

FAKULTETA ZA  
UPORABNE DRUŽBENE ŠTUDIJE  
V NOVI GORICI  
SCHOOL OF ADVANCED SOCIAL STUDIES

# STRATEGIC PLAN OF THE SCHOOL OF ADVANCED SOCIAL STUDIES IN NOVA GORICA 2015-2020

The strategic plan was adopted at the 7th meeting of the SASS Senate on 29. January 2015, and amended at the 13th meeting of the SASS Senate on 12 May 2017 and on the 3rd meeting of the SASS Senate on 14 December 2017.

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## 1. DEAN'S SUMMARY OF THE STRATEGIC PLAN

The adoption of the Strategic Plan for the period 2015-2020 represents an important milestone in the development of the School of Advanced Social Studies in Nova Gorica.

On the one hand, we keep making progress in the development of the School which has so far proved to be successful, as the School has made progress and demonstrated, through internal evaluation procedures, national institutional evaluation by SQAA and international evaluation by IEP, that it meets all the relevant quality standards.

On the other hand, the decision for the present Strategic Plan also means important changes in quality, which are reflected in all areas. These changes are based on analyses and require excellence as well as flexibility in the circumstances that are still extremely uncertain and unpredictable. Therefore, they cover both types of requirements.

The mission and vision are now more precisely formulated with the right combination of ambition and realism, which has been developed in the previous years of operation. The values remain the same as they have already been established. The strategic orientations are clearer and divided to only four key areas: scientific research and development excellence, study excellence, business excellence and environmental responsibility.

At the level of scientific research and development excellence, we intend to make a significant shift from quantity to quality. After SASS has been ranked at the top of Slovenian social sciences in terms of quantitatively measurable achievements per employed researcher in recent years, we have reached the point when an upgrade in the direction of true excellence in scientific achievements is required: publications in the highest ranked scientific journals, the most reputable international publishers, and increase in the recognition of our own publications. The approach to project applications is becoming more systematic, more team-based and more internationalized, through the strengthening of international partnerships in this field.

At the level of study excellence, our key challenge remains how to attract a larger number of motivated students, while we also need to thoroughly modernize all study programmes and modes of study, which must remain strongly connected with the needs of the environment and focused on the student.

At the level of business excellence, we will continue to pay attention to the successful cooperation of all stakeholders of the School. We are ambitious in our planning but with due caution, and we make our best efforts to achieve a greater diversity of the School's revenues and to avoid relying on a single source. The share of assets earned on the market through educational and research services will need to increase so that we will be able to reduce the dependence of the School on public funds.

We also maintain a strong emphasis on environmental responsibility, which has helped us in the past to favourably establish our School in both the local and the global environment.

prof. Matej Makarovič, PhD

Dean

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## 2. STARTING POINTS AND APPROACH TO THE DEVELOPMENT OF THE STRATEGIC PLAN

### 2.1 General information about the establishment and development of the School

The School of Advanced Social Studies in Nova Gorica (SASS) was established as an independent private higher education institution on 15 June 2006, as an institution that would provide the flexibility of a small academic institution and still achieve the best possible quality in all areas of its operation and not only reach, but also significantly exceed other well-established institutions. The School aims to become a comprehensive centre of social science knowledge, which will successfully meet the challenges that the area of higher education is facing in the field of social sciences, as the Slovenian and European trends are promoting technical and natural sciences.

All study programmes at the School are prepared and implemented in accordance with the Bologna standards: the period of undergraduate programmes is three years with 180 credit points, the period of master's programmes is two years with 120 credit points each, and the period of doctoral programmes is three years with 180 credit points.

In 2007, SASS started implementing the pedagogical process at both the undergraduate and postgraduate cycles. In the academic year 2007/8, it started implementing three full-time study programmes, namely the undergraduate study program Advanced Social Studies, the master's study programme Intercultural Management and Informatics in Contemporary Society. The study programme Informatics in Contemporary Society was also implemented as a part-time professional study programme. All three programmes titled Informatics in Contemporary Society were transferred in 2008 to the public Faculty of Information Studies, which was also established on their basis.

In 2008, the School obtained accreditation for a doctoral programme of Sociology, thus vertically completing the system of study programmes, i.e. at the undergraduate, master's and doctoral levels, and a year later, we started creating an additional vertical line in the field of social management, where we obtained accreditation for an undergraduate professional programme and a master's programme titled Social Management. The professional programme is currently implemented as part-time studies and the master's programme has not been implemented yet.

After longer efforts in this field, a third vertical line of study programmes was launched in the academic year 2012/13 in the field of psychosocial counselling and with an emphasis on psychotherapeutic approaches. This line comprises a professional programme and a master's programme titled Psychosocial Counselling.

We purchased and arranged the premises at Gregorčičeva 19 in Nova Gorica, in order to provide strongly appropriate conditions for research and pedagogical work at the home location. We opened our own lecture rooms, cabinets for pedagogical and research staff, premises for the Dean's office and a well-equipped open access library.

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SASS implements study programmes at three locations. The dislocated unit in Novo mesto was eventually limited to the master's programme Intercultural Management, while we strengthened the unit in Ljubljana, which implements the undergraduate programmes of Advanced Social Studies and Social Management, the master's programme of Intercultural management, as well as individual support activities for the doctoral programme of Sociology and for both programmes in the field of Psychosocial Counselling.

On the basis of an external evaluation by the SQAA in 2013, the School obtained re-accreditation as an institution as well as for its two initial study programmes of Advanced Social Studies and Intercultural Management for an additional period of 7 years. In the years 2014-2015, the School also underwent an international evaluation within the Institutional Evaluation Programme (IEP).

The School is aware of the importance of its involvement in the international context and therefore enables teaching and research-related exchanges to students and lecturers with the help of its foreign partners.

SASS is one of the few Slovenian schools that started with serious research work even before the pedagogical process began to take place within the School. This applies to the research work with highly useful orientation, as the addressed issues are extremely important from both the economic and the wider social point of view. SASS researchers have repeatedly proven that they do not avoid delicate topics but rather address them in accordance with the standards of scientific impartiality and with rigorously and correctness in terms of research and methodology. In addition, the School has started to pursue the activities in order to win research projects in domestic and international tenders, including within the EU, and in 2014, we successfully completed the project Making Migrations Work for Development.

Four institutes have been established at the School, namely in the fields of social and political research, psychotherapy, regional development and social risks. The research work at the School is largely related to the Democracy and Development programme group. In 2013, the School acquired the infrastructure programme „Slovenski utrip“ on the basis of previously implemented public opinion surveys.

The School addresses the challenges by following its original four basic guidelines:

- **Interdisciplinarity.** Despite the relatively solid development of individual social sciences in Slovenian society, their interconnectedness is relatively low. This lack of connections is also evident from the professional profiles created by the existing educational institutions, as relatively narrowly specialized and therefore less flexible professional profiles are predominant. Until the establishment of SASS, a broader interdisciplinary or even transdisciplinary social science profile was practically non-existent, although the labour market would often find it more useful than a very narrowly specialized profile. The School promotes interdisciplinarity in both its pedagogical and research work.
- **International orientation.** The field of social sciences is evidently becoming more international. Successful integration into the international environment and achieving international standards in research and learning outcomes has become - also in the social sciences - a key measure of success. International orientation is not just a catchphrase at our School. We established formal cooperation with various foreign partners since the very beginning and joined student and staff exchange schemes.

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We let the foreign associates participate in the formulation and implementation of study programmes, especially at the doctoral level, where foreign associates play a central role.

- **Quality.** The School pays special attention to high theoretical awareness and methodological quality of its research. The experience so far and notable international recognition of the higher education teachers and researchers involved provide a guarantee of research excellence in basic projects as well as in all those projects aimed directly at users in the economy, local community, region and the country and other users.
- **Applicability.** A number of social sciences still doesn't put a sufficient emphasis on the direct applicative dimension. This applies both to the direct transfer of knowledge from academia to the economy, the state and the entire public and non-governmental sphere, and to the lack of coordination between the generated graduate profiles and the labour market requirements expecting a broader profile of graduates with methodological and applied knowledge. At our School, applicability is reflected in two aspects, namely in the structure of the study programmes and in its research activities.

The School is an educational institution, but we do not strive to surpass some already established institutions in terms of the number of students. Our strategic orientation is the high quality of educational processes supporting extensive scientific research works, which is the focus of a significant part of the activities. The School of Advanced Social Studies is a research-oriented school. We therefore generated a new centre of useful social science knowledge in Nova Gorica and integrated it in the local, regional and national economy and labour markets. The centre benefits from many previously unexploited opportunities - niches - in the development of social sciences at the national level and successfully integrates in the international environment and trends in the development of social sciences.

The School's mission is to educate and transfer knowledge with a quality that clearly reflects the pursuit of excellence in all fields. To achieve this mission and contribute to a knowledge-based society, we want to incorporate the principles of the modern paradigm of quality and excellence into our everyday work. The management system at SASS is thus based on the fundamental building blocks of a new organizational paradigm:

- focus on customers, especially students and clients ordering research services
- focus on results
- leadership and constancy of purpose
- process- and fact-based management
- employee development and involvement
- continuous learning, innovation and improvement
- developing partnerships
- social responsibility of the School.

## 2.2 Starting points for the development of the School's Strategic Plan

The strategic plan of the School is based on the following conceptual starting points:

- Europe 2020 strategy

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- Bologna Process documents starting with the Magna Charta Universitatum
- Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG prepared by ENQA)
- Higher Education Act
- SQAA Criteria for the accreditation and external evaluation of higher education institutions and study programmes.

The formulation of the School's strategic plan was based on the following assumptions:

- The education of the citizens of the Republic of Slovenia is an important factor in the successful development and establishment of our country in the international arena.
- For the success of the economy, a close connection and mutual exchange between the higher education area and the economy, i.e. the wider environment, is necessary.
- The School must offer its clients as wide a scope as possible of possibilities, opportunities and initiatives for their active involvement in research and development work, co-creation of study programmes and development plans of the School.
- The priorities of the research are focused on the studying of contemporary phenomena that originate from the interaction of an ever-changing environment and human interaction with the environment.
- In addition to subject-specific competencies, modern study programmes should also ensure interdisciplinarity, multidisciplinary and the acquisition of key (or generic) competencies that enable the graduates to successfully adapt and learn in different work environments, and vertical, horizontal and diagonal mobility in their employment and further education.

### **2.3 The policy and strategy are based on the current and future needs and expectations of all the parties involved**

This may include:

- collecting and understanding information about the market and market segments in which the organization operates and intends to operate in the future;
- identifying, understanding and anticipating the needs and expectations of current and future stakeholders, including customers, employees, partners, the society and shareholders;
- identifying, understanding and anticipating market developments, including the activities of the competition.

### **2.4 Policy and strategy are based on information obtained through performance measurement, research, learning and related external activities**

This may include:

- analysis of internal performance indicators;
- analysis of learning outcomes;
- analysis of corporate identity and brand awareness data;
- analysis of the operations of competition and the best organizations in the industry;
- analysis of data on key competencies of existing or potential partners;
- analysis of data from short-term and long-term social, environmental, security and legislative issues;

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- analysis of data on the success of products and services throughout their life cycle;
- identifying and understanding economic and demographic indicators;
- data analysis to determine the impact of new technologies and business models on the operation of the organization.

## **2.5 The organization develops, reviews and updates its policy and strategy**

This may include:

- developing, reviewing and updating policies and strategies in line with the mission, vision, values and principles of excellence of the organization;
- balancing the short-term and long-term needs and expectations of all stakeholders;
- risk assessment and finding ways to cope with these risks;
- identifying current and future competitive advantages;
- identifying key competencies and needs for partnerships/alliances to implement the policy and strategy;
- ensuring the presence in established markets and recognizing the need for change in the marketing approach;
- coordinating own strategy with the strategy of partners and alliances;
- identifying critical success factors;
- coordination and continuous development of social and environmental standards with partners;
- evaluating the relevance and effectiveness of the policy and strategy.

### **The organization communicates its policy and strategy and disseminates them through key processes**

This may include:

- Identifying, planning and communicating the framework of key processes needed to implement the organization's policy and strategy;
- communicating the policy and strategy to stakeholders and evaluating their awareness of them;
- coordinating, prioritizing, negotiating, sequential classification and communicating of plans, objectives and intentions, and monitoring achievements;
- establishing organization-wide reporting mechanisms in order to track progress.

## **2.7 Basic information about the School's Strategic Plan**

The School's Strategic Plan is the basic development planning document, which was prepared by the Academic Assembly, the Senate, the Administrative Board and the administrative staff within two strategic conferences (from 26-27 January 2014 and from 20 December 2014). The final document was adopted at the Senate meeting on 22 January 2015. On 26 March 2015, it was presented at the meeting of the Board of Trustees.

### 3. MISSION, VISION, VALUES AND STRATEGIC ORIENTATIONS OF THE SCHOOL

#### 3.1 Mission

*We are committed to innovation and excellence of knowledge. We encourage intellectual reflection and transfer of scientific knowledge to the local and global environment. We educate responsible individuals who are able to perform their work in a competent manner and actively address the situation on the market and in the society. This way, we co-create the conditions for receptiveness, freedom and prosperity.*

#### 3.2 Vision

*We intend to become one of the leading European centres in selected fields of social science, and our graduates will be among the most sought-after experts in their field.*

#### 3.3 Values in organizational culture

- **Truth:** Truthfulness is the primary consideration in the scientific and pedagogical activities, which means searching for new knowledge about the phenomena studied and dissemination of knowledge about them in a credible and intellectually honest way.
- **Freedom:** The right to freedom of creation, research and dissemination of knowledge.
- **Autonomy:** The independence of the School and its associates from the political, economic, and ideological power centres.
- **Responsibility:** The commitment of the School and its associates to the promotion of academic standards and their focus on ensuring the well-being of students, other stakeholders, the academic community and the society as a whole.
- **Excellence:** Achieving top quality standards in all fields of School activity.
- **Creativity:** Ability to create new knowledge, original intellectual reflection and innovative solutions to social and technological problems.
- **Trust:** Affiliation of School's associates and students to common objectives and principles, mutual respect and understanding.

### 3.4 Strategic orientations of the School

- **Scientific research and development excellence**
- **Study excellence**
- **Business excellence**
- **Environmental responsibility**

## 4. ANALYSIS OF THE SCHOOL'S ENVIRONMENT

### 4.1 PEST Analysis

#### Political environment:

- The School's policies depend largely on national agencies and bodies, whose work may be politically conditioned.
- At the national level, the political environment is unfavourable to private higher education.
- We are expecting changes in higher education legislation with uncertain effects.
- The national level does not offer enough opportunities for active participation in the law-making process.

#### Economic environment:

- There is still a lack of awareness in the economy about the potential contribution of properly trained social science profiles; profiles from SASS are still insufficiently recognizable. Larger university centres (Ljubljana, Maribor, Koper) have relatively weak connections with the economy, which offers opportunities for new, flexible and dynamic institutions.
- Demands of the economy for exclusively applied research, with insufficient awareness of potential contributions of social sciences.

#### Socio-cultural environment:

- The School is located at the border in a specific multicultural environment, at the crossroads of three different cultural environments (Romance, Central Europe, South Eastern Europe).
- The share of young people enrolled in tertiary education has been increasing over the last two decades, but in absolute terms, it will continue to decline due to less numerous generations.
- Thanks to the relatively good living standard and cultural compatibility, Slovenia can develop into an attractive destination for quality academic staff, especially from Eastern and South Eastern Europe.
- Given the smaller generations and the ageing population, one of the School's opportunities is to focus on lifelong learning and the international environment.
- The visibility of the School in Slovenia is still insufficient, which is evident even in the local environment. Local and other media channels should be used to stimulate interest in the events and activities within the School.
- The School is a reliable partner in the field of joint projects with the economy and non-economy.

#### Technological environment:

- The technological intensity of the Slovenian economy and its innovation level are relatively low.

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- At the regional and national level, a supportive environment is established to promote scientific and technological development.
- Connections between academic, research and economic spheres are focused on innovation, which is the main generator of development and competitiveness.
- Research and educational institutions in the Republic of Slovenia have a relatively modest technological infrastructure

## 4.2 SWOT Analysis

### Strengths:

- High quality of the formulation and implementation of study and research programmes
- Small size, flexibility and dynamism
- Excellent mutual relationships
- Topicality of study fields
- Young, innovative team with high ambitions
- Interdisciplinary research
- Applicability and innovation of study contents
- Team work of employees
- Open for cooperation with the environment
- Dedication and motivation of the staff with regard to the mission, vision and values of the School
- School independence
- Homogeneity of the management team
- Emphasized orientation toward research
- Intertwined teaching and research activities
- Integration into the local environment
- Friendly and flexible attitude toward students
- Work in small groups
- Understanding the needs of employees
- Recruitment of foreign higher education teachers and researchers

### Weaknesses:

- Insufficient visibility of the School
- Coverage of multiple courses by the same teachers
- Pedagogical overload of teachers
- Overburdened technical staff
- Slowdown in the completion of studies in the last year of study
- Passivity of students
- Insufficient availability of current scientific periodicals
- Financial vulnerability
- Lack of interconnection between the members of the Academic Assembly

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- Excessive share of fictitious enrolment in individual programs
- Lack of resources for truly excellent project applications and scientific publications
- Insufficient IT support
- Insufficient activity of the Student Council

Opportunities:

- Reputation of the members of the Academic Board
- Location next to the border
- Students staying in the home region - minor migrations
- Connecting with primary and secondary education institutions
- Needs for additional education
- Low flexibility of existing universities
- Identifying and meeting the needs and interests of regional employers
- Local politics and the economy favours the development of higher education
- Expanded programme in the School offer
- Improvement of the quality of knowledge transfer by involving the best experts
- Provision of commercial educational services
- Focus on marginal groups
- Integration into EU projects
- Involvement of invited eminent experts
- Mobility and exchanges
- Connections with foreign universities
- Lifelong learning
- Providing psychotherapeutic counselling and education, also for the needs of economy

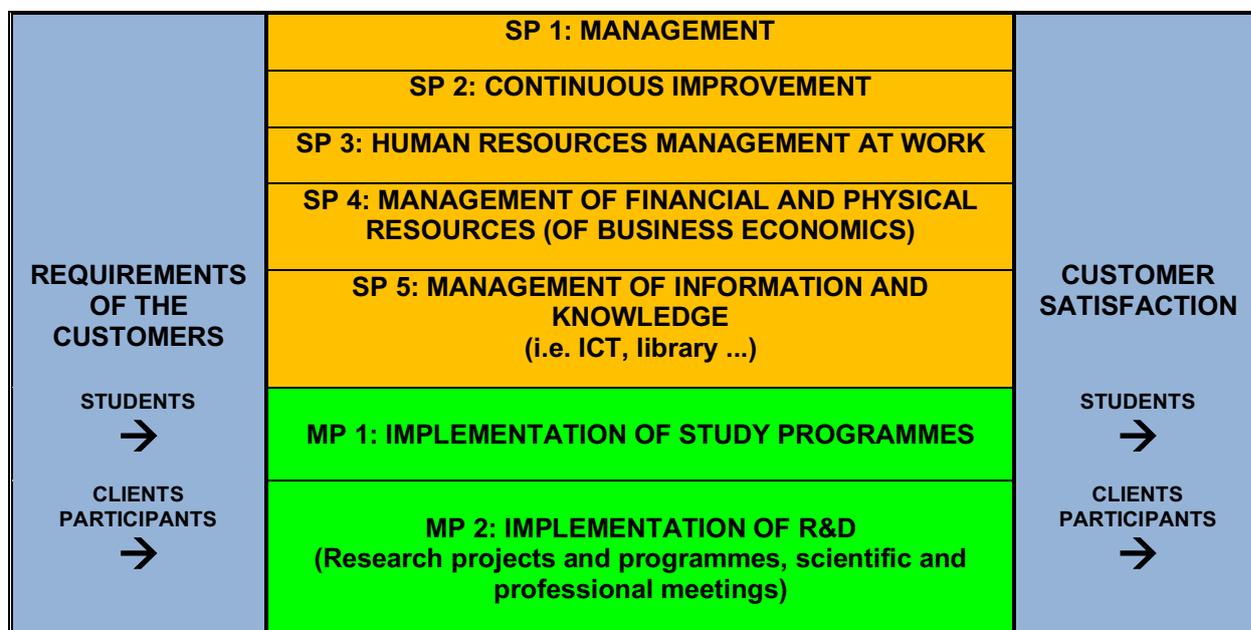
Threats:

- Amendment of legislation to the detriment of independent and private higher education institutions
- Existing state universities are restricting the development of the School
- Lack of awareness on the importance and dimensions of higher education
- Republic of Slovenia changed the financing
- Hostile attitude of some important actors toward independent higher education institutions
- Danger of media persecution and blocking
- Insufficient number of student applications
- Insufficient number of partners in the economy
- Bias in the selection of publicly funded projects
- Instability of the institutional environment
- Insufficient involvement in international networks of the most eminent researchers and academic institutions

## 5. PROCESS-BASED APPROACH AND STRATEGIC OBJECTIVES OF THE SCHOOL

### 5.1 Process-based approach at the School

NOTE: SP - support processes MP- main processes



MP 1: IMPLEMENTATION OF STUDY PROGRAMMES							
MARKET NEEDS ANALYSIS	DEVELOPMENT OF PROGRAMMES	MARKETING OF PROGRAMMES AND ENROLMENT OF STUDENTS	PROGRAMMES 1st cycle	PROGRAMMES 2nd cycle	PROGRAMMES 3rd cycle	POST-STUDY ACTIVITIES	
			ACTIVITIES FOR THE IMPLEMENTATION OF STUDY PROGRAMMES				
MP 2: IMPLEMENTATION OF R&D							
MP 2.1: PROJECTS							
FOLLOWING TENDERS AND THE MARKET	PREPARATION OF PROJECT PROPOSALS	APPLICATIONS TO TENDERS	ACQUIRING PROJECTS AND ANALYSIS OF LOST PROJECTS	PROJECT IMPLEMENTATION AND ANALYSIS	DELIVERY OF THE PROJECT TO THE CLIENT	MONITORING OF IMPLEMENTATIONS AND IMPROVEMENT MEASURES	POST - PROJECT ACTIVITIES
MP 2.2: CONFERENCE EVENTS							
MARKET RESEARCH AND NEEDS ANALYSIS	PREPARATION OF CONFERENCE PROGRAM-ORGANIZATION, RESOURCES	OBTAINING CONF. OPERATORS	PROMOTION AND MARKETING OF CONFERENCE AND APPLICATIONS	IMPLEMENTATION OF CONFERENCE	FEEDBACK FROM THE PARTICIPANTS AND THE PUBLIC	POST-CONFERENCE ACTIVITIES	

## 5.2 Strategic objectives of the School

We have derived at least five strategic objectives per every strategic guideline and quantified them for the period of the next five years. These strategic objectives serve as a baseline for the preparation of annual work plans.

### Strategic guideline 1: Research and development excellence

Number	Strategic Objective	Indicator	Source, calculation method	Unit	2015	2016	2017	2018	2019	2020
1.1	Publication performance	Number of points taken into account per full-time researcher	Sicris; number of points for RO (database of research and development providers) in an individual year/number of full-time employees with the status of researcher according to Slovenian Research Agency as at 31 December of the same year; Sicris points	Sicris points	90	100	100	100	100	100
1.2	Publishing excellence	Number of publications in the first half of IF according to JCR or SNIP and scientific monographs published by publishers from the Slovenian Research Agency's list per full-time researcher	Sicris; number of publications for RO in an individual year/number of full-time employees with the status of researcher according to Slovenian Research Agency as at 31 December of the same year; Sicris points	Number of publications	0.3	0.4	0.4	0.4	0.5	0.5
1.3	Notable work (pure citations)	Number of pure citations in the last 10 years	Sicris; number of pure citations for RO in an individual year/number of full-time employees with the status of researcher according to Slovenian Research Agency as at 31 December of the same year; Sicris points	Number of norm. citat.	15	20	18	20	22	24
1.4	Research for the needs of the EU	Annual revenues obtained directly from the EU for the needs of research and development	Project coordinator, financial and accounting records according to the balance sheet	EUR 1000	20	100	70	100	120	140
1.5	Research for national needs	Annual revenues obtained from Slovenian Research Agency, ministries, local communities and other legal entities of the public sector for the needs of research and development	Project coordinator, financial and accounting records according to the balance sheet	EUR 1000	420	450	180	250	275	275
1.6	Research for the needs of the market (business and non-governmental sector)	Annual revenues obtained from companies and non-governmental sector for the needs of research and development	Project coordinator, financial and accounting records according to the balance sheet	EUR 1000	100	100	50	55	60	65
1.7	Extent of conference events	Number of all speakers at scientific and professional conferences and workshops organized or co-organized by the School in an individual year	Project coordinator, event organizers	Number of participants	50	55	60	65	70	75
1.8	Internationalization of conference events	Share of foreign speakers at scientific and professional conferences and workshops organized or co-organized by the School in each year	Project coordinator, event organizers	%	70	72	74	76	78	80
1.9	User Satisfaction	The number of warnings and complaints regarding the implementation of research projects by the client or funder per year	Project coordinator	Number	0	0	0	0	0	0
1.10	Appropriateness of implementation	Number of contracts terminated by the client or funder due to improper performance by the School per year	Project coordinator	Number	0	0	0	0	0	0

**Strategic guideline 2: Study excellence**

Number	Strategic Objective	Indicator	Source, calculation method	Unit	2014 /15	2015 /16	2016 /17	2017 /18	2018 /19	2019 /20	2020 /2021
2.1	Increase in interest in the programme and student enrolment - Advanced social sciences (1st cycle)	Total number of all enrolled students (with student status) - Advanced social sciences (all years, all locations)  * After the last enrolment deadline in the current academic year	SASS student office; VIS data - number of enrolled students	Number	83	90	100	70	75	80	80
2.2	Increase in interest in the programme and student enrolment - SM (1st cycle)	Total number of all enrolled students (with student status) - SM (all years, all locations)  * After the last enrolment deadline in the current academic year	SASS student office; VIS data - number of enrolled students	Number	46	50	55	46	50	50	50
2.3	Increase in interest in the programme and student enrolment - Psychosocial counselling (1st cycle)	Total number of all enrolled students (with student status) - Psychosocial counselling (all years, all locations)  * After the last enrolment deadline in the current academic year	SASS student office; VIS data - number of enrolled students	Number	64	70	71	72	73	74	74
2.4	Increase in interest in the programme and student enrolment - Intercultural management (1st cycle)	Total number of all enrolled students (with student status) - IM (all years, all locations)  * After the last enrolment deadline in the current academic year	SASS student office; VIS data - number of enrolled students	Number	120	122	124	110	90	94	100
2.5	Increase in interest in the programme and student enrolment - Psychosocial counselling (2nd cycle)	Total number of all enrolled students (with student status) - Psychosocial counselling (all years, all locations)  * After the last enrolment deadline in the current academic year	SASS student office; VIS data - number of enrolled students	Number	24	26	28	30	34	38	38
2.6	Increase in interest in the programme and student enrolment in doctoral studies (3rd cycle)	Total number of all enrolled students (with student status) - SOC (all years, all locations)  * After the last enrolment deadline in the current academic year	SASS student office; VIS data - number of enrolled students	Number	37	39	41	30	30	30	30
2.7	Increase in the number of enrolled students in the first application period (1st year)	Share of all enrolled students in the 1st application deadline  * In October for the current academic year	SASS student office; share of enrolled students on the date of the 1st enrolment deadline, with regard to the total number of enrolled students	%	22.5	27	32	22.5	25	27.5	27.5
2.8	Entry quality of students that completed the matura final exam and enrolled in undergraduate programmes	Average number of points achieved at the matura for those enrolled in the 1st cycle university programme  *As at the 1st enrolment deadline for the current academic year	SASS student office; average total no. of points that the enrolled students achieved at the matura exam	No. of points	14.3	15.0	15.0	16.0	16.0	16.0	16.0
2.9	Entry quality of students	Average number of points achieved at the vocational			15.19	15.50	15.50	16.00	16.00	16.00	16.00



2.19	High level of student satisfaction with the implementation of the teaching process	Average value of student satisfaction with the entire educational process (including all lecturers and assistants)  * In the current academic year	Student surveys, average score of student satisfaction with the studies at SASS	value 1-5	4.4	4.4	4.4	4.4	4.5	4.5	4.5
2.20	High level of student satisfaction with the general image of the School	Average score of student satisfaction with the general image of the School  * In the current academic year	Student surveys, average score with regard to student satisfaction	value 1-5	4.1	4.2	4.3	4.4	4.4	4.4	4.5
2.21	High level of student satisfaction with the student's office and the library	Average score of student satisfaction with the student's office and the library  * In the current academic year	Student surveys, average score with regard to student satisfaction	value 1-5	4.1	4.2	4.3	4.3	4.4	4.4	4.4
2.22	Established cooperation with the Western Balkans region	Number of students from the Western Balkans enrolled in SASS (all levels and programmes) in the current academic year	SASS student office; number of foreign students involved in the pedagogical process at SASS	Number	/	/	/	/	30	30	30

### Strategic guideline 3: Business excellence

Number	Strategic Objective	Indicator (Balance sheet data)	Source, calculation method	Unit	2015	2016	2017	2018	2019	2020
3.1	Revenue growth	Revenue growth rate	Financial department, growth rate calculation (balance sheet data)	%	0	2	1	2	2	3
3.2	Business performance of study programmes	Share of revenue from tuition fees (compared to total revenue of School)	Financial department, share calculation (balance sheet data)	%	25	30	31	32	33	34
3.3	Business performance of research	Share of revenue from R & D (compared to total revenue of School)	Financial department, share calculation (balance sheet data)	%	20	30	30	32	35	40
3.4	Financial performance	Surplus of revenue over expenditure	Financial department, surplus calculation (balance sheet data)	in EUR	50,000	50,000	100,000	100,000	100,000	100,000
3.5	Staff satisfaction	Index of employee and associate satisfaction at work	Secretary General/employee survey/assessment of satisfaction	Value 1-5	4.3	4.4	4.4	4.5	4.5	4.5
3.6	Staff affiliation	Number of employment terminations at the initiative of the employee and number of formal employee complaints	Secretary General/number of formal applications	Number	0	0	0	0	0	0
3.7	Staff involvement	Number of social events for employees and associates	Project Coordinator/number of events primarily organized for the purpose of socialization among co-workers	Number	2	3	3	3	3	3
3.8	Staff internationalization	Number of international exchanges for employees and associates	Project coordinator /statistics/number of mobility events longer than 5 days	Number	3	4	4	5	5	5

**Strategic guideline 4: Environmental responsibility**

Number	Strategic Objective	Indicator (Balance sheet data)	Source, calculation method	Unit	2015	2016	2017	2018	2019	2020
4.1	Acknowledgement of research achievements	Presentations of research results to the general public	Project Coordinator/Number of presentations of research to the general public	No./month	5	5	6	6	7	7
4.2	Notable popular science and professional events	Number of visitors at popular science events of the School	Project Coordinator/Social Science Evenings Coordinator/Average number of visitors per event	No./Event	8	9	10	10	11	11
4.3	Energy efficiency	Energy consumption cost per student	Financial department/student office/coefficient in EUR/number of students	EUR/no. of students	18	18	17	17	16	16
4.4	Provision of information on SASS achievements	Annual number of SASS guides	Number of guides issued per year	No.	2	3	2	2	2	2
4.5	Popularization of social sciences among youth	Number of hours of free lectures at secondary schools From 2017 onwards: Number of young participants at events	PR coordinator /number of hours of lectures at secondary schools From 2017 onwards: Number of young participants at implemented events	No. cumulative for all schools From 2017 onwards: No. of participants	5	8	250	275	300	325

## 6. INTEGRATED PROGRAMMES 2015 - 2020

In terms of action plans for achieving long-term objectives and the strategic plan, we also prepared a five-year integrated programme with defined key measures and projects. This programme will essentially be used to draw ideas for annual work plans, giving individual measures the status of an internal project. For each such internal project, the Dean designates a project manager and a project team. The project manager formulates a detailed project implementation plan and is responsible for its quality management.

STRATEGIC GUIDELINE 1: <b>Scientific research and development excellence</b>		YEAR OF IMPLEMENTATION				
SER NO.	MEASURES FOR ACHIEVEMENT	2015	2016	2017	2018	2019
1.	Consolidation of the structure of institutes					
2.	Definition of project application and implementation procedures					
3.	Establishment of incentive system based on research performance					
4.	Enhancing the library with electronic databases					
5.	RSC magazine ranked in Scopus					
6.	RSC magazine ranked in SSCI					

STRATEGIC GUIDELINE 2: <b>Study excellence</b>		YEAR OF IMPLEMENTATION				
SER NO.	MEASURES FOR ACHIEVEMENT	2015	2016	2017	2018	2019
1.	Renewal of undergraduate study programmes					
2.	Renewal of master study programmes					
3.	Improving the student survey for self-evaluation					
4.	Systematic approach to the marketing of study programmes					
5.	Systematic coordination between higher education teachers and assistants					
6.	Ensuring uniform and strict evaluation standards					
7.	Systematic prevention of plagiarism among students					
8.	Expansion of the Erasmus network					
9.	Introduction of e-studies					

STRATEGIC GUIDELINE 3: <b>Business excellence</b>		YEAR OF IMPLEMENTATION				
SER NO.	MEASURES FOR ACHIEVEMENT	2015	2016	2017	2018	2019
1.	Upgrade of the School information system with process-based approach and management system with objectives					
2.	Strengthening of the unit in Ljubljana and establishing better connections					
3.	Implementation of international external evaluation of the School					

STRATEGIC GUIDELINE 4: <b>Environmental responsibility</b>		YEAR OF IMPLEMENTATION				
SER NO.	MEASURES FOR ACHIEVEMENT	2015	2016	2017	2018	2019
1.	Definition and introduction of means of monitoring the School's web and media presence					
2.	Strengthening of the School's activities in the fields of popular science and popular professional activities, particularly in Ljubljana					

The School of Advanced Social Studies	<b>STRATEGIC PLAN 2015-2020</b>	
		20/21

## **7. PROMOTION OF THE STRATEGIC PLAN**

The program for the promotion of the School's strategic plan includes the presentation of the key contents of the strategic plan (selectively by groups) to all parties involved, which are mostly also (from the first to the sixth indent) involved in its formulation and subsequent changes when necessary:

- Technical staff of the School
- School's Academic Assembly
- School's Senate
- School's Administrative Board
- School's Student Council
- Board of Trustees
- Media
- Publication of the Strategic Plan on the School's website

## **8. REVIEW AND UPDATING OF THE STRATEGIC PLAN**

Systematic review and updating of the Strategic Plan of the School includes:

- Ongoing monitoring, implementation and control over the implementation of strategic guidelines, and review, assessment and reporting to both internal competent bodies and external institutions.
- By monitoring and supervising the implementation of strategic guidelines, the School wants to ensure the appropriate quality and continuous improvement of the pedagogical, research and development and management process. The defined strategic guidelines will be operationalized by the School on an annual basis in its annual work programme.
- The annual work programme of the School is based on the starting points prepared by the management of the School every year, namely for the part of the activities for which strategic objectives are defined. This way, we want to ensure a transparent and strong connection between the strategic document and the annual work programme.
- Based on the strategic plan of the School, we prepare an annual programme and submit it to the competent ministry. In addition to the work programme, we also prepare a one-year financial plan, an investment plan and an investment maintenance plan.
- In the annual planning, we take into account the statutory deadlines applicable to the submission of work programmes and financial plans. On the proposal of the Dean, the School Senate addresses the report on the realization of the set objectives at least once a year. An integrated report on the achieved objectives is prepared once a year. The strategic plan is reviewed at least once in the period for which it was drawn up. In the event of major changes in the external or internal environment that could significantly affect its implementation, it should be reviewed several times.
- The Dean of the School is responsible for the placement and implementation of strategic guidelines and for reporting on the results of the realization of the objectives set in the Strategic Plan.

Month	Activity	Person in charge
January- February	Adoption of the annual report for the previous year in accordance with the Strategic Plan	Senate, Administrative Board
January- February	Adoption of the annual plan for the current year in accordance with the Strategic Plan	Senate, Administrative Board
March- April	Consideration and adoption of the self-evaluation report for the previous year in accordance with the objectives of the Strategic Plan	Student Council, Academic Assembly, Senate, Board of Trustees
April	Review of all environmental factors, new priorities, further activities for the implementation of strategic guidelines and objectives; if necessary, a procedure for revision of the Strategic Plan is initiated	Strategic Conference
December	Preparation of materials for the annual report and annual plan	Management and professional services of the School