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**MINISTRY OF EDUCATION,
SCIENCE AND SPORT**



University of Nova Gorica

Quality monitoring, assessment and assurance

Report for the 2013/2014 academic year

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1 BASIC INFORMATION ON THE UNIVERSITY OF NOVA GORICA

1.1 Presentation of the institution

The University of Nova Gorica (UNG) is a non-state, research and student-friendly institution where knowledge is created through harmonious cooperation of students and researchers, and where the knowledge is transferred to younger generations and applied in a business environment.

The activities of UNG involve higher education at the undergraduate and graduate level, supplementary education, training of researchers, education in different professional, scientific and research activities, as well as expert work. Research and expert activities are conducted at UNG institutes, laboratories and centres, while the pedagogical work is performed at UNG schools.

Our activities began in the 1995/1996 academic year under the name of *Faculty of Environmental Sciences*, which was, at the time, the first international postgraduate school in Slovenia, founded by *the Municipality of Nova Gorica* and *The Jožef Stefan Institute* from Ljubljana. Due to the introduction of new study programmes and the expansion of scientific and research activities, the faculty was restructured and renamed into *Nova Gorica Polytechnic*. In the 2003/2004 academic year, the Nova Gorica Polytechnic signed obtained two additional co-founders. The existing two founders were joined by the Municipality of Ajdovščina and the Research Centre of the Slovenian Academy of Sciences and Arts (ZRC SAZU). The new co-founders played an important role in the future development of Nova Gorica Polytechnic. The Municipality of Ajdovščina undertook to provide the infrastructure required for the expansion of activities to the area of the Ajdovščina municipality, while ZRC SAZU, being the largest Slovenian institute in the field of humanities, undertook to provide support and personnel for the development and implementation of new study programmes and research activities in the field of humanities. With the consent of the Council for Higher Education of the Republic of Slovenia, issued on 18 March 2006, Nova Gorica Polytechnic acquired the status of university and was renamed into the University of Nova Gorica on 21 April 2006. UNG is a private university institution. This status enables flexible organization and operations, as well as faster adaptation to demands of the modern society. On 15 January 2009, it became a member of the European University Association (EUA), whereas in May 2011, it also became a member of the EUA Council for Doctoral Education. In 2010, the Senate of the University of Nova Gorica supported the membership of the University of Nova Gorica in the Magna Charta Univeristatum association. UNG is also a member of the Slovenian Rectors' Conference, of the Danube Rectors' Conference (DRC) and of the Alps Adriatic Rectors' Conference (AARC).

Pedagogical activities in the 2013/2014 academic year were conducted at seven schools: School of Environmental Sciences, School of Applied Sciences, School of Humanities, School of Engineering and Management, Graduate School, School for Viticulture and Enology, and School of Arts. Research activities are conducted within six laboratories and six research centres. (Laboratory for Environmental Research, Laboratory for Astroparticle Physics, Laboratory of Organic Matter Physics, Materials Research Laboratory, Laboratory for Multiphase Processes, Laboratory of Quantum Optics, Wine Research Centre, Centre for

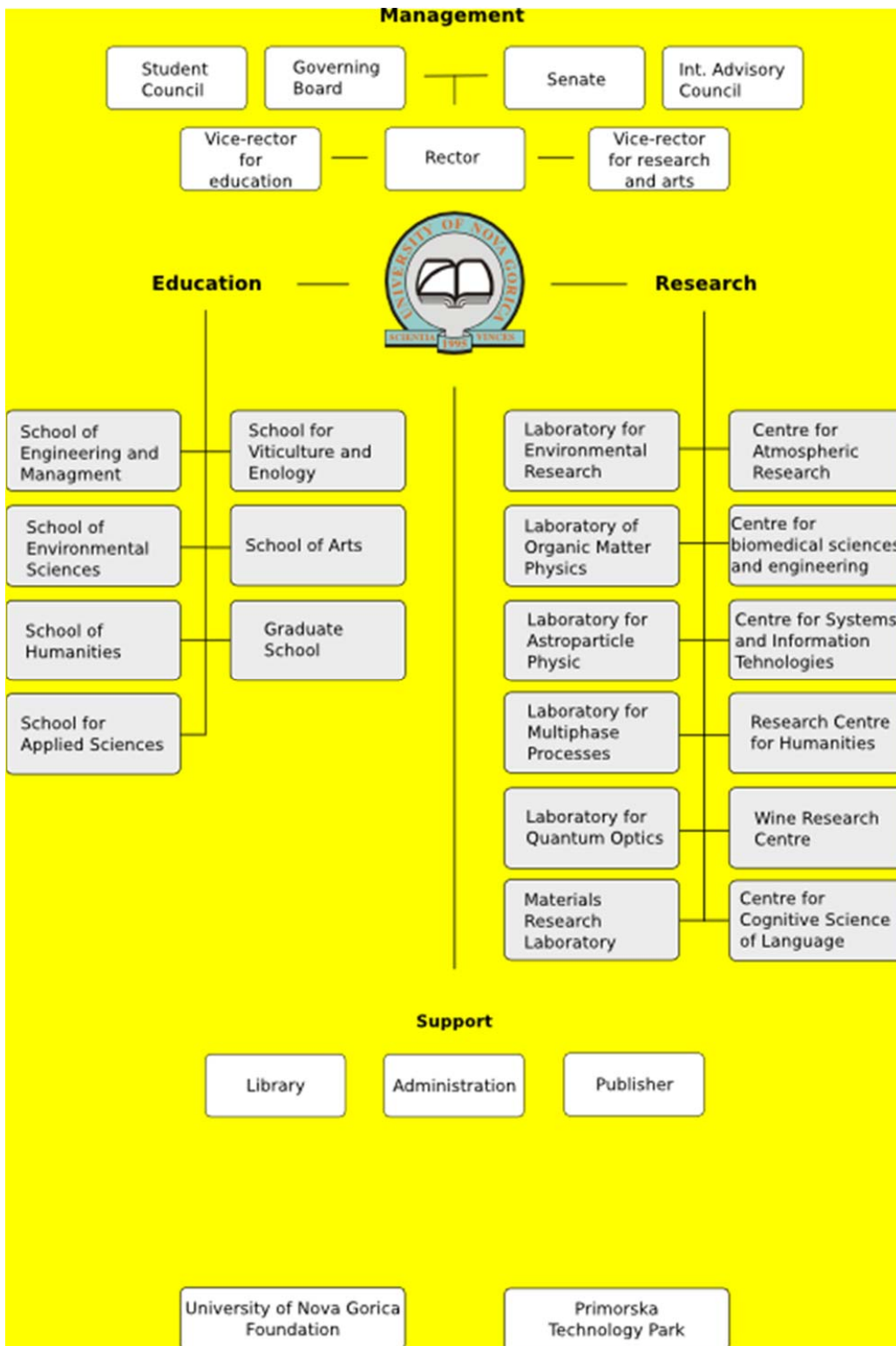
Atmospheric Research, Centre for Systems and Information Technologies, Centre for Biomedical Sciences and Engineering, Research Centre for Humanities, Centre for Cognitive Science of Language).

The particularity of the organization of the study programmes is the Graduate School, which joins and carries out all graduate doctoral study programmes (third level) of the University of Nova Gorica, regardless of their scientific discipline: from science and engineering to humanities and interdisciplinary sciences.

The bodies of the University are as follows: the Senate, the Governing Board, the International Advisory Council, the Rector, two Vice Rectors and the Student Council. The bodies of the schools are the school Senate and Dean. In case there are several study programmes conducted at the school, one of the bodies of the school is also the Director of the study programme. The bodies of the Graduate School are the Dean, Directors of the study programmes and Scientific Councils of the study programmes. The Graduate School does not have its own Senate. All its competencies are assumed by the Senate of the University of Nova Gorica. Institutes, laboratories and centres are managed by Heads of institutes, laboratories and centres.

The guidelines for the improvement of research activities, establishes whether the higher education teachers meet the required conditions, performs the selection of teachers, researchers and faculty assistants, awards pedagogical and academic titles, defines the procedure, evaluates doctoral dissertations and performs other tasks. The University Senate consists of higher education teachers, selected among the employees of the University and among those that are employed at other higher education institutions and research organizations. The teachers are appointed by the Governing Board upon the proposal of the Rector. All academic disciplines and professional fields are equally represented in the University Senate. Members of the University Senate by their function are as follows: the Rector, Deans of schools, academies and higher education institutions, as well as representatives of the Student Council. Representatives of the Student Council are appointed among students attending undergraduate or graduate studies. The members of the Students Council represent at least one fifth of the members of the Senate. There shall be at least one and not more than two student representatives in the Senate. The sessions of the Senate are convened and chaired by the Rector. Vice-Rectors participate in the activities of the University Senate, but have no voting right.

Rules of Procedure on the work of the Senate stipulate the methods and procedures of decision making, define the method of convening and managing sessions, and regulate other matters related to the method and organization of work of the Senate. Rules of Procedure are available at UNG website: www.ung.si/sl/o-univerzi/pravila/



Organisational structure of the University of Nova Gorica.

The Governing Board is the managing body of the University. It consists of top experts from the fields of science, art, technology and economy, from fields related to the activities of the University, and of student representatives. Members are appointed on the basis of a system of personally liable individuals. The proposal for the appointment of all members of the Governing Board is drawn up by the International Advisory Council, and submitted for approval both to the founders and the University. Rector and Vice Rectors participate in the work of the Governing Board, but have no voting rights. The Governing Board of the University decides on the matters of economic nature and ensures a smooth functioning of the University. It controls the expenditure of financial resources of the University, discusses work programmes, adopts the financial plan and financial statement, adopts, with prior consent of the University, the University Statute and regulations of the University, and performs other tasks.

Rules of Procedure on the work of the Governing Board stipulate methods and procedures of decision making, define the method of convening and managing sessions, and regulate other matters related to the method and organization of work of the Governing Board. Rules of Procedure are available at UNG website: www.ung.si/sl/o-univerzi/pravila/

The International Advisory Council is a consultative body of the University. It consists of renowned experts from different scientific and engineering disciplines, who are representatives of the University's statutory members. Members of the Council may be appointed individually or as representatives of the University's statutory members. A statutory member of the University may be a Slovenian or foreign university or a scientific institute with an interest in a long-term development of the University. The member shall enable the participation of the University in international scientific and educational activities. The International Advisory Council monitors the operation and activities of the University, provides counsel and support in the development guidelines, provides support to related science and research institutions, provides support in the participation of experts in the work of the University, offers opinion on planned amendments of the Statute or other changes that may have a long-term effect on the development of the University. It provides counsel and opinion in the selection of new statutory members. It offers opinions on the selection and appointment of the Rector of the University.

The Rector is the academic chair, the managing body and the legal representative of the University. The Rector is responsible for the implementation and coordination of educational and research activities, for the management, organization and legality of University's actions. He or she also participates in the selection of higher education teachers, researchers and faculty assistants participating in the activities of the University. The Rector is responsible for conducting the promotions of the doctors of science, presenting the awards of the University, proposed by the Senate and the Governing Body; for conducting other duties in accordance with the law, the Statute and other general acts of the University. The Rector reports on his/her work to the Senate and the Governing Board. The Rector is appointed by the Governing Board. The term of office for the Rector is four years. Upon the end of the term of office, the same person is eligible for re-appointment to the position of the Rector. is eligible for re- election. One or several Vice-Rectors may be appointed for the purpose of providing professional support in the field of higher education and research work. Vice-

Rectors are appointed by the Rector. In 2010, two Vice-Rectors were appointed: Vice-Rector for Research and Vice-Rector for Education.

Resources services and other support activities are conducted at University level. UNG resources services include Student Office, International Office, Project Office, Industrial Liaison Office, Career Centre, Alumni Club, UNG University Library, UNG Publisher and UNG Quality Assurance Committee. They also include the accounting services, legal services, UNG human resources department and other specialist services.

By founding the Primorska Technology Park the University established the link with the industry. The Park incorporates technologically innovative companies that enable the transfer of development initiatives and expertise into a business environment. Through its Industrial Liaison Office and various courses within the study programmes of schools, the University of Nova Gorica provides education and encourages young researchers to participate in projects related to the industry. Moreover, the Industrial Liaison Office establishes links with entities that have access to venture capital, which shall enable the establishment of new companies whose activities shall be related to products and processes onto which the high-quality expertise of researchers from university laboratories could be applied.

Since we are aware of the importance of stable and predictable provision of funds for the implementation of higher education, the University of Nova Gorica Foundation was established. Its mission is to provide a quality and constant development of activities conducted by the University of Nova Gorica.

International Office

The International Office of the University of Nova Gorica manages and organizes the international activities and international projects. It is intended for students, professors, researchers and other employees. The office hours of the Office are every day, from 8:00 to 12:00 and from 12:30 to 16:00 hours.

The Office is responsible for keeping and managing a database of all contracts, cooperation and projects that the University of Nova Gorica has been participating in together with different domestic and foreign institutions. The office shall also keep a record of all the implemented student mobility programmes within the Erasmus programme (<http://pung.ung.si/index.php?module=info>) and the online blog “Students Mobility Blog”, intended for students who have taken part in student exchanges abroad and for those that have come to the University of Nova Gorica as a part of their exchange programme (<http://students-mobility.ung.si/>).

UNG International Office provides administrative support for the implementation of international projects. It also establishes and maintains cooperation with institutions from abroad, and is responsible for joining different international networks.

One person is responsible for all research projects (International Project Coordinator). In mid-December 2013, the department employed one additional person (Assistant to International Project Coordinator).

The Office provides support to researchers and other employees in the submission of tenders (in terms of financial, administrative and legal aspects). It is responsible for monitoring published tenders and informing the interested persons within UNG thereof.

The office draws up financial reports for approximately half of all international research projects and provides support and counsel for others. It is anticipated that all financial reports in the future shall be drawn up by the Office, which means that the number of employees shall have to be increased.

The office keeps a record of all projects and related data (financial data, project implementation monitoring, partner register). UNG is currently implementing 25 bigger and several smaller international projects that are mainly research projects.

Project Office

In August 2014, the UNG Project Office was formally established, offering administrative support in implementing international projects. Since August 2014 two persons have been employed full-time: the Head of Office and the Project Coordinator.

The Office also provides support to researchers and other members of staff with the applications to tenders (especially in terms of financial, administrative and legal aspects). In addition, the Office is also responsible for monitoring the tenders released and informing the interested persons within UNG about open tenders.

The Office is responsible for drawing up financial reports for approximately half of all international research projects and provides support and counsel for others. It is anticipated that all financial reports in the future shall be drawn up by the Office, which means that the number of employees shall have to be increased.

The Head of Office is involved in the preparation of the strategic documents and policy for the forthcoming financial period of 2014–2020: RRP of the Severna Primorska region, Pametna specializacija Slovenije, and others.

Student Office

The Student Office of the University of Nova Gorica is intended for undergraduate and graduate students, as well as for anybody interested in studying at UNG. The purpose of the Office is to provide support to students and prospective students regarding the studies and extracurricular activities. The Student Office conducts its activities in Nova Gorica, in an office of 25 sq mt, and in Ajdovščina, where the size of its office totals 30 sq mt. Its office hours are every day, from 9:00 to 11:00 and from 13:00 to 15:30 hours. At the University Centre in Ajdovščina, the Office is open every Tuesday, from 13:00 to 15:30.

The main tasks of the Student Office are as follows:

- to provide information on applications, general admission requirements, different study programmes and other matters related to the studies at the University of Nova Gorica,
- to provide information unrelated to studies, but nevertheless important for students, such as courses, events, etc.,
- to arrange all the application- and enrolment-related procedures at the University,
- to organize and conduct all enrolment procedures,
- to issue different certificates,

- to prepare diploma certificates,
- to maintain and manage the student databases,
- to process and analyse student data for statistical purposes,
- to provide student data to various bodies (Ministry of Higher Education, Science and Technology; Statistical Office of the Republic of Slovenia; the Higher Education Application and Information Service of the University of Ljubljana; etc.),
- to collect applications and arrange student accommodation in the dormitory,
- to provide support and counsel regarding the student accommodation: database of available accommodation facilities,
- to inform students about scholarships, student housing, student dining options, healthcare services, etc.,
- to arrange and conduct various student activities (e.g. presenting new year's gifts to students with children);
- to provide counsel and information on further education,
- to provide support to students experiencing difficulties in their studies,
- to help foreign students participate in the study process.

1.2 Mission

The University of Nova Gorica strives for the creation of new knowledge through harmonious cooperation of students and researchers, and for the transfer of knowledge to younger generations and into a business environment. The mission of the University is also to provide high employability of its graduates. Regardless of the fact that UNG is a non-state institution, it strives to make its study programmes accessible to students of all backgrounds. It strives for the participation of professors, researchers, experts and students in international research processes and projects. It also facilitates specific research and educational activities that strengthen the position of the Slovenians on the westmost national border. With its wide range of activities that complement and enrich each other, the University of Nova Gorica strives to achieve the highest quality level of educational, scientific and research activities, and their integration in the regional, Slovenian and international spheres.

1.3 Vision of development

The University of Nova Gorica strives to be a non-state, research and student-friendly institution, where knowledge is created through harmonious cooperation of students and researchers, and where the knowledge is transferred to younger generations and applied in a business environment.

STATUS

UNG is a private university institution. This status enables flexible organization and operations, as well as faster adaptation to demands of the modern society.

INTERNAL ORGANIZATION

UNG is a compact and internally strongly connected university. Research and expert work is conducted in laboratories, centres and institutes. The schools are open units, at which the educational activities are performed by researchers and experts from different research units and external institutions. Therefore, UNG shall strive in the following years to create a harmonious relation between experts and students from various academic and professional disciplines. At the same time, UNG shall try to relocate its activities to one location, i.e. one campus. Resources services are performed at University level. The operation of UNG has to be similar to that of a modern company, rather than to that of a classic academic institution.

RESEARCH WORK

Research and expert work is the basis for the implementation of the educational process. Researchers at UNG must devote special attention to their participation in international research processes and projects. It is expected from researchers and teaching staff that they are well-informed scientists and experts with international experience and broad knowledge. Therefore, candidates that wish to obtain permanent employment are required to have completed a post-doctoral training programme abroad.

EDUCATIONAL WORK

UNG strives to be a high-quality and internationally competitive university institution. Thus, our professors must be internationally renowned researchers or experts. The undergraduate and graduate educational work should include as much research and practical activities as possible. Therefore, UNG shall strive for the optimum student-professor ratio in all its study programmes, and for the optimum ratio between research and educational work. It is expected, in the long run, that all disciplines shall obtain the 1:1 ratio between educational and research work. UNG shall particularly strive to include experts from industry in the educational process. Special attention will be devoted to international exchange programmes for students and professors. The language of instruction, especially at graduate level, shall also be adapted accordingly. Regardless of its international orientation, UNG shall facilitate specific research and educational activities that shall strengthen the position of Slovenians on the westmost national border.

TRANSFER OF KNOWLEDGE TO BUSINESS ENVIRONMENT

Cooperation with industry and the business environment must be something all employees of UNG strive for. It is in this manner that conditions for the transfer of knowledge from academic institutions to the business environment are created. Moreover, the University of Nova Gorica and its activities shall become more recognizable, resulting in better employment opportunities for its graduates. UNG was the initiator and one of the founders of the Primorska Technology Park that should, among other things, contribute to the creation of a business environment for graduates with Bachelor's, Master's and Doctoral degrees. UNG has also established the Industrial Liaison Office and the University Incubator.

STUDENTS

UNG shall strive to attract the best students and provide them with optimum study conditions as far as possible. Regardless of the fact that UNG is a non-state institution, it shall strive to make its study programmes accessible to students of all backgrounds through various scholarship programmes. The particularity of UNG shall be learning from practical problems. Therefore, students shall be included in practical and research work within the institution or at partner research institutions, at higher education institutions or in industry. UNG shall strive to provide high employability of its graduates. Therefore, it has established the UNG Career Centre, providing help in search for employment. The objective of UNG is that over 80 % of its graduates find employment in six months after finishing their studies.

FINANCE

UNG sees its advantage in dispersed financing of its activities. Therefore, it shall further strive that its financing shall not depend on the state resources alone. An important proportion of funding has to come from international resources, local communities, the industrial sector, tuition fees, donations, etc. UNG is the founder of the Edvard Rusjan Foundation. It is the only university foundation in Slovenia and one of the few in Europe. The purpose of the foundation is to collect donor funds the yield of which is used for the growth and expansion of UNG and for the implementation of its activities. In the following two decades, UNG shall strive that the funding provided by the Edvard Rusjan Foundation shall represent 20 to 25 % of all the funding of UNG activities.

1.4 Strategic plan

On 16 September 2009, the Senate of the University adopted The Programme of Activities of the University of Nova Gorica: development plan for period 2010–2025. The programme presents the current situation and the development plan for the period of 2010–2015, as well as the vision of development for the long-term period of 2016–2025. In the future, UNG shall focus its attention on the development of master's and doctoral study programmes, and on scientific and research activities.

Short-term development strategy is annually reviewed and adopted by the university management (Rector, Vice-Rectors, Deans and Heads of research units). For this purpose, the management gathers at a meeting at which they discuss the strategic development of UNG in the current year.

At the session of UNG held in the Lanthieri mansion in Vipava on 6 February 2015, main UNG strengths and weaknesses were discussed in view of strategic guidelines from the past year. In view of the findings, the measures for the improvement of activities of UNG in the following period were adopted, among which strategic decisions, important for the development of the Graduate School and its programmes, were adopted.

Priorities

- To increase the number of students
- To increase the recognisability of the UNG Campus
- Life-long learning
- E-

UNG status changes

- Searching for a strategic partner/donor for the future
- To acquire at least two partner organisations

Pedagogical activities

Acquisition of students

- Searching for new ways of acquiring students
- Searching for motivated students through individual approaches
- Establishing individual contacts with talented secondary-school students, winners of competitions by accessing public lists of awardees
- Athletes and partner grammar schools
- To increase of the number of the students enrolled in the 2nd- and 3rd-level study programmes
- To increase the number of students by 20 %
- To reach the 60 % ratio of international students at 3rd-level study programmes

Excellence of study programmes

- To increase the appeal of study programmes
- To acquire better equipment for tutorials and lectures
- To introduce laboratory classes and practical sessions in individual fields of study

- To increase the involvement of students at lectures through interactive approaches

Expansion and changes in pedagogical activity

- Introduction of the teaching module
- Preparation of new 2nd-level study programmes in the field of Materials
- Preparation of new 2nd- and 3rd-level study programmes in the field of Biomedicine
- Preparation of the new 2nd-level study programme in the field of Viticulture and Fruit Growing
- Preparation of new 1st- and 2nd-level study programmes in the field of the Russian Language
- Double degree with the Roskilde University in the 3rd-level study programme Environment
- To review the possibilities of introducing new 1st- and 2nd-level study programmes in the field of Veterinary Sciences

New pedagogical approaches

- To review the possibilities of introducing distance learning – finding a strategic partner
- To review the possibilities of introducing lifelong learning – finding a strategic partner

Employability

- To increase the employability of graduates to 80 % within 6 months after graduation and 90 % within 12 months after graduation

Research activities

- Introduction of experimental linguistics
- Commencement of the ICAR project

Balance between research and pedagogical work

- To decrease the share of external associates to < 30 %
- To strive for the ideal balance of 50 % of research work and 50 % of pedagogical work for each employed researcher
- To distribute the mentorship for Bachelor and Master theses as evenly as possible across staff members

Financing

- To acquire concession for UNG as a whole
- New concessions – to once again obtain the concession for the 2nd-level study programme Environment
- New concessions – acquiring the concession for the 1st-level study programme Digital Arts

- To increase the number of EU project applications
- To establish the system of cooperation with the industry – at least two new projects

The issue of the lack of space

- To define the location and to purchase the land for the construction of the campus, or acquisition of the building right

At the **strategic panel session of UNG held in Skrilje on 7 February 2013** the main UNG strengths and weaknesses were discussed in view of strategic guidelines from the past year. An analysis of implemented activities from the past strategic plan was performed. In view of the findings, the measures for the improvement of activities of UNG in the following period were adopted. (One or more responsible persons were selected for each activity, as well as the schedule for the implementation of activities):

UNG status changes

- finding a strategic partner/donor for UNG future – finding one major donor/investor
- changing the status – associated organisations
- acquiring at least one associated organization

Pedagogical activity

Acquisition of students

- Searching for new students should become an issue and obligation for all UNG lecturers, which should be formalised
- Attracting motivated students through individual approach
- Establishing individual contacts with talented secondary-school students who are winners in competitions through public lists of awarded students
- publication of stories of successful UNG students in the media
- expansion of the e-platform to all schools
- increasing the number of students enrolled in second- and third-level study programmes
- to achieve a 20-per-cent increase in the number of students

Excellence of programmes

- To increase the appeal of study programmes
- Establishment of a system of coordinated collection of study materials, and
- Establishment of central repository in the university library
- Better equipment for tutorials and lectures
- Introduction of practical laboratory classes for individual study fields
- To increase in the involvement of students at lectures through interactive learning approaches
- To turn learning into studies
- Pressure on the state to allow us to implement second-level study programmes in English

- To reach the 60 % ratio of international students at 3rd-level study programmes

Expansion and changes in pedagogical activity

- Decision concerning the study programmes Slovene Studies and Cultural History
- Preparation of new 2nd-level study programmes in the field of Information Technologies
- Preparation of new 2nd-level study programmes in the field of Materials
- Preparation of new 2nd- and 3rd-level study programmes in the field of Biomedicine
- Preparation of the new 2nd-level study programme in the field of Viticulture and Fruit Growing
- Preparation of the new 3rd-level study programme in the field of Multiculturalism
- Preparation of the new 1st- and 2nd-level study programme in the field of the Russian Language
- Double degree with the Ca Foscari University at the 2nd-level study programme Environment
- Double degree with the Roskilde University at the 3rd-level study programme Environment
- To review the possibilities for introducing new 1st- and 2nd-level study programmes in the field of Veterinary Sciences

New pedagogical approaches

- To review the possibilities of introducing distance learning – finding a strategic partner
- To review the possibilities for lifelong learning – finding a strategic partner

Employability

- To increase the employability of graduates to 80 % within 6 months after graduation and 90 % within 12 months after graduation

Research activity

- To maintain the level of quality of research work
- Establishing large-scale infrastructure – the CITIUS project
- Establishing large-scale infrastructure – the SUNGREEN project
- Introduction of experimental linguistics
- The commencement of the ICAR project

Balance of research and pedagogical work

- To decrease the share of external associates to < 30 %
- To strive for the ideal balance of 50 % of research work and 50 % of pedagogical work for each employed researcher
- To distribute the mentorship for Bachelor and Master theses as evenly as possible across staff members

- All vacant posts for researchers must also be published abroad – Deans, Heads of laboratories, centres and institutes

Financing

- New concessions – to return the concession for the 2nd-level study programme Environment
- New concessions – acquiring the concession for the 1st-level study programme Digital Arts
- To increase the number of EU project applications
- Establishing the system of cooperation with the industry – at least two new projects
- Financial restructuring of the School of Arts
- Financial restructuring of the Vilina Estate and its merging with the School of Viticulture and Enology

The issue of the lack of space

- Provision of funds for maintenance of the existing facilities
- Searching for a location and commencement of purchasing of the property for the university campus

2 METHODOLOGY OF MONITORING AND ASSURANCE OF QUALITY OF PEDAGOGICAL AND RESEARCH WORK

2.1 Introduction

Strategies, methodologies and procedures for monitoring, assessment and assurance of quality at UNG are defined in the **UNG Quality Manual**, which was adopted by the UNG Senate at its regular 51st session on 11 July 2013. The Manual also defines the self-evaluation procedures, rules, method of work and measures for monitoring and improving the quality, which are adhered to by UNG competent bodies and all other stakeholders in monitoring and assuring the quality. The Quality Manual has upgraded and replaced the former Methodology of monitoring and assurance of quality of pedagogical and research work at UNG.

Quality assurance and international competitiveness in the field of pedagogical and research activities are of primary consideration or the commitment of our institution. The University of Nova Gorica strives for the creation of new knowledge through a harmonious cooperation of students and researchers, and for the transfer of knowledge to younger generations and into a business environment.

All educational and research units are focused on cooperation with industry and business environment. This is also something all employees of UNG strive for. The main characteristic of undergraduate and graduate study programmes at UNG is learning from practical problems. Therefore, students are included in practical and research work within our institution or at partner research institutions, at higher education institutions or in industry. It is in this manner that conditions for the transfer of knowledge from academic institutions to a business environment are created, while the employment opportunities for our graduates are improving.

UNG is a cosignatory to the Resolution of the Slovenian Rectors' Conference on the Commitment of Slovene Universities to Develop a Quality Culture (29 March 2012), and thus observes the adopted objectives of the resolution.

Moreover, the UNG Senate adopted at its regular 51st session on 11 July 2013, a commitment that UNG shall constantly develop its quality culture, establish the quality circle, update the procedures and strategy for quality assurance and its constant improvement in all its activities. Quality assurance procedures involve all stakeholders, including students. The procedures, methods and strategies of quality assurance at UNG are defined in accordance with the national legislation and recommended European standards and guidelines (European standards and guidelines for internal quality assurance within higher education institutions, ESG, Part 1, ENQA, Helsinki, Finland, 2009, isbn 952-5539-05-9). They are formally adopted by UNG competent bodies and published on UNG websites.

The evaluation intended for the assurance of quality of the implementation of study programmes is conducted every year within the schools of UNG. The annual self-evaluation report of a school is reviewed by the Dean and Senate of the respective faculty, academy or school. The study conditions are monitored by the Senate of an individual faculty, academy or school, which then submits proposals regarding possible improvements to the Rector of the University of Nova Gorica. The evaluation of research work is conducted at university level. It includes all research laboratories, institutes, UNG centres and individual researchers. The report on the research work is reviewed by the UNG Governing Board. Abstracts of all school and research reports are included in the Annual Self-Evaluation Report on Monitoring and Assurance of Quality of Pedagogical and Research Work at the University of Nova Gorica. The university report is reviewed by the Senate of UNG. Abstracts of the university report and of all UNG school reports are annually published on the UNG website.

Quality management at UNG is incorporated in the management of the university. Internal organisation and management of UNG are similar to those of a modern company, rather than to those of a classic academic institution. Important role in the quality assurance is played by the Rector of UNG, both Vice-Rectors, Deans of schools or academies, and by heads of UNG research units. Key decisions in the organisation and management of issues related to the quality of pedagogical and research work are made at university level.

The UNG Quality Assurance Committee shall be responsible, at UNG level, for the implementation of activities related to the monitoring, assessment and assurance of quality at UNG, and for presenting proposals and initiatives for the development of quality culture and updating of procedures and strategies, as well as for constant improvement of quality. At each school, the responsibility for these activities shall be borne by respective quality coordinators, who are, by their function, also members of the University Quality Assurance Committee. The Committee shall report on its work to the University Senate once a year.

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). At the end of September 2012, UNG submitted an application for re-accreditation of the university, as defined by the existing legislation. The law stipulates that every university and higher education institution should acquire accreditation for its operation every seven years. At the same time, the university applied for re-accreditation of those study programmes whose seven-year period expired in 2013. These are the programmes conducted at three pedagogical units – Engineering and Management, 1st and 2nd levels (School of Engineering and Management, UNG); Cultural History, 1st and 2nd levels (School of Humanities, UNG); Viticulture and Enology, 1st level (School for Viticulture and Enology, UNG).

A group of experts, appointed by the Council of NAKVIS, conducted an external institutional evaluation of UNG on 14 and 15 May 2013, and gave its opinion to the Council of NAKVIS. At its 71st session, on 19 September 2013, the Council adopted a decision that University of Nova Gorica should be given accreditation for another seven years.

With the purpose of evaluating the applications of three UNG members for re-accreditation of their study programmes, the Council of NAKVIS appointed a group of experts that conducted an external evaluation on 8 and 9 May 2013, and provided the Council with their opinion. At its 71st session, on 19 September 2013, the Council adopted a decision that all evaluated programmes (1st- and 2nd-level programmes in Cultural History, Engineering and Management, 1st and 2nd level, Viticulture and Enology, 1st level) should be given accreditation for another seven years. On 10 May 2013, the Council of NAKVIS extended accreditation for the international programme in Migrations and Intercultural Relations, run by the School of Humanities, for seven years.

In September 2013, UNG submitted applications for re-accreditation of the following study programmes, whose accreditation period of seven years shall expire in 2014: Slovene Studies, 1st level and 2nd level, both implemented at School of Humanities; 1st- and 2nd-level Physics implemented at the School of Applied Sciences; two 3rd-level programmes (Molecular Genetics and Biotechnology, Physics), implemented at Graduate School.

In the 2013/14 academic year, all procedures for the re-accreditation of programmes have been successfully performed. At its 82th session on 18 September 2014, the Council of NAKVIS extended the accreditation period of all programmes for a maximum, seven-year period. In September 2014, the Graduate School submitted to NAKVIS the applications for the extension of accreditation periods of three doctoral programmes, whose accreditation shall expire in the following year: Karstology, Environmental Sciences, Humanities (formerly Comparative Studies of Ideas and Cultures), while the School of Environmental Sciences submitted the applications for the extension of accreditation of its two programmes, whose accreditation shall expire in the following year: Environment, 1st level, and Environment, 2nd level.

2.2 Methodology of monitoring and assurance of quality of UNG study programmes

Monitoring, assessment and assurance of quality of UNG study programmes is implemented in accordance with the Higher Education Act and the following acts adopted by the Council of the Slovenian Quality Assurance Agency for 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 Higher Education Teachers, Researchers and Faculty Assistants at Higher Education Institutions, and other acts.

The primary mechanism for the monitoring, assessment and assurance of quality, for development of quality culture and updating of procedures and strategies for the assurance of quality and its constant improvement at UNG shall be self-evaluation. Self-evaluation shall be annually conducted according to a uniform methodology at all UNG units and at the university as a whole. The self-evaluation shall include the analysis of activities and achievements, as well as proposed measures for future development. The evaluation intended for the assurance of quality of the implementation of study programmes is conducted every year within the schools of UNG. The evaluation of research work is conducted at university level. It includes all UNG research units

(laboratories and centres) and researchers that conduct their research, applied or development projects within educational units of UNG. The UNG Quality Assurance Committee shall be responsible, at UNG level, for the implementation of activities related to the monitoring and assurance of quality at UNG. At individual faculty, academy or school level, the responsibility for these activities shall be borne by respective quality coordinators, who are, by their function, also members of the University Quality Assurance Committee. The committee shall report on its work to the University Senate once a year.

Key decisions in the organisation and management of issues related to the quality of pedagogical and research work are made at university level. Important role in the quality assurance is played by the Rector of UNG, both Vice-Rectors, Deans of schools, and by heads of research units that review and adopt the short-term development strategy. Current issues regarding the personnel, material conditions, premises and other working conditions and support activities, required for the assurance of high-quality pedagogical 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 the improvement and elimination of discovered shortcomings are thus constantly collected, while the effects of implemented measures are monitored.

Proposals of teaching staff, support services and students for improvements in the contents and quality of study programmes are regularly collected within pedagogical units. Occasionally, seminars and workshops are organized for the teaching staff to discuss the current issues, important for a quality implementation of the pedagogical work. Occasional seminars are also an opportunity for the training of our professional staff.

The internal control of the quality of the pedagogical work at UNG is also conducted in the form of regular supervisions of the performance of pedagogical activities in undergraduate and graduate study programmes, whereby the supervisors are the Rector and two Vice-Rectors of UNG. The main objective of the control is to determine the compliance of the performance of pedagogical activities with the adopted timetables and study contents. Deans of schools are informed of the findings and are tasked with rectifying the irregularities as soon as possible. They are also asked to take into consideration all the comments for the following academic year when preparing timetables and plans for the implementation of pedagogical activities.

The essential element of a self-evaluation is the annual self-evaluation report. Self-evaluation reports are drawn up by each of the UNG pedagogical units (school or academy). A separate self-evaluation report is drawn up at university level. It deals with the monitoring and assurance of quality of pedagogical and research work at UNG, including summaries of self-evaluation reports of individual pedagogical units, and the Annual report on the activities of UNG that analyses research achievements at UNG in detail.

Annual self-evaluation reports of UNG pedagogical units are reviewed by the Dean and Senate of an individual school or academy, who also submit proposals regarding possible improvements of the Rector of the University of Nova Gorica. The university report is

reviewed by the Senate of UNG. The annual report on research work at UNG is reviewed by the UNG Governing Board.

Self-evaluation reports of individual UNG schools and of UNG as a whole are published on UNG websites each year. Thus, all members of staff, students, stakeholders and interested public have access to them.

External supervision of the assurance of quality of all UNG operations is conducted through external supervision in the process of re-accreditation of UNG and its programmes by NAKVIS, as defined by the provisions of the national legislation. External evaluation is one of the important tools in the process of improving the system for quality assurance at UNG, contributing to the development of quality culture at UNG and to the development of internal supervision of quality within the institution.

The report drawn up by a group of experts during the process of external evaluation includes the strengths, examples of good practice, weaknesses and recommendations for improvement. All this is taken into consideration during the reformation process of the internal quality assurance system. The process includes short-term and long-term measures for the elimination of the indicated shortcomings and weaknesses with the purpose of ensuring constant improvement of quality in all areas of UNG operation.

2.3 Structure of self-evaluation reports

Self-evaluation reports of individual UNG schools and academies are drawn up by a uniform methodology and have the same structure, described below. Reports include the following: the operation of the higher education institution, personnel, implementation of education in all study programmes, students, material conditions; integration in the community, quality assurance, innovation and development orientation.

Self-evaluation report of the university contains an overview of the operation of university as a whole. Together with the above mentioned, it also contains the analysis of the operation of UNG resources services and other support activities, implemented at university level and providing support to UNG pedagogical and research units (Student Office, International Office, Career Centre, Alumni Club, UNG University Library, UNG publisher, UNG Quality Assurance Committee, accounting, legal and human resources services of UNG, and other specialist services). Research activities conducted in individual UNG research units, and research achievements at UNG, are presented in detail in the Annual report on the activities of UNG. The self-evaluation report of the university also includes summaries of self-evaluation reports of all UNG pedagogical units.

Self-evaluation reports contain the following elements:

- mission, vision and strategy, operation, organization and management of individual unit or UNG as a whole, and quality assurance;
- analysis of the study programme implementation (compliance with the accredited content and scope of programme, admission requirements, methods of studies, teaching methods, curriculum, course contents, regular modernization of course contents, study rules, methods of testing and assessing of knowledge, sufficient provision of elective components within a programme). Recognizability of a study

programme in the community, acquisition of new students and activities for provision of information to candidates prior to enrolment are also monitored and analysed;

- statistics of the studies (information on the studies prior to enrolment, enrolment in the first year, student transition rate, accomplishments by individual courses, number of graduates and average period of studying, the ratio between students and teaching staff, awards and achievements of students and graduates, etc.);
- monitoring and facilitation of student mobility and sufficient provision of elective components within study programmes on the basis of the European Credit Transfer and Accumulation System ECTS; · organization of students, learning about the opinion of students regarding the quality of the studied contents and the implementation of the programme through student surveys on various topics, monitoring and analysis of the implementation of the practical training of students in companies;
- monitoring of the employment of graduates and a compilation of information from graduates on the applicability of obtained knowledge in the labour market;
- personnel, structure of academic and administrative personnel (selection and habilitation of teachers, professional qualifications of the administrative personnel, provision of the suitable ratio between the number of pedagogical staff and the number of students, monitoring and facilitation of scientific and professional advancement, and training of academic and administrative personnel);
- material conditions, premises and teaching aids (lecture theatres, computer room, library, study material, websites, equipment required for classes);
- funding of study activities (sources, structure); · cooperation with industry and integration in the regional context and wider.

Each of the elements discussed in the self-evaluation report is accompanied by the assessment of current state and orientations, together with strengths, weaknesses and proposals for improvements.

2.4 Procedures for monitoring and assurance of quality, quality circle

Procedures for monitoring and assurance of quality are illustrated in the organizational chart, showing the UNG quality circle (Annex). The structure is multi-layered. The chart illustrates relationships between various stakeholders that are included in the process of monitoring and assurance of quality (students, teachers, heads of pedagogical units and university, resources services, external partners) in various procedures that are described in detail below.

Preparation of self-evaluation reports of UNG schools and academies:

The responsibility for the preparation of self-evaluation reports at individual UNG schools and academies shall be borne by their respective quality coordinators. The reports are drawn up in cooperation with the Dean, members of the Senate, all teaching staff in

all study programmes, student representatives, School's Administrative Office, resources services and other stakeholders.

The quality coordinator monitors all the above mentioned self-evaluation elements in all areas of quality assurance throughout the year. Management, employees, student representatives and other stakeholders provide the coordinator with proposals for improvements. The coordinator also attends the meeting of the Senates and holds regular meetings with the Dean in order to effectively coordinate the quality-related activities. The activities are documented in the Report on the monitoring of quality assurance procedures (Annex 2).

Twice a year, the quality coordinator reports to the UNG Quality Assurance Committee on the implementation of activities for monitoring and assurance of quality, and on all important achievements and improvements, examples of good practice and observations regarding the current state and trends at the school or academy. The UNG Quality Assurance Committee coordinates the work of all quality coordinators.

Based on the activities monitored throughout the year, and based on their findings, the quality coordinator prepares an analysis of the situation for each of the elements of the self-evaluation report. The analysis is done at the end of the year. The self-evaluation report thus includes findings on strengths and weaknesses of an individual school, as well as proposals for improvements in the next period.

Self-evaluation reports of pedagogical units shall be drawn up not later than by the end of November for the past academic year. The reports are then usually reviewed, supplemented and confirmed by the Senate of the school or academy at its regular session in November.

The quality coordinator provides the UNG Quality Assurance Committee with summaries of self-evaluation reports of individual schools or academies. These summaries are then included in the self-evaluation report of the university.

The Dean regularly informs all school employees of resolutions, strategies and activities for the assurance or improvement of quality.

Self-evaluation reports of individual UNG schools are published on UNG websites. Thus, all employees, students, stakeholders and interested public have access to them.

Student representatives in the senate of an individual school or academy inform the Student Council and students of resolutions, strategies and activities for the assurance or improvement of quality, and collect possible proposals for improvements. These proposals are then submitted to the Dean, Senate and quality coordinator.

Preparation of a self-evaluation report of the university:

The responsibility for the preparation of a self-evaluation report of the university shall be borne by the Quality Assurance Committee. The report is drawn up in cooperation with the university management, UNG Student Council and UNG resources services (Student Office, International Office, Career Centre, Alumni Club, UNG University Library, UNG publisher, accounting, legal and human resources services of UNG, and other specialist services).

The Quality Assurance Committee monitors all the above mentioned self-evaluation elements in all areas of quality assurance throughout the year. Proposals for improvements are submitted by the management, resources services, employees of UNG, UNG Student Council, student representatives in UNG bodies, and by other stakeholders. The activities are documented in the Report on the monitoring of quality assurance procedures (Annex 2).

Based on the activities monitored throughout the year, and based on their findings, the committee prepares an analysis of the situation for each of the elements of the self-evaluation report. The analysis is done at the end of the year. The analysis of the operation of resources services is conducted by the services themselves, and submitted to the UNG Quality Assurance Committee. The self-evaluation report thus includes findings on strengths and weaknesses, as well as proposals for improvements in the next period.

The self-evaluation report of the university is published on UNG websites. Thus, all employees, students, stakeholders and interested public have access to them.

Student representatives in the university senate and UNG Quality Assurance Committee inform the Student Council and students of resolutions, strategies and activities for the assurance or improvement of quality, and collect possible proposals for improvements. These proposals are then submitted to the UNG Quality Assurance Committee.

2.5 Important elements in the quality assurance process

An important element in the long-term assurance of quality of pedagogical and research work at UNG are common rules, adopted by UNG Senate in the form of acts or rules, governing the operation of the entire university. Among the key rules for quality assurance are as follows:

- Statute of UNG;
- Regulations for the determination of conditions and appointment procedures for research and teaching positions at the University of Nova Gorica;
- Quality Assurance Manual of UNG;
- Rules of procedure of the Senate and Governing Board;
- Rules of procedure of the Quality Assurance Committee;
- Rules of Procedure of Student Affairs Committees of UNG;
- Regulations on UNG awards;
- Rules for 1st-level study programmes and Rules for 2nd-level study programmes;
- Rules on the process of applying for diploma or master's thesis and their defence;
- Rules for third-level study programmes;
- English Language Requirements for Foreign Doctoral Students;
- Procedures for the approval to sit for exams and for recognition of ECTS credits for all fulfilled study obligations outside the enrolled third-level doctoral study

programme, within other programmes at Graduate School or at doctoral programmes outside the University of Nova Gorica;

- UNG tutorship system.

The rules also include some measures for the assurance of quality and effectiveness of study programmes, 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. Students can apply for exams through the UNG electronic system that provides students with individual access to their study results. To stimulate students to achieve better performance in their studies, UNG awards the best graduates from the 1st- and 2nd-level programmes with the *Alumnus Primus* award, which is awarded to students who regularly pass their exams and graduate as the first from their generation. The *Alumnus Optimus* award is presented to graduates who have the best average grade among all the students, graduating in a certain academic year.

In addition to standard indicators, the quality of research work of graduate students in third-level study programmes is also monitored. In order to ensure the quality of doctoral dissertations and their comparability with the globally established quality standards, uniform study rules have been adopted. These rules define that the committee for the assessment of a doctoral dissertation consists of three members, whereby one of them has to be from a foreign university. All members have to be habilitated higher education teachers with appropriate academic titles. Mentors to students in doctoral study programmes can only be habilitated higher education teachers (assistant professor, associate professor, full professor), researchers or experts holding a doctoral degree. The mentor cannot be a member of the Committee for the assessment of the doctoral dissertation. The mentor has to be present at the defense of the doctoral dissertation, but has no voting rights.

Since the beginning of academic year 2012/2013, the student may proceed to his doctoral dissertation defence only if he has obtained grade 8 or more in each subject taken within the respective study programme, the subjects being graded according to the existing grading system. The conditions for dissertation defence shall also be considered in the process of recognition of ECTS credits for those studying contents the student has obtained before entering a doctoral study programme at the Graduate School. This means that only those subjects in which the student has achieved at least 70 % of the highest grade will be recognised; the 70 % being at least grade 8 according to the existing Slovenian grading system from 1 to 10.

The enrolment in the first year of study is limited in all study programmes. Thus, the optimum number of students in view of the number of professors is guaranteed together with the execution of practical classes in small groups. It is in this manner that the quality of the implementation of the programme is preserved. Lectures and practical classes for part-time students are executed to the same extent as for full-time students. The objective of part-time studies is to enable the completion of studies and the acquisition of qualification to those students who had been enrolled as full-time students, but were unsuccessful and would now like to acquire additional knowledge and formal education within the framework of lifelong learning (employed students).

The control of the quality of the pedagogical work at UNG is conducted in the form of regular supervisions of the performance of pedagogical activities in undergraduate and graduate study programmes, whereby the supervisors are the Rector and two Vice-Rectors of UNG. The main objective of the control is to determine the compliance of the performance of pedagogical activities with the adopted timetables and study contents. Deans of schools are informed of the findings and are tasked with rectifying the irregularities as soon as possible. They are also asked to take into consideration all the comments for the following academic year when preparing timetables and plans for the implementation of pedagogical activities.

In professional higher education study programmes, special attention is devoted to the monitoring of the quality of practical training of students in enterprises, and to improving the relation between the mentor at the higher education institution, the student and the mentor in the enterprise during the training. Practical training of students is conducted on the basis of contracts on practical training, concluded with partner enterprises.

The facilitation of regular study habits throughout the academic year should be emphasized as it is one of the measures that should improve the transition rate of students, reduce the dropout rate, and contribute to a higher quality of student knowledge. In certain courses, knowledge is assessed by means of midterm exams, where students are able to assess their knowledge of the discussed topics during the year. Midterm exams with positive grades replace the final written part of the exam for that course. In some courses, students can complete some of their study requirements by means of seminar papers, submitted and presented during the course. The lecturer and assistant hold regular weekly contact hours, during which students are invited to come and discuss the potential difficulties they are having with the understanding of the discussed topics. Moreover, a tutorship system has been introduced that helps the students during their studies. Thus, higher education teachers provide individual help to students in solving their problems during the studies. Each tutor is responsible for one or two students.

Special attention is devoted to the monitoring of the employment of graduates and the compilation of information from graduates on the applicability of obtained knowledge in the labour market. The objective of all UNG study programmes is to achieve and retain high employment rate (above 80 %). Therefore, since the 2010/2011 academic year, the Career Centre has been providing support to graduates in finding their first employment. The specificity of individual profiles in search for employment is evident from the Diploma Supplement, issued by UNG in Slovenian and English.

The Alumni Club within UNG was established to connect all graduates with Bachelor's, Master's and doctoral degrees from all UNG study programmes. Members of the Club are an important source of information on the employment of graduates and on the applicability of knowledge obtained during their studies at UNG. Some of this information is also obtained through surveys in companies where students carry out their practical training.

The academic staff of UNG are actively involved in the process of the assurance of quality of high education in Slovenia as experts of the Council of the Slovenian Quality Assurance Agency for Higher Education, as representatives in various government and

other bodies at the national level, in the Slovenian Rectors' Conference and in the national group of promoters of the Bologna process in Slovenia.

For the efficient implementation of e-learning, which is one of the key strategic priorities of UNG for 2014, the **Group for the implementation of e-learning** was established in 2014. The Group regularly reports to the Senate of UNG about its activities and achievements. The Group has carried out the following activities:

- a thorough overview of the current situation and a review of various possibilities for the implementation of e-learning and the guidelines for possible strategic partners;
- testing certain key activities in practice (filming lectures, use of open study resources, implementation of Moodle for e-learning purposes etc.);
- in cooperation with the videolectures.net team UNG has filmed 11 hours of lectures (3 hours of lectures at the course Business Information Systems at the School of Engineering and Management, 6 hours of lectures at the course Ampelography at the School for Viticulture and Enology, and 2 hours of lectures at the course Environment and Society at the School of Environmental Sciences);
- the Group has been establishing the conditions for the systematic archiving of the recorded lectures and their further use. The Group has also been exploring the possibilities of the further processing of the recordings, including translating the lectures;
- 17 courses started using Moodle in this academic year. The activities had been carefully planned in advance by appointing Moodle trainers for each school and organising special training for them. The Group has also prepared a questionnaire for all Moodle user in order to take into account the experience obtained during this academic year for the purpose of improving the quality in the forthcoming year;
- In coordination with the Dean of the School of Arts a group of three students of this School was established which will be able to film lectures at UNG. The members of the Group have already had the first training session with the videolectures team.
- Five employees of UNG Schools attended (for a day or more) the 2014 OCW Consortium Global Conference on open educational sources, which was held in Ljubljana in April. The conference also featured the official commencement of the initiative Opening up Slovenia, and the meeting with the EU Commissioner for Education Androulla Vassiliou, which was attended by the Rector, Prof. Dr. Danilo Zavrtanik, and Prof. Dr. Tanja Urbančič.
- The group has provided the description of good practices of open learning at UNG for the Opening up Slovenia website, as well as a short description of the current state and guidelines concerning the implementation of e-learning at UNG, which was presented in the Union grand hall at the aforementioned OCWC conference.

Key tasks for the forthcoming period:

- On the basis of the experience obtained and the information about the cooperation between the schools a plan of activities defining the goals for 2014/15 has to be made;

- to create an actual basis in order to promote e-learning and its flexibility among prospective students as soon as possible (athletes, 1st-year students of selected programmes, lifelong learning);
- to prepare a presentation on the topic of open educational sources for the members of the Collegium and for other members of UNG staff interested in this field;
- to define the planned strategic partnerships with foreign universities.

2.6 Monitoring and assurance of quality of research work

Research work at UNG is conducted in UNG research laboratories and centres. Research and pedagogical work at UNG are closely linked. Our teaching staff is involved in the research work, executed in laboratories, centres and institutes, or outside UNG, while our researchers are involved in the pedagogical work at individual UNG schools. Graduate students are also included in the research work. Material conditions and the quality of research work performed at UNG are monitored by the management and the Governing Board of UNG. External control of the quality of our scholarly research work is conducted by the Council for Higher Education of the Republic of Slovenia, by founders of the University of Nova Gorica and through international cooperation. General public is informed of the UNG research and pedagogical activities through the UNG website, promotional brochures and through doors open days.

UNG research activity is presented in detail in the Annual report on the activities of the University of Nova Gorica, published annually by UNG in a printed and electronic form. The report includes the activities and results of all research units within the university, both in the field of basic and applied research, their bibliography, international and domestic research programmes, projects and cooperation.

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

Students are involved in the process of monitoring and quality assurance on several levels. Cooperation between UNG and students takes place through the UNG Student Council. Students have their representatives in the Governing Board and Senate of the University of Nova Gorica, as well as in senates of individual UNG schools and academies, and in the UNG Quality Assurance Committee.

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

Student surveys

The quality assurance process also involves the students. In all study programmes conducted within the University of Nova Gorica, regular evaluation of pedagogical work is performed through student surveys. The opinions of students regarding the quality of the content and the implementation of study programmes are collected through five thematic surveys:

- Course Evaluation Questionnaire for Students;
- Study Programme Evaluation Questionnaire for Students;
- Practical Training Evaluation Questionnaire for Students;
- Questionnaire on Provision of Information to Candidates Prior to Enrolment;
- Student Work Evaluation Form.

Surveys are anonymous and since the 2013/2014 academic year the students have been taking them in electronic form. The purpose of electronic forms is to increase the efficiency of data collection and to automate the analysis.

The analyses of all surveys are presented in the self-evaluation reports of individual schools. The reports are published and can thus be accessed by all students, UNG staff and other stakeholders. However, the results of individual *Course Evaluation Questionnaires for Students* are not public. All students are informed of the results and analyses of surveys through self-evaluation reports of individual schools, which are published publicly. Self-evaluation reports include the results of these surveys in an anonymous form, i.e. average grades of all lecturers and assistants are presented without any names.

Through the *Course Evaluation Questionnaire for Students* student opinions on the quality of pedagogical work in individual courses are obtained. There are two versions of student surveys for this purpose: one of them is intended for the evaluation of quality of pedagogical work of lecturers, who hold regular lectures, while the other survey is conducted in cases when the course is implemented in the form of consultations (when fewer than five students enrol in the course). When all the lectures have been held, prior to examination period, students evaluate the pedagogical work of each individual lecturer and assistant. These surveys are submitted to students in printed form by school offices that also enter the collected data into special programmes for automatic analysis of grades, and perform a statistical analysis of survey results. The programme also collect comments, remarks and opinions provided by students in the second part of the survey that contains open-type questions. In surveys conducted in the electronic form through the UNG website, the analysis of results is performed automatically.

Individual survey results are not public, and are available to school management only. Each lecturer and assistant shall have the right and obligation to see the results of survey related to his or her work. Lecturers shall also have the right to see the results of survey related to the work of their assistants. This information provides lecturers and assistants with feedback on their work. They can learn about the weaknesses and strengths of their pedagogical work as seen by students, and are thus stimulated to improve their work. At the end of an academic year, the Dean of the school and the Rector hold individual interviews with lecturers, whereby the survey results serve as the starting point for

improvements in the pedagogical process. *Student opinions on the pedagogical work of lecturers*, provided and used in the process of appointment for teaching positions, are obtained on the basis of results of these surveys. The analysis of surveys shall be performed by the UNG Quality Assurance Committee. Student representatives and representatives of Student Council also participate in this process.

The *Study Programme Evaluation Questionnaire for Students* comprises questions regarding the study programme, as well as questions related to the Library, computer rooms, Student Office, Student Council and student extracurricular activities. The survey is conducted each year upon the admission of students to the next year of study. On the basis of survey results, schools try to eliminate possible weaknesses and retain the positive qualities of the study programme.

The *Practical Training Evaluation Questionnaire for Students* is conducted among the students in professional higher education study programmes after they have completed the practical training. There are two versions of student surveys for this purpose: one of them is intended for the evaluation of practical training in companies, and conducted at the School of Engineering and Management, while the other is intended for the evaluation of practical training within the programmes at School for Viticulture and Enology, where practical training takes place in different partner wine cellars and wine-growing farms. Through these two surveys, schools are able to collect information on the quality of practical training. Additional information on the implementation of practical training is obtained through surveys from mentors in companies or partner institutions. Thus, schools can form an opinion on this part of pedagogical programme that takes place outside the schools.

Information on study programmes is provided to candidates or prospective students in following ways: with promotional brochures, websites, in various electronic media, information days, through presentations at secondary schools and with direct provision of information to candidates and their parents. The suitability and effectiveness of the provision of information is assessed annually through the *Questionnaire on Provision of Information to Candidates Prior to Enrolment*, which is filled out by all the students of the first year upon enrolment.

In compliance with the Criteria for the Allocation of Credits to Study Programmes under ECTS, adopted by the Council of NAKVIS at the 11th session on 18 November 2010, and published in the Official Gazette of the Republic of Slovenia, No 95/2010, on 29 November 2010, the workload of students enrolled in a new study programme should be monitored every year until the first enrolled generation graduates. Afterwards, this should be monitored every two years. Student workload is monitored through a student survey conducted after they pass their exams, namely through the *Student Work Evaluation Form*. The students fill out the questionnaire in e-form through the UNG electronic information system after passing their exams, for each course or study unit which is assigned ECTS.

2.8 ECTS Credit system

European Credit Transfer and Accumulation System ECTS is a credit system for high education that is used in the European higher education as a tool for assessing the workload of students in individual study programmes and all their educational units. ECTS credits are used to determine the student workload, required for the achievement of the final learning outcomes.

In compliance with the national legislation governing the higher education, study programmes should also enable sufficient percentage of elective components within a programme so that students are able to create their own professional profile. They should also facilitate student mobility. For this purpose, the study requirements within all study programmes are evaluated with credits under the European Credit Transfer and Accumulation System – ECTS, as stipulated by the Criteria for the Allocation of Credits to Study Programmes under ECTS, adopted by the Council of NAKVIS.

The ECTS credit system is a transfer and accumulation system. This means that, on one hand, it is used as the basis for the recognition of study requirements undertaken in Slovenia or abroad by an exchange student (e.g. student exchange within the Lifelong Learning Programme – Erasmus), while, on the other hand, it enables students to choose the study contents within a programme more freely.

The amount of actual student workload is examined in all study programmes of the 1st, 2nd and 3rd level. This is done by means of a Student Work Evaluation Form. The results of these surveys show where corrections of the implementation of study programmes are required, in terms of the scope and distribution of student workload during the academic year.

Recognition of ECTS credits

Recognition of students' knowledge obtained at other accredited study programmes and at other higher education institutions that follow the policy of the ECTS system is regulated in accordance with Criteria for Transferring between Study Programmes and Criteria for the Allocation of Credits to Study Programmes under ECTS, adopted by NAKVIS. The recognition procedures rely, as appropriate, on the EU advice on the ECTS system, published by EU (ECTS users guide, Brussels, 6 February 2009, available at http://ec.europa.eu/education/lifelong-learning-policy/doc48_en.htm).

Students submit their applications concerning recognition of their knowledge and competences obtained at other programmes to the Student Affairs Committee of the respective school. The Student Affairs Committee or a special expert committee of the programme's university teachers ascertains whether the obtained knowledge and competences, in their appropriateness and relevance, meet wholly or partially the general or subject specific competences as defined in the respective study programme. Based on these findings, the Student Affairs Committee proposes to the school Senate to recognise the student's obtained knowledge, evaluated according to the ECTS system, as a completed study requirement within the University's own respective programme. At the same time, the Committee defines which studying contents the student still needs to cover according to the programme or which studying contents from the programme need not be

taken by the student, as the contents are appropriately covered by the knowledge obtained elsewhere.

A similar procedure is applied when it comes to recognising the student's knowledge, competences, training or capabilities obtained through non-formal education or in programmes that do not follow the policy of the ECTS system. In these cases, the Student Affairs Committee or a special expert committee of the programme's university teachers set up specifically for this purpose, shall, on the basis of the submitted documents, ascertain whether the obtained knowledge and competences, in their content and appropriateness, meet the general or subject specific competences as defined in the respective study programme. The Committee shall assess the obtained knowledge and competences according to the ECTS system and shall accordingly propose to the school Senate to recognise the student's obtained knowledge as a completed study requirement within the respective programme.

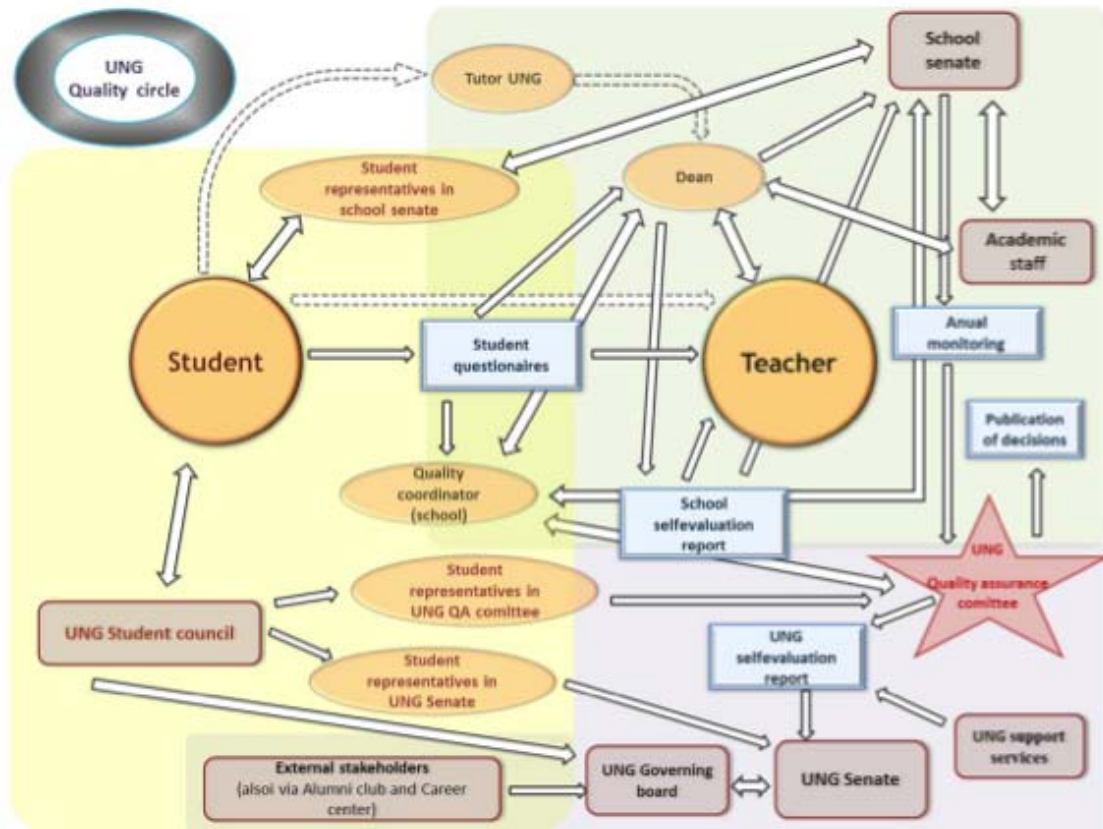
In case of the Erasmus programme student exchange, a trilateral agreement signed by the two universities and the student participating in the exchange programme shall stipulate the contents or subjects the student shall cover at the university as well as the ECTS credits related to the subjects chosen. The knowledge obtained at the university will be recognised as successfully completed study requirements of the programme.

Detailed rules and procedures governing third-level study programmes in terms of the approval to sit for exams and for recognition of ECTS credits for all fulfilled study obligations outside the enrolled third-level doctoral study programme, within other programmes at the Graduate School or doctoral programmes outside the University of Nova Gorica, are available at: <http://www.ung.si/sl/studij/pravila/>

These procedures were adopted by the Senate of the University of Nova Gorica at its 47th regular session on 7 November 2012.

2.9 Organisational chart »UNG quality circle«

Organisational chart »UNG quality circle« illustrates procedures, stakeholders and mutual relationships in the implementation of monitoring and assurance of quality at UNG.



2.10 UNG quality control conducted by international organisations

Thomson Reuters Institutional Profiles

UNG has been included in project *Thomson Reuters Institutional Profiles* (<http://ip-science.thomsonreuters.com/globalprofilesproject>) for a number of years. Within the project, data on universities and research institutions from all over the world is collected and analysed. In view of this data, institutional profiles are created every year. There are three sources of data for the analysis: data that is forwarded to Thomson Reuters by institutions themselves; scientific publications and citation analysis from *Thomson Reuters Web of Science*®; annual surveys conducted by Thomson Reuters among academic staff »*Academic Reputation Survey*«. It is in this manner that a collection of portraits of globally important higher education institutions is created. Each portrait contains information on scholarly and pedagogical efficiency of an institution, on methods of funding their activities, on characteristics of students and employees of the university. Institutions may use these profiles in their self-evaluation and preparation of development strategies, as well as in their promotion. Collected data is also used in the international university ranking: [Times Higher Education's World University Rankings](http://www.timeshighereducation.co.uk/world-university-rankings/)

(www.timeshighereducation.co.uk/world-university-rankings/)

Thomson Reuters Institutional profile for UNG for 2014 is enclosed to this report.

U-Multirank EU project

In 2013, UNG decided to participate in the U-Multirank EU project of evaluating and ranking of universities. The project combines the ranking of a university as a whole and the ranking of individual fields. In the first year (2013/2014), this ranking only included certain fields (mechanical engineering, electrical engineering, physic, business studies and management). The range of fields shall expand in the future. In the first year, the U-Multirank project included 500 universities that were willing to participate.

UNG joined the project to have its performance ranked as a whole, and also in two specific fields (physics and business studies).

U-Multirank profile for UNG for the year 2014 is enclosed to this report.

UI GreenMetric World University Ranking

In 2013, UNG joined the project of international university ranking UI GreenMetric World University Ranking (<http://greenmetric.ui.ac.id/id/page/about>), implemented by Universitas Indonesia since 2010. The objective of this ranking is to present universities from all over the world from the environmental perspective: »Green Campus and Sustainability«. It is with this project that they wish to increase awareness of all stakeholders at university institutions of the importance of fight against dangerous climate changes, of the conservation of water and energy resources, waste recycling and

green transportation. Based on collected data, the universities were ranked in view of these criteria. UNG was highly ranked among the universities (258th place).

International evaluation of UNG by IEP-EUA:

In 2014, UNG requested the European University Association (EUA) to perform an institutional evaluation of the University as a whole as part of EUA's Institutional Evaluation Programme (IEP) (<http://www.eua.be/iep/Home.aspx>). IEP-EUA is a member of ENQA (the European Association for Quality Assurance in Higher Education) and is listed on EQAR (the European Quality Assurance Register for Higher Education). The IEP-EUA external institutional evaluation of UNG shall be targeted at the analysis of the university structure, its processes, strategy and formal procedures by means of which the University ensures that all its activities are implemented qualitatively and that its mission and strategic goals are achieved. IEP-EUA external evaluation is based on institutional self-evaluation that UNG provided for in the first stage of the external evaluation procedure. This shall be followed by two visits of the external evaluation group to UNG. The first visit shall take place from 19 to 21 January 2015, while the second visit is scheduled for late March 2015. On the basis of the analysis of the UNG self-evaluation report and their findings on the state of the institution, the external evaluators shall present the findings of the external evaluation in their final report, in which strengths and examples of good practice shall be emphasized together with weaknesses and recommendations for improvement. All this shall be taken into consideration by UNG during the reformation process of the internal quality assurance system. Moreover, short-term and long-term measures for elimination of discovered shortcomings and weaknesses shall be established. External evaluation will be one of the important tools in the process of improving the system for quality assurance at UNG, contributing to the development of quality culture at UNG and to the development of internal supervision of quality within the institution.

2.11 Assessment of current state and guidelines (2013-2014)

Strengths:

- The University has a clear mission and vision as well as strategy for achieving the set goals. Quality assurance and international competitiveness in the field of pedagogic and research activities represent the main priority and commitment of the institution.
- The University has a well-established and efficient system of assuring the quality of pedagogical and research work.
- All UNG quality assurance procedures, policies and strategies are in line with the national legislation and the recommendations of the *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 UNG quality assurance procedures, policies and strategies have been formally adopted by competent UNG bodies and are publicly published on UNG websites.
- The University has adopted a commitment to continuously develop the quality culture, maintain the quality circle, update its procedures and strategy for the constant improvements in the quality of all its activities. All stakeholders, including students, are included in quality assurance processes. The University is a cosignatory of the Resolution of the Slovenian Rectors' Conference on the commitment of the Slovenian universities for the development of the quality culture (29 March 2012) and pursues the set goals of the resolution.
- On the university level, the UNG Quality Assurance Committee, and at the schools or academies their respective Quality Coordinators, who are by their function also members of the UNG Quality Assurance Committee, are responsible for performing the activities concerning quality monitoring and assurance at UNG, through the assessment of the current state and proposals and initiatives for the development of the quality culture, as well as upgrading the procedures and strategies for quality assurance. The UNG Quality Assurance reports to the Senate of the University once a year.
- The students have their representatives in all key UNG management bodies UNG and have influence on UNG activities. Due to simple structure the communication is effective.
- All students are actively involved in quality assurance processes. At all study programmes conducted by UNG pedagogical work is regularly evaluated also through student surveys. The latter have a positive impact on the quality of pedagogical work of the professors as well as on the organisation and implementation of study programmes.
- In September 2013, UNG submitted the applications for the re-accreditation of the following study programmes, whose accreditation expired in 2014: Slovene Studies, 1st level, and Slovene Studies, 2nd level, carried out by the School of Humanities; Physics – 1st and 2nd levels, carried out by the School of Applied Sciences, and two 3rd-level programmes (Molecular Genetics and Biotechnology; Physics), carried out by the Graduate School. In the 2013/14 academic year, all programme re-accreditation procedures have been successfully performed at all study programmes.

On its 82th session on 18 September 2014, the Council of NAKVIS extended the accreditation period of all programmes for the maximum possible period of further seven years. In September 2014, the Graduate School FPŠ submitted to NAKVIS the applications for the extension of the accreditation of three doctoral programmes whose accreditations expire in the following year: Karstology, Environmental Sciences, Humanities (formerly Comparative Studies of Ideas and Cultures). The School of Environmental Sciences submitted the applications for the re-accreditation of its two programmes whose accreditation periods shall expire the following year: Environment, 1st level and 2nd level.

Weaknesses and proposed measures for their elimination:

- Student surveys are well-designed, but the students are not aware of the importance of the surveys. The students are not motivated enough to participate in student surveys, which leads to a low number of students who decide to fill out the questionnaires.
- In 2014 e-form of the surveying system was introduced, based on UNG e-system. The aim of introducing the e-surveying system is to increase the efficiency of data collection and to automate data analysis. We have, however, noted that even in case of e-surveying the students are still not responsive enough.
- The evaluation process has revealed certain technical problems with the automated survey data analysis (The analysis of data in the Course Evaluation Questionnaire for Students lacks the calculation of the average values of the grades awarded to the quality of each professor's pedagogical work. These average grades are displayed in the graph presenting the results of this questionnaire, included in the self-evaluation report. The Student Work Evaluation Form lacks the calculation of the overall student's workload and the comparison with the expected workload as defined by the allocation of ECTS to this particular course.).

Opportunities for improvement:

- In 2015 all student questionnaires shall be revised in terms of content. The Course Evaluation Questionnaire for Students shall be made shorter, more efficient and student-friendly, as we have noted that the length of a questionnaire (taking into account that the students are supposed to fill out a lot of questionnaires each year) often results in the students' not taking part in the surveys.
- We wish to increase the responsiveness of the students in terms of their participation in student surveys, as well as to improve the efficiency of survey data collection. We also wish to increase the students' awareness of the importance of student surveys as part of the students' contribution to quality assurance.
- The system for the automated survey data analysis shall be upgraded on the basis of the experience obtained in the first year of introducing the e-surveying system.
- For the efficient implementation of e-learning, which is one of the key strategic priorities of UNG, the **Group for the implementation of e-learning** was established in 2014. The Group regularly reports about its activities and achievements to the Senate of UNG.

- In 2015 the international institutional evaluation of UNG performed by EUA-IEP shall be completed. A group of external experts shall, on the basis of the analyses of the UNG's self-evaluation report UNG and of the assessment of the current state at the institution performed during two visits to UNG, present the results of the external evaluation in their final report, in which the advantages and examples of good practices, as well as University's weaknesses shall be identified, and the recommendations for improvements shall be made. UNG shall take these findings and recommendations into account in the process of revising the internal quality assurance system at UNG, as well as in the planning of short- and long-term measures for the elimination of the weaknesses identified. The external evaluation shall serve as one of the important tools used to improve the quality assurance system at UNG, which shall contribute to the development of the quality culture at UNG and to the development of the system of the internal monitoring of quality at UNG.

2.12 Assessment of current state and guidelines (2012-2013)

Strengths:

A group of experts, appointed by the Council of NAKVIS, conducted an external institutional evaluation of UNG on 14 and 15 May 2013, and gave its opinion to the Council of NAKVIS. At its 71st session, on 19 September 2013, the Council adopted a decision that University of Nova Gorica should be given accreditation for another seven years.

With the purpose of evaluating the applications of three UNG members for re-accreditation of their study programmes, the Council of NAKVIS appointed a group of experts that conducted the external evaluation on 8 and 9 May 2013, and provided the Council with their opinion. At its 71st session, on 19 September 2013, the Council adopted a decision that all evaluated programmes (1st and 2nd level programme in Cultural History, Engineering and Management, 1st and 2nd level, Viticulture and Enology, 1st level) should be given accreditation for another seven years. On 10 May 2013, the Council of NAKVIS extended accreditation for the international programme in Migrations and Intercultural Relations, implemented at the School of Humanities, for seven years.

In September 2013, UNG submitted applications for re-accreditation of the following study programmes, whose accreditation period of seven years will expire in 2014: Slovene Studies, 1st level and 2nd levels, both implemented at School of Humanities; 1st- and 2nd-level Physics implemented at School of Applied Sciences; two 3rd-level programmes (Molecular Genetics and Biotechnology, Physics), implemented at Graduate School.

Weaknesses and proposed measures for their elimination:

A group of experts appointed by the Slovenian Quality Assurance Agency for Higher Education (NAKVIS) implemented all its anticipated activities within the evaluation process from 13 to 15 May 2013. The group announced its findings, emphasized university's strengths, proposed measures for improvement and highlighted the established inconsistencies. Among other things, they established a slight inconsistency between the UNG quality assurance system and recommended European standards and guidelines that stipulate that procedures, policies and strategies of quality assurance at universities should be formally adopted and made public.

Competent bodies of UNG held sessions in June and July 2013 and took necessary measures to eliminate all the established inconsistencies, which is described in detail below. UNG informed the Council of NAKVIS of the elimination of inconsistencies in July 2013. At its 71st session, on 19 September 2013, the Council adopted a decision that University of Nova Gorica should be given accreditation for another seven years.

Measures for eliminating inconsistencies listed in the report of external evaluators are as follows:

Inconsistency: *»The University has no Academic panel, as is stipulated in the Higher Education Act.«*

The Governing Board and Senate of UNG approved the amendments to the UNG Statutes (Articles 21, 45 and 46), by means of which the Academic panel of a school or academy was added to the bodies of the school or academy.

Inconsistency: *»Habilitation criteria do not comply with minimum standards of NAKVIS.«*

The Governing Board and the Senate of UNG approved changes and amendments to Regulations for the determination of conditions and appointment procedures for research and teaching positions at the University of Nova Gorica (Article 4), which define that candidates for research and teaching positions must, in addition to other criteria, also meet the Minimum Standards for the Appointment of Higher Education Teachers, Researchers and Faculty Assistants, adopted by the Council of NAKVIS.

Inconsistency: *»The number of students in UNG Senate and in senates of university members is not in compliance with the law (at least one fifth of all members). The Statutes of UNG does not enable students of university members to organise themselves in Student Councils, as is anticipated in the Higher Education Act.«*

The Governing Board and Senate of UNG approved the amendments to the UNG Statutes (Articles 22, 42 and 45), by means of which the number of representatives of the student council in UNG Senate and in senates of schools and academies changes. Thus, the representatives of the student council now represent at least one fifth of all senate members. Amendments to the UNG Statutes (Articles 21 and 48) that define the Student Council as the body of a school or academy were also adopted.

Inconsistency: *»The Quality Manual and the quality assurance strategy have not been formally adopted by the decision-making body and have also not been made public.«*

In order to eliminate the established inconsistency and take into consideration the recommendations on compliance with European standards and guidelines for internal quality assurance (*European standards and guidelines for internal quality assurance within higher education institutions*, ESG, Part 1), which, among other things, also stipulate that procedures, policies and strategies of quality assurance at universities should be formally adopted and made public, the UNG Senate adopted at its regular 51st session on 11 July 2013, the following acts and decisions:

- UNG Quality Manual that contains UNG quality assurance strategies.
- Rules of Procedure on the work of UNG Senate, and **Decision:** *»The method and organisation of work of the senate of a faculty, academy or school, as well as the appointment of permanent or temporary commissions or working bodies of these senates, shall be governed by procedures, as stipulated in the Rules of Procedure*

on the work of UNG Senate and in the UNG Statutes, in accordance with provisions of Article 44 of UNG Statutes.«

- **Decision**

»Procedures, methods and strategies of quality assurance at UNG are defined in accordance with the national legislation and recommended European standards and guidelines (*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 procedures, methods and strategies of quality assurance at UNG are formally adopted by UNG competent bodies, and published on UNG websites.

UNG has a clearly defined mission and vision of its operations, as well as a strategy for attainment of set objectives. Quality assurance and international competitiveness in the field of pedagogical and research activities are of primary consideration or the commitment of our institution.

UNG undertakes that it will constantly develop its quality culture, work on the creation of quality brand, update the procedures and strategy for the assurance of quality and its constant improvement in all its activities. Quality assurance procedures involve all stakeholders, including students. The University is a cosignatory to the Resolution of the Slovenian Rectors' Conference on the Commitment of Slovene Universities to Develop a Quality Culture (29 March 2012), and thus observes the adopted objectives of the resolution.

The UNG Quality Assurance Committee shall be responsible, at UNG level, for the implementation of activities related to the monitoring, assessment and assurance of quality at UNG, and for presenting proposals and initiatives for the development of quality culture and updating of procedures and strategies, as well as for constant improvement of quality. At individual faculty, academy or school level, the responsibility for these activities shall be borne by respective quality coordinators, who are, by their function, also members of the University Quality Assurance Committee. The Committee shall report on its work to the University Senate once a year.

UNG Governing Board adopted at its regular session on 9 July 2013, Rules of Procedure on the work of the Governing Board.

In compliance with recommended European standards and guidelines for internal quality assurance (»ESG, Part 1«), UNG Quality Assurance Committee also amended its Rules of Procedure.

On the initiative of the UNG Quality Assurance Committee, the senates of faculties, academies and schools adopted Rules of Procedure on the work of the Student Affairs Committee.

All acts, procedures and strategies of quality assurance at UNG are formally adopted by UNG competent bodies, and published on UNG websites: <http://www.ung.si/sl/o-univerzi/kakovost/>

Opportunities for improvement:

Recommended measures for improvement and strengths established by the group of experts within the external evaluation for re-accreditation of the University of Nova Gorica are taken into consideration in the process of modernization and improvement of UNG quality assurance system, which is conducted systematically through processes of UNG self-evaluation that take place every year. Adopted measures and procedures for their implementation are described in detail in the **Action Plan** that is a part of this self-evaluation report.

In 2012, the Ministry of Education, Science and Sport issued a tender, and UNG applied with a project titled: *Modernization of the quality assurance system and reform of programmes at the University of Nova Gorica*. The application included a detailed description of the anticipated development of quality system at UNG. The project was granted financial funds in September 2013. It will be implemented from 12 October 2012 to 30 June 2015 according to procedures described below (see chapter Opportunities for improvement in 2011/2012). The activities from the project in 2013 are implemented according to plan. Due to the delay in the financing of project, the third activity from the project was also slightly delayed: In 2014, UNG will make a request to the European University Association (EUA) for an institutional evaluation of the University as a whole. Modernization of UNG quality system is taking place within the framework of this project. On the basis of the analysis of strengths and weaknesses of the existing system and in view of the findings of external evaluation, a plan of improvements will be developed.

Some improvement measures were already implemented in 2013. Modernization and improvements will take place in the field of procedures and regulations related to quality. UNG Senate adopted on 11 July 2013 a Quality Manual that upgraded the existing Criteria for the assurance of quality at UNG.

Reports on the monitoring of quality assurance procedures in faculties and schools and in UNG as a whole were introduced as another tool of quality monitoring.

Report on the monitoring of quality assurance procedures is a tool used by quality coordinators and members of the UNG Quality Assurance Committee during the year to monitor all the self-evaluation elements in all areas of quality assurance at individual schools (the operation of the higher education institution, personnel, organisation and implementation of education in all study programmes, students, material conditions, integration in the community, assurance of quality, innovation and development orientation).

The report consists of four chapters: Table of activities, Important achievements or improvements, Examples of good practice and Observations on the current state and trends. The structure of the chapter Table of activities is similar to the structure of the

self-evaluation report, enabling a fast and effective analysis of collected data, and the assessment of current state and guidelines for each individual area in the self-evaluation report. Each activity listed and monitored in the Table of activities has to have clearly defined objectives (we need to know what exactly we want to achieve), measurable results that are relevant and realistic, and the deadlines must be set.

Based on the activities monitored throughout the year, and based on their findings, the Quality Coordinator prepares an analysis of the situation for each of the chapters of the self-evaluation report. The analysis is done at the end of the year. The Coordinator clearly and concisely presents the findings on strengths (important achievements and examples of good practice) and weaknesses (unsolved or new problems), as well as proposals for improvements in the next period.

The senates of UNG schools also adopted Rules of Procedure of student affairs committees of individual schools.

Another important issue is the modernization and upgrade of the existing information system with UNG databases, and the renovation of the structure and the contents of UNG websites that are linked to this information system. The renovation is in its final stage. The new system will enable a better quality, more efficient organisation and data analysis. Presentations of study contents and study results of all UNG study programmes have been updated. They will be available for students and general public. This renovation also entails the preparation of electronic student surveys that will be integrated in the UNG information system, enabling an automated analysis of quantitative survey data. There is also an information package available including the contents of study programmes in English for international students, and an information system supporting the ERASMUS student exchange programme.

The renovation of the electronic (online) system also includes a University repository for study materials for all study programmes, and a tool for distance learning (video conference and online classrooms through system Moodle). Training courses (workshops, informative materials and manuals) were organized for system users and administrative staff (lecturers, employees of school offices). Students, secondary school students and general public are informed of our updated system through public events, printed materials and public lectures.

2.13 Assessment of current state and guidelines (2011/2012)

Strengths

UNG boasts a uniform system of monitoring and assurance of quality of pedagogical and research work in all pedagogical and research units, as well as in UNG as a whole. Work guidelines are encompassed in the methodology of monitoring and assurance of quality of pedagogical and research work at the University of Nova Gorica. Self-evaluation procedures are in accordance with the Criteria for monitoring, assessing and assuring the

quality of higher education institutions, study programmes and research, art and professional activities (OG RS, No. 124/40).

Student representatives and the Student Council are actively involved in the preparation of self-evaluation reports of schools and of UNG as a whole.

In 2012/2013, UNG again entered the Thomson Reuters University Ranking System that facilitates the recognisability of our university throughout the world and provides useful feedback on the operation of UNG. Results of the last evaluation are presented in Appendix 16.8. This information is used by UNG in the process of improving the quality of pedagogical and research work in the future.

Weaknesses

The quality assurance system should entail clearly defined procedures and regulations, and a Quality Manual that shall upgrade the existing Methodology.

Improvements are required of the information system that would provide support to the monitoring and assurance of quality. The existing system still entails a lot of manual keeping of statistics and implementation of student surveys in printed form, rendering the analysis rather difficult. The information package with the contents of study programmes in English for students from abroad is deficient. The information system supporting the ERASMUS student exchange programme will have to be improved.

Opportunities for improvement:

In 2012, the Ministry of Education, Science and Sport issued a tender, and UNG applied with a project titled: Modernization of the quality assurance system and reform of programmes at the University of Nova Gorica. The application included a detailed description of the anticipated development of quality system at UNG. The project was granted financial funds in September 2013. It shall be implemented from 12 October 2012 to 30 June 2015 according to procedures described below.

The strengths and weaknesses of the existing quality assurance system at UNG will be analysed. In view of our findings, a plan of improvements shall be developed. Modernization and improvements are anticipated in the field of procedures and regulations related to quality, whereby the focus shall be on the preparation of the UNG Quality Manual that shall upgrade the existing Criteria for the assurance of quality at UNG. Thus, annual self-evaluation reports of faculties and schools as well as of UNG as a whole will be updated accordingly. Other regulations required for a clear definition of procedures of monitoring and assurance of quality will also have to be prepared. Another important issue will be the modernization and upgrade of the existing information system with UNG databases, and the renovation of the structure and the contents of UNG websites that are linked to this information system. The renovation will enable a better quality, more efficient organisation and data analysis (internal use), as well as an updated presentation of study contents and study results of all UNG study programmes that will be made available for students and general public. This renovation will also entail the preparation of electronic student surveys that will be integrated in the UNG information

system, enabling an automated analysis of quantitative survey data. There shall also be an information package available including the contents of study programmes in English for interational students, and an information system supporting the ERASMUS student exchange programme. A portal will be established for UNG alumni who shall be able to edit their own profiles, follow the news and information from university, and provide feedback.

The renovation of the electronic (online) system will also include a University repository for study materials for all study programmes, and a tool for distance learning (video conference and online classrooms through system Moodle).

In order to provide support for external evaluation procedures and UNG programmes, the promotional brochures of all UNG schools and their study programmes will be updated so as to be in compliance with external evaluation rules and regulations, defined by NAKVIS acts. Students, secondary school students and general public will be informed of our updated system through public events, printed materials and public lectures.

UNG will make a request to the European University Association (EUA) for an institutional evaluation of the University as a whole. The evaluation will be executed within their evaluation programme »The Institutional Evaluation Programme« (IEP) (<http://www.eua.be/iep/Home.aspx>). IEP-EUA is a member of ENQA (the European Association for Quality Assurance in Higher Education) and is listed on EQAR (the European Quality Assurance Register for Higher Education). External institutional evaluation of UNG performed by IEP-EUA within the framework of the project shall be targeted at the analysis of the university structure, its processes, strategy and formal procedures by means of which the University ensures that all its activities are implemented qualitatively and that its mission and strategic goals are achieved. On the basis of the analysis of the UNG self-evaluation report and their findings on the state of the institution, the external evaluators shall provide the results of external evaluation in their final report, in which strengths and examples of good practice shall be emphasized together with weaknesses and recommendations for improvement. All this shall be taken into consideration by UNG during the reformation process of the internal quality assurance system. Moreover, short-term and long-term measures for elimination of discovered shortcomings and weaknesses shall be established. External evaluation will be one of the important tools in the process of improving the system for quality assurance at UNG, contributing to the development of quality culture at UNG and to the development of internal supervision of quality within the institution.

3 EDUCATIONAL ACTIVITY

3.1 Organisation and implementation of study programmes

UNG offers undergraduate and graduate study programmes at seven schools. Details on the implementation of educational activities are given in self-evaluation reports of individual UNG schools that implement these programmes. The following is only an overview of educational activities at UNG as a whole.

- The **School of Environmental Sciences** offers a 1st-level bachelor's study programme *Environment* and a 2nd-level master's programme *Environment*. The two programmes were approved by the Senate of the University of Nova Gorica on 14 March 2007. Proper accreditation by the Council for Higher Education was obtained on 12 Oct 2007 for the 1st-level programme *Environment*, and on 15 February 2008, for the 2nd-level programme *Environment*. The 1st-level study programme *Environment* was implemented in the 2008/2009 academic year. It was in this year that enrolment in the first year of the old university study programme was discontinued. The number of students admitted to the 1st-level study programme is limited to 40, and to 30 for the 2nd-level programme. The title obtained after the completion of the 1st-level Bachelor's programme *Environment* is Bachelor of Environmental Technology. The title obtained after the completion of the second-level Master's programme *Environment* is Master of Science in Environment.
- The **School of Engineering and Management** has been carrying out carried 1st-level Bachelor's programme in *Engineering and Management* since the 2007/2008 academic year, and the 2nd-level Master's programme *Engineering and Management* since the 2006/2007 academic year. The title obtained after the completion of the 1st-level Bachelor's programme *Engineering and Management* is Bachelor of Science in Engineering and Management. The number of students admitted to the first year of the 1st-year study programme *Engineering and Management* is limited to 60, and to 30 for the first year of the 2nd-level study programme *Engineering and Management*.
- The **School of Humanities** offers four study programmes. Following the completion of the Bologna reform in 2007/2008, the 1st- and 2nd-level study programme *Slovene Studies* were implemented. These two programmes replaced the old undergraduate university study programme *Slovene Studies*. The title obtained after the completion of the 1st-level Bachelor's programme is Bachelor of Slovene Studies, and the title obtained after the completion of the 2nd-level programme is Master of Linguistics. The total number of student admitted to the first year of each of these programmes is limited to 30. The following three study

programmes are also accredited: *Cultural History*, 1st- and 2nd-levels, and the international joint study programme (Erasmus Mundus) *Migration and Intercultural Relations* (2nd level). The titles obtained after the completion of studies are: Bachelor in History; Master in Cultural History; Master of Arts in Migration and Intercultural Relations. In the 2011/2012 academic year, the school implemented the 1st-level study programme *Cultural History* (the total number of the students to be admitted was 40) and the joint Master's study programme (Erasmus Mundus) *Migration and Intercultural Relations* (2nd level). In that year, there were no admissions to the 2nd-level study programme *Cultural History*.

- The **School of Applied Sciences** offers study programmes in the fields of natural sciences and technology. Since the 2007/2008 academic year, the School has been carrying out two study programmes: the 1st-level study programme *Physics* and the 2nd-level programme *Physics*. The title obtained after the completion of the 1st-level Bachelor's programme is Bachelor of Science in Physics, and the title obtained after the completion of the second-level programme is Master of Science in Physics. The number of students to be admitted to the first year of the 1st-level study programme is limited to 40, and to 30 for the first year of the 2nd-level programme.
- The **School for Viticulture and Enology** has been **carrying out** the professional higher education three-year study programme *Viticulture and Enology* (first level) since the 2005/2006 academic year. After the completion of their studies, the students obtain the title of the Bachelor of Science in Viticulture and Enology. The number of students to be admitted to the first year of the programme is limited to 40.
- The **School of Arts**.
In 2008, the University of Nova Gorica introduced the first study programme in the field of arts. The programme is based on the programme *Digital Media*, which had been carried out as an unaccredited programme run by the Famul Stuart School of Applied Arts since 2001. At its 20th session held on 27 November 2008, the UNG Senate passed the decision on the proposal of a 1st-level study programme *Digital Arts and Practices*. The decision on the establishment of its seventh educational unit, i.e. "School of Arts" was passed by the Senate at its 21st session on 14 January 2009. In March 2009, the University of Nova Gorica submitted the *Digital Arts and Practices* programme for accreditation to the Council for Higher Education of the Ministry of Higher Education, Science and Technology. The programme was first implemented in 2010/2011. There were 20 positions available in 2013/2014 academic year. It is a 1st-level undergraduate programme, designed in accordance with the Bologna guidelines. Practice-oriented studies in the three-year Digital Arts and Practices (DUP) study programme enable the exploration of three branches: film, creative industries and contemporary art.
- The **Graduate School**

The Graduate School carries out all third-level (doctoral) study programmes at the University of Nova Gorica. Individual study programmes are closely linked to UNG research laboratories, centres or institutes, and to other research institutions in Slovenia and abroad, which enables graduate students to conduct their research work required by their studies and to participate in international research activities and projects. In 2013/2014, the School carried out seven graduate study programmes. The enrolment into the old graduate doctoral programme (*Intercultural Studies – Comparative Studies of Ideas and Cultures*) is no longer available, while the remaining seven doctoral programmes are third-level programmes in compliance with the Bologna Declaration (*Environmental Sciences, Karstology, Physics, Humanities, Economics and Techniques for the Conservation of the Architectural and Environmental Heritage, Molecular Genetics and Biotechnology, Cognitive Science of Language*).

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

The programme is highly interdisciplinary and research-oriented. The students have the opportunity to explore the three environment segments: water, soil and air. Within individual segments, the students can focus on issues, such as the study of phenomena in individual segments of environment, measuring techniques for the detection and monitoring of pollutants in the environment, waste management and effects of waste disposal, advanced procedures and materials for treatment of wastewaters and air, chemical, physical, biological and health effects of pollution, and toxicology.

➤ **Physics (third level):**

The third-level study programme in Physics comprises graduate study activities from all fields of physics, especially from high energy physics (astroparticle physics and cosmology), material physics (study of the electronic, structural and chemical properties of materials, and of characterization methods at atomic and molecular level) and the physics of fluids (numerical modelling of processes which govern phase transitions in materials and aerodynamic surfaces).

➤ **Karstology (third level):**

The Karstology doctoral programme is similar to the former graduate programme in Karstology. This programme also integrates a research and management approach in the field of science on Karst. It is intended for all students of natural or other related sciences (e.g. geography), and for all who wish to acquire a thorough knowledge of the Karst. The programme is implemented in cooperation with the ZRC SAZU Karst Research Institute in Postojna.

➤ **Humanities** (formerly Intercultural Studies – Comparative Studies of Ideas and Cultures):

The renewed study programme *Humanities* has been carried out since the 2014/2015 academic year and comprises two new modules, *Literary Sciences* and the module *Migration and Intercultural Relations*. Admission to other modules (Slovene studies, Cultural History, Philosophy, Anthropology, Archaeology, Linguistics) has no longer been possible since the 2012/2013 academic year. The

programme *Humanities* focuses on two fields of science, literary sciences and migration. Studying literary sciences allows students to acquire up-to-date expertise in methodology, theory and new media, indispensable in the research of literature as well as of social phenomena reflected in literary works. Migration studies equip students with contemporary methodological and theoretical knowledge, enabling them to understand the phenomenon of migration and confront the present migratory processes and their occurrence. PhD Graduates of the study programme Humanities are fully competent to perform further, independent professional and scientific-research tasks and may pursue careers in domestic and foreign institutions or organisations seeking experts in the field of humanities.

➤ **Economics and Techniques for the Conservation of the Architectural and Environmental Heritage (third level):**

International doctoral programme *Economics and Techniques for the Conservation of the Architectural and Environmental Heritage* is the result of a joint effort with the IUAV University from Venice, Italy. It is implemented in cooperation with universities from Naples, Paris and Hamburg. Within the three-year doctoral programme, a one-year supplementary study programme is conducted that will count in EU as a 2nd-level Master's programme. The programme is distinctly multidisciplinary and is subdivided into two specialized branches of study: Specialization in *Techniques and materials* in conservation, and specialization in *Management and Economics*.

The second-level Master's course lasts one year (60 ECTS) and the title at its completion is granted by both the University of Nova Gorica and the IUAV from Venice. The duration of the doctoral programme is three years (180 ECTS) and the title of Doctor of Science is granted by the University of Nova Gorica.

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

The international doctoral programme *Molecular Genetics and Biotechnology* is the result of a joint effort with the International Centre for Genetic Engineering and Biotechnology (ICGEB) from Trieste, Italy. It enables education of young scientists (doctors of science) with the ability to apply the knowledge acquired in different fields. As molecular biologists they may work in the fields of public health, nutrition and environmental protection. As biotechnologists they will be able to apply their knowledge of new and advanced techniques in the field of industrial production of products useful for humans.

➤ **Cognitive Science of Language (formerly Linguistics) (third level):**

This doctoral programme deals with the issue of cognitive processes in human brain and thus with the production and understanding of natural language. The study of these processes helps us answer the scientific questions on the nature of cognitive/brain activities (e.g. what is the knowledge of language and how it is reflected in thinking/brain). It also provides us with practical knowledge that could be applied in the design of intelligent machines that would be able to

communicate and understand the natural language; it helps us in developing therapies for people with different speech disorders, and in developing better techniques for language learning.

3.2 Reform of study programmes

Within the framework of project *Modernization of the quality assurance system and reform of programmes at the University of Nova Gorica* that was granted financial funds in September 2013, a reform of 17 accredited study programmes is anticipated. These study programmes are implemented at six UNG schools (School of Environmental Sciences (FZO), School of Engineering and Management (PTF), School of Humanities (FH), School of Applied Sciences (FAN), Graduate School (FPS) and School for Viticulture and Enology (VSVV)). The relevance of obtained knowledge and competences will be analysed, whereby the opinion of employers and graduates (acquired through the Alumni Club and the Career Centre) will also be taken into consideration. We shall act in accordance with enrolment trends and labour market requirements, as well as in accordance with professional interests of young population. The results of analyses of student workload will be taken into account. Thus, we will perform the analysis of the contents and implementation of six 1st-level study programmes, five 2nd-level study programmes and six 3rd-level study programmes.

In view of the results of these analyses, proposals for modernization of study programmes shall be made, together with proposals for rationalisation of implementation and potential changes in syllabuses. Most attention will be focused on the modernization of the contents of the existing courses, on clearly defining the learning outcomes and adapting the methods of knowledge testing accordingly, on the modernization of the implementation of study programmes by introducing modern teaching methods, on more project and practical work performed by students in relation to ex-cathedra teaching. Elements of distance learning will be introduced as a supplement to organized forms of institutional teaching, making the studies more accessible to students with special needs. A tutorship system will be introduced with the purpose of improving the quality and efficiency of learning, which will consequently contribute to a better transition rate and reduced average duration of studies. Elements of lifelong learning will also be implemented in the study programmes in order to increase the opportunities of retraining and employment of older population that requires new competences due to the loss of their employment or their search for a new career path. Descriptions of programmes and courses will be updated, as well as the information concerning the learning outcomes, study literature, methods of learning and testing of knowledge. Study rules of all study programmes will be updated and standardized. During the modernization, the principle of cost-effectiveness and sustainability of the implementation of study programmes will be taken into consideration. We shall try to rationalize the implementation of study programmes, which, however, must not affect the quality of the implementation and the anticipated study objectives and competences of students and graduates. One of the possible measures that could be taken is the discontinuation of elective courses that are no longer of interest today; cyclical implementation of elective courses every second year so that students of two generations could take these elective courses together; joint

implementation of certain study contents of related courses and joint provision of elective courses in several study programmes of the same level, resulting in a smaller total number of electives. Distance learning will be especially facilitated in doctoral programmes. The quality of communication between students and experts or professors from abroad will be improved, which will consequently contribute to improved quality of knowledge transfer and reduced costs of programme implementation.

Within the existing accredited UNG study programmes, 3 elective courses will be introduced to familiarize students of science and technical 1st-level study programmes with the basics of economy and business studies, whereby students of social sciences and humanities will be introduced to the basics of science and technical knowledge through 15 elective courses (10 courses in 1st-level programmes, 4 in 2nd-level and 1 in 3rd-level study programmes). The working titles of the proposed courses and ECTS points are presented below. In the first set of courses, teachers of School of Engineering and Management (PTF) will devise the following business courses that will be available as elective courses to students of first-level science study programmes in Viticulture and Enology (VŠVV), Environment (FZO) and Physics (FAN): (1) Basics of Business Planning (3 ECTS), (2) Business and Professional Communication (3 ECTS), (3) Sustainable System Management (6 ECTS). In the second set of courses, teachers of PTF, FAN, FZO and VŠVV will devise courses to introduce students of social sciences and humanities to the basics of science and technical knowledge. These courses will be available as elective courses to students of first-level study programmes (Cultural History, Slovene Studies) at FH. They will also be offered to students in the process of lifelong learning. These courses will be as follows: (4) Use of Advanced Online Technologies in Humanities (6 ECTS), (5) Methods of Statistical Research (6 ECTS), (6) Basic Ecology for Students of Social Science and Humanities (6 ECTS), (7) Sustainable Approaches in Food Production (3 ECTS), (8) Selected Topics in History of Viticulture and Enology (3 ECTS); (9) Acoustics (4 ECTS); (10) Digital Humanities (4 ECTS); (11) Selected Topics in Natural Science for Students of Social Science and Humanities (3 ECTS); (12) Astronomy and Cosmology for Students of Social Science and Humanities (6 ECTS); (13) Chemistry for Historians and Archaeologists (6 ECTS). Courses for second-level study programmes (Cultural History, Slovene Studies) at FH and for students of social science and humanities within the lifelong learning programmes: (14) Selected Topics in Modern Technologies for Students of Social Science, (6 ECTS); (15) Neuroscience (3 ECTS); (16) Basics of Artificial Intelligence (3 ECTS) ; (17) Biolinguistics (6 ECTS). Teachers of FPŠ will organise a course (18) in The Analysis of Signals for Linguists (6 ECTS), intended for students of linguistics in third-level study programme.

3.3 Student and staff mobility

The University of Nova Gorica has been participating in the Erasmus – Lifelong Learning Programme since 2003, when it was first awarded with the Erasmus University Charter (standard EUC). The Erasmus University Charter is a prerequisite for European cooperation within the Erasmus activities. The programme itself provides the participants

in higher education with various opportunities for international mobility and participation in an international environment. In 2013 the University of Nova Gorica applied for the Erasmus+ higher education charter for 2014–2020 (ECHE – Erasmus Charter for Higher Education) as part of the new Erasmus+ programme. Erasmus+ is a programme promoting the activities in the fields of education, training, youth and sports in all sectors of lifelong learning. In 2014 the University obtained the above-mentioned ECHE charter.

In the 2013/2014 academic year, the University of Nova Gorica concluded bilateral LLP Erasmus agreements with the following institutions:

Austria

- University of Vienna

Bulgaria

- University of Chemical Technology and Metallurgy
- Sofia University
- Bulgarian Academy of Sciences

Croatia

- University of Split
- University of Rijeka

Cyprus

- University of Cyprus

The Czech Republic

- Charles University in Prague
- Masaryk University
- VŠB-Technical University of Ostrava
- University of Economics
- Tomas Bata University in Zlín
- Brno University of Technology

Denmark

- Roskilde University

Finland

- University of Eastern Finland

France

- Lycée Bel Air

Greece

- University of Patras
- Technical University of Crete
- Technological Educational Institute (T.E.I.) of Athens
- Democritus University of Thrace

Ireland

- National University of Ireland, Maynooth

Italy

- Università degli Studi di Salerno
- Università degli Studi di Firenze
- Ca' Foscari University of Venice
- University of Bologna
- University of Padova

- University of Udine
 - University of Trieste
 - Università degli Studi di Ferrara
 - Second University of Naples
- Latvia
- University of Latvia
- Germany
- Carl von Ossietzky University Oldenburg
 - University of Bremen
- Norway
- Hedmark University College
 - University of Stavanger
- Poland
- University of Wrocław
 - University of Łódź
 - University of Warsaw
 - Politechnika Wrocławska
 - Silesian University of Technology
- Portugal
- Instituto Politecnico De Leiria
 - University of Trás-os-Montes and Alto Duro
 - University of Porto
- Romania
- Transilvania University of Brasov
- Spain
- Autònoma University of Barcelona
 - University of the Basque Country
 - Universidad de Las Palmas de Gran Canaria
- Sweden
- Lund University
- Turkey
- Zirve University
 - Afyon Kocatepe University
 - Dokuz Eylul University
 - Ondokuz Mayıs University
 - University of Uludağ
 - Mustafa Kemal University
- The United Kingdom of Great Britain and Northern Ireland
- University College Falmouth

In the 2013/2014 academic year, the University of Nova Gorica concluded inter-institutional agreements with the following institutions within the framework of the new Erasmus+ programme:

- Bulgaria
- “Angel Kanchev” University of Ruse

- University of Chemical Technology and Metallurgy
- The Czech Republic
 - VŠB-Technical University of Ostrava
 - Brno University of Technology
 - VŠB-Technical University of Ostrava
 - Masaryk University
- Denmark
 - Roskilde University
- France
 - École Centrale Paris
- Greece
 - Technical University of Crete
- Croatia
 - University of Rijeka
 - Collegium Fluminense-Polytechnic of Rijeka
- Italy
 - University of Udine
 - University of Salerno
- Latvia
 - University of Latvia
- Former Yugoslav Republic of Macedonia
 - Ss. Cyril and Methodius University in Skopje
- Germany
 - University of Oldenburg
 - Eberhard Karls Universität Tübingen
- The Netherlands
 - Tilburg University
 - University of Groningen
- Norway
 - Hedmark University College
- Poland
 - Silesian University of Technology
- Portugal
 - Instituto Politécnico de Leiria – IPLeiria
- Romania
 - Transylvania University of Braşov
- Spain
 - Universidad de Las Palmas de Gran Canaria
- Turkey
 - Mustafa Kemal University
 - Nişantaşı University
 - Bahcesehir University
- The United Kingdom of Great Britain and Northern Ireland
 - London South Bank University

Within the frame of various programmes, the University of Nova Gorica carried out the following mobilities in the 2013/2014 academic year:

TYPE OF INDIVIDUAL MOBILITY		OUTGOING ERASMUS MOBILITY				INCOMING ERASMUS MOBILITY			
No.	COUNTRY	Mobility of students with the purpose of studies	Mobility of students with the purpose of work placement	Mobility of staff with the purpose of teaching	Mobility of staff with the purpose of training	Mobility of students with the purpose of studies	Mobility of students with the purpose of work placement	Mobility of staff for with purpose of teaching	Mobility of staff with the purpose of training
1.	Austria				1				
2.	Belgium				1				
3.	Bulgaria			2	1				
4.	the Czech Republic						1	1	
5.	Denmark							1	
6.	France	1		1	3	9			
7.	Greece			1	1				
8.	Croatia								1
9.	Ireland	1							
10.	Italy				6				1
11.	Latvia					4			
12.	Germany		1	1					
13.	the Netherlands	1							
14.	Norway			6					
15.	Poland				1	2			
16.	Portugal	7	1	1	2				
17.	Romania					1	1		
18.	Turkey				3				
19.	UK	2			1				
Total		12	2	12	20	16	2	2	2
TYPE OF MOBILITY		OUTGOING CEEPUS MOBILITY				INCOMING CEEPUS MOBILITY			
No.	COUNTRY	Mobility of students with the purpose of studies	Mobility of students with the purpose of work placement	»Short Term« mobility	Staff mobility	Mobility of students with the purpose of studies	Mobility of students with the purpose of work placement	»Short Term« mobility	Staff mobility
1.	Bosnia and Herzegovina				1				
2.	Croatia			1					
3.	Serbia		1						
Total		-	1	1	1	-	-	-	-
TYPE OF MOBILITY		Outgoing mobility in the framework of the Slovene Scholarship Fund EGP and NFM							
No.	COUNTRY	Mobility of students with the purpose of studies	Mobility of students with the purpose of work placement	Mobility of staff with the purpose of teaching	Mobility of staff with the purpose of training				
1.	Norway				1				
Total		-	-	-	1				
TYPE OF MOBILITY		OUTGOING STUDY VISITS							
NO.	COUNTRY			Mobility of staff					

1.	Finland			1					
Total				1					
TYPE OF MOBILITY		OTHER OUTGOING MOBILITY				OTHER INCOMING MOBILITY			
No.	COUNTRY	Mobility of students with the purpose of studies	Mobility of students with the purpose of work placement	Mobility of staff with the purpose of teaching	Mobility of staff with the purpose of training	Mobility of students with the purpose of studies	Mobility of students with the purpose of work placement	Mobility of staff with the purpose of teaching	Mobility of staff with the purpose of training
1.	USA					15			
Skupaj		-	-	-	-	15	-	-	-

3.4 Assessment of current state and guidelines (2011/2014)

Strengths

It has been established that the quality of the implementation of study programmes at UNG is good. The employment rate among graduates of all UNG study programmes in the first year after graduation is very high. (Analyses of employment rates are presented in the chapter on Pedagogical activity).

Programmes include practical work and cooperation with business environment, which is especially true of professional higher education study programmes. All doctoral students are able to perform their research work in research units of the University of Nova Gorica and in partner research institutions or companies.

Descriptions of programmes and courses have been updated, as well as the information on learning outcomes, study literature, methods of learning and testing of knowledge. Study rules of all study programmes have been updated and standardized. Descriptions of study programmes on new UNG websites have been updated.

In the field of the implementation of e-learning, the following activities were carried out:

- a thorough overview of the current situation and a review of various possibilities for the implementation of e-learning and the guidelines for possible strategic partners;
- testing certain key activities in practice (filming lectures, use of open study resources, implementation of Moodle for e-learning purposes etc.);
- in cooperation with the videolectures.net team UNG has filmed 11 hours of lectures (3 hours of lectures at the course Business Information Systems at the School of Engineering and Management, 6 hours of lectures at the course Ampelography at the School for Viticulture and Enology, and 2 hours of lectures at the course Environment and Society at the School of Environmental Sciences);

- the Group has been establishing the conditions for the systematic archiving of the filmed lectures and their further use. The Group has also been exploring the possibilities of the further processing of the recordings, including translating the lectures;
- 17 courses started using Moodle in this academic year. The activities had been carefully planned in advance by appointing Moodle trainers for each school and organising special training for them. The Group has also prepared a questionnaire for all Moodle user in order to take into account the experience obtained during this academic year for the purpose of improving the quality in the forthcoming year;
- In coordination with the Dean of the School of Arts a group of three students of this School was established which will be able to film lectures at UNG. The members of the Group have already had the first training session with the videolectures team.
- Five employees of UNG Schools attended (for a day or more) the 2014 OCW Consortium Global Conference on open educational sources, which was held in Ljubljana in April. The conference also featured the official commencement of the initiative Opening up Slovenia, and the meeting with the EU Commissioner for Education Androulla Vassiliou, which was attended by the Rector, Prof. Dr. Danilo Zavrtanik, and Prof. Dr. Tanja Urbančič.
- The group has provided the description of good practices of open learning at UNG for the Opening up Slovenia website, as well as a short description of the current state and guidelines concerning the implementation of e-learning at UNG, which was presented in the Union grand hall at the aforementioned OCWC conference.

The students take an active part in the activities for the promotion of UNG study programmes at public events and fairs (Informativa, promotional fair ...) and participate in the presentations at secondary schools.

In this year's self-evaluation reports all accredited study programmes were analysed. We analysed the relevance of the expected learning outcomes and competences by taking into account the opinions of employers and our graduates delodajalcev (acquired through the UNG Alumni Club and the Career Centre). We follow the enrolment trends as well as the labour market needs and take into account the wishes of the young population concerning their careers. Moreover, the analyses of the students' workload are taken into account as well. When implementing changes, the principles of principle of cost-effectiveness and sustainability of the implementation of study programmes will be taken into consideration.

A tutorship system was introduced and is being implemented with the purpose of improving the quality and efficiency of learning, which will consequently contribute to a better transition rate and reduced average duration of studies. Study programmes also include e-learning and the elements of lifelong learning, improving possibilities of retraining and employment of older population that requires new competences due to the loss of their employment or their search for a new career path.

Erasmus University Charter and numerous Erasmus bilateral agreements provide the participants in higher education with various opportunities for international mobility and participation in an international environment.

The planned upgrade of the website of the International Office has been performed. The website includes information on all mobility programmes conducted by the University of Nova Gorica. Descriptions of certain programmes also contain links to various documents required for the participation in a certain programme. The website is now more transparent and the necessary documents are available for download.

The website of the International Office, as well as the database »UNG Projects and Agreements« are continuously being updated and thus offer to the public all the necessary information about the possibility of international exchanges, educational projects, agreements and other international activities.

Weaknesses

Reduction of financial resources intended for concessions in 2012/2013 requires solutions for a more rational implementation of study programmes that cannot affect the quality of the programme implementation.

The main obstacle that UNG faces in terms of international incoming students is the language of instruction in our study programmes. The language of instruction in the 1st- and 2nd-level study programmes is actually Slovene, in accordance with the applicable legal requirements. It is difficult to run parallel study programmes in a foreign language or offer individual lectures, since this would represent a much higher financial burden.

Many of the activities planned have not been realised to staff's work overload. A significant increase in the number of mobilities and projects and, on the other hand, the stagnant number of staff members results in the continuous decrease in the quality of the services of the International Office.

Opportunities for improvement

Within the framework of the project *Modernization of the quality assurance system and reform of programmes at the University of Nova Gorica* that was granted financial funds in September 2013, a reform of 17 accredited study programmes is anticipated. These study programmes are implemented at six UNG schools (School of Environmental Sciences (FZO), School of Engineering and Management (PTF), School of Humanities (FH), School of Applied Sciences (FAN), Graduate School (FPS) and School for Viticulture and Enology (VSVV).

Within the existing accredited UNG study programmes, 3 elective courses will be introduced to familiarize students of science and technical 1st-level study programmes with the basics of economy and business studies, whereby students of social sciences and humanities will be introduced to the basics of science and technical knowledge through 15 elective courses (10 courses in 1st-level programmes, 4 in 2nd-level and 1 in 3rd-level study programmes).

The upgrade of the website of the International office was planned to include the description of the programme as well as the procedure for the participation in mobility programmes. These activities have not yet been fully performed, but we believe that such a description will provide more support to students. Therefore, we plan to perform these activities as soon as possible. During the academic year of 2013/2014, more introductory (promotional) meetings are planned for students, teaching and support staff that would increase the interest of students and teachers in exchange programmes and thus also increase the mobility at UNG. We will try to include teachers and students that have already taken part in mobility programmes with the purpose of presenting first-hand experience to those interested. At the same time, an analysis of previous activities will be made. Based on our findings, we will try to establish how the mobility programmes could be improved and how more students and teachers could be motivated to take part.

In the field of e-learning, the following measures are planned:

- On the basis of the experience and information obtained, a plan of activities with the set goals for 2014/2015 shall be made together with schools,
- to create an actual basis in order to promote e-learning and its flexibility among prospective students as soon as possible (athletes, 1st-year students of selected programmes, lifelong learning);
- to prepare a presentation on the topic of open educational sources for the members of the Collegium and for other members of UNG staff interested in this field;
- to define the planned strategic partnerships with foreign universities.

The International Office shall strive for the active participation of Erasmus departmental coordinators and, if necessary, of other staff members. Active participation of UNG staff shall result in lesser workload and faster and more efficient information transfer, which can increase the interest in participation in international activities such as projects, visits, international exchanges etc.

We shall continue to strive for the possibility of implementing the English language as the language of instruction in our Master's 2nd-level Bologna programmes, which would make also the 2nd-level studies (similarly to 3rd-level programmes so far) attractive for international students.

Foreign lecturers who are fully employed at UNG, shall be offered help in learning the Slovene language, so that they will be able to teach in Slovene.

As agreed at UNG strategic panel sessions (see the chapter on UNG strategy), an extension in UNG educational activity is planned by introducing new study programmes in the following fields: Information technologies (1st- and 2nd-levels), Materials (2st- and 3rd-levels), Biomedicine (3rd level), Digital Arts (2nd level), Viticulture and Fruit Growing (2nd levels), Transcultural studies (3rd level)

3.5 Assessment of current state and guidelines (2011/2012)

Strengths

It has been established that the quality of the implementation of study programmes at UNG is good. The employment rate among graduates of all UNG study programmes in the first year after graduation is very high (over 86 %).

Programmes include practical work and cooperation with business environment, which is especially true of professional higher education study programmes. All doctoral students are able to perform their research work in research units of the University of Nova Gorica and in partner research institutions or companies.

Erasmus University Charter and numerous Erasmus bilateral agreements provide the participants in higher education with various opportunities for international mobility and participation in an international environment.

Weaknesses

Reduction of financial resources intended for concessions in 2012 requires solutions for a more rational implementation of study programmes that cannot affect the quality of the programme implementation.

The main obstacle that UNG faces in terms of international incoming students in undergraduate study programmes is the language of instruction. The language of instruction in the 1st- and 2nd-level study programmes is actually Slovene, in accordance with the applicable legal requirements. It is difficult to run parallel study programmes in a foreign language or offer individual lectures, since this would represent a much higher financial burden.

Opportunities for improvement

All accredited study programmes that are implemented at seven UNG schools will be analysed. The relevance of learning outcomes and competences will be analysed, whereby the opinion of employers and graduates (acquired through the Alumni Club and Career Centre) will also be taken into consideration. We shall act in accordance with enrolment trends and labour market requirements, as well as in accordance with professional interests of young population. The results of analyses of student workload will be taken into account.

In view of the results of these analyses, proposals for modernization of the study programmes shall be made, together with proposals for rationalisation of implementation and potential changes in syllabuses. Most attention will be focused on the modernization of the content of the existing courses, on clearly defining the learning outcomes and adapting the methods of knowledge testing accordingly, on the modernization of the implementation of study programmes by introducing modern teaching methods, on more project and practical work performed by students in relation to ex-cathedra teaching. Elements of distance learning will be introduced as a supplement to organised forms of institutional teaching, making the studies more accessible to students with special needs. A tutorship system will be introduced with the purpose of improving the quality and efficiency of learning, which will consequently contribute to a better transition rate and

reduced average duration of studies. Elements of lifelong learning shall be implemented in the study programmes, improving the possibilities of retraining and employment of older population that requires new competences due to the loss of their employment or their search for a new career path. Descriptions of programmes and courses will be updated, as well as the information on learning outcomes, study literature, methods of learning and testing of knowledge. Study rules of all study programmes will be updated and standardized. When introducing changes, the principles of cost-effectiveness and sustainability of the implementation of study programmes shall be taken into consideration.

We shall try to rationalize the implementation of study programmes, which, however, must not affect the quality of the implementation and the anticipated study objectives and competences of students and graduates. One of the possible measures that could be taken is the discontinuation of elective courses that are no longer of interest today; cyclical implementation of elective courses every second year so that students of two generations could take these elective courses together; joint implementation of certain study contents of related courses and joint provision of elective courses in several study programmes of the same level, resulting in a smaller total number of electives. Distance learning will be especially facilitated in doctoral programmes. The quality of communication between students and experts or professors from abroad will be improved, which will consequently contribute to improved quality of knowledge transfer and reduced costs of programme implementation.

Within the existing accredited UNG study programmes, several elective courses will be introduced to familiarise students of science and technical 1st-level study programmes with the basics of economy and business studies, and to introduce students of social sciences and humanities to the basics of science and technical knowledge.

We shall continue to strive for the possibility of implementing the English language as the language of instruction in our Master's 2nd-level Bologna programmes, which would make also the 2nd-level studies (similarly to 3rd-level programmes so far) attractive for international students.

Renovation of the online platform on which the procedures and activities of the Erasmus programme shall be described in detail (in Slovene and English) and all documents required for the implementation of the programme shall be published.

As was agreed at the UNG strategic panel session, held at Sinji Vrh on 2 February 2012 (see chapter on UNG strategy), the expansion of educational activity is planned in the form of introduction of new 1st-, 2nd- and 3rd-level study programmes, whereby we shall take into consideration labour market requirements, employment possibilities and research and staff capacity at UNG required for the implementation of new programmes.

4 SCIENTIFIC AND RESEARCH ACTIVITIES

In the 2013/2014 academic year, research activities at the University of Nova Gorica were conducted within six laboratories and six research centres (Laboratory for Environmental Research, Laboratory for Astroparticle Physics, Laboratory of Organic Matter Physics, Materials Research Laboratory, Laboratory for Multiphase Processes, Laboratory of Quantum Optics, Wine Research Centre, Centre for Atmospheric Research, Centre for Systems and Information Technologies, Centre for Biomedical Sciences and Engineering, Research Centre for Humanities, Center for Cognitive Science of Language). All UNG researchers conduct their research work within laboratories and research centres, while our external associates conduct their research in their home organizations. Evaluation of research work of UNG associates is not included in this report. A detailed report on research work in 2012 and 2013 is presented in the **Report on the work of the University of Nova Gorica in 2012** and in the **Report on the work of the University of Nova Gorica in 2013**. Reports on the work of the University of Nova Gorica are published at the end of a calendar year in printed and electronic version. They include presentations of activities and results of laboratories, institutes and centres, both in the field of basic and applied research, their research programmes and projects. Research fields and achievements of individual UNG research units are briefly presented in the following section.

Laboratory for Environmental Research

The Laboratory's diverse and interdisciplinary activities range from the investigation of pollutants, transformations and transport of pollutants in the environment and their toxic effects on the organisms, to the development of new analytical methods for the detection of toxic and bioactive compounds, characterization of materials and processes, the development and use of photocatalysts and other materials for the decomposition and removal of pollutants from water as well as for self-cleaning surfaces, investigations of energy flow in ecosystems and sustainable utilization of natural resources and nature conservancy. The laboratory features the equipment for various types of chromatography (LC and GC), spectroscopy (FAAS, UV-Vis, IR), laser systems (laser, TLS, laser flash photolysis), photoreactors and instruments for thin layer deposition and quality determination. The laboratory staff members comprise 16 researchers, 9 PhD researchers and 2 members of professional support staff.

Laboratory for Astroparticle Physics

The Laboratory's basic research activities are oriented towards astrophysics, cosmic ray physics, astroparticle physics, theoretical astrophysics and cosmology, with the focus on processes at extreme energies and dimensions in nature. All research is to a large extent pursued through international scientific collaborations Pierre Auger and Belle. In the area of theoretical astrophysics and cosmology, the laboratory has been investigating the possibilities of holographic description of the space-time metric, the problems of the dual description of cosmological singularity and, in manners in which the dual description in

form of a time-dependent metrical theory can lead to new mechanisms for the development of quantum states in the proximity of space-time areas with a large or infinite curvature. The laboratory staff members comprise of 7 researchers and 4 young PhD researchers.

Laboratory of Organic Matter Physics

The Laboratory focuses on the research of electronic properties of thin film organic semiconductors and the blends of these materials with graphene nanostructures. Concerning this area of research, the Laboratory has developed a unique method for measuring the time flow of charge transmitters in thin film organic semiconductors and two-dimensional materials such as graphene. The projects in the area of organic solar cells include the optimization and development of methods for the deposition of polymer blends for large area applications, research of alternative acceptor materials and studies of stability of the interface between the metal and organic semiconductor. The Laboratory features the equipment for electron transport characterization, organic solar cells and transistors, as well as an atomic force microscope (AFM). The Laboratory staff members comprise 4 researchers and 1 young PhD researcher.

Laboratory for Multiphase Processes

The Laboratory's basic research is oriented towards the development of advanced numerical methods for multiphase systems and the development of physical models for solid-liquid processes. The focus is on meshless numerical methods for the simulation of the transport phenomena in the presence of moving boundaries. The physical methods are developed within the continuum mechanics concept and comprise the systems without phase change, such as dispersions and porous media, as well as systems with melting and or solidification phenomena. The Laboratory's applied research is directed towards advanced numerical modelling of processes with metallic, polymer and ceramic materials and their composites. The Laboratory staff members comprise 4 researchers and 1 young PhD researcher.

Materials Research Laboratory

The main Laboratory's areas of research include environmental materials, electrocaloric materials, nanostructured materials, theoretical modelling and materials used in the field of energy. The Laboratory also has extensive expertise in conducting research in various fields of physical and chemical characteristics of nanostructured systems. The research is based on establishing links between theoretical modelling methods and the state-of-the-art research methods such as photoemission spectroscopies, advanced electron microscopy, cyclic voltammetry, photoelectrochemical analyses and other activities. In line with the UNG'S development strategy, the number of the Laboratory's staff members has grown considerably in recent years, as a group of expert domestic and foreign researchers has been recruited, currently consisting of 10 researchers, 4 young PhD researchers and 1 professional support staff member.

Laboratory of Quantum Optics

The Laboratory features the state-of-the-art light source called CITIUS, which generates coherent femtosecond pulses in a wide spectrum range (from 0.4 to 80 eV). CITIUS is used for microscopic characterization of advanced materials in the areas of green energy and electronics. The development of CITIUS has been proceeding in parallel with that of the (free-electron) laser FERMI at the Sincrotrone amplifier in Trieste, Italy. The members of the laboratory are experts in the development of laser-based light sources and their utilization in the development of modern materials. The Laboratory staff members comprise 6 researchers and 2 young PhD researchers.

Centre for Atmospheric Research

The Centre's research activities focus on the investigation of aerosol transport and of water vapour content, the impact of aerosols on atmospheric optical properties, as well as on the investigation of the Bora wind phenomenon. Besides performing research of the troposphere, part of the Centre's activities also concerns studying the phenomena in higher, electrically charged layers of the atmosphere – Ionosphere. The Centre's basic research covers remote sensing of atmospheric properties and atmospheric impact on the performance of satellite navigation systems. Aerosol transport and other measurements in the area of ecology and meteorology are carried out at the Otlica Observatory near Ajdovščina, with the help of two lidar systems (Mie and Raman lidar). The Centre staff members comprise 2 researchers and 3 young PhD researchers.

Centre for Systems and Information Technologies

The Centre performs activities in the field of information technologies for the support of activities in medicine, public health system and environmental sciences, the theory of systems and automated control, as well as in the field of research of algebraic hyperstructures, focusing on the analysis of large textual bases with the purpose of generating new hypotheses. The areas of applied research covers the integration of computer applications and methods to support decision-making and data mining processes, data processing methodologies and tools for education and research and information society, mathematical modelling and use of models for automatic control planning and research of algebra by using and referring to theoretical computer science and the optimization of production processes. The Centre staff members comprise 7 researchers.

Wine Research Centre

The Centre's applicative and expert activities cover the fields of analyses of the quality parameters of plant samples, optimization of viticulture technologies in accordance with the final wine quality, optimization of wine-making technologies in correlation with wine composition and wine sensory characteristics, determination of cultivar and wine style profiles, the microbiology of the grapevine, grapes, wine, as well as fruits and fruit-yielding plants, metabolomics of grapes and yeasts, economics and wine marketing. The

Centre features the equipment for performing basic and certain specific chemical, biological, physiological, molecular and microbiological analyses of grapes, must and wine (as well as fruits and olives). In addition, it also runs a wine-growing estate and a mini-vinification system. The Centre staff members comprise 6 researchers and 4 young PhD researchers.

Center for Biomedical Sciences and Engineering

The Center has developed several research priority areas, which, by exploring modern technologies in biomedicine, nanomaterials and engineering, strive for the development of new solutions for improving the quality of the aging process. The Centre's fields of research cover the molecular cell aging and disease mechanisms, investigation of neurodegenerative diseases, regenerative medicine, stem cells and tissue engineering. The biotechnological research activities comprise the identification and characterization of new research, diagnostic and therapeutic tools based on single-chain and single-domain antibodies. The Centre's equipment features a fully-equipped laboratory for molecular and cell biology and the technology of the recombinant DNA, several fluorescence and light microscopes and the biotechnological platform for the development of antibodies into various reagents. The Center staff members comprise of 8 researchers and 1 young PhD researcher. In line with the UNG'S development strategy, the Centre has been growing ever since its establishment in 2012 – both, in terms of its staff number as well as in terms of the equipment available.

Center for Cognitive Science of Language

The Center's research covers the field of formal generative linguistics (especially syntax, semantics and morphology), although it also extends to other areas of cognitive-science disciplines related to language, in particular psycholinguistics and language acquisition. The research topics include the investigation of theoretically relevant characteristics of various languages, the analysis of theoretically relevant characteristics of colloquial and dialectal varieties of Slovenian, and the psycholinguistic testing of theoretical models. The Centre staff members comprise of 5 researchers and 1 young PhD researcher.

Research Centre for Humanities

The Centre's research currently covers the fields of literary sciences, art history and cultural history. Its research topics include the investigation of the European female authors' literary history, the study of literature at the crossroads of cultures, the relationship between literature and new media from the perspective of macro changes, and the antique motifs and their transformation in the Slavic literatures. The Centre staff members comprise 5 researchers and 2 young PhD researchers.

The data on scientific publications of UNG researchers and a list of major research projects conducted from 2012 to 2014 are listed below.

Publications	2007	2008	2009	2010	2011	2012	2013	2014
1.01, 1.02, 1.03 Original scientific articles	147	144	160	170	159	307	202	145
1.04 Professional articles	7	37	10	24	6	9	6	4
1.06, 1.07, 3.16 Invited lectures	14	27	20	33	13	18	8	5
1.08, 1.09 Active participation in international conferences	90	83	112	71	58	84	124	31
1.10, 1.12, 1.13, 3.15	103	139	154	146	101	139	117	153
1.18 Encyclopaedia entry	0	0	0	1	5	0	0	0
2.01 Scientific monograph	0	2	6	5	1	3	4	1
2.02 Professional monograph	0	2	0	1	1	1	2	1
1.16, 1.17 Independent scientific component part or a chapter in a monograph	12	31	23	25	20	24	26	17
1.19 Review, book review, critique	8	8	4	4	3	2	1	2
3.14 Invited lecture at foreign university	11	15	27	18	15	15	8	22

(Data obtained from the SICRIS database - Bibliographic indicators of research efficiency of research groups of 15 October 2014)

Selected most important UNG research achievements

Scientific publications with the highest impact factors in 2013:

Title	Authors	Review	Impact factor
Two-stage seeded soft-X-ray free-electron laser.	ALLARIA E., DE NINNO Giovanni, GAUTHIER David, SPAMPINATI Simone.	Nature photonics 7, 913 (2013)	27.2540
Two-colour pump-probe experiments with a twin-pulse-seed extreme ultraviolet free-electron laser.	ALLARIA E., DE NINNO Giovanni, GAUTHIER David.	Nature communications 4, 1 (2013)	10.0150
Grammatical morphology as a source of early number word meanings.	ALMOAMMER Alhanouf, SULLIVA Jessica, DONLAN, Chris, MARUŠIČ, Franc, ŽAUCER Rok, O'DONNELL Timothy, BARNER David	Proceedings of National Academy of Sciences 110/46, 18448 (2013).	10.0000
Response to "Comment on The origin of magnetism in Mn-doped SrTiO(sub)3"	VALANT Matjaž, KOLODIAZHNYI Taras, ARČON Iztok,	Advanced Functional materials 23, 2231 (2013)	9.7650
Salmonella engineered to express CD20-targeting antibodies and a drug-converting enzyme can eradicate human lymphomas	MASSA, Paul E., PANICCIA, Aida, MONEGAL, Ana, DE MARCO, Ario, RESCIGNO Maria	Blood, 2013, vol. 122, no. 5, pp. 705-714	9.060
Cation order-disorder transition in Fe-doped 6H-BaTiO[sub]3 for dilute room-temperature ferromagnetism.	VALANT Matjaž, ARČON Iztok, MIKULSKA I., LISJAK, Darja.	Chemistry of Materials 25, 3544 (2013)	8.2380
Excitation spectra of transition-metal atoms on the Ag (100) surface controlled by Hund's exchange.	GARDONIO Sandra, KAROLAK, M., WEHLING, T. O., PETACCIA, L., LIZZIT, S., GOLDONI, A., LICHTENSTEIN, A. I., CARBONE	Physical Review Letters 110, 186404 (2013)	7.9430
Search for bottomonium states in exclusive radiative Y(2S) decays	SANDILYA S., BRAČKO Marko, GOLOB Boštjan, KLUČAR Jure, KORPAR Samo, KRIŽAN, Peter, PESTOTNIK Rok, PETRIČ, Marko, STANIČ Samo, STARIČ Marko, ŠANTELJ Luka, ZUPANC Anže,	Physical Review Letters 111, 112001 (2013)	7.9430
Search for an H-dibaryon with a mass near 2m Λ in Y(1S) and Y(2S) decays	KIM, B. H., BRAČKO Marko, KLUČAR Jure, KORPAR Samo, KRIŽAN Peter, PETRIČ Marko, SMERKOL Peter, STANIČ Samo, STARIČ Marko, ZUPANC Anže	Physical Review Letters 110, 222002 (2013)	7.9430
Chirped seeded free-electron lasers : self-standing light sources for two-color pump-probe experiments.	DE NINNO Giovanni, MAHIEU Benoît, ALLARI E., GIANNESI L., SPAMPINATI S.	Physical Review Letters, 110, 064801 (2013)	7.4350
Pentacene on graphene: Differences between single layer and bilayer	Chhikara, M. , Pavlica, E., Matković, A., Beltaos, A., Gajić, R., Bratina, G.,	Carbon, (2014) 10.1016/j.carbon.2013.12.002	6.35

Scientific publications with the highest impact factors in 2012:

UNG Authors	Review	Impact factor
Prof. dr. Giovanni De Ninno	Nature Photonics	29.278
Prof. dr. Gvido Bratina, dr. Egon Pavlica	Nature Chemistry	20.5240
Prof. dr. Matjaž Valant	Prog. Mater. Sci.	18.2160
Prof. dr. Ario de Marco	Nature Struc. Mol. Biol.	12.7120
Dr. Nina Bednaršek	Nature Geoscience	11.7540
Prof. dr. Matjaž Valant, Prof. dr. Iztok Arčon	Adv. Funct. Mater	10.1790
Prof. dr. Ario de Marco	Leukemia	9.5610
Prof. dr. Samo Stanič, Prof. dr. Danilo Zavrtnik, Doc. dr. Darko Veberič, Prof.dr. Andrej Filipčič	Phys. Rev. Lett	7.3700
Prof. dr. Samo Stanič	Phys. Rev. Lett	7.3700
Prof. dr. Samo Stanič	Phys. Rev. Lett	7.3700

Number of citations in the largest Slovene research institutes and Slovene universities in the 2004–2013 research period

Slovenian research instit.	UNG	IJS	KI	NIB	UL	UM	UP
Number of citations	39.984	127.199	38.399	9.672	262.354	60.808	11.426
Number of researchers	180	960	290	130	6.200	1.850	720
Citations / researcher	222	132	132	74	42	33	16

Source: http://home.izum.si/COBISS/cit/scopus_stat_10_years_org.html

IJS – Institute Jožef Stefan, Ljubljana
 KI – National institute for chemistry, Ljubljana
 NIB – National institute for biology, Ljubljana
 UL – University of Ljubljana
 UM – University of Maribor
 UP – University of Primorska, Koper

UNG is currently implementing 25 large and several minor international projects that are mainly research projects:

Project acronym	Project title	Programme
CITIUS	Interregional Centre of Ultrafast Photonic Technology for Spectroscopies	Programme of cross-border cooperation Slovenia-Italy 2007-2013
SUSTCULT	Achieving Sustainability through an integrated approach to the management of Cultural heritage	South-East Europe Programme
TRANS2CARE	Transregional Network for Innovation and Technology Transfer to Improve Health Care	Programme of cross-border cooperation Slovenia-Italy 2007-2013
NANOFORCE	Nanotechnology for Chemical Enterprises	Central Europe Programme
UE-LI-JE II	Olive oil: a symbol of quality in the cross-border area	Programme of cross-border cooperation Slovenia-Italy 2007-2013
INNOVAQUA	Network for Technological Innovation in Aquaculture	Programme of cross-border cooperation Slovenia-Italy 2007-2013
SIIT	School-oriented Interactive Identification Tools: exploring biodiversity in a cross-border area	Programme of cross-border cooperation Slovenia-Italy 2007-2013
AGROTUR	The Karst Agrotourism	Programme of cross-border cooperation Slovenia-Italy 2007-2013
ASTIS	Groundwater and Transition Isonzo / Soča	Programme of cross-border cooperation Slovenia-Italy 2007-2013
GOTRAWAMA	Transboundary water management in urban areas of Gorizia and Nova Gorica	Program čezmejnega sodelovanja Slo.-It. 2007-2013
HERITASTE	Paths of Tastes and Experience	Programme of cross-border cooperation Slovenia-Italy 2007-2013
AT-FORT	Atelier European Fortresses - Powering Local Sustainable Development	INTERREG IVC
TESSI	Teaching Sustainability across Slovenia and Italy	Programme of cross-border cooperation Slovenia-Italy 2007-2013
PROTEO	Cross-border centre for study of proteins for oncologic research and diagnostics	Programme of cross-border cooperation Slovenia-Italy 2007-2013
TRECORALA	Rocky outcrops and coralligenous formations in the northern Adriatic: enhancement and sustainable management in the Gulf of Trieste	Programme of cross border cooperation Slovenia-Italy 2007-2013

VISO	Viticulture and sustainable development of local resources in the wine industry	Programme of cross-border cooperation Slovenia-Italy 2007-2013
MINA	Environmental Pollutants and Neurodegenerative Diseases: a multidisciplinary study based on research, training and innovation	Programme of cross-border cooperation Slovenia-Italy 2007-2013
AGRI KNOWS	Knowledge transfer in agriculture as an added value in protecting the environment	Programme of cross-border cooperation Slovenia-Italy 2007-2013
PRACTIONS	Practices of conservation of architectural heritage	Programme of cross-border cooperation Slovenia-Italy 2007-2013
MODEF	Realization and Experimentation of Models to Optimize Use of Photovoltaic Energy	Programme of cross-border cooperation Slovenia-Italy 2007-2013
CENILS	Central European Network for knowledge based on Innovative Light Sources	Central Europe Programme
SUNGREEN	Strengthening University of Nova Gorica Research Potential in Environmental Sciences and Novel Nanomaterials	FP7-REGPOT-2010
TRANSMIT	Training Research and Applications Network to Support the Mitigation of Ionospheric Threats	FP7-PEOPLE-2010-ITN
HETMAT	Heterostructure Nanomaterials for Water Splitting	FP7-PEOPLE-20112-CIG
TTT	Travelling Texts, 1790-1914	HERA

4.1 Assessment of current state and guidelines (2012–2014)

Strengths

In view of the small relative size measured in resources and staff, and short tradition of the University of Nova Gorica, it has been established that research results obtained at UNG are outstanding. This is evident from the total number of research publications in international journals and conferences, and from a high number of top publications in journals with impact factors above 7. In the years 2013 and 2014 research activities in the field of humanities were enhanced, as the Center for Cognitive Science of Language was established, and thus a balance between the research and teaching activities in the field of humanities shall gradually be achieved.

Each year, a central database of research projects conducted in all UNG units is maintained within UNG. Thus, a systematic central record of research projects executed in individual UNG laboratories, centres and institutes, is kept. The record is enclosed to the annual report of UNG on research and pedagogical work. The central record of UNG research projects is maintained by the UNG International Office, which also keeps records of UNG international projects and cooperation.

UNG international office also provides administrative support for the implementation of international projects. It also establishes and maintains cooperation with institutions from abroad, and is responsible for joining different international networks. One staff member is responsible for all research projects (International Project Coordinator). In the mid-December 2013, the department employed one additional staff member (Assistant to International Project Coordinator).

UNG is very successful in research activities. Almost 70 % of resources obtained by UNG in 2013 are intended for research activities. This can also be attributed to major European research and development projects (Sungreen, CITIUS, etc.). Most pedagogical disciplines are accompanied by good or even excellent research activities.

Scientific production is good. We are also successful in the acquisition of research projects and funds for new equipment at Slovenian and international level, which enables a long-term research stability and good research results.

Our Industrial Liaison Office provides support in technology transfer and facilitates the utilisation of university facilities in industrial research and applications, thereby facilitating the transfer of research results into industry.

Weaknesses

In the field of humanities, the research activity is still rather poor regardless of the newly acquired research projects. Above all, there is a lack of research projects from this very field.

Opportunities for improvement

The basic feature of all university research units is their collaboration with the most prominent global research centres. This collaboration enables us to perform top research and to be relatively successful in various international tenders that help us obtain additional financial resources, since the resources intended for science in the Republic of Slovenia are relatively modest.

Therefore, UNG systematically cooperates with foreign partners and invests in top research. This is also a priority of UNG long-term development.

Our objective is to facilitate research activity in the field of humanities to create a balance between the research and teaching activities in this field.

In all research fields, we have been constantly striving for the upgrade in the quality and excellence of research work and research staff. All our researchers have to strive for the acquisition of new, mainly European research projects.

5 UNG STAFF

5.1 Higher education teachers, faculty assistants, researchers and research fellows

In accordance with Article 66 of the Statute of the University of Nova Gorica and with prior consent of the Senate, the Governing Board of the University of Nova Gorica adopted on 27 October 2008 *Rules on the conditions and procedure for access to the title of research fellows, higher education teachers and UNG assistants*. Amendments to these Rules were adopted on 29 November 2009, 18 May 2010, 15 September 2010, 14 January 2011, 24 August 2012, 11 July 2013 and 27 November 2014 (Amendments to Article 3, paragraphs č, d, e, f and a new paragraph g of Article 4; Articles 5, 6, 7, 17 and 18).

In July 2013, the Governing Board and the Senate of UNG approved changes and amendments to Regulations for the determination of conditions and appointment procedures for research and teaching positions at the University of Nova Gorica (Article 4), which define that candidates for research and teaching positions must, in addition to other criteria, also meet the Minimum Standards for the Appointment of Higher Education Teachers, Researchers and Faculty Assistants, adopted by the Council of Slovenian Quality Assurance Agency for Higher Education. It was in this manner that the inconsistency established by external evaluation experts was eliminated. The group of experts was visiting the University from 13 to 15 May 2013, when it performed all the evaluation activities for re-accreditation of the University of Nova Gorica.

In the promotion and advancement of young faculty assistants, procedures are applied that are in accordance with Rules on the training and financing of young researchers in research organisations (OG RS, No. 24/06, 5/07, 39/07 and 68/09).

In November 2014 the *Regulations for the determination of conditions and appointment procedures for research and teaching positions at the University of Nova Gorica* were amended (Amendments to Article 3, paragraphs č, d, e, f and a new paragraph g of Article 4; Articles 5, 6, 7, 17 and 18).

The main amendments are as follows:

The Title »Professor Emeritus« has been added. Titles for research and teaching positions, as stated in Article 4 of the Rules, except the title Adjunct Professor, are awarded to the candidates who are employed at the University of Nova Gorica, while the title Adjunct Professor is awarded to the candidates who collaborate with the University on the basis of a civil law contract. The title Adjunct Professor can also be awarded to candidates who collaborate with the University in the form of overtime employment. The number of positions of Research Advisors and Full Professors is limited. Their number is decided upon by the Senate of UNG upon the UNG Rector's proposal and upon taking into consideration the balance between all fields of science and arts in which the University is involved. The Senate of the University can award to the candidates proposed the title Senior Research Fellow or Associate Professor multiple times. The measures for obtaining the titles Assistant Professor, Associate Professor and Adjunct Professor have been amended and made stricter.

A statistical analysis of the employees of the University of Nova Gorica (number of higher education teachers, faculty assistants and researchers by their titles, as well as the fluctuation of full-time and contract employees through years) is presented below. In addition to pedagogical work, the teaching staff also performs research work. They conduct their research within individual laboratories and research centres, or as independent researchers of the University of Nova Gorica.

Fluctuations of full-time and part-time employees at the University of Nova Gorica

Year	Full-time	Part-time	Total
2007	80	17	97
2008	88	27	115
2009	112	56	168
2010	110	60	170
2011	117	67	184
2012	134	46	180
2013	138	43	181
2014	143	32	175

Structure of the employees of the University of Nova Gorica

Title	2007	2008	2009	2010	2011	2012	2013	2014
Doctor of science	58	64	109	110	119	110	112	106
Young researcher/ assistant	7	5	14	13	18	17	16	17
High education or master's degree	12	18	20	20	14	19	21	21
Administrative staff	16	19	19	21	27	27	26	25
Librarian	3	3	3	3	3	4	3	3
Maintenance and photocopying	1	2	3	3	3	3	3	3
External associates	372*	363*	350*	310*	320*	330*	330*	330*
Skupaj	469	478	518	480	504	510	511	505

*Associate professors from foreign or other Slovenian universities, and other external associates. The number of external associates refers to the number of associates in the database. However, not all of them participated in the pedagogical process in the selected academic year.

Number of higher education teachers and assistants at the University of Nova Gorica

Title	2010/2011	2011/2012	2012/2013	2013/2014
	Full-time employment	Full-time employment	Full-time employment	Full-time employment
Full Professors	7	9	15	11
Associate Professors	5	3	5	4
Assistant Professors	13	27	32	32
Senior Lecturers	1	1	1	1
Lecturers	2	2	2	1
Assistants with a PhD	21	18	13	23
Assistants with a Master's degree	7	6	8	5
Assistants with a higher education degree	20	24	20	21

**Only employees with full-time employment (excluding those with overtime employment) were taken into consideration.*

Number of appointments into a position

	Full Professor	Associate Professor	Assistant Professor	Senior Lecturer	Lecturer	Assistant with a PhD	Assistant with a Master's degree	Assistant with a higher education degree	Senior Research Fellow
Appointments in the 2006/07 academic year	3	6	14	5	6	3		20	
Appointments in the 2007/08 academic year	5	10	18	1	6			24	
Appointments in the 2008/09 academic year	1	4	13	4	3			21	
Appointments in the 2009/10 academic year	11	7	5	3	4			18	
Appointments in the 2010/11 academic year	2	9	11	4	3			21	
Appointments in the 2011/12 academic year	7	20	25	5	5			39	
Appointments in the 2012/13 academic year	7	9	17	4	5			24	
Appointments in the 2013/14 academic year	1	10	14	1	6			15	

5.2 Administrative, professional and technical staff

Employees of UNG have the opportunity to participate in training courses or additional education, if this is required by the nature of their position. In such cases, there are certain incentives for these employees.

Number of employees in administrative and professional-technical positions according to education level

	2007	2008	2009	2010	2011	2012	2013	2014
PhD								
Master's degree					1	1	1	1
University degree	6	9	7	10	10	14	16	10
Professional higher education degree	5	3	4	5	7	6	7	6
Post-secondary degree								
Secondary school	8	10	12	10	12	10	9	11

degree								
Primary school degree	1	2	3	2	3	3	3	3
Skupaj	20	24	26	27	33	34	36	32

Number of employees in UNG resources services

Support services	Number of employees
Administration	21
Student Office	2
International Office	1
Library	3
Publisher	

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

No.	Position	Number of employees
1	Secretary	9
2	Accounting clerk	1
3	Librarian	3
4	Employee in the copy shop and a courier	2
5	Public relations coordinator	1
6	Legal expert	1
7	Student office clerk	1
8	System maintenance worker	1
9	Maintenance worker	1
10	Employee in human resources department	1
11	Head of Career Centre	1
12	Project Coordinator in the International Office	1
13	Alumni Club clerk	1
14	Senior Accounting clerk	2

5.3 Assessment of current state and guidelines (2010/2014)

Strengths

Undergraduate and graduate study programmes are implemented with the help of Slovene, internationally renowned experts or researchers from their respective fields of expertise, and with the help of various recognized experts from abroad. They are the ones providing quality education, connection with research and development activities on a high international level, as well as cooperation with industry or business environment.

The number of available positions in study programmes is limited so as to provide for an

optimum ratio of the number of students per professor and thus quality implementation of programmes.

Teachers and other associates of the University of Nova Gorica are required to devote at least half of their working time to research or arts, while spending the rest of their working time on teaching. All teachers employed at UNG are primarily employed at UNG research units (laboratories or centres) where they perform their research activities.

Regulations for the determination of conditions and appointment procedures for research and teaching positions at the University of Nova Gorica differ from Minimum Standards adopted by NAKVIS. However, the criteria for the appointment for teaching positions are significantly stricter than the requirements in the respective minimum standards. A three-member committee appointed by UNG Senate is the responsible body competent to decide on the suitability of a candidate for appointment. The committee usually consists of one member from UNG, one member from another Slovenian university and one member from a renowned foreign university. In case there are no habilitated higher education teachers with a suitable title and experience in the respective field of research, there may be more committee members coming from universities from abroad. By including foreign professors in these committees, UNG makes sure that the competences of appointed teachers are internationally comparable.

In July 2013, the Governing Board and the Senate of UNG approved changes and amendments to Regulations for the determination of conditions and appointment procedures for research and teaching positions at the University of Nova Gorica (Article 4), which define that candidates for research and teaching positions must, in addition to other criteria, also meet the Minimum Standards for the Appointment of Higher Education Teachers, Researchers and Faculty Assistants, adopted by the Council of NAKVIS. The appointment procedures are thus formally consistent with national regulations.

In November 2014 the *Regulations for the determination of conditions and appointment procedures for research and teaching positions at the University of Nova Gorica* were amended (Amendments to Article 3, paragraphs č, d, e, f and a new paragraph g of Article 4; Articles 5, 6, 7, 17 and 18). The main amendments are as follows:

The Title »Professor Emeritus« has been added. Titles for research and teaching positions, as stated in Article 4 of the Rules, except the title Adjunct Professor, are awarded to the candidates who are employed at the University of Nova Gorica, while the title Adjunct Professor is awarded to the candidates who collaborate with the University on the basis of a civil law contract. The title Adjunct Professor can also be awarded to candidates who collaborate with the University in the form of overtime employment. The number of positions of Research Advisors and Full Professors is limited. Their number is decided upon by the Senate of UNG upon the UNG Rector's proposal and upon taking into consideration the balance between all fields of science and arts in which the University is involved. The Senate of the University can award to the candidates proposed the title Senior Research Fellow or Associate Professor multiple times. The measures for obtaining the titles Assistant Professor, Associate Professor and Adjunct Professor have been amended and made stricter.

Researchers at UNG must devote special attention to their participation in international research processes and projects. It is expected from researchers and teaching staff that they are well-informed scientists and experts with international experience and broad knowledge. Therefore, the candidates that wish to get a permanent post are required to have completed a post-doctoral training programme abroad that should have lasted at least one year.

Resources services and other support activities operate at university level, with the exception of school offices of individual schools. It is in this manner that a uniform professional support is provided to all UNG units. All schools have a common International Office, Student Office, Career Centre, Alumni Club, UNG Library, UNG Publisher, legal department, human resources services, accounting, etc.). The structure and number of professional staff in these services enable the smooth progress of work. UNG currently employs a total of 32 professional staff. If required, our professional staff communicates with foreign students and professors in English and Italian.

The number of fully employed teachers and researchers at UNG has increased, resulting in a lower percentage of external, contract-based personnel. We are thus approaching the set goal of decreasing the percentage of contract-based personnel to 30 %.

Weaknesses

Financing through projects does not guarantee a long-term staff employment stability.

Opportunities for improvement

UNG strives to attract new top research and teaching staff from Slovenia and abroad, both young and already established researchers that would engage in research and pedagogical activities at UNG. Inclusion of new experts and teaching staff will continue to depend on the acquisition of new European research projects that enable the hiring of new staff members. UNG shall continue to increase the percentage of fully-employed teaching staff and researchers and thus keep the percentage of external contract-based personnel below 30 %, as defined in the UNG strategy.

In accordance with the UNG strategic orientation, i.e. to be and to remain research-oriented university with an international appeal, we shall strive to retain a significant proportion of professors and experts from renowned foreign universities in our pedagogical and research work. Such cooperation is of utmost importance in doctoral programmes, where new findings from various fields are quickly transferred to younger generations.

6 STUDENTS AT THE UNIVERSITY OF NOVA GORICA

6.1 Student Council

The Student Council is set out by the Higher Education Act and the Statute of the University of Nova Gorica. The Council consists of representatives of students of the University of Nova Gorica. The representatives are elected by the students of all schools of the University of Nova Gorica. Members of the Student Council are *student representatives* and are the only representatives of students in the structure of the University of Nova Gorica. In academic year 2013/2014, a new Student Council was elected, since the term of office of the former one expired.

The main tasks of the Student Council are:

- to deal with and provide the *competent bodies* with the opinion on the statutes of the higher education institution, on matters regarding student rights and obligations, and on candidates for the position of Rector and Dean;
- to adopt and implement the programme of extracurricular activities of students of higher education institution in cooperation with the student community (as defined by the Higher Education Act (ZviS- UPB2) (Official Consolidated Text), OG RS 100/2004 of 13 September 2004, page 12005);
- to provide opinions, proposals and complaints of students to competent bodies, and thus to enable the students' voice to be heard;
- to provide and co-finance extracurricular activities.

Students can be actively involved by:

- joining the Student Council at its regular meetings in the Student Council room;
- writing to e-mail address: studentski.svet@ung.si if they have any questions or proposals. The Student Council also informs students about meetings, events, etc.

Student Council members:

Chair

Aleš Bogovič, School of Applied Sciences

Vice-Chair

Peter Mišič, School of Arts

Members

Vida Habjanič, School of Arts

Grega Sarka, School of Environmental Sciences

Tine Bizjak, School of Environmental Sciences

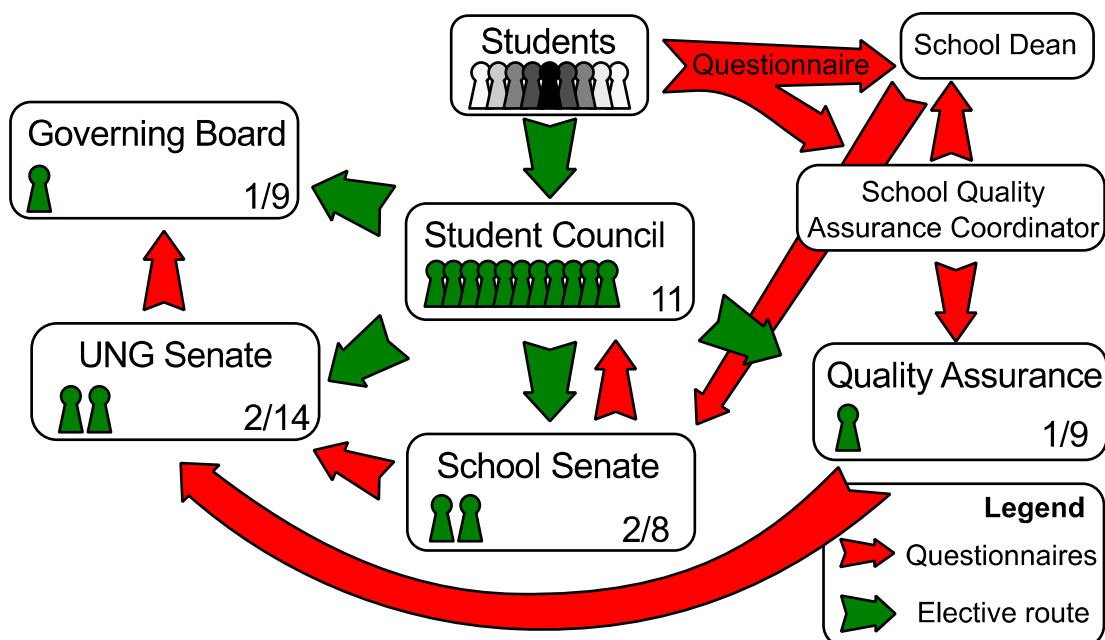
Tamara Gajšt, School of Environmental Sciences

Martin Bizjak, School of Engineering and Management

Žiga Bis, School for Viticulture and Enology
Franko Fabjan, School for Viticulture and Enology
Deni Drnovšek, School of Humanities
Anja Batič, School of Humanities

Students have their representatives in the UNG Senate and Governing Board, as well as in senates of UNG schools and in the UNG Quality Assurance Committee. In 2013, the Governing Board and Senate of UNG approved the amendments to the UNG Statute (Articles 22, 42 and 45), by means of which the number of representatives of the Student Council in the UNG Senate and in senates of schools and academies changes. Thus, the representatives of the Student Council represent at least one fifth of all Senate members. Amendments to the UNG Statutes (Articles 21 and 48) that define the Student Council as the body of a school or academy were also adopted.

6.2 Participation of students in the management of UNG



The organisation chart showing the students' participation in the management of UNG. Green arrows show how students are appointed in the managing bodies of UNG. Green figures and numbers in each field state the percentage of students in various bodies of UNG. Red arrows display another path of students' influence on quality assurance, based on student surveys. All students are directly involved in quality monitoring and assurance by means of student surveys.

6.3 Assessment of current state and guidelines (2013–2014)

Strengths

The UNG Student Council is formed formally and is in operation. Students participate in the UNG management bodies. Students are actively involved in the promotion of UNG study programmes.

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

Due to a delay in launching the activities of the Student Council, the latter organised only one student party – "Brucovanje", a party for freshmen. The Council also organised the traditional New-Year gift-giving event for students. Plans for the organisation of recreational activities have been made. Although no recreational activities have taken place yet, everything has been prepared in order to begin with the activities as soon as possible in the forthcoming year. The Student Council also organised two bowling events at Magma, and two paintball events in the local paintball field. At the end of the year, the Student Council helped organise the photography contest on the topic Scientia Vincet. The Council submitted to the Senate of UNG a proposal for the amendment of the Regulations on UNG awards.

Opportunities for improvement

Improvements are required mainly in the communication between students and the Student Council, as it has been found out that students know too little about the Student Council's activities and thus do not attend many events organised by the Council.

Improvements are also needed in the organisation of the Student Council. At the end of the previous academic year, most of the members of the Student Council have completed their studies, but no new members were appointed. Searching for new members resulted in a delay of the operation of the Student Council up to late November.

Opportunities for improvements also exist in the following areas:

- Encouraging students to participate in student surveys.
- Use of social networks for the communication between the Student Council and students.
- Inclusion of »replacement« members in the activities of the Student Council.
- A course on fund-raising for the members of the Student Council.

Weaknesses

Student Council finances its activities solely with the help of UNG. The Council's activities could run more smoothly if the Council was provided with some financial funds from other, non-UNG, sources. Difficulties also arise due frequent changes of the members of the Student Committee, while the threats that might affect the organisation and implementation of study programmes are also as follows:

- unsolved question concerning the financing of doctoral studies and other programmes,
- lack of student dormitories,
- weak recognisability of professional profiles in terms of employability.

6.4 Assessment of current state and guidelines (2012–2013)

Strengths

The UNG Student Council is formed formally and is in operation. Students participate in

the UNG management bodies. Students are actively involved in the promotion of UNG study programmes.

Students actively participate in the promotion of UNG study programmes at public events and fairs (Informativa, promotional fairs, etc.), as well as in promotions in secondary schools.

In 2012/2013, the activities of the Student Council were performed smoothly as was the case in previous years. The Council participated in the organization of party for freshmen "Brucovanje", and it organised 3 additional parties for all UNG students. The objective of these parties is to bring students of different study programmes together and to facilitate joint activities. New year's exchange of gifts among students and professors was again organised. The students were also visited by Santa Claus.

On 1 January 2013, the Student Council took over the presidency of the National coordination of student councils of Slovene universities, which expired on 1 January 2014. Next to participation in sessions of the Slovenian Rectors' Conference, the presidency entailed no additional activities. Correspondence between members was conducted mainly through e-mails.

Opportunities for improvement

It seems that students are still not well-acquainted with the Student Council and therefore do not participate in its activities. This could be eliminated by introducing the Student Council to all first-year students at the very beginning of each academic year.

Weaknesses

Student Council finances its activities with the help of UNG. Its activities could be conducted more smoothly and dynamically if the Council was provided with some financial funds for which no authorization of UNG would be required. The use of these funds would, however, need to be monitored in order to prevent potential misuse.

6.5 Assessment of current state and guidelines (2011–2012)

Strengths

The UNG Student Council is formed formally and is in operation. Students participate in the UNG management bodies. Students are actively involved in the promotion of UNG study programmes. Students actively participate in the promotion of UNG study programmes at public events and fairs (Informativa, promotional fairs, etc.), as well as in promotions at secondary schools.

In 2011/2012, the student council was very active. It organized a student party for freshmen called "Brucovanje" in Nova Gorica. This was followed by 4 student parties that contributed to a better student vibe in the town of Nova Gorica. In addition to the

above mentioned parties, the council organized a Christmas exchange of gifts among students and professors, which was attended by Santa Claus and his helpers. A month before the end of the academic year, students collected food for abandoned dogs and cats in the animal shelter of St. Anton in Koper. The Student Council organized the promotion of the charity event through leaflets that were displayed at all UNG schools. At the end of the food-raising project, they took the food and accessories to the animal shelter, where they spent an afternoon with our four-legged friends.

Opportunities for improvement

We still need to be aware that Student Council needs new members and that students should be encouraged and reminded of the importance of their involvement in the Council.

Weaknesses

Student Council should be supported and helped by all employees of UNG as much as possible. Moreover, the organization of events and activities requires some financial funds. This year, the University of Nova Gorica provided some financial support.

7 DATA ON PREMISES FOR IMPLEMENTATION OF STUDY PROGRAMMES

In the 2013/2014 academic year, UNG had at its disposal enough premises for the implementation of pedagogical and research activities. The total surface area available to UNG for its activities in the following years is about 10,000 sq mt. However, UNG premises are dispersed over three different locations – campuses (Nova Gorica/Gorizia, Ajdovščina, Vipava), which is recognised as a weakness, especially in the implementation of pedagogical activities. UNG also rents premises in Venice in (the Santa Elena Monastery; 225 sq mt) for the special purpose of running the international doctoral study programme *Economics and Techniques for the Conservation of the Architectural and Environmental Heritage*, which is the result of a joint effort with the Università IUAV di Venezia. Certain other pedagogical and research activities of our doctoral programmes are also partly conducted at other locations at partner research institutions: on the premises of the Karst Research Institute ZRC SAZU in Postojna (150 sq mt); at the International Centre for Genetic Engineering and Biotechnology (ICGEB) in Trieste, as well as at the observatory for atmospheric research at Otlica (40 sq mt).

At the **Nova Gorica/Gorizia (I) campus**, a part of educational, research and other activities are performed at the premises at Vipavska 13 in Rožna Dolina, Nova Gorica, with a total surface area of about 2,000 sq mt. The building was provided for the activities of UNG by the Municipality of Nova Gorica and donated to the University in May 2010. The donation in the form of the premises at Vipavska 13 is worth approximately 1,670,000 EUR. In 2011 the renovation of the roof of the premises at Vipavska 13 was completed. The premises in this building are allocated to different UNG activities: research activities of several research units, resources services of UNG, the University Library, the Publisher of UNG (the Research Centre for Humanities and the Centre for Information Technologies), the Student Office, the Administrative Offices, the Dean's Offices of the School of Humanities and the Graduate School, and other offices for staff and visiting professors.

The School of Environmental sciences also carries out all its activities at these premises. In 2010, the renovation of the rooms on the ground floor took place and two lecture rooms were provided. Altogether, four lecture rooms are available: SP-1 (119.6 sq mt), P-1 (99.40 sq mt), P-2 (54.10 sq mt), P-5 (41.76 sq mt) and the computer room (56.68 sq mt). The total surface area of lecture rooms is 371.54 sq mt.

The School of Humanities performs its pedagogical activities in the building at Vipavska 1, measuring 300 sq mt. There are three lecture theatres in the building, accommodating 50 to 80 students. These premises were refurbished in 2009 so as to improve their functionality. The School also uses three lecture theatres in the building of the University of Nova Gorica at Vipavska 13 (seminar classroom and P-6, both measuring 24.57 sq mt, and lecture theatre P-5, which is also used by the School of Engineering and Management), and 12 offices for lecturers and researchers. In addition to premises intended for the study process, they have 12 offices at their disposal, nine of which are occupied by the fully employed teaching and research staff of the university, one of them

by the school office, and the remaining two by outside contract personnel. In 2010, they acquired an additional facility in which they created cubicles for some assistants and young researchers.

The School of Engineering and Management School is located in the premises of “Šolski dom”, the former Slovenian Secondary School in Gorizia, (Via della Croce 3). There is a total of 1500 sq mt of classrooms, laboratories and staff rooms, The renovation of the building was funded by its owner, the company ALPE, d. d.

In 2012, the Province of Gorizia (Provincia di Gorizia) provided the University of Nova Gorica with premises at Palace Alvarez (Via Armando Diaz 5) in the centre of Gorizia (Italy) with a total surface area of 1100 sq mt. At the beginning of the 2012/2013 academic year, UNG moved the activities of the School of Arts to these premises. The activities of the school used to be implemented at KD Galerija GT in Ljubljana. There was a total of 400 sq mt of premises at their disposal there. The premises were utilised only for educational activities. The new premises are much bigger and more suitable for the implementation of school's activities. By relocating the school from Ljubljana to Gorizia, to the vicinity of other UNG premises in Nova Gorica and Gorizia, students have been provided with the possibility of utilising other UNG support activities, such as the library, and student and international office, which are all located at Vipavska 13.

Concerning the **Ajdovščina Campus**, former barracks in Ajdovščina were refurbished and donated to the University of Nova Gorica by the Municipality of Ajdovščina in 2006. The total area of the premises is 2200 sq mt. In 2008, the attic of the building was renovated for the purpose of providing offices for researchers and teaching staff. In 2012/2013, the building was utilised for research activities alone. This building accommodates the School of Applied Sciences and following UNG research units: Materials Research Laboratory, Laboratory of Organic Matter Physics, Laboratory for Multiphase Processes, Laboratory of Quantum Optics and the Centre for Atmospheric Research. The ground floor has been renovated to enable installation of research equipment (UV-light source – CITIUS, electronic microscopes – SUNGREEN). There is a lecture theatre with 150 seats, where seminars and minor conferences take place. The School of Applied Science also has two offices at these premises – the Administrative Office and the Dean's Office.

The Vipava Campus is located in the Lanthieri Mansion in Vipava. The latter was, at the end of 2012, given to UNG on an 85-year lease by the Municipality of Vipava. The total surface area of the premises is 1,900 sq mt. The building is under monument protection and renovated, enabling pedagogical and research activities. The premises accommodate laboratories, lecture halls, computer room, student office, school office and a wine-tasting room. The renovation project was approved in 2010 by the Ministry of Culture. The renovation works were completed at the end of 2012. At the end of 2012, these premises were occupied by the School for Viticulture and Enology and two research units related to school's pedagogical activities: Wine Research Centre and Centre for Biomedical Sciences and Engineering. A part of the building is intended for protocol purposes of UNG, such as diploma award ceremonies and promotions of PhDs, for public events (e.g. scientific evenings) and for science conferences and other get-togethers: conference room (66,4 sq mt), the Magma hall for major events (122,7 sq mt) and a smaller ceremonial room for Master's and Doctoral theses defences, and the like (57,4 sq mt).

The renovation of the central part of the mansion was completed in 2012, and in 2014 the renovation of the other part of the mansion started. The latter shall also be devoted to the activities of UNG.

In January 2013, the School for Viticulture and Enology moved to the renovated front wing of the Lanthieri Mansion in Vipava (Glavni trg 8, Vipava). The School boasts four lecture halls (49.6 / 52.9 / 50.7 / 40.1 sq mt), a computer room (45.4 sq mt) and a wine-tasting room (30.4 sq mt). Together with both research units, VŠVV has at its disposal six offices for professors and assistants (27.5 / 14.4 / 14.4 / 21.1 / 29.3 / 23.3 / 17.3 sq mt), the Administrative Office and the Student Office (15.8 sq mt), the Dean's Office (46.7 sq mt) and a room for visiting lecturers (21.7 sq mt). In May 2013, an info corner was arranged for students where they can socialize (2 desks/8 chairs) and treat themselves to a warm drink and a snack from two vending machines. Students can use our library services through our internal courier post (e-ordering); expert literature is available with respective lecturers. Practical work within laboratory tutorials is conducted in new laboratory premises with modern equipment. There is an enological (analytical) laboratory (17.5 sq mt), molecular and microbiological (48.3 sq mt), physiological and biological laboratory (21.2 sq mt) and a student laboratory (72.8 sq mt).

Students of the School for Viticulture and Enology can perform their practical work and research in the field of wine- growing technologies at the Vilina estate. In 2009, UNG leased a larger area of planted vineyards at the location of Podraga – Manče (7 ha) and Lože (9 ha), where the first grape harvesting already took place in September 2010. In the beginning of 2012, a larger facility was leased with the purpose of arranging a school experimental cellar that will be suitable for educational activities, for various student activities and individual student experiments.

UNG is striving to relocate its entire operation to one location, i.e. one campus. To this end, a call for bids was published in 2013 to find a location for a university campus in northern Primorska region. UNG Governing Board set the criteria for the selection of location based on received bids for reservation of a suitable building area, which would enable a normal development of the University and the required infrastructure. In 2014, UNG held talks on the selection of the most suitable location, as proposed in the bids of the municipalities of Vipava, Ajdovščina and Nova Gorica.

On 5 November 2010, UNG and company SŽ-ŽIP, d. o. o. opened a new student dormitory at Erjavčeva 36 in Nova Gorica. In June 2010, UNG concluded an agreement with SŽ- ŽIP, d. o. o. to lease the dormitory at Erjavčeva 36 in Nova Gorica. The company renovated and refurbished the third and fourth floor of the building, providing accommodation for 54 students in 28 student rooms. There are 2 single student rooms and 26 double rooms with Internet connection. There is one kitchen and study or common room with TV on each floor. There is a sports ground in the vicinity of the building.

The company Presta, d. o. o. also provides student accommodation in Nova Gorica (54 accommodation units in double and single rooms).

Premises and material conditions for the implementation of study programmes are presented in detail in self-evaluation reports of individual schools. Premises and material conditions for research work are described in presentations of individual laboratories or

research centres of the University of Nova Gorica that can be found in the annual report on the work of UNG.

7.1 Assessment of current state and guidelines (2012–2014)

Strengths

UNG currently has at its disposal enough premises for the implementation of pedagogical and research activities. In 2012, UNG obtained an 85-year lease on the Lanthieri Mansion in Vipava from the Vipava Municipality, measuring 1,900 sq mt. Moreover, UNG also obtained a lease on the 1200 sq mt premises at the Alvarez Palace (Via Armando Diaz 5) in the centre of Gorizia (Italy). The total surface area of the premises used for UNG's activities in the following years is approximately 10,000 sq mt. UNG also acquired suitable agricultural areas of land to meet the needs of the study programmes of the School for Viticulture and Enology. The latter manages the land as a common estate.

The renovation of the central part of the mansion was completed in 2012, and in 2014 the renovation of the other part of the mansion started. The latter shall also be devoted to the activities of UNG.

UNG's partner companies (SŽ-ŽIP, d. o. o and Presta, d. o. o.) have provided additional student accommodation facilities.

Weaknesses

UNG premises are dispersed in different locations (Nova Gorica, Gorizia, Ajdovščina, Vipava), which is a downside especially in the implementation of pedagogical activities. There are no suitable accommodation facilities for students in Ajdovščina and Vipava.

Opportunities for improvement and proposed measures

UNG is striving to relocate its entire operation to one location, i.e. one campus. To this end, a call for bids was published in 2013 to find a location for a university campus in the region of Northern Primorska. UNG Governing Board set the criteria for the selection of location based on received bids for reservation of a suitable building area, which would enable a normal development of the University and the required infrastructure in the long run, including the construction of student dormitories.

UNG is constantly trying to improve the material conditions for the implementation of its study programmes (teaching equipment, laboratory equipment for students' practical work). Funds are obtained through EU tenders.

In 2014, UNG held talks on the selection of the most suitable location, as proposed in the bids of the municipalities of Vipava, Ajdovščina and Nova Gorica.

8 LIBRARY OF THE UNIVERSITY OF NOVA GORICA

University Library of the University of Nova Gorica was formally established in April 1998. It is the only university library in the northern Primorska region. It is open to all students and staff of the University, as well as to all other visitors who are interested in literature offered by the library. We are collecting materials mostly from the fields of ecology, physics, chemistry, mathematics, biology, economy, Slovene studies, viticulture and fine arts.

Our Library collection currently includes about 16,000 book titles, 100 titles of periodicals, 460 items of non-book materials (mostly CD-ROMs) and e-editions of scientific journals, accessible through services like ScienceDirect, Springer Link, APS Journals, EIFL Direct - database called EBSCOhost, ACS Publications, IOP – Institute of physics, JSTOR. Moreover, our users may access databases, such as Web of Science, CAB Direct, Food Science and Technology Abstracts (FSTA), MathSciNet.

Library collection is almost completely open access and organised by UDC classification. We mainly provide material for educational and research activities. We offer on-line searches from databases and through interlibrary loan we provide material that is not in our collection. An important task of our library is also to maintain bibliographies of researchers and lecturers, employed at the University of Nova Gorica. The library is a full member of the Slovene library co-operative online bibliographic system & service, COBISS. Library catalogue (COBISS/OPAC) is available on the library website. Library members can check the items borrowed, renew and reserve books over the Internet. Library is open 47 hours a week. Users can also use a reading room with 50 reading places, and a computer room. Currently, there are 7 computers with Internet access. Wireless Internet connection is also available.

Here, students can also buy books that were published by our teaching staff within the Publisher of the University of Nova Gorica.

Basic aims of the library:

- Ensure that users obtain the information they need in the shortest time possible.
- Take care that the material is processed and laid out in such a manner that it offers easy access for users.
- Train library users.
- Ensure that library is a place where users and employees feel comfortable.
- Create and maintain good and creative relationships with the employees of the University of Nova Gorica.
- Ensure good operation of the library as well as a positive image and promotion.
- Keep abreast of the latest developments in the field of education, library and information sciences.

Current situation

Type of material:	Number of units
Books	18152
Periodicals (inventory units)	7278
Non-book materials (audio cassettes, video cassettes, CD-ROMs)	489
Accessible databases	11

Library users

User categories	Number in 2012	Anticipated number for 2013	Number in 2013	Anticipated number for 2014	Number in 2014	Anticipated number for 2015
a) Students undergraduate, full-time	281	300	327	330	324	330
b) Students undergraduate, part-time	21	25	24	25	26	25
c) Students graduate	64	70	43	50	40	50
d) Secondary-school students	1	5	1	3	1	3
e) UNG Staff	185	200	198	200	220	230
f) Pensioners	0	1	0	3	0	3
g) Other users	271	300	294	300	256	270

Indicators of library activities

Indicators	2012	Plan for 2013	2013	Plan for 2014	2014	Plan for 2015
Number of all users	823	900	887	900	867	908
Number of borrowed units	1228	1300	1173	1300	1012	1200
Number of units borrowed through interlibrary loan	63	70	24	30	22	30
Ratio between borrowed and inquired units through interlibrary loan	1:8	1:8	1:16	1:10	1:16	1:10
Number of subscribed periodicals	77	60	74	70	73	75
Number of library material units	22.571	23.500	23.525	24.200	25.919	27.919
Accrual of library material	1743	1.000	954	675	2.394	2.000
Number of computers users can use in the library to search for information	7	9	7	8	8	8

As defined in the development plan for 2010–2015, the main Library's requirements are acquiring additional premises with a total area of 3000, which have to provide space for books, a reading room, a room with 15 computer terminals and a multimedia room.

Underground premises will be used for archives. These premises must meet the fire safety requirements, enable good ventilation and safe access.

8.1 Assessment of current state and guidelines (2013–2014)

Strengths

In 2014 we acquired 9 metres of new free-standing book shelves, which made the library more transparently organised, as we rearranged all book materials. We acquired an additional computer in the reading room. Our collection of books was enriched by two donations of books in the fields of communication sciences, sociology and the Slovene literature, as well as with the book donations by individuals and libraries.

Opportunities for improvement

A transition to new software for the automation of the library system and service *COBISS3*/Online bibliographic system is planned for 2015. The cataloguing was postponed from 2014 due to the absence of one of our staff members. The Library's opening hours shall be extended.

8.2 Assessment of current state and guidelines (2011–2013)

Strengths

The Library collection is vast and includes materials from all fields of pedagogical and research activity at UNG. We offer on-line searches from databases, and through interlibrary loan we provide material that is not in our collection.

Library is open 47 hours a week. Users can also use a reading room with 50 reading places, and a computer room. Currently, there are 7 computers with Internet access. Wireless Internet connection is also available.

In 2012, we joined project "Window of Shanghai" and acquired 500 books on Chinese culture and literature. 150 additional units were obtained in 2013.

Together with other Slovene universities, we applied for a public tender for co-financing of projects of development of e-services and mobile applications for public and private non-profit organizations. We applied with project "Pilot establishment of national infrastructure for open access to student dissertation theses and publications of researchers." This year, the project was successfully implemented, and a repository of the University of Nova Gorica was established. It is available at repozitorij.ung.si

We enabled our students to access some electronic information sources (Eduroam). In 2013, registration in the system was simplified by means of a uniform user name and password that are used for accessing the entire study system.

A new facility for storing older study materials and books of UNG publisher was obtained in 2013.

In 2011, the Metasearch engine was implemented that enables a simultaneous search through several electronic information sources. A new, enhanced computer for students was provided.

Opportunities for improvement

We shall participate in project "Window of Shanghai" until 2015, acquiring 100 new books every year.

We will continue to modernize the computer equipment for students in the library. We still strive for information literacy and arrange training courses for our users. The number of records created for the needs of bibliographies management for our staff and outside users is increasing. We would like to acquire more monographs in the future, especially the fundamental study literature.

A transition to new software for the automation of the library system and service COBISS3/cataloguing is planned for 2014.

9 PUBLISHER OF THE UNIVERSITY OF NOVA GORICA

The University of Nova Gorica started its publishing activity in November 2001. We publish and arrange the print of textbooks and study materials for pedagogical processes at our institution, as well as professional and scholarly works related to the activities of the University of Nova Gorica and published in both classic and electronic media, and intended for public. The publication of works is regulated by the *Rules on the publishing activity*, and controlled by the *Publishing Committee*. The publishing activity takes place in the Library of the University of Nova Gorica. Publications are available for sale at the Library of the University of Nova Gorica. They can also be purchased through the Publisher's website <http://www.ung.si/sl/zalozba/>, where all information concerning the publications is available.

Published book titles

	2009	2010	2011	2012	2013	2014
Scientific and professional monographs	2	1	1			2
Scientific and professional conference proceeding	2	2	1	1		
Manuals						
Textbooks		1				
Lecture notes	1					
Material for practical classes					1	
Other study materials						
Total	5	4	2	1	1	2

9.1 Assessment of current state and guidelines (2013–2014)

Strengths

In 2014 three books are in the process of publishing, one professional and two scientific. By the end of the year, two will be published. We managed to obtain additional funds for the publication of both books, one was namely co-financed by the Municipality of Ajdovščina, and the other by the Slovenian Research Agency. Presentations of these two books shall be organised by the end of this year. In 2014 we continued to participate in the Liber.ac academic book fair.

Opportunities for improvement

In the following year we are planning to start upgrading the Publisher's by providing the access to list of contents and individual pages or chapters.

9.2 Assessment of current state and guidelines (2011–2013)

Strengths

In 2013, materials for tutorials were published. By the end of this year, we plan to publish a conference proceedings, one professional monograph and one scientific monograph.

We also participated in the Liber.ac academic book fair and presented our activities to the broader Slovene public. We also took part in the Slovenian Congress of Slavists in Vipava. We thus continue to facilitate the promotion of our books and enable a wider recognition of our publishing activity in Slovenia.

The Publisher's website has also been renovated and rendered more transparent. The ordering of publications has been simplified. An additional archiving space for storing of books was acquired. Changes and amendments to Rules on the publishing activity at UNG have been prepared. They should be adopted by the end of this year.

In 2012, two proceedings of conferences that took place at UNG were published. One scientific monograph, one university textbook and a conference proceedings are in the process of publishing.

In 2012, we continued to participate in the Liber.ac academic book fair. Thus, we will facilitate the promotion of our books and enable a wider recognition of our publishing activity in Slovenia. We were also present at different presentations and congresses (the Trieste National Hall, presentation within UNG, Slovenian Congress of Slavists in Koper 2012).

In 2011, we published our first scientific monograph in a foreign language and scientific conference proceedings. One scientific monograph is in the process of publishing and will be printed at the end of the year. The publication was enabled by the financial support obtained through the public tender for co-financing of publications of scientific monographs, issued by Slovenian Book Agency in 2011.

In 2011, we participated in the Liber.ac academic book fair, which is something we intend to do in the future as well. Thus, we will facilitate the promotion of our books and enable a wider recognition of our publishing activity in Slovenia. In the past year, we concluded an agreement with a new distributor that should increase the distribution of our books in Slovenia

Opportunities for improvement

We will strive for the publishing of quality publications with a wide Slovenian and international significance. We will also invest our efforts in obtaining funds for our publications.

We will try to make our books accessible in as many sales points as possible in Slovenia and abroad, and we will seek new opportunities and methods of book distribution.

A permanent solution for storage of published books has not been found yet. However, an

additional archiving space for storing of library books and published books was obtained in 2012. We plan to make appropriate arrangements of the space in the next year.

In accordance with amended Rules on the publishing activity at UNG, a publication of freely accessible materials on the website is anticipated in 2014. Thus, we will provide for a publication of quality scientific works for the interested public in compliance with modern trends of open access.

9.3 Assessment of current state and guidelines for the period 2006–2010

Strengths

In 2010, we published 1 scientific monograph and 1 university textbook. 5 new publications, i.e. 2 textbooks and 3 scientific monographs, are in the process of publishing. In 2009, 2 scientific monographs were published, whereby the publication of one of them was enabled through funds acquired at a public tender.

Opportunities for improvement

In the future, we will continue to strive for the publishing of quality publications with a wide Slovenian significance. We will also try to obtain funds for the publication of scientific monographs. We will focus our attention on the promotion of our books and our publishing activity, and continue to participate in the academic book fair. The publishing activities are currently conducted within the library premises. A greater number of publications will demand new premises for both storing and selling the published books. In 2010, temporary premises were acquired for book storage. However, we intend to find a permanent solution in the future.

10 CAREER CENTRE OF THE UNIVERSITY OF NOVA GORICA

The Career Centre of the University of Nova Gorica was established in the academic year of 2010/2011. The centre is a novelty in the field of career counselling for future and present students, as well as for graduates. With the establishment of the centre, the University would like to offer students career orientation and support in discovering and implementing their career interests.

The Career Centre strives to consolidate cooperation between the University and labour market, and facilitates the promotion of professions that are taught at the University of Nova Gorica. Study programmes at the University of Nova Gorica are innovative and have high potential, and they offer plenty of employment opportunities. The Centre provides counsel to prospective students prior to their enrolment. It also helps students and graduates direct their professional interests, provides advice regarding the studies, career development and job search.

The objective of the Career Centre of the University of Nova Gorica is to increase the awareness of students of the importance of timely career planning and lifelong learning. Our aim is to establish, retain and improve cooperation between the University of Nova Gorica and business environment, and to help graduates make their first contact with enterprises, as well as to facilitate employment of young graduates.

The Career Centre of the University of Nova Gorica organizes and conducts activities intended for future students, present students and graduates. The activities are as follows:

- organisation and implementation of various workshops and lectures on the topic of career development;
- provision of information on the study possibilities at UNG;
- provision of information on formal and informal acquisition of competence;
- individual and group career counselling;
- provision of support to students with special needs;
- provision of support to graduates in their job search;
- establishing connection between UNG and employers (support in finding students for summer jobs, practical training, etc.);
- provision of information on vacancies, scholarships, student work, professional trainings in Slovenia and abroad, etc.

10.1 Assessment of current state and guidelines for the period 2013–2014

In the past year (from September 2013 to November 2014), the Career Centre offered help to approximately 80 students and graduates (individual counselling, counselling by phone or e-mail) concerning various issues: offering help in writing CVs and cover

letters, recommendation letters, advice on pursuing further education, searching for work placements in Slovenia and abroad, job search etc. Out of these 80 students, 23 were in search for a job, of whom 13 have managed to find a job by this moment (among the other 10 students, there are two graduates with special needs and two students who still have the status of a student and have a student job). The Career Centre helped nine students to obtain practical work experience: six of them through practical placement, one through laboratory work and two through professional training.

Offering help to employers in finding appropriate human resources

Incom – vacancy: sales specialist – 10 candidates recommended, 4 of them admitted to the second round of interviews, 1 admitted in the final round, but was not selected.

A-tech elektronika – vacancy: researcher – 5 doctors of science recommended, but the company later decided to withdraw the vacancy.

Manpower agency from Videm/Udine looking to fill the vacancy in a company in Milje/Muggia – vacancy: area of marketing and sales – at least three UNG graduates were invited to interviews in Videm/Udine, but none of them were selected.

Organisation of meetings to enhance the cooperation between UNG and various businesses (scholarships etc.)

Kolektor, d. o. o. – 20. 10. 2014, Hidria, d. d. – 25. 11. 2014

Meeting with employers in the framework of the University of Nova Gorica 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.

Organising the transport to the Employment fair in Ljubljana (October 2013 in 2014)

Talks with 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-House of experiments), Andreja Palatinus (Institute for Water of the Republic of Slovenia)

In the 2013/2014 academic year, the Career Centre continued to organise the activities for students, graduates and employers. The activities were as follows:

- workshop »Let's improve our communication skills«;
- workshop »Efficient presenting«;
- workshop for the Start up weekend Nova Gorica;
- participation in the organization of the Start up weekend Nova Gorica in November 2013;
- participation in the organization of the one-week event »From lab to applied science«;
- workshop »Discovering personal values interests and forms of psychodiagnostic tests«;
- scientific evening »Unexpected role of scorm core protein in the neurodegeneration processes«;

- scientific evening »Conservation of cultural heritage in the 21th century: Principles and challenges«;
- scientific evening »Advanced techniques of data mining with the applications in biomedicine«;
- scientific evening »X-ray vision: optics at the atomic scale«.
- talk with the entrepreneur – graduate of the School of Engineering and Management (Andrej Gropajc, INMuzik);
- talk with the entrepreneurs in the field of humanities and linguistics (Mateja Kregar Gliha and Deana Kodele);
- talk with the graduates in the field of physics and environmental science (Matej Andrejašič, Andreja Malus, Andreja Palatinus).
- counselling for prospective students on their choice of studies, individual counselling with students (approx. 70 counselling talks – individual, by phone and e-mail) presentations of the Career Centre for the participants of workshops and for students on study visits;
- organized excursion to the Moje Delo employment fair;
- organization of study visits of students at potential employers;
- establishing and maintaining links with companies;
- performing the survey among employers/companies at which our students had carried out their practical placements;
- weekly provision of Career Centre e-news to the e-mail addresses of subscribers (approx. 450 subscribers);
- presentation of the Career Centre of UNG at various events (presentation of activities, publication of articles etc.).

Opportunities for improvement

In the past years, the Career Centre of UNG has been strengthening its links with potential employers and thus increasing employment opportunities of UNG students and graduates. We shall also encourage alumni to contribute to job search activities for new generations of UNG graduates.

We shall continue organising »talks with entrepreneurs and graduates« and focus on the organization of events in cooperation with employers, at which students and graduates can improve their professional competences (such as test job interview, »speed dating« with employers etc.)

10.2 Assessment of current state and guidelines for the period 2012–2013

In the 2012/2013 academic year, the Career Centre continued with its activities for students, graduates and employers. The following activities were performed:

- lectures and workshops on career planning - workshop titled "Curriculum vitae and cover letter" (December 2012, 28 participants); lecture titled "Possibilities of employment abroad" (January 2013, 23 participants).

- special attention was focused on the improvement of employability and competence of students with specific knowledge related to specific professional fields: Želimir Žilnik – “Low-budget strategies in independent film” and “Docu-fiction in low-budget production”, Film Factory – “Good practice in production of film and animated film”, Metka Pretnar “Modern multimedia scenography” and “Different urban spaces”, scientific evening “Healthy ageing”, a PhD student workshop “Innovations, patents, communications, negotiations, spin-offs in bio and related sciences”, promotional film for UNG Career Centre made by students of School of Arts;
- provision of counsel to students in their choice of study area, individual career conversations with students (approx. 60 conversations in person, over telephone and e-mail), presentation of the activities of Career Centre to participants in workshops and to students during their study visits;
- organisation of a visit to Career Day at EU House, to Moje Delo job fair, and participation in the Cross-border job fair;
- meeting of employers, representatives of secondary schools and university "With Knowledge and Employment Towards Common Success" (October 2012), meeting with counselling services of primary and secondary schools (December 2012), meeting of graduates and employers – round table discussion with the purpose of discovering strengths and missed opportunities in the employment of UNG graduates (May 2013);
- organization of study visits at potential employers;
- establishment and maintaining of contacts with companies;
- implementation of surveys with employers/companies where students conducted their practical training;
- training of our career coach in the field of entrepreneurship, training at seminar DEHEMS "Employability of Graduates and Higher Education Management Systems", study visit related to Career coaching at Sprint Careers Limited Birmingham – Career coach course;
- weekly publication of e-news sent to subscribers of career centre's news (approx. 400);
- presentation of UNG Career Centre at various events (presentation of its activities, publication of articles, and the like).

Opportunities for improvement

The priority of UNG Career Centre has always been cooperation with potential employers. In the future, this segment shall be strengthened and updated, whereby most attention will be focused on the facilitation of employment opportunities for our students. This objective can be met through close cooperation and promotion of study programmes and competencies of our graduates. Organisation of presentations of companies/organisations among UNG students (through lectures, debate groups, etc.) shall be facilitated together with study visits to companies.

We shall continue with the organisation of events intended for the promotion of study programmes and UNG graduate profiles. The events shall be organised with the purpose of attracting employers that hire certain profiles. An organisation of several minor panel

discussions is anticipated for various study programmes.

We will continue to focus on individual counselling to our future and present students, and to help UNG graduates in finding their first employment. We will update our information platform so that it will contain all the important information from the field of employment, as well as events, news, vacancies and important information related to the activities of our Career Centre.

10.3 Assessment of current state and guidelines for the period 2011–2012

In the 2011/2012 academic year, the Career Centre continued with its activities for students and graduates. The following activities were performed:

- the workshop Setting personal goals (27 participants, workshop Writing CV (22 participants), job fair Moje delo (30 participants), tender Entrepreneurial Primorska (15 participants), meeting with employers “Presentation of graduate profiles UNG” (11 participants), presentation Opportunities for Employment in EU countries (43 participants), workshop Communication (9 participants), career lecture on Successful job search (35 participants), workshop Setting career goals – targeted selection of student jobs (13 participants), workshop Structured selection interview, theoretical and practical part (17 + 24 participants), presentation of activities of Career Centre to representatives of Serbian universities within the TEMPUS programme (11 participants), presentation of activities of Career Centre to EILC students (43 participants);
- provision of counsel to future students, present students and graduates: 38;
- cooperation with enterprises: establishment of 25 new relations with enterprises,
- preservation of existing contacts;
- implementation of surveys with employers/companies where students conducted
- their practical training;
- 2 study visits abroad: Imperial College London, England, and Jacobs University, Bremen, Germany.
- Informing through e-news: 17 e-news sent.

Opportunities for improvement

In the future, we would like to facilitate the activities of the UNG Career Centre and increase its recognizability among students, employers and secondary schools. Each year, there will be a presentation of the Centre among students of all branches of study implemented at UNG. A higher number of workshops and lectures, and better participation of students is planned.

Students, prospective students and graduates should be better informed about the activities of the UNG Career Centre. Moreover, wider recognition of the UNG Career Centre is also of high importance. With this purpose, activities for the public are planned that will increase the recognition and presence of UNG Career Centre in the local community and on a larger scale. More frequent publications in the media are needed. In

the new academic year, the employees of the Career Centre are anticipated to participate in training courses on guiding interests of future students and students in lower years.

11 ALUMNI CLUB

The Alumni Club of the University of Nova Gorica was established in 2004. The Alumni Club brings together the graduates of all study programmes of the University of Nova Gorica, as well as all individuals with special merits who have contributed to the development of the University and will continue to do so. The primary objective of Alumni Club is to enable different generations of alumni to socialize, network and cooperate, to establish a firm relationship between the University and its alumni and consequently also with the industry.

Main goals of the Alumni Club:

- maintaining good relationships and contacts among all generations of alumni at the University of Nova Gorica,
- encouraging alumni to socialize and pass on the knowledge and experience,
- providing support to alumni in their professional and scholarly work,
- facilitation of cooperation between the members of Alumni Club and alumni of similar study programmes from other universities with the purpose of finding new business and scientific connections that would enable the transfer of knowledge, people and capital, as well as facilitate the cooperation between the University of Nova Gorica and other related institutions,
- establishing links between alumni and UNG students,
- promoting the achievements of alumni and University of Nova Gorica in public,
- increasing the recognition of the University of Nova Gorica and promoting its activities,
- nurturing the sense of affiliation to the University of Nova Gorica.

Planned activities of the Alumni Club:

- inviting alumni to University events (annual events at the University, science evenings, seminars, wine-tasting events, annual exhibitions),
 - organisation of the annual Alumni get-together,
 - organisation of various events (sports events, cultural events, study trips, excursions),
 - lectures held by alumni (good practices in business, employment),
 - informing the alumni of current news and events, organised by the University.
- A website with a database is under development. Through this website, alumni will be able to find their friends and acquaintances from student years, as well as all the alumni of the University of Nova Gorica, establish connections with them and seek common interests, cooperate in projects and enable new business opportunities.
- participation in the club is voluntary and completely non-binding. It is, however, pleasant and often very useful;
 - At the end of the 2010/2011 academic year, we began with the activities for a better cooperation between the University and its alumni, and for better networking among the alumni themselves. In September 2011, a study visit of the Princeton University (USA) was organised, at which we became acquainted with the operation of the Alumni club of the university. The methods

of management, information support and organisation of their Alumni Club gave us some ideas as to how to maintain contacts with our alumni and how to design our website and database.

11.1 Assessment of current state and guidelines for the period 2013–2014

Strengths

In the 2013/2014 academic year, the following activities were carried out:

- we organised the Alumni get-together (18 October 2013);
- we acquired new contacts and obtained other data about alumni and kept them informed about the activities of the Alumni Club;
- we continued to strengthen the University's links with its alumni and enhanced the networking among people;
- we shall regularly inform alumni about the news and events organised by the University;
- we published Alumni News (in Slovene) in November, February and June:
http://www.ung.si/media/storage/cms/attachments/2013/11/25/08/30/50/E-novice_november_2013.pdf
http://www.ung.si/media/storage/cms/attachments/2014/03/24/13/39/15/E-novice_MAREC_2014.pdf
http://www.ung.si/media/storage/cms/attachments/2014/06/19/15/20/21/E-novice_junij2014.pdf
- the alumni database is under construction.

Weaknesses

To increase the involvement of the Alumni and encourage them to participate in various events and activities organised by the University of Nova Gorica.

Opportunities for improvement

- Involvement of alumni in increasing the recognisability and recognition of the University on the local and wider scales.
- Involvement of alumni Pomoč in attracting new students and increasing the number of students enrolled.
- Involvement of alumni in offering help in job-search activities for the new generations of UNG graduates.
- The opportunity to improve the arrangement of a dynamic interactive alumni platform within the existing website, where all the information relevant for alumni shall be published, is still relevant.
- The Alumni Club has to become an organisation whose aim is to encourage alumni to socialise and acquire feedback from alumni.

11.2 Assessment of current state and guidelines (2012/2013)

Strengths

In 2012/2013, the following activities were carried out:

- we organized an Alumni get-together (23 October 2012);
- we updated contact data and other information about our alumni, and informed them of the activities of the Alumni Club;
- we continued with the activities for a better cooperation between the University and its alumni, and for better networking among the alumni themselves;
- we invited the alumni to participate in a round table discussion at Informativa 13 that took place on 1 February 2013;
- alumni took part in the programme evaluations at the School of Engineering and Management, School of Humanities and School for Viticulture and Enology, as well as in the institutional evaluation, which took place in May 2013;
- Alumni News in Slovene were published in May; in June, we published Alumni News in Slovene and English (extended edition):

http://www.ung.si/media/storage/cms/attachments/2013/10/07/13/46/39/AlumniE-novice_maj_2013_1.pdf

http://www.ung.si/media/storage/cms/attachments/2013/10/07/13/46/39/E-nov_jun.2013_SLO.pdf

http://www.ung.si/media/storage/cms/attachments/2013/10/07/13/55/13/E-news_June_2013_ENG.pdf

- The Alumni Club website has been upgraded. In the future, the site shall undergo certain changes. Preparation of the alumni database is still in progress.

Weaknesses

The current system of data management is rather time-consuming. A uniform database with information for various support services that deal with the same segment of people (Student Office, Career Centre, Alumni Club) should be thoroughly thought over.

Opportunities for improvement

- An Alumni platform shall be established on the website, where all alumni information will be published. We shall encourage alumni to frequently update the platform.
- We shall try to benefit from the help of those alumni that are willing to provide support in individual areas.
- Gatherings of alumni based on the hobbies they have in common should also be organized. Their suggestions should be taken into consideration.
- An important segment is maintaining of contacts and considering proposals for cooperation with various departments, laboratories and schools, expressed by graduates. Close cooperation between all UNG departments is thus of key importance in meeting the wishes of the alumni and maintaining good reputation.

11.3 Assessment of current state and guidelines (2010–2012)

Strengths

In the 2011/2012 academic year, the following activities were carried out:

- 2 study visits abroad: Imperial College London, England, and Jacobs University, Bremen, Germany, where we witnessed the activities of alumni clubs with long tradition.

- Data on employment and positions of our alumni has been updated.
- A survey was conducted among UNG alumni: 68.8 % of undergraduate alumni and 59 % of graduate alumni participated in the survey. In view of the obtained information, the University has learned how to communicate with its alumni in the future, and what kind of events it should organise.
- In April, Alumni news was published in Slovene and English
http://www.ung.si/storage/200919/Alumni_novice_April2012_SLO.pdf
as well as in June
http://www.ung.si/storage/204117/Alumni_novice_junij2012.pdf
- In the academic year of 2011/2012, the Alumni Club continued with the activities for better cooperation between the University and its alumni, and for better networking among the alumni themselves.
- A date of the first Alumni get-together in its new form was set to 23 October 2012.

In the 2010/2011 academic year, the management of the Alumni Club was taken over by a UNG employee, responsible for the alumni club. At the end of 2010/2011 academic year, we began with the activities for better cooperation between the University and its alumni, and for better networking among the alumni themselves. In September 2011, a study visit of the Princeton University (USA) was organized, during which we became familiar with the operation of the Alumni Club of the university. The methods of management, information support and organization of their Alumni Club gave us some ideas as to how to maintain contacts with our alumni and how to design our website and database. A survey was conducted among undergraduate and graduate alumni members of all UNG study programmes. All undergraduate and graduate alumni were included in the analysis. In view of the obtained information, the University has learned how to communicate with its alumni in the future, and what kind of events it should organize.

Weaknesses

The method of data collection was extremely time-consuming and took 3 months. However, contacting the alumni directly via e-mail would most likely result in a significantly lower number of survey participants.

Opportunities for improvement

In the future, an Alumni platform shall be established within the existing website, where all alumni information shall be published. We shall encourage alumni to frequently update the platform. Similar surveys shall try to be conducted through the platform, which shall be less time-consuming.

We should try to benefit from the help of those alumni that are willing to provide support in individual fields of work. Gatherings of alumni based on the hobbies they have in common should also be organized. Their suggestions should be taken into consideration. Study visits of Alumni Clubs of other universities shall continue in the following years.

12 COOPERATION WITH THE COMMUNITY

The University of Nova Gorica is integrated with the local and wider community through its founders, i.e. two municipalities from the local region (Municipality of Nova Gorica and Municipality of Ajdovščina) and two Slovenian research institutes (*The Jožef Stefan Institute* and the *Research Centre of the Slovenian Academy of Sciences and Arts - ZRC SAZU*). All the founders play an important role in the development of UNG. The municipalities undertook to provide the infrastructure required for the expansion of activities, while the institutes provide support and personnel for the development and implementation of new study programmes and research activities in the field of sciences, technology and humanities.

Good cooperation has been established with other local municipalities and institutions in the region (Municipality of Vipava, Renče-Vogrsko Municipality, the MONG Housing Fund, the regional development agency). Together, we implement joint projects, e.g. solving spatial and environmental issues.

At the end of 2012, UNG acquired from the Municipality of Vipava an 85-year lease on the Lanthieri Mansion in Vipava, measuring 1900 m². The building is under monument protection and renovated, enabling pedagogical and research activities. At the end of 2012, the School for Viticulture and Enology and two research units related to school's pedagogical activities moved to these premises: the Wine Research Centre and the Centre for Biomedical Sciences and Engineering. A part of the building will be intended for protocol purposes of UNG, such as diploma award ceremonies and promotions of PhDs, for public events (e.g. scientific evenings intended for general public) and for science conferences and other get-togethers.

Regardless of the fact that UNG is a non-state institution, it strives to make its study programmes accessible to students of all backgrounds, and to facilitate specific research and educational activities that strengthen the position of Slovenians on the westmost national border. UNG has established good cooperation with Slovenians living across the border. Especially fruitful is the cross-border cooperation with the Slovenians living in the neighbouring provinces of Gorizia, Trieste and Udine. UNG is a founding member of the Slovenian Educational Consortium Slov.I.K. with its headquarters in Gorizia (Italy). UNG also has a member in Slov.I.K.'s Governing Board. Successful cross-border cooperation with the Slovenian community in Italy resulted in the lease of the renovated building of the former Slovenian Secondary School in Gorizia (Via della Croce 3) with a total of 1500 sq mt of classrooms, laboratories and staff rooms, used by UNG for carrying out its teaching activities. The renovation of the building was funded by its owner, the company ALPE, d. d. In 2012, the Province of Gorizia (Provincia di Gorizia) provided the University of Nova Gorica with premises at the Alvarez Palace (Via Armando Diaz 5) in the centre of Gorizia (Italy) with a total surface area of 1100 sq mt. At the beginning of 2012/2013 academic year, UNG's School of Arts moved to these premises.

UNG offers a wide range of activities that complement and enrich each other and thus strives to embed its educational, scientific and research activities into the regional, Slovenian and international sphere. We are especially aware of the importance of applied and development activities, and transfer of technologies and knowledge into the market environment. Therefore, special attention is paid to cooperation between research laboratories and the Slovenian industry. In order to be even more effective in this field and to significantly contribute to the technological growth of the Goriška region, we founded the Primorska Technology Park together with our partners. The Park contributes to the creation of a business environment for graduates with bachelor's, master's and doctoral degrees.

Through its Industrial Liaison Office, the University of Nova Gorica establishes links with the entities that have access to venture capital that could enable the establishment of new companies, which would focus on products and procedures to which the high-quality expertise of researchers from the University's laboratories could be applied. The University also encourages young researchers to take part in the activities of the University's incubator and to take advantage of the equipment available there.

Close cooperation within Slovenia and in the broader region in the field of new materials for environment and nanotechnology has been established through the European (FP 7) project SUNGREEN that also includes international partners. Over 50 employees of UNG are actively involved in the project.

A detailed description of applied research, development and scientific activities, as well as of cooperation between individual UNG laboratories and research centres with the industry is given in presentations of individual laboratories or centres in the UNG annual report.

Cooperation with industry is not merely based on current applied projects, but also on advisory and educational activities. The main characteristic of undergraduate and graduate study programmes at UNG is learning from practice. Therefore, students are engaged in practical and research work either at UNG or at partner research institutions, at higher education institutions or in industry. It is in this manner that conditions for the transfer of knowledge from academic institutions to business environment are created, ensuring further employment opportunities for our graduates.

Close cooperation with enterprises takes place through practical training of students in companies, as well as through seminar papers, research papers and diploma theses in undergraduate study programmes. At graduate study programmes there are also students representing the industry, since they are employed in different Slovenian companies or receive scholarships from them. Young researchers from industry also attend graduate study programmes and are included in the research work of UNG laboratories. Their Master's and Doctoral theses are of applicative nature and try to solve the actual problems that the companies face.

Students of professional higher education study programmes (Engineering and Management, Viticulture and Enology), perform practical training in companies, where they learn about the companies' activities and are able to transfer and deepen their

professional knowledge, acquired through their studies. With the purpose of enabling quality practical training, the School for Viticulture and Enology cooperates with many regional winegrowers and winemakers, as well as with other respective experts from the Primorska region and beyond. Practical training lasts from two to four months, depending on the concept of the study programme. Practical training is also provided to students in university study programmes (Engineering Physics). Students can thus be placed with companies where they are able to gain a lot of practical knowledge in a real-life environment. The University of Nova Gorica currently cooperates with over seventy companies from all over Slovenia, especially from the Goriška region.

Practical training involves solving real problems in a company, and takes place in the form of a project. The topic of the training is defined in advance and takes into consideration the needs of the enterprise and students' wishes. Each student is allocated two mentors – one in the enterprise and one at UNG. At the end of training, students are obliged to submit a final report and hold a public presentation. If possible, the topic of the training should be further explored in the diploma thesis.

In agreement with the mentors, the students can perform their practical training at any other company that is willing to offer the opportunity for practical training in accordance with the study programme requirements. The School also strives to maintain good relations with various companies and institutions by enabling the students to produce seminar papers on business topics, as part of study requirements of different courses. Part-time students may perform practical training in companies where they are employed. Alternatively, work experience may count as successfully completed practical training, provided that the students submit a report on their work.

Monitoring the opinion of companies and organizations where students perform their practical training is one of the methods of identifying the needs of the industry and of the non-commercial sector, and taking them into consideration in the update of the implemented study programme.

The UNG Career Centre and the Alumni Club are also responsible for the integration of university and its programmes into the community and industry through their activities. UNG cooperates with the local community in providing accommodation for students in student dormitories "Železničarski dom" in Nova Gorica and "Ribnik" in Ajdovščina, which significantly contribute to improved study conditions for UNG students.

12.1 Industrial Liaison Office

UNG's Industrial Liaison Office provides support in technology transfer and facilitates the utilisation of university facilities in industrial research and applications. It carries out its mission through activities in the regional and international environments. The transfer may take place through an exchange of expertise and experience, through the establishment of business networks, through the participation in international tenders and in the form of organisation of professional events. Currently, there are six research laboratories and six centres within the University of Nova Gorica that possess a

significant amount of intellectual property that could be transferred into the industrial environment.

The Industrial Liaison Office can provide support to companies from Slovenia and abroad in their research and services in the field of nanomaterials, environmental materials, enology, biomedicine and information technologies. An important aspect of cooperation between the University of Nova Gorica and enterprises is their joint application for Slovenian and international tenders for research and development in advanced technologies, where the possibility of acquiring funds is thus significantly higher.

12.2 Public relations

Within the framework of the SUNGREEN project, a comprehensive Communication strategy of the University of Nova Gorica 2013–2018 has been developed with the purpose of providing well-coordinated and effective activities used by the University in order to communicate with various types of audiences. The strategy is in use, its description can be found below.

Communication activities of the University of Nova Gorica will be performed in an open, transparent and consistent manner. There will be an effective and open dialogue between the University of Nova Gorica and various types of audiences. Our audiences, partner organisations and associates are as follows: employees, students, future students and employees, press, audiovisual, online and other media, local and national politicians, population of the surrounding area and wider region, enterprises, associations and other organizations, influential (political) circles in higher education, foundations and research agencies, alumni, donors and employers.

The priority short-term objective of the communication strategy in 2013–2018 is the facilitation of promotion of the university among future students. This objective shall be met if the University of Nova Gorica reaches a better recognisability in the public.

The communication strategy shall be implemented by the university's Public relations department under the supervision of the Council of the University of Nova Gorica for communication.

The strategy shall be based on the innovative infrastructure of information technologies that will enable data collection, processing and provision of information. University's information technology strategy shall depend on a clear and flexible system of information management. Internet has become the primary tool of communication. A centralised archive of coordinated and updated data and information is a prerequisite for all modern communication activities.

The guiding principle of the university's communication activities, aimed towards the general public, representing its basic features, shall be its live connection, implied by the notion of comprehensiveness – *universitas* – of the university: creative and artistic

approaches shall intertwine with the proper science, technology and humanities. An interdisciplinary perspective shall facilitate internal cooperation within the university as well as UNG's cooperation with its partner organisations.

The central objectives of the communication strategy are described below.

Reinforcement of the university's image and its reputation.

- To develop and upgrade of a recognizable and positive brand that facilitates communication with various types of audiences.
- To relate the brand with the SUNGREEN multi-annual project of organisational and infrastructural upgrade of the University of Nova Gorica. The public image of the brand is thus enhanced with the graphic material related to research in science laboratories of the University, e.g. images of microscopy of nanomaterials. This perspective is then transferred to contexts not related to natural sciences.
- To recognise the University of Nova Gorica as a university with a strong research component and excellent research results, and take advantage of this reputation.
- To emphasize the University's flexibility as an advantage of a relatively young university.
- To design an online service – considering the network of projects and partnerships – composing a manual for the use of the corporate identity of the University of Nova Gorica.

Provision and editing of information on the University, coordinated communication in an appropriate form.

- To provide access to updated information, key statistical data, data on the institution and its management.
- To provide schools with the guidelines, graphic materials and information for a uniform presentation of study and research activities of the University of Nova Gorica, used in the presentations held at secondary schools, at information days and at other informative events.
- To publish guidelines on the university-level that can be used in the parts of project applications referring to the implementation of presentation of activities and project results. Provision of information to public on the activities of the university shall be linked to project management in a systematic manner.
- To provide coordinated UNG press releases in audio, printed, electronic and other media.
- To provide simple and user-friendly online access to the information provided by UNG.
- If possible and if not otherwise stated, we shall ensure that all communication, either in written or spoken form, takes place in Standard Slovene or, in case of foreign languages, in the standard form of the a particular language, respectively.
- To take into account, where applicable, the trilingual (Slovene, English, Italian) context of the University of Nova Gorica due to its location in a border region, and provide translation services when required.

The objectives of the University's communication strategy are defined below and listed according to UNG's specific target groups.

Prospective students.

- Marketing of the University of Nova Gorica targeted towards prospective students and their families through establishing personal contacts with them in the form of well-designed and quality messages sent through printed, electronic and other types of media.
- To provide relevant and accurate information on the basis of which students can take decisions; provide appropriate individuals to serve as sources of information for students (to provide students with their contacts – e-mail addresses, telephone numbers).
- To emphasize high employability rates of graduates of certain UNG schools.
- Promotion of UNG's excellence in the field of research, and of the advantages of studying at a university with a strong international orientation.
- Focus on the specific nature of the University of Nova Gorica in relation to other Slovene universities and universities from the region along the Slovene-Italian border.

Employers and the industry.

- To establish cooperation between prospective UNG students and employers.
- To maintain and establish close contacts with Slovene, Italian and international employers.
- To provide support to the Industrial Liaison Office in communication with various audiences.
- To encourage the Career Centre to actively respond to the needs of employers and students, and, if required, communicate with the general public.
- Present the importance of the diploma of the University of Nova Gorica and the contribution of the University to industry and other sectors in general, as well to individual relevant sectors.
- Effective dissemination of information on research activities of the University and their applied value.

Students.

- To provide effective and accurate information to all students of the University.
- To appoint student promoters to act as University messengers.
- To consider student initiatives and responding to them on a regular basis.
- To present the manner in which the opinions and inquiries can help the University to develop the study experience at UNG.
- Establishment of a uniform system of storing study materials, and a system for regular informing of students of all schools within the University of Nova Gorica.

Local communities.

- To establish close cooperation between Nova Gorica and Gorizia and the University of Nova Gorica.
- To organise regular meetings with communities and groups of citizens to inform them of key development decisions and achievements, and, wherever possible, to include them in the activities of the University and vice versa.
- To organise open debates with local citizens and local government representatives on key development priorities.
- To emphasize the economic and social significance of the University for the community and vice versa.

Press and other media.

- Public Relations Office shall be responsible for the dialogue between the University of Nova Gorica and the printed, radio, television, electronic and other media.
- To constantly press information packages and news that emphasize research and teaching achievements of the University and show its significance for higher education, research, industry and public good.
- When releasing information and performing promotional activities, the University has to follow modern trends in communication and inform the public through modern media (e.g social networks) that are close to secondary-school students and university students.
- To provide support to schools, laboratories and research centres in the public presentation of their research and educational achievements.
- To provide support to the UNG's strategy of attracting new students and employees by nurturing the positive image of the University of Nova Gorica in media and in public.

UNG staff and prospective staff.

- To provide UNG employees with the information to employees on the University's vision, objectives and strategy.
- To invite all UNG employees to act as ambassadors of the University of Nova Gorica, and provide them with the required knowledge and skills.
- To establish of a list of academic personnel that will act as public spokespersons for individual centres, schools and laboratories of the University of Nova Gorica and thus provide support to University's public relations department.
- To include employees in the development of UNG's communication activities.
- To marketing of the University of Nova Gorica with future employees through establishing personal contacts, through advertising of pedagogical and research reputation of the University, and through printed and electronic materials.

Government, politicians, foundations and other sources of funding, decision-makers in the area of higher education.

- To establish and maintain the dialogue with ministries, agencies, public administration and local administration of the Republic of Slovenia and of the Friuli-Venezia Giulia region.

- To express the opinion of the University of Nova Gorica on its present and future views and policies in the field of higher education and research in a concise manner.
- To present the important role of the University of Nova Gorica in the area of higher education, in economy and public life.
- UNG staff and students should be informed about UNG's public statements on its views.
- The mission of the Foundation of the University of Nova Gorica should be to provide financial support for educational and research activities of the University of Nova Gorica, while the UNG staff should also support the Foundation.
- UNG staff should become actively involved in the initiatives of the European Commission in the fields of science, technology and higher education development.

Alumni in donors.

- To encourage UNG alumni and donors to become involved in the life of the University.
- To encourage successful alumni to act as ambassadors of the University of Nova Gorica.
- To encourage different generations of alumni to establish mutual contacts and communicate with each other.
- To encourage and allow alumni and donors to identify themselves with UNG's achievements, innovations and opportunities.
- To establish and maintain contacts and continue cooperation between former students and the University.

12.3 Assessment of current state and guidelines (2013–2014)

Industrial Liaison Office:

Strengths

- Positive feedback to the presentations delivered to businesses.
- The Office boasts large research capacities, which can be enhanced and give UNG excellence in exploring the niche opportunities of its research units.
- Steady improvements of the equipment of our research units.
- Renowned professional UNG staff.
- International connections.
- Financial perspective Obzorje 2020 – Applications to calls in the field of technology transfer.
- Obzorje 2020 – positive effects, since businesses establish first contacts with the Office and inquire about the possibilities for cooperation – personal challenges to set this trend as a constant feature.

Weaknesses

- Current economic situation in Slovenia
- The recognisability of UNG's research units is currently still weak.
- The economy of the Primorska region is facing a crisis in comparison with other parts of Slovenia. In other parts of Slovenia, it is, however, difficult to market our research capacities as we face the competition of other Slovene research institutions. Enhancing the recognisability of our capacities is therefore a must.
- The current economic situation in the Friuli-Venezia Giulia region is tough, the region is facing high unemployment rates. In this region we also face the competition of other universities. The Industrial Liaison Office shall therefore continue establishing new connections and finding niche in which we could excel.

Opportunities for improvement

- UNG's research units could advantage of the Office's services more often.
- The Office is not informed enough about the current and promising opportunities of cooperation with the industry – result of the deep-rooted habit from the past according to which information is not willingly shared.
- Long response time of certain members of UNG staff.
- In certain cases a passive wish of the researchers to cooperate with the industry has been detected.
- It is significantly easier when a research unit is looking for a partner in industry. In such cases we are better prepared and more responsive, but the cases when a research unit is looking for a partner in industry are too rare.

Public relations Office:

Strengths

- Attracting international students to enroll into UNG doctoral study programmes.
- Good connections with the local community, other parts of Slovenia and strong links with the international environment.
- Cross-border cooperation in implementing research and pedagogical activities, which is a must if the specificities of UNG study programmes are taken into account.
- Strategic role of the International Council, which comprises Slovene and foreign experts.
- High employability rates of graduates.

Weaknesses

- UNG has no recognisable image in the local environment and wider area.
- Presentations of UNG's activities and achievements in online and other media are not effective enough, which leads to a relatively low number of students enrolled in UNG study programmes.

Opportunities of improvement

- To present UNG in a more efficient manner online and elsewhere, especially in online media.

- To design strategies for informing specific target groups about UNG (secondary-school students, athletes, prospective doctoral students, industry partners, local communities).
- To promote UNG as a driving force of the regional development in the areas of economy, technology and public welfare.

12.4 Assessment of current state and guidelines (2012–2013)

Industrial Liaison Office:

Strengths

- The University of Nova Gorica can take advantage of all its research fields in order to cooperate with the industry,.
- Research units can complement each other, providing industry with comprehensive research for individual fields.
- In the times of economic crisis, companies are seeking new and innovative solutions.

Weaknesses

- The Industrial Liaison Office has only just been established. Members of UNG staff are still not familiar with it or do not know enough about the services it provides.
- Poor recognisability of all UNG research units.

Opportunities for improvement

- The period of new funding programme Horizon 2020 (2014–2020) is approaching. Companies are thus seeking cooperation with research institutions.

Public Relations Office:

Strengths

- Good cooperation of the university with the local, national and international environment.
- Cross-border cooperation in the implementation of research and educational activities, which is required by the specific nature of the implemented study programmes.
- Strategic function of the International Council consisting of experts from Slovenia and abroad.
- High employability rates of graduates.
- Provision of scholarships provided by UNG Foundation for successful students.

Weaknesses

- UNG communication strategy has not been defined yet.
- Inadequate level of communication between UNG and social and economic environments.

Opportunities for improvement

- Project of structural reinforcement of UNG through project SUNGREEN (Reinforcement of research potential of UNG in environmental science and in the field of new nanomaterials).

12.5 Assessment of current state and guidelines (2010–2012)

Strengths

UNG has established good relationships with industry and local community in both the pedagogical and research fields. With the establishment of UNG Career Centre and facilitation of activities of the Alumni Club, this cooperation with the local community has been reinforced. Good cooperation with the community is also reflected in high employability rates of UNG graduates in programmes of all three levels.

Opportunities for improvement

Consolidation of cooperation with industry in terms of the acquisition of new applied projects, and in terms of undergraduate and graduate education of students, as required by industry. Cooperation with the local community in resolving the issue of the lack of space and environmental issues, and cooperation in R&D projects that enable economic development.

13 PEDAGOGICAL ACTIVITY

In the section below the data on the enrolment of in individual UNG study programmes are presented, as well as the data on the enrollment into the first year of a certain study programme in view of the secondary-school programme that the students had attended prior to enrollment, the students' gender and region of their residence. The statistics of the enrolment of international students in individual programmes are also presented. Data for 2013/2014 academic year have been collected together with enrolment data for academic year 2014/2015. Important indicators of the effectiveness and quality of study process are the employability rates, the students' achievements and awards.

13.1 Statistics of study activities

Detailed statistics of the study activities within individual study programmes in the 2013/2014 academic year are given in the reports on the monitoring, assessing and quality assurance, drawn up by individual UNG schools. They also contain comparisons made between academic years for the period between 2006 and 2013. Statistical indicators include:

- student enrolment rates,
- student enrolment into 1st year of studies,
- structure of the student population in the first year in view of completed secondary school,
- structure of the student population in the first year in view of the manner of completion of secondary school,
- study programme implementation,
- comparison of trends in the number of students by individual years and by academic years,
- structure of the student population by gender,
- average exam grade in full-time and part-time studies,
- analysis of the student transition rate,
- duration and expiry of study programme,
- average duration of studies of full-time students,
- average duration of studies of part-time students.

Student enrolment rates in the 2014/2015 academic year

PROGRAMME	Year 1	First	Rep.	Year 2	First	Rep.	Year 3	First	Rep.	Final year	Total
SCHOOL OF ENGINEERING AND MANAGEMENT											123
Engineering and Management, 1 st level	37	31	6	9	5	4	14	14		17	77
Engineering and Management, 2 nd level	23	23		11	11					12	46
SCHOOL FOR VITICULTURE AND ENOLOGY											51
Viticulture and Enology, 1 st level	26	22	4	15	11	4	5	5		2	48
Viticulture and Enology, 1 st level, part-time	2	1	1	1	1						3
SCHOOL OF ARTS											59
Digital Arts and Practices, 1st level	6	6		16	16		22	22		0	44
Digital Arts and Practices, 1st level, part-time											0
Media Arts and Practices, 2nd level	10	8	2	1	1					4	15
SCHOOL OF APPLIED SCIENCES											20
Physics, 1st level	3	2	1	3	2	1				2	8
Physics, 1st level, part-time				3	3						3
Physics, 2nd level	5	5		3						1	9
SCHOOL OF ENVIRONMENTAL SCIENCES											59
Environment, 1st level	8	7	1	7	6	1	8	8		9	32
Environment, 1st level, part-time	2	2					4	4			6
Environment, 2nd level	16	16		4	4					1	21
SCHOOL OF HUMANITIES											106
Slovene Studies, 1st level	4	4		8	8		5	5		5	22
Slovene Studies, 1st level, part-time	1	1					2	2			3
Slovene Studies, 2nd level	3	3		2	2					3	8
Cultural History, 1st level	5	4	1	5	5		2	2		5	17
Cultural History, 1st level, part-time	3	3									3
Migration and Intercultural Relations (Erasmus Mundus)	26	26		27	27						53
GRADUATE SCHOOL											82
Economics and Techniques for the Conservation of the Architectural and Environmental Heritage, 3rd level	6	6		1	1		5	5		5	17
Physics, 3rd level	10	10		3	3		2	2		3	18
Humanities, 3rd level	3	3					6	6		1	10
Cognitive Science of Language, 3rd level											0
Karstology, 3rd level	1	1		1	1		3	3		1	6
Molecular Genetics and Biotechnology, 3rd level	3	3		1	1		6	6		4	14
Environmental Sciences, 3rd level	7	7		4	3	1	3	3		3	17
TOTAL											500

Data on enrolment in individual UNG study programmes obtained on 30th October 2014

Enrolment in the first year in view of completed secondary school

Secondary school – data on students first enrolled in 2014/15	Number
Srednja ekonomsko-turistična šola Radovljica	1
Srednja grafična šola Ljubljana	2
Srednja šola Pietro Coppo Izola	2
secondary school abroad	9
Ekonomska srednja šola Kranj	1
Ekonomsko-storitveni izobraževalni center Kranj	1
Gimnazija Jurija Vege Idrija	2
Gimnazija Nova Gorica	9
Gimnazija Novo mesto	2
Srednja ekonomska in družboslovna šola Koper	2
Srednja ekonomska in trgovska šola Nova Gorica	10
secondary school in Italy with Slovene as language of instruction	1
Srednja šola Slovenj Gradec	2
Srednja šola Veno Pilon Ajdovščina	6
Srednja šola za elektrotehniko in računalništvo Ljubljana	1
Srednja tehniška šola Koper	1
Srednja zdravstvena šola Celje	1
Srednješolski center Ptuj	1
Šolski center Nova Gorica	7
Tehniška pomorska strojna in elektro šola Piran	1
Tehniški šolski center Nova Gorica	3
Zavod svetega Stanislava Škofijska klasična gimnazija Ljubljana Šentvid	1
Škofijska gimnazija Vipava	4
Gimnazija Tolmin	2
Gimnazija Moste	1
Srednja agroživilska šola Ljubljana	1
Ekonomska srednja šola Nova Gorica	1
Ekonomsko-storitveni izobraževalni center Kranj	1
Gimnazija Jesenice	1
Gimnazija Koper	1
Naravoslovni srednješolski center Nova Gorica	1
Pomorska srednja šola Piran	1
Srednja šola tehničnih strok in osebnih storitev Ljubljana	1
Srednja šola za gostinstvo in turizem Celje	1
Šolski center Novo mesto	1
Biotehnični center Naklo	1
Gimnazija Gian Carlo Rinaldi Koper	1

Enrolment in the first year in 2014/2015 in view of the secondary school programme

Secondary school programme	Number
Secondary school graduate in administration	2
Car mechanic	2
Secondary school graduate in economics	16
Secondary school graduate in electrical and electronic technology	1
Grammar school	39
Secondary school graduate in chemistry, horticulture	6
Secondary school graduate in media	3
Secondary school graduate in mechatronics	1
Secondary school graduate of natural sciences	2
Secondary school graduate in navigation	1
Secondary school graduate in computer technology	2
Secondary school graduate in mechanical engineering	2
Tourism works	1
Secondary school graduate in tourism	2
Secondary school graduate in horticulture (bridging examination)	2
Childcare worker (pre-school education)	3
Secondary school graduate in healthcare	1

Enrolment in the first year in 2014/2015 in view of the manner of secondary school completion

Manner of secondary school completion - data for students first enrolled in 2014/2015 (undergraduate students)	
Matura examination	39
Vocational matura examination	45
Secondary school degree	1

Education level of students of the first year of the second-level study programme	
University	3
Professional higher education	13
First-level university	25
First-level professional higher education	16

Education level of students of the first year of Graduate School	
Univeristy	10
Second-level master's programme	18
Master's programme (old)	2

Enrolment of students by gender (2013/2014)

PROGRAMME	number of female students	share of female students/ programme	share of female students/ university
SCHOOL OF ENGINEERING AND MANAGEMENT	36	29,27	13,90
Engineering and Management, 1 st level	23	29,87	8,88
Engineering and Management, 2 nd level	13	28,26	5,02
SCHOOL FOR VITICULTURE AND ENOLOGY	21	41,18	8,11
Viticulture and Enology, 1 st level	20	41,67	7,72
Viticulture and Enology, 1 st level, part-time	1	33,33	0,39
SCHOOL OF ARTS	31	52,54	11,97
Digital Arts and Practices, 1st level	20	45,45	7,72
Digital Arts and Practices, 1st level, part-time		0	0,00
Media Arts and Practices, 2nd level	11	73,33	4,25
SCHOOL OF APPLIED SCIENCES	1	5	0,39
Physics, 1st level		0	0,00
Physics, 1st level, part-time		0	0,00
Physics, 2nd level	1	11,11	0,39
SCHOOL OF ENVIRONMENTAL SCIENCES	41	69,49	15,83
Environment, 1st level	25	78,13	9,65
Environment, 1st level, part-time	2	33,33	0,77
Environment, 2nd level	14	66,67	5,41
SCHOOL OF HUMANITIES	80	75,47	30,89
Slovene Studies, 1st level	19	86,36	7,34
Slovene Studies, 1st level, part-time	3	100	1,16
Slovene Studies, 2nd level	8	100	3,09
Cultural History, 1st level	6	35,29	2,32
Cultural History, 1st level, part-time	1	33,33	0,39
Migration and Intercultural Relations (Erasmus Mundus)	43	81,13	16,60
GRADUATE SCHOOL	49	59,76	18,92
Economics and Techniques for the Conservation of the Architectural and Environmental Heritage, 3rd level	9	52,94	3,47
Physics, 3rd level	8	44,44	3,09
Humanities, 3rd level	5	50	1,93
Cognitive Science of Language, 3rd level		0	0,00
Karstology, 3rd level	3	50	1,16
Molecular Genetics and Biotechnology, 3rd level	12	85,71	4,63
Environmental Sciences, 3rd level	12	70,59	4,63
TOTAL	259	51,8	100,00

Enrolment of students by the location of their residence

Location of permanent residence – undergraduate students enrolled in the 2014/2015 academic year

Nova Gorica	145
Koper	31
Ljubljana	32
Celje	10
Kranj	20
Maribor	7
Novo mesto	7

Bosnia and Herzegovina	1
Georgia	1
Croatia	1
Italy	7
Former Yugoslav Republic of Macedonia	4
Russian Federation	1
Serbia	1
Ukraine	3

Location of permanent residence – graduate students enrolled in the 2014/2015 academic year

Nova Gorica	75
Koper	7
Ljubljana	18
Celje	4
Kranj	9
Maribor	2
Novo mesto	1
Murska Sobota	1
Armenia	3
Azerbaijan	2
Belarus	1
Bosnia and Herzegovina	2
Egypt	1
Georgia	1
Croatia	4
India	3
Islamic Republic of Iran	1
Ireland	1
Italy	13
China	5
Colombia	1
Costa Rica	1
Former Yugoslav Republic of Macedonia	2

Morocco	1
Pakistan	3
Poland	1
Portugal	1
Serbia	3
Spain	1
Turkey	1
Ukraine	4

Enrolment of international students in 2013/2014

PROGRAMME	no. of international students	share/school	share/university
SCHOOL OF ENGINEERING AND MANAGEMENT	10	8,13	2
Engineering and Management, 1 st level	6	7,79	1,2
Engineering and Management, 2 nd level	4	8,7	0,8
SCHOOL FOR VITICULTURE AND ENOLOGY	3	5,88	0,6
Viticulture and Enology, 1 st level	3	6,25	0,6
Viticulture and Enology, 1 st level, part-time		0	0
SCHOOL OF ARTS	5	8,47	1
Digital Arts and Practices, 1st level	4	9,09	0,8
Digital Arts and Practices, 1st level, part-time		0	0
Media Arts and Practices, 2nd level	1	6,67	0,2
SCHOOL OF APPLIED SCIENCES	3	15	0,6
Physics, 1st level	1	12,5	0,2
Physics, 1st level, part-time		0	0
Physics, 2nd level	2	22,22	0,4
SCHOOL OF ENVIRONMENTAL SCIENCES	7	11,86	1,4
Environment, 1st level	4	12,5	0,8
Environment, 1st level, part-time		0	0
Environment, 2nd level	3	14,29	0,6
SCHOOL OF HUMANITIES	55	51,89	11
Slovene Studies, 1st level	1	4,55	0,2
Slovene Studies, 1st level, part-time		0	0
Slovene Studies, 2nd level		0	0
Cultural History, 1st level	1	5,88	0,2
Cultural History, 1st level, part-time		0	0
Migration and Intercultural Relations (Erasmus Mundus)	53	100	10,6
GRADUATE SCHOOL	46	56,1	9,2
Physics, 3rd level	16	94,12	3,2
Humanities, 3rd level	11	61,11	2,2
Cognitive Science of Language, 3rd level	2	20	0,4
Karstology, 3rd level		0	0
Molecular Genetics and Biotechnology, 3rd level	3	50	0,6
Environmental Sciences, 3rd level	8	57,14	1,6
Economics and Techniques for the Conservation of the Architectural and Environmental Heritage, 3rd level	6	35,29	1,2
TOTAL	129	25,8	25,8

Share of students by school (2013/2014)

PROGRAMME	total no.	share
SCHOOL OF ENGINEERING AND MANAGEMENT	123	24,6
Engineering and Management, 1 st level	77	15,4
Engineering and Management, 2 nd level	46	9,2
SCHOOL FOR VITICULTURE AND ENOLOGY	51	10,2
Viticulture and Enology, 1 st level	48	9,6
Viticulture and Enology, 1 st level, part-time	3	0,6
SCHOOL OF ARTS	59	11,8
Digital Arts and Practices, 1st level	44	8,8
Digital Arts and Practices, 1st level, part-time	0	0
Media Arts and Practices, 2nd level	15	3
SCHOOL OF APPLIED SCIENCES	20	4
Physics, 1st level	8	1,6
Physics, 1st level, part-time	3	0,6
Physics, 2nd level	9	1,8
SCHOOL OF ENVIRONMENTAL SCIENCES	59	11,8
Environment, 1st level	32	6,4
Environment, 1st level, part-time	6	1,2
Environment, 2nd level	21	4,2
SCHOOL OF HUMANITIES	106	21,2
Slovene Studies, 1st level	22	4,4
Slovene Studies, 1st level, part-time	3	0,6
Slovene Studies, 2nd level	8	1,6
Cultural History, 1st level	17	3,4
Cultural History, 1st level, part-time	3	0,6
Migration and Intercultural Relations (Erasmus Mundus)	53	10,6
GRADUATE SCHOOL	82	16,4
Physics, 3rd level	18	3,6
Humanities, 3rd level	10	2,0
Cognitive Science of Language, 3rd level	0	0
Karstology, 3rd level	6	1,2
Molecular Genetics and Biotechnology, 3rd level	14	2,8
Environmental Sciences, 3rd level	17	3,4
Economics and Techniques for the Conservation of the Architectural and Environmental Heritage, 3rd level	17	3,4
TOTAL	500	100

Average exam grade, transition rates and the average duration of studies by school and programme in 2013/2014

PROGRAMME	average grade	transition rate	average duration of studies
SCHOOL OF ENGINEERING AND MANAGEMENT	7,84	32,6	4,4
Engineering and Management, 1 st level	7,52	23,75	4,9
Industrial Engineering Economics and Management			10,54
Engineering and Management, 2 nd level	8,64	75	3,4
SCHOOL FOR VITICULTURE AND ENOLOGY	7,42	39,53	6,08
Viticulture and Enology, 1 st level	7,42	39,53	6,08
SCHOOL OF ARTS	8,68	78,94	3,6
Digital Arts and Practices, 1st level	8,56	83,87	4
Media Arts and Practices, 2nd level	9,45	25	2
SCHOOL OF APPLIED SCIENCES	8,24	58,33	3,19
Physics, 1st level	7,92	44,44	3,67
Physics, 2nd level	9,12	100	2,5
SCHOOL OF ENVIRONMENTAL SCIENCES	8,04	76,92	4,23
Environment, 1st level	8,05	75	4,2
Environment, university study programme			7,41
Environment, 2nd level	7,95	100	2,3
SCHOOL OF HUMANITIES	8,25	94	2,77
Slovene Studies, 1st level	8,06	100	5,74
Slovene Studies, univeristy study programme			8,69
Slovene Studies, 2nd level	9,22	50	2,68
Cultural History, 1st level	8,24	87	5
Migration and Intercultural Relations (Erasmus Mundus)	successfully completed	100	2
GRADUATE SCHOOL	9,38	70,21	4,91
Economics and Techniques for the Conservation of the Architectural and Environmental Heritage, 3rd level	successfully completed	46,15	4,24
Physics, 3rd level	9,55	100	4,51
Humanities, 3rd level	9,26	100	3,69
Cognitive Science of Language, 3rd level	0	0	0
Karstology, 3rd level	9,43	75	4,54
Molecular Genetics and Biotechnology, 3rd level	successfully completed	77,77	3,64
Environmental Sciences, 3rd level	9	66,66	4,6
Environmental Sciences, doctoral			6,35
Intercultural Studies, Comparative Studies of Ideas and Cultures, doctoral			6,31
Intercultural Studies, Comparative Studies of Ideas and Cultures, master			8,58
Economics and Techniques for the Conservation of the Architectural and Environmental Heritage, master			3,66
TOTAL	8,07	58,63	4,78

13.2 Acquisition of new students for enrolment into UNG programmes

In the 2013/2014 academic year UNG introduced the post of the Admission Officer in order to bring together all the activities aimed towards an increase in the enrollment rate. The Admission Officer cooperates with the Public Relations Office, the International Office, the Career Centre, as well as with the deans of individual schools.

The post of the UNG Admission Officer was first introduced in 2013. Prior to that, the activities related to organisation of promotional activities had been performed by the Public Relations Office, the International Office and the Career Centre. The main duties of the Admission Officer are to organise promotional events, to update websites, promotional materials and to carry out other activities for the acquisition of prospective students and providing information to the latter. The Admission Officer also coordinates professional activities performed prior to, during and after the admission of students into individual study programmes.

The Admission Officer assumed the following duties, previously performed by other offices:

- Organisation of promotional events at UNG (information days, open days, University of Nova Gorica Week).
- Delivery of presentations of UNG at education-related fairs (Informativa, Študentska arena, Higher Education Fair in Rijeka etc) aimed to promote higher education institutions.
- Organisation of non-technical and professional lectures of UNG staff delivered at primary and secondary schools, student clubs, associations and at other educational institutions.
- Organisation of tours of UNG laboratories and workshops for pupils and secondary school students.
- Managing the content of UNG websites aimed at informing prospective students.
- Establishment and maintenance of databases of secondary school programmes.
- Preparing promotional materials, brochures and posters.
- Providing presentations to be published on educational web portals.
- Preparation of professional guidelines for the acquisition of prospective students.
- Various professional, administrative and other tasks.
- Searching for new ways of informing secondary school students of the advantages of enrolment into UNG programmes and providing information about the latter.

In the 2013/2014 academic year the following additional activities were performed:

- Establishing links with the parents of secondary school students and university students: we organised an events for parents in Postojna and prepared a draft web page aimed at parents.
- Activities aimed at improving the conditions of studies for students-athletes: we enlarged the pool of athletes who shall be entitled to obtain the status of an athlete and extended the list of adjustments of the study processes relevant for athletes. The changes shall enter into force in the 2014/2015 academic year.

- In order to increase the recognisability of UNG we have established contacts with partner schools. Each UNG school selected its own partner school and established a closer contact with the latter. In cooperation with partner schools, at least 10 activities shall be carried out, including joint applications to various calls.
- We started to implement e-learning, which affects the number of the students enrolled and represents a learning tool for students-athletes.
- We enabled free admission to 2nd-level study programmes for the students who enroll for the first time into a study programme leading to a degree equivalent to the 2nd-level Bologna degree, or to those students who are regularly admitted to the second year of studies of such a programme.
- We established cooperation with the E-House in Nova Gorica.

Planned activities to be performed by the Admission Officer:

- Coordination of events with partner schools and active participation in some of the latter.
- Participating in activities related to the implementation of e-learning.
- Organisation of promotional events within UNG (University of Nova Gorica Week, Information day, Open day etc.). Visits of various delegations and guests from primary and secondary schools, as well as from other universities and associations.
- Organisation of promotional events at fairs: Informativa, Študentska arena, Higher Education Fair in Rijeka (Croatia), the fair in Celovec/Klagenfurt, a stand at the Zotkini talenti etc.
- Organisation of presentations at educational fairs organised by schools, clubs and associations (Stojnice znanja, Festival znanosti (Festival of science), Kam po maturi (Where after the matura exam), Izberi svoj študij (Choose your studies), Najdi študij.si (Find your studies.si) in Ptuj, in Novo mesto, Velenje, at Vegova school in Ljubljana etc.
- Organisation of lectures of our teachers at the Slovenian higher education centre in Gorizia (Italy), at Vegova school and at various other schools.
- Organisation of tours of our laboratories and workshops for local schools (Solkan primary school, Šempas primary school, Biotechnical school, Nova Gorica grammar school, School centre for technical sciences, etc.).
- Maintaining the cooperation with local sports clubs, with which we concluded agreements (the Soške Elektranarne kayak club, the Ajdovščina women's handball club).
- Updating the content on the UNG website to provide information for future students, students-athletes and their parents in a systematic manner.
- Preparing short promotional brochures for individual schools, students' parents and international students. Printing new brochures Why to choose UNG.
- Improving the promoters' presentation performance at promotional events (training promoters and enhancing promotional materials).

- To perform student surveys in order to find out which are the main channels which help student decide on their choice of studies. To establish a plan of activity for enhancing our presentations delivered through these channels.
- To encourage students and teaching staff to cooperate with secondary schools (above all with the schools' partner schools).

13.3 Employability of Bachelor, Master and PhD graduates

One of key strategic objectives of UNG is to achieve as high employability of its graduates as possible. Therefore, it has established the UNG Career Centre, providing help in search for employment. The objective of UNG is that 80 % of its graduates find employment within six months after graduation. Data on the employability of Bachelor, Master and PhD graduates in the first 6 and 12 months after graduation are given in tables below, applying to UNG as a whole as well as to each of the UNG schools. The data are collected by the Career Centre. We have found out that despite the current economic crisis and high unemployment rate in Slovenia, the employability of UNG graduates is significantly high.

EMPLOYABILITY IN THE YEAR 2014

From the year 2014 on we have decided that the statistics concerning the employability rate would only include the graduates of the 3 past years, thus the graduates who have been searching for jobs in the period of the labour market crisis, therefore the data reflect the current state in a better way.

JANUARY 2014

Average of the school	6m	12m
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 Applied Sciences	100,00	100,00
School for Viticulture and Enology	75,00	87,50
School of Arts	71,43	100,00
Master (old programmes)	100,00	100,00
PhDs	100,00	100,00

MARCH 2014

Average of the school	6m	12m
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 Applied Sciences	100,00	100,00
School for Viticulture and Enology	75,00	90,00
School of Arts	87,50	100,00
Master (old programmes)	100,00	100,00
PhDs	100,00	100,00

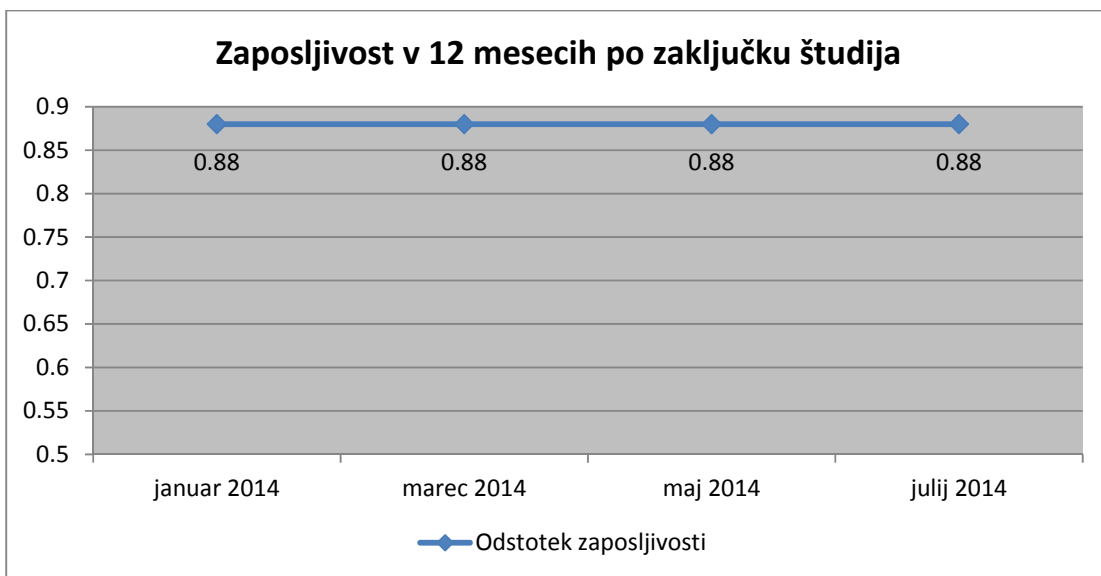
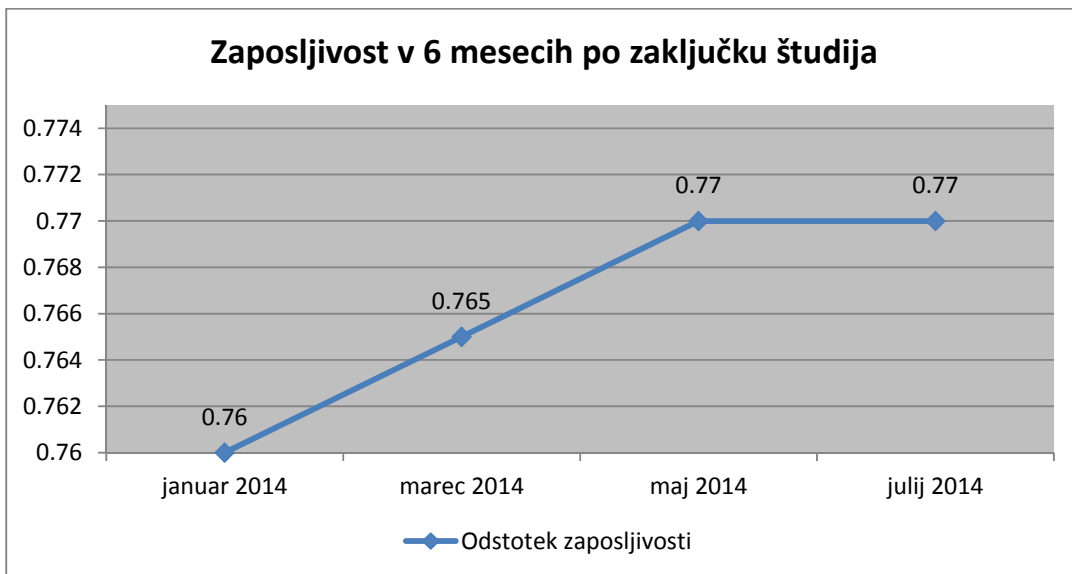
MAY 2014

Average of the school	6m	12m
UNG	76,78	88,22
School of Engineering and Management	84,52	90,97
School of Environmental Sciences	46,77	74,00
School of Humanities	48,94	71,05
School of Applied Sciences	100,00	100,00
School for Viticulture and Enology	76,92	90,91
School of Arts	87,50	100,00
Master (old programmes)	100,00	100,00
PhDs	98,28	100,00

JULY 2014

Average of the school	6m	12m
UNG	77,10	87,91
School of Engineering and Management	84,80	90,51
School of Environmental Sciences	50,00	73,58
School of Humanities	51,02	71,05
School of Applied Sciences	100,00	100,00
School for Viticulture and Enology	71,43	90,91
School of Arts	87,50	100,00
Master (old programmes)	100,00	100,00
PhDs	96,77	100,00

Graph showing the employability rate of UNG graduates 6 and 12 months (year 2014).



EMPLOYABILITY IN THE YEAR 2013

Until the end of 2013 the statistics include all UNG graduates.

APRIL 2013

Average of the school	6m	12m
UNG	80,28	88,54
School of Engineering and Management	87,50	92,21
School of Environmental Sciences	41,57	67,90
School of Humanities	43,59	61,76
School of Applied Sciences	100,00	100,00
School for Viticulture and Enology	66,67	100,00
School of Arts	83,33	83,33
Master (old programmes)	100,00	100,00
PhDs	96,55	98,75

JULY 2013

Average of the school	6m	12m
UNG	80,48	88,78
School of Engineering and Management	87,37	92,42
School of Environmental Sciences	43,62	69,41
School of Humanities	43,90	61,76
School of Applied Sciences	100,00	100,00
School for Viticulture and Enology	72,73	87,50
School of Arts	83,33	83,33
Master (old programmes)	100,00	100,00
PhDs	96,74	98,78

SEPTEMBER 2013

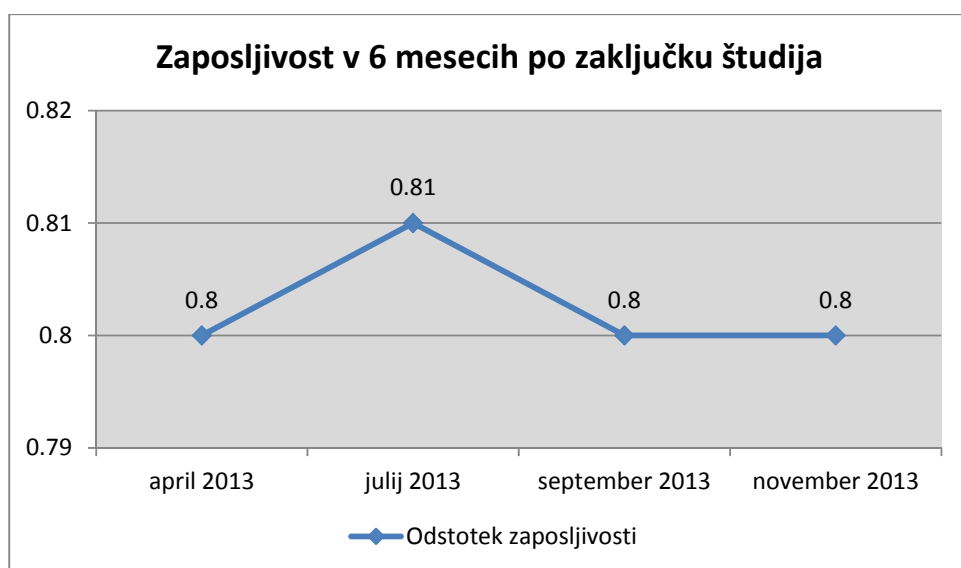
Average of the school	6m	12m
UNG	80,15	89,12
School of Engineering and Management	87,63	92,88
School of Environmental Sciences	41,41	68,60
School of Humanities	44,44	61,76
School of Applied Sciences	100,00	100,00
School for Viticulture and Enology	75,00	87,50
School of Arts	83,33	100,00

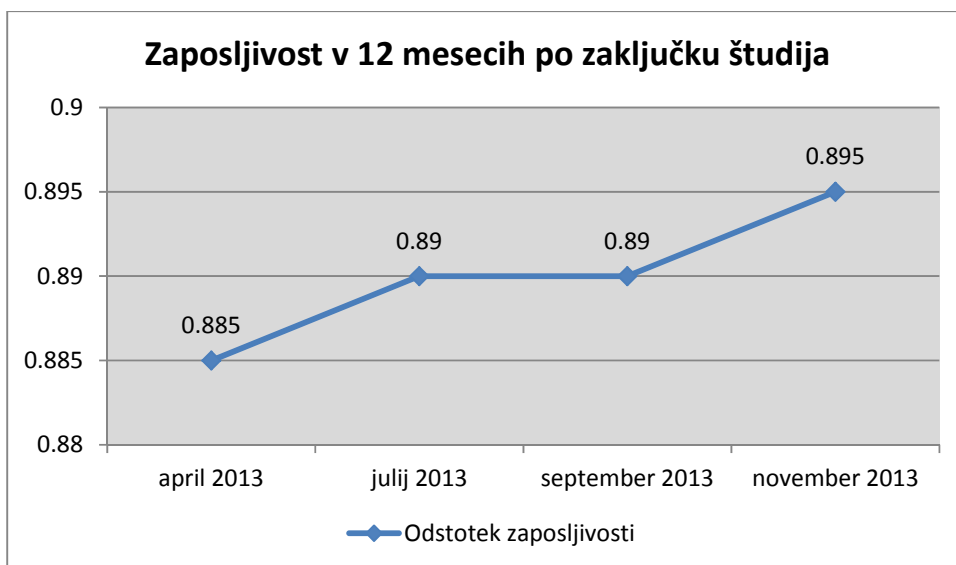
Master (old programmes)	100,00	100,00
PhDs	97,87	98,80

NOVEMBER 2013

Average of the school	6m	12m
UNG	79,97	89,41
School of Engineering and Management	87,70	93,04
School of Environmental Sciences	41,75	68,89
School of Humanities	44,44	64,86
School of Applied Sciences	100,00	100,00
School for Viticulture and Enology	75,00	87,50
School of Arts	71,43	100,00
Master (old programmes)	100,00	100,00
PhDs	97,92	98,91

Graph showing the employability rate of UNG graduates in 6 and 12 months after graduation (year 2013).





Employability rate of UNG graduates in 6 and 12 months after graduation (August 2012).

Zaposljivost diplomantov, magistrantov in doktorantov UNG Avgust 2012

Fakulteta ali šola	Program	6 mesecev (%)	Št. zajetih dipl. (6 mesecev)	12 mesecev (%)	Št. zajetih dipl. (12 mesecev)	Število izvezitih diplomantov, ki študirajo dalje
PTF	Ekonomika	88.17%	279	93.68%	269	13 -6 mes, 10-12 mes
PTF	GI1	60.00%	10	100.00%	1	11-6mes, 8-12 mes
PTF	GI2	100.00%	21	100.00%	20	0
FZO	OkoljeUN	50.60%	81	71.42%	70	8-6 mes, 5-12 mes
FZO	Okolje 1. st.	50.00%	2	0.00%	0	4-6 mes, 4-12 mes
FH	Slovenistika UN	47.05%	17	66.60%	12	5-6 mes, 4-12 mes
FH	Slovenistika 1. st.	42.80%	7	33.30%	3	9-6mes, 5-12 mes
FH	Kult. Zgod. 1. st.	20.00%	5	0.00%	0	2-6 mes, 1-12 mes
FH	Slovenistika. 2. st.	66.60%	3	66.60%	3	0
FH	Migracije in medk.	100.00%	1	100.00%	1	0
FAN	Fizika 1. st.	100.00%	1	100.00%	1	2-6 mes, 1-12 mes
FAN	Fizika 2. st.	0.00%	0	0.00%	0	1-6 mes
VSVV	Vinog. In vinar.	85.70%	7	100.00%	4	0
VSU	Digitalne um .	50.00%	6	60.00%	5	0
MAGISTRANTI STARI	VSI	100.00%	46	100.00%	41	0
DOKTORANTI	VSI	96.10%	77	98.40%	66	0

Povprečje fakultet	6 mesecev	12 mesecev
PTF	82.72%	97.89%
FZO	50.30%	71.42%
FH	55.29%	66.62%
FAN	100.00%	100.00%
VSVV	87.50%	100.00%
VSU	50.00%	60.00%
MAGISTRANTI STARI	100.00%	100.00%
DOKTORANTI	96.10%	98.40%
SKUPAJ VSI	77.74%	86.79%

Employability rate of UNG graduates in 6 and 12 months after graduation (August 2012) – employment in the students' field of profession.

Zaposljivost diplomantov, magistrantov in doktorantov UNG v stroki Avgust 2012

Fakulteta ali šola	Program	Zaposleni v stroki 6 mes.	Zaposleni v stroki 12 mes.
PTF	Ekonomika	90.60%	92.00%
PTF	GI1	100.0%	100.0%
PTF	GI2	100.0%	100.0%
FZO	OkoljeUN	87.80%	68.00%
FZO	Okolje 1. st.	100.00%	-
FH	Slovenistika UN	62.50%	75.00%
FH	Slovenistika 1. st.	66.66%	100.00%
FH	Kult. Zgod. 1. st.	0.00%	-
FH	Slovenistika. 2. st.	50.00%	50.00%
FH	Migracije in medk.	100.00%	100.00%
FAN	Fizika 1. st.	0.00%	0.00%
FAN	Fizika 2. st.	-	-
VSVV	Vinog. In vinar.	100.00%	100.00%
VSU	Digitalne um .	100.00%	100.00%
MAGISTRANTI STARI	VSI	100.00%	100.00%
DOKTORANTI	VSI	100.00%	100.00%
SKUPAJ VSI		77.2%	83.5%

13.4 Awards and achievements of students and graduates

Rules on the awards of the University of Nova Gorica, adopted by the UNG Governing Board on 25 September 2007, and amended on 14 January 2011, define the criteria for conferring UNG student awards: ALUMNUS PRIMUS and ALUMNUS OPTIMUS.

ALUMNUS PRIMUS

The "Alumnus primus" award is presented to the graduate of first- or second-level study programme that has regularly passed all the exams and has been the first in his/her generation of the students enrolled to graduate. A candidate for the award is selected on the basis of study efficiency, reflected in the duration of studies or in the date of successful bachelor or master's thesis defence in view of the date of the enrolment in the first year. In case there are two or more students of the same generation that successfully defend their bachelor or master's thesis on the same day, the awarded is presented to the student with the higher average overall grade.

ALUMNUS OPTIMUS

The "Alumnus optimus" award is presented to the graduate of first- or second-level study programme that has the best average overall grade among the students graduating in the

same academic year. A candidate for the award is selected on the basis of study efficiency, reflected in the highest average overall grade of all exams passed. The average overall grade must be at least 8.5. In case there are two or more graduates with the same average grade, the award is presented to all the candidates.

The recipients of student awards in 2013–2014 are presented in Appendix 17. 4.

13.5 Assessment of current state and guidelines (2013/2014)

Strengths

We implemented new activities. By cooperating with partner schools we have realised that we have numerous fields in common and we can thus establish the plans of work. We have already noted an increase in the number of the student-athletes enrolled. Enrolment rates in certain other 2nd-level study programmes have also increased.

Weakesses

Despite our efforts the enrolment rates have not encreased. In the first year of operation we faced certain difficulties concerning coordination between various offices and difficulties in exploring new ways of promoting. In certain respects, the possibilities of promotion were also hampered by financial problems due to delays in refunds of costs arising from EU projects. Problems with the School of Arts' entering the register had a negative impact on the enrollment of stuents in this study programme. In addition, dispersed locations of UNG schools also has a negative impact on the enrolment rates.

Opportunities for improvement

Cooperation with partner schools, revised measures for students-athletes and the implementation of e-learning bring numerous new opportunities for prospective students. Relocation of the School of Engineering and Management, the school of Applied Sciences and the School of Environmental Sciences brings new opportunities for better mutual cooperation among faculty and students and offer new possibilities for the students to perform work in laboratories. A lot has to be done in terms of enhancing the quality of promotion and defining the key methods of promotion. Benefits for students-athletes should also be applied to students active in the field of culture. We wish to participate in the organisation of various contests for secondary school students. Upon adopting the decision on the location of the new campus, new opportunities shall ememrge in terms of planning future activities, future development of UNG and in terms of attracting prospective students.

13.6 Assessment of current state and guidelines (2012/2013)

In the past academic year, the activities of acquiring new students were reinforced in many areas. Nevertheless, the established activities continued to be implemented. We therefore participated in educational fairs (e.g. Informativa fair: own stand and promotional event) and other educational activities related to study choices (e.g. Kam po maturi, Najdisistudij, Izberi svoj študij, etc.). We held various non-technical and

professional lectures at secondary schools (e.g. The upper secondary school of computer and electrical engineering and technical gymnasium Ljubljana – Vegova) and presentations all over Slovenia. Students from local secondary schools (Nova Gorica grammar school, Biotechnical school, etc.) performed their research at our premises. We were also visited by pupils from some primary schools. We organised the Week of the University of Nova Gorica, an open day, information days, the event titled *Z znanjem in sodelovanjem do skupnih uspehov* (With knowledge and cooperation towards common success), an alumni get-together, monthly scientific evenings, new year's concert of the Ave Chamber Choir, a series of television shows on UNG on TV Slovenia and TV Primorka, etc.

An increase was observed in the enrolment in first-level programmes in Engineering and Management, at School for Viticulture and Enology and at School of Arts. A decrease was observed in second-level study programmes in Engineering and Management, in Environment and Cultural History. The total number of students enrolled in the first year slightly decreased, since there were 25 students fewer than the previous year. There was also a slight decrease in the enrolment of students from abroad. Enrolment in doctoral programmes was satisfactory despite a slightly lower number when compared with the previous year. This decrease was anticipated due to the fact that old graduate study programmes that also included the scientific master's programme ceased to be carried out.

Despite our objective to increase enrolment, the number of enrolled students has decreased this year. This can also be attributed to some events we have no influence on (economic crisis, tuition fees for higher levels of study, difficulties in acquiring accreditation, decrease in the number of secondary school students that completed their education). Nevertheless, a decrease in enrolment is a sign that more effort will have to be put in the acquisition of students. It has been established that our university still has a low recognisability rate in the local environment and that more should be done in this field.

At the strategic panel session of UNG in August 2012, some decisions were adopted regarding the status of UNG that significantly affect the acquisition of students and their position during and after the studies (e.g. establishment of the Alumni Club, the initiation of Edvard Rusjan Foundation, strategic pressure on the state to allow us to implement second-level study programmes in English). Some decisions were also adopted regarding the acquisition of new students, such as the involvement of all teachers at UNG in search for new students, searching for motivated and talented students through individual approach, publication of stories of success in the media, increasing the appeal of study programmes and introducing modern methods of study.

Strengths

- The small size of the university enables flexibility, individual approach and good relationships between students, professors and support services.
- Versatile programmes enable a transdisciplinary and flexible study.
- High international involvement and a relatively high proportion of foreigners.
- Involvement of lecturers in research work and thus direct transfer of obtained

knowledge into pedagogical process.

- Effective optimisation of study programmes.
- Provision of scholarships provided by UNG Foundation for successful students.
- High proportion of students from other countries in doctoral programmes.
- High employability of graduates.

Slabosti

- Difficulties in including students from other countries in undergraduate study programmes (language barrier).
- Difficulties due to tuition fees in certain second-level study programmes.
- Poor recognisability of UNG in Slovenia; the actual value of UNG graduates is not acknowledged.
- Dispersed locations hinder good interaction among students.

Opportunities for improvement

- Enhancing the promotion of UNG across wider Slovenia (with the emphasis on local regions, such as Posočje, Karst and Vipava valley) and abroad with the purpose of increasing its recognisability and acknowledgement of the value of its graduates. Facilitation of cooperation with local community in the field of humanities.
- Individual approach in attracting motivated and talented students, as well as students-athletes.
- Enhancing the use of modern methods of study and appropriate adaptation of lecture halls. Tailoring the programmes to the needs of athletes and students with special needs.
- Upgrading websites: better organisation of the content, adding information for parents and students-athletes.
- Enrolment of students from abroad. Increased mobility of students and teaching staff.
- Closer cooperation with local industry (practical work, excursions, research, employment of students).
- Introduction of tutors.
- Encouragement of students to interact with each other through extracurricular activities.
- Expansion of pedagogical activities in the following fields: Information Technologies (1st and 2nd levels), Materials (2nd and 3rd levels), Biomedicine (3rd level), Digital Arts (2nd level), Viticulture and Fruit-Growing (2nd level), Transcultural Studies (3rd level).
- Reform of the existing study programmes.
- Establishing the balance between research and pedagogical work and striving for an ideal balance of 50 % of research work and 50 % of pedagogical work for each researcher employed.
- Decrease in the share of external associates to 30 or 35 % where this has not been achieved yet. Equal distribution of Bachelor and Master theses supervision among the members of teaching staff.

- Maintaining or increasing the proportion of doctoral students from abroad (above 50 %).

13.7 Assessment of the current state and guidelines (2011/2012)

Strengths

The enrolment rate in doctoral study programmes is relatively high despite a slightly lower number when compared with the previous year. This decrease was anticipated due to the fact that old graduate study programmes that also included the scientific Master's programme in which many students enrolled in the past years ceased to be carried out.

A high proportion (50 %) of doctoral students come from abroad. We would like to retain such a high proportion of foreign students or even increase it in the future, which would be in accordance with the university vision: UNG strives to be a university institution providing high-quality educational activities and being internationally competitive.

The enrolment rate in first- and second-level study programmes has slightly increased. The analysis shows that all promotional activities conducted by the university and its schools in the previous year have had positive results. It is necessary that these activities are also implemented in the future, since the enrolment rates are still low.

The University strives to make its study programmes accessible to all students who show interest and talent in research work. Therefore, there are various scholarship programmes available to Slovene and foreign students that help finance the undergraduate and graduate studies. Thus, in September 2011, the first UNG scholarship tender was announced for students at all three Bologna levels of study. We enable students to perform their research work in research units of the University of Nova Gorica and in partner research institutions in Slovenia and abroad, under the mentorship of professors, researchers and experts from our institution or from partner institutions.

Despite the current economic crisis and high unemployment rate in Slovenia, the employability of UNG graduates is rather high and amounts to 86.7 % in the first 12 months. The UNG Career centre and Alumni club have proved of great value in providing support in search for employment, in labour market analyses and analyses performed on the suitability of competencies of UNG graduates in view of labour market requirements. This feedback information is of key importance in introducing changes in our study programmes.

Weaknesses

Despite the intensive promotional activities, the enrolment in some first- and second-level study programmes is still low, which is especially true of the study programmes Slovene Studies and Physics. The enrolment in some second-level study programmes is still relatively low, especially in programmes without fee concessions where students have to pay tuition fees.

Opportunities for improvement

UNG study programmes follow the strategy adopted at the strategic panel session of UNG, held at Sinji Vrh on 2 February 2012 (see chapter 1.3). It was anticipated that all members of UNG teaching staff get involved in the acquisition of a greater number of talented and motivated students. Motivated students should be attracted through individual approach. Individual contacts should be established with talented secondary school students that are winners in competitions. Contact information could be acquired through public lists of awarded students. Promotion of UNG study programmes should take place by means of publication of stories of success of UNG students in media (e.g. channel TV SLO 1, show Univerza – University).

To achieve the Excellence of programmes, their appeal should be increased. The electronic system should be updated and the expansion of e-Platform for the School of Arts to the entire university should be enabled. A system of coordinated collection of study materials should be established together with a central repository in the university library; equipment for tutorials and lectures should be improved; practical laboratory classes for individual study fields should be introduced; the participation of students in lectures through interactive learning approaches should be increased; tutors for all second- and third-year students of first-level study programmes, and for first- and second-year students of second-level study programmes, who will personally take care of students' progress should be introduced.

Expansion of pedagogical activities in the following fields: Information Technologies (1st and 2nd levels), Materials (2nd and 3rd levels), Biomedicine (3rd level), Digital Arts (2nd level), Viticulture and Fruit-Growing (2nd level), Transcultural Studies (3rd level), Veterinary Science (1st and 2nd levels).

A balance between research and pedagogical work should be achieved, striving for an ideal balance of 50 % of research work and 50 % of pedagogical work for each researcher employed. The share of external associates should be decreased to 30 or 35 %. The supervision of Bachelor and Master theses should be equally distributed among members of the teaching staff.

Proposed measures

Measures that are already being implemented or shall also be implemented in the following year:

- Promotional activities directed towards our target population (workshops and lectures for secondary school students, gatherings with secondary school teachers, participation in secondary school competitions, inclusion of secondary school students in research projects, participation in events for knowledge presentation, Informativa fair, TV presentations to promote the activities of UNG, European Researchers' Night 2011, etc.);
- Systematic collection of data on UNG graduates and their participation in the promotion;
- Facilitation of cooperation with the most successful enterprises in the region and wider that would participate in practical training of our students and in the

- preparation of Bachelor and Master theses;
- Better promotion of UNG through its websites;
 - Study of the possibilities of enrolment of a greater number of international students in second-level study programmes (elective courses conducted in English).

14 FINANCIAL OPERATIONS

UNG understands its advantage in the dispersed financing of its activities. Therefore, its aim is to ensure that its financing does not depend on the state resources alone. An important proportion of funding thus needs to be obtained from international resources, local communities, the industrial sector, tuition fees, donations etc. UNG is the founder of the UNG Foundation. It is the only university foundation in Slovenia and one of the few in Europe. The purpose of the foundation is to raise donor funds the yield of which is spent on the growth and expansion of UNG and for the implementation of its activities.

In 2013, University of Nova Gorica obtained approximately 7.43 million Euros for its operations from different sources: tuition fees, funding of educational and research projects by the Ministry of Higher Education, Science and Technology (MVZT), and by the Slovenian Research Agency (ARRS), revenues of founders, international and industrial projects, and from different donors. The structure of incomes is as follows:

➤ Founder's obligations	2.2 %
➤ Research activity funds	61.2 %
○ ARRS funds	29.9 %
○ EU and other international projects	33.3 %
○ Slovene projects with the industry	2.8 %
➤ Pedagogical activity funds	35.5 %
○ MVZT funds	29.8 %
○ Tuition fees	5.7 %
➤ Other	1.1 %

Financial operations in 2014 will be presented subsequently in the UNG annual report for 2014.

Edvard Rusjan Foundation

Edvard Rusjan Foundation is a non-profit institution whose aim is to raise donor funds and other types of support to the University of Nova Gorica for its operations and future development.

In accordance with the purpose of its establishment, the Foundation strives to obtain and modernize the research equipment and infrastructure, provides quality training opportunities for higher education teachers and mentors, and for development of study programmes as well as scientific and research programmes of high importance for social, economic, technological, scientific and cultural development.

The Foundation also establishes and maintains connections between the university and the industry industrial sector. Therefore, it provides funds for the development of

innovative practices and technological centres, and for the transfer of knowledge, experience and new technologies into practice. A part of funds are intended for scholarships for promising undergraduate and graduate students, and for the development of the regular activities of UNG staff. The Foundation also strives for the promotion and recognisability and reputation of the University of Nova Gorica in public and abroad.

In order to meet the set objectives, it collects funds, supplies, works of art, shares, property rights, rights in rem, and everything else that is of some value to the Foundation and can be assessed. The assets of the Foundations are not to be spent. In accordance with the professional programme and the Foundation's mission, only the yield of the obtained assets is allocated in terms of grants, scholarships and investments in equipment and infrastructure.

14.1 Assessment of the current state and guidelines (2013/2014)

Strengths

In the 2013–2015 period, UNG has been successful in applications for more European research projects and thus increased its research funds and enabled research and teaching activities to be carried out smoothly, despite the decrease in state funds in the past two years. Through European projects (SUNGREEN, CITIUS, Kreativna jedra – Creative cores), UNG was able to purchase several major pieces of research equipment in 2013. UNG also received a generous private donation of research equipment for performing research in the field of molecular biology for two UNG research units (the Wine Research Centre and the Centre for Center for Biomedical Sciences and Engineering). In September 2013, funds were approved for project »*Modernization of the quality assurance system and reform of programmes at the University of Nova Gorica*«, which in the 2013–2014 period enabled improvements in quality assurance, especially in the modernization of information system, in reform of programmes at UNG, the implementation of e-learning and in the modernization of the UNG quality assurance system.

Weaknesses

State funds for concessions and research activities that significantly decreased in 2012 are still critically scarce in 2014 and hamper the normal development of pedagogical activity.

Opportunities for improvement

In view of the reduced state funds allocated to concessions, the principle of cost-effectiveness and sustainability of the implementation of study programmes shall be taken into consideration in the future as well. We shall try to optimise the implementation of study programmes, which, however, shall not affect the quality of the implementation or reduce the learning objectives and competences of students and graduates. The optimisation in the implementation of study programmes is carried out according to the plans set by the project »*Modernization of the quality assurance system and reform of programmes at the University of Nova Gorica (2012–2015)*«.

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14.2 Assessment of current state and guidelines (2012/2013)

Strengths

Recently, UNG has been successful in several European research projects, resulting in additional funds for research. Since the state funding has decreased in the last two years, these European funds enabled smooth implementation of research and pedagogical activities. Through these European projects (SUNGREEN, CITIUS, Kreativna jedra – Creative cores), UNG was able to purchase several major pieces of research equipment in 2013. In September 2013, funds were approved for project *»Modernization of the quality assurance system and reform of programmes at the University of Nova Gorica«*, which will enable improvements in quality assurance, especially in the modernization of information system, in reform of programmes at UNG and in the modernization of UNG quality assurance system.

Weaknesses

State funds for concessions and research activities that significantly decreased in 2012 are still critically scarce, preventing a normal development of pedagogical activity.

Opportunities of improvement

In view of the reduced state funds, the principle of cost-effectiveness and sustainability of the implementation of study programmes will be taken into consideration in the future as well. We shall try to rationalise the implementation of study programmes, which, however, must not affect the quality of the implementation and the anticipated study objectives and competences of students and graduates. Rationalisation in the organisation and implementation of study programmes is conducted within the project *»Modernization of the quality assurance system and reform of programmes at the University of Nova Gorica«*.

14.3 Assessment of current state and guidelines (2010/2012)

Strengths

UNG sees its advantage in dispersed financing of its activities. Therefore, it shall further strive that its financing shall not depend on the state resources alone. An important source of funding are also the research projects funded by EU, industrial sector and local community.

The University strives to make its study programmes accessible to all students who show interest and talent in research work. Therefore, there are various scholarship programmes available to Slovene and foreign students that help them cover the costs of their studies.

Weaknesses

State funds for concessions and research activities significantly decreased in 2012. Such a reduction of funds does not only prevent the development but also endangers the quality implementation of pedagogical and research activities. An extremely rational

performance was required in terms of study programme implementation as well as in terms of research activities. Investments were limited to that equipment which was financed from EU and other international projects.

Opportunities for improvement

The state funding of pedagogical and research activities of UNG has significantly prevented the development of UNG. Therefore, UNG is focused on obtaining funds from EU and other international tenders. The funds obtained so far and intended especially for research and equipment have enabled UNG to conduct all its anticipated activities.

In view of the reduced state funds, the principle of cost-effectiveness and sustainability of the implementation of study programmes will be taken into consideration. We shall try to rationalise the implementation of study programmes, which, however, must not affect the quality of the implementation and the anticipated study objectives and competences of students and graduates. Among the possible measures for rationalisation that could be taken are the discontinuation of elective courses that are no longer of interest today; cyclical implementation of elective courses every second year so that students of two generations could take these elective courses together; joint implementation of certain study contents of related courses and joint provision of elective courses in several study programmes of the same level, resulting in a smaller total number of electives.

15 SUMMARIES OF SELF-EVALUATION REPORTS OF UNG SCHOOLS

15.1 School of Environmental Sciences

Summary of the self-evaluation report of the School of Environmental Sciences of University of Nova Gorica

In the 2013/2014 academic year, the School of Environmental Sciences carried out the the following study programmes: university first-level study programme Environment and second-level study programme Environment. The university study programme Environment began to be implemented in the 2000/2001 academic year. In the next year, it obtained a state concession, while both of the reformed Bologna programmes (first- and second-level programmes) were approved by the Senate of the University of Nova Gorica on 14 March 2007. The first-level study programme Environment was successfully accredited by the Council for Higher Education of the Republic of Slovenia on 12 October 2007 and launched in the 2008/2009 academic year. The second-level study programme Environment was successfully accredited by the Council for Higher Education of the Republic of Slovenia on 15 February 2008 and was launched in the 2009/2010 academic year. In September 2014, the School submitted the applications for the re-accreditation of the first-level study programme Environment and the second-level study programme Environment to the Slovenian Quality Assurance Agency for Higher Education (SQAA/NAKVIS).

The first-level study programme Environment is an interdisciplinary programme covering the fields of natural and technical sciences and offering a sound basis for the understanding of connections between various fields of science and environmental phenomena. Students can focus on the desired fields of studies by selecting appropriate elective courses in their second and third years of studies. During their studies, the students acquire practical knowledge and experience through laboratory work, fieldwork, the group project, and their diploma thesis. All courses are ECTS-accredited, including those that the student successfully pass as part of their international study exchange. The group research project is a particular feature of the first-level study programme Environment. The students carry out the project in the framework of three courses – Introduction into the Project Work, Group Project 1 and Group Project 2. Group project work focuses on solving current environmental problems appearing in practice and requires the students to work in a multidisciplinary group.

The second-level study programme Environment is distinctly interdisciplinary and research-oriented. It covers all the crucial fields of environmental such as water, air and soil pollution; measuring techniques for identification and control of pollution; waste treatment and consequences of its disposal; chemical, physical, biological, health effects of pollution; legislative, economical and managing aspects of environmental protection, allowing the students to deepen their knowledge and focus on the selected areas of science. Project work is also part of the second-level study programme Environment and comprises individual projects carried out in the framework of the courses Individual Project I and Individual Project II. A vital syllabus component of our study programmes are also the diploma thesis and the master thesis, through which the future graduates

autonomously perform research and solves an actual problem and thus proves that they are able to systematically use the knowledge obtained to successfully solve complex environmental issues. Second-level student can be awarded a double degree diploma provided that they fulfil the predetermined part of their study requirements within the study programme Sustainable Chemistry and Technologies at Ca' Foscari University in Venice.

Until the end of the 2013/2014 academic year, the teaching activities representing part of the first- and second-level study programmes Environment were carried out in the premises at Križna ulica 3/Via della croce 3 in Gorizia, Italy, while the students performed their project and research work also in the laboratories located in the main University's building at Vipavska 13 in Rožna Dolina. The premises at Križna ulica/Via della croce feature a total surface area of approximately 1,500 sq mt, including lecture rooms, staff rooms, the computer room, the lecture hall for natural sciences, two student laboratories and the common room. On 1 October 2014 the School of Environmental Sciences was relocated to the main University's building at Vipavska 13 in Rožna Dolina, establishing a closer between the teaching activities and UNG research laboratories performing research in the field of environmental sciences. Since the beginning of the 2014/2015 academic year, all activities of the School have been carried out at the new location in Rožna Dolina, except certain practical classes that require student laboratory facilities available at the former location, and joint lectures for students of various programmes.

Quality assurance at the School of Environmental Sciences is in line with the uniform UNG methodology, which is described in the UNG Quality Manual, adopted at the 51st session of the Senate of UNG on 11th July 2013. Based on the recommendations of the V SQAA (NAKVIS), communicated as part of the external evaluation of UNG, the Senate of the School of Environmental Sciences at its 43rd regular session held on 27th June 2013 adopted the Rules of Procedure of the Student Affairs Committee, which regulate the organisation and operations of the Student Affairs Committee.

Even since the beginning of the 2008/2009 academic year the School has been facing the dropping enrollment rates in the first year of full-time studies of the first-level Bologna study programme Environment (the number of the students enrolled has dropped from 37 to 7, the admission quota in 2014/2015 was 30). This can be also attributed to the emerging of new similar programmes in Slovenia, the demographic statistics and the rather poor access to Nova Gorica from other parts of Slovenia, and to the recent implementation of tuition fees for second-level studies. It is, however, encouraging that among the students enrolled in the first year of studies, there is a large share of grammar school graduates, which, according to our experience, means higher quality of the students in terms of their prerequisite knowledge. We have also noted that the students come from all over Slovenia, not only from the Goriška/Primorska region. The School has been active in terms of promotion at secondary schools, various educational fairs etc. The School has also established personal contacts with career counselling staff at secondary schools and delivered presentations for secondary school teachers, which were plentiful in the 2013/2014 academic year.

Based on previous experience, part-time studies in the first-level study programme Environment were introduced for the first time in the 2012/2013 academic year, and two

student enrolled in the aforementioned part-time study programme in the 2014/2015 academic year.

In the 2014/2015 academic year, the enrolment rate of the second-level study programme Environment (full-time studies) increased significantly, if compared to the enrollment rates of the previous two academic years (2012/2013 and 2013/2014), when only two students enrolled. The number of the students enrolled in 2014/2015 was 16, which can be mainly attributed to the fact that the student who enroll in the aforementioned programme in 2014/2015 are exempt from paying tuition fees.

As a result of the mutual cooperation of the School of Environmental Sciences and Ca' Foscari University from Venice, an agreement was reached enabling the students of the second-level programme Environment to obtain a double degree – Double Master's Degree in Environment, Sustainable Chemistry and Technologies. The double degree programme was implemented in the 2014/2015 academic year. Three students opted for this choice of studies.

In the 2013/2014 academic year, the School continued with the reform of the first- and second-level study programmes Environment as part of the project *»Modernization of the quality assurance system and reform of programmes at the University of Nova Gorica (2012–2015)«*. Based on the 2012/2013 proposal for the introduction of two new interdisciplinary courses The Fundamentals of Ecology for Students of Social Sciences and Humanities, and Chemistry for students of history and archeology, the School prepared the course syllabi for both of the courses. The School also adopted extensive changes of the first- and second-level study programmes Environment, which shall be implemented in the 2015/2016 academic year. On the basis of the changes, the mandatory Practical Placement shall be introduced in the 1st-level study programme Environment, while the diploma thesis shall be replaced by the Diploma Seminar. The latter shall be based on the content on the practical placement. The changes are expected to contribute to the establishment of connections with the business and other sectors and thus enable our future graduates to establish closer contacts with their potential employers. All course syllabi were also revised and their translations into English were provided. By the end of the year 2014, the School also plans to update the content of the School's website in both languages, Slovene and English.

In the framework of the project *»Modernization of the quality assurance system and reform of programmes at the University of Nova Gorica (2012–2015)«*, the School continued to introduce e-learning support for students of the first- and second-level study programmes Environment in the form of Moodle virtual classrooms. In the course of the 1-st level programme Environment, this type of support is available for courses Geology, Mathematics, Physics and Environmental Monitoring. Based on the identified needs in terms of e-learning, the following courses launched e-learning support within the 2-nd level study programme Environment: Geographic Information Systems, Epidemiology, Geochemistry and Modern Trends in Environmental Science. In the 2013/2014 academic year, the School's staff have participated in two Moodle workshops, organised by UNG to train teachers-multipliers in the use of the Moodle platform. Apart from the implementation of e-learning in the form of Moodle virtual classrooms, in May 2013 the School for the first time filmed one of the lectures, part of the course Environment and Society, and published it on Videolectures.net (special educational UNG channel).

In comparison with the past years, the number of the School's staff has increased, as the number of fully-employed professors has risen. In the 2013/2014 academic year, the Dean of School was Prof. Dr. Urška Lavrenčič Štangar, who had been appointed to perform this function in February 2013.

Student survey questionnaires evaluating the work of all professors and assistants are carefully analysed every year and negative criticisms are being taken into consideration. The comparison of analysis of the recent survey with the results obtained in the years 2009, 2010, 2011, 2012 and 2013 has showed that the average grades attributed to individual members of the teaching staff in the 1st-level programme Environment are comparable.

Together with the Career Centre, we have been monitoring the employability rate of our graduates. The latter decreased in the past year, which can be attributed to the tough economic situation and a crisis in the labour market that Slovenia has been facing. Our aim is thus to raise the employability rates of our graduates within six months after graduation. The establishment of the Career Centre and the Alumni Club have definitely played an important role in maintaining the desired employability rates of our graduates.

The self-evaluation report of the School of Environmental Sciences and its summary have been drawn up by (in alphabetical order): Prof. Dr. Iztok Arčon, Marina Artico, Janja Humar, Renata Kop, Veronika Piccinini, Prof. Dr. Urška Lavrenčič Štangar, Tea Stibilj Nemeč, Lucija Vidrih, Sabina Zelinšček.

15.2 School of Humanities

Summary of the self-evaluation report of the School of Humanities

The introduction of a non-pedagogical university study programme in Slovene Studies in the 2004/2015 year was considered to be a novelty, as it was the first programme of this kind in the field of humanities at UNG. The initial enrolment rates of this programme confirmed the fact that the study programme, which focused on the understanding of the particular issues and phenomena present at the juncture of various cultures and nationalities, was of significant interest for students from the northern Primorska region and those coming from other parts of Slovenia. The programme was reformed in accordance with the Bologna Declaration. Moreover, based on the successful establishment of the study programme in Slovene Studies, we also launched the first-level study programme Cultural History. Our range of study programmes was later expanded by introducing the second-level study programme in Slovene Studies (comprising two modules) that enables the graduates of the first-level study programme Slovene Studies to pursue further studies. The joint study programme in Migration and Intercultural Relations was also introduced.

We have constantly been exploring new opportunities for future improvements and development, assessing current states and identifying the future demands of the labour market by taking into consideration two target groups. The first manner group represents the businesses offering employment possibilities mainly to graduates of natural sciences, which call for specialisations in certain areas (specialised professional language, effective writing techniques, successful communication techniques, creative writing). The second target group identified comprises companies employing graduates of humanities (e.g. research and educational institutions, publishing services, media, culture and animation, administrative units). In the future we shall offer our students more opportunities for performing part of their study requirements at universities abroad, enable the students to participate in international symposia and invite foreign visiting professors to become involved in the teaching process, which shall increase the quality of our study programmes and make them more appealing to international students as well. We have already managed to attract some students through the Erasmus mobility programme and we believe that the number of international students shall further increase in the future and thus not only contribute to the student life at the University, but also promote our study programmes at their home institutions.

The high enrolment rate in the initial was followed by a sharp decline in the number of the students enrolled, which could endanger the concessional funding of several programmes. The low enrolment rate is, according to our opinion, the result of the introduction of several new study programmes in humanities and social sciences, and of the steadily decreasing number of secondary school students in each new generation. The School is doing its best to promote the itself and its programmes. A higher number of full-time employees, particularly in the field of cultural history, could contribute to more effective self-promotion (alongside the promotional activities of the School's existing full-time staff in terms of professional lectures or presentations). Studies at the School of

Humanities would also be more appealing if there was a pedagogical second-level programme in Slovene Studies. The interest in studying at the School would also probably increase if new study programmes were introduced and if students could declare two majors to complete the degree. The School's current premises require modernization in terms of heating in winter months and cooling in summer months.

If compared with other similar schools in Slovenia, the School of Humanities of UNG offers several advantages, including the small size of the University, enabling great flexibility in programme organisation, moderate workload of full-time teaching staff, resulting in their ability to do more research work thus keep up to date with the recent findings in the discipline, and a high number of higher education teachers and assistants included in the teaching process. The studies are thus more diverse, the student-teacher ratio is favourable and the professors are readily available. However, some of these characteristics also have some downsides. The small size of the University and thus limited promotional activities result in the poor recognizability of the University and the School, respectively. Moderate workload of the School's staff is, due to a small number of the full-time staff, compensated for by heavier administrative workload, resulting from inadequate resources services; the advantage of a high number of higher education teachers and assistants performing teaching activities is neutralised by the fact that most of the staff (especially in the Cultural History programme) are employed at UNG only on a part-time basis, making them unavailable to students and unavailable to the School and UNG in terms of administrative and promotional support, which also results in fewer ideas for better management and organisation of the School.

In the 2012/2013 academic year the accreditations of the following two programmes were extended for the further maximum possible period of seven years: Cultural History (19th September 2013) and the second-level study programme Migration and Intercultural Relations (10th May 2013). In the 2013/2014 academic year, the accreditations of following first- and second-level study programmes Slovene Studies were extended. At its 82nd session held on 18th September 2014, the Council of SQAA/NAKVIS granted the maximum possible accreditation extension period of further seven years to both programmes.

The self-evaluation report has been drawn up by (in alphabetical order): Prof. Dr. Iztok Arčon, Renata Kop, Irena Lipičar Komel, Prof. Dr. Katja Mihurko Poniž, Tea Stibilj Nemeč, Assist. Prof. Dr. Ana Toroš, Mojca Vah Jevšnik, MA, Sabina Zelinšček. Student representatives: Anja Bajc, Deni Drnovšček

15.3 School of Engineering and Management

Summary of the self-evaluation report of the School of Engineering and Management

The current state of economy requires experts with a knowledge of technical and organisational–economic aspects of a company's management. In order to provide for such experts, the School of Engineering and Management of University of Nova Gorica started implementing the professional higher education study programme Industrial Engineering Economics and Management in the 1998/1999 academic year. In the 2007/2008 academic year, the programme was reformed in accordance with the Bologna Declaration guidelines, and renamed into Engineering and Management. At the same time, the two-year Master's programme (second level) was introduced. The reform of study programmes in compliance with the Bologna guidelines was thus completed. In 2014, the employability rate of the School's graduates is 84.80 % in six months after graduation and 90.51 % after twelve months after graduation, respectively.

The management of the School of Engineering and Management has a clear mission and development strategy, which it is also implementing. The strategic plan of the School of Engineering and Management has been developed within the UNG development plan: Programme of Activities of the University of Nova Gorica for period 2010–2025, which is attached to the University quality report.

The School has established a system of monitoring assurance of quality, which is a part of the monitoring and quality assurance system of the University of Nova Gorica. Self-evaluation of study programmes is conducted annually within individual UNG schools. In February 2013, the School of Engineering and Management submitted an application for the re-accreditation of the first- and second-level study programme in Engineering and Management. An external evaluation of the quality of first- and second- level programmes in Engineering and Management took place on 8 and 9 May 2013. On 13 and 15 May 2013, there was an external institutional evaluation of the quality of the University of Nova Gorica as a whole. The national committee of the Council of the Slovenian Quality Assurance Agency for Higher Education evaluated the first-level study programme in Engineering and Management and the Master's programme in Engineering and Management (2nd level) as fully positive. Both programmes are implemented at the School of Engineering and Management. The main findings of external evaluators and the established inconsistencies and recommendations for improvement are a part of the assessment of current state and guidelines included in the self-evaluation report of the School of Engineering and Management.

In the 2013/2014 academic year, the School participated in the U-multirank international evaluation. According to the U-multirank parameters, the School of Engineering and Management was extremely highly ranked in terms of the quality of its teaching staff, the student-academic staff ratio and the School's links with the business environment, and slightly lower ranked in terms of financial initiatives from local and regional sources and in terms of the international orientation of its study programmes.

We continued to strive for a higher enrolment rate and in 2013 we noticed an 18 % increase in the number of students enrolled in the first year of studies. In 2014, the enrolment rate in the first year of studies the first-year study programme Industrial Engineering unfortunately faced a 42 % decrease despite our efforts to increase the number of prospective students who would declare this programme as their first option of studies, as motivation for studies represents one of the key criteria of success. However the structure of the student population has significantly improved and the percentage of students having graduated from secondary school with the matura examination has reached 42 % and has been the highest ever. The main reason for the sharp decrease in the enrolment rate is a decline in the number of prospective students coming from a single secondary school. At the same time there has been a significant increase in the number of students coming from other Slovene regions. In the 2014/2015 academic year we shall continue to carry out promotional activities to promote the School's study programmes. The well-established manners of promotion have been enhanced by new methods such as cooperating with the partner Jurij Vega Grammar School from Idrija, enhanced cross-border promotion, more individual approaches, informing the parents, publishing more materials on websites etc. In 2014 the enrollment rate of the second-level study programme Engineering and Management increased considerably, since 23 new students neared the enrollment quota of 30 students. Among those enrolled, there are graduates of our School, as well as students from elsewhere, especially those with a higher education professional degree in various areas of engineering sciences. In the 2013/2014 academic year, we have noted a serious decline in the transition rate from the first to the second year of the first-level Bologna study programme. The phenomenon shall be analysed in detail and action shall be taken.

Student surveys on the quality of pedagogical work of all professors and assistants have been carefully analysed. Despite introducing anonymous e-surveys, the number of students participating in the surveys was relatively low and additional measures must be taken to increase the amount of feedback from students.

Teachers are systematically encouraged to improve the quality and appeal of their classes. At the end of 2013, the School purchased certain new teaching aids has. We have been trying to take advantage of the more active approaches to study, especially of student project work. In the 2013/2014 academic year, we have also made a significant progress in the use of information technologies (using the Moodle platform, filming lectures). On the other hand, we could take better advantage of the University's publishing services.

Cooperation with companies takes place through student practical training and through seminar papers, diploma and Master's theses. In the 2013/2014 academic year the School of Engineering and Management also participated in the projects Po kreativni poti do praktičnega znanja and coordinated two projects for the companies Editor, d. o. o. and E3 – ENERGETIKA, EKOLOGIJA, EKONOMIJA, d. o. o. The students of the school of Engineering and Management, together with the students of the School of Environmental Sciences, also took part in the project with the company Intra Lighting, d. o. o. Through evaluating the feedback from the companies and organisations where the students perform their practical training and through establishing contacts with graduates the School of Engineering and Management learns the needs of industry and of the non-commercial sector. Competencies of students of final years are systematically monitored

through questionnaires for mentors from companies. In cooperation with the UNG Career Centre and the UNG Alumni Club, the schools collect feedback from employers on the competencies of the graduates. In view of this feedback, a new elective course (Computer-assisted Designing) has been introduced to improve employment competencies of graduates.

In the 2013/2014 academic year, the Career Centre organised a series of events called »chat with entrepreneurs and graduates«, at which UNG graduates presented their experience. The main aim of these events is to present the graduates' career paths, companies in which they are employed and the work which they perform. Entrepreneur Andrej Gropajc, former student of the School of Engineering and Management, founder and director of the Inmuzik company also held a presentation. The School also continued to cooperate with the Primorska Technology Park.

The School of Engineering and Management also cooperates in the European project FETCH (Future Education and Training in Computing: How to support learning at anytime anywhere), which was successful at the call »Lifelong Learning«. The University of Ruse was in charge of project coordination. The School cooperates with other Slovene universities and the Jožef Stefan Institute also in the national-scale project OpeningUpSlovenija – Odprimo Slovenijo through offering education with the purpose of increasing the access to studies and the quality e-learning opportunities, development and use of open educational materials and the development and use of the new applications for ICT support in education.

The School has continued to cooperate with the Student Council as in the previous years. The students have their representatives in the School Senate. From September 2013 on, there have been two student representatives in the School Senate, namely Martin Bizjak, BA in Engineering and Management, representative of the second-level students, and Rok Stegovec, representative of the first-level students. In October 2014, Martin Bizjak, who shall soon complete his studies, was replaced by Armand Zavec.

Despite the improvement of situation, there are still too few full-time employees at the School of Engineering and Management. Therefore, the University of Nova Gorica seeks and employs staff periodically to pursue the School's mission.

The report has been drawn up by (in alphabetical order): Prof. Dr. Imre Cikajlo (Quality Coordinator of the School of Engineering and Management in 2014/2015), Assist. Prof. Dr. Ingrid Petrič (Quality Coordinator of the School of Engineering and Management in 2013/2014), Lucija Vidrih (UNG Career Centre), Martin Bizjak (student representative), Maja Wagner (School's Administrative Office), Prof. Dr. Tanja Urbančič (Dean of School), Renata Kop (UNG Student Office), Sabina Zelinšček (UNG International Office) in Tea Stibilj Nemeč (UNG Human Resources Office).

15.4 School of Applied Sciences

Summary of the self-evaluation report of the School of Applied Sciences

The School of Applied Sciences offers study programmes in natural sciences and technology. Since 2007/2008 the academic year, two new study programmes were introduced, i.e. first- and second-level study programmes »Physics«. Both programmes were developed through the cooperation of the University of Nova Gorica with partners from industry, medicine and fundamental research. All the courses of the School are ECTS accredited in accordance with the international ECTS system. The School has signed the Erasmus university charter on exchange of students between universities. In the 2013/2014 academic year, the school carried out both study programmes, namely all three years of the first-level programme and two years of the second-level study programme.

Both study programmes focus on applied physics, which is expressly practice-oriented. The main mission of the programme is to train engineers with cutting-edge applied knowledge of planning, designing and applying modern measurement techniques and instruments. The School of Applied Sciences strives to establish a method of teaching physical science that would be in compliance with the needs of the industry, since both study programmes are expressly practical and closely related to technological development processes. Graduates of the first-level programme shall not only have specialized knowledge of a specific discipline, but will be able to quickly adapt to the needs of employers since they shall acquire a wide range of practical knowledge through their studies. The first-level study programme trains students to solve problems and seek multidisciplinary solutions beyond a certain discipline. The second-level programme provides students with in-depth knowledge required for individual research work and academic path to the doctoral degree, or for individual research work in various high-tech companies.

The first-level programme »Physics« and the second-level programme »Physics« have been carried out by means of modern methods of teaching and learning and provide students with general and specific knowledge and skills in individual fields. The educational process was conducted by 32 teachers, top experts from the field of solid matter physics and particle physics. They all have appropriate academic qualifications. 25 of them are fully-employed, while 7 of them work on a contractual basis. In the 2013/2014 academic year, 4 members of teaching staff obtained habilitation titles.

In the 2013/2014 academic year, the teaching activities were carried out at Križna ulica/Via della croce in Gorizia, Italy, where there are six lecture halls with a total surface area of 544.78 sq mt, a conference room (64.15 sq mt), a study room (62.75 sq mt) and a computer lecture hall (62.40 sq mt). There was enough laboratory space for laboratory exercises. The School has at its disposal also two rooms to be used as Administrative Office, and a Dean's Office.

In the 2013/2014 academic year, there were 12 students enrolled in the first-level study programme Physics – 7 in the first year, 2 in the second and 3 in the third year. 80 % of

them successfully completed the first year of studies, 0 % completed the second year, and 100 % of them successfully completed the third year. The average grade of all passed exams in 2013/2014 was 7.92, and 3 diploma theses were defended.

Six students were enrolled in the second-level study programme Physics. Two Master's thesis were defended in 2013/2014. The student survey on study programme evaluation was also carried out. The results show that students were satisfied with the study programme.

After three years of carrying out the full-time studies in the first-level study programme Physics has remained low, although we have noticed an increase in the quality of the students in terms of their prerequisite competences and knowledge and their motivation. Every year, the School's staff takes new measures to contribute to the increase of the interest of the prospective students in the School. One of the measures was a comprehensive reform of the practicum in physics by introducing more practical classes, enabling the students to acquire practical knowledge.

The University and thus also the School of Applied Sciences are in the process of determining the location of the future campus and of its construction. Current proposals include various locations scattered between Vipava and Nova Gorica, yet no assurance has been given that the construction process shall begin in the near future. In the previous years, we carried out lectures in the UNG premises in Križni ulici/Via della croce in Gorizia, Italy, which was a benefit for most of the students in terms of logistics and enabled them to use student housing facilities in Nova Gorica and its surroundings. Since the 2014/2015 academic year, we have again been carrying out both study programmes at the UNG premises at the Ajdovščina campus, which enables a better and direct connection with the research laboratories (which are also located in Ajdovščina) and better working conditions (more plentiful and more modern lecture rooms, student physical laboratory).

The School of Applied Sciences shall continue to monitor the quality of its study programmes. The results will be used to adapt the study programmes to the needs of job seekers and job providers. Special attention will continue to be focused on the monitoring of practical training in industry. In the future, we shall try to increase our facilities for laboratory work and tutorials. We shall continue to monitor the developments of high-tech companies and to establish links with new industrial development units in order to provide students with more experimental practice that they shall be able to perform in these enterprises. Encouraging students to participate in international exchanges and to obtain ECTS credits at other foreign universities has paid off this year. More attention shall be paid to the early inclusion of senior students in research work in physical laboratories, and thus train them for the possible future posts of young researchers.

The report has been drawn up by (in alphabetical order): Dean of School of Applied Sciences Prof. Dr. Samo Stanič, member of the UNG Student Council Aleš Bogovič, President of UNG Quality Assurance Committee Prof. Dr. Iztok Arčon, Tea Stibilj Nemec, Sabina Zelinšček, Renata Kop, Lucija Vidrih, Vesna Mržek and Quality Coordinator of the School of Applied Sciences Assist. Prof. Dr. Egon Pavlica.

15.5 School for Viticulture and Enology

Summary of the self-evaluation report of the School for Viticulture and Enology

The University of Nova Gorica has been carrying out the professional higher education programme in Viticulture and Enology since the 2005/2006 academic year. The Council for Higher Education of the Republic of Slovenia gave its consent to the programme and establishment of the School for Viticulture and Enology in 2006. The study programme Viticulture and Enology was designed in accordance with the Bologna declaration.

Seven years after the programme was first accredited, UNG submitted an application to SQAA/NAKVIS for the programme re-accreditation. In May 2013, a group of experts appointed by SQAA/NAKVIS visited the School to perform the external evaluation. On the basis of their final evaluation report, a SQAA/NAKVIS 21 October 2013 passed a decision to extend the programme's accreditation period for another seven years.

Besides the Dean, who manages the School, the following bodies operate within the School: a nine-member Senate (in compliance with the adopted changes in the UNG Statutes; the Student Affairs Committee; Chair of the Committee for the Evaluation of Diploma Theses, and Quality Coordinator.

Basic operations of the School for Viticulture and Enology are financed through state concessions. However, we are planning to continue our efforts in obtaining funds from other sources. A welcome novelty is the possibility of covering some expenses related to quality system improvements with funds obtained to this end by UNG in 2013 (project "Higher Education Quality").

By summer 2013, the quality assurance activities School for Viticulture and Enology were conducted in accordance with the uniform methodology of UNG, which was replaced by UNG Quality Manual, reviewed and adopted by the UNG Senate at its regular session on 11 July 2013. A novelty introduced in the self-evaluation report is the Annual quality monitoring and preparation of an Action plan for elimination of established downsides or weaknesses.

The School for Viticulture and Enology has at its disposal suitable premises for the implementation of its activities. After relocating its activities to the renovated front wing of the Lanthieri Mansion in Vipava (at the beginning of 2013), the working conditions have even improved. In addition to spacious lecture halls, we have at our disposal modernly equipped laboratories, a wine-tasting room, and a computer room. Conference rooms and joint premises for various events are also available to us. The School owns a wine-growing estate, which has been reduced due to the optimisation of costs (now measuring 7 ha). The estate is in need of renovation and in the 2013/2014 academic year we started the renovation of 1.2 ha by establishing a research-based collection of the Rebula variety. No permanent or long-term solution has been found for our cellar and wine-processing premises. Our current equipment, including the new microvinification system, is located in the premises under a short-term lease.

In the 2013/2014 academic year, all courses were carried out in accordance with the syllabi. Our range of elective courses has been defined on the basis of a questionnaire. Among the fourteen courses that we offered, students of the final year opted for nine elective courses. Due to cost optimisation at the UNG level, we decided for a joint implementation of certain courses that are common to the majority of UNG schools. Within the framework of their field and/or practical work, students have visited numerous wine cellars, institutes, enterprises and wine fairs or festivals, where they learned about all the wine-growing regions in Slovenia. We concluded agreements with 23 (last year, it was 31) partners where our students can perform their practical training and acquire experience. We regularly renew these agreements and try to find new partners.

All member of the School staff are actively involved in research work, enabling better transfer of the newly acquired knowledge into pedagogical process. The School cooperates closely with the UNG Wine Research Centre, as well as with other UNG research units. Due to the specificities of the study programme, a lot of experienced experts with adequate habilitation titles are included in the pedagogical process. Due to an overwhelming lack of doctors of science in our field of expertise, we provide for the development of our own personnel.

The participation of students in student surveys is relatively poor. In view of the survey results, students have mainly been satisfied with the studies and the work of our services. The work of our pedagogical staff has also been evaluated as very good. Students of the first two years awarded our lecturers and assistants with grades above 3 (the highest possible grade is 5); many teachers were awarded grades above 4. In the first year, however, some lower grades (if compared with others) appeared. We had conversations with the two lecturers who had been assigned low grades and we shall pay attention to their grades in the future as well.

A satisfactory, constant enrollment rate of new generations has not been achieved yet. Therefore, all the existing and future activities aiming to increase the enrolment rate are still of vital importance. The student surveys actually show that the ways of obtaining information on our study programme differ from generation to generation.

Although the average length of studies has reduced and the number of graduates increased in the 2013/2014 academic year (if compared with the previous year), on average the studies still take too long to complete, which remains a serious concern. It is often the case that students do not complete their studies or do not persevere until graduation, especially when they find employment or work at their home estate. If compared to the year before, the average grade of exams has been slightly higher, but the average grade of all exams passed is still below the the highest value of the previous academic years. This can also be attributed to the fact that a higher proportion of secondary school students with lower grades enrol in our programme. Therefore we must strive to attract the better and more motivated students. A system of tutorship has been introduced to help the students. However, they have not shown a great interest in this type of help and the programme has not yet fully come to life.

The current employability rate of our graduates within the first six months after graduation is approximately 70 %, and 90 % within twelve months after graduation. The

employability rate is thus lower than in the past, but it can still be considered as high if the economic crisis is taken into account.

The interest in staff mobility programmes (mobility with the purpose of training) is still very high, and we have managed to increase the students' interest in mobility programmes. We would like to increase the frequency of visits of foreign visiting professors.

The School has been successfully cooperating with the local environment and also across the border. Experts from industry are involved in our pedagogical process. We have been increasingly cooperating with them in the field of research as well as through the projects in which the students participate as part of their practical training performed in numerous companies/estates, and in this way the future employers can get acquainted with our study programme and our work. Employees of the school participate in various profession-related events by holding lectures, workshops or guided wine-tastings. It is mainly through the activities within the Interreg cross-border cooperation project that we provide for the transfer of research-based knowledge into practice.

The School has a clear mission, which it strictly pursues. The School's development strategy is in compliance with the UNG Strategic plan. A more detailed Development strategy of the School and of the related Wine Research Centre for the next five years is in the process of preparation.

The report has been drawn up by (in alphabetical order): Matej Lavrenčič (student representative), Assist. Prof. Dr. Branka Mozetič Vodopivec, Dr. Melita Sternad Lemut, Assist. Prof. Dr. Lorena Butinar, Tea Stibilj Nemeč, Maja Terčon, Ana Trošt, Sabina Zelinšček.

15.6 School of Arts

Summary of the self-evaluation report of the School of Arts

The School of Arts of the University of Nova Gorica is a young and dynamic school, supporting their students and providing them with modern methods and tools for learning, as well as with good selection of contents and mentors. We prefer a personal approach, but we support e-learning. We are intermedia-oriented and we advocate interdisciplinary cooperation.

We see students as individual and creative personalities that evolve in a group and in a community. Innovative approaches in pedagogical, research and production processes stimulate students to individual creative and academic work, supervised by a group of professional associates. Mentors and visiting lecturers are selected carefully, based on their excellence in the profession and on their academic reputation. In this manner, students are provided with knowledge and skills that are of high quality and up-to-date. Project work and participation in production outside the school provide students with invaluable experience in work on real-life and complex projects. Students obtain their work experience during the studies and collect their references in the selected field of work. This enables them to quickly enter the real production environment or continue their target-oriented studies.

With the Digital Arts and Practices programme, a new study area was introduced at the University of Nova Gorica, resulting in the establishment of a new school, within which the study programme is implemented. At its 20th session held on 27 November 2008, the UNG Senate passed the decision on the proposal of the first-level study programme "Digital Arts and Practices". The decision on the establishment of its seventh educational unit, i.e. "School of Arts" was passed by the Senate at its 21st session on 14 January 2009. In March 2009, the University of Nova Gorica submitted the Digital Arts and Practices programme for accreditation to the Council for Higher Education of the Ministry of Higher Education, Science and Technology. The Slovenian Quality Assurance Agency for Higher Education accredited the School of Arts on 7 March 2011 with the decision No. 6033-86/2009/8.

On 25 September 2012, after almost four years, the Agency accredited the first-level programme in "Digital Arts and Practices (DUP)" with the decision No. 6033-97/2001/19.

The Digital Arts and Practices programme was first implemented in 2009/2010. It is a first-level undergraduate programme, designed in accordance with the Bologna guidelines. Practice-oriented studies in the three-year Digital Arts and Practices (DUP) study programme enable exploration in three branches: the film environment, creative industries and contemporary art. Various perspectives of work are thus offered to students: animated film, videofilm, art video, (interactive) installation projects, multimedia performances, online video and TV production, animated and videographics, apparent reality, online art.

The Digital Arts and Practices programme is structured around four main elective modules – **animation** (animated film, animation in creative industries); **videofilm** (feature, documentary, experimental videofilm, art video); **photography** (fine art, applied); **new media** (creative use of new online, mobile, multimedia technologies). The modules are supported by **historical/critical** and **creative/technical** modules.

The implementation of the programme in the 2012/2013 academic year 2012/2013 was made possible by twenty-three associates and five international visiting lecturers who conducted the workshops, and by four guests holding introductory lectures.

In 2009/2010, the first defences of diploma theses at the School of Arts took place. Two students graduated successfully, one with a short feature film, and one with two-screen video installation.

The transition rate from the first to the second year was very good. Our students come from all over Slovenia. The number of secondary school students that completed their secondary education with the matura exam has decreased. Since our study programme is very specific, prior knowledge of students enrolling in the first year is not of such importance. The quality of work required for the passing of artistic ability examination is practically the same in both generations and does not exhibit any differences between different secondary schools or different manners of secondary school completion. We are glad that students come from all over Slovenia, so it cannot be claimed that it is only students from the Goriška region that enrol in our programmes.

Since the study programme is very specific and payable, there are no part-time students. Average grades of 8.8 in the 1st-level programme and 9.42 in the 2nd level programme are relatively high and reflect the commitment of students in creating high quality works, especially when it comes to practical tasks.

This year, students enrolled in the second-level programme in "Media Arts and Practices" for the first time. The School of Arts thus provides the whole vertical of education that is currently implemented in Slovenia in the field of arts. In order to enrol in the second-level programme of Media Arts and Practices, candidates have to meet general conditions and pass entrance examination, consisting of a portfolio, motivation letter with their project idea and an interview. As expected, the number of the students enrolled increased in the 2014/2015 academic year and we have thus reached the enrolment quota (10 students). The fall in the number of students shall remain visible for another year and above all result in the low number of Master's theses in the following year.

The Media Arts and Practices programme is structured around six main elective modules – animation (animated film, animation in creative industries); videofilm (feature, documentary, experimental videofilm, art video); photography (fine art, applied); new media (creative use of new online, mobile, multimedia technologies), contemporary art practices (not related to any specific medium) and scenographic spaces. Since this year, the programme has been implemented by two universities, UNG and APURI Rijeka, while the other two universities participate in the implementation of individual modules. Last year, School of Arts implemented three modules; three modules were carried out this year as well. This year, we have implemented the module Animation for the first time the

students showed a huge interest in it. The Croatian APURI is implementing two modules this year. Students of both schools have the possibility and right to attend lectures and practical classes at both schools. This year, the international workshop on documentary film took place in Gorizia. It was organized as a studio for students of the second-level programme and students from the Norwegian and Portuguese universities were also invited to participate in the workshop. Thus, there were ten students from our school at the workshop, five from Norway and five from Portugal.

Students of both programmes of the School of Arts estimate that they had acquired enough information on the studies prior to enrolment. Students estimate that the method of providing information on information days and through website is most suitable. Therefore, all our efforts are focused on creating websites for our prospective students that would be as good, as up-to-date, as interesting and as clear as possible. The survey shows our students are also an important source of information. With an increased number of students and in view of survey results that show our students are satisfied with the programme, greater recognition of the school can be anticipated among the young who intend to study.

Surveys show that students are satisfied with our programme, School Office and Student Office. Analyses of results also showed that the polled students were satisfied with the study programme. The Course Evaluation Questionnaire for Students was also conducted and analysed.

At the beginning of the 2012/2013 academic year, the School was relocated to new premises in Gorizia, where we are able to implement all our programmes. The School boasts with well-equipped studios, where students can do their work all day round.

School of Arts strives to establish cooperation with other higher education institutions. Through joint project applications, we established partner relations with different universities around the world. We have also made contact with various organizations dealing with production and promotion in art and culture. Through cooperation with world renowned professors, strong ties have been established with their home universities. We also cooperate with organisations that organise festivals, exhibitions and other events through which art and culture are promoted.

The work of the School of Arts' professors includes pedagogical activities and work in the field of art. Our associates participated in various festivals and exhibitions in academic year 2012/13, they received some important awards in Slovenia and abroad, and participated in conferences.

In addition to individual original work of our associates, a lot of effort is focused on participation in different festivals and exhibitions, where student works are exhibited. In 2014, we successfully applied to the 17th Festival of Slovenian Film in Portorož. We are proud that it is our students' work that enable us to take part in various festivals, exhibitions and projects in Slovenia and abroad. That means that it is through our educational process that students are producing high quality works in different media.

In 2014, we successfully completed the project Advancing Digitally Renewed Interactions in Art Teaching (AdriArt). It is a triennial project, in which we participate as

the leading partner together with our partner institutions – Applied Arts Academy of University of Rijeka, Department of Architecture of the University of Graz, and DAMS from Gorizia. The aim of the project was to design and pilot-test the 2nd-level Bologna programme. A two-year Master of Arts programme will be developed and pilot-tested within the framework of the project.

In 2013, we successfully applied to the new European LLP (Lifelong Learning Programme, Erasmus Multilateral projects) call for proposals with three-year project Interdisciplinary Entrepreneurial Application for Transforming Education in High Technologies (IDEATE). In order to work on the project, a consortium was established, consisting of UNG, three universities and one company from Slovenia, as follows: Staffordshire University, Great Britain; University of Turku, Finland; Vilniaus verslo kolegija, Lithuania; Domenca Labs, d. o. o., Slovenia. Within the project, students of different study directions and interests will establish several organisations of different legal forms, which will represent an opportunity for employment in the field of arts and culture related to science.

We also successfully applied to the European call of the Norwegian financial scheme with the project Balancing on the Border (BoB). The two-year project includes a two-week workshop on documentary and animated film, which is carried out in Gorizia and in Nova Gorica. We also cooperate with our partners of ESAD from Portugal and Westerdals from Oslo, Norway.

The report has been drawn up by (in alphabetical order): Iztok Arčon, Janja Humar, Renata Kop, Boštjan Potokar, Peter Purg, Rene Rusjan, Tea Stibilj Nemeč, Marija Veljanovska Nemeč and Sabina Zelinšček. Peter Mišič (student representative)

15.7 Graduate School

Summary of the self-evaluation report of the Graduate School

The Graduate School joins and carries out all graduate doctoral study programmes at the University of Nova Gorica, regardless of their field of study. There is a wide range of areas, from natural sciences and technology to humanities and interdisciplinary sciences. In the 2013/2014 academic year, the University of Nova Gorica implemented seven doctoral third-level study programmes designed in compliance with the Bologna Declaration (*Environmental Sciences, Karstology, Physics, Comparative Studies of Ideas and Cultures, Economics and Techniques for the Conservation of the Architectural and Environmental Heritage, Molecular Genetics and Biotechnology, Linguistics*). In that very year, there were a total of 98 students enrolled in all study programmes, exhibiting high interest in the graduate study programmes of the Graduate School. It is delightful to note that the proportion of foreign students is high (45 %). It has been further increasing and in the 2014/2015 academic year it reached 56 %. The number of international student exchanges is also very high.

The Graduate School shall continue to pursue its vision: to implement all doctoral study programmes of the University of Nova Gorica at one common school. Such an approach has proven to be good and effective, since a well-connected and uniform graduate school can offer individual doctoral study programmes with a range of elective and interdisciplinary courses. The ECTS credit system and the ERASMUS programme enable students to study in related study programmes at other universities in Slovenia and abroad, increasing the mobility of students. All study programmes of the Graduate School are linked to research units at the University of Nova Gorica or to other research institutions in Slovenia and abroad. Graduate students are thus able to conduct their research work, required by their studies, and to participate in international research projects. Together with professors, researchers and experts, students can create new knowledge and transfer it into the business environment.

All programmes are conducted successfully, in a high-quality manner and effectively, which is visible in success of students in their studies and individual research work. Average grades of students are generally very high, students pass exams on their first attempt, and the average study period is relatively short. The effectiveness of graduate studies is reflected in successful defences of high-quality Master's and doctoral theses, and in numerous publications of student research results in reputable international journals: 46 scientific and professional articles, 21 papers at conferences, 74 published proceedings from conferences, and 42 other scientific publications in the 2013/2014 academic year. This number does not include the publications of students who have recently completed their studies and who are publishing papers related to their research performed as part of their doctoral or Master's theses. In 2013/2014, the University of Nova Gorica awarded two Master's degrees and promoted thirty-four doctors of science. The Committee for the assessment of a Master's or doctoral theses always consists of one member from a foreign university. It is in this manner that the quality of Master's and doctoral theses is comparable to the standards established worldwide. The above-

mentioned accomplishments bear witness to the quality and topicality of the contents taught and the teaching methods used in our graduate study programmes.

In the 2013/2014 academic year, two programmes of the Graduate School, *Molecular Genetics and Biotechnology*, and *Physics*, successfully underwent all programme re-accreditation procedures. At its 82nd session held on 18 September 2014, the Council of the Slovenian Quality Assurance Agency for Higher Education (SQAA/NAKVIS) re-accredited both programmes for the maximum period of another seven years. In September 2014, the Graduate School submitted to the SQAA three doctoral programmes whose accreditation period expires next year for re-accreditation: Karstology, Environmental Sciences, Humanities (former Comparative Ideas and Cultures).

Environmental Sciences

In the 2013/2014 academic year, the fifth generation of students was enrolled in the third-level Environmental Sciences programme. Since the enrolment in the scientific Master's programme has not been possible since 2011/2012, the number of the students enrolled in the programme Environmental Sciences has decreased slightly in comparison with the past years. Out of the seven programmes we are ranked fourth in terms of the number of the students enrolled. In terms of the average examination grade achieved, the students of the programme Environmental Sciences are ranked slightly lower (average grade 9.0), which, however, does not mean that the students are not so good, but rather that the lecturers demand more from the students. In the 2013/2014 academic year, the average duration of graduate studies was significantly longer than in the previous years, which is due to the fact that some doctoral students who interrupted their third-level studies and had not had the status of young researchers funded by the Slovenian Research Agency obtained their PhD degrees. The transition rate between individual years of study decreased in 2013/2014; the transition rate from the first to the second year amounted to 75 % (as opposed to 83.3 % in the previous year), and only to 60 % between the second and third year (as opposed to the 100 % transition rate achieved previously). The long-term trend in the increase in the number of female students has continued to increase. In the 2013/2014 academic year, the proportion of female students was 75 %, which is only slightly below the percentage achieved in the previous year (76.9 %).

Among those enrolled in the first year, there is still a relatively high proportion of young researchers (about 75 %). There was one foreign student enrolled in the first year of the full-time study, therefore we can claim that the level of international student exchanges has been satisfactory. Seven students completed their PhD studies at the programme Environmental Sciences in the past academic year; while no students completed their Master's studies. In 2013/2014, student surveys on the quality of pedagogical work were also conducted. Surveys on the quality of pedagogical work of all teachers were carefully processed, and individual interviews with lecturers were held. The issue of the lack of space has been resolved. Current premises suffice for the implementation of the graduate study programme Environmental Sciences.

Physics

The third-level study programme Physics is international and implemented in blocks for individual courses (comprising lectures and the examination). Individual courses are implemented in the form of one- to four-week intensive courses, depending on the number of students. These courses may be conducted in the form of lectures, individually through contact hours with the lecturer, or through individual distance learning. In addition to the organised form of studies, study requirements also include seminar papers and individual research work. With prior consent of the mentor and the Scientific Council of the programme, the students can take exams in other doctoral study programmes at UNG or in related programmes of universities in Slovenia and abroad. In addition to mobilities for the purpose of study, the students can also take part in mobilities enabling them to perform their research work at numerous Slovene and foreign universities, and research institutes. It has been established that the enrolment rate has been constant and that the majority of students come from abroad (in the 2013/2014 academic year, 70 % of students were international students). The number of students is evenly distributed across all three modules: *Particle Physics*, *Materials Physics* and *Physics of Fluids*. In order to assess work and performance in 2013/2014, a survey was conducted among six students. In the same academic year, 6 students of the study programme *Physics* successfully defended their doctoral dissertations. On the basis of a thorough analysis of the availability of study units provided within this study programme a proposal for the enhancement of the programme's syllabus with new elective course is in the process of preparation.

Karstology

In this academic year, the activities organised for students were, in accordance with the study programme, carried out in the form of individual work, in which all lecturers were involved. The lecturers are renowned experts in Slovenia and worldwide with plenty of experience in basic as well as applied research. Therefore, they provide students with knowledge and experience that they obtain through their own work outside their research institutions. There were two students enrolled in the first year. The total number of students in the programme was 7, the average grade was 9.43. The students' publications reflect their ability to successfully perform their individual research work. There are also some doctoral theses supported by the industry. Moreover, the students participated in international scientific events, while the lecturers teaching in the study programme *Karstology* were invited to various universities and institutes all over the world, and also attended professional meetings. The programme has established cooperation with several foreign universities. Experts from abroad act as mentors to our students and as members of committees. Transfer of knowledge to Asian students is anticipated at our International Karst Environmental Laboratory (*Yunnan International Karst Environmental Laboratory*) at Yunnan University (Kunming, China). In June 2014, UNG signed the agreement with UNESCO on the establishment of the UNESCO Chair on Karst Education.

Humanities (formerly Comparative Studies of Ideas and Cultures)

In the 2013/2014 academic year, the activities concerning the graduate study programme Comparative Studies of Ideas and Cultures, taking place at the ZRC SAZU premises in

Ljubljana, were implemented according to expectations. No new students enrolled in the first year, as enrolment in the old modules is no longer possible. 7 students were admitted to the second year of studies, and 10 students in the third year. The programme was implemented in the form of lectures held by Slovene and visiting lecturers, seminars and individual consultations, taking place in two semesters. In the 2013/2014 academic year, 20 Slovene and 6 foreign lecturers participated in the implementation of the programme. The lectures focused on interdisciplinary and comparative approaches, on historical, social and political contextualisation of topical issues. The lectures were public, available to the general public and well-attended. The students themselves organised reading seminars, at which they discussed various scientific articles. The teaching staff was always available to the students.

In the 2013/2014 academic year, the study programme was renamed to *Humanities*. Since October 2014 the programme has comprised two new modules, *Literary Sciences* and the module *Migration and Intercultural Relations*. Studying literary sciences allows students to acquire up-to-date expertise in methodology, theory and new media, indispensable in the research of literature as well as of social phenomena reflected in literary works. Migration studies equip students with contemporary methodological and theoretical knowledge, enabling them to understand the phenomenon of migration and confront the present migratory processes and their occurrence. Admission to other modules has no longer been possible since the 2012/2013 academic year.

The Senate of UNG has adopted the changes of the third-level study programme *Comparative Studies of Ideas and Cultures* and introduced the modules *Linguistics* and *Migration and Intercultural Relations*, and granted consent to the change of the graduate study programme. The new name of the programme is thus *Humanities*.

Economics and Techniques for the Conservation of the Architectural and Environmental Heritage

In 2013/2014, the study programme was implemented in the form of intensive weekly lectures covering the entire contents of the courses. In addition, the students of all years of study also performed individual work and participated in workshops with the purpose of presenting their progress and discussing issues and challenges of selected topics for doctoral or Master's theses. Through individual study and distance learning by means of audio and video recordings of lectures the students studied the prescribed topics, which contributed to the increased level of interaction between the students and the lecturers. In addition to intensive interdisciplinary lectures, the following international workshops were organised: *Strategic Urban Research* in cooperation with the Free University of Amsterdam and the Università Federico II from Naples, and *Economics of Cultural heritage, New Perspectives* in cooperation with the UNESCO Venice Office for Science and Culture in Europe. In cooperation with the Marco Polo System organisation and the partners of the EU project HerMan (Management of Cultural Heritage in the Central Europe Area), which manage the fortification complex in Marghera, we organised field lectures and workshops.

The internationally-oriented nature of the programme and specific working environment provided by partner institutions and universities represent an ideal working environment relevant for good study results.

Molecular Genetics and Biotechnology

The interest in the study programme expressed by Slovene as well as international students has been increasing. The implementation of the study programme is in accordance with the accredited programme. Special emphasis is placed on experimental laboratory work, which represents a basis for successful doctoral theses. Modern methods of teaching and learning have been applied to stimulate future doctors of science to achieve good learning objectives. These methods were as follows: in-depth understanding of scientific approaches in bioscience; development of independent thinking and critical evaluation; development of personal responsibility and ability to make decisions. Laboratory work is complemented with various scholarly activities, such as lectures, educational seminars and workshops.

In comparison with the previous years, the number of invited lectures held in 2013/2014 was higher. Workshops in the form of critical debates were held and managed by experts from respective fields. In this manner, the students acquire knowledge of topical issues in different disciplines of bioscience, as well as invaluable experience in critical evaluation of professional articles. First-year students attended a series of concise lectures, where they acquired basic knowledge of various fields of molecular biology. The educational process is conducted by professors and established experts who are active in their respective fields of science. Applied methods of testing and assessing of knowledge are in compliance with programme's objectives and outputs. A student survey was conducted to evaluate the performance and efficiency. At the end of the academic year, student research work was presented to a committee consisting of four senior researchers from their respective fields. Critics and proposals by the committee help students in their future work and play a key role in education in science.

At its 57th session, held on 14 May 2014, the Senate of the University of Nova Gorica adopted the changes to the programme Molecular Genetics and Biotechnology in order to enhance the quality of the educational process within this study programme. The main change concerning the organisation of the syllabus is the distribution of the organised forms of study by individual years of study. In the first year the share of the organised forms of study has been increased to ECTS (formerly 20), while the share of the students' research work has been decreased to 34 ECTS. In the second year of studies, this ratio does not change. In the third year, the share of the organised forms of study has been decreased to 14 ECTS (formerly 20), and the share of the students' research work has thus been increased to 16 ECTS. This enables the students in their last year of studies to focus more on their research work. We have introduced new mandatory courses (Seminar I, Seminar II, Seminar III), which shall enhance the contents provided by the former courses "Individual Project Work I, II and III". In addition, new elective courses were introduced to keep the programme up to date with the current trends in global research in the fields of biomedicine and biotechnology, tackling topical issues in biomedicine and biotechnology which had not been previously covered by the programme. The interdisciplinary nature of the programme is thus emphasized, reflecting the diversity of

the mutually-intertwined scientific disciplines in the fields of biomedicine and biotechnology.

Linguistics

Our doctoral programme has established itself in the community of internationally renowned cognitive science programmes. The programme has a huge potential, which we will be able to reach when the issue of the student financing is resolved.

The programme has established strong links with the research activities of the Center for Cognitive Science of Language, which provides our students with a sound basis for successful careers in theoretical and experimental linguistics.

To enhance the quality of the programme we introduced changes to the programme structure and syllabus in 2014. At its 56th session, held on 19 March 2014, the Senate of the University of Nova Gorica adopted the changes to the graduate study programme and gave consent to the change of the name of the graduate study programme Linguistics. The new name of the programme is “Cognitive Sciences of Language”.

The self-evaluation report of the Graduate School and the summary have been drawn up by (in alphabetical order): Prof. Dr. Iztok Arčon, Prof. Dr. Anton Brancelj, Assist. Prof. Dr. Martina Bergant Marušič, Assist. Prof. Dr. Saša Dobričič, Prof. Dr. Elsa Fabbretti, Kristien Fauconnier, Assist. Prof. Dr. Martin Knez, Renata Kop, Nadja Lovec-Santaniello, Tea Stibilj Nemeč, Prof. Dr. Samo Stanič, Prof. Dr. Artur Stepanov, Prof. Dr. Jelica Šumič Riha, Assist. Prof. Dr. Ana Toroš, Vanesa Valentinčič, Sabina Zelinšček.

16 ACTION PLAN

In late September 2012, UNG submitted the application for the re-accreditation of the university. A group of experts appointed by the Council of SQAA/NAKVIS conducted an external institutional evaluation of UNG on 14 and 15 May 201 and informed UNG of their findings, listed UNG's advantages, gave recommendations for improvements and pointed out the inconsistencies.

At their sessions held in June and July 2013, the competent bodies of UNG adopted the measures for the elimination of the inconsistencies, as described in details below. UNG informed the Council of SQAA/NAKVIS about the elimination of inconsistencies in July 2013. At its 71st session, held on 19 September 2013, the Council of NAKVIS adopted the decision to extend the accreditation period of the University of Nova Gorica for another seven years.

The measures adopted by UNG in order to eliminate the inconsistencies stated in the evaluation report of the expert group are presented below, including the **action plan** on the basis of which UNG shall implement and take into consideration the recommendations for improvements. The action plan defines the measures and procedures for the implementation of the above-mentioned recommendations in order to upgrade and improve the UNG quality assurance system.

16.1 Weaknesses and proposed measures for their elimination:

Inconsistency: »*The University has no Academic panel, as it is stipulated by the Higher Education Act.*«

The Governing Board and Senate of UNG approved the amendments to the UNG Statute (Articles 21, 45 and 46), by means of which the Academic panel of a school or academy was added to the bodies of the school or academy.

Inconsistency: »*Habilitation criteria do not comply with minimum standards of NAKVIS.*«

The Governing Board and the Senate of UNG approved changes and amendments to Regulations for the determination of conditions and appointment procedures for research and teaching positions at the University of Nova Gorica (Article 4), which define that candidates for research and teaching positions must, in addition to other criteria, also meet the Minimum Standards for the Appointment of Higher Education Teachers, Researchers and Faculty Assistants, adopted by the Council of NAKVIS.

The Regulations for the determination of conditions and appointment procedures for research and teaching positions at the University of Nova Gorica have been designed in a slightly different manner if compared to the Minimum Standards for the Appointment of Higher Education Teachers, Researchers and Faculty Assistants, adopted by the Council

of Slovenian Quality Assurance Agency for Higher Education (NAKVIS), and yet they in all paragraphs and criteria for appointments into positions meet and are actually stricter than the adopted Minimal Standards. A three-member committee appointed by UNG Senate is the responsible body competent to decide on the suitability of a candidate for appointment. The committee usually consists of one member from UNG, one member from another Slovene university and one member from a renowned foreign university. In case there are no habilitated higher education teachers with a suitable title and experience in the respective field of research, there may be more committee members coming from universities from abroad. By including foreign professors in these committees, UNG makes sure that the competences of appointed teachers are internationally comparable.

In November 2014 the *Regulations for the determination of conditions and appointment procedures for research and teaching positions at the University of Nova Gorica* were amended (Amendments to Article 3, paragraphs č, d, e, f and a new paragraph g of Article 4; Articles 5, 6, 7, 17 and 18).

The main amendments are as follows:

The Title »Professor Emeritus« has been added. Titles for research and teaching positions, as stated in Article 4 of the Rules, except the title Adjunct Professor, are awarded to the candidates who are employed at the University of Nova Gorica, while the title Adjunct Professor is awarded to the candidates who collaborate with the University on the basis of a civil law contract. The title Adjunct Professor can also be awarded to candidates who collaborate with the University in the form of overtime employment. The number of positions of Research Advisors and Full Professors is limited. Their number is decided upon the Senate of UNG upon the UNG Rector's proposal and upon taking into consideration the balance between all fields of science and arts in which the University is involved. The Senate of the University can award to the candidates proposed the title Senior Research Fellow or Associate Professor multiple times. The measures for obtaining the titles Assistant Professor, Associate Professor and Adjunct Professor have been amended and made stricter.

Researchers at UNG are required to be engaged in international research processes and projects. The researchers and teachers are thus expected to be highly knowledgeable scientists and experts with international experience. Therefore, the candidates that wish to get a permanent post are required to have completed a post-doctoral training programme abroad that should have lasted at least one year.

Inconsistency: *»The number of students in UNG Senate and in senates of university members is not in compliance with the law (at least one fifth of all members). The Statutes of UNG does not enable students of university members to organise themselves in Student Councils, as is stipulated in the Higher Education Act.«*

The Governing Board and Senate of UNG approved the amendments to the UNG Statutes (Articles 22, 42 and 45), by means of which the number of representatives of the student council in UNG Senate and in senates of schools and academies changes. Thus, the representatives of the student council now represent at least one fifth of all senate

members. Amendments to the UNG Statutes (Articles 21 and 48) that define the Student Council as the body of a school or academy were also adopted.

Inconsistency: »*The Quality Manual and the quality assurance strategy have not been formally adopted by the decision-making body and have also not been made public.*«

In order to eliminate the established inconsistency and take into consideration the recommendations on compliance with European standards and guidelines for internal quality assurance (*European standards and guidelines for internal quality assurance within higher education institutions*, ESG, Part 1), which, among other things, also stipulate that procedures, policies and strategies of quality assurance at universities should be formally adopted and made public, the UNG Senate adopted at its regular 51st session on 11 July 2013, the following acts and decisions:

- UNG Quality Manual that contains UNG quality assurance strategies.
- Rules of Procedure on the work of UNG Senate, and **Decision:** »The method and organisation of work of the senate of a faculty, academy or school, as well as the appointment of permanent or temporary commissions or working bodies of these senates, shall be governed by procedures, as stipulated in the Rules of Procedure on the work of UNG Senate and in the UNG Statutes, in accordance with provisions of Article 44 of UNG Statute.«

- **Decision**

»Procedures, methods and strategies of quality assurance at UNG are defined in accordance with the national legislation and recommended European standards and guidelines (*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 procedures, methods and strategies of quality assurance at UNG are formally adopted by UNG competent bodies, and published on UNG websites.

UNG has a clearly defined mission and vision of its operations, as well as a strategy for attainment of set objectives. Quality assurance and international competitiveness in the field of pedagogical and research activities are of primary consideration or the commitment of our institution.

UNG undertakes that it will constantly develop its quality culture, work on the creation of quality brand, update the procedures and strategy for the assurance of quality and its constant improvement in all its activities. Quality assurance procedures involve all stakeholders, including students. The University is a cosignatory to the Resolution of the Slovenian Rectors' Conference on the Commitment of Slovene Universities to Develop a Quality Culture (29 March 2012), and thus observes the adopted objectives of the resolution.

The UNG Quality Assurance Committee shall be responsible, at UNG level, for the implementation of activities related to the monitoring, assessment and assurance of quality at UNG, and for presenting proposals and initiatives for the development of quality culture and updating of procedures and strategies, as well as for constant improvement of quality. At individual faculty, academy or school level, the responsibility for these activities shall be borne by respective quality coordinators, who are, by their function, also members of the University Quality Assurance Committee. The Committee shall report on its work to the University Senate once a year.

UNG Governing Board adopted at its regular session on 9 July 2013, Rules of Procedure on the work of the Governing Board.

In compliance with recommended European standards and guidelines for internal quality assurance (»ESG, Part 1«), UNG Quality Assurance Committee also amended its Rules of Procedure.

On the initiative of the UNG Quality Assurance Committee, the senates of faculties, academies and schools adopted Rules of Procedure on the work of the Student Affairs Committee.

All acts, procedures and strategies of quality assurance at UNG are formally adopted by UNG competent bodies, and published on UNG websites: <http://www.ung.si/sl/o-univerzi/kakovost/>

16.2 Opportunities for improvement and plan of realisation:

1. Cooperation with the community

- To undertake more intensive approaches to the promotion of the University on the national level in order to improve the recognisability of the University and its achievements
- To enhance the cooperation with the local environment in the field of humanities
- To enhance the Alumni Club activities

Plan and realisation:

Within the framework of the SUNGREEN project, a comprehensive Communication strategy of the University of Nova Gorica 2013–2018 has been developed with the purpose of providing well-coordinated and effective activities used by the University in order to communicate with various types of audiences. The strategy is in use, its description can be found in Chapter 12.2.

Within the framework of the project *Modernization of the quality assurance system and reform of programmes at the University of Nova Gorica (2012 – 2015)* we have been upgrading the existing information system including UNG databases, and revising the

contents of UNG websites based on this information system. The process of upgrading shall be completed shortly. Descriptions of courses and learning outcomes have been revised for all study programmes, and shall serve to UNG students as well as to the general public.

The Alumni Club website has been revised and shall be further improved and upgraded. An Alumni database shall also be created. Moreover, an Alumni platform shall also be added to the existing Alumni Club website and shall feature all information about our Alumni. The latter shall be encouraged to use the platform on a regular basis. We shall also encourage those Alumni who are willing to help us to take part in the Alumni Club activities. Close mutual cooperation between all UNG units is a key factor affecting the satisfaction level of our Alumni as well as the reputation of the University.

The international recognisability of the University is also being enhanced through participation in international university evaluation procedures and ranking systems: Thomson Reuters Institutional Profiles and the U-Multirank EU project.

In the 2014–2015 academic year, UNG shall undergo the EUA international institutional evaluation. A group of external evaluators shall, on the basis of the analysis of the UNG self-evaluation report and the observations resulting from the two EUA visits to UNG, communicate the findings concerning the external evaluation in the form of the final report, in which the advantages, examples of good practices, as well as the weaknesses of UNG shall be presented and recommendations for improvements shall be given. UNG shall consider the findings and recommendations in the process of revising its internal quality assurance system and take short- and long-term measures for eliminating the weaknesses identified. External evaluation shall serve as an important tool for improving the UNG quality assurance system, which shall contribute to the development of the UNG quality culture and enable UNG to develop its own internal system of quality monitoring.

2. The operations of the higher-education institution

- The procedures must be more formalised and publicly accessible
- To encourage the students to complete their studies in a shorter period
- To adapt the number of study programmes according to the students' interest in enrollment
- Better planning of timetables
- To monitor the students' workload on the basis of the ECTS system
- To consider various opportunities for cooperation with the community and to introduce practical training in those university programmes which have not included practical training so far

Plan and realisation:

UNG Quality Manual defines the system of a completed quality circle. Informing the stakeholders about the decisions of all UNG bodies on a constant basis is an important element. The Senate of UNG has adopted a decision that all quality assurance procedures,

policies and strategies implemented at UNG shall be formally adopted by the competent UNG bodies and published on UNG websites. In 2013 the Rules of procedure of the Senate of UNG, the schools' senates, the UNG Governing Board, the schools' student affairs committee and the amendments to the Rules of Procedure of the UNG Quality Assurance Committee have been adopted. Staff employed at all study programmes are regularly informed about the decisions passed by the schools' senates, about the results of student surveys related to their performance, as well as about the decisions of the UNG Quality Assurance Committee and about the self-evaluation reports of schools and of UNG. The Dean is responsible for informing the teaching staff.

Within the framework of the project: »*Modernization of the quality assurance system and reform of programmes at the University of Nova Gorica*« we have been designing student e-surveying system, which shall be integrated into the UNG information system and shall provide an automatic analysis of quantitative data obtained from the questionnaires. The method of obtaining the data from the students shall thus be improved, particularly in the case of the questionnaire assessing the workload of the students according to the ECTS system, where we have been facing a low student participation rate. The results of the surveys shall be taken into account in revising the syllabi as part of this project. The syllabi of all 17 study programmes are expected to be completed by June 2015.

We have improved the equipment used to carry out practical classes and laboratory work at all study programmes within the available scope of financial resources. In revising the syllabi of all study programmes, special emphasis was placed on increasing the scope of project work and practical training of students, which is in line with the long- and short-term strategy of the University.

The Rules of studies at UNG comprise certain measures for ensuring the quality and efficiency of the studies, as well as for stimulating the student to successfully complete their studies in a shorter period of time, such as the progressive payment scale for taking the examinations, if a student takes the examinations more than three times. This encourages the students to better prepare for the examinations. Another method for stimulating the students to study in a more efficient way are the *Alumnus Primus Award*, presented to those first- and second-level graduates who regularly passed to the next year of studies and were first to graduate among the students of the same generation; and the *Alumnus Optimus Award*, presented to the graduates obtaining the highest mean grade average among all students graduating in the same academic year.

3. Staff

- To maintain and improve the ratio between contract-based associates and regularly employed staff and thus ensure an adequate level of stability of the teaching process
- To promote the mobility of teaching and support staff
- To construct the action plan for the development of the personal careers of staff members
- To evenly distribute teaching and research tasks among the assistants

Plan and realisation:

At the UNG strategic panel session held on 7 February 2013 the measures for the future improvements in terms of UNG staff issues were adopted. At the UNG strategic panel session held at the Lanthieri mansion in Vipava on 6 February 2014, the achievements were evaluated and the plans for the forthcoming year were further developed:

- To strive for the ideal balance of 50 % of research work and 50 % of pedagogical work for each employed researcher
- To decrease the share of external associates on UNG level to below 30 %
- To distribute the mentorship for Bachelor and Master theses as evenly as possible across staff members

In most study programmes we managed to decrease the share of contract-based associates to below 30 % (except for doctoral programmes, where the specific nature of the teaching process and specific knowledge transfer allow for the inclusion of a larger number of foreign lecturers, especially those coming from partner universities and research institutions in Slovenia and abroad).

The UNG International Office promotes mobility of teaching and support staff and in the 2013/2014 academic year several presentations (promotional events) for faculty and other staff members are to be carried out to encourage more staff members to participate in exchanges and thus increase the number of mobilities at UNG.

4. Students

- Students should be informed about the results of student surveys and should be more actively involved in habilitation processes.
- To enhance the promotion of student exchanges.
- To formulate rules for students with special needs.
- The student representative of the Graduate school should become a member of the Student Council of UNG.
- To improve the recognisability of study programmes and the competences acquired during the studies.
- To encourage mutual cooperation among the students.
- To enhance promotional activities to attract more new students in UNG study programmes; more UNG students should take an active part in these activities.
- To include students in all relevant UNG managing bodies.
- The Student Council should formalise their operations.

Plan and realisation:

The UNG Quality Manual defines all procedures of informing the students about the results of student surveys. This is done by publishing survey analyses in annual self-evaluation reports of UNG schools. Student representatives in the senates of UNG schools and in the Senate of UNG should be directly involved in the habilitation

processes of the teaching staff, in which also the results of student surveys play an important role. The student representatives in the senates are informed about the results of these analyses and can contribute their opinions and comments. Each academic year, all students are also informed about the importance and the role of student surveys for in ensuring the quality of the teaching process prior to participating in student surveys.

The UNG International Office is responsible for promoting student mobility. The website of the International Office also features the description of the mobility programme for the 2013/2014 academic year and the description of the procedure concerning participating in the mobility programme. Besides that, in the 2013/2014 academic year more presentations (promotional events) should be carried out to encourage students to take part in exchanges. We have managed to attract the former outgoing mobility students to take part in these events and present their experience in taking part in an exchange to the prospective outgoing students. In addition, we have analysed the activities that had been carried out and, on the basis of the assessment of the current situation we shall be able to determine additional measures for enhancing the students' participation in mobility programmes.

The Governing Board of UNG and the Senate of UNG have adopted the amendments to the Statute of UNG (articles 22, 42 and 45), which stipulate that the number of the representatives of the Student Council in the Senate of UNG and in school's senates, should be increased in the manner that the representatives of the Student Council in the senates represent at least one fifth of all members of a senate. In 2013 student elections were carried out and additional members of the senates were appointed by the students. New members of the UNG Student Council were also appointed.

In 2014, UNG prepared new rules for students with special needs.

In 2013, the new post of the »UNG Admission Officer« was introduced in order to take over the organisation of promotional activities aimed at increasding the enrollment of prospective students into UNG study programmes (prior to the introduction of this post, these activities were organised by the Public Relations Office, the International Office and the Career Centre). The main duty of the Admission Officer is thus to organise promotional events, updating the websites and other promotional materials, and carrying out other promotional activities aimed at attracting and informing prospective students. The Admission Officer also coordinates various professional tasks performed prior to, during, and after student admission periods at individual study programmes (see Chapter 13.2).

UNG is planning to relocate all its activities to a single location, i.e. a single campus. The university campus shall enable long-term development of the university and the construction of the necessary infrastructure, including student dormitories and thus create favourable conditions for the students to socialise with each other.

5. Material conditions

- To strive for the construction of a common univeristy campus at a single location.
- The equipment of the laboratories in which teaching activities are performed should be furhter enhanced.

- Lecture rooms and other facilities should enable laptop use.
- The decisions stipulating that the facilities should be adapted to the students with special needs should be realised.
- To consider the possibility of establishing a common system of facility and technical equipment management, and the possibility of merging the University Library, UNG Publisher and ICT into a single common media centre.
- To enhance laboratory safety measures, which must be understandable also to foreign researchers.

Plan and realisation:

UNG is striving to relocate its entire operation to one location, i.e. one campus. To this end, a call for bids was published in 2013 to find a location for a university campus in the northern Primorska region. UNG Governing Board set the criteria for the selection of location based on received bids for reservation of a suitable building area, which would enable a normal development of the University and the construction of the required infrastructure, including student dormitories. New premises shall be adapted to students with special needs, while the existing premises shall also be renovated to suit the needs of these students. In 2014, UNG held talks on the selection of the most suitable location, as proposed in the bids of the municipalities of Vipava, Ajdovščina and Nova Gorica.

UNG has constantly been striving to improve material conditions for carrying out its study programmes (teaching aids, laboratory equipment for practical classes, lecture room equipment). Yet in 2013, a certain amount of financial resources was also allocated to the purchase of the additional equipment of those laboratories in which teaching activities take place, and an even larger amount of funds was allocated to that in 2014. UNG shall strive to obtain additional funding through EU and other calls.

In 2013, the University Library and the UNG Publisher established a common UNG repository, which shall feature e-versions of all theses and dissertations, as well as the publications of UNG staff.

Within the renovation of the electronic (online) system we established and started to use distance learning tools in 2014 (videoconferences and virtual classrooms run on the Moodle platform). We have organised professional training events (workshops, information packages and manuals) for the system users and the administrative staff (principal lecturers, schools' administrative offices). The students, high-school students and the general public are informed about the updates through public events, printed materials and public lectures.

UNG is striving to enhance safety measures in all premises, especially in research laboratories, in accordance with the law and work safety measures.

6. Quality assurance

- To ensure that all stakeholders, including the students, are included in the self-evaluation process, as well as in the process of enhancing study programmes.

- To introduce development talks with the staff.
- To monitor the students' satisfaction level immediately after the students successfully complete individual courses.
- To inform the students and staff with the results and analyses of student surveys
- To inform the staff about the organisational goals and strategies in the field of quality assurance, and allow the staff to contribute to the creation of these goals and strategies, in order to raise the quality culture level among the staff members.

Plan and realisation:

In 2012, the Ministry of Education, Science and Sport issued a tender, and UNG applied with a project titled: *Modernization of the quality assurance system and reform of programmes at the University of Nova Gorica*. The application included a detailed description of the anticipated development of quality system at UNG. The project was granted financial funds in September 2013 and shall be implemented from 12 October 2012 to 30 June 2015). Within the framework of this project, the UNG quality assurance system shall be upgraded. The plans are based on the analyses of strengths and weaknesses of the existing system and in view of the findings of the external evaluations of UNG. Certain improvements were carried out in 2013, while the rest of them took place in 2014. The improvements of the procedures and regulations concerning quality assurance are also being implemented. On 11 July 2013, the Senate UNG adopted the UNG Quality Manual, has upgraded the former Methodology of monitoring and assurance of quality of pedagogical and research work at UNG.

The UNG Quality Manual defines the strategies for quality assurance at UNG, the procedures and mechanisms of monitoring, assessment and assurance of quality at UNG, as well as the self-evaluation procedures. The Manual also defines the rules, method of work and measures for monitoring and improving the quality, which are adhered to by UNG competent bodies and all other stakeholders in monitoring and assuring the quality.

The organisational chart »UNG quality circle« (Chapter 2.9) illustrates the procedures for monitoring and assurance of quality. The structure has multiple layers and indicates the connections between various stakeholders included in the implementation of monitoring and assurance of quality at UNG (students, teaching staff, leading staff of schools and of the university, resources services, external partners).

The University had made a commitment to developing the quality culture on a continuous basis, maintaining the quality circle, enhancing the continuous quality assurance procedures and strategies in all its activities. All stakeholders, including the students, are included in the quality assurance processes.

We have developed and introduced another tool for monitoring the quality, that is *Reports on the annual monitoring of quality assurance procedures* of UNG schools and of UNG as a whole. This is a tool used by Quality Coordinators and members of the UNG Quality Assurance Committee on the annual basis to ensure the quality of all areas of the School's activities (the operations of the higher-education institution, staff, organisation and implementation of educational activities in all study programmes,

students, material conditions, cooperation with the community, quality assurance, innovative practices and development strategies). The report comprises four chapters: Table of activities, Important achievements or improvements, Examples of good practices, and Observations of the current state and trends. The structure of the chapter Table of activities matches the structure of the self-evaluation report, which enables a quick and efficient analysis of the data gathered and the assessment of the current state and guidelines for each field, part of the self-evaluation report. Each activity entered into the Table of activities has to display clearly defined goals (what exactly must be achieved), the results must be measurable, relevant, realistic and deadlines must be set. On the basis of the activities monitored throughout the year and on the basis of the findings, the Quality Coordinator at the end of each year performs an analysis of the assessment of the current state for each chapter of the self-evaluation report. The analysis features clearly defined and concise findings concerning the advantages (important achievements and examples of good practices) and weaknesses (unsolved or newly emerged problems) and proposes improvements for the forthcoming period.

The senates of schools and the University have adopted the Rules of procedure of the student affairs committees of all UNG schools and published them on UNG websites.

Within the framework of the project *Modernization of the quality assurance system and reform of programmes at the University of Nova Gorica (2012 – 2015)* we have been upgrading the existing information system including UNG databases, and revising the structure and contents of UNG websites based on this information system. The process of upgrading shall be completed shortly. Descriptions of courses and learning outcomes have been revised for all study programmes, and shall serve to UNG students as well as to the general public. E-student survey questionnaires, embedded in the existing UNG information system, have also been introduced and provide an automatic analysis of the quantitative data obtained from the questionnaires. The information on study programmes has been provided in the English language as well, including the information system for ERASMUS mobility programme.

For the successful implementation of e-learning, which is one of the key strategic priorities of UNG for 2014, the **Group for the implementation of e-learning** was established in 2014. The Group regularly reports to the Senate of UNG about its activities and achievements.

The Group has carried out the following activities:

- A thorough overview of the current situation and a review of various possibilities for the implementation of e-learning and the guidelines for possible strategic partners has been provided.
- Certain key activities in practice (filming lectures, use of open study resources, implementation of Moodle for e-learning purposes etc.) have been tested;
- In cooperation with the videolectures.net team UNG has filmed 11 hours of lectures (3 hours of lectures at the course Business Information Systems at the School of Engineering and Management, 6 hours of lectures at the course Ampelography at the School for Viticulture and Enology, and 2 hours of lectures at the course Environment and Society at the School of Environmental Sciences).

- The Group has been establishing the conditions for the systematic archiving of the filmed lectures and their further use. The Group has also been exploring the possibilities of the further processing of the recordings, including translating the lectures.
- 17 courses started using Moodle in this academic year. The activities had been carefully planned in advance by appointing Moodle trainers for each school and organising special training for them. The Group has also prepared a questionnaire for all Moodle user in order to take into account the experience obtained during this academic year for the purpose of improving the quality in the forthcoming year.
- In coordination with the Dean of the School of Arts a group of three students of this School was established which will be able to film lectures at UNG. The members of the Group have already had the first training session with the videolectures team.
- Five employees of five UNG Schools attended (for a day or more) the 2014 OCW Consortium Global Conference on open educational sources, which was held in Ljubljana in April. The conference also featured the official commencement of the initiative Opening up Slovenia, and the meeting with the EU Commissioner for Education Androulla Vassiliou, which was attended by the Rector, Prof. Dr. Danilo Zavrtanik, and Prof. Dr. Tanja Urbančič.
- The group has provided the description of good practices of open learning at UNG for the Opening up Slovenia website, as well as a short description of the current state and guidelines concerning the implementation of e-learning at UNG, which was presented in the Union grand hall at the aforementioned OCWC conference.

Key priority tasks for the forthcoming period:

- To create the plan of activity and together with all UNG schools define the goals for 2014/2015 on the basis of the experience gained,
- To create a basis for effective and immediate promoting e-learning and thus the flexibility of the studying process among prospective students (athletes, first-year students of selected programmes, lifelong learning),
- To prepare a presentation on the topic of open educational sources for the Collegium members and other UNG staff members expressing their interest in this topic,
- To realise the planned strategic partnerships with universities abroad.

17 APPENDICES

Appendix 1: UNG memberships and collaborations

Membership in associations:

- [EUA](#) - European University Association
 - [EUA-CDE](#) - EUA Council for Doctoral Education
- [DRC](#) - Danube Rectors' Conference
- [RKRS](#) – Slovenian Rectors' Conference
- [AARC](#) - Alps Adriatic Rectors' Conference

Membership in consortia:

- [IUC Dubrovnik](#) - Inter-University Centre Dubrovnik
- [Joint Master in Migration and Intercultural Relations](#)
- [ISAPP](#) - International School on AstroParticle Physics European Doctorate School
- [UNISCAPE](#) - European Network of Universities for the implementation of the European Landscape Convention

University in Nova Gorica is the founder of:

- [IUIES](#) - International University Institute for European Studies
- [Primorska technology park](#)
- [Slovene Scientific Institute Vienna](#)

Agreements on collaboration

Partner institutions

18 Argentina

[Universidad Nacional de Cuyo](#)

19 Austria

[Graz University of Tehnology](#)

20 Azerbaijan

[Azerbaijan State Agricultural University](#)

21 Bosnia and Herzegovina

[University of Sarajevo](#)

[University of Business Studies](#)

22 Brazil

[Federal University of Santa Catarina \(UFSC\)](#)

23 Burkina Faso

[University of Koudougou](#)

[University of Ouagadougou](#)

24 Cyprus

[University of Cyprus](#)

25 Montenegro

[University of Montenegro](#)

26 France

[Ecole Nationale Supérieure d'Architecture de Paris-Belleville, Paris](#)

[Laboratoire EDYTEM, Université de Savoie](#)

[University of Paris 1 – Pantheon-Sorbonne](#)

27 Croatia

[University of Rijeka](#)

28 India

[Indian Institute of Science, Bangalore](#)

29 Italy

[Ca'Foscari University of Venice, Department of Molecular Sciences and NanoSystems](#)

[Elettra, Sincrotrone Trieste](#)

[International Centre for Genetic Engineering and Biotechnology \(ICGEB\), Trieste](#)

[International Centre for the Study of the Preservation and Restoration of Cultural Property \(ICCROM\)](#)

[International School for Advanced Studies \(SISSA\)](#)

[Iuav University of Venice, Faculty of Architecture](#)

[Università degli Studi di Napoli "Parthenope"](#)

[University of Naples Federico II](#)

[University of Trieste, Faculty of Architecture](#)

[University of Trieste, Ph.D. School of Nanotechnology](#)

[University of Udine](#)

[University of Udine, Faculty of languages and foreign literature](#)

30 Japan

[Inter-University Research Institute Corporation, High Energy Accelerator Research Organization \(KEK\), Tsukuba](#)

[Saitama University](#)

31 China

[Taiyuan University of Technology](#)

32 Pakistan

[Air University, Islamabad](#)

33 Russian Federation

[Dubna International University of Nature, Society and Man](#)

34 Slovenia

[CINKARNA – Metalurško kemična industrija Celje](#)

[Gradbeni inštitut ZRMK d.o.o.](#)

[Inštitut »Jožef Stefan«, Ljubljana](#)

[Javni zavod Mladinski center Nova Gorica](#)

[Javni zavod Regijsko študijsko središče v Celju](#)

[KD Galerija GT, i.e. Šola uporabnih umetnosti Famul Stuart, Ljubljana](#)

[Kemijski inštitut Slovenije](#)

[Mednarodna podiplomska šola Jožefa Stefana](#)

[Nacionalni inštitut za biologijo](#)

[Šola za risanje in slikanje, Ljubljana](#)

[Univerza v Mariboru, Fakulteta za strojništvo](#)

[Visoka šola za tehnologije in sisteme](#)

[Visoka šola za zdravstveno nego Jesenice](#)

[Zavod za gradbeništvo Slovenije](#)

[Znanstvenoraziskovalni center Slovenske akademije znanosti in umetnosti](#)

35 Slovakia

[Institute of Experimental Physics of the Slovak Academy of Sciences](#)

36 Serbia

[Faculty of Mining and Geology in Belgrade, University of Belgrade](#)

[University of Novi Sad](#)

37 Spain

[Madrid Open University](#)

38 Thailand

[Chiang Mai University](#)

39 USA

[Utah State University](#)

Appendix 2: Student surveys

Študentska anketa za oceno kvalitete predavanj

Pred vami je vprašalnik, s katerim bi radi izvedeli vaše mnenje o kvaliteti predavanj. V prvem delu ankete so splošna vprašanja, na katera odgovorite tako, da obkrožite ustrezno številko na lestvici od 1 do 5. Drugi del ankete je namenjen vašim komentarjem, pripombam in mnenjem. Vaši odgovori naj izražajo vaše osebno mnenje in ne mnenja razreda kot celote. Rezultati ankete bodo služili predavatelju kot povratna informacija, na podlagi katere bo mogoče odpraviti morebitne slabosti, oziroma obdržati dobre strani v pedagoškem procesu in s tem izboljšati kvaliteto študija. Anketa je anonimna.

Fakulteta/ šola:

Študijski program:

Naziv predmeta:

Predavatelj/Asistent:

Letnik:

Študijsko leto:

Način študija: redni izredni

A: SPLOŠNA VPRAŠANJA

SLABO						DOBRO						
1	Predavanja so dolgočasna.	1	2	3	4	5	Predavanja so zelo zanimiva.					
2	Snov je podana nerazumljivo in nepovezano.	1	2	3	4	5	Snov je podano sistematično in razumljivo.					
3	Predavanja vzpodbujajo nekritično učenje na pamet.	1	2	3	4	5	Predavanja spodbujajo k razmišljanju in samostojnemu delu.					
4	Razlaga je slabo opremljena s primeri.	1	2	3	4	5	Razlaga je opremljena z zanimivimi primeri.					
5	Uporabljeni didaktični pripomočki so slabi.	1	2	3	4	5	Uporabljeni didaktični pripomočki so dobri.					
6	Predavatelj govori nerazumljivo in nerazločno.	1	2	3	4	5	Predavatelj govori tekoče, razločno in razumljivo.					
7	Predavatelj prihaja nepripravljen na predavanja.	1	2	3	4	5	Predavatelj se temeljito pripravlja na predavanja.					
8	Med predavanji ni bilo dovolj časa na razpolago za vprašanja.	1	2	3	4	5	Za vprašanja je bilo na razpolago dovolj časa.					
9	Predavatelj se ne ozira na to, ali študentje snov dobro razumejo.	1	2	3	4	5	Predavatelj dodatno razloži snov, ki jo študentje niso razumeli.					
10	Predavatelj ni bil dostopen izven časa predavanj.	1	2	3	4	5	Predavatelj je bil dostopen za vprašanja tudi po predavanjih.					
11	Predavatelj ima slab odnos do študentov.	1	2	3	4	5	Predavatelj ima dober odnos do študentov.					
12	Ne vem kaj moram znati na izpitu.	1	2	3	4	5	Natančno vem kaj moram znati na izpitu.					
13	Pri tem predmetu ni ustrezne študijske literature.	1	2	3	4	5	Na razpolago je primerna študijska literatura.					
14	Snov, ki jo obravnava ta predmet, me ne zanima.	1	2	3	4	5	Snov, ki jo obravnava ta predmet, me posebej zanima.					
15	Ne priporočam obiska predavanj pri tem predavatelju.	1	2	3	4	5	Obisk predavanj pri tem predavatelju bi priporočal(a) svojim prijateljem.					

B: KOMENTARJI

Kaj vam je pri tem predmetu bilo najbolj všeč?

Kaj vas je pri predmetu najbolj motilo?

Kaj bi spremenil v odnosu predavatelj-študent med in po predavanjih?

Drugi komentarji ali predlogi za izboljšave.

Datum:

Študentska anketa za oceno kakovosti izvedbe predmeta

Pred vami je vprašalnik, s katerim bi radi izvedeli vaše mnenje o kakovosti izvedbe predmeta v obliki individualnih konsultacij. V prvem delu ankete so splošna vprašanja, na katera odgovorite tako, da obkrožite ustrezno številko na lestvici od 1 do 5. Drugi del ankete je namenjen vašim komentarjem, pripombam in mnenjem. Vaši odgovori naj izražajo vaše osebno mnenje in ne mnenja razreda kot celote. Rezultati ankete bodo služili predavatelju kot povratna informacija, na podlagi katere bo mogoče odpraviti morebitne slabosti, oziroma obdržati dobre strani v pedagoškem procesu in s tem izboljšati kakovost študija. Anketa je anonimna.

Fakulteta/ šola:

Študijski program:

Naziv predmeta:

Predavatelj/Asistent:

Letnik:

Študijsko leto:

Način študija: redni izredni

A: SPLOŠNA VPRAŠANJA:

SLABO						DOBRO
1. Študijsko gradivo za predmet ni bilo ustrezno pripravljeno.	1	2	3	4	5	Študijsko gradivo za predmet je bilo dobro pripravljeno.
2. Predavatelj ni bil dostopen za diskusijo.	1	2	3	4	5	Predavatelj je bil vedno dostopen za diskusijo.
3. Snov je bila podana ali predstavljena nerazumljivo in nepovezano.	1	2	3	4	5	Snov je bila podana ali predstavljena sistematično in razumljivo.
4. Predavatelj spodbuja nekritično učenje na pamet.	1	2	3	4	5	Predavatelj spodbuja k razmišljanju in samostojnemu delu.
5. Predavatelj se ne ozira na to, ali študentje snov dobro razumejo.	1	2	3	4	5	Predavatelj dodatno razloži snov, ki jo študentje niso razumeli.
6. Predavatelj ima slab odnos do študentov.	1	2	3	4	5	Predavatelj ima dober odnos do študentov.
7. Ne vem kaj moram znati na izpitu.	1	2	3	4	5	Natančno vem kaj moram znati na izpitu.
8. Ne priporočam obiska predavanj pri tem predavatelju.	1	2	3	4	5	Obisk predavanj pri tem predavatelju bi priporočal(a) svojim prijateljem.

9. Kako pogosto ste se sestajali s predavateljem na konsultacijah pri tem predmetu?

1 – Dvakrat ali manj

2 – Dva do pet krat

3 – Pet do deset krat

4 – Več kot deset krat

B: KOMENTARJI

Kaj vam je bilo pri tem predmetu najbolj všeč?

Kaj vas je pri predmetu najbolj motilo?

Kaj bi spremenili v odnosu predavatelj-študent med in po predavanjih?

Drugi komentarji ali predlogi za izboljšave.

Datum:

Course Evaluation Questionnaire for Students

The purpose of this questionnaire is to obtain your opinion on the quality of the course. 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, constructive criticisms and other suggestions. 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 lecturer 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.

Faculty/ School: _____ Study Programme: _____
 Course Title: _____
 Lecturer _____
 Year of Study: _____ Academic Year: _____

A: GENERAL QUESTIONS:

	BAD					GOOD
1. Study materials were not adequately prepared for this course.	1	2	3	4	5	Study materials were well prepared for this course.
2. The lecturer was not available for discussions.	1	2	3	4	5	The lecturer was always available for discussions.
3. The course material was explained or presented in an incomprehensible and disorganized manner.	1	2	3	4	5	The course material was explained or presented in a comprehensible and organized manner.
4. The lecturer only required literal repetition of the presented material.	1	2	3	4	5	The lecturer encouraged a fruitful discussion on the subject and initiated critical thinking and self-study.
5. The lecturer did not offer any additional help outside the classroom.	1	2	3	4	5	The lecturer offered additional explanation, if students did not fully understand the subject matter.
6. The lecturer was not open to suggestions and discouraged initiatives from the students.	1	2	3	4	5	The lecturer was open to suggestions and accepted initiatives from the students.
7. I did not know what I was supposed to study to pass the exam.	1	2	3	4	5	I knew exactly what I was supposed to study to pass the exam.
8. I do not recommend attending this course.	1	2	3	4	5	I strongly recommend attending this course.

9. How often did you meet the lecturer for consultations during the course?

1 – Two times or less 2 – Two to five times 3 – Five to ten times 4 - More than ten times

B: COMMENTS

What did you enjoy most about this course?

What bothered you most about this course?

What would you change within the student-lecturer relationship for this course?

Other comments and suggestions to improve the course:

Date:

Course Evaluation Questionnaire for Students

The purpose of this questionnaire is to obtain your opinion on the quality of the course. The first part of the questionnaire consists of general questions, which are to be answered by circling the appropriate number on a scale of 1 to 5. The second part of the questionnaire is reserved for your comments, criticisms and other suggestions. Your answers should reflect your personal opinion and not the general opinion shared by the class as a whole. Questionnaire results will provide the lecturer with feedback on the basis of which the possible weaknesses in the pedagogical process can be eliminated and the positive qualities retained, which will improve the quality of the study programme. The questionnaire is anonymous.

Faculty/ School:

Study Programme:

Course Title:

Lecturer / Assistant:

Year of Study:

Academic Year:

Type of Study: Full-time Part-time

A: GENERAL QUESTIONS:

BAD						GOOD
1. The lectures are boring.	1	2	3	4	5	The lectures are interesting.
2. The lecture material is explained in an incomprehensible and disorganized manner.	1	2	3	4	5	The lecture material is explained in a comprehensible and organized manner.
3. The lecture material only requires passive learning by heart.	1	2	3	4	5	The lecture material requires critical thinking and self-study.
4. The explanations lack examples.	1	2	3	4	5	The explanations offer interesting examples.
5. Teaching aids used are of poor quality.	1	2	3	4	5	Teaching aids used are of good quality.
6. The lecturer speaks in an incomprehensible and unclear manner.	1	2	3	4	5	The lecturer speaks in a fluent, clear and comprehensible manner.
7. The lecturer gives lectures without any previous preparation.	1	2	3	4	5	The lecturer is thoroughly prepared for the lectures.
8. There was not enough time available to ask questions during the lectures.	1	2	3	4	5	There was enough time available to ask questions during the lectures.
9. The lecturer is indifferent to the fact whether the students understand the subject matter or not.	1	2	3	4	5	The lecturer offers additional explanation if the students do not understand the study matter.
10. The lecturer was not available outside lectures.	1	2	3	4	5	The lecturer was available to students outside lectures.
11. The lecturer holds a negative attitude towards the students.	1	2	3	4	5	The lecturer holds a positive attitude towards the students.
12. I do not know what I am supposed to study to pass the exam.	1	2	3	4	5	I know exactly what I am supposed to study to pass the exam.
13. No adequate study materials are available for this course.	1	2	3	4	5	Adequate study materials are available for this course.
14. I am not interested in the lecture material related to this course.	1	2	3	4	5	I am particularly interested in the lecture material related to this course.
15. I do not recommend attending this course.	1	2	3	4	5	I do not recommend attending this course.

B: COMMENTS

What did you like most about this course?

What did you like least about this course?

What would you change within the student-lecturer relationship during and outside lectures?

Other comments and suggestions to improve the course:

Date:

Študentska anketa za oceno študijskega programa

Pred vami je vprašalnik s katerim bi radi izvedeli vaše mnenje o kvaliteti študijskega programa. Poleg vprašanj o študijskem programu vsebuje vprašalnik tudi vprašanja o knjižnici, tajništvu, študentski pisarni in o študentskem svetu. Na vprašanja odgovorite tako, da obkrožite ustrezno številko na lestvici od 1 do 5. Vaši odgovori naj izražajo vaše osebno mnenje in ne mnenja razreda kot celote. Rezultati ankete bodo služili kot povratna informacija na podlagi katere bo mogoče odpraviti morebitne slabosti, oziroma obdržati dobre strani študijskega programa. Anketa je anonimna.

Spol: M Ž

Letnik: 1. letnik 2. letnik 3. letnik 4. letnik absolvent

Način študija: redni izredni

Fakulteta/šola:

Študijski program:

Ali ste dovolj seznanjeni z vsebino študijskega programa?

Premalo sem seznanjen	1	2	3	4	5	Dovolj sem seznanjen
-----------------------	---	---	---	---	---	----------------------

V kolikšni meri se študijski program sklada z vašimi začetnimi pričakovanji?

Se ne sklada	1	2	3	4	5	Se sklada v celoti
--------------	---	---	---	---	---	--------------------

Ali se vam zdi ocenjevanje izpitov korektno?

Ocenjevanje ni korektno	1	2	3	4	5	Ocenjevanje je korektno
-------------------------	---	---	---	---	---	-------------------------

Ali ste zadovoljni s sprotnim informiranjem o študijskih zadevah med študijskim letom?

Nisem zadovoljen	1	2	3	4	5	Zelo sem zadovoljen
------------------	---	---	---	---	---	---------------------

Ali bi svojim prijateljem priporočili vpis na ta študijski program?

Vpisa ne bi priporočal	1	2	3	4	5	Vpis bi priporočal
------------------------	---	---	---	---	---	--------------------

Knjižnica:

Kako pogosto obiskujete univerzitetno knjižnico?

1	Nikoli	2	Enkrat na mesec	3	Enkrat na teden	4	Večkrat na teden
---	--------	---	-----------------	---	-----------------	---	------------------

Ali vam urnik knjižnice ustreza?

Urnik mi ne ustreza	1	2	3	4	5	Urnik mi ustreza
---------------------	---	---	---	---	---	------------------

Kako ste zadovoljni z delom osebja v knjižnici?

Nisem zadovoljen	1	2	3	4	5	Zelo sem zadovoljen
------------------	---	---	---	---	---	---------------------

Ali menite, da vam je v knjižnici na razpolago ustrezno učno gradivo za vaš študij?

Gradiva ni na razpolago	1	2	3	4	5	Gradivo je na razpolago
-------------------------	---	---	---	---	---	-------------------------

Ali potrebujete čitalnico v sklopu knjižnice?

Čitalnica ni potrebna	1	2	3	4	5	Čitalnica je potrebna
-----------------------	---	---	---	---	---	-----------------------

Tajništvo in študentska pisarna:

Kako ste zadovoljni z delom tajništva?

Nisem zadovoljen	1	2	3	4	5	Zelo sem zadovoljen
------------------	---	---	---	---	---	---------------------

Ali ste dovolj seznanjeni z delom oziroma z nalogami študentske pisarne?

Nisem seznanjen	1	2	3	4	5	Dovolj sem seznanjen
-----------------	---	---	---	---	---	----------------------

Kako ste zadovoljni z urnikom študentske pisarne?

Nisem zadovoljen	1	2	3	4	5	Zelo sem zadovoljen
------------------	---	---	---	---	---	---------------------

Kako ste zadovoljni z delom osebja v študentski pisarni?

Nisem zadovoljen	1	2	3	4	5	Zelo sem zadovoljen
------------------	---	---	---	---	---	---------------------

Kaj menite o tem, da bi vam študentska pisarna nudila pomoč pri iskanju bodoče zaposlitve?

Ne zdi se mi potrebno	1	2	3	4	5	Zdi se mi potrebno
-----------------------	---	---	---	---	---	--------------------

Študentski svet:

Ali ste dovolj seznanjeni z nalogami in dejavnostjo študentskega sveta?

Nisem seznanjen	1	2	3	4	5	Dovolj sem seznanjen
-----------------	---	---	---	---	---	----------------------

Ali smatrate, da študentski svet dovolj zastopa vaše interese?

Ne zastopa naših interesov	1	2	3	4	5	Dovolj zastopa naše interese
----------------------------	---	---	---	---	---	------------------------------

Drugi komentarji in pripombe:

Datum:

Vprašalnik o informiranju kandidatov pred vpisom

Pred vami je vprašalnik s katerim bi radi izvedeli vaše mnenje o informiranju kandidatov o študijskem programu, pred vpisom v prvi letnik. Vprašalnik je sestavljen iz treh vprašanj. Na prvo vprašanje odgovorite tako, da obkrožite ustrezno številko na lestvici od 1 do 5. Pri drugem in tretjem vprašanju pa obkrožite številko pred ustreznim odgovorom. Vaši odgovori naj izražajo vaše osebno mnenje. Rezultati ankete bodo služili kot povratna informacija na podlagi katere bo mogoče izboljšati informiranje kandidatov o študiju. Anketa je anonimna.
Fakulteta/šola:

Študijski program: _____

Spol: _____ M Ž

Način študija: redni izredni

1. Ali ste dobili dovolj informacij o študijskem programu še preden ste se vpisali?

Premalo informacij	1	2	3	4	5	Dovolj informacij
--------------------	---	---	---	---	---	-------------------

2. Kje ste dobili informacije o študijskem programu, pred vpisom? (Obkrožite lahko več odgovorov)

1. Informativni dan
2. Predstavitve na srednji šoli
3. Predstavitvene brošure
4. Sejem Informativa
5. Na spletnih straneh UNG
6. Na socialnih omrežjih (Facebook, Tweeter, YouTube, ...)
7. Od študentov
8. Osebno sem povprašal na UNG
9. Drugo: _____

3. Kateri način pridobivanja informacij je po vašem mnenju najbolj primeren?

1. Informativni dan
2. Predstavitve na srednji šoli
3. Predstavitvene brošure
4. Sejem Informativa
5. Na spletnih straneh UNG
6. Na socialnih omrežjih (Facebook, Tweeter, YouTube, ...)
7. Od študentov
8. Osebno sem povprašal na UNG
9. Drugo: _____

Univerza v Novi Gorici, Poslovno-tehniška fakulteta

Študentska anketa za oceno praktičnega usposabljanja

Pred vami je anketa, s katero bi radi izvedeli vaše mnenje o kakovosti izvajanja praktičnega usposabljanja v posameznih podjetjih. Vprašalnik je sestavljen iz devetih vprašanj na katera odgovorite tako, da označite ustrezno številko na lestvici od 1 do 5. Odgovori naj izražajo vaše osebno mnenje o vaši praksi v podjetju. Rezultati ankete bodo služili kot povratna informacija na podlagi katere bo mogoče izboljšati izvajanje praktičnega usposabljanja. Anketa je anonimna.

Fakulteta/šola:

Študijski program:

Spol: M Ž

Način študija: redni izredni

Ali je bilo vaše predznanje, ki ste ga pridobili med študijem, ustrezno za opravljanje prakse?

Predznanje mi ni koristilo	1	2	3	4	5	Predznanje mi je koristilo
----------------------------	---	---	---	---	---	----------------------------

Ali ste svoje predznanje na praksi še izpopolnili?

Predznanja nisem izpopolnil	1	2	3	4	5	Predznanje sem izpopolnil
-----------------------------	---	---	---	---	---	---------------------------

Ali je praksa potekala po predvidenem programu praktičnega usposabljanja?

Sploh se ni skladala s programom	1	2	3	4	5	V celoti se je skladala s programom
----------------------------------	---	---	---	---	---	-------------------------------------

Ali ste med prakso dobili ustrezno pomoč v podjetju?

Pomoči nisem dobil nikoli	1	2	3	4	5	Vedno sem dobil pomoč
---------------------------	---	---	---	---	---	-----------------------

Kako pogosto ste bili v stiku s šolskim mentorjem?

1	Nikoli	2	Manj kot enkrat na mesec	3	Več kot enkrat na mesec	4	Vsak teden
---	--------	---	--------------------------	---	-------------------------	---	------------

Ali je bil šolski mentor vedno dosegljiv, ko ste ga potrebovali?

Nikoli ni bil dosegljiv	1	2	3	4	5	Vedno je bil dosegljiv
-------------------------	---	---	---	---	---	------------------------

Ali ste si med prakso pridobili koristne delovne izkušnje?

Dobil nisem nobenih izkušenj	1	2	3	4	5	Dobil sem veliko izkušenj
------------------------------	---	---	---	---	---	---------------------------

Ali bi svojim prijateljem priporočili opravljanje prakse v tem podjetju?

Opravljanje prakse ne bi priporočil	1	2	3	4	5	Opravljanje prakse bi priporočil
-------------------------------------	---	---	---	---	---	----------------------------------

Ali ste zadovoljni z obveščanjem o praktičnem usposabljanju preko svetovnega spleta?

Nisem zadovoljen	1	2	3	4	5	Zelo sem zadovoljen
------------------	---	---	---	---	---	---------------------

Opombe:

Datum:

Univerza v Novi Gorici, Visoka šola za vinogradništvo in vinarstvo

Študentska anketa za oceno praktičnega usposabljanja

Pred vami je anketa, s katero bi radi izvedeli vaše mnenje o kakovosti izvajanja praktičnega usposabljanja. Prvi del vprašalnika je sestavljen iz devetih vprašanj, na katera odgovorite tako, da označite ustrezno številko na lestvici od 1 do 5. Drugi del ankete je namenjen vašim komentarjem, pripombam in mnenjem. Odgovori naj izražajo vaše osebno mnenje o vseh vaših praktičnih usposabljanjih, ki ste se jih udeležili v sklopu tega predmeta. Rezultati ankete bodo služili kot povratna informacija, na podlagi katere bo mogoče izboljšati izvajanje praktičnega usposabljanja. Anketa je anonimna.

Spol: M Ž Način študija: 1 Redni 2 Izredni

Ali je bilo vaše predznanje, ki ste ga pridobili med študijem, ustrezno za opravljanje praktičnega usposabljanja?

Predznanje mi ni koristilo	1	2	3	4	5	Predznanje mi je koristilo
----------------------------	---	---	---	---	---	----------------------------

Ali ste svoje predznanje na praktičnem usposabljanju izpopolnili in tako pridobili koristne delovne izkušnje?

Predznanja nisem izpopolnil	1	2	3	4	5	Predznanje sem izpopolnil
-----------------------------	---	---	---	---	---	---------------------------

Ali je šolski mentor pri razporejanju na praktična usposabljanja ustrezno upošteval vaše predloge?

Sploh ni upošteval mojih predlogov	1	2	3	4	5	Moje predloge je vedno upošteval
------------------------------------	---	---	---	---	---	----------------------------------

Ali je praktično usposabljanje potekalo v skladu s predvidenim programom?

Sploh se ni skladalo s programom	1	2	3	4	5	V celoti se je skladalo s programom
----------------------------------	---	---	---	---	---	-------------------------------------

Kako pogosto ste bili v stiku s šolskim mentorjem za praktično usposabljanje?

1	Nikoli	2	Manj kot enkrat na mesec	3	Več kot enkrat na mesec	4	Vsak teden
---	--------	---	--------------------------	---	-------------------------	---	------------

Ali ste zadovoljni s pomočjo, ki jo nudi šolski mentor praktičnega usposabljanja?

Nisem zadovoljen	1	2	3	4	5	Zelo sem zadovoljen
------------------	---	---	---	---	---	---------------------

Ali ste med praktičnim usposabljanjem dobili ustrezno pomoč mentorjev na terenu?

Pomoči nisem dobil nikoli	1	2	3	4	5	Vedno sem dobil pomoč
---------------------------	---	---	---	---	---	-----------------------

Ali vas praktično usposabljanje med študijem še posebej zanima?

Sploh me ne zanima	1	2	3	4	5	Zelo me zanima
--------------------	---	---	---	---	---	----------------

Ali bi kolegom priporočili opravljanje takega praktičnega usposabljanja?

Opravljanje prakse ne bi priporočil	1	2	3	4	5	Opravljanje prakse bi priporočil
-------------------------------------	---	---	---	---	---	----------------------------------

B: KOMENTARJI

Kaj vam je bilo pri izvedbi praktičnega usposabljanja najbolj všeč?

Kaj vas je pri izvedbi praktičnega usposabljanja najbolj motilo?

Kaj bi spremenil pri izvedbi praktičnega usposabljanja?

Drugi komentarji ali predlogi za izboljšave.

Datum:

Anketa za preverjanje obremenitve študenta

Pred vami je anketa, s katero bi radi ugotovili koliko dela ste vložili v študij pri spodaj navedenem predmetu. Anketo izpolnite tako, da časovno ovrednotite vse vaše aktivnosti, povezane z opravljanjem obveznosti pri tem predmetu: prisotnost na predavanjih in vajah, priprava seminarske naloge, laboratorijsko ali terensko delo, zbiranje literature in učnega gradiva, samostojno učenje izven časa predavanj in morebitne druge dejavnosti. Anketa je anonimna. ANKETO IZPOLNJUJEJO SAMO ŠTUDENTI, KI SO ŽE OPRAVILI IZPIT PRI TEM PREDMETU! IZPOLNIJO SAMO RUBRIKE, KI SE NANAŠAJO NA OPRAVLJENI PREDMET.

Fakulteta:

Študijski program:

Predmet:

Predavanja št. ur:

Vaje št. ur:

Kreditne točke ECTS:

Izvedba predmeta (število tednov):

VRSTE AKTIVNOSTI		Ocenjen čas študentovega dela
Predavanja	Prisotnost na predavanjih: (Obkroži ustrezni odgovor)	a) 0-20 % b) 20-40 % c) 40-60 % d) 60-80 % e) 80-100 %
	Samostojni študij iz teoretičnega dela poleg predavanj? (ure/teden)	
Vaje	Prisotnost na vajah:	a) 0-20 % b) 20-40 % c) 40-60 % d) 60-80 % e) 80-100 %
	Samostojno delo iz vaj? (ure/teden)	
Laboratorijsko in terensko delo	Prisotnost pri laboratorijskih vajah:	a) 0-20 % b) 20-40 % c) 40-60 % d) 60-80 % e) 80-100 %
	Koliko časa ste bili prisotni pri terenskem delu? (ure)	
	Koliko časa ste porabili za pripravo poročila pri eksperimentalnem in terenskem delu ? (ure)	
Koliko časa ste porabili za delo na projektu? (ure/teden)		
Koliko časa ste porabili za zbiranje literature in dodatnega gradiva? (ure)		
Koliko časa ste porabili za izdelavo seminarske naloge? (ure)		
Končna priprava na izpit ali druge vrste preverjanja znanja. (ure)		
Navedite še ostale aktivnosti in obremenitve pri tem predmetu in ocenite porabljen čas v urah.		

Appendix 3: Awards and commendments presented to UNG staff and students

UNG staff

Dr. Rok Prebil

Pregl Award for outstanding doctoral thesis, 2014

Prof. Dr. Givanni De Ninno

Zois Award for Important Scientific and Research Achievements, 2014, state award

Dr. Klemen Lisjak

Puh Award for achievements in the field of development, 2014, state award

Assist. Prof. Dr. Ana Toroš

Award of Brda Municipality, June 2014

Prof. Dr. Matjaž Valant

Primorski um 2013, commendment for implementing expert knowledge into practice in the Primorska region

Prof. Dr. Katja Mihurko Poniž

“Prometej znanosti” award for excellence in communicating of science, 2013, award of the Slovenian Science Foundation

Prof. Dr. Tanja Dominko

Award Ambassador of Science of the Republic of Slovenia, 2013, state award

Prof. Dr. Nada Lavrač

Zois Award for Scientific and Research Achievements, 2013, state award

Prof. Dr. Mladen Franko

Primorski um 2011, commendment for implementing expert knowledge into practice in the Primorska region (in the field of the development of new methods of chemical analysis and their applications in environmental research)

Prof. Dr. Matjaž Valant

Zois Award for Scientific and Research Achievements, 2012, state award

Prof. Dr. Jure Piškur

Award Ambassador of Science of the Republic of Slovenia, 2012, state award

Prof. Dr. Polonca Trebše

Primorski um 2011, commendment for implementing expert knowledge into practice in the Primorska region (in the field of transformations and effects of pesticides in on the environment)

Assist. Prof. Dr. Elsa Fabbretti and Dr. Peter Purg

“Prometej znanosti” award for excellence in communicating of science, 2011, award of the Slovenian Science Foundation

Prof. Dr. Jure Piškur

The Miroslav Zei Award for Exceptional Achievements in the Field of the Research Activities of the National Institute of Biology, November 2011

Dr. Ana Toroš

Award for achievements in science and research, Office for Slovenians Abroad, July 2011

Dr. Robert Vertnik

Award of the European Community on Computational Methods in Applied Sciences – ECCOMAS in the year 2010, Majy 2011

Prof. Dr. Iztok Arčon

Primorski um 2010, commendment for implementing expert knowledge into practice in the Primorska region (in the field of področju the analyses of atomic and molecular structure of materials with synchrotron measurement techniques)

Prof. Dr. Oto Luthar

President of the Republic of Austria Heinz Fischer award Prof. Dr. Oto Luthar with the Austrian Honorary Cross for Science and the Arts, February 2011

Prof. Dr. Gvido Bratina

Primorski um 2009, commendment for implementing expert knowledge into practice in the Primorska region (in the field of organic semi-conductors)

Assist. Prof. Dr. Irena Avsenik Nabergoj

Zois Award for Scientific and Research Achievements, 2009, state award

Assist. Prof. Dr. Gregor Veble

Puh Award for achievements in the field of development, 2009, state award

Dr. Malgorzata Piecha

Krka Award, October 2009

Mojca Arsenijević

Award for the contribution towards sustainable development of society for the year 2008, Oktober 2009

Assist. Prof. Dr. Maja Bračič Lotrič

Award for best paper at the conference.

International conference on computer systems and technologies CompSysTech' 09, Ruse, Bulgaria, June 2009

Ana Toroš, MA

Award for the poem "Iskalci križišč"

International Poetry Contest "Premio internazionale di Poesia Castello di Duino", April 2009

Assist. Prof. Dr. Gregor Veble

Primorski um 2006, commendment for implementing expert knowledge into practice in the Primorska region

Gregor Kosec and Prof. dr. Božidar Šarler

Award "Emerald Literati Network Award of Excellence 2009". They were awarded for their scientific article "Rešitev toplotno – tekočinskih problemov na podlagi kolokacije in lokalne korekcije tlaka", which was published the year before in the international journal Mednarodni revija za numerične metode pri toku toplote in tekočin.

Emerald – leading world publisher in the field of management and engineering, 2009

Prof. dr. Polonca Trebše

Zois Award for Scientific and Research Achievements, 2008, state award

Dr. Urh Černigoj

The Jožef Stefan Golden Emblem Prize, 2008

Jožef Stefan Institute, Ljubljana, Slovenia

Dr. Urška Lavrenčič Štangar

Primorski um 2006, commendment for implementing expert knowledge into practice in the Primorska region

Dr. Urška Lavrenčič Štangar

“Prometelj znanosti” award for excellence in communicating of science, 2007, award of the Slovenian Science Foundation

Agnieszka Zuzanna Lorbiecka, MSc

Award for best poster at the conference.

Conference “10th International Symposium on Water Management and Hydraulic Engineering”, Šibenik, Croatia, September 2007

Dr. Božidar Šarler

Primorski um 2006, commendment for implementing expert knowledge into practice in the Primorska region

Dr. Urška Lavrenčič Štangar

Zois Award for Scientific and Research Achievements, 2006, state award

Dr. Iztok Arčon

Zois Award for Scientific and Research Achievements, 2006, state award

Dr. Božidar Šarler

Puh Award for achievements in the field of development, 2006, state award

Dr. Danilo Zavrtanik

President of Republic of Slovenia Dr. Janez Drnovšek bestowed the [state award](#) upon Prof. Dr. Danilo Zavrtanik: “[Red za zasluge](#)”, December 2005

Dr. Polonca Trebše

Award for best presentation at the conference “The Sixth European Meeting on Environmental Chemistry”, Beograd, Serbia and Montenegro, 2005

Dr. Mladen Franko

[Zoisovo Award for Scientific and Research Achievements](#), 2005, state award

Dr. Danilo Zavrtanik

Award of the [Municipality of Nova Gorica](#), 2005

Dr. Danilo Zavrtanik and **dr. Marko Mikuž** of the J. Stefan Institute, Ljubljana

[Zois Award for Scientific and Research Achievements](#), 2004, state award

[Obrazložitev](#)- explanation

Dr. Božidar Šarler

Award for best paper at the conference “Joint Workgroup Meeting COST-526 Automatic Process Optimization in Materials Technology”, Budapest, Hungary, 2002

Dr. Aleksandar Jurišič

[Merten M. Hasse Prize for 1999](#)

[Mathematical Association of America](#)

Dr. Danilo Zavrtanik

Award Ambassador of Science of the Republic of Slovenia, 1997, state award

[Ministry of Science and Technology of the Republic of Slovenia](#)

Dr. Iztok Arčon

The Jožef Stefan Golden Emblem Prize, 1996

[Inštitut Jožef Stefan](#), Ljubljana, Slovenia

Associate fellows of UNG

Prof. Dr. Urška Vrhovšek

Award Ambassador of Science of the Republic of Slovenia, 2014, state award

Prof. Paola Eugenia Falini

Award of the Japanese Architecture Institute, May 2014

Assist. Prof. Dr. Kaja Širok

Honourable title of Knight of the Order of the Star of Italy, May 2014

Prof. Dr. Siraj-ul-Islam

In 2013 elected among 63 best university professors in Pakistan.

Pakistan, August 2013

Rajko Grlić

Award for best film – film »Naj ostane med nami«.

International film festival [»GSIFF New York 2010«](#), New York, USA, October 2010

Graduate students

Dr. Mojca Stubelj Ars

Award of the Alps Convention, September 2014

Manisha Chhikara, MSc

Award for best poster at the workshop

International school on solar energy materials – SOLMAT 2014, Vipava, Slovenia, June 2014

Tina Jerman

Scholarship of the »For Women in Science« programme, January 2013

Valentin Koblar

Trimo Research Award 2011, June 2011

Drago Papler

Award for the contribution towards sustainable development of the society for the year 2008, October 2009

Andrej Ovca

Award for best scientific paper at the conference

15. "Seminar mladih raziskovalcev s področja analizne kemije – YISAC 2009", Graz, Austria, June 2009

Drago Papler

Trimo Research Award 2009, May 2009

Dr. Miha Založnik

The Jožef Stefan Golden Emblem Prize, 2009

Jožef Stefan Institute, Ljubljana, Slovenia

Malgorzata Piecha, MSc

Award for best oral presentation at the conference

"9th European Meeting on Environmental Chemistry – EMEC 9", Girona, Spain, December 2008

Andraž Petrović

Award for the best young researcher's scientific paper. In his paper, Andraž Petrović discusses the issue of the morphology and electronic properties of thin layers organic semi-conductors and their impact on the activity of organic thin layer transistors.

Conference “European Materials Research Society 2008 Spring Meeting”, Strassbourg, France, May 2008

Miha Založnik

Award for the best young researcher’s paper in the area of metal working materials: “Simulacija makroizcejanja pri polkontinuirnem ulivanju binarnih aluminijevih zlitin” 11th conference on materials and technologies, Portorož, Slovenia, October 2003

Miran Kovač

Award for best diploma thesis, Ljubljana, October 2002

[Banka Slovenije](#), Ljubljana, Slovenia

Robert Hudej

Zlato priznanje na XXXV. srečanju mladih raziskovalcev Slovenije za mentorstvo raziskovalne naloge “Vpliv monomolekularne plasti oksida na stiku med indijem in PTCDA ter PTCDA in srebrom na lastnosti Schottkyjeve diode”.

Janez Perko

“Fakultetna Prešernova nagrada za diplomsko delo”, 1999

[Fakulteta za strojništvo](#), Univerza v Ljubljani, Slovenija

Barbara Vokal

SIMSUG accolade prize at the International Conference on Stable Isotope and Isotope Effects at Carry-Le-Rouet, France

Lea Pogačnik

Prva nagrada za prispevek “Determination of Organophosphorus and Carbamate Pesticides in Fruit Juices by a Biosensor with Photothermal detection” na konferenci “5th International Young Investigators Seminar on Analytical Chemistry”, Bled, 1998

[Kemijski institut](#), Ljubljana, Slovenija

Matjaž Kobal

“Fakultetna Prešernova nagrada za diplomsko delo”, 1997

[Fakulteta za matematiko in fiziko](#), Univerza v Ljubljani, Slovenia

Undergraduate students

Tina Kocjan

Bronze Nahtigal Award, September 2014

Jan Krivec

3rd place award for the diploma thesis in the field of computing and information technologies at the conference “Dnevi slovenske informatike 2014”, April 2014

Matej Boltar

Award of the Slovenian Maintenance Society for best diploma thesis in the field of maintenance, October 2013

Petra Kavčič

Commendation of the Slovenian Slavists’ Association for diploma thesis, October 2012

Edina Talić

Award of the SID Bank for diploma thesis, June 2011

Peter Bakaršič

1st place in the category Grape growing (viticulture), 3rd place in the category Wine making (enology), 1st place in the category Wine tasting at EUROPEA CHAMPION (European champion)

3rd European championship in viticulture and enology (SECOND EUROPEA WINE CHAMPIONSHIP), Santo Tirso, Portugal, March 2008.

Marko Benčina

5th place in the category Grape growing (viticulture), 5th place in the category Wine making (enology)

3rd European championship in viticulture and enology (SECOND EUROPEA WINE CHAMPIONSHIP), Santo Tirso, Portugal, March 2008.

Peter Bakaršič in Marko Benčina

2nd place in team competition

3rd European championship in viticulture and enology (SECOND EUROPEA WINE CHAMPIONSHIP), Santo Tirso, Portugal, March 2008.

Nika Gregorič and Borut Trbižan

Silver commendation in the category »Best European TeamN« and silver commendation for the special award of Spain »Special Award Spain« for demonstrating knowledge about the enography of Spain.

2nd European championship in viticulture and enology (SECOND EUROPEA WINE CHAMPIONSHIP), Murcia, Spain, April 2007.

Appendix 4: Awards and Commendations at UNG in the year 2014

www.ung.si/media/storage/novice/2014/10/17/priznanja__oktober_2014_tisk_POP_150_kos-4.pdf

**Appendix 5: Results of the Thomson Reuters institutional evaluation of
UNG for 2014**



GLOBAL INSTITUTIONAL PROFILES PROJECT

2014 PROFILE:

UNIVERSITY OF NOVA GORICA



INTRODUCTION

Thomson Reuters 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 Thomson Reuters, the most trusted information provider in the market today.

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 Thomson Reuters; data on the institution's publications and citations from *Thomson Reuters Web of Science*[®]; and the results of the annual Academic Reputation Survey.

For more information please see: <http://ip-science.thomsonreuters.com/globalprofilesproject/>

Thomson Reuters has conducted extensive validation of the data and applied powerful analytical techniques to interpret and present the data in a meaningful way.

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Vice-rector for research

Prof. Dr. Gvido Bratina
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Vice-rector for education

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BRIEF DESCRIPTION

The University of Nova Gorica (UNG) is a private, research oriented university, founded by two Slovene research institutes (Jožef Stefan Institute and the Scientific Research Centre of the Slovenian Academy of Sciences and Arts) and two Slovene Municipalities. UNG's activity includes higher education at the undergraduate and graduate levels, as well as scientific research and expert activity. UNG started its operations in the 1995. Its former name Nova Gorica Polytechnic was changed together with its formal status in 2006, when it became the University of Nova Gorica. Today it comprises seven schools and eleven research units.

MISSION STATEMENT

The University of Nova Gorica (UNG) aims to be a research oriented and student friendly university, where knowledge is formed within a harmonious relationship between students and researchers, and transferred to younger generations and into business environment. UNG strives to provide the highest quality education on undergraduate and graduate level and perform scientific research with a competitive advantage in an international context, as well as ensure their comprehensive integration into local, national and international spheres.

UNG is strongly oriented to international collaborations with similar institutions around the world and prepares joint international study programs. It fosters student and teacher exchange programs with European and other universities. A choice of the language of study is adapted to this aim, especially at the graduate level. UNG researchers and teachers are expected to be internationally recognized scientists who participate in international research projects.

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 aims to ensure a high employability of its graduates. At least 80% of its bachelors, masters or doctoral students should find employment within six months of graduation. UNG promotes scholarships so that its study programs are accessible to all social classes.



DIVISIONS

School of Environmental Sciences

School of Engineering and Management

School of Applied Sciences

School of Humanities

School for Viticulture and Enology

School of Arts

Graduate School

Laboratory for Environmental Research

Laboratory for Astroparticle Physics

Laboratory of Organic Matter Physics

Laboratory for Multiphase Processes

Materials Research Laboratory

Laboratory of Quantum Optics

Center for biomedical sciences and engineering

Centre for Atmospheric Research

Centre for Systems and Information Technologies

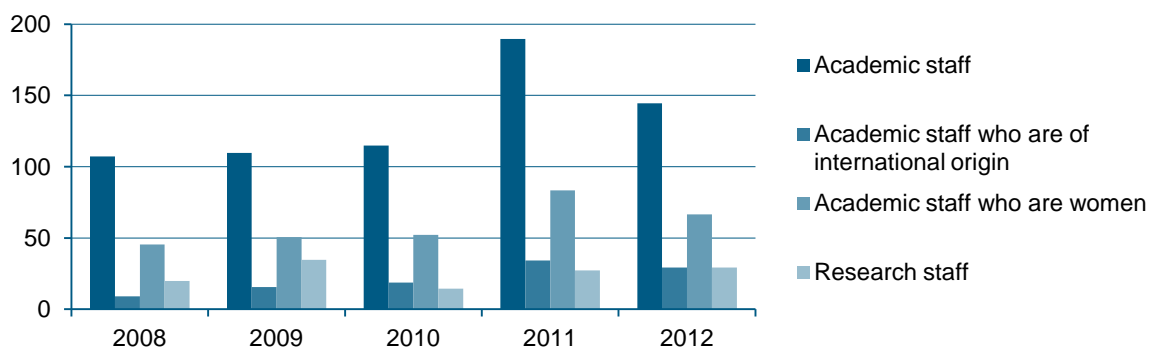
Wine Research Centre

Research Centre for Humanities

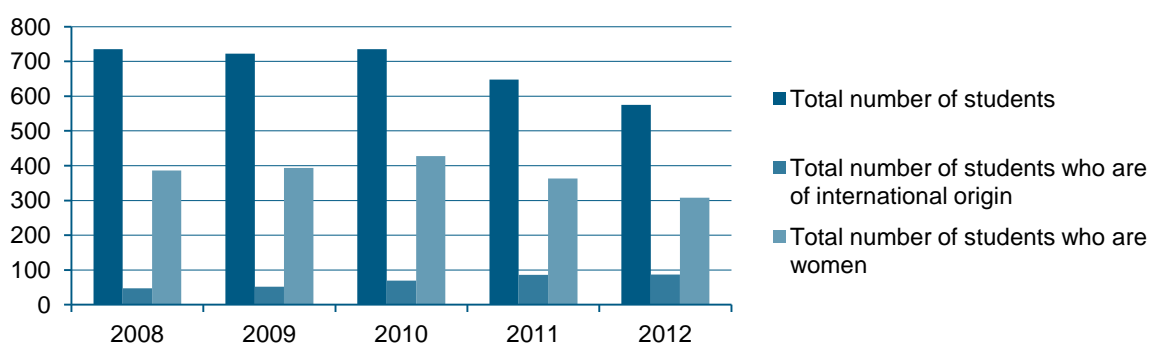


UNIVERSITY OF NOVA GORICA

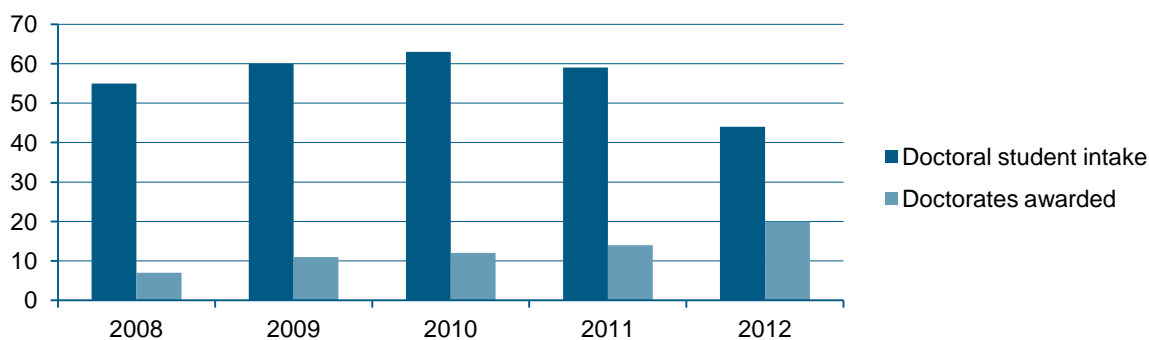
ACADEMIC & RESEARCH STAFF



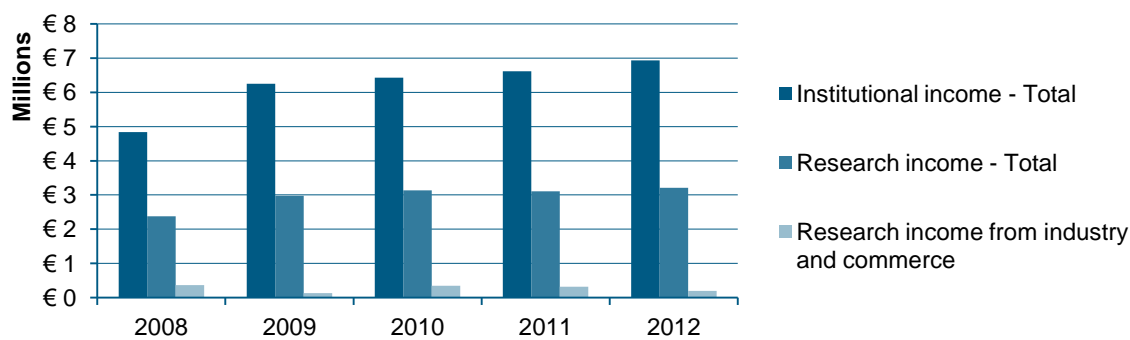
TOTAL NUMBER OF STUDENTS



DOCTORAL STUDENT INTAKE / OUTPUT



FUNDING



INSTITUTIONAL INDICATORS

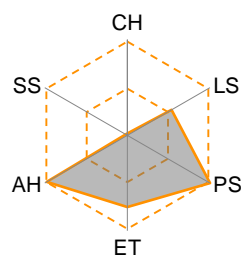
	2008	2009	2010	2011	2012
Academic Staff	107	110	115	190	144
- who are of international origin	9	16	19	34	29
- who are women	45	51	52	83	66
Research Staff	20	35	14	27	29
Total number of students	735	722	735	648	575
- who are of international origin	47	52	69	86	87
- who are women	386	394	428	363	308
Undergraduate student intake	213	174	182	120	113
- who are of international origin	5	3	2	5	6
- who are women	127	99	108	64	63
Undergraduate degrees awarded	41	40	77	87	118
Master or equivalent student intake			36	33	45
- who are of international origin			6	0	4
- who are women			17	9	16
Master's degrees awarded			7	12	18
Doctoral students admitted	55	60	63	59	44
Doctorates awarded	7	11	12	14	20
Institutional income	€ 4,840,528	€ 6,248,422	€ 6,430,816	€ 6,616,979	€ 6,932,543
Research income	€ 2,376,874	€ 2,972,779	€ 3,130,763	€ 3,110,218	€ 3,208,578
- Research income from industry and commerce	€ 368,008	€ 134,566	€ 351,093	€ 317,339	€ 204,403



SUBJECT SPECIFIC DATA - TEACHING AND INSTITUTIONAL

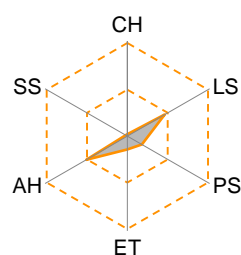
Academic staff / students

CH	Clinical, pre-clinical & health	
LS	Life sciences	52
PS	Physical sciences	100
ET	Engineering & technology	75
AH	Arts & humanities	97
SS	Social sciences	



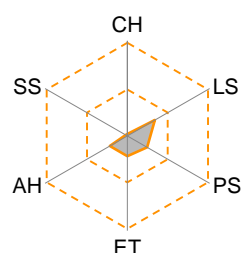
Doctoral degrees awarded / academic staff

CH	Clinical, pre-clinical & health	
LS	Life sciences	44
PS	Physical sciences	16
ET	Engineering & technology	12
AH	Arts & humanities	49
SS	Social sciences	



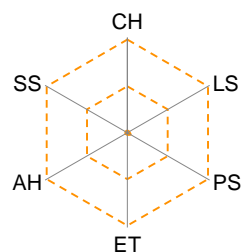
Institutional income / academic staff

CH	Clinical, pre-clinical & health	
LS	Life sciences	32
PS	Physical sciences	23
ET	Engineering & technology	20
AH	Arts & humanities	20
SS	Social sciences	



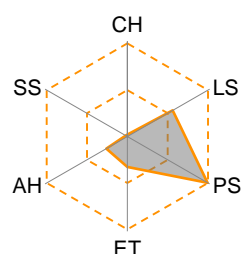
Teaching reputation

CH	Clinical, pre-clinical & health	0
LS	Life sciences	0
PS	Physical sciences	2
ET	Engineering & technology	0
AH	Arts & humanities	0
SS	Social sciences	0



Academic staff - international / academic staff

CH	Clinical, pre-clinical & health	
LS	Life sciences	54
PS	Physical sciences	98
ET	Engineering & technology	31
AH	Arts & humanities	24
SS	Social sciences	



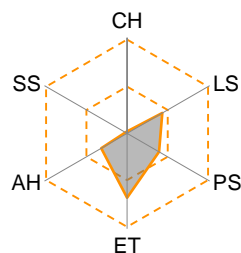
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UNIVERSITY OF NOVA GORICA

SUBJECT SPECIFIC DATA - RESEARCH & CITATION IMPACT

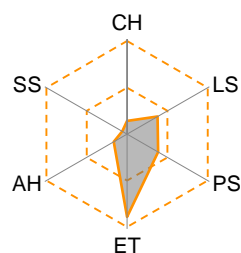
Papers / academic and research staff

CH	Clinical, pre-clinical & health	0
LS	Life sciences	41
PS	Physical sciences	37
ET	Engineering & technology	67
AH	Arts & humanities	30
SS	Social sciences	0



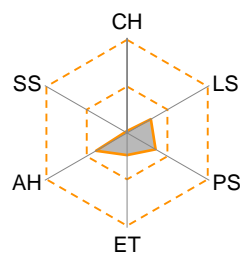
Normalized Citation Impact (country adjusted)

CH	Clinical, pre-clinical & health	12
LS	Life sciences	36
PS	Physical sciences	37
ET	Engineering & technology	87
AH	Arts & humanities	15
SS	Social sciences	4



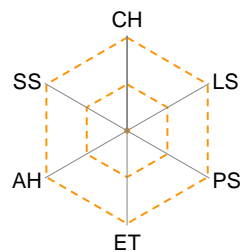
Research income / academic staff

CH	Clinical, pre-clinical & health	
LS	Life sciences	27
PS	Physical sciences	33
ET	Engineering & technology	22
AH	Arts & humanities	36
SS	Social sciences	



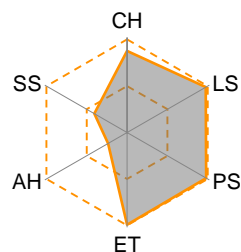
Research reputation

CH	Clinical, pre-clinical & health	0
LS	Life sciences	0
PS	Physical sciences	0
ET	Engineering & technology	0
AH	Arts & humanities	0
SS	Social sciences	0



Papers - international co-author / papers

CH	Clinical, pre-clinical & health	86
LS	Life sciences	96
PS	Physical sciences	96
ET	Engineering & technology	97
AH	Arts & humanities	22
SS	Social sciences	39



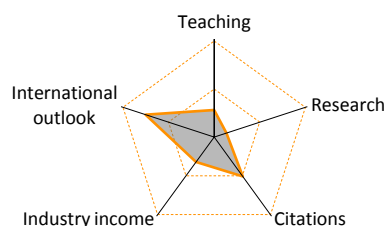
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UNIVERSITY OF NOVA GORICA

TIMES HIGHER EDUCATION WORLD UNIVERSITY RANKINGS INDICATORS

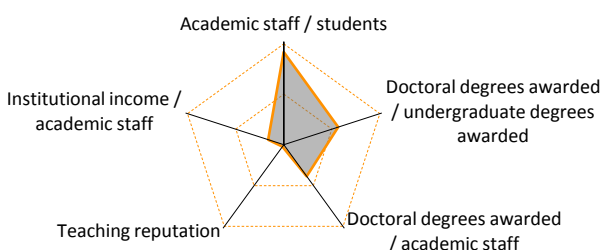
Teaching	26
Research	11
Citations	49
Industry income	30
International outlook	73



These data are the responsibility of Times Higher Education and are taken from their World University Rankings.

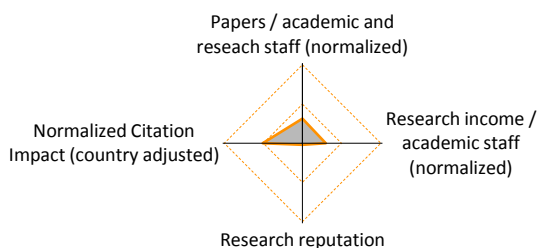
TEACHING INDICATORS

Academic staff / students	90
Doctoral degrees awarded / undergraduate degrees awarded	55
Doctoral degrees awarded / academic staff	37
Teaching reputation	0
Institutional income / academic staff	14



RESEARCH INDICATORS

Papers / academic and research staff (normalized)	29
Research income / academic staff (normalized)	28
Research reputation	0
Normalized Citation Impact (country adjusted)	49

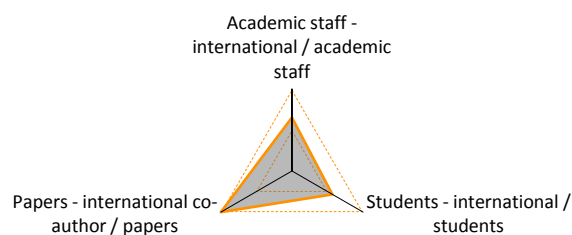


INDUSTRY INDICATORS

Research income from industry / academic staff	30
Industrial co-authorships *	N/A

INTERNATIONAL OUTLOOK INDICATORS

Academic staff - international / academic staff	64
Students - international / students	56
Papers - international co-author / papers	99



Note: Values and scale on tables and diagrams are cumulative probability scores, representing your institution's place compared to other institutions. Dotted line on the diagram represents a cumulative probability of 50 i.e. the median value. Maximum value is 100.

* Industrial co-authorships are not available in 2013; they are under consideration for 2014.



SUMMARY

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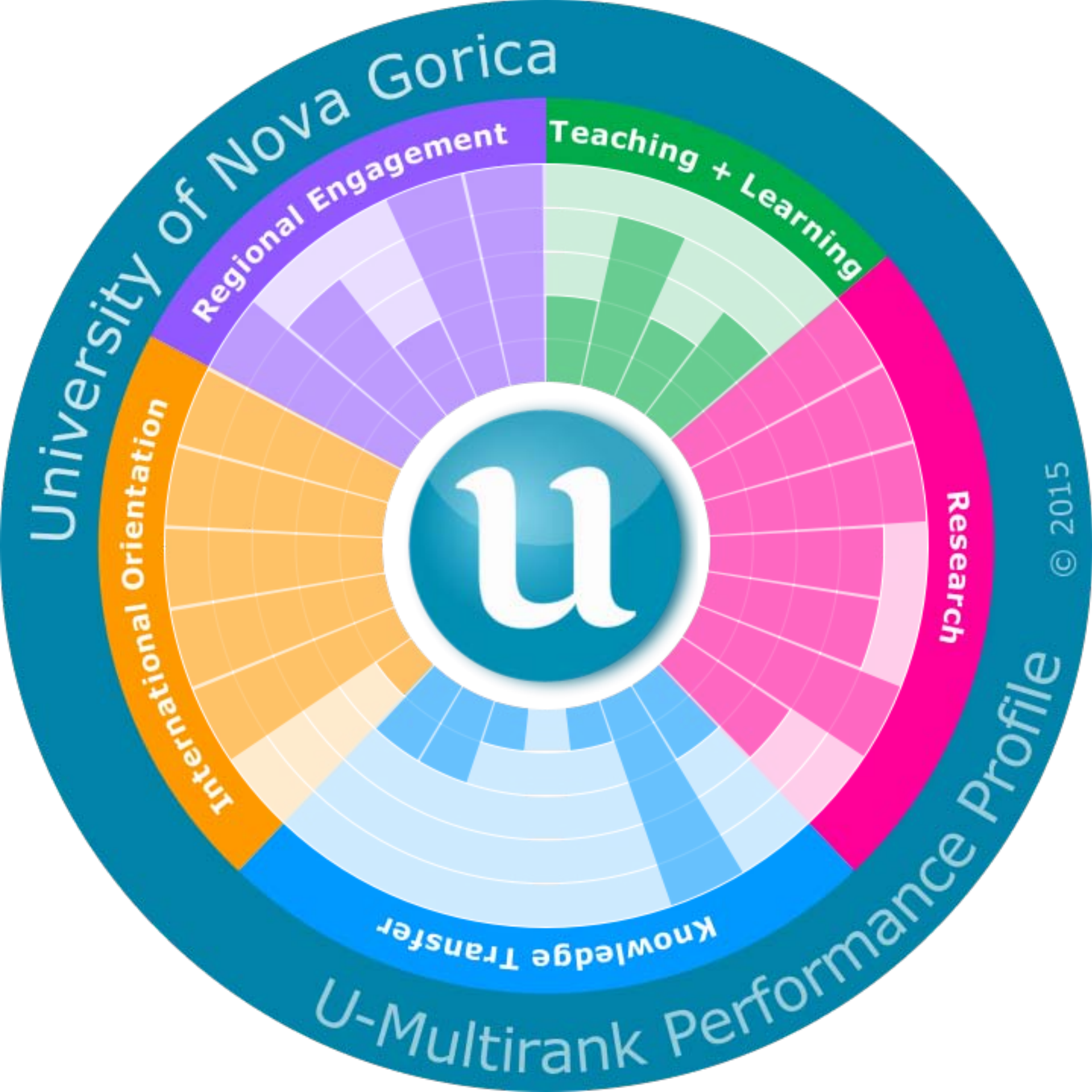
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**Appendix 6: Results of the U-Multirank institutional evaluation of UNG
for 2014**



Results of Institutional Ranking 2015

Version: 18/03/2015

Institution: University of Nova Gorica

Teaching & Learning (indicators)	Score	Rank group	Remark
Bachelor graduation rate	46,05 %	4	based on 2011, 2012 and 2013 graduate data; period of study used is 3 years
Masters graduation rate	79,23 %	2	based on 2011, 2012 and 2013 graduate data; period of study used is 2 years
Graduating on time (bachelors)	29,17 %	4	based on 2012 and 2013 graduate data
Graduating on time (masters)	74,12 %	3	based on 2012 and 2013 graduate data
Research			
Citation rate	1,05	2	
Research publications (absolute numbers)	431,00	4	
Research publications (size normalised)	0,74	1	
External research income	65,51	1	based on average of revenues 2011 to 2013; academic staff refers to average of 2011, 2012 and 2013
Art related output	0,33	1	academic staff refers to average of 2011, 2012 and 2013
Top cited publications (% of total publications)	10,65 %	2	
Interdisciplinary publications (% of total publications)	16,70 %	1	

Post-doc positions	5,78 %	3	based on average of 2011, 2012 and 2013 post doc data
Knowledge Transfer			
Co-publications with industrial partners (% of total publications)	5,57 %	1	
Income from private sources (per fte academic staff)	4,05	4	based on average of 2011, 2012 and 2013 revenue data; academic staff refers to average of 2011, 2012 and 2013
Patents awarded (absolute numbers)		0	
Patents awarded (size normalised)		0	
Industry co-patents (% of total patents)		0	
Spin-offs	0,00	5	based on 2011, 2012 and 2013 spinoff data; academic staff refers to average of 2011, 2012 and 2013
Publications cited in patents	0,15 %	4	
Income from continuous professional development (% of total income)	0,63 %	4	based on average of 2011, 2012 and 2013 revenue data
International Orientation			
Foreign language bachelor programs	0,00 %	5	
Foreign language master programs	100,00 %	1	
Student mobility	0,24	1	2012 and 2013 data on incoming students; 2012 and 2013 data on students sent out; 2011, 2012 and 2013 data on joint degree students
International academic staff (% of total academic staff)	19,30 %	1	2011, 2012 and 2013 data on international staff
International joint publications (% of total publications)	75,64 %	1	
International doctorate degrees (% of total doctorate degrees)	45,65 %	1	2011, 2012 and 2013 graduate data
Regional Engagement			

Bachelor graduates working in region	%	1	Primorska region (south-west part of Slovenia, on the border with Italy; based on indicated range; based on 2011 cohort data
Master graduates working in region	%	1	Primorska region (south-west part of Slovenia, on the border with Italy; based on indicated range; based on 2011 cohort data
Student internships in region	91,50 %	2	2011, 2012 and 2013 student data
Regional joint publications (% of total publications)	13,23 %	4	
Income from regional sources	4,99 %	1	based on average of 2011, 2012 and 2013 revenue data

Explanation:

1	very good
2	good
3	average
4	below average
5	weak
0	data not known
100	not applicable
Low response	Only student survey: numbers of responses was too low for calculation