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Quality monitoring, assessment and assurance

Report for academic year 2012/2013

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Report on monitoring and assurance of quality of pedagogical and research work was reviewed and adopted by UNG Senate at its regular 55th session on 15 January 2014.

Table of contents

1	BASIC INFORMATION ON THE UNIVERSITY OF NOVA GORICA	6
1.1	Presentation of the institution	6
1.2	Mission	12
1.3	Vision of development	12
1.4	Strategic plan	14
2	METHODOLOGY OF MONITORING AND ASSURANCE OF QUALITY OF PEDAGOGICAL AND RESEARCH WORK	19
2.1	Introduction.....	19
2.2	Methodology of monitoring and assurance of quality of UNG study programmes	21
2.3	Structure of self-evaluation reports	23
2.4	Procedures for monitoring and assurance of quality, quality circle	24
2.5	Important elements in the quality assurance process	26
2.6	Monitoring and assurance of quality of research work	28
2.7	Involvement of students in the process of monitoring and quality assurance	29
2.8	Credit system ECTS	31
2.9	Organisational chart »UNG quality circle«	33
2.10	UNG quality control conducted by international organizations	34
2.11	Assessment of current state and guidelines (2012/2013)	37
2.12	Assessment of current state and guidelines (2011/2012)	41
3	EDUCATIONAL ACTIVITY	44
3.1	Organization and implementation of study programmes	44
3.2	Reform of study programmes	48
3.3	Mobility of students and employees.....	49
3.4	Assessment of current state and guidelines (2011/2013)	53
3.5	Assessment of current state and guidelines (2011/2012)	55
4	SCHOLARLY RESEARCH ACTIVITIES	57
4.1	Assessment of current state and guidelines (2012/2013)	59
5	UNG STAFF.....	61
5.1	Higher education teachers, faculty assistants, researchers and research fellows.....	61
5.2	Administrative, professional and technical staff	63
5.3	Assessment of current state and guidelines (2010/2013)	64
6	STUDENTS AT THE UNIVERSITY OF NOVA GORICA	66
6.1	Student Council.....	66
6.2	Assessment of current state and guidelines (2012/2013)	67
6.3	Assessment of current state and guidelines (2011/2012)	68
7	DATA ON PREMISES FOR IMPLEMENTATION OF STUDY PROGRAMMES	69
7.1	Assessment of current state and guidelines (2012/2013)	71
8	LIBRARY OF THE UNIVERSITY OF NOVA GORICA	73

8.1	Assessment of current state and guidelines (2011/2013)	75
9	PUBLISHER OF THE UNIVERSITY OF NOVA GORICA	76
9.1	Assessment of current state and guidelines (2011/2013)	76
9.2	Assessment of current state and guidelines for period 2006-2010	77
10	CAREER CENTRE OF THE UNIVERSITY OF NOVA GORICA	79
10.1	Assessment of current state and guidelines for period 2012-2013	79
10.2	Assessment of current state and guidelines for period 2011-2012	81
11	ALUMNI CLUB	83
11.1	Assessment of current state and orientations (2012/2013)	84
11.2	Assessment of current state and guidelines (2010/2012)	84
12	COOPERATION WITH THE COMMUNITY	86
12.1	Technology Transfer Office	88
12.2	Public relations	89
12.3	Assessment of current state and guidelines (2012/2013)	93
12.4	Assessment of current state and guidelines (2010/2012)	94
13	PEDAGOGICAL ACTIVITY	95
13.1	Statistics of study activities	95
13.2	Acquisition of new students for UNG programmes	110
13.3	Employability of BA, MA and PhD graduates	112
13.4	Awards and achievements of students and graduates	114
13.5	Assessment of current state and guidelines (2012/2013)	116
13.6	Assessment of current state and guidelines (2011/2012)	118
14	FINANCIAL OPERATIONS	121
14.1	Assessment of current state and guidelines (2012/2013)	122
14.2	Assessment of current state and guidelines (2010/2012)	122
15	SUMMARIES OF SELF-EVALUATION REPORTS OF UNG SCHOOLS	124
15.1	School of Environmental Sciences	124
15.2	School of Humanities	127
15.3	School of Engineering and Management	129
15.4	School of Applied Sciences	132
15.5	School for Viticulture and Enology	134
15.6	School of Arts	137
15.7	Graduate School	141
16	ACTION PLAN	146
16.1	Weaknesses and proposed measures for their elimination:	146
16.2	Opportunities for improvement and plan of realization:	148
17	ANNEXES	155
17.1	Annex: Rules of procedure of the Quality Assurance Committee of the University of Nova Gorica	156
17.2	Annex: Awards and commendations at UNG in 2012/2013	160

1 BASIC INFORMATION ON THE UNIVERSITY OF NOVA GORICA

1.1 Presentation of the institution

University of Nova Gorica (UNG) is a non-state, research and student friendly institution where knowledge is created through a 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, scholarly and research activities, as well as expert work. Research and expert activities are conducted at UNG institutions, laboratories and centres, while the pedagogical work is performed at UNG schools.

Our activities began in the academic year of 1995/1996 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 scholarly and research activities, the faculty was restructured and renamed into *Nova Gorica Polytechnic*. In academic year 2003/2004, the Nova Gorica Polytechnic signed two additional co-founding contracts. 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 biggest 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 academic year of 2012/2013 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

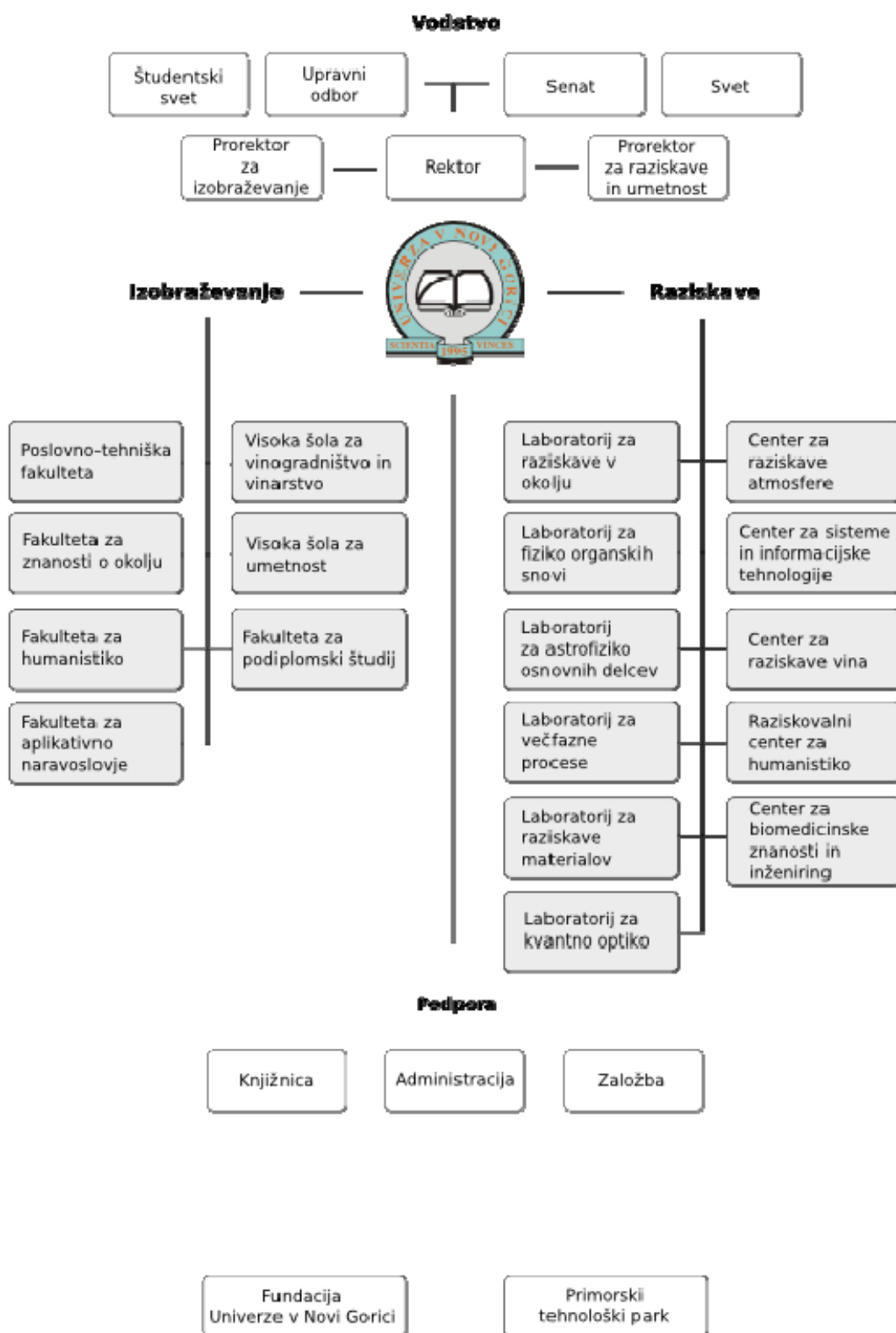
laboratories and five research centres. (Laboratory for Environmental Research, Laboratory for Astroparticle Physics, Laboratory of Organic Matter Physics, Materials Research Laboratory, Laboratory for Multiphase Processes, Laboratory of Quantum Optics, Wine Research Centre, Centre for Atmospheric Research, Centre for Systems and Information Technologies, Centre for Biomedical Sciences and Engineering, Research Centre for Humanities).

The particularity of the organization of the study programmes is the Graduate School that 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 Senate of UNG is an expert body that adopts the study programmes, 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 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. 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 work of the University Senate, but have no voting right.

Rules of Procedure on the work of the Senate 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 Senate. Rules of Procedure are available at UNG website: www.ung.si/sl/o-univerzi/pravila/



Organizational 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, as well as from fields related to the activities of the University and to student representatives. Members are appointed on the basis of a system of personally liable individuals. 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 primarily 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 Statutes and rules of its organization and operation, 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 science institute with an interest in a long-term development of the University. The member shall enable the participation of the University in international scholarly 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 Statutes 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 opinion 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 conducts the promotions of the doctors of science, presents the awards and commendations of the University, proposed by the Senate and the Governing Body. The Rector is also responsible for conducting other duties in accordance with the law, the Statutes 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. 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, Technology Transfer Office, Career Centre, Alumni Club, UNG university library, UNG publisher and UNG Quality Assurance Committee. They also include the accounting services, legal services, human resource department and other specialist services.

The establishment of the Primorska Technology Park has enabled the university to cooperate with the industry. The Park incorporates technologically innovative companies that enable the transfer of development initiatives and expertise into a business environment. Through its Technology Transfer Office and various courses within the study programmes of schools, the University of Nova Gorica is educating and stimulating young researchers to participate in projects related with industry. Moreover, the Technology Transfer Office associates with entities that have access to venture capital that could enable the establishment of new companies, whose activities will be related to products and processes where 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 Edvard Rusjan Foundation was established. Its mission is to provide a quality and constant development of activities, conducted by the University of Nova Gorica.

The 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 a.m. to 12 p.m. and from 12.30 p.m. to 4 p.m.

The Office is responsible for keeping a database of all contracts, cooperation and projects that the University of Nova Gorica participated 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 blog “Students Mobility Blog”, intended for students who have been 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 the 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 aspect). It is responsible for monitoring published tenders and informing 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 will 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.

Student Office

The Student Office of the University of Nova Gorica is intended for undergraduate and graduate students, as well as for all who might be interested in the studying at UNG. The purpose of the Office is to provide support to students and student candidates regarding the studies and extracurricular activities. The Student Office conducts its activities in Nova Gorica, in an office of 25 m², and in Ajdovščina, where the size of its office totals 30 m². Its office hours are every day, from 9 a.m. to 11 a.m. and from 1 p.m. to 3.30 p.m. At the University Centre of Ajdovščina, the Office is open every Tuesday, from 1 p.m. to 3.30 p.m.

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 database;
- 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 provide accommodation in the dormitory;
- to provide support and counsel regarding the student accommodation: database of available accommodation facilities;
- to inform students of scholarships, student accommodation options, student dining options, healthcare services, etc.
- to arrange and conduct various student activities (e.g. new year's exchange of gifts among students and parents);
- 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 a 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 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, scholarly and research activities, and their integration in the regional, Slovenian and international sphere.

1.3 Vision of development

University of Nova Gorica (UNG) strives to be a non-state, research and student friendly institution where knowledge is created through a 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. Schools are open units where 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 get a permanent employment are required to have completed a post-doctoral training programme abroad.

EDUCATIONAL WORK

UNG strives to be a university institution providing high-quality educational activities and being internationally competitive. 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 will 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 teaching language, especially at graduate level, shall also be adapted accordingly. Regardless of its international orientation, UNG shall facilitate specific research and educational activities that will strengthen the position of Slovenians on the westmost national border.

TRANSFER OF KNOWLEDGE TO BUSINESS ENVIRONMENT

Cooperation with industry and 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 a business environment are created. Moreover, the University of Nova Gorica and its activities will become more recognizable, resulting in better employment opportunities for our 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 an business environment for graduates with bachelor's, master's and doctoral degrees. UNG has also established the Technology Transfer 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 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, 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 will 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 includes the presentation of the current situation, a development plan for the period of 2010-2015 and a 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 where they discuss the strategic development of UNG in the current year.

At the strategic panel session of UNG, held in Skrilje on 7 February 2013, 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 made. 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 organizations;
- acquiring at least one associated organization.

Pedagogical activity

Acquisition of students

- search for new students should become an issue and obligation for all UNG lecturers, which should be formalized;
- motivated students should be attracted through individual approach;
- individual contact should be made with talented secondary school students that are winners in competitions. Contact information could be acquired through public lists of awarded students;
- publication of stories of successful UNG students in the media;
- expansion of e-platform to all schools;
- increase of enrolment in second- and third-level study programmes;
- 20-per cent increase in the number of students.

Excellence of programmes

- 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;
- increase in the involvement of students at lectures through interactive learning approaches;
- turning learning into studies;
- pressure on the state to allow us to implement second-level study programmes in English;
- 60 % of students from abroad in third-level study programmes.

Expansion and changes in pedagogical activity

- decision on study programmes in 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 a new 2nd level study programme in the field of Viticulture and Fruit-Growing;
- preparation of a new 3rd level study programme in the field of Multiculturalism;
- preparation of a new 1st and 2nd level study programme in Russian Language;
- joint diploma with Ca'Foscari University in the 2nd level study programme in Environment;
- joint diploma with Roskilde University in the 3rd level study programme in Environment;
- review of possibilities for new 1st and 2nd level study programmes in the field of Veterinary Science.

New pedagogical approaches

- review of possibilities for distance learning - finding a strategic partner;
- review of possibilities for life-long learning - finding a strategic partner.

Employability

- increase of employment rate of graduates to 80% in the first six months after graduation, and to 90% in the first 12 months after graduation.

Research activity

- maintenance of quality of research work;
- establishment of big infrastructure - project CITIUS;
- establishment of big infrastructure - project SUNGREEN;
- introduction of experimental linguistics;
- commencement of project ICAR.

Balance between research and pedagogical work

- coming close to an ideal balance of 50 % of research work and 50 % of pedagogical work for each employed researcher;
- decreasing the share of outside associates to below 30%;
- positions of doctoral and master supervisors should be distributed as equally as possible among teachers;
- publication of all vacancies for researchers beyond Slovenian borders as well; this should be done by deans, heads of laboratories, centres and institutions.

Funding

- new concessions - reinstatement of concession for Environment II;
- new concessions - acquisition of concession for Digital Arts I;
- increased applications for EU projects;
- establishment of a system of cooperation with industry - at least 2 new projects;
- financial reconstruction of VŠU;
- financial reconstruction of Property Vilina and its annexation to VŠVV.

The issue of the lack of space

- provision of funds for maintenance of the existing facilities;
- search for location and commencement of purchasing of property for university campus.

At the strategic panel session of UNG, held at Sinji Vrh on 2 February 2012, main UNG strengths and weaknesses were discussed in view of strategic guidelines from the past year, and decisions regarding the improvement of UNG activities were made for the following year. (A responsible person was selected for each activity).

UNG status changes

- establishment of Alumni Club;
- appointment of director and initiation of Edvard Rusjan Foundation;
- strategic pressure on the state to allow us to implement second-level study programmes in English;
- acquisition of donations;
- search for strategic partner/donor for project »UNG - your gateway to talented youth«.

Pedagogical excellence and development trends

Acquisition of students

- all lecturers of UNG should be actively involved in search for new students;
- motivated students should be attracted through individual approach;
- individual contact should be made 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 by means of publication of stories of success of UNG students in media (e.g. channel TV SLO 1, show Univerza - University).

Excellence of programmes

- increase the appeal of study programmes;
- expansion of e-Platform from VŠU to whole university;
- 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;
- increase in the involvement of students at lectures through interactive learning approaches;
- introduction of 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.

Expansion of pedagogical activities

- preparation of new 1st and 2nd level study programmes in the field of Information Technologies;
- preparation of new 1st, 2nd and 3rd level study programmes in the field of Materials;
- preparation of new 2nd and 3rd level study programmes in the field of Biomedicine;
- preparation of a new 2nd level study programme in Digital Arts;
- preparation of a new 2nd level study programme in the field of Viticulture and Fruit-Growing;
- preparation of a new 3rd level study programme in the field of Multiculturalism;
- review of possibilities for new 1st and 2nd level study programmes in the field of Veterinary Science.

Research excellence and development trends

- establishment of Laboratory of Quantum Optics;
- establishment of Ageing Research Centre;
- introduction of experimental linguistics;
- renaming of the Institute for Cultural Studies;
- maintenance and improvement of quality of research work;
- development of the field of Biomedicine as a priority.

Balance between research and pedagogical work

- coming close to an ideal balance of 50 % of research work and 50 % of pedagogical work for each employed researcher;
- meeting the objective of the share of outside associates at 30 to 35 %;

- positions of doctoral and master supervisors should be distributed as equally as possible among teachers;
- senior colleagues that obtain research projects should be paid from research projects to a maximum of 50 %; other resources should be utilized to employ young researchers;
- all employment advertisements for researchers at UNG should also be published abroad to attract the best candidates for a certain field of research;
- international projects that anticipate new positions should be used as an instrument for long-term employment policy of the University.

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, 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. 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 organization 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 faculties, academies or schools, and by heads of UNG research units. Key decisions in the organization 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 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.

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 level (School of Engineering and Management, UNG); Cultural History, 1st and 2nd level (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 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 FH, 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 level, both implemented at School of Humanities; first- and second-level Physics implemented at School of Applied Sciences; two third-level programmes (Molecular Genetics and Biotechnology, Physics), implemented at Graduate School.

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 organization 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 (faculty, academy, school). 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 faculty, academy or school, 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 employees, 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.

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 elimination of discovered 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, assurance of quality, 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 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 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:

- Regulations for the determination of conditions and appointment procedures for research and teaching positions at the University of Nova Gorica;
- Rules for first-level study programmes;
- Rules for second-level study programmes;
- Rules on the process of applying for diploma or master's thesis and their defence;
- UNG tutorship system;
- Rules for third-level study programmes;
- 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 FPŠ or doctoral programmes outside the University of Nova Gorica.

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* commendation. This commendation is awarded to students who regularly pass their exams and graduate among 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 in 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 FPŠ. 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 academic year of 2010/2011, 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.

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 faculties, academies and schools, 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. We learn about the opinion of students regarding the quality of the studied contents and the implementation of the programme 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. They can be completed in printed or 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, 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 *Course Evaluation Questionnaire for Students* student opinion on the quality of pedagogical work in individual courses is 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 less 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 programmes 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 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 opinion 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.

Study Programme Evaluation Questionnaire for Students includes 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 at 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.

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, with presentations at secondary schools and with direct provision of information to candidates and their parents. The suitability and effectiveness of candidate informing is reviewed each year by means of 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*.

2.8 Credit system ECTS

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 educational outcome.

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 a mobile 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 work 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 work 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 Committee for Academic Affairs of the respective school. The Committee for Academic Affairs 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 Committee for Academic Affairs 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 Committee for Academic Affairs 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.

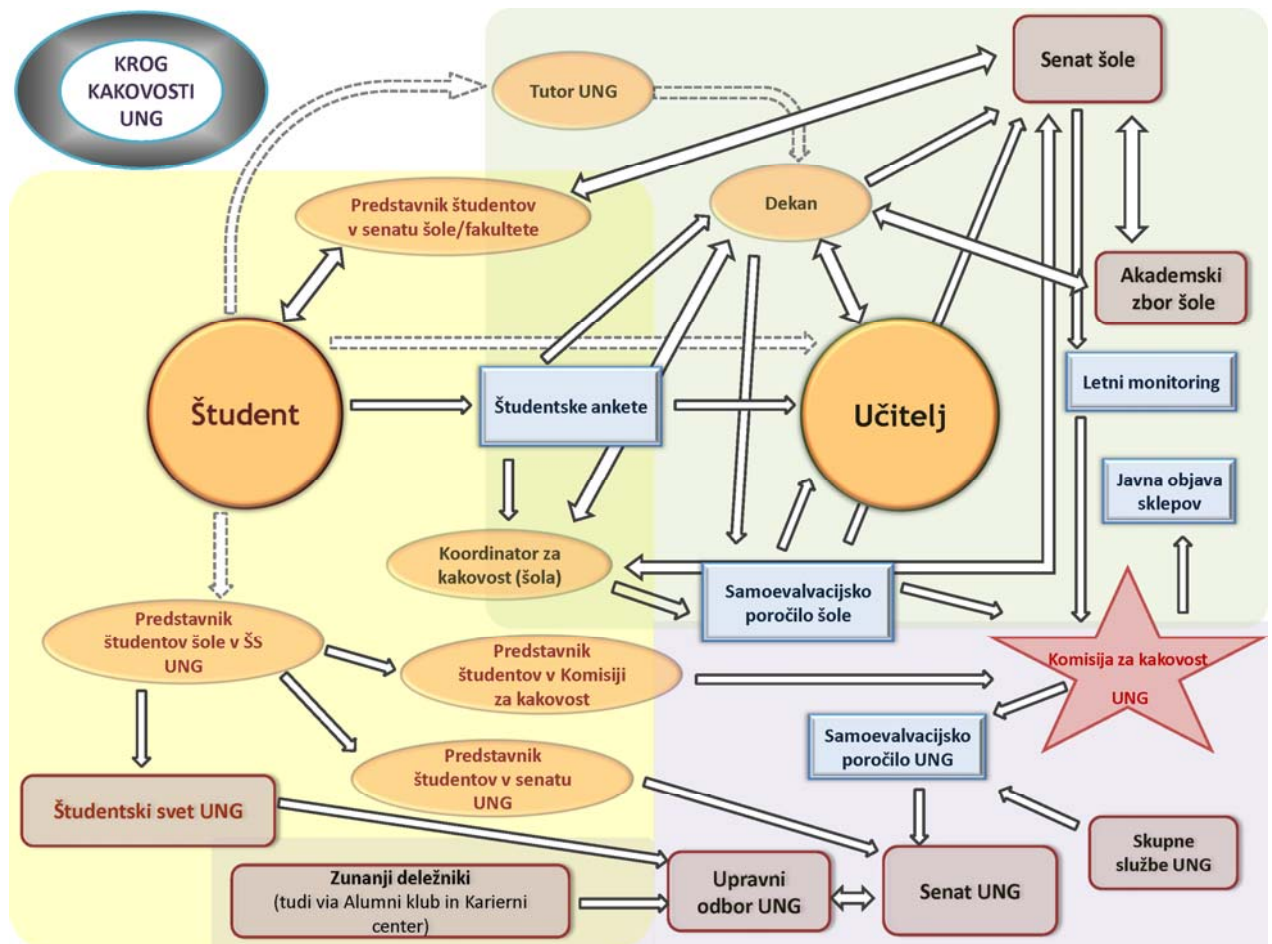
In the case of the Erasmus programme student exchange, a trilateral agreement signed by the two universities and the student participating in the exchange programme shall stipulate the contents or subjects the student will cover at the university as well as the ECTS credits related to the subjects chosen. 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 FPŠ 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 organizations

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 2013 is enclosed to this report.

Thomson Reuters, a global leader in providing information, will address concerns over current profile systems with the Global Institutional Profiles Project. The 21st century academic institution has many fluid layers, and Thomson Reuters is committed to developing an equally robust and dynamic dataset. The Profiles Project, launched in 2009, rests on the principle that one size does not fit all — as the world continues to flatten and specialize, profile databases must broaden in scope, deepen in content, and become increasingly flexible.

Our aim with the Global Institutional Profiles Project, which includes our work with Times Higher Education's World University Rankings, is to develop a data source that provides the best informed and most effective resource to build profiles of universities and institutions around the world. The Profiles Project will create data-driven portraits of globally significant institutions, combining reputational assessment, scholarly outputs, funding levels, faculty characteristics and much more in one comprehensive database. Thomson Reuters also brings a celebrated legacy of data transparency to the Profiles Project, operating with clear methodology and data gathering practices. The added input variables, more transparent methodology, and many additional project elements will provide the nuances to explain a wide range of ranking initiatives, revealing what diversity lies within.

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 shall only include certain fields (mechanical engineering, electrical engineering, physics, 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 is a new multidimensional, user-driven approach to international ranking of higher education institutions. The dimensions it includes are teaching and learning, research, knowledge transfer, international orientation and regional engagement. Based on empirical data U-Multirank will compare institutions with similar institutional profiles and allow users to develop personalised rankings by selecting indicators in terms of their own preferences.

Based on the results of a feasibility study the European Commission is currently funding a project to implement U-Multirank.

A first ranking will be published in early 2014 covering at least 500 higher education institutions from Europe and beyond. It will provide an institutional ranking of whole institutions as well as field-based rankings for engineering, business and physics. After 2014 the coverage of institutions and fields will be extended progressively.

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 will be ranked in view of these criteria.

The UI GreenMetric World University Ranking is an initiative of Universitas Indonesia which is being launched in 2010. <http://greenmetric.ui.ac.id/id/page/about>

The aim of this ranking is to provide the result of online survey regarding the current condition and policies related to Green Campus and Sustainability in the Universities all over the world. It is expected that by drawing the attention of university leaders and stake holders, more attention

will be given to combating global climate change, energy and water conservation, waste recycling, and green transportation. Such activities will require change of behavior and providing more attention to sustainability of the environment, as well as economic and social problem related to the sustainability. We believe that the universities that are leading the way in this regard need to be identifiable and so we have decided to make a start in doing this. Initially, we will collect numeric data from thousands of universities world wide and process the data provided to arrive at a single score that reflects the efforts being made by the institution to implement environmentally friendly and sustainable policies and programs. Universities will be ranked according to this score. We hope that the rankings will be useful to university leaders in their efforts to put in place eco-friendly policies and manage behavioral change among the academic community at their respective institutions.

International evaluation of UNG by IEP-EUA:

In 2014, 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 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 shall provide for in the first stage of the external evaluation procedure. This shall be followed by two visits of the external evaluation group to UNG. 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.

2.11 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 FH, 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 level, both implemented at School of Humanities; first- and second-level Physics implemented at School of Applied Sciences; two third-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 anticipated 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 faculty, academy or school was added to the bodies of the faculty, academy or school.

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 organize 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 faculties, academies and school 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 faculty, academy or school 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 organization 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 Committee for Academic Affairs.

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, organization 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 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 real, as well as time-defined.

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.

Senates of UNG faculties and schools also adopted Rules of Procedure of committees for academic affairs of individual faculties and 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 organization 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 automatic analysis of quantitative survey data. There is also an information package available including the contents of study programmes in English for students from abroad, 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.

2.12 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 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 recognizability of our university throughout the world and provides some useful feedback on the operation of UNG. Results of the last evaluation are presented in

Annex 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 will 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 will be implemented from 12 October 2012 to 30.6.2015 according to procedures described below.

Strengths and weaknesses of the existing quality assurance system at UNG will be analysed. In view of our findings, a plan of improvements will 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 UNG Quality Manual that will 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 organization 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 automatic analysis of quantitative survey data. There will also be an information package available including the contents of study programmes in English for students from abroad, and an information system supporting the ERASMUS student exchange programme. A portal will be established for UNG alumni who will 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 Organization 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.

- **School of Environmental Sciences** offers a first-level bachelor's study programme in Environment and a second-level master's programme in 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 in Environment, and on 15 February 2008, for the 2nd-level programme in Environment. First-level study programme in Environment began to be implemented in academic year 2008/2009. It was in this year that enrolment in the first year of the old university study programme was discontinued. There are 40 positions available in the first-level study programme, and 30 in the second-level programme. The title after completion of the first-level Bachelor's programme in Environment is Bachelor of Environmental Technology. The title after completion of the second-level Master's programme in Environment is Master of Science in Environment.
- **School of Engineering and Management** has been offering first-level Bachelor's programme in *Engineering and Management* since academic year 2007/2008, and second-level Master's programme in *Engineering and Management* since the academic year of 2006/2007. The title after completion of the first-level Bachelor's programme in Engineering and Management is Bachelor of Science in Engineering and Management. There was a total of 60 admissions to the first year of the first-level study programme in *Engineering and Management*. There was a total of 30 admissions to the first year of the second-level study programme in *Engineering and Management*.
- **School of Humanities** offers four study programmes. Following the completion of the Bologna reform in 2007/08, the first- and second-level study programme in *Slovene studies* began to be implemented. These two programmes replaced the old undergraduate university study programme in *Slovene studies*. The title after completion of the first-level Bachelor's programme is Bachelor of Slovene Studies, and the title after completion of the second-level programme is Master of Linguistics. There was a total of 30 admissions to the first year of these programmes. The following three study programmes are also accredited: Cultural History, first- and second-level study programme, and international joint study programme (Erasmus Mundus) in *Migration and Intercultural Relations* (second

level). The obtained titles after completion of studies are: Bachelor in History; Master in Cultural History; Master of Arts in Migration and Intercultural Relations. In 2011/12, the school implemented the first-level study programme in Cultural History (a total of 40 positions were available) and joint master's study programme (Erasmus Mundus) in *Migration and Intercultural Relations* (second level). In that year, there were no admissions to the study programme in Cultural History (second level).

- **School of Applied Sciences** offers study programmes in natural science and technology. Since academic year 2007/2008, there have been two study programmes available: first-level programme in Physics and second-level programme in Physics. The title after completion of the first-level Bachelor's programme is Bachelor of Science in Physics, and the title after completion of the second-level programme is Master of Science in Physics. There are a total of 40 positions available for the first year of the first-level programme, and a total of 30 positions for the first year of the second-level programme.
- **School for Viticulture and Enology.** The professional higher education study programme in Viticulture and Enology (first level) began to be implemented in year 2005/2006. It takes three years to complete the programme. After the completion of their studies, students obtain the title of the Bachelor of Science in Viticulture and Enology. There was a total of 40 admissions to the first year of the programme.
- **School of Arts** In 2008, the University of Nova Gorica introduced the first study programme dealing with arts. The programme is based on the Digital Media programme of the Famul Stuart School of Applied Arts, which had been implementing the unaccredited programme since 2001. At its 20th session held on 27 November 2008, the UNG Senate passed the decision on the proposal of a first-level study programme "Digital Arts and Practices". The decision on the establishment of its seventh educational unit, i.e. "School of Arts (VŠU)" 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 academic year 2012/2013. 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.

Graduate School (FPŠ) joins and 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 processes and projects.

In 2012/2013, there were eight graduate study programmes available. One of them was the old graduate doctoral programme, which is no longer available (Intercultural Studies - Comparative Studies of Ideas and Cultures), while the remaining seven doctoral programmes are third-level programmes in compliance with the Bologna Declaration (Environmental Sciences, Karstology, Physics, Comparative Studies of Ideas and Cultures, Economic and Techniques for the Conservation of the Architectural and Environmental Heritage, Molecular Genetics and Biotechnology, Linguistics).

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

The programme is expressly interdisciplinary and research-oriented. Students have the opportunity to explore the three environment segments: water, soil and air. Within individual segments, students can focus on issues, such as the study of phenomena in individual segments of environment, measuring techniques for 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 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.

➤ **Intercultural Studies - Comparative Studies of Ideas and Cultures:**

The study programme is based on intellectual exchange of foreign and Slovenian university professors, researchers, and students in the humanities and social sciences. The program involves researchers and university teachers that are experts in fields of philosophy, history, ethnology, folklore studies, anthropology, art history, linguistics, literary sciences and sociology.

➤ **Comparative Studies of Ideas and Cultures (third level):**

Following the Bologna reform of the old programmes, this doctoral study programme has replaced and upgraded the old graduate programme in *Intercultural Studies – Comparative Studies of Ideas and Cultures*. The new third-level programme belongs to the field of humanities and social sciences. It consists of several modules: Philosophy; Anthropology; Language; Archaeology; Slovene Studies - tradition and modern age; Cultural History. The programme is implemented in cooperation with the Research Centre of the Slovenian Academy of Sciences and Arts in Ljubljana.

➤ **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 Venetian University Università IUAV di Venezia, 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 second-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 Università IUAV di Venezia. 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):**

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.

➤ **Linguistics (third level):**

The Linguistics 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.

To sum up: in the academic year of 2011/2012, UNG implemented seven first-level study programmes, five second-level Master's programmes and eight doctoral programmes (one old graduate programme and seven third-level doctoral programmes).

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 (FPSŠ) 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 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 6 first-level study programmes, 5 second-level study programmes and 6 third-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 study objectives 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 disabilities. 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. Study programmes will also include contents 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. Descriptions of programmes and courses will be updated, as well as the information on obtained knowledge, required 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 FPS will organize a course (18) in The Analysis of Signals for Linguists (6 ECTS), intended for linguistic students in third-level study programme.

3.3 Mobility of students and employees

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 2007, the University of Nova Gorica retained the standard EUC certificate. In 2011, it applied for the Extended EUC (No. 217546-IC-1-2011-1-SI-ERASMUS-EUCX-1) that, in addition to all activities within the programme, enables student mobility for placements.

In academic year 2012/2013, the University of Nova Gorica concluded 77 Erasmus bilateral agreements with institutions from 24 countries:

Austria

- University of Vienna

Bulgaria

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

Cyprus

- University of Cyprus

Czech Republic

- Film and TV School of the Academy of Performing Arts in Prague
- Silesian University in Opava
- Charles University in Prague
- Czech Technical University in Prague
- Masaryk University
- University of South Bohemia
- VŠB-Technical University of Ostrava
- University of Economics
- Tomas Bata University in Zlín
- Brno University of Technology

Denmark

- Roskilde University

Finland

- Novia University of Applied Sciences
- University of Eastern Finland

France

- University of Angers
- Université Bordeaux Segalen
- Blaise Pascal University
- University of Perpignan
- University of Paris VIII
- University Claude Bernard Lyon 1
- Lycée Bel Air

Greece

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

Croatia

- University of Split
- University of Rijeka

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 Rome - La Sapienza
- University of Udine
- University of Trieste
- Università degli Studi di Ferrara
- Second University of Naples

Latvia

- University of Latvia

Lithuania

- Vilnius University

Germany

- Carl von Ossietzky University Oldenburg
- University of Ulm
- Universität Konstanz

the Netherlands

- Rotterdam University
- Eindhoven University of Technology
- VU University Amsterdam

Norway

- Hedmark University College
- University of Stavanger

Poland

- University of Wrocław
- University of Łódź
- University of Warsaw
- Politechnika Wroclawska

Portugal

- Instituto Politecnico De Leiria
- University of Trás-os-Montes and Alto Duro
- University of Porto

Romania

- Transilvania University of Brasov

Slovakia

- Pavol Jozef Šafárik University in Košice

Spain

- University of Malaga
- Autònoma University of Barcelona

- University of the Basque Country
- Universidad de Las Palmas de Gran Canaria

Sweden

- Lund University

Turkey

- Zirve University
- Anadolu University
- Afyon Kocatepe University
- Dokuz Eylul University
- Ondokuz Mayıs University
- University of Uludag
- T.C. Okan Universitesi
- Mustafa Kemal University

United Kingdom of Great Britain and Northern Ireland

- University College London
- University College Falmouth
- Durham University

In 2012/2013, the University of Nova Gorica implemented the following mobility programmes under the Erasmus-Lifelong Learning Programme:

TYPE OF MOBILITY		OUTGOING ERASMUS STUDENT MOBILITY				INCOMING ERASMUS STUDENT MOBILITY			
No.	COUNTRY	Mobility of students with the purpose of studying (SMS)	Mobility of students with the purpose of work placement (SMP)	Mobility of professors (STA)	Training of teaching staff (STT)	Mobility of students with the purpose of studying (SMS)	Mobility of students with the purpose of work placement (SMP)	Mobility of professors (STA)	Training of teaching staff (STT)
1.	Austria	1			1				
2.									
3.	Bulgaria			1					
4.	Czech Republic			1		1			
5.	Denmark				1	1		1	
6.	Finland	1							
7.	France			1	2			1	
8.	Greece				1			1	
9.	Ireland			1					
10.	Italy		2		6	1		2	
11.	Latvia					1			
12.	Germany		2	1	1				
13.	the Netherlands		1						
14.	Norway			4					
15.	Portugal	4			4				
16.	Romania				1	2			
17.	Slovakia				1				
18.	Spain	1			1				
19.	Switzerland		1		2				

20.	UK				1				
	Total	7	6	9	22	6	/	5	/

3.4 Assessment of current state and guidelines (2011/2013)

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 obtained knowledge, required 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.

All accredited study programmes were analysed in this year's self-evaluation reports. The relevance of obtained knowledge and competences was analysed, whereby the opinion of employers and graduates (acquired through the Alumni Club and Career Centre) was also taken into consideration. We 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 are taken into account. During the modernization, the 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 contents 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 anticipated renovation 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 are also supplemented with documents required for the implementation of the respective programme. The website is now more transparent, while documents are available to all who might be interested.

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 inclusion of foreign students in undergraduate programmes may pose some difficulties due to the language. The first- and second-level study programmes are namely implemented in Slovene, in accordance with the applicable legal requirements. Parallel implementation of study programmes in a foreign language or individual lectures are almost impossible, since this would represent too high of a financial burden.

Opportunities for improvement

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 (FPŠ) 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 renovation of the website of the International office was planned to include the description of the programme as well as of the procedure for mobility implementation. 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, professors and employees that would increase the interest of students and teachers in exchange programmes and thus also increase 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.

We will continue to strive for the possibility of implementing master's second-level Bologna programmes in English, rendering the programmes interesting for students from all over the world (as has been the case with third-level programmes).

We will provide support to lecturers from abroad who are fully employed at UNG with the organization of learning Slovene so that they will be able to give lectures in Slovene.

As was agreed at UNG strategic panel sessions (see chapter on UNG strategy), the expansion of education activity through the introduction of new study programmes is anticipated. Expansion of pedagogical activities in the following fields: Information Technologies (1st and 2nd level), Materials (2nd and 3rd level), Biomedicine (3rd level), Digital Arts (2nd level), Viticulture and Fruit-Growing (2nd level), 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 inclusion of foreign students in undergraduate programmes may pose some difficulties due to the language. The first- and second-level study programmes are namely implemented in Slovene, in accordance with the applicable legal requirements. Parallel implementation of study programmes in a foreign language or individual lectures are almost impossible, since this would represent too high of a financial burden.

Opportunities for improvement

All accredited study programmes that are implemented at seven UNG schools will be analysed. The relevance of obtained knowledge 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 contents of the existing courses, on clearly defining the study objectives 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 disabilities. 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. Study programmes will also include contents 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. Descriptions of programmes and courses will be updated, as well as the information on obtained knowledge, required 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, several elective courses will be introduced to familiarize 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 will strive for the possibility of implementing master's second-level Bologna programmes in English, rendering the programmes interesting for students from all over the world (as has been the case with third-level programmes).

Renovation of the online portal where procedures and activities of the Erasmus programme will be described in detail (in Slovene and English) and all documents required for the implementation of the programme will be published.

As was agreed at the strategic panel session of UNG, held at Sinji Vrh on 2 Feb 2012 (see chapter on UNG strategy), the expansion of educational activity is anticipated through 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 SCHOLARLY RESEARCH ACTIVITIES

In 2011/2012, research activities at the University of Nova Gorica were conducted within five laboratories and five 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). All UNG researchers conduct their research work within laboratories and research centres. Our outside 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. The following are the data on scientific publications of UNG researchers and a list of major research projects conducted in 2012 and 2013.

Publications	2006	2007	2008	2009	2010	2011	2012	2013
1.01, 1.02, 1.03 Original scientific articles	107	147	144	160	170	159	307	202
1.04 Professional articles	2	7	37	10	24	6	9	6
1.06, 1.07, 3.16 Invited lectures	11	14	27	20	33	13	18	8
1.08, 1.09 Active participation in international conferences	31	90	83	112	71	58	84	124
1.10, 1.12, 1.13, 3.15	78	103	139	154	146	101	139	117
1.18 Encyclopaedia entry	0	0	0	0	1	5	0	0
2.01 Scientific monograph	3	0	2	6	5	1	3	4
2.02 Professional monograph	0	0	2	0	1	1	1	2
1.16, 1.17 Independent scientific component part or a chapter in a monograph	6	12	31	23	25	20	24	26
1.19 Review, book review, critique	2	8	8	4	4	3	2	1
3.14 Invited lecture at foreign university	8	11	15	27	18	15	15	8

(Data obtained from the SICRIS database - Bibliographic indicators of research efficiency of research groups of 11 October 2013)

UNG is currently implementing 25 bigger 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	Programme of cross-border cooperation Slovenia-Italy 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 (2012/2013)

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.

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 person is responsible for all research projects (International Project Coordinator). In the mid-December 2013, the department employed one additional person (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 Technology Transfer Office (ILO) provides support in technology transfer and facilitates the utilization 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. There is namely 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 direction of UNG long-term development.

Our objective is to facilitate research activity in the field of humanities so as to balance it with the pedagogical activity in this field.

In all research fields, our efforts are directed at upgrading 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 Statutes 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*. These Rules were amended on 29 Nov 2009, 18 May 2010, 15 Sept 2010, 14 Jan 2011, 24 Aug 2012 and 11 July 2013.

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. 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).

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

Structure of the employees of the University of Nova Gorica

Title	2007	2008	2009	2010	2011	2012	2013
-------	------	------	------	------	------	------	------

Doctor of science	58	64	109	110	119	110	112
Young researcher/ assistant	7	5	14	13	18	17	16
High education or master's degree	12	18	20	20	14	19	21
Administrative staff	16	19	19	21	27	27	26
Librarian	3	3	3	3	3	4	3
Maintenance and photocopying	1	2	3	3	3	3	3
Outside associates	372*	363*	350*	310*	320*	330*	330*
Total	469	478	518	480	504	510	511

**Associate professors from foreign or other Slovenian universities, and other outside associates. The number of outside associates refers to the number of associates in the database. However, not all of them participated in the pedagogical process in the academic year of 2012/2013.*

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

Title	2009/2010	2010/2011	2011/2012	2012/2013
	Full-time employment	Full-time employment	Full-time employment	Full-time employment
Full professors	5	7	9	15
Associate professors	4	5	3	5
Assistant professors	14	13	27	32
Senior lecturers	1	1	1	1
Lecturers	2	2	2	2
Assistant with a PhD	19	21	18	13
Assistant with a Master's degree	7	7	6	8
Assistant with higher education	18	20	24	20

**Employees with full-time employment (without DDR) were taken into consideration.*

Number of appointments to a position

	Full professor	Associate professor	Assistant professor	Senior lecturer	Lecturer	Assistant with a doctoral degree	Assistant with a Master's degree	Assistant with higher education	Senior research fellow
Appointments in 2006/07	3	6	14	5	6	3		20	
Appointments in 2007/08	5	10	18	1	6			24	
Appointments in 2008/09	1	4	13	4	3			21	
Appointments in 2009/2010	11	7	5	3	4			18	
Appointments in	2	9	11	4	3			21	

2010/11									
Appointments in 2011/12	7	20	25	5	5			39	
Appointments in 2012/13	7	9	17	4	5			24	

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 administrative, professional and technical staff by education level

	2007	2008	2009	2010	2011	2012	2013
Doctoral studies							
Master's studies					1	1	1
University education	6	9	7	10	10	14	16
Professional higher education	5	3	4	5	7	6	7
Post-secondary education							
Secondary school education	8	10	12	10	12	10	9
Primary school education	1	2	3	2	3	3	3
Total	20	24	26	27	33	34	36

Number of employees in resources services of UNG

Support services	Number of employees
Administration	22
Student Office	2
International Office	2
Library	3
Publisher	

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

No.	Position	(Anticipated) number of employees for this position
1	Secretary	10
2	Accounting clerk	5
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	International office clerk	2
13	Alumni Club clerk	1

5.3 Assessment of current state and guidelines (2010/2013)

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 spend at least half of their time doing research or being artistically active, while the other half is intended for 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.

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 get a permanent employment 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 34 professional staff. If required, our professional staff communicates with foreign students and professors in English and Italian.

Weaknesses

The number of fully employed teachers and researchers should be increased, whereby the proportion of our outside, contract personnel should be reduced to 30%. Financing of personnel with project funds does not provide for a long-term staff 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.

In accordance with the UNG strategic orientation, i.e. to be and to remain research-oriented university with an international appeal, we will undertake 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 Statutes 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 as follows:

- 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 Sept 2004, page 12005);
- to provide opinion, proposals and complaints of student to competent bodies, and thus to enable the student voice to be heard;
- to fund and thus provide 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 should they have any questions or proposals. The Student Council can also inform students of meetings, events, etc.

Student Council members:

Chairman

Aleš Bogovič, School of Applied Sciences

Vice chairman

Peter Mišič, School of Arts

Members

Vida Habjanič, School of Arts

Grega Sraka, 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 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 faculties, academies and school 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 faculty, academy or school were also adopted.

6.2 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 organized 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 organized. Students were 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.

6.3 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 in 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 deserted 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 in all UNG schools. At the end of the food-raising project, they took the food and accessories to the 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

University of Nova Gorica performs some of its educational, research and other activities in the building at Vipavska 13 with a total surface area of about 2000 m². The building was provided for activities of UNG by the Municipality of Nova Gorica, which donated the building to University in May 2010. The donation of the building at Vipavska 13 amounts to approximately 1,670,000 EUR. In 2011, the repair works on the roof of the building were completed. Premises in this building are meant for different UNG activities: for research activities in several research laboratories, for resources services, library, for publishing activities (Research Centre for Humanities and Centre for Systems and Information Technologies), for student office, for school offices, for the deanery of the School of Humanities and of the Graduate School, and for offices of our assistants and visiting professors. Here, all activities of the School of Engineering and Management (PTF) are performed. In 2010, two rooms on the ground floor of the building were renovated and transformed into two lecture theatres. Thus, the study programmes of PTF in 2012/2013 were implemented in four lecture theatres, namely in SP-1 (119.6 m²), P-1 (99.40 m²), P-2 (54.10 m²), P-5 (41.76 m²), and in one computer room (56.68 m²). The total area of all lecture theatres is 371.54 m².

School of Humanities performs its pedagogical activities in a building at Vipavska 1, measuring 300 m². 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 m², 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 where they created cubicles for some assistants and young researchers.

School of Environmental Sciences and School of Applied Sciences are located on the premises of the Slovenian Secondary School in Gorizia (Via della Croce 3). There is a total of 1500 m² of classrooms, laboratories and lecturer offices, which are intended for the implementation of both study programmes as well as for the implementation of doctoral study programme in Environmental Sciences, and FPŠ doctoral dissertation defences. The renovation of the building was funded by its owner, company ALPE d.d.

In 2006, former barracks in Ajdovščina were refurbished and donated to the University of Nova Gorica by the Municipality of Ajdovščina. The total area of the premises is 2200 m². 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 utilized for research activities alone. 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 in the building where seminars and minor conferences

take place. School of Applied Science has also been provided with a school office and deanery. This building also accommodates the following UNG research units: Materials Research Laboratory, Laboratory of Organic Matter Physics, Laboratory for Multiphase Processes, Laboratory of Quantum Optics.

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. The premises accommodate laboratories, lecture halls, computer room, student office, school office and a wine-tasting room. The total area of the premises is 1900 m². 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 (VŠVV) 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 m²), magma hall for major events (122.7 m²) and a smaller festive room for master's and doctoral defences, and the like (57.4 m²).

In January 2013, VŠVV moved to the renovated front wing of the Lanthieri Mansion in Vipava (Glavni trg 8, Vipava). VŠVV boasts four lecture halls (49.6 / 52.9 / 50.7 / 40.1 m²), a computer room (45.4 m²) and a wine-tasting room (30.4 m²). 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 m²), a school and student office (15.8 m²), deanery (46.7 m²) and a room for visiting lecturers (21.7 m²). 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 m²), molecular and microbiological (48.3 m²), physiological and biological laboratory (21.2 m²) and a student laboratory (72.8 m²).

Students of VŠVV can perform their practical work and research in the field of wine-growing technologies at property Vilina. 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 bigger 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.

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 m². At the beginning of academic year 2012/2013, UNG moved the activities of the School of Arts (VSU) in their entirety to these premises. The activities of the school used to be implemented at KD Galerija GT in Ljubljana. There was a total of 400 m² of premises at their disposal there. The premises were utilized 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 utilizing other UNG support activities, such as the library, and student and international office, which are all located at Vipavska 13.

Some pedagogical and research activities are also conducted at other locations: at the ZRC SAZU premises in Ljubljana (167 m²); at the ZRC SAZU Karst Research Institute premises in Postojna (150 m²); at the Ex Convento di Sant Elena premises in Venice, and in laboratories of university IUAV di Venezia in Venice (225 m²); at the Otlica observatory (40 m²).

The total surface area available to UNG for its activities in the following years is about 10000 m². 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.

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.

Company Presta d.o.o. is also providing 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 (2012/2013)

Strengths

UNG currently has at its disposal enough premises for a smooth implementation of pedagogical and research activities. In 2012, it acquired an 85-year lease on the Lanthieri Mansion in Vipava, measuring 1900 m². It also leased premises at Palace Alvarez (Via Armando Diaz 5) in the centre of Gorizia (Italy) with a surface area of 1200 m². The total surface area available to UNG for its activities in the following years is about 10000 m². UNG has also acquired suitable agricultural land needed for the implementation of study programmes of School for Viticulture and Enology, which it manages as a single holding.

In cooperation with its partner companies (SŽ-ŽIP, d.o.o., and Presta d.o.o.), UNG provided additional accommodation facilities for students.

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 practical work). Funds are obtained through EU tenders.

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 organized 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 borrowed material, 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	16096
Periodicals (inventory units)	6961
Non-book materials (audio cassettes, video cassettes, CD-ROMs)	468
Accessible databases	11

Library users

User categories	Number in 2011	Anticipated number for 2012	Number in 2012	Anticipated number for 2013	Number in 2013	Anticipated number for 2014
a) Students undergraduate, full-time	512	550	281	300	327	330
b) Students undergraduate, part-time	134	150	21	25	24	25
c) Students graduate	98	120	64	70	43	50
d) Secondary school students	3	5	1	5	1	3
e) UNG staff	187	190	185	200	198	200
f) Pensioners	1	1	0	1	0	3
g) Foreign citizens	23	25	*	*	*	*
h) Other users	89	95	271	300	294	300

- * this data is no longer collected

Indicators of library activities

Indicator	2011	Plan for 2012	Year 2012	Plan for 2013	Year 2013	Plan for 2014
Number of all users	1024	1100	823	900	887	900
Number of borrowed units	1120	1200	1228	1300	1173	1300
Number of units borrowed through interlibrary loan	31	40	63	70	24	30
Ratio between borrowed and inquired units through interlibrary loan	01:13	01:10	1:8	1:8	01:16	01:10
Number of subscribed periodicals	74	70	77	60	74	70
Number of library material units	20828	20000	22571	23500	23525	24200
Accrual of library material	1449	2000	1743	1000	954	675
Number of computers users can use in the library to search for information	8	10	7	9	7	8

In the development plan for 2010-2015, additional premises with a total area of 3000 m² are anticipated for the library, which has to have space for books, for 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 (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*/Online bibliographic system

9 PUBLISHER OF THE UNIVERSITY OF NOVA GORICA

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 can be bought at the Library of the University of Nova Gorica. Publications can also be bought through publisher website <http://www.ung.si/sl/zalozba/>, where information regarding the material is available.

Published book titles

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

9.1 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.

9.2 Assessment of current state and guidelines for 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.

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:

- organization 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 disabilities;
- 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, work placement in Slovenia and abroad, etc.

10.1 Assessment of current state and guidelines for period 2012-2013

In the academic year of 2012/2013, 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;
- organization 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. Organization of presentations of companies/organizations among UNG students (through lectures, debate groups, etc.) shall be facilitated together with study visits to companies.

We shall continue with the organization of events intended for the promotion of study programmes and UNG graduate profiles. The events shall be organized with the purpose

of attracting employers that hire certain profiles. An organization 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 portal 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.

10.2 Assessment of current state and guidelines for period 2011-2012

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

- 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.
 - Publication of 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.

There should be a better promotion of the operation of the UNG Career Centre among students and among future students and graduates. 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 wider. More publications in the media.

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

Alumni Club of the University of Nova Gorica was established in 2004. Alumni Club includes graduates of all study programmes of the University of Nova Gorica, as well as all deserving individuals 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 associate, network and cooperate, to establish a firm relationship between the University and its alumni and consequently also with the business world they represent.

Main objectives of Alumni Club:

- retaining good relationships and communication among all generations of alumni at the University of Nova Gorica;
- association of alumni and transfer of knowledge and experience;
- provision of 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 a transfer of knowledge, people and capital, as well as facilitate cooperation between the University of Nova Gorica and other related institutions;
- facilitate relationships between alumni and present students of the University;
- promotion of the accomplishments of alumni and the University of Nova Gorica in the public;
- dissemination of information on the University of Nova Gorica and promotion of its activities;
- consolidation of the sense of belonging to the University of Nova Gorica.

Planned activities within Alumni Club:

- inviting alumni to University events (annual events at the University, science evenings, seminars, wine-tasting events, annual exhibitions);
- organization of the annual gathering of alumni;
- organization of events (sports events, culture events, study trips, excursions);
- lectures held by alumni (good practices in business, employment);
- informing the alumni of current news and events, organized within the University. A website with a database is under development. The 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, make 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 academic year 2010/2011, 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 organized, where we were familiarized with the operation of the Alumni club of the university. The method of management, information support and organization of their Alumni club gave us some ideas as to how to

maintain contact with our alumni and how to design our website and database. The study visits will continue in academic year 2011/2012.

11.1 Assessment of current state and orientations (2012/2013)

Strengths

In 2012/2013, the following activities were implemented:

- we organized and implemented the Alumni get-together (23 Oct 2012);
- we updated contact data and other information on our alumni, and informed them of the activities of the 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 Feb 2013;
- alumni took part in programme evaluation of PTF, FH and VŠVV, as well as in the institutional evaluation in May 2013;
- Alumni club news in Slovene were published in May; in June, we published 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 renovated. 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 portal will be established on the website, where all alumni information will be published. We will encourage alumni to frequently update the portal.
- We should 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.

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

Strengths

In 2011/2012, the following activities were implemented:

- 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 responded. In view of the obtained information, the University will know how to communicate with its alumni in the future, and what kind of events it should organize.
- 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 the month of 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 Oct 2012.

In the academic year of 2010/2011, the management of the Alumni club was taken over by a UNG employee, responsible for the alumni club.

At the end of academic year 2010/2011, 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, where we were familiarized with the operation of the Alumni club of the university. The method of management, information support and organization of their Alumni club gave us some ideas as to how to maintain contact 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 will know how to communicate with its alumni in the future, and what kind of events it should organize.

Weaknesses

Data was gathered in a long period of 3 months. With direct contact with the alumni via e-mail, a number of respondents would probably be significantly lower.

Opportunities for improvement

In the future, an alumni portal will be established on the website, where all alumni information will be published. We will encourage alumni to frequently update the portal. Similar surveys will try to be conducted through the portal, which will 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 will continue in the following years.

12 COOPERATION WITH THE COMMUNITY

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, MONG Housing Fund, 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, these premises will be 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 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 Slovenians living in the neighbouring provinces of Gorizia, Trieste and Udine. UNG is the founding member of the Slovenian Educational Consortium Slov.I.K. headquartered in Gorizia (Italy). It also has a member in its governing board. Successful cross-border cooperation with the Slovenian community in Italy resulted in the renovated building of the Slovenian Secondary School in Gorizia (Via della Croce 3) with a total of 1500 m² of classrooms, laboratories and lecturer offices which are intended for the implementation of the activities of the UNG School of Environmental Sciences. On these premises, the university study programme in Environment and graduate study programme in Environmental Sciences are implemented. The renovation of the building was funded by its owner, 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 m². At the beginning of academic year 2012/2013, UNG moved the activities of the School of Arts (VSU) in their entirety to these premises.

UNG offers a wide range of activities that complement and enrich each other and thus strives to embed the educational and scholarly 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 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.

In 2010, the investment in University incubator was completed. Its activities will be related to production and characterization of prototypes and test specimens of organic solar cells, for laser measurements and for sol-gel application of self-cleaning coatings. The University Incubator was established with the financial help of the Municipality of Nova Gorica and within the programme supported by the Government Office of the Republic of Slovenia for Regional Development.

Through its Technology Transfer Office, University of Nova Gorica associates with entities that have access to venture capital that could enable the establishment of new companies, whose activities will be related to products and processes where the high-quality expertise of researchers from university laboratories could be applied. The University also encourages young researchers to take part in the activities of the incubator and to utilize the opportunities provided by their equipment.

Close cooperation within Slovenia and in the broader region in the field of new materials for environment and nanotechnology has been established through 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 does not take place only through actual applied projects, but also through advisory and educational activities. 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 business environment are created, while the employment opportunities for our graduates are improving.

Close cooperation with enterprises takes place through practical training of students in enterprises, as well as through seminar papers, research papers and diploma theses in undergraduate study programmes. Graduate study programmes are intended for students from industry that are employed in different Slovenian enterprises 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 exclusively of applicative nature and try to solve real problems enterprises experience.

Within the professional higher education study programmes (Engineering and Management, Viticulture and Enology), students are obliged to take part in practical training in enterprises, where they learn about the work in the enterprise and are able to transfer and deepen the professional knowledge, acquired through their studies. With the purpose of enabling quality practical training, 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 enterprises where they are able to gain a lot of practical knowledge in real-life environment. University of Nova Gorica currently cooperates with over seventy enterprises from all over Slovenia, especially from the Goriška region.

Practical training involves solving real problems in an enterprise, 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 student wishes. Every 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 present it publicly. If possible, the topic of the training should be explored in detail and dealt with in the diploma thesis.

In agreement with the mentor, a student can attend their practical training in some other enterprise that is willing to conduct the training by the defined programme. The school also tries to retain good relationships with various enterprises and institutions through seminar papers, written by students during their studies in different courses. Part-time students may perform practical training in enterprises where they are employed. If a student submits a report on their work experience, the training may be considered completed.

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

UNG Career Centre and 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 students of UNG.

12.1 Technology Transfer Office

Our Technology Transfer Office (ILO) provides support in technology transfer and facilitates the utilization of university facilities in industrial research and applications. It carries out its mission through activities in the regional and international environment.

Transfer may take place through an exchange of expertise and experience, through the establishment of business networks, through cooperation in international tenders and organization of professional events.

Currently, there are six research laboratories and five centres within the University of Nova Gorica that possess a significant amount of intellectual property that could be transferred into the industrial environment.

ILO may provide support to enterprises from Slovenia and abroad in their research and services in the field of nanomaterials, environmental materials, wine making, biomedicine and information technology. 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 financial funds is thus much better.

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 coordination and effectiveness of activities through which the University communicates with various publics. The strategy is currently being implemented. The presentation of the strategy follows 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 publics. Our publics, partner organizations 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 becomes more recognizable with various publics.

The communication strategy shall be implemented by the university's public relations department under the control 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 the 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 centralized 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 intended for wider public, and also one of its identifying features shall be its organic connection, implied by the notion of comprehensiveness - universitas - of the university: creative and artistic approach shall be intertwined, as well as the perspective of exact science and technology and humanities. An interdisciplinary perspective shall facilitate cooperation within the university as well as with partner organizations.

The central objectives of the communication strategy are described below.

Reinforcement of the university's image and its reputation.

- Development or reinforcement and upgrade of a recognizable and positive brand that facilitates communication with various publics.
- Linking of the brand with the SUNGREEN multi-annual project of organizational and infrastructural upgrade of the University of Nova Gorica. The public image of the brand is thus reinforced with pictorial material related to research in science laboratories of the University, e.g. image of microscopy of nanomaterials. This perspective is then transferred to non-science fields.
- Identification of the University of Nova Gorica as a university with a high share of research activities and excellent research results, and utilization of this reputation.
- Emphasis on the flexibility as an advantage of a relatively young University of Nova Gorica.
- Design of the online service as a dynamic - considering the network of projects and partnerships - manual for the use of the corporate identity of the University of Nova Gorica.

Provision and editing of information on university, its coordination and method of communication.

- Provision of access to updated information, key statistical data, data on the institution and its management.
- Provision of instructions to schools, together with graphic material and information, for a uniform presentation of study and research activities of the University of Nova Gorica in secondary schools, on information days and other informative events.
- Publication of instructions for the entire University that are then used in those parts of project applications that refer 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.
- Coordination of key messages of the university in verbal, printed, electronic and other media.
- Provision of online access to university information in a simple and intuitive manner.
- If possible or unless duly justified, provision of all written and spoken communication should be in literary Slovene. The same shall apply for foreign languages.

- Sensible consideration of a trilingual environment of the University of Nova Gorica in this border region - Slovene, English, Italian - and provision of translation if necessary.

The objectives of the university's communication strategy are defined by groups with which the University communicates.

Future students

- Marketing of the University of Nova Gorica with future students and their families through personal contacts and perfect printed, electronic and other media in terms of their design and communication.
- Provision of relevant and accurate information on the basis of which students will make their decision; availability of people that students will address and their contacts (e-mail address, telephone number).
- Emphasis on high employability of students of certain schools within UNG.
- Clear presentation of excellence of the University of Nova Gorica in the field of research, and of the advantages of studying at the university with high international involvement.
- Focus on the specific nature of the University of Nova Gorica in relation to other Slovene universities and universities from the region on the border between Italy and Slovenia.

Employers and industry

- Establishment of relationship between future students of the University of Nova Gorica and employers.
- Maintenance and facilitation of contacts with Slovene, Italian and international employers.
- Provision of support to Technology Transfer Office in communication with publics.
- Encouragement of the Career centre to actively respond to requirements of employers and students, and, if required, to get involved in the communication with publics.
- Focus on 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

- Provision of effective and accurate information to all students of the university.
- Appointment of student promoters as university messengers.
- Consideration of student initiatives and regular response to them.
- Demonstration of the effect the opinion of addressees and inquires have on the development of student experience at the university.

- 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

- Establishment of close cooperation between Nova Gorica and Gorizia and the University of Nova Gorica.
- Organization of regular meetings with communities and population groups to inform them of key developments and achievements, and, wherever possible, to include them in the activities of the University and vice versa.
- Organization of open debates with local population and local government on key development steps.
- Emphasis on 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 a dialogue of the University of Nova Gorica with press, radio, television, electronic and other media.
- Regular provision of newspaper articles and news that emphasize positive aspects of research and educational activities of the university and show its significance for higher education, research, industry and public good.
- University has to exhibit its conformation to modern trends of communication by provision of information and promotional activities through modern media (e.g social networks) that are close to students.
- Provision of support to schools, laboratories and research centres in the public presentation of their research and educational achievements.
- Provision of support to University strategy of acquiring new students and employees by nurturing the positive image of the University of Nova Gorica in media and in public.

Employees and future employees

- Provision of information to employees on the university's vision, objectives and strategy.
- Involvement of all employees as ambassadors of the University of Nova Gorica, and provision of required knowledge and skills to do so.
- Establishment 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.
- Inclusion of employees in the development of communication activities.
- Marketing of the University of Nova Gorica with future employees through personal contacts, through advertising of pedagogical and research reputation of the university, and through printed and electronic materials.

Government, politics, foundations, other sources of finance and decision-makers in higher education.

- Establishment and maintenance of dialogue with ministries, agencies, public administration and local administration of the Republic of Slovenia and of the Friuli-Venezia Giulia region.
- Expression of opinion of the University of Nova Gorica about present and future views and policies in the field of higher education and research.
- Demonstration of the significance of the University of Nova Gorica for higher education, economy and public life.
- Public expression of university views should be visible to employees and students.
- Foundation of the University of Nova Gorica should be active with the purpose of developing and providing financial support for educational and research activities of the University of Nova Gorica, while the employees should also support the foundation.
- Employees of the University of Nova Gorica should get actively involved in the initiatives of the European Commission in the field of science, technology and higher education development.

Alumni and donors

- Involvement of the alumni and donors in the life of the University.
- Engagement of successful alumni as the ambassadors of the University of Nova Gorica.
- Facilitation of contacts and communication among different generations of alumni of UNG.
- Encouraging and allowing the alumni and donors to identify with university success, innovation and opportunities.
- Establishment and maintenance of contacts and cooperation between former students and the university.

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

Technology Transfer Office:

Strengths

- In cooperation with the industry, the University of Nova Gorica may utilize practically all its research fields.
- Research units can complement each other, providing industry with comprehensive researches for individual fields.
- In these times of economic crisis, enterprises are seeking new and innovative solutions.

Weaknesses

- Technology Transfer Office has only just been established. Our employees are still not familiar or do not know how to utilize the possibilities it provides.
- Recognizability of all research units of the University of Nova Gorica.

Opportunities for improvement

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

Public relations:

Strengths

- Good cooperation of the university with 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 of graduates.
- Provision of scholarships provided by UNG Foundation for successful students.

Weaknesses

- UNG communication strategy has not been defined yet.
- Inadequate communication of UNG with social and economic environment.

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).

12.4 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 field. 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 employment rate among UNG graduates from 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

The table below shows data on the enrolment in individual UNG study programmes and data on enrolment into the first year of a certain study programme in view of the secondary school programme students attended prior to enrolment, in view of their gender and region of their residence. The statistics of the enrolment of foreign students in individual programmes are also presented. Data for academic year 2012/2013 has been collected together with enrolment data for academic year 2013/2014. Important indicators of the effectiveness and quality of study process are the employability, study achievements and awards received by students.

13.1 Statistics of study activities

Detailed statistics of the study activities within individual study programmes in academic year 2012/2013 are given in 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
- enrolment in the first year
- structure of students in the first year in view of completed secondary school
- structure of students 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 students by gender
- average exam grade in full-time and part-time studies
- analysis of advancement of students
- duration and completion of study programme
- average duration of full-time studies
- average duration of part-time studies.

Student enrolment in academic year 2013/2014

PROGRAMME	Year 1	First	Rep.	Year 2	First	Rep.	Year 3	First	Rep.	Final year	Total
SCHOOL OF ENGINEERING AND MANAGEMENT											160
Engineering and Management, 1st level	57	54	3	23	21	2	23	23		13	116
Engineering and Management, 2nd level	12	12		18	18		0			14	44
SCHOOL FOR VITICULTURE AND ENOLOGY											53
Viticulture and Enology, 1st level	31	31		10	8	2	3	3		7	51
Viticulture and Enology, 1st level, part-time	2	2									2
SCHOOL OF ARTS											60
Digital Arts and Practices, 1st level	14	14		17	17		7	7		10	48
Digital Arts and Practices, 1st level, part-time	1	1									1
Digital Arts and Practices, 2nd level	4	4		7	7						11
SCHOOL OF APPLIED SCIENCES											18
Physics, 1st level	5	5		2	2		3	3			10
Physics, 1st level, part-time	2	2									2
Physics, 2nd level	3	3		2	2					1	6
SCHOOL OF ENVIRONMENTAL SCIENCES											57
Environment, 1st level	9	7	2	11	9	2	13	13		13	46
Environment, 1st level, part-time				4	4						4
Environment, 2nd level	2	2		1	1					4	7
SCHOOL OF HUMANITIES											100
Slovene Studies, 1st level	5	5		5	2	3	6	6		7	23
Slovene Studies, 1st level, part-time	1	1		1	1						2
Slovene Studies, 2nd level	4	4		4	4					3	11
Cultural History, 1st level	6	6		2	1	1	6	6		2	16
Migration and Intercultural Relations (Erasmus Mundus)	27	27		21	21						48
GRADUATE SCHOOL											98
Physics, 3rd level	3	3		2	2		3	3		2	10
Comparative Studies of Ideas and Cultures, 3rd level				7	7		10	9	1	9	26
Linguistics, 3rd level										1	1
Karstology, 3rd level	2	2		2	2		1	1		2	7
Molecular Genetics and Biotechnology, 3rd level	2	2		7	7		6	6		3	18
Environmental Sciences, 3rd level	4	4		5	5		4	4		3	16
Economics and Techniques for the Conservation of the Architectural and Environmental Heritage, 3rd level	7	7		6	6		5	4	1	2	20
TOTAL											546

Enrolment in individual UNG study programmes on 30 October 2013



REPUBLIKA SLOVENIJA
MINISTRSTVO ZA IZOBRAŽEVANJE,
ZNANOST IN ŠPORT



Naložba v vašo prihodnost
OPERACIJO DELNO FINANCIRA EVROPSKA UNIJA
Evropski socialni sklad

Enrolment in the first year in view of completed secondary school

Secondary school - data on students first enrolled in 2013/14	Number
Biotehniški center Naklo	2
Gimnazija Brežice	2
Gimnazija Koper	2
Gimnazija Ledina	1
Gimnazija Moste	1
Gimnazija Nova Gorica	11
Gimnazija Piran	1
Gimnazija Tolmin	7
I. Gimnazija Bežigrad	1
III. gimnazija Maribor	1
Institutes of adult education	5
Srednja baletna šola Ljubljana	1
Srednja ekonomska in trgovska šola Nova Gorica	19
Srednja ekonomska šola Ljubljana	1
Srednja ekonomsko-turistična šola Radovljica	1
Srednja kovinarska in prometna šola Koper	1
Srednja lesarska šola Ljubljana	1
Srednja mlekarstva in kmetijska šola Kranj	1
Srednja šola ekonomske in družboslovne usmeritve Kranj	1
Srednja šola Postojna	2
Srednja šola Veno Pilon Ajdovščina	7
Secondary school abroad	6
Srednja šola za farmacijo in zdravstvo Ljubljana	1
Srednja šola za gostinstvo in turizem Celje	1
Srednja šola za gostinstvo in turizem Ljubljana	1
Srednja šola za oblikovanje in fotografijo Ljubljana	3
Srednja upravno-administrativna šola Ljubljana	1
Srednja zdravstvena šola Ljubljana	1
Šolski center Ljubljana	1
Šolski center Nova Gorica	6
Šolski center Ptuj	1
Šolski center Rudolfa Maistra Kamnik	1
Šolski center Srečka Kosovela Sežana	3
Šolski center Velenje	2
Tehniška kmetijska šola Grm, Novo mesto	1
Tehniški šolski center Nova Gorica	35

Enrolment in the first year in 2013/2012 in view of the secondary school programme

"The operation is partly funded by the European Union from the European Social Fund, and by the Ministry of Education, Science and Sport. It is conducted within the framework of the Operational Programme for Human Resources Development for period 2007 - 2013, development priority 3: Development of Human Resources and Life-Long Learning; priority guidelines 3.3: Quality, Competitiveness and Responsiveness of Higher Education."

Secondary school programme	Number
Secondary school graduate in administration	1
Secondary school graduate in visual merchandising	2
Other technical and professional schools	5
Secondary school graduate in economics	28
Secondary school graduate in electrical and electronic technology	2
Secondary school graduate in electrical and energy technology	2
Secondary school graduate in electrical and computer technology	2
Photographer	2
Grammar school	46
Musician, singer, instrumentalist	1
Secondary school graduate in graphic, industrial and fashion design	1
Secondary school graduate in chemistry	2
Secondary school graduate in agriculture, Secondary school graduate in gardening	1
Secondary school graduate in agricultural housekeeping; Secondary school graduate in agricultural management	5
Secondary school graduate in cosmetics	2
Cook	1
Secondary school graduate in wood processing	2
School of Nursing	1
Secondary school graduate in programming	1
Secondary school graduate in computer technology	2
Secondary school graduate in mechanical engineering	4
Tourism works	1
Secondary school graduate in tourism	1
Childcare worker (pre-school education)	7
Secondary school graduate in healthcare	5
Secondary school graduate in food technology	6

Enrolment in the first year in 2013/2012 in view of the manner of secondary school completion

Manner of secondary school completion - data for students first enrolled in 2013/2014 (undergraduate students)	
Matura exam	47
Vocational matura exam	84
Secondary school degree	0
Final examination	2

Education level of students of the first year of the second-level study programme	
University	1
Professional higher education	9
First-level university education	9
First-level professional higher education	6

Education of students of the first year of Graduate School

University	12
Second-level master's programme	5
Master's programme (old)	1

Enrolment of students by gender

PROGRAMME	Female	Share
SCHOOL OF ENGINEERING AND MANAGEMENT		
Engineering and Management, 1st level	47	40.5
Engineering and Management, 2nd level	11	25
SCHOOL FOR VITICULTURE AND ENOLOGY		
Viticulture and Enology, 1st level	21	41.2
Viticulture and Enology, 1st level, part-time	1	50
SCHOOL OF ARTS		
Digital Arts and Practices, 1st level	19	39.6
Digital Arts and Practices, 1st level, part-time	1	100
Digital Arts and Practices, 2nd level	10	91
SCHOOL OF APPLIED SCIENCES		
Physics, 1st level	0	0
Physics, 1st level, part-time	0	0
Physics, 2nd level	0	0
SCHOOL OF ENVIRONMENTAL SCIENCES		
Environment, 1st level	40	87
Environment, 1st level, part-time	1	25
Environment, 2nd level	4	57.1
SCHOOL OF HUMANITIES		
Slovene Studies, 1st level	20	87
Slovene Studies, 1st level, part-time	2	100
Slovene Studies, 2nd level	8	72.7
Cultural History, 1st level	8	50
Migration and Intercultural Relations (Erasmus Mundus)	No data	No data
GRADUATE SCHOOL		
Physics, 3rd level	4	40
Comparative Studies of Ideas and Cultures, 3rd level	16	61.5
Linguistics, 3rd level	1	100
Karstology, 3rd level	5	71.4
Molecular Genetics and Biotechnology, 3rd level	14	77.7
Environmental Sciences, 3rd level	12	75
Economics and Techniques for the Conservation of the Architectural and Environmental Heritage, 3rd level	13	65

Enrolment of students by their residence

Residence - undergraduate students enrolled in academic year 2013/2014

Nova Gorica	185
Koper	36
Ljubljana	36
Celje	11
Kranj	21
Maribor	9
Novo mesto	5

Bulgaria	1
Bosnia and Herzegovina	2
Croatia	1
Italy	8
Hungary	1
The Republic of Macedonia	4
Russian Federation	1

Residence - graduate students enrolled in academic year 2013/2014

Nova Gorica	74
Koper	9
Ljubljana	25
Celje	5
Kranj	7
Maribor	2
Novo mesto	3
Murska Sobota	2
Bosnia and Herzegovina	3
Egypt	1
Croatia	3
India	4
Iran (the Islamic Republic)	1
Ireland	1
Italy	16
Kyrgyzstan	1
China	2
Columbia	1
Costa Rica	1
Lebanon	1
The Republic of Macedonia	2
Morocco	1
Serbia	4

Montenegro	1
Turkey	2
Ukraine	3
United Kingdom	1

Enrolment of students from abroad

PROGRAMME	Foreign	Share
SCHOOL OF ENGINEERING AND MANAGEMENT		
Engineering and Management, 1st level	5	4.3
Engineering and Management, 2nd level	1	2.2
SCHOOL FOR VITICULTURE AND ENOLOGY		
Viticulture and Enology, 1st level	7	13.7
Viticulture and Enology, 1st level, part-time	0	0
SCHOOL OF ARTS		
Digital Arts and Practices, 1st level	2	4.1
Digital Arts and Practices, 1st level, part-time	0	0
Digital Arts and Practices, 2nd level	1	9.1
SCHOOL OF APPLIED SCIENCES		
Physics, 1st level	1	10
Physics, 1st level, part-time	0	0
Physics, 2nd level	0	0
SCHOOL OF ENVIRONMENTAL SCIENCES		
Environment, 1st level	1	2.1
Environment, 1st level, part-time	0	0
Environment, 2nd level	1	14.3
SCHOOL OF HUMANITIES		
Slovene Studies, 1st level	1	4.3
Slovene Studies, 1st level, part-time	0	0
Slovene Studies, 2nd level	2	18.2
Cultural History, 1st level	1	6.2
Migration and Intercultural Relations (Erasmus Mundus)	48	100
GRADUATE SCHOOL		
Physics, 3rd level	7	70
Comparative Studies of Ideas and Cultures, 3rd level	3	11.5
Linguistics, 3rd level	0	0
Karstology, 3rd level	3	42.8
Molecular Genetics and Biotechnology, 3rd level	8	44.4
Environmental Sciences, 3rd level	3	18.7
Economics and Techniques for the Conservation of the Architectural and Environmental Heritage, 3rd level	19	95

Proportion of students by schools

PROGRAMME	Total number	Share
SCHOOL OF ENGINEERING AND MANAGEMENT	160	29.3
Engineering and Management, 1st level	116	21.2
Engineering and Management, 2nd level	44	8.1
SCHOOL FOR VITICULTURE AND ENOLOGY	53	9.7
Viticulture and Enology, 1st level	51	9.3
Viticulture and Enology, 1st level, part-time	2	0.4
SCHOOL OF ARTS	60	11.0
Digital Arts and Practices, 1st level	48	8.8
Digital Arts and Practices, 1st level, part-time	1	0.2
Digital Arts and Practices, 2nd level	11	2.0
SCHOOL OF APPLIED SCIENCES	18	3.3
Physics, 1st level	10	1.8
Physics, 1st level, part-time	2	0.4
Physics, 2nd level	6	1.1
SCHOOL OF ENVIRONMENTAL SCIENCES	57	10.4
Environment, 1st level	46	8.4
Environment, 1st level, part-time	4	0.7
Environment, 2nd level	7	1.3
SCHOOL OF HUMANITIES	100	18.3
Slovene Studies, 1st level	23	4.2
Slovene Studies, 1st level, part-time	2	0.4
Slovene Studies, 2nd level	11	2.0
Cultural History, 1st level	16	2.9
Migration and Intercultural Relations (Erasmus Mundus)	48	8.8
GRADUATE SCHOOL	98	17.9
Physics, 3rd level	10	1.8
Comparative Studies of Ideas and Cultures, 3rd level	26	4.8
Linguistics, 3rd level	1	0.2
Karstology, 3rd level	7	1.3
Molecular Genetics and Biotechnology, 3rd level	18	3.3
Environmental Sciences, 3rd level	16	2.9
Economics and Techniques for the Conservation of the Architectural and Environmental Heritage, 3rd level	20	3.7

Student enrolment in academic year 2012/2013

PROGRAMME	Year 1	First	Rep.	Year 2	First	Rep.	Year 3	First	Rep.	Year 4	Final year	Total
SCHOOL OF ENGINEERING AND MANAGEMENT												175
Engineering and Management, 1st level	60	57	3	23	19	4	15	14	1		18	116
Engineering and Management, 2nd level	24	24		22	22						13	59
SCHOOL FOR VITICULTURE AND ENOLOGY												49
Viticulture and Enology, 1st level	28	26	2	4	4		7	7			10	49
SCHOOL OF ARTS												61
Digital Arts and Practices, 1st level	17	17		10	10		9	9			13	49
Digital Arts and Practices, 2nd level	12	12										12
SCHOOL OF APPLIED SCIENCES												17
Physics, 1st level	4	4		4	3	1	5	5			1	14
Physics, 2nd level	2	2		1	1							3
SCHOOL OF ENVIRONMENTAL SCIENCES												71
Environment, 1st level	18	16	2	14	12	2	18	18			9	59
Environment, 1st level, part-time	4	4										4
Environment, 2nd level	2	2		6	6							8
SCHOOL OF HUMANITIES												72
Slovene Studies, 1st level	7	7		10	9	1	9	9			7	33
Slovene Studies, 1st level, part-time	1	1										1
Slovene Studies, 2nd level	7	7		6	6						2	15
Cultural History, 1st level	6	6		8	8		3	3			5	22
Cultural History, 1st level, part-time	1	1										1
GRADUATE SCHOOL												103
Physics, 3rd level	2			6			5					13
Comparative Studies of Ideas and Cultures, 3rd level	7			9			14					30
Linguistics, 3rd level							1					1
Karstology, 3rd level	2			2			3					7
Molecular Genetics and Biotechnology, 3rd level	7			6			8					21
Environmental Sciences										1		1
Environmental Sciences, 3rd level	6			4			3					13
Economics and Techniques for the Conservation of the Architectural and Environmental Heritage, 3rd level	8			4			5					17
												548

Enrolment in individual UNG study programmes on 30 October 2012

Enrolment in the first year in view of completed secondary school

Secondary school - data on students first enrolled in 2012/13	Number
Ekonomska šola Koper	1
Ekonomska šola Radovljica	2
ESIC Kranj	1
Gimnazija Brežice	1
Gimnazija Jožeta Plečnika Ljubljana	2
Gimnazija Jurija Vege Idrija	2
Gimnazija Koper	1
Gimnazija Kranj	1
Gimnazija Moste	1
Gimnazija Nova Gorica	15
Gimnazija Novo mesto	1
Gimnazija Piran	1
Gimnazija Poljane	4
Gimnazija Ptuj	1
Gimnazija Ravne na Koroškem	1
Gimnazija Šentvid	1
Gimnazija Tolmin	1
I. Gimnazija Maribor	1
Institutes of adult education	3
Srednja ekonomska in trgovska šola Nova Gorica	19
Srednja ekonomsko-turistična šola Radovljica	1
Srednja gostinska in turistična šola Izola	1
Srednja gostinska in turistična šola Radovljica	3
Srednja gozdarska in lesarska šola Postojna	1
Srednja gradbena šola Ljubljana	1
Srednja kemijska šola in gimnazija Ljubljana	1
Srednja medijska in grafična šola	1
Srednja poklicna in strokovna šola Bežigrad	1
Srednja šola ekonomske in družboslovne usmeritve Kranj	1
Srednja šola Pietro Coppo Izola	1
Srednja šola Postojna	4
Secondary school in the former Yugoslav country	2
Secondary school abroad	6
Srednja šola Veno Pilon Ajdovščina	10
Srednja šola za farmacijo in zdravstvo Ljubljana	3
Srednja šola za gostinstvo in turizem Ljubljana	1
Srednja šola za oblikovanje in fotografijo Ljubljana	1
Srednja tehniška šola Koper	1
Srednja trgovska šola Ljubljana	1
Šolski center Ljubljana	1
Šolski center Novo mesto	1
Šolski center Slovenske Konjice - Zreče	1
Šolski center Srečka Kosovela Sežana	7
Šolski center Velenje	1
Šolski center za pošto, ekonomijo in telekomunikacije Ljubljana	2
Tehniški šolski center Nova Gorica	25

Enrolment in the first year in 2012/2012 in view of the secondary school programme

Secondary school programme	Number
Secondary school graduate in visual merchandising	1
Other technical and professional schools	2
Secondary school graduate in economics	24
Secondary school graduate in electrical and energy technology	4
Secondary school graduate in electrical and telecommunication technology	2
Grammar schools	53
Secondary school graduate in forestry	1
Secondary school graduate in civil engineering	2
Secondary school graduate in graphic design	1
Graduate in horticulture	1
Secondary school graduate in chemistry	2
Secondary school graduate in agriculture and forestry	1
Secondary school graduate in agriculture, Secondary school graduate in gardening	1
Secondary school graduate in sales	1
Secondary school graduate in laboratory technology	2
Secondary school graduate in wood processing	4
School of Nursing	2
Secondary school graduate in media	3
Secondary school graduate in mechatronics	1
Other	1
Secondary school graduate in transport	3
Secondary school graduate in computer technology	1
Secondary school graduate in mechanical engineering	6
Technical schools	4
Secondary school graduate in tourism	5
Childcare worker (pre-school education)	8
Secondary school graduate in healthcare	1
Dental technician	2

Enrolment in the first year in 2012/2012 in view of the manner of secondary school completion

Manner of secondary school completion - data for students first enrolled in 2012/2013 (undergraduate students)	
Matura exam	57
Vocational matura exam	77
Secondary school degree	1
Final examination	4

Education level of students of the first year of the second-level study programme	
University	2
Professional higher education	12
First-level university education	15
First-level professional higher education	18

Education of students of the first year of Graduate School	
--	--

University	24
Second-level master's programme	4

Enrolment of students by gender

Study programme	Number of all students enrolled	Female	Female in %
School of Engineering and Management	175	52	30
Engineering and Management 1	116	42	36
Engineering and Management 2	59	10	17
School of Environmental Sciences	71	54	76
Environment 1	63	50	79
Environment 2	8	4	50
School for Viticulture and Enology	49	20	41
Viticulture and Enology	49	20	41
School of Humanities	72	58	81
Slovene Studies 1	34	30	88
Slovene Studies 2	15	14	93
Cultural History 1	23	14	61
School of Applied Sciences	17	1	6
Physics 1	14	1	7
Physics 2	3	0	0
School of Arts	61	29	48
Digital Arts and Practices	49	20	41
Digital Arts and Practices	12	9	75
Graduate School	103	69	67
Environmental Sciences	1	1	100
Environmental Sciences 3	13	10	77
Karstology 3	7	5	71
Comparative Studies of Ideas and Cultures	30	21	70
Economics and Techniques for the Conservation of the Architectural and Environmental Heritage 3	17	11	65
Molecular Genetics and Biotechnology	21	13	62
Physics 3	13	7	54
Linguistics 3	1	1	100
Total	548	283	52

Enrolment of students by their residence

Residence - undergraduate students enrolled in academic year 2012/2013

Nova Gorica	205
Koper	37
Ljubljana	42
Celje	11
Kranj	24
Maribor	9
Novo mesto	9
Murska Sobota	1

Italy	7
Bosnia and Herzegovina	1
Croatia	1
Ukraine	1

Residence - graduate students enrolled in academic year 2012/2013

Nova Gorica	86
Koper	12
Ljubljana	30
Celje	5
Kranj	7
Maribor	2
Novo mesto	4
Murska Sobota	2
Argentina	1
Bosnia and Herzegovina	3
Brazil	1
Egypt	1
Croatia	3
India	6
Iran	1
Italy	19
Kyrgyzstan	1
China	3
Columbia	1
Lebanon	1
Morocco	1
Serbia	5
Turkey	1
Ukraine	2
Great Britain	1
Kosovo	1

Enrolment of students from abroad

Study programme	Number of all students enrolled	Foreign
School of Engineering and Management	175	8
Engineering and Management 1	116	7
Engineering and Management 2	59	1
School of Environmental Sciences	71	3
Environment 1	63	2
Environment 2	8	1
School for Viticulture and Enology	49	4
Viticulture and Enology	49	4
School of Humanities	72	4
Slovene Studies 1	34	2
Slovene Studies 2	15	2
Cultural History 1	23	0
School of Applied Sciences	17	1
Physics 1	14	1
Physics 2	3	0
School of Arts	61	4
Digital Arts and Practices	49	2
Digital Arts and Practices	12	2
Graduate School	103	48
Environmental Sciences	1	0
Environmental Sciences 3	13	2
Karstology 3	7	4
Comparative Studies of Ideas and Cultures	30	4
Economics and Techniques for the Conservation of the Architectural and Environmental Heritage 3	17	16
Molecular Genetics and Biotechnology	21	12
Physics 3	13	10
Linguistics 3	1	0
Total	548	72

Proportion of students by schools

Study programme	Number of all students enrolled	Proportion in %
School of Engineering and Management	175	31.93
Engineering and Management 1	116	21.17
Engineering and Management 2	59	10.77
School of Environmental Sciences	71	12.96
Environment 1	63	11.50
Environment 2	8	1.46
School for Viticulture and Enology	49	8.94
Viticulture and Enology	49	8.94
School of Humanities	72	13.14
Slovene Studies 1	34	6.20
Slovene Studies 2	15	2.74
Cultural History 1	23	4.20
School of Applied Sciences	17	3.10
Physics 1	14	2.55
Physics 2	3	0.55
School of Arts	61	11.13
Digital Arts and Practices	49	8.94
Digital Arts and Practices	12	2.19
Graduate School	103	18.80
Environmental Sciences	1	0.18
Environmental Sciences 3	13	2.37
Karstology 3	7	1.28
Comparative Studies of Ideas and Cultures	30	5.47
Economics and Techniques for the Conservation of the Architectural and Environmental Heritage 3	17	3.10
Molecular Genetics and Biotechnology	21	3.83
Physics 3	13	2.37
Linguistics 3	1	0.18
Total	548	100.00

13.2 Acquisition of new students for UNG programmes

The position of the admission officer at UNG was first published in 2013. Prior to that, the activities related to organization of promotional activities had been performed by the public relations office, international office and career centre. The main duties of the admission officer are the organization of promotional events, updating of websites, promotional material and other activities for acquisition and informing of new students. The employee takes care of the coordination of professional work prior to, during and after the enrolment of students to individual study programmes.

Main duties of the admission officer:

- Organization of promotional events at UNG.
- Organization of participation of UNG at information days, fairs and other education-related events, intended for the promotion of higher education.
- Organization of non-technical and professional lectures of UNG staff at primary and secondary schools.
- Organization of tours of UNG laboratories and workshops for pupils and secondary school students.
- Provision of appropriate information on UNG websites with the purpose of informing future students and their parents.
- Organization of promotion and enrolment of students - athletes.
- Establishment and maintenance of database of secondary school programmes.
- Preparation of professional guidelines for the acquisition of enrolment candidates.
- Analyses of enrolment success.
- Search for new ways of informing secondary school students of the advantages of enrolment to UNG and of the implemented programmes.
- Various professional, administrative and other works.

Anticipated activities within the activities of the admission officer:

- Organization of promotional events within UNG. Week of the University of Nova Gorica, arrival of various delegations and guests from primary and secondary schools, as well as from other universities.
- Organization of promotional events. Informativa fair; an event for parents in Postojna that will most likely be followed by two events in Nova Gorica and Tolmin; participation in events, such as Izberi si svoj študij (Choose your studies), Kam po maturi (Where to after matura exam), Najdi študij.si (Find your studies .si), Študenti dijakom (Students to secondary school students), etc.
- Organization of lectures of our teachers at the Slovenian higher education centre in Gorizia (Italy), at Vegova ulica street and at various other schools.
- Organization 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.).
- Coordination of cooperation with local sports clubs, especially with those we concluded agreements with (Soške Elektrarne kayak club, women's handball club Ajdovščina).

- Updating of contents on UNG website so as to arrange information for future students, students athletes and their parents in a systematic manner.
- Preparation of promotional brochures for students athletes, for parents of students and for students from abroad.
- Making of enrolment analyses with the purpose of establishing which fields require additional promotion.

13.3 Employability of BA, MA 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 in six months after finishing their studies. Data on the employability of BA, MA and PhD graduates in the first 6 and 12 months after graduation are given in tables below. Despite the current economic crisis and high unemployment rate in Slovenia, the employability of UNG graduates is rather high.

The latest data for November 2013 show that in the first 6 months after graduation, 80 % of all graduates find employment, while the proportion of those that find employment in the first 12 months is even higher, i.e. 89.5 %.

Data for individual schools:

	In the first 6 months	In the first 12 months
School of Engineering and Management	88 %	93 %
School of Environmental Sciences	42 %	69 %
School of Humanities	44.5 %	65 %
School of Applied Sciences	100 %	100 %
School for Viticulture and Enology	75 %	87.5 %
School of Arts	71.5 %	100 %
MA (old programme)	100.0 %	100.0 %
PhD	98 %	98 %

**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 izvetih 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 of BA, MA and PhD graduates at UNG, August 2012

School

Programme

6 months

No. of included graduates (6 months)

12 months

No. of included graduates (12 months)

No. of excluded graduates that continue their studies

Magistranti stari – MA graduates (old programme)

Doktoranti – doctoral graduates

Skupaj vsi - Total

Average per school

6 months

12 months

**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%

Employability of BA, MA and PhD graduates in their field of expertise
 School
 Programme
 Employed in their field of expertise, 6 months
 Employed in their field of expertise, 12 months

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, lay down the criteria for UNG student awards: ALUMNUS PRIMUS and ALUMNUS OPTIMUS

ALUMNUS PRIMUS

The "Alumnus primus" title is awarded to the graduate of first- and second-level study programme that has regularly passed all their exams and be the first to graduate from their generation

students. 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 commendation is awarded to the student with the higher average study grade.

ALUMNUS OPTIMUS

The "Alumnus optimus" title is awarded to the graduate of first- and second-level study programme that has the best average study 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 grade of all exams passed. The average study grade must be at least 8.5. In case there are two or more graduates with the same average grade, the commendation is awarded to all the candidates.

Alumnus Primus and Alumnus Optimus of the University of Nova Gorica in 2013

School of Engineering and Management

Second-level study programme in Engineering and Management

Alumnus primus

- Joško Zamar

Alumnus Optimus

- Lucija Vidrih

School of Environmental Sciences

University study programme in Environment

Alumnus Optimus

- Alja Markelj

First-level study programme in Environment

Alumnus Optimus

- Jelena Topić

Second-level study programme in Environment

Alumnus primus

- Rok Vidic

Alumnus Optimus

- Rok Vidic

School of Humanities

University study programme in Slovene Studies

Alumnus optimus

- Božica Špolad Žuber

First-level study programmes in Slovene Studies

Alumnus Primus

- Tina Šuligoj

Alumnus Optimus

- Tina Šuligoj

First-level study programme in Cultural History

Alumnus Primus

- Jure Gregorčič
Alumnus Optimus
- Mateja Kregar Gliha
Second-level study programmes in Slovene Studies
Alumnus Optimus
- Daša Medvešček

School of Applied Sciences

First-level study programme in Physics

Alumnus Primus

- Aleš Bogovič
Alumnus Optimus
- Aleš Bogovič

School for Viticulture and Enology

First-level study programme in Viticulture and Enology

Alumnus Primus

- Sašo Gabršček,

School of Arts

First-level study programme in Digital Arts and Practices

Alumnus Primus

- Anja Perše
Alumnus Optimus
- Valerija Zabret

13.5 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 organized the Week of the University of Nova Gorica, open doors day, information day, event Z znanjem in sodelovanjem do skupnih uspehov (With knowledge and cooperation towards common success), alumni gathering, monthly scientific evenings, new year's concert of 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. A 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 implemented.

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 is still not very recognizable 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 Alumni club, 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, finding of 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.
- Diverse 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 optimization 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.

Weaknesses

- Difficulties in including students from other countries in undergraduate study programmes (language barrier).
- Difficulties due to tuition fees in some second-level study programmes.
- Poor recognizability of UNG in the national environment; the actual value of UNG graduates is not acknowledged.

- Different locations hinder good interaction among students.

Opportunities for improvement

- More intensive and wider promotion of UNG within Slovenia (with the emphasis on local regions, such as Posočje, Karst and Vipava valley) and abroad with the purpose of increasing its recognizability and acknowledgement of the value of its graduates. Facilitation of cooperation with local community in the field of humanities.
- Individual approach in acquiring interested and talented students, as well as students athletes.
- Wider use of modern methods of study and appropriate adaptation of lecture halls. Adaptation of programmes to athletes and students with disabilities.
- Improved websites: better organization of contents, inclusion of contents for parents and students athletes.
- Enrolment of students from abroad. Increased mobility of students and professors.
- Closer cooperation with local industry (practical work, excursions, research, employment of students).
- Introduction of tutors.
- Encouragement of students to interact through extracurricular activities.
- Expansion of pedagogical activities in the following fields: Information Technologies (1st and 2nd level), Materials (2nd and 3rd level), Biomedicine (3rd level), Digital Arts (2nd level), Viticulture and Fruit-Growing (2nd level), Transcultural Studies (3rd level).
- Reform of the existing study programmes.
- Provision of balance between research and pedagogical work and nearing an ideal balance of 50 % of research work and 50 % of pedagogical work for each employed researcher.
- Decrease in the share of outside associates to 30 or 35 % where this has not been achieved yet. Equal distribution of BA and master supervision among teachers.
- Keeping or increasing the proportion of doctoral students from abroad (above 50%).

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

Strengths

Enrolment 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 implemented.

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.

Enrolment 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.

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 Slovenian 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 programme in 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 Feb 2012 (see chapter 1.3). It was anticipated that all professors of UNG get involved in the acquisition of a greater number of talented and motivated students. Motivated students should be attracted through individual approach. Individual contact should be made 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 from VŠU to 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 involvement of students at 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 level), Materials (2nd and 3rd level), Biomedicine (3rd level), Digital Arts (2nd level), Viticulture and Fruit-Growing (2nd level), Transcultural Studies (3rd level), Veterinary Science (1st and 2nd level).

Balance between research and pedagogical work should be achieved, which means nearing an ideal balance of 50 % of research work and 50 % of pedagogical work for each employed researcher. The share of outside associates should be decreased to 30 or 35 %. BA and master supervision should be equally distributed among teachers.

Proposed measures

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

- Promotional activities directed at 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's theses;
- Better presentation of UNG on its websites;
- Study of the possibilities of enrolment of a greater number of foreign students in second-level study programmes (elective courses conducted in English).

14 FINANCIAL OPERATIONS

UNG sees its advantage in dispersed financing of its activities. Therefore, it strives that its financing does not depend on the state resources alone. An important proportion of funding has to come from international resources, local communities, 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 2012, University of Nova Gorica obtained approximately 7.19 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	57.9 %	
➤ ARRS funds	29.9 %	
➤ Other ministries	0.2 %	
➤ Domestic clients	2.9 %	
➤ International projects	24.9 %	
➤ Pedagogical activity funds	38.5 %	
➤ MVZT funds	31.4 %	
➤ Tuition fees		7.1 %
➤ Other		1.4 %

Financial operations in 2013 will be presented subsequently in the UNG annual report for 2013.

Edvard Rusjan Foundation

Edvard Rusjan Foundation is a non-profit institution, the main objective of which is to provide financial and other support to the University of Nova Gorica for its operations and future development.

In accordance with the purpose of its establishment, the Foundation helps complement and modernize research equipment and infrastructure, provides for a quality education of higher education teachers and mentors, and for development of study and scholarly research programmes important for social, economic, technological, scientific and cultural progress.

The Foundation also establishes and maintains connections between the university and industrial sector. Therefore, it provides funds for the development of innovative activities 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 publishing activity that

helps students with their studies and staff of the University with their day-to-day work. With its activities, the Foundation helps promote the University of Nova Gorica and increase its recognizability and reputation in the general 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 purpose, only the yield of the obtained assets is allocated in terms of grants, scholarships and investments in equipment and infrastructure.

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

Strengths

Lately, 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 for 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 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. Rationalization in the organization and implementation of study programmes is conducted within project *»Modernization of the quality assurance system and reform of programmes at the University of Nova Gorica«*.

14.2 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.

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 Slovenian and foreign students that help finance the 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 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. Among the possible measures for rationalization 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

School of Environmental Sciences (FZO) implemented the following study programmes in academic year 2012/13: university first-level study programme in Environment and second-level programme in Environment. The university study programme in Environment began to be implemented in academic year 2000/2001. After one year, it obtained a state concession, while the reformed programmes (first- and second-level programmes) were approved by the Senate of the University of Nova Gorica on 14 March 2007. First-level study programme in Environment was accredited by the Council for Higher Education of the Republic of Slovenia on 12 Oct 2007. Its implementation began in academic year 2008/2009. Second-level study programme in Environment was accredited by the Council for Higher Education of the Republic of Slovenia on 15 Feb 2008. Its implementation began in academic year 2009/2010.

First-level study programme in Environment provides students with a broad and firm basis in science and mathematical disciplines, and helps them understand relations between individual disciplines and phenomena in environment. Elective courses in the second and third year enable students to choose the appropriate/desired set of courses. Students acquire practical knowledge and experience throughout their studies, namely through laboratory and field work, through a group research project and during the writing of their bachelor thesis. Students are actively involved in the European Credit Transfer and Accumulation System ECTS, as well as in research work at foreign universities. The particularity of the first-level study programme in Environment is the group research project, conducted by students within the framework of three courses - Introduction into the project work, Group project I and Group project II. The emphasis is placed on solving practical environmental problems and on working in a multidisciplinary group.

Second-level Environment study programme is a research-oriented programme of interdisciplinary nature. It covers all the most important fields of environmental sciences, 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, economic and managing aspects of environmental protection. The study programme enables project work on an individual basis. Such work is performed within study courses Individual project I and Individual project II.

Special attention is given to the bachelor or master's thesis, written by students individually. With the thesis, students explore and solve an actual problem, exhibiting their competence to apply the acquired knowledge in solving more demanding problems related to environmental issues.

The first- and second-level study programme in Environment is implemented at Križna ulica 3, Nova Gorica, while project and research work is performed by students in laboratories at the headquarters of the University of Nova Gorica, at Vipavska 13. The building at Križna ulica provides approx. 1.500 m² of space with lecture halls, offices, a computer room, a science lecture hall, two student laboratories and a study room. This is the building in which the activities of the School of Environmental Sciences, School of Applied Sciences and doctoral programme Environmental Sciences are implemented.

Quality assurance at FZO is in compliance with a uniform methodology of the University of Nova Gorica (UNG), defined in the Quality Manual of the university, which was adopted at the 51st session of the UNG Senate on 11 July 2013.

In accordance with recommendations given by NAKVIS during the UNG external evaluation, the FZO Senate adopted Rules of Procedure on the work of the Committee for Academic Affairs at its 43rd regular session held on 27 June 2013. The Rules govern the organization and work of the FZO Committee for Academic Affairs.

Since the beginning of academic year 2008/2009, we have been witnessing lower enrolment in the first year of the reformed full-time study programme in Environment (first level) - from 37 to 7, while the number of available positions in 2013/2014 was 40). This can be attributed to the introduction of new, related programmes in Slovenia, to demographic trends and poor transport connections between Nova Gorica and the rest of Slovenia. What is encouraging is the fact that a great proportion of enrolled students come from grammar schools. Experience shows that this results in a higher quality of future students. It has been observed that secondary school students from all over Slovenia decide for the study programme in Environment at UNG. They do not only come from the Goriška or Primorska region. The most important promotional activities emphasized by the school management were promotional activities at secondary schools, various events, contact with secondary school counselling services and presentations for secondary school teachers. All these activities were implemented in 2012/2013.

Due to experience from past years, a part-time study programme in Environment (1st level) was first implemented in 2012/2013. 4 part-time students enrolled in the programme.

FZO and Ca'Foscari University from Venice concluded an agreement on a joint diploma for students of 2nd level study programme in Environment - Double-Master's Degree in Environment, Sustainable Chemistry and Technologies. The implementation of this programme should begin in academic year 2014/15.

Within the project of "Modernization of the quality assurance system and reform of programmes at the University of Nova Gorica", FZO proposed in 2012/13 an introduction of two new interdisciplinary courses: *Basic Ecology for Students of Social Science and Humanities* and *Chemistry for Historians and Archaeologists*. Reform of the courses in Introduction into Project Work and Group Project which are implemented in the 1st-level study programme in Environment was successful. A test implementation of an online support for students of the 1st-level study programme in Environment (courses Geology and Mathematics) was performed through the Moodle application.

In comparison with previous years, FZO acquired additional personnel, i.e. the number of higher education teachers with full-time employment has increased. In February 2013, the management of the school was taken over by Prof. Urška Lavrenčič Štangar, PhD, who was appointed the dean of the school.

Student surveys on the quality of pedagogical work of all teachers and assistants are carefully processed each year. Critical remarks of students are taken into consideration as much as possible. The comparison of results of analyses conducted in 2009, 2010, 2011 and 2012 has shown that the average grades of lecturers in the first-level study programme in Environment are comparable.

Together with the Career centre, we monitor the employability of our graduates. It dropped in the last year, which can be mainly attributed to general employment conditions in Slovenia. The objective of the school is to increase the employment rate of graduates in the first six months after graduation. The establishment of a Career Centre and initiation of activities of Alumni Club has certainly contributed to higher employability of graduates of the Environment study programme.

The self-evaluation report and its summary were drawn up by (in alphabetical order): Prof. Iztok Arčon, PhD, Asta Gregorič, PhD, Janja Humar, Jasmina Kodele, Renata Kop, Prof. Urška Lavrenčič Štangar, PhD, Tea Stibilj Nemeč, Nives Štefančič, Maja Terčon, Prof. Polonca Trebše, PhD, Prof. Matjaž Valant, PhD, 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 and thus also the first study programme in Humanities in 2004/05 represented a novelty at the University of Nova Gorica. High enrolment of students following the introduction of the programme confirmed the fact that the study programme focused on the understanding of particularities, issues and phenomena that are especially prominent at the juncture of cultures and nationalities, was interesting for students from the northern Primorska region and from other parts of Slovenia. The programme was, therefore, reformed in accordance with the Bologna Declaration. Moreover, due to high interest in the study programme in Slovene Studies with such an orientation, a first-level study programme in Cultural History was also introduced. Our range of study programmes was later expanded with a second-level double-subject study programme in Slovene Studies that enables first-level graduates in Slovene Studies to continue their studies. A joint study programme in Migration and Intercultural Relations is available to students.

Data on the possibility of future improvements and development is collected constantly. Inquiries are directed at the assessment of current situation and at future employment requirements in two target groups. The first group would consist of enterprises that employ graduates from science study programmes that provide possibilities of devising specialized study contents (language of profession, writing of effective texts, communication, creative writing). The second group would include enterprises that employ graduates in humanities (e.g. research and educational institutions, publishing business, media, culture and animation, administrative institutions). In the future, we would like to provide our students with more possibilities to attend similar study programmes at foreign universities. Through organization of international symposia and participation of foreign professors in our pedagogical process, we would like to increase the quality of our study programmes and make them more appealing to foreign students as well. We have already managed to attract some students through the Erasmus mobility programme. However, we believe that the number of foreign students will even be higher in the future. These students will not only enliven the student life at university, but will also promote our study programmes at their home institutions.

Following the initial interest in the school, the enrolment rate has lately been worryingly low. This could, namely, endanger the concessional funding of several programmes. This could be attributed to a range of study programmes in humanities and social sciences available to students, and to a smaller number of secondary school students in each new generation. FH is doing its best to promote the school and its programmes. A part of indirect self-promotion (through their appearance as the employees of FH UNG in their professional roles) could also be a higher number of employees with full-time employment, which is especially true of the Cultural History programme. Studies at FH would also be more appealing if there were a pedagogical second-level programme in Slovene Studies. The interest in studying at FH would probably increase with a wider range of study programmes and the possibility of double-subject studies.

Current FH premises require better utilization in terms of heating in winter months and cooling in summer months.

When compared with other similar faculties in Slovenia, the School of Humanities of UNG offers several advantages, including the small size of the university, enabling high flexibility in programme organization, moderate teaching staff workload, resulting in their ability to do more research work and be informed of the latest findings in the discipline, and a high number of higher education teachers and assistants included in the pedagogical process. The lectured content is thus more diverse, the student-teacher ratio is favourable and the availability of professors greater. However, some of these characteristics also have some downsides. The small size of the university, accompanied by few promotional activities, results in poor recognizability of the university and thus also of the school; moderate workload of a small number of FH associates with full-time employment is compensated for by higher administrative workload, resulting from inadequate resources services; the advantage of a high number of higher education teachers and assistants included in the pedagogical activity is neutralized by the fact that most of the staff (especially in the Cultural History programme) are employed at UNG only part-time, making them unavailable to students, unstimulated in administrative and promotional activities of FH and UNG, which also results in fewer ideas for better management and organization of FH.

In academic year 2012/13, re-accreditation was awarded to 1st-level programme in Cultural History (19 Sept 2013) and to 2nd-level programme in Migration and Intercultural Relations (10 May 2013). In 2012/13, an application was submitted for re-accreditation of the first- and second-level study programme in Slovene Sciences.

The report was drawn up by (in alphabetical order): Prof. Iztok Arčon, PhD, Renata Kop, Irena Lipičar Komel, Prof. Katja Mihurko Poniž, PhD, Tea Stibilj Nemec, Asst. Prof. Ana Toroš, Mojca Vah Jevšnik, MA, Sabina Zelinšček, Špela Brajer (student representative).

15.3 School of Engineering and Management

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

Current economy requires experts with a knowledge of technical and organizational - economic aspects of a company's operations. In order to provide for such experts, the School of Engineering and Management of University of Nova Gorica started implementing professional higher education study programme in Economics and Management of Manufacturing and Technological Systems in 1998/99. In academic year 2007/08, the programme was reformed in accordance with the Bologna Declaration guidelines, and renamed into Engineering and Management. Simultaneously, it was upgraded with a two-year master's programme (second level). The reform of study programmes in compliance with the Bologna guidelines was thus completed. There are students that have already graduated from both study programmes and their employability is quite high. According to results of analysis from 2012/13, 87.70% of them found employment in the first six months, and 93.04% in the first year after graduation.

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

The School has established a monitoring and quality assurance system, which is a part of the monitoring and quality assurance system of the University of Nova Gorica. Self-evaluation of study programmes is conducted each year within individual schools of UNG. In February 2013, the School of Engineering and Management submitted an application for 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 between 8 and 9 May 2013. Between 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.

Enrolment in the first-level programme at the School of Engineering and Management increased by 15% in 2012 when compared with previous years. However, a proportion of candidates who have passed the matura exam has significantly increased. Therefore, our efforts to increase enrolment continued. In the fall of 2013, the number of enrolled students increased by another 18%. We continue to strive to increase the number of

candidates who list our study programme as their first wish, since the motivation for studying is one of the key criteria for success. Therefore, in academic year 2012/13, activities for the promotion of our study programmes in various media and in public continued within the promotional activities of the university.

Enrolment in the second-level programme in Engineering and Management dramatically decreased in 2012. 24 new students enrolled in the first year, while the number of available positions was 30. Graduates of our school decide for this programme, together with graduates from other schools, especially those with professional higher education in various technical fields.

Student surveys on the quality of pedagogical work of all teachers and assistants have been carefully processed. Teachers are systematically encouraged to improve the quality and appeal of their classes. The purchase of new teaching aids has stopped due to financial situation; however, we try to utilize the advantages of active approaches to study, especially of student project work. The publishing activity of the university could also be better utilized.

Cooperation with enterprises takes place through student practical training and through seminar works, diploma and master's theses. Monitoring the opinion of enterprises and organizations where students perform their practical training and establishing contact with former graduates is a method through which the School of Engineering and Management monitors the requirements of industry and non-commercial sector. Competencies of students of final years are systematically monitored through questionnaires for mentors from enterprises. In cooperation with UNG Career Centre and UNG Alumni Club, feedback information on graduate competencies is obtained from employers. In view of this feedback information, a new elective course (Computer-assisted Designing) has been introduced to improve employment competencies of graduates.

In October 2012, intergenerational project Simbioz@ took place at the School of Engineering and Management for the second time in a row. Students of our school volunteered to teach the elderly the basics of computer science, Internet and mobile phone use. Also in October 2012, the Career Centre organized a meeting with employers at which the associates of the University of Nova Gorica presented the opportunities for cooperation with the Career Centre and with individual schools within the university, and familiarized them with professions students of the university will obtain. Two examples of good practice in the interaction between the study process and enterprises in the field of practical training of students of the School of Engineering and Management were presented. Enterprises Hidria IMP Klima and Datapan participated in this presentation.

Cooperation with local communities and other institutions in the region has been reinforced. In academic year 2012/13, students of the master's programme in Engineering and Management were faced with a demanding task of analysing the housing market in the Municipality of Nova Gorica. They studied the legislation, the state of databases and records, as well as the facilitation mechanisms for resolving the housing situation. Then,

they undertook an extensive research of supply and demand. Most attention was focused on the housing problems of the young. In the end, they came up with numerous concrete solutions for improvement of situation. The results of the project are intended for the MONG Housing Fund, which shall take these results into consideration when drawing up its new strategy of operation for period 2014 - 2019. 18 students participated in the project. The results were presented on 3 April 2013 at the premises of the University of Nova Gorica. The event was attended by representatives of interested public, including the mayor of the Municipality of Nova Gorica, Matej Arčon, and the managing director of the Housing Fund of the Municipality of Nova Gorica, Nataša Leban, MA.

Cooperation with the Student Council that was established in past years continues. Students have their representative in the school Senate. In the academic year of 2012/13, the student representative in the Senate of the School of Engineering and Management was Lucija Vidrih, BA in engineering and management, who held the function until September 2013. Since September 2013, there have been two student representatives in the Senate, Martin Bizjak, BA in engineering and management (representative of second-level students), and Rok Stegovec (representative of first-level students).

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

The report was drawn up by (in alphabetical order): Asst. Prof. Ingrid Petrič, PhD (quality coordinator at the School of Engineering and Management), Lucija Vidrih (student representative), Maja Wagner (school office), Nives Štefančič (Alumni club of the university), Prof. Tanja Urbančič, PhD (dean of the school), Renata Kop (university's student office), Sabina Zelinšček (university's international office) and Tea Stibilj Nemeč (human resources department).

15.4 School of Applied Sciences

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

School of Applied Sciences (FAN) offers study programmes in natural science and technology. Since the academic year of 2007/08, it has been offering two study programmes, i.e. first- and second-level study programme in »Physics«. Both programmes were developed through the cooperation of the University of Nova Gorica (UNG) with partners from industry, medicine and fundamental research. The school enables ECTS credit allocation within UNG and within the ECTS system. It has signed the Erasmus university charter on exchange of students between universities. In 2012/13, FAN implemented both programmes; all three years of the first-level programme and two years of the second-level study programme.

The basics of both study programmes are the study of the 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. FAN 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 from the first-level programme will not only have specialized knowledge of a specific discipline, but will be able to quickly adapt to the needs of employers since they will acquire a wide range of practical knowledge through their studies. The first-level study programme trains students to solve problems and seek multidisciplinary solutions outside 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 at various high-tech enterprises.

The 1st level programme in »Physics« and 2nd level programme in »Physics« were implemented through modern methods of teaching and learning of general and specific knowledge and skills in individual fields. The educational process was conducted by 24 teachers, top experts from the field of solid matter physics and particle physics. They all have appropriate academic qualifications. 21 of them are fully-employed, while 3 of them work on a contractual basis. In the academic year of 2012/13, 8 habilitations were successfully completed. Changes in habilitation rules have resulted in some reappointments and in certain delays in procedures.

In 2012/13, the study programme was implemented at Križna ulica in Gorizia, where there are six lecture halls with a total surface area of 544.78 m², a conference room (64.15 m²), a study room (62.75 m²) and a computer lecture hall (62.40 m²). There was enough laboratory space for laboratory exercises. The School has at its disposal a school office and a deanery office, as well as a student office. In academic year 2012/13, there were 12 students enrolled in the 1st level Physics programme - 4 in the first year, 3 in the second and 5 in the third year. 83% of them successfully completed the first year of studies, 100% completed the second year, and 50% the third year. The average grade of all passed exams in 2012/13 was 8.36, while there were 3 diploma theses.

Two students were enrolled in the 2nd level study programme in "Physics". There was no master's thesis defence in 2012/13. Study programme evaluation questionnaires were conducted. The results show that students were satisfied with the study programme. Enrolment in the first year of the full-time study programme in »Physics« has remained relatively low during its first three years of implementation. However, the quality, skills, knowledge and motivation of the student population is getting better and better.

Employees at FAN are constantly looking for new approaches to attract as many secondary school students as possible. In the last year, all our previous activities were complemented with an initiative for talented secondary school students, by means of which we would like to attract students to study natural sciences and technology. The University and FAN are at a turning point. The location of the future campus and its construction need to be defined. In the last couple of years, the Municipality of Nova Gorica has changed the location of UNG campus several times. Therefore, we are very sceptical as regards its construction. We temporarily managed to solve the issue of the lack of space by relocating our lectures to UNG premises at Križna ulica in Gorizia, Italy. At the same time, this will facilitate the logistics of most students and increase the appeal of accommodation facilities in Nova Gorica and its surroundings.

FAN will continue to conduct the quality control 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 will continue to monitor the developments of high-tech enterprises and to establish good relations with new industrial development units in order to provide students with more experimental exercises that they will be able to conduct in these enterprises. Active stimulation of students to participate in the international exchange programmes and ECTS credit allocation with other foreign universities bore fruit this year. More attention will be given to an early inclusion of senior students in research work in physical laboratories, preparing them for possibilities of employment within the young researcher programme.

The report was drawn up by (in alphabetical order): the Dean of the School of Applied Sciences, Prof. Gvido Bratina, PhD; member of the UNG Student Council Aleš Bogovič, chairman of the UNG Quality Assurance Committee, Prof. Iztok Arčon, PhD, Tea Stibilj Nemeč, Sabina Zelinšček, Vesna Mržek and FAN quality coordinator Assist. Prof. Darko Veberič, PhD.

15.5 School for Viticulture and Enology

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

Professional higher education programme in Viticulture and Enology (VSŠPVV) has been implemented at the University of Nova Gorica (UNG) since the academic year of 2005/2006. 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 (VŠVV) in 2006. VSŠPVV has been in accordance with the Bologna guidelines since its establishment.

Seven years after the programme was first accredited, UNG submitted an application to NAKVIS for programme re-accreditation. In May 2013, a group of experts appointed by NAKVIS visited VŠVV and performed an external evaluation. On the basis of their final evaluation report, a ruling on programme re-accreditation for another seven years was received by VŠVV on 21 October 2013.

In addition to the dean of the school who manages its operations, the following bodies operate at VŠVV: a ten-member Senate (in compliance with the adopted changes in the UNG Statutes, there have been two student representatives in the senate since the summer of 2013); Committee for Academic Affairs; Chairman of the Commission for the Evaluation of Diploma Theses, and Quality Coordinator.

Basic operations of VŠVV 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 at VŠVV were conducted in accordance with a 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.

VŠVV 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 property, which has been reduced due to the rationalization of costs (it now measures 7 ha). The property is in need of renovation, which we would like to start in academic year 2013/2014. 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 leased premises.

In the academic year of 2012/2013, all courses were implemented in accordance with the syllabus. Our range of elective courses has been defined on the basis of an informative questionnaire. Among the fourteen courses that we offered, students of the final year opted for nine courses with elective contents. Due to cost rationalization, we decided for a joint

implementation of some courses that are common to the majority of schools within UNG. 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 got to know 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 associates employed at VŠVV are actively involved in research work, enabling a better transfer of the newly acquired knowledge into pedagogical process. VŠVV mainly cooperates with UNG Wine Research Centre (CRV), but it also works with some other UNG research units. Since the study programme is professionally-oriented, a lot of experienced and adequately habilitated experts 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.

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 (from 5); many teachers were graded with 4. In the third year, however, some lower grades (when compared with others) appeared. Two poorly graded lecturers will no longer work at the school, while we had conversations with the other two who received low grades. We shall pay attention to their grades in the future as well.

A satisfactory, constant enrolment of new generations has not been achieved yet. Therefore, all the existing and future activities to this end are still of vital importance. It has been observed that ways of obtaining information on our study programme differ from generation to generation.

What is of concern in enrolled students is the fact that the average duration of studies is still increasing. It is often the case that students do not finish their studies or do not persevere until graduation, especially when they find employment or are involved in work at their home estate. The average grade of exams has also been decreasing with 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, our activities need to be directed at the acquisition of students with better grades that are more motivated. 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.

Current employability of our students in the first six months after graduation is 75%, and 88% in the first year. Employability is thus lower than in the past, which can also be a reflection of current economic crisis.

The interest in mobility programmes shown by our employees (with the purpose of obtaining new knowledge) is still very high, but the interest of students remains low. We would like to increase the frequency of visits of foreign professors.

The activities of VŠVV have been intertwined with those of local environment and even broader, 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. Students

get to know the work in various enterprises / estates through practical training, while employers are thus familiarized with our study programmes and the work we do. Employees of the school participate in various profession-related events by holding lectures, workshops or guided wine-testing tours. 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 vision, which it strictly pursues. The school's development strategy is in compliance with the UNG Strategic plan. In the next five years, we plan to create a more detailed Development strategy of VŠVV and of the associated Wine Research Centre.

The report was drawn up by (in alphabetical order): Matej Lavrenčič (student representative), Branka Mozetič Vodopivec, PhD, Melita Sternad Lemut, Tea Stibilj Nemeč, Maja Terčon, Ana Trošt, Sabina Zelinšček and Uroš Zorn, MA.

15.6 School of Arts

Summary of the self-evaluation report of School of Arts (VŠU)

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 a first-level study programme "Digital Arts and Practices". The decision on the establishment of its seventh educational unit, i.e. "School of Arts (VŠU)" 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. Slovenian Quality Assurance Agency for Higher Education accredited the School of Arts on 7 March 2011 with a 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 a 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 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.

In 2010/2011, there were four more defences. One documentary film, experimental film, animated 3D film, and a paper from the field of scenography. In 2011/2012, there were two defences of diploma theses, namely one spatial and sound video installation, and one feature film. In 2012/2013, there were three more defences. One from the field of animation, one from the field of photography and one from the field of modern art.

Transition to the second year was very good, since sixteen out of seventeen students met the admission requirements. All sixteen students enrolled in the second year. Since one student from the other school enrolled directly in the second year, the number of students in the second year remained the same, i.e. seventeen. Admission requirements for the third year were met by ten out of twelve students, and all ten students enrolled in the third year.

Our students come from all over Slovenia. The number of secondary school students that completed their secondary education with the matura exam has decreased by 10%. Since our study programme is very specific, prior knowledge of students enrolling in the first year is not of such an 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. We planned to admit 10 students, but the interest in the programme was not so high. Four students were admitted. The interest in the programme was lower because we had no graduates of our own. Considering the beginning of the 1st

level programme implementation, there is a gap of graduates this year. Last year, we had 60% of own graduates, which is an expected proportion, but this year the proportion is 25%. It is believed that the situation will improve in the next academic year. The programme was developed by a consortium of four universities (Rijeka, Croatia; Graz, Austria; Udine, Italy, and UNG).

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; this year, it implements two. 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 in Venice was again organized as a studio for students of the second-level programme. Thus, there were seven students from our school at the workshop, four students from Croatia and Austria, and three from Italy.

Students of both programmes 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 students that would be as good, as current, 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. Course Evaluation Questionnaire for Students was also conducted and analysed.

At the beginning of academic year 2012/2013, 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 throughout 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 organizations that organize 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 at home 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 2013, we successfully applied to the 16th Festival of Slovenian Film in Portorož. We are very 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 2011, we successfully applied to European LLP (Lifelong Learning Programme, Erasmus Multilateral projects) call for proposals, namely with 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. A two-year Master of Arts programme will be developed and pilot-tested within the framework of the project. Some of the modules will be recognized by Austrian and Italian partners, while Slovenian and Croatian partners will award academic diplomas. The second year of implementation is coming to an end, and as a result we have started fully implementing the programme in Media Arts and Practices. In the academic year of 2013/2014, the first generation of students enrolled in the Academy of Applied Arts in Rijeka.

In 2011, 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 enterprise 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 organizations of different legal forms, which will represent an opportunity for employment in the field of arts and culture related to science.

We successfully applied to the CMEPIUS IP programme for the third time in a row. Project "Hidden Live(r)s of Venice on Video"(HiLoVV) includes a fourteen-day film workshop in Venice. Participating partners are the Applied Arts Academy of University of Rijeka, Department for Architecture from Graz and DAMS from Udine. The workshop will again be held under the mentorship of the world renowned film director Rajko Grlić. The output of the project is a 30-minute omnibus of films, consisting of five films on the Ghetto.

The report was drawn up by (in alphabetical order): Iztok Arčon, Dunja Derežič, Janja Humer, Jasmina Kodele, Renata Kop, Boštjan Potokar, Peter Purg, Rene Rusjan, Tea Stibilj Nemeč and Sabina Zelinšček, Peter Mišič (student representative).

15.7 Graduate School

Summary of the self-evaluation report of the Graduate School (FPŠ)

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 academic year 2012/2013, the University of Nova Gorica implemented eight graduate study programmes. One of them was the old graduate doctoral programme, which is no longer available (*Intercultural Studies - Comparative Studies of Ideas and Cultures*), while the remaining seven doctoral programmes are third-level programmes in compliance with the Bologna Declaration (*Environmental Sciences, Karstology, Physics, Comparative Studies of Ideas and Cultures, Economic 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 103 students enrolled in all study programmes, exhibiting high interest in the FPŠ graduate study programmes. It is delightful to note that the proportion of foreign students is outstanding (47 %). Number of international student exchanges is also very high.

Graduate School shall continue to pursue its vision: to implement all doctoral study programmes of the University of Nova Gorica at one school. Such an approach has proven to be good and effective, since a well-connected and uniform graduate school may offer individual doctoral study programmes with a range of elective and interdisciplinary courses. The ECTS credit system and 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 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 and doctoral theses, and in numerous publications of student research results in reputable international journals: 23 scientific and professional articles, 10 papers at conferences, 54 published proceedings from conferences, and 48 other scientific publications in the academic year of 2012/13.

This number does not include the publications of students who have recently completed their studies and who are publishing papers, related to their research within the doctoral or master work. In 2012/2013, University of Nova Gorica awarded seven master degrees and promoted twenty-four doctors of science. The committee for the assessment of a master's or doctoral dissertation always consists of one member from a foreign university. It is in this manner that the quality of master's and doctoral degrees is comparable to standards established throughout the world. The above mentioned accomplishments bear witness to the quality and topicality of our contents and teaching methods, provided in our graduate study programmes.

Environmental Sciences

In 2012/2013, the fourth generation of students was enrolled in the third-level Environmental Sciences programme. Six new students were admitted to the school. The enrolment in a scientific master's programme has not been possible since 2011/2012. Students normally complete their studies in the prescribed period of time (3.5 years). The transition rate between individual years of study improved in 2012-2013. The transition from the first to the second year amounted to 83.3 %, while it was almost 100 % between the second and third year. A long-term trend of increased women's population has been observed. In academic year 2012-2013, the proportion of women students exceeded 75 %.

Among those enrolled in the first year, there is still a relatively high proportion of young researchers (about 75%). Although there are no foreign students enrolled in the first year of the full-time study, it has been established that international student exchange has been satisfactory, which is especially reflected in summer schools. Six students completed their studies in the past academic year; three of them completed their master's studies, and three doctoral studies in Environmental Sciences. In 2012-2013, 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 in Environmental Sciences.

Physics

Third-level study programme in Physics is international and implemented in blocks for individual courses. 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 organized study contents, study requirements also include seminar papers and individual research work. With prior consent of the mentor and scientific council of the programme, students can pass exams in other doctoral study programmes at UNG or in related programmes of universities in Slovenia and abroad. In addition to pedagogical exchange programmes, students are able to conduct their research work at numerous Slovenian and foreign universities, and research

institutes. It has been established that the enrolment rate has been increasing and that the majority of students come from abroad (in academic year 2012/2013, more than 70 % of students were not from Slovenia). Students are distributed evenly in both study programmes: Particle Physics and Solid Matter Physics. In order to assess work and performance in 2012/2013, a survey was conducted among seven students. In this period, two students of the Physics programme successfully defended their doctoral dissertations. On the basis of a thorough analysis of the availability of programme contents, provided within the Physics study programme, a proposal is being prepared to amend the syllabus in terms of rationalisation and modernization of study programmes. Six new subjects have already been added to the programme. In the next academic year, changes in the scope of studies and in the emphasis on certain existing contents shall be submitted to the Senate of the University for approval.

Comparative Studies of Ideas and Cultures

In 2012/2013, graduate study programme in Comparative Studies of Ideas and Cultures, taking place at the ZRC SAZU premises in Ljubljana, was implemented according to expectations. 7 students enrolled in the first year, 9 in the second and 14 in the third year. The programme was implemented in the form of lectures held by Slovenian and visiting lecturers, seminars and individual consultations, taking place in two semesters. In academic year 2012/2013, 19 home and 11 foreign lecturers participated in the implementation of the programme. Lectures were focused on interdisciplinary and comparative approaches, on historical, social and political contextualization of topical issues. Students had constant access to professors. Special discount is offered to students buying literature published by the ZRC SAZU Publishing House and sold at Azil bookshop.

Karstology

In view of the adopted programme, the study programme was implemented in the form of an individual work, in which all lecturers were involved. Lecturers are renowned experts respected at home and throughout the world with plenty of experience in basic research and applied work in the field. Therefore, they provide students with knowledge and experience that they obtain through work outside research institutions. There were two students enrolled in the first year. The total number of students in the programme was 7, their average grade was 9.71. Their publications show the efficiency of their individual research work. There are also some doctoral theses supported by industry. They took part in international science events. Lecturers in Karstology have been invited to various universities and institutes all over the world, and they 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).

Economics and Techniques for the Conservation of the Architectural and Environmental Heritage

In 2012/13, the study programme was implemented in the form of intensive weekly lectures, where the entire contents of the course were presented. The programme was also conducted through individual work and workshops, participated by students of all generations with the purpose of presenting the progress of their work and discussing issues and challenges of selected topics for doctoral or master's dissertations. We continued with the merging of courses, which facilitates interaction and interdisciplinary coherence of contents. Individual study, preceding and following the ex-cathedra lectures, increased interaction between students and lecturers.

In addition to intensive interdisciplinary lectures, an international workshop was organized in cooperation with the Free University of Amsterdam and JPI Urban Europe, namely: *The New Urban World, Future Challenge and Response of Urban Systems in Motion*. In cooperation with the *International Academy for Environmental Sciences* and under the auspices of *ICCROM* and *Council of Europe*, an international conference was organized bearing the title *Common Goods: Out of property, which rights for users? Which effective international protection?*

International 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

Three-year study programme in *Molecular Genetics and Biotechnology* began to be implemented in 2006/2007. The number of enrolled Slovenian students increased this year. These students will conduct their research work within the UNG projects or in research laboratories of biotechnology enterprises. The implementation of the study programme is in accordance with the accredited programme. Special emphasis is placed on experimental laboratory work, being the basis for successful doctoral thesis. Modern methods of teaching and learning have been applied to stimulate future doctors of science to achieve good learning results. 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. There were a number of invited lectures held in 2012/2013. Workshops in the form of critical debates were held and managed by experts from respective fields. In this manner, 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. Educational process is conducted by professors and established experts, working in their respective fields. Applied methods of testing and assessing of knowledge are in compliance with programme's objectives and outputs. A student survey was conducted to evaluate work 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. Critical remarks and proposals by the committee help students in their future work and play a key role in education in science.

Linguistics

Our doctoral programme has established itself in the community of internationally renowned cognitive science programmes. Student's participation in four international conferences with the assessment procedure in one year testifies to our high standards and joint research.

The self-evaluation report and its summary were drawn up by (in alphabetical order): Prof. Iztok Arčon, PhD, Prof. Anton Brancelj, PhD, Asst. Prof. Martina Bergant Marušič, PhD, Asst. Prof. Saša Dobričič, PhD, Prof. Elsa Fabbretti, PhD, Kristien Fauconnier, Asst. Prof. Martin Knez, PhD, Teja Komel, Nadja Lovec-Santaniello, Tea Stibilj Nemeč, Prof. Samo Stanič, PhD, Prof. Artur Stepanov, PhD, Prof. Jelica Šumič Riha, PhD, Renata Kop, Vanesa Valentinčič, Sabina Zelinšček.

16 ACTION PLAN

At the end of September 2012, UNG submitted an application for re-accreditation of the university. A group of experts, appointed by the Council of NAKVIS, conducted an external institutional evaluation of UNG on 14 and 15 May 2013. Within the evaluation process, the group of experts announced its findings, emphasized university's strengths, proposed measures for improvement and highlighted the established inconsistencies.

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 Sept 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: **An action plan** by means of which UNG will implement and take into consideration proposed measures for improvement is also presented. It contains anticipated measures and procedures for their implementation in the process of modernization and improvement of UNG quality assurance system.

16.1 Weaknesses and proposed measures for their elimination:

Inconsistency: *»The University has no Academic panel, as is anticipated 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 faculty, academy or school was added to the bodies of the faculty, academy or school.

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 organize 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 faculties, academies and school 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 faculty, academy or school 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 organization 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 Committee for Academic Affairs.

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 realization:

1. Integration with the community

- Intensive approach to the promotion of university in Slovenia with the purpose of increasing recognizability of the university and its achievements.
- Facilitation of cooperation with local community in the field of humanities.
- Facilitation of activities of the Alumni Club.

Plan:

Within the framework of the SUNGREEN project, a comprehensive Communication strategy of the University of Nova Gorica 2013-2018 was developed in 2013 with the purpose of providing coordination and effectiveness of activities through which the University communicates with various publics. The strategy is currently being implemented. It is presented in detail in chapter 12.2.

Within the project of: »*Modernization of the quality assurance system and reform of programmes at the University of Nova Gorica*«, we are implementing the modernization and upgrade of the existing information system with UNG databases, and renovating the structure and the contents of UNG websites that are linked to this information system. The reform is in its final stage. Presentations of study contents and study results of all UNG study programmes have been updated. They will be available for students and general public.

The Alumni Club website has been renovated. In the future, the site shall undergo certain changes. The alumni database is in progress. An alumni portal will be established on the website, where all alumni information will be published. We will encourage alumni to frequently update the portal. We will try to benefit from the help of those alumni that are willing to provide support in individual areas. Good cooperation between all UNG departments is of key importance in meeting the wishes of the alumni and maintaining good reputation.

International recognizability of the university is increased through cooperation in international university evaluation and ranking systems: Thomson Reuters Institutional Profiles and U-Multirank EU project.

2. The operation of the higher education institution

- Procedures need to be more formalized and publicly accessible.
- Students should be encouraged to finish their studies sooner.
- Number of study programmes should be adapted in view of the interest in enrolment.
- Better planning of timetables.
- Monitoring of student workload in accordance with the ECTS system.
- Study of the possibility of cooperation with the environment; practical training for university programmes the syllabuses of which do not include practical work.

Plan:

UNG Quality Manual contains a system that will enable the completion of quality circle. An important element in this is regular informing of stakeholders of decisions of all UNG bodies. UNG Senate passed a decision that all procedures, methods and strategies of quality assurance at UNG are to be formally adopted by UNG competent bodies, and published on UNG websites. In 2013, Rules of procedure of UNG Senate, individual school senates, UNG Governing Board, Committee for Academic Affairs and of the Quality Assurance Committee were adopted. All employees of individual study programmes are informed of the decisions of the school senate, of student survey results related to their work, of decisions of the Quality Assurance Committee, and of school's and university's self-evaluation reports. The dean of an individual school is responsible for provision of information to pedagogical staff.

Within the project of: »*Modernization of the quality assurance system and reform of programmes at the University of Nova Gorica*«, we are preparing electronic student surveys that will be integrated in the UNG information system, enabling an automatic analysis of quantitative survey data. This will enable a quality collection of data from students, especially in cases of student work evaluation forms, where the response of students has been relatively low. The reform of study programmes that is implemented within the framework of the project, will take into consideration the survey results which will affect the reorganization of syllabuses. The reform of 17 study programmes is supposed to be fully implemented by June 2015.

The equipment for practical and laboratory work will be modernized according to our financial possibilities. The modernization of programmes shall introduce more project and practical work of students, which is in accordance with university's long-term and short-term strategy.

UNG study rules also include some measures for the assurance of quality and effectiveness of study programmes, and for encouraging students to finish their studies sooner, such as the payment of exam fees on the basis of a progressive price scale for students who have not been able to pass the exam three times in a row. This measure should act as an incentive for students to better prepare for exams. To 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* commendation. This commendation is awarded to students who regularly pass their exams and graduate among 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.

3. Personnel

- The ratio between full-time and contract employees should be retained and even improved, providing for a stable pedagogical process.
- Promotion of mobility of professors and support personnel.
- Development of action plan for development of personal career of employees.
- Equal distribution of pedagogical and research activities of assistants.

Plan:

At the strategic panel of UNG that took place on 7 February 2013, the following decisions were adopted to improve the personnel-related activities of UNG in the next period:

- ✓ Coming close to an ideal balance of 50 % of research work and 50 % of pedagogical work for each employed researcher.
- ✓ Decreasing the share of outside associates within UNG to below 30 %.
- ✓ Positions of doctoral and master supervisors should be distributed as equally as possible among teachers.

The share of outside associates has already decreased to below 30 % in the majority of programmes (with the exception of doctoral programmes where the transfer of cutting-edge knowledge to doctoral students is provided through inclusion of foreign lecturers, especially those from partner universities and research institutions from Slovenia and abroad). At the next panel session that will take place on 6 Feb 2014, the participants (rector, vice rectors, deans, heads of research units) will re-examine the situation and define new guidelines and strategies for personnel development if this will be required.

Promotion of the mobility of professors and support staff is performed through the UNG International Office. During the academic year of 2013/2014, more introductory

(promotional) meetings are planned for professors and employees that would increase the interest of personnel in exchange programmes and thus also increase mobility at UNG.

4. Students

- Students should be informed of the student survey results and be actively included in habilitation procedures.
- Promotion of student exchange should be facilitated.
- Rules of procedure for students with disabilities should be adopted.
- FPS student representative should be a member of UNG student council.
- Increasing recognizability of study programmes and of the acquired competencies.
- Encouraging students to interact and cooperate.
- Promotional activities with the purpose of higher enrolment of students to UNG programmes and involvement of UNG students in these activities.
- Inclusion of students in all relevant management bodies of UNG.
- Student council should formally manage its operations.

Plan:

UNG Quality Manual defines the procedures for informing students of student survey results. This takes place through the analysis of surveys that are published in the self-evaluation reports of UNG schools each year. Student representatives in school senates and in the UNG senate participate in habilitation procedures. These procedures take into consideration the results of student surveys on the pedagogical work of candidates. Student representatives are informed of these survey results and are free to express their opinion and observations. Prior to completing the surveys, students are informed of the importance and role of student surveys that are implemented to ensure and improve the quality of pedagogical work.

UNG International Office is responsible for a better promotion of student exchange programmes. The renovation of the website of the International office is planned to include the description of the programme in 2013/2014 as well as of the procedure for mobility implementation. During the academic year of 2013/2014, more introductory (promotional) meetings are planned for students that would increase their interest in exchange programmes. We will try to include 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.

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 faculties, academies and school changes. Thus, the representatives of the student council now represent at least one fifth of all senate members. Student elections took place in 2013, and additional senate members were appointed by students. A new UNG student council has also been appointed.

UNG shall adopt Rules of procedure for students with disabilities in the next academic year.

A new position of the admission officer was published in 2013 to take care of the promotional activities with the purpose of higher enrolment of students to UNG programmes (these activities used to be performed by public relations department, international office and career centre). The main duties of the admission officer are the organization of promotional events, updating of websites, promotional material and other activities for acquisition and informing of new students. The employee takes care of the coordination of professional work prior to, during and after the enrolment of students to individual study programmes (more on this in chapter 13.2).

UNG is striving to relocate its entire operation to one location, i.e. one campus. In the long run, the university campus will enable a normal development of the University and the required infrastructure, including the construction of student accommodation facilities and thus better conditions for student interaction and cooperation.

5. Material conditions

- Facilitation of efforts to build a university campus in one location.
- Pedagogical laboratories should be developed to a higher level.
- Lecture halls and other premises should enable work with laptop computers.
- Decisions already made for the adaptation of premises to students with disabilities should be realized.
- Examination of possibility of central management of premises and technical assets, and merging the university library, publisher and IKT into a uniform media centre.
- Reinforcement of safety mechanisms in laboratories that should be understood by foreign researchers as well.

Plan:

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. The new premises shall be adapted to students with disabilities. The anticipated adaptations of the existing premises will also be performed.

UNG is constantly trying to improve the material conditions for the implementation of its study programmes (teaching equipment, laboratory equipment for practical work, equipment in lecture halls). Some funds for the purchase of new equipment for pedagogical laboratories at all schools were already provided for in 2013. UNG shall strive to obtain additional funds from EU and other tenders.

A central repository within the university library and UNG publisher was established in 2013 with the purpose of saving all diploma theses, dissertations and publications of UNG employees in an electronic form.

The renovation of the electronic (online) system also includes tools 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.

UNG shall reinforce the safety mechanisms on all premises, especially in research laboratories, in accordance with the legislation and procedures for safety at work.

6. Quality assurance

- Ensuring that in the self-evaluation process and process of improving study programmes all strategic stakeholders are involved, including students.
- Introduction of development interviews with employees.
- Monitoring the opinion of students on the performance of educational activity immediately after the implementation of a course at all UNG schools.
- Presentation and discussion on survey results with students and employees.
- Participation of employees in the determination of goals and strategies in the field of quality assurance, raising of their awareness with the purpose of increasing the level of quality culture among them.

Plan:

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 Oct 2012 to 30 June 2015. Modernization of UNG quality system is taking place within the framework of this project. A plan of improvements has been developed on the basis of the analysis of strengths and weaknesses of the existing system, and on the findings of UNG external evaluation. 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.

This document includes the quality assurance strategy at UNG, procedures and mechanisms of monitoring, assessment and assurance of quality at UNG, and self-evaluation procedures. It defines the rules, responsibilities, 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.

Procedures for monitoring and assurance of quality are illustrated in the organizational chart, showing the UNG quality circle (Chapter 2.9). 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.

UNG has undertaken to 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.

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, organization 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 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 real, as well as time-defined. 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.

Senates of UNG faculties and schools also adopted Rules of Procedure of committees for academic affairs of individual faculties and schools, and published them on UNG websites.

Within the project of: *»Modernization of the quality assurance system and reform of programmes at the University of Nova Gorica«*. We are implementing the modernization and upgrade of the existing information system with UNG databases, and renovating the structure and the contents of UNG websites that are linked to this information system. 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 automatic analysis of quantitative survey data. There is also an information package available including the contents of study programmes in English for students from abroad, and an information system supporting the ERASMUS student exchange programme.

17 ANNEXES

17.1 Annex: Rules of procedure of the Quality Assurance Committee of the University of Nova Gorica

I. GENERAL PROVISIONS

Article 1

These rules shall define the work of the Quality Assurance Committee of the University of Nova Gorica (hereinafter referred to as "the committee"), which is a permanent expert committee of the Senate of the University of Nova Gorica appointed for a period of four years.

Article 2

The committee shall be represented by its chairman.

II. DUTIES OF THE COMMITTEE

Article 3

The Quality Assurance Committee shall be responsible for:

- 1 the implementation of activities related to the monitoring, assessment 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);
- 2 the preparation of self-evaluation reports on the monitoring, assessment and assurance of quality at UNG. (At individual faculty, academy or school level, the responsibility for these self-evaluation reports shall be borne by respective quality coordinators);
- 3 the proposal of procedures and criteria for monitoring, assessment and constant improvement of quality at UNG, and their compliance with legal requirements of the Higher Education Act, with acts and measures, adopted by the Council of the Slovenian Quality Assurance Agency for Higher Education (NAKVIS), and with recommended European standards and guidelines for internal quality assurance within higher education institutions¹.
- 4 submission of proposals and initiatives for the development of quality culture at UNG.

The committee shall perform its duties in compliance with internal rules and adopted policies of the University of Nova Gorica.

¹ Standards and Guidelines for Quality Assurance in the European Higher Education Area, ENQA, Helsinki, Finland, 2009, (isbn 952-5539-05-9) available at: http://www.enqa.eu/pubs_esg.lasso.

Quality coordinators at individual UNG schools, who are, by their function, also members of the University Quality Assurance Committee, shall report on their work to the committee at least twice a year. Their activities shall be coordinated within the framework of the committee. The committee shall report on its work to the University Senate once a year.

III. SESSIONS OF THE COMMITTEE

Article 4

The committee shall act and adopt its decisions at regular, emergency and correspondence sessions.

The sessions shall be convened by the chairman of the committee when necessary or when one of the committee members proposes to convene a session.

Invitations to committee members and others that should be present at sessions shall be sent at least three days before the planned session. Together with invitation, a proposal of the agenda shall be sent.

Article 5

The chairman of the committee shall have the right to invite to the session individuals that submitted their opinion and various proposals that are on the agenda. If required, sessions may be attended by other experts who might contribute to a successful resolution of an issue.

Persons that are present at committee sessions and are not members of the committee shall have the right to participate in discussion, but they shall have no voting right.

Article 6

The proposal of the agenda shall be drawn up by the committee chairman.

Material for individual items of the agenda shall be prepared by respective proposers.

Article 7

The chairman of the committee shall begin and end the session, guide the discussion, call upon speakers, make conclusions and announce decisions adopted at the session.

The session shall reach a quorum when more than half of all members are present.

The committee shall adopt decisions with a majority vote. Voting shall be public.

Article 8

Minutes of the committee session shall be taken and signed by the chairman and the person taking the minutes.

The minutes shall include the number of the session, place, date and hour, all present and absent, the agenda, and decisions adopted at the session.

The draft minutes shall be sent to committee members within 14 days.

The original minutes, committee decisions and documentation of individual sessions shall be permanently archived in the University archives.

Article 9

The implementation of decisions shall be the responsibility of the committee chairman.

The chairman of the committee shall provide information on matters discussed by the committee and on decisions adopted by it to all UNG employees and stakeholders that are included in the quality assurance process, including students (unless otherwise agreed at the session).

The chairman of the committee shall have the right to give a task of implementing individual decisions to a committee member or some other person of university services.

IV. ORGANIZATIONAL, ADMINISTRATIVE AND OTHER SERVICES

Article 10

Organization, administrative and technical services required for the work of the committee shall be performed by individual school offices, library, student office or other specialist services within their respective competence.

V. FINAL PROVISIONS

Article 11

Issues related to the work and decision-making of the committee that are not defined by these rules of procedure shall be agreed upon by committee members by special decision.

Any changes and amendments of these rules of procedure shall be adopted by the committee in accordance with the same procedure as for adopting the rules.

Article 12

These rules of procedure shall enter into force on the next day following that of its adoption by the committee. The same shall apply in case of changes and amendments.

Chairman of the UNG Quality Assurance Committee

Prof. Iztok Arčon, PhD

UNG Quality Assurance Committee adopted the Rules of procedure at its session on 19 May 2008.

Its amendments were adopted by the Committee at its 16th session on 1 July 2013.

17.2 Annex: Awards and commendations at UNG in 2012/2013

Commendations awarded by the University of Nova Gorica are as follows:

- Honorary doctor
- Honorary member of the University of Nova Gorica
- Professor emeritus
- Golden Plate of the University of Nova Gorica
- Alumnus primus
- Alumnus optimus

Rules on the awards of the University of Nova Gorica, adopted by the UNG Governing Board on 25 Sept 2007, and amended on 14 January 2011.

In 2012/2013, UNG presented the following awards, commendations and honorary titles:

Honorary member: Suzan van Dijk, PhD

Golden Plate: Ivan Princes, MSc

Honorary doctor: Prof. Dirk Hoerder, PhD

University student awards:

Alumnus Primus

Joško Zamar, Rok Vidic, Tina Šuligoj, Jure Gregorčič, Aleš Bogovič, Sašo Gabršček, Anja Perše

Alumnus Optimus

Lucija Vidrih, Alja Markelj, Jelena Topić, Rok Vidic, Božica Špolad Žuber, Tina Šuligoj, Mateja Kregar Gliha, Daša Medvešček, Aleš Bogovič, Valerija Zabret

Presentation of awards and commendations took place at the Lanthieri Mansion on 17 October 2013, within the framework of the opening of a new academic year at the University of Nova Gorica.

Honorary Member of the University of Nova Gorica Suzan van Dijk, PhD

At its session on 16 May 2013, the Senate of the University of Nova Gorica decided that the title of Honorary Member of the University of Nova Gorica be awarded to Dr Suzan van Dijk as a sign of recognition of her exceptional contribution to the development of scientific excellence of the University of Nova Gorica in the field of literary historical studies of women writers.

Dr Suzan van Dijk has been a visiting researcher at the Huygens Institute of the Royal Netherlands Academy of Arts and Sciences since 2008, where she is focusing on the literary creativity of women writers and their reception in relation to digital humanities. In 2009, Dr van Dijk became Chair of the COST Action Women Writers in History project, which has been the only one of its kind in the field of literary sciences. One of the important research fields within the project is the analysis of quantitative data on the reception of female authors which we enter in the Women Writers database. Insight provided by such studies shows a new image of the presence of European female poets and writers in the modern literary world.

Dr van Dijk is the editor of many international scientific monographs and the author of scientific articles in which she presents the findings of her studies on French and Dutch women writers. Numerous invited lectures at renowned universities, and plenary lectures held at conferences, only confirm her scientific excellence. Dr van Dijk has been intensively cooperating with the University of Nova Gorica since 2008. The first cooperation was a successful registration of the mentioned COST Action Women Writers in History project. Within the framework of this project, the University of Nova Gorica organised a symposium titled Women's Authorship in Literatures of Small Countries in the 19th Century with many internationally renowned speakers. With the help of Dr van Dijk, the University of Nova Gorica has been successfully developing the field of literary historical studies of female authors and presented Slovenian women writers to the international audiences. In connection with the Women Writers database, we also began developing digital humanities.

Welcoming new colleagues, Dr van Dijk accepted and supported the studies of Slovenian women writers and the reception of foreign female authors in Slovenia. The studies, which had previously been mainly of a national nature or limited to bilateral projects, thus became part of trans-cultural exchanges and won their place on the European map of literary history. Dr van Dijk was not only a mediator in this respect but invested her mentorship, motivation and sincere interest in the Slovenian culture and literature to help develop and give the literary historical studies of women writers at the University of Nova Gorica an international scope, thus making our University the leading Slovenian institution in this field.

Golden Plate of the University of Nova Gorica Ivan Princes, MSc

At its session on 27 March 2013, the Management Board of the University of Nova Gorica decided that the Golden Plate of the University of Nova Gorica be awarded to Ivan Princes, MSc, as a sign of recognition for his great merits in the expansion of the research and pedagogical infrastructure of the University of Nova Gorica.

In times when the University of Nova Gorica is facing spatial problems due to the fast growth of research and study programmes and almost complete absence of any kind of help from local communities, the zeal of Ivan Princes, MSc in caring for additional university infrastructure represents a notable exception. Ivan Princes, MSc has been showing his orientation towards solving social problems for years, as he has been successfully leading the Municipality of Vipava as its mayor since 1994. The list of projects that he has successfully completed during the years of non-professional performance of the office of mayor and thus notably affected the quality of life of the citizens of Vipava and the broader region is incredibly long and includes projects aimed at improving the infrastructure (water supply and road network) as well as projects from the field of education from the kindergarten to secondary school. Other notable projects include those related to facilitating the economy, such as the start of business zones and the modernisation of the electricity network. Successfully concluded

infrastructure investments in the field of sports, culture and senior citizens homes additionally show his exceptional feeling for his fellow man. Good heartedness is present in Ivan Princes' everyday life

and as a veterinarian, he is known for always being ready to help both pets and livestock. He also has an inherent wish for knowledge and education and at his veterinary clinic, he often deals with problems on the cutting edge of veterinary science

and together with his colleagues, publishes his achievements at international conferences. It is thus not surprising that in a very short span of time, in 2003, a contract for the long-term cooperation of the restoration and use of the Lanthieri Mansion was concluded between the Municipality of Vipava and the University of Nova Gorica, which served as basis for a fruitful cooperation in the next years. Mayor Princes was driven by an unstoppable wish to restore the dilapidated architectural pearl in the centre of Vipava, while he sensed that the cooperation with the University of Nova Gorica

would bring an institution to the municipality that could notably, and in the long-term, change the image of the town. In the years that followed, he took on a seemingly impossible task: to collect sufficient funds for the restoration of the mansion. He succeeded, together with his colleagues from the municipal administration and the colleagues from the University of Nova Gorica, and in 2011, the project of an exceptionally difficult restoration of the Lanthieri Mansion began. The project was very demanding, as full functionality of rooms for the research and pedagogical activities of the School for Viticulture and Enology, the Wine Research Centre and the Centre for Biomedical Sciences and Engineering had to be ensured while at the same time following the strict demands applying to protected monuments. The project was successfully concluded in a very short time, at the end of 2012. This also fulfilled the conditions for concluding a contract on an 85-year lease of the mansion between the Municipality of Vipava and the University of Nova Gorica and set the foundations for a long-term presence of the university in Vipava, which will have notable effects on the image of the town.

Honorary doctor – doctor honoris causa – of the University of Nova Gorica Prof. Dirk Hoerder, PhD:

At its session on 11 July 2013, the Senate of the University of Nova Gorica decided that the title of Honorary Doctor of the University of Nova Gorica – Doctor Honoris Causa – be awarded to Prof. Dirk Hoerder, PhD, as a sign of recognition for his exceptional scientific achievements in the field of history of migrations.

Professor Dirk Hoerder is Professor Emeritus at the Arizona State University in the United States of America, where he concluded his rich teaching career. He also held lectures at the Bremen University in Germany, the Saint Denis University in Paris, France, at the University of Toronto and in Vancouver, Canada and at the Duke University in North Carolina in the USA. He still holds lectures across the globe as a visiting professor, including lectures at the Erasmus Mundus study programme in Migration and Intercultural Relations, where the University of Nova Gorica is a consortium partner institution.

Professor Hoerder authored numerous fundamental works from the history of migrations and the working class, and from the history of women's migrations that have been published in over thirty books and countless articles that were published in numerous languages. His eight hundred page long history of global migrations, *Cultures in Contact*, which was published in 2002, is considered a reference work that opened the way to a completely different understanding of migrations and the world. Instead of building on the clash of civilisations, he builds on the contact of cultures and the wealth that migrations have enabled in the spiritual, cultural and material sense through the entire history of mankind. This magnum opus took thirty years to be completed

and in it Professor Hoerder reconceptualised both the Eurocentric as well as the male view of migrations and established the understanding of migrations as a key condition for understanding social changes in general. In 2003, the work brought him the Sharlin Prize of the Social Science History Association. This fundamental work on the history of migrations and the development of the humankind was translated into many languages. A month ago it was published also in Chinese.

Professor Hoerder is member of numerous advisory boards of professional associations. For years, he was president of the Association for Canadian Studies in German-language countries and a member of the International Council on Canadian Studies and vice-president of the International Social History Association. He was a network co-chair of the Migration and Ethnicity at the European Social Science History Conference and co-editor of the Building North America website.

Professor Hoerder is member of numerous international editorial boards of scientific journals and migration collections: The Frontiers of Humanities - series, *Project Global Migration History*, *Journal of Multilingual and Multicultural Development*, *Labour/ Le Travail*, *Journal of American Ethnic History*, if we were to name only a few. It also needs to be emphasised that Professor Hoerder is a member of the international editorial board of the *Dve domovini/Two Homelands* journal of the Slovenian Migration Institute with the Research Centre of the Slovenian Academy of Science and Arts. Since spring this year he has been the editor of the *Studies in Global Migration History* (Brill, Leiden). He is also coeditor of the *Transkulturelle Perspektiven* (V&R unipress, Göttingen) book series and next year, at his initiative, the series will feature a scientific monograph on Alexandrian women from Slovenia, in English. This will be the first extensive work on the migration of Alexandrians that will be available to the international expert public whose interest in women's migrations in the past and today is increasing. This special interest and sensitivity for women's migrations is undoubtedly one of the most important merits of Dirk Hoerder, who has been striving for decades – together with his late wife, the historian Christiane Harzig, and colleagues – for the history and present day of migrations to be understood also through the perspective of experiences and emotions of individual women, men and children.



REPUBLIC OF SLOVENIA
**MINISTRY OF EDUCATION,
SCIENCE AND SPORT**



Report on the monitoring of quality assurance procedures at UNG as a whole

Quality Assurance Committee of the University of Nova Gorica

Academic year 2012/2013

Status: September 2013



REPUBLIC OF SLOVENIA
**MINISTRY OF EDUCATION,
SCIENCE AND SPORT**



How to use the document and who is it intended for

Report on the monitoring of quality assurance procedures is a tool used by members of the UNG Quality Assurance Committee during the year to monitor all the self-evaluation elements in all areas of quality assurance at UNG as a whole (*the operation of the higher education institution, personnel, organization 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 chapter Table of activities is similar to the structure of the self-evaluation report of UNG, enabling a fast and effective analysis of collected data, and the assessment of current state and orientations 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 real, as well as time-defined.

Based on the activities monitored throughout the year, and based on their findings, the UNG Quality Assurance Committee 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.



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Table of activities

Number of activity	Area of activity (objectives)	Sources	Action plan	Performance criteria (measurable results)	Proposer of activity and deadline for activity completion	Reporting on results: (who to and when)	Progress: (date of examination and description of state)
1 STRATEGY, ORGANIZATION, MANAGEMENT AND ASSURANCE OF QUALITY OF EDUCATIONAL AND RESEARCH WORK							
1.1							
2 EDUCATIONAL ACTIVITY							
2.1							
3 RESEARCH ACTIVITY							
3.1							
4 PERSONNEL							
4.1							

»Operation part-financed by the European Union, the European Social Fund and the Ministry of Education, Science and Sport. Operation implemented in the framework of the Operational Programme for Human Resources Development for the Period 2007-2013, Priority axis 3: Development of human resources and lifelong learning; Main type of activity 3.3: Quality, competitiveness and responsiveness of higher education. «



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5.1							
6 MONITORING OF THE EMPLOYMENT OF GRADUATES, ALUMNI CLUB							
6.1							
7 DATA ON PREMISES FOR IMPLEMENTATION OF STUDY PROGRAMMES							
7.1							
8 FUNDING OF STUDY ACTIVITIES							
8.1							
9 COOPERATION WITH THE COMMUNITY							
9.1							
10. CAREER CENTRE							
10.1							
11. UNIVERSITY LIBRARY AND UNG PUBLISHER							

»Operation part-financed by the European Union, the European Social Fund and the Ministry of Education, Science and Sport. Operation implemented in the framework of the Operational Programme for Human Resources Development for the Period 2007-2013, Priority axis 3: Development of human resources and lifelong learning; Main type of activity 3.3: Quality, competitiveness and responsiveness of higher education. «



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11.1							
12. INTERNATIONAL OFFICE AND MOBILITY							
12.1							
13. STUDENT OFFICE							
13.1							
14. OTHER UNG RESOURCES SERVICES							
14.1							

»Operation part-financed by the European Union, the European Social Fund and the Ministry of Education, Science and Sport. Operation implemented in the framework of the Operational Programme for Human Resources Development for the Period 2007-2013, Priority axis 3: Development of human resources and lifelong learning; Main type of activity 3.3: Quality, competitiveness and responsiveness of higher education. «



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Important achievements or improvements

Established achievement/improvement	Development strategy and increase of influence

Examples of good practice

Examples of good practice for dissemination	Author	Proposed method of dissemination

Observations on the current state, trends (based on the last report, taking into consideration preliminary reports and future guidelines ...)

Drawn up by:

Approved by:

Members of the UNG Quality Assurance Committee
 Assurance Committee
 Representatives of UNG resources services

Chairman of the UNG Quality

»Operation part-financed by the European Union, the European Social Fund and the Ministry of Education, Science and Sport. Operation implemented in the framework of the Operational Programme for Human Resources Development for the Period 2007-2013, Priority axis 3: Development of human resources and lifelong learning; Main type of activity 3.3: Quality, competitiveness and responsiveness of higher education. «



REPUBLIC OF SLOVENIA
**MINISTRY OF EDUCATION,
SCIENCE AND SPORT**



Report on the monitoring of quality assurance procedures

at UNG school or academy

Quality Assurance Committee of the University of Nova Gorica

Academic year 2012/2013

Status: September 2013



REPUBLIC OF SLOVENIA
**MINISTRY OF EDUCATION,
SCIENCE AND SPORT**



How to use the document and who is it intended for

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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.



REPUBLIC OF SLOVENIA
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Table of activities

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1.1							
2 EDUCATIONAL ACTIVITY							
2.1							
3 RESEARCH ACTIVITY							
3.1							
4 PERSONNEL							
4.1							
5 STUDENTS							
5.1							

»Operation part-financed by the European Union, the European Social Fund and the Ministry of Education, Science and Sport. Operation implemented in the framework of the Operational Programme for Human Resources Development for the Period 2007-2013, Priority axis 3: Development of human resources and lifelong learning; Main type of activity 3.3: Quality, competitiveness and responsiveness of higher education. «



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6 MONITORING OF THE EMPLOYMENT OF GRADUATES, ALUMNI CLUB							
6.1							
7 DATA ON PREMISES FOR IMPLEMENTATION OF STUDY PROGRAMMES							
7.1							
8 FUNDING OF STUDY ACTIVITIES							
8.1							
9. COOPERATION WITH THE COMMUNITY							
9.1							

»Operation part-financed by the European Union, the European Social Fund and the Ministry of Education, Science and Sport. Operation implemented in the framework of the Operational Programme for Human Resources Development for the Period 2007-2013, Priority axis 3: Development of human resources and lifelong learning; Main type of activity 3.3: Quality, competitiveness and responsiveness of higher education. «



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Important achievements or improvements

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Observations on the current state, trends (based on the last report, taking into consideration preliminary reports and future guidelines ...)

Drawn up by:

UNG Quality Coordinator

Approved by:

Chairman of the UNG Quality Assurance Committee



GLOBAL INSTITUTIONAL PROFILES PROJECT

2013 PROFILE:

UNIVERSITY OF NOVA GORICA



INTRODUCTION

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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.

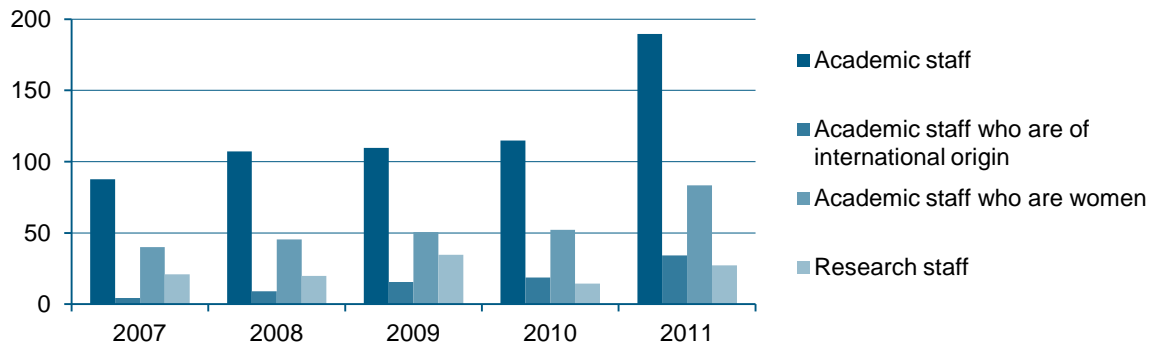
UNG is strongly oriented to international collaborations with similar institutions around the world and prepares joint international study programs. It fosters student and teacher exchange programs with European and other universities. A choice of the language of study is adapted to this aim, especially 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.

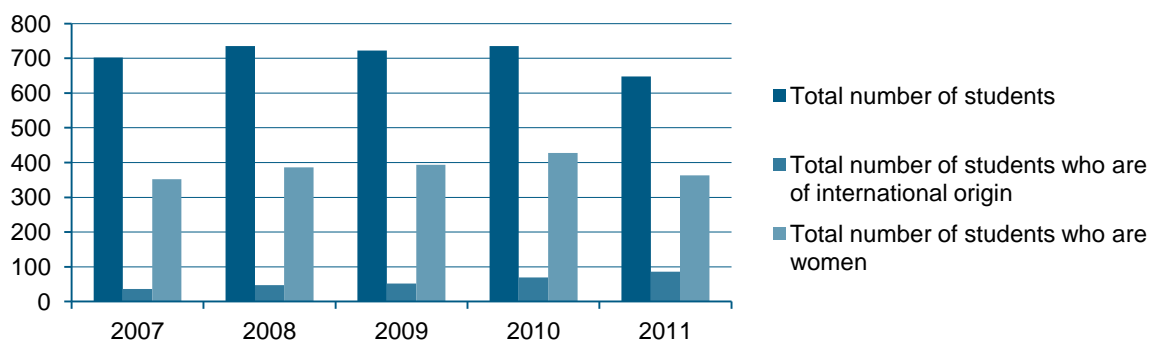


UNIVERSITY OF NOVA GORICA

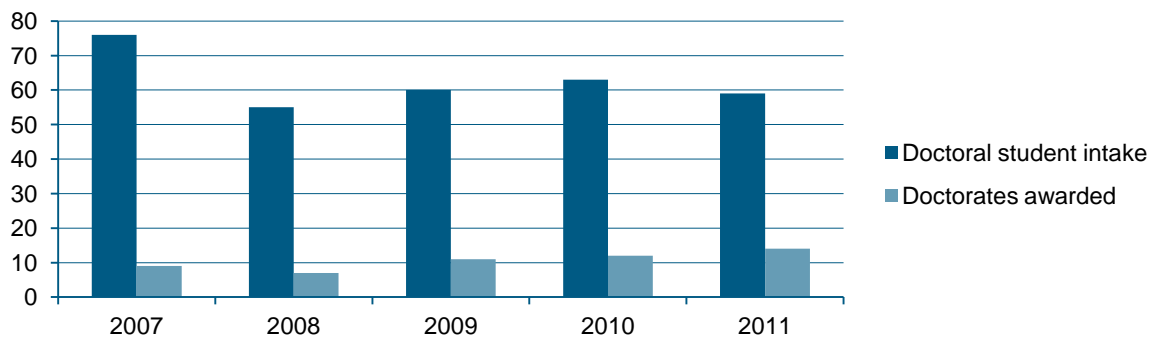
ACADEMIC & RESEARCH STAFF



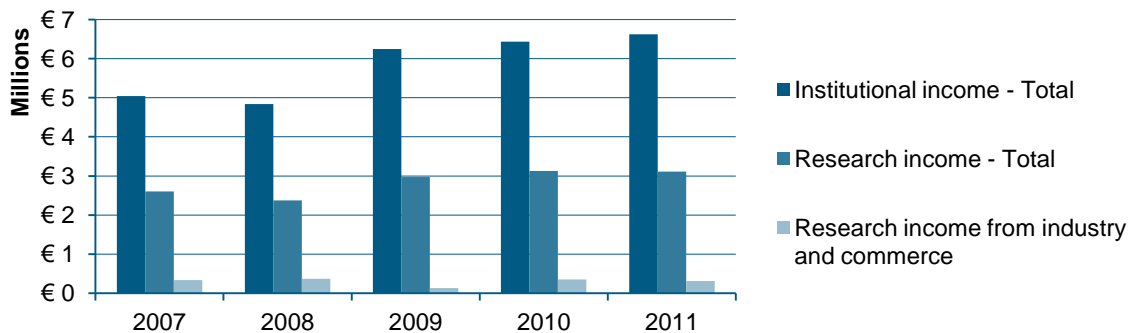
TOTAL NUMBER OF STUDENTS



DOCTORAL STUDENT INTAKE / OUTPUT



FUNDING



INSTITUTIONAL INDICATORS

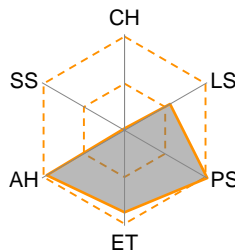
	2007	2008	2009	2010	2011
Academic Staff	88	107	110	115	190
- who are of international origin	4	9	16	19	34
- who are women	40	45	51	52	83
Research Staff	21	20	35	14	27
Total number of students	702	735	722	735	648
- who are of international origin	36	47	52	69	86
- who are women	352	386	394	428	363
Undergraduate student intake	182	213	174	182	120
- who are of international origin	2	5	3	2	5
- who are women	94	127	99	108	64
Undergraduate degrees awarded	34	41	40	77	87
Master or equivalent student intake				36	33
- who are of international origin				6	0
- who are women				17	9
Master's degrees awarded				7	12
Doctoral students admitted	76	55	60	63	59
Doctorates awarded	9	7	11	12	14
Institutional income	€ 5,046,220	€ 4,840,528	€ 6,248,422	€ 6,430,816	€ 6,616,979
Research income	€ 2,601,540	€ 2,376,874	€ 2,972,779	€ 3,130,763	€ 3,110,218
- Research income from industry and commerce	€ 338,001	€ 368,008	€ 134,566	€ 351,093	€ 317,339



SUBJECT SPECIFIC DATA - TEACHING AND INSTITUTIONAL

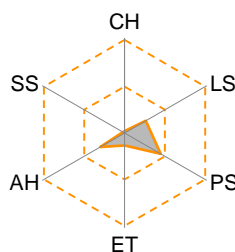
Academic staff / students

CH	Clinical, pre-clinical & health	
LS	Life sciences	54
PS	Physical sciences	100
ET	Engineering & technology	86
AH	Arts & humanities	94
SS	Social sciences	



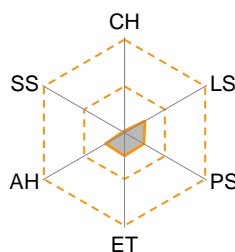
Doctoral degrees awarded / academic staff

CH	Clinical, pre-clinical & health	
LS	Life sciences	24
PS	Physical sciences	43
ET	Engineering & technology	11
AH	Arts & humanities	28
SS	Social sciences	



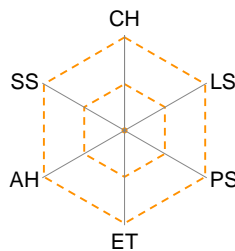
Institutional income / academic staff

CH	Clinical, pre-clinical & health	
LS	Life sciences	23
PS	Physical sciences	22
ET	Engineering & technology	23
AH	Arts & humanities	22
SS	Social sciences	



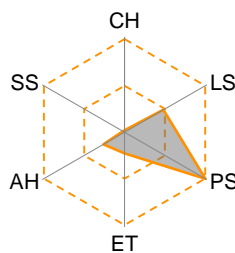
Teaching reputation

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



Academic staff - international / academic staff

CH	Clinical, pre-clinical & health	
LS	Life sciences	46
PS	Physical sciences	98
ET	Engineering & technology	21
AH	Arts & humanities	24
SS	Social sciences	



Where tables and graphs display blanks, the university has not supplied data.

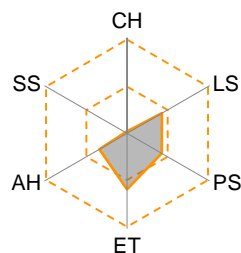


UNIVERSITY OF NOVA GORICA

SUBJECT SPECIFIC DATA - RESEARCH & CITATION IMPACT

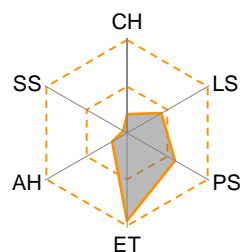
Papers / academic and research staff

CH	Clinical, pre-clinical & health	0
LS	Life sciences	41
PS	Physical sciences	41
ET	Engineering & technology	58
AH	Arts & humanities	32
SS	Social sciences	0



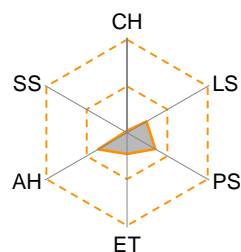
Normalized Citation Impact (country adjusted)

CH	Clinical, pre-clinical & health	18
LS	Life sciences	41
PS	Physical sciences	58
ET	Engineering & technology	92
AH	Arts & humanities	17
SS	Social sciences	3



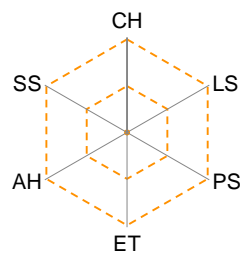
Research income / academic staff

CH	Clinical, pre-clinical & health	
LS	Life sciences	22
PS	Physical sciences	33
ET	Engineering & technology	21
AH	Arts & humanities	34
SS	Social sciences	



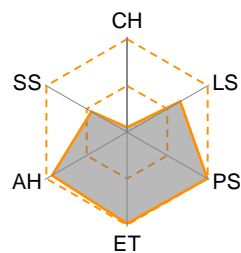
Research reputation

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	3
LS	Life sciences	64
PS	Physical sciences	98
ET	Engineering & technology	96
AH	Arts & humanities	91
SS	Social sciences	42



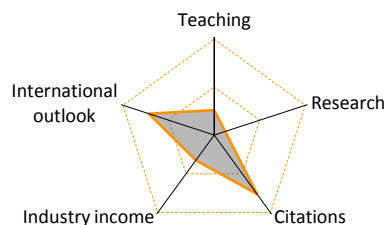
Where tables and graphs display blanks, the university has not supplied data.



UNIVERSITY OF NOVA GORICA

TIMES HIGHER EDUCATION WORLD UNIVERSITY RANKINGS INDICATORS

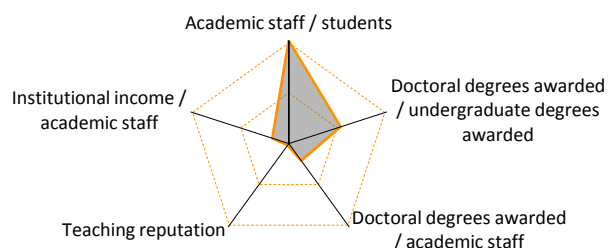
Teaching	24
Research	10
Citations	74
Industry income	31
International outlook	69



These data are the responsibility of Times Higher Education and are taken from their World University Rankings.

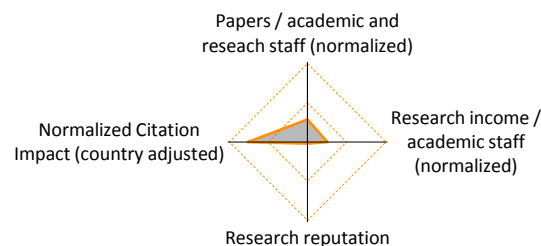
TEACHING INDICATORS

Academic staff / students	100
Doctoral degrees awarded / undergraduate degrees awarded	52
Doctoral degrees awarded / academic staff	19
Teaching reputation	0
Institutional income / academic staff	15



RESEARCH INDICATORS

Papers / academic and research staff (normalized)	27
Research income / academic staff (normalized)	24
Research reputation	0
Normalized Citation Impact (country adjusted)	74

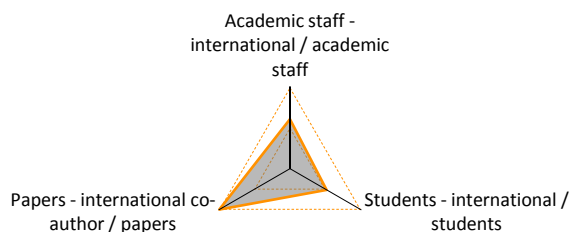


INDUSTRY INDICATORS

Research income from industry / academic staff	31
Industrial co-authorships *	N/A

INTERNATIONAL OUTLOOK INDICATORS

Academic staff - international / academic staff	59
Students - international / students	50
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

We hope you find this report informative and look forward to many years of collaboration to improve our multidimensional approach to institutional profiling, data validation, and qualitative assessment. For over half a century Thomson Reuters has pioneered the world of citation indexing and analysis. All of our analytics tools and services are underpinned by the gold standard citation data in the *Web of Science*[®]. We are therefore uniquely positioned to help you and your institution make informed decisions about current and future research and organizational strategies. We look forward to continuing our partnership with you and welcome any feedback you may have.

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