

# **SELF-EVALUATION AT THE FACULTY OF MEDIA IN LJUBLJANA: 2016-2019**

**ANNUAL SELF-EVALUATION REPORT AT THE FACULTY OF MEDIA IN  
LJUBLJANA for the study year 2018/19 (full English translation)**

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**SUMMARY OF THE ANNUAL SELF-EVALUATION REPORTS for study  
years 2017/18 and 2016/17**

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**OVERVIEW OF ACHIEVED STRATEGIC OBJECTIVES  
in the period 2016-2020**

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**ACTION PLAN FOR THE 2019/20 study year**

Prepared by:

Asst. prof. dr. Matjaž Škabar  
dr. Zala Pavšič

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*This document is an integrated version of three self-evaluation reports at Faculty of Media Studies in Ljubljana in Slovenian language, for study years 2016-17, 2017-18 and 2018-19. The document is designed to cover all the areas of self-evaluation (following the content of reports in Slovenian version), while combining the data sections, so that they encompass all three study years.*

## 1 PRESENTATION OF THE FACULTY OF MEDIA

### 1.1 VISION AND MISSION OF THE FACULTY

The Faculty has a clear vision of development that is based on the successful development of pedagogy, scientific and professional work.

Vision of the Faculty of Media: Faculty of Media = the path to success in the media world.

Mission Statement: Creating and transferring knowledge in media studies and production that is based on contemporary scientific advancements and practices.

The values of organizational culture at the Faculty of Media are excellence, truthfulness, responsibility, creativity, development, freedom, openness, trust, positive thinking and activity.

The vision, mission and values of the organizational culture were approved at the 32<sup>nd</sup> correspondence session of the Senate of the Faculty of Media on February 25<sup>th</sup>, 2016, available at: <http://www.FaMe.si/poslanstvo>

A strategy for a new five-year period (2021-2025) will be adopted in year of 2020. To this end, this self-evaluation report is a bit more in-depth and covers the implementation period of the 2016-2020 Strategic Plan. The final chapter of this report is also a direction for the formation of new strategic guidelines of the Faculty in the years to come.

### 1.2 HISTORY AND PAST ACHIEVEMENTS OF THE FACULTY OF MEDIA

The Faculty of Media, based in Ljubljana (hereinafter: Faculty or FaM), was established on February 15<sup>th</sup>, 2008. Within the academic year 2008/09, the Faculty began implementing the study program Media and Journalism at the undergraduate and master's levels (Bologna Level 1 and Bologna Level 2). The students of the mentioned study programs acquire competences in the technological and social field of media production. This relates in particular to the ability to design and disseminate media content through the use of state-of-the-art audio-visual and web technologies, through which they will be able to occupy various functions in this complex process and/or engage in research work in the field. Our education aims to create a versatile media person who will be recognized by excellence in production, journalism and management. In this sense, the two programs are of strategic importance for the successful operation and development of the media landscape in Slovenia.

The scientific and evidence-based understanding of the media landscape, linked with the professional work of media content creators, is becoming an increasingly important part of European and national policy programs in the media and communication sectors. It is also crucial for achieving full and active citizenship and improving deliberative participation in a democratic system and ensuring European standards in the field of audiovisual media services. These matters are also emphasized in the preamble to the Directive of EU on Audiovisual Media Services (Directive 2010/13/EU, adopted in 2010 and updated in 2018). In such circumstances, there is a need to train journalists, media producers and other media creators who will be able to carry out their mission through their professionalism, knowledge, intellectual breadth, ethical stance and personal integrity.

Education at the Faculty of Media is based on modern teaching approaches, using information and communication technologies that enable interactive collaboration between students and lecturers. Technologically well-equipped rooms allow students to work on their own by creating different types of media content, under the mentorship of qualified lecturers. Our selection of faculty lecturers is a well-chosen combination of experienced practitioners and research-savvy analysts.

One of the developmental goals of the Faculty of Media is to establish close cooperation with higher education institutions working in the same and related scientific fields as those developed by the Faculty of Media. The interinstitutional network established in this way is intended primarily to supplement knowledge that would otherwise be unattainable for students, as well as to enhance the mobility of lecturers, students and researchers. An important objective of the network is also cooperation at the research level. The Faculty is aware of the importance of involvement in the local, national and international sphere. With the help of foreign partners, Faculty of Media enables students and lecturers to participate in pedagogical and research exchanges.

FaM is an educational institution, which does not try to outdo some already established institutions by the number of students. Our strategic focus is the high quality of the educational processes, based on the integration of both basic science and applied current knowledge of the profession, which will also be supported by research done within the Media Institute. The core principle of the faculty is reflected in the search for the perfect balance between a scientific research and practical applicability, and between the social and the engineering-technological stance in the field of media production. In this way, it contributes to the active development of media and journalism. One of the most important goals of FaM is the generation and transfer of knowledge, the education of professionals with broad and applied social and technical knowledge, which is expanded with specific media, journalism and communication skills. To achieve this mission, we want to incorporate the principles of the modern paradigm of quality and excellence into our way of working. Thus, the FaM leadership system is based on the foundations of a new organizational paradigm:

- focus on "clients" (students)
- results-oriented approach,

- leadership and continuity of purpose,
- management based on processes and facts,
- development and involvement of employees,
- continuous learning, innovation and improvement,
- developing partnerships,
- social responsibility of Faculty.

In the 2014/2015 academic year, we implemented two brand new study programs, the Master's and PhD programs in Strategic Communication. The aim of the Master's Degree Program in Strategic Communication is to acquire and master the most up-to-date knowledge and research instruments in the field of communication science and related disciplines. On this basis, students will be qualified for professional work in the fields of politics, public administration, business and civil society, and for research work. The study program is designed to provide students with relevant general theoretical and methodological knowledge. Additionally, they will be able to choose from subjects that will deepen their understanding of communication issues from specific perspectives of disciplines such as: law, entrepreneurship and management, sociology, political science and informatics.

Doctoral study program Strategic Communication seeks to equip PhD students for research work in the scientific research field and professional work in the fields of politics, public administration, business and civil society. The basic aim of the study is to acquire and master the most up-to-date knowledge and research instruments in the field of communication science and related disciplines. The program is designed to provide students with the relevant general theoretical and methodological knowledge they will need to successfully complete their projects. Additionally, they will be able to choose seminars that will highlight communication issues from the specific perspective of disciplines such as law, history, economics, politics, informatics.

## 2. STRATEGY AND OBJECTIVES

### 2.1 STRATEGIC GOALS AND OBJECTIVES OF THE FACULTY: AN OVERVIEW OF ACHIEVEMENTS

Strategic goals of the Faculty of Media are:

1. Ensuring constant and high quality in all fields of education and research,
2. Care for the employability of graduates (work placements, applied projects, related to the environment, employment monitoring, etc.),
3. Developing new study programs based on our own and foreign experience,
4. Developing a student-friendly study environment,
5. Transfer of knowledge from the economy to the pedagogical process and vice versa,
6. Involvement in international education and research networks,
7. Staff development,
8. Socially responsible action.

## 2.1.1 OVERVIEW OF ACHIEVING THE STRATEGIC GOALS

### ENSURING HIGH QUALITY OF THE EDUCATION

No.	STRATEGIC OBJECTIVES (missing target values will be defined by the first year of capture, assuming 5 to 10% improvement from the previous period)		2015/2016	2016/2017	2017/2018	2018/2019	2019/2020
1.	Number of students enrolled for the first time (for 4 student programs)	number	20	22	18	20	30
2.	The number of points achieved at graduation	number	18	18	14	14	21
3.	Number of new graduates	number	8	7	10	4	12
4.	Number of new masters	number	4	1	5	4	6
5.	Number of new Ph.D.	number	0	1	1	1	5
6.	Percentage of pure-generation students enrolled who graduate within the estimated period of study (4 years) - Level 1	%	30	35	40	30	50
7.	Percentage of pure-generation students enrolled who obtain Master's Degree in the estimated duration of the study (3 years) - Level 2	%	30	35	40	30	50
8.	Percentage of students enrolled in the pure generation who are completing their PhD within the estimated duration of their studies (3 years) - Level 3	%	/	/	30	30	40

**Status:**

	Strategic goals	9/10	10/11	11/12	12/13	13/14	14/15	15/16	16/17	17/18	18/19
1.	Number of freshly enrolled students	32	17	36	25	9	15	18 + 1 *	18 + 1 *	19 + 1 *	20 + 3 *
2.	Graduation Points (Average)										
	General high school graduation	14,4	17.3	15.8	14.7	14.5	16.2	18	18	15	17
	Technical high school graduation	11	17.3	15	16.3	18.5	16.1	13,8	12	12	12
3.	The number of new graduates	1	3	3	4	8	7	4	7	3	6
4.	The number of new masters	5	1	3	1	1	1	3	1	5	2
5.	The number of new Ph.D.	/	/	/	/	/	/	/	1	/	1
6.	Percentage of students enrolled in pure generations who graduate in the intended duration of study (4 years) - 1. level	**	**	**	**	**	**	**	8	10	10
7.	Percentage of students enrolled in pure generations who obtain master's degree in intended duration of study (4 years) - 1. level	**	**	**	**	**	**	**	0	/	/
8.	Percentage of students enrolled in pure generations who finish doctorate in the intended duration of study (4 years) - 1. level	/	/	/	/	/	/	/	/	/	/

Legend: \* - Enrolled as citizens      \*\* - The indicator was not monitored during the previous strategy

**Status assessment:**

The numbers of students first-time enrolled in academic year 2018/19 achieved the goals that were realistically set based on past enrollment experience. The results show that the interest in studying at the Faculty of Media is increasing, and changes in the profile of newly enrolled students are noticeable: among them there are more high school graduates, and the average age at the first-time enrollment is lower. In accordance with the planned guidelines for the further development of the faculty, the enrollment in PhD studies is also increasing successfully. Possibilities for further improvements are seen in further development and upgrading of both master's degree programs and the consequent increase of enrollment in both master's programs.

**ENSURING HIGH QUALITY OF THE RESEARCH**

no.	STRATEGIC OBJECTIVES		15/16	16/17	17/18	18/19	19/20
1.	SICRIS score per FaM Fellow	points	220	220	220	220	220
2.	Number of publications indexed by SCI, SSCI and AHCI or scientific monographies published by publishing houses with list of ARRS per FaM Fellow	number	1	1	1	1	1
3.	Number of WOS citations per FaM fellow	number	10	7	10	11	11
4.	Number of international research and development projects	number	1	1	1	1	1
5.	Scope of international researches carried out development projects in FTE	volume in FTE	1	1	1	1	1
6.	Number of applied projects	volume in FTE	2	2	2	3	3
7.	Scope of applied projects implemented in FTE	volume in FTE	3.5	3.5	3.5	3.5	3.5

**DATA FOR 2018/2019 (data from 1/15/2020, source: SICRIS):**

- Number of SICRIS points at the Media Institute (data for the last 5 years): 1865,75
- Number of researchers employed: 3
- Number of SICRIS points per employee (including points from social sciences): 335.8
- Number of points A1/2: 1162.75
- CI10-number of pure citations associated with WoS/Scopus over the past 10 years: 18
- Number of pure WoS / Scopus citations: 8/18
- Number of international R&D projects implemented: 1
- Scope of implemented international R&D projects: 1
- Number of implementations of application projects: 1
- Scope of implementation of application projects in FTE: 1.5



Source:

[https://www.sicris.si/public/jqm/search\\_basic.aspx?lang=en&opdescr=search&opt=2&subopt=1&code1=cmn&code2=auto&search\\_term=faculty%20za%20media](https://www.sicris.si/public/jqm/search_basic.aspx?lang=en&opdescr=search&opt=2&subopt=1&code1=cmn&code2=auto&search_term=faculty%20za%20media) (01/16/2020)

**Status assessment:**

The team exceeds the target SICRIS point per fellow, and the number of WoS and Scopus citations is also close to the goals set. As a major drawback, but also as an opportunity for improvement, we point out somewhat low number of publications indexed by SCI, SSCI and AHCI. However, the situation is improving in this respect as well: researchers from the Faculty of Media are successfully applying for project calls at home and abroad, and the implementation of these projects also generates the necessary scientific publications. In addition to the successful maintenance of research and work on the Research project, in 2018/2019, the institution obtained a postdoctoral project of the ARRS *Yugoslav avant-garde and metropolitan dada (1916-1927): A Multidirectional and Transnational Genealogy*, led by assist. prof. dr. Kristina Pranjić.

**CARE FOR EMPLOYABILITY OF GRADUATES**

**Status assessment:**

The job search time is constant and short. The results of a survey where students explaining their situation after obtaining a title in the faculty are presented in Chapter 7.

NO.	STRATEGIC OBJECTIVES		15/16	16/17	17/18	18/19	19/20
1.	Search time for the first suitable job (including self-employment and entrepreneurial activity) graduation	months	3	3	3	3	3
2.	Search time for the first suitable job after master's degree	months	3	3	3	3	3

**Status assessment:**

The time spent for job search is constant and short. The results of a survey on students explaining their situation after obtaining a title in the faculty are presented in Chapter 7.

NO.	STRATEGIC OBJECTIVES		15/16	16/17	17/18	18/19	19/20
1.	Student satisfaction with the quality of work at FaM (survey)	1-5	4.70	4,53	4	4	4
2.	Student satisfaction (survey) with lectures and tutorials	1-5	4,43	4.07	4.5	4.5	4.5
3.	Share of withdrawals of our students	%	2	2	2	2	2
4.	Number of formal student complaints	No.	2	0	2	2	2

**Status:**

NO.	Strategic goals	10/11	11/12	12/13	13/14	14/15	15/16	16/17	17/18	18/19
1.	Student Satisfaction with the Quality of Work at FaM (Survey)	4.2	4,42	4.30	4.39	4,47	4.79	4,53	4.66	4,62
2.	Student Satisfaction (Survey) with lectures and tutorials	3.90	4.32	4.08	4,1	4.25	4,59	4.07	4,17	4.05
3.	Share of withdrawals of our students	6.45	0	0	0	0	5,6	5,6	0	4 %
4.	Number of formal student complaints	0	1	0	0	0	2	1	0	0

**Status assessment:** The status is appropriate. The goals are far exceeded.

### TRANSFER OF KNOWLEDGE FROM THE ECONOMY TO THE PEDAGOGICAL PROCESS AND vice versa

NO.	STRATEGIC OBJECTIVES		15/16	16/17	17/18	18/19	19/20
1.	Number of visiting lecturers from the profession	number	3	3	3	3	3
2.	Number of applied projects implemented	number	2	2	2	3	3

The following guest lectures / workshops were conducted during the 2018/2019 academic year:

- October 22<sup>nd</sup>, 2018: Meeting of young lecturers and researchers in the field of media and society: **Robert Bobnič**: *Media Technology in the Study of Communication*;
- *Friedrich Kittler*, **Pia Brezavšek**: *Trash in a performance as a subversive affirmation of capitalism*; **Katja Čičigo**: *Who will sew a shirt to the revolutionary? Autonomy and automation of reproductive, caring, sexual work*; **dr. Jernej Kaluža** : *(A)politics of the masses: Internet and democracy*; **Andrej Tomažin** : *Vapourwave, capitalism, technology*; **Jurij Smrke**: *Do we all have to know how to program*;
- March 18<sup>th</sup>, 2019: **Assoc. prof. dr. Andrej Kovačič** conducted the workshop: *Pleasant calm conditions, media and a higher standard of living*;
- May 27<sup>th</sup> to May 29<sup>th</sup>, 2019: Lectures by **Prof. dr. Marek Beneš** from the Metropolitan University of Prague and **Assist. dr. Claudia Kozman** of Lebanon American University (LAU). Professor Beneš delivered two lectures: on May 27<sup>th</sup>, 2019, teaching *Copyright*, and on May 29<sup>th</sup>, a lecture on *Media, Regulation of the Press, Internet and Marketing in the Czech Republic*. Doc. dr. Claudia Kozman delivered a lecture titled *The State of the Arab Media: Yesterday, Today, Tomorrow*.

**Status assessment:**

In addition to the guests named in previous section, many experts who are active and successful in the field participate in the study programs at the Faculty of Media, which is a great advantage of the faculty. Greatest opportunity for improvement, even in pedagogical work lies in the enhanced cooperation with potential employers. To this end, a meeting of young researchers

was organized in 2018 to present the most up-to-date topics in the media field. In the academic year 2018/2019, the faculty began to pay more attention to hosting foreign lecturers in accordance with the guidelines from previous years. We will continue this activity in the 2019/2020 season, when we will host two foreign lecturers: the Dean of Transylvania University in Brasov and dr. Dincer Atli from Uskuda University from Turkey.

## INVOLVEMENT IN INTERNATIONAL EDUCATION AND RESEARCH NETWORKS

NO.	STRATEGIC OBJECTIVES		15/16	16/17	17/18	18/19	19/20
1.	Number of international projects	number	1	1	1	1	1
2.	Number of foreign lectures on FaM	number	4	2	5	5	6
3.	International mobility of lecturers and staff	number	3	3	4	4	5
4.	International student exchanges conducted	number	3	3	3	4	4

### Status assessment:

The Faculty of Media is continuously implementing the Erasmus+ project and is also working on new opportunities for participation in international projects. In the academic year 2018/19, the Faculty successfully obtained funding from the KA107 call for mobility activities with non-European countries as a counterweight to regular participation in exchange actions within EU countries and associated members (KA103). The Faculty has already entered into a partnership agreement with the University of Gaza as part of non-European mobility.

Within Erasmus+ mobility prof. dr. Mateja Rek attended a training program organized by ShipCon Limassol Ltd. in Barcelona. Prof. dr. Andrej Kovačič presented his scientific research work at the College of Inspection and Personnel Management in Split.

As part of the Erasmus+ project, student Anja Ovčar conducted an exchange in Portugal in the second semester. The mobility of foreign students has also increased significantly: in the first semester, a partner university in Portugal directed two of its students to our faculty: Ana Margarida Esteves and Marcia Alves. In the winter semester, student Ondrej Fišar from the Metropolitan University of Prague attended lectures at the Faculty of Media. In the second semester of the 2018/2019 academic year, we also hosted students Catalina Resetnic and Iulia Casina Tarlea from our partner university in Romania. Within the framework of Erasmus+ mobility of higher education staff, Marek Beneš from the Metropolitan University of Prague also held lectures at our Faculty.

In this respect, FaM maintains an active implementation of the Erasmus+ project. Although FaM students also work (full-time work or student work) while studying and find it difficult to spend several months abroad, Erasmus+ exchanges are gaining more and more interest among them.

In the future, the faculty will pay even more attention to the promotion of the Erasmus+ program. It will be presented during the informative day and during the separate presentation

in the fall of 2019. We will also provide the assistance regarding application and study mobility. In the second semester of the 2019/2020 academic year, one of our students is planning her abroad practice. The Faculty also plans to apply for other calls from the European Commission Fund, in particular the Jean Monnet Chair tender.

## SATISFACTION AND HUMAN DEVELOPMENT

NO.	STRATEGIC OBJECTIVES		15/16	16/17	17/18	18/19	19/20
1.	Number of associates	number	30	26	31	30	30
2.	Number of associates who have advanced education or academic title	number	3	1	3	4	4
3.	Number of full-time employees	number	3	3	4	5	5
4.	Number of dismissals at the employee's initiative	number	0	0	0	0	0
5.	Number of complaints by employees and contractors	number	0	0	0	0	0

Number of associates in 2018/19: 30

Number of associates who have advanced in education or academic title: 2

Number of full-time employees: 4

Number of dismissals at the employee's initiative: 0

Number of formal complaints from employees and contractors: 0

### Status assessment:

Goals are met and even exceeded in the categories of advanced education or academic title.

In 2012 and in 2016 we **measured the organizational climate and satisfaction** among FaM colleagues.

Number of completed surveys (academic year 11/12): 26

Number of completed surveys (academic year 15/16): 9

### 1. What is the attitude towards about the quality of their work and their contribution to achieving quality standards at FaM?

	5 = always, 1 = never	2011/2012	2015/2016
a)	I feel responsible for the quality of my work.	4.73	5,00
b)	I do my best to achieve quality standards.	4.46	5,00
c)	My co-workers feel responsible for the quality of their work.	4.46	4,56
d)	My colleagues contribute greatly to the achievement of quality standards.	4.31	4,56

## 2. What is the attitude towards innovation and initiative at FaM?

	5 = always, 1 = never	2011/2012	2015/2016
a)	We are constantly improving and updating our services.	4.39	4.33
b)	The proposals for improvements are given by everyone - not just management.	4.27	4,44
c)	Errors that happen while we are trying out new ways of working are acceptable at our faculty.	4,00	4.11
d)	We monitor and respond to the needs of work environment.	4,35	4,44

## 3. What is the motivation and commitment to work at FaM?

	5 = always, 1 = never	2011/2012	2015/2016
a)	I am willing to put in a lot of extra effort at work, when needed.	4.65	4.78
b)	My co-workers are willing to put in a lot of extra effort at work, when needed.	4.27	4,56
c)	What motivates me for hard work, above all, is being well paid.	2.46	2.56
d)	I am motivated to work hard because of my personal achievements, of which I can be proud of.	4.27	4.67
e)	I am motivated to work hard because of good relationships with my colleagues and feeling of connection with the faculty.	4.08	4.33
g)	In our faculty, management appreciates when job well done.	4.27	4.33
h)	Good work results are quickly noticed and are commended at our faculty	4.04	4,00
i)	Management encourages and acknowledges contributions of employees.	4,00	4.11

## 4. Do you feel affiliation with the faculty?

	5 = always, 1 = never	2011/2012	2015/2016
a)	FaM has a great reputation.	3.76	3.67
b)	I am proud to be working at FaM.	4.31	4,56
c)	Outside of FaM premises, I speak positively about it.	4.73	5,00

d)	My employment (or contractual form of cooperation) at FaM is safe and secure.	3.77	4.11
e)	I want to continue working at FaM in the future.	4,58	4.89

### 5. What is the status of professional competences and learning at FaM?

	5 = always, 1 = never	2011/2012	2015/2016
a)	When working at FaM we learn from each other.	3.85	4.11
b)	FaM offers employees the training that they need to do a good job.	3.65	3.89
c)	The training program also takes into account the wishes of the employees.	3.85	3.88
d)	Only people that master their work, can work here.	4,19	4,22

### 6. How are the internal relationship at FaM?

	5 = always, 1 = never	2011/2012	2015/2016
a)	At FaM we are much more cooperative than we are competing.	4:15	4,56
b)	The relationships between those of who work at FaM are good.	4.31	4.67
c)	We resolve conflicts for the mutual benefit.	4,19	4.78
d)	I can trust my co-workers.	4,42	4.89
e)	We have established common values and ethical examples.	4,19	4,44

### 7. How is your knowledge of the mission, vision and goals of the faculty?

	5 = always, 1 = never	2011/2012	2015/2016
a)	Our faculty has a clearly formulated mission: a long-term cause for existence and operation.	4.04	4,44
b)	All of us who work at FaM accept the goals of the faculty as our own.	4,00	4,22
c)	The goals that I have to achieve when working at FaM are realistically set.	4.23	4,56
d)	The politics and goals of the faculty are clear to me.	4.08	4,44
e)	We set and measure goals together.	3.92	4.11

f)	FaM activities are aligned with the mission and vision of the faculty.	4.04	4,56
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### 8. How is the organization of work at the faculty?

	5 = always, 1 = never	2011/2012	2015/2016
a)	I have a clear idea of what is expected of me at work.	4,35	4.78
b)	I understand my position in the organizational chart of the faculty	4.39	4.67
c)	At FaM, the responsibilities are clearly defined.	4,35	4.67
d)	Managerial decisions are made in a timely manner.	4.27	4.67
e)	There responsibilities at FaM are mutually balanced at all levels.	4,15	4,44

### 9. What is faculty management like?

	5 = always, 1 = never	2011/2012	2015/2016
a)	I am independent in my field of work.	4.69	5,00
b)	Leadership representatives talk to me about the results of my work.	4,19	4.33
c)	The superiors accept comments on their own work.	4,19	4,56

### 10. What is the communication and information sharing within FaM like?

	5 = always, 1 = never	2011/2012	2015/2016
a)	At our faculty, our leaders and colleagues talk in a relaxed, friendly and egalitarian way.	4,42	5,00
b)	The management gives me the information in an understandable way.	4.31	4,56
c)	We get enough information about what happening in other internal organizational units.	3.89	4.33

### 11. What are the career development opportunities at FaM?

	5 = always, 1 = never	2011/2012	2015/2016
a)	I am satisfied with the opportunities for my personal development.	4.12	4.67
b)	Employees at all levels have real prospects for progression.	4,00	4,44

c)	We have a system that allows the best performing employees to occupy the most important positions.	3.89	4,56
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## 12. What is the situation in the field of faculty remuneration?

	5 = always, 1 = never	2011/2012	2015/2016
a)	Performance is measured by agreed goals and standards.	3.89	4,44
b)	For poor work results employees get appropriate reprimand and punishment.	3,38	3.67
c)	At FaM, we receive payment that is at least equivalent to the level of payments on the market.	3.73	3.78
d)	Those who are more burdened with work are also appropriately financially stimulated.	3.65	4,00

## 13. What is your satisfaction with working at FaM?

	5 = always, 1 = never	2011/2012	2015/2016
a)	Satisfaction with colleagues.	4.31	4,56
b)	Job satisfaction.	4,50	4.89
c)	Satisfaction with working hours.	4.31	4.78
d)	Satisfaction with the immediate superior.	4,54	4.78
e)	Satisfaction with the opportunity for education.	3.89	3.89
f)	Satisfaction with the status at FaM.	4.27	4,44
g)	Satisfaction with FaM leadership.	4.27	4.67
h)	Satisfaction with working conditions (equipment, premises).	4:15	4.33
i)	Satisfaction with the prospect of promotion.	3.96	4,44
j)	Satisfaction with payment.	3.89	4,00

## 14. What do you particularly like about working at FaM? If you don't like anything special, write "nothing"?

- everything is great - especially the secretariat
- correct mutual relations
- openness to ideas
- faculty are performing well within their capabilities
- all OK
- student motivation



**15. What bothers you most about working at FaM? If you are not bothered by anything, write "nothing".**

- lack of connection and interaction within the collective
- lack of funds
- location

**Status assessment:**

The measurement of organizational climate in the academic year 2015/2016 among the faculty members showed an improvement of the satisfaction of the Faculty staff compared to the 2011/2012 academic year in almost all questions (60 of 64).

**SOCIAL RESPONSIBILITY**

NO.	STRATEGIC OBJECTIVES		15/16	16/17	17/18	18/19	19/20
1.	Number of presentations of research results to the general public	number	3	15	3	3	3
2.	Number of popular scientific events of the faculty	number	10	21	10	10	10

Number of presentations of research results to the general public:

**1) "INFRASTRUCURAL" RESEARCH PROGRAM named "Collecting, Managing and Archiving Media Literacy Data" (2015-2020)**

As part of the research program in 2019, we conducted **quantitative and qualitative collection of primary and secondary data in the mentioned area of vulnerable groups of adolescents and children**. Support for the implementation of data collection in the field of media literacy was provided by the Broadcasting Council of the Republic of Slovenia. Data and report are published on the project website. In cooperation with ADP (Archives of Social Sciences Data), we have provided the following databases: Media and Preschool Children in Slovenia, Media and Secondary Schools in Slovenia, Media and Primary Schools in Slovenia, Media Habits of Older People (65 and over). As part of the research program, we performed all activities in accordance with the target plan for the period of 2015-2020.

All the goals were met:

- distribution of tasks foreseen for implementation, timetable, reporting to the Agency,
- obtaining primary data by conducting personal surveys and personal interviews,
- review of international scientific literature, sources of Slovenian and international institutions and stakeholders, professional resources and projects of formal and non-formal education in the media field (updating the database with a specific focus on media literacy),
- maintaining an existing platform for collecting and analyzing RSS news feed online by including additional foreign media to promote international analysis (the number of newly collected news in the database available to all interested researchers is 467,000 annually).

In the academic year 2018/2019, we also presented the results in the form of scientific works:

- REK, Mateja. *The art of communication in the context of late modernity.*
- REK, Mateja, GORJUP, Nina. *Planning and implementing promotion in small and micro enterprises: bridging the gap between intentions and actual behavior. Innovative issues and approaches in the social sciences.*
- KOVAČIČ, Andrej, MACUH, Bojan, RASPOR, Andrej, SRAKA, Marko. *Media exposure and secondary school delinquency. Innovative issues and approaches in the social sciences.*
- REK, Mateja. *Media education in Slovene preschools: a review of four studies. CEPS Journal: Center for Educational Policy Studies Journal.*

In 2019, we established a **cooperation with a number of new institutions and companies** such as the Audiovisual Institute (FINA), the Ivan Tavčar Primary School, the Primary School Zbora odposlancev Kočevje, the Media 24 Group and others. We also established a very good cooperation with the program SAFE.si (within the Faculty of Social Sciences, University of Ljubljana). Program SAFE.si also organized a conference in February, where we held an **educational seminar for schools: Media influence on health of children and young people**. About 200 principals and professional associates attended this seminar.

We also ensured the **transfer of knowledge from research into the study process** and the use of collected data in the production of seminars and final works at the Faculty of Media, Faculty of Applied Social Studies in Nova Gorica, FERI (Faculty of Electrical Engineering and Computer Science), Faculty of Information Studies in Novo Mesto, Erudio Business School and Faculty of Applied Business and Social Studies in Maribor - DOBA. With Angela Boškin Faculty of Health Care we established a more intensive collaboration and also **held a lecture for students**.

#### ***Media literacy research publications:***

- MEDIA HABITS OF THE ELDERLY: 65 years and older
- MEDIA HABITS OF THE DEAF, HEARING-IMPAIRED, BLIND AND THE VISUALLY IMPAIRED:  
<http://pismenost.si/raziskava-medijske-navade-gluhih-in-naglusnih-ter-slepih-in-slabovidnih-oseb/>
- MEDIA AND SECONDARY SCHOOLS IN SLOVENIA  
<http://pismenost.si/mediji-in-srednjesolci-slovenija/>
- MEDIA AND PRESCHOOL CHILDREN IN SLOVENIA  
<http://pismenost.si/otroci/>
- MEDIA HABITS OF UNEMPLOYED PERSONS AND INFLUENCE OF MEDIA ON JOB PERFORMANCE  
<http://pismenost.si/brezposelni>
- RSS web news base  
<http://pismenost.si/baz-novice-rss/>

#### Faculty's popular scientific events in 2018/19:

1. 20<sup>th</sup> November 2019 Workshop - Media and Communication Techniques (Ljubljana, 15 editors and members of the Media24 editorial board)
2. 18<sup>th</sup> November 2019 - Lecture and Workshop for Teachers - within the NIJZ Education for Educators (Ljubljana, 380 participants)
3. 26<sup>th</sup> September 2019 - Workshop at the Faculty of Media: Media and Impacts on Life (Nutrition, Movement and Personal Growth)
4. 24<sup>th</sup> September 2019 - Meeting and start of cooperation with AKOS
5. 25<sup>th</sup> May 2019 - Workshop at the Faculty of Media: The role and influence of the media on the values of modern society
6. 6<sup>th</sup> May 2019 - Workshop: "The Impact of Media on Society" (Šent - Slovenian Association for Mental Health).
7. 19<sup>th</sup> April 2019 – guest lecture and expert meeting led by Assoc. prof. dr. Andrej Kovačič in Split (Croatia) at the Faculty of Tourism Inspection: Advanced Communication Techniques - Media and Management - 30 representatives of media and academics (the event was televised and radio broadcasted).
8. 12<sup>th</sup> April 2019 - 2-hour lecture by Assoc. prof. dr. Andrej Kovačič in Split (Croatia): Advanced Communication Techniques and Media (Presentation Lecture) - 50 participants
9. 11<sup>th</sup> April 2019 - 2-hour lecture by Assoc. prof. dr. Andrej Kovačič Zagreb (Croatia): Advanced Communication Techniques and Media (Presentation Lecture) - 60 participants
10. 26<sup>th</sup> March 2019 - 5-hour workshop at the Faculty of Media: Advanced Media Production Techniques (Ljubljana, 40 participants, <https://ec.europa.eu/futurium/en/european-media-literacy-events/workshop-advanced-techniques-field-media-content-creation>)
11. 21<sup>st</sup> March 2019 - Prof. dr. dr. Mateja Rek conducted a workshop titled Media Literacy Workshop for Students: Youth and Media Culture at the Faculty of Applied Social Studies in Nova Gorica as part of the highly acclaimed European Media Literacy Week initiative of the European Commission. More information on European Media Literacy Week 2019 at: <https://ec.europa.eu/digital-single-market/en/news/european-media-literacy-week>. The event description is available at: <https://ec.europa.eu/futurium/en/european-media-literacy-events/slovenia-media-literacy-workshop-students-youth-and-media-culture>
12. 18<sup>th</sup> March 2019 - 5-hour workshop at the Faculty of Media: Media as an experience (Ljubljana, 45 participants), <https://ec.europa.eu/futurium/en/european-media-literacy-events/slovenia-media-experience-workshop>
13. 5<sup>th</sup> February 2019 - Lecture by the Jakob Aljaž at Kranj Elementary School (Lecture for Parents on the Media Literacy of Children (Kranj, 300 participants)
14. 25<sup>th</sup> January 2019 - Media Impact and Communication Technique Workshop (Laško, 30 participants from Media24)
15. 29<sup>th</sup> November 2018 - Presentation of the Research Program Media Literacy to the Director General of the Media Directorate for Tamara Vonta and meeting about the state of media literacy in Slovenia, challenges and opportunities for the development of the field
16. 15<sup>th</sup> November 2018 - Conference "On the Need for Media Education", organized by the National Film Archive - Audiovisual Institute (FINA), Polish National Commission for UNESCO

and the Academy of Fine Arts. Warsaw. Preschool media education in Slovenia - the state, challenges and opportunities, and was a panellist in a debate on "What to do?" What actions should be taken to ensure effective media education for present and future generations?.

Prof. dr. Rek Mateja

17. 6<sup>th</sup> November 2018 - Guest Lecture at the Ledina Branch School (NG) for Parents - Media Impact on Primary School Health
18. 10<sup>th</sup> October 2018 - Guest lecture at the Angela Boškin Faculty of Health Care on the topic of non-chemical addiction - Master's Degree Study (Ljubljana).
19. 4<sup>th</sup> October 2018 - Visit of a delegation of the Faculty of Media from Macedonia, debate on Media Literacy and Bilateral Cooperation
20. 20<sup>th</sup> to 22<sup>nd</sup> September 2018 - ESA RN36 Midterm Conference and 10th Slovenian Social Science Conference on Social Transformations We Live in: Between Cohesion and Fragmentation (Nova Gorica), organized by UNESCO MOST, European Sociological Association, School of Advanced Social Studies, Junior Sociologist Network - International Sociological Association. Written publication: Children, Youth and Education with presentation Teaching preschool children to be media literate: the case of Slovene kindergartens. Prof.dr. Mateja Rek
21. 18<sup>th</sup> September 2018 - Guest Lecture at the Zbor odposlancev Primary School Kočevje (300 parents) Media impact on the health of primary school children
22. 29<sup>th</sup> May 2018 - Lecture at Radio Aktual (Media Group 24) - Media Effects on Listeners Well-Being
23. 20<sup>th</sup> April 2018 - Guest lecture at Ivan Tavčar Elementary School - Ekodan for 6th to 9th grade students (240 students in total) - Media influence and information sharing on the Internet
24. 2<sup>nd</sup> February 2018 - Lecture on Safe.si (FDV) educational seminar for schools (200 principals and experts) - Media impact on the health of children and young people
25. 1<sup>st</sup> January 2018 - Guest lecture at Ivan Tavčar Elementary School - 250 parents - Media impact on the health of primary school children
26. 15<sup>th</sup> December 2017 - Live Media Literacy Show on Radio Zeleni val (Grosuplje).

#### **Status assessment:**

The goals were greatly exceeded in terms of the number of popular science events of the faculty and also in the number of presentations of research results to the general public. We would also emphasize the international impact of the Research Program, as the program was also recognized on a wider European level and the website [www.medijskapismenost.si](http://www.medijskapismenost.si) was visited by more than 50,000 visitors.

## 2.2 ACTION PLAN FOR THE IMPLEMENTATION OF STRATEGIC GOALS

Ensuring continuous and high-quality education (gray color indicates the years in which each measure was implemented).

NO.	IMPLEMENTATION MEASURES	15/16	16/17	17/18	18/19	19/20
1.	Consolidation of the tutoring system and students personal career development					
2.	Curriculum renewal of programs Media and Journalism					
3.	Start of implementation of new study programs and programs for lifelong learning					
4.	Expansion of the Erasmus + network					
5.	Annual Student Contribution Promotion Conference					

Ensuring continuity and high quality research

NO.	IMPLEMENTATION MEASURES	15/16	16/17	17/18	18/19	19/20
1.	Establishment of a system for animating and stimulating research and development excellence (personal annual work plans per academic year, personal interviews, faculty projects marketing (internal, external) according to strategic directions)					
2.	Optimizing the work of the Media Research Institute (strategy for applying to the calls/proposals, strategic lists of projects, competences and employee wishes, project support, etc.)					

Care for graduates' employability

NO.	IMPLEMENTATION MEASURES	15/16	16/17	17/18	18/19	19/20
1.	Implementing the system of personal career development of students					
2.	Evaluation and planning of graduates' learning outcomes and competencies					
3.	Monitoring graduates' employability					

### Developing new study programs based on our own and foreign experience

NO.	IMPLEMENTATION MEASURES	15/16	16/17	17/18	18/19	19/20
1.	Establishment of a system for monitoring the needs of the environment for adaptation and creation of new study programs					

### Developing a student-friendly study environment

NO.	IMPLEMENTATION MEASURES	15/16	16/17	17/18	18/19	19/20
1.	Assistance in organizing students under Students community act					
2.	Increase of library capacity by 5 units per student per year					
3.	Supporting students in social activities					

### Transfer of knowledge from the economy to the pedagogical process and vice versa

NO.	IMPLEMENTATION MEASURES	15/16	16/17	17/18	18/19	19/20
1.	Networking activities of external experts in the media sphere					
2.	Establishing a system of conducting conferences on the principle of management projects (process, interviewing, satisfaction index visitors, analysis, actions...)					

### Integration into international education and research networks

NO.	IMPLEMENTATION MEASURES	15/16	16/17	17/18	18/19	19/20
1.	Implementing mobility for students, lecturers and professional staff under Erasmus+					
2.	Acquire R&D and partner organizations education					

### Status assessment:

Not all the measures for the implementation of strategic goals have been met. In the framework of Erasmus+ we would like to point out a visit from guest lecturer from the Metropolitan University of Prague, Marek Beneš. We also conducted two mobilities of FaM trainers within Erasmus+ for training purposes. Such international collaborations and training of FaM lecturers are also planned for next year. With the mobility of higher education teachers, the

Erasmus+ network is expanding to FaM and an important process for transferring new knowledge and skills is underway. We have significantly increased student exchange rates and obtained new agreements with a partner university in Palestine.

In line with the goals of promoting the transfer of knowledge from the industry to the pedagogical process and vice versa we implemented two projects under the Creative Path to Knowledge (PKP) scheme co-financed by the Republic of Slovenia and the European Social Funds. In this way, FaM students were enabled to additionally participate in the work environment to acquire knowledge and skills as well as to update their study program in accordance with recent practices. We have also successfully implemented one project within the Student Innovative Projects for Social Benefit (ŠPIK) scheme, and similar projects are planned for the 2019/2020 academic year.

In accordance with the goals set, we actively supported the students in various forms of socializing. In academic year 2018/19 we would like to point out a professional excursion to Bosnia and Herzegovina under the guidance of the Faculty of Information Studies in Novo mesto, which was also joined by FaM students who had the opportunity to meet the IPI Academy in Tuzla, the HUB387 Business Incubator and the Sarajevo Regional Development Agency (SERDA).

With the FaM Quality of Work survey, we regularly monitored the climate of student satisfaction including the response from employers to monitor graduate employability and fostered their career development. We were also providing assistance with student organization - in accordance with the implementation of the system for personal career development of students.

### 3 EDUCATION PROGRAMMES: ORGANIZATION AND ANNUAL PERFORMANCE

The Faculty of Media has clearly defined educational goals and ways of achieving them. With its study programs, the Faculty of Media follows the latest global trends and is a significant novelty in the Slovenian space. The Faculty of Media implements four study programs, which are described below.

#### **Higher Education Professional Study Program Media and Journalism (Level 1)**

The aim of the higher education professional program *Media and Journalism* is to acquaint students with the structure and dynamics of modern media systems, to give them adequate interdisciplinary and/or multidisciplinary theoretical and practical knowledge to identify the phenomena and consequences of the operation of these highly sophisticated systems, and to enable them to acquire appropriate competences to work in the media space and the necessary media management skills. In addition to general knowledge of the nature of media creation in today's globalized society, they will gain the necessary experience and competences for the contextual specifics of particular fields, subsystems, segments, etc. which will enable them to work professionally in both internal and external media environments. This relates in particular to the ability to design and disseminate media content through the use of state-of-the-art technologies, through which they will be able to occupy various functions in this complex process and/or engage in research work in the field.

The course of study at the higher education professional study program (undergraduate level) lasts for three years. Upon its successful completion, the student is awarded the title of Bachelor of Media Production. During their studies, students gain the necessary experience, knowledge and skills related to various aspects of media content creation, such as audio-video production, photography, computer graphics, web content design, etc. This applies in particular to the ability to design and disseminate media content through the use of state-of-the-art technologies.

Higher Education Professional Study Programs Media and Journalism (Level 1) enables students to acquire expertise and competence to use scientific methods to solve complex professional and work problems, to develop the ability to communicate in the profession and between professions, professional criticality and responsibility, initiative and independence in decision making and leadership. A compulsory component of this study program is practical education in the work environment.



## **Master's Degree Program Media and Journalism (Level 2)**

The basic goals of the Master's program in Media and Journalism are:

- Deepening knowledge of media studies, communication science, sociology, political science, organizational and business sciences, law, media production, etc. and developing various competencies;
- Comprehensive and research-supported management of complex problems in the aforementioned fields;
- Providing basic theoretical knowledge in the narrow field of research specialization, covering media studies, journalism and media production;
- Providing a methodological apparatus and skills for its application in the narrow field of research specialization, covering media studies, journalism and media production;
- Ensuring the ability to transfer the results and insights of independent analytical studies and research work into the working practices of economic, political or civil society entities.

The Master's Degree Program Media and Journalism is a qualitative upgrade of the undergraduate program. It enables students to deepen their knowledge in broader professional fields, train them to find new sources of knowledge in the professional and scientific fields, to apply scientific research methods in a wide range of problems and in new or changed circumstances, to take responsibility for managing the most demanding work systems and to develop critical reflection, social and communication skills to lead teamwork.

The Master's Degree Program Media and Journalism lasts two years, and upon successful completion of the study, the student is awarded the title Master of Media Production. The program equips the student with the specific managerial, organizational and research skills required for work in the field of media production. With the help of acquired competences students will be able to occupy various managerial and other highly professional functions (editors, producers, media project coordinators, etc.).

**The Media and Journalism study programs** offer students a combination of knowledge and skills in various fields, from social sciences to techniques that will equip them to create quality media content.

One of the basic strategic orientations of the Faculty of Media is to enable undergraduate and postgraduate students to attend quality studies, which, after completing their education, offer wide employment opportunities. Due to the distinctive multidisciplinary nature of education, which is constantly intertwining theoretical studies of media with applied content and practical training, experts who will graduate and obtain a master's degree at the Faculty of Media are offered relatively wide employment opportunities within Slovenia and the EU, mainly because of the well-chosen combination of useful interdisciplinary knowledge and practical skills.

Potential job opportunities lay in the media of all kinds, both printed and electronic, in new media, in advertising agencies, in PR services in business and non-business, in video production,

in publishing, in R&D departments/centers for business and non-business environments, design and computer graphics companies, government, education, civil society and international institutions.

Employment opportunities are practically unlimited, and the faculty will try in particular to form students into the experts needed in institutions where a fully educated media personality is required for successful work.

The educational goal of the Faculty of Media is also to offer students the opportunity to actively interconnect and intertwine undergraduate, and in particular postgraduate education and simultaneous research of students. For this purpose, the faculty systematically and methodically includes students in its research activities, which is a necessary condition for successful scientific formation.

Both students and higher education teachers/lecturers are involved in the design of educational processes and strategies. Students actively participate in the design of the education processes and have the opportunity to express their opinions and suggestions. From Spring 2011 onwards, the Student Affairs Department sends a special questionnaire to all students, summarized analysis of results is shown below. Higher education teachers and colleagues are also actively involved in shaping educational processes and strategies.

In October 2015, the Council of the National Agency for Quality in Higher Education renewed the accreditation of the first-year and second-cycle study programs "Media and Journalism" of the Faculty of Media for seven (7) years.

In the 2014/2015 academic year, the Faculty also started implementing two brand new postgraduate programs named Strategic Communication.

### **Master's Degree Program Strategic Communication (Level 2)**

The aim of the Master's Degree Program Strategic Communication is for students to know and master the most up-to-date knowledge and research instruments in the field of communication science and related disciplines. On this basis, students will be qualified for professional work in the fields of politics, public administration, business and civil society, and for research work.

The study program is designed to provide students with generally relevant theoretical and methodological knowledge. In parallel, they will be able to choose from subjects that will deepen their understanding of communication issues from specific perspectives of disciplines such as: law, entrepreneurship and management, sociology, political science and informatics.

The first three semesters are dedicated to the completion of courses, each semester consisting of five courses, while the fourth semester is devoted to the preparation of the student's master's thesis. The program is based on two pillars of subjects:

- compulsory courses which represent an upgrade of the theoretical and practical knowledge acquired at the undergraduate level and are the basis for the study, research and practical engagement of postgraduate students;
- elective courses chosen by the student, either from courses offered under the program of our faculty or courses from relevant institutions of domestic or foreign higher education within other social sciences and humanities programs institutions, which represent a focus on student's professional profile.

Compulsory courses include three theoretical, two methodological, five discipline specific subjects and the subject Media Law. There are eight theoretical, three methodological and six discipline-specific subjects within elective courses.

The study comprises organized study work, i.e.: lectures, tutorials, lab work and other forms of study in consultation with higher education teachers and tutors. An important component of the program is the independent work of students, which includes: studying literature, writing seminar papers and project assignments, participation in research and work projects, preparation for presentations and their implementation, preparation and assessment of knowledge, preparation of a master's thesis.

In the master's thesis, for which the fourth semester is dedicated, the student examines the selected phenomenon or problem in the field of strategic communication on the basis of acquired knowledge and competencies under the guidance of a mentor.

The condition for completion of the study is the successful completion of all the prescribed study obligations, as well as the preparation and successful defense of the master's thesis. The student completes his/her studies after collecting all 120 credit points foreseen by the study program.

Upon successful completion of the study, students obtain professional title Master of Strategic Communication.

### **Ph.D. Program Strategic Communication (Level 3)**

Ph.D. Program Strategic Communication seeks to equip PhD students for research work in the scientific research sphere and professional work in the fields of politics, public administration, business and civil society. The basic aim of the study is to know and master the most up-to-date knowledge and research instruments in the field of communication science and related disciplines.

The program is designed to provide students with the generally relevant theoretical and methodological knowledge they will need to successfully complete their projects. In addition they will be able to choose seminars that will highlight communication issues from the specific perspective of disciplines such as law, history, economics, politics, informatics.

The study program consists of one methodological course that will provide students with knowledge of relevant research methods (and methods for combining them in research work) and two theoretical, specifically themed subjects. In addition, students will be required to attend two Ph.D. seminars: a disposition seminar where they will present the starting points for their doctoral dissertation, and a dissertation seminar to present preliminary findings of their doctoral dissertation. The main part of the work on the preparation of the doctoral dissertation will be individual research work with the assistance and cooperation of the selected mentor and a possible co-mentor.

The Strategic Communication program covers the following areas of knowledge acquisition:

- Communication science;
- Law;
- Informatics;
- Sociology;
- Political science;
- Economics and business/management;
- Qualitative and quantitative methodology.

### 3.1 ORGANIZATION OF THE STUDIES

All study programs are prepared in accordance with the Bologna standards: the undergraduate program lasts three years and covers 180 credit points, the master's programs last two years and each comprise 120 credit points, the doctoral program lasts three years and covers 180 credit points. The study programs are carried out in the form of part-time study in Ljubljana.

One study year is mainly performed in one academic year. Pedagogical work is carried out according to the system of sequential implementation of courses. Each course begins with lectures, followed by group exercises, followed by a knowledge test. All courses are subject to the same order. The organization and implementation of part-time studies will be adapted to the students' needs and needs of FaM. The part-time student must complete all the obligations intended for full-time study, with the guidance of higher education teachers.

At the undergraduate level, practical education is provided in the second year of study. Practical training plays an important role since the program is oriented towards practical application. Due to the nature of work in the field of media content creation and marketing, it is essential that the student gets in contact with the practical aspects in the media sphere relatively early in the course of study. Being in touch with working processes in various organizations involved in media production enables them to get familiar with the problems in their field of work, and gives them the opportunity to use their knowledge acquired during the study program.

Professional practice is planned in the second semester of the second year. Professional practice in the scope of 14 ECTS consists of professional training in partner organizations, a real-life

working environment, individual work and consultations, aimed at professional reflection of the experience gained, presented by the student in the report on professional practice.

Every working day students have access to answers to all the important questions concerning their studies.

**Status assessment:**

The organization of the study is appropriate.

### 3.2 STATISTICS OF IMPLEMENTATION OF EDUCATIONAL ACTIVITY AT FaM

Enrollment for the Academic IH YEARS IH from 2009/10 to 2018/2019

YEAR	NUMBER OF STUDENTS ENROLLED IN 2009/2010	NO. OF STUDENTS ENROLLED IN 2010/2011	NO. OF STUDENTS ENROLLED IN 2011/2012	NUMBER OF STUDENTS ENROLLED IN 2012/2013	NUMBER OF STUDENTS ENROLLED IN 2013/2014	NUMBER OF STUDENTS ENROLLED IN 2014/2015	NUMBER OF STUDENTS ENROLLED IN 2015/2016	NUMBER OF STUDENTS ENROLLED IN 2016/2017	NUMBER OF STUDENTS ENROLLED IN 2017/2018	NUMBER OF STUDENTS ENROLLED IN 2018/2019
1 <sup>st</sup>	13 (1 taking a year again)	9	14 (1 taking a year again)	24 (4 taking a year again)	10 (2 taking a year again)	8 + 2 taking a year off	10	17 +1 taking a year off + 2 residents	10	12+ 3 residents
2 <sup>nd</sup>	15	17	24 (2 taking a year again)	15 (2 taking a year again) + 1 resident entry	19 (1 taking a year again)	9 (3 direct to 2 <sup>nd</sup> year)	8 (1 direct to 2 <sup>nd</sup> year) + 2 taking a year off	7 (1 direct to 2 <sup>nd</sup> year )	10	10
3 <sup>rd</sup>	9	14	14	21	10	18	9 + 1 taking a year off	10 (1 direct to 3 <sup>rd</sup> year and 1 after pause )	7 (1 direct to 3 <sup>rd</sup> year)	8
Absolvent	/	6 + 3 without status	8 + 7 without status	9	15+6 without status	10	8 + 7 with status extension + 9 without status	6	5	2
1 <sup>st</sup> year MAG	9	4 (1 is taking a year again and 1 without status)	7	2 (1 taking a year again)	/	3	4 + 2 taking a year off + 1 without status	7 + 1 resident + 1 taking a year again	6 + 1 resident	6
2 <sup>nd</sup> MAG	9	7	Not implemented	6	2	/	1 + 1 resident	6 (1 after pause)	5	5
Absolvent	6	5 + 8 without status	3 + 8 without status	/	3 + 3 without status	/	/	/	6	3
1 <sup>st</sup> year DR								a citizen		
2 <sup>nd</sup> year DR						2 direct to 2 <sup>nd</sup> year	2 + 2 taking a year off	1 + 1 resident	1 directly to 2 <sup>nd</sup> year	1 directly to 2 <sup>nd</sup> year
3rd year DR	/	/	/	/	/	/	/	3	2 residents	2
Together without pauses	61	62 + 12 without status	70 + 15 without status	77 + 43 without status)	59 +9 without status less than 1 year	51 +2 without status less than 1 year	52 + 18 without status less than 1 year	63 + 18 without status less than 1 year	54 + 8 without status less than 1 year	5

## **TRANSITION TO THE UPPER GRADE IN THE YEAR 2018/2019**

### **UNDERGRADUATE STUDIES:**

In the 2018/2019 academic year, 10 students were enrolled in the 2<sup>nd</sup> year of undergraduate study, of which: 10 were promoted.

In the academic year 2018/2019, 8 students were enrolled in the 3<sup>rd</sup> year of undergraduate study, of which: 8 were promoted.

### **POSTGRADUATE STUDIES:**

In the academic year 2018/2019, 5 students were enrolled in the 2<sup>nd</sup> year of the Master's program, of which there were promotions.

In the academic year 2018/2019, 1 student was enrolled in the 2<sup>nd</sup> year of doctoral studies, of which he was directly enrolled in the 2<sup>nd</sup> year.

In the academic year 2018/2019, 2 students were enrolled in the 3<sup>rd</sup> year of the doctoral study, 2 of which were promotions.

## **COMPLETION OF THE STUDIES**

### **STUDY YEAR 2018/2019**

**Graduates: 6**

**Masters: 2**

**Doctoral students: 1**

### **STUDY YEAR 2016/2017**

**Graduates: 8**

**Masters: 0**

**Doctoral students: 1**

### **STUDY YEAR 2017/2018**

**Graduates: 3**

**Masters: 5**

**Doctoral students: 0**

### **STUDY YEAR 2015/2016**

**Graduates: 4**

**Masters: 3**

**Doctoral student**

## **3.3 STUDENT AFFAIRS OFFICE**

On the website of the Student Affairs Office <https://minetsi.com/apps/moodle/login/> students have access to all the key documents and forms directly related to the study, such as: general notices (which also contain reports from the Commission meeting for study and student affairs of the Faculty of Media in the current academic year), list of topics for the final papers, notices on thesis defense, forms, internal acts of the faculty, etc.

In addition to the documents, forms and policies listed above, students can access e-gradebook, schedules, curriculum vitae of lecturers and curriculum for undergraduate and graduate studies at the Faculty of Media. They also have access to the written records of Senate sessions. Through the Moodle information system, they are also able to interact with the Student Affairs Office, lecturers and management staff of the Faculty.

In addition to all announcements about regular study and educational activities, a presentation booklet (in PDF format), FaM strategy, a detailed calendar of informative days, instructions and

application forms, enrollment and current application deadlines (two application deadlines) can be found on the website of the Faculty of Media (<http://www.FaMe.si/>).

The site is regularly updated and provides reliable and efficient information to users. In 2011, we also created a website in English, available at <http://FaMe.si/about-the-faculty>. In addition to up-to-date event information, basic information about faculty, and enrollment-related information, the entry website also offers meaningful structuring for undergraduate and graduate degrees.

The enrollment requirements for study programs at the Faculty of Media are clearly written on the website, as well as contact information for candidates interested in enrollment who want to obtain additional information.

**Status assessment:**

The conditions are appropriate.

### 3.4 LEARNING RESOURCES AND ASSISTANCE TO STUDENTS

#### **LIBRARY AND INFORMATION SOURCES**

The Faculty of Media finances membership fees for all its students in the National and University Library (with which it has a signed cooperation agreement) thus enabling students to access the largest collection of physical materials as well as remote access to international literature and databases.

In 2011 we registered the Library of the Faculty of Media in Izum platform. From this year on, students have access to the Proquest database. At the end of 2018 910 units of study material were added to the FaM Library database, including 17 bachelor's and master's theses.

Information system i.e. the electronic learning environment that we use at FaM to complement and upgrade our lectures and tutorials is Moodle, which enables electronic communication of FaM professors, students and administrative staff. On Moodle, students find directions and materials for all subjects. An electronic library of e-materials is also set up within Moodle.

All necessary acts, policies, plans, annual self-evaluation reports, calls for proposals, etc. are publicly available.

**Status assessment:**

Students have access to the electronic learning environment (Moodle), and through NUK to the largest collection of physical materials as well as remote access to international databases and literature. The Faculty is also expanding its own database of book material within the Library of the Faculty of Media.



## **TUTORING, COUNSELING**

Due to the smaller number of students and the non-complex environment in which students have direct, continuous and individual access to tutors, lecturers and managerial staff, the development of tutoring was not a priority in the first years after our foundation. However there still was counseling present (in the survey at the end of study it was very well rated), even though it was not systematized and formalized. We posted information about available jobs, vacancies and contacts of potential employers on the faculty Facebook profile and Notification Forum, where this information is accessible to all students, as well as via direct email.

In June 2012, in accordance with the suggestions for improvements from the 2011 Self-Evaluation Report (proposal: to provide an appropriate support service for the teaching process), the Center for Counseling at the Faculty of Media started operating. The tasks and activities of the Center were endorsed at the 1<sup>st</sup> Regular Session of the 3<sup>rd</sup> Senate summon on May 30<sup>th</sup>, 2012.

At the 1<sup>st</sup> regular session of the 3<sup>rd</sup> summon of the Senate, on May 30<sup>th</sup> 2012, the Rules on the Tutoring System were adopted (the Rules are publicly available and available at <http://www.FaMe.si/runi-viri>) and implementation commenced with the start of the 2012/13 academic year. Tutoring is defined as the systematic provision of assistance to students in their studies and in their academic development. The purpose of the tutoring is: a) to support students during their studies; b.) increasing the transferability of students to the senior year; c.) advising students in designing the elective part of the course; d.) organizing and providing assistance in the study of particular subjects or; e.) professional practice; f.) encouraging students to participate in extracurricular activities.

## 4 NATIONAL AND INTERNATIONAL COOPERATION

### 4.1 COOPERATION WITH FACULTIES AND RESEARCH ORGANIZATIONS

The Faculty has strong ties with other higher education institutions. It operates both nationally and internationally. The Faculty has an agreement on cooperation with:

- Faculty of Applied Social Studies in Nova Gorica and
- Faculty of Information Studies in Novo mesto.

Researchers from these institutions participate in research activities, the publication of scientific works and the preparation of joint projects.

The Faculty also has cooperation agreements with several foreign educational and research organizations (see section 6.3).

### 4.2 COOPERATION WITH OTHER ORGANIZATIONS

At the Faculty of Media, great attention is also paid to cooperation with the business environment and the exchange of knowledge between academic and professional community. We organize guest lectures by experts from our home environment.

In 2013, the Faculty started cooperation with several Slovenian companies in the framework of the so-called research vouchers project, which are aimed at cooperation between the scientific-research sphere and the economy in terms of providing professional and research support to companies. These six companies are:

- *UNIHA Ltd., Manufacturing, trade, import and export of chemical products.* The purpose of the project is development of a model for improving the conditions of effective communication in a company engaged in construction works and services that support its core business, which is why it does not have the necessary high-level expertise to carry out the research on its own.
- *AVIONČEK Ltd., Hospitality and tourism.* The purpose of the project is to develop a model for improving the conditions of effective communication. The company deals with catering services, which is why it does not have the necessary high-level expertise to carry out this research on its own.
- *GRAPHICS 3000 Ltd., Printing services, engineering and trade.* The purpose of the project is the development of a model for improving the conditions of effective communication in a printing company and services that support its core business, which makes it not necessary for them to have the high level of expertise required to carry out the research on their own.

- *RP DESIGN Ltd., Production and trade.* The purpose of the project is the development of a model for improving the conditions of effective communication in a printing company and services that support its core business, which makes it not necessary for them to have the high level of expertise required to carry out the research on their own.

- *MK PROJECT Ltd., Consulting and project management.* The purpose of the project is the development of models for improving organizational communication. The company works in the field of consulting and management activities, making it crucial to eliminate deficiencies and improve organizational communication within the company and in relation to its partners.

- *TESEUS Ltd., Business and financial advice and business valuation.* The purpose of the project is the development of a model for improving organizational communication in a company that engages in consulting, financial, investment, controlling, informatics, strategies and financial restructuring activities, making it crucial to raise the level of communication as high as possible.

The Faculty cooperated with its related institutions such as the Faculty of Applied Social Studies in Nova Gorica and the Faculty of Information Studies in Novo mesto in the research and professional fields.

The Faculty of Media has also created significant collaborations through PKP and ŠPIK projects. It has successfully cooperated with the following organizations:

- BELA FILM Ltd.,
- Association of Slovenian Film Publicists
- Anarhiv, Cultural and Artistic Society,
- URTP tourism consultancy.

As part of the PKP and ŠPIK projects, the faculty collaborated with students and lecturers from the following educational institutions:

- AGRFT and
- Faculty of Design.

**Status assessment:**

Faculty involvement with other higher education institutions and organizations is appropriate. Faculty members are planning similar projects in the future.

## 5 ORGANIZATIONAL INFRASTRUCTURE AND DECISION-MAKING AT FaM

### 5.1 MANAGEMENT AND OTHER FORMAL BODIES

#### **FACULTY OF MEDIA MANAGEMENT**

CEO: Asst. prof. dr. Matjaž Škabar

Tasks: Coordinates management aspects of educational, scientific research and other work; takes care and responsibility for the lawfulness of the operation; reports to the Senate and the Board at least once a year; concludes and terminates employment relationships at the request of the Board of Directors and in agreement with it performs other tasks in accordance with the law, other regulations and the Faculty Statute.

Dean: Asst. prof. dr. Matjaž Škabar<sup>1</sup>

Tasks: Coordinates professional aspects of educational, scientific research and other work; takes care and responsibility for the lawfulness of the operation; reports to the Senate and the Board at least once a year; proposes the conclusion and termination of employment contracts and performs other tasks in accordance with the law, other regulations and the faculty statute.

#### **SENATE OF THE FACULTY OF MEDIA**

The Senate is the highest professional body of the faculty. Members of the Senate are elected by the Academic assembly. The Senate is composed of higher education professors, researchers and students. The Senate discusses issues in the area of professional work, defines professional bases for work programs and school development, coordinates educational, scientific and research work and other matters related to the pedagogical and research activities of the faculty.

Composition:

9 members until 13.2.2019:

Assist. prof. dr. Matjaz Škabar (as active Dean), prof. dr. Matej Makarovič, prof. dr. Dejan Jelovac, prof. dr. Andrej Kovačič, Assist. prof. dr. Bernard Nežmah, prof. dr. Matevž Tomšič; student representatives: Sašo Krobe, Ulrika Šegula and Mark Saksida.

9 members since 13.2.2019:

Asst. prof. dr. Matjaz Škabar, prof. dr. Matej Makarovič, prof. dr. Dejan Jelovac, assoc. prof. dr. Andrej Kovacič, prof. dr. Borut Rončević, prof. dr. Matevž Tomšič, student representatives: Sašo Krobe, Ulrika Šegula and Mark Saksida.

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<sup>1</sup> He was elected Dean for a two years period on 03/09/09 at the 21st correspondence meeting of the FaM Board.

#### Tasks of the Senate of the Faculty of Media:

- Appoints expert committees to prepare reports in the election procedures for the titles of higher education teachers, research assistants and higher education associates;
- Appoints higher education teachers, researchers and higher education associates to the title;
- Rules on an appeal against a decision in the process of recognition of foreign education for the purpose of continuing education;
- Participates in the planning of educational and scientific-research work;
- Adopts the starting points for scientific research work at the faculty;
- Gives an opinion on the criteria for election to the titles of higher education teachers, research workers and faculty associates;
- Proposes the programmatic foundations of higher education, coordinates draft programs, promotes cooperation with professional bodies and organizations;
- Formulates faculty program policies and adopts a study calendar;
- Adopts educational programs for 1<sup>st</sup> and 2<sup>nd</sup> level of higher education;
- Adopts educational programs not covered by the national higher education program,
- Adopts joint study programs and advanced study programs and gives consent to study programs;
- Adopts its own rules of procedure;
- Appoints other working bodies;
- Discusses and coordinates the rules governing study requirements;
- Discusses issues of the Faculty Student Council;
- Rules on student complaints about study matters;
- Makes proposals for awards (title of meritorious professor, plaques of the faculty, etc.);
- Monitors the quality of educational, scientific and research work and adopts self-evaluation reports and reports on the implementation of extracurricular activities programs;
- Appoints the head of the Media Institute with the consent of the board of directors of the faculty;
- Adopts acts of the faculty that are exclusively linked to study programs;
- Performs other tasks in accordance with the faculty statute or other general act.

#### **Working Bodies of the Faculty of Media**

(appointed by the Senate of the Faculty of Media for a period of 2 years)

#### **Study and Student Affairs Commission**

Composition: 2 high school teachers and a student representative; dr. Matevž Tomšič, dr. Matjaž Škabar, and Sašo Krobe (student representative). A representative of the Student Affairs Unit (2018/19) is also present at Commission meetings (without voting rights).

The tasks and responsibilities of the Student Affairs Commission are:

- Discusses 1<sup>st</sup>, 2<sup>nd</sup> and 3<sup>rd</sup> degree study programs and their changes,
- Discusses advanced study programs,
- Discusses the report on the organization, implementation and development of the educational activity,
- Suggests to the FaM senate changes and amendments to existing education policies and new policies,
- Discusses the proposals of the FaM student council,
- Addresses issues related to enrollment in FaM, including enrollment on criteria for transitions between study programs and exceptional student enrollment,
- As a first-level authority, considers student applications and forwards them to the dean of FaM with their opinion for discussion,
- Gives opinion on faster progress of students,
- Conducts procedures on recognition of education for the purpose of continuing education in accordance with the law on recognition and evaluation of education and the general administrative procedure act,
- Discusses the requirements and issues opinions on the equivalence of professional and scientific titles in accordance with the law on recognition and evaluation of education,
- Examines the role of students and proposes decisions on the recognition of skills acquired before enrollment and during their studies in non-formal education and experiential learning,
- Performs other tasks in accordance with the statute, general acts and the senate's decisions.

### **Research Commission**

Composition: 3 higher education teachers (in the academic year 2018/19: prof. dr. Dejan Jelovac, prof. dr. Matevž Tomšič, prof. dr. Matjaž Škabar)

The tasks and responsibilities of the Commission for Scientific Research are:

- Coordination and monitoring of applications and implementation of research programs and projects,
- Monitors the development of research and development work and scientific staff in the scientific fields of FaM,
- Considers and submits to the Senate a plan and report on the FaM R&D work,
- Considers proposals for programs of the Media Institute and submits them to the Senate,
- Monitors and provides initiatives to improve R&D,
- Discusses the appropriateness of spending on R&D,
- Proposes to the Senate the classification of researchers into individual scientific and research titles,
- Proposes to that the Senate an establishment of a new institute or termination of an existing one,

- Evaluates the research work of the candidates for enrollment in the study programs for obtaining a master's degree and a doctorate of science, if the enrollment is restricted,
- Deals with matters related to the Master's degree and the Ph.D., and proposes to the Senate appropriate decisions in accordance with the FaM Rules,
- Performs other duties in accordance with the FaM Rules, the FaM General Acts and the FaM Senate Decisions.

### **Personnel Commission - Habilitations**

Composition: 3 higher education teachers and a student representative (in the academic year 2018/19: prof. dr. Matej Makarovič, prof. dr. Matevž Tomšič, assist. prof. dr. Matjaž Škabar).

Tasks: Decides on the application for election to the title and submits its decision to the Senate which is responsible for election.

### **Quality Commission**

Composition: two higher education teachers or scientific staff, student representative, dean, coordinator of educational activities (in the academic year 2018/19: assoc. prof. dr. Blaž Rodič, prof. dr. Mateja Rek, assist. prof. dr. Matjaž Škabar, prof. dr. Matevž Tomšič, assist. prof. dr. Katarina Rojko and Saša Krobe - student representative).

The tasks and responsibilities of the Quality and Evaluation Commission are:

- Discussing the FaM report on monitoring, identification and quality assurance in the institution as a whole, education and research,
- Discussion on indicators and standards proposals and procedures for monitoring performance across major areas of FaM activity,
- Performs other tasks in accordance with the FaM Statute, the FaM General Acts and the FaM Senate's decisions.

Modus operandi:

- The Quality Committee (QC) reports and advises the Academic Assembly and the Dean on the management and improvement of academic standards and the quality of study programs, and the fields of study and teaching.
- The QC manages and monitors the system of creation of new study programs.
- The QC leads and monitors the three-year cycle of evaluation of study programs and international cooperation.
- The QC assesses statistics on student progress and success and evaluates the results of the proposals in the self-evaluation report.
- The QC measures the achievement of the objectives in view of the strategy set.
- The QC regularly cooperates with student representatives and collects, analyzes, evaluates and uses student evaluations to improve the quality of study programs and teaching.

- The QC advises on the development and use of an information system to enhance learning and teaching.
- The QC promotes the development of good and innovative practice in study programs.

## **MANAGEMENT BOARD**

The board of directors is the governing body of the faculty. In addition to the tasks specified by law, the board of directors decides on matters of financial nature and takes care of the smooth economical operation of the faculty in accordance with the Statute. The board of directors adopts the faculty statute and other acts of the faculty. The Board of Directors appoints the Dean, Vice-deans and heads of the organizational units of the Faculty.

Management Board:

- Discusses and decides on all financial matters,
- Takes care of smooth financial operations,
- Adopts the statute, its amendments and supplements,
- Adopts the work program, fiscal plan and annual report,
- Adopts internal acts of the faculty that are not exclusively related to the implementation of the study program,
- Plans and decides on investments in assets and other investments,
- Decides on the amount of tuition fees for study and sets price lists;
- Appoints the dean and vice-dean of the faculty,
- Adopts the faculty development plan,
- Upon the previously obtained consent of the founder, decides on the extension, merger or exit of the faculty to another institution or legal person,
- Appoints its working bodies,
- Adopts an opinion on job classification,
- Adopts its own rules of procedure,
- Performs other tasks in accordance with the law and the statute.

Composition: The Faculty Board of Directors has six (6) members, consisting of representatives of each founder, one (1) representative of faculty workers and one (1) representative of students as interested public (in the academic year 2018/19: prof. dr. Mateja Rek, prof. dr. Matej Makarovič, prof. dr. Matevž Tomšič, prof. dr. Janez Povh, prof. dr. Borut Rončević, assist. prof. dr. Matjaž Škabar).

## **ACADEMIC ASSEMBLY**

The Academic Assembly is the body of the faculty teaching staff involved in the faculty's educational and research process. The Academic Assembly is made up of all higher education teachers, research staff and higher education associates who participate in the faculty's educational and research process. Student representatives are also involved.



The Academic Assembly is composed of all higher education teachers, researchers (co-workers) and higher education student's associates who carry out pedagogical or scientific research work during the current academic year based on a valid contractual relationship with the faculty.

Student representatives also participate in its work and are represented in at least one fifth of the members of the academic assembly.

Academic Assembly:

- Elects the Faculty Senate,
- Proposes the candidates for the Dean position to the Board of Directors,
- Considers the report on the work of the faculty and submits proposals and initiatives to the Senate;
- Discusses and approves the Faculty's development program,
- Performs other tasks related to the faculty's educational and research process.

Composition in the 2018/2019 academic year:

- |                      |                            |
|----------------------|----------------------------|
| 1. Matjaz Škabar     | 16. Sonja Benčina          |
| 2. Matej Makarovič   | 17. Mateja Černič          |
| 3. Mateja Rek        | 18. Petra Kleindienst      |
| 4. Dejan Jelovac     | 19. Lidija Đikanović       |
| 5. Blaž Rodič        | 20. Dadiana Chiran         |
| 6. Bernard Nežmah    | 21. Maja Kus Ambrož        |
| 7. Borut Rončević    | 22. Katarina Krapež        |
| 8. Andrej Kovačič    | 23. Janja Mikulan Kildi    |
| 9. Matevž Tomšič     | 24. Erika D. Uršič         |
| 10. Jože Kocjančič   | 25. Kristina Pranjić       |
| 11. Tea Golob        | 26. Tamara Besednjak Valič |
| 12. Srečko Zakrajšek | 27. Robert Vodovpivec      |
| 13. Marko Peršin     | 28. Victor Cepoi           |
| 14. Lea Prijon       | 29. Jernej Letnar Černič   |
| 15. Peter Podhostnik | 30. Nadja Damij            |

Student representatives: Ulrika Šegula, Barbara Gobec, Lovro Prešiček, Tjaša Kranjec, Marko Mihajlovič, Sašo Krobe, Mark Saksida.

## **STUDENT COUNCIL**

The Student Council is the representative body of the students of the faculty. Student council members are elected annually at the beginning of the academic year by students of each year by a public vote with a majority of votes. At the same time, students also elect student representatives for the Academic Assembly, the Board of Directors, and the Senate.

In the 2018/2019 academic year, student council elections were held from November 10<sup>th</sup> to November 17<sup>th</sup> 2018. Student representatives for the Academic Assembly, the Board of Directors, and the Senate were also elected. Elected members:

President: Sašo Krope

Vice-President: Tjaša Kranjec

Members:

- Lovro Prešiček, representative of the 1<sup>st</sup> year undergraduate program Media and Journalism,
- Ulrika Šegula, representative of the 2nd year undergraduate program Media and Journalism,
- Barbara Gobec, representative of the 3rd year undergraduate program Media and Journalism,
- Sašo Krope, representative of the undergraduate program Media and Journalism,
- Mark Saksida, representative of the master's program Media and Journalism,
- Tjaša Kranjec, representative of the master's program Strategic Communication,
- Marko Mihajlović, representative of the doctoral study program Strategic Communication.

**The Student Council has the following tasks:**

- Discusses the draft of the statute in parts that relate to the rights and duties of students,
- Gives an opinion on other acts of the faculty relating to the rights and duties of students,
- Organizes elections to the Student Council, the Academic Assembly and the Senate,
- In cooperation with the student community, adopts and implements a program of student extracurricular activities, gives an opinion on the teaching abilities of higher education teachers upon their reelection to the title,
- Considers the report on the quality of implementation of the faculty's educational program, performs other tasks that concern the students.

**OTHER ORGANIZATIONAL UNITS AND REPRESENTATIVES**

**SECRETARIAT OF THE FACULTY OF MEDIA**

The Faculty Secretariat performs organizational, administrative, financial, technical and other common tasks of the Faculty. Departments of the Secretariat are:

- Study and Student Affairs Office,
- International Cooperation Service,
- Technical and General Administrative Department.

The Secretariat staff prepares formal backgrounds in their field for faculty managerial decisions.

Representatives: dr. Nina Cvar and assist. prof. dr. Kristina Pranjić from 14.4.2018.

## **INSTITUTE OF MEDIA**

Head of the Media Institute: Prof. Dr. Matevž Tomšič

### Committee for scientific research:

President: Prof. Dr. Matevž Tomšič

Member: Prof. Dr. Dejan Jelovac

Member: Prof. Dr. Mateja Rek

### Researchers:

Prof. Dr. Nikolai Genov until 2015

Prof. Dr. Matevž Tomšič until 2016

Prof. Dr. Matej Makarovič until 2016

Asst. Dr. Jože Kocjančič until 2016

Prof. Dr. Borut Rončević until 2016

Prof. Dr. Mateja Rek

Assoc. Prof. Dr. Andrej Kovačič

Asst. Dr. Katarina Rojko until 2017

Dr. Nina Cvar, senior lecturer

Asst. Dr. Kristina Pranjić

The Counseling Center for students is designed to help:

- Prospective students (counseling before the first enrollment in the faculty),
- FaM students
- FaM Student Council
- Alumni club members and other former FaM students.

The counseling meant for our prospective, existing and former students and is free of charge.

### Counseling Center tasks:

- Individual counseling
- Managing on-line career center
- Organizing and conducting presentations of interesting employers at FaM
- Organizing various workshops and lectures on employment
- Organizing consultations on lifelong career guidance

Consulting services include consulting in the following areas:

- Funding (study funding, financial resources, scholarships, funds, study credits, etc.),
- Assistance in the selection of the study program and elective content,
- Internship assistance and advice,
- Job vacancies, student jobs and internships,
- Time management of study requirements,
- Tutoring at FaM,

- Advising on the completion of study requirements,
- Information on voluntary work and non-formal education,
- Post-graduate counseling: alumni club activity, job market and employer briefing (preparation and implementation of roundtables and alumni meetings with potential employers),
- Providing information for the informal acquisition of competences (NEFIKS),
- Collecting and providing information on summer schools,
- Counseling in the process of lifelong learning and career development,
- Collecting and providing scholarship information,
- Coordinating and providing information on FaM tutoring,
- Information on volunteer work,
- Publishing research on FaM graduates,
- Establishment of the FaM alumni club,
- Publication of calls for staff scholarships.

**FACULTY OF THE MEDIA LIBRARY ASSOCIATE:** dr. Nina Cvar

**REPRESENTATIVE FOR ECTS:** prof. dr. Matevž Tomšič

**REPRESENTATIVE FOR PRACTICAL EDUCATION AT FaM:** Assoc. prof. dr. Andrej Kovačič

**Evaluation and suggestions:**

The structure of organization at the Faculty of Media is appropriate.

## 5.2 INVOLVEMENT OF STAFF AND STUDENTS IN MANAGEMENT AND DECISION MAKING

At the Faculty of Media, we enable and promote the proper organization of students and provide the student council with a possibility of participating in decision-making in accordance with the legislation and practice in other higher education institutions. Students are very important in the process of evaluating and ensuring the high quality of the study process at FaM. Students are actively involved in the governing bodies described above at the Faculty of Media. Every year an evaluation is carried out, in which students evaluate the quality of work at the Faculty of Media and the quality of the implementation of individual subjects. Every year, therefore, we survey students about the realization and quality of their study programs and satisfaction with the conditions of study. Results of the analysis are discussed within the various bodies of the Faculty (within which the students also participate) in order to perfect the study program and its processes.

The small faculty size and intimate student numbers also allow us a large number of informal, direct and physical or online contacts between students and employees. The availability of leadership, secretariat and lecturers to students is an important guide and we are at our disposal at all times, whether in the case of their individual or group requests, ideas or suggestions.

Faculty of Media colleagues participate in the governing bodies of the FaM. Twice a year, we organize an academic meeting, which presents an opportunity to discuss past events (exchange of opinions, evaluation of past work) and future solutions and improvements. Before the beginning of the academic year, the Dean of the Faculty of Media meets with all lecturers - the purpose of the meeting is to discuss the results of student's evaluations of the study process, discuss the relevance of the study program content, improvements towards the goal of achieving the best quality of content and for each subject. Every year we monitor the realization of the study process (whether all pedagogical activities are carried out in accordance with the plan).

**Status assessment:**

Involvement of colleagues and students in management and decision making process is appropriate.

### 5.3 DOCUMENTATION MANAGEMENT

At the Faculty of Media we keep the following records with personal data of students:

- Records of applied and enrolled students,
- A student file, kept for each student from enrollment to graduation or withdrawal,
- The record of the exam, which notes the application for the exam, the course of the exam and the grade achieved,
- Records of issued documents on finished undergraduate and postgraduate education.

The records referred to in points 1, 2 and 4 include: student's first and last name (plus maiden name for female students), gender, date, place and municipality of birth, country of birth, permanent and temporary residence, citizen's unique identification number, citizenship, previous education, mode of study and other information according to special regulations. The records referred to in item 2 also include information on the exams taken, the progression and completion of studies.

The records referred to in item 3: name and surname of the student (for female students also the maiden name), gender, personal identification number of the citizen, mode of study, year of study and academic year of the first enrollment, date of examination, number of previous attempts at the exam, and the grade achieved in the exam.

The personal data of students from the records referred to in the preceding article shall be collected, processed, stored and transmitted only for the needs of higher education activities of institutions and for the needs of the ministry for education. Other access than that will only be possible in accordance with special regulations.

When making statistical analyzes, personal data may be used and published in such a way that the identity of the student is protected.

FaM will manage the selection process, appointment, and academic promotion of higher education teachers and associates, as well as scientific researchers and associates in accordance with law and in a public manner. It will keep appropriate records on the matter.

In addition to student records, we also keep:

- Records of employees and associates,
- Payroll records,
- Records of injuries at work,
- Records of library users.

These records are not freely available.

**Status assessment:**

Documentation keeping and document management is appropriate.

## 6 QUALITY ASSURANCE OF ACADEMIC STAFF

### 6.1 STAFF AND THE PERFORMANCE OF THE STUDY PROCESS IN THE 2018/19 STUDY YEAR

Structure of Higher Education Teachers by Habilitation Grades - Professional Higher Education Study Program (Level 1) - 2018/2019 academic year

	Title	Number	Share
1.	Professor	4	19%
2.	Associate Professor	2	9%
3.	Assistant Professor	9	42,9%
4.	Senior Lecturer	0	0%
5.	Lecturer	2	9.5%
6.	Lector	0	0%
7.	Assistant	4	19%
	TOTAL	21	100.0%

Structure of higher education teachers by habilitation titles - Level 2 and Level 3 - academic year 2018/2019

	Title	Number	Share
1.	Professor	6	33,33%
2.	Associate Professor	3	16,67%
3.	Assistant Professor	4	22,22%
4.	Senior Lecturer	0	0%
5.	Lecturer	2	11,11%
6.	Lector	0	0%
7.	Assistant	3	16,67%
	TOTAL	18	100.0%

All lecturers are habilitated high school teachers with valid and appropriate appointment to the title. We have obtained and hold their required statements and necessary approvals of their employers.

Structure of higher education teachers by type of employment - academic year 2018/19.

1. Proportion of higher education teachers with full-time employment: 10%.
2. Number of full-time higher education teachers and associates (FTE): 3.
3. Number of students with status per one FTE: 18.
4. Number of students per high school teacher: 1.74.
5. Number of students per administrative employee: 27.

#### **Status assessment:**

The structure of higher education teachers according to the habilitation titles is appropriate both in the undergraduate study programs of the 1<sup>st</sup> degree and in the postgraduate higher education study programs of the 2<sup>nd</sup> and 3<sup>rd</sup> degree. The structure of higher education teachers in academic year 2018/19 improved in terms of form of employment.

## 6.2. APPROPRIATENESS OF PROCEDURES FOR ELECTION OF TITLES

At its 17<sup>th</sup> meeting, on April 21<sup>st</sup> 2011, the Senate of the Faculty of Media approved the new Criteria for the election of titles of higher education teachers, scientists and associates of the Faculty of Media, which were harmonized with the new Minimum Standards for the election of titles of higher education teachers, scientific workers and higher education associates at higher education institutions, which were appointed by the Council of the National Agency for Quality in Higher Education at its 11<sup>th</sup> meeting on November 18<sup>th</sup>, 2010. Subsequently, the Senate of the Faculty of Media, at its 18<sup>th</sup> session on June 30<sup>th</sup> 2011, at its 4<sup>th</sup> regular session of the 4<sup>th</sup> assembly of the Senate on September 29<sup>th</sup>, 2014 and at its 31<sup>st</sup> correspondence session of the 4<sup>th</sup> assembly on January 15<sup>th</sup> 2016 adopted amendments to these criteria.

Elections to the titles in 2018/2019:

- October 23<sup>rd</sup>, 2018, Alenka Pandiloska Jurak - First Election to Assistant Professor in Sociology
- September 23<sup>rd</sup>, 2019, Primož Rakovec - first election to the title of Assistant Professor in the subject area of Psychology

## 6.3 INTERNATIONAL MOBILITY

Faculty of FaM is actively involved in international mobility programs. In December 2011, FaM acquired the Erasmus University endorsement, which represents the general framework and prerequisite for European cooperation within Erasmus activities in the field of tertiary education. As a coordinator of Erasmus activities at FaM, Kristina Pranjić regularly participated in trainings and seminars organized by CMEPIUS. In the 2018/19 academic year FaM had bilateral agreements that were aimed at exchanging students, lecturers or professional staff with the following institutions:

- Uskudar University Istanbul (Turkey),
- Instituto Superior de Ciências Sociais e Políticas (Portugal),
- Panstwowa Wyższa Szkoła Zawodowa im. Stanisława Pigoń w Krosnie (Poland),
- Wyższa Szkoła Promocji w Warszawie (Poland),
- Babes-Bolyai University (Department of Journalism) in Cluj (Romania),
- Metropolitan University of Praha (Czech Republic),
- Juraj Dobrila University of Pula (Croatia),
- Fachhochschule Burgenland GmbH Eisenstadt (Austria),
- University of Silesia, Katowice (Poland),
- Instituto Superior de Ciências Sociais e Políticas, Lisbon (Portugal).

Within the Erasmus+ program we carried out 3 staff mobility activities with the purpose of International training between collaborating countries.



Our goal was to enable our academic staff and our students to the extent that they participate in the exchange, implement mobility and increase our faculty's involvement with foreign universities, faculties and organizations, deepen the knowledge and experience of participants, facilitate multicultural knowledge sharing and networking, as well as properly implement the Erasmus+ program guidelines.

We can conclude that in the academic year 2018/2019, we were successful in motivating the academic staff, as we therefore carried out 3 mobility activities for the purpose of training. The smaller number of performed student mobilities for the purpose of education and practice could be explained by the specifics of our faculty students as most of our students study part-time while working, which makes it difficult for them to afford a long absence. Nevertheless, we strive to enroll at least one student in the Erasmus+ program during each academic year. In the academic year 2018/2019, student Anja Ovčar spent her summer semester in Portugal.

We have regularly reported about the Erasmus+ program and activities on the Faculty of Media website and our social networks. We also had several individual consultations with interested employees and students.

The implemented mobility has helped our Faculty increase our international cooperation. The realized mobility of our academic staff enabled the participants to deepen their knowledge, which was successfully transferred to our system of organization and further transfer of knowledge to our students.

The quality control and organizational support of the staff mobility was carefully carried out by professional staff as well as by the participants themselves.

The mobility of staff for the purpose of training was smooth and information was provided and received in a timely manner and in accordance with plans.

Overall, our staff was very pleased with the mobility implemented. We would like to see more of these opportunities, but we will also put more effort into administrative support for the implementation of other types of mobilities (student and teaching staff mobility) that require more prior coordination, search for suitable institutions, persons, terms, subjects, etc.

We estimate that the students we host were satisfied with the mobility and our Faculty. Our assessment was also confirmed by the results of the survey, which must be submitted by all participants upon completion of mobility through the online platform Erasmus+.

Both professional staff and academic staff have worked hard to successfully realize the mobility of foreign students with us, as evidenced by the survey responses. We have learned a lot and in the future these experiences will allow us to make hosting more efficient and faster.

Supervision and support were carried out throughout the entire period of mobility of our staff and students on exchange with us. We have been in contact in person, via email and over the phone. Communication went well, was prompt and we resolved everything needed.

Positive attitude and experience of the participants in mobility so far is reason for our motivation and means great help with assistance in the implementation of new ones, as well as confidence and interest in the implementation of mobility, both from our faculty and from partner institutions.

**Status assessment:**

The project has had a very positive impact on our organization and everyone involved in the process. It has facilitated the expansion of partnerships, knowledge, opportunities and international integration. Transparent and timely information made it possible to ensure compliance with the agreements. Because we respected the principles of non-discrimination, equal treatment and equal opportunity, we presented our Faculty, project and country in a good manner. On this basis, we were able to ensure the recognition of our obligations and the satisfaction of all participants.

The students who were hosted by us did not have any additional costs, and at the same time we strived and will continue to strive to ensure that the cooperation will lead to sustainable cooperation for all partners and to proportional results. We provided support to the participants before, during and after the exchange to optimize the performance. Satisfaction was continuously evaluated and the exchange of acquired knowledge and experience was encouraged.

The project has a positive impact on the whole ecosystem; it facilitates networking, broadens horizons, promotes tolerance and facilitates the transfer of knowledge and experience. However, being a small faculty, we are aware of our limitations (available resources, influence ...), but still strive for improvement at all levels.

We have successfully informed our staff and students with the results of the project. This stimulated additional interest and confidence in the project. The faculty's higher education staff utilizes the enormous potential offered by this form of acquiring new skills and networking in the international environment, as well as the opportunities for teaching abroad. The students showed great interest in both the opportunity to pursue practical training and mobility for the purpose of study.

International collaboration has a positive impact on our organization, our staff and our students. However, we are aware that we need to maintain a balanced and sustainable cooperation with our partners, which are usually much larger institutions. Through good practice, we improve communication and reduce the time for coordination and negotiation. Confidence is increasing, although we have better experience with some partners than with others. The program is a great opportunity to spread knowledge, skills, broaden horizons, acquaintances and promote collaboration.

## 6.4 SCIENTIFIC AND RESEARCH WORK

At the Faculty of Media also operates the Media Institute, which functions as an organizationally and professionally separate unit.

### **The activities of the Media Institute are:**

- Implementation of basic, developmental and applied research projects in the field of media research;
- Scientific research work under the national research program, the EU and beyond;
- Scientific and research development of existing members of the research team and expansion of the research team with new members;
- Scientific research work related to educational programs provided by the faculty;
- Professional cooperation in postgraduate master's and doctoral education;
- Participation in the teaching or educational work of the faculty;
- Involving students in scientific research;
- Liaising with research organizations and groups in Slovenia, the EU and beyond.
- Implementation of projects and programs for clients outside the national research program (on-budget and off-budget clients);
- Consulting and other professional work;
- Informing the public about the results of the research.

By pursuing these activities, the Media Institute established a solid foundation for the continued operation and realization of the mission of the Faculty of Media.

### **Organization of the Media Institute:**

Head: prof. dr. Matevž Tomšič

Commission for Scientific Research:

- President: prof. dr. Matevž Tomšič
- prof. dr. Dejan Jelovac
- prof. dr. Mateja Rek

Researchers:

- Prof. Dr. Matevž Tomšič until 2016
- Prof. Dr. Matej Makarovic until 2016
- Asst. Dr. Jože Kocjančič until 2016
- Prof. Dr. Borut Rončević until 2016
- Prof. Dr. Mateja Rek
- Assoc. Prof. Dr. Andrej Kovačič
- Asst. Dr. Katarina Rojko until 2017
- Dr. Nina Cvar, Senior lecturer.
- Asst. Dr. Kristina Pranjić

Institute's activities and projects:

- Participation in research and scientific work in accordance with thematic orientations,
- Participation in national and international research projects,
- Involvement of students who choose the above topics in the research work of the media institute for their master's/bachelor thesis,

- Realization of scientific works,
- Successful application for ARRS tender: Faculty of media research program - collection, management and archiving of media literacy data (2013-20), ARRS,
- Successful application of ARRS tender: "Promoting the employment of young Ph.ds" in 2015 (2015-17).

**The Faculty of Media 'Infrastructural Research' Program entitled "Collection, Management and Archiving of Data on Media Literacy"** collects data on the state of media literacy in Slovenia and monitors the factors and trends of media literacy over a longer period. The data collected under this program will form the basis of an analysis of the state of media literacy in Slovenia, will enable comparative positioning of the state of media literacy in the European and global space, and will help in the formulation of public policies and their implementation in the field of media literacy, in terms of content, form, methods of work as other specific characteristics. Media literacy is becoming an increasingly important part of European and national policy programs in the media and communication sectors. The European institutions have, over the last few years, systematically called on the Member States to place media literacy on the public policy agenda and to formulate a set of possible measures to promote media literacy. In a number of documents, the European Institutions have called on the Member States to carry out systematic research, observations and reporting on the various aspects and dimensions of media literacy. Despite the fact that Slovenia is also aware of the importance of media literacy (both in the context of the individual and society as a whole), systematic data collection is needed to enable research and analysis on the state of media literacy at the national level and comparative and temporal changes analysis. Unlike most other EU Member States, this is still not yet implemented in the Slovenian territory, which is a poor basis for research and scientific reflection in this field. Through its operation, the mentioned infrastructure program provides support for the successful implementation of research programs at both the Faculty of Media and other research programs in the Slovenian and international area active in the field of media and communication. The collected and publicly available data on the state of media literacy will serve as a basis for the implementation of targeted, applied or basic research projects both at home and abroad. To this end, information on the state of media literacy in Slovenia is collected in the following areas:

1. Collecting information on the status of initiatives and activities for media literacy at different levels (it is about creating a systematic database of projects, programs and public policies in the field of media literacy implemented at different levels by different entities);
2. Creating a database of good practices in this field (in line with the recommendations of the European commission);
3. Creating a database of European institutions and organizations (both EU and national) dealing with media literacy, facilitating cooperation and networking between domestic and foreign media literacy entities;
4. Collecting data on the state of media literacy for inclusion in international comparative research;
5. Statistical processing of collected data.

The data are collected in a single place and will be published, together with the statistical processing and the abovementioned records, on specially designed web pages that are publicly accessible, transparent and user-friendly in terms of content and functionality.

The objective of the call for proposals "**Promoting the employment of young doctors of science**" was to use the acquired knowledge in the field of research and development work and to transfer knowledge into practice and to increase research and development potentials.

#### **Work package 1:**

Communication encompasses the communication of information, opinions, messages between people, both consciously and especially in the professional world also at a level below the threshold of perception. The diversity of communication itself also gives a plethora of different phenomena, theories and practices of communication that can significantly improve the quality of our lives. In 2014/15, for this purpose, we started implementing a master's and doctoral program in strategic communication at the faculty, and with that a large need for specific knowledge of advanced communication techniques (communication science/sociology/psychology: social sciences):

- Communication theory, communication models focusing on the study of conscious (analytically valued) and unconscious (emotional) influence,
- Further development of action impact model (goals, connection, techniques, identity, suggestibility, number),
- Applications and study of action model techniques in a specific field - case studies,
- Techniques of imprinting and connecting at an unconscious level,
- Suggestion techniques (sensory systems, suggestive composition of the composition, anchoring, use of wire ropes),
- Communication skills for public speakers,
- Advanced techniques for acquiring information in an intercultural environment.

#### **Work package 2:**

Media monitoring and research is the main focus of the Faculty of Media, as we want to become a top-level educational center in this field in Slovenia and the region. In particular, as the role of the media is changing with the introduction of modern technologies, and their influence is rapidly increasing, it is imperative for the media exploration to increase. For example, due to the commercial orientation of the media, the relationship between negative and positive news has markedly deteriorated. Such marked negativity causes negative emotional states and general dissatisfaction of the population with the aim of greater consumerism, which in the form of products then "brings" short-term positive feelings.

By researching the media, we will be able to integrate modern and applied knowledge of media creators into the study process. The field of research (communication science / sociology: social sciences) will be both contemporary media technologies and media content. Specifically:

- Key theoretical approaches in the study of contemporary media activity,
- Research work on RSS news and other databases that we collect at the faculty,
- The use of advanced computer techniques to retrieve and analyze content on the internet,

- Exploring the impact of using modern media (GSM, internet, social networks).

**Status assessment:**

The structure of the researchers is appropriate. The main problem is the lack of funding for research work. Therefore, there is a need for more domestic and foreign research projects. However, like most other research institutions, the Media Institute is confronted with the staffing challenges and short-lived structure-related research projects.

## 7 STUDENTS

### QUALITY SURVEY RESULTS OF THE FACULTY OF MEDIA - STUDY YEARS 2008-2019:

- Number of completed surveys (academic year 08/09): 21
- Number of completed surveys (academic year 09/10): 37
- Number of completed surveys (academic year 10/11): 31
- Number of completed surveys (academic year 11/12): 37
- Number of completed surveys (academic year 12/13): 25
- Number of completed surveys (academic year 13/14): 22
- Number of completed surveys (academic year 14/15): 15
- Number of completed surveys (academic year 15/16): 15
- Number of completed surveys (academic year 16/17): 15
- Number of completed surveys (academic year 17/18): 12
- Number of completed surveys (academic year 18/19): 21

5 = always, 1 = never	09/10	10/11	11/12	12/13	13/14	14/15	15/16	16/17	17/18	18/19
a) Students can rely on assistance of employees for solving their problems	4.37	4.27	4,54	4.26	4.29	4.67	4.80	4.93	4.83	4.90
b) Lectures and other services are performed in the promised time	4,56	4.07	4.38	4,52	4.32	4.33	4.73	4.67	4,58	4.76
c) Students are regularly informed of time and place of lectures and other services	4,56	3.81	4,51	4,58	4,41	4.27	4.80	4.87	4,58	4.71
d) Students are regularly informed on time and the place of lectures and other services	4,49	3.81	4.32	4.39	4,00	4.33	4.67	4.80	4.75	4,62
f) Promised services are immediate performed	3.82	3.85	4.27	4.28	4,43	4.36	4.87	4.93	4,42	4.33
g) Lecturers are willing to help	4.46	4,35	4,51	4.10	4,41	4.33	4.80	4.93	4.33	4,62
h) Students can trust the faculty staff	4.30	4,35	4,59	4.38	4,55	4.73	4.93	4.93	4.92	4.86
i) Administrative staff is polite to students	4.36	4.5	4.73	4,59	4.68	4.93	4.93	5,00	5,00	5,00

j) Employees have all the knowledge needed for replying to student's questions	4:14	4.38	4,41	4,48	4,59	4.4	4.87	4.93	4,58	4,57
k) Employees are individually attentive to students	4,17	4,19	4,43	4.21	4:14	4,53	4.67	4.93	4.83	4,52
l) The lecturers are respectful to students	4.78	4.31	4.70	4.46	4.68	4.67	4.67	4.87	4.83	4.86
m) The lecturers are understanding to the students	4,43	4.38	4,51	4.07	4,50	4,53	4.73	4.93	4.83	4.67
n) Employees act in accordance with the interests of the students	4.37	4.23	4:14	4,41	4,45	4,53	4.87	4.87	4.67	4.71
o) The quality and accessibility of the materials available on Moodle	3.86	3.69	4.03	3.93	4,18	4.13	4.60	4.73	4.33	4,48
p) Business hours (faculty, library, office) are appropriate	4.26	4.23	4:14	4,41	4,45	4,53	4.87	4.87	4.67	4.81
r) you are satisfied with your studies at the faculty	4,57	4.08	4.32	4.09	4,18	4.33	4.80	4.80	4,50	4.5
<b>TOTAL</b>	<b>4.36</b>	<b>4.16</b>	<b>4,42</b>	<b>4.30</b>	<b>4.39</b>	<b>4,47</b>	<b>4.79</b>	<b>4.87</b>	<b>4.66</b>	<b>4.69</b>

### **1. How satisfied are you with the overall quality of service of our faculty?**

5 = very satisfied; 1 = very dissatisfied

Average 08/09: 3.8

Average 09/10: 4.33

Average 10/11: 3.96

Average 11/12: 3.80

Average 12/13: 4.07

Average 13/14: 3.91

Average 14/15: 4.00

Average 15/16: 4.70

Average 16/17: 4.53

Average 17/18: 4.42

Average 18/19: 4.62



**2. To what extent did the delivery of your education meet your expectations?**

5 = better than I expected; 1 = worse than I expected

Average 08/09: 3.73

Average 09/10: 3.86

Average 10/11: 3.86

Average 11/12: 3.85

Average 12/13: 3.95

Average 13/14: 3.50

Average 14/15: 3.54

Average 15/16: 4.43

Average 16/17: 4.07

Average 17/18: 4.17

Average 18/19: 4.05

**3. Employers are interested in recruiting students from our faculty:**

5 = I completely agree; 1 = I completely disagree

Average 08/09: 3.43

Average 09/10: 3.28

Average 10/11: 3.69

Average 11/12: 3.44

Average 12/13: 3.23

Average 13/14: 2.95

Average 14/15: 3.67

Average 15/16: 4.25

Average 16/17: 4.20

Average 17/18: 3.92

Average 18/19: 4.19

**Status assessment:**

Student satisfaction remains high. The results are comparable to the previous academic year. The students were particularly pleased with the practical forms of study and the work of the staff, both lecturers and administrative staff at the faculty.

## 8 MATERIAL CONDITIONS: buildings, technology & equipment

The study process at the undergraduate level is carried out at Leskoškova cesta 12, and at the postgraduate level is now also carried at Leskoškova cesta 9e (from October 1<sup>st</sup> 2015, previously at Leskoškova 9d), 1000 Ljubljana. The Faculty of Media is located in the vicinity of the BTC Ljubljana and in the immediate vicinity of the Ljubljana bypass and the city bus station.

Graduate studies are generally conducted at the premises of the Faculty of Media at Leskoškova 9e, 1000 Ljubljana. It comprises four classrooms with all audiovisual equipment. There is also a sufficient number of comfortable chairs in the classrooms. In addition to the lecture room, there are restrooms. At the same address there is also Students Affair Office and the Management premises (Dean's Office). The premises are air-conditioned in summer and heated in winter. There is a restaurant in the immediate vicinity of the faculty.

The office building, where undergraduate studies are attended by the vast majority of students, was built in 2002. The same building is home to the NUK unit and several reputable companies. The great advantage of the school is 120 free parking spaces, practically in front of the entrance to the school (parking distance is 10 meters). There is a snack bar in the office building and restaurants and shops are 300 - 1000 meters away (BTC City). The office building is guarded by an alarm system and a security guard. The premises are cleaned daily. Separate restrooms for men, women and the disabled are available on the premises. There are more toilets than required by law. The premises at Leskoškova 12 cover 600 square meters of floor space on two floors. The premises are air-conditioned in summer and heated in winter. Each room has an appropriate number of comfortable chairs. In addition to the ordinary, the school has industrial power supply for practical training.

### **Areas:**

#### **1. Ground floor: Administrative part**

- Meeting room
- Student Gallery with snack and drink appliances - The gallery features 7 personal computers that allow students to work independently outside the class. There is also a vending machine with snacks and soft drinks and coffee.
- Cameras Warehouse - Cameras are stored in a secure warehouse. Desktop computers are used in administration. All computers are connected to the network and to the Internet. The Internet connection is based on fiber optic cable, which enables high data transmission capacity. The premises also have wireless internet, which uses the same high-power connection. For telephone communication we use fixed ISDN lines, a fax line and two mobile phones with different mobile network providers.

- Administrative Warehouse - Administration stores documents in a secure warehouse, in a fireproof locked cabinet.
- Corridors and toilets - The second set of rooms consists of corridors and toilets.
- The third set of rooms consists of: a lecture room with 70 seats, tables that can be removed if necessary and space for 120 people. The modernly equipped lecture room provides quality monitoring of lessons. The lecturer has at his disposal a computer, a sound system, an electronic and an ordinary board, two projectors and a slide projector. The lecture room is equipped with folding tables, which allows changing the purpose of the studio.

### 1<sup>st</sup> floor

- First set of spaces: hallway with restrooms and storage
- Second circuit: server room and lecture room
- Professors (lecturers) have a room where they can lock their personal belongings or prepare for lessons.
- 3 computer classrooms

Modern and well-equipped computer classrooms can hold up to 20 positions and 1 position for professor (lecturer). Apple desktop computers are available for the work of students. The computers have all the software needed for the lessons.

The software is the latest on the market, with all signed maintenance contracts with the manufacturers.

Third set of spaces:

- Audio directing department is well equipped. The room is soundproofed, which gives students the opportunity to perform quality work.
- Audio/video room
- A smaller studio is available, offering the ability to record lyrics, music bands or smaller video projects
- Audio room for text recording - there is a so-called "deaf" room in the audio room, where you can record quality text without noise from the surroundings
- Video editing room - The video editing room provides students with professional conditions to work and create their own projects.

### Basements - television studio:

The equipment in the television studio is divided into several technical sections:

- Video part (video mixers, cameras, camera controls, VCRs, switches and dividers, test and sync signal generators, video screens...),
- Audio part (audio mixers, effects, processors, frequency equalizers, speakers, microphones...)
- Communication equipment between studio and director (microphone, headphones, speakers, base station)

- Lighting (lights, floodlights, DMX controllers, filters...),
- Computer equipment (video servers, workstations, switches...).

**Status assessment:**

The premises are adequate. The great advantage of the Faculty of Media is that it provides students with the most up-to-date equipment that they actively use in their education.

## 9 QUALITY ASSURANCE MANAGEMENT

The Faculty systematically ensures quality assurance in all segments of its operations. In 2012, the Faculty adopted and in 2016 updated the Rules of Procedure of the Faculty of Media in Ljubljana, which precisely defines the quality assurance procedures and their operators.

In 2013, the Faculty started implementing the project *“Upgrading the Quality Assurance System at the Faculty of Media”* that lasted until June 30<sup>th</sup>, 2015. The project was partly funded by the European Union through the European Social Fund. The project was implemented under the Operational Program for Human Resources Development 2007-2013, Development Priority 3: "Human Resources Development and Lifelong Learning"; Priority orientations 3.3 "Quality, competitiveness and responsiveness of higher education." In 2015, a new strategy of the institution was devised, and in the 2014/15 academic year two new study programs were launched. During this period, the Institute's goals were set by the end of 2020.

The quality assurance system at the Faculty of Media is an ongoing process that involves the continuous improvement of all faculty activities. It was designed to enable transparency of operations, goal management, professionalism, responsiveness and satisfaction of all faculty stakeholders.

The basic document of the quality assurance system is the Rules for the quality of the Faculty of Media in Ljubljana, which is the basis for quality control of work and development at FaM. It aims to ensure that all relevant stakeholders are aware of the rules and procedures for program implementation and the process of continuous quality improvement, thereby facilitating their participation in these processes. These Rules are an operational and dynamic document, so that all the necessary changes and additions can be made without delay in accordance with the respective self-evaluations and relevant changes and trends in the domestic and international environment in the field of quality assurance.

Upgrading the quality assurance system to FaM is based on the following starting points:

1. Analysis of existing quality assurance processes,
2. Analysis of the existing and upgrading of the information system in order to make all relevant stakeholders aware of the processes of the quality assurance system at FaM, which will enable them to participate informally in the processes themselves,
3. Establishment of expert evaluators' bases (foreign and domestic) that will participate in the faculty's self-evaluation processes,
4. Trainings aimed at internal stakeholders of the faculty (students, employees and colleagues - both professional, pedagogical and research staff), which will presumably enable greater and more informed participation in quality assurance processes at FaM,
5. Organizing workshops for external stakeholders, which will further link the activities of the faculty with the relevant external environment (including stakeholders from business and non-business) at home and abroad,

6. Preparation of manuals and materials and their implementation as a result of the above activities,
7. Carrying out international program evaluation,
8. Analysis of the program offer,
9. Introduction of interdisciplinary knowledge.

In accordance with the third and seventh point in the previous paragraph, an international team of experts of the European University Association (EUA) evaluated the Faculty (between November 2014 and January 2015) on the basis of the International Institutional Evaluation Program (IEP) for the media and issued an extremely positive review. Among other things, the international group wrote in its report that it recommends maintaining good progress in quality and that the Faculty should use the findings of the ESS project *Upgrading the quality assurance system* to maintain the activity initiated within the project to further develop internal quality assurance systems to their own standards. In addition, the team of evaluators agreed that the quality approach at the faculty contributes significantly to its visibility and is an example of good practice, both in its role and in how the faculty explains its approach. The team called on the faculty to disseminate good practice on the culture of quality.

The report is available at:

<http://mediateka.minet.si/file/FaMedateka/kakost/IEP-report-FaM.pdf>

## 10 CONCLUSIONS AND ACTION PLAN FOR THE 2019/20 study year

### Ensuring high and continuous quality in all areas of education

Quality objectives in the fields of education have been achieved. Although after 2012 we began to see a significant decline in enrollment in study programs, in years 2014/15, 2015/16, 2016/17 we recorded a sharp increase in enrollment compared to 2013/2014. Likewise, the sharp increase in enrollment has also occurred in enrollment in 2018/19 compared to the academic year 2017/2018, which will be analyzed in more detail in next year's self-evaluation report. Higher enrollment is associated primarily with the satisfaction of our students, a greater recognition of the faculty each year and the beginning of the implementation of two new study programs Strategic Communication at Levels 2 and 3 in the 2014/2015 academic year. On the other hand, the decreasing number of potential students and competing education programs represent a major constraint on the goals of further growth in the number of students enrolled.

### Ensuring continuous and high quality research

The goals initially set were high, but were still exceeded in terms of the number of points at SICRIS per FaM collaborator and the number of implementations of application projects. On the other hand, in terms of citations, the goals were not achieved in 2016. The main drawback and at the same time the opportunity for improvement is mainly reflected in participation in international projects.

Research at FaM is conducted mainly within the Media Institute, which was established in 2009. Researchers within our fields and also in cooperation with other higher education institutions in Slovenia (which have a longer history and more references than we do and therefore easier and more successfully apply for tenders) conduct research mainly in the field of the following thematic priorities: a) the development potential of the media in the knowledge society; b) media construction of reality c.) importance of communication and use of media in an organizational context. We take care to integrate new knowledge into the study process and to involve projects and students in the research process.

### Care for graduates' employability (work placements, applied projects, related to the environment, employment monitoring, etc.)

The vast majority of students are employed by the time they graduate, which means that they are already active during their studies. Most students consider the competencies they received during their studies to be appropriate. The aim is to deepen cooperation with potential employers.

### Developing a student-friendly study environment

The goals are met, as student satisfaction is at a fairly high level; the goals are to maintain high student satisfaction and further develop a student-friendly environment.

### Transfer of knowledge from the economy

The involvement of industry experts in the teaching process is a great advantage of the faculty. The aim is to further develop the process of transferring knowledge from the economy to the pedagogical process and vice versa.

### Integration into international education and research networks

The Faculty is involved in international mobility (Erasmus+ program). In 2015/16 we also had our first guest lectures and workshop within Erasmus+. In the academic years 2016/17, 2017/18 and 2018/19 we have continued the trend of organizing guest lectures under the Erasmus+ program. The aim is to deepen international education and research cooperation even more.

### Personnel development

Goals are reached. However, it would make sense to obtain additional financial resources that would enable a team of research assistants to be strengthened, which would also allow them to apply for international research projects.

### Corporate Social Responsibility

The goals for the number of popular scientific events of the faculty and the presentation of research results to the general public were exceeded. Within the educational process and implementation of the projects, we will further present the results of the research and organize relevant popular science events of the faculty.

### Organization and performance of education process

According to the students and the lecturers, the organization of the study process is appropriate. This is also reflected in the consistently high grades of the pedagogical process by the students. This applies both to the work of teaching staff and to the work of the Students Affair Office.

Students are given access to the compulsory literature and, through NUK, the largest collection of physical materials as well as remote access to international databases and literature. The Faculty regularly updates its own database of library materials within the Library of the Faculty of Media, and students are also able to borrow materials from the so-called Ljubljana branch of the FUDŠ Library.



Monitoring the study program, which aims to improve the quality of the study experience is a continuous process at FaM. The faculty collects feedback and opinions on an ongoing basis and incorporates the necessary changes to the study program to improve student outcomes, organization and delivery of FaM education and resources. Students, higher education teachers and technical staff participate in this process of monitoring the study program.

We propose the following activities to increase enrollment in study programs:

- Upgrading e-learning (also through the more active use of the Moodle environment);
- Increase in marketing activities in online media and social networks; introduction of new methods of advertising of study programs in order to increase the awareness of potential students about the programs implemented by the Faculty: marketing in online media and social networks, personal marketing, better utilization of social networks, taking advantage of the trend of personal stories and personal approach.

The following activities are suggested to improve the quality of the study process:

- Upgrading the tutoring system;
- Increase of the number of organizations with which we have partnerships in practical training;
- Further annual evaluation of practical education.

Periodic revision of policies is also required in the light of constant change of legislation and real - life experience.

#### Integration into the environment

The cooperation of the faculty with other higher education and research institutions and other stakeholder organizations (mainly from industry) is appropriate. Cooperation with the environment will need to be strengthened in terms of the dissemination of the research results of its associates and organizational professional and popular scientific events.

#### Operation of the FaM Higher Education Institute

The structure of organization at the Faculty of Media is appropriate. This also applies to the involvement of fellows and students in management and decision making.

The Alumni Club was established in January 2014. In this way, FaM takes care of keeping in touch with alumni and takes their suggestions into consideration in the ongoing work and in the preparation of new programs.

Documentation and document management is appropriate.

The premises are adequate. The great advantage of the Faculty of Media is that it provides students with modern equipment that they actively use in their education.

## Personnel

The structure of higher education teachers according to the habilitation titles is appropriate both in the undergraduate study programs of the 1<sup>st</sup> degree and in the postgraduate higher education study programs of the 2<sup>nd</sup> and 3<sup>rd</sup> degree. The structure of higher education teachers in terms of form of employment (in comparison to the previous academic year) has improved.

Our goal is to strengthen efforts to obtain funding that will allow us to increase number of lecturers and support workers in study and research programs.

The procedures for election to titles are appropriate, which means that they comply with NAKVIS standards.

It will be necessary to increase the number of partner organizations and to participate even more actively in mobility projects in higher education in the EU. The number of training courses for academic and professional staff abroad should also increase.

The structure of the researchers is appropriate. The main problem is the lack of funding for research work. To this end, it will be necessary to intensify efforts to obtain research and professional projects or to get included in research consortiums. It will be necessary to intensify work on project applications and involvement in international scientific and research links. Scientific publishing of existing projects implemented at the Faculty will also be required to a greater extent.

## Students

Students' satisfaction with the teaching process, lecturers and professional staff is constantly at a rather high level. This does not mean, however, that no additional effort is needed to improve the quality of work with students. Above all, it is necessary to systematically take care of their maximum employability. International student mobility should also be strengthened.

In order to increase the employability of students, it will be necessary to involve additional practitioners in the study process, to sign additional agreements on cooperation with relevant companies, and to increase the involvement of students in the Faculty's scientific research and professional activities.

## Material conditions

The conditions are appropriate in view of the economic environment, as it is conducted in a financially sustainable manner. However, efforts will be intensified to obtain additional funding, both from study programs and from research and professional activity. All the suggestions mentioned in the other sections will contribute to this.

## Quality Assurance

Within the project “*Upgrading the Quality Assurance System at the Faculty of Media*”, the Faculty has set up an appropriate infrastructure for quality assurance and maintenance in all key areas of its operation. We continue to develop this quality system after the completion of the project. In 2020, FaM stakeholders will formulate a new strategy that sets strategic goals for the next five-year period.