical (1 st cycle)	9

Higher education (1 st year students, Graduate School)	
University	1
2 nd cycle study programmes	11
Master's degree (science)	

Student enrolment by gender 2017/18

PROGRAMME	No of female students	Proportion of female students/programme (%)	Proportion of female students/university (%)
SCHOOL OF ENGINEERING AND MANAGEMENT	38	30.9	18.9
Engineering and Management, 1 st cycle	30	31.9	14.9
Engineering and Management, 1 st cycle, part-time	0	0.0	0.0
Engineering and Management, 2 nd cycle	8	32	4
SCHOOL OF VITICULTURE AND ENOLOGY	13	44.8	6.5
Viticulture and Enology, 1 st cycle	13	44.8	6.5
SCHOOL OF ARTS	28	52.8	13.9
Digital Arts and Practices, 1 st cycle	22	57.9	10.9
Media Arts and Practices, 2 nd cycle	6	40	3.0
SCHOOL OF SCIENCE	5	27.8	2.5
Physics, 1 st cycle	4	26.7	2
Physics, 2 nd cycle	1	33.3	0.5
SCHOOL OF ENVIRONMENTAL SCIENCES	24	54.5	11.9
Environment, 1 st cycle	10	38.5	5
Environment, 2 nd cycle	14	77.8	7
SCHOOL OF HUMANITIES	57	75.0	28.4
Slovene Studies, 1 st cycle	11	100.0	5.5
Slovene Studies, 2 nd cycle	5	83.3	2.5
Slovene Studies, 2 nd cycle (education studies major)	5	100.0	2.5
Cultural History, 1 st cycle	3	33.3	1.5
Migrations and Intercultural Relations (Erasmus Mundus)	33	73.3	16.4
GRADUATE SCHOOL	36	54.5	17.9

Economics and Techniques for the Conservation of the Architectural and Environmental Heritage, 3 rd cycle	1	20.0	0.5
Physics, 3 rd cycle	10	50	5
Humanities, 3 rd cycle	9	90.0	4.5
Cognitive Science of Language, 3 rd cycle	1	50	0.5
Karstology, 3 rd cycle	2	28.6	1.0
Molecular Genetics and Biotechnology, 3 rd cycle	5	55.6	2.5
Environmental Sciences, 3 rd cycle	8	61.5	4
TOTAL	201	49.1	100

Student enrolment by area of residence

Area of permanent residence: undergraduate students enrolled in the 2017/18 academic year

Nova Gorica	84
Koper	15
Ljubljana	24
Celje	4
Kranj	9
Maribor	7
Novo Mesto	2
Murska Sobota	

Albania	2
Belarus	1
Bosnia and Herzegovina	17
Montenegro	4
France	1
Croatia	1
Iran	1
Italy	14
China	2
North Macedonia	17
Nepal	2
Kosovo	4
Nigeria	1
Russia	1
Serbia	9
Turkey	3
Ukraine	1

Area of permanent residence: postgraduate students enrolled in the 2017/18 academic year

Nova Gorica	33
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Koper	11
Ljubljana	16
Celje	2
Kranj	4
Maribor	7
Novo Mesto	3
Murska Sobota	1
Austria	2
Azerbaijan	1
Bosnia and Herzegovina	2
Brazil	2
Ethiopia	2
Philippines	1
Finland	1
Gambia	1
Croatia	3
India	8
Iran	2
Italy	14
Canada	2
China	4
Costa Rica	1
Lebanon	3
Luxembourg	1
North Macedonia	3
Malaysia	1
Mexico	1
Germany	8
Nepal	2
Nigeria	3
Netherlands	1
Norway	2
Pakistan	3
Palestine	2
Poland	1
Portugal	2
Rwanda	1
Russia	1
Slovakia	1
Serbia	6
Spain	3
Sweden	2
Turkey	2
Uganda	2
Ukraine	4
Vietnam	1
USA	3

UK	1
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Enrolment of international students 2017/18

PROGRAMME	No of international students	Proportion/faculty (%)	Proportion/university (%)
SCHOOL OF ENGINEERING AND MANAGEMENT	43	35.0	10.5
Engineering and Management, 1 st cycle	34	36.2	8.3
Engineering and Management, 1 st cycle, part-time	4	100.0	1.0
Engineering and Management, 2 nd cycle	5	20.0	1.2
SCHOOL OF VITICULTURE AND ENOLOGY	8	27.6	2
Viticulture and Enology, 1 st cycle	8	27.6	2
SCHOOL OF ARTS	18	34	4.4
Digital Arts and Practices, 1 st cycle	10	26.3	2.4
Media Arts and Practices, 2 nd cycle	8	53.3	2
SCHOOL OF SCIENCE	6	33.3	1.5
Physics, 1 st cycle	6	40	1.5
Physics, 2 nd cycle	0	0.0	0.0
SCHOOL OF ENVIRONMENTAL SCIENCES	14	31.8	3.4
Environment, 1 st cycle	12	46.2	2.9
Environment, 2 nd cycle	2	11.1	0.5
SCHOOL OF HUMANITIES	52	68.4	12.7
Slovene Studies, 1 st cycle	3	27.3	0.7
Slovene Studies, 2 nd cycle	1	16.7	0.2
Slovene Studies, 2 nd cycle (education studies major)	0		0.0
Cultural History, 1 st cycle	3	33.3	0.7
Migrations and Intercultural Relations (Erasmus Mundus)	45	100.0	11
GRADUATE SCHOOL	45	68.2	11.0
Economics and Techniques for the Conservation of the Architectural and Environmental Heritage, 3 rd cycle	5	100.0	1.2
Physics, 3 rd cycle	13	65	3.2
Humanities, 3 rd cycle	5	50	1.2
Cognitive Science of Language, 3 rd cycle	1	50	0.2
Karstology, 3 rd cycle	6	85.7	1.5
Molecular Genetics and Biotechnology, 3 rd cycle	8	88.9	2
Environmental Sciences, 3 rd cycle	7	53.8	1.7
TOTAL	186	45.5	45.5

Proportion of students by faculty 2017/18

PROGRAMME	Total no	Proportion (%)
SCHOOL OF ENGINEERING AND MANAGEMENT	123	30.1
Engineering and Management, 1 st cycle	94	23
Engineering and Management, 1 st cycle, part-time	4	1.0
Engineering and Management, 2 nd cycle	25	6.1
SCHOOL OF VITICULTURE AND ENOLOGY	29	7.1
Viticulture and Enology, 1 st cycle	29	7.1
SCHOOL OF ARTS	53	13
Digital Arts and Practices, 1 st cycle	38	9.3
Media Arts and Practices, 2 nd cycle	15	3.7
SCHOOL OF APPLIED SCIENCES	18	4.4
Physics, 1 st cycle	15	3.7
Physics, 2 nd cycle	3	0.7
SCHOOL OF ENVIRONMENTAL SCIENCES	44	10.8
Environment, 1 st cycle	26	6.4
Environment, 2 nd cycle	18	4.4
SCHOOL OF HUMANITIES	76	18.6
Slovene Studies, 1 st cycle	11	2.7
Slovene Studies, 2 nd cycle	6	1.5
Slovene Studies, 2 nd cycle (education studies major)	5	1.2
Cultural History, 1 st cycle	9	2.2
Migrations and Intercultural Relations (Erasmus Mundus)	45	11
GRADUATE SCHOOL	66	16.1
Economics and Techniques for the Conservation of the Architectural and Environmental Heritage, 3 rd cycle	5	1.2
Physics, 3 rd cycle	20	4.9
Humanities, 3 rd cycle	10	2.4
Cognitive Science of Language, 3 rd cycle	2	0.5
Karstology, 3 rd cycle	7	1.7
Molecular Genetics and Biotechnology, 3 rd cycle	9	2.2
Environmental Sciences, 3 rd cycle	13	3.2
TOTAL	409	100

Average academic grades, student progress and average duration of study by faculty and programme 2017/18

PROGRAMME	Average grade	Progress (%)	Average duration of study (years)
SCHOOL OF ENGINEERING AND MANAGEMENT	7.79	25.62	4.89
Engineering and Management, 1 st cycle	7.62	23.36	4.8
Engineering and Management, 2 nd cycle	8.6	42.86	5
SCHOOL OF VITICULTURE AND ENOLOGY	7.63	25	6.83
Viticulture and Enology, 1 st cycle	7.63	25.00	6.83
SCHOOL OF ARTS	9.02	83.87	5.92
Digital Arts and Practices, 1 st cycle	8.89	86.96	5.92
Media Arts and Practices, 2 nd cycle	9.43	75	0
SCHOOL OF SCIENCE	8.26	57.14	3.15
Physics, 1 st cycle	7.97	40	3.08
Physics, 2 nd cycle	8.89	100.0	3.19
SCHOOL OF ENVIRONMENTAL SCIENCES	8.23	47.22	3.58
Environment, 1 st cycle	7.98	36.84	4.3
Environment, 2 nd cycle	8.47	58.82	2.96
SCHOOL OF HUMANITIES	8.44	69.77	2.78
Slovene Studies, 1 st cycle	8.71	50	5.97
Slovene Studies, 2 nd cycle	7.67	0	3.66
Slovene Studies, 2 nd cycle (education studies major)	8.35	100	-
Cultural History, 1 st cycle	8.17	45.45	3.66
Migrations and Intercultural Relations (Erasmus Mundus)		100	1.79
GRADUATE SCHOOL	9.51	73.91	5.04
Economics and Techniques for the Conservation of the Architectural and Environmental Heritage, 3 rd cycle	completed	28.57	6.75
Physics, 3 rd cycle	9.67	81.82	4.04
Humanities, 3 rd cycle	9.45	77.78	5.58
Cognitive Science of Language, 3 rd cycle	9.36	66.67	-
Karstology, 3 rd cycle	9.7	60	6.67
Molecular Genetics and Biotechnology, 3 rd cycle	9.3	100	4.33
Environmental Sciences, 3 rd cycle	8	100	4.85
Economics and Techniques for the Conservation of the Architectural and Environmental Heritage (Master's)			4.25
TOTAL	8.30	47.76	3.95

13.5 Recruitment of new students to UNG programmes

In 2013 UNG created a new position, that of UNG student enrolment officer, in order to bring together all activities aimed at increasing enrolment numbers. Recent years have seen a fall in the number of students, which has compelled UNG to introduce appropriate strategies and to try to involve all stakeholders in student recruitment. The enrolment officer works with the UNG Careers Centre, Public Relations Office and International Office, and with UNG faculty and school management. This post was first advertised and occupied in 2013 (the organisation of promotional activities had previously been shared between the Public Relations Office, the International Office and the Careers Centre). The enrolment officer's main task is to organise promotional events, write announcements for the website, prepare promotional material, and carry out other activities aimed at recruiting and providing information to new students. The enrolment officer is also responsible for ensuring greater coordination of the professional work performed before, during and after the completion of student enrolment in specific study programmes.

The enrolment officer's tasks are:

- to organise promotional events at UNG (information days, open days, UNG Week, etc.);
- to organise presentations at education fairs in Slovenia and abroad (Informativa, knowledge markets, careers fairs, education fairs abroad, etc.) and at other events aimed at promoting higher education, and presentations at schools and other institutions in Slovenia and abroad;
- to organise activities at UNG as part of the Ministry of Education, Science and Sport's "Study in Slovenia" initiative, which is carried out by the Republic of Slovenia Centre for Mobility and European Educational and Training Programmes (CMEPIUS) with the aim of recruiting international students, organise joint appearance at fairs and online presentations abroad, prepare promotional texts, organise various events to promote "Study in Slovenia" and UNG abroad, and help formulate annual plans for activities within the "Study in Slovenia" initiative;
- to organise the presentation of study opportunities at UNG, lectures by UNG staff for general and expert audiences and other forms of cooperation at other events at primary and secondary schools, student clubs, societies and other education establishments both at home and abroad;
- to establish regular ties, partnerships and other forms of cooperation with education institutions at home and abroad, and take part in the preparation of mutual cooperation agreements;
- to organise tours of UNG laboratories and workshops for pupils and students;
- to oversee the preparation of printed and other promotional materials (prospectuses, posters, online announcements, etc.) and the updating of content on UNG websites aimed at providing information for potential students;
- to oversee presentations of UNG on websites aimed at educational opportunities and the publication of content connected with the recruitment of students to UNG via social network channels;
- to prepare background documents for acquiring candidates for enrolment;

- to carry out professional, administrative and other work;
- to examine possible new channels for providing candidates with information on the benefits of enrolling at UNG and on the programmes it offers;
- to promote UNG in the wider sense in order to raise the general profile of UNG in the local environment, in Slovenia and abroad;
- to take part in higher education internationalisation and mobility projects, and various student projects (e.g. the “Creative Path to Knowledge” project);
- to take part in the implementation of projects, events and activities to promote science, particularly in terms of raising general public awareness of the vocational skills that different fields of science offer;
- to assist in bringing UNG students and staff into the promotional process;
- to carry out professional, administrative and other work connected with the areas listed above.

13.6 Activities to recruit new students to UNG programmes (2018/19)

In 2018, in accordance with the UNG Long-Term Development Strategy (2016), the UNG Teaching Development Strategy (2018) and the Strategy of Internationalisation of Slovenian Higher Education 2016–2020 (and the associated provisions of the Agreement on Participation in the National “Study in Slovenia” Initiative), the student enrolment officer produced a Report on University of Nova Gorica Promotional Activities from October 2016 to May 2018 for the UNG Governing Board. Based on the enrolment data collected and interpreted in the report and applying to the 2015/16 academic year onwards, we can say that UNG’s promotional activities do contribute to increased enrolment at the university, particularly in the recruitment of candidates from abroad. We therefore continued the promotional activities as planned in 2018/19.

The number of international students at UNG increased from 131 to 196 between 2015/16 and 2018/19 – a rise of 49.6%. The growth in the number of international students is continuing into 2019/20, with the number rising to 224 – a 14.3% increase in comparison with 2018/19 and a 71% increase in comparison with 2015/16. There is a particularly marked increase in the number of students from certain priority regions: Bosnia and Herzegovina (increase from 3 to 19 in 2018/19, 533.3% increase in comparison with 2015/16; increase to 26 in 2019/20, 36.8% increase in comparison with 2018/19 and 866.7% increase in comparison with 2015/16); North Macedonia (increase from 8 to 28 in 2018/19, 250% increase in comparison with 2015/16; increase to 30 in 2019/20, 7.1% increase in comparison with 2018/19 and 275% increase in comparison with 2015/16); Serbia (increase from 6 to 17 in 2018/19, increase of 183.3% in comparison with 2015/16; increase to 36 in 2019/20, 111.7% increase in comparison with 2018/19 and 500% increase in comparison with 2015/16); Kosovo (increase from 0 to 5 in 2018/19, 500% increase in comparison with 2015/16; increase to 9 in 2019/20, 80% increase in comparison with 2018/19 and 800% increase in comparison with 2015/16).

In contrast to the increase in the number of international students, the proportion of home students enrolling at the university continues to fall. According to figures from the UNG Student Office, they accounted for 49.87% of the student body in 2018/19, with this figure falling to 46.15% in 2019/20. According to figures from the Report on University of Nova

Gorica Promotional Activities from October to May 2018, in some cases the fall in the number of enrolments/applications for certain programmes coincided with changes relating to the implementation of the study programme – for example, the School of Engineering and Management’s change of location from Rožna Dolina to Vipava in October 2017, where the large fall in the number of students occurred exactly between the 2016/17 and 2017/18 academic years (34 EU students were enrolled in the first-cycle Engineering and Management course in 2016/17 – 32 from Slovenia, 2 from Italy – while this number fell to a mere 16 in 2017/18 – 15 from Slovenia and one from Italy, which is a fall in enrolment in this programme from Slovenia and other EU Member States of more than 50%). Another example is the change in tuition fees/change in the co-financing of tuition fees, with a large fall in the number of second-cycle students being seen in the Environment course: from 15 in 2016/17 (14 from Slovenia and one from Italy) to one (home) student in 2017/18. This fall was likely to have occurred as a result of the fact that UNG no longer covered tuition costs from its own funds in 2017/18, with candidates enrolling in the 2017/18 and 2018/19 academic years having to pay tuition fees, as study was no longer part of a concession arrangement. Therefore, in the 2018/19 academic year as well, there were no students enrolled in the first year of the second-cycle Environment course and only one (home) student in 2019/20.

While there was a very marked fall in the number of home students undertaking doctoral studies in 2018/19 (which can be linked to the reduction in the number of places for young researchers, fewer scholarship opportunities and other forms of co-financing of doctoral studies, and increased tuition costs, with the duration of all UNG doctoral programmes having been increased from three to four years from 2017), the number of home students on doctoral programmes rose slightly in 2019/20 to 23 or 40.4% (in comparison with 19 in 2018/19, or 34.6%).

Priority tasks in 2018/19

a) Priority tasks in Slovenia

- to increase interest in studying at UNG in the home region (strengthening of cooperation with local secondary schools, increase in the university’s profile in the local environment in the wider sense, improvements to online advertising and promotion, the provision of different options for collaborating at an individual level with UNG, e.g. summer schools, mentoring programmes, competitions, etc.), cooperation with local organisations that work with young people, student dormitories, school advisory services, cultural organisations, etc.;
- to continue providing enrolment candidates, UNG students and others with information via the new “Study at UNG” Facebook page;
- to motivate UNG staff to do everything in their power to contribute to promoting and raising UNG’s profile in the local environment and beyond.

b) Priority tasks for the recruitment of international students

We have drawn up plans to bolster the promotion of UNG study among potential international students via a variety of activities.

The priority regions in 2018/19 remain the following:

- The Balkans, particularly the countries of the former Yugoslavia and predominantly from the point of view of providing information to candidates regarding the study options in Slovenia, free of tuition fees for first- and second-cycle concession-granted programmes (pursuant to intergovernmental agreements with Serbia, North Macedonia, Bosnia and Herzegovina, Kosovo and Montenegro), the bolstering of activities in the regions in which the success of promotional activities is most marked (increased number of student enrolments), and the continuation of cooperation with certain secondary schools in Bosnia and Herzegovina, Serbia and North Macedonia.

Our Balkans-related activities involved participation at fairs, the “Study in Slovenia” initiative, articles and papers in the media, contact with personal acquaintances and visits to schools, promotional activities elsewhere (conferences, summer schools), online advertising on sites for (potential) students in the countries of the region, and the provision of information on the UNG website and on UNG social media accounts.

- Former Soviet countries: promotion has been strengthened via the 2 TM, d.o.o. company, participation at fairs, promotional material, and the publication of UNG student testimonies on the “Study in Slovenia” website.

- Slovenes in Italy: continuation of previous forms of cooperation with a partner school, the Slovene-language liceo in Gorizia (opportunities for a period of study at UNG, invitations to other UNG events, hosting of UNG lecturers at the school and, for the first time in 2018/19, the organisation of a special information day at UNG for pupils from the liceo and from the Slovene-language technical school in Gorizia), presentation at the 2018 Laboratory of the Future in Trieste, and an open day organised by the Klub zamejskih študentov (a club representing Slovene students from neighbouring countries), which is the largest event for promoting Slovenian higher education in Italy. We also carry out promotional activities with the Slovene Research Institute (SLORI) as part of the EDUKA2 project (teacher training with a presentation of teaching materials, etc.).

- The stepping-up of promotion on social networks (online information days in collaboration with “Study in Slovenia” and “Study in Europe”).

In March 2018 the enrolment officer also introduced a new “study at UNG” Facebook page to provide UNG students and enrolment candidates with information.

b) Priority tasks in Slovenia

- to increase interest in studying at UNG in the home region (strengthening of cooperation with local secondary schools, increase in the university’s profile in the local environment in the wider sense, online advertising and promotion, the provision of different options for collaborating at an individual level with UNG, e.g. summer schools, mentoring programmes, competitions, etc.), cooperation with local organisations that work with young people, student dormitories, school advisory services, cultural organisations, etc.;

– to provide UNG students and enrolment candidates with information via the new “Study at UNG” Facebook page.

c) Promotion at the Informativa 2019 fair

Given the positive responses to the promotional activities carried out at this fair, we will draw up a plan containing the most effective activities, which will then be provided to visitors to Informativa 2020.

Other tasks and activities

a) UNG promotion among potential student athletes

We will continue cooperation and information activities via sports clubs, secondary schools and at various events.

b) Preparation of new UNG promotional materials

In 2018/19 we overhauled the general UNG leaflet in Slovene and English, and produced English versions of brochures for all UNG teaching units. We also produced UNG posters in English.

c) Enhancement of cooperation with secondary schools (and other secondary and primary schools in Slovenia and abroad)

We are maintaining previous forms of cooperation with secondary schools and studying the possibility of introducing new forms of cooperation (workshops and similar).

Activities to recruit new students to UNG programmes (2018/2019)

In the 2018/19 academic year we conducted the following activities to recruit new students to UNG study programmes:

- organisation of promotional events at UNG (information days, including online information days, 2018 UNG Week, etc.);
- organisation of a special UNG information day for pupils attending Slovene-language schools in Italy;
- presentation at Informativa 2019, the main education fair in Slovenia;
- successful involvement in the Ministry of Education, Science and Sprt/CMEPIUS “Study in Slovenia” initiative and in the 2018/19 scholarship and higher education fairs in Rijeka and Zagreb, Croatia, EDUfair 2019 in Belgrade, Novi Sad, the 2019 higher education fair in Kruševac, Serbia, Pristina Education Fair 2019 in Kosovo, and the 2019 scholarship and higher education fair in Sarajevo, etc.);

- continuation of cooperation with 2TM, d.o.o. on the recruitment of students from abroad, particularly Russia and Ukraine, including promotion through the company's own channels;
- presentation of UNG at secondary schools abroad (Skopje, Štip, Strumica, Vinica and Kočani – North Macedonia; Sarajevo, Bugojno, Tuzla, Banja Luka, Visoko, Vogošća, Istočno Sarajevo, etc. – Bosnia and Herzegovina; Belgrade, Sremska Mitrovica, Kruševac, Niš, etc. – Serbia; Pristina – Kosovo) and at other events abroad aimed at promoting higher education, including distance learning, e.g. via events at Slovenian embassies abroad, the Slovenian consulate-general in Klagenfurt, Austria, etc.);
- presentations at schools and participation at fairs, at presentations of study programmes in Slovenia and among Slovenes living abroad organised by schools or school centres and student clubs, and at other education, cultural and sporting events ("Izberi si svoj študij 2018" (Choosing your area of study) at Nova Gorica Adult Education Centre and Northern Primorska Regional Development Agency (RRA), the 21st Sončkov Dan, a day of events organised by the Sonček sports society (promoting the university among potential student athletes), academic fairs in Ptuj, Novo Mesto, Murska Sobota, Celje (Celje secondary school of catering and tourism), Kranj (Gimnazija Kranj, Gimnazija F. Prešerna Kranj – the "Students to pupils" event organised by Kranj students' club) and Nova Gorica, a presentation at the open day organised in 2018 by the Klub zamejskih študentov (a club representing Slovene students from neighbouring countries) in Opicina, Italy, a presentation at the 2018 Laboratory of the Future in Trieste (the largest event for the promotion of Slovenian higher education in Italy, organised by the Federation of Slovenian Sports Societies in Italy, etc.);
- coordination of lectures for general and expert audiences by UNG lecturers and other events at primary and secondary schools, student clubs and societies, and other education institutions (e.g. writing workshops at the Slovene-language liceo in Gorizia for the English essay that forms part of the matura school-leaving examination, workshops on intercultural communication for the Slovene-language liceo in Gorizia and pupils at the 28. juni mixed secondary school in Bosnia and Herzegovina (Istočno Sarajevo), etc.);
- organisation of tours of UNG research laboratories and centres, and workshops for school students at UNG premises;
- demonstrations of experiments at events aimed at promoting science among young people (Zotkini Talenti 2019, etc.);
- opportunities for school students to undertake periods of practical training at UNG (students at the Slovene-language liceo in Gorizia, Nova Gorica school centre/Šempeter pri Gorici biotechnical school, Gimnazija Nova Gorica and other schools), and mentoring students for seminar papers (Gimnazija Tolmin);
- the launching of a new "Study at UNG" Facebook page to provide information to UNG students and candidates for enrolment at UNG from Slovenia and abroad, which had led to a noticeable rise in followers and therefore more frequent enquiries to the enrolment officer via Facebook Messenger (with the officer replying to questions asked by candidates);

- the organisation of online UNG information days and live presentations via “Study in Slovenia” and “Study in Europe”.

UNG website, UNG social media accounts and database maintenance

In 2018/19 we:

- continued all established and planned activities, with particular attention given to reminding UNG units to update their websites and official Facebook pages;
- while the representative of the Public Relations Office was intensively engaged in publishing items on the official UNG social media pages (Facebook, Instagram, LinkedIn), the UNG enrolment officer continued to publish content on the UNG “Study at UNG” Facebook page for students and potential students, which was started in 2018, as well as on other sites (e.g. “Study in Slovenia”);
- introduced the first paid-for Facebook content for disseminating information on information days and invitations to enrol at UNG on Facebook (on the official UNG Facebook page), in Slovenia as well as in other selected countries;
- collected new testimonies from international UNG students on their satisfaction with UNG study, and published them in Slovene and English on the UNG website, UNG Facebook pages and the “Study in Slovenia” pages.

Promotional material, advertising and media announcements

In 2018/19 we:

- updated and printed UNG leaflets in Slovene and English, and faculty leaflets in English, produced an English-language poster, and published advertisements in English and Serbian;
- updated the UNG PowerPoint presentation in the Serbian, Bosnian, Croatian, Montenegrin and Macedonian languages);
- advertised on websites in Serbia (prijemni.infostud.com and najstudent.com);
- presented the university in the pages of Maturant, a Macedonian magazine aimed at pupils in their final years at secondary school.

Partner and other schools

In 2018/19 we:

- continued all ongoing forms of cooperation with partner and other schools (organisation of practical training, workshops and academic excursions, etc. – Nova Gorica school centre, Gimnazija Nova Gorica, Veno Pilon Ajdovščina primary school, Postojna school centre, Ljubljana biotechnical education centre (BIC), Vegova (technical electrotechnical and computer science school and upper secondary school in Ljubljana), and the Slovene-language liceo and Slovene-language technical school in Gorizia, as well as presentations at secondary schools in Bosnia and Herzegovina, Serbia, North Macedonia and Kosovo).

Creating links and partnerships

In 2018/19 we:

- continued our cooperation with 2TM, poslovne storitve, d.o.o., a company involved in recruiting international students for study in Slovenia (organisation of visits by company representatives to UNG, presentations of UNG study programmes, provision of information on study at UNG to the company's clients, presentations of UNG at fairs in Russia, Ukraine, etc.);
- made efforts, via various contacts abroad, to set up a scheme for recruiting students to UNG.

Athletes

In 2018/19 we:

- provided study support and counselling to student athletes (meetings attended by athletes, the dean and the enrolment officer, contacts with the athletes' parent clubs, etc.);
- acquired new testimonies from student athletes aimed at informing potential student athletes of the benefits of studying at UNG.

Miscellaneous

- At the UNG representative for the "Study in Slovenia" initiative, the enrolment officer took part in a study visit to Estonia, which took in the universities of Tallinn and Tartu and the Estonian agency for mobility. The aim of the visit was to study cases of best practice in recruiting students and encouraging mobility. All three of these organisations have been recognised internationally as highly successful. Using the report she compiled on the study visit, the enrolment officer detailed those cases of best practice she encountered in Estonia that could be applied to the student recruitment system at UNG.
- Working as part of the Student Innovative Projects for Social Good (ŠIPK) and a project to raise children's environmental awareness through experiences in nature, we supplemented our activities by publishing an educational story titled "Bistnine dogodivščine" (in Slovene, although we have started to translate it into English), which we are distributing to schools, children and parents as promotional and educational material.
- We inducted new UNG student ambassadors on a regular basis.
- We explored possible new channels for providing school students with information on the benefits of enrolling at UNG and on the programmes it offers (paid-for announcements on social networks, promotion via alumni, etc.).

13.7 Activities to recruit new students to UNG programmes (2017/18)

In 2017 the enrolment officer drafted a UNG promotion plan for the 2017/18 academic year, which took as its basis the university's vision and strategy, that of the Strategy of Internationalisation of Slovenian Higher Education 2016–2020, local needs and the needs of other stakeholders. When planning the promotion of study programmes abroad, we took into account the provisions of the Agreement on Participation in the National "Study in Slovenia" Initiative.

In May 2018 (for the 2018/19 academic year), the enrolment officer produced a Report on University of Nova Gorica Promotional Activities from October to May 2018 for the UNG Governing Board and, based on the enrolment data collected and interpreted in the report and applying to the 2015/16 academic year onwards, we can say that UNG's promotional activities do contribute to increased enrolment at the university, particularly in the recruitment of candidates from abroad.

The number of international students at UNG increased from 131 to 196 between 2015/16 and 2018/19 – a rise of 49.6%. There is a particularly marked increase in the number of students from certain priority regions: Bosnia-Herzegovina (increase from 3 to 19 in 2018/19, i.e. 533.3% increase), Macedonia (increase from 8 to 28, i.e. 250%), Serbia (increase from 6 to 17, i.e. 183.3%), and Kosovo (from 0 to 5, i.e. 500%).

In contrast to the increase in the number of international students, the proportion of home students enrolling at the university is falling. According to figures from the UNG Student Office from November 2018, they accounted for 49.87% of the student body in the 2018/19 academic year. According to figures from the Report on University of Nova Gorica Promotional Activities from October to May 2018, in some cases the fall in the number of enrolments/applications for certain programmes coincided with changes relating to the implementation of the study programme – for example, the School of Engineering and Management's change of location from Rožna Dolina to Vipava in October 2017, where the large fall in the number of students occurred exactly between the 2016/17 and 2017/18 academic years (34 EU students were enrolled in the first-cycle Engineering and Management course in 2016/17 – 32 from Slovenia, 2 from Italy – while this number fell to a mere 16 in 2017/18 – 15 from Slovenia and one from Italy, which is a fall in enrolment in this programme from Slovenia and other EU Member States of more than 50%). Another example is the change in tuition fees/change in the co-financing of tuition fees, with a large fall in the number of second-cycle students being seen in the Environment course: from 15 in 2016/17 (14 from Slovenia and one from Italy) to one (home) student in 2017/18. This fall was likely to have occurred as a result of the fact that UNG no longer covered tuition costs from its own funds in 2017/18, with candidates enrolling in the 2017/18 and 2018/19 academic years having to pay tuition fees, as study was no longer part of a concession arrangement.

There was a very marked fall in the number of home students and students from other EU Member States studying for doctorates. The main reasons for this fall in enrolment were the reduction in the number of young researcher positions, fewer opportunities for doctoral scholarships and fewer forms of co-financing available for doctoral studies. The increase in tuition fees resulting from the extension of the duration of all UNG doctoral programmes to four years, which started in 2017, also perhaps had a partial impact on numbers.

Priority tasks in 2017/18

a) Strengthening promotional activities abroad

We have drawn up plans to bolster the promotion of UNG study among potential international students via a variety of activities.

The priority regions in 2017/18 are:

- The Balkans, particularly the countries of the former Yugoslavia and predominantly from the point of view of providing information to candidates regarding the study options in Slovenia, free of tuition fees for first- and second-cycle concession-granted programmes (pursuant to intergovernmental agreements with Serbia, North Macedonia, Bosnia and Herzegovina, Kosovo and Montenegro), the bolstering of activities in the regions in which the success of promotional activities is most marked (increased number of student enrolments), the expansion of cooperation with certain schools in Bosnia and Herzegovina, Serbia and Macedonia, and the introduction of activities in Kosovo.

Our Balkans-related activities involved participation at fairs, the “Study in Slovenia” initiative, articles and papers in the media, contact with personal acquaintances and visits to schools, promotional activities elsewhere (conferences, summer schools), online advertising on sites for (potential) students in the countries of the region, the provision of information on the UNG website (UNG e-info point) and UNG social media accounts.

- Former Soviet countries: promotion has been strengthened via the 2 TM, d.o.o. company, participation at fairs, promotional materials, e-info points and the publication of UNG student testimonies on the “Study in Slovenia” website.

- Slovenes in Italy: continuation of previous forms of cooperation with a partner school, the Slovene-language liceo in Gorizia (opportunities for a period of study at UNG, annual academic excursion, presentation of UNG study opportunities at school, invitations to other UNG events, hosting of UNG lecturers at the school, etc.). We also carry out promotional activities with the Slovene Research Institute (SLORI) as part of the EDUKA2 project. We would also like to boost the university’s profile among lower secondary schools, including through teaching staff who are UNG students/graduates (establishment of cooperation with the Slovene-language technical school in Gorizia) and presentations at the 2017 Laboratory of the Future, which is the biggest event for the promotion of Slovenian higher education in Italy.

- SE Asia and China: continuation of student recruitment, with profile being increased in cooperation with the “Study in Slovenia” programme and via the university’s own activities and the e-info point for international students at UNG.

- Stepping-up of promotion on social networks (online information days on Facebook, live infrastructure presentations, mostly in collaboration with “Study in Slovenia” but also with “Study in Europe”). In March 2018 the enrolment officer also introduced a new “Study at UNG” Facebook page to provide UNG students and enrolment candidates with information.

b) Priority tasks in Slovenia

- to increase interest in studying at UNG in the home region (strengthening of cooperation with local secondary schools, increase in the university’s profile in the local environment in the wider sense, online advertising and promotion, the provision of different options for collaborating at an individual level with UNG, e.g. summer schools, mentoring programmes, competitions, etc.), cooperation with local organisations that work with young people, student dormitories, school advisory services, cultural organisations, etc.;

– to provide UNG students and enrolment candidates with information via the new “Study at UNG” Facebook page.

c) Promotion at the Informativa 2018 fair

Given the positive responses to the promotional activities carried out at this fair, we will draw up a plan containing the most effective activities, which will then be provided to visitors to Informativa 2017.

Other tasks and activities

a) UNG promotion among potential student athletes

We will continue to work with and communicate through sports clubs, and with Gimnazija Šiška in Ljubljana (presentation of UNG at their careers days), and establish cooperation with Brda and Primorje Ajdovščina football clubs.

b) Implementation of activities planned in the application to the call for proposals for the international of higher education in Slovenia 2016

In November 2017 we completed the planned activities for improving the internationalisation process at UNG, with the student enrolment officer helping to set up an info point and e-info point for international students and staff, prepare new UNG promotional material in English (along with selected materials in Russian), and promote Slovene-language courses for international students and staff.

c) Enhancement of cooperation with partner secondary schools (and other secondary and primary schools in Slovenia and abroad)

We are retaining and upgrading the forms of partnership with secondary schools employed up to now. We would like to upgrade possible forms of cooperation with secondary schools in the wider sense. New forms of cooperation with schools abroad are planned.

Activities to recruit new students to UNG programmes (2017/18)

In the 2017/18 academic year we conducted the following activities to recruit new students to UNG study programmes:

- organisation of promotional events at UNG (information days, including online information days, 2017 UNG Week, etc.);
- organisation of events following European Researchers' Night 2017 (research trips to UNG for secondary school students who won prizes at the event;
- presentation at Informativa 2018, the main education fair in Slovenia;
- successful involvement in the Ministry of Education, Science and Sprt/CMEPIUS “Study in Slovenia” initiative and in the 2017/18 scholarship and higher education fairs in Rijeka and Zagreb, Croatia, EDUfair 2018 in Belgrade, the 2018 higher education fair in Kruševac, Serbia, the 2018 scholarship and higher education fair in

Novi Sad, Pristina Education Fair 2018 in Kosovo, and the 2017 Sarajevo Education Fair, etc.);

- continuation of cooperation with 2TM, d.o.o. on the recruitment of students from abroad, particularly Russia and Ukraine, including promotion through the company's own channels;
- presentation of UNG at secondary schools abroad (Skopje, Ilinden, Štip, Strumica, Vinica and Kočani – Macedonia; Sarajevo, Bihać, Velika Kladuša, Cazin, Tuzla, Banja Luka, Teslić, Tešanj, Vogošća, Jablanica, Mostar, etc. – Bosnia and Herzegovina; Belgrade, Sremska Mitrovica, Kruševac, Niš, etc. – Serbia; Pristina – Kosovo) and at other events abroad aimed at promoting higher education, including distance learning, e.g. via events at the Slovenian embassy in Washington DC, the Slovenian consulate-general in Klagenfurt, Austria, etc.);
- presentation at schools and participation at fairs, at presentations of study programmes in Slovenia and among Slovenes living abroad organised by schools or school centres and student clubs, and at other education, cultural and sporting events (“Izberi si svoj študij 2017” (Choosing your area of study) at Nova Gorica Adult Education Centre and Northern Primorska Regional Development Agency (RRA), the 21st Sončkov Dan, a day of events organised by the Sonček sports society (promoting the university among potential student athletes), academic fairs in Ptuj, Novo Mesto, Murska Sobota, Celje (Celje secondary school of catering and tourism), Kranj (Gimnazija Kranj, Gimnazija F. Prešerna Kranj – the “Students to pupils” event organised by Kranj students’ club) and Nova Gorica, a presentation at the open day organised in 2018 by the Klub zamejskih študentov (a club representing Slovene students from neighbouring countries) at Opicina, Italy, a presentation at the 2017 Laboratory of the Future in Trieste (the largest event for the promotion of Slovenian higher education in Italy organised by the Federation of Slovenian Sports Societies in Italy, etc.);
- coordination of lectures for general and expert audiences by UNG lecturers and other events at primary and secondary schools, student clubs and societies, and other education institutions (e.g. the “Why are the humanities cool?” round table for students at the Slovene-language liceo in Gorizia and Gimnazija Nova Gorica, an astronomy night for students from Postojna school centre, lectures at the electrotechnical and computer science technical school, workshops on intercultural communication for the Slovene-language liceo in Gorizia and pupils at the 28. juni mixed secondary school in Bosnia and Herzegovina (Istočno Sarajevo), etc.);
- organisation of tours of UNG research laboratories and centres, and workshops for school students at UNG premises;
- demonstrations of experiments at events aimed at promoting science among young people (Zotkini Talenti 2018, etc.);
- opportunities for school students to undertake periods of practical training at UNG (students at the Slovene-language liceo in Gorizia, Nova Gorica school centre/Šempeter pri Gorici biotechnical school, Gimnazija Nova Gorica and other schools), and mentoring students for seminar papers (Gimnazija Tolmin);
- the launching of a new “Study at UNG” Facebook page to provide information to UNG students and candidates for enrolment at UNG from Slovenia and abroad, which had led to a noticeable rise in followers and therefore more frequent enquiries to the

enrolment officer via Facebook Messenger (with the officer replying to questions asked by candidates);

- the organisation of online UNG information days and live online presentations via “Study in Slovenia”: live presentation for “Study in Europe”, live Facebook presentations of “Study in Slovenia” for target countries: Croatia, Serbia, Kosovo, Bosnia and Herzegovina, Macedonia, Montenegro.

UNG website and database maintenance

In 2017/18 we:

- carried out activities to provide information to students, and particularly international students, using the e-info point, which offers remote information on UNG studies, and the info point at the university building at Vipavska cesta 13 in Nova Gorica;
- launched the “Study at UNG” promotional Facebook page;
- produced English translations of selected content from the Facebook page, and updated the translations of other website content;
- collected testimonies from international UNG students on their satisfaction with studies at the university, and published them in Slovene and English on the UNG website, UNG Facebook pages and the “Study in Slovenia” pages.
- maintained the database of schools and sports clubs.

Promotional material, advertising and media announcements

In 2017/18 we:

- printed or reprinted new and updated UNG leaflets in English, and faculty leaflets and advertisements in English and Serbian;
- contributed news items and articles on UNG enrolment procedures and promotion for the UNG Facebook profile and other websites, print media and other organisations’ websites (www.2tm.si, “Study in Slovenia”, etc.);
- prepared a PowerPoint presentation of UNG in the Serbian, Bosnian, Croatian, Montenegrin and Macedonian languages);
- advertised on websites in Serbia (prijemni.infostud.com and najstudent.com);
- presented the university in the pages of Maturant, a Macedonian magazine aimed at pupils in their final years at secondary school.

Partner and other schools

In 2017/18 we:

- continued cooperation with several schools and designed a strategy for cooperation in a number of areas (organisation of practical training, workshops and academic excursions, etc. – Nova Gorica school centre, Gimnazija Gorica, Veno Pilon Ajdovščina primary school, Postojna school centre, Ljubljana biotechnical education centre (BIC), Vegova (technical electrotechnical and computer science school and upper secondary school in Ljubljana), and the Slovene-language liceo and Slovene-language technical school in Gorizia, etc.);
- set up formal partnership cooperation with two more secondary schools abroad (SUGS Vlado Tasevski Skopje and SOU Ljupčo Santov Kočani, both in Macedonia).

Creating links and partnerships

In 2017/18 we:

- continued and expanded our cooperation with 2TM, poslovne storitve, d.o.o., a company involved in recruiting international students for study in Slovenia (organisation of visits by company representatives to UNG, presentations of UNG study programmes, provision of information on study at UNG to the company's clients, presentations of UNG at fairs in Russia, Ukraine, etc.);
- made efforts, via various contacts abroad, to set up a scheme for recruiting students to UNG.

Athletes

In 2017/18 we:

- provided study support and counselling to student athletes (meetings attended by athletes, the dean and the enrolment officer, contacts with the athletes' parent clubs, etc.);
- as part of the launching of online study at UNG, recorded more lectures and introduced even more online classrooms, making it even easier for student athletes to organise their studies);
- consolidated activities with local sports clubs, e.g. Soška power plant's kayaking club, Mlinotest Ajdovščina handball club, the Sonček sports society from Solkan (ecology hours as part of the "Poletje ob Soči" summer event, participation in Sončkovi Dnevi events, the joint Student Innovative Projects for Social Good (ŠIPK)), for the purpose of recruiting student athletes and providing young people with information on combining study with a sporting career.

Miscellaneous

- Production of the Report on University of Nova Gorica Promotional Activities from October to May 2018 (UNG enrolment officer, May 2018).
- The involvement of UNG students in various UNG promotional activities was further stepped up (active participation at UNG Week 2017, in promotional events at schools, in preparing events for school students, etc.).
- We inducted new UNG student ambassadors on a regular basis.
- We explored possible new channels for providing school students with information on the benefits of enrolling at UNG and on the programmes it offers.

13.8 Activities to recruit new students to UNG programmes (2016/17)

In 2016 we drafted a UNG promotion plan for the 2016/17 academic year, which took as its basis the university's vision and strategy, and the guidelines of the Ministry of Education, Science and Sport and of other competent institutions. When planning promotional activities aimed at the recruitment of international students, we also took into account the policies contained in the Strategy of Internationalisation of Slovenian Higher

Education 2016–2020, and coordinated the planned activities with CMEPIUS as the provider of the “Study in Slovenia” initiative and with other Slovenian universities involved in the initiative.

Plans were drawn up as follows:

Priority tasks

a) Strengthening promotional activities abroad

We have drawn up plans to bolster the promotion of UNG study among potential international students via a variety of activities.

The priority regions in 2016/17 are:

- The Balkans, particularly the countries of the former Yugoslavia and predominantly from the point of view of providing information to candidates regarding the study options in Slovenia, free of tuition fees for first- and second-cycle concession-granted programmes (pursuant to intergovernmental agreements with Serbia, Macedonia, Bosnia and Herzegovina, Kosovo and Montenegro. Candidates from Croatia are still not sufficiently aware of the fact that, as EU citizens, they are entitled to study in Slovenia free of charge on first- and second-cycle concession-granted programmes. The process of providing information on this area must therefore be strengthened. We also strengthened our activities in Croatian Istria and the other Croatian regions close to Slovenia.

Our Balkans-related activities involved participation at fairs, the “Study in Slovenia” initiative, articles and papers in the media, contact with personal acquaintances and visits to schools, promotional activities elsewhere (conferences, summer schools), online advertising on sites for (potential) students in the countries of the region. We made sure that information on the exemption from the payment of tuition fees for citizens of these countries is more visible on the UNG website. We also provided information through new promotional materials and the planned (e-)info point, which is expected to be funded under a call for proposals for the internationalisation of Slovenian higher education.

- Former Soviet countries: promotion has been strengthened via the 2 TM, d.o.o. company, participation at fairs, promotional materials, (e)-info points and, where possible, through UNG graduates and students from these regions, as well as the activities and testimonies of international UNG students on the “Study in Slovenia” website.

- Slovenes in Italy: continuation of previous forms of cooperation with a partner school, the Slovene-language liceo in Gorizia (opportunities for a period of study at UNG, annual academic excursion, presentation of UNG study opportunities at school, invitations to other UNG events, hosting of UNG lecturers at the school, etc.). We also carry out promotional activities with the Slovene Research Institute (SLORI) as part of the EDUKA2 project. We would also like to boost the university’s profile among lower secondary schools, including through teaching staff who are UNG students/graduates.

- SE Asia and China: continuation of student recruitment, with profile being increased via the “Study in Slovenia” programme and via the university’s own activities and the e-info point for international students at UNG.

b) Priority tasks in Slovenia

- to increase interest in studying at UNG in the home region (strengthening of cooperation with local secondary schools, increase in the university's profile in the local environment in the wider sense, online advertising and promotion, the provision of different options for collaborating at an individual level with UNG, e.g. summer schools, mentoring programmes, competitions, etc.), cooperation with local organisations that work with young people, student dormitories, school advisory services, cultural organisations, etc.;
- to continue online advertising campaigns: study opportunities will be detailed via online media and paid-for forms of promotion via Goclick (Facebook, Gmail, Google search engine).

c) Promotion at the Informativa 2017 fair

Given the positive responses to the promotional activities carried out at this fair, we will draw up a plan containing the most effective activities, which will then be provided to visitors to Informativa 2017.

d) Promotion via European Researchers' Night 2017

Following the positive experiences of the implementation of promotional activities as part of European Researchers' Night 2016, proposals are being drawn up to repeat those activities and to upgrade the range of activities taking place as part of European Researchers' Night 2017.

Other tasks and activities

a) Promotion among potential student athletes

We will continue to work with and communicate through sports clubs, and with Gimnazija Šiška in Ljubljana (presentation of UNG at their careers days).

b) Implementation of activities planned in the application to the call for proposals for the internationalisation of higher education in Slovenia 2016

Between September 2016 and November 2017 we are carrying out various activities to improve the internationalisation process at home, based on the envisaged funds from these sources, with the student enrolment officer helping to set up an info point and e-info point for international students and staff, prepare new UNG promotional material in English (along with selected materials in Russian), and promote Slovene-language courses for international students and staff.

c) Enhancement of cooperation with partner secondary schools (and other secondary and primary schools in Slovenia)

We are retaining and upgrading the forms of partnership with secondary schools employed up to now. We would like to upgrade possible forms of cooperation with secondary schools in the wider sense.

Activities to recruit new students to UNG programmes (2016/17)

In the 2016/17 academic year we conducted the following activities to recruit new students to UNG study programmes:

- organisation of promotional events at UNG (information days, including online information days, 2016 UNG Week, etc.);
- organisation of events as part of European Researchers' Night 2017, where we have almost doubled the number of activities and added a "Science Marathon", expanded the set of primary and secondary schools able to take part in the film and photography competition, and included bilingual schools and Slovene-language schools based in neighbouring countries (Italy, Austria and Hungary);
- presentation at Informativa 2017, the main education fair in Slovenia;
- successful involvement in the Ministry of Education, Science and Sport and CMEPIUS "Study in Slovenia" initiative and participation in the 2016/17 scholarship and higher education fairs in Rijeka, Zagreb and Zadar, Croatia, EDUfair 2017 in Belgrade, the higher education fair in Kruševac, Serbia, the Days of Education and Career 2017 in Skopje, Macedonia, the 2016 Sarajevo University Fair, etc.);
- establishment of cooperation with 2TM, d.o.o. and attempts to recruit students from abroad, particularly Russia and Ukraine, including through the company's own promotional channels (we also gave a joint presentation with the company at an international education fair in Moscow);
- presentation of UNG at secondary schools abroad and at other events abroad aimed at promoting higher education, including distance learning, e.g. via events at the Slovenian embassy in Washington DC, the Slovenian consulate-general in Klagenfurt, Austria, presentation at the Laboratory of the Future in Trieste organised by the Federation of Slovenian Sports Societies in Italy, etc.
- participation at fairs and study presentations organised by schools, school centres and student clubs ("Choosing your area of study", academic fairs in Ptuj, Novo Mesto, Murska Sobota, Celje (Celje secondary school of catering and tourism), Kranj (Gimnazija Kranj, Gimnazija F. Prešerna Kranj – the "Students to pupils" event organised by Kranj students' club), and a presentation at the open day organised in 2018 by the Klub zamejskih študentov (a club representing Slovene students from neighbouring countries) in Gorizia, Italy;
- presentations and stands at other education, cultural and sports events (Knowledge Stands 2016 and 2017 – Nova Gorica Adult Education Centre, etc.);
- organisation of lectures for general and expert audiences by UNG lecturers and other events at primary and secondary schools, student clubs and societies, and other education institutions (lectures on physics, karstology, environmental sciences, linguistics, literature, etc.);
- coordination of events aimed at partner and other schools with which UNG enjoys close ties (academic excursions for students from the Slovene-language liceo in Gorizia, Slovenske Konjice-Zreče school centre, the electrotechnical and computer science technical school and upper secondary school in Ljubljana, etc.);
- organisation of tours of UNG research laboratories and centres, and workshops for school students at UNG premises;
- demonstrations of experiments at events aimed at promoting science among young people (Zotkini Talenti, etc.);

- opportunities for school students to undertake periods of practical training at UNG (students at the Slovene-language liceo in Gorizia, Nova Gorica school centre/Šempeter pri Gorici biotechnical school, Gimnazija Nova Gorica and the Liceo D'Annunzio in Gorizia).

UNG website and database maintenance

In 2016/17 we:

- carried out activities to provide information to students, and particularly international students, using the e-info point, as envisaged in UNG's application to the call for proposals for the internationalisation of higher education, maintained and upgraded content on the UNG website aimed at providing information to potential students, their parents and student athletes, and set up an e-info point, which offers remote information on UNG studies, and an info point at the university building at Vipavska cesta 13 in Nova Gorica;
- revived the "Promote UNG" Facebook page, which had been used in past years to communicate with international students and participants in the Erasmus intensive language course;
- produced English translations of selected content from the Facebook page, and updated the translations of other website content;
- collected testimonies from international UNG students on their satisfaction with studies at the university, and published them in Slovene and English on the UNG website and UNG Facebook page;
- maintained the database of secondary school programmes, schools and sports clubs.

Promotional material, advertising and media announcements

In 2016/17 we:

- printed or reprinted new and updated UNG leaflets in English, and faculty leaflets;
- contributed news items and articles on UNG enrolment procedures and promotion for the UNG Facebook profile and other websites, print media and other organisations' websites (www.2tm.si, educa.izobrazevanje.si, and the Vipavski Glas local newspaper, etc.);
- advertised on websites in Serbia (prijemni.infostud.com and najstudent.com);
- presented the university in the pages of Maturant, a Macedonian magazine aimed at pupils in their final years at secondary school.

Partner schools

In 2016/17 we:

- consolidated cooperation with several schools and designed a strategy for cooperation in a number of areas (organisation of practical training, workshops and academic excursions, etc.);
- designed a strategy, in cooperation with partner schools, for enabling schools to help recruit students for UNG or promote the university's study programmes.

We also agreed on closer cooperation with certain other secondary schools, such as Nova Gorica school centre (technical upper secondary school and secondary nursing school).

Creating links and partnerships

In 2016/17 we:

- upgraded cooperation with the e-House in Nova Gorica (external cooperating partner for the European Researchers' Night 2017 project);
- continued and expanded our cooperation with 2TM, poslovne storitve, d.o.o., a company involved in recruiting international students for study in Slovenia (organisation of visits by company representatives to UNG, presentations of UNG study programmes, provision of information on study at UNG to the company's clients, joint appearance at an education fair in Moscow, etc.);
- made efforts, via various contacts abroad, to set up a scheme for recruiting students to UNG.

Athletes

In 2016/17 we:

- provided study support and counselling to student athletes (meetings attended by athletes, the dean and the enrolment officer, contacts with the athletes' parent clubs, etc.);
- as part of the launching of online study at UNG, recorded more lectures and introduced even more online classrooms, making it even easier for student athletes to organise their studies);
- consolidated activities with local sports clubs with which we have signed cooperation agreements (Soška power plant's kayaking club, Mlinotest Ajdovščina handball club – presentations of UNG at sporting events and receptions, distribution of promotional materials to promising young generations);
- continued our regular and successful cooperation with the Sonček sports society from Solkan (ecology hours as part of the "Poletje ob Soči" summer event, participation in Sončkovi Dnevi events, etc.) with the aim of informing young people of the links between sport and education and, consequently, of the opportunities for and importance of education for athletes even during their sporting career.

Miscellaneous

- With the aim of increasing the numbers of international students coming to study at UNG, we defined the target regions/countries that we intended to focus on (the Balkans, particularly Serbia, Macedonia, Bosnia and Herzegovina, Kosovo and Montenegro; the Russian Federation, Ukraine and other former Soviet republics, India and other South Asian countries, the Far East), and defined the methods we planned to use to promote the university in these regions.
- The involvement of UNG students in various UNG promotional activities was further stepped up (active involvement in European Researchers' Night, UNG Week 2016, etc.).
- We inducted new UNG student ambassadors on a regular basis.
- We explored possible new channels for providing school students with information on the benefits of enrolling at UNG and on the programmes it offers.

Activities to recruit new students (2015/2016)

In the 2015/16 academic year we conducted the following activities to recruit new students to UNG study programmes:

- organisation of promotional events at UNG (information days, including online information days, 2016 UNG Week, etc.);
- organisation of events as part of European Researchers' Night 2016.
- presentation at Informativa 2016, the main education fair in Slovenia;
- involvement in the Ministry of Education, Science and Sport and CMEPIUS "Study in Slovenia" initiative and participation in the 2015 scholarship and higher education fairs in Rijeka and Zagreb, Croatia, EDUfair 2016 in Belgrade, the Days of Education and Career 2016 in Skopje, Macedonia, etc., and other events aimed at promoting higher education, including distance learning, for example at events at the Slovenian embassy in Washington DC;
- participation at fairs and study presentations organised by schools, school centres and student clubs ("Choosing your area of study", academic fairs in Ptuj, Novo Mesto, Murska Sobota, Celje (Celje secondary school of catering and tourism), Kranj (Gimnazija Kranj), and a presentation of Slovenian universities at the open day organised in 2018 by the Klub zamejskih študentov (a club representing Slovene students from neighbouring countries) in Opicina, etc.;
- presentations and stands at other education, cultural and sports events (Knowledge Stand 2016 – Nova Gorica Adult Education Centre, the charity football event at Bilje in 2016, the presentation of UNG to sports students at Gimnazija Franceta Prešerna in Kranj, etc.);
- organisation of lectures for general and expert audiences by UNG lecturers and other events at primary and secondary schools, student clubs and societies, and other education institutions (lectures on physics, karstology, environmental sciences, linguistics, literature, etc.);
- coordination of events aimed at partner and other schools with which UNG enjoys close ties (academic excursions for students from the Slovene-language liceo in Gorizia, Slovenske Konjice-Zreče school centre, the electrotechnical and computer science technical school and upper secondary school in Ljubljana, etc.);
- organisation of tours of UNG research laboratories and centres, and workshops for school students at UNG premises;
- demonstrations of experiments at events aimed at promoting science among young people ("Mesto mladih" (City of Young People) 2016, Day of Technical Culture 2016 in Nova Gorica, Zotkini Talenti 2016, etc.);
- opportunities for students at the Slovene-language liceo to undertake periods of practical training at UNG students.

UNG website and database maintenance

In 2015/16 we:

- maintained and upgraded content on the UNG webpages aimed at providing information to potential students, their parents and student athletes;
- produced English translations of selected content from website, as well as of other website content that had not yet been translated;

- collected testimonies from international UNG students on their satisfaction with studies at the university, and published them in Slovene and English on the UNG website and UNG Facebook page;
- overhauled and supplemented selected content aimed at international students or enrolment candidates from abroad;
- maintained the database of secondary school programmes, sports clubs and photographs.

Promotional material, advertising and media announcements

In 2015/16 we:

- printed or produced drafts for the design and printing of new updated UNG and faculty leaflets;
- continued targeted advertising via Facebook and Gmail, and leased search strings on the Google search engine (for the region of Slovenia);
- contributed news items and articles on UNG enrolment procedures and promotion for the UNG Facebook profile and other websites, print media and other organisations' websites (www.2tm.si, educa.izobrazevanje.si, and the Vipavski Glas local newspaper, etc.);
- placed advertisements on websites aimed at students, school pupils and young people generally (studentski.net, dijaski.net, filternet.si) and on sites aimed at international students (www.studyinslovenia.si, etc.);
- presented the university in the print media in the form of advertisements, descriptions and articles on topics connected with student recruitment and student athletes (Goriška, the Primorske Novice and Delo newspapers, prospectuses aimed at school pupils and students, etc., e.g. the Dijak and Absolvent magazines);
- presented the university on two occasions in the pages of Maturant, a Macedonian magazine aimed at pupils in their final years at secondary school.

Partner schools

In 2015/16 we:

- consolidated cooperation with several schools and designed a strategy for cooperation in a number of areas (organisation of practical training, workshops and academic excursions, etc.);
- designed a strategy, in cooperation with partner schools, for enabling schools to help recruit students for UNG or promote the university's study programmes.

We also agreed on closer cooperation with certain other secondary schools, such as Gimnazija Franceta Prešerna in Kranj, where the emphasis was on student athletes.

Creating links and partnerships

In 2015/16 we:

- upgraded cooperation with the e-House in Nova Gorica (external cooperating partner for the European Researchers' Night 2016 project);
- established cooperation with the Klub zamejskih študentov, a club representing Slovene students from neighbouring countries;

- upgraded cooperation with EDUCA education institute, focusing on the education of gifted pupils (organisation of workshops, lectures for gifted pupils, etc.);
- established long-term cooperation with 2TM, poslovne storitve, d.o.o., a company involved in recruiting international students for study in Slovenia (organisation of visits by company representatives to UNG, presentations of UNG study programmes, provision of information on study at UNG to the company's clients, etc.);
- made efforts, via various contacts abroad, to set up a scheme for recruiting students to UNG.

Athletes

In 2015/16 we:

- upgraded the website for student athletes and translated into English the practical instructions on how to apply for student athlete status;
- provided study support and counselling to student athletes (meetings attended by athletes, the dean and the enrolment officer, contacts with the athletes' parent clubs, etc.);
- as part of the launching of online study at UNG, recorded more lectures and introduced even more online classrooms, making it even easier for student athletes to organise their studies);
- consolidated activities with local sports clubs with which we have signed cooperation agreements (Soška power plant's kayaking club, Mlinotest Ajdovščina handball club – presentations of UNG at sporting events and receptions, distribution of promotional materials to promising young generations);
- continued our regular and successful cooperation with the Sonček sports society from Solkan (ecology hours as part of the "Poletje ob Soči" summer event, participation in Sončkovi Dnevi events, etc.) with the aim of informing young people of the links between sport and education and, consequently, of the opportunities for and importance of education for athletes even during their sporting career.

Miscellaneous

- With the aim of increasing the numbers of international students coming to study at UNG, we defined the target regions/countries that we intended to focus on (the Balkans, particularly Serbia, Macedonia, Bosnia and Herzegovina, Kosovo and Montenegro; the Russian Federation, Ukraine and other former Soviet republics, India and other South Asian countries, the Far East), and defined the methods we planned to use to promote the university in these regions.
- We began to step up the inclusion of UNG alumni and international UNG students in UNG promotional activities.
- We inducted new UNG student ambassadors on a regular basis.
- We explored possible new channels for providing school students with information on the benefits of enrolling at UNG and on the programmes it offers.

Activities to recruit new students to UNG programmes (2014/15)

In the 2014/15 academic year we conducted the following activities to recruit new students to UNG study programmes:

- organisation of promotional events at UNG (information days, open days, UNG Week 2015, etc.);
- presentation at education fairs (Informativa 2015, Student Arena 2015, scholarship and higher education fairs in Rijeka and Zagreb, Croatia, etc.) and at other events aimed at promoting higher education;
- participation at fairs and study presentations organised by schools, school centres and student clubs (“Choosing your area of study”, “Najdisistudij”, an academic fair in Ptuj, a student marketplace in Novo Mesto, and a presentation of Slovenian universities at the open day organised in 2018 by the Klub zamejskih študentov, a club representing Slovene students from neighbouring countries, in Opicina, etc.);
- presentations and stands at other education, cultural and sports events (Knowledge Stand 2015 – Nova Gorica Adult Education Centre, e-House events, the charity football event at Bilje in 2015, etc.);
- organisation of lectures for general and expert audiences by UNG lecturers and other events at primary and secondary schools, student clubs and societies, and other education institutions (lectures on physics, karstology, environmental sciences, linguistics, literature, etc.);
- coordination of events aimed at partner schools;
- organisation of tours of UNG research laboratories and centres, and workshops for school students at UNG premises;
- involvement in the organisation of two summer schools (School of Environmental Sciences and School of Humanities);
- demonstrations of experiments at events aimed at promoting science among young people (Nova Gorica Science Festival 2015, “Mesto mladih” (City of Young People) 2015, Day of Technical Culture 2015 in Nova Gorica, Zotkini Talenti 2015, etc.).

UNG website and database maintenance

In 2014/15 we:

- maintained and upgraded content on the UNG webpages aimed at providing information to potential students, their parents and student athletes;
- produced English translations of content from the website, as well as of other website content that had not yet been translated;
- uploaded more pictorial and video material to the website;
- placed invitations to enrol, a page for athletes and a page for parents on the overhauled UNG homepage (“promoboard”);
- maintained the database of secondary school programmes, sports clubs and photographs.

Promotional material, advertising and media announcements

In 2014/15 we:

- printed new, updated prospectuses for the university and individual faculties, a prospectus for international students and staff and a leaflet for student athletes and sports clubs, and reprinted, in updated form, the University of Nova Gorica leaflet, which is aimed mainly at international doctoral students;

- printed posters for specific faculties, a poster to promote Slovenian science at UNG and a poster for student athletes;
- established targeted advertising via Facebook and Gmail, and leased search strings on the Google search engine;
- contributed news items and articles on UNG enrolment procedures and promotion for the UNG Facebook profile, other websites and other organisations' websites (www.2tm.si, lokalne-ajdovscina.si, educa.izobrazevanje.si, etc.);
- placed advertisements on websites aimed at students, school pupils and young people generally (studentski.net, dijaski.net, filternet.si) and on sites aimed at international students (www.studyinslovenia.si, etc.);
- presented the university in the print media in the form of advertisements, descriptions and articles on topics connected with student recruitment and student athletes (Goriška, the Primorske novice and Delo newspaper, prospectuses aimed at school pupils and students, etc., e.g. the Dijak and Absolvent magazines).

Partner schools

In 2014/15 we:

- consolidated cooperation with several schools and formulated strategies for cooperation in several areas (mentoring pupils in research papers, conducting workshops and helping to provide content for optional school subjects, etc.);
- signed an agreement with a further partner school involved in providing Slovene-language education abroad (the liceo in Gorizia, which is a partner school of the School of Environmental Sciences);
- designed a strategy, in cooperation with partner schools, for enabling schools to help recruit students for UNG or promote the university's study programmes.

We also agreed on closer cooperation with certain other secondary schools, such as Gimnazija Franceta Prešerna in Kranj, where the emphasis was on student athletes.

Creating links and partnerships

In 2014/15 we:

- upgraded cooperation with the e-House in Nova Gorica (participation in several events);
- established long-term cooperation with the Goriška students' club.
- established cooperation with EDUCA education institute, focusing on the education of gifted pupils (organisation of workshops, lectures for gifted pupils, etc.);
- established long-term cooperation with 2TM, poslovne storitve, d.o.o., a company involved in recruiting international students for study in Slovenia (organisation of visits by company representatives to UNG, presentations of UNG study programmes, provision of information on study at UNG to the company's clients, etc.);
- made efforts, via various contacts abroad (individuals or companies), to set up a scheme for recruiting students to UNG;
- asked UNG students and staff to establish connections with their former secondary schools and other organisations in the local environment for student recruitment purposes.

Athletes

In 2014/15 we:

- upgraded the website for student athletes and translated into English the practical instructions on how to apply for student athlete status;
- conducted several interviews with UNG student athletes and published them on the website (interviews with handball player Slavica Schuster, volleyball player Urban Česnik and basketball player Urška Kalan, etc.);
- provided study support and counselling to student athletes (meetings attended by athletes, the dean and the enrolment officer, contacts with the athletes' parent clubs, etc.);
- as part of the launching of online study at UNG, recorded more lectures and introduced even more online classrooms, making it even easier for student athletes to organise their studies);
- consolidated activities with local sports clubs with which we have signed agreements (Soška power plant's kayaking club, Mlinotest Ajdovščina handball club – presentations of UNG at sporting events and receptions, distribution of promotional materials to promising young generations, presentation of UNG to sports teams visiting from abroad).

Miscellaneous

- We drew up a strategy for involving UNG alumni in promotional activities with the aim of increasing student enrolment at UNG.
- We revised our ambassadors' PowerPoint presentation and the other material that ambassadors use when called upon to present UNG to the public.
- We organised induction for student ambassadors.
- We provided support to the International Office in relation to international student admissions and the provision of information to those students on study at UNG and life in Slovenia.
- We explored possible new channels for providing school students with information on the benefits of enrolling at UNG and on the programmes it offers.

Activities to recruit new students to UNG programmes (2013/14)

In 2013/2014 we began organising additional activities:

- Ties with the parents of pupils and students: we organised an event for parents in Postojna and drafted extra material for the website aimed at creating ties with parents.
- Activities connected with improving conditions for student athletes' study: we widened the circle of athletes in order to enable them to obtain student athlete status, and expanded the range of adjustments that could be made to the study process for student athletes. The changes came into force in the 2014/15 academic year.
- With the aim of increasing the university's profile, we commenced activities connected with "partner" schools. Each faculty selected a partner school with which to forge

closer ties. At least ten activities will be organised in collaboration with these schools, with collaboration also including the possibility of joint application for various calls for proposals.

- We began introducing online study, which has a particular impact on increasing enrolment and on student athletes' studies.
- We will provide free second-cycle education for everyone who enrolls for the first time in a study programme that provides education equivalent to the second Bologna cycle or who advances to the second year thereafter.
- We established cooperation with the e-House in Nova Gorica.

Planned activities by the student enrolment officer:

- Coordination of events with partner schools and active participation in several such events.
- Participation in activities connected with the transition to online study.
- Organisation of promotional events at UNG: UNG Week, information days, open days, etc. Visits by delegations and guests from primary and secondary schools, from other universities and from civil society organisations.
- Organisation of promotional events at fairs: Informativa, Student Arena, higher education fair in Rijeka (Croatia), fair in Klagenfurt, stand at the Zotkini Talenti event, etc.
- Organisation of presentations at fairs organised by school centres, student clubs and civil society organisations (Knowledge Stands, Science Festival, "Where after the matura exam", "Choosing your area of study", "Najdisistudij", fairs in Ptuj, Novo Mesto and Velenje, events at the technical electrotechnical and computer science school and upper secondary school in Ljubljana, etc.).
- Organisation of lectures by UNG lecturers at the Slovene-language higher education centre in Gorizia (Italy), the technical electrotechnical and computer science school and upper secondary school in Ljubljana and many other schools. The number of events of this type has increased significantly in the last year.
- Organisation of visits by local schools to UNG laboratories and the organisation of workshops at the laboratories (Solkan and Šempas primary schools, the biotechnical school, Gimnazija Nova Gorica, the technical school centre, etc.).
- Continuation and consolidation of activities with local sports clubs with which we have signed agreements (Soška power plant's kayaking club, Ajdovščina women's handball club).
- We will revise UNG website content so that information for potential students, student athletes and students' parents is collected in a systematic way.
- Preparation of short promotional brochures for individual faculties, students' parents and international students. Printing of new "Zakaj na UNG" (Why study at UNG?) brochures.
- Improvements to UNG ambassadors' presentations at promotional events (preparation and ambassadors and promotional material).

- We will carry out a survey of school pupils in order to establish which channels are most used when making a decision on future study. Drafting of a plan of activities for strengthening UNG presentations on these channels.
- Greater involvement of students and teaching staff in the process of working with secondary schools (particularly the secondary schools they themselves attended).

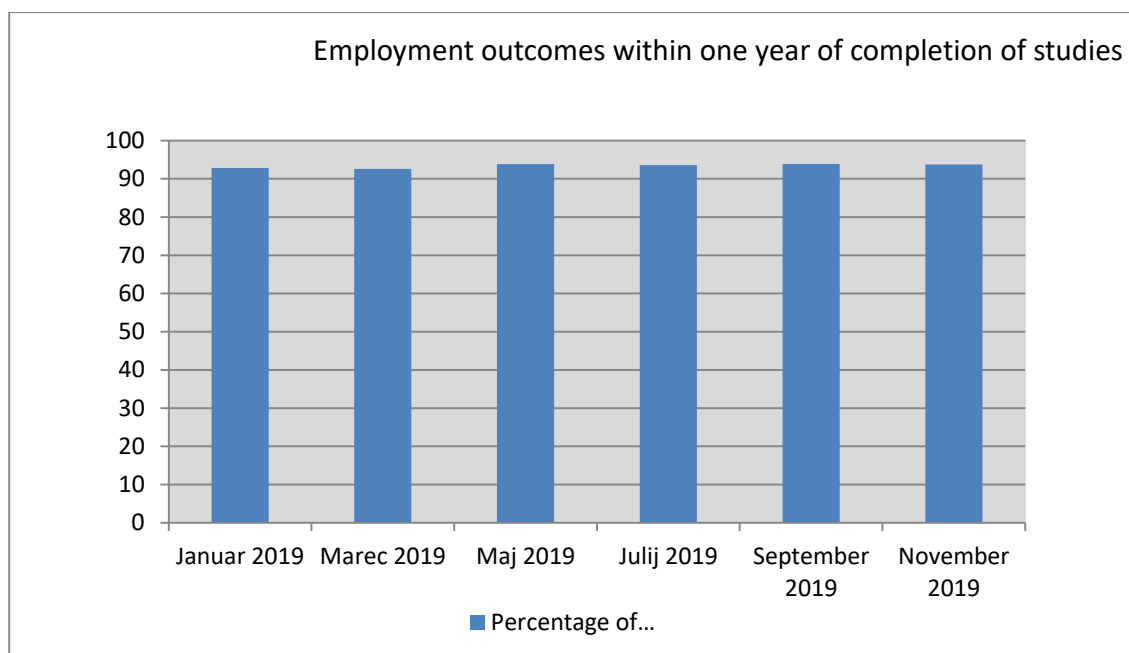
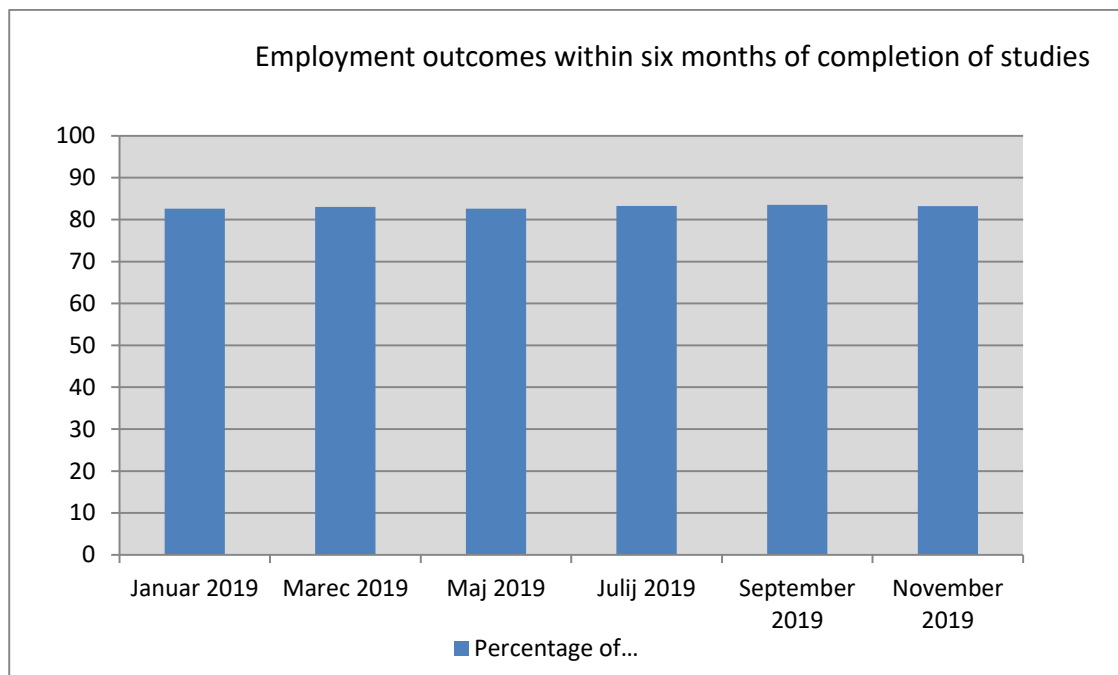
13.9 Employment outcomes of UNG graduates and holders of UNG Master's degrees and doctorates

One of the university's key strategic orientations is the desire to achieve the best possible employment outcomes for its graduates. In order to achieve this goal, it has set up the UNG Careers Centre to offer students help in finding employment. UNG aims to ensure that more than 80% of graduates and holders of a Master's degree or doctorate from UNG find employment within six months of completing their studies. Figures on the employment outcomes of holders of undergraduate degrees, Master's degrees and doctorates six months and one year after graduation are collected in the tables below at university level and that of individual Schools. The data is collected by the UNG Careers Centre. Our finding is that UNG graduates remain highly employable.

The Careers Centre surveys employment outcomes by contacting graduates by telephone. At the same time, it asks them whether they wish to be included in the database of those receiving careers and alumni news (information on job vacancies and calls for applications, invitations to university events, science evenings, exhibitions, festivals, etc.), and invites them to act as ambassadors for their School. The responses of graduates are, for the most part, positive, with the majority consenting to be kept informed via the Careers Centre and Alumni Club and to receive occasional invitations to promotional events (round tables, School presentations, etc.).

EMPLOYMENT OUTCOMES IN 2019

2019 employment outcomes of UNG graduates six months and one year after completion of studies, in graphic and table form. The figures are combined for graduates from the three most recent generations so as to increase their statistical significance.



Januar	January
Marec	March
Maj	May
Julij	July
September	September
November	November

Graphic presentation of the employment outcomes of UNG graduates six months and one year after completion of studies (2019).

Table showing the employment outcomes of graduates, by school and for the university as a whole, six months and one year after completion of studies (2019), by period. The table containing data for November 2019 also shows the percentage employed in a profession.

November 2019

SCHOOL OF ENVIRONMENTAL SCIENCES	78.38	88.24	55.17	53.33
SCHOOL OF HUMANITIES	73.08	90	26.32	22.22
SCHOOL OF SCIENCE	100	100	100	100
SCHOOL OF VITICULTURE AND ENOLOGY	81.82	90	77.78	77.78
SCHOOL OF ARTS	68.18	95.45	93.33	76.19
MASTER'S (ARCHITECTURE)	100	100	100	100
MASTER'S (old system)	92.86	93.33	100	100
DOCTORATES	83.82	98.25	89.47	94.64

September 2019

Average for School (%)	6 m	12 m
UNG	83.54	93.90
SCHOOL OF ENGINEERING AND MANAGEMENT	90.77	93.10

SCHOOL OF ENVIRONMENTAL SCIENCES	77.78	86.67
SCHOOL OF HUMANITIES	72	90
SCHOOL OF SCIENCE	0	0
SCHOOL OF VITICULTURE AND ENOLOGY	81.82	88.89
SCHOOL OF ARTS	68.18	100
MASTER'S (old system)	92.86	93.33
DOCTORATES	85.94	98.18

July 2019

Average for School (%)	6 m	12 m
UNG	83.26	93.60
SCHOOL OF ENGINEERING AND MANAGEMENT	90.32	92.98
SCHOOL OF ENVIRONMENTAL SCIENCES	77.78	86.21
SCHOOL OF HUMANITIES	70.83	89.47
SCHOOL OF SCIENCE	0	0
SCHOOL OF VITICULTURE AND ENOLOGY	81.82	87.50
SCHOOL OF ARTS	68.18	100
MASTER'S (old system)	92.86	93.33
DOCTORATES	85.94	98.08

May 2019

Average for School (%)	6 m	12 m
UNG	82.61	93.85
SCHOOL OF ENGINEERING AND MANAGEMENT	90	92.98

SCHOOL OF ENVIRONMENTAL SCIENCES	74.29	86.21
SCHOOL OF HUMANITIES	70.83	94.12
SCHOOL OF SCIENCE	0	0
SCHOOL OF VITICULTURE AND ENOLOGY	81.82	85.71
SCHOOL OF ARTS	71.43	100
MASTER'S (old system)	92.86	93.33
DOCTORATES	84.75	98.04

March 2019

Average for School (%)	6 m	12 m
UNG	83.02	92.59
SCHOOL OF ENGINEERING AND MANAGEMENT	89.66	92.73
SCHOOL OF ENVIRONMENTAL SCIENCES	75	85.71
SCHOOL OF HUMANITIES	72.73	89.47
SCHOOL OF SCIENCE	0	0
SCHOOL OF VITICULTURE AND ENOLOGY	77.78	85.71
SCHOOL OF ARTS	72.22	100
MASTER'S (old system)	92.86	93.33
DOCTORATES	84.91	95.83

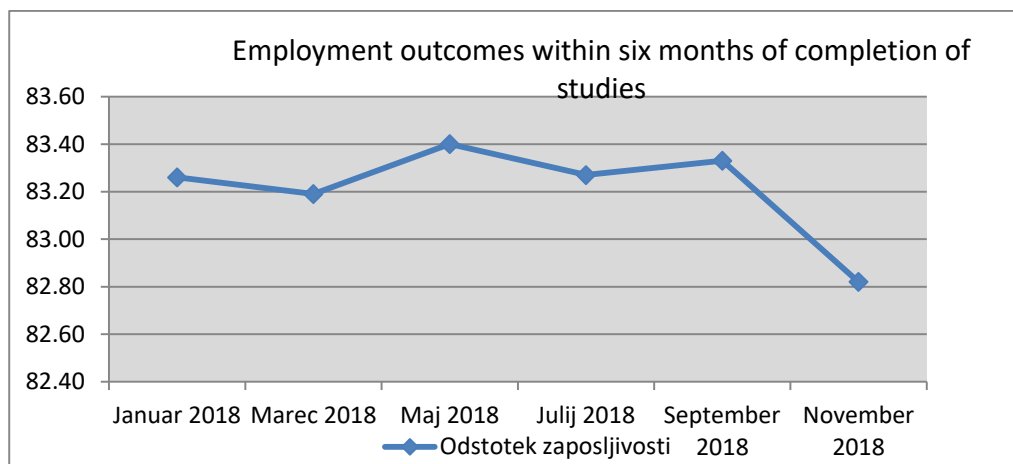
January 2019

Average for School (%)	6 m	12 m
UNG	82.61	92.82
SCHOOL OF ENGINEERING AND MANAGEMENT	89.66	94.34

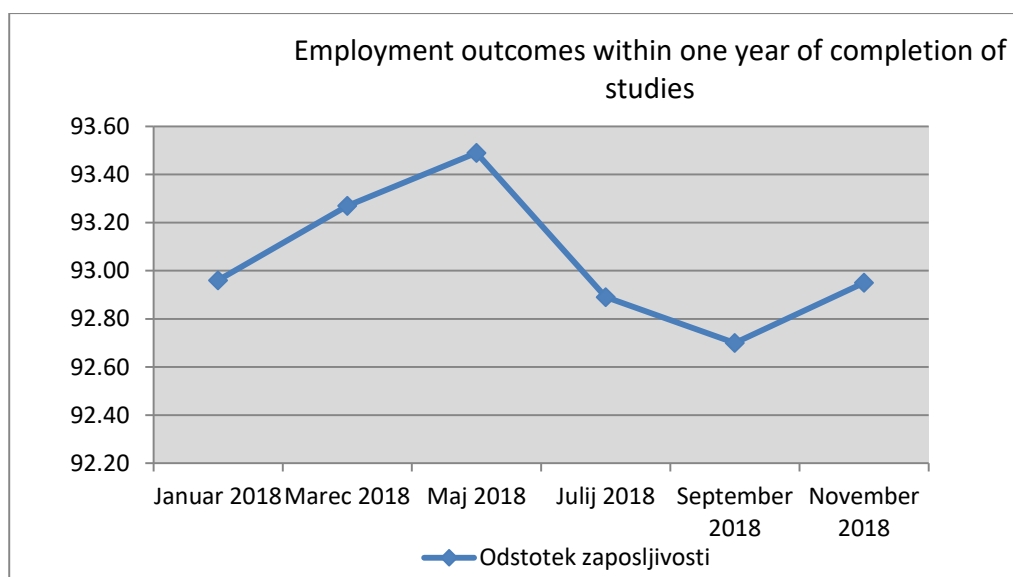
SCHOOL OF ENVIRONMENTAL SCIENCES	73.33	85.19
SCHOOL OF HUMANITIES	72.73	89.47
SCHOOL OF SCIENCE	0	0
SCHOOL OF VITICULTURE AND ENOLOGY	77.78	83.33
SCHOOL OF ARTS	70.59	100
MASTER'S (old system)	92.86	93.33
DOCTORATES	84.62	95.45

EMPLOYMENT OUTCOMES IN 2018

Data is collected for the three years after graduation to make the results more realistic. The figures below are for those who graduated between 2014 and 2018.



Odstotek zaposljivosti	Percentage employed
Januar	January
Marec	March
Maj	May
Julij	July
September	September
November	November



Odstotek zaposljivosti	Percentage employed
Januar	January
Marec	March
Maj	May

Julij	July
September	September
November	November

January 2018

Average for School (%)	6 m	12 m
UNG	83.26	92.96
SCHOOL OF ENGINEERING AND MANAGEMENT	87.50	94.92
SCHOOL OF ENVIRONMENTAL SCIENCES	65.52	76
SCHOOL OF HUMANITIES	79.17	90.48
SCHOOL OF SCIENCE	0	0
SCHOOL OF VITICULTURE AND ENOLOGY	75	91.67
SCHOOL OF ARTS	90.91	100
MASTER'S (old system)	92.86	93.33
DOCTORATES	86.44	98.18

March 2018

Average for School (%)	6 m	12 m
UNG	83.19	93.27
SCHOOL OF ENGINEERING AND MANAGEMENT	89.04	95.16
SCHOOL OF ENVIRONMENTAL SCIENCES	67.74	76.92
SCHOOL OF HUMANITIES	76.67	90.48
SCHOOL OF SCIENCE	0	0
SCHOOL OF VITICULTURE AND ENOLOGY	75	92.31
SCHOOL OF ARTS	91.67	100
MASTER'S (old system)	92.86	93.33

DOCTORATES	85.25	98.21
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May 2018

Average for School (%)	6 m	12 m
UNG	83.40	93.49
SCHOOL OF ENGINEERING AND MANAGEMENT	87.84	95.16
SCHOOL OF ENVIRONMENTAL SCIENCES	69.70	77.78
SCHOOL OF HUMANITIES	77.78	91.30
SCHOOL OF SCIENCE	0	0
SCHOOL OF VITICULTURE AND ENOLOGY	75	92.31
SCHOOL OF ARTS	84.62	100
MASTER'S (old system)	93.33	93.75
DOCTORATES	87.1	98.28

July 2018

Average for School (%)	6 m	12 m
UNG	83.27	92.89
SCHOOL OF ENGINEERING AND MANAGEMENT	88.31	93.94
SCHOOL OF ENVIRONMENTAL SCIENCES	70.59	76.67
SCHOOL OF HUMANITIES	75	91.30
SCHOOL OF SCIENCE	0	0
SCHOOL OF VITICULTURE AND ENOLOGY	75	92.86
SCHOOL OF ARTS	87.50	100
MASTER'S (old system)	93.33	93.75
DOCTORATES	85.94	98.33

September 2018

Average for School (%)	6 m	12 m
UNG	83.33	92.70
SCHOOL OF ENGINEERING AND MANAGEMENT	86.67	94.20
SCHOOL OF ENVIRONMENTAL SCIENCES	72.22	80
SCHOOL OF HUMANITIES	75.86	84
SCHOOL OF SCIENCE	0	0
SCHOOL OF VITICULTURE AND ENOLOGY	78.57	92.86
SCHOOL OF ARTS	82.35	100
MASTER'S (old system)	93.33	93.75
DOCTORATES	88.06	98.39

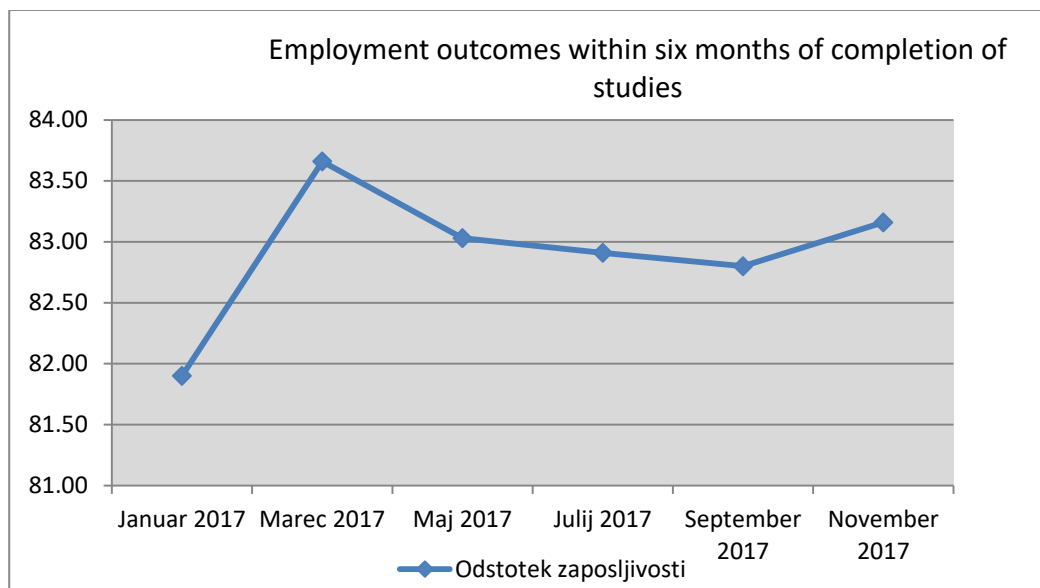
November 2018

Average for School (%)	6 m	12 m
UNG	82.82	92.95
SCHOOL OF ENGINEERING AND MANAGEMENT	87.18	94.52
SCHOOL OF ENVIRONMENTAL SCIENCES	70.27	81.82
SCHOOL OF HUMANITIES	75.86	84.62
SCHOOL OF SCIENCE	100	100
SCHOOL OF VITICULTURE AND ENOLOGY	78.57	92.86
SCHOOL OF ARTS	77.78	100
MASTER'S (old system)	93.33	93.75
DOCTORATES	87.88	98.36

EMPLOYMENT OUTCOMES IN 2017

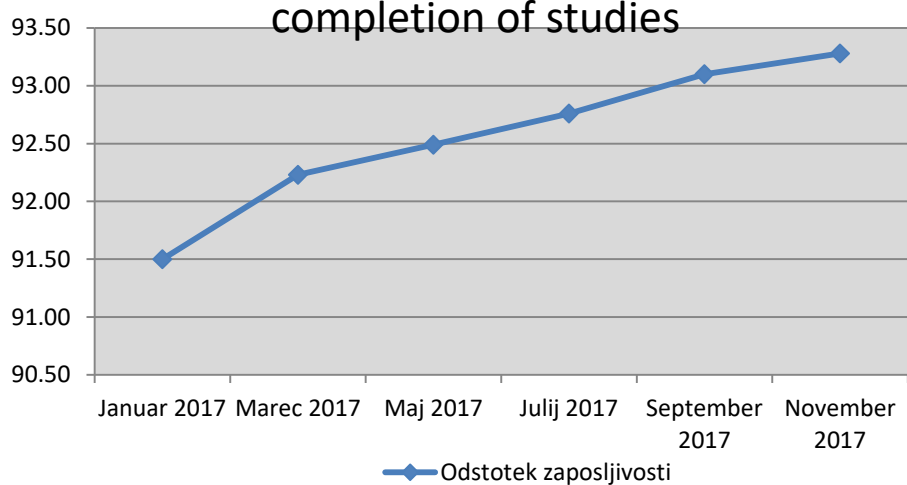
The figures relate to November 2017 and cover postgraduate alumni from 2013 onwards.

Graphic presentation of the employment outcomes of UNG graduates six months and one year after completion of studies (2017).



Odstotek zaposljivosti	Percentage employed
Januar	January
Marec	March
Maj	May
Julij	July
September	September
November	November

Employment outcomes within one year of completion of studies



Odstotek zaposljivosti	Percentage employed
Januar	January
Marec	March
Maj	May
Julij	July
September	September
November	November

January 2017

Average School (%) for	6 m	12 m
UNG	81.90	91.50
SCHOOL OF ENGINEERING AND MANAGEMENT	87.88	94.74
SCHOOL OF ENVIRONMENTAL SCIENCES	63.41	81.08
SCHOOL OF HUMANITIES	76.19	88.89
SCHOOL OF SCIENCE	0	0
SCHOOL OF VITICULTURE AND ENOLOGY	91.67	100
SCHOOL OF ARTS	100	100
MASTER'S (old system)	100	100
DOCTORATES	83.08	91.80

March 2017

Average School (%) for	6 m	12 m
UNG	83.66	92.23
SCHOOL OF ENGINEERING AND MANAGEMENT	86.49	94.83
SCHOOL OF ENVIRONMENTAL SCIENCES	62.22	76.32
SCHOOL OF HUMANITIES	83.33	89.47
SCHOOL OF SCIENCE	0	0
SCHOOL OF VITICULTURE AND ENOLOGY	91.67	100
SCHOOL OF ARTS	100	100
MASTER'S (old system)	100	100
DOCTORATES	86.76	96.83

May 2017

Average School (%) for	6 m	12 m
UNG	83.03	92.49
SCHOOL OF ENGINEERING AND MANAGEMENT	87.01	95.31
SCHOOL OF ENVIRONMENTAL SCIENCES	63.04	76.92
SCHOOL OF HUMANITIES	78.13	89.47
SCHOOL OF SCIENCE	0	0
SCHOOL OF VITICULTURE AND ENOLOGY	91.67	100
SCHOOL OF ARTS	91.67	100
MASTER'S (old system)	94.74	100
DOCTORATES	87.50	96.83

July 2017

Average School (%) for	6 m	12 m
UNG	82.91	92.76
SCHOOL OF ENGINEERING AND MANAGEMENT	87.34	95.38
SCHOOL OF ENVIRONMENTAL SCIENCES	63.83	77.5
SCHOOL OF HUMANITIES	78.13	90
SCHOOL OF SCIENCE	0	0
SCHOOL OF VITICULTURE AND ENOLOGY	91.67	100
SCHOOL OF ARTS	91.67	100
MASTER'S (old system)	94.74	100
DOCTORATES	86.30	96.97

September 2017

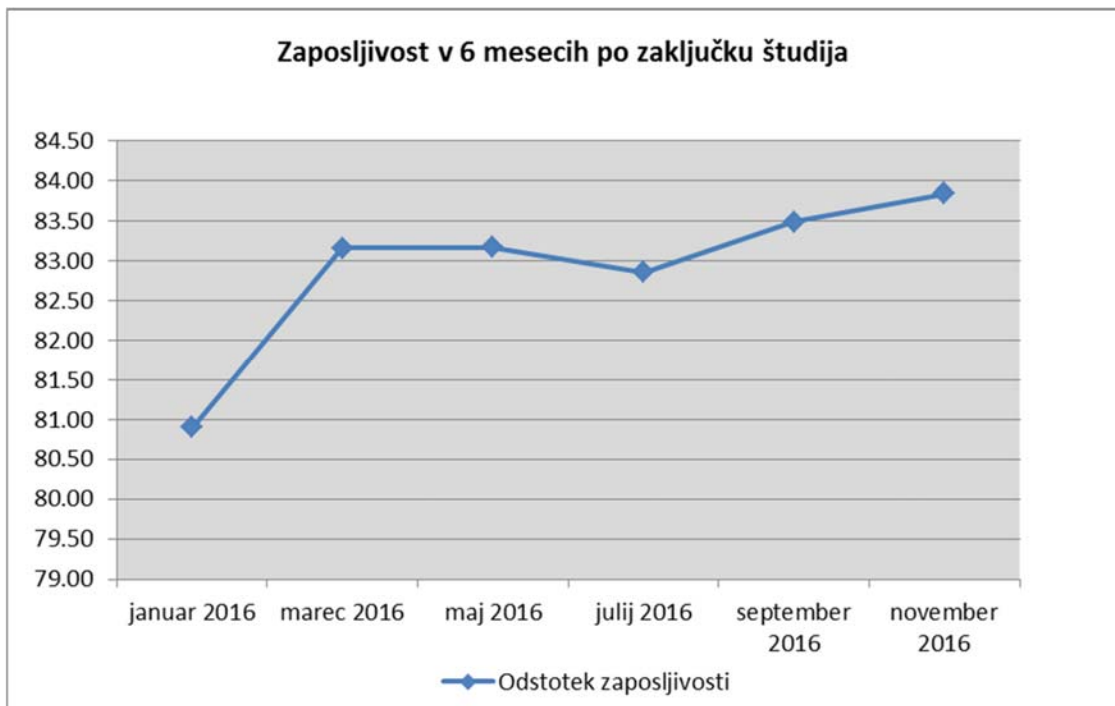
Average School (%) for	6 m	12 m
UNG	82.80	93.10
SCHOOL OF ENGINEERING AND MANAGEMENT	87.65	93.15
SCHOOL OF ENVIRONMENTAL SCIENCES	63.83	81.4
SCHOOL OF HUMANITIES	78.13	92.86
SCHOOL OF SCIENCE	0	0
SCHOOL OF VITICULTURE AND ENOLOGY	85.71	100
SCHOOL OF ARTS	91.67	100
MASTER'S (old system)	94.74	94.74
DOCTORATES	86.30	97.18

November 2017

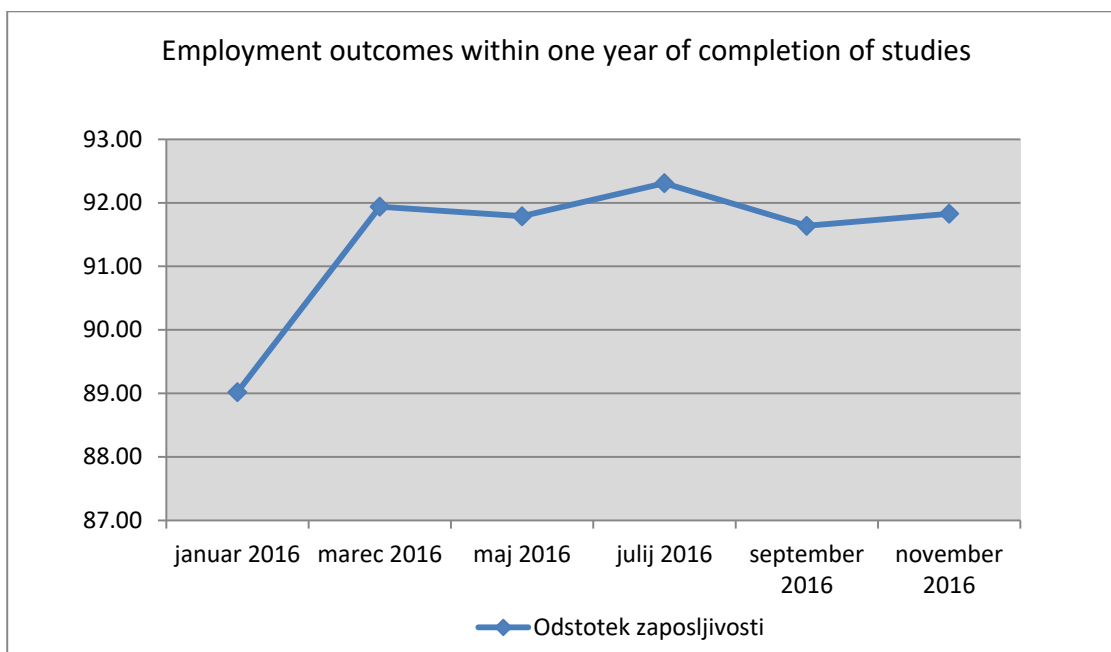
Average School (%) for	6 m	12 m
UNG	83.16	93.28
SCHOOL OF ENGINEERING AND MANAGEMENT	87.80	93.42
SCHOOL OF ENVIRONMENTAL SCIENCES	64.58	81.82
SCHOOL OF HUMANITIES	79.41	92.86
SCHOOL OF SCIENCE	0	0
SCHOOL OF VITICULTURE AND ENOLOGY	85.71	100
SCHOOL OF ARTS	91.67	100
MASTER'S (old system)	94.74	94.74
DOCTORATES	86.67	97.30

EMPLOYMENT OUTCOMES IN 2016

Data is collected for the three years after graduation to make the results more realistic. The figures below are for those who graduated between 2012 and 2016.



Odstotek zaposljivosti	Percentage employed
Januar	January
Marec	March
Maj	May
Julij	July
September	September
November	November



Odstotek zaposljivosti	Percentage employed
Januar	January
Marec	March
Maj	May
Julij	July
September	September
November	November

Graphic presentation of the employment outcomes of UNG graduates six months and one year after completion of studies (2016).

January 2016

Average School (%) for	6 m	12 m
UNG	80.90	89.02
SCHOOL OF ENGINEERING AND MANAGEMENT	86.11	93.94
SCHOOL OF ENVIRONMENTAL SCIENCES	60.87	78.57
SCHOOL OF HUMANITIES	72.73	80
SCHOOL OF SCIENCE	0	0
SCHOOL OF VITICULTURE AND ENOLOGY	81.25	94.12
SCHOOL OF ARTS	100	100
MASTER'S (old system)	100	100
DOCTORATES	91.55	96.83

March 2016

Average School (%) for	6 m	12 m
UNG	83.16	91.94
SCHOOL OF ENGINEERING AND MANAGEMENT	86.73	96
SCHOOL OF ENVIRONMENTAL SCIENCES	60	76.6
SCHOOL OF HUMANITIES	80	82.61
SCHOOL OF SCIENCE	0	0
SCHOOL OF VITICULTURE AND ENOLOGY	82.35	94.44
SCHOOL OF ARTS	100	100
MASTER'S (old system)	100	100
DOCTORATES	90.28	97.06

May 2016

Average School (%) for	6 m	12 m
UNG	83.17	91.79
SCHOOL OF ENGINEERING AND MANAGEMENT	86.73	96.15
SCHOOL OF ENVIRONMENTAL SCIENCES	60	75.51
SCHOOL OF HUMANITIES	80.77	82.61
SCHOOL OF SCIENCE	0	0
SCHOOL OF VITICULTURE AND ENOLOGY	82.35	94.44
SCHOOL OF ARTS	100	100
MASTER'S (old system)	100	100
DOCTORATES	89.61	97.10

July 2016

Average School (%) for	6 m	12 m
UNG	82.86	92.31
SCHOOL OF ENGINEERING AND MANAGEMENT	85.34	96.30
SCHOOL OF ENVIRONMENTAL SCIENCES	60.78	77.08
SCHOOL OF HUMANITIES	80.77	82.61
SCHOOL OF SCIENCE	0	0
SCHOOL OF VITICULTURE AND ENOLOGY	83.33	94.44
SCHOOL OF ARTS	100	100
MASTER'S (old system)	100	100
DOCTORATES	89.29	97.18

September 2016

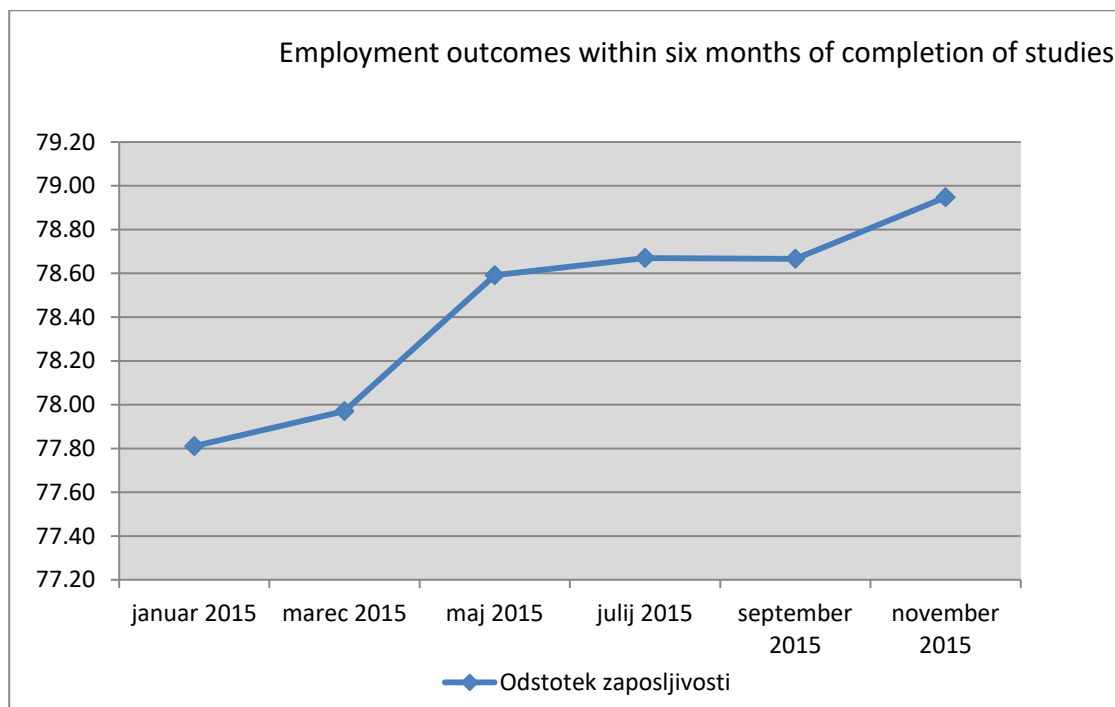
Average for School (%)	6 m	12 m
UNG	83.49	91.64
SCHOOL OF ENGINEERING AND MANAGEMENT	88.03	94.59
SCHOOL OF ENVIRONMENTAL SCIENCES	59.62	76.92
SCHOOL OF HUMANITIES	78.57	84
SCHOOL OF SCIENCE	0	0
SCHOOL OF VITICULTURE AND ENOLOGY	83.33	94.74
SCHOOL OF ARTS	100	100
MASTER'S (old system)	100	100
DOCTORATES	89.41	97.22

November 2016

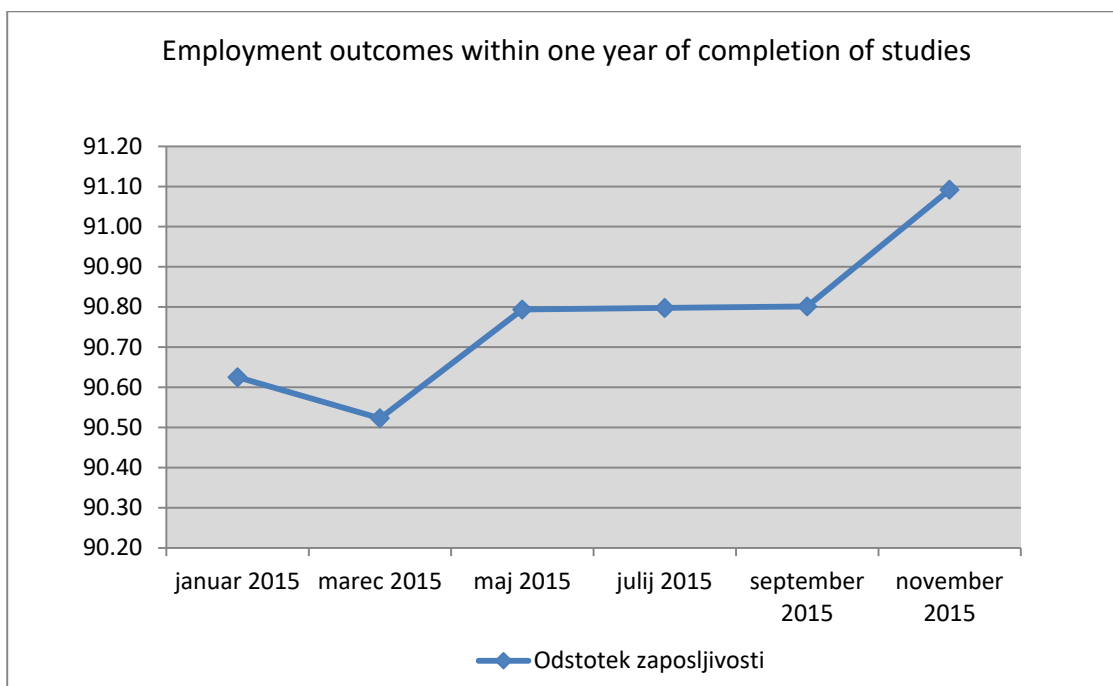
Average for School (%)	6 m	12 m
UNG	83.84	91.83
SCHOOL OF ENGINEERING AND MANAGEMENT	88.62	94.59
SCHOOL OF ENVIRONMENTAL SCIENCES	60.38	76.92
SCHOOL OF HUMANITIES	78.57	84.62
SCHOOL OF SCIENCE	0	0
SCHOOL OF VITICULTURE AND ENOLOGY	83.33	94.74
SCHOOL OF ARTS	100	100
MASTER'S (old system)	100	100
DOCTORATES	89.41	97.44

EMPLOYMENT OUTCOMES IN 2015

Graphic presentation of the employment outcomes of UNG graduates six months and one year after completion of studies (2015).



Odstotek zaposljivosti	Percentage employed
Januar	January
Marec	March
Maj	May
Julij	July
September	September
November	November



Odstotek zaposljivosti	Percentage employed
Januar	January
Marec	March
Maj	May
Julij	July
September	September
November	November

January 2015

Average for School (%)	6 m	12 m
UNG	77.97	90.52
SCHOOL OF ENGINEERING AND MANAGEMENT	83.56	93.75
SCHOOL OF ENVIRONMENTAL SCIENCES	54.55	76.47
SCHOOL OF HUMANITIES	48.72	78.13
SCHOOL OF SCIENCE	0	0

SCHOOL OF VITICULTURE AND ENOLOGY	76.47	93.75
SCHOOL OF ARTS	75	100
MASTER'S (old system)	100	100
DOCTORATES	96.92	98.28

March 2015

Average for School (%)	6 m	12 m
UNG	77.81	90.63
SCHOOL OF ENGINEERING AND MANAGEMENT	83.92	93.50
SCHOOL OF ENVIRONMENTAL SCIENCES	54.55	77.55
SCHOOL OF HUMANITIES	48.72	80
SCHOOL OF SCIENCE	0	0
SCHOOL OF VITICULTURE AND ENOLOGY	76.47	90
SCHOOL OF ARTS	75	100
MASTER'S (old system)	100	100
DOCTORATES	96.72	98.18

May 2015

Average for School (%)	6 m	12 m
UNG	78.59	90.79
SCHOOL OF ENGINEERING AND MANAGEMENT	83.89	93.98
SCHOOL OF ENVIRONMENTAL SCIENCES	56.14	76.47

SCHOOL OF HUMANITIES	50	78.13
SCHOOL OF SCIENCE	0	0
SCHOOL OF VITICULTURE AND ENOLOGY	76.47	94.12
SCHOOL OF ARTS	80	100
MASTER'S (old system)	100	100
DOCTORATES	97.06	98.33

July 2015

Average for School (%)	6 m	12 m
UNG	78.67	90.80
SCHOOL OF ENGINEERING AND MANAGEMENT	83.89	93.53
SCHOOL OF ENVIRONMENTAL SCIENCES	56.90	76.92
SCHOOL OF HUMANITIES	51.22	78.13
SCHOOL OF SCIENCE	0	0
SCHOOL OF VITICULTURE AND ENOLOGY	76.47	94.44
SCHOOL OF ARTS	80	100
MASTER'S (old system)	100	100
DOCTORATES	95.83	98.41

September 2015

Average for School (%)	6 m	12 m
UNG	78.67	90.80
SCHOOL OF ENGINEERING AND MANAGEMENT	83.44	93.71

SCHOOL OF ENVIRONMENTAL SCIENCES	57.38	77.36
SCHOOL OF HUMANITIES	52.38	75.76
SCHOOL OF SCIENCE	0	0
SCHOOL OF VITICULTURE AND ENOLOGY	77.78	94.44
SCHOOL OF ARTS	85.71	100
MASTER'S (old system)	100	100
DOCTORATES	94.81	98.51

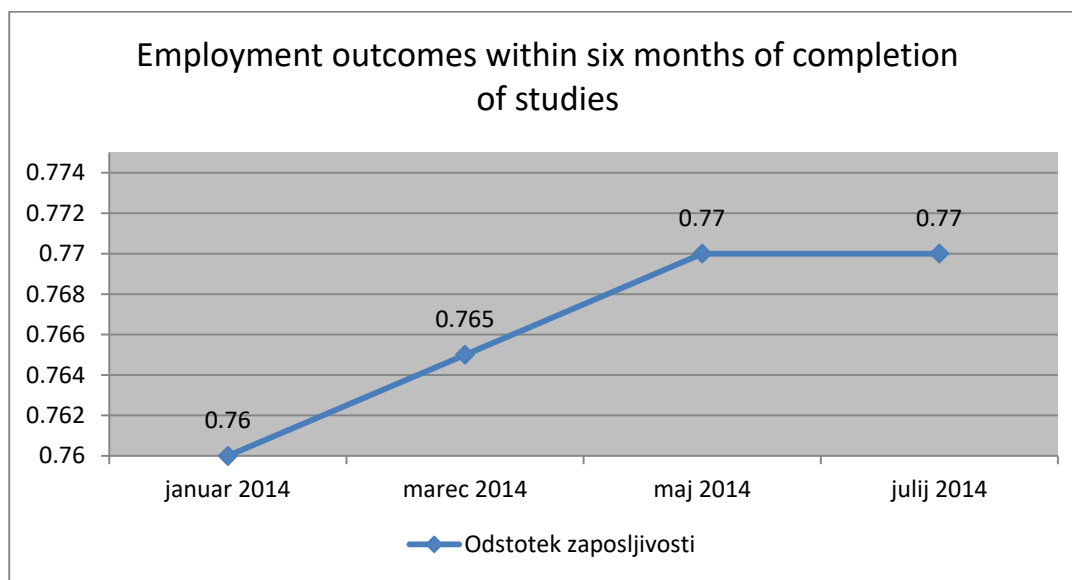
November 2015

Average for School (%)	6 m	12 m
UNG	78.95	91.09
SCHOOL OF ENGINEERING AND MANAGEMENT	83.77	93.79
SCHOOL OF ENVIRONMENTAL SCIENCES	58.06	78.18
SCHOOL OF HUMANITIES	52.38	76.47
SCHOOL OF SCIENCE	0	0
SCHOOL OF VITICULTURE AND ENOLOGY	77.78	94.44
SCHOOL OF ARTS	85.71	100
MASTER'S (old system)	100	100
DOCTORATES	94.87	98.61

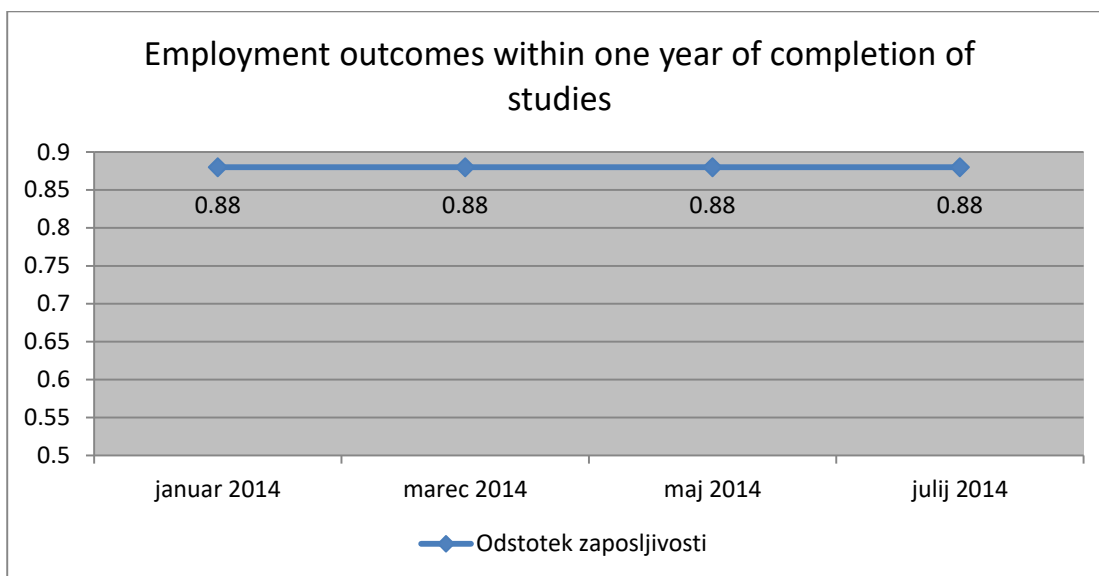
EMPLOYMENT OUTCOMES IN 2014

From 2014 we decided that we would include in the employment statistics only graduates from the last three years, i.e. graduates who found employment during a period of difficult conditions on the labour market, therefore making the employment outcome percentage more reflective of the real situation.

Graphic presentation of the employment outcomes of UNG graduates six months and one year after completion of studies (2014).



Odstotek zaposljivosti	Percentage employed
Januar	January
Marec	March
Maj	May
Julij	July
September	September
November	November



Odstotek zaposljivosti	Percentage employed
Januar	January
Marec	March
Maj	May
Julij	July
September	September
November	November

JANUARY 2014

Average for School	6 m	12 m
UNG	75.71	88.31
SCHOOL OF ENGINEERING AND MANAGEMENT	84.28	91.39
SCHOOL OF ENVIRONMENTAL SCIENCES	44.83	73.81
SCHOOL OF HUMANITIES	46.67	69.44
SCHOOL OF SCIENCE	100	100
SCHOOL OF VITICULTURE AND ENOLOGY	75	87.50
SCHOOL OF ARTS	71.43	100
MASTER'S (old system)	100	100
DOCTORATES	100	100

MARCH 2014

Average for School	6 m	12 m
UNG	76.50	87.77
SCHOOL OF ENGINEERING AND MANAGEMENT	84.76	90.85
SCHOOL OF ENVIRONMENTAL SCIENCES	45.90	71.11
SCHOOL OF HUMANITIES	48.94	70.27
SCHOOL OF SCIENCE	100	100
SCHOOL OF VITICULTURE AND ENOLOGY	75	90
SCHOOL OF ARTS	87.50	100
MASTER'S (old system)	100	100
DOCTORATES	100	100

MAY 2014

Average for School	6 m	12 m
UNG	76.78	88.22
SCHOOL OF ENGINEERING AND MANAGEMENT	84.52	90.97
SCHOOL OF ENVIRONMENTAL SCIENCES	46.77	74
SCHOOL OF HUMANITIES	48.94	71.05
SCHOOL OF SCIENCE	100	100
SCHOOL OF VITICULTURE AND ENOLOGY	76.92	90.91
SCHOOL OF ARTS	87.50	100
MASTER'S (old system)	100	100
DOCTORATES	98.28	100

JULY 2014

Average for School	6 m	12 m
UNG	77.10	87.91
SCHOOL OF ENGINEERING AND MANAGEMENT	84.8	90.51
SCHOOL OF ENVIRONMENTAL SCIENCES	50	73.58
SCHOOL OF HUMANITIES	51.02	71.05
SCHOOL OF SCIENCE	100	100
SCHOOL OF VITICULTURE AND ENOLOGY	71.43	90.91
SCHOOL OF ARTS	87.50	100
MASTER'S (old system)	100	100
DOCTORATES	96.77	100

13.10 Student and graduate awards and achievements

The University of Nova Gorica's Rules on awards, which were adopted by the UNG Governing Board on 25 September 2007 and amended on 14 January 2011 and 27 November 2014, set the criteria for presenting UNG student awards: ALUMNUS PRIMUS and ALUMNUS OPTIMUS

ALUMNUS PRIMUS

The Alumnus Primus award is given to a graduate of a first- or second-cycle study programme who has progressed through the course in a regular fashion and graduated first among their generation of students. When deciding on a candidate for an award, account is taken of the student's academic achievement as reflected in the speed of completion of the course or the date by which they successfully defended their undergraduate or Master's dissertation relative to the academic year in which they enrolled. If two or more students of the same generation successfully defend their undergraduate or Master's dissertation on the same date, the award goes to the candidate with the highest average grade.

ALUMNUS OPTIMUS

The Alumnus Optimus award is given to a graduate of a first- or second-cycle study programme who achieved the highest average grade of all graduates in a particular academic year. When selecting the candidate, account is taken of academic achievement as reflected in the highest average grade achieved in all examinations taken. A candidate's average grade must be at least 8.5. If two or more graduates have the same average grade, all of them receive the award.

The awards ceremony takes place every year as part of the ceremonies marking the start of the new academic year. The award-winners are presented on the page of the website dedicated to the award ceremony:

<http://www.ung.si/en/news/2093/gala-opening-of-the-new-academic-year/>

13.11 Assessment of the current state and orientations (2017–2019)

Strengths

The activities carried out between 2017 and 2019 to recruit more international students are yielding good results. The target set in the short-term strategic plan, of a 20% increase in enrolment, was practically reached this year. The number of international students enrolled in study programmes of all three cycles is high and is growing. The proportion of international students at UNG reached almost 54%, with the figure even higher for doctoral studies (climbing to over 60% in 2017/18). There is a particularly marked increase in the number of students from certain priority regions: Bosnia and Herzegovina, North Macedonia, Serbia and Kosovo.

The high level of post-study employment enjoyed by graduates is an advantage shared by all UNG study programmes. In recent years, this level has remained at above 80% within six months and at above 90% within one year of the completion of studies.

One major advantage is the concentrated or centralised way in which UNG works. This provides the student enrolment officer with a good overview of all study programmes, as well as of a sufficient overview of the research areas and of the research units themselves. The relatively small size of the university in comparison with other universities in Slovenia presents major advantages when it comes to coordinating activities and events, as agreements and communication with UNG support services and staff can take place quickly and efficiently. The support of the Careers Centre and International Office is also of considerable help. As a result of UNG's size and the large degree of one-to-one work with students, students can be recruited to carry out promotional activities quickly and efficiently. UNG's excellent ties with the local environment are also an advantage when it comes to organising events and disseminating information on study opportunities at UNG in the local environment and beyond. The university's involvement in "Study in Slovenia", a Ministry of Education, Science and Sport and CMEPIUS initiative, has proved to be very successful. It provides UNG with a great deal of support and is of considerable help in the promotion of study opportunities at UNG, including in areas in which UNG, as a smaller institution, would otherwise be less visible or less well-represented (joint registration for education fairs abroad, presentation of the university through "Study in Slovenia" communication channels, information on current higher education guidelines at home and around the world, etc.).

Weaknesses

Despite the increase in the enrolment of international students between 2017 and 2019, the total number of students is still small, particularly in first- and second-cycle study programmes. The numbers of home students enrolling in programmes is small. Work with partner secondary schools to recruit new students has not yielded the desired results, nor has it led to any significant increase in enrolment by home students.

Low enrolment numbers are particularly noticeable in second-cycle study programmes that require the payment of tuition fees, with the lack of options for student co-funding also leading to lower student enrolment in doctoral programmes.

The level of funding available to UNG for the promotion of studies, both at home and abroad, is a considerable obstacle to the planning of promotional activities. This necessitates adjustment of the plans and the discontinuation of certain activities that we believe should be carried out (paid-for online advertising and partly also advertising in the print media for more important opportunities, the printing of more promotional material and the translation of promotional material and texts into languages other than English and partly also Russian, presentations of UNG at education fairs in more Asian countries, etc.).

The fact that UNG units are dispersed across three campuses is also a considerable hindrance. It reduces the opportunities for students from different study programmes to get together and organise extracurricular social activities, which in turn has an indirect effect on enrolment, particularly of home students, who often opt to study in larger urban centres such as Ljubljana.

First-cycle programmes have lower rates of progression. In the majority of study programmes (except those in the School of Arts), progression rates are noticeably lower among international students than among home students. Despite the efforts of teaching staff in these study programmes, progression rates are not improving. Analyses of student activities during the year (attendance at lectures and practical work, mid-terms and other exams, homework, the use of online materials on the Moodle and MiTeam platforms, and other student activities) have shown that the main reason for the low rates of progression from the first to second year is, first and foremost, the large amount of “false enrolment” that takes place, with students enrolling simply to obtain student status rather than with any intention of studying and of acquiring new knowledge through study. There is no such problem at the School of Arts, where students are admitted on the basis of entrance exams. The number of candidates for enrolment in this study programme is twice that of the number of places available.

Opportunities for improvement

In addition to the activities carried out so far to recruit new students (collaboration with partner secondary schools, the provision of good study conditions for student athletes, the introduction of e-learning elements), we will direct the promotion of study programmes of all three cycles primarily at international students (in line with the UNG’s internationalisation strategy). The main aim is to raise the profile of UNG study programmes as much as possible in the Balkan countries, Russia, Ukraine and other countries in that region, as well as in a number of African countries. When recruiting international students, activities will be directed towards acquiring the most talented and motivated students in order to bring the excessive student drop-out rates down and prevent the arrival of those for whom study is a means of simply migrating to Slovenia.

13.12 Assessment of the current state and orientations (2015/16)

Strengths

Activities to recruit more international students in the 2015/16 academic year have borne fruit, with the numbers enrolling in first- and second-cycle programmes rising considerably in 2016/17. We have also managed to increase the proportion of international students in third-cycle programmes.

International students account for just over 40% of the student population in the 2016/17 academic year. International students currently account for 33% of those enrolled in first-cycle study programmes, 45% of those enrolled in second-cycle programmes and more than 57% of those enrolled in third-cycle programmes. The students come from 42 different countries (in Europe and other continents). The university is therefore becoming an attractive environment for foreign researchers and professors, so the number of staff members from other countries is constantly growing and currently accounts for 30% of all employees.

Interest on the part of international candidates wishing to study at the School of Engineering and Management increased strongly in the 2016/17 academic year. The students who have enrolled at the school for the first time this year come from ten different countries, with the single largest number coming from Nepal. Last week 27 Nepalese students arrived in Nova Gorica: 25 had enrolled in part-time first-cycle Engineering and Management studies and two in part-time second-cycle Engineering and Management studies. Their first impressions were excellent. They were grateful for the friendliness and support shown upon arrival into their new environment, both at the university and at their accommodation facilities. They have been helped by UNG student volunteers, who gave them a large amount of useful information and also taught them their first few words of Slovene.

Weaknesses

Despite the marked increase in the enrolment of international students in the 2016/17 academic year, the total number of students is still small, particularly in first- and second-cycle study programmes. Work with partner secondary schools to recruit new students has not yielded the desired results, nor has it led to any significant increase in enrolment by home students.

Opportunities for improvement

In addition to the activities carried out so far to recruit new students (collaboration with partner secondary schools, the provision of good study conditions for student athletes, the introduction of e-learning elements), we will direct the promotion of study programmes of all three cycles at international students. Individual Schools will turn towards areas that are strategically more interesting because of the specifics of the study programmes they offer (Balkan countries, Russia, Ukraine and other countries in that region, Nepal, etc.).

13.13 Assessment of the current state and orientations (2014/15)

Strengths

Collaboration with partner secondary schools is proceeding well and is yielding initial positive feedback in terms of an increased interest on the part of pupils in enrolment in UNG study programmes. The number of student athletes enrolling at UNG has increased significantly as a result of the university's strategic decision to attract as many top student athletes as possible to its programmes and provide them with high-quality study organised in a way that takes account of their particular requirements. The number of international students enrolling in first-, second- and third-cycle study has also increased as a result of systematic work by UNG in the field of internationalisation. Despite the economic crisis and Slovenia's high levels of unemployment, UNG graduates remain highly employable.

Weaknesses

Despite our efforts, we have not seen an increase in enrolment this year.

The average time taken by students to complete all first- and second-cycle programmes is still too long. While progression rates in first- and second-cycle programmes are low, one has to take the national higher education context into account when attempting to resolve this problem. The Higher Education Act provides students with social security status and financial support for the duration of their student status, as well as for one year after the completion of studies (known as the "extension year"). During this extension year, students lose student status as soon as they graduate, thereby losing state social security support. For this reason, the majority of students opt to defer completion of their studies to the end of the extension year, which prolongs the average duration of study.

Opportunities for improvement

In addition to the activities carried out so far to recruit new students (collaboration with partner secondary schools, the provision of good study conditions for student athletes, the introduction of e-learning elements), UNG will design several new study programmes in areas where it has developed strong research potential and can ensure the effective transfer of new knowledge to younger generations. UNG will also redesign existing programmes to improve their quality and make them more attractive to prospective students. All programmes will be oriented towards providing something unique in Slovenia – that is, the knowledge the programmes offer can only be acquired at UNG.

The merging of all activities into a single campus will make studying at UNG a more attractive proposition for all prospective students. In addition to School-based study areas, the single campus will also contain student accommodation facilities and areas for socialising and extracurricular activities.

13.14 Assessment of the current state and orientations (2013/14)

Strengths

We have begun carrying out a large number of new activities. Our collaboration with partner schools was based on a realisation that we had a large number of areas in which we could complement each other if we managed to put together a plan of work. We have already seen an increase in enrolment by student athletes, as well as in enrolment in several second-cycle programmes.

Weaknesses

Despite our efforts, we have not seen an increase in enrolment. In the first year of operation, we have encountered several teething problems connected with coordination between departments and knowledge of the new promotional opportunities. In some respects, financial difficulties resulting from delays in the reimbursement of costs for European projects have also hampered our promotional efforts. Problems with enrolment in the School of Arts register have had a markedly adverse impact on the ability of new students to enrol in this study programme, as has the fact that our Schools are geographically dispersed.

Opportunities for improvement

Opportunities for improvement: Collaboration with partner schools, new conditions for student athletes and the transition to online learning are providing prospective students with many new opportunities. The relocation of the School of Engineering and Management, the School of Science and the School of Environmental Sciences provides new opportunities for better cooperation between teaching staff and students, as well as new opportunities for student laboratory work. We still have a great deal of work to do to improve the quality of our promotional activities and to better define our target forms of promotion. The benefits for student athletes could be extended to students with talents in the cultural field. We would like to become involved in the organisation of competitions for secondary school students. Determination of the location of the new campus will open up a large number of opportunities to plan future work, further develop the university and help to recruit new students.

14 FINANCIAL OPERATIONS

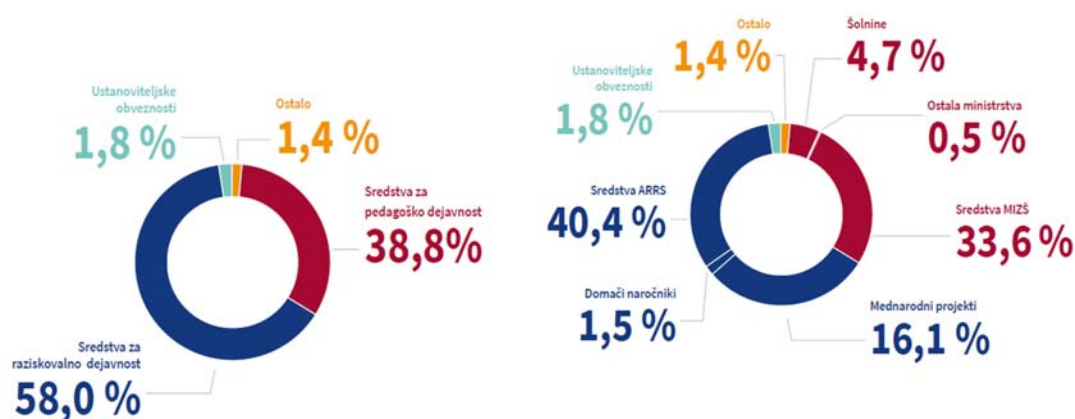
UNG sees its advantage as lying in the dispersed nature of its funding. It is therefore working hard to ensure that it is not only dependent on state funding. A significant share of funding should come from international sources, local communities, industry, tuition fees, donations, etc. UNG is the founder of the UNG Foundation. This is the only university foundation in Slovenia and one of few such foundations in Europe. The purpose of the foundation is to collect funds from donors which are then used to grow UNG and expand and implement its activities.

The University of Nova Gorica obtains the funds for its operations from tuition fees, the funding of education programmes and research projects by the Ministry of Education, Science and Sport and the Slovenian Research Agency (ARRS), and income from founders, international and industrial projects, and donors.

UNG received funding for its operations from the following sources in 2018:

• Founders' obligations	1.8%
• Funding for research activities	58%
○ ARRS funding	40.4%
○ Slovenian subscribers	1.5%
○ International projects	16.1%
• Funding for teaching activities	38.8%
○ Ministry of Education, Science and Sport funding	33.6%
○ Other ministries	0.5%
○ Tuition fees	4.7%
• Other	1.4%
• TOTAL	100%

Financial operations in 2019 will be detailed subsequently in the UNG annual report for 2019.

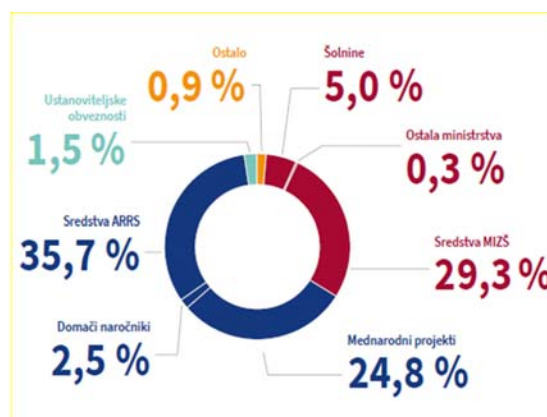
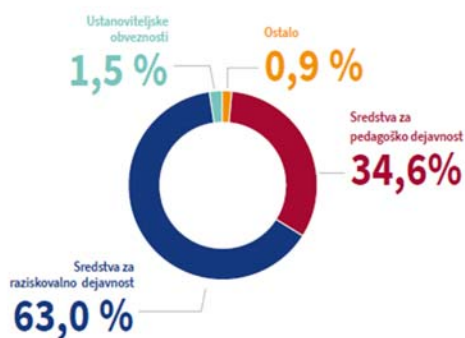


Ostalo	Other
Ustanoviteljske obveznosti	Founders' obligations

Sredstva za raziskovalno dejavnost	Funding for research activities
Sredstva za pedagoško dejavnost	Funding for teaching activities
Šolnine	Tuition fees
Ostala ministrstva	Other ministries
Sredstva MIZŠ	Ministry of Education, Science and Sport funds
Mednarodni projekti	International projects
Domači naročniki	Slovenian subscribers
Sredstva ARRS	ARRS funding
Ustanoviteljske obveznosti	Founders' obligations

UNG received funding for its operations from the following sources in 2017:

- Founders' obligations 1.5%
- Funding for research activities 63%
 - ARRS funding 35.7%
 - Slovenian subscribers 2.5%
 - International projects 24.8%
- Funding for teaching activities 34.6%
 - Ministry of Education, Science and Sport funding 29.3%
 - Other ministries 0.3%
 - Tuition fees 5%
- Other 0.9%
- TOTAL 100%

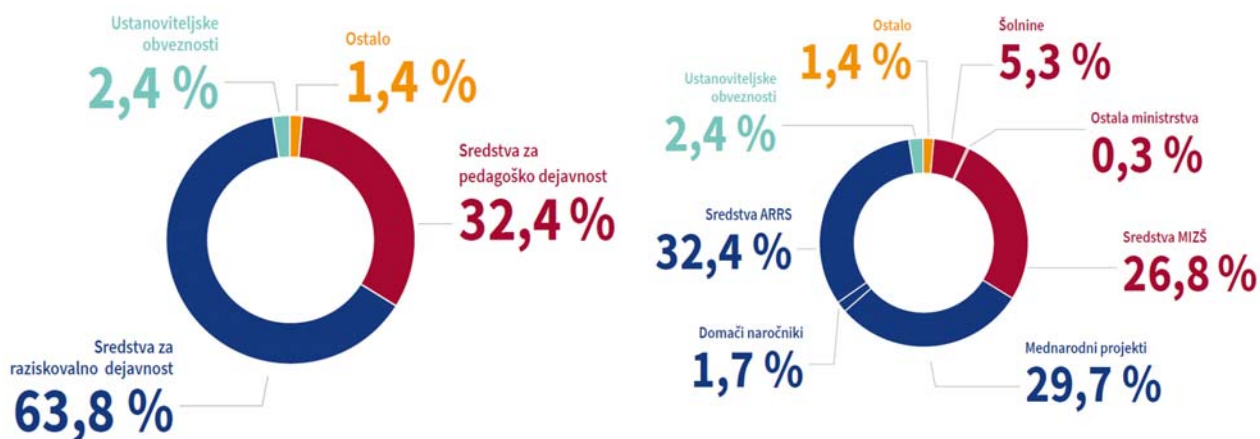


Ostalo	Other
Ustanoviteljske obveznosti	Founders' obligations
Sredstva za raziskovalno dejavnost	Funding for research activities
Sredstva za pedagoško dejavnost	Funding for teaching activities
Šolnine	Tuition fees
Ostala ministrstva	Other ministries

Sredstva MIZŠ	Ministry of Education, Science and Sport funds
Mednarodni projekti	International projects
Domači naročniki	Slovenian subscribers
Sredstva ARRS	ARRS funding
Ustanoviteljske obveznosti	Founders' obligations

UNG received funding for its operations from the following sources in 2016:

- Founders' obligations 2.4%
- Funding for research activities 63.8%
 - ARRS funding 24.7%
 - Slovenian subscribers 0.7%
 - International projects 42.9%
- Funding for teaching activities 29.0%
 - Ministry of Education, Science and Sport funding 25.4%
 - Other ministries 0.2%
 - Tuition fees 3.4 %
- Other 1.6%
- TOTAL 100%



Ostalo	Other
Ustanoviteljske obveznosti	Founders' obligations
Sredstva za raziskovalno dejavnost	Funding for research activities
Sredstva za pedagoško dejavnost	Funding for teaching activities
Šolnine	Tuition fees
Ostala ministrstva	Other ministries

Sredstva MIZŠ	Ministry of Education, Science and Sport funds
Mednarodni projekti	International projects
Domači naročniki	Slovenian subscribers
Sredstva ARRS	ARRS funding
Ustanovitelske obveznosti	Founders' obligations

Comparison between UNG income and expenditure 2013–2017

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Table 1. Total UNG income by category (in EUR)

	2013	2014	2015	2016	2017	2018
Total income	7 387 525	8 367 697	7 523 094	6 112 552	6248103	6895645
By category						
Ministry of Education, Science and Sport funding for teaching activities	2 209 116	284 4379	2 718 538	1 880 845	2178295	2372569
Tuition fees for study programmes	637 864	366 681	363 853	644 150	535 909	508 792
Income from lifelong learning	69 827	97 543	148 923	182 184	29102	36 442
Research funding	4 271 412	4 904 713	3 690 759	2 934 742	3 219 188	3 641 347
... of this, international and Slovenian subscribers	138 095	125 388	231 636	160 225	312 693	84 027
Income from licences	4 197	3 070	1 299	4 294	4 954	3 801
Other	195 109	151 311	599 722	466 337	280 655	332 694

Table 2. Proportion of income from external research sources and international tuition fees

	2013	2014	2015	2016	2017	2018
Research income						
from international sources	49.14%	56.64%	42.68%	17.02%	16.26%	20.72
from national sources	47.35%	42.8%	57.29%	79.89%	80.53%	76.33
from regional sources	3.51%	0.56%	0.03%	3.09%	3.21%	2.95
Share taken by international tuition fees relative to total tuition fees	16.47%	16.45%	12.78%	35.01%	25.66%	27.30

Table 3. Total UNG expenditure by category (in EUR)

	2013	2014	2015	2016	2017	2018
Total expenditure	7 013 037	7 446 823	7 332 932	6 087 496	6 237 808	6 661 130
By activity						
Research activity	55.05%	58.29%	50.13%	48.65%	51.14%	51.99%
Teaching activities	40.23%	38.02%	39.54%	42.6%	41.73%	37.97%
Knowledge transfer	2%	0.85%	0.7%	1.68%	2.09%	1.25%
Other	2.72%	2.84%	9.63%	7.07%	5.04%	8.79%

Edvard Rusjan Foundation

The Edvard Rusjan Foundation is a non-profit foundation whose main aim is to provide financial and other support for the operation and continued development of the University of Nova Gorica.

In line with the purpose for which it was founded, it ensures that research equipment and infrastructure is supplemented and updated, higher education teaching staff and mentors are provided with high-quality training, and study and scientific research programmes that make an important contribution to social, economic, technological, scientific and cultural progress are developed.

The Foundation also ensures that links between the university and the business sector are established and maintained. To this end, it provides funds for the development of innovative activities and technology centres, and for the practical application of knowledge, experience and technology. A portion of the funds is also set aside for scholarships for promising undergraduate and postgraduate students and for the development of publishing activities that aid students in their work and help UNG staff in their everyday tasks. The Foundation's operations also help to promote and increase the

profile and reputation of the University of Nova Gorica among the general public and internationally.

In order to fulfil its objectives successfully, the Foundation collects money and material assets, works of art, shares, property and real rights, and all other things that have value to the Foundation and on which a value can be placed. Foundation assets are not used. In line with the professional programme and purpose, only returns on the funds collected are allocated in the form of grants, scholarships and investments in equipment and infrastructure.

14.1 Assessment of the current state and orientations (2017–2019)

Strengths

Between 2017 and 2019, UNG acquired funds sufficient for the performance of all its teaching and research activities. The total funds acquired are growing year on year. UNG obtains the funds for its operations from tuition fees, the funding of education programmes and research projects by the competent ministry and the Slovenian Research Agency (ARRS), and income from founders, international and industrial projects, and donors. The proportion of funds earmarked for teaching activities and research has been rising since 2016. UNG has managed to obtain new European project funding for research activities. These have replaced the funds from the projects that came to an end in 2015 and 2016. Since 2016 the share taken by international funds has been rising once again, but has not yet reached the level seen in 2015. The increase in income in the last two years has improved the conditions for UNG operations as a whole and enabled the recruitment of several new members of staff.

Weaknesses

There is a considerable delay in the provision of European funding to UNG for projects that have already been acquired and carried out. This delay in the reimbursement of contractual funds often exceeds one year, which makes the foundation's ability to operate considerably more difficult.

Additional state funding cannot be obtained for concessions for the operation of accredited student activities at UNG (School of Arts programmes, Master's programmes, the co-financing of doctoral students' tuition fees) as the ministry is not tendering for or allocating new concessions for teaching activities at all. Similarly, additional funds from ARRS for new projects and new research programmes are very limited. Both these factors are significantly hampering the normal development of teaching and research activities at UNG.

Opportunities for improvement

For the operation and development of research activities, staff in all research units are endeavouring to obtain additional European and cross-border projects at international (EU) calls for applications. UNG also partners with domestic and international research establishments, and works as a partner in larger international consortia for the purpose of obtaining funds.

14.2 Assessment of the current state and orientations (2017–2019)

Strengths

In 2015 and 2016, UNG acquired funds sufficient for the performance of all its teaching and research activities. UNG obtains the funds for its operations from tuition fees, the funding of education programmes and research projects by the competent ministry and the Slovenian Research Agency (ARRS), and income from founders, international and industrial projects, and donors. UNG obtains a larger share of its funds (around 50%) from international projects.

Weaknesses

This year as well, there was a considerable delay in the provision of European funding to UNG for projects that had already been acquired and carried out. The delay in the reimbursement of contractual funds often exceeds one year, which makes the foundation's ability to operate considerably more difficult.

UNG had still not managed to obtain new European project funding for research activities in 2016 to replace the funds from those projects that came to an end in 2015. State funding for concessions and research activities is at a critically low level in 2016 as well, which is preventing teaching and research activities from developing normally.

Opportunities for improvement

For the operation and development of research activities, staff in all research units are endeavouring to obtain additional European and cross-border projects at international (EU) calls for applications. UNG also partners with domestic and international research establishments, and works as a partner in larger international consortia for the purpose of obtaining funds.

14.3 Assessment of the current state and orientations (2014/15)

Strengths

In 2014 and 2015, UNG received several smaller-scale European research projects to supplement its research funding from national sources (ARRS), thereby ensuring that all research units and all research activities were able to function normally.

Weaknesses

In 2015 a number of large European research projects (Sungreen, Citius, Creative Cores) came to an end. UNG has not yet managed to obtain equivalent funding to enable these research activities to continue. State funding for concessions and research activities remains at a critically low level in 2015 as well, which is preventing teaching and research activities from developing normally.

There is a considerable delay in the provision of European funding to UNG for projects that have already been acquired and carried out. The delay in the reimbursement of contractual funds often exceeds one year, which makes the foundation's ability to operate considerably more difficult.

Opportunities for improvement

Given the reduction in state funding for research and higher education, UNG is continuing to provide study programmes in line with the principles of cost-effectiveness and

sustainability. It has streamlined programme provision, reduced the proportion of external staff involved in provision and increased the engagement of the university's own staff in teaching work, all without compromising the quality of provision or reducing the academic achievements and skills of students or graduates expected by the programmes.

For the operation and development of research activities, staff in all research units are endeavouring to obtain additional European and cross-border projects at international (EU) calls for applications. UNG also partners with domestic and international research establishments, and works as a partner in larger international consortia for the purpose of obtaining funds.

14.4 Assessment of the current state and orientations (2013/14)

Strengths

From 2013 to 2015, UNG obtained European funding for several projects and thereby increased the share of funds available for research. This enabled research activities to proceed smoothly and also provided a boost to teaching activities, which have seen a reduction in state funding in the last two years. In 2013 UNG was able to purchase several major items of research equipment via European projects (Sungreen, Citius, Creative Cores). UNG has also received a major private donation of equipment for molecular biology research for two research units (the Wine Research Centre and the Centre for Biomedical Sciences and Engineering). In September 2013 the "Upgrading the quality assurance system and revising study programmes at the University of Nova Gorica" project, which in the 2013–2014 period has enabled improvements to be made to the field of quality assurance, particularly in regard of the overhauling of the information system and of the programmes offered by the university, the introduction of e-learning and distance learning, and the modernisation of the UNG quality assurance system, was approved.

Weaknesses

State funding for concessions and research activities, which fell significantly in 2012, remains at a critically low level in 2014 as well, which is preventing teaching activities from developing normally.

Opportunities for improvement

Given the reduction in state (concession-based) funding, UNG is continuing to provide study programmes in line with the principles of cost-effectiveness and sustainability. The streamlining of programme provision without compromising the quality of provision or reducing the academic achievements and skills of students or graduates expected by the programmes is progressing in accordance with the plan set out in the "Upgrading the quality assurance system and revising study programmes at the University of Nova Gorica" project (2012–2015).

15 SUMMARIES OF SELF-EVALUATION REPORTS OF UNG SCHOOLS

15.1 School of Environmental Sciences

Summary of the self-evaluation report on the activities of the School of Environmental Sciences

The full report on the monitoring, assessment and assurance of quality (self-evaluation report) is available in Slovene language at:

<http://www.ung.si/sl/o-univerzi/kakovost/evalvacija-pedagoskega-in-raziskovalnega-dela/letna-porocila-evalvacije/>

In the 2018/19 academic year, the School of Environmental Sciences (SES) provided university-level first- and second-cycle Environment study programmes. On 17 September 2015 the NAKVIS Council passed a decision re-accrediting the first- and second-cycle Environment study programmes for seven years (or for an indefinite period).

The first-cycle Environment study programme provides a solid and wide foundation in mathematics for natural sciences, and provides the prior knowledge necessary for an understanding of the connections between specific areas and environmental phenomena. Elective course units in the second and third years enable students to choose a direction of study that is suitable to their interests. Throughout their studies, students acquire practical knowledge and experience in the form of laboratory and field exercises, a joint research project and a final dissertation. Students are actively involved in the international ECTS credit system, as well as in research work at universities abroad. One particular feature of the first-cycle Environment study programme is the joint research project that students undertake as part of the Introduction to Group Project Work and Group Project course unit, where the emphasis is on resolving practical environmental problems and on work within a multidisciplinary group. The redesigned programme, which began to be provided in the 2015/16 academic year, also contains a six-week period of practical training at the end of the third year. This is a good opportunity for students to consolidate contacts with potential employers. Changes to the course units in the first-cycle Environment programme were proposed and adopted during the 2017/18 academic year, and were implemented in three phases. In the first phase, three new course units were introduced (Atmosphere: Gases, Aerosols and Climate Change, Water and Waste Water Technology, Measurement and Improvement of Air Quality) and the Environmental Monitoring course unit was updated. These changes are to take effect in the 2018/19 academic year. The second phase involved changes to elective and orientation course units. These changes are to take effect in the 2019/20 academic year. No changes have been proposed for the 2018/19 academic year.

The second-cycle Environment programme is an explicitly interdisciplinary and research-oriented programme that features all the important fields of environmental science, such as water, air and soil pollution, measurement techniques for identifying and controlling pollution, waste management and the consequences of waste disposal, the chemical,

physical, biological and health effects of pollution, and the legal, economic and administrative aspects of environmental protection. Students focus on and deepen their knowledge of selected areas. Project-based work is also a feature of the second-cycle Environment programme, specifically individual research as part of the Independent Project I and Independent Project II course units. We place particular importance on the undergraduate or Master's dissertation, which the student produces independently and in which they explore and resolve a specific problem to demonstrate an ability to systematically apply the knowledge acquired to resolve more complex problems relating to the environment. Students may obtain a dual degree if they meet a portion of their study requirements from the Sustainable Chemistry and Technologies programme at Università Ca' Foscari in Venice. The first- and second-cycle Environment programmes were updated in the 2013/14 academic year and have undergone a re-accreditation process. The modified programmes began to be offered in the 2015/16 academic year. The newly introduced compulsory six-week period of practical training will strengthen cooperation with the business and non-business sectors, and enable future graduates to establish closer ties with potential employers. Changes were made to the second-cycle Environment programme in the 2016/17 academic year; these mainly involved the introduction of four new compulsory course units in the first and second years of the second-cycle programme. These changes are to take effect in the 2017/18 academic year. Changes to the course units in the second-cycle Environment programme were proposed and adopted during the 2017/18 academic year. These changes are to take effect in the 2019/20 academic year. Other changes were also planned (introduction of a module), but these were abandoned because of a lack of students in the second-level Environment programme. No updates to study programmes were proposed for the 2018/19 academic year.

The first- and second-cycle Environment study programmes were provided in Gorizia (Križna ulica 3) until the end of the 2013/14 academic year, with project and research work also being undertaken in the laboratories at the main UNG building at Vipavska 13 in Rožna Dolina. In the 2014/15 academic year, both programmes were provided at the main UNG building at Vipavska 13 in Rožna Dolina. The relocation of the SES and the Laboratory for Environmental Research to renovated premises at Dvorec Lanthieri in Vipava was planned in the 2015/16 academic year. However, owing to complications in the takeover process, only the first years of the first- and second-cycle Environment programme were relocated to Vipava. Both study programmes have been provided in full in Vipava since the 2016/17 academic year.

Quality assurance is performed at the SES in accordance with the uniform methodology in place at the University of Nova Gorica and detailed in the UNG Quality Assurance Manual, which was adopted at the 51st meeting of the UNG Senate on 11 July 2013. In line with the NAKVIS recommendations made at the UNG external evaluation, the SES Senate adopted the Rules of Procedure of the Academic Affairs Committee, which governs the organisation and work of the SES Academic Affairs Committee, at its 43rd ordinary meeting on 27 June 2013. In the 2014/15 academic year, we updated and upgraded the instructions for the preparation of undergraduate and Master's dissertations as part of the SES quality assurance process. Since the 2017/18 academic year, undergraduate dissertations have been replaced by a practical training course and a final seminar paper. These course units were not provided in the 2018/19 academic year, as no students were enrolled in the third year of the first-cycle Environment programme.

We have seen a fall in enrolment in the first year of full-time studies in the Bologna first-cycle Environment study programme since the start of the 2008/09 academic year (from 37 students to the seven enrolled in 2014/15, with 30 places available). We can attribute this, among other things, to the arrival of similar new programmes in Slovenia, demographic changes, and the lack of integration of Nova Gorica into the rest of the country and the recent charging of fees for the continuation of second-cycle studies. Fifteen students were enrolled in the first year of the first-cycle Environment programme in the 2019/20 academic year, the highest number for five years. More students have been enrolling in the first-cycle Environment programme since the 2016/17 academic year, with numbers settling down to between ten and 15. Students from all over Slovenia (i.e. not just from the Goriška or Primorska region) are opting to study environmental sciences at the University of Nova Gorica. If we look at the profile of the students from the point of view of the type of secondary education completed prior to enrolment, we see that those who completed general upper secondary education (gimnazija) and those who completed the vocational secondary school-leaving certificate (matura) account for roughly equal numbers. A very high proportion of students completed their secondary schooling abroad (just over 73%).

In terms of promotion, SES management highlights the importance of activities at secondary schools, promotion at various events, contact with advisers at secondary schools, presentations to secondary school students and promotion among secondary school athletes, all of which were, to a large extent, carried out in the 2015/16 academic year. In the 2014/15 academic year, the SES also established links with the Slovene-language liceo in Gorizia, where considerable interest in the Environment study programme was shown. The University of Nova Gorica and the liceo, which is a state education institute comprising the S. Gregorčič liceo delle scienze umane e liceo scientifico (humanities and science) and the P. Trubar liceo classico (humanities and classical studies), signed a cooperation agreement on 25 February 2015. In the 2018/19 academic year, we promoted the School at a number of careers fairs (Informativa in Ljubljana, the Kranj careers fair and the employment fair in Ajdovščina-Castra). Promotion was also carried out via social networks and at schools.

In response to experiences from previous years, a part-time first cycle Environment programme was first offered in the 2012/13 academic year. Two part-time students enrolled in the 2014/15 academic year, but no students enrolled in subsequent years 2015/16, 2016/17, 2017/18, 2018/19 and 2019/20).

Enrolment in the second-cycle Environment programme (full-time) has increased markedly in comparison with the 2012/13 and 2013/14 academic years, when only two students were enrolled in each of those years. All available places have generally been filled since the 2014/15 academic year, which we can largely attribute to the fact that students are exempt from the payment of tuition fees. The SES has signed a dual degree agreement with the Università Ca' Foscari in Venice for second-cycle Environment studies (dual Master's in Environment, Sustainable Chemistry and Technologies). This dual Master's began to be provided in the 2014/15 academic year, with three students opting to take it. The 2017/18 academic year saw another drastic fall in enrolment, with not a single student enrolling in the first year of the second-cycle Environment programme. Given previous enrolment numbers, we can attribute this fall to the re-introduction of tuition fees for second-cycle study. One student has been enrolled in the 2019/20 academic year. The low enrolment

numbers can still be attributed to tuition fees, as other faculties in Slovenia are providing similar but fee-free courses.

In the 2017/18 academic year, the School of Environmental Sciences continued with the introduction of online support to first- and second-cycle Environment students in the form of online classrooms designed using the Moodle platform. This type of support is available for the Geology, Mathematics, Physics, Environmental Monitoring, Environment Information Systems and GIS, and Fundamentals of Environmental Science course units within the first-cycle Environment programme. Having perceived a need for distance learning in the second-cycle Environment programme, the SES has also introduced online support to the Geographical Information Systems, Environmental Epidemiology, Geochemistry, Current Environmental Topics and Biomonitoring course units.

In comparison with 2014 and 2015, when the SES increased its staff numbers, the number of higher education teachers employed full-time fell once again in 2016 to 11 (the same number as 2013). Lectures were given at the SES by 12 full-time higher education teachers in 2014 (15 in 2015). The number of full-time higher education teachers rose to 13 in 2017 and to 14 in 2018. The number of higher education teachers working on the basis of a contract fluctuated between 16 and 19 from 2013 to 2016, with the number rising to 20 in 2017. In 2018, in line with guidelines, we reduced the number of contracted teachers to 11. In 2019 the number of full-time higher education teachers fell once again, this time to nine, as did the number of contracted teachers (to four). In the 2015/16 academic year, the SES was headed by its Dean, Professor Urška Lavrenčič Štangar, who took up the post in February 2013. In the 2016/17 academic year, the School was headed by Professor Matjaž Valant, who took up the post in September 2016.

In order to promote and assure the quality of its teachers' teaching work and to introduce new teaching methods, the SES encourages participation in various workshops organised by UNG or other institutions. SES lecturers regularly take part in academic conferences, seminars and lectures.

Every year we carefully study students' responses to the questionnaire on the quality of the teaching work of all teachers and assistants, and try to take any critical assessments into account as far as possible. A comparison of the results of the analyses of the questionnaires carried out between 2009 and 2014 shows that the average grades given to the teaching of course units in the first-cycle Environment programme across different years are comparable and positive. We redesigned and shortened the student questionnaire in 2015/16 in order to increase student response. Course unit evaluation questionnaires. We have also introduced School management interviews with all students.

Students gave a positive opinion of the first-cycle Environment programme in the questionnaire for the 2018/19 academic year, even though the programme was not entirely in line with their initial expectations. Students gave a positive assessment of the work of the SES Secretary's Office and the library. In all years in which student satisfaction has been monitored, the study programme has received a grade of "very good" (a grade of between 3 and 5). Students also have a positive opinion of the support given by the Careers Centre when they are looking for employment. However, the responses to the questionnaire make clear that students are still fairly poorly acquainted with its work, as well as with that of the Student Council.

This year we have not received any completed questionnaires from the second-cycle Environment programme as no students are enrolled in the programme.

In collaboration with the Careers Centre, we monitor the employment outcomes of SES graduates. The employment rate for students within six months of the completion of studies has risen in comparison with the last few years and stands at its highest rate of 78.28%. The aim of the School is to increase the employment rate of its graduates year on year. The establishment of the Careers Centre and the activation of the Alumni Club have definitely helped to increase the job prospects of graduates of the Environment programme. That said, it would be useful in future to monitor the employment of graduates within the profession rather than employment in general, (i.e. the employment of SES graduates in non-environmental fields as well).

SES students are tied to the research and social environment through the Laboratory of Environmental Research and international and applied projects. Employers interviewed as part of the SES external evaluation process in April 2015 expressed their satisfaction with the skills acquired by graduates of the School. Since 2017/18, students, mainly those in the third year of the first-cycle programme, have been connected to the environment outside the university via a compulsory six-week period of practical training. This course unit provides students with their first contact with potential employers. However, these course units were not provided in the 2018/19 academic year because no students were enrolled in the third year of the first-cycle Environment programme. We will continue these course units in the next academic year.

The following were involved in compiling this report (in alphabetical order): Professor Iztok Arčon, Marina Artico, Dr Blaž Belec, Tea Stibilj Nemec, Nives Štefančič, Maja Terčon, Professor Matjaž Valant, Sabina Zelinšek.

15.2 School of Humanities

Summary of the self-evaluation report on the activities of the School of Humanities

The full report on the monitoring, assessment and assurance of quality (self-evaluation report) is available in Slovene language at:

<http://www.ung.si/sl/o-univerzi/kakovost/evalvacija-pedagoskega-in-raziskovalnega-dela/letna-porocila-evalvacije/>

The University of Nova Gorica's School of Humanities has several advantages over similar faculties in Slovenia. These include the small size of the School, which means greater flexibility when it comes to organising the programme, the lighter teaching workload enjoyed by full-time staff (albeit a workload that increased noticeably in the last academic year), which frees teaching staff up to engage in more research and thereby acquaint themselves more easily with the latest findings in their field, the large number of higher education teachers and other staff involved in teaching, which ensures that a wide and diverse range of subjects is taught, and the favourable student teacher ratio, which increases student access to teachers. However, some of these features also have a negative side. Along with the small scale of the promotional activities, the small size means that the university (and therefore the School) has a low profile, while the advantage of having a lighter teaching workload is, because of the low number of full-time School staff and the fact that joint services are not strong enough, neutralised by the relatively high administrative workload.

The advantage of having a large number of higher education teachers and other staff involved in teaching is neutralised by the fact that the majority of the teaching staff (which particularly applies to the Cultural History programme) are employed at UNG as associates, which reduces student access to those staff members and also reduces their involvement in administrative, promotional, etc. activities for the School of Humanities and the university as a whole. This leads, in turn, to a reduced range of new ideas in terms of the management and organisation of the School.

Four programmes were provided at the School of Humanities in the 2018/19 academic year: two first-cycle programmes (Slovene Studies and Cultural History) and two second-cycle programmes (Slovene Studies with Linguistics/Slovene Studies with Literary Science, and Migration and Intercultural Relations). Two accredited programmes were not provided: the first (Digital Humanities) had no students enrolled, while the second (Slovene Studies – Education Studies Master's) was not offered.

Contemporary teaching practices are used in all School of Humanities programmes, supported by all the latest developments brought about by computer technologies (ongoing online publication of lectures and practical work, individual clarifications and explanations provided to students by e-mail, online submission of seminar papers, multimedia-supported lectures, etc.). In future we would like to offer students more opportunities to become involved in similar programmes at universities abroad by organising international symposia and integrating international teaching staff into the teaching process at the

School, and to raise the level of study and make the School's study programmes attractive to international students as well.

The School of Humanities regularly carries out a thorough evaluation of each programme at the end of the academic year (i.e. in September) and at the beginning of the new year, with the discussion concluding with the collection of opinions on and grades for all lecturers. These are then incorporated into the self-evaluation report.

The 2018/19 academic year was marked by three major issues: the management and vision of the School, the number and structure of the students enrolled, and the redesign of study programmes. Two programmes had no first-year students (first-cycle Slovene Studies and first-cycle Digital Humanities), while the Cultural History programme was mostly studied by international students with only a modest knowledge of the language in which the programme is taught. January 2019 saw the resignation of the Dean, Assistant Professor Aleš Vaupotič, who was replaced by Vice-Rector Professor Mladen Franko. The Vice-Rector ensured that the study process was able to continue smoothly and that all study programmes were re-accredited. He also supported the discussion taking place within the circle of existing School of Humanities staff on the search for alternative solutions, particularly as regards defining a vision for the Slovene Studies programme and increasing enrolment in this programme for both first and second cycles.

Reservations regarding the strategic directions being taken in UNG promotion were expressed on a number of occasions during the internal discussions. Planned and particularly well-organised promotional activities were carried out in Bosnia and Herzegovina, Serbia and North Macedonia, i.e. in areas where there was less potential for the recruitment of students for Slovene studies, while staff carried out other activities in Slovenia independently or in collaboration with the student enrolment officer. School of Humanities staff, particularly those involved in Slovene Studies, want to see more support and help in promoting their programmes in Slovenia.

Students assessed the lecturers as excellent, with an average grade of 4.87 (up 0.3 compared to the previous academic year). The student workload is also highly rated at 112%. Students attend lectures relatively regularly, with the rest of the time being taken up with independent work. This means that students are satisfied with the amount of contact time, and lecturers are successful in motivating them to undertake continuous and extensive independent work.

Students expect a lecturer to be a professional who is able to motivate them and to present complex content in a straightforward, comprehensible and coherent way. The comments place assessment of the lecturer's personal approach and relations with the students to the fore, with their professional skills being pushed somewhat into the background (i.e. as something that is taken for granted). One finds in general that the teaching assistants are extremely highly rated as they tend to have a more relaxed and open approach to the students. The comments stress the importance of a lecturer displaying a friendly and positive attitude and having the ability to create a pleasant atmosphere, which is a strong factor in attracting students to lectures and seminars. Positive energy, a relaxed approach and an ability to communicate on the part of a lecturer is all the more important with small groups, where the absence of even one student can have a major impact on the atmosphere. The lecturer is therefore responsible for bringing the group together.

The School's management supports informal forms of learning, which is why it has supported the publication of the Artepakt student newspaper and the student projects financially supported by the Public Scholarship, Development, Disability and Maintenance Fund of the Republic of Slovenia. The first project, "Publication of a debut book", took place under the "Creative Path to Knowledge" scheme, while the second, which involved students creating a database of "Alexandrians", was part of the "Student Innovative Projects for Social Good" scheme. Projects like these, as well as practical training, help students plan their careers, aid their involvement in the labour market and lay the foundations for lifelong learning.

The following were involved in compiling this report (in alphabetical order): Associate Professor Željko Oset, Barbara Sirk, Tea Stibilj Nemec, Nives Štefančič, Maja Terčon and Sabina Zelinšek.

15.3 School of Engineering and Management

Summary of the self-evaluation report on the activities of the School of Engineering and Management

The full report on the monitoring, assessment and assurance of quality (self-evaluation report) is available in Slovene language at:

<http://www.ung.si/sl/o-univerzi/kakovost/evalvacija-pedagoskega-in-raziskovalnega-dela/letna-porocila-evalvacije/>

The School of Engineering and Management at the University of Nova Gorica incorporates the latest technologies and knowledge applied by companies today into its first- and second-cycle Engineering and Management programmes, thus preparing students to integrate the knowledge they acquire with a thorough knowledge of production and business processes within companies. The programmes take into account the fact that these processes are being rapidly digitised, which provides for a more straightforward overview of production and for greater flexibility. The development of sensors and of integration into information systems has enabled quality control at all stages of production, storage, delivery, logistics, etc. Information on defects, malfunctions, irregularities and tool wear is available in real time, which leads to production with low levels of rejection, achievement of the desired quality and cost control. Industry 4.0 would be impossible without experts who know the technical and organisational-economic aspects of the processes. The job of industrial engineer is therefore becoming ever more relevant.

In order to prepare our graduates for these changes, we already thoroughly overhauled our Engineering and Management programme (both first and second Bologna cycles) in the 2015/16 academic year, adding syllabus content on the basic features of modern approaches in industry. The programme now has even more elective course units and up-to-date content, and a greater emphasis on information technology. In the 2017/18 academic year, the first and second years of both cycles were implemented under the revised programme, with the changes applied to the third year of the first-cycle programme in autumn 2018. In January 2019 the UNG Senate approved changes to four course units to which new learning objectives and content had been introduced to equip graduates to work in an international environment. In May 2019 all syllabuses in the first- and second-cycle Engineering and Management programmes were reviewed and, where necessary, updated.

According to figures for 2016/17, 87.8% of School of Engineering and Management graduates had found employment within six months of graduation, with this number rising to 93.42% within one year. In 2017 the six-month figure was almost exactly the same at 87.18% and the one-year figure was slightly higher (94.52%). In 2019 the proportion of graduates of the School who had found employment within six months of the completion of studies rose to 90.91%, while the figure for those finding employment within one year was 93.33%. Carefully implemented practical training contributes a great deal to these figures, and the School has recorded round tables (also published on the website) for the purpose of informing potential employers more widely of the profile of industrial engineer

as represented by School of Engineering and Management graduates employed by successful companies. The first of these round tables has over 700 views. Further round tables were recorded and published in 2016, 2018 and 2019. Other graduates featured on each occasion to enable us to include the widest possible range of companies and work experiences.

It is very important for the School of Engineering and Management to be able to connect with its environment and particularly with companies, not only to ensure that students enjoy positive employment outcomes but also to enable them to become familiar with work in industry during their studies. The School works with industry mainly through the practical training offered to students and through seminar papers and undergraduate and Master's dissertations, which generally attempt to resolve specific problems in real-world working environments. Third-year students undertook practical training at the following companies in 2018: Agromehanika d.d., Gallo d.o.o., LED Luks d.o.o., Hidria d.o.o., PE Tolmin, and VRC d.o.o. The School monitors feedback from employers, carefully and as a matter of course, by asking company-based mentors to complete a survey. In the survey conducted in 2018, all respondents expressed their satisfaction and their readiness to accept our students for practical training on subsequent occasions. They confirmed the same in 2019. Third-year students undertook practical training at the following companies in 2019: B22 d.o.o.,

LIPRO d.o.o., Kolektor Orodjarna, Mahle d.o.o., B. Makovec transport d.o.o., Creanest d.o.o., LEDLUX d.o.o. and Hit d.d. The relevance of the knowledge gained by students to industry has also been confirmed on several occasions at national competitions, including by the success of a five-member team of third-year students who, in December 2016, won the national Iskra Student Challenge on the topic of smart and energy-efficient buildings.

In the 2017/18 academic year, students from the School took part in three interdisciplinary "Creative Path to Practical Knowledge" (PKP and ŠIPK) projects coordinated by staff at the School of Humanities ("Slovenian independence tourist trail in Goriška" and "Publication of a debut book" projects) and the School of Environmental Sciences ("Raising children's environmental awareness through experiences in nature"). In the 2018/19 academic year, students from the School took part in the interdisciplinary "Creative Path to Practical Knowledge" (PKP) project coordinated by staff at the School of Environmental Sciences. They were involved in the "Seeking opportunities for using cement industry by-products with high salt content" project in collaboration with the Salanit Anhovo, d.d. company.

The School also maintains and strengthens its links with industry through projects carried out within the study programme itself. In spring 2018, 14 first-year Master's students undertook a project researching the development potentials of and creating products for reviving the village of Goče, which they then successfully presented to the municipal administration. The project, which was mentored by staff at the School, took place in close cooperation with local community representatives. In the 2018/19 academic year, first-year Master's students worked closely with the management of the University of Nova Gorica Foundation on a project titled "Study of the options and the creation of pathways and products for the acquisition of funds for the financing of the UNG Foundation". Twenty students were actively involved in the project.

Although there was a marked increase in mobility through the Erasmus programme in the 2016/17 academic year, this mobility declined in the academic year that followed. The fact that student mobility for the purpose of practical training has continued is a positive development. The international integration of the School increased in the 2017/18 academic year through the arrival of other guest professors from abroad and the international online “Open education for a better world” mentoring programme, which we designed and implemented in collaboration with the UNESCO Chair on Open Technologies for Open Educational Resources and Open Education at Institut Jožef Stefan, to which more than 40 mentors and 14 programme developers from around the world have applied. More than 50 people from 17 countries took part in the concluding event in July 2018, which also included an international competition on the development of open education. Interest more than doubled in 2019, with participants coming from 35 countries.

Although there was a marked increase in mobility through the Erasmus programme in the 2017/18 academic year, this mobility declined slightly in the academic year that followed. The fact that student mobility for the purpose of practical training has continued is a positive development. The School’s international integration increased in the 2018/19 academic year through further Erasmus exchanges. The School of Engineering and Management also saw increased enrolment from international students, whom we assist with English-language study materials, one-to-one consultations and other flexible adjustments. Slovene-language learning is also organised, with a continuing course being organised for the first time in 2019.

Forty places were offered on the first-cycle programme in the 2017/18 academic year (as well as 40 part-time places). In the end, the programme had 42 full-time and four part-time students. Thirty places were offered on the second-cycle programme, with 16 (full-time) students attending the programme. Efforts to increase enrolment continued throughout the year. In autumn 2018, 35 students applied to the first-cycle programme, and there was a significant rise in the number enrolling in the second-cycle programme (to 22 students). All full-time first-cycle places were again filled in 2019, with 14 students enrolling in the second-cycle programme. Active student athletes regularly enrol in both the first- and second-cycle programmes.

Shifts towards improvements in several study performance indicators were noticed in the 2017/18 academic year. Progression rates improved in comparison with the previous year, with fewer instances of examination retakes and an improvement in the average examination grades achieved. The most noticeable thing was the increase in the proportion of students completing their studies on time. This rose to 47.4%, the highest figure in the last few years. Progression from the first to second year in the first cycle fell considerably in the 2018/19 academic year. This was partly linked to the fact that a large number of students enrolled in the first year were entirely inactive. In order to improve the situation, we focused carefully on the provision of revision and retake classes. We are monitoring the situation carefully and strongly encouraging active forms of study. Progression from the first to the second year in the second cycle programme improved significantly in the 2018/19 academic year.

The School’s conditions of work improved with its relocation to Dvorec Lanthieri in Vipava, which provides well-equipped and up-to-date lecture halls and an excellent wireless internet network. Access to multimedia infrastructure and the environment for

distance collaboration has been improved with the installation of new equipment in one of the lecture halls and the leasing of the MiTeam e-platform.

The management of the School of Engineering and Management have a clear vision and development strategy and are in the process of realising it. The School's strategic plan is based on the university's development strategy (Programme of activities at the University of Nova Gorica 2010–2025), which is annexed to the university's quality assurance report. The School has a quality monitoring and assurance system in place that is part of the university's overall quality monitoring and assurance system. A self-evaluation of the implementation of study programmes is conducted every year at UNG Schools.

We have redesigned the student questionnaires on the quality of the teaching work of teachers and teaching assistants (they are now shorter and the questions are more specific). We have presented the aims of the questionnaires and the use of their findings to students in the form of short workshops. Although student response to the new online questionnaires for monitoring teaching quality is good, it is still lower than expected. It is first-year students, who are most numerous, who do not take part in the questionnaires in the numbers expected. Students on the first-cycle Engineering and Management programme were more satisfied with the programme than those the previous year, although they were critical of the Careers Centre and the Student Council. Second-cycle students were also critical of the Careers Centre and the Student Council, but less so of the Library. One should take account of the fact that a small number of students took part in the questionnaire; this means that the results yield only a certain number of indicators and do not offer statistically relevant conclusions. The quality coordinator held a meeting with every student year separately in order to clarify the process and results of the student questionnaires and address other quality-related issues.

We systematically encourage teaching staff to improve the quality and attractiveness of instructions. We are also continuing our attempts to exploit the benefits of more active approaches to study, particularly through student project work and the use of video recordings of lectures, certain other open and accessible educational materials, and online classrooms on the Moodle platform. In the 2015/16 academic year, 11 first-cycle and two second-cycle course units were supported by online classrooms, with that number growing to 16 first-cycle and three second-cycle course units in the 2017/18 academic year. The majority of first-cycle and quite a number of second-cycle course units now have virtual classroom capacities. Written instructions and recommendations for users are also available. In combination with recorded lectures, online classrooms offer students the greater flexibility they need, particularly student athletes and working students, several of whom enrol with the School precisely because of these opportunities. In autumn 2018, 16 teachers took part in the annual meeting in Sinji Vrh. They discussed current topics, with the implementation of more active forms of study, the updating of syllabuses and links with industry at the forefront of the discussion. Training in the use of the MiTeam online platform was organised in 2019, with a large number of School staff taking part. The internal workshop on the sharing of experiences in the use of more active forms of learning was also well attended. Some staff also took part in training organised by the INOVUP project.

Because of the diverse nature of the education it offers, the School of Engineering and Management requires staff from a large number of different profiles and therefore has

connections with several research units. To the extent dictated by the professional course units on offer, the School also requires external associates, generally company-based specialists, who are able to transmit their practical experience to students and who also work extremely well on activities outside the lecture hall. Their numbers are limited by the frameworks established at university level. In order to make it easier to achieve its ambitious targets, the School does still require (and is seeking out) additional full-time staff.

The following were involved in compiling this report: Professor Imre Cikajlo, Professor Tanja Urbančič, Andreja Prah Peljhan, Renata Kop, Sabina Zelinšček and Tea Stibilj Nemec.

15.4 School of Science

Summary of the self-evaluation report on the activities of the School of Science

The full report on the monitoring, assessment and assurance of quality (self-evaluation report) is available in Slovene language at:

<http://www.ung.si/sl/o-univerzi/kakovost/evalvacija-pedagoskega-in-raziskovalnega-dela/letna-porocila-evalvacije/>

The School of Science at the University of Nova Gorica is attempting, within the context of higher education in Slovenia, to establish a **top-quality, experimentally-oriented way of teaching physical and materials science**. It permits the exchange of credits within UNG schools and the ECTS. It is a signatory to the Erasmus Charter, which thus enables its students to take part in the Erasmus+ programme.

From 2007 to 2016 the School of Science provided two state-approved university-level study programmes: Physics (first cycle) and Physics (second cycle, Master's). With the addition of Astrophysics in 2016, the programmes were conceptually redesigned and renamed, becoming the **first-cycle university-level programme in Physics and Astrophysics** and the **second-cycle Master's programme in Physics and Astrophysics**. Both programmes have been accredited by the Slovenian Quality Assurance Agency for Higher Education for the maximum possible period of seven years. Since the 2019/20 academic year, the School of Science has also offered a **second-cycle Master's programme in Materials Science**, which provides a comprehensive overview and understanding of the mechanical, electrical, magnetic, optical and other properties of different materials, and their design, synthesis, characterisation, production and use. A characteristic common to all three study programmes is direct contact between students and teachers, with an emphasis on scientific excellence and research work, and the intensification of links with international research institutions.

The fundamental objective of the first-cycle Physics and Astrophysics programme is to provide students with all the necessary theoretical and experimental knowledge, as well as with their first forays into the research experience through supervised research work or Master's work in astrophysics and solid-state physics. The fundamental objective of the second-cycle Master's Physics and Astrophysics programme is to educate and train specialists in astrophysics and solid-state physics. Both streams enable Master's graduates to continue their studies at the doctoral level or find employment, as they nurture the ability to use mathematical, computing and experimental tools, take a physics-based approach to problem-solving, and work and communicate in an international environment. Students are involved in the research activities conducted at UNG support laboratories and centres, as well as partner institutions, which enables graduates to compete at the global level. The fundamental objective of the second-cycle Materials Science programme is to educate and train specialists who will be capable of working on research and industrial processes by analysing, improving and designing new materials for advanced equipment and

technologies. The programme has been designed in collaboration with the Institute of Chemistry and Institut Jožef Stefan in Ljubljana. Despite the fee-paying requirements, one student enrolled in response to the first announcement of the programme in the 2019/20 academic year.

In the 2018/19 academic year we offered the first- and second-cycle Physics and Astrophysics programmes at the university's centre in Ajdovščina, where the School has a sufficient number of lecture halls, laboratories and other areas. There is also a student area with a small collection of academic literature and common rooms for socialising. We also provided the first year of the first-cycle Physics and Astrophysics programme at the premises of the Institute of Metals and Technologies (IMT), Lepi pot 11, Ljubljana. The latest teaching and learning methods for both general and specific knowledge and skills in specific areas were used for the provision of both programmes. Teaching on the first-cycle Physics and Astrophysics programme was provided by 18 teachers (top-level experts in solid-state physics and astrophysics with the appropriate academic qualifications), with 16 employed full-time by UNG and two employed on a contractual basis.

Nineteen students were enrolled in the first-cycle Physics and Astrophysics programme in the 2018/19 academic year: 11 in the first year, five in the second year and two in the third year. The first year was successfully completed by 27% of those enrolled, the second year by 60% of those enrolled and the third year by 50% of those enrolled. One student graduated. In the last ten years, around 50% of students have progressed successfully through the years of study. The number of female students is on the rise and currently stands at 30%. The average grade achieved in all exams taken in the 2018/19 academic year was 8.01. Two students were enrolled in the second-cycle Physics and Astrophysics programme. Both completed their studies successfully with a Master's degree. There has been a promising increase of 50% in enrolment in the first-cycle Physics and Astrophysics programme in the last three years. In the 2019/20 academic year, the enrolled students mostly come from general upper secondary schools (gimnazije), while the previous academic year they mostly came from other types of secondary school. It is also noticeable that the students in 2019/20 come from the whole of Slovenia, in contrast to the year before, when they came exclusively from Ljubljana, its surrounding area and Western Slovenia. Thirty per cent of our students are international students.

Despite the low level of response, the surveys show that students were satisfied with the way the programmes are conducted. According to students in the 2018/19 academic year, there was a large increase in workload. However, given the small number of students surveyed, we are, for now, not planning to revise the ECTS weightings. We have noticed that there has been an increased workload in those course units in which students do not have adequate levels of prior knowledge, and have alerted lecturers to this fact. Student assessments of lecturers from surveys and student interviews show that students believe that most of the lecturers provide high-quality teaching. The surveys have also shown that trial provision of the first year of the first-cycle Physics and Astrophysics programme in Ljubljana in 2017/18 and 2018/19 has had a positive impact on enrolment, particularly as a result of increased opportunities for extracurricular activities. Despite the fact that they offer better conditions for study, Ajdovščina and Vipava are regarded as less attractive

locations. We can conclude, in light of the renewed increase in enrolment in the 2019/20 academic year, when the entire programme is being provided in Ajdovščina, that:

- the provision of the first year of the first-cycle Physics and Astrophysics programme in Ljubljana has helped to increase the number of students to a certain extent, but has not been critical to this increase, as enrolment also increased when the programme was once again relocated to Ajdovščina. Nevertheless, the moving of programme provision to Ljubljana has been beneficial in the long term, as we have thus been able to alert the general public to the possibility and advantages of studying physics and astrophysics at the School of Science.
- The promotion of study at the School has raised its profile and made a significant contribution to increasing enrolment. Promotion of study at the School abroad has been very important in this regard, with results of the School's own promotional activities in the Balkans being particularly evident (30% of students enrolled in the first year of the first-cycle Physics and Astrophysics programme are from former republics of Yugoslavia). The intensive promotion of the study of physics and astrophysics at various events and secondary schools around Slovenia has been equally important, as the enrolment of home students has increased by 25% despite the increase in international students.

In 2019/20 we will endeavour to engage in adequate promotion of all study programmes and thereby maintain the upward trend in enrolment in the future. With regard to Master's study programmes, which are not provided on the basis of a concession, past experience tells us that promotion is not sufficient in itself, as graduates do not opt to undertake Master's degrees in science if tuition fees are involved. In order to acquire students, we will make active attempts to secure stable and long-term funding sources for Master's study. In addition to activities to increase enrolment numbers, we are also planning to internationalise our course units (bilingual materials) and introduce the latest forms of study (online lectures) to the first-level Physics and Astrophysics programme. The School will continue to carry out quality control of all study programmes in the future.

The following were involved in compiling this report: Professor Samo Stanič (Dean of the School of Science), Matej Stanič and Matevž Rupnik (student representatives on the School of Science Senate), Professor Iztok Arčon (Chair of the UNG Quality Committee), Tea Stibilj Nemec, Sabina Zelinšek, Nives Štefančič, Maja Terčon, Vanja Lesica Baša, Vesna Mržek and Professor Egon Pavlica (quality coordinator at the School of Science).

15.5 School of Viticulture and Enology

Summary of the self-evaluation report for the School of Viticulture and Enology (SVE)

The entire report on the monitoring, assessment and assurance of quality (self-evaluation report) for the School of Viticulture and Enology is available in Slovene language at:

<http://www.ung.si/sl/o-univerzi/kakovost/evalvacija-pedagoskega-in-raziskovalnega-dela/letna-porocila-evalvacije/>

The University of Nova Gorica has offered the Viticulture and Enology professional higher education programme since the 2005/06 academic year. The Higher Education Council of the Republic of Slovenia approved the Viticulture and Enology professional higher education programme and the establishment of the School of Viticulture and Enology in 2006.

On 21 October 2013, seven years after its first accreditation, UNG received the decision re-accrediting the Viticulture and Enology professional higher education programme at the SVE for a further seven years. This was followed, in July 2014, by approval from the Ministry of Higher Education, Science and Technology for relocation of the School to Vipava. During the last academic year (March 2019), the SVE obtained approval for accreditation of a second-cycle Viticulture and Enology programme from the NAKVIS Agency, successfully entered the programme in the eVŠ (e-higher education) system and invited enrolment for the new 2019/20 academic year. In June 2019 we also began the process of securing accreditation for the change of status from college (Visoka šola za vinogradništvo in vinarstvo) to faculty (Fakulteta za vinogradništvo in vinarstvo), although the English translation of the name remains the same (School of Viticulture and Enology in both cases). This process is still under way.

In addition to the Dean, who heads the School, the following operate within it: a ten-member SVE Senate, the Academic Affairs Committee, the chair of the undergraduate dissertation assessment committee, and a quality coordinator. SVE students have a representative on the Senate as well as on the UNG Student Council.

The SVE's basic operations are financed mainly from funds derived from the concession, but we have also been successful in securing funds for providing students with additional practical knowledge. Funds are also provided by the tuition fees paid by international students or by students who have already used up their entitlement to free study in Slovenia. Despite the fact that part-time places are offered every year, only full-time students are enrolled in the programme.

The SVE's basic spatial conditions are sufficient for its needs. Since the beginning of 2013, the School has been based in the residential part of Dvorec Lanthieri in Vipava. Following the takeover of the commercial part of the building and the final relocation of two more Schools to Vipava (the School of Engineering and Management and the School of Environmental Sciences), which took place in 2017/18, the work and study conditions improved still further. In addition to the existing lecture halls, the large well-equipped student laboratory and the research laboratories, the meeting room and the events venue (Aula Magna) in the residential part of the building, we also acquired seven new lecture halls in Vipava, one of which we converted into a biology classroom and another into a geology classroom (we now share these with the School of Environmental Sciences). A new computer classroom has been equipped

and set up for all students, and there are now more spaces available for students (21). We have equipped five computers in the computer classroom with eKletar software, which was kindly donated by the Aalta lab d.o.o. company. At the beginning of 2019, we put the finishing touches to the tasting room and preparation area in Dvorec Lanthieri. This had first been planned back at the beginning of 2013, but no funds had been available until now. The School has its own wine estate. In order to keep costs down, we have reduced its size (it is now 1.46 hectares). The estate includes a new vineyard, 1.2 ha in size, for growing local Zelen and Pinela grape varieties. We still lack permanent or long-term cellar/production areas for our research and teaching needs. The arrangement of a fermentation laboratory area that enables researchers and students to conduct test fermentations is planned for 2019/20. This will partly ease a problem that we have faced for a number of years.

In the 2018/19 academic year we provided all course units in line with the syllabuses. We determined the set of elective course units on the basis of an informative questionnaire and discussions with students. In order to reduce costs, we have amalgamated several course units at UNG level that were common to more than one School, while two (compulsory) course units, Basics of Wine Marketing and Economics in Viticulture and Winemaking, are still being provided alternately every two years (first and second years combined). As part of their fieldwork and/or practical work, students have visited a large number of wine cellars, institutes, companies and wine fairs/festivals, thus getting to know all the winegrowing regions of Slovenia. In accordance with the contracts in force, our students had the option of gaining experience at 55 different contractual partners under the Practical Training course unit.

At the end of the 2018/19 academic year, we adopted a number of changes connected with the method of completion of the first-cycle programme. Specifically, the undergraduate dissertation is being replaced by an undergraduate seminar (from 2020/21), which will allow us to have more control over students' research task preparation and the preparation and defence of the research report during the third year of study. Other changes to the programme mostly involve changes to lead lecturers for certain course units (these are the result of staff changes). In accordance with the UNG education strategy, we are also incorporating new, more modern teaching approaches into the teaching process on a trial basis. This is in order to encourage students to undertake more independent work (problem-based learning, discussion, preparation of mind maps), as our surveys show that students have moved away from classic forms of independent work. We would still like to increase the proportion of course units that we can offer in both languages, thereby giving a further international dimension to the programme.

An analysis of the programme has shown that too many students are still failing to complete their studies on time, i.e. that the average duration of study is still more than four years. While this is unacceptable, some progress has been made in the last two years, with a quarter of students graduating in less than four years.

In the next few years (until the students that enrolled in 2020/21 complete their third year), we will make consistent efforts to encourage students to complete their undergraduate dissertation during the third year of study, first by providing a brief period of instruction on how to produce written work at the SVE and then drawing up a collective timetable of work on the dissertation, to include interim reviews of students' progress. This approach will help us to eliminate the bottlenecks that arise in the production of undergraduate dissertations, other written work and the ongoing tasks that students have to complete when the lecture cycle has already been

completed. This will considerably shorten the time taken to submit dissertations for review, and therefore the time taken to complete studies. The School is still of the opinion that, in addition to more intensive work by School management to encourage students, we will also have to give students a deadline by which they may complete their studies without incurring any fees. This will have to be arranged at institutional level.

An analysis of the programme also indicates that all staff employed at the SVE are actively involved in research work, which enables the latest knowledge to be transferred to the teaching process in a more satisfactory way. While the SVE is most connected with the Wine Research Centre (WRC), it also collaborates with a number of other UNG research units. Owing to the professional nature of the study, we involve a large number of experienced professionals in the teaching process, as well as guests from business sectors and other institutions, in line with the vision of the School of Viticulture and Enology and of the university as a whole.

Student response to questionnaires is still poor (third-year students this time, second-year students last year), which is clearly a form of group-based reluctance that has been going on for some years. Interviews with the students concerned show that completing all the questionnaires takes a great deal of time – something that they are not prepared to invest. Nevertheless, the questionnaires submitted indicate that students are generally satisfied with the programme and with the work of the departments with which they are in contact. The work of our teaching staff is largely very highly rated, although most of the first-year teachers received lower ratings (3), which is surprising given the long-term average. Nevertheless, we will pay attention to future results and alert/talk to those who continue to receive lower ratings.

We have not yet achieved satisfactory or constant enrolment of new generations; therefore, all existing and new activities in this regard remain of essential importance. After last year's improvements to progression, particularly in the first year, 2018/19 once again saw extremely poor progression from the first to second year and across the programme as a whole. This is a major problem and one that continues through all years of study. It is something that can probably only be resolved by taking on better and more highly motivated students.

Surveys of workload indicate that students largely devote less time to independent work (particularly in the first but partly also in the second year) than envisaged by the programme. This affects the duration and success of their studies. Teachers are also dissatisfied with their students' ability to meet their academic obligations, which accords with the results of the workload questionnaires. Students have registered a greater workload than envisaged in a large number of third-year course units. This is most probably also a consequence of the greater involvement of independent student work resulting from the consultative teaching method and the smaller groups.

UNG offers a tutoring system as an additional aid to students. However, as a result of low levels of interest it has not yet really taken off (and indeed was not offered last year). The small number of students and the fact that School management are always on hand to solve any problems that students might encounter is most probably the reason why students have not opted for this type of assistance. We are aware, however, that problems can be managed in this way precisely because the number of students is small.

Notwithstanding the unfavourable economic conditions, the proportion of students finding employment after graduation is extremely high. Based on figures from November 2019, which cover those who have graduated since 2014, around 82% of our graduates found work within

six months and 90% had found work within one year. This is also most probably connected with the excessive amount of time taken to complete studies, as the majority of our graduates have already found work by the time they defend their undergraduate dissertation.

There is quite a high level of interest in mobility on the part of SVE staff, particularly for the purpose of training. We would also like to improve student mobility significantly in future. We would like to maintain the steady stream of guest professors from abroad, as well as encourage our teachers to teach abroad. More intensive work by the International Office is required so that students are given sufficient support.

The SVE is successfully integrated into its environment and more widely, including across the border, in terms of research, organisation, and involvement in academic and professional events. Experts from the industry and from research and consultancy organisations and institutions are involved in the teaching process at the School. We are increasingly collaborating with them in research activities, including through various projects in which students are also involved. Via the Practical Training course unit, students are able to familiarise themselves with work at a large number of companies/estates; in turn, potential employers get to know our study programmes and work through the students they host. The number of companies, vineyards and institutions that provide our students with practical experience is large. A couple of years ago, to improve communication with mentors, we compiled an online questionnaire, one of whose aims was to obtain comments from mentors on improving our practical training.

School staff and students take part in various events connected with the profession. For five years, students have been involved in Lidl's "Mladi Vinar" (Young Winemaker) competition, which enables them to gain practical experience and also raise their visibility and profile in Slovenia.

The School has a very clear vision and one that it follows consistently. The School's development strategy is aligned with the UNG Strategic Plan for the development of education in the coming years.

The following were involved in compiling this report: Professor Branka Mozetič Vodopivec, Assistant Professor Lorena Butinar, Marina Artico, Tea Stibilj Nemec, Renata Kop, Sabina Zelinšek and Marko Lesica. Student representatives: Vanesa Klinec and Tereza Valentinčič

15.6 School of Arts

Summary of the self-evaluation report for the UNG School of Arts

The full report on the monitoring, assessment and assurance of quality (self-evaluation report) at the School of Arts is available in Slovene language at:

<http://www.ung.si/sl/o-univerzi/kakovost/evalvacija-pedagoskega-in-raziskovalnega-dela/letna-porocila-evalvacije/>

The School of Arts of the University of Nova Gorica is a young, vibrant school that supports student development and offers study that is fully up to date in terms of teaching

methods and tools, content and mentoring. We pride ourselves on our personal approach, support e-learning, are oriented towards intermedia and cooperate at interdisciplinary level.

We value every student as an independent and creative personality who develops in a group and in the community. Through innovative approaches in teaching, research and also production processes, we encourage the independent creative and academic work of our students, under the guidance of a diverse group of top professionals. We select our mentors and guests carefully, with excellence in contemporary practice and their academic profile playing a decisive part in the recruitment process. This guarantees the high quality and topical relevance of the knowledge and skills that we impart to students. Project work and production connections in extramural environments provide students with valuable experience of working on real, complex projects while they are studying. Students also gain work experience and develop references in their chosen field. Following graduation, this facilitates a soft but rapid transition into a real production environment or targeted further studies.

The Digital Arts and Practices programme has opened up a new area of study at the University of Nova Gorica and led to the establishment of the School of Arts, which provides the programme. At its 20th meeting on 27 November 2008, the UNG Senate adopted a decision on the proposed first-cycle Digital Arts and Practices (DAP) programme. At the following meeting on 14 January 2009, it adopted a decision establishing the School of Arts, its seventh education unit. In March 2009 the university submitted the Digital Arts and Practices programme for accreditation to the Higher Education Council at the Ministry of Higher Education, Science and Technology.

- On 7 March 2011 the Slovenian Quality Assurance Agency for Higher Education issued decision no 6033-86/2009/8 accrediting the School of Arts (Visoka šola za umetnost).
- On 25 September 2012 the Slovenian Quality Assurance Agency for Higher Education issued decision no 6033-97/2001/19 accrediting the first-cycle Digital Arts and Practices programme.
- On 18 September 2014 the Slovenian Quality Assurance Agency for Higher Education issued decision no 6033-117/2013/20 accrediting the second-cycle Media Arts and Practices programme.
- On 15 September 2016 the Slovenian Quality Assurance Agency for Higher Education issued decision no 6032-11/2015/19 accrediting the School of Arts (Akademija umetnosti) of the University of Nova Gorica.

The Ministry of Education, Science and Sport entered both programmes and the School of Arts into the Register of Publicly Certified Programmes and Education Institutions in the Republic of Slovenia. This created the first new university-level school of arts in Slovenia for 71 years.

The Digital Arts and Practices programme was offered for the first time in the 2009/10 academic year. It is an undergraduate-level first-cycle programme designed in accordance with the Bologna guidelines. The explicitly practical nature of the study in the three-year higher education Digital Arts and Practices programme facilitates research in three directions: film, the creative industries and the modern arts. This offers the student several prospective fields of study: animated film, video, art video (interactive) installation art

projects, multimedia performance, online video and TV production, animated and videographics, virtual reality and online art.

The Digital Arts and Practices programme is divided into four main elective modules: **animation** (animated film, animation in the creative industries), **video film** (features, documentaries, experimental video, art video), **photography** (authorial, functional) and **new media** (creative use of new online, mobile, multimedia, etc. technologies). These main modules are supported by **historical/critical** and **creative/technical** content.

The first undergraduate dissertation defences took place at the School of Arts in the 2009/10 academic year. Three students graduated from the first-cycle Digital Arts and Practices programme and four from the second-cycle Media Arts and Practices programme in the 2018/19 academic year.

We have students from all over Slovenia and, every year, a handful of international students. Four Italian students, two each from Croatia and the Russian Federation and one each from Pakistan and Iran were enrolled in the first-cycle Digital Arts and Practices programme in the 2018/19 academic year. There has been a rise in the number of students joining the programme having completed their secondary education with the general matura school-leaving certificate. The specifics of the programme mean that the education that the student brings with them is not that important. The quality of the work submitted as part of the test of talent that is a precondition for joining the programme is practically the same from generation to generation, i.e. it does not reflect differences between the secondary schools or the method of completion of secondary education. We are happy to see that our students come from all over Slovenia and are not just local students from the Goriška or Primorska regions.

The specific features of the work and the fact that tuition fees are charged for the programme mean that we have practically no part-time students. The average grades of 8.85 on the first-cycle programme and of 9.49 on second-cycle programme are relatively high and are mainly a reflection of students' commitment to completing their work, and particularly their practical tasks, to the highest possible level of quality.

Fifty-two members of staff, seven international guest workshop leaders and five guest lecturers were engaged in programme provision in the 2018/19 academic year.

The first defence of a Master's dissertation in the second-cycle Media Arts and Practices programme took place in 2014.

The School of Arts is therefore now engaged in implementing the entire vertical of education currently being implemented in Slovenia in the field of arts. In the 2018/19 academic year, five students were enrolled in the second-cycle Media Arts and Practices programme. All five were international students: two from Nepal, one from Portugal and one from Croatia. Candidates for enrolment in the second-cycle Media Arts and Practices programme must also take entrance exams, comprising a portfolio, a motivational letter including an idea for a project, and an interview.

The Media Arts and Practices programme is divided into six main elective modules: **animation** (animated film, animation in the creative industries), **video film** (features, documentaries, experimental video, art video), **photography** (authorial, functional), **new**

media (creative use of new online, mobile, multimedia, etc. technologies), **contemporary art practices** (not tied to a particular medium) and **scenographic spaces**.

Students of both School of Arts programmes believe that they received enough information on study at the School prior to enrolment, and say that information days and the internet are the two best ways of obtaining that information. We are therefore steering our efforts towards web pages aimed at prospective students that are as good as they can possibly be, updated with the very latest information, interesting, and easy to read and navigate. As the survey shows, our students themselves are a very important source of information. With increasing numbers of students, and in light of the results of the survey (which show that students are satisfied with the study offered by the School), it is perhaps to be expected that our profile is higher among young people who opt to continue their education.

The surveys show that students are satisfied with the programme, the secretary's office and the student office, while analyses of the surveys indicate that the students surveyed rate the study programme very highly. We have also organised and analysed a student survey in order to evaluate the quality of the lectures given by individual lecturers.

The School was relocated to new premises in Gorizia at the start of the 2012/13 academic year; it now has all the space it requires to provide the full range of programmes it offers. We have fully equipped studios that enable students to work undisturbed throughout the day. We are getting ready to relocate to the UNG building at Vipavska 13 in Rožna Dolina, a move that should take place in time for the 2019/20 academic year.

The School of Arts is attempting to establish cooperation with other higher education institutions and, through joint applications to various projects, we have already established partner relations with several universities around the world. We have also established ties with organisations engaged in production and promotion in the fields of art and culture. By collaborating with world-renowned teachers, we have managed to create strong ties with the universities at which they teach. We have also developed links with organisations responsible for festivals, exhibitions, and other events that promote art and culture.

In addition to their teaching work, School of Arts staff have a profile within the arts world. Our staff took part in several festivals and exhibitions, collected quite a few important prizes and appeared at conferences in the 2018/19 academic year as well.

In addition to independent work by School staff, a great deal of energy is also invested in participation in festivals and exhibitions featuring student work. We were again successful in our application to the 22nd Festival of Slovenian Film in Portorož in 2018/19, and are particularly proud of our first "Vesna", which is the country's highest national film award. It was awarded to us at the 18th Festival of Slovenian Film in Portorož in 2015 for the student film "Oddaljen spomin" (Distant memory) by UNG student Valerija Zabret. This time round, at the 22nd edition of the festival, we entered four films and won one award (the animated film "Soma", Sandra Jovanovska's Master's graduation film, won the "Ostrenje pogleda" award). "Soma" has been accepted by several festivals around the world and was also the sole Slovenian representative in the competition section for European student films at the international Animateka 2019 festival.

One of School's main successes this year was scored by Master's graduate Urška Djukić, who was selected to take part in the opening programme at Cannes Directors' Fortnight

2019 with a short feature titled “The Right One”. She was one of 15 selected film-makers from across the world at CINEMED MEETINGS 2019, where she received one of the three prizes awarded for a first feature film project.

We are proud to have been able to bring our students’ work with success to festivals, exhibitions and projects at home and abroad, which is testament to the fact that students are producing high-quality work in a wide variety of media through the education process offered by the programmes at the School.

Projects under way:

In the 2017/18 we were a successful partner in the DEMIHE (Development of an Entrepreneurial Mindset in Higher Education) project as part of an Erasmus+ Strategy Partnership call for proposals. The consortium comprises partners from Cyprus (lead partner is Frederick University from Cyprus), Finland, Austria and Slovenia.

In the 2017/18 academic year we were a successful partner in the CDICAE (Collaboration to Design an Innovative Curriculum for Animation Education) project as part of an Erasmus+ Strategy Partnership call for proposals. In addition to UNG, the consortium comprises partners from Turkey and Spain (lead partner is Erciyes Universitesi from Turkey). This project is extremely important for us, as the lead partner invited us into the project as an expert institution in animation education. In the two years of the project, we will design an animation project for a very large university that does not yet have a programme of that type.

New projects:

In the 2018/19 academic year we were a successful partner in the DIVA project (Development of ecosystems and innovation value chains: supporting cross-border innovation through creative industries), which was approved as part of the INTERREG V-A Italy-Slovenia 2014–2020 programme. The lead partner of the project is the Camera di Commercio Industria Artigianato e Agricoltura di Venezia Rovigo Delta Lagunare, a Venice-based chamber of commerce organisation. The project is very important to us mainly because its aim is to create an intermedia centre in Nova Gorica. The project enables us to establish strong ties with partners from the wider context in which we operate, particularly Nova Gorica city council.

In the 2018/19 academic year we were a successful partner in the Kons::Platforma project at the public call for proposals to select operations of Network of Centres of Research Arts and Culture (MCRUK) published by the Slovenian Ministry of Culture. Participation in this project is very important for us, as it is the largest project in Slovenia in the field of new media arts. Two were selected for the whole of the country and it again ties us strongly to the local community. By bringing art producers together, the KONS project will create conditions for capacity-building of young people and the level of readiness for changes brought by digital transformation by establishing a dispersed laboratory for arts research and visionary innovations that will be available to Slovenian business and industry and enable it to raise its innovation potentials in the value chain.

We are awaiting the outcome of an application for the co-financing of international lecturers, and have applied for our first project of cooperation with DAMS.

We were also successful in the 2018/19 academic year at the Slovenian Film Centre call for applications for funds for the co-financing of the production of student films. As the only national co-funder of film production in the educational field, the Slovenian Film Fund co-finances the University of Ljubljana's Academy of Theatre, Radio, Film and Television (AGRFT) and the University of Nova Gorica's School of Arts.

In 2015 we adopted a decision to restructure the School of Arts by granting it academy status. However, although the Slovenian name was thus changed from the Visoka šola za umetnost to the Akademija umetnosti, the English translation remains the same (School of Arts). In line with our objective, we completed this process by the beginning of the 2016/17 academic year. The granting of academy status has been important for us mainly because of the position we occupy as the only educational unit concerned with the field of the arts at the University of Nova Gorica and because it enables us to assert a special position within the field of the arts, e.g. the number of hours of practical artistic training, awareness of the special features of the teaching process in combination with production features, evaluation of the original artistic work of teachers, teaching assistants, etc. While the legislation refers to "colleges, faculties and academies of arts", the processes specific to the arts field mean that they always take place within "academies". The granting of academy status will not lead to any substantive changes to the methods of work we have employed up to now because we have always adhered to all the norms and standards applying to academies. We therefore started the 2018/19 academic year, for the third year, as the first university-level school of arts to be established in Slovenia.

Despite operating successfully for more than ten years, in which time our work has been recognised by the teaching profession (the agreement of all universities and all academies to our restructuring into an academy) and the arts world (invitations to various festivals and representation of Slovenian production at the world level), the competent ministry is still refusing to allow us to acquire a concession and thereby provide our students with an equivalent (or at least comparable) position during their education.

Key elements of the action plan (until the next report):

- Acquisition of a concession for first-and second-cycle study programmes
- Continuation and consolidation of cooperation with the Slovenian Film Centre
- Intensive continued internationalisation of teaching programmes
- Acquisition of funds for the purchase of new and the annual upgrading of existing computer equipment
- Acquisition of funds for the regular annual purchase of video and audio equipment
- Establishment of collaboration with RTV Slovenija (the national broadcaster)
- Continuation of the project for a joint international second-cycle programme with partners from Europe and Asia
- Internationalisation of development activities through the acquisition of international projects

The following were involved in compiling this report (in alphabetical order): Iztok Arčon, Renata Kop, Vanja Lesica Baša, Boštjan Potokar, Peter Purg, Rene Rusjan, Maja Stegovec, Tea Stibilj Nemec, Nives Štefančič and Sabina Zelinšček.

Student representatives: Anja Paternoster and Rok Urbanček

15.7 Graduate School

Summary of the self-evaluation report of the Graduate School (GS)

The full report on the monitoring, assessment and assurance of quality (self-evaluation report) is available in Slovene language at:

<http://www.ung.si/sl/o-univerzi/kakovost/evalvacija-pedagoskega-in-raziskovalnega-dela/letna-porocila-evalvacije/>

The Graduate School brings together all doctoral (third-cycle) study programmes offered by the University of Nova Gorica, regardless of field of study. The range is extremely wide, from the natural sciences and technology to the humanities and interdisciplinary sciences. In the 2018/19 academic year the University of Nova Gorica provided seven third-cycle doctoral programmes designed in accordance with the Bologna Declaration (Environmental Sciences, Karstology, Physics, Humanities, Cultural Heritage Studies, Molecular Genetics and Biotechnology, and the Cognitive Science of Language). In that year, 55 students were enrolled in all study programmes at the Graduate School. The high proportion of international students enrolled (65%), which has been a constant feature of the last few years, is very pleasing. A large number of international student exchanges also takes place. The internationalisation of postgraduate study is one of the Graduate School's most important future areas of strategic focus.

The Graduate School will continue to follow the vision set: to bring together, in a single School, all doctoral study programmes offered by the University of Nova Gorica. This decision has proved to be a good and effective one, as a single integrated graduate school enables individual doctoral study programmes to be designed with wide range of subject options and an interdisciplinary approach. It also enables interchangeability with related study programmes at other universities in Slovenia and abroad through the ECTS and the Erasmus+ programme, which provides students with a high degree of mobility. Common to all study programmes at the Graduate School is close cooperation with UNG research units or other research institutions at home and around the world. Postgraduate students are able to conduct research work relevant to their studies at these research units and become involved in international research projects. In this way, students can, together with teachers, researchers and experts, effectively create new knowledge and transfer it to practical use in an enterprise environment.

All programmes are provided successfully, efficiently and to a high level of quality, as shown by the indicators of student performance and in individual research work. Students'

average grades are very high, students mostly pass their examination at the first attempt, and the average duration of study is becoming shorter. The success of postgraduate study is also reflected in the successful defence of high-quality doctorates and the numerous instances of the publication of the results of students' research work in well-respected international journals: in 2018 and 2019, 32 academic and professional articles and nine published conference papers, 43 published conference abstracts and 45 other academic publications. This number does not include publications by students who recently completed their studies and are still publishing work connected with the work they conducted as part of their doctoral or Master's thesis. The University of Nova Gorica awarded 20 doctorates in the 2018/19 academic year. The committee that assesses the defence of a doctoral dissertation always contains at least one member of university abroad (or, since 2019, at least two members from universities abroad), which ensures that the quality of a doctoral thesis produced at UNG is comparable with the standards established in the rest of the world. The achievements listed above unambiguously testify to the quality and relevance of the academic content and methods of teaching offered in postgraduate study programmes at the University of Nova Gorica.

Environmental Sciences

In the 2018/19 academic year we enrolled the tenth generation of students into the third-level Environmental Sciences programme. The recent trend of relatively low enrolment numbers continued in that academic year. Four students enrolled, but two later withdrew from the programme. In the last academic year, four students completed the third-cycle Environmental Studies programme. The average duration of study was 4.6 years, which was shorter than the average for the UNG Graduate School. The reduction in the average duration in comparison with previous years is the result of the absence of doctoral candidates who completed their studies under the pre-Bologna system and were not incorporated into the young researchers system or financed by the Slovenian Research Agency (ARRS). The current students are mostly financed by ARRS and are therefore bound to meet the contractual deadlines applying to the completion of their studies.

Student surveys on the quality of the teaching work were also carried out in the 2018/19 academic year. Teachers' surveys were carefully reviewed and individual interviews held with lecturers. The premises are adequate to the needs of the provision of the postgraduate Environmental Sciences programme.

In the 2018/19 academic year, 11 students had enrolled in the programme by 1 October 2019 and four had obtained their doctorate. International students were also studying on the programme (from Nigeria, Ukraine and Tunisia). Six female students (54.5% of the student population) were enrolled in the doctoral programme.

Physics

The third-cycle Physics programme is provided in blocks of individual course units (comprising lectures and an exam). Depending on the numbers taking them, course units are conducted as intensive courses of between one and four weeks, with the course content being provided in the forms of lectures, either on a one-to-one basis with the lecturer or in the form of individual distance study. In addition to the organised elements of the programme, students' study obligations also include compulsory seminars and individual research work. In agreement with their mentor and the programme's scientific council, students may also take exams from other UNG doctoral study programmes and related

programmes at other Slovenian universities or universities abroad. In addition to enabling teaching exchange, this method of study allows students to carry out research work at a large number of universities at home and abroad and at research institutions.

Karstology

In the last academic year, work with students was organised, as per the programme adopted, in the form of individual work, with the involvement of all lecturers. The lecturers are established researchers at the domestic and world level, with considerable experience in basic research as well as applied work beyond the university environment. Teachers provide students with the fresh knowledge and experience they have acquired in working outside the research institution. Two female students were enrolled in the first year of the programme. A total of six students were enrolled, achieving an average exam grade of 9.43. Their publications also testify to the success of their independent research work. Students have also taken part in international academic conferences. Lecturers in karstology have taught at universities and institutions around the world and taken an active part in academic conferences and research abroad. The programme features well-established cooperation with numerous universities abroad, with foreign experts also acting as mentors to our students and as members of academic committees. We are intensively engaged in the planned transfer of knowledge to Asian students at the Yunnan International Karst Environmental Laboratory, an international Slovenian-Chinese enterprise based at Yunnan University (Kunming, China). In June 2014 UNG signed an agreement with UNESCO on the establishment of the UNESCO Chair on Karst Education, which gives the programme added academic weight.

Humanities

The postgraduate Humanities programme proceeded according to expectations in the 2018/19 academic year. The programme was provided in the form of regular lectures, seminar work and one-to-one tutorials, all spread over two semesters. Emphasis was on interdisciplinary comparative studies and on the historical, social and political contextualisation of problems. Students had constant access to teachers and to the programme's director.

Cultural Heritage Studies

The form of this study programme was revised in the 2018/19 academic year. In 2018/19 international research cooperation took place mainly within the Horizon 2020 projects CLIC and URBINAT. The explicitly international dimension of the programme's concept and research work has provided non-first-year students with an attractive and forward-looking research environment in which to pursue their own interests. Owing to the fact that no students enrolled in the first year of the programme, first-year lectures were not provided.

Molecular Genetics and Biotechnology

The study programme is being carried out successfully in accordance with the accredited programme. The programme focuses on experimental laboratory work, which provides a basis for a successful doctoral dissertation. We have employed modern teaching and learning approaches that encourage future doctors of science to achieve better learning

outcomes, such as: a precise understanding of the scientific approach to the biosciences; the development of independent thinking and critical assessment; and the development of personal responsibility and decision-making abilities. We have organised a range of academic activities, such as lectures, seminars and workshops, to supplement laboratory work. The methods employed to assess and grade the knowledge acquired are in line with the objectives set and the academic achievements of the programme. During this academic year, one of the practical/theoretical course units was taken by three students. This meant that the required quota of optional course units was exceeded, which demonstrates the relevance and quality of the content offered. At the end of the academic year, we also prepared a presentation of students' research work before the committee, which was made up of established researchers in the field. Critical comments and proposals by the committee will aid students' future work and are vital to science education. The students were asked to complete a survey to verify the work and performance of the School. To overcome student funding problems, we have actively partnered with biotechnology companies in the region. They are able to provide funding and a research environment for prospective doctoral students.

In the 2018/19 academic year, all students progressed through the programme, with one student being awarded a doctorate.

Cognitive Science of Language

There were no students enrolled in the first or second years of the Cognitive Science of Language programme in the 2018/19 academic year. One student completed all course units for all three years of the programme. The final examination grades were 8 or over. The student prepared a doctoral dissertation proposal, which was approved by the UNG Senate. The UNG senate also appointed a dissertation defence evaluation committee. In November 2018 one third-year student suspended their studies for one year for personal reasons. In the 2018/19 academic year, the study programme took place in the form of a single compulsory course unit in the third year (Seminar Workshop II) and Individual Research Work III under the guidance of mentors.

The Graduate School's self-evaluation report and summary was compiled by the following (in alphabetical order):

Professor Iztok Arčon, Saša Badalič, Assistant Professor Martina Bergant Marušič, Professor Anton Brancelj, Professor Saša Dobričič, Professor Sandra Gardonio, Professor Martin Knez, Renata Kop, Nadja Lovec-Santaniello, Andreja Prah Peljhan, Barbara Sirk, Professor Arthur Stepanov, Tea Stibilj Nemec, Nives Štefančič, Associate Professor Ana Toroš, Vanesa Valentinčič and Sabina Zelinšek.

16 UNG ACTION PLAN

Every year, UNG management draft and adopt a short-term development strategy. UNG's strategic conferences, which are attended by Deans, heads of UNG research units, the Rector and both Vice-Rectors, serve to identify UNG's strengths and most important weaknesses with regard to the strategic focuses adopted in the past year. The short-term strategic goals adopted at these conferences are presented below. Some goals not achieved in the past year remained a priority in the subsequent period. Some strategic goals are of a long-term nature and are therefore permanently included among the highlighted priorities or focuses of the university and its research and teaching units. Additionally, new focuses and strategic decisions are taken every year to improve UNG's activities in the following short-term period. Timetables are defined, as are those members of staff responsible for the implementation of individual activities. The implementation of activities is monitored by the Rector in the weekly meetings of the Rector's Collegium, which are attended by Deans, the heads of UNG research units and both Vice-Rectors.

Section 16.4 also includes a presentation of the action plan on implementation of the recommendations made by experts during the EUA-IEP international institutional evaluation of UNG in 2015. The action plan was confirmed by the UNG Senate at its ordinary meeting in January 2016 and was sent to IEP-EUA on 7 March 2016.

Section 16.5 covers the action plan by which UNG implemented or observed the recommendations for improvements given by a group of experts as part of the NAKVIS evaluation for re-accrediting UNG in 2013, when it carried out an institutional external evaluation of UNG. The action plan gives details of the envisaged measures and procedures for their realisation as part of the upgrading and improvement of UNG's quality assurance system.

16.1 Action plan for 2018–2019

At the UNG strategic conference held at Dvorec Lanthieri on 22 February 2018, which was attended by Deans, heads of UNG research units, the Rector and both Vice-Rectors, served to identify UNG's strengths and most significant weaknesses with regard to the strategic focuses adopted the previous year. Some goals from the previous year were not achieved, so they remained a priority for the subsequent period. Some strategic goals are of a long-term nature and are therefore permanently included among the highlighted priorities or focuses of the university and its research and teaching units. Additionally, new focuses and strategic decisions were adopted to improve UNG's activities in the following short-term period. Timetables were defined, as were those members of staff responsible for the implementation of individual activities. The implementation of activities is monitored by the Rector in the weekly meetings of the Rector's Collegium, which are attended by Deans, the heads of UNG research units and both Vice-Rectors.

Ongoing priorities

- To increase the number of students (Deans)
- Campus (Rector, Vice-Rector for Research)
- Student halls of residence (Vice-Rector for Research)
- E-learning (Vice-Rector for Education)
- Lifelong learning (Vice-Rector for Education)

UNG status changes

- Search for a strategic partner/donor to secure the future of UNG (Vice-Rector for Research, Vice-Rector for Education, Rector – until completion)
- Search for a new UNG co-founder (Rector, June 2018)

Science and the arts

- To acquire at least two new projects with industry (Heads of laboratories and centres, December 2018)
- To acquire at least one ERC project (Heads of laboratories and centres, December 2018)

Teaching activities

Student recruitment

- To increase student numbers by 20% (Deans, October 2018)
- To increase second- and third-cycle enrolment (Deans, October 2018)
- To increase the number of students achieving top grades and therefore progressing to the second year (Deans, October 2018)
- To establish individual contact with gifted secondary school pupils/competition winners (Deans, March 2018)
- To promote UNG study among athletes (Deans, June 2018)

Programme excellence

- To increase the attractiveness and uniqueness of study programmes (Deans, November 2018)
- To increase student involvement in lectures by means of interactive approaches (Deans, December 2018)

Faculties

Graduate School

- Molecular Genetics and Biotechnology doctoral programme, third level: agreement on cooperation with the National Institute of Biology in Ljubljana (programme director, May 2018)
- Accreditation of a new Materials doctoral programme (Dean of the Graduate School, application to NAKVIS April 2018)
- Relocation of the Cultural Heritage Studies doctoral programme (Conservation of Architectural and Landscape Heritage) from Venice to Vipava (programme director, September 2018)
- Preparation of three new lifelong learning programmes in the Cultural Heritage Studies doctoral programme (Conservation of Architectural and Landscape Heritage) (programme director, September 2018)
- One new agreement on cooperation with a university abroad (Dean of the Graduate School, application to NAKVIS, September 2018)

School of Environmental Sciences

- To update the set of optional course units on the first-level Environment programme (Dean of the School of Environmental Sciences, October 2018)
- To organise the second-level Environment programme into modules: General Environment, Urban Environment, Environment and Chemistry, and Climate (Dean of the School of Environmental Sciences, December 2018)
- To re-acquire a concession for the second-level Environment programme (Dean of the School of Environmental Sciences, Vice-Rector for Education, September 2018)
- To provide the first specialist courses in Veterinary Science (course convenor, December 2018)
- To reach agreement with the competent ministry on the introduction of the regulated profession of Ecologist (Dean of the School of Environmental Sciences, December 2018)

School of Engineering and Management

- Implementation of the already formulated Open Education Design lifelong learning programme (Dean of the School of Engineering and Management, July 2018)

- Design and accreditation of the second-cycle Technologies for Open Education international study programme (Dean of the School of Engineering and Management, application to NAKVIS July 2018)
- Internationalisation of the first- and second-cycle Engineering and Management programmes (Dean of the School of Engineering and Management, July 2018)
- Formulation of an additional lifelong learning programme in the field of current computer content (Dean of the School of Engineering and Management, March 2019)

School of Science

- Dual degree with a reputable university abroad (e.g. University of Luxembourg) (Dean of the School of Science, May 2018)
- To ensure sufficiently high levels of enrolment in all study programmes in the long term (Dean of the School of Science, September 2018)
- To complement study methods with the latest IT-supported methods, at the same maintaining personal contact with teachers (Dean of the School of Science, May 2018)

School of Humanities

- Inclusion of an education studies module in the second-level Slovene Studies programme (Dean of the School of Humanities, May 2018)
- Preparation of a new first-level Slovene Studies programme (Dean of the School of Humanities, July 2018)
- Preparation of a new first-level Cultural History programme (Dean of the School of Humanities, July 2018)
- Accreditation of a specialist Migrations and Intercultural Relations study programme (Dean of the School of Humanities, July 2018)
- Preparation of a strategy for the inclusion of migration and intercultural relations study after the completion of Erasmus Mundus funding (Dean of the School of Humanities, December 2018)

School of Viticulture and Enology

- Accreditation of the second-cycle Viticulture and Enology study programme (Dean of the School of Viticulture and Enology, July 2018)
- To increase the proportion of students who graduate to at least 40% (Dean of the School of Viticulture and Enology, September 2018)
- To design a shorter programme of informal learning in the field of Viticulture (Dean of the School of Viticulture and Enology, September 2018)

School of Arts

- Provision of funding for the transition period (Dean of the School of Arts, May 2018)
- Updating of computer equipment (Dean of the School of Arts, March 2018)

- Updating of software (Dean of the School of Arts, March 2018)
- Acquisition of a concession for first- and second-level study programmes (Dean of the School of Arts, September 2018)

Employment outcomes

- To maintain post-graduation employment levels at 80% six months after the completion of studies and 90% one year after the completion of studies, or to increase those levels (Careers Centre, Deans, December 2018)

Balance between research and teaching work

- To approach the ideal ratio of 50% research work and 50% teaching work for every researcher employed (Deans, heads of laboratories and centres, December 2018)

Funding

- To attempt to acquire a concession for UNG as a whole (Rector, Vice-Rector for Education, December 2018)
- To seek out external and international funding sources (Deans, heads of laboratories and centres, December 2018)

Spatial issues

- Purchase of land or the acquisition of building rights for a campus and student halls of residence (Rector, Vice-Rector for Research, December 2018)
- Search for options for the construction of a student halls of residence (Rector, Vice-Rector for Research, December 2018)

The Rector is responsible for verifying realisation of the 2018–2019 action plan. The achievement of goals set within the context of envisaged timetables is reviewed at weekly meetings of the Rector's Collegium, which are attended by all Deans and heads of UNG research units. Findings for individual items in the strategic plan relating to individual Schools are presented in the self-evaluation reports of the Schools concerned. Activities and results relating to the University as a whole are covered in the relevant sections of this report.

16.2 Action plan for 2016–2017

At the UNG strategic conference held in Dornberk on 11 April 2017, which was attended by Deans, heads of UNG research units, the Rector and both Vice-Rectors, served to identify UNG's strengths and most significant weaknesses with regard to the strategic focuses adopted the previous year. At the same time, the following measures were adopted to improve UNG's activities in the following period; these included strategic decisions important for UNG development in the next short-term period. Timetables were defined, as were those members of staff responsible for the implementation of individual activities. The implementation of activities is monitored by the Rector in the weekly meetings of the Rector's Collegium, which are attended by Deans, the heads of UNG research units and both Vice-Rectors.

Priorities

- To increase the number of students (Deans)
- Campus (Rector, Vice-Rector for Research)
- Student halls of residence (Vice-Rector for Research)
- E-learning (Vice-Rector for Education)
- Lifelong learning (Vice-Rector for Education)

UNG status changes

- Search for a strategic partner/donor to secure the future of UNG (Vice-Rector for Research, Vice-Rector for Education, Rector – until completion)

Science and the arts

- At least two new projects with industry (one for now) (Heads of laboratories and centres, December 2017)
- At least one ERC project (Heads of laboratories and centres, May 2018)

Teaching activities

Student recruitment

- To increase student numbers by 20% (Deans)
- To increase second- and third-cycle enrolment (Deans)
- To increase the number of students achieving top grades and therefore progressing to the second year (Deans, ongoing)
- Establish individual contact with gifted secondary school pupils/competition winners via public
- lists of winners (Deans, ongoing)
- Athletes (ongoing)

Programme excellence

- To increase the attractiveness and uniqueness of study programmes (Deans, ongoing)

- To increase student involvement in lectures by means of interactive approaches (Deans, ongoing)

Expansion and modification of teaching activities

- Teaching module
- Preparation of new second-cycle Materials programmes
- Preparation of new second- and third-cycle Biomedicine programmes
- Preparation of a new second-cycle Viticulture and Fruit-Growing programme
- Preparation of new first- and second-cycle Russian programmes
- Dual degree with Roskilde University on the third-level Environment programme
- Examination of the possibility of preparing new first- and second-cycle Veterinary Science programmes

New teaching approaches

- Examination of distance study possibilities – search for a strategic partner
- Examination of lifelong learning possibilities – search for a strategic partner

Schools

Graduate School

- Third-cycle programmes for the Institute of Chemistry (Materials, Dean of the Graduate School, January 2018)
- Final stabilisation of the Conservation of Architectural and Landscape Heritage programme and relocation to Vipava (programme director, September 2018)
- Scholarships (programme directors)
- Positions at UNG laboratories (programme directors)

School of Environmental Sciences

- Change of name (SELS) (Matjaž Valant, January 2018)
- Preparation of a new second-cycle Biomedicine programme (January 2018)
- Start of preparation of international specialisation study programmes in Veterinary Science
- To modernise the first- and second-cycle Environment programmes with additional soft content, climate change and spatial management (Dean of the School of Environmental Sciences, November 2017)
- To arrange a concession for the second-cycle Environment programme (Dean of the School of Environmental Sciences, December 2017)
- To regulate the profession of Ecologist (Dean of the School of Environmental Sciences, May 2018)

School of Engineering and Management

- Agreement on the joint provision of a second-cycle Scientific Entrepreneurship programme with SISSA (Dean of the School of Engineering and Management, completed)

- Accreditation of a Scientific Entrepreneurship study programme (Dean of the School of Engineering and Management, January 2018)
- To introduce at least one lifelong learning programme (Dean of the School of Engineering and Management, January 2018)
- Preparation and accreditation of a second-cycle Designing and Performing Open Education programme (Dean of the School of Engineering and Management, March 2018)

School of Science

- Agreement on the joint provision of a second-cycle High-Performance Computing programme with SISSA (Dean of the School of Science, December 2017)
- Accreditation of the second-cycle Materials programme (Dean of the School of Science, July 2017)
- To commence distance provision of the second-cycle Physics and Astrophysics programme on a trial basis (Dean of the School of Science, October 2017)
- Dual degree with a reputable university (Dean of the School of Science, January 2018)
- Accreditation of the second-cycle High-Performance Computing programme (Dean of the School of Science, January 2018)
- Transfer of the concession from the first-cycle to the second-cycle Physics and Astrophysics programme (Dean of the School of Science, January 2018)

School of Humanities

- Transfer of an education studies module to the second-level Slovene Studies programme and retention of the concession (Dean of the School of Humanities, January 2018)
- Accreditation of a specialist Digital Humanities study programme (lifelong learning) (Dean of the School of Humanities, January 2018)
- Transfer of the concession from the first-cycle Cultural History programme to the second-cycle Digital Humanities programme and the inclusion of cultural history topics in the first-cycle Slovene Studies programme (Dean of the School of Humanities, January 2018) or
- To change the content and name of the first-cycle Cultural History programme to Digital History, and retention of the concession (Dean of the School of Humanities, January 2018)
- Accreditation of a specialist Migrations and Intercultural Relations study programme (Dean of the School of Humanities, January 2018)

School of Viticulture and Enology

- Accreditation of the second-cycle Viticulture and Enology study programme (Branka Mozetič Vodopivec, March 2018)
- Accreditation of the change of status from “visoka šola” to “fakulteta” (“School” in English in both cases) (Dean of the School of Viticulture and Enology, March 2018)

- Increase in the proportion of students who graduate to at least 40% (Dean of the School of Viticulture and Enology, September 2018)

School of Arts

- Acquisition of a concession for the first- and second-level study programmes (Dean of the School of Arts, December 2017)

Employment outcomes

- To maintain post-graduation employment levels at 80% six months after the completion of studies and 90% one year after the completion of studies or increase those levels (Careers Centre, Deans)

Balance between research and teaching work

- Maintenance of the proportion of external providers to around 30% (Deans, ongoing)
- To approach the ideal ratio of 50% research work and 50% teaching work for every researcher employed (Deans, heads of laboratories and centres)

Funding

- To attempt to acquire a concession for UNG as a whole (Rector)
- To increase applications for EU projects (all, ongoing)

Spatial issues

- Purchase of land or the acquisition of building rights for a campus and student halls of residence (Rector, September 2018)

16.3 Action plan for 2014–2015

The **UNG strategic conference held at Dvorec Lanthieri on 6 February 2014** served to identify UNG's strengths and most significant weaknesses with regard to the strategic focuses adopted the previous year. At the same time, the following measures were adopted to improve UNG's activities in the following period; These included strategic decisions important for UNG development.

Priorities

- To increase the number of students
- To increase the profile of the UNG Campus
- Lifelong learning
- E-learning

UNG status changes

- Search for a strategic partner/donor for future development
- To acquire at least two affiliated organisations

Teaching activities

Student recruitment

- To investigate new student recruitment methods
- To seek out motivated students using an individual approach
- To establish individual contact with gifted secondary school pupils/competition winners via public lists of winners
- Athletes and affiliated general upper secondary schools (gimnazije)
- Increase in second- and third-cycle enrolment
- Increase in student numbers by 20%
- 60% share of international students on third-cycle programmes

Programme excellence

- To increase the attractiveness of study programmes
- To improve equipment for demonstration exercises and equipment used as lecture aids
- To arrange laboratory exercises or practicums for specific fields of study
- To increase student involvement in lectures by means of interactive approaches

Expansion and modification of teaching activities

- Teaching module
- Preparation of new second-cycle Materials programmes
- Preparation of new second- and third-cycle Biomedicine programmes
- Preparation of a new second-cycle Viticulture and Fruit-Growing programme
- Preparation of new first- and second-cycle Russian programmes
- Dual degree with Roskilde University on the third-level Environment programme

- To examine the possibility of preparing new first- and second-cycle Veterinary Science programmes

New teaching approaches

- To examine distance study possibilities – search for a strategic partner
- To examine lifelong learning possibilities – search for a strategic partner

Employment outcomes

- To increase post-graduation employment levels to 80% six months after the completion of studies and 90% one year after the completion of studies

Research activities

- Introduction of experimental linguistics
- To commence the ICAR project

Balance between research and teaching work

- To bring the share of external providers to below 30%
- To approach the ideal ratio of 50% research work and 50% teaching work for every researcher employed
- To allocate mentoring duties for undergraduate and Master's dissertations more evenly between staff

Funding

- Acquisition of a concession for UNG as a whole
- New concessions – return of the concession to the second-cycle Environment programme
- New concessions – acquisition of a concession for the first-cycle Digital Arts programme
- To increase applications for EU projects
- To begin establishing a system of cooperation with industry (at least two new projects)

Spatial issues

- To determine a location and purchase land for a campus, or acquire a building right

The **UNG strategic conference held in Skrilje on 7 February 2013** served to identify UNG's strengths and most significant weaknesses with regard to the strategic focuses adopted the previous year. An analysis was conducted of the activities carried out from the previous strategic plan. Based on the findings of the analysis, the following measures were adopted to improve UNG's activities in the following period. (One or more responsible persons and a timetable for completion were determined for each activity).

UNG status changes

- Search for a strategic partner/donor for the future development of UNG – acquisition of one major donor/investor
- Change to the statutes – affiliated organisations
- To acquire at least one affiliated organisation

Teaching activities

Student recruitment

- The process of searching for new students, which should be formalised, must be an issue for and the obligation of every lecturer at UNG
- To seek out motivated students using an individual approach
- To establish individual contact with gifted secondary school pupils/competition winners via public lists of winners
- To place UNG student success stories in the media
- To expand the e-platform to all schools
- To increase second- and third-cycle enrolment
- To increase student numbers by 20%

Programme excellence

- To increase the attractiveness of study programmes
- To establish a system of coordinated collection of study materials and set up a central repository in the university library
- To improve equipment for demonstration exercises and equipment used as lecture aids
- To arrange laboratory exercises or practicums for specific fields of study
- To increase student involvement in lectures by means of interactive approaches
- To turn learning into study
- Pressure on the state to permit us to provide second-cycle study programmes in English
- 60% share of international students on third-cycle programmes

Expansion and modification of teaching activities

- Decisions regarding the Slovene Studies and Cultural History programmes
- Preparation of new second-cycle Information Technology programmes
- Preparation of new second-cycle Materials programmes
- Preparation of new second- and third cycle Biomedicine programmes
- Preparation of a new second-cycle Viticulture and Fruit-Growing programme
- Preparation of a new third-cycle Multiculturalism programme
- Preparation of new first-and second-cycle Russian programmes
- Dual degree with Università Ca' Foscari on the second-level Environment programme

- Dual degree with Roskilde University on the third-level Environment programme
- To examine the possibility of preparing new first- and second-cycle Veterinary Science programmes

New teaching approaches

- To examine distance study possibilities – search for a strategic partner
- To examine lifelong learning possibilities – search for a strategic partner

Employment outcomes

- To increase post-graduation employment levels to 80% six months after the completion of studies and 90% one year after the completion of studies

Research activities

- To maintain the quality of research work
- To establish major infrastructure (CITIUS project)
- To establish major infrastructure (SUNGREEN project)
- Introduction of experimental linguistics
- To commence the ICAR project

Balance between research and teaching work

- To approach the ideal ratio of 50% research work and 50% teaching work for every researcher employed
- To bring the share of external providers down to below 30%
- To allocate mentoring duties for undergraduate and Master's dissertations more evenly between staff
- To ensure that all research employment vacancies are also published abroad (Deans, heads of laboratories, centres and institutes)

Funding

- New concessions – return of the concession to the second-cycle Environment programme
- New concessions – acquisition of a concession for the first-cycle Digital Arts programme
- To increase applications for EU projects
- To begin establishing a system of cooperation with industry (at least two new projects)
- Financial stabilisation of the School of Arts
- Financial stabilisation of the Vilina estate and its incorporation into the School of Viticulture and Enology

Spatial issues

- To secure funds for the maintenance of existing premises
- Search for a location and commencement of the purchase of land for the campus

16.4 UNG action plan for implementation of the recommendations of the EUA-IEP international institutional evaluation of UNG in 2015

The action plan on implementation of the recommendations made by experts during the EUA-IEP international institutional evaluation of UNG in 2015 is presented below. The action plan was confirmed by the UNG Senate at its ordinary meeting in January 2016 and was sent to IEP-EUA on 7 March 2016.

University of Nova Gorica Progress Report

on how the institution has addressed the recommendations proposed in the evaluation report prepared by the evaluation team of **EUA's Institutional Evaluation Programme (IEP)**.

Submitted to IEP-EUA on March 7. 2016

INTRODUCTION

The Institutional Evaluation Programme (IEP) is an independent membership service of the European University Association (EUA) that has been designed to ensure that higher education institutions gain maximum benefit from a comprehensive evaluation conducted by a team of experienced European higher education leaders and that the procedures and processes in place in these institutions can be reviewed against best practices internationally. The intention is that these evaluations will support the participating institutions in the continuing development of their strategic management and internal quality culture.

The IEP focuses on the institutional decision-making processes and structures, and the effectiveness of strategic development. It evaluates the relevance of internal quality processes and their use in the strategic positioning of the institutions. The IEP evaluations have a formative orientation, i.e., they are aimed at contributing to the development and enhancement of the institutions. The IEP is not geared towards passing judgements, accrediting, ranking or comparing institutions.

The evaluation is undertaken from the perspective of the institution to ensure understanding of the institutional context and to make recommendations to increase the effectiveness of the internal governance and management processes and quality arrangements. In this way, the evaluation is responsive to the institution's needs, mission, culture and situation and is future-oriented since it emphasises the development of the institution.

University of Nova Gorica (UNG) applied in 2014 for the international institutional evaluation within IEP - EUA. The evaluation took place in 2015. EUA nominated the IEP evaluation team that consisted of:

- Professor Carles Solà, former Rector of the Universitat Autònoma de Barcelona, Catalonia, Spain, Chair
- Professor Lennart Olausson, former Rector of Malmö University, Sweden
- Ms Marija Vasilevska, Masters student at the Ss. Cyril and Methodius University, Skopje, Macedonia
- Mr Lewis Purser, Director of Academic Affairs, Irish Universities Association, Ireland, Team Coordinator

The evaluation process is based on self reporting and verbal information, resulting from two short institutional visits by the evaluation team. The evaluation team examined the UNG self-evaluation report, together with the appendices, which were prepared by the self-evaluation group at UNG and sent to the evaluation team in December 2014. In 2015 the two visits of the evaluation team to UNG took place, first in the period from 19 to 21 January 2015 and the second from 16 to 19 March 2015. During the two visits the evaluation team lead a series of interviews and discussions with representatives of academic and non-academic staff from all UNG schools and research units, as well as with different students and representatives of external “stakeholders” The members of the evaluation team also visited the three UNG campuses located at Vipava, Ajdovščina and Nova Gorica / Gorizia).

In May 2015 the evaluation team drafted a written report based on the oral preliminary report presented at the end of the second visit. The report summarised evaluation team’s conclusions and recommendations. The draft report was sent to the UNG rector. After the reply of the UNG on the drafted report a final version of the report was issued and sent to UNG rector in June 2015.

The final report is the result of the evaluation of UNG. It highlights good practices identified and includes recommendations for improvement. It analyses the University structures, processes, policies and culture, enabling the University to perform its activities in line with its strategic plans and objectives, and build the capacity to address change processes.

In the conclusions of the final report the evaluation team stated that they found a small, young, active and enthusiastic university, with happy and satisfied students with a substantial amount of high quality research. The team also found that UNG is confronted with a number of challenges, both organisational and infrastructural, that need addressing. They summarised the main recommendations for consideration by the university.

For the ultimate success of the evaluation process, EUA recommends, the process does not end with the final evaluation report. In the follow up process it is expected that University analyse the experiences and results of the evaluation process (both in terms of self-evaluation and IEP team’s contribution) and address the recommendations made in the final evaluation report. This does not mean that the team will expect the institution to have taken up all their recommendations, instead feedback is expected on whether the institution chose to implement specific recommendations or not, in what way and why. This report

may include an action plan showing how the institution intends to implement the report's recommendations. The action plan should be based on the institution's own priorities and mechanisms and in particular on the institution's specific interpretation of the recommendations.

ACTION PLAN

The main recommendations of the IEP-EUA evaluation team in the final report are summarised in six topics: Governance and decision-making, Teaching and Learning, Research, Service to society, Quality culture, Internationalisation. UNG has addressed all the recommendations proposed in the report and proposes below an action plan showing its decisions on which recommendations will be implemented and how UNG intends to implement them, and which recommendations cannot be implemented, mainly due to Slovenian legislation or other objective limitations.

The action plan is based on the UNG's strategic plan and priorities, and follows the UNG vision, adopted by UNG Senate in March 2015, expressed in the following statement:

“The University of Nova Gorica aims to be a research, internationally established university, which will be recognised as a driving force of social development in the region and a wider context. With its innovative teaching approaches in both Slovene and English, the university aims to develop teaching excellence at its contemporary study programmes, thereby securing a high level of employability to home and international students. The university will endorse its motto *Scientia Vincet* („with knowledge to victory“) by providing a creative environment for researchers, professors and students, thereby enabling opportunities for top achievement results in the cutting-edge fields of science, technology and art. “

Governance and decision-making:

- **The team supports the concept of a single UNG campus, and recommends that this be used to address other recommendations from the IEP evaluation.** UNG is continuously striving to relocate its entire operation to one location, i.e. one campus. The negotiations with local communities for the most appropriate location are under way. Part of research and teaching activities were already relocated in a single campus in Lanthieri Mansion in Vipava in 2015.
- **Develop increased interaction between teaching and research strategies.** UNG will develop new study programmes in the fields where it developed strong research activity (masters in material sciences, viticulture and enology, biomedicine, digital humanities). UNG strategy is to strongly connect research and pedagogic activities. UNG will continue to encourage its academic staff to perform high-quality research work and introduce latest scientific findings in the teaching process. The balance between the research work and the pedagogical activities performed by each academic staff member should be 50%/50%.
- **Increase student participation across governing structures.**

The cooperation between UNG and students is defined in the UNG Statute, which ensures that students have their representatives in the Governing Board, in the Senate of the University of Nova Gorica, as well as in the Senates of individual UNG schools, and in the UNG Quality Assurance Committee. UNG management will continue to cooperate with the UNG Student Council in a common effort to increase awareness between all students about the importance of active participation in UNG governing structures and to promote quality culture in all segments of UNG activities and among all employees and students. Regular meetings of the Student Council members with Rector and vice-rectors are foreseen on monthly basis.

- **Simplify UNG structure as much as possible. Include administrative staff in governance bodies.**

UNG is a private university institution. Such status enables some flexibility in its organisation and its operation. UNG is organised as a compact university institution with strong internal connections, significantly different from organisation of other three Slovenian state universities. The structure and operation of UNG is modelled rather upon a contemporary structure and features of a company, than upon that of a classic, traditional academic institution.

UNG strives to optimise and simplify its internal structure and organisation, according with the size of the institution, and following its vision, however in many cases this process is limited by predominantly rigid regulations defined in the national legislation. The organisation of UNG and the UNG quality assurance procedures and regulations have to be implemented in accordance with the Slovenian Higher Education Act and the acts adopted by the Council of the Slovenian Quality Assurance Agency for Higher Education (SQAA).

- **Provide a clearer budget allocation process to schools and services.**

The budget allocation process is based on an account-based system, where for each project a separate internal account is used. In the upcoming changes of the national legislation a lump sum system of financing of Universities from the Ministry is planned. When this legislation will be adopted, UNG will prepare a transparent system of dedicated allocation of these funds among its pedagogic and research units.

Teaching and Learning:

- **Develop a UNG-wide student-centred teaching and learning strategy, building on good existing examples.**
- **Put in place a comprehensive staff development programme to support this move.**
- **Organise a serious discussion on optimal conditions (including timetables) for student learning.**
- **Address issues of student dropout.**

- **Introduce teaching criteria in the selection, appointment and promotion process for all professors.**

UNG will continue to implement the student-centred teaching approach in all study programmes. The process started within the project *Modernization of the quality assurance system and reform of programmes at the University of Nova Gorica* in the period from 2013 to 2015. Examples of good practice will be promoted in the entire academic provision of UNG. Modern teaching methods are being introduced based on effective use of e-learning and ICT according to the strategy and action plan approved by UNG Senate. Additional ICT equipment is planned. Video recording of lectures is planned on all study programs. Video-lectures, subtitled and translated in Slovene and English will be available to all the students as supplementary study material. Additional workshops and trainings for academic and non-academic staff for effective use of ICT to improve teaching and learning methods are foreseen. All teaching staff will be encouraged to acquire new teaching skills and to implement modern teaching and learning methods. Pedagogical innovations oriented to student-centred learning approach will be promoted among academic staff on all study levels. For that purpose UNG will introduce criteria of teaching excellence and innovative teaching approaches in the selection, appointment and promotion process for all professors.

Elements of distance learning and e-learning are being introduced as a supplement to the existing organised forms of institutional teaching, making the studies more accessible and effective, also to special-needs of students. The tutorship system is introduced with the purpose of improving the quality and efficiency of learning, which shall consequently result in better progression rates and reduced average duration of studies.

Special attention in pedagogic process will be dedicated to the specific needs of individual students–athletes. UNG offers the status of athlete to all athletes who are formally registered as competitors on national or international level and who actively take part in competitions. Study methods and timetables are tailored to match their specific needs.

Research:

- **Develop UNG's own budget to stimulate new research opportunities.**
- **The UNG research strategy needs to support research across the entire university.**

UNG will continue to develop its scientific excellence, recognised internationally in the U-Multirank 2015 global comparison of universities and in the European Commission analysis of scientific performance of European universities published in 2013. UNG identified its main strategic research fields. At the same time it will support high quality research activities in all its research units. UNG and its researchers strive to obtain additional research funds, especially from EU projects, which would allow to develop also new research opportunities.

- **Develop the graduate school into a real structure, offering training and development for PhD students.**

The UNG Graduate School will introduce particular more systematic effective opportunities for students from different programmes to get to know each other and share their experiences. Existing “Scientific evenings” organised by UNG for a broad audience will be promoted as a good gathering point for all doctoral students across the different programmes. Dedicated events in the form of a full day scientific meeting of all doctoral students, where students present their research results to each other and to their mentors will be organised. The single university campus, when established, will offer ideal background for more opportunities for regular contacts of doctoral students from different programmes.

- **All PhD supervisors need a formal training process.**

The UNG Graduate School will organise trainings for supervisors in different forms. It will examine different approaches for such trainings: as individual meetings of the programme directors with supervisors, as organised meetings of colleagues from the various programmes to provide advice and support for their younger supervisor colleagues and offer examples of good practice, etc. Special attention will be given to external or younger supervisors, who are not yet familiar with the Graduate School rules and procedures, or who are not yet experienced in supervising of doctoral students. The goal is to guarantee all doctoral students same quality level of support by their supervisors in their research and to ensure common approaches and standards.

Service to society:

- **Develop the student careers centre and the Industrial Liaison Office to offer a broader range of services to students, staff and society, including making UNG’s expertise available for consulting services.**
- **Work more closely with civil society and municipalities for mutual benefit, e.g. sports, cultural events, etc.**
- **Develop a comprehensive communication plan.**
- **Broaden cooperation with secondary schools beyond recruitment efforts.**

UNG will apply for national funds dedicated to further develop UNG Career centre and continue good practice developed in previous three years by providing support for the students in search for employment. The activities of the Career center will be broadened also to give consulting support to staff and local society (employers, municipalities, local communities, sport organisations).

UNG is developing new strategies to improve and broaden cooperation with secondary schools. A new concept of partner secondary schools is introduced. UNG established tight collaborations with selected secondary schools, which are strategically important for UNG from the point of view of enrolment to its study

programmes. Different activities based on UNG expertise are prepared by UNG staff for each partner school to meet their needs, profiles and demands.

Quality culture:

- **Simplify UNG structures as far as possible, so that these are optimal for the university's own purposes.**

UNG strives to optimize and simplify its internal structure and organisation, according with the size of the institution, however in many cases this process is limited by relatively rigid regulations defined in the national legislation. The organisation of UNG and the UNG quality assurance procedures and regulations have to be implemented in accordance with the Slovenian Higher Education Act and the acts adopted by the Council of the Slovenian Quality Assurance Agency for Higher Education (SQAA).

- **Reform the system of questionnaires to make them more useful for staff and students.**

All students questionnaires have been revised on the level of the Quality Assurance Committee and the following questionnaires were changed: *Course Evaluation Questionnaire for Students*; *Study Programme Evaluation Questionnaire for Students*; *Student Workload Evaluation Form*.

The number of questions in the questionnaires was reduced where appropriate and the questions were reformulated in order to improve student feedback. In addition students are and will be encouraged to provide feedback on quality of teaching already during the year in the form of direct discussions with the dean and/or the programme director, or via the students' representatives in the school senate, the UNG senate or in the QA Committee of UNG.

- **Benchmark across schools and peer universities.**
- **Promote an overarching quality culture.**

The promotion of quality culture in all segments of UNG activities and among all employees (academic and non-academic) is a permanent task of the UNG Quality Assurance Committee and UNG management. UNG will take into account the recommendations of the new (2015) European standards and guidelines for internal quality assurance in the higher education area (ESG) in the further development of UNG QA system.

- **Put in place staff development opportunities which follow those areas identified for improvement during the QA process.**

Additional efforts for staff development will be introduced in the fields where weak points were identified. To improve teaching and learning methods at UNG new teaching skills and modern teaching and learning methods that include e-learning and information and communications technologies are being introduced.

Pedagogical innovations oriented to student-centred learning approach are promoted among academic staff on all study levels.

Internationalisation:

- **Develop a practical UNG internationalisation strategy to cover all UNG activities.**
- **Increase the number of courses taught in English.**
- **Invest in the International Office to make more use of Erasmus+ and other international training and exchange opportunities, for both students and staff.**
- **Stimulate a broader international outlook among students.**

Internationalisation remains one of the key concepts and a strategic orientation of UNG in all fields of its activity. The international orientation of UNG was recognized in the U-Multirank 2015 global comparison of 1200 universities from 83 countries. UNG will further strengthen its international orientation by different activities. The strategy of internationalization will be harmonised with other strategic priorities of UNG (increase of number of students, develop teaching and learning excellence, maintaining and developing research excellence, providing new sources of financing).

Number of courses taught in English will be increased. More foreign students will be attracted not only to doctoral studies but also on first and second level programs. UNG started to promote its study programs in different countries (USA, China, India, Russia, Ukraine, Georgia, Iran, Balkan countries, some African countries, etc.) where a potential interest for UNG programs was recognised. Activities of the International Office are strongly oriented in obtaining new Erasmus+ projects. Several new Erasmus+ agreement were already signed. UNG students are encouraged to use the opportunity of international Erasmus student exchange on all UNG study programs. UNG academic staff is included in Erasmus+ exchange as well as research & development activities.

UNG strives to attract best researchers on the international level to develop new research and teaching positions. Calls for candidates to fill the available research and teaching positions at UNG are always opened and promoted on broad international scale.

16.5 UNG action plan for implementation of the recommendations of the evaluation as part of the re-accreditation of UNG in 2013

At the end of September 2012, UNG sent an application for re-accreditation of the university. A group of experts appointed by the NAKVIS Council carried out an institutional external evaluation of UNG on 14 and 15 May 2013. As part of the assessment process for the re-accreditation of UNG, a group of experts gave their findings, highlighted strengths, gave proposals for improvement and pointed out non-compliances.

The competent bodies at UNG adopted the appropriate measures to eliminate all identified non-compliances at their meetings in June and July 2013, as set out in more detail below. UNG informed the NAKVIS Council of the elimination of these non-compliances in July 2013. At its 71st meeting on 19 September 2013, the NAKVIS Council adopted the decision to re-accredit the University of Nova Gorica for seven years. and submitted its opinion to NAKVIS.

The measures adopted by UNG to eliminate the identified non-compliances listed in the expert group's report are detailed below. The **action plan** through which UNG will implement or take into account the recommendations for improvement is also provided. The action plan sets out the envisaged measures and procedures for their realisation as part of the upgrading and improving of UNG's quality assurance system.

Weaknesses and measures to eliminate them:

Non-compliance: *“The University does not have an Academic Assembly as envisaged in the Higher Education Act.”*

The UNG Governing Board and Senate have approved modifications to the UNG Statutes (Articles 21, 45 and 46), whereby an Academic Assembly is added to the other bodies of the individual Schools.

Non-compliance: *“Habilitation criteria are not consistent with NAKVIS Minimum Standards.”*

In July 2013 the UNG Governing Board and Senate approved amendments to the Rules on the conditions and procedure for obtaining the titles of higher education teacher, researcher and assistant at the University of Nova Gorica (Article 4), whereby it is specified that candidates for appointment to these titles must meet, in addition to other conditions, the Minimum Standards for the Appointment of Higher Education Teachers, Researchers and Faculty Assistants at Higher Education Institutions adopted by the NAKVIS Council.

The Rules on the conditions and procedure for obtaining the titles of higher education teacher, researcher and assistant at the University of Nova Gorica were formulated differently than in the case of the minimum standards adopted by NAKVIS. However, in all points or criteria for election to individual titles, they significantly exceed the requirements of the prescribed minimum standards. More competencies and responsibilities for decision-making on the suitability of a candidate for election to a title

have been given to the three-member committee appointed by the UNG Senate. As a rule, the committee comprises one member from UNG, one member from another Slovenian university and one member from a reputable university abroad. There may exceptionally be more than one member from universities abroad if it is not possible to find a suitable qualified (habilitated) higher education teacher in Slovenia with an appropriate title from and experience in the relevant research field. By including teachers from abroad in the election committee, UNG is attempting to ensure that the required level of qualification for election to a specific title is comparable to that required internationally.

In November 2014, additions were made to the Rules on the conditions and procedure for obtaining the titles of higher education teacher, researcher and assistant at the University of Nova Gorica (Article 3, paragraphs č, d, e, f; Article 4, new paragraph g; and Articles 5, 6, 7, 17 and 18 of the Rules). The main changes are as follows: The title of “Honorary Professor” is added. With the exception of the title of Adjunct Professor, the titles of higher education teachers, researchers and faculty assistants referred to in Article 4 of these Rules are granted to persons employed by the university; the title of Adjunct Professor is granted to persons who collaborate with the university on the basis of civil law contracts. The title of Adjunct Professor may also be granted to individuals who work at the university on the basis of a supplementary employment contract. The number of Principal Research Fellows and Full Professors is limited. The number is defined by the University Senate upon a proposal from the Rector, with due consideration given to the appropriate representation of all scientific and artistic disciplines that form the basis of the university’s activities. The University Senate may award the same title on more than one occasion to candidates proposed for the title of Senior Research Fellow or Associate Professor. The conditions for election to the titles of Assistant Professor, Associate Professor, Full Professor and Adjunct Professor have been supplemented and tightened.

UNG researchers are required to devote particular attention to inclusion in international research processes and projects. Researchers and teaching staff are expected to be well-informed academics and experts with international experience. For this reason, candidates for permanent positions are expected to have undertaken post-doctoral training abroad for a period of at least one year.

Non-compliance: *“The number of students in the UNG Senate and School Senates does not comply with the legal requirement (at least one fifth of all members). The UNG Statutes do not give students the possibility of organising themselves in Student Councils at individual Schools, as envisaged by the Higher Education Act.”*

The UNG Governing Board and Senate have approved modifications to the UNG Statutes (Articles 22, 42 and 45), whereby the number of representatives of the Student Council in the UNG Senate and School Senates has been changed so that representatives of the Student Council now occupy at least one fifth of the places in these senates. Amendments to the UNG Statutes (Articles 21 and 48) have also been adopted so as to include a Student Council among the bodies of UNG Schools.

Non-compliance: *“The Quality Assurance Manual and quality assurance strategy have not been formally adopted by the decision-making body and have not been made public.”*

In order to eliminate this non-compliance and take into account the recommendation on observing the European standards and guidelines for internal quality assurance within higher education institutions (ESG, Part 1), which provide *inter alia* that quality assurance procedures, policies and strategies at universities must be formally adopted and made public, the UNG Senate adopted the following documents and decisions at its 51st ordinary meeting on 11 July 2013:

- UNG Quality Assurance Manual, which includes the UNG quality assurance strategy.
- Rules of Procedure of the UNG Senate, and the following **Decision**: “The method and organisation of work of the Senate of a UNG School and the appointment of permanent or temporary committees or working bodies of such Senates shall, *mutatis mutandis*, be subject to the procedures laid down in the Rules of Procedure of the UNG Senate and the UNG Statutes, in accordance with the provision of Article 44 of the UNG Statutes.”
- **Decision**:
“Quality assurance procedures, policies and strategies at UNG are formulated in accordance with national legislation and the recommended European standards and guidelines for internal quality assurance within higher education institutions (ESG, Part 1, ENQA, Helsinki, Finland, 2009, ISBN 952-5539-05-9, http://www.enqa.eu/pubs_esg.lasso). All quality assurance procedures, policies and strategies at UNG have been formally adopted by the competent bodies at UNG and are published on the UNG website.

The university has a clearly defined mission and vision and a strategy to achieve the objectives it has set itself. Quality and international competitiveness in the teaching and research fields are a central guiding principle or commitment of UNG.

The university undertakes to constantly develop a quality culture, ensure the establishment of quality loops and enhance procedures and strategy for quality assurance and the constant improvement of quality in all its activities. All stakeholders are included in quality assurance processes, including students. UNG is a co-signatory to the resolution of the Rectors’ Conference of the Republic of Slovenia on the commitment of Slovenian universities to develop a quality culture (29 March 2012) and adheres to the objectives adopted in this resolution.

The implementation of activities related to quality monitoring and quality assurance at UNG, evaluation of the situation and the submission of proposals and initiatives for the development of a quality culture and enhancing existing quality assurance procedures and strategies is, at the university level, the responsibility of the UNG Quality Committee and, at individual Schools, the responsibility of quality coordinators, who by virtue of their function are also members of the UNG Quality Committee. The UNG Quality Committee shall report to the University Senate on its work once a year.”

The UNG Governing Board adopted the Rules of Procedure of the UNG Governing Board at its ordinary meeting on 9 July 2013.

In accordance with the recommended European standards and guidelines for internal quality assurance within higher education institutions (“ESG, Part 1”), the UNG Quality Committee has also amended its Rules of Procedure.

At the proposal of the UNG Quality Committee, UNG School Senates have adopted Rules of Procedure of their respective Academic Affairs Committees.

All UNG quality assurance documents, procedures and strategies formally adopted by the competent UNG bodies are published online on the UNG website: <http://www.ung.si/en/about/quality-assurance/>.

Opportunities for improvement and plan for realisation

1. Involvement in the environment

- To tackle national promotion of the university in a more intensive way with the aim of increasing the profile of the institution and its achievements
- To strengthen cooperation with the outside environment in the field of the humanities
- To strengthen the workings of the Alumni Club

Plan and implementation

A comprehensive University of Nova Gorica Communication Strategy 2013–2018 was developed in 2013 as part of the SUNGREEN project to ensure that the activities through which the university communicates with the public are consistent and effective. That strategy is currently under way, and is presented in more detail in Section 12.2.

The existing information system was redesigned and upgraded with UNG databases and the structure and contents of the UNG website linked to this information system overhauled as part of the **“Upgrading the quality assurance system and revising study programmes at the University of Nova Gorica”** project (2012–2015). Presentations of the contents and learning outcomes of all UNG study programmes (aimed at students and the general public) have been updated.

We have revised the Alumni Club website, which will continue to be further modified and supplemented on future occasions. The creation of an alumni database is under way. We will set up an alumni portal within the website in which all alumni information is published. Alumni will be urged to use the portal as much as possible. We will make use of the help of those alumni who are prepared to work with us in specific areas. Good cooperation between all UNG departments is of key importance to alumni satisfaction and to spreading positive news about the university.

We are raising the university's international profile among other things by participating in international university evaluation and ranking systems: Thomson Reuters Institutional Profiles and the EU U-Multirank project.

In 2014/15 an international institutional evaluation of the University of Nova Gorica was conducted by the EUA. On the basis of analyses of the UNG's self-evaluation report and the findings with regard to the situation at UNG resulting from the two visits, the group of external evaluators presented the results of the external evaluation in a final report in which they identified strengths and examples of good practice as well as shortcomings and weaknesses at the university, and made recommendations for improvement. UNG will take into account the findings and recommendations in the process of revising its internal quality assurance system, and has planned short-term and long-term measures to eliminate the identified weaknesses and shortcomings (see the action plan in response to the IEP-EUA evaluation). External evaluation is an important tool in the process of improving the quality assurance system at UNG, and one that contributes to the development of a quality culture at UNG and to the development of internal quality control within the institution.

2. Operation of the higher education institution

- Procedures must be more formalised and publicly accessible
- Encouragement to students to complete their studies more quickly
- Adjustment of number of study programmes to interest in enrolment
- Better timetable planning
- Review of student workload in accordance with the ECTS
- Examination of the possibility of cooperation with the outside environment and practical training on university programmes, including those that do not have it as part of the syllabus

Plan and implementation:

We have set up a system in the UNG Quality Assurance Manual that will ensure completion of the circle of quality. An important element in this is the prompt informing of stakeholders of the decisions taken by all UNG bodies. The UNG Senate has adopted the decision that all quality assurance procedures, policies and strategies at UNG are to be formally adopted by the competent bodies at UNG and published on the UNG website. In 2013 the Rules of Procedure of the UNG Senate and the UNG School Senates, of the UNG Governing Board and of the Academic Affairs Committees for individual Schools were adopted, and the Rules of Procedure of the UNG Quality Committee updated. All staff working on study programmes are informed of the measures taken by a School Senate, the results of student surveys relevant to their work, and on the decisions of the UNG Quality Committee and the self-evaluation reports of Schools and of the university as a whole. Deans are responsible for informing teaching staff.

We prepared student surveys in electronic form, which have been built into the UNG information system and feature the automatic analysis of quantitative data from questionnaires, as part of the **“Upgrading the quality assurance system and revising study programmes at the University of Nova Gorica”** project. This has improved the

quality of acquisition of information from students, particularly in the case of the student workload under the ECTS questionnaire, where we previously saw a relatively low response from students. In 2015 we redesigned and shortened the student questionnaires. During the revision of study programmes that took place as part of this project, we took the results of the questionnaires into account when reorganising the curricula. By June 2015 we had redesigned 17 study programmes. The revision and supplementing of study programmes continued in the 2015/16 academic year.

For all study programmes (and as far as the finances allowed), we improved the equipment used for practical or laboratory exercises. When updating programmes (university-level and not just professional programmes), we focused on increasing the amount of project-based and practical work undertaken by students, in line with the long- and short-term strategy of the university.

The rules on study at UNG also include some measures for the assurance of quality and effectiveness of study programmes, and for encouraging students to complete their studies more quickly, such as the payment of exam fees on the basis of a progressive price scale for students who have not been able to pass the exam three times in a row. This measure should act as an incentive for students to better prepare for exams. To encourage students to raise the quality and effectiveness of their academic performance, UNG presents the *Alumnus Primus* awards to the best graduates from first- and second-cycle programmes. It is awarded to students who regularly progress through their course and graduate among the first in their year. The *Alumnus Optimus* award is presented to graduates who have the best average grade among all the students graduating in a specific academic year.

3. Staff

- To maintain and improve relations between contractual and fully employed staff, and thereby ensure that the teaching process enjoys an adequate level of stability.
- To promote the mobility of teachers and support staff.
- To produce an action plan for the development of employees' personal careers.
- To distribute teaching assistants' teaching and research obligations evenly.

Plan and realisation:

At the UNG strategic meeting held on 7 February 2013, decisions were adopted to improve UNG activities in the next period in the area of staff. The progress was then checked at the UNG strategic meeting held in Dvorec Lanthieri in Vipava on 6 February 2014 and the plans supplemented for the current year:

- ✓ To approach the ideal ratio of 50% research work and 50% teaching work for every researcher employed
- ✓ To reduce the share of external providers at the UNG as a whole to below 30%
- ✓ To allocate mentoring duties for undergraduate and Master's dissertations more evenly between staff

The proportion of external associates was brought to below 30% on the majority of programmes (except for doctoral programmes, where, because of the specific nature of the

teaching and the requirement to transfer top-quality knowledge to doctoral students, a larger proportion of lecturers from abroad might be engaged, particularly those from partner universities and research institutions at home and abroad).

Promotion of the mobility of teachers and support staff takes place through the UNG International Office. A larger number of Erasmus+ exchange contracts were signed. Through promotional activities, students and employees have been encouraged to take a greater interest in exchange, which would increase mobility at UNG.

4. Students

- Students should be apprised of the results of the student surveys and questionnaires and actively involved in habilitation processes.
- To improve the promotion of student exchange.
- To prepare a rulebook for students with special needs.
- The Graduate School students' representative should be a member of the UNG Student Council.
- To raise the profile of study programmes and the skills they teach.
- To encourage students to interact.
- Promotional activities to increase student enrolment in UNG programmes and the inclusion of as many UNG students as possible in the process.
- Involvement of students in all relevant UNG management bodies.
- The Student Council should formally regulate its operations.

Plan and realisation:

The UNG Quality Assurance Manual sets out procedures for apprising students of the results of the student questionnaires and surveys. This takes place through analyses of the surveys published in the annual self-evaluation reports of UNG Schools. Student representatives on the UNG School Senates and the UNG Senate participate directly in habilitation procedures. The results of analyses of student surveys on the teaching work of candidates for habilitation for the purpose of election to a title are also a key part of habilitation procedures. Student representatives on senates are apprised of the results of these analyses and may give additional opinions and comments. Every year, all students are apprised, prior to the completion of the surveys, of the importance and role of student surveys in the quality assurance and improvement process for teaching work.

The UNG International Office is responsible for promoting student exchange. At the beginning of the 2014/15 academic year, the International Office organised, for the first time at University of Nova Gorica Week, a round table titled "Why go on a study exchange or study abroad?", where home and international UNG students described their experiences. In addition, the International Office has, as always, held several information meetings and a large number of individual meetings on international mobility throughout the year.

In addition to an outline of the programme, the redesigned International Office website contains a description of the mobility process drawn up in the 2013/14 academic year. In

addition to this, we held several more presentational (promotional) meetings for students in the course of the 2013/14 academic year, thereby increasing students' interest in the exchange process. We were able to encourage a larger number of students who had already been on a study exchange to attend the presentational meetings. The audience was therefore able to hear about their mobility experiences at first hand. In parallel with this, we analysed previous activities and, on the basis of a snapshot of the situation, will be able to estimate how to improve the implementation of and increase mobility.

The UNG Governing Board and Senate have approved modifications to the UNG Statutes (Articles 22, 42 and 45), whereby the number of representatives of the Student Council in the UNG Senate and School Senates has been changed so that representatives of the Student Council now occupy at least one fifth of the places in these senates. Student elections were held in 2013 and additional members elected to senates by the students. A new UNG Student Council was also elected.

UNG compiled a rulebook for students with special needs in 2014. Special attention is paid to top student athletes. UNG awards them student athlete status, which enables their study programmes to be adapted to their specific needs.

A new post, that of UNG student enrolment officer, was first introduced in 2013, with a brief to carry out promotional activities to increase student enrolment in UNG programmes (responsibility for the organisation of promotional activities had previously been shared between the Public Relations Office, the International Office and the Careers Centre). The enrolment officer's main task is to organise promotional events, update the website and promotional material, and carry out other activities aimed at recruiting and providing information to new students. The enrolment officer is also responsible for ensuring greater coordination of the professional work performed before, during and after the completion of student enrolment in specific study programmes (for more on this, see Section 13.2).

UNG is endeavouring to transfer the entirety of its activities to a single site or campus. The university campus will ensure the normal long-term development of the university and the construction of the necessary infrastructure, including student halls of residence for students' accommodation needs, thereby creating the conditions for student interaction.

5. Material conditions

- Efforts must be continued to construct a university campus at a single location.
- Teaching laboratories must be developed to a higher level.
- Work with laptop computers must be made possible in lecture halls and other rooms.
- The decisions adopted regarding the adaptation of rooms for students with special needs must be implemented.
- A study must be made of the possibility of the central management of premises and technical property, and of the amalgamation of the university library, UNG Press and ICT department into a single media centre.
- Safety mechanisms in laboratories must be strengthened and must be comprehensible to foreign researchers as well.

Plan and realisation:

UNG is endeavouring to transfer the entirety of its activities to a single site or campus. To this end, a call for tenders was published in 2013 for the selection of the location of the university campus in the North Primorska region. The UNG Governing Board has set the criteria for the selection of the location on the basis of the tenders received for the reservation of appropriate building land, which will ensure the normal long-term development of the university and the construction of the necessary infrastructure, including student halls of residence for students' accommodation needs. The new buildings will also be equipped for students with special needs. The necessary adaptations will also be made in existing buildings. Discussions to agree on the most suitable location from among the tenders received from the municipalities of Vipava, Ajdovščina and Nova Gorica took place in 2014. Discussions with the Municipality of Vipava took place in 2015 on the acquisition of all the necessary permits for the siting of the campus at a location in Vipava offered by the municipality for this purpose.

UNG is constantly striving to improve the material conditions for the provision of study programmes (teaching equipment, laboratory equipment for students' practical work, lecture hall equipment). Some of the funds for the purchase of additional equipment for teaching laboratories at all Schools have been earmarked in 2013 and the larger part of the funds in 2014. UNG will try to obtain additional funds via EU and other calls for applications.

A single UNG repository was built in 2013 at the university library and UNG Press to store all undergraduate and other dissertations, as well as UNG staff publications, in electronic form.

As part of the redesign of the electronic (online) system, in 2014 we prepared and began to use distance learning tools (video conferences and virtual classrooms via the Moodle platform). We prepared training (workshops, informative materials and manuals) for users of the system and administrative staff (lecturers, secretary's offices). In 2015 we prepared material on the Moodle platform for a large number of course units at all Schools and recorded many hours of lectures, which were also subtitled (in Slovene and English). Students, secondary school students and the general public are informed about the updated and revised contents at public events and via printed materials and public talks.

UNG is ensuring that safety mechanisms are being strengthened in all premises, particularly research laboratories, in accordance with legislation and occupational health and safety procedures.

6. Quality assurance

- To ensure that all strategic stakeholders, including students, are involved in the self-evaluation process and the process of improving study programmes.
- Introduction of development interviews with employees.
- Monitoring of student satisfaction with the provision of education activities immediately after the completion of a course unit at all UNG Schools.
- Discussion of surveys with students and staff.

- Fostering and raising employee awareness of organisational objectives and strategies in the area of quality assurance in order to raise the level of the quality culture among employees.

Plan and realisation:

In 2012 UNG submitted a project titled “Upgrading the quality assurance system and revising study programmes at the University of Nova Gorica” in response to a call for projects from the Ministry of Education, Science, Culture and Sport. The project presented in detail the planned development of the quality system at UNG. The project was accepted for funding in September 2013, with the implementation period of the project running from 12 October 2012 to 30 June 2015. The UNG quality system is being upgraded as part of this project. The plan for improvements has been compiled on the basis of analyses of the strengths and weaknesses of the existing system and the findings of external UNG evaluations. While some improvements were already implemented in 2013, most were implemented in 2014/15. Upgrades and improvements are taking place in the field of procedures and regulations related to quality. On 11 July 2013 the UNG Senate adopted the UNG Quality Assurance Manual, which built on the existing UNG Quality Assurance Criteria.

The UNG Quality Assurance Manual sets out the UNG quality assurance strategies, as well as the procedures and mechanisms for quality monitoring, assessment and assurance at UNG and the self-evaluation procedures. The manual also sets out the rules, responsibilities, method of work and the measures for monitoring and improving quality by which the competent bodies at UNG and all other stakeholders are guided in quality monitoring and assurance.

Procedures for the implementation of quality monitoring and assurance are shown schematically in the diagram illustrating the circle of quality at UNG (Section 2.9). The structure consists of multiple levels. Connections are shown between the various stakeholders included in the process of quality monitoring and assurance (students, teachers, management of the teaching unit and university, joint services, external partners), in the various procedures.

The university has undertaken to constantly develop a quality culture, ensure the establishment of quality loops and enhance procedures and strategy for quality assurance and the constant improvement of quality in all its activities. All stakeholders are included in quality assurance processes, including students.

Quality monitoring was supplemented by the development and introduction of reports on annual monitoring of quality assurance procedures at the level of individual UNG Schools and at UNG as a whole. The “Report on annual monitoring of quality assurance procedures” is a tool that is used during the course of the year by quality coordinators and members of the UNG Quality Committee when monitoring all elements in all areas of quality assurance at individual Schools (functioning of the institution, staff, organisation and provision of education in all study programmes, students, material conditions, engagement with the environment, quality assurance, innovation and development orientations). The report consists of four sections: Table of Activities, Significant Successes or Improvements, Examples of Good Practice, and Observations on the Current

Situation and Trends. The structure of the Table of Activities section is identical to the structure of the self-evaluation report, which enables rapid and efficient analysis of the collected data and the preparation of current situation assessments and focus areas for each section of the self-evaluation report. For every activity listed and monitored in the Tables of Activities, the objectives must be clear and clearly defined (what specifically we wish to achieve), while results must be measurable, relevant and real, and also defined chronologically. At the end of the year, the quality coordinator prepares an analysis of the situation assessments for each section of the self-evaluation report on the basis of the activities monitored over the course of the year and the above findings. This brings together, in a clear and concise manner, the quality coordinator's findings regarding strengths (significant successes and examples of good practice) and weak points (unresolved or new problems) and lists proposals for improvements in the subsequent period.

UNG School Senates have also adopted Rules of Procedure of Academic Affairs Committees for individual Schools and published them on the UNG website.

As part of the "Upgrading the quality assurance system and revising study programmes at the University of Nova Gorica" project, the existing information system is being redesigned and upgraded with UNG databases, and the structure and contents of the UNG website that are linked to this information system are being overhauled. Presentations of the contents and learning outcomes of all UNG study programmes (aimed at students and the general public) have been updated. As part of the project, student surveys were also prepared in electronic form. They have been built into the UNG information system and feature the automatic analysis of quantitative data from questionnaires. The information package on the contents of study programmes for international students (in English) has been upgraded, including the information system designed to support exchanges via Erasmus, CEEPUS.

In order to ensure the effective introduction of e-learning, which is one of UNG's key strategic focuses in the 2014–2015, an **e-learning working group** was set up in 2014. This group reports regularly on its activities and achievements to the UNG Senate. The group has carried out the following activities:

- A thorough review of the situation in the area and of the various options for introducing e-learning and orientation regarding potential strategic partners.
- The test implementation of several key activities in practice (recording of lectures, use of open educational materials, introduction of the Moodle e-learning tool, etc.).
- In cooperation with the videolectures.net team, we have recorded 11 hours of lectures at UNG (three hours of lectures for the Business Information Systems course unit at the School of Engineering and Management, six hours of lectures for the Ampelography course unit at the School of Viticulture and Enology and two hours of lectures for the Environment and Society course unit at the School of Environmental Sciences).
- We are laying the foundations for the systematic archiving of recorded lectures for further use, and testing the possibility of further processing, including the translation of lecture transcripts.

- In this academic year, 17 course units were introduced onto the Moodle platform for the first time. The activity was systematically established prior to this with a selection made of the first course providers from each School, who were given in-house training. Within the group we prepared a questionnaire for all Moodle users to enable us to take into account the experiences gained from this year's implementation and thereby improve quality next year.
- In coordination with the Dean of the School of Arts, a team of three students from the School was formed and tasked with recording lectures at UNG. They also had their first introduction to the videolectures recorder.
- Five members of UNG staff from five Schools took part for one or more days in the Global OCWC 2014 world conference on open education sources, which took place in Ljubljana in April. The official opening of the Opening Up Slovenia initiative took place alongside the conference, along with a meeting with Androulla Vassiliou, European Commissioner for Education, which was attended by UNG Rector Professor Danilo Zavrtanik and Professor Tanja Urbančič.
- We prepared a description of good practice in open education at UNG for the Opening Up Slovenia website, and a short presentation of the situation and guidelines applying to the introduction of e-learning at UNG, which was given at the large Dvorana Union hall at the OCWC conference.

Great progress was made in 2015 with the introduction of e-learning. The following activities were carried out:

- Teacher training in the use of new teaching methods took place in the form of external workshops organised by UNG (use of the Moodle platform), external workshops organised by CMEPIUS and online seminars.
- The number of teachers that use the Moodle e-learning platform in the teaching process is increasing on all programmes.
- Video equipment was procured for the recording of lectures at all Schools.
- A plan for the video recording of lectures was adopted and the first round of recordings made at all Schools.

17 Appendices

Appendix 1: Questionnaires for Students

Course Evaluation Questionnaire for Students

The purpose of this questionnaire is to obtain your opinion on the quality of teaching of the teacher or assistant of the course that you followed as a student. The first part of the questionnaire consists of general questions, which are to be answered by marking the appropriate number on a scale of 1 to 5. The second part of the questionnaire is reserved for your comments, remarks and suggestions for improvement. Your answers should reflect your personal opinion and not the general opinion shared by the class as a whole. Questionnaire results will provide feedback to the teacher or assistant on the basis of which the possible weaknesses in the teaching process can be eliminated and the positive qualities retained. This will improve the overall quality of the study programme. The questionnaire is strictly anonymous.

School: Study Programme: Course Title:

Teacher/Assistant: Year of Study: Academic Year:

A: GENERAL QUESTIONS:

BAD						GOOD					
1.	I was not satisfied with the way the course was carried out.					1	2	3	4	5	The course was carried out in an excellent way. The teacher held my attention and raised my interest for the study contents.
2.	The study materials were not adequately prepared for this course.					1	2	3	4	5	The course was well supported by the course materials.
3.	The study matter was explained or presented in an incomprehensible and disorganized manner.					1	2	3	4	5	The study matter was explained or presented in a comprehensible, interesting and organized manner.
4.	The teacher only required literal repetition of the presented study matter.					1	2	3	4	5	The lecturer encouraged the students to fruitful discussions, critical thinking and self-study.
5.	The lecturer was not available for my questions and discussions.					1	2	3	4	5	The lecturer was always available for discussions, and helped me find answers to my questions.
6.	I did not know what I was supposed to know and understand to pass the exam or other forms of assessment.					1	2	3	4	5	The teacher clearly explained which knowledge and skills I was expected to gain to pass this course.
7.	The teacher holds a negative attitude towards the students.					1	2	3	4	5	The teacher holds an appropriate attitude towards the students.

8. How often were you present at lectures, practical classes, workshops or other forms of organised meetings with the teacher of this course?

1 – Never or very rarely; **2** – Sometimes; **3** – Often; **4** – Regularly

B: COMMENTS

Please give brief comments to explain your reasons for assigning very good grades in the first part of the questionnaire and list other good things related to the implementation of the course. You are also invited to suggest improvements in the teaching process if any particular things bothered you in the implementation of the course, especially if you rated the quality of teaching of the teacher or assistant with low grades.

1. What did you enjoy most about this course?
2. What bothered you most about this course?
3. What would you change in the student-lecturer relationship for this course?
4. Other comments and suggestions to improve the course:

Date:

Are you satisfied with the work of the library personnel?

I am dissatisfied.	1	2	3	4	5	I am very satisfied.
--------------------	---	---	---	---	---	----------------------

Do you find the study material available in the library suitable for your study?

The suitable study material is not available.	1	2	3	4	5	The suitable study material is available.
---	---	---	---	---	---	---

Do you find reading room at the library suitable?

The reading room is not required.	1	2	3	4	5	The reading room is required.
-----------------------------------	---	---	---	---	---	-------------------------------

School office and student office

Are you satisfied with the work of the school office?

I am dissatisfied.	1	2	3	4	5	I am very satisfied.
--------------------	---	---	---	---	---	----------------------

Are you sufficiently familiar with the work and duties of the student office?

No, I am not.	1	2	3	4	5	Yes, I am.
---------------	---	---	---	---	---	------------

Are you satisfied with the working hours of the school office?

I am dissatisfied.	1	2	3	4	5	I am very satisfied.
--------------------	---	---	---	---	---	----------------------

Are you satisfied with the work of the student office personnel?

I am dissatisfied.	1	2	3	4	5	I am very satisfied.
--------------------	---	---	---	---	---	----------------------

Student Council

Are you sufficiently familiar with the work and activities of the Student Council?

No, I am not.	1	2	3	4	5	Yes, I am.
---------------	---	---	---	---	---	------------

Do you think your interests are well-represented by the Student Council?

The Council does not represent our interests.	1	2	3	4	5	The Council adequately represents our interests.
---	---	---	---	---	---	--

Other comments and remarks:

Date:

Questionnaire on Provision of Information to Candidates Prior to Enrolment

The purpose of this questionnaire is to obtain your opinion on provision of information regarding the study programmes prior to enrolment. The questionnaire consists of three questions. Answer the questions by circling the appropriate number on a scale from 1 to 5. In questions two and three, circle the number in front of the most appropriate answer. Your answers should reflect your personal opinion. Questionnaire results will provide feedback on the basis of which the provision of information to candidates could be improved. The questionnaire is anonymous.

Faculty/School:

Study programme:

Gender: M F

Type of Study: Full-time Part-time

1. Were you provided with enough information on the study programme prior to enrolment?

Too little information	1	2	3	4	5	Enough information
------------------------	---	---	---	---	---	--------------------

2. Where did you obtain information on the study programme, prior to enrolment? (Several answers may be circled)

1. Information day
2. Presentation of the programme at the secondary school
3. Promotional brochures
4. Informativa fair
5. UNG websites
6. Social networks (Facebook, Tweeter, YouTube, etc.)
7. From students
8. In newspapers and other printed media
9. In person at UNG
10. Other: _____

3. Which method of obtaining information do you find most suitable?

1. Information day
2. Presentation of the programme at the secondary school
3. Promotional brochures
4. Informativa fair
5. UNG websites
6. Social networks (Facebook, Tweeter, YouTube, etc.)
7. From students
8. In newspapers and printed media
9. In person at UNG
10. Other: _____

Practical Training Evaluation Questionnaire for Students

The purpose of this questionnaire is to obtain your opinion on the quality of the implementation of practical training in individual enterprises. The questionnaire consists of 9 questions, which are to be answered by circling the appropriate number on a scale from 1 to 5. Your answers should reflect your personal opinion on your practical training. Questionnaire results will provide feedback on the basis of which the implementation of practical training could be improved. The questionnaire is anonymous.

Faculty/School: Study programme:

Gender: M F

Type of Study: Full-time Part-time

1. Was the knowledge acquired during the studies useful in your practical training?

No, it was not.	1	2	3	4	5	Yes, it was.
-----------------	---	---	---	---	---	--------------

2. Was your prior knowledge upgraded during the training?

No, it was not.	1	2	3	4	5	Yes, it was.
-----------------	---	---	---	---	---	--------------

3. Was the training implemented according to the anticipated practical training programme?

The training was not in compliance with the programme.	1	2	3	4	5	The training was in full compliance with the programme.
--	---	---	---	---	---	---

4. Were you provided with sufficient help during the training?

No help was provided.	1	2	3	4	5	Help was always provided.
-----------------------	---	---	---	---	---	---------------------------

5. How often were you in contact with your school mentor?

1	Never	2	Less than once a month.	3	More than once a month.	4	Every week.
---	-------	---	-------------------------	---	-------------------------	---	-------------

6. Was your school mentor always available when needed?

The mentor was never available.	1	2	3	4	5	The mentor was always available.
---------------------------------	---	---	---	---	---	----------------------------------

7. Did you obtain useful work experience during the practical training?

I did not obtain any experience.	1	2	3	4	5	I obtained a lot of experience.
----------------------------------	---	---	---	---	---	---------------------------------

8. Would you recommend practical training in this enterprise to your friends?

No, I would not.	1	2	3	4	5	Yes, I would.
------------------	---	---	---	---	---	---------------

9. Are you satisfied with the provision of information on practical training through the Internet?

I am dissatisfied.	1	2	3	4	5	I am very satisfied.
--------------------	---	---	---	---	---	----------------------

10. Are you satisfied with the help, offered by school responsible for organisation of practical training?

I am dissatisfied.	1	2	3	4	5	I am very satisfied.
--------------------	---	---	---	---	---	----------------------

Remarks:

Date:

PRACTICAL TRAINING EVALUATION QUESTIONNAIRE FOR STUDENTS

The purpose of this questionnaire is to obtain your opinion on the quality of the implementation of practical training. The first part of the questionnaire consists of nine questions, which are to be answered by circling the appropriate number on a scale from 1 to 5. The second part of the questionnaire is reserved for your comments, remarks and other suggestions. Your answers should reflect your personal opinion on all practical training programmes in which you participated within the framework of this course. Questionnaire results will provide feedback on the basis of which the implementation of practical training could be improved. The questionnaire is anonymous.

Gender: ☐ M ☐ F

Type of Study: ☐ 1 Full-time ☐ 2 Part-time

1. Was the knowledge acquired during the studies useful in your practical training?

No, it was not.	1	2	3	4	5	Yes, it was.
-----------------	---	---	---	---	---	--------------

3. Was your prior knowledge upgraded during the training, resulting in useful work experience?

No, it was not.	1	2	3	4	5	Yes, it was.
-----------------	---	---	---	---	---	--------------

11. Did the school mentor take into consideration your proposals when assigning you to different enterprises for practical training?

My proposals were not taken into consideration.	1	2	3	4	5	My proposals were always taken into consideration.
---	---	---	---	---	---	--

12. Was the training implemented according to the anticipated practical training programme?

The training was not in compliance with the programme.	1	2	3	4	5	The training was in full compliance with the programme.
--	---	---	---	---	---	---

13. How often were you in contact with your school mentor?

1	Never	2	Less than once a month.	3	More than once a month.	4	Every week.
---	-------	---	-------------------------	---	-------------------------	---	-------------

14. Were you satisfied with help provided by your school mentor?

I am dissatisfied.	1	2	3	4	5	I am very satisfied.
--------------------	---	---	---	---	---	----------------------

15. Were you provided with sufficient help by your mentor at the enterprise?

No help was provided.	1	2	3	4	5	Help was always provided.
-----------------------	---	---	---	---	---	---------------------------

16. Are you particularly interested in practical training during the studies?

I am not interested at all.	1	2	3	4	5	I am very interested.
-----------------------------	---	---	---	---	---	-----------------------

17. Would you recommend such practical training to your friends?

No, I would not.	1	2	3	4	5	Yes, I would.
------------------	---	---	---	---	---	---------------

B: COMMENTS

5. What did you like most about this practical training?

6. What did you like least about this practical training?

7. What would you change in the implementation of practical training?

8. Other comments and suggestions to improve the course.

Date:

Student workload evaluation form

The purpose of this evaluation form is to evaluate the average amount of work done by the student to successfully finish the course indicated below. Please indicate the amount of time spent for each of the study activities to fulfil the course requirements: lectures, seminars, exercises and other forms of organised study (practical training, in-class observations, performances, fieldwork, etc.), and individual study (collecting the course material, study of literature, preparation of seminars, projects, research work, preparation for exams or other forms of assessments, etc.). Fill in only topics relevant for the course. The evaluation survey is anonymous.

1. Attendance at lectures:

0 - 20 %

20 - 40 %

40 - 60 %

60 - 80 %

80 - 100 %

2. Attendance at tutorials, seminars, laboratory sessions, practical training and field work):

0 - 20 %

20 - 40 %

40 - 60 %

60 - 80 %

80 - 100 %

3. Number of hours spent for individual study: _____

Individual study includes all study activities performed by the student, not included in the organised forms of study, for example collecting the course material, study of literature, preparing seminars, home works and projects, individual research work, discussions with mentors, e-learning activities, preparation for exams or other forms of assessments, etc.

Analysis of the student workload questionnaire

The questionnaire is provided in electronic form. The following data must be obtained from the UNG database for a selected course unit in the automatic analysis of data:

- ECTS
- number of lecture hours
- number of hours of practical work, number of hours of seminars, and number of hours of practical field work or workshops

Calculation of the result for the first question

1. Lecture attendance:

0 - 20% - 1

20 - 40% - 3

40 - 60% - 5

60 - 80% - 7

80 - 100% - 9

is determined from the average of the answers (1–9), with the average number of hours being calculated on this basis:

ANSWER 1 = Average answer x 0.1 x number of lecture hours

Calculation of the result for the second question

2. Attendance at practical work, laboratory exercises and field work

0 - 20% - 1

20 - 40% -3

40 - 60% -5

60 - 80% -7

80 - 100% -9

is determined from the average of the answers (1–9), with the average number of hours being calculated on this basis:

ANSWER 2 = Average answer x 0.1 x (number of hours of practical work + number of seminar hours + number of hours of practical field work)

The result for the third question is determined as the average of the individual answers.

ANSWER 3 = average of the answers

The final result of the questionnaire for a specific course unit is the sum of the averages of all hours from all three questions.

Average number of hours of student work = ANSWER 1 + ANSWER 2 + ANSWER 3

Data on the course unit in the database is entered:

Number of credits:

Number of lecture hours:

Number of hours of practical work:

Number of seminar hours:

Number of hours of practical field work:

Number of hours of individual work: 0

Total number of hours of student work:

A comparison is given between the average number of hours of student work from the questionnaire and the total number of hours envisaged by the programme, where 1 ECTS corresponds to 30 hours of student work.

The following are also entered:

Student's relative workload (in percentages) = (ANSWER 1 + ANSWER 2 + ANSWER 3)/number of hours envisaged by the programme

EXAMPLE: Technical Physics (<http://www.ung.si/sl/studij/poslovno-tehniska-fakulteta/studij/1GI/predmet/101304/tehniska-fizika/>)

Number of credits: 10 ECTS -> $10 \times 30 = 300$ hours

Number of lecture hours: 60 hours

Number of hours of practical work: 45 hours

Number of seminar hours: 0

Number of hours of practical field work: 0

Number of hours of individual work: 0

Independent work: $300 - (60 + 45) = 195$ ur

Results

ANSWER 1 = $\underline{7.2} \times 0.1 = 0.72 \times 60 \text{ hours} = 43.2 \text{ hours}$, workload **72%**

ANSWER 2 = $\underline{8.4} \times 0.1 = 0.84 \times 45 = 37.8 \text{ hours}$, workload **84%**

ANSWER 3 = $\underline{152.3}$ hours workload $152.3/195 = \mathbf{78\%}$

Average number of hours of student work = $43.2 + 37.8 + 152.3 = 233.3$ hours

Student's relative workload is $233.3/300 = \mathbf{77.7\%}$

Compiled by the UNG Quality Commission

10 April 2015

Appendix 2: UNG results in the U-Multirank international ranking in 2019

Data taken from the official U-Multirank website, 2 December 2019:
<https://www.umultirank.org/study-at/university-of-nova-gorica-rankings/>

University of Nova Gorica

University of Nova Gorica (Univerza v Novi Gorici) is one of 4 universities included in U-Multirank for Slovenia. University of Nova Gorica is a small private university located in Nova Gorica with 409 students enrolled (2017 data or latest available). It was founded in 1995. With regard to the scope of its subjects and degree programmes offered, the University of Nova Gorica is a broad institution. It offers programmes in foreign languages. It is characterised by a very high percentage of international students. The graduation rate of University of Nova Gorica is 37,4 (bachelors) and 62,39 (masters). Its overall profile shows top performance across various indicators, with 12 'A' (very good) scores overall. For a comprehensive overview of this university's performance, see its complete performance scores in the tables below.

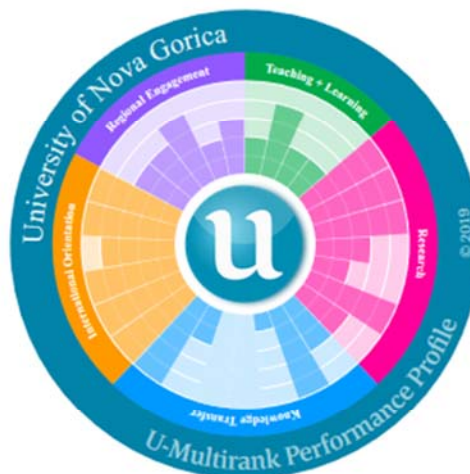
University of Nova Gorica
Vipavska 13
5000 Nova Gorica
Slovenia
+00 386 5 3315 329

<http://www.ung.si/en/>

[Open Map >](#)

Compare University of Nova Gorica to other universities



Explanation for sunburst

Results of Institutional Ranking 2019

Version: 12 April 2019

Institution: University of Nova Gorica

Teaching & Learning (indicators)	Score	Rank group
Bachelor graduation rate	36,09 %	4
Masters graduation rate	81,95 %	2
Graduating on time (bachelors)	37,40 %	4
Graduating on time (masters)	62,39 %	4
Research		
Citation rate	0,75	3
Research publications (absolute numbers)	501	3
Research publications (size normalised)	1,12	1
External research income	68,54	1
Art related output	0,96	1
Top cited publications (% of total publications)	4,90 %	4
Interdisciplinary publications (% of total publications)	13,3	1
Post-doc positions	5,22 %	3
Strategic research partnerships	708	1
Professional publications	1.663	2
Knowledge Transfer		
Co-publications with industrial partners (% of total publications)	10,20 %	1
Income from private sources (per fte academic staff)	7,49	3
Patents awarded (absolute numbers)	0	5
Patents awarded (size normalised)	0,00	5
Industry co-patents (% of total patents)	%	100
Spin-offs		0





Publications cited in patents	0,40 %	4
Income from continuous professional development (% of total income)	1,81 %	1
Graduate companies		0
International Orientation		
Foreign language bachelor programs	42,86 %	1
Foreign language master programs	87,50 %	1
Student mobility	0,25	1
International academic staff (% of total academic staff)	18,64 %	2
International joint publications (% of total publications)	77,40 %	1
International doctorate degrees (% of total doctorate degrees)	46,94 %	1
Regional Engagement		
Regional Publications with Industrial Partners	0,0	4
Bachelor graduates working in the region	%	3
Master graduates working in the region	%	3
Student internships in the region	73,68 %	3
Regional joint publications (% of total publications)	26,90 %	2
Income from regional sources	2,11 %	4
Strategic research partnerships in the region	21,70%	4


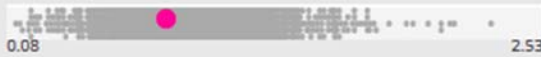






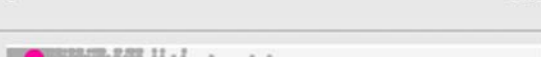
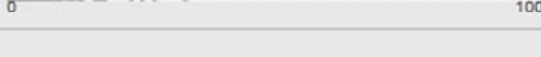

Explanation:








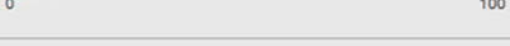

1	very good
2	good
3	average
4	below average
5	weak
0	data not available
100	not applicable
Low response	Only student survey: numbers of responses was too low for calculation





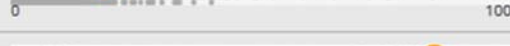

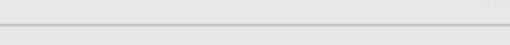
University as a whole







Teaching & Learning

	Score	Other universities better >
Bachelor graduation rate ?	36.09% !	
Masters graduation rate ?	81.95% !	
Graduating on time (bachelors) ?	37.4%	
Graduating on time (masters) ?	62.39% !	
Relative BA graduate unemployment ?	! —	between 10% and 25%
Relative MA graduate unemployment ?	! —	between 5% and 10%
Relative graduate unemployment long first degree ?	—	
Graduating on time (long first degree) ?	—	
Graduation rate long first degree ?	—	

Research		
	Score	 Other universities better >
Citation rate [?]	0.75	
Research publications (absolute numbers) [?]	501	
Research publications (size-normalised) [?]	1.12 [!]	
External research income [?]	68.54 [!]	
Art related output [?]	0.96 [!]	
Top cited publications [?]	4.9%	
Interdisciplinary publications [?]	13.3	
Post-doc positions [?]	5.22% [!]	
Publication output [?]	4 [!]	
Strategic research partnerships [?]	708	
Professional publications [?]	1,663	

Knowledge Transfer		
	Score	 Other universities better >
Co-publications with industrial partners ?	10.2%	 29.9
Income from private sources ?	7.49 !	 236.5
Patents awarded (absolute numbers) ?	0	 2,416
Patents awarded (size-normalised) ?	0	 483.1
Industry co-patents ?	×	
Spin-offs ?	—	 222.2
Publications cited in patents ?	0.4%	 5.2
Income from continuous professional development ?	1.81% !	 100
Graduate companies ?	—	 81.5

International Orientation		
	Score	 Other universities better >
Foreign language bachelor programmes ?	42.86% !	 100
Foreign language master programmes ?	87.5% !	 100
Student mobility ?	0.25 !	 1
International academic staff ?	18.64%	 100
International joint publications ?	77.4%	 8.3 91.4
International doctorate degrees ?	46.94% !	 100
Foreign language long first degree programmes ?	—	

Regional Engagement		
	Score	 Other universities better >
Bachelor graduates working in the region ?	! —	between 25% and 50%
Master graduates working in the region ?	! —	between 25% and 50%
Student internships in the region ?	73.68% !	 0 100
Regional joint publications ?	26.9%	 0 84.5
Income from regional sources ?	2.11% !	 0 100
Strategic research partnerships in the region ?	22 !	 0 100
Regional Publications with Industrial Partners ?	2	

Appendix 3: UNG results in the RUR international ranking in 2019

University of Nova Gorica

World Rank **140**

Country Rank **1**

Golden League 




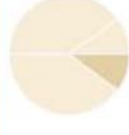


Slovenia

University of Nova Gorica, Vipavska 13, Rozna Dolina
SI-5000 Nova Gorica, Slovenia



		Dimension	Rank	Score
Foundation year:	1995	 Overall	140	76.004
Short name:	UNG	 Teaching	91	80.404
Type:	Public	 Research	261	67.604
Students:	441.0	 International Diversity	103	79.922
Faculty:	112.0	 Financial Sustainability	395	61.018
Students/Faculty Ratio:	4 : 1			
Web-site:	www.ung.si			
Region:	Europe			
Location:	Nova Gorica			
		Additional Rankings	Rank	Score
		Reputation Rankings	-	-
		Research Performance Rankings	-	-

Indicator Group	Weight	Indicator				
		Name	Weight	Rank	Score	
TEACHING RANKING		 40 %	Academic staff per students	8%	13	98.500
World Rank:	91		Academic staff per bachelor degrees awarded	8%	20	97.625
Country Rank:	1		Doctoral degrees awarded per academic staff	8%	416	49.375
Score:	80.404		Doctoral degrees awarded per bachelor degrees awarded	8%	48	94.250
League:	Diamond League		World teaching reputation	8%	440	46.446
RESEARCH RANKING			 40 %	Citations per academic and research staff	8%	247
World Rank:	261	Doctoral degrees awarded per admitted PhD		8%	272	66.875
Country Rank:	1	Normalized citation impact		8%	280	65.948
Score:	67.604	Papers per academic and research staff		8%	255	69.000
League:	Silver League	World research reputation		8%	395	51.886
INTERNATIONAL DIVERSITY RANKING		 10 %		Share of international academic staff	2%	122
World Rank:	103		Share of international students	2%	84	89.875
Country Rank:	1		Share of international co-authored papers	2%	13	98.500
Score:	79.922		Reputation outside region	2%	509	38.000
League:	Golden League		International level	2%	103	77.899
FINANCIAL SUSTAINABILITY RANKING			 10 %	Institutional income per academic staff	2%	775
World Rank:	395	Institutional income per students		2%	468	43.000
Country Rank:	1	Papers per research income		2%	110	86.625
Score:	61.018	Research income per academic and research staff		2%	512	37.625
League:	Bronze League	Research income per institutional income		2%	65	92.125

University of Nova Gorica

World Rank **71**

Country Rank **1**

Diamond League 







Slovenia

University of Nova Gorica, Vipavska 13, Rozna Dolina
SI-5000 Nova Gorica, Slovenia



		Dimension	Rank	Score
Foundation year:	1995	 Overall	71	79.947
Short name:	UNG	 Teaching	49	85.427
Type:	Public	 Research	108	77.691
Students:	103	 International Diversity	243	61.971
Faculty:	11	 Financial Sustainability	582	42.856
Students/Faculty Ratio:	9 : 1			
Web-site:	www.ung.si			
Region:	Europe	Additional Rankings	Rank	Score
Location:	Nova Gorica	Reputation Rankings	-	-
		Research Performance Rankings	-	-

Indicator Group		Weight	Indicator						
			Name	Weight	Rank	Score			
TEACHING RANKING				Academic staff per students			8%	47	93.000
World Rank:	49	Academic staff per bachelor degrees awarded			8%	58	91.429		
Country Rank:	1	Doctoral degrees awarded per academic staff			8%	11	98.429		
Score:	85.427	Doctoral degrees awarded per bachelor degrees awarded			8%	9	98.714		
League:	Diamond League	World teaching reputation			8%	575	14.053		
		40 %							
RESEARCH RANKING				Citations per academic and research staff			8%	46	93.167
World Rank:	108	Share of graduate degrees awarded			8%	53	92.143		
Country Rank:	1	Normalized citation impact			8%	168	75.048		
Score:	77.691	Papers per academic and research staff			8%	36	94.714		
League:	Golden League	World research reputation			8%	565	15.620		
		40 %							
INTERNATIONAL DIVERSITY RANKING				Share of international academic staff			2%	172	74.333
World Rank:	243	Share of international students			2%	328	51.000		
Country Rank:	1	Share of international co-authored papers			2%	38	94.429		
Score:	61.971	Reputation outside region			2%	543	18.908		
League:	Silver League	International level			2%	243	59.668		
		10 %							
FINANCIAL SUSTAINABILITY RANKING				Institutional income per academic staff			2%	612	8.571
World Rank:	582	Institutional income per students			2%	597	10.857		
Country Rank:	2	Papers per research income			2%	7	99.000		
Score:	42.856	Research income per academic and research staff			2%	633	5.429		
League:	World League	Research income per institutional income			2%	360	46.286		
		10 %							

University of Nova Gorica

**World
Rank** **190**

**Country
Rank** **1**

**Golden
League**



Slovenia

University of Nova Gorica, Vipavska 13, Rozna Dolina
SI-5000 Nova Gorica, Slovenia



		Dimension	Rank	Score
Foundation year:	1995	Overall	190	68.089
Short name:	UNG	Teaching	161	69.056
Type:	Public	Research	282	58.042
Students:	41	International Diversity	88	78.979
Faculty:	36	Financial Sustainability	199	75.645
Students/Faculty Ratio:	1 : 1			
Web-site:	www.ung.si			
Region:	Europe	Additional Rankings	Rank	Score
Location:	Nova Gorica	Reputation Rankings	-	-
		Research Performance Rankings	-	-

Indicator Group		Indicator		Weight		Rank		Score	
		Name							
TEACHING RANKING									
World Rank:	161								
Country Rank:	1								
Score:	69.056								
League:	Golden League								
				40 %					
		Academic staff per students		8%		7		99.000	
		Academic staff per bachelor degrees awarded		8%		4		99.500	
		Doctoral degrees awarded per academic staff		8%		573		10.571	
		Doctoral degrees awarded per bachelor degrees awarded		8%		20		97.066	
		World teaching reputation		8%		546		14.780	
RESEARCH RANKING									
World Rank:	282								
Country Rank:	1								
Score:	58.042								
League:	Silver League								
				40 %					
		Citations per academic and research staff		8%		310		51.667	
		Share of graduate degrees awarded		8%		19		97.143	
		Normalized citation impact		8%		209		67.500	
		Papers per academic and research staff		8%		374		41.667	
		World research reputation		8%		529		17.436	
INTERNATIONAL DIVERSITY RANKING									
World Rank:	88								
Country Rank:	1								
Score:	78.979								
League:	Diamond League								
				10 %					
		Share of international academic staff		2%		44		93.167	
		Share of international students		2%		57		91.167	
		Share of international co-authored papers		2%		6		99.167	
		Reputation outside region		2%		516		19.464	
		International level		2%		88		75.741	
FINANCIAL SUSTAINABILITY RANKING									
World Rank:	199								
Country Rank:	1								
Score:	75.645								
League:	Golden League								
				10 %					
		Institutional income per academic staff		2%		391		39.000	
		Institutional income per students		2%		64		90.143	
		Papers per research income		2%		361		43.667	
		Research income per academic and research staff		2%		294		54.167	
		Research income per institutional income		2%		221		65.571	

Appendix 4: Results of an analysis of the QS World University Rankings for UNG (Regional rankings, Emerging Europe, 2019–2020)

Methodology: QS World University Rankings® EECA Region 2020



Selina Griffin
Rankings Manager
QS Quacquarelli Symonds

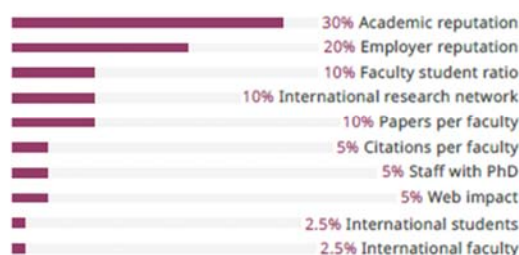


Dennis Yu
Rankings Analyst
QS Quacquarelli Symonds

The methodology for the 2020 edition of the QS EECA (Emerging Europe and Central Asia) University Rankings remains unchanged from last year's edition.

This regional methodology differs from that used for the overall QS World University Rankings®. The unique approach of the regional rankings is based on feedback collected from the region, the expert identification of those factors of most importance to the region's institutions and other tertiary education stakeholders, and the availability of data. Like QS's other rankings, the constituent indicators are designed to measure the four key facets of an institution's mission: teaching, research, employability and internationalization. We use ten indicators to form this regional university ranking:

Indicators



Global reputation

Academic reputation 30%

Results are derived from the annual survey conducted by QS, which is designed to evaluate the perceptions of academics from around the world regarding the leading research institutions. For this 2020 edition, over 94,000 responses were recorded globally – an increase of more than ten percent from last year's edition. Consequently, we retain the world's leading repository of global academic insight regarding institutional academic standards.

Employer reputation 20%

This indicator is derived from the annual QS Employer Survey, which gathers the perspectives of employers worldwide regarding the relative abilities of institutions to provide successful, employable graduates. Employer Reputation features in all of the QS University Rankings; in EECA it has an increased weighting from the 10% allocated in the World University Rankings. For the 2020 edition, the nominations of nearly 45,000 respondents were analysed.

Research

Citations per papers 5% / papers per faculty 10%

For our regional rankings we adopt a slightly different approach to that used for the overall QS World University Rankings®. We use two indicators to evaluate institutional research productivity - in the form of Papers per Faculty - and research impact, through our Citations per Paper indicator. As with the QS World University Rankings®, we are using a publications window of papers published between 2013-2017, and a six year citation window from 2013-2018. The data for this cycle was extracted from Scopus on April 1st 2019.

These indicators are calculated using data acquired from Elsevier's Scopus database. Furthermore, only those institutions producing more than 100 papers in the last five years are evaluated in the citations per faculty indicator. The rest of the data is treated in the same way as for the QS World University Rankings®: self-citations are excluded from the analysis, the paper and citation data are normalized, ensuring the citations achieved in each of the five broad faculty areas are weighted equally, and a variable affiliation cap excludes any anomalous results where a paper has an extraordinarily high number of affiliations for its field.

International research network 10%

Using Scopus data and the same publishing window as the rest of the research indicators (see above), this new indicator first appeared in our QS Latin America University Rankings. It has since been incorporated into the other regional evaluations. The indicator uses the Margalef Index to assess the degree of international diversity in terms of research collaboration for each evaluated institution. This indicator combines research with internationalization to offer unique insight into university performance.

Teaching commitment

Student to faculty ratio 10%

This is the ratio between the number of academic staff and number of students. A higher number of teachers per student is regarded as an indirect indicator of institutional commitment to high-quality teaching, reflecting the long-established relationship between class sizes and attainment outcomes.

Staff with phd 5%

The Staff with PhD is also a proxy measure for teaching quality. It reflects a university's commitment to ensuring that they are acquiring faculty members with expertise in their field – a commitment that can be expected to lead to improved research and teaching alike.

These two indicators go some way towards capturing a university's commitment to facilitating high-quality interaction between teachers and students.

Internationalization

International faculty 2.5%

The international Faculty Index measures the proportion of faculty members at an institution that are international. It is a proxy measure for how internationally-attractive the university is to academic

staff. Universities based in locations known for attracting high proportions of expatriates perform well here.

International students 2.5%

Similar in nature to the International Faculty Index, the International Students Index is based on the proportion of students that are international. It is a proxy measure for how attractive the university is to prospective international students. Attracting international faculty and students can be challenging for institutions that do not yet enjoy strong global recognition.

Web impact 5%

This indicator seeks to assess the effectiveness with which institutions are making use of new technologies. Baseline information is provided by the Ranking Web of Universities (www.webometrics.info), although the results are refactored to exclude the Excellence indicator, which is already considered in the metrics relating to scientific research.



2020 Rank	2019 Rank	Institution	Location	Academic reputation	Employer reputation	Faculty student	Papers per faculty	Citations per paper	International faculty	Staff with PhD	International students	International research network	Web Impact	Overall
1	1	LOMONOSOV MOSCOW STATE UNIVERSITY	RU	100.0	100.0	100.0	91.8	54.4	62.0	100.0	85.4	99.6	100.0	100.0
2	3 nd	SAINT-PETERSBURG STATE UNIVERSITY	RU	99.8	95.0	95.5	83.9	47.0	25.6	95.1	68.9	98.2	99.9	95.4
3	2	NOVOSIBIRSK STATE UNIVERSITY	RU	98.4	92.0	98.2	100.0	62.0	42.9	47.8	82.2	93.4	99.2	94.9
4	5	UNIVERSITY OF TARTU	EE	93.5	85.4	89.8	96.8	96.7	80.1	64.1	51.1	99.3	99.8	94.2
5	3 rd	CHARLES UNIVERSITY	CZ	99.9	97.4	41.2	86.3	94.1	65.1	73.7	80.1	100.0	100.0	93.4
6	7	JAGIELLONIAN UNIVERSITY	PL	99.2	96.4	61.1	57.9	89.0	17.2	94.0	40.9	98.1	99.6	90.4
7	6	UNIVERSITY OF WARSAW	PL	99.9	98.9	35.5	65.6	84.0	34.7	99.2	29.5	98.3	100.0	89.4
8	13	TOMSK STATE UNIVERSITY	RU	87.1	77.7	100.0	84.7	37.0	73.7	100.0	99.4	91.0	92.0	89.0
9	9	CZECH TECHNICAL UNIVERSITY IN PRAGUE	CZ	89.2	98.5	27.6	99.9	47.3	62.4	71.8	88.3	93.6	99.9	87.2
10	11	MASARYK UNIVERSITY	CZ	92.4	83.4	11.0	91.1	91.2	76.8	88.8	95.1	98.3	100.0	86.6
11 th	12	KOÇ UNIVERSITY	TR	83.7	95.4	49.9	96.0	98.0	92.9	87.4	16.9	74.4	84.3	86.3
11 th	16	MOSCOW INSTITUTE OF PHYSICS AND TECHNOLOGY STATE UNIVERSITY	RU	71.8	89.0	99.8	97.2	69.7	87.0	99.1	72.9	67.1	86.1	86.3
13	8	MIDDLE EAST TECHNICAL UNIVERSITY	TR	96.1	99.4	3.5	99.6	90.0	30.0	68.2	17.1	90.6	99.2	86.0
14	15	WARSAW UNIVERSITY OF TECHNOLOGY	PL	92.3	99.5	17.1	96.2	68.4	6.6	74.2	19.4	95.6	98.9	85.0
15	10	BOGAZİÇİ ÜNİVERSİTESİ	TR	89.8	98.9	3.1	98.8	98.2	52.2	100.0	11.5	76.1	95.2	84.5
16	14	BILKENT UNIVERSITY	TR	92.7	93.5	13.8	97.3	99.7	99.0	37.2	35.7	70.3	96.3	83.4
17	23 rd	NATIONAL RESEARCH UNIVERSITY - HIGHER SCHOOL OF ECONOMICS (HSE)	RU	84.3	90.9	98.6	18.8	72.8	36.0	57.2	39.2	93.2	99.9	81.5
18 th	19	AL-FARABI KAZAKH NATIONAL UNIVERSITY	KZ	99.6	99.6	99.9	9.8	9.2	93.5	100.0	55.6	52.2	43.7	81.0
18 th	17	VILNIUS UNIVERSITY	LT	86.2	90.9	80.8	50.3	82.6	34.4	12.1	15.3	97.8	89.0	81.0
20	21 st	ISTANBUL TECHNICAL UNIVERSITY	TR	86.2	97.8	8.3	90.8	89.3	22.5	36.4	13.2	87.2	95.4	79.5
21	18	SABANCI UNIVERSITY	TR	78.8	85.8	33.5	98.9	96.3	95.6	69.5	34.7	57.8	82.9	79.0
22	21 st	TALLINN UNIVERSITY OF TECHNOLOGY	EE	69.2	84.7	25.1	96.0	88.9	93.1	26.7	63.1	97.1	91.2	77.2
23	25	BRNO UNIVERSITY OF TECHNOLOGY	CZ	61.9	96.5	15.8	91.9	54.0	48.8	94.0	91.0	88.5	95.3	76.6
24	26 th	NATIONAL RESEARCH NUCLEAR UNIVERSITY "MEPHI" (MOSCOW ENGINEERING PHYSICS INSTITUTE)	RU	57.2	70.7	99.7	98.5	32.2	96.1	88.4	96.1	65.6	85.2	76.2
25	23 rd	BELARUS STATE UNIVERSITY	BY	84.8	94.7	98.3	13.6	44.0	19.9	2.9	46.5	77.4	98.0	75.6
26 th	28	ISTANBUL UNIVERSITY	TR	86.1	68.6	1.3	71.7	79.7	32.6	100.0	22.1	93.8	86.1	74.2
26 th	32	UNIVERSITY OF LJUBLJANA	SI	84.5	61.3	43.5	84.3	90.9	15.3		22.2	99.8	100.0	74.2
28	20	EÖTVÖS LORAND UNIVERSITY	HU	93.1	54.9	15.1	71.7	92.7	35.6	40.9	43.8	97.1	97.3	74.1
29	30	TARAS SHEVCHENKO NATIONAL UNIVERSITY OF KYIV	UA	86.3	78.6	60.9	47.1	38.8	4.2	80.5	11.3	86.4	56.0	73.5
30	35	TOMSK POLYTECHNIC UNIVERSITY	RU	52.7	70.2	94.6	94.8	25.6	49.0	61.8	98.8	89.8	81.1	73.1
31	36	BAUMAN MOSCOW STATE TECHNICAL UNIVERSITY	RU	91.6	99.8	100.0	12.9	9.8	31.8	49.8	43.3	19.0	74.4	72.4
32	39	VILNIUS GEDIMINAS TECHNICAL UNIVERSITY	LT	67.0	91.9	40.1	74.7	86.6	38.9	50.9	69.3	62.8	57.0	71.9
33	26 th	UNIVERSITY OF SZEGED	HU	85.6	42.2	55.5	57.4	93.5	42.7	25.3	88.9	90.6	97.8	71.8
34	29	BUDAPEST UNIVERSITY OF TECHNOLOGY AND ECONOMICS	HU	69.5	80.4	11.8	97.7	76.4	4.7	36.8	36.4	87.2	99.7	71.5
35	43	URAL FEDERAL UNIVERSITY	RU	75.8	61.3	97.4	36.8	22.0	55.8	32.2	67.6	94.2	78.4	70.7
36	42	KAZAN FEDERAL UNIVERSITY	RU	83.8	42.6	89.4	46.0	51.8	36.4	25.1	85.8	92.8	75.4	70.3
37	30	UNIVERSITY OF DEBRECEN	HU	80.6	57.6	27.2	51.8	83.1	51.1	46.2	96.3	85.1	89.8	69.9
38	37 th	UNIVERSITY OF ZAGREB	HR	76.5	57.2	29.3	72.7	70.0	4.2	63.2	3.6	99.9	92.9	69.2
39	50 th	UNIVERSITY OF LATVIA	LV	62.3	68.4	7.8	91.1	64.8	44.3	100.0	21.2	93.3	85.8	68.8
40	34	BABES-BOLYAI UNIVERSITY	RO	82.9	43.8	4.8	79.1	84.7	14.9	92.1	7.7	98.1	84.1	68.5
41	33	HACETTEPE UNIVERSITY	TR	75.1	56.8	4.1	77.8	94.8	14.4	77.0	11.2	96.3	86.1	68.3
42	37 th	UNIVERSITY OF BUCHAREST	RO	85.8	64.3	6.4	79.6	60.0	6.1	23.9	6.2	86.1	76.8	67.1
43	44	WROCLAW UNIVERSITY OF SCIENCE AND TECHNOLOGY	PL	63.1	68.0	22.8	90.4	68.5	5.7	88.7	14.9	89.9	54.0	66.9
44	46	PALACKÝ UNIVERSITY IN OLOMOUČ	CZ	57.4	46.7	45.4	69.8	98.8	90.5	61.8	46.6	97.3	90.0	66.7
45	52	NATIONAL UNIVERSITY OF SCIENCE AND TECHNOLOGY "MISIS"	RU	41.7	69.4	80.9	95.1	60.0	41.0	67.4	96.9	66.7	45.4	65.7
46	56	ITMO UNIVERSITY	RU	36.6	45.1	88.8	89.2	44.7	62.6	94.5	77.8	95.9	96.2	65.6
47	41	PETER THE GREAT ST.PETERSBURG POLYTECHNIC UNIVERSITY	RU	58.0	54.9	86.5	49.6	41.8	58.8	42.8	97.6	76.1	90.1	65.1
48	45	COMENIUS UNIVERSITY IN BRATISLAVA	SK	63.2	50.8	30.5	66.6	72.6		96.1	38.8	93.6	84.8	64.7
49	47	SOFIA UNIVERSITY "ST. KLIMENT OHRIDSKI"	BG	57.5	76.2	45.5	28.2	68.8	6.0	79.0	19.4	94.5	81.2	64.3
50	48	CORVINUS UNIVERSITY OF BUDAPEST	HU	56.8	87.5	3.5	58.9	79.6	27.1	83.4	70.8	75.2	49.2	64.2

2020 Rank	2019 Rank	Institution	Location	Academic reputation	Employer reputation	Faculty student	Papers per faculty	Citations per paper	International faculty	Staff with PhD	International students	International research network	Web Impact	Overall
51	40	L.N. GUMILYOV EURASIAN NATIONAL UNIVERSITY	KZ	73.6	74.0	97.7	10.0	23.7	87.5	47.5	15.2	40.3	50.2	63.1
52	55	AGH UNIVERSITY OF SCIENCE AND TECHNOLOGY	PL	38.9	71.0	21.4	98.4	64.7		95.7	7.1	88.6	98.9	62.6
53	50 th	KAUNAS UNIVERSITY OF TECHNOLOGY	LT	55.4	77.7	31.0	85.2	43.5	11.7	99.0	23.4	62.3	30.8	62.3
54	57	RIGA TECHNICAL UNIVERSITY	LV	58.6	79.0	19.6	79.3	29.2	67.4	45.6	60.3	58.7	51.9	61.4
55	58	SLOVAK UNIVERSITY OF TECHNOLOGY IN BRATISLAVA	SK	46.5	47.2	42.0	92.5	51.5	8.1	98.7	8.5	82.0	78.8	59.6
56	54	MOSCOW STATE INSTITUTE OF INTERNATIONAL RELATIONS - MGIMO UNIVERSITY	RU	58.1	91.4	100.0	7.0	4.0	57.8	67.9	86.4		63.1	59.4
57	49	UNIVERSITY OF WROCLAW	PL	71.1	38.5	16.3	61.4	82.3	14.9	3.6	17.7	87.6	99.2	58.2
58	71	RUDN UNIVERSITY	RU	52.7	64.9	89.0	17.2	19.5	39.9	1.9	97.8	73.1	81.7	57.9
59	53	UNIVERSITY OF PÉCS	HU	63.9	33.7	40.6	37.2	84.1	15.7	51.6	95.5	79.4	77.0	57.6
60	64	ADAM MICKIEWICZ UNIVERSITY	PL	58.0	18.6	21.4	62.1	80.4	32.8	97.1	7.9	99.4	99.3	56.8
61	74	VYTAUTAS MAGNUS UNIVERSITY	LT	47.9	38.9	6.1	88.9	41.9	85.3	100.0	38.9	77.4	58.6	55.0
62	68	UNIVERSITY OF CHEMISTRY AND TECHNOLOGY, PRAGUE	CZ	30.7	21.6	99.4	98.4	94.4	75.6	10.5	91.0	70.6	46.0	54.5
63	60 th	UNIVERSITY OF BELGRADE	RS	65.6	17.4	2.2	90.3	81.0	12.8		14.4	99.7	93.3	54.2
64	65	LOBACHEVSKY STATE UNIVERSITY OF NIZHNI NOVGOROD	RU	53.1	30.2	71.4	49.3	31.2	9.2	100.0	39.4	69.1	59.3	54.1
65	66	CZECH UNIVERSITY OF LIFE SCIENCES IN PRAGUE	CZ	36.9	24.1	6.1	94.9	67.2	75.9	100.0	82.3	97.9	70.3	54.0
66	63	ANKARA ÜNİVERSİTESİ	TR	75.0	36.9	9.8	27.2	70.4	8.4	26.1	15.1	81.0	85.3	53.8
67	62	NATIONAL TECHNICAL UNIVERSITY OF UKRAINE "KYIV POLYTECHNIC INSTITUTE"	UA	67.4	71.5	51.2	20.7	12.1	1.9	28.0	3.6	39.0	69.3	53.6
68 th	59	ALEXANDRU IOAN CUZA UNIVERSITY	RO	53.4	32.8	3.8	81.9	49.2	18.4	100.0	26.0	72.2	81.8	53.4
68 th	60 th	V.N. KARAZIN KHARKIV NATIONAL UNIVERSITY	UA	63.6	41.8	78.7	28.5	18.5	2.5	19.1	97.4	66.5	36.4	53.4
70	67	UNIVERSITY OF MARIBOR	SI	40.6	28.9	32.4	85.5	97.4	7.1	35.6	16.7	97.2	50.5	51.5
71	73	TALLINN UNIVERSITY	EE	40.3	38.8	15.4	85.5	77.8	89.3	4.6	55.7	76.1	64.6	50.8
72	69	UNIVERSITY POLITEHNICA OF BUCHAREST	RO	30.5	45.2	4.7	99.6	37.8	4.1	100.0	10.0	96.1	42.2	49.8
73	70	KAZAKH NATIONAL TECHNICAL UNIVERSITY AFTER K.I.SATPAEV	KZ	65.7	79.4	58.1	10.7	13.0	7.5	1.0	6.8	19.2	13.3	48.3
74	72	WEST UNIVERSITY OF TIMISOARA	RO	62.8	27.5	5.4	52.2	57.2	2.2	100.0	14.0	52.5	49.7	48.2
75	106	MENDEL UNIVERSITY IN BRNO	CZ	28.4	17.7	39.1	82.8	59.7	30.6	99.2	86.6	79.1	55.4	47.9
76	75	UNIVERSITY OF NOVA GORICA	SI	10.2	17.3	97.2	100.0	99.6	100.0	25.8	100.0	65.9	23.9	47.4
77 th	76	TECHNICAL UNIVERSITY OF OSTRAVA	CZ	20.0	44.6	5.7	100.0	25.1	10.3	97.8	62.1	81.4	66.4	47.0
77 th	79	UNIVERSITY OF SILESIA	PL	28.4	20.8	15.2	83.2	75.6		100.0	10.7	89.2	88.7	47.0
79	83	CRACOW UNIVERSITY OF TECHNOLOGY	PL	32.4	39.6	35.1	61.9	62.3	8.4	94.3	6.8	49.9	83.6	46.8
80 th	84 th	POZNAN UNIVERSITY OF TECHNOLOGY	PL	31.6	36.8	23.6	89.4	84.4			6.1	68.0	83.4	45.5
80 th	80	THE "GHEORGHE ASACHI" TECHNICAL UNIVERSITY OF IASI	RO	30.5	27.1	2.9	99.5	54.0		100.0	17.9	77.9	53.6	45.5
82	81	UNIVERSITY OF GDANSK	PL	53.2	14.3	15.7	49.5	77.5	22.2	1.3	6.4	91.6	76.6	45.0
83	78	UNIVERSITY OF LODZ	PL	44.2	8.6	20.4	45.6	69.3	11.5	94.5	28.5	93.3	55.3	44.9
84	84 th	PLEKHANOV RUSSIAN UNIVERSITY OF ECONOMICS	RU	34.0	71.8	43.1	17.9	27.2	43.1	83.0	38.6	12.8	53.1	44.1
85	92 th	TOMAS BATA UNIVERSITY IN ZLIN	CZ	11.4	51.5	12.5	97.8	49.6	71.7	83.0	55.5	47.6	43.3	43.4
86	109 th	IVANE JAVAKHISHVILI TBILISI STATE UNIVERSITY	GE	31.1	39.2	99.6	9.2	23.8	13.5	89.6	10.5	48.9	39.8	43.1
87		YILDIZ TECHNICAL UNIVERSITY	TR	21.1	55.1	3.2	71.4	84.4	7.0	29.5	16.1	63.9	72.4	43.0
88 th	88	NICOLAUS COPERNICUS UNIVERSITY	PL	30.6	12.8	36.2	56.8	79.0	9.2	31.1	5.8	89.0	97.5	42.6
88 th	84 th	SOUTHERN FEDERAL UNIVERSITY	RU	37.6	14.0	88.4	29.0	18.2	10.9	54.9	38.7	60.9	78.4	42.6
90	87	FAR EASTERN FEDERAL UNIVERSITY	RU	29.3	12.6	87.0	34.5	20.9	63.6	48.8	79.3	69.8	59.9	42.4
91	161-170	UNIVERSITY OF PANNONIA	HU	20.8	14.4	28.0	94.2	96.3		45.4	31.1	91.4	42.3	42.3
92	82	NOVOSIBIRSK STATE TECHNICAL UNIVERSITY	RU	37.3	54.4	19.3	61.2	15.2	6.3	14.7	78.4	37.5	53.4	42.0
93	90	GAZI ÜNİVERSİTESİ	TR	42.6	30.0	7.6	38.7	77.4	1.0	3.6	8.2	78.4	69.4	40.8
94	77	KAZAKH-BRITISH TECHNICAL UNIVERSITY	KZ	46.1	76.8	29.0	21.9	9.3	97.0	1.6	3.4	9.5	9.6	40.6
95	118 th	SILESIA UNIVERSITY OF TECHNOLOGY IN GLIWICE	PL	15.5	13.0	32.0	94.8	56.8	11.3	100.0	2.7	67.3	74.8	40.4
96		UNIVERSITY OF CYPRUS	CY	51.5	17.6			100.0			24.0	91.0	96.8	40.3
97	96	KAZAKH NATIONAL AGRARIAN UNIVERSITY	KZ	47.7	41.1	60.1	5.8	8.2	80.4	95.1	28.8	4.1	19.7	40.2
98 th	94	NEW ECONOMIC SCHOOL, RUSSIA	RU	8.9	20.7	73.5	93.3	95.9	100.0	93.2	8.2	9.2	27.7	39.7
98 th	98	SAMARA NATIONAL RESEARCH UNIVERSITY (SAMARA UNIVERSITY)	RU	15.2	32.8	76.1	49.2	43.3	30.5	77.9	41.5	40.0	48.4	39.7
100	89	EGE ÜNİVERSİTESİ	TR	34.0	23.2	4.0	58.3	81.5	2.7	1.0	1.5	90.9	69.8	39.6

Appendix 5: Results of the analysis of the Global Institutional Profiles Project for UNG (2019)



2019 PROFILE

— GLOBAL INSTITUTIONAL PROFILES PROJECT

UNIVERSITY OF NOVA GORICA

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CLARIVATE ANALYTICS

 **Clarivate**
Analytics

INTRODUCTION

The Global Institutional Profiles Project creates accurate and comprehensive profiles of research institutions around the world.

With reliable and objective data on each institution, users of the data in these profiles and elsewhere are better equipped to:

- Validate and quantify executive and strategic decisions
- Support marketing, publicity and other promotional efforts
- Supplement rankings and other assessment initiatives with additional indicators of excellence

By working closely with a multitude of personnel from universities and other related institutions around the world, we have been able to create the richest, clearest profiles to date—portraits of facts and figures on research activity, funding, students, and staff, supported by verifiable indicators from Clarivate Analytics.

ABOUT THE REPORT

This Profile supplements the Institutional Profiles data available in *InCites™* and is provided to organizations contributing to the institutional profiles project. It is based on data from three main sources: data provided by the institution directly to Clarivate Analytics data on the institution's publications and citations from *Web of Science™*; and the results of the annual Academic Reputation Survey.

For more information please see: <http://ips.clarivate.com/globalprofilesproject/>

Clarivate Analytics has conducted extensive validation of the data and applied powerful analytical techniques to interpret and present the data in a meaningful way.

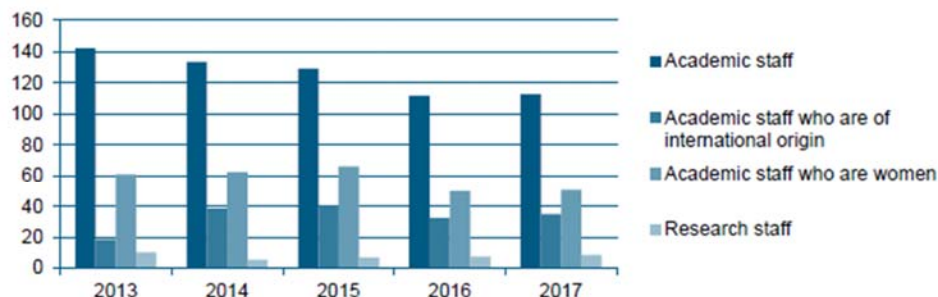
This Profile and all data included herein may be used as a promotional and/or marketing device, as a management tool to be shared internally with colleagues for purposes of evaluation, or to provide institutional research executives with information on research performance. The information in this report may be used to assist students or faculty in the selection of your institution. You may use this report in the following ways:

- Post it on your institution's website (see below)
- Share with administrators at other institutions
- Submit with research assessments or government and funding proposals

Please note the data tables and individual performance results are the property of Clarivate Analytics. Use of any of the information must include the following notice: "Clarivate Analytics reserves all rights to the data and data should not be extracted, republished, redistributed or used for any commercial purpose."

UNIVERSITY OF NOVA GORICA

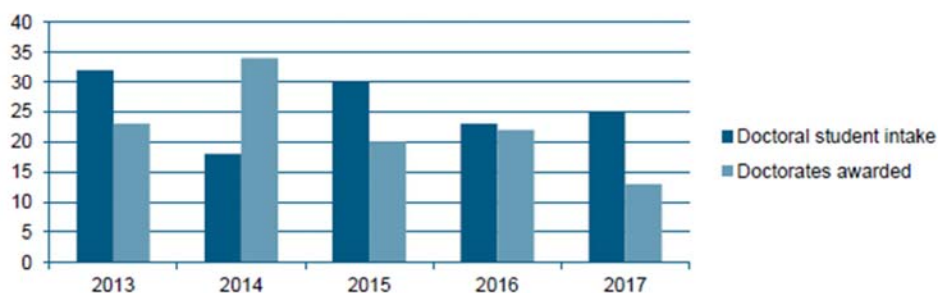
ACADEMIC & RESEARCH STAFF



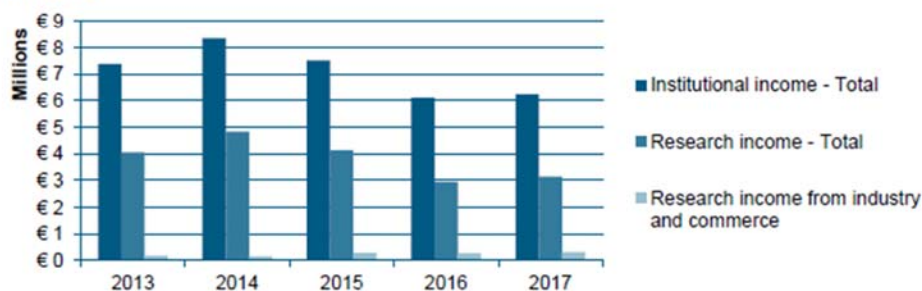
TOTAL NUMBER OF STUDENTS



DOCTORAL STUDENT INTAKE / OUTPUT



FUNDING



UNIVERSITY OF NOVA GORICA

INSTITUTIONAL INDICATORS

	2013	2014	2015	2016	2017
Academic Staff	142	133	129	112	113
- who are of international origin	18	38	40	32	35
- who are women	61	62	66	50	50
Research Staff	10	5	7	7	8
Total number of students	617	547	500	441	488
- who are of international origin	120	108	124	130	194
- who are women	325	304	259	227	245
Undergraduate student intake	139	128	83	89	149
Undergraduate degrees awarded	74	66	46	57	37
Master or equivalent student intake	68	52	81	68	58
Master's degrees awarded	46	43	45	59	48
Doctoral students admitted	32	18	30	23	25
Doctorates awarded	23	34	20	22	13
Institutional income	€ 7,387,525	€ 8,367,697	€ 7,523,094	€ 6,112,552	€ 6,248,103
Research income	€ 4,054,950	€ 4,825,107	€ 4,132,967	€ 2,942,081	€ 3,131,831
- Research income from industry and commerce	€ 172,473	€ 149,262	€ 289,391	€ 271,372	€ 307,462