



SELF-EVALUATION OF THE INSTITUTION

Quality UL

**ANNUAL REPORT  
2018: Business  
Report and Quality  
Assurance Report**

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Univerza v Ljubljani



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# INTRODUCTION

This document represents the Annual Report of the University of Ljubljana for 2018 and comprises the Business Report together with the Quality Assurance Report and the Financial Report. The purpose of this document is to provide a comprehensive and transparent presentation of achievements in 2018 and activities carried out to achieve the strategic goals of the University of Ljubljana.

The fundamental documents that serve as the basis for drawing up annual plans and reports are the Strategy of the University of Ljubljana 2012-2020 and the Internationalisation Strategy of the University of Ljubljana. The structure of the report follows the goals of the Strategy of the UL 2012-2020 and the programme of work and activities carried out in 2018 along with the targets attained in that year.

The Business Report of the University of Ljubljana includes a Quality Assurance Report, which is integrated into the overview of each area of operation of the University and presented in the form of tables for each area covered. We evaluated the progress in individual areas, while we also present proposed measures to address identified internal deficiencies and external threats. The system of quality assurance and its development are presented in Chapter 6, Management and development of the quality system.

The preparation of this report involved the participation of the entire University of Ljubljana, the leadership, professional departments, students of the member institutions and the Rector's Office. Based on previously prepared analytical statements drawn up for this purpose by the departments of the Rector's Office, the member institutions produced their own business and quality assurance reports. Self-evaluations performed at the member institution level, which are an integral part of the business and quality assurance reports, serve as the basis for preparing the content of the quality assurance reports. These presentations offer a comprehensive overview of key shifts in the area of quality across the entire university and are contained in this report. All the reports have been scrutinised by the quality committee and the senates of member institutions. The report was also scrutinised before the UL Governing Board and UL Senate by the UL Quality Committee.

An evaluation of the achievement of development goals is given in Chapter 9 Development Goals 2018-2020 (p. 56). We conducted successful negotiations with the Ministry to obtain funds from the development pillar of financing. We signed a three-year agreement and began implementing activities in the second half of 2018. Our assessment is that in 2018 we achieved all the set objectives that were possible to fulfil given the time constraints (we were able to begin in the second half of the year).

The development pillar of financing enables us to fulfil both on the university and member institution levels our development potentials, and in particular to facilitate targeted and balanced development across all members.

The constraints we identified related principally to the very late signing of the agreement

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and to the complex organisational aspect, since with its 26 member institutions and all its academic and educational fields the University is unique in Slovenian higher education. Coordinating the planned development goals on the member institution level therefore required additional time, as well as serious reflection on the model of distributing these funds in view of the planned goals.

In 2018 we recorded the following important events:

- We joined two major university networks: Eutopia (European University Alliance) and VIU (Venice International University).
- We concluded negotiations with the Ministry of Education, Science and Sport on financing the development goals from the development pillar financing and signed a three-year agreement.
- We concluded a public contract for a new, single business information system for the entire University.
- We obtained our first ERC Starting Grant project as part of the Horizon 2020 programme, which on his very first attempt was secured by a researcher from the Faculty of Mechanical Engineering, Asst. Prof. Dr Jaka Tušek, with his project *SUPER-COOL – Superelastic porous structures for efficient elastocaloric cooling*.
- In 2018 the Faculty of Mathematics and Physics obtained a prestigious MSCA IF postdoctoral individual scholarship for the two-year project *TCDL – Topological Colloidal Double Layers*.
- In the call for the Horizon 2020 programme ERACHAIRS a research group from five member institutions (FKKT, MF, BF, FE and FS), headed by Prof. Dr Polona Žnidaršič Plazl and with the support of the UL Development Fund, obtained a COMPETE project for establishing a multidisciplinary research centre for microprocess engineering and technology in the amount of EUR 2.5 million. This is the first ERACHAIRS project under the Horizon 2020 programme in Slovenia.

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# MISSION AND VISION

## **Mission of the University of Ljubljana**

The University of Ljubljana fosters basic, applied and developmental research, and strives to achieve excellence and the highest quality, and to meet the highest ethical standards in all areas of the arts, sciences and technical disciplines. In these fields it provides for the enhancement of the national identity, especially through the development of Slovenian technical terminology. Based on our own research and national and international research achievements, the University educates critically thinking top scientists, artists and experts, who are empowered to conduct sustainable development, taking into account the tradition of European enlightenment and humanism, as well as human rights. It devotes particular attention to the development of talent.

It promotes interdisciplinary and multidisciplinary studies. It shares its top achievements in science and the arts with other universities, science and research institutions. By doing so, it contributes to the Slovenian and global treasury of knowledge, which it passes on to students and other users.

It collaborates with business and service activity organisations from the private and public sectors, with state authorities, local communities and civil society. In this way it promotes the use of its research and education achievements and contributes to the development of society. By actively responding to the events taking place in its surroundings, it serves as society's critical conscience.

## **Vision of the University of Ljubljana**

In 2020 the University of Ljubljana will be recognised at home and around the world, internationally open and an excellent research university that creatively contributes to the quality of life.

## **Values of the University of Ljubljana**

The University of Ljubljana consolidates an academic community of professors, researchers, students and other associates, and strives for recognition at home and around the world. It bases its research, educational, expert and public work and the relations among members on the following values:

- academic excellence and ensuring the highest quality;
- academic freedom of staff and students, especially freedom of creativity;
- autonomy in relations with the state, political parties, corporations and religious groups;
- humanism and human rights, including equal opportunities and solidarity;
- an ethical and responsible attitude to the world.

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# ACHIEVEMENT OF GOALS IN 2018 BY ACTIVITY THROUGH SELF-EVALUATION

## 1. EDUCATION

### RAISING THE QUALITY OF EDUCATION AND PROVISION OF STUDY PROGRAMMES

#### Conducting self-evaluation of study programmes

An analysis of 51 reports from self-evaluations of study programmes that covered all UL member institutions and all three levels of study, showed that the reports are analytical and powerfully address the relevance of the study programme content. With the aim of self-evaluation of study programmes serving the University of Ljubljana in making even better provision for successful and effective study, the recommendations for the University's development orientation comprise an expansion of best practices of writing analytical reports and in particular the more substantial addressing of the areas of learning and teaching. The analysis has also established that self-evaluation is developing into a central mechanism for developing study programmes at member institutions. In order to strengthen this process in the future, the analysis recommends as a University orientation the more focused observance of various already accessible analyses and findings, improved links between the findings of self-evaluation and planned measures, and implementation of self-evaluation in line with the UL guidelines, so as to ensure the monitoring of achievement of competences by graduates.

The biggest shifts on the member institution level based on the self-evaluation of study programmes were made by the members in view of their reports in upgrading study programmes (ensuring vertical and horizontal coherence), improving the study process (offering support to students and teachers for high-quality learning and teaching) and in optimising the monitoring and ensuring of quality (enhancing the mechanisms of quality and organisational change).

Prompted by initiatives from the member institutions, in the coming year we intend on the University level to upgrade the guidelines and the form for self-evaluation of study programmes, both in the first and second cycles and separately for the third cycle, to enhance various forms of support offered in the self-evaluation of study programmes and to formulate a robust mechanism for monitoring the achievement of competence by graduates.

Based on the self-evaluation, on the proposal of 21 member institutions (PEF, FF, FDV, FKKT, EF, PF, FŠ, ZF, FE, FGG, FME, FU, FRI, FA, AGRFT, ALUO, BF, FS, AG, MF) we carried out procedures to change study programmes in 78 first-cycle and integrated master's programmes, and on the proposal of 18 members (PEF, FF, FDV, FKKT, NTF, EF, PF, FŠ,

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ZF, FE, FGG, FMF, FU, FRI, FA, AGRFT, ALUO, BF) we modified 68 master's programmes.

We also compiled a self-evaluation report for all doctoral study programmes, and on that basis the member institutions appropriately adjusted their programmes. The majority of changes related to extension of the duration of doctoral programmes from three to four years, changes to the curriculum, conditions for progression to the third and fourth years, conditions for concluding studies, changes to the heads and providers of courses and the withdrawal and introduction of new electives.

#### Merging study programmes and linking content (interdisciplinarity)

One of the development goals of the University of Ljubljana is to combine courses in order to provide higher quality and more rational provision of study. The proposal from UL FF to link together content in certain single-subject and two-subject programmes has not yet been implemented. For this step the Education Ministry must coordinate all elements which in all the legally required records (at UL, NAKVIS and in eVŠ) ensure a transparent history of transforming programmes and in this way maintain the continuity of the technical content of the programmes. UL is striving to improve the existing courses, without having to accredit new courses and thereby be exposed to the kind of risk to which UL was exposed during the major reform based on the Bologna Declaration.

The University of Ljubljana covers all scientific and professional fields, which in comparison with other universities is a major advantage that enables content to be linked (interdisciplinary studies). In line with the development goals, in 2018 we expanded the Electrical Engineering master's programme in a new direction, Advanced Electrical Systems, which is set to be provided in English.

#### Accreditation of new study programmes

In 2018 we submitted to NAKVIS for accreditation a specialisation course, Interdisciplinary and Intersectoral Approach to Child Protection (UL FSD) and the joint course with foreign universities PoSIG – Political Science, Integration and Governance (UL FDV).

The accreditation process was concluded for the specialisation course Specialisation of Knowledge in Law (UL PF).

We continued our preparation of the application for accreditation of the interdisciplinary doctoral programme in the Arts.

In 2018 after three years we received a decision extending accreditation for the interdisciplinary doctoral programme Humanities and Social Sciences.

#### Electronic record of study programmes (EŠP)

By the end of 2018 we had entered and confirmed in EŠP the courses of 21 member institutions in the first and second cycles, one member had not yet started entries, and four members are in the process of completing data in the record. We have entered and confirmed 20 doctoral programmes, while for one programme data are still being

entered. Data on the development and modification of courses are evident in the electronic record of study programmes, through which we are already implementing digital procedures of modifying and supplementing courses.

## IMPLEMENTING STUDY PROGRAMMES

### Ensuring quality of application and enrolment procedures

In the biggest cities of three regions (Ljubljana, Maribor and Koper) we organised and conducted expert consultations with the professional services at secondary schools aimed at informing advisory staff of new features of the application and admission procedure and calls for enrolment.

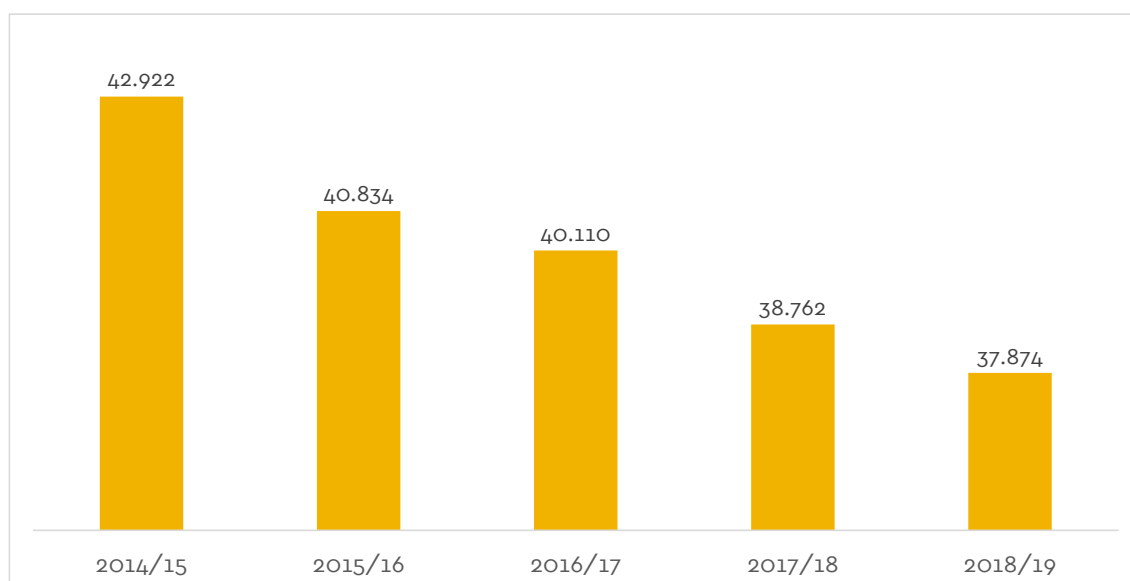
We organised information days for Slovenians in neighbouring countries and foreign citizens and participated in an information day for pupils of Austrian bilingual secondary schools in Klagenfurt (Celovec) and Sankt Peter (Št. Peter.)

We took part in Informativa and at education fairs in Rijeka, Zagreb and Sarajevo.

Member institutions also organised information days in 2018 for all levels of study.

Parallel to this, information and guidance was provided to candidates for enrolment regarding the application and admission procedure (by e-mail, telephone, personal consultation), managing orders and issuing student ID cards, and cooperation with the RRC and Education Ministry in developing the Call for Applications and VIP (Higher Education Selection) modules.

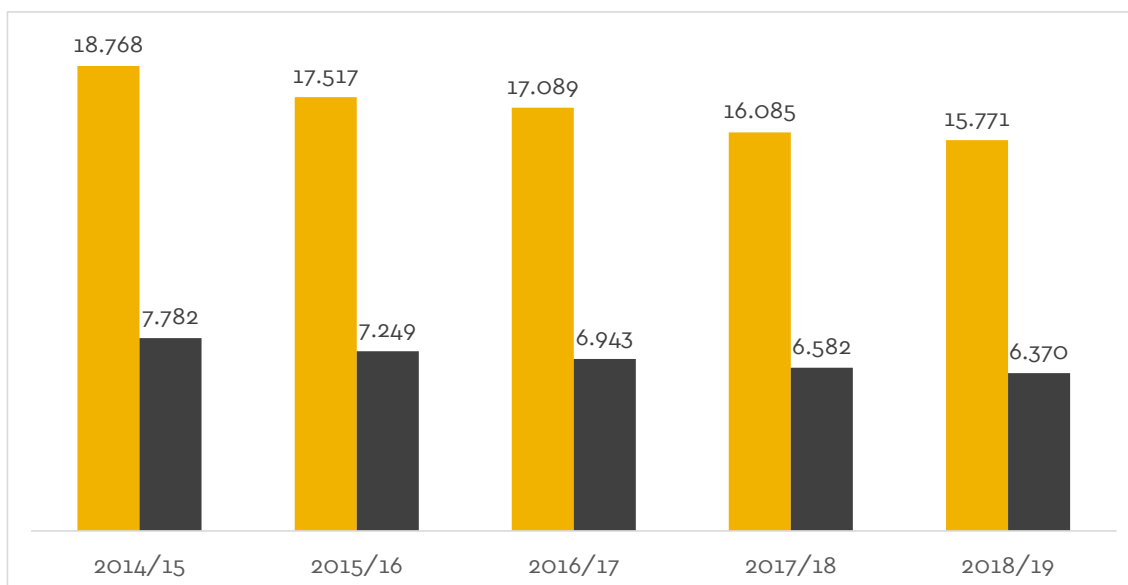
Figure 1: Number of students enrolled in all three levels at the University of Ljubljana





The number of students enrolled at the University of Ljubljana is falling, which is a consequence mainly of the demographic decline and openness of international higher education, and in part of what other higher education institutions are offering.

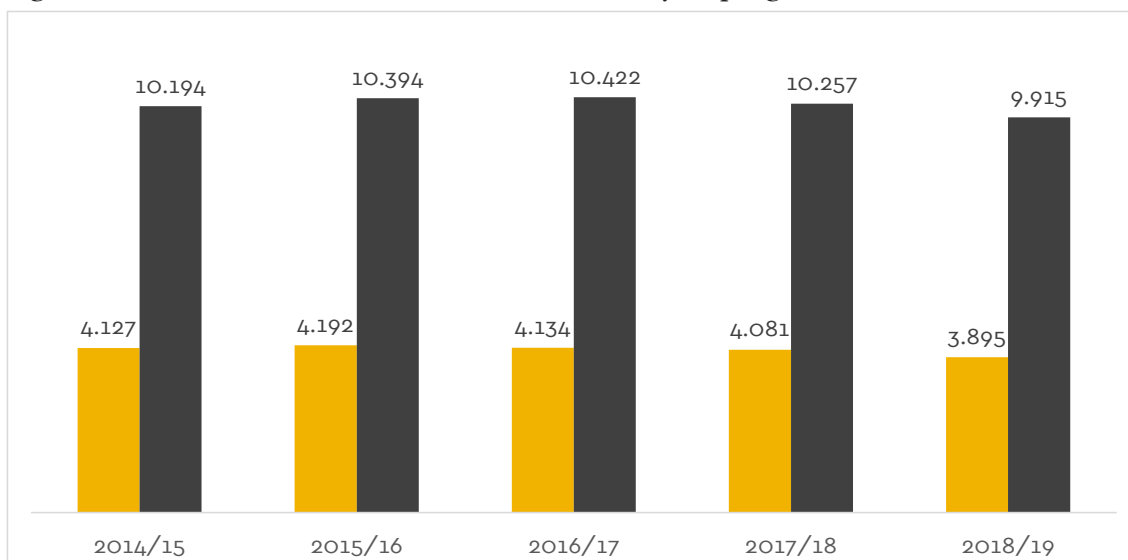
Figure 2: Number of students enrolled in first-cycle programmes



Relative to the planned number of students, in the 2018/19 academic year, 1,200 fewer students enrolled in the first cycle than were planned.

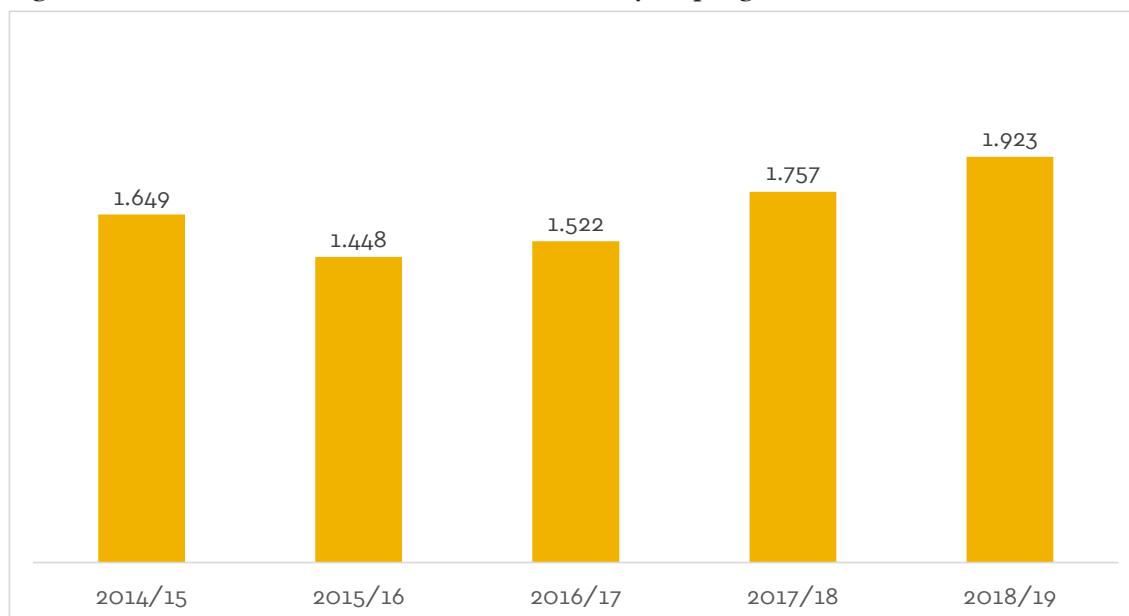
In the specific period there were around 2.3 to 2.4 times more students enrolled in academic courses than in higher professional courses. The proportion of academic to higher professional courses remains comparable in the same time range: at the University of Ljubljana there have consistently been around four times more academic courses than higher professional courses.

Figure 3: Number of students enrolled in second-cycle programmes



Relative to the planned number of students, in the 2018/19 academic year, 800 fewer students enrolled in the second cycle than were planned.

Figure 4: Number of students enrolled in third-cycle programmes



In third-cycle study programmes there were 400 more students enrolled than planned.

#### Cofinancing of doctoral studies

In accordance with the Decree on cofinancing doctoral studies of 2017, the Ministry of Education, Science and Sport allocated to the University of Ljubljana by decision a total of EUR 2,693,228.35 for cofinancing doctoral studies for the 2018/2019 academic year. This meant that 800 students who fulfilled the conditions and criteria adopted by the UL Senate had 82.57 percent of their tuition fees cofinanced. In addition to these students, eligibility for cofinancing of tuition was granted to a further 151 students selected in a public call for cofinancing doctoral studies in 2016, in a total amount of EUR 536,843. In the 2018/2019 academic year, public funding allocated a total of EUR 3,230,071.35 for cofinancing doctoral studies at the University of Ljubljana, and 951 students were eligible for cofinancing of tuition fees.

Modernising the learning environment (Innovative learning environment and didactic use of ICT in the education process)

As part of the project “ICT in pedagogical study programmes”, which was concluded in September 2018, we carried out and evaluated 65 pilot upgrades of study courses intended for training future teachers in primary and secondary schools in various subject fields. We held two international expert consultations aimed at deepening knowledge of the possibilities for using ICT in various content fields, exchange of best practices and experiences among teachers and staff, we organised workshops in the area of using ICT in the educational process, we formulated an expert basis for didactic use of ICT in pedagogical study programmes and in cooperation with the University of Maribor

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and the University of Primorska we organised a far-reaching national closing conference intended to showcase the results of projects and exchange best practices and experiences regarding the scope for using ICT in pedagogical study programmes.

As part of the project “Digital UL – through innovative use of ICT to excellence”, aimed at promoting the inclusion of didactic use of ICT in the educational process in all areas of study through the development of innovative learning environments and approaches, in 2018 an analysis was conducted on the situation in various Klasius-P fields (specifically in eight fields). We drew up the Professional Guidelines for Didactic Use of ICT in these study areas as an aid to teachers and member institutions in preparing and selecting proposals for pilot upgrading of courses that will be included in the project. Based on the identified needs of teachers and staff we designed and carried out 11 trainings/online courses and workshops in the area of innovative use of ICT in the educational process (e.g. Didactic use of ICT in the process of learning and teaching, Formative monitoring of the study process using ICT, Moodle in education) and four consultations, two of which had international participation, and didactic and technical support has been provided to teachers and staff in including ICT in the educational process.

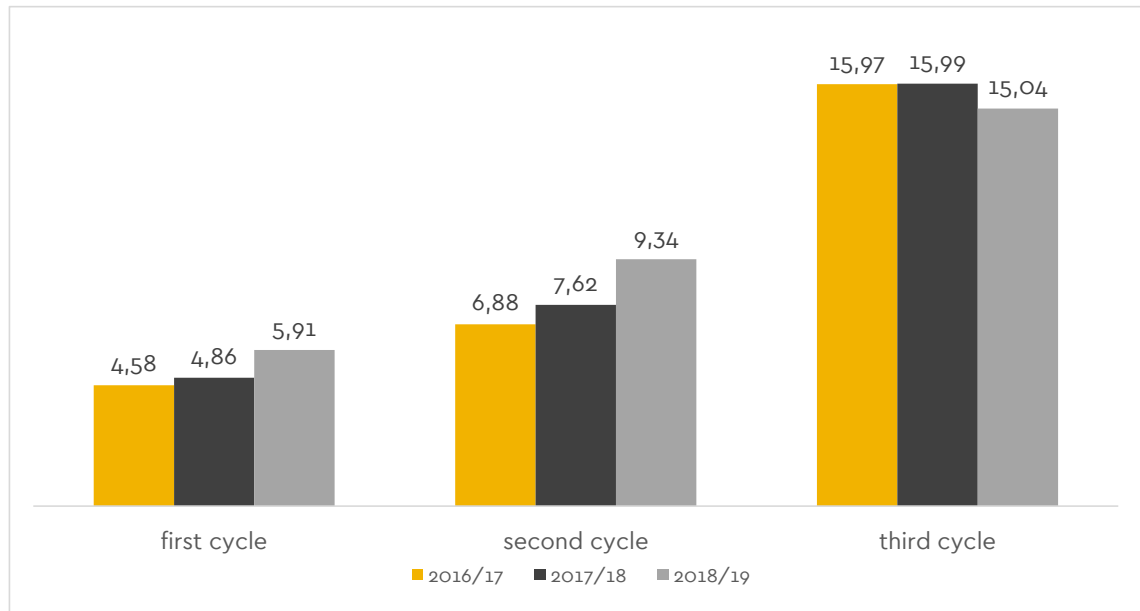
#### Improved international cooperation

In the educational field we pursued the national orientation of internationalisation, and in various ways we promoted those activities that lead to the greater internationalisation of the institution. Equally, we began implementing measures from the plan of UL development goals.

We participated actively in the CELSA association (Central Europe Leuven Strategic Partners), in The Guild, the Western Balkans Platform and in working groups and activities within the international associations UNICA, Utrecht, Alps-Adriatic and EUA. In 2018 we joined two new networks: Eutopia (European University Alliance) and VIU (Venice International University). In the CELSA association, UL together with KU Leuven collaborated on the projects “The content analysis perspective of sovereign credit ratings and corporate spillover effects” and “Bacillus as potential agent for control of pathogenic foodborne infections by Salmonella”. Within the network of The Guild we participated in various expert groups in preparing opinions, documents and proposals (policy papers) related to current topics. We also organised various group meetings, summer schools, conferences and other events with partner institutions.

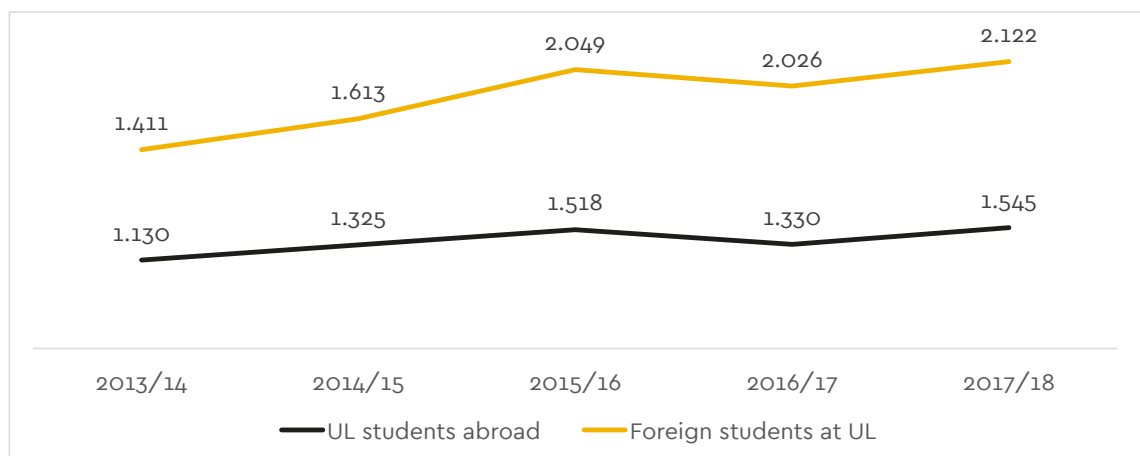
In 2018/19 we enrolled a total of 2,389 students who do not hold Slovenian citizenship (foreign students) and who account for 7.4 percent of all enrolled students. Our goal for the 2018/19 academic year was 6 percent foreign student enrolment, which we exceeded.

Figure 5: Share of foreign students as a proportion of all students enrolled at the University of Ljubljana



Based on successfully securing funds for mobility in the projects Erasmus+, European Structural Funds and the Slovenian Public Grant Development, Disability and Maintenance Fund, we were able to increase the number of outgoing students going on exchanges and practical training at partner institutions in Europe and beyond its borders by 16 percent. At the same time there was a 4 percent increase in the number of incoming students.

Figure 6: Number of all students on exchange at all three levels by year



The growth trend in the number of students on exchanges has halted, and was at around the same level in the last academic years. In the exchange of foreign students in Ljubljana we achieved the plan, while we did not achieve the planned number of UL students going abroad, with a shortfall of 730 students between the planned and actual number.

Table 1: Number of foreign students on exchanges at the University of Ljubljana by type of exchange and duration of exchange in the 2017/18 academic year.

	Up to 1 month	1 to 3 months	3 to 6 months	Over 6 months	Total
<b>Erasmus+ for study</b>	1	18	1,075	406	1,500
<b>Other</b>	111	23	37	9	180
<b>Erasmus Mundus</b>		3		2	5
<b>Inter-university agreement</b>	11	26	55	50	142
<b>Inter-government agreement</b>	3	7	14	4	28
<b>CEEPUS programme</b>	106	21	37	9	173
<b>Erasmus+ for practical work during studies</b>	1	48	38	7	94
<b>Total</b>	<b>233</b>	<b>146</b>	<b>1,256</b>	<b>487</b>	<b>2,122</b>

Table 2: Number of University of Ljubljana students on exchange abroad by duration of exchange and level of study in the 2017/18 academic year

	Up to 1 month	1 to 3 months	3 to 6 months	Over 6 months	Total
<b>First cycle</b>	<b>6</b>	<b>35</b>	<b>486</b>	<b>92</b>	<b>619</b>
Academic	6	21	423	91	541
Professional higher education		14	63	1	78
<b>Second cycle</b>	<b>51</b>	<b>96</b>	<b>580</b>	<b>184</b>	<b>911</b>
Integrated master's	35	52	111	58	256
Master's	16	44	469	126	655
<b>Third cycle</b>		<b>5</b>	<b>6</b>	<b>4</b>	<b>15</b>
<b>Total</b>	<b>57</b>	<b>136</b>	<b>1,072</b>	<b>280</b>	<b>1,545</b>

UL students are enabled to study abroad by various institutions with which we cooperate in the selection of candidates. In this way UL students have received scholarships for

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study at foreign universities from the Parus Foundation, Knafelj Institution, Tuma scholarships and scholarships from the Likar Fund, MAUI scholarships for institutions in the USA and AEN scholarships for institutions in Australia.

We have made efforts to be able to accommodate a significant number of exchange students in public student halls of residence. We also involved exchange students in short Slovenian language courses that were provided before the start of each semester. A total of 228 incoming exchange students were included in these courses. In the Leto plus (Year plus) module we included interested foreign students enrolling for the first time at the University of Ljubljana in first or second cycle courses. The following courses were provided within the Leto plus module in the 2017/2018 academic year: Slovenian as a foreign language – Slovenian language department, Slovenian language and Slovenian culture, Use of IT for studies. The course Slovenian as a foreign language – Slovenian language department was attended by a total of 320 students. The course Slovenian language and Slovenian culture was provided only in the second semester, and was attended by nine students. The elective course Use of IT in studies, which was also attended and completed by nine students, was also provided in the second semester. We received 460 applications for the Leto plus module in the 2018/2019 academic year. In this way we facilitated the learning of Slovenian for exchange and enrolled foreign students and aided their familiarisation with Slovenian culture and society.

In 2018 we successfully organised and held the 11th EUA-CDE conference (European University Association – Council for Doctoral Education). The conference was attended by more than 230 participants from around the world, who under the common heading of Excellence through diversity – doctoral education in the globalised world discussed the current challenges of doctoral studies. Special emphasis was placed on the view of non-European countries on the process of internationalisation of doctoral studies. The conference included a marking of the 10th anniversary of the EUA-CDE, with a presentation and discussion of the findings of a comprehensive study on the organisation of doctoral education in Europe.

The day before the start of the conference, the Rector in cooperation with the steering committee of the EUA-CDE held a round table hosting the rectors and vice-rectors of the Regional Platform of the Western Balkans and the universities in Graz and Trieste. The main focus was on a presentation of the Regional Platform and the cooperation of participating institutions, with the aim of strengthening their role in the European education community and the quality of doctoral studies. This global and successful event was undoubtedly also a major promotion for the University of Ljubljana.

Together with the University of Graz, we organised for the third time a two-day interdisciplinary workshop on the topic of environmental protection at the Institute of Systems Sciences, Innovation and Sustainability Research, which was attended by eight UL doctoral candidates.

We provided 50 summer schools in 2018. Of these, 34 were conducted in Slovenian and a foreign language or just in a foreign language. The summer schools were attended by 1,962 people, of whom 685 were from abroad. Academic credits were evaluated for 16

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summer schools, with 706 students gaining credits.

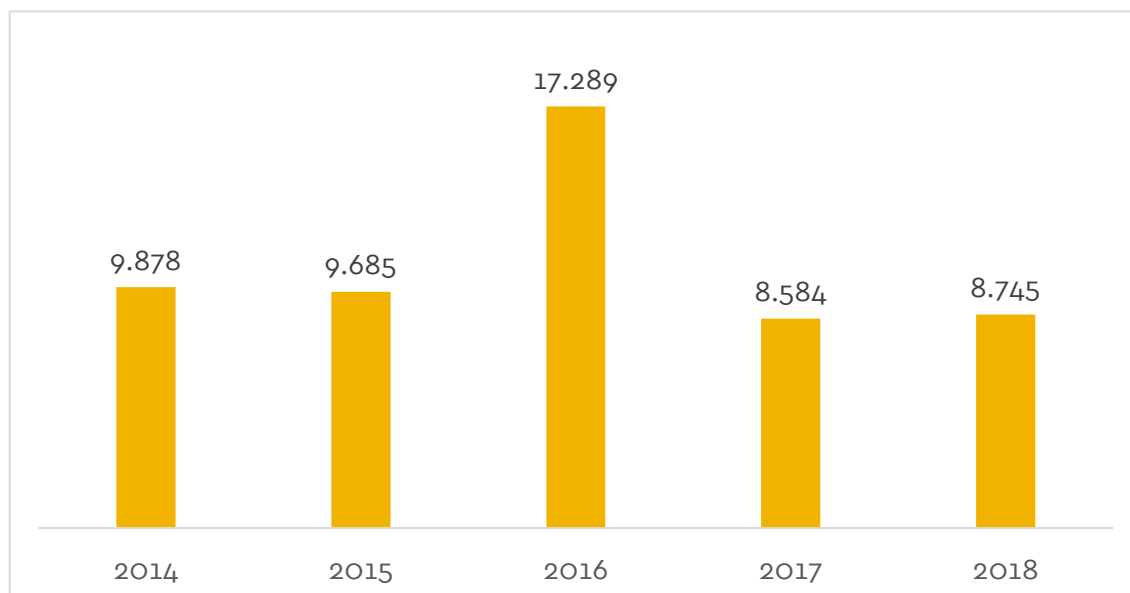
Member institutions recognised for 77 summer school students in the first and second cycles course requirements completed in six summer schools as compulsory or elective subject requirements.

Also in 2018 the member institutions concluded several agreements on cooperation for obtaining double diplomas with partner institutions.

#### Improving the quality of the study process

The indicators of effectiveness of study which we have monitored for a number of years are the rate of transition, external selectivity and the number of graduates.

Figure 7: Number of graduates from the University of Ljubljana in study programmes at all levels from 2014 to 2018



A total of 8,745 students graduated from the University of Ljubljana in 2018, which was 161 graduates more than in the previous year. We also exceeded the planned number of graduates by 193 graduates.

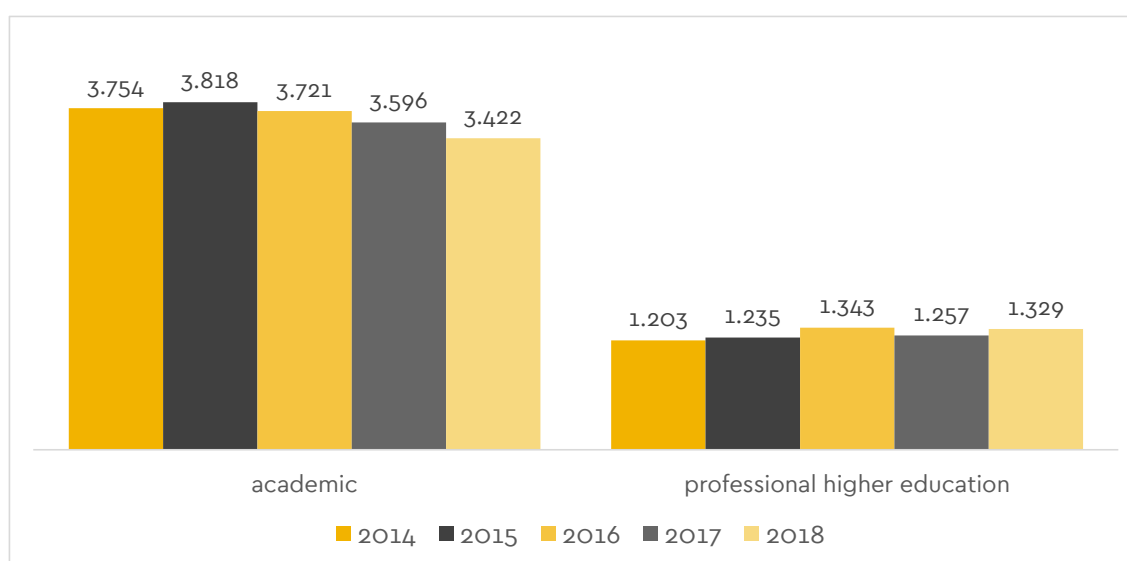
Just under 2 percent of students were involved in at least one course in another member institution (external selectivity).

Transition from the first to the second year has been gradually improving over the years in the first cycle.

Table 3: Transition from the first to the second year in the first cycle

First cycle	2014/15	2015/16	2016/17	2017/18	2018/19
<b>academic</b>	56.80%	56.88%	57.68%	59.75%	60.11%
<b>professional higher education</b>	47.25%	49.55%	50.67%	53.99%	55.32%

Figure 8: Number of students concluding first-cycle studies



Transition from the first to the second year in the second cycle has over the years remained around the same level.

Table 4: Transition from the first to the second year in the second cycle

Second cycle	2014/15	2015/16	2016/17	2017/18	2018/19
<b>integrated master's</b>	78.09%	76.48%	76.61%	79.39%	76.26%
<b>master's</b>	60.50%	57.92%	57.16%	57.00%	58.43%



Figure 9: Number of students concluding second-cycle studies

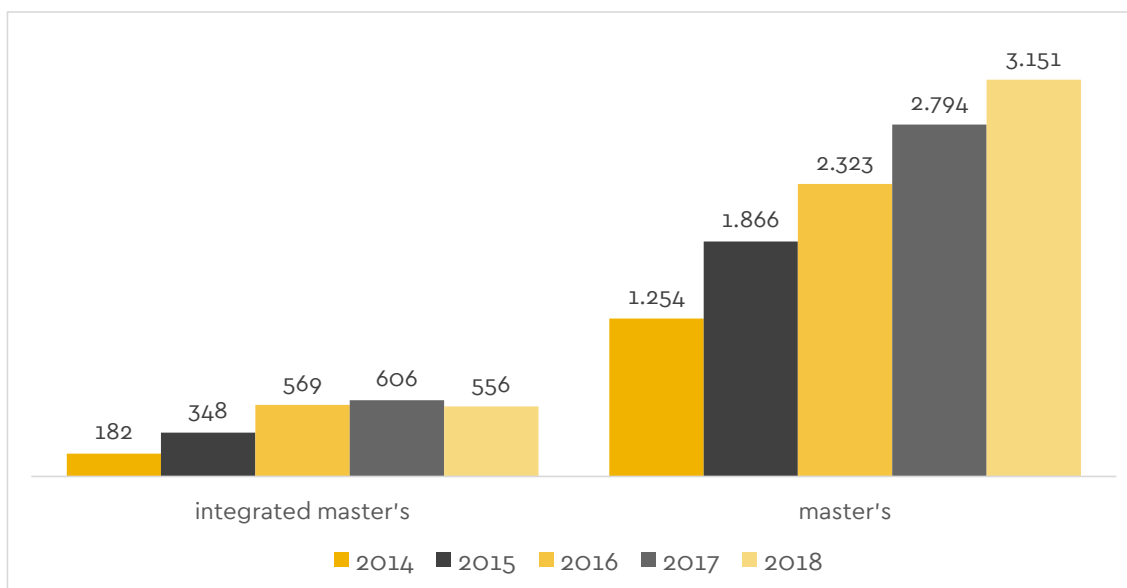


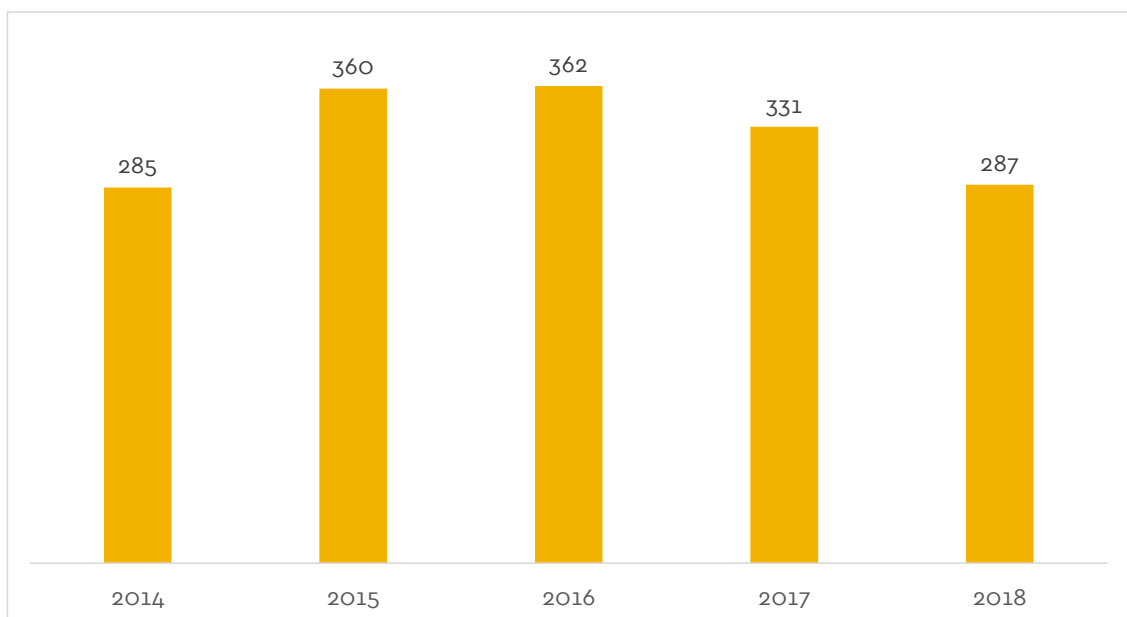
Table 5: Transition from the first to the second year in the third cycle

Third cycle	2014/15	2015/16	2016/17	2017/18	2018/19
doctoral	84.65%	87.10%	97.53%	89.17%	93.50%

Together with the Council of Administrators of Doctoral Programmes, in November we held a traditional doctoral school meeting aimed at the challenges of mentoring in doctoral studies. At the meeting, experienced mentors together with young mentors and doctoral candidates discussed the importance of mentoring, the role in ensuring the quality of doctoral studies and challenges. Alongside a variety of experiences and best and worst practices, there were presentations of numerous challenges of mentoring, from seeking a balance between the various dimensions of the mentor's role to the practical and ethical challenges of planning and implementing the publication of scientific papers and mentoring foreign doctoral candidates, international co-mentorship, the exposure of doctoral candidates to regular international experience and mentoring in multidisciplinary fields.

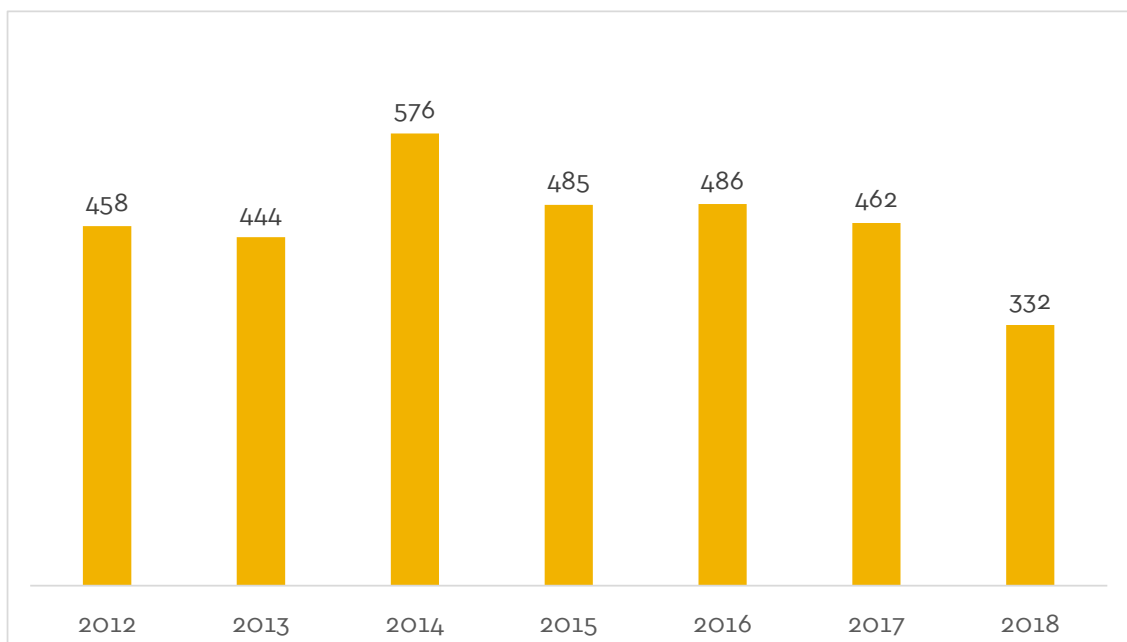
We conducted an in-depth discussion of student surveys on doctoral studies and proposed the overhaul and design of the questionnaire for final year students.

Figure 10: Number of students concluding third-cycle studies



In 2018, in a total of 29 promotions 332 doctors of science were promoted. The number of promoted doctors of science was down slightly compared with the previous year. The reason for this lies partly in the smaller generations of enrolled students, and partly in the complexity of the studies and the longer time needed for in-depth research work and publication of papers.

Figure 11: Number of promoted doctors of science



## Promotion of study programmes

We promoted the University at international fairs: EAIE in Geneva, at the fairs in Zagreb, Trieste, Belgrade, Sarajevo and Rijeka, and we provided online presentations of studies for candidates in Montenegro, Serbia, Bosnia and Herzegovina, Croatia, Macedonia, Kosovo and India and through the Study in Europe initiative.

International promotion of the University led to the greater prominence of UL and increased enrolment of foreign students at UL. In 2018 owing to the absence of financing there was a drop in the number of foreign higher education teachers, staff and scientific workers. In 2019 we anticipate a new call for applications and with it an increase in the numbers.

## Assessment of success in providing study activities

Table 6: Enrolment places offered for 2018/19 academic year

Study fields under Klasius-P-16	Number of enrolment places offered for Slovenians and EU citizens for enrolment in the first year by year of study and cycle (full and part-time study)								
	2018/2019 planned*			2018/2019 actual*			difference		
	I.	II.	III.	I.	II.	III.	I.	II.	III.
00 Basic and general education activities/ outcomes									
01 Teacher training and education science	793	1,415	36	803	1,415	36	10	0	0
02 Arts and humanities	1,845	1,149	111	1,850	1,149	111	5	0	0
03 Social sciences, journalism and information science	1,255	848	111	1,230	848	111	-25	0	0
04 Business and administration, law	1,180	1,760	91	1,185	1,760	91	5	0	0
05 Natural science, mathematics and statistics	820	467	126	820	472	136	0	5	10
06 Information and communication technology (ICT)	330	145	30	335	145	30	5	0	0
07 Technology, production technology and construction	1,765	940	166	1,765	940	166	0	0	0
08 Agriculture, forestry, fishing and veterinary science	305	235	14	305	235	14	0	0	0
09 Health and social security	535	675	145	535	675	145	0	0	0
10 Transport, security, hospitality and tourism, personal services	350	180	15	350	180	15	0	0	0
<b>TOTAL</b>	<b>9,178</b>	<b>7,814</b>	<b>845</b>	<b>9,178</b>	<b>7,819</b>	<b>855</b>	<b>0</b>	<b>5</b>	<b>10</b>

The difference in variances arises due to the higher number of enquiries and changes in adjusting and redesigning accredited study programmes and thereby changes to Klasius-P-16.

SELF-EVALUATION OF FIELD – KEY SHIFTS, WEAKNESSES, THREATS AND PROPOSED MEASURES

KEY IMPROVEMENTS AND BEST PRACTICES IN THE RECENT PERIOD	EXPLANATION OF EFFECT ON QUALITY	
Functioning of the electronic record of study programmes (EŠP)	The application is working and 23 member institutions are included in it. It is possible to use EŠP for procedures and records on modifying study programmes, designing compilations and exporting data for use in other member institution applications	
Updating of the website “Študij” (Study) in Slovenian	Greater transparency of information for the public, students and member institutions	
Extension of 20 doctoral programmes to four years	Additional year for in-depth scientific and research work	
Development of module to support calls for selection of young researchers	Simplification of procedures and e-support for the call overall	
Modernisation of existing IS through automation of specific processes of the selection procedure	More reliable procedure with consequent reduction in complaints	
Online presentation of studies at the University of Ljubljana	Greater promotion of the University of Ljubljana and potential increase in foreign student enrolment	
Increased number of courses offered in foreign language	The increased number of courses offered in a foreign language offers greater choice of courses for foreign students	
Inclusion in Venice International University – VIU	Increased mobility of students and employees, shorter mobility of doctoral students enabled	
Acquisition of additional funds from the Education Ministry for activities within the Regional Platform	Design of joint doctoral programmes Arts and Energy, expansion of the base of experts, establishment of a base of large research equipment, design and maintenance of the home page of the Regional Platform	
KEY WEAKNESSES	OBJECTIVES	PROPOSED MEASURES
The application and selection procedure must be conducted for three interdisciplinary doctoral programmes by the Rector’s Office	Application and selection procedures to be conducted by member institutions	Conclude agreement with member institutions

Organisation of guidance and information for foreigners for enrolling at UL is no longer adequate owing to the annual increase in the number of foreign enrolment candidates	Increase satisfaction of foreign clients with their treatment Increase the number of complete applications for study at UL	Strengthen the team of people and increase the time allocated to guidance and information for foreign candidates seeking to enrol at UL Establish an INFO point for providing information in person and by telephone regarding application, selection and enrolment procedures
Inadequate overview of international activities of member institutions in the area of education activities	Enable overview of international activities for all stakeholders	Establish information solutions for recording the international activities of member institutions
<b>KEY THREATS</b>	<b>OBJECTIVES</b>	<b>PROPOSED MEASURES</b>
The Recognition of Foreign Education Act should be updated, since the overly complex procedures for recognising education obtained abroad are limiting the scope for foreigners to enrol at UL	Amendment of regulations governing recognition	Drafting of a proposal for improvement of the Recognition of Foreign Education Act and the pertaining rules, to be sent to the Education Ministry
Links between EŠP, eNAKVIS and eVŠ not yet functioning	Introduction of linked records and thereby reliability of data on study programmes	Regular harmonisation of ICT systems for keeping records of study programmes between eNAKVIS, eVŠ and UL
Excessively strict Education Ministry regulation on procedures for recognising foreign secondary school education, since many applications for recognition are out of time but we must still process them, which takes up time in the period of the most intensive procedures	Modification of the common part of the call for enrolment in this part of the text (Chapter 8)	Drafting of proposed solution, to be sent to Education Ministry
Outmoded IT system for application and admission procedure	New module for selection procedure	Participation in the systemic arrangements on the national level
Insufficient percentage of applications with digital certificate	All candidates use digital certificate for application to study	Participation in the systemic arrangements on the Education Ministry level
Inadequate accommodation capacities for foreign students	Increased accommodation capacities	Education Ministry initiative for construction of additional accommodation capacities

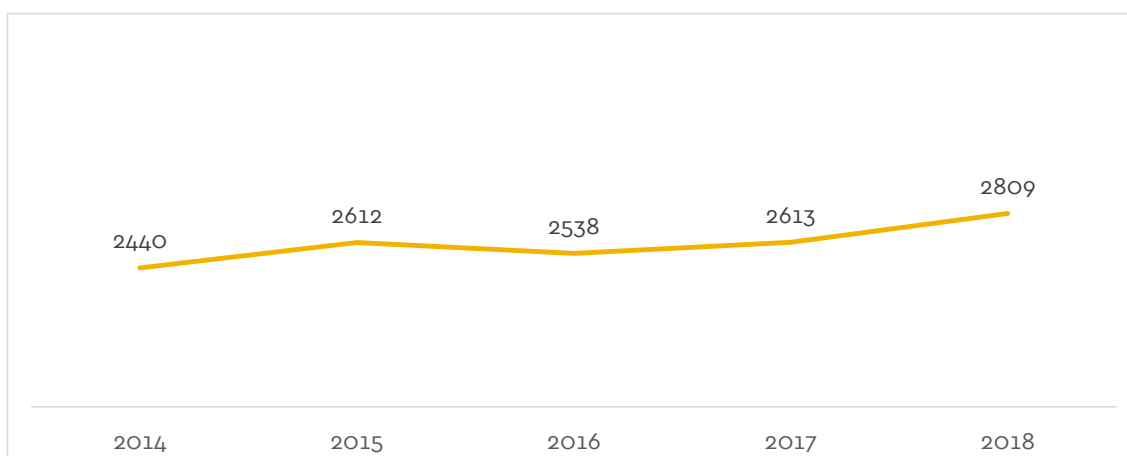
Lengthy and complex procedures for foreigners from third countries obtaining documents for study and residence in Slovenia	Simplification of procedures	Initiative of Foreign and Interior Ministries for simplification of procedures
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## 2. RESEARCH

### IMPROVING THE QUALITY OF RESEARCH

In 2018 we had 4,120 registered researchers, operating in 275 research groups. In 2018 we published 2,809 articles in WoS, which is a fine achievement given the number of registered researchers, while also being an increase over the previous year.

Figure 12: Articles published in WoS (source: WoS)



### UL Development Fund

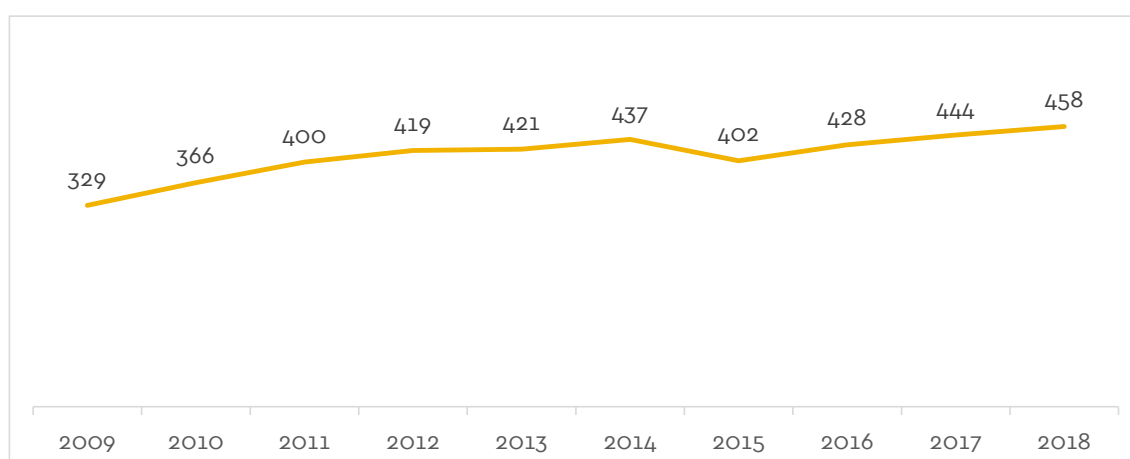
In 2018 with the assistance of the UL Development Fund (RSUL) we financed 34 professional paths of researchers and technical staff, with the aim of training and networking with strategic partners. We financed 22 international revisions of project proposals and awarded 17 incentives for successful applicants in H2020 projects in the amount of EUR 140,000. The more prominent initiatives include one for an ERC Starting Grant, four initiatives for mentors of MSCA IF projects and an initiative for an interdisciplinary project involving the participation of several member institutions.

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### Increased participation in European research programmes

With the aim of increasing the participation of UL in European research projects, we are providing the consultation and coordination services of external professional organisations in the preparation of competitive projects, ranging from consolidation of the project concept and consortium to preparation of the project application and submission and management of the approved project. The total number of current European projects in which the University of Ljubljana is participating has been increasing from year to year, and the general quality of applications has also improved. In 2018 the University was involved in 458 projects, of which it was the lead organisation (coordinator) in 48 projects. The graph below shows the success of UL in applications under European calls

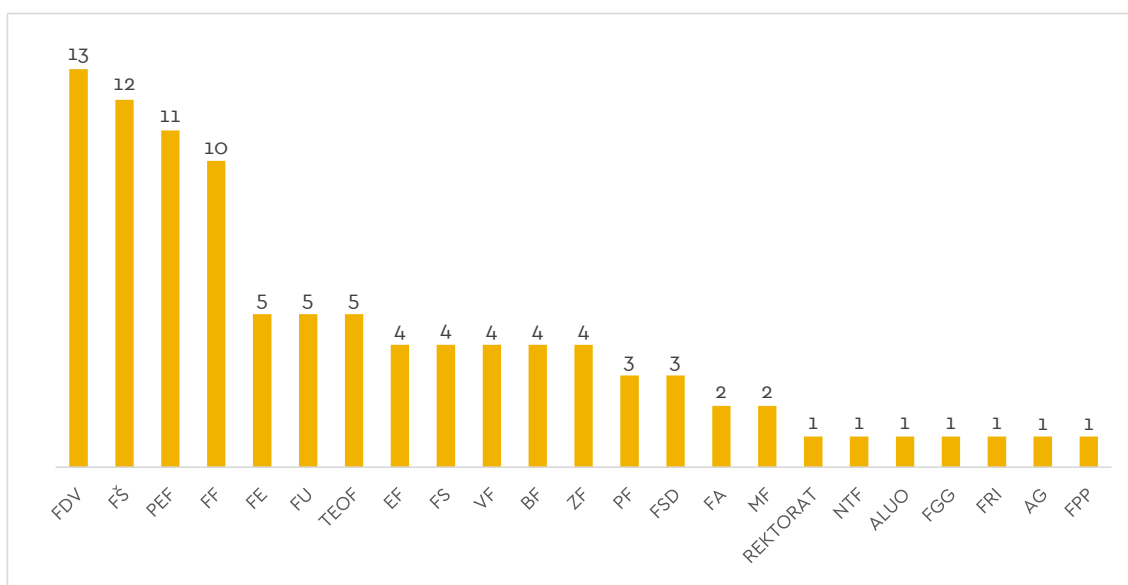
Figure 12: Number of current European projects at the University of Ljubljana by year



Horizon 2020 is the most important and far-reaching research and innovation programme in the European Union. In 2018 we participated in 90 projects (including projects in which UL acted as a third party or associated party) with approved funds in a framework amount of around EUR 28 million, of which 11 projects we served as the lead organisation.

UL member institutions are also very active in the Erasmus+ KA2 type programme projects Strategic Partnerships, Coalition of Knowledge, Strengthening Capacities, Jean Monnet and Sport, which link European organisations in the area of modernising the education process. In 2018 the UL members were involved in 98 projects, of which they were the coordinator or lead organisation in 19 projects.

Figure 13: Number of current Erasmus+ projects in 2018 by UL member institution



#### UL Project Academy and other training to increase research excellence

In 2018 we organised 27 events (workshops, seminars, consultations, information days), of which 20 events were part of the internal Project Academy. The aim of the UL Project Academy is for researchers employed at UL to share their experiences and showcase best practices in preparing and applying for mainly European projects, with emphasis on the most prestigious calls from the ERC and MSCA IF. We organised:

- information days for MSCA ITN, ERC, Erasmus+ and CELSA 2018;
- coordination meetings for EEA & Norway Grants, Interreg ADRION;
- the events Opportunities for Researcher Mobility and the Welcome event for foreign researchers;
- the workshop Getting ready for Horizon Europe (McCartney);
- the workshop Good Experiences with Applications for Calls under the Marie S. Curie Innovative Training Network;
- two test panels for those applying to the ERC and MSCA;
- a two-day MSCA IF MASTERCLASS;
- a two-day training for science communication (SciConnects);
- ten workshops for those applying in ERC StG and CoG calls (Yellow Research, Graphic Preparation);
- a three-day EUROPAMEDA workshop on project management.



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### Establishing the UL Research & Development Centre

For the purpose of research linking among member institutions and developing multi-disciplinary research fields, the University founded a common organisational unit, the UL Research & Development Centre (RRC UL), which will include various multidisciplinary research and development centres (MRRC UL). The first such centre will be MRRC COMPETE for microprocess engineering and technology, for which UL obtained European funds under the H2020 ERACHAIRS call.

### **INTERNATIONALISATION OF RESEARCH AND STRATEGIC LINKS**

#### The Guild of European Research Intensive Universities

As part of The Guild network we organised and hosted a far-reaching international conference on the topic of participation in the subprogramme Spreading excellence and widening participation, under the Horizon 2020 European programme for research and innovation, and regarding possible synergies with help from structural funds and national funds. We invited to the conference representatives of universities from the Regional Platform for the Western Balkans, founded in 2012, so they could present their views of cooperation in the Horizon 2020 programme. After the event we drew up a strategic proposal of measures and changes for the European Commission.

#### CELSA – Central Europe Leuven Strategic Alliance network

Since 2016 the University of Ljubljana has participated in the international interest associations The Guild, CELSA and LERU-CE<sup>7</sup>. Within the CELSA network, in 2018 we approved three projects valued at EUR 90,000, these being The content analysis perspective of sovereign credit ratings and corporate spillover effects (Prof. Dr Igor Lončarski of the School of Economics and Business), Bacillus as potential agent for control of pathogenic foodborne infections by Salmonella (Prof. Dr Ines Mandic Mulec of the Biotechnical Faculty) and Molecular basis of keratinopathies (Prof. Dr Mirjana Liovic of the Faculty of Medicine). On 26 October 2018 we closed the third call for new research projects for 2019. A total of 37 applications had been submitted by the deadline, with UL participating in 13 project applications.

#### VISION 2020 – An Open Innovation Network for Research Organisations & Businesses and the platform for searching calls, Research Professional

The aim of the network is to identify calls for members and consequently set up consortiums with the inclusion of various sectors, as required by the framework programme Horizon 2020. To this end the network set up the platform CROWDHELIX, which enables UL researchers to have access to non-academic partners. In 2018 through this network we established five active instances of cooperation and numerous links with already established consortiums.

In the platform Research Professional the number of registered users rose from 490 in 2017 to 574 in 2018.

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Participation in the action COST BESTPRAC – The Voice of Research Administrators: Building a network of excellence, which links together research administrators from the majority of Europe’s universities

The research and knowledge transfer offices are also involved in the COST BESTPRAC action for linking and exchanging best practices in the area of administrative support for European research projects. In 2018 the representatives of those offices attended two meetings of the action, which has involved the preparation of guidelines for financing and legal management of European projects.

Eutopia

In 2018 a working group was set up at UL to prepare a project as part of the new call European Universities under the ERAMSUS+ programme. With the aim of preparing a successful project, UL joined forces with the following universities: University of Warwick, University Pompeu Fabra, Paris-Seine University, Gothenburg University and Vrije Universiteit Brussel. The University’s research office on behalf of UL took over the project management and working package Balanced societies. The project will focus on promoting greater mobility, strengthening links between teaching, research and innovation and transfer of knowledge, and on recognising qualifications and the development of common educational and research programmes and projects. Owing to the more intensive linking and collaboration of researchers from the member universities of the Eutopia association, the University of Paris Seine and University of Warwick opened their call for joint research projects for postdoctoral researches and doctoral research students to researchers from UL.

**SUPPORT FOR PRIORITY INTERNATIONAL RESEARCH PROJECTS**

ERC – European Research Council

In 2018 we maintained the trend of securing ERC projects, and can boast our first ERC Starting Grant project as part of the Horizon 2020 programme, which on his very first attempt was secured by a researcher from the Faculty of Mechanical Engineering, Asst. Prof. Dr Jaka Tušek, with his project SUPERCOOL – Superelastic porous structures for efficient elastocaloric cooling. The project is worth almost EUR 1.4 million and will enable the researcher to create his first independent research group through the employment of five to six researchers for the next five years.

In 2018 we organised ten workshops for the preparation of ERC projects (consolidation of idea, scientific writing, graphic preparation, CV and published work, test panel) for all three schemes of the ERC programme (Starting, Consolidator and Advanced Grant). We participated actively in the preparation and writing of more than ten ERC project proposals, including five ERC StG project applications.

MSCA IF – Marie Skłodowska Curie

In 2018 we again held a two-day MSCA IF Masterclass of the University of Ljubljana. The event was attended by 11 foreign postdoctoral candidates together with Slovenian

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mentors. The main workshop for preparation of a MSCA IF project provided by Yellow Research attracted an audience of more than 50.

In 2018 the Faculty of Mathematics and Physics obtained a prestigious MSCA IF postdoctoral individual scholarship for the two-year project TCDL – Topological Colloidal Double Layers. In addition to the success in the European MSCA IF call, three researchers were also successful in the second national call for cofinancing projects under the Marie Skłodowska Curie Seal of Excellence. The Seal of Excellence is awarded by the European Commission to project applications that were not selected for cofinancing but exceeded the threshold of 85 percent of the necessary points.

#### WIDESPREAD – Spreading Excellence and Widening Participation

In the call for the Horizon 2020 programme ERACHAIRS a research group from five member institutions (FKKT, MF, BF, FE and FS), headed by Prof. Dr Polona Žnidaršič Plazl and with the support of the UL Development Fund, obtained a COMPETE project for establishing a multidisciplinary research centre for microprocess engineering and technology in the amount of EUR 2.5 million. This is the first ERACHAIRS project under the Horizon 2020 programme in Slovenia.

#### Programmes of European territorial cooperation and financial mechanisms

In 2018 there were a total of 33 current projects of European territorial cooperation at UL, of which UL member institutions were participating in three as coordinator or lead organisation. The largest number of projects (20) fall under the programme of transnational cooperation, followed by transboundary cooperation projects (11), while two projects are classed as interregional cooperation.

The purpose of the programmes of European territorial cooperation is to promote and consolidate institutional transboundary and regional cooperation among EU countries and countries outside the EU borders. Member institutions of the University of Ljubljana are getting successfully involved in transboundary, interregional and transnational programmes cofinanced from structural funds, principally the European Regional Development Fund (ERDF).

#### New framework programme for research and innovation, Horizon Europe

The University of Ljubljana is making preparations for a new EU programme for research and innovation, Horizon Europe, and in November 2018 to this end we organised for educators, researchers and professional staff a training entitled Getting ready for Horizon Europe, provided by the internationally acclaimed adviser Dr Sean McCarthy.

### **COMMUNICATING SCIENCE**

#### Annual selection of the most outstanding research results

In 2018 we once again compiled from the member institutions proposals for the most outstanding research achievements of the year. A special commission under the Research & Development Committee selected ten proposals from member institutions that

were presented in the University Week. The selection of individual achievement took into account its international standing, as evidenced by citations and the influence of the journal, and the totality of the achievement in terms of its interest for a wider expert audience and the general public.

## NATIONAL RESEARCH PROJECTS AND PROGRAMMES

In line with the new UL Statutes, a UL Senate decision established the University's common organisational unit Network of Research Infrastructure Centres (MRIC), and the constitutive session of MRIC was convened in October, at which the MRIC council was appointed. The main activity of MRIC UL is to develop and maintain infrastructure in support of research at the University of Ljubljana, specifically in the form of instrumental support, support for scientific databases, popularisation of science and support for research programmes that contain elements of an instrumental centre or scientific database and offering services to other users.

In 2018 there was an almost 24 percent increase over 2017 in the amount of funds provided by the Slovenian Research Agency (ARRS) to cover the costs of materials, depreciation and services for MRIC UL. At the same time in 2018 ARRS approved increased financing for 65 UL research programmes, and four new research programmes were approved. Continuation of the existing programme was approved for 21 programmes applied for by UL, and for six programmes in which UL is involved in implementation. In the public call for the cofinancing of research projects for 2018 a total of 50 projects at UL were approved.

Table 7: Number of research programmes and projects financed by ARRS, and postdoctoral projects not financed by ARRS (source: SICRIS)

	2015	2016	2017	2018
Research programmes	196	174	132	168
Applied projects	50	42	33	48
Basic projects	147	168	153	168
European (ERC complementary scheme)	9	12	19	19
Postdoctoral projects	16	7	12	19
Targeted research	38	84	39	56
Postdoctoral projects not financed by ARRS	14	3	9	14

## Ethics in research

In its 11th session of 23 October 2018 the Senate of the University of Ljubljana adopted a Decision establishing the Commission of the University of Ljubljana for Ethics in Research that Includes Work with People (KERL UL). The Commission will decide on applications for assessment of the ethical propriety of proposed research projects being conducted within UL or in which students or employees of UL are involved as researchers. Ethics assessments are generally needed for any research that includes interaction with people or that is based on the collection of personal data and that needs to be conducted at the university level owing to the multidisciplinary nature of the research or because the researchers are from member institutions where such a commission does not exist.

### SELF-EVALUATION OF FIELD – KEY SHIFTS, WEAKNESSES, THREATS AND PROPOSED MEASURES

<b>KEY IMPROVEMENTS AND BEST PRACTICES IN THE RECENT PERIOD</b>		<b>EXPLANATION OF EFFECT ON QUALITY</b>
Establishing of two new common organisational units: - Research & Development Centre (RRC UL), which will accommodate various multidisciplinary research and development centres (MRRC UL), and - Network of Research Infrastructure Centres		This will enable more intensive research linking of member institutions, multidisciplinary fields of knowledge, stronger links within the University in the area of research infrastructure and united applications in ARRS calls for research infrastructure.
Inclusion in the Eutopia – European University Alliance		Development of joint programmes, cooperation in the education and research spheres, increased mobility numbers
Securing new H2020 projects in which UL is the lead organisation: RIA, ERACHAIRS, ERC and MSCA IF		Success in exceptionally competitive European calls raises research excellence, financially facilitates a rise in the excellence of research work and enables UL to be more integrated into the European research sphere
Establishment of the Commission for Ethics in Research that Includes People		Greater emphasis on the assessment of the ethics of research work, which contributes to the quality of the research process
Revision of the rules of the UL Development Fund		Greater transparency in the functioning of the UL Development Fund and better measures for increased success in European calls
<b>KEY WEAKNESSES</b>	<b>OBJECTIVES</b>	<b>PROPOSED MEASURES</b>
Poor promotion of research results	Improve recognition for the excellence of UL in the research sphere	Tasks to be taken on by one employed person who will take care of promoting research achievements
Non-regulated area of violations of the Code of Research Ethics	Raise awareness of the ethical aspects of research	Draw up an internal document defining violations of the Code of Research Ethics and measures in the event of violations

Non-regulated area of administration of research data	Ensuring data security	Draw up standard rules for administration of research data
KEY THREATS	OBJECTIVES	PROPOSED MEASURES
Problems with personal data in project applications	Acting in compliance with the law in the area of personal data protection	Prepare statements for applicants

### 3. ARTISTIC ACTIVITIES

#### INCREASING THE QUALITY OF ARTISTIC WORK

Artistic activity is bound up in the operation of the Arts Council and presentational activities for the results of study programmes provided at three academies and at other member institutions of the University of Ljubljana. In 2018 activities of the Council were expanded to all member institutions that organise and implement the study of field 21, that is the field of the Arts. Consequently membership of the Council was enhanced through the participation of the following members: Faculty of Architecture, Biotechnical Faculty for the area of landscape architecture, Education Faculty for the area of art education, Natural Sciences and Engineering Faculty for the area of textile and garment design, Faculty of Arts for the field of the arts, School of Economics and Business for the area of cultural management and Faculty of Social Sciences for the field of culturology. The mission of the Council is to present the entirety of the University of Ljubljana through cultural events and achievements in the area of creativity.

1. Through the expanded breadth and diversity of the programme, there has been and will in the future be an increase in the quality of the content presented in the artistic field. At this point we will list just a few of the most significant instances:
2. On the general national anniversary year of Ivan Cankar, in the lobby of Cankarjev dom in Ljubljana we staged the exhibition Cankar and his Justice in January 2018, and this was followed with a premiere at the end of September and repeat performances in October of a theatre production of the same name in the Lily Novy hall.
3. We carried out a full season programme of the Academy of Music, which included the following outstanding performances:

exchange concerts by the Departments of Composition and Music Theory of the Jacopo Tomadini State Music Conservatory in Udine, Italy, and the Academy of Music of the University of Ljubljana;

The Symphony Orchestra of the Academy of Music of the University of Ljubljana gave

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a guest performance at the Konzerthaus in Berlin for the festival Young Euro Classic 2018, with conductor Quentin Hindley and piano soloist Urban Stanič. Programme: L. Firšt, Schumann, R. Strauss;

exchange concerts by the Departments of Composition and Music Theory of the Franz Liszt Academy of Music in Budapest and the Academy of Music of the University of Ljubljana, Dissonance Quartet;

4. We cooperated closely with three national festivals in the area of theatre and film: Borštnik Meeting in Maribor, Festival of Slovenian Film in Portorož and the Slovenian Drama Week in Kranj.
5. A special chapter in the scope of activities co-organised by the Arts Council was the organisation of creativity summer schools, at which for the fourth year running in cooperation with UL EF we held a Cultural Management Summer School, and in cooperation with UL AG an Old Music Summer School. The summer school Visual Creativity 4x4, co-organised by UL ALUO, was held for the second year running.
6. The ALUO Exhibition 2017 was upgraded, and this could be seen in the success of the ALUO Exhibition 2018, along with the ALUO action in the streets of Ljubljana, which was well covered by the media.
7. The first Student Art Fair was set up – this represents a new platform for the independent exhibiting, promotion and sale of ALUO student work.

In the context of raising the quality of artistic activity, we should also mention the strengthening of human resources in the department serving artistic activity and promotion of artistic activity at UL AG, which had an immediate effect on the preparation and implementation of the concert season.

#### Linking with external institutions and promotion of artistic work

In the context of linking with external institutions, along with the above-mentioned cooperation with festivals in the area of theatre and film, we should also mention the proclamations made by second-cycle students of graphic design at UL ALUO and of philosophy at UL FF, and published in the weekly magazine Mladina throughout the summer and autumn months. These publications were finally crowned with a December exhibition in front of UL FF with poster displays from the city poster company Tam-tam and a performance by UL AG percussionists.

Two members of UL joined the Committee of the Bank of Slovenia's Mala galerija (Little Gallery), which adopted key substantive decisions on preparing and implementing the programme of exhibitions and events in the renovated Mala galerija on Slovenska Street.

By addressing a letter of cooperation between the Ministry of Culture and the University of Ljubljana we opened up several important points of connection with the aim of resolving the poor conditions for the production of artistic practices on the university level in Slovenia.

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In the context of promoting artistic work we should also mention the presentation of the artistic work of AGRFT to domestic and foreign audiences, stemming directly from the study process and facilitating recognition for the work of the entire academy, and establishing the necessary contacts for students with the professional environment.

#### Preparation of the programme to mark the centenary of the foundation of the University of Ljubljana

Throughout the year the Rector's Office made intensive preparations and designed a programme to mark the 100th anniversary of the University of Ljubljana, which will take place from the spring of 2019 to the summer of 2020, with the strong participation of all member institutions and intensive staging of artistic programmes along with a prominent place secured in the wider social context.

The programme and organisational committee worked intensively to prepare for the centenary, preparing an in-depth and high-quality programme of events. All member institutions of UL are involved, along with events of wide-ranging character, which link together in the most varied forms the content and contributions of member institutions that are part of the UL Arts Council.

#### New premises, key to the future of the arts at UL

The renovation of Mala galerija and the preparation of its programme represent important steps towards the showcasing of artistic activity. At the same time, UL AGRFT acquired new premises on Trubarjeva Street, signalling an important step towards normalising the education process. Construction was also started on production premises for the aforementioned gallery on Aškerčeva Street. In 2018 we made intensive preparations for the renovation of the Kazina building for UL AG, and also coordinated the basic programme steps for conducting a competition for the UL ALUO building on Roška Street.

#### Doctoral programme in the Arts and doctoral education in the field of the arts

In 2018 the University of Ljubljana continued preparation of the application for accreditation of the interdisciplinary doctoral programme the Arts. This year an application should be sent to NAKVIS for accreditation of the arts doctorate, the design of which involved the participation of seven UL member institutions, with the arts academies UL AG, UL ALUO and UL AGRFT being joined by UL BF, UL FA, UL FF and UL NTF.

Within the framework of the Regional Platform of the Western Balkans, it was agreed in 2018 that part of the funds obtained at the Education Ministry for the operation of the Regional Platform should be allocated for an application for the project to obtain European funds to design integrated doctoral education in the field of the arts, in cooperation with the University of Rijeka, University of Sarajevo, University of Novi Sad, University of Podgorica and University of Art in Belgrade.



## SELF-EVALUATION OF FIELD – KEY SHIFTS, WEAKNESSES, THREATS AND PROPOSED MEASURES

KEY IMPROVEMENTS AND BEST PRACTICES IN THE RECENT PERIOD		EXPLANATION OF EFFECT ON QUALITY
Signing of agreement with the Bank of Slovenia on Mala galerija		This will enable the presentation of artistic works by students to the wider community
Expansion of membership of the Arts Council with the inclusion of seven faculties		Greater breadth and quality of programmes and content presented in the artistic field
Preparation of programme to mark the UL centenary		Increased recognition of UL in the wider sphere and strengthening of identity within UL
Organisation of first student art fair		Recognition of the work of ALUO students and promotion of the Academy and UL
KEY WEAKNESSES	OBJECTIVES	PROPOSED MEASURES
Low recognisability of the arts at UL at home and abroad	Better recognition of artistic activity	Cooperation with faculties abroad and recognised institutions in the arts at home and abroad
KEY THREATS	OBJECTIVES	PROPOSED MEASURES
Limited financial resources for resolving spatial issues	Ensure adequate premises for unhindered implementation of activities	Construction of new premises (Aškerčeva Street) and rental (Nazorjeva and Kvedrova streets)

## 4. TRANSFER AND USE OF KNOWLEDGE

### INTELLECTUAL PROPERTY AND INVENTIONS

#### Strengthening the area by means of establishing central services for managing intellectual property and knowledge transfer

Based on a study of the state of affairs and drawing from examples of best practices of knowledge transfer offices abroad, we drew up guidelines for a development strategy for long-term development of the field of knowledge transfer at UL. In line with these guidelines, a new organisational unit, the Knowledge Transfer Office, was officially established in February 2018, and as at the end of 2018 it had eight employees. The office upgraded the activities of the University service for research, development and intellectual property, and in addition to formal procedures of taking over and protecting institutional inventions, it offers substantive support in the recognition and legal protection of intellectual property, it actively markets University knowledge, links researchers with the commercial sector, helps in negotiating and concluding R&D contracts and promotes the high-tech entrepreneurship of students and employees at UL.

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### Indicators of success in the work of the Knowledge Transfer Office

In 2018 researchers disclosed to us 18 new inventions (twice as many as in 2017). Twelve international patent applications and one Slovenian were submitted. We also protected one model. We continued procedures we started in previous years, and abandoned some patent applications. In the area of marketing we concluded three licence agreements and two agreements on the transfer of intellectual property rights in a total value of EUR 148,000.

This year we recorded three spin-off companies. We also participated in five sets of negotiations about R&D contracts with foreign companies.

### Implementing the project Consortium for technology transfer from public research organisations to the commercial sector (KTT)

In 2018 we continued implementation of the KTT project, which in addition to protecting and marketing intellectual property envisages a range of promotional activities. In the autumn we organised a day-long workshop entitled “Knowledge transfer in the area of life skills”, we participated in the Innovation Day, where we networked with representatives of the commercial sector and presented to them seven current UL innovations, we issued the brochure ‘From idea to product’, and we began preparation of a handbook and overhaul of the website. In the process of implementing the project we have lagged behind in fulfilling the indicator of R&D contracts concluded with Slovenian companies, in which the office is involved, and owing to the independence of member institutions in pursuing market activities it will also be difficult in the future to fulfil this.

### Systemic measures to promote knowledge transfer at UL

Through various workshops and materials we are preparing, we are striving for greater understanding of the field and to establish uniform practices in the area of concluding R&D contracts.

We designed procedures for establishing spin-off companies, together with a form on which researchers can register their interest in setting up a spin-off company.

The Office and Ljubljana University Incubator have linked together closely and are increasing mutual cooperation as two key stakeholders in the UL innovation ecosystem, and in the future we are planning closer links with KC, IRI (Innovation and Development Institute) and SIS EGIZ.

A measure regarding the regulation of intellectual property rights in employment contracts has not yet been formulated, since it is tied mainly to the overall regulation of copyright at UL, but sample contracts and statements have been drawn up for the eventuality that students and other external associates would participate in research work.

The group for knowledge circulation has not yet been activated, but the Office has started cooperating closely with the vice deans for the commercial sector and for research activity by individual member institution.

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Regarding the development of instruments for increasing creativity and innovation, within the Committee for Innovation a proposal was drawn up for a change to the UL habilitation rules, which would take into account patents, licences and founding of spin-off companies. The group will also continue these activities in the coming year.

Certain activities, such as non-financial and financial incentives for innovation and the building of an earmarked fund for the protection and marketing of intellectual property have been carried over to the coming years owing to the work of setting up the Office and ensuring the priorities under the KTT project.

## **COOPERATION WITH THE SOCIAL ENVIRONMENT**

Under the projects **Creative Path to Knowledge (PKP)** and **Student Innovative Projects for Social Good (ŠIPK)** students from various courses with the help of educational mentors (higher education teachers from faculties) and work mentors (experts from companies and organisations) and using an innovative and interdisciplinary approach are studying various ways to deal with the challenges of the economy and local or social environment. The main aim of the projects is for students to gain the opportunity to collaborate on projects with companies (PKP projects) or cooperate with the public and non-profit sectors on the local level (ŠIPK projects), and thereby to develop professional competence and acquire practical skills and invaluable experiences. In addition to implementing projects, as part of the PKP projects there is an encouragement of the transfer of knowledge, experience and best practices of educational mentors to companies and the inclusion of work mentors in the education process, which serves to promote an adjustment of study programmes to the needs of the commercial and non-commercial sectors and establishment of long-term cooperation of UL with the environments of those sectors.

In 2018 the University of Ljubljana carried out 80 PKP projects in a total value of EUR 1,445,609.00, which included 126 companies and organisations and 579 students.

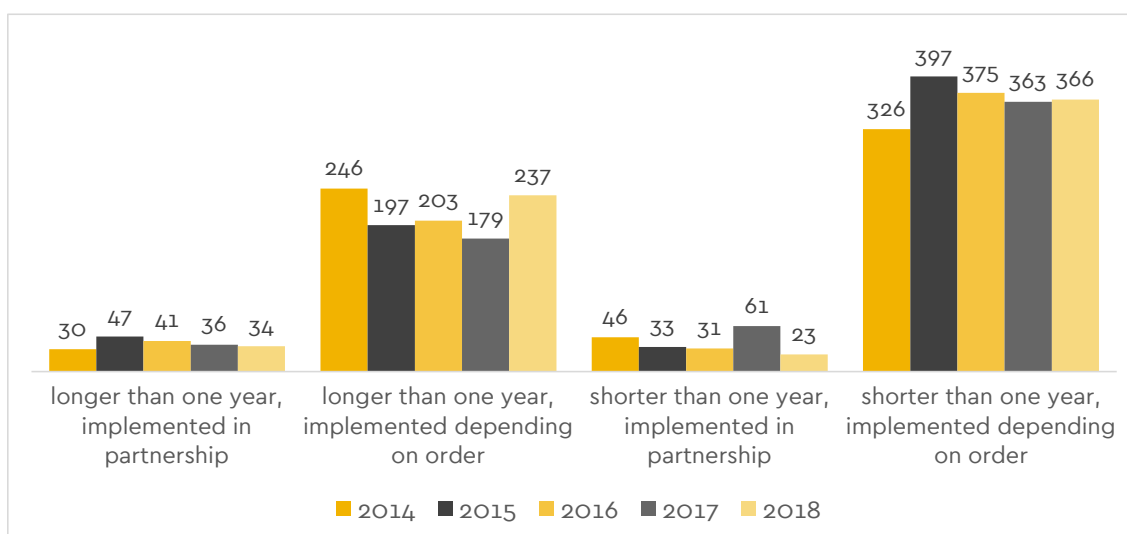
It also carried out 52 ŠIPK projects in a total value of EUR 769,124.00, which involved 60 organisations and 468 students.

The PKP and ŠIPK projects have the following multiplier effects:

- through practical experience students develop their professional competences and in this way can ease their transition from education to employment;
- companies (creative and innovative solutions; “potential recruits”);
- organisations (creative and innovative solutions; development projects);
- UL member institutions (linking and transfer of knowledge in the research and education fields, updating study programmes);
- benefits for the wider society and local environment.

In 2018 a total of 660 projects were implemented with an annual value exceeding 12 million euros. Around a third (271 projects) were of a duration longer than one year, 57 projects were implemented in partnership with companies or other organisations, and 603 projects were ordered directly from member institutions. The planned number of projects longer than one year was exceeded (plan 260, actual 271), while we did not achieve this for the number of projects shorter than one year (plan 420, actual 389).

Figure 14: Number of projects implemented with the commercial sector or other users of knowledge



The collaboration of experts from the field in the teaching process is also important. In 2018 we hosted 1,152 (694 in 2017) guest experts from the business and non-business sectors and 702 (549 in 2017) guest teachers, associates and researchers from research institutes in Slovenia. Collaboration also flows in the other direction, with 189 (226 in 2017) of our higher education teachers, associates and researchers collaborating with other research institutes in Slovenia.

#### LINKING WITH USERS OF KNOWLEDGE THROUGH HIGH-QUALITY PROVISION OF LIFELONG LEARNING PROGRAMMES

In 2018 we had accreditation for 16 study programmes for personal enhancement in the first cycle and 15 such programmes in the second cycle. The enhancement programmes provided were attended by 299 people in 2018.

Member institutions offer various forms of lifelong learning, including workshops, seminars, trainings, conferences, lectures, symposiums, expert evenings, enhancement, courses and other forms of education. These forms of education are intended for various target groups: school pupils, students, unemployed persons, professors, teachers, company employees, physicians and more. A total of 15,500 people attended these courses.

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## ALUMNI

In 2018 we used funds in the project University of Ljubljana Career Centres – the compass on your career path<sup>1</sup> to continue development of this area under the set strategy, and successfully concluded the year with almost all objectives achieved. The first step towards formalising this area was confirmation of the development strategy by the Senate in February 2018.

The first half of the year was devoted to preparations before the public unveiling of alumni services:

- preparation of web portal;
- preparation of website;
- preparation of profiles on social networks Facebook and Instagram;
- preparation of communication plan for presentation of alumniUL to the public;
- preparation of corporate identity of alumniUL;
- preparation of benefits for alumni offered by member institutions;
- ensuring all 26 member institutions join the network of alumni clubs;
- regular coordination with member institutions and ensuring support in their work with alumni.

In June in coordination with all 26 member institutions we publicly unveiled the Network of UL Alumni Clubs, under the common name alumniUL.

Immediately in July we received an invitation to give a presentation on this as an example of best practices in November 2018 at the GLS conference in Oxford. We participated in the conference with a presentation of alumniUL and received a prize for exceptional achievements in the area of relations with alumni. While there we also received an invitation to present our example in May 2019 at the biggest European conference in this field, iCAREAlumni, which is additional proof that we are doing good things.

The second half of the year was devoted to:

- setting up a database of UL alumni;
- dealing with challenges that arose in launching and optimising certain work processes;
- regular maintenance and entry of content on the website and web portal;
- regular information for the public via social networks;

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<sup>1</sup>The investment is co-financed by the Republic of Slovenia and the European Union from the European Social Fund

- regular support for alumni via a general info e-address;
- general and substantive help for member institutions in their work with alumni;
- we also continued the transfer of best practices and trends in the area of relations with alumni as part of the regular half-yearly consultations (conducted in May and October);
- at the same time we continued the training for heads of alumni clubs, and in November we conducted a 16-hour workshop How to Communicate with Alumni;
- development work also continued, mainly in the area of the informal mentor system and preparation to invite students of final years to alumni clubs.

In substantive terms the objectives for 2018 of regular promotion and establishing the mentor system were not attained. The reason for this was the lack of personnel in the department at the Rector's Office. The management recognised this issue during the year and solved it by approving additional student assistance, and at the beginning of 2019 through half of the full-time employment.

Table 8: Alumni in numbers

<b>Number of member institutions joined</b>	<b>26</b>
Number of alumni clubs	57
Number of members of clubs/size of database	2,500
Number of visits to web portal alumniUL	101,700
Reach of posts on social networks	79,500
Number of consultations carried out	2
Number of advisory visits to member institutions	30
Number of working meetings	1
Number of trainings for staff at member institutions	1
Number of presentations of best practices	1

SELF-EVALUATION OF FIELD – KEY SHIFTS, WEAKNESSES, THREATS AND PROPOSED MEASURES

<b>KEY IMPROVEMENTS AND BEST PRACTICES IN THE RECENT PERIOD</b>		<b>EXPLANATION OF EFFECT ON QUALITY</b>
Ensuring an adequate number of staff and more intensive work in fulfilling the objectives of the project Consortium for technology transfer from public research organisations to the commercial sector (KTT)		Fulfilment of the majority of KTT indicators For 2018
Connection with LUI		Exchange of information and coordinated operation in the area of UL innovation policy
Shorter response time in providing support for researchers		Increased satisfaction of researchers
More activities aimed at promoting the office and the rules on managing industrial property rights at UL		Greater number of inventions that researchers process through the main office
Establishing a Network of UL Alumni Clubs, under the common name alumniUL, in line with the adopted strategy for developing Alumni Clubs.		Cooperation of the higher education institution with the local environment and its graduates
<b>KEY WEAKNESSES</b>	<b>OBJECTIVES</b>	<b>PROPOSED MEASURES</b>
Non-optimal level of staff competence owing to recent establishment of department	Increase competences	Enhance training, coaching, visits to comparable foreign universities
Insufficient recognition of the office and UL as an important stakeholder in the area of innovation	Increase recognition at home and abroad	Media presence, inclusion in international networks, visits to international TT conferences, membership of the association ASTP Proton
Negotiations with users of knowledge on the individual level	Establish uniform policy of cooperation with the business sector	Publication of handbook on knowledge transfer at UL, ensure support for the office, raise awareness on all levels (researchers, secretaries, faculty heads)
<b>KEY THREATS</b>	<b>OBJECTIVES</b>	<b>PROPOSED MEASURES</b>
Difficulties in reporting and claiming costs in the KTT project	Best possible drawdown of funds and fulfilment of all set project indicators	Inclusion of management in improving communication with project coordinator

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## 5. CREATIVE CONDITIONS FOR WORK AND STUDY

### LIBRARIES

The Rector's Office coordinates the functioning of the University of Ljubljana library system, which covers coordination of internal processes and cooperation with external institutions whose operation is tied to the University's library system and its development.

We therefore participated actively in the working group of the Ministry of Education, Science and Sport in drafting the development strategy for higher education libraries for the 2018-2024 period. The proposal drafted has not yet been submitted for public deliberation, interdepartmental coordination and adoption.

#### Providing scientific publications and journals

As part of the joint public procurement order for 14 University of Ljubljana member institutions for the supply of foreign scientific and professional journals, two bids were obtained and the economically most favourable provider was selected for each of the participating member institutions for subscriptions from 1 January 2019 to 31 December 2019.

We participated in negotiations with the four biggest publishers of scientific journals and in coordinating activities to ensure access to payable electronic information sources (Elsevier Science Direct, SpringerLink, Wiley Online Library, ACS Online Package, IEEE/IEL, JSTOR, RSC Gold, EBSCOhost Research Databases, Emerald Management 1785 & Emerald Engineering ejournals, Sage Premier).

We had a representative at confidential meetings of the European University Association (EUA) regarding negotiations with international publishers, and she was charged with producing a report for the Rectors Conference of the Republic of Slovenia.

In line with the European and international efforts to transform subscription scientific communications into open-access resources, on the OpenAIRE blog we published the initiative "How to release scholarly communication from subscriptions and copyright retention by publishers to match the EOSC developments?"

#### Open access

We participated in managing and supplementing the content of the national information website for open access, [openaccess.si](http://openaccess.si), which offers information researchers need to meet the provisions of finance providers regarding open access to reviewed publications and research data.

As the national point for the projects OpenAIRE2020 and OpenAIRE-Advance (National Open Access Desk, NOAD) the Rector's Office supported open access and open science at the University of Ljubljana, and this will need to be expanded system-wide across the University.



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In 2018 the University of Ljubljana did not adopt the planned principles of open science at the University and rules of the Repository of the University of Ljubljana. Open science and thereby open access to reviewed publications and FAIR research data are priorities for the European Commission, which defined the aspects of openness and the schedule for transition to openness by 2020 and in the new framework programme Horizon Europe 2021–2027. As part of the European research space, the EU Member States are acting in harmony with the European Commission. The University of Ljubljana has no influence over the external provisions and schedules, but must abide by them in implementing research cofinanced by the European Commission and from national funds, and in formulating the rules of the University regarding openness (pursuant to Article 6 of the Statutes of the University of Ljubljana regarding implementation of study and research programmes in accordance with the principles of open knowledge). Owing to the predetermined nature of aspects of the University's rules on open knowledge (for the purpose of harmonisation with national rules and the European Commission provisions) we may expect a reserved response from the University's researchers in terms of limits on academic freedom regarding publication of reviewed articles and the handling of research data.

#### Handling of research data

With regard to research data, a group was formed at the UL Rector's Office to prepare a minimal selection of general guidelines for handling research data which would apply to all scientific fields at the University of Ljubljana. The University of Ljubljana will harmonise comprehensive support for researchers regarding open research data with the national activities, and in this will use existing information systems. The University has two representatives in the expert group of the Ministry of Education, Science and Sport, which is tasked with defining the pilot programme Open access to research data. Cooperation in the group will help us regulate this area. In 2018 the group reviewed the current situation in handling research data in four scientific fields, and was supposed to draw up the guidelines for the national pilot of open research data.

#### Library services for students and staff

University of Ljubljana students can use all libraries of the University member institutions, the National and University Library and the Central Technical Library of the University of Ljubljana. The use of library services and remote access to information sources is facilitated for them through the multiple placement of reference bases with student data in COBISS3/Loans, which the libraries use to simplify student enrolment.

With partial funding from the Central Technical Library of the University of Ljubljana the Rector's Office renewed the leasing of portal equipment for the functioning of the Digital Library of the University of Ljubljana (DiKUL). This enables review of and access to all information sources. It is managed by the Central Technical Library of the University of Ljubljana in accordance with an annex to the agreement on associate membership. The University of Ljubljana communicates to the Central Technical Library changes regarding accessible information sources.

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The new leaflets Library System of the University of Ljubljana and the Digital Library of the University of Ljubljana in Slovenian and English were not produced, in anticipation of changes to the organisation of the University of Ljubljana library system after the founding of the Library of the University of Ljubljana as a common organisational unit of the University and possible changes to the portal for the use of subscriber electronic resources (currently the Digital Library of the University of Ljubljana, and perhaps the University of Ljubljana will opt for participation in the Academic Digital Base ADZ.si, being set up by IZUM).

## **CAREER CENTRE**

In 2018 we continued implementing the announced activities in the project “University of Ljubljana Career Centres – the compass on your career path”, which is cofinanced by the Republic of Slovenia and the European Union from the European Social Fund.

### Development of skills for the 21st century

Students acquired additional knowledge and skills that they can use on their personal and professional path. Together with University and external experts, we organised workshops on the topic of career orientation, preparation for entry into the labour market, public speaking, project management, communication, organisation of time, dealing with stress and one’s own failure, entrepreneurship, business etiquette, assertiveness and foreign language courses, programming courses, other computer courses and so forth. The majority of activities were provided during the academic year, and during the “holidays” we organised longer courses since students have more time then. We select content based on the feedback of employers, students and staff at the faculties and academies. We conducted 149 in-house workshops and 260 workshops provided by external experts.

Collaboration with students, employers, staff and external experts represents an invaluable experience and a resource for the needs of additional education. We updated the identified needs and services offered in our education catalogue “Skills for the 21st Century”, which we sent out to the heads of member institutions and interested professional departments at the beginning of the academic year. The catalogue was very well received.

We organised major thematic events, such as Employment incubator, Career camps – Arm yourself with competences for the 21st century and Programme your career in the right language, Simulation of selection process, Challenges abroad and 3P – Prepared for the entrepreneurial path. In the area of implementing career services for students in planning international mobility and support for the integration of foreign students into our environment, we conducted 23 workshops (workshops on writing a motivational letter and CV in English, preparation for practical training/employment abroad, workshops aimed at familiarisation with cultural, historical and social differences and so forth). Based on the memorandum of cooperation of the University of Ljubljana in the Pan-European Seal initiative, we held a public call for placing candidates on the shortlist for paid traineeship at the European Intellectual Property Office (EUIPO) and the European Patent Office (EPO) and conducted the selection process.

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### Cooperation with employers and first e-news for them

At the member institutions we organised 14 career days and major events linking employers and students, 36 events at which 113 employers presented themselves individually and 91 visits to working environments in Slovenia and abroad.

We produced the first e-news for employers, which we called *Stičišče priložnosti* (Meeting Point of Opportunity). In this way we wish to contribute to the greater awareness of employers about new features in the area of higher education, about the profiles of graduates (especially from newer or interdisciplinary study programmes), innovative or different methods of recruiting talented individuals and best practices of cooperation of students and the University with employers.

### Support for pupils in selecting courses

We continued the workshops in support of course selection and upgraded the second summer school for school pupils entitled *More than 360 opportunities awaiting you*. In December we held a traditional consultation for secondary school advisory workers, at which we spoke about the challenges of career guidance and selection of courses in the context of the transformation of society in the 21st century.

### Digitalisation and accessibility of services (web classroom, first webinars and online tests to support individual guidance)

A new feature of the past year was the provision of three webinars, and we posted recordings from them on the temporarily set up web classroom. During the individual webinar and after it, we set up a web chat room for additional questions from participants which were answered by the providers (lecturers).

We continued to provide regular information for students, graduates and pupils on career opportunities. Information is provided via e-news, on social media, the website, at major events of other partners, information days and so forth.

### **Career Centre in numbers:**

- 149 in-house workshops;
- 260 workshops provided by external experts;
- 1,010 instances of guidance for students, graduates, students with special needs, drop-outs and pupils;
- 14 career days at member institutions;
- three webinars;
- online classroom and chat room;
- 40,000 e-news subscribers;

- 117 e-news;
- 1,246 posts on social networks (Facebook: 669 posts, Twitter: 456 posts, Instagram: 98 posts and YouTube: 23 posts).

## EXTRACURRICULAR ACTIVITIES

Sports remain the most prominent and systematically organised extracurricular activities. In the 2017/2018 academic year 405 students pursuing 25 sports subjects offering credits completed exams and received 3 ECTS as part of the 5 percent general electives. The recreational programmes (semester, season, exam period) involved 6,635 students from all UL member institutions.

Students were able to join in:

- 25 sports subjects with credits;
- 35 sports and recreation programmes (for a semester);
- 22 programmes during the exam period and seasonal programmes.

Table 9: Number of students included in the 2017/2018 academic year

Programme	Number of students included
ECTS sports subjects	405
Exam period	2,158
Daily recreation	3,927
Semester programmes	550
<b>TOTAL</b>	<b>7,040</b>

The majority of the programmes and subjects are provided at the University Sports Hall in Rožna dolina, where the member institution programmes are provided as well as those of external groups renting the premises. The subjects and programmes are provided by habilitated providers or personnel with appropriate training for the activity. With assistance from the Faculty of Sport, in the 2017/18 academic year the team from the Centre for Extracurricular Activities was joined by two professional staff involved in the project Young People for Young People, financed by the Planica Institute of Sport (ESF, Education Ministry). With the aim of raising awareness of the importance of protecting health, various activities and lectures were provided in April 2018. We talked about doping among recreational sports people, healthy diet, relaxation techniques and international experiences in voluntary work. The first “Faculty to Faculty” night run took place, involving 80 students despite the bad weather. We marked World Yoga Day (21 June) with the largest number of students taking part – a total of 133 students joined the outdoor yoga session.

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We fused together culture and art in the now traditional student dances. In the 2017/2018 season there were four dances (and dance practices), each of which involved an average of around 170 students.

In the 2017/2018 academic year the Extracurricular Activities Committee confirmed the following extracurricular activities as earning credits:

- Research in the area of employability of graduates (Faculty of Social Sciences);
- Managing social media (Faculty of Social Sciences);
- Leading and leadership (Faculty of Social Sciences);
- Introduction to expert terminology for architecture and urban planning (Faculty of Architecture);
- Chess (Centre for Extracurricular Activities)

In January 2018 we once again successfully coordinated a presentation of the University of Ljubljana at the Informativa fair and earned the title Top Exhibitor.

#### **STUDENTS WITH SPECIAL STATUS**

The Act Regulating the Status of Students was adopted in October 2017, and this delved into the provisions of the Higher Education Act. In November 2017 the Higher Education Act was amended, and now makes special provision for the rights of students with special needs and status during the period of study. The minister responsible for higher education should on this basis adopt rules and thereby regulate the procedures and detailed method of exercising the rights referred to above. No such rules were adopted in 2017 or 2018, so in June 2018, based on law the UL Senate confirmed the Rules on Students with Special Status, which enable the acquisition of status for students with special needs or special status at UL.

In 2018 a cycle of trainings was provided for work with students with special needs and for work with student athletes. The trainings were divided up thematically depending on the specific needs, and aimed at all University staff. Attendance was satisfactory, while owing to great demand some cycles will need to be repeated or offered to individual member institutions in a form adapted to their needs. There was especially high demand for training to work with students suffering mental issues.

UL PEF and UL FF coordinated an Education Ministry project in which across the territory of Slovenia an analysis was made of the current situation and a study was published on the state of provisions for special groups of students in higher education, which will serve as a basis for appropriate placement and for arranging the status of these students in Slovenian higher education.

Funds were also available in 2018 to the member institutions and Rector's Office for the purchase of equipment and accessories for students with special needs. These funds were not entirely used, but it is possible to detect increasing awareness and readiness

to provide more support for these students in their studies. In 2018 funds were used for adapted ICT accessories and portable computers, portable ramps, disabled toilets, handbooks for student dyslexia problems, lifts and adapted signals in lifts for the blind, visually impaired, deaf and hard of hearing, sliding doors, audio induction loops and so forth.

Activities were pursued at individual UL member institutions to obtain certificates of athlete-friendly faculty. The certificates will be awarded in 2019.

#### Support for students with special needs in integrating into studies and the jobs market

Owing to the specific needs and information tied to their inclusion in studies and transition to the labour market, we organised a thematic career day. In 2018 a cycle of trainings was provided for work with students with special needs and for work with student athletes. The trainings were divided up thematically depending on the specific needs, and aimed at all University staff. We provided eight different modules (inclusion of persons with special needs and UL rules, blind and visually impaired students, students with speech impediments and deaf and hearing-impaired students, how the University can offer a hand to student athletes, motor-impaired students, students with specific learning difficulties, students with emotional and behavioural difficulties, students with Asperger Syndrome and ADHD). Attendance was satisfactory, while owing to great demand some cycles will need to be repeated or offered to individual member institutions in a form adapted to their needs. There was especially high demand for training to work with students suffering mental issues.

Table 10: Number of students with special status

	2014/15	2015/16	2016/17	2017/18
Partial or total loss of hearing	12	7	15	14
Partial or total loss of sight	16	16	23	14
Long-term or chronic illness	118	147	185	144
Motor impairment	51	66	81	40
Speech impediments	21	22	25	30
Physical and mental health impairments	31	43	46	21
Specific learning difficulties	59	82	93	71
Emotional and behavioural difficulties				21

Exceptional social circumstances				1
Autism spectrum disorders				6
physical injury and/or long-term rehabilitation				8
Uncategorised		9		
<b>Total students with special needs</b>	<b>308</b>	<b>392</b>	<b>468</b>	<b>370</b>
Status of recognised artist	16	18	20	20
Status of top athlete	298	273	309	367
Status of parent student				23
<b>Total students with special status</b>	<b>622</b>	<b>683</b>	<b>797</b>	<b>780</b>

## TUTORING

The career centres of the University of Ljubljana regard the provision of the tutoring system as part of their responsibility, since they see their role in higher education as not just mediating between students and employers, but also as supporting students in their studies and in their personal development, and in the high-quality provision of tutoring at the University.

We organised an annual consultation and training for tutors and tutor coordinators, where the main topic was the definition and establishing of the relationship between the tutor and tutored student. On the following day we held a workshop for them on Motivation of students to study and successful communication with tutored students.

We were involved in updating the content of the tutor manual, which will come out in March 2019. The manual will be aimed at tutors, tutor coordinators and all those who work with students and who encounter challenges and issues, such as establishing an appropriate relationship and communication with students, motivating students to study and to achieve the goals set on their career path, achieving effectiveness and rational use of time, effective learning, coping with failure, stress and anxiety.

In order to successfully include students with special status in the study process and the jobs market, we included tutors for students with special status in modular education and training of employees for work with that target group. In the training sessions, participants came to understand the characteristics of individual groups of students with special needs, their needs and the adaptation of the study process.

Table 11: Tutoring at the University of Ljubljana by academic year

	2015/16	2016/17	2017/18	2015/16	2016/17	2017/18	2015/16	2016/17	2017/18
	number of coordinators			number of tutors			total number of tutorial hours		
<b>STUDENTS</b>	136	88	94	1,051	955	927	20,949	19,274	17,144
Course	11	8	17	141	139	169	3,847	3,607	4,529
Foreign students	22	15	20	206	97	176	3,531	1,927	3,142
Special needs	10	7	7	31	19	27	950	423	540
Introductory	77	43	44	567	575	529	11,691	11,724	8,729
Other	16	15	6	106	125	26	930	1,593	204
<b>TEACHERS</b>	143	142	123	1,234	1,167	761	17,529	14,976	12,795
Course	4	9	4	84	92	46	672	770	478
Foreign students	33	33	31	85	80	31	1,525	1,196	867
Special needs	34	36	31	39	41	32	661	659	454
Introductory	65	57	47	855	806	524	10,162	9,029	8,427
Other	7	7	10	171	148	128	4,509	3,322	2,569
<b>TOTAL</b>	279	230	217	2,285	2,122	1,688	38,478	34,250	29,939

SELF-EVALUATION OF FIELD – KEY SHIFTS, WEAKNESSES, THREATS AND PROPOSED MEASURES

KEY IMPROVEMENTS AND BEST PRACTICES IN THE RECENT PERIOD	EXPLANATION OF EFFECT ON QUALITY
Funds were available for the purchase of equipment and accessories for students with special needs	Better adaptation of study system for students with special needs
Establish system of training for work with students with special needs	Take account of diversity and needs of students in establishing and determining the content of counselling or help for them
Payable electronic information resources, Digital Library of the University of Ljubljana	Students, lecturers and researchers at the University of Ljubljana have access to a large selection of the highest-quality scholarly information resources, which can be accessed via the portal of the Digital Library of the University of Ljubljana with software for detecting latest generation information



Cooperation in European and national activities concerning open access	Participation in European and national activities concerning open access serves to enable the acquisition of the latest knowledge of European and national policies of open access and the necessary infrastructures and support, thereby enabling higher quality support for open access at the University of Ljubljana
The FDV library reports on the founding of the East Asia Resource Library (EARL) in May 2018	The FDV library is the sole one in Slovenia to offer access to literature and e-resources from East Asia (Korea, Japan, China, Taiwan), which has an important influence on the processes of internationalisation at UL
Two member institution libraries collaborated in the preparation of documentation for habilitation	The applications submitted were more adequate, without any need for significant correction, thereby shortening the procedures and increasing the satisfaction of candidates, HR and the Habilitation Committee
The PeFprints repository exceeded 5,000 stored documents, and in 2018 there was a 16.8 percent increase in views of repository documents compared to the previous year	Systematic collection and dissemination of information on PEF production
Successful conclusion of the first phase of digitalising CC services (online classroom, three webinars and web testing in support of implementing LCO)	Accessibility of services introducing new and flexible forms of learning
Start of issuing e-news for employers and implementation of the programme Skills for the 21st century	Monitoring the needs for knowledge and employment needs in the local environment Information on study programmes, employability of graduates, the need for their knowledge and possibilities for continued study

KEY WEAKNESSES	OBJECTIVES	PROPOSED MEASURES
Slow response of the University of Ljubljana and other members of Slovenian consortiums paying for the right to read scientific journals to changes towards openness	Involvement of the University of Ljubljana and the Rectors Conference of the Republic of Slovenia in transforming subscriber scholarly communication into world-level open access	Participation of the University of Ljubljana and Rectors Conference of the Republic of Slovenia in international initiatives for transforming scholarly communication
Inadequate annual growth of printed and electronic resources (AG, ALUO, FRI, FSD, VF)	Appropriate annual growth of printed and electronic resources	Ensuring or increasing allocated funds

Low IT literacy among students of certain programmes and member institutions	IT education appropriately included in study programmes, greater scope of individual and group trainings for library users	Cooperation with teachers, implementation of greater scope of individual and group trainings for library users
Insufficient space for library activities (AG, ALUO, BF, FA, FGG, PEF, PF, VF, FMF), non-functional spatial arrangement of the library and worn-out equipment (PEF, TEOF, FMF), lack of reading spaces for (quiet) reading room (FGG, FPP, FSD, FF, FMF)	Appropriate size and purpose of library facilities	Resolving space constraints through various measures
Lack of professional staff in library (AG, ALUO, FDV, FSD, ZF), overworking of employees with additional tasks not related to libraries (TEOF), inadequate systemisation (ZF), insufficient professional training of library staff (FŠ)	Adequate number and training of professional staff	Regulating the number of professional staff and their training through various measures
Non-implemented overhaul of survey on graduate employability	Substantive overhaul of survey on employability by the time of next Education Ministry reporting	Methodological and substantive overhaul of survey
Incomplete IT support for CC	Complete IT support for CC	Selection of provider
Poor recognition of Career Centre services among students	Greater recognition of CC services among students and employees	Strengthening promotional activities
<b>KEY THREATS</b>	<b>OBJECTIVES</b>	<b>PROPOSED MEASURES</b>
Lack of funds for investment in University Sports Hall facility	Acquisition of necessary funds for investment in buildings	Education Ministry initiative for obtaining funds; draw up guidelines for marketing services, sponsorship

Limited access to reviewed publications and research data under Horizon 2020 and the national strategy for open access	Appropriate support for open access to reviewed publications and research data under Horizon 2020 and the national strategy for open access	Establish a system of support for open access to reviewed publications and research data under Horizon 2020 and the national strategy for open access
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## 6. MANAGEMENT AND DEVELOPMENT OF QUALITY SYSTEM

In the area of managing and developing the system of quality assurance, in 2018 we conducted a range of activities focused on strengthening and establishing new mechanisms of quality, which create the framework for the overall system of quality assurance at the University of Ljubljana.

### Self-evaluation of the quality of all processes with emphasis on preparation of the Business Report and Quality Assurance Report

The Business Report of the University of Ljubljana, with its integrated Quality Assurance Report, is one of the key instruments for ensuring quality, and contains a self-evaluation of the institution in all fields of operation. This process is composed of self-evaluation of the Rector's Office and UL administration (Business Report of the Rector's office) and a self-evaluation of the University as a whole (Business Report and Quality Assurance Report). As part of this process we identified key shifts in the aforementioned areas, and assessed the weaknesses and threats for those areas. In accordance with this we formulated measures to address the main challenges in individual areas. The UL Business Report and Quality Assurance Report was addressed in an expanded session, together with the UL leadership, by the UL Quality Committee, and then the document was adopted by the UL Senate and Governing Board. As part of the activities for drawing up the 2018 Business Report, in December we organised a series of workshops for representatives of member institutions on the topic of strengthening the competence for managing and administration especially as regards strategic planning and monitoring implementation. The series of workshops on this topic were conducted by Dr Tomaž Čater, an expert in this field.

### Student surveys

In 2018 we focused on optimising the use of student surveys under the existing model and on revising the surveys to reflect the changes highlighted by various stakeholders. As part of first activity we conducted a review of the use of student surveys by member institutions, especially as regards steps and planning of future actions based on the results yielded by the surveys. The first set of activities included an in-depth editing of reports prepared for the member institution and University level, and an adjustment of the

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export of survey results in line with the needs of the University committees for the first and second cycles. In order to optimise the use of surveys we also formulated what is termed a processogram of survey use, which popularises the process of preparation and discussion of the surveys and makes them more accessible to target user groups. In line with the development objectives, as part of the overhaul of student surveys we held talks with the representatives of the student council, vice deans responsible for studies and with the University committees for quality, the first and second cycles, doctoral studies and so forth.

#### Self-evaluation of study programmes and external sample evaluation of study programmes

In the area of self-evaluation of study programmes, in cooperation with the member institutions and based on existing member practices, in the spring of 2018 we designed five processograms for self-evaluation of study programmes, by cycle and for joint study programmes as well as interdisciplinary third-cycle programmes. With the processograms we enhanced the involvement of other quality loops in the self-evaluation of study programmes and monitoring of the fulfilment of measures on several levels. As part of implementing the action plan in preparation for accreditation, we set up a repository of self-evaluation reports of study programmes from 2013/14 on, and in this way strengthened the monitoring of self-evaluation of study programmes.

Based on the initiative of the College of Vice Deans and Doctoral Programme Administrators, we began regular annual analysis of self-evaluation reports for study programmes. The sample covered 51 self-evaluation reports of study programmes, and we prepared feedback for member institutions (two per member). On this basis we held seven consultations with member institutions and administrators that served for the dissemination of evaluation findings and the collection of initiatives and proposals for optimising this process. To this end, on the internal UL portal we designed a special place where all information regarding self-evaluation of study programmes was assembled in one place.

In the context of external sample evaluation of study programmes conducted by NAKVIS, in the last quarter of 2018 we formulated rules for the internal process of preparing the application, which contains both administrative and substantive controls and links various offices on the member institution and Rector's Office level. We responded to the call for a proposed selection of sampled programmes, and proposed an optimised implementation timetable and also a selection of programmes stemming from the evaluation findings. The national agency formulated the final selection and dynamic without taking any account of our proposals.

On the member institution level considerable effort was put into raising competence in the area of self-evaluation of study programmes, both for academic and professional staff. Many member institutions also updated their internal rules governing self-evaluation of study programmes, in order for it to reflect as much as possible the internal characteristics, while at the same time achieving the required standards as determined by the NAKVIS and UL rules.

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### Consultation visits

In April 2018 we successfully carried out four consultation visits, to UL FRI, UL FU, UL FS and UL FSD. This year too it turned out that the visits to those responsible for this activity at the member institutions seemed for the most part beneficial. A number of those taking part once again expressed satisfaction with their experience of the constructive cooperation of management staff, teachers, students and professional staff. Since we concluded the first cycle of visits in 2018, we analysed the content material reviewed over five years at 18 member institutions and the results of the analysis were discussed at the UL Committee for Quality. The greatest attention was focused by member institutions on strengthening mechanisms of quality, and there was frequent deliberation over topics concerning learning and teaching and improvements in the area of internationalisation. The member institutions also focused intently on improvements in the work of staff and various aspects of ensuring the quality of study programmes, management and administration. Some member institutions within their forums also held consultations of a similar type that were used for sharing information among organisational units, seeking solutions and mutual assistance.

### Survey on graduate employability

In 2018 we began the process of overhauling the survey on graduate employability, whereby we sought to address certain challenges that have arisen in the past. We identified as a key weakness the low level of graduate response, which was mainly tied to the fact that our system envisaged obtaining prior consent for surveying. Another weakness relates to the updating of the survey with the level of competence acquired, which graduates have acquired based on their study programme, mainly in the context of programme-specific competence. The survey needs to be brought up to date, something pointed out by numerous stakeholders and data recipients. Updating of the survey began in 2018 and will be concluded in 2019, and the major challenge appears to be increasing the response level, where we need to resolve the issue tied to the requirement of the Decree on Personal Data Protection. In order to complete this process we need a clear interpretation of the law, something we requested from the Information Commissioner, the competent ministry and also experts in the area of implementing the GDPR. On the member institution level, owing to the lack of clarity surrounding the obtaining of consent, we are consequently compelled to carry out ad hoc studies of graduate employability, which several members did indeed carry out successfully.

### Development of learning and teaching

In 2018 we made substantive preparations for the project Innovative Forms of Learning and Teaching in Higher Education (INOVUP) and for the Education Ministry call we secured funding in the amount of EUR 3.28 million on the consortium level, which as lead partner we are heading. INOVUP comprises a number of activities, and its essential contribution is the preparation and implementation of training for higher education teachers and staff and analysis of the state of affairs, serving in the formulation of institutional strategies in this area and as the basis for designing an optimal training programme. We began the project in October 2018. This process involves the strong presence of the

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member institutions, be it through direct inclusion of staff in the activities of research, training or preparation of materials or through the institution of multipliers, which we set up at each member institution and which are used for dissemination of practices and information in the area of learning and teaching.

In 2018 we also prepared a review of the arrangement of practical training for students at UL, whereby we sought to obtain a precise picture of the adequacy of existing practices regarding the prescribed rules and to identify elements that should be improved.

#### Legal regulation of the systems of quality

In the context of the legal regulation of the quality system we cooperated intensively within the Working Group for Quality of the Rector's Conference of the Republic of Slovenia. Within this forum we attempted to promote unity among the four universities as regards our responses to the national changes in the area of quality and implementation of the methodologies of international ranking scales. Equally, we responded actively and in depth to the proposed changes of various criteria on the part of NAKVIS, where we should point out the absence of any reasoned discussion of the proposed changes.

#### Preparation for renewed accreditation of the University of Ljubljana and updating of the quality systems

We pursued a range of activities in preparation for renewed accreditation of the University of Ljubljana. We set up active and regular communication with NAKVIS on the management, substantive and technical levels. As part of these preparations we also worked intensively on promotion and accessibility of the quality system within UL. To this end in 2018 we drew up the design for a new website covering quality, set out as a repository of information on the process of implementing quality at UL and also on the actual content stemming from these processes. We also focused strongly on support for member institutions and other users, which we want to provide through two separate applications, an application in the area of quality indicators (quality matrix) and an application in the area of the international standing of UL in various rankings. Both applications have a user-friendly function of presenting tailor-made data, as well as an analytical function. In order to strengthen support in reporting, we also developed a test variant of the platform for reporting, which will be friendlier to the persons and member institutions reporting to us, and this will also eliminate the possibility of errors in data entry and managing databases. On the member institution level, a number of procedures were carried out to establish or internally solidify the rules of quality assurance and to adjust existing rules to generate the greatest possible effects and the least possible administrative burden. Equally, many member institutions institutionalised their own smoothly operating informal practices of quality assurance, and implemented them as their own quality loops (e.g. annual quality consultations, half-year reporting and preparation of action plans in the area of quality, instrument of evaluation for study units).

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### International cooperation in the area of quality

In the context of international cooperation, in 2018 we operated in several areas to develop quality. As part of the Guild working group we worked intensively on developing alternative indicators of quality, especially as regards the area of research. Within the EUA we successfully concluded our participation in the Thematic Peer Group focused on evaluating excellence of learning and teaching, which significantly strengthened our internal process of building up indicators of educational excellence. Equally, we collaborated actively within the Eutopia initiative (European universities initiative), where we focused on excellence and innovativeness in the educational process. We also participated in the European Forum for Quality Assurance, which took place in November 2018 in Vienna, where we took part as the moderator of one of the presentations of collaborative development of the quality of study programmes, while we also strengthened our partnership with several foreign accreditation agencies (e.g. Flemish/Dutch). In the area of quality we also strengthened partnerships with the University of Tallinn and VUB in Brussels. As part of the annual reporting processes we also reported and prepared data for all the key international rankings (QS, Multirank, THE, ARWU). Member institutions worked intensively towards securing or retaining their sectoral institutional and programme accreditations. In this context many steps were taken towards more strategically oriented internationalisation.

### Overview of UL action in the area of international external evaluation and accreditation between 2010 and 2018

Cooperation in international evaluations and obtaining international accreditation promote the development of quality throughout the process, from preparation and the evaluation visit to the final results of the process. International accreditation raises the prominence of UL, individual member institutions and programmes, in the international arena and within individual professions. In fields where there are no such accreditations or they are not relevant, UL member institutions can opt to confirm meeting international criteria where they are agreed. Where criteria are not agreed internationally, they can opt for international external evaluation, which is not necessarily tied to an individual field.

With respect to the situation in 2018, UL had:

- 51 international programme accreditations (IFLA, CEQUINT, TEDQUAL, AMBA, ASIIN independently and in combination with EUR-ACE, EAPAA, ECTN Chemistry Eurobachelor and Euromaster Eurolabel®);
- six international institutional accreditations (EQUIS, AACSB, STCW, SIST EN ISO/EC, EAEVE);
- two other international accreditations (BGCI, ALTE);
- 36 study programmes that are verified as meeting the international criteria for the field (FEANI, Directive 2005/36/ES, Europsy, CIUTI, EMT, EST-IDTS).

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In addition to the accreditations, since 2010 a further 19 international external evaluations have been made (ASIIN, EMSA, AHGPS, AVEPRO) without the purpose of accreditation.

#### International programme accreditation

Nine UL member institutions have 51 **international accreditations** that relate to an individual **study programme**. These are UL BF, EF, FE, FGG, FKKT, FPP, FRI, FS and FU. Programme international accreditations are valid for 27 first-cycle programmes and 24 second-cycle programmes.

International programme accreditations are at:

- ASIIN, together with securing of the EUR-ACE certificate:
  - UL FE both accreditations for five study programmes (10 accreditations);
  - UL FGG both accreditations for 10 study programmes (20 accreditations);
  - UL FS both accreditations for three study programmes (6 accreditations);
- ASIIN, independently: UL FRI for four study programmes;
- CEQUINT: UL EF for one study programme;
- EAPAA: UL FU for three study programmes;
- ECTN Chemistry Eurobachelor and Euromaster Eurolabel®: FKKT for two study programmes;
- IFLA: UL BF for two study programmes;
- TEDQUAL: UL EF for two study programmes;
- AMBA: UL EF for the second-cycle MBA programme.

#### International institutional accreditation

Three member institutions (UL EF, FPP and VF) have **international institutional accreditation**, which is valid for the entire member. Of the international institutional accreditations UL EF has several different ones, specifically EQUIS and AACBS for the faculty (or for all three cycles). UL FPP has two SCTW institutional accreditations under international standards, for two fields or trainings in two study programmes, UL VF has international EAVE accreditation and also SIST EN Slovenian accreditation under international standards.

It is hard to delineate international institutional accreditation from programme accreditation, since often they include a detailed evaluation of study programmes and fields, so the dividing line between institutional and programme international accreditation is not necessarily clear (e.g. the accreditation for UL EF and UL FPP).



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### Other international accreditations

Alongside the two types of international accreditation (programme and institutional), two member institutions have two **other accreditations**, UL BF has a BCGI Botanic Garden Accreditation for the UL Botanic Garden, and UL FF has accreditation from ALTE (The Association of Language Testers in Europe) for conducting Slovenian language exams.

### Entries in international indexes

In addition to international accreditation, member institutions include their study programmes in lists or indexes of the relevant professional associations on fulfilling the criteria for placement on such lists. The largest number of member institutions have their study programmes placed in the FEANI index:

- UL BF has 16 study programmes (12 first-cycle and four second-cycle);
- UL FGG has seven study programmes (four first-cycle and three second-cycle);
- UL FKKT has three study programmes (two first-cycle and one second-cycle);
- UL FS has three study programmes (two first-cycle and one second-cycle).

The FA integrated master's programme satisfies European Commission Directive 2005/36/EC, and the integrated master's programme offered by TeoF meets the criteria of AVEPRO. The Journalism programme offered by UL FDV meets the criteria of the international association EJTA, which operates in the field of journalism education.

UL FF has six study programmes placed on five different lists of the relevant professional associations and meeting their criteria:

- Europsy for the field of psychology (two study programmes, first and second-cycle);
- CIUTI for the field of translation and interpreting (one second-cycle programme);
- EMT network for translation (one second-cycle programme);
- EMCI network for interpreting (one second-cycle programme);
- EST for doctoral studies in translation (one third-cycle programme).

### International external evaluations

UL member institutions also join independently in procedures of international external evaluation, which do not result in accreditation documents. As in international accreditation, the purpose of such international external evaluation is to improve and develop quality, to gain an outside view and increase credibility.

The highest number of international external evaluations was for UL FGG (for 10 programmes, whereupon it decided to seek accreditation). ASIIN also conducted institutional evaluations of UL FGG and FŠ, while an evaluation of UL MF was conducted by the AHGPS agency. At UL FPP, in addition to accreditation, for the same fields and programmes an external evaluation was performed by the European Maritime Safety Agency (EMSA), which evaluates the entire national system in this field.

#### SELF-EVALUATION OF FIELD – KEY SHIFTS, WEAKNESSES, THREATS AND PROPOSED MEASURES

KEY IMPROVEMENTS AND BEST PRACTICES IN THE RECENT PERIOD		EXPLANATION OF EFFECT ON QUALITY
Preparation of metaevaluation of self-evaluation reports for study programmes, with suggestions for improvements		Member institutions highlighted the usefulness of the response, since they know how they can improve the report in the future. They report that administrators are more motivated to draw up reports, since the sample of them is analysed in depth. Obtaining a comprehensive view of the quality of performing self-evaluation of study programmes at UL and consequently formulating measures that are common for the whole of UL; Obtaining specific proposals from member institutions to upgrade the support offered by departments to members in self-evaluation of study programmes;
Establishing a repository of self-evaluation reports on study programmes		Monitoring the dynamic of performing self-evaluation of programmes, satisfying the accreditation conditions and strengthening the analytical function
Overview of member institution measures deriving from student surveys. Analysis of the use of results of student surveys by member institutions		Promoting the general use of student surveys and at UL member institutions, increasing transparency and measures based on evidence or results, guidelines for optimising the survey system
Optimising the printouts of student survey results		Broader use of student surveys by university bodies, especially university committees for the first and second cycles and the UL Quality Committee
KEY WEAKNESSES	OBJECTIVES	PROPOSED MEASURES

Lack of adjustment of internal self-evaluation rules to the specifics of programmes and lack of support in carrying out self-evaluation of study programmes	Higher-quality implementation of self-evaluation of study programmes based on more appropriate rules and support	Formulation of guidelines for self-evaluation of programmes that address the specifics of doctoral programmes; upgrading the mechanism of reviewing the self-evaluation of study programmes with emphasis on feedback to member institutions; preparation of electronic self-evaluation forms that will contain previously prepared data and analytics
Problem of carrying out the proposed measures and system of monitoring this area.	Consistent implementation of measures stemming from self-evaluation and achieving the expected effects of these measures	Construction of a more effective system of monitoring implementation of set measures stemming from self-evaluation
Absence of comprehensive connection and familiarity with rules in the area of quality	Familiarity deriving from understanding the UL rules in the area of quality	Preparation of UL quality manual
Internal resistance to student surveys, desire for greater openness of surveys, better measurement of competences, surveys not carried out in line with the rules	More comprehensive system of student surveys that is better accepted in the academic community	Overhaul of system of student surveys
<b>KEY THREATS</b>	<b>OBJECTIVES</b>	<b>PROPOSED MEASURES</b>
Unclear interpretation of the law as concerns getting consent for conducting surveys among graduates	Survey among graduates that will yield high-quality data	Implementation of overhauled survey among graduates

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## 7. BUSINESS OPERATIONS

### 7.1 Management and administration of University of Ljubljana

An increasing proportion of business operations are conducted via electronic media (such as e-mail and e-accounts), so the University of Ljubljana has set itself the task of drawing up rules for prior preparation for the collection and storage of material in digital form. The adopted rules, confirmed by the Slovenian National Archives, will serve as the basis for the validity of documents in digital form. In 2018, with the assistance of an external contractor, the UL Rector's Office made up a draft of the rules.

An important part of successful operations is a clear delineation of the powers and responsibilities of employees. In the desire to improve operations in this area too, in 2018 we supplemented the classification plan with those in charge of matters and prepared an updated ID plan.

In public administration, Slovenia still uses stamps and seals as one of the indicators of authenticity of documents. In 2018 we adopted new Rules on the Protection and Use of Stamps at the University of Ljubljana, which are harmonised with the legislation and also reflect current practices.

Preparations for the introduction of a single information system included a final formulation of the single methodology for the data model of cost accounting, which was adopted by the Governing Board of the University of Ljubljana.

We successfully concluded negotiations with the Ministry of Education, Science and Sport for obtaining funds from the development pillar of financing. The result of the negotiations was that UL succeeded in obtaining the maximum level of available funds. Based on the decision of the Minister regarding fundamental and development pillar funds obtained, the Governing Board's Finance System Committee drew up a methodology for allocation of the funds, which was adopted first by the college of deans, and then finally by decision of the Governing Board.

We conducted a series of meetings with deans and other representatives of member institutions, at which we set out in detail the developmental aims and the planned measures and indicators. The aim of the meetings was for member institutions to arrive as soon as possible at the fulfilment of objectives, and in a standardised way to ensure appropriate records of the disclosed allocated use of funds.

#### University of Ljubljana Archive

In 2018 the Archive Museum Service arranged and inventoried archive material, and provided expert assistance to University offices in archiving documentary material (promotion of doctors of science). Through several visits and written instructions it cooperated in arranging and inventorying documentary and archive material at University member institutions, the Faculty of Arts and the School of Economics and Business.

The increasing prominence of the University Archive can also be seen in the large increase in the number of users of this material, with the reading room of the Archive Museum Service of the University of Ljubljana being visited 204 times by 45 external users in 2018.

#### SELF-EVALUATION OF FIELD – KEY SHIFTS, WEAKNESSES, THREATS AND PROPOSED MEASURES

<b>KEY IMPROVEMENTS AND BEST PRACTICES IN THE RECENT PERIOD</b>		<b>EXPLANATION OF EFFECT ON QUALITY</b>
Single methodology for cost accounting at UL (adopted at 7th meeting of UL Governing Board, 31 May 2018)		The methodology ensures the transparency of accounting reports, the accuracy and correctness of data and the comparability of reports among member institutions. It meets the legal and statutory requirements for separate recording of business events by activity, enables standardised treatment of key accounting terms and attributes and significantly reduces the risk of failed responsibility, incomplete or incorrect information and financial risk
Rules on Sabbatical Years and Other Staff Absences for Development and Training (adopted at 9th meeting of UL Governing Board, 4 October 2018)		These rules provide uniform treatment of long absences owing to personal development or training at UL, they lay down the aims, conditions and procedures for taking a sabbatical year and other absences for development and training and regulate the formal and tax-appropriate treatment of long absences
Implementation of the exchange of electronic documents in all areas of operation and among University member institutions		In 2018 we implemented the exchange of requests and other documents in electronic form, which together with the introduction of e-bills in the public sector significantly improves the transparency, integrity, accuracy and timeliness of financial transactions and recording business events
<b>KEY WEAKNESSES</b>	<b>OBJECTIVES</b>	<b>PROPOSED MEASURES</b>
Not all employees are using the application Government Connect (GC)	Transition to e-business	Monitoring the use of GC at the Rector's Office (and at member institutions) preparation of documents only in one form allocation of licences to use GC to all employees offering expert assistance to member institutions
Inadequate number of human resources in view of the complexity of carrying out public procurement orders	Ensuring procedures compliant with legislation and rational provision of public procurement procedures	Employee training; cooperation with external experts in the area of public procurement in more complex procedures; keeping track of legislation standardised operation within the University of Ljubljana

Non-standardised and unreliable business information system	Implementation of SAP at all UL member institutions	Precise plan of implementation; strengthening the finance and accounting department with additional hiring; conducting workshops for implementing the standardised methodology
The system of distributing funds of the development pillar of financing does not take sufficient account of developmental component	Supplementary methodology of distributing development pillar funds	Analysis of existing model of distributing development pillar funds and reciprocal accounting and definition of risk; preparation of distribution simulation; discussion of new model
KEY THREATS	OBJECTIVES	PROPOSED MEASURES
Excessively demanding and complex legislation in the area of public procurement which lengthens procedures	More realistic legislation in the area of public procurement	Initiatives for legislative changes

## 7.2 Human resources development and HR plan

In the area of human resources we have focused efforts on achieving the following objectives:

- arranging employment positions that are specific to the University owing to the habilitation process;
- strengthening competences;
- ensuring European standards of development for researchers and teachers;
- preparation for new information system.

### Legal arrangements

In 2018 for the purpose of arranging the status of employment positions we began implementing the new Instructions on implementing HR procedures for higher education teachers, scientific workers and associates. These instructions serve for us to continue arranging the status of habilitated higher education teachers in teaching assistant positions; to regulate the procedure of employing higher education teachers and researchers; to modify the status of researchers from fixed-term to permanent; to regulate employment regarding teaching obligations; to add new recommendations for the transfer of teaching work prior to retirement; to regulate the termination of employment of higher education teachers and researchers; and to secure cooperation with retired higher education teachers and researchers.

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In 2018 we also adopted:

- The Rules on Sabbatical Years and Other Staff Absences for Development and Training in order to standardise the arrangements and clearly define payment in lieu and the reimbursement of costs during absence;
- Rules on the Working and Teaching Obligations of Higher Education Teachers and Associates at the University of Ljubljana. During 2018 the rules of all the member institutions were harmonised with these rules, and the UL Senate approved all of them for the 2018/2019 academic year;
- Rules on Development Titles, to ensure a basis for entry in the records of researchers at ARRS.

On the proposal of the member institutions, minor amendments to other bylaws were also adopted.

In connection with improving the habilitation procedures, in 2018 a core working group was appointed to write the habilitation criteria in a more transparent, condensed form, taking into account the accepted interpretations and practices. The draft amendments of the habilitation criteria will be submitted in 2019 to the UL Habilitation Committee for deliberation, and upon approval then for adoption by the UL Senate.

In line with the strategy of internationalisation and the UL development goals, we sent requests to the competent ministries for interdepartmental coordination that would enable a better and simpler system of employing foreign researchers and teachers at the University of Ljubljana.

In order to assist member institutions, UL included Employment of Foreigners in the Instructions for implementing HR procedures, so that in line with the Strategy of Internationalisation at the University of Ljubljana and the Strategy for Developing the Careers of Researchers we could facilitate greater inclusion of foreign researchers and teachers in research and educational work.

The University of Ljubljana also continued using the institution of guest teachers. We encouraged the short and longer-term involvement of foreign nationals in the teaching process.

In 2018 the University of Ljubljana employed full-time a total of 128 foreign citizens (107 in 2017), of whom 35 were teachers (38 in 2017).

Moreover in the 2017/18 academic year, in one or at least part of a course a total of 457 foreign higher education teachers and associates participated in the study process, which was 51 fewer than the previous year, but it should be noted that this is for the most part tied to the possibility of paying for foreign teachers.

A total of 588 higher education teachers and staff and scientific associates and staff went on exchanges abroad, which is more than the previous year. Detailed figures are given in the table below.

Table 12: Exchange of teachers and staff in the study process by period of time in the 2017/18 academic year

	Number of foreign higher education teachers, associates and scientific workers who participated in the educational process for at least one course	Number of foreign higher education teachers, associates and scientific workers who participated in the educational process for at least part of a course	Number of foreign scientific workers and research associates who were on exchange and participated in the educational process	Number of higher education teachers and staff who were on exchange, pursued education or participated in the educational or research process or in artistic work abroad at foreign higher education institutions	Number of scientific workers and research associates who were on exchange or participated in the educational or research process or in artistic work abroad at foreign higher education institutions
Up to 1 month	40	383	93	394	47
1 to 3 months	9	9	17	63	64
3 to 6 months	6	3	1	17	2
Over 6 months	7	0	0	0	1
<b>Total amount</b>	<b>62</b>	<b>395</b>	<b>111</b>	<b>474</b>	<b>114</b>

A total of 215 foreign researchers and research associates participated in research projects for varying time intervals, which is 25 fewer than the previous year. A total of 114 UL scientific workers and research associates went on exchanges abroad, participating in the educational, artistic or research process, which is 47 more than the previous year.

Exchanges of professional staff (salary group J – ancillary positions) are promoted and financially supported under the Erasmus+ project and other forms of exchange. We facilitated exchanges abroad for 86 professional staff, and hosted 74 professional workers who came on exchanges from abroad.

### Training

In 2018 we carried out 13 various forms of training, provided in 35 repeat sessions. This involved the participation of 420 UL employees, representing the highest annual participation in training since we have been regularly organising this activity, which we started in 2013. As always, part of the training focused on strengthening teaching skills and offered a wide selection of training: Assessment for high-quality study, Group work for more active studying, Rhetoric, Public speaking in English, Preparation of video lectures



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suitable for posting online, Diversity and dissonance, Equal opportunities and managing talents. With the aim of supporting vice-deans, administrators and associates involved in self-evaluation of study programmes, we organised numerous trainings that addressed the needs of target groups: Designing measures, Setting objectives and formulating and fulfilling plans, Training for higher-quality self-evaluation of study programmes, Managing changes and leadership in higher education and Conflict resolution. In cooperation with the University's HR Office and the Research Office, we organised training for researchers, Public engagement and popular science writing.

In 2018 a total of 548 employees were enrolled in formal education (533 in 2017), and 2,558 pursued non-formal education (1,793 in 2017). Forms of non-formal education involve mainly conferences, seminars, professional courses and congresses. A total of 19 teachers were on sabbatical year (28 in 2017, 23 in 2016 and 22 in 2015).

#### Career development for researchers and teachers

In 2018 we started preparations for external evaluation of implementation of the Strategy for career development of researchers and teachers 2017–2020. The European Commission, which should conduct an evaluation of measures, postponed its arrival until 2019. We carried out all the necessary activities to prepare for the arrival and fulfil our commitments under the HR strategy.

We provided IT support for procedures of implementing the call for young researchers and successfully employed 100 new young researchers. In the pilot call MR+, which ARRS published for the first time this year, UL acquired an additional 24 out of a total of 50 advertised mentor positions. At UL a total of 329 young researchers were employed this year (31 December 2018).

We were successful in applying for projects funded by the Education Ministry and Employment Service. Through such projects UL is strengthening international cooperation and knowledge transfer, teaching and research practices from Europe and around the world at UL with the aim of improving the knowledge and competence of students and the quality of the teaching and research process at UL.

Under the public call for cofinancing of guest work at Slovenian higher education institutions in 2018, aimed at cofinancing guest teaching and/or research at Slovenian institutions by Slovenian experts with science doctorates who have been working abroad for some time, UL (7 member institutions) obtained funds for 12 guests with an average duration of eight months.

As part of the project Guest foreign experts of the University of Ljubljana 2016-2018, in 2018 UL hosted 42 short-term and three longer-term guests, and taking into account the 2017/2018 academic year, it provided 50 short-term and four longer-term hostings of foreign experts in implementing first, second and third-cycle courses.

Under the projects Mobility of higher education teachers – University of Ljubljana 2017-2018 and Mobility of teachers of the University of Ljubljana 2018-2021, in 2018 a total of 41 higher education teachers were on mobility lasting 3 to 6 months, with two thirds

at universities ranked among the 500 best universities on the ARWU ranking for 2016. The higher education teachers involved in the mobility at foreign institutions were integrated directly into teaching work, and also developed various forms of cooperation with employees in the educational, research and professional fields.

#### Linking professional services

Among member institutions and UL we continued the regular periodical meetings of the HR departments of the members and UL aimed at better coordination, information and exchange of best practices. Four meetings were held, on 28 February 2018 (emphasising changes to the criteria for assessing work), 20 April 2018 (emphasising employment of foreigners and HR strategy), 13 June 2018 (emphasis on the new Rules on development titles and amendments to the Rules on employment), and 4 October 2018 (emphasising preparations for the 2019 HR Plan and for implementation of the Instructions for implementing HR procedures).

#### IMPLEMENTATION OF THE HR PLAN

In the 2018 Work Programme the University of Ljubljana planned for 6,406 employees as at 31 December 2018. The actual number of employees was smaller, with a total of 6,093 persons, or 5,882.35 expressed in FTE.

Table 13: Number of all employees at the University of Ljubljana from 2015 to 2018 by salary group

<b>SALARY GROUP</b>	<b>Number of employees as at 31 December 2015 in persons</b>	<b>Number of employees as at 31 December 2016 in persons</b>	<b>Number of employees as at 31 December 2017 in persons</b>	<b>Number of employees as at 31 December 2018 in persons</b>	<b>Index 2015/14</b>	<b>Index 2015/16</b>	<b>Index 2016/17</b>	<b>Index 2017/18</b>
<b>B</b>	9	8	7	7	100	89	88	100
<b>D</b>	2,683	2,681	2,693	2,733	100	100	100	101
<b>E</b>	168	173	180	190	106	103	104	106
<b>H</b>	999	995	1,097	1,215	110	100	110	111
<b>J</b>	1,888	1,873	1,921	1,948	100	99	103	101
<b>Total</b>	5,747	5,730	5,898	6,093	102	100	103	103

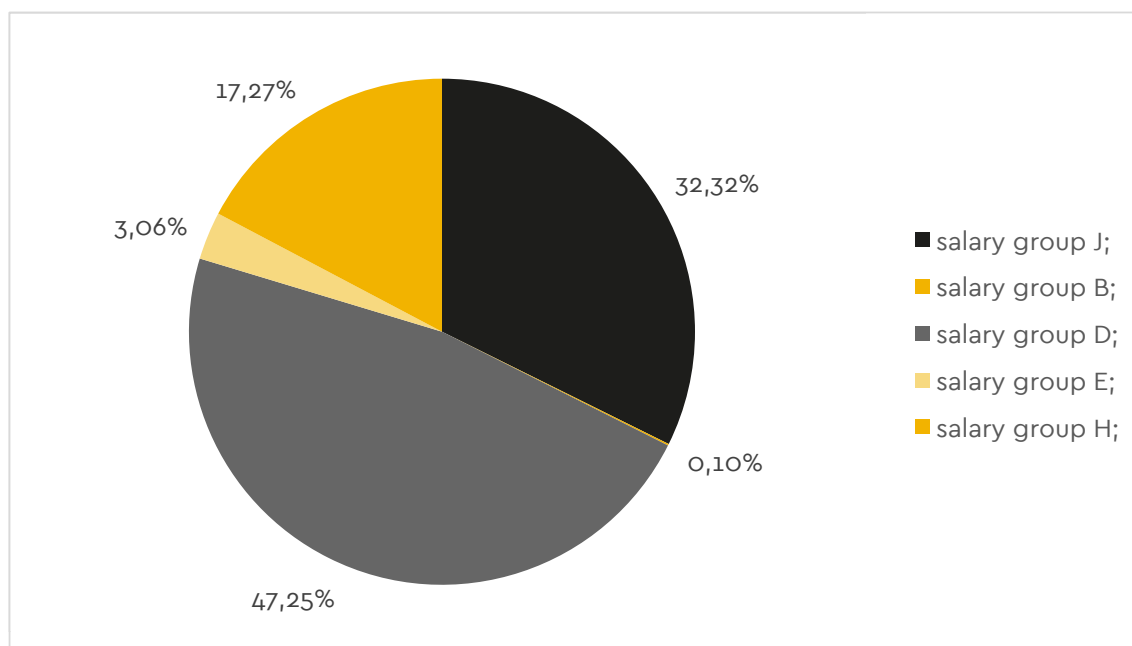
As at 31 December 2018 UL employed 161 higher education teachers (157.08 in FTE) holding habilitation titles obtained under arts criteria.

Table 14: Implementation of HR Plan in FTE by source of reporting under the regulation for 2018

<b>Viri</b>	<b>1 January 2018</b>	<b>PLAN 1 January 2019</b>	<b>1 January 2019</b>
1. State budget	4,051.43	4,192.95	4,052.58
2. Municipal budgets	0	1.20	0
3. ZZZS (Health Insurance Institute) and ZPIZ (Pension and Disability Insurance Institute)	0.50	0	6.50
4. Other public funds for public service provision (e.g. taxes, fees, concession fees, RTV licence fee)	22.03	17.32	23.00
5. Funds from the sale of goods and services on the market	279.98	313.00	271.13
6. Non-public funds for public service provision	161.35	209.11	154.74
7. EU funds, including co-financing funds from the state budget	289.54	401.65	344.41
8. ZZZS funds for intern and specialising physicians, intern health workers, intern health associates and funds of research projects and programmes, and funds for projects and programmes intended for internationalisation and quality in education and science (allocated funds)	793.53	879.04	908.52
<b>Grand total</b>	<b>5,598.37</b>	<b>6,014.27</b>	<b>5,760.88</b>
<b>Total points 1, 2, 3, 4</b>	<b>4,073.96</b>	<b>4,211.47</b>	<b>4,082.08</b>
<b>Total points 5, 6, 7, 8, 9</b>	<b>1,524.40</b>	<b>1,802.80</b>	<b>1,678.80</b>

In view of the Decree on the method of drafting human resource plans of indirect budget users and the methodology for monitoring the implementation thereof for 2018, and in line with the Education Ministry instructions, based on the source state budget and other public funds for performing public service in 2018 we planned the employment of 4,211.47 persons in FTE, which was 129.39 persons more in FTE than what we actually implemented in 2018. The table is set out in proportions of employees by source of financing, since often employee salaries at the University of Ljubljana are covered from different sources.

Figure 15: No. of employees as at 31 December 2018, by salary group



**SELF-EVALUATION OF FIELD – KEY SHIFTS, WEAKNESSES, THREATS AND PROPOSED MEASURES**

KEY IMPROVEMENTS AND BEST PRACTICES IN THE RECENT PERIOD		EXPLANATION OF EFFECT ON QUALITY
Shifting employment from fixed term to permanent for researchers New Instructions on implementing HR procedures for higher education teachers, scientific workers and associates		Harmonisation of the status of researchers with the legislation, ensuring job stability
Continuing to settle the status of teaching assistants with teaching titles		Harmonisation with legislation, better employee motivation
Strengthening the University service with expert in the field of HR management		Heading the service, long-term planning of strategic goals in HR
Regular meetings with HR departments at member institutions		Exchange of best practices, coordinated operation of members/university in HR
KEY WEAKNESSES	OBJECTIVES	PROPOSED MEASURES
Uncertain status of researchers – fixed-term contracts owing to temporary duration of projects	Employment contracts for all researchers to be governed by legislation and HR guidelines	Situation to be put in order throughout UL by the end of 2019; advising the competent ministries of the issue of permanent employment and project work of researchers, which is tied to fixed-term projects; this leads to the issue of ensuring funds for cases of possible cancellation of employment for business reasons

Individual practices of non-competent personnel who conduct HR procedures for which they are not competent	Professionalisation of all professional services Establishing good HR practices on all levels	Short-term: resolving such individual cases through education of professional services and clear definition of competence; long-term: training professional services by principle based on need or at least once every two years
Departure of good personnel owing to weakness of the public sector pay system: IT workers in the labour market earn much better wages not just in the private sector, but also in the public sector, through collective agreements, which enable higher wage brackets for the same type of work	Retaining competent and expert personnel	Introduction of new jobs and thereby wage brackets at KPviz; timely identification of reasons for possible employee departures – by setting up annual interviews – where managers will preventively identify the reasons for departure, in order to prevent the departure of good personnel owing to possible internal weaknesses that could be eliminated
Inclusion of an insufficient number of foreign teachers and researchers at UL	Greater number of foreign teachers and researchers, greater prominence of UL, higher position on international rankings	Initiative for the Rectors Conference to formulate appropriate guidelines for legislative amendments and removal of legal impediments; greater support for HR departments of member institutions in procedures of employing foreigners

### 7.3 Information system

#### Harmonisation of information systems

As part of the continued preparations for new infrastructure projects and introduction of IT systems to support business processes, attention has been focused on support for a joint public procurement order for the PIS business information system. In view of the decision of the National Review Commission, suppliers once again presented comprehensive solutions for common business IT that includes financial accounting and HR sections. According to the assessment criteria, a supplier was selected, and at the end of 2018 the decision became enforceable.

We continued efforts to standardise and clean up business HR data, whereby we increased the level of automation and eliminated differences between member institutions.

Vital successful shifts continued in the direction of reducing the unnecessary differences between member institution IT systems. Common application software was upgraded and modernised. Of the two remaining member institutions that retained special methods in managing student identities, one transferred to the common system. The

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Rector's Office and 22 member institutions, plus associate member institutions, use the single common mail infrastructure Exchange.

The Rector's Office and 23 member institutions use the document system GovernmentConnect GC, and its use is being further spread across members and processes, so that the usability of the system is increasing with the number of users.

Development continued on PAUL, the data aggregation application, so the usefulness of collected data is increasing and integration with other applications using these data is eased. In cooperation with the Education Ministry, through improvements to the functioning of the application we are seeking to reduce the amount of manual labour in handling exceptions and increase the level of automation.

In the area of study information systems (SIS), development and improvements followed the needs of users. A single common public contract was awarded for the development of the study information system (VIS) for all member institutions using it. The understanding of needs was unified and the process of implementing changes was harmonised. Placement on the common VIS infrastructure at the Rector's Office is being used by 13 member institutions, and there are plans for the next migration of remaining members to the common infrastructure.

At the request of member institutions, an e-insurance system was introduced for easier and automated registration of students in the insurance system. The system is already being used by nine member institutions, of which seven are in the main common infrastructure and two in the infrastructure of one member.

The data of the majority of member institutions were improved for the single common record of study programmes (EŠP), and depending on the specifics or needs of member institutions, upgrades and improvements were made for easier use.

The set-up for 1KA surveying, which is a constituent part of the study process, was improved for easier use and more useful presentation of data in standardised reports.

At existing member institutions there was expanded use of the programme for checking the similarity of content and labelling text, Turnitin, while the common storage of dissertations and final assignments, RUL, was again upgraded with support for bigger files.

### Ensuring security

In 2018 under the Rules for prior preparation for capture and storage of material in digital form we drew up a common and uniform IT security policy and common internal rules. At all member institutions presentations were made of the content of this project, along with an explanation of the advantages and of anything unclear. The introduction of common internal rules for operations with documents will further open up the possibilities of using and expanding digital operations.

New training was provided in the area of information security and the method of using applications and processing, especially of geodetic data. We upgraded and overhauled

the system for video surveillance and managing access.

#### User support and ensuring smooth operation

Given the needs of the services, the OTRS (Open-Source Ticket Request System) supporting the operation of the user support service was expanded to new processes, especially in the area of study IT. We prepared standardised reports and statistics which serve for monitoring the quality of services provided.

Use of the PRTG systems and networks monitoring system for monitoring the operation of information and communication systems was expanded further, such that the system already includes more than 3,500 sensors that we monitor continuously, and in the event of recognised warnings or identified difficulties we can respond appropriately. There was increased understanding in monitoring the consumption of electricity and the operation of climate systems for cooling the system room. Timely preventive measures served to effect a preliminary improvement to cooling in the summer months and to reduce certain identified risks.

#### Multimedia equipment

In view of the worn out state of the public address system in the assembly hall, the first stage of its refurbishment was carried out, thereby ensuring the use of multimedia technology for an assembly hall with the latest equipment. The second stage envisages the replacement of the existing conference system.

#### SELF-EVALUATION OF FIELD – KEY SHIFTS, WEAKNESSES, THREATS AND PROPOSED MEASURES

KEY IMPROVEMENTS AND BEST PRACTICES IN THE RECENT PERIOD		EXPLANATION OF EFFECT ON QUALITY
Supplier selected for common single business information system (BIS)		Reduced diversity, improved exchange of data
Harmonisation of internal rules and IT security policy for Rector's Office and member institutions		Increased digitalisation, reduced diversity
Reduced differences in SIS: • implementation of joint public procurement for VIS information system, • migration of certain member institutions to common VIS infrastructure, • expanded use of record of study programmes (EŠP)		Reduced diversity
Expansion of GC to member institutions and public contract awarded for next 4 years		Reduced diversity, automation of procedures, digitalisation
Introduction of e-insurance IT system		Automation of procedures, digitalisation
KEY WEAKNESSES	OBJECTIVES	PROPOSED MEASURES

Inadequate HR and financial resources for ICT requirements	Obtain additional funds from various calls; achieve consensus at UL level on joint investment in ICT employ additional competent personnel	Application in Erasmus+ public call; cooperation with Education Ministry in preparing strategic documents; preparation of IT development strategy; ensure conditions and hold calls for personnel
Inadequate central ICT infrastructure	Establishment of suitable secure central system space with appropriate capacity	Preparation for project implementation with financial estimate and description of requirements
KEY THREATS	OBJECTIVES	PROPOSED MEASURES
Outside intrusions into ICT a key threat	Increase IT security	Carry out penetration tests, reduce key recognised vulnerabilities or deficiencies

#### 7.4 Communication with the public

In the area of communication with the public, in 2018 we focused primarily on:

- **strengthening internal communication** through:
  - formal meetings with employees (Rector's college, college of deans and vice-deans, college of chief secretary and college of secretaries, PR college, meetings with representatives of the UL Student Council and representative unions);
  - informal get-togethers with employees (reception of Rector teams, New Year's meeting of Senate members, New Year's get-together with employees, spring picnic);
  - formal events for employees (presentation of the most outstanding achievements of the University of Ljubljana in research, awarding title of professor emeritus, awards to professional staff);
  - issuing two internal e-newsletters: e-Univerzitetnik (includes important information from the Rector's Office and is intended for all employees), 3 + 23 (provides important information from the UL member institutions);
- **support for internationalisation of the University of Ljubljana** through:
  - issuing the UL e-newsletter Echo (important information from the Rector's Office for foreign academic circles and partner organisations);
  - compiling a booklet in English on the University of Ljubljana's most outstanding research achievements



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- cooperation with foreign media and media support for the representation of the University of Ljubljana at select higher education fairs;
  - **strengthening active communication on social media** through concerted and daily posts on the Facebook and Instagram profiles of the University, and reciprocal sharing of posts on the profiles of Rector's Office departments (Career Centres, Extracurricular Affairs Centre, UL Alumni);
  - **active revision and content supplementation of the University of Ljubljana website** with topical content; events and achievements of UL;
  - **further development of visual communication**, where we:
    - designed a new line of protocol gifts in cooperation with UL ALUO;
    - refreshed the visual image of promotional gifts;
    - redesigned the corporate image of the Rector's annual report and the format, with the aim of easier inclusion in University of Ljubljana promotional material;
    - started work on remodelling the entire corporate image of the University of Ljubljana and designing the commemorative badge on the University's centenary;
  - **reactive and proactive communication with the media on the national and international levels**, where we perform and apply regular analyses of media references to the University of Ljubljana and its member institutions.

In 2018 we held numerous events aimed at target audiences through which we contribute to the development of creative conditions for work and study and the positive image of the University of Ljubljana. We should highlight the following:

- presentation of studies at the University of Ljubljana for foreign students;
- Welcome Freshmen 2018;
- presenting arts awards;
- awarding title of full professor;
- University Week 2018 (presentation of the most outstanding research achievements of the University of Ljubljana, celebratory session of the UL Senate, Prešeren Prizes for University of Ljubljana students, awarding special certificates for the best study achievements, awarding the title of professor emeritus, presenting awards to students for special achievements and actions in extracurricular activities, presenting awards for professional staff);
- presentation of the University of Ljubljana at Informativa 2018;
- The Rector's Award for the Best Innovation at UL 2017.

Preparations for the centenary of the University of Ljubljana, which will be marked in 2019, were also made in 2018.

- composing the programme of celebrations through the year;
- planning of main celebration for 3 December 2019;
- organisation of accompanying activities (commemorative coin, postage stamp, publication of book by Milan Vidmar, preparation of monograph on UL).

#### SELF-EVALUATION OF FIELD – KEY SHIFTS, WEAKNESSES, THREATS AND PROPOSED MEASURES

<b>KEY IMPROVEMENTS AND BEST PRACTICES IN THE RECENT PERIOD</b>		<b>EXPLANATION OF EFFECT ON QUALITY</b>
Issuing e-newsletters		Strengthening internal communication
Active communication of achievements and other UL activities via the website and UL social networks (FB and IG)		Increased prominence of UL among domestic and foreign public (especially students)
Adaptation of Rector's annual report to make it a more user-friendly version		Effective and useful publication as promotional material (condensed content, smaller, handier format)
Establishment and development of open, proactive relations with the media in the event of crisis situations		Easier management of crisis situations, increased trust of the media in their handling
<b>KEY WEAKNESSES</b>	<b>OBJECTIVES</b>	<b>PROPOSED MEASURES</b>
Sense of identification with UL by employees and students still not at satisfactory level	Strengthen identification and positive thinking of employees and students regarding UL	Maintain internal communication via internal information services and plan events for employees that elevate the basic activity of UL
Existing corporate image of UL is not adequate for modern visual communication	Makeover of corporate image appropriate for more modern visual communication and with which member institutions will identify	Testing steps of implementing new corporate image and harmonisation with individual members regarding preservation of elements of their identity
<b>KEY THREATS</b>	<b>OBJECTIVES</b>	<b>PROPOSED MEASURES</b>
Frequent non-objective reporting by media in crisis situations at UL and its member institutions	Achieve more objective pieces in the media	Strengthening content for positive reporting by the media with emphasis on UL centenary; permanent practice of proactive relations with the media in the event of crisis situations

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## 7.5 Plan of managing material assets

We planned the following short-term objectives and activities in 2018:

- efficient and economical management of assets.

### REAL ESTATE MANAGEMENT

#### Records of real estate

In 2018 we continued activities such as arranging the central records of real estate, arranging the ownership of real estate in the land register, arranging records in the cadastral register, cadastre of buildings and register of real estate, settling floor ownership and harmonisation of data on ownership in the land register, dealing with applications for easements and so forth. According to the existing records, at the end of 2018 these amounted to around 740 parcels in a total surface area of approx. 1,692,600 m<sup>2</sup> and 390 buildings with approx. 910 parts of buildings in a total surface area of approx. 283,000 m<sup>2</sup>. They are recorded in a special information system that covers data on parcels, buildings, parts of buildings, their surface areas and values according to the national geodetic service (GURS), ownership, etc.

#### Disposal and purchase of real estate

In 2018 we sold real estate on Lepi pot and pursued activities for the sale of real estate in Murgle and the holiday home at Mežakla, and these activities will continue in 2019.

Detailed data are given in the annex "Plan of managing material assets for 2018 – realisation for 2018" in tables 1 and 2.

#### Real estate encumbrance

In 2018 we handled applications received for easements and consent concerning UL real estate, and prepared appropriate material for deliberation by the UL Governing Board and for securing the consent of the UL founder.

Detailed data are given in the annex "Plan of managing material assets for 2018 – realisation for 2018" in table 1.

#### Leasing of land, buildings and parts of buildings (premises)

For study requirements the UL member institutions lease premises at various locations in Ljubljana, in a total area of around 15,000 m<sup>2</sup> (whole year lease), and occasionally they rent in particular spaces intended for sports. Each year the cost of all leases and rents amounts to around EUR 1.5 million.

For those faculties and academies that lack sufficient space for providing study activities, and where investment in new premises is in progress or in preparation, the Education Ministry provides cofinancing of lease and rent costs from the budget.

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To cofinance these costs in 2018 the Education Ministry provided funds amounting to EUR 802,232.12, specifically to cofinance leases and rents of the following member institutions:

- The Music Academy (AG) for premises in the Stiški dvorec mansion at Stari trg 34 in Ljubljana and in the Glasbena matica Cultural Society at Vegova ulica 5 and Gosposka ulica 8 in Ljubljana;
- AGRFT for leasing premises at Nazorjeva ulica 3 and Trubarjeva cesta 3 in Ljubljana;
- ALUO at Svetčeva ulica 1 in Ljubljana and
- FF for the lease of premises in the building at Tobačna ulica 5 in Ljubljana.

Detailed data are given in the annex "Plan of managing material assets for 2018 – realisation for 2018" in table 5.

#### Energy management of buildings

Activities aimed at the energy management of UL buildings continued in 2018. Energy management activities involve managing the UL energy information system, managing energy in UL buildings, energy accounting, the study, preparation and implementation of projects for the energy refurbishing of buildings, information and education for users of buildings and UL technical staff and so forth. To this end we continued our reviews of the state of energy consumption for UL member institutions. A review was made of energy inspections and energy IDs, and this was presented to the member institutions. We performed monitoring and analysis of the effectiveness of measures, through implementation of the system of energy accounting and energy management, and training for the building maintenance staff of member institutions was organised and carried out. At certain member institutions, steps were taken to reduce energy consumption. We organised and coordinated the implementation of projects for gradual refurbishing of certain energy inefficient UL buildings in line with progress in obtaining funds and with the UL energy concept. Certain member institutions interested in energy refurbishing were identified.

#### **INVESTMENT PROJECTS – CONSTRUCTION OF NEW FACILITIES, EXTENSIONS OR RECONSTRUCTION**

In 2018, we carried out the following activities by projects:

- ACADEMIES – in view of the spatial constraints and in line with the agreement signed between the Minister of Education, Minister of Culture and the Rector, the project "Solving the spatial issues of UL arts academies" remained a top priority for UL in 2018.

We carried out the following activities for individual academies:

- for AG we secured investment and project design documentation for reconstruction of the Kazina building, and in accordance with the new legislation

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- we started the procedure for location checking for the purpose of obtaining a construction permit, and we carried out activities tied to the move of the Archives of the Republic of Slovenia out of the Kazina building, activities associated with obtaining the detailed municipal spatial plan (OPPN) for 95 Južni trg, acquiring land owned by the City of Ljubljana and for the purpose of partial demolition of structures behind the Kazina building;
- for AGRFT we started construction, fixtures and fitting work for reconstruction of the building at Aškerčeva cesta 5, we carried out activities to obtain project documentation for setting up a transformer station and conducted negotiations and paid the first instalment for the purchase of the building at Trubarjeva cesta 3;
  - for ALUO we continued activities to acquire land for construction of an annex to the Academy's building at Erjavčeva cesta 23, which despite our efforts was not possible to acquire, and we began studying the possibility of resolving the spatial issues of ALUO on land along Roška.
- NTF – the project “Investment maintenance work and purchase of equipment in the NTF building at Aškerčeva 12”, which was conducted owing to the AG project. In 2018 we continued and concluded construction, fixtures and fitting works, the supply and installation of equipment and the move of NTF, Geology Department, from the address Privoz 11, owned by the state, to the main building at Aškerčeva 12, since the building at Privoz 11 was returned to the administration of the owner, the Education Ministry, and is intended entirely for the Institute of Contemporary History, which is moving from the Kazina building owing to reconstruction of that building for AG.
  - FPP – the project “Repair of pier and setting up equipment for training in personal survival techniques” was postponed to 2019 owing to additional requirements of consent-givers and the find of archaeological remains on the site of the future pier. This should be completed in 2019.
  - VF – in the project “New construction of VF”, created due to the questionable structural integrity of the VF building at Gerbičeva ulica 60 in Ljubljana, in 2018 we continued securing further investment and project design documentation at the location Cesta v Mestni log, which up until funds are obtained from the Ministry or possible other sources is being financed by the faculty.
  - FFA – in the project “New construction of UL FFA” at Brdo we continued activities already started for formulating a two-step competitive tender (1 – urban planning and 2 – architectural) financed by the faculty.
  - FS – in the project “New construction of FS” at Brdo we continued activities already started for formulating a two-step competitive tender (1 – urban planning and 2 – architectural) financed by the faculty.
  - FŠ – the project “New FŠ premises – University Sports Centre” continued with the

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formulation of project task as a basis for generating the project design documentation for the relevant site, construction and other permits, and will continue in 2019.

- MF – the project “Building a Centre of Excellence” envisages investment in new construction at Vrazov trg 2, for which in 2018 funds were not forthcoming, and in line with the progress in securing funds it will continue in 2019.
- FF – the project “Premises for FF book repositories” is being resolved with the leasing of a building for the needs of archiving the book material of FF in Domžale, which has enabled the start of the process of moving part of the book and archive material from the main building at Aškerčeva cesta 2. The assurance of additional funding will enable the partial transformation of library spaces within FF, which involves a spatial reorganisation and rationalisation of the operation of Central Humanities Library, and in particular an increase in the number of reading spaces at FF, for which an architectural plan has already been made, and talks have begun with the City of Ljubljana regarding the incorporation of these changes into their spatial plan.
- University Sports Hall – we did not continue the project “Energy and fire refurbishing of the University Sports Hall in Rožna dolina”, since we were not able to obtain funds in 2018.
- FKKT-FRI (New construction of FKKT-FRI), MF (Vrazov trg), EF and FF (Energy refurbishing), BF (Laboratory) and BF (Annex) are investments that were concluded in 2014 and 2015 and financed with EU funds, wherein we collaborated in producing annual reports on achieving objectives and control inspections by the Ministry and the Budget Supervision Office of Slovenia, and in eliminating possible faults in the warranty period.

Detailed data are given in the annex “Plan of managing material assets for 2018 – realisation for 2018” in table 3.

## **REFURBISHMENT OF BUILDINGS**

### Energy-efficient renovation of buildings

On the invitation of the Ministry to submit an application for the communication of proposals for the operation of energy renovation of buildings in the broad public sector owned by the state, we sent a questionnaire to member institutions through which we identified members interested in energy renovation and whether the buildings were earthquake-proof. The buildings of interested member institutions are generally not earthquake-proof. Implementing projects of energy renovation makes sense only for buildings that are earthquake-proof, or for those buildings for which funds have been provided to make them earthquake-proof, regarding which the Ministry was also alerted.

### Structural renovation of buildings

We created a table of the state of earthquake safety of University of Ljubljana buildings, which indicates the prioritising of buildings that will serve for the further detailed structural inspection of buildings and an investment or renovation plan. The majority of the

University's stock of buildings in which education is provided are more than 30 years old, some of them are between 10 and 30 years old, and just a few raise no earthquake concerns and are less than 10 years old.

## INVESTMENT MAINTENANCE AND INVESTMENT IN PURCHASE OF EQUIPMENT

### Investment maintenance

For 2018 the most urgently needed investment maintenance works on University of Ljubljana buildings were recorded in a total value of around EUR 9.5 million. There were no cofinancing from the Education Ministry in 2018.

Detailed data are given in the annex "Plan of managing material assets for 2018 – realisation for 2018« in table 4.

### Purchase of equipment

For 2018 UL member institutions planned the purchase of equipment in a total amount of EUR 13,871,518.

Detailed data on realisation are given in the annex "Plan of managing material assets for 2018 – realisation for 2018« in table 6.

## SELF-EVALUATION OF FIELD – KEY SHIFTS, WEAKNESSES, THREATS AND PROPOSED MEASURES

KEY IMPROVEMENTS AND BEST PRACTICES IN THE RECENT PERIOD	EXPLANATION OF EFFECT ON QUALITY	
We completed maintenance work at the main building of NTF at Aškerčeva 12, and thereby enabled the move of the Geology Department of NTF to the main building from the premises at Privoz 11 owned by the state. The INZ will move to the building at Privoz 11 from its premises at the Kazina building	This move has additionally contributed to resolving the spatial issues of AG	
We negotiated the purchase, signed a contract and paid the first instalment of the purchase amount for the building at Trubarjeva cesta 3	This purchase is important in resolving the spatial issues of AGRFT	
For all residential apartments managed by the UL Rector's Office we harmonised the land register status (transfer of ownership from the state and City of Ljubljana to UL)	Ownership resolved	
KEY WEAKNESSES	OBJECTIVES	PROPOSED MEASURES

The Public Procurement Department is understaffed, so as the only service at the Rector's Office providing the University's investment service, we must conduct certain orders in their entirety (not just the expert part) by ourselves with external assistance	Appropriate staffing of the Public Procurement Department	Ensuring additional staff for implementing orders
Lack of e-support for managing, coordinating and tracking investment projects and building maintenance	Ensuring adequate information programme	Provision of financial resources
KEY THREATS	OBJECTIVES	PROPOSED MEASURES
No financing ensured for investment maintenance, meaning the deterioration of buildings, and thereby a deterioration of the conditions for work and reduced safety for students and employees	Obtaining funds	Systemic arrangement of financing for the University that will ensure implementation of the programme and investment in infrastructure

## 7.6 Internal controls

The common internal audit service of the University of Ljubljana once again fulfilled its mission in 2018, this being to strengthen and protect the value of the organisation through the provision of objective assurances.

Based on an assessment of the risks, the common UL internal audit service, in line with the adopted strategy, for the most part conducted cross-check audits at UL member institutions and at the Rector's Office. Cross-check audits were conducted at all UL member institutions.

In 2018 the common University of Ljubljana internal audit service conducted the following operations:

- It concluded an audit started in 2018 on the effects of absence of higher education teachers and staff. It proposed the harmonisation of rules on the UL level, forms and



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recommendations so as to increase on the UL level the awareness of employees in cases of patent law or licences, since during absences such discoveries are made.

- An audit of the operation of member institutions prior to the allocation of additional finances from the reserve fund began at one member institution: interviews were held, and the UL Governing Board will decide on a recovery programme for that member.
- As part of the audit of the system of accounts of study funds to ensure the provision of study activities among member institutions we proposed a clear noting of the rules of fund allocation, thereby enabling the equality of member institutions, an audit trail, substitution during absences, and an improvement of software and a study of the system of distributing funds, since there are anomalies.
- The internal audit service conducted an extraordinary audit of the propriety of payments for contract work at UL FF, where we proposed to the management further steps concerning the irregularities identified.
- It conducted a subsequent audit of the operation of the UL Sports Association. Recommendations were given to the management that before further financing of the Association it should obtain a formal assurance regarding the regularity of the Association's operations. In the event of continued financing it recommended that owing to a conflict of interests (apparent or actual) the external provider of the accounting function should be changed.
- The internal audit service conducted the third subsequent audit of implementation of measures from the audit of pursuing market (other) activities at UL. It still found that regarding the implementation of measures in this area there are unclear points, and it proposes the consideration of what way to more comprehensively manage risk regarding "outside work".
- It began a cross-check audit of the regularity of implementing UL instructions for calculating salaries; this is an exceptionally extensive audit that will continue in 2019.
- The procedure was conducted and provider selected for testing for hacks into the study systems of three member institutions (started in 2018).
- An extraordinary audit was conducted owing to receipt of an anonymous report at UL FŠ, and it recommended that the management introduce new internal controls in the procedure from execution of the service to the proper and timely accounting of the service and controls on payments.
- It participated in the working group for drawing up an integrity plan, the working group for creating a methodology for recording business events and indirect costs by cost points and those in charge of STM and SN.
- It provided coordination in the annual self-assessment of the Rector's Office and member institutions for preparation of the statement by the head of UL and indivi-

dual member institutions on internal controls of public finances for 2018.

- It held several consultations with member institutions over specific matters concerning staff possibilities and skills (advice in dealing with HR issues at a smaller member, ongoing advice).
- It promoted the recognising and assessment of risk (advising management in determining appropriate measures to manage risk, coordinating activities related to implementing risk management, also offering support in establishing risk management).
- Permanent and open communication with all UL stakeholders.

**SELF-EVALUATION OF FIELD – KEY SHIFTS, WEAKNESSES, THREATS AND PROPOSED MEASURES**

<b>KEY IMPROVEMENTS AND BEST PRACTICES IN THE RECENT PERIOD</b>		<b>EXPLANATION OF EFFECT ON QUALITY</b>
Promoting the recognising and assessment of risk (advising management in determining appropriate measures to manage risk, coordinating activities related to implementing risk management, also offering support in establishing risk management).		Effect on the propriety of business operations of the organisation in study, research and development and market activities (financial effect, good name, safety of people, health and property, and of data)
Permanent and open communication with all stakeholders		
Start of cross-check audit for key risks		
<b>KEY WEAKNESSES</b>	<b>OBJECTIVES</b>	<b>PROPOSED MEASURES</b>
Awareness of risk is at a low level	Effective risk management at all levels of operation	Implementing cross-check audits at all member institutions; more frequent reporting on key risks to UL Governing Board
Limited human resources	Ensure optimal number of employees with appropriate competence and professional skills	Gradual fulfilment of HR plan under internal audit department strategy
<b>KEY THREATS</b>	<b>OBJECTIVES</b>	<b>PROPOSED MEASURES</b>
Internal auditor positions in institutions not competitive compared to auditor positions in state administration	Improve status of civil servant employees of institutions	Proposed legislative amendments for civil servants at higher education institutions

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## 8. CARRYING OUT TASKS UNDER AUTHORISATION (NATIONALLY IMPORTANT TASKS)

### CONCERN FOR SLOVENE LANGUAGE

In 2018 the Centre for Slovene as a Second and Foreign Language (CSDTJ) provided several courses of Slovene language for adults attended by 861 people from 72 countries. The online language course Slovene Learning Online ([www.slonline.si](http://www.slonline.si)), which was set up at the end of 2017, gained 5,800 new users (giving a total of more than 7,800) from 135 countries in 2018.

As part of the programme Slovene for Children and Adolescents they were involved in the ESS project Challenges of Intercultural Coexistence (2016-2022), in drawing up the proposed programme of work with immigrant children for the area of preschool care and primary and secondary school education. They participated in introducing changes brought about by the Rules on the Slovene course for secondary school pupils: the introduction of initial and final language testing of immigrant pupils and provision of extensive training of teachers for testing and teaching Slovene as a second language. They are involved as a partner institution in the project Objem (Embrace, 2017-2022), which aims to further develop models of including immigrant primary pupils. CSDTJ is also in charge of the national research programme covering evaluation of models of learning and teaching of Slovene as a second language for pupils who do not have Slovene as a mother tongue. Cooperation continued with the Multilevel School with Slovene as the language of instruction in Doberdob (Doberdo del Lago) and the bilingual school in Špeter (San Pietro in Slavia Friuliana), providing 33 hours of training for teachers in the form of lesson observation, conducting model lessons and lesson analysis. They provided training for teachers giving supplementary Slovene lessons abroad, for instance Saturday schools in the USA and Canada, and teachers and providers of lessons in Slovene as a second language at primary and secondary schools, for instance through the KATIS system. 13. Youth summer schools of Slovene were attended by 138 adolescents, and they also organised five specialised language courses in Slovene for pupils from schools in neighbouring countries, for the first time for instance for pupils from the France Prešeren and Anton Martin Slomšek high schools in Trieste.

As part of the Education programme, a special educational seminar was held for scholarship holders under the Osimo Accords for Slovenian schoolchildren in Italy, and several seminars were provided for teachers of Slovene as a second or foreign language in Ljubljana, Maribor and Ravne na Koroškem – a total of 12 different forms of seminar with around 300 participants. In this way CSDTJ works to ensure the professional enhancement of teachers of Slovene as a second and foreign language in Slovenia and around the world.

As part of the programme of Slovene language at foreign universities, they coordinated the operation of 59 Slovene language departments and courses at foreign universities; at 27 universities, Slovene studies had the status of an independent undergraduate and/or postgraduate course, and around 50 bachelor's, master's and doctoral dissertations were generated at foreign universities.

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The Examination Centre conducted around 2,800 examinations of knowledge of Slovene as a foreign language at three levels. In relation to external evaluation, procedures began for upgrading certain standards (as per the recommendation from external evaluation): collection of data for quantitative analysis on a higher level, qualitative analysis of exams on the level of excellence, raising awareness of assessors regarding errors in assessment and so forth. The project Volunteers in Migrant Language Education (VIME), which is run as part of the Erasmus+ programme, K2, was conducted from September 2016 and concluded successfully on 30 September 2018. The results are posted on the website [www.languagevolunteers.com](http://www.languagevolunteers.com), and material is available in Slovene on the CSDTJ website.

They organised the 54th Seminar of Slovene Language, Literature and Culture, which was attended by 109 participants from 23 countries, and the 37th Obdobja (Periods) symposium, attended by 31 specialists and more than 100 other participants; the two events generated monograph publications with the proceedings.

CSDTJ provides regular updates on new features, including textbooks and other learning materials, methods of teaching and of preparation of learning material, exam materials and changes to the exam system, via e-mail, on social network sites Facebook, Twitter and Instagram, on the CSDTJ website, and in the form of presentations, workshops and lectures at educational and working meetings. They published a new version of the textbook “A, B, C ... gremo”, produced the original Slovene board game Klanec, translations as part of the project World Days with the title Anthology of the Literature of Ivan Cankar with translations into foreign languages and a booklet with German translations, “Bei Sonnenuntergang spazierten sie zu zweit am Meer entlang ...”, they reprinted some language learning materials (Slovenščina ekspres 1, Naprej pa v slovenščini, Pot do izpita iz slovenščine, Žepna slovenščina (in Italian, English and Argentine Spanish), textbook sets with work folders Slovenska beseda v živo 1b, Slovenska beseda v živo 2 and Slovenska beseda v živo 3a, and also Čas za slovenščino 1 and Čas za slovenščino 2) and made up an information brochure on CSDTJ in Slovene and English. Their publications are presented at the Academic Book Fair Liber.ac and at the Slovenian Book Fair.

#### **HIGHER EDUCATION ENROLMENT AND INFORMATION SERVICE OF THE UNIVERSITY OF LJUBLJANA (VPIS UL)**

The University of Ljubljana performs a central selection procedure for the enrolment of candidates in the first year of undergraduate and integrated master's programmes on the national level. The most important tasks within this activity are:

- updating the VPIS database with new information for each year's call;
- administrative processing of applications;
- operation of the Committee for Awarding Special Status to Candidates (handling applications and preparation of decisions for candidates with special status);
- capture of data on the results of the general and vocational matura school leaving exam (obtained from official records of the National Examination Centre) in the VPIS database;

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- evaluating foreign secondary school certificates and manual entry of assessments in the database (candidates who have completed secondary school abroad);
  - implementation of procedures for classifying candidates: calculation of points, formulation of the population for classification, selection procedure, formulation of text files for printing decisions on the results of the selection procedure (in July for the first application deadline – Slovenians, in August for the first application deadline – foreigners, in September for the second application deadline – Slovenians);
  - preparation of data on the number accepted and minimums for publication on the website for the first and second application deadlines;
  - preparation of data for display of subsequently placed candidates on the SharePoint portal in the first and second deadlines;
  - help in preparing material and decisions for the Committee for Candidate Complaints upon acceptance at the University after the first and second application deadlines;
  - development and maintenance of the VPIS information system;
  - updating and review of foreign assessment scales and rules of evaluating foreign secondary school certificates;
  - preparation of the annual Analysis of Applications and Enrolment;
  - cooperation with higher education institutions and the Education Ministry in drafting the final wording of the annual call for enrolment in bachelor's and integrated master's study programmes.

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## 9. DEVELOPMENT OBJECTIVES 2018-2020

Area	Overall funds used	Evaluation of achieved objectives and activities
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<b>Quality of study:</b>	<b>EUR 2,810,023</b>	Achieved:
■ Improving study programmes		<ul style="list-style-type: none"> <li>■ We held six working meetings with the administrators of study programmes and vice-deans, at which we presented the methodological framework and method of work related to improving study programmes through key competences. We identified leading member institutions that will cooperate in these activities.</li> </ul>
■ Improving the teaching process		<ul style="list-style-type: none"> <li>■ We held an internal call for financing interdisciplinary study programmes (especially in the second cycle) in which interest has been noted among students, employability and depending on the number of member institutions providing the programme. On this basis we provided funds for the second-cycle study programme Applied Statistics.</li> </ul>
■ Improving the quality loop		<ul style="list-style-type: none"> <li>■ We are promoting mutual cooperation among member institutions by including in the distribution of funds the share of funds intended for electives at another member institution and for covering the costs of teachers from other members that are involved.</li> <li>■ EUR 869,902 of funds were allocated for the purchase of teaching accessories and laboratory equipment to improve the quality of study and for the use of more modern study approaches.</li> <li>■ We started work to improve the quality loop through corrective measures stemming from self-evaluation reports and student surveys, on the level of briefing the management of member institutions about how the process of self-evaluation and analysis of surveys can be optimised, and how they can use the results of self-evaluations and surveys in order to achieve the greatest possible added value. Processograms were created by cycle and type of study programme.</li> <li>■ We formulated the first basis for analysing comparisons with the best universities in the networks of the Guild, CELSA and LERU: a draft of identified indicators of comparable universities, a draft of the application for simulation of the placing of UL on rankings (ARWU, THE, QS, U-multirank), and we attended the working meeting of the Guild network in the area of indicators.</li> </ul>

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We did not achieve/limitations:

We have not yet started the revision of the student survey regarding the acquisition of competences. The reasons for this are:

- The final determination of the development pillar financing was known very late, for which reason the organisation of activities throughout UL was very challenging.
  - Entry of data in the central electronic record of study programmes has not yet been completed, and this is the basis for the start of analysis.
  - Overhauling the survey is a demanding methodological job that is being tackled systematically.
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<b>Internationalisation:</b>	<b>EUR 1,105,467</b>	<p>Achieved:</p> <ul style="list-style-type: none"> <li>■ We carried out the Leto plus (Year Plus) programme for 10 groups of 20 students each. We estimate that we will achieve the ultimate goal of 30 groups within the contract period of three years.</li> <li>■ The member institutions provided 165 subjects in parallel in a foreign language. In view of the trend we will also achieve this indicator in the contract period.</li> <li>■ We began the systemic establishing of the development of machine translation within the Centre for Linguistic Resources and Technology (CJVT), which will help in methodological and technical areas in developing this field at pilot member institutions. Moreover several member institutions started recording lectures (guest lectures or lectures on specific subjects). In the context of educating future translators, for the courses Computer Supported Translation, Translation Technology and Localisation, FF is implementing the following modern forms of work: <ul style="list-style-type: none"> <li>• exercises with various machine translation tools;</li> <li>• automatic and manual evaluation of machine translation;</li> <li>• correction of automatic transcriptions of video recordings of lectures in the Youtube Creator Studio environment;</li> <li>• correcting machine translated subtitles.</li> </ul> </li> <li>■ This makes use of a modern neuron machine translator developed at IJS in cooperation with the CJVT.</li> <li>■ We held a meeting with the SMUL network at which together with our alumni who work at foreign universities identified the causes, limitations and opportunities for improvement that would need to be eliminated or implemented to attract those experts back. We presented these findings at the meeting of the Ministry with the VTIS society.</li> </ul>
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- Preserve or increase the number of foreign students (without Slovenian citizenship)
- Preserve or increase the number of foreign teachers
- Positioning UL in the international arena and linking with outstanding universities

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- We designed a course in Slovene language for foreign teachers and we will start providing this in 2019.
  - We exceeded the predicted indicator of the number of foreign teachers employed, and on 31 December we had 125 foreigners employed at UL, of whom 35 were in salary group D, 1 in salary group E, 77 in salary group H and 12 in salary group J.
  - We joined two new strategic partnerships: Eutopia (European University Alliance) and VIU (Venice International University).
  - We held 33 summer schools in a foreign language, which first and second-cycle students can claim in recognition of elective subjects or elective content.
  - We signed ten new agreements with foreign universities on attaining double diplomas.

We did not achieve/limitations:

In 2018 we did not formulate new study programmes in a foreign language that would be provided in parallel in Slovene. The main reason was the time constraint, since we began implementing activities related to the development pillar financing only after signing the contract, in the second half of the year.

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**Cooperation with the environment:**

**EUR 682,500** Achieved:

- Strengthening the competences of UL graduates
  - Enhancing the prominence of the University and its work and influence on the community.
- In 2018 a total of 1,146 guest experts from the business and non-business sectors participated in the educational process in the first and second cycles. We estimate that by 2020 we will achieve the set target of the involvement of 1,500 experts from the field.
  - We began the pilot project of practical training in study programmes for which no practical work is required, by first examining the status at UL. We found that for 58 study programmes, member institutions organise practical training for students who do not have compulsory practical work in the first and second cycles, and that in 2018 practical training was provided for 7,577 students in the first and second cycles.
  - In 2018 we organised 211 different events at which we promoted various professions, especially in the fields of technology and health.
  - For the first time we appeared at the Slovenian Book Fair as a University publishing house, publishing the book *Memoirs of Milan Vidmar* under the trademark of the University.
  - We carried out 25 different projects of students who were not included in ŠIPK and PKP projects, with local communities (Faculty of Architecture in various municipalities in the area of urban planning, Biotechnical Faculty in the area of environmental protection, Faculty of Social Sciences in cooperation with the City of Ljubljana with an opinion poll of citizens related to the spatial arrangement of one of the squares, the Faculty of Electrical Engineering in the area of the circular economy, Faculty of Civil and Geodetic Engineering with the municipality of Novo mesto regarding the development potential of the area in which the third development axis will progress, the Faculty of Social Work in cooperation with the City of Ljubljana on several projects in the area of social welfare, the Faculty of Pharmacy related to raising awareness about antibiotics, doping, and safe disposal of old medicines in cooperation with several municipalities.

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- Our teachers and students participated in 190 public cultural events.
  - We began the pilot project of introducing the centre for lifelong learning by first examining the status at UL. We found that in 2018, a total of 15,488 participants attended various trainings, workshops, conferences and courses organised by UL member institutions. In the coming two-year period we will set up the organisational framework for the centre for lifelong learning at UL.
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## 10. ASSESSMENT OF SUCCESS IN ACHIEVEMENT OF GOALS SET

### ASSESSMENT OF SUCCESS IN ACHIEVEMENT OF GOALS SET

The assessment of success and the achievement of goals are defined in the chapter Achievement of Goals in 2018 by activity with self-evaluation.

### ASSESSMENT OF THE WORK OF INTERNAL AUDIT OF PUBLIC FINANCES

Self-assessment was conducted for 2018 under unchanged methodology published by the Ministry of Finance<sup>2</sup> (hereinafter: MF methodology), supplemented by specifics for the University of Ljubljana. We performed self-assessment at member institutions and the Rector's Office for individual business functions separately (studies, research, HR, finance, accounting, public procurement, IT systems, libraries, publishing and other activities). In the self-assessment the assessors (deans, secretaries, heads of professional services, other management) took into account the findings of the internal audit department and external supervisory institutions. The overall assessment on the UL level is an aggregate of the self-assessments of all member institutions and the Rector's Office, i.e. 27 self-assessments.

Internal controls are procedures implemented by management and employees to provide reasonable assurances that the goals of the organisation have been achieved. This is an uninterrupted process that serves as a tool for achieving the organisation's objectives. This it is not just a selection of policies, manuals, systems and forms, but a process that depends on individuals, and delves into all processes and levels of the organisational structure. The mechanism of internal supervision gives the management a reasonable assurance of achieving operational goals and is tied to achieving objectives from one or more elements of the model. We defined the success of the system of internal controls on the basis of the identified appropriateness of the five elements below.

#### Internal (control) environment

COSO<sup>3</sup> defines the control environment as a set of standards, processes and structures that create a basis for implementing internal control throughout the organisation. The supervisory and management bodies determine from the top the importance of internal controls together with the expected standards of conduct. The management underpins these expectations at various levels of the organisation.

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<sup>2</sup>The methodology for preparing a Statement on the assessment of internal supervision of public finances under the Instructions on preparing the closing account of the state and municipal budgets and methodology for preparing a report on achieved objectives and results of direct and indirect budget users, Article 10, point 8 and Article 16, point 8 (Official Gazette of the Republic of Slovenia No 12/01 and 10/06), Rules on guidelines for harmonised functioning of the system of internal supervision of public finances.

<sup>3</sup> Comprehensive internal control framework, COSO 2013 (hereinafter: COSO (2013)).

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The control environment includes:

- the infallibility and ethical values of the organisation;
- parameters that enable the supervisory body to implement controls over management tasks;
- the organisational machinery and allocation of powers and responsibilities;
- procedures for attracting, developing and retaining capable individuals and
- consistency in criteria of success, initiatives and rewards for responsibility for success.

A control environment that derives from all of the above has a universal effect on the entire system of internal control.

The internal control environment, as a foundation of the system of internal control in line with the MF methodology, represents infallibility and fundamental ethical values, a commitment to the qualification and management of HR, it demonstrates the method of management and operation, a clear organisational structure and how clearly responsibilities and powers are defined. In view of these components of the control environment the member institutions believe that an adequate control environment has been developed *over the majority of operations*. At the University of Ljubljana several rules have been adopted to manage risk deriving from conflicts of interest, and these apply to all UL member institutions.

The individual components of the internal control environment are assessed as follows:

- Infallibility and ethical values: The assessment of the element “Ethical values and infallibility” at the University of Ljubljana in terms of values and also in terms of provisions in place is at a high level. The majority assess UL as operating in line with the principles of ethics and infallibility *across the major or entire part of operations*, and a negligible number see this as only *in individual areas of operation*.
- Commitment to qualification and management of HR: The majority of assessors take the view that the commitment to qualification and the management of HR is adequate *in individual areas of operation*, and the majority see the commitment to qualification and management of HR as being present across *the majority or entirety of operations*.
- Management philosophy and method of operation: The majority of assessors believe that the system of internal control over the use of public finances is beneficial and contributes to achieving the set goals, that is, controlling risk, internal controls and internal auditing. *Across the majority or entirety of operations*, most of those surveyed prepare appropriate annual work programmes down to the lowest level (departments and projects). In operations checks are regularly made and variances in the results relative to planned targets are determined.

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- Organisational structure: At the University of Ljubljana it is *true of the majority of operations* that the organisational structure, competences and responsibilities are clearly defined in relevant bylaws, and that they are also implemented in line with the bylaws. *In individual areas of operation*, but not in all, responsibilities are defined up to the levels of objectives and tasks. The assessors believe that some areas are understaffed, while a smaller number of areas are staffed to the extent that there are no difficulties implementing basic activities. A small proportion was assessed as having only implemented initial activities.
  - Responsibility: The assessors believe that *in individual areas of operation*, appropriately regular reporting on the state of risk management, internal controls and auditing have been established.

### Risk management

Every organisation faces various risks from external and internal sources. COSO (2013) defines risk as the possibility of some event occurring that will have a negative impact on the achievement of objectives. The assessment of risks includes dynamic and recurring procedures for recognising and assessing risks to the achievement of objectives. The risks of not achieving these objectives in the entire organisation are addressed in view of certain boundaries of risk acceptability. For this reason risk assessment is the basis for determining risk management.

The precondition for assessing risk is determining the objectives associated with different levels in the organisation. The management and leadership define in detail and with sufficient clarity the objectives in groups that relate to operations, reporting and compliance, such that it is possible to recognise and analyse the risk to these objectives. The management and leadership study the appropriateness of the objectives for the organisation. In order to assess risk it is also essential that the management and leadership study the impact of possible changes in the external environment and in their business model, for which reason internal controls might fail.

Individual components of the element of managing risk are assessed as follows under the MF methodology:

- Objectives: In connection with objectives, those surveyed assessed their familiarity with short-term and long-term objectives, and they expressed the opinion as to whether these objectives are adequately defined in the organisation, whether they are measurable and whether the level of achievement is monitored (in short, management of objectives). Over 77 percent of those asked take the view that this kind of defining and monitoring of objectives has been established *in the majority of areas of operation*, just under 11 percent feel that this is the case *in all areas of operation*, and just over 11 percent feel this is the case *in individual areas of operation*.

The system of managing objectives at the University of Ljubljana, assessed by individual function/activity, is most highly developed within library and study activities. There is a similar situation with HR functions, research, publishing, accounting

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functions, the financial function and procurement. In all the above a very high level of management of objectives has been achieved. The assessors give a slightly lower assessment of just the way that this element is set up for IT system activities.

- **Risk assessment for achieving objectives:** A total of 40 percent of assessors view activities as being appropriate *in individual areas of operation*, 30 percent *in the majority of operations* and just under 30 percent of member institutions *have only implemented initial activities* in this area.

#### Control activities

COSO (2013) defines control activities as measures established through guidelines and procedures that assist in ensuring the implementation of instructions from the management and leadership to mitigate risk in achieving objectives. Control activities are pursued at all levels of the organisation, at various points in business processes and over the technological environment. These activities can prevent or detect, and some include a whole range of manual and automatic activities such as authorisation and approval, verification and confirmation, coordination and reviews of business performance. Separating up tasks is usually built in to the selection and preparation of control activities. Where such separation is not feasible, the management and leadership select and prepare other possible control activities.

At the University, in view of the results of self-assessment the majority of the assessors take the view that the member institutions have detailed descriptions of procedures for business processes drawn up in the form of work manuals, that the instructions contain descriptions of internal controls, that tasks are appropriately delineated, that the bylaws, organisational schemes and procedures are regularly updated, that control of access to data and records exists and that there are procedures of supervision by the management over the implementation of internal controls *in most areas of operation*.

The analysis of self-assessment by activity/function indicates that the control activities are determined and implemented *for the major portion of processes* in study activities, research, financial and accounting functions, HR, publishing and library activities and in implementing public procurement procedures.

#### Notification and communication

Information is needed for the organisation to be able to carry out internal control tasks intended to support the attainment of objectives. The management obtains or creates and uses appropriate and high-quality information from internal and external sources to support other components of internal controls. Communication is a constant, recurring process of ensuring, disseminating and obtaining the necessary information. Internal communication is a means by which information is spread throughout the organisation, from the bottom up and from the top down and across throughout the organisation. Communication enables staff to receive a clear message from the organisation's management that control tasks must be taken seriously. External communication has a double effect: it enables important external information to enter the organisation, and ensures information to external parties in response to their demands and expectations.



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The elements of notification and communication enable the adequate functioning of the internal control system and in this way ensure the reliability and effectiveness of operations. On average the assessment of the member institutions indicates that in *the major portion of operations* the management receives appropriate information, and that communication within and outside the organisation is good. The information system enables effective, reliable and updated performance of tasks and the implementation of effective control over operations. The process of monitoring complaints and suggestions for improvements to operations on the part of other organisational units or external parties and the method of dealing with complaints are appropriate. By individual business function/activity the system of notification and communication is most highly assessed in study and library activities.

Oversight:

COSO (2013) defines the activity of monitoring as ongoing assessment, separate assessment or a combination of both. They are used for confirming the presence and proper functioning of each of five components of internal control, including controls to attain principles for each component. The ongoing assessments built into the business processes at different levels of the organisation ensure timely information. Occasionally performed separate assessments differ in scope and frequency, depending on the risk assessment, the success of ongoing assessments and other management and leadership considerations. The findings are evaluated according to criteria determined by the regulators, the recognised authorities for setting standards or the management and supervisory body, and the management and supervisory body are informed of deficiencies as appropriate.

The majority of those asked believe that the University of Ljubljana has an adequate system of supervision established *for the majority or entirety of operations*. The internal audit function has been organised and implemented, and an adequate internal control environment has been established. Within the organisation measures are implemented upon findings of irregularities or deficiencies. Regarding the criteria for assessment at UL, we painstakingly implement the measures and recommendations of reviews, inspections and Court of Audit scrutiny.

By individual function the assessors view as well provided across the majority of the function the activities of accounting, libraries, public procurement and the HR, financial, study and research functions (in that order). The assessments show negligible variances between functions. For the other three functions (publishing, other activities and the IT system) the self-assessments show that to a certain extent the area of operation (viewed functionally) is regulated properly in part or in individual sections.

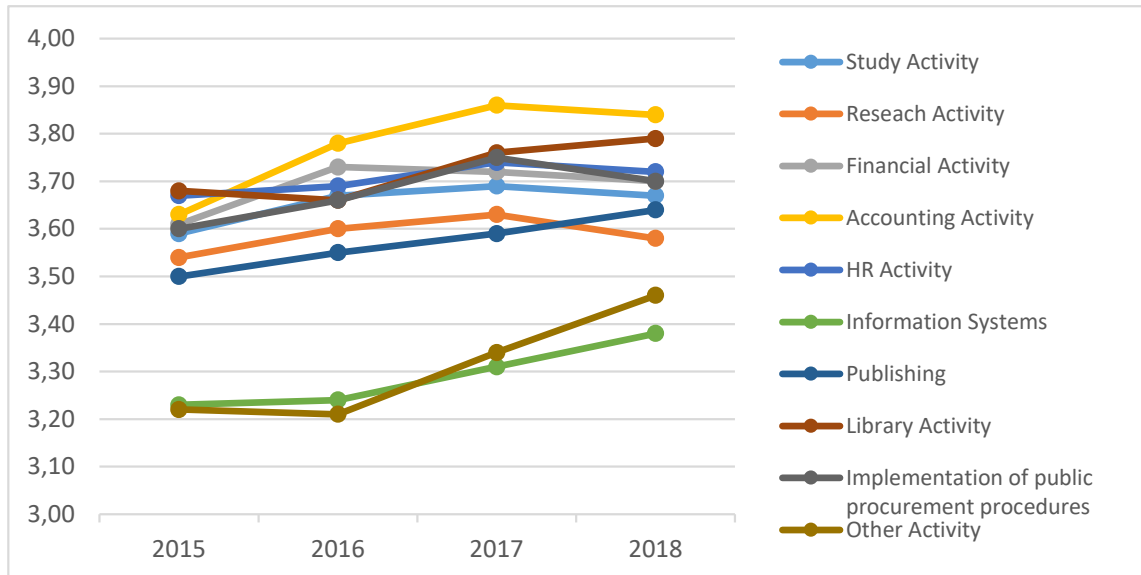
Table 15: Results of self-assessment for member institutions and the Rector's Office at UL for 2018 (numerical scores on a scale from 1 to 5)

<b>Final scores 2017</b>	<b>Question 1</b>	<b>Question 2.1</b>	<b>Question 2.2</b>	<b>Question 3</b>	<b>Question 4</b>	<b>Question 5</b>
Budget user	1 appropriate control environment	2 risk management: 2.1 objectives are realistic and measurable, meaning that indicators are defined for measuring the achievement of objectives	2 risk management: 2.2 risks of objectives not being attained are defined and evaluated, and the method of handling them is determined	3 a system of internal control based on management of risk, and control activities that reduce risk to an acceptable level	4 adequate system of notification and communication	5 adequate system of supervision that includes an appropriate (in-house, common, contractual) internal audit service
<b>AG</b>	3	4	3	4	4	3
<b>AGRFT</b>	3	3	2	3	3	4
<b>ALUO</b>	4	3	2	3	4	5
<b>BF</b>	4	4	2	3	3	4
<b>EF</b>	4	4	4	4	4	4
<b>FA</b>	4	4	4	4	5	5
<b>FDV</b>	5	5	3	4	4	5
<b>FE</b>	4	3	2	4	4	4
<b>FFA</b>	4	4	3	4	4	4
<b>FGG</b>	3	4	4	4	4	5
<b>FKKT</b>	5	4	4	4	4	4
<b>FMF</b>	4	4	2	3	4	4
<b>FPP</b>	4	4	3	3	4	4
<b>FRI</b>	4	4	4	3	4	4

<b>FSD</b>	3	4	2	3	4	4
<b>FS</b>	4	4	4	4	4	4
<b>FŠ</b>	4	4	3	4	4	4
<b>FU</b>	5	5	4	5	5	4
<b>FF</b>	5	4	4	4	4	5
<b>MF</b>	3	4	3	3	4	4
<b>NTF</b>	4	4	2	4	4	4
<b>PEF</b>	4	4	3	4	4	4
<b>PF</b>	4	4	3	4	4	5
<b>TEOF</b>	3	4	3	3	4	2
<b>VF</b>	4	4	3	4	4	5
<b>ZF</b>	4	5	2	4	5	5
<b>RECTOR'S OFFICE</b>	4	4	3	4	4	4

<b>Assessment scale from 1 to 5</b>	<b>Scores</b>
Yes, across all operations	5
Yes, in the majority of operations	4
Yes, in individual areas of operation	3
No, initial activities implemented	2
NO	1

Figure 16: Trend of self-assessment scores of member institutions and the Rector's Office at UL by individual function, over the past 4 years



## 11. FINANCIAL REPORT

Available only in Slovene

# STATISTICAL DATA (REALISATION 2018)

Table 16: Number of enrolled students by cycle, type and method of study for the 2018/19 academic year

	FULL-TIME	PART-TIME	Total
<b>First cycle</b>	<b>20.926</b>	<b>1.215</b>	<b>22.141</b>
■ academic	15.163	608	15.771
■ professional higher education	5.763	607	6.370
<b>Second cycle</b>	<b>13.247</b>	<b>563</b>	<b>13.810</b>
■ integrated master's	3.837	58	3.895
■ master's	9.410	505	9.915
<b>Third cycle</b>	<b>358</b>	<b>1.718</b>	<b>1.923</b>
■ doctoral	358	1.718	1.923
<b>Total</b>	<b>34.282</b>	<b>3.333</b>	<b>37.615</b>

Table 17: Number of students enrolled in 2018/19 by cycle and member institution

	First cycle academic	First cycle professional higher education	Second cycle integrated master's	Second cycle master's	Third cycle doctoral	Total
Academy of Music	261			182	7	450
Academy of Theatre, Radio, Film and Television	103			82	6	191
Academy of Fine Arts and Design	342			217		559
Biotechnical Faculty	1,301	491		892	194	2,878
School of Economics and Business	1,729	823		1918	87	4,557
Faculty of Architecture	72		959	45	25	1,101
Faculty of Social Sciences	1,390	35		471	111	2,007
Faculty of Electrical Engineering	589	515		366	77	1,547
Faculty of Pharmacy	267		879	201	89	1,436

Faculty of Civil and Geodetic Engineering	249	150		200	70	669
Faculty of Chemistry and Chemical Engineering	675	254		393	67	1,389
Faculty of Mathematics and Physics	610	127	45	262	124	1,168
Faculty of Maritime Studies and Transport	65	312		70	7	454
Faculty of Computer and Information Science	625	476		232	33	1,366
Faculty of Social Work	427			210	24	661
Faculty of Mechanical Engineering	613	567		473	96	1,749
Faculty of Sport	625			273	31	929
Faculty of Public Administration	280	481		205	9	975
Faculty of Arts	2,752.5			1,419.5	259	4,431
Faculty of Medicine			1,577		322	1,899
Faculty of Natural Sciences and Engineering	462	422		340	45	1,269
Faculty of Education	1,349	410		759	81	2,599
Faculty of Law	779			334	82	1,195
Faculty of Theology	52.5		44	170.5	56	323
Veterinary Faculty			391		21	412
Faculty of Health Sciences	153	1,307		200		1,660
<b>Total</b>	<b>15771</b>	<b>6,370</b>	<b>3,895</b>	<b>9,915</b>	<b>1,923</b>	<b>37,874</b>

Table 18: Number of foreign students enrolled by cycle and type in the 2018/19 academic year

Line designation	Number of foreign students enrolled
<b>First cycle</b>	<b>1.252</b>
■ academic	995
■ professional higher education	257
<b>Second cycle</b>	<b>1.161</b>
■ integrated master's	298
■ master's	863
<b>Third cycle</b>	<b>289</b>
■ doctoral	289
<b>Total</b>	<b>2.702</b>

Table 19: Number of foreign students enrolled by member institution and cycle in the 2018/19 academic year

	First cycle	Second cycle	Third cycle	Total
Academy of Music	39	39	2	80
Academy of Theatre, Radio, Film and Television		1		1
Academy of Fine Arts and Design	25	24		49
Biotechnical Faculty	61	52	21	134
School of Economics and Business	306	396	42	744
Faculty of Architecture	19	164	10	193
Faculty of Social Sciences	110	55	27	192
Faculty of Electrical Engineering	75	27	14	116
Faculty of Pharmacy	8	32	13	53
Faculty of Civil and Geodetic Engineering	50	13	12	75
Faculty of Chemistry and Chemical Engineering	28	16	6	50
Faculty of Mathematics and Physics	21	14	29	64

Faculty of Maritime Studies and Transport	44	6		50
Faculty of Computer and Information Science	95	15	5	115
Faculty of Social Work	15	8	2	25
Faculty of Mechanical Engineering	17	21	10	48
Faculty of Sport	17	9	3	29
Faculty of Public Administration	26	11		37
Faculty of Arts	155	60	24	239
Faculty of Medicine		110	22	132
Faculty of Natural Sciences and Engineering	38	23	5	66
Faculty of Education	35	27	29	91
Faculty of Law	11	13	7	31
Faculty of Theology	2	3	5	10
Veterinary Faculty		17	1	18
Faculty of Health Sciences	55	5		60
<b>Total</b>	<b>1,252</b>	<b>1,161</b>	<b>289</b>	<b>2,702</b>

Table 20: Number of students concluding studies in 2018 by cycle and type

Number of graduates	
<b>First cycle</b>	<b>4.751</b>
■ academic	3.422
■ professional higher education	1.329
<b>Second cycle</b>	<b>3.707</b>
■ integrated master's	556
■ master's	3.151
<b>Third cycle</b>	<b>287</b>
■ doctoral	287
<b>Total</b>	<b>8.745</b>



Table 21: Number of students concluding studies in 2018 by member institution and cycle

	First cycle academic	First cycle professional higher education	Second cycle integrated master's	Second cycle master's	Third cycle doctoral	Total
Academy of Music	60			72	1	133
Academy of Theatre, Radio, Film and Television	24			32		56
Academy of Fine Arts and Design	77			40		117
Biotechnical Faculty	326	68		287	23	704
School of Economics and Business	371	163		482	8	1,024
Faculty of Architecture	8		128	4	2	142
Faculty of Social Sciences	270	14		282	19	585
Faculty of Electrical Engineering	130	99		96	16	341
Faculty of Pharmacy	51		121	66	10	248
Faculty of Civil and Geodetic Engineering	58	31		98	7	194
Faculty of Chemistry and Chemical Engineering	188	88		132	19	427
Faculty of Mathematics and Physics	102	27	6	65	23	223
Faculty of Maritime Studies and Transport	10	67		12	3	92
Faculty of Computer and Information Science	112	84		53	13	262
Faculty of Social Work	92			83	1	176
Faculty of Mechanical Engineering	156	121		138	11	426
Faculty of Sport	165			78	3	246
Faculty of Public Administration	55	78		52		185

Faculty of Arts	568		412	42	1,022
Faculty of Medicine		245		50	295
Faculty of Natural Sciences and Engineering	117	70	56	6	249
Faculty of Education	271	74	328	11	684
Faculty of Law	148		185	12	345
Faculty of Theology	21	8	42	5	76
Veterinary Faculty		48		2	50
Faculty of Health Sciences	42	345	56		443
<b>Total</b>	<b>3,422</b>	<b>1,329</b>	<b>556</b>	<b>3,151</b>	<b>287</b>
					<b>8,745</b>

Table 22: Teachers and associates and researchers on exchange in 2018 (to/from other countries)

	Up to 1 month	1 to 3 months	3 to 6 months	Over 6 months	Total
Number of foreign higher education teachers, associates and scientific workers who participated in the educational process for at least one course	40	9	6	7	62
Number of foreign higher education teachers, associates and scientific workers who participated in the educational process for at least part of a course	383	9	3	0	395
Number of scientific workers and research associates who were on exchange or participated in the educational or scientific and research process or in artistic work abroad at foreign higher education institutions	47	64	2	1	114
Number of foreign scientific workers and research associates who were on exchange and participated in the educational process	93	17	1	0	111

Number of foreign scientific workers and research associates who were on exchange and participated in the scientific and research process	185	18	9	3	215
Number of foreign scientific workers and research associates who were on exchange and participated in artistic work at a member institution	29	0	0	0	29
Number of higher education teachers and staff who were on exchange, pursued education or participated in the educational or scientific and research process or in artistic work abroad at foreign higher education institutions	394	63	17	0	474
Number of employees in ancillary positions at member institutions who went abroad on exchange	84	2	0	0	86
Number of foreign administrative staff who came on exchanges from abroad	73	1	0	0	74

Table 23: Teachers and associates and researchers on exchange (in Slovenia) and guest experts

	<b>Number of guest experts from the business and non-business sectors involved in the educational process</b>	<b>Number of guest higher education teachers, associates and researchers from domestic research institutes who participated in the educational process</b>	<b>Number of higher education teachers, associates and researchers from member institutions who participated in domestic research institutes</b>
<b>1ST cycle:</b>	580	225	
<b>2ND cycle</b>	566	295	
<b>3RD cycle</b>	36	182	
<b>Research</b>			189
<b>Total</b>	1,182	702	189

Table 24: Number of students with special status

	2014/15	2015/16	2016/17	2017/18
Partial or total loss of hearing	12	7	15	14
Partial or total loss of sight	16	16	23	14
Long-term or chronic illness	118	147	185	144
Motor impairment	51	66	81	40
Speech impediments	21	22	25	30
Physical and mental health impairments	31	43	46	21
Specific learning difficulties	59	82	93	71
Emotional and behavioural difficulties				21
Exceptional social circumstances				1
Autism spectrum disorders				6
Physical injury and/or long-term rehabilitation				8
Uncategorised		9		
<b>Total students with special needs</b>	<b>308</b>	<b>392</b>	<b>468</b>	<b>370</b>
Status of recognised artist	16	18	20	20
Status of top athlete	298	273	309	367
Status of parent student				23
Total students with special status	622	683	797	780
<b>Total students with special status</b>	<b>683</b>	<b>797</b>	<b>780</b>	<b>921</b>

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# ABOUT THE UNIVERSITY

The University of Ljubljana (UL) is the only Slovenian university ranked among the 500 best universities according to the ARWU scale (the Shanghai scale), which indicates that it ensures high standards of quality, especially in the scientific and research fields.

The University of Ljubljana comprises 23 faculties and three arts academies, plus three associate member institutions (a list of member institutions is given in the annex UL Member Institutions). It employs more than 6,000 persons, three quarters of whom are higher education teachers, associates and researchers and a quarter are professional staff. Teachers and associates are for the most part registered as researchers at the Slovenian Research Agency (ARRS). At UL there are 37,880 students enrolled across all three cycles in a total of 382 study programmes. We have found that the quality of the study process and research in doctoral programmes depends in part on the kind of admission requirements students must fulfil to enrol in studies and research. For this reason our desire is for appropriate expert fields to be set as an admission requirement also in doctoral programmes.

In 2018 UL had 2,801 articles published in WoS. It is implementing 492 projects financed by ARRS, and 458 EU and other European programme projects. According to these indicators we therefore rank among the larger European higher education institutions.

The University undoubtedly has the greatest research and development potential in the country. More than half of all Slovenian students in the first, second and third cycles and in integrated master's programmes study at UL. University of Ljubljana courses are completed by more than half of all bachelor graduates in Slovenia, more than two thirds of master's and specialisation degree holders and more than 80 percent of doctors of science (source: own calculations using the SI-STAT database). The University of Ljubljana contributes around half of the scientific results in Slovenia's treasury of knowledge (source: ISI Web of Science).

The social responsibility of the University of Ljubljana can be seen in its cooperation with knowledge users in cultural, economic and social fields. It wishes to maintain and strengthen this role in the future, and it must also maintain and increase its standing in the international arena. With this in mind, we are involved in international associations and are establishing international partnerships.

## ORGANISATIONAL STRUCTURE

The University is composed of an academic community of teachers and students and a community of professional staff. Equality among them is defined by the new statutes, which enable the participation of professional staff in the election of the Rector and deans.

The bodies of the University are the Rector, Senate, Governing Board and Student Council. The Rector heads and represents the University. The University has four Vice-Rectors who may with written authorisation substitute for the Rector in the Rector's

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absence.

The Governing Board of the University is the administrative authority that primarily decides on economic matters and ensures the smooth material operation of the University of Ljubljana.

The Student Council of the University is the body of university students. It consists of the presidents and vice-presidents of university member institution Student Councils.

The bodies of the University member institutions are the Dean, Senate, Academic Assembly, Administrative Board and Student Council. The Dean heads and represents the member institution and at the same time is the management authority of the member institution where it operates in the market (Annex to Article 26 of the UL Statutes). Member institutions have one or several Vice-Deans. In addition to the aforementioned bodies, member institutions may create other bodies whose composition and powers are defined by rules.

The professional services of UL perform developmental, expert, technical and administrative tasks via the Rector's and Deans' offices. The UL Administration is headed by a UL chief secretary, and the member institution secretarial offices by their own secretaries. The UL Governing Board lays down rules defining the organisation of services at UL, and the structure of jobs at the Rector's Office is defined by the Rector on the recommendation of the chief secretary. The Rector heads and represents the university and appoints and assigns areas of work to Vice-Rectors.

# OVERVIEW OF FOLLOW-UP ON PROPOSED MEASURES FROM THE 2017 REPORT

	DESCRIPTION	PROPOSED MEASURES	STATUS	ADDITIONAL EXPLANATION
<b>01. EDUCATION</b>				
KEY WEAKNESS	Insufficiently long three-year study in the third cycle for in-depth scientific and research work (for research, successful conclusion of research and for publication of articles in respected scientific journals)	Review, harmonisation and confirmation of changes to doctoral study programmes at University of Ljubljana bodies and NAKVIS for transition to four-year doctoral studies	implemented in 2018	
KEY WEAKNESS	Inadequate overview of international activities of member institutions	Establishing a system for monitoring international activities of member institutions	remains a proposal	
KEY WEAKNESS	Insufficient number of open call positions for foreign students and additional requirement of knowledge of Slovene language upon application for enrolment	Discussion held at college of deans and Senate on guidelines regarding enrolment of foreigners	remains a proposal	

KEY WEAKNESS	Insufficient share of students choosing elective subjects at other member institutions	Timely information for students on possible elective subjects and publication of timetables, simplification of procedures for applying for electives, in the context of spatial, HR and other capacities harmonise as much as possible the time frame within the University when the majority of member institutions provide elective subjects	implemented in 2018	
KEY THREATS	The Recognition of Foreign Education Act should be updated, since the overly complex procedures for recognising education obtained abroad are limiting the enrolment of foreigners at UL	We will send a proposed improvement of the Recognition of Foreign Education Act to the Education Ministry	implemented in 2018	We have not obtained an appropriate solution from the Education Ministry
KEY THREATS	Links between EŠP, eNAKVIS and eVŠ not yet working	We will organise coordination meetings	partly implemented in 2018	



KEY THREATS	The excessively open conditions for enrolment in doctoral studies pursuant to the ZVIS and the varying previous knowledge of students make the quality of the study process and research work poorer. The ZVIS does not provide for the requirement of appropriate expert fields for enrolment	Drafting of proposed amendment to Article 38.a of the ZVIS to implement more flexible conditions for enrolment	remains a proposal	
KEY THREATS	Involvement of an insufficient number of foreign teachers in the educational process at the University of Ljubljana	Proposal to the relevant authorities to formulate appropriate guidelines for amending the law regarding the employment of foreign teachers, posting of University of Ljubljana job vacancies at relevant foreign institutions, establishing a support service at the University, setting up a research fund for foreigners	implemented in 2018	We did not reach an agreement on reducing the administrative barriers, and are continuing these activities

KEY THREATS	Excessively strict Education Ministry regulation in procedures for recognising foreign secondary school education, since many applications for recognition are out of time but we must still process them, which takes up time in the period of the most intensive procedures	Education Ministry proposal that late applications not be processed in the procedures of application and selection of candidates for enrolment in first-cycle and integrated master's study programmes.	partly implemented in 2018	
KEY THREATS	Outmoded VPIS (enrolment) application: amendment of new rules for converting scores of candidates holding a vocational matura who have applied for academic and integrated master's study programmes has caused problems (increased number of checks and manual work) in the 23 year-old VPIS application	Bolster the operation of the group for overhauling VPIS at Slovenian universities, cooperation of the Higher Education Application and Information Service with those developing the new module for the higher education selection process (RRC, Ed. Min.)	partly implemented in 2018	The old VPIS software package was upgraded with the help of an external associate (from RRC) in terms of greater automation of the selection process for vocational matura holders who have applied for integrated master's study programmes

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KEY THREATS	We are conducting the application and selection procedure according to the Education Ministry rules, which envisage procedures according to the ZUP. Such a method is not comparable with universities in other countries, and consequently causes a greater workload, complicated procedures and a lot of student applications (especially foreigners) have to be rejected	We have already sent the proposed new application and selection process to the Education Ministry, and we will continue to cooperate actively in attempts to establish this procedure	remains a proposal	The working group to overhaul enrolment at Slovenian universities is drawing up a new, supplemented draft of the changes
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## 02. RESEARCH

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KEY WEAKNESSES	Lack of activities to spread the results of research projects and cooperation with society at large	Prepare a plan of promotional activities for research achievements depending on the target audience, and depending on the anticipated scope ensure appropriate support for implementation (employment or external help)	partly implemented in 2018	Additional recruitment in 2019 has made it possible to assign to a staff member tasks of promoting research results, which will begin in March 2019
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KEY WEAKNESSES	Non-achievement of the strategic goal of placement on existing rankings (ARWU ranking)	Establishing periodic reviews of placement of the University of Ljubljana on rankings and identification of key advantages, deficiencies and proposed measures Preparation of the interim evaluation strategy UL 2012–2020 with the preparation of principles for the new UL strategy, which includes upgrading of the mechanisms for monitoring strategy implementation	partly implemented in 2018	In 2018 we set up a beta version of the application for monitoring the placement of UL on all key rankings Owing to the identified need for monitoring individual areas within UL and increasing the predictive function of the application, this activity is being spread and extended into 2019
KEY THREAT	Risk of loss of right to use the “Excellence in research” logo, which could threaten cooperation in the Horizon 2020 programme	Implementation of the internal evaluation Action Plan of the Strategy for developing careers of researchers and internal analysis of the situation, preparation of the new Action Plan of the UL Strategy in the HR field and implementation of external evaluation	partly implemented in 2018	At the end of 2017 an internal evaluation was concluded on the implementation of the Strategy for developing careers of researchers 2012–2016 and a new Strategy was formulated, along with the Action Plan in the HR field for researchers and educators 2017–2020, which was submitted to the European Commission. External evaluation is planned in 2019.

KEY THREAT	Inadequate project linking between universities in The Guild association	Develop practices and incentives for greater cohesion of these universities for joint applications in Horizon 2020 tenders	partly implemented in 2018	Representatives of the Research Support services of the university members of The Guild met in 2018 to exchange best practices in support of researchers, and we agreed on methods for more intensive linking of researchers
KEY THREAT	Insufficient number of postdoctoral projects	ARRS proposal for a greater share of funds to be allocated to postdoctoral projects	partly implemented in 2018	In 2017 ARRS established a new scheme for the Marie Curie Seal of Excellence, as part of which it is financing additionally those postdoctoral candidates who in the assessment of projects in the Marie Curie IF call receive a Seal of Excellence. In this way ARRS is already providing additional funding for postdoctoral projects. A proposal for further additional funding of postdoctoral projects should be submitted to ARRS in 2019

### 03. ARTISTIC ACTIVITIES

KEY WEAKNESSES	Focusing on presentational activities within the Rector's Office	Greater connection with UL member institutions and city institutions in culture and art	implemented in 2018	Agreement between UL and the Bank of Slovenia on use of the Mala galerija space to showcase the artistic work of UL students and employees
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KEY WEAKNESSES	Low recognisability of the arts at UL at home and abroad	Cooperation with faculties abroad and recognised institutions in the arts at home and abroad	partly implemented in 2019	Various stages of implementation: - UL AG – in 2019 a construction permit was granted for renovation of the Kazina building; - UL AGRFT – construction of premises at Aškerčeva 5 in progress; - UL ALUO – cooperation under way with the competent institutions for the new construction on Roška street.
KEY WEAKNESS	Small membership in the Arts Council	Expand membership to all faculties and academies that have student programmes in the arts (KLASIUS 21), and improve the organisational work of the Council	implemented in 2018	
KEY THREAT	Lack of response from ministries in dealing with the spatial needs of academies	Intensiveness of direct contacts and the search for political paths to obtain from the Government and ministries already promised and agreed solutions	partly implemented in 2018	
KEY THREAT	Relatively small share of full-time employees in arts activities relative to contractual and supplementary employment	Consistent HR policy for key positions (heads of subjects) and attention in concluding contracts regarding the teaching workload and chaining of identical contracts	including in the 2019 work programme (action plan)	

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#### 04. KNOWLEDGE TRANSFER AND USE

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KEY WEAK- NESSES	The results of scientific and research work are not sufficiently shared to the level that can be marketed	Incentivising employees at member institutions to transfer knowledge to end users by means of the member institution development funds. Incentivising employees at member institutions to transfer knowledge by means of cooperating with the media in the form of expert commentary and explanation of current social issues, events and the presentation of results of scientific and research work to the wider lay public	remains a proposal	
KEY WEAK- NESSES	Inadequate promotion of outstanding achievements of UL researchers	Planned promotion of outstanding achievements of UL researchers in the media and public, which will enable greater recognition of the University and its member institutions and consequently greater interest in collaboration from the business sector	partly implemented in 2018	In recent years the University has selected the ten most outstanding research achievements and presented them to the public and the media in a special event during University Week

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KEY WEAK- NESSES	Insufficient connection of units within the University of Ljubljana (especially the Knowledge Transfer Office, Career Centres and Project Office) with entities founded or cofounded by the University (LUI, IRI, SIS EGIZ)	Design of an innovative ecosystem with the linking and cooperation of relevant entities (including through concluding agreements)	partly implemented in 2018	KC and PPZ linked together with LUI
KEY THREAT	Late start to the KTT consortium project	A reorganisation being conducted of the University service that will implement the KTT consortium project	implemented in 2018	
KEY THREAT	Restriction on work outside the University of Ljubljana owing to legal barriers in setting up spin-off companies	Initiative and lobbying by the University at the Education Ministry for adoption of legislation that will enable the founding of spin-off companies in a way that will be entrepreneurially attractive and at the same time beneficial for the University or member institution	partly included in the 2019 work programme (action plan)	We have committed principally to promoting and providing a clear protocol for setting up spin-off companies

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## 05. CREATIVE CONDITIONS FOR WORK AND STUDY

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KEY WEAKNESS	Establishing services of the UL Repository has been slow due to the inadequate support for its administration	Arrange support for administration of the UL Repository, support for member institutions in sending dissertations and concluding work from studies to the UL Repository and in fulfilling the provisions of European and national fund providers regarding open access	included in the 2019 work programme (action plan)	Establishing services and support for the UL Repository is progressing, and we will continue this work in 2019
KEY WEAKNESS	Spatial constraints or non-functional spaces for UL member institute libraries	Establishing a deposit library for storing and lending less frequently borrowed material, then rearrangement of library premises and changing their purpose	abandoned	UL has already been invited several times to join the common activities of several organisations to establish a deposit library In all cases activities were dropped after ascertaining that the premises offered were unsuitable or the premises were no longer available We cannot determine the time when it will again be possible to cooperate in establishing a deposit library, so this activity is being left out of planning If the opportunity arises again, we anticipate that several UL member institutions will be interested in cooperating in establishing the deposit library

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KEY WEAKNESS	<p>Overhaul of the employability survey was announced in 2017, but has not been implemented At the member institutions, as part of visits the situation and needs were analysed, and this showed that the UL member institutions want to modernise and revise the existing system of monitoring graduate employability That system does not now ensure relevant information that would allow them to process data in a quality way and take related steps</p>	<p>After adoption of the Education Ministry methodology, a plan to be drawn up for monitoring employability and where necessary upgrading of the methodology for the needs of the University</p>	not implemented	<p>The faculties themselves are tasked with monitoring graduate employability The situation was complicated by the implementation of the GDPR, adopted in May 2018</p>
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KEY WEAKNESS	<p>Development of the Career Centre Infoportal is progressing very slowly, and consequently there remains a huge amount of administrative work to do and a poor user experience. The identified upgrades could provide a range of development opportunities and upgrades in the actual work process. Equally, we can see that development of the Infoportal will be a major challenge also owing to the public procurement and selection of provider.</p>	<p>Ensure better support for the rapid and high-quality overhaul of the Career Centre Infoportal.</p>	<p>partly implemented in 2018</p>	<p>A tender has been prepared, and will be concluded in 2019.</p>
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KEY WEAK- NESSES	The number of students using the Career Centre services is growing, but this share could be greater The students who know us come back to us, while the challenge is to attract those who have perhaps heard about us but have not decided to join	More cooperation: <ul style="list-style-type: none"> <li>■ with staff at member institutions: information during lectures, support in preparation for practice at home and abroad, instructions to prepare a CV/portfolio, creation of new joint activities for students, cooperation with employers;</li> <li>■ with student representatives: organisation of joint events, information on Career Centre activities according to their mailing list for communication;</li> <li>■ upgrade the existing website to make it more user friendly and to receive only information relevant to them.</li> <li>■ Development of new and adapted content of services for specific target groups of students (how to choose and employer: workshop, fire pitches)</li> </ul>	implemented in 2018
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KEY THREAT	The financial risk of insufficient funds for purchase and ensuring access to library material in UL member institution libraries	Establishing guidelines for negotiating with publishers of scientific journals adopted by the Rectors Conference of Slovenia (payment of open access for articles by employees at consortium members and request for free reading of all publisher's journals)	partly implemented in 2018	In the negotiations the publishers of scientific journals did not agree with the positions of the Rectors Conference of Slovenia, so in 2018 UL formulated seven requirements for publishers of scientific literature for negotiations for 2019 We secured some concessions, but the publishers do not wish to alter the business model for scientific publishing, which brings them large profits
KEY THREAT	In accordance with the ZViS, the financing of university libraries is only possible if they have the status of another member institution of the university	In the future the University of Ljubljana will continue to strive for financing of other forms of university libraries to be possible in line with the ZViS, for instance university libraries as common organisational units of the University	remains a proposal	The UL management has presented to the Education Ministry several times a proposal for financing various forms of university libraries, but the proposal was not included in the draft revision of the ZViS in 2018

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KEY THREAT	Resistance of publishers regarding payment for open access or raising costs in the publication stage (In classical access, costs are for the most part covered by readers through subscriptions, while in open access these costs are transferred to the authors of research work who wish and need to publish.)	Change of the model for evaluating research results, which will not automatically raise the profits of publishers at the expense of research supported by public funds	remains a proposal	In September 2018 Coalition S, of which the Slovenian Research Agency is a member, and which has the support of the European Commission and the European Research Council, published Plan S with provisions for publishing the results of publicly financed research starting in January 2020 Coalition S plans for its members to sign the DORA declaration on the evaluation of research work Consequently UL also had to modernise its model for evaluating research results
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## 06. MANAGEMENT AND DEVELOPMENT OF QUALITY

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KEY KEY WEAKNESS	Low response of graduates to employability survey	Carry out comprehensive evaluation of the graduate employability survey with guidelines for overhauling it, including the proposal of an overhauled approach to surveying graduates	partly implemented in 2018	The key issue being addressed was the issue of the necessity of obtaining consent to carry out the survey We did not receive an unequivocal answer from the Information Commissioner and the profession, so this issue remains unresolved The instrument was supplemented with the anticipated programme-specific competences of graduates, while at the same time we are opening a review of the instrument – owing to the additional time because of unresolved issues around consent – in 2019 in relation to the member institutions and addressing their partial needs within this quality mechanism
KEY WEAKNESSES	The absence of principles of pedagogical excellence for appropriate evaluation of educational work	Prepare a selection of principles of pedagogical excellence and place them logically in the rules of the University and member institutions	partly implemented in 2018	The working group for drafting the principles of pedagogical excellence met in several sessions and drew up a working version of the instrument, which was later sent to all member institutions for their comments Based on the responses received, a new version was drafted, and will be discussed at the working group meeting in March 2019 The instrument is expected to be adopted in May 2019

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KEY WEAKNESSES	<p>Implementation of the student surveys is not sufficiently compliant with the rules, especially in terms of verifying competences Gaps in implementation appear principally in the part that is specific to individual member institutions (e.g. distributing results, use of results). In the process of computerisation a need was identified for adaptation of the Rules on Student Surveys, something pointed out by certain member institutions as sectoral services</p>	<p>Draw up a protocol for conducting the student survey, which will be underpinned with a comprehensive definition and visualisation of the feedback loop of student surveys Carry out a comprehensive evaluation of student surveys that will serve as a basis for amendments to the Rules on Student Surveys</p>	<p>partly implemented in 2018</p>	<p>Implemented protocol, preparatory work for amending the rules The protocol was prepared in 2018 and harmonised with the external provider There was also intensive communication with UL bodies, for which modifications of reports were prepared, so as to address to the greatest extent possible the needs of those bodies in performing their tasks Amendment of the instrument of the surveys and the rules governing it will be implemented in 2019, when this activity is linked to development pillar fund activity</p>
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KEY WEAKNESSES	Differing understanding and implementation of self-evaluation of study programmes among member institutions, and inadequate support for self-evaluation of study programmes	Define specifically the quality loop for self-evaluation of study programmes, strengthen support for member institutions in carrying out self-evaluation of study programmes, strengthen monitoring of self-evaluation at member institutions Upgrade support for simpler use of tools and data to carry out self-evaluation of study programmes	implemented in 2018	In 2018 we held several consultations for specifying the loop, training to enhance competences for carrying out self-evaluation and we also prepared a meta-evaluation of self-evaluation reports and a series of six workshops at which we explained to each member institution the individualised findings and also discussed possible modifications to the process Based on this process there now follows a revision of the guidelines for self-evaluation of study programmes, which will take place in 2019
KEY WEAKNESSES	The meetings aimed at monitoring fulfilment of the measures following consultation visits and at mutual support in fulfilling the goals, do not adequately reflect the needs of meeting participants	Strengthen mechanisms for monitoring fulfilment of measures and forums for exchanging knowledge and experiences	implemented in 2018	The measure was implemented, but we have unfortunately determined that the effort invested exceeded the effects of this measure Consequently in the coming period we intend to link the preparation and monitoring of the implementation of measures deriving from this loop more closely to self-evaluation of study programmes and the areas of learning and teaching

KEY THREAT	Tender conditions NIO7 for implementing the project of training for learning and teaching for educational staff do not enable the provision of appropriate training	In agreement with the other biggest higher education institutions, achieve agreement with the Education Ministry on designing a project that will allow the involvement of the best domestic and foreign lecturers in the field of learning and teaching	implemented in 2018	During the summer holidays, despite the extremely short deadline, we succeeded in preparing an extensive and ambitious application for financing the NIO7 project We secured the INOVUP project, valued at EUR 3.28 million, and started it as lead partner in October 2018
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#### 07.01. MANAGEMENT AND GOVERNANCE

KEY THREATS	Poor quality and unreliability of the operation of the majority of existing accounting IT systems at UL member institutions and the Rector's Office	Business information system tender on the University level, with the process involving experts in various fields of operation at the University, preparation of standardisation	partly implemented in 2018	Decision on selection of provider was final in December 2018, contract concluded in 2019
KEY WEAKNESSES	Owing to the size and diversity of the fields, coordination of the processes within the University is lengthy	Define the most important and priority areas that need to be addressed in terms of risk assessment, and focus on these areas, we will continue to conduct certain processes for all member institutions at the Rector's Office (e.g. common public procurement, guidelines for member institutions)	partly implemented in 2018	Permanent task; member institutions began drawing up a register of risk

KEY THREATS	Complex and opaque legislation that does not facilitate straightforward procedures and decisions	Active involvement in public debate on laws and by pointing out issues to the legislators and proposing measures	partly implemented in 2018	Permanent task, comments sent regarding the proposed ZVOP-2
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**07.02. HUMAN RESOURCES DEVELOPMENT AND HR PLAN**

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KEY WEAKNESSES	Status of researchers – fixed-term contracts owing to projects	Draw up uniform guidelines for member institutions and establish a period for arranging this, as was the case for teachers in teaching assistant positions	partly implemented in 2018	New HR instructions were sent to member institutions with recommendations of how to regulate the situation The preliminary period for arranging the status of researchers from fixed-term to permanent is up to the end of the 2018/2019 academic year
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KEY WEAKNESSES	The issue of contractual workers	More precisely plan the implementation of study programmes and in line with this the HR plans	partly implemented in 2018	Member institutions were given clear instructions on how to plan HR in HR plans, but some time and additional communications will still be needed, both via the HR departments and via the member institution heads, for proper planning in HR plans to become a permanent practice
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KEY WEAK- NESSES	Non-standardised and unreliable information system	Procurement of a new system is already in progress, and with a new assistant to the chief secretary for HR we will ensure that implementation at UL will progress with the greatest rapidity and quality	partly implemented in 2018	The public procurement procedure became drawn out in 2018 owing to the National Review Commission (DRK) decision. The decision on the selected provider was confirmed at the end of 2018, and the introduction of a new information system is starting in 2019. According to the plan, the Rector's Office and the first few member institutions will introduce the new business information system at the beginning of 2020, then other member institutions will join in stages
KEY WEAK- NESSES	The call for the selection of young researchers has no IT support	Development of an IT module to support the call for the selection of young researchers, with the aim of simplifying procedures (from e-applications to the selection of candidates and records of young researchers) among member institutions and the Rector's Office, more rapid exchange of application documents and better communication and exchange of information between the Rector's Office and member institutions	implemented in 2018	

KEY WEAKNESSES	Lack of key competences among staff in professional services	Education of professional staff at home and abroad	remains a proposal
KEY THREATS	Owing to restrictions in the salary system, it is hard for us to employ good researchers and foreign teachers, while at the same time professional staff needed in the business sector are departing for better paid jobs	Together with the unions propose a special collective agreement for higher education and consideration of including IRI in dealing with the issue	remains a proposal

#### 07.03. INFORMATION SYSTEM

KEY WEAKNESSES	Its existing diffuse nature, non-optimal operation and operational exposure to a mass of providers of business information systems for the University of Ljubljana are not appropriate, so there is still the multi-year project in progress for public procurement of a common and single business system Selection procedures have not yet been concluded	Continuation of the public contract process, where the expertise of the commission is ensured in terms of information systems, the content of business systems and knowledge of public procurement procedures, for the selection of appropriate systems in the shortest possible time We underline the importance of the business information system and raise awareness among key stakeholders	included in the 2019 work programme (action plan)	Planned measures were successfully carried out, whereby the selection of the system provider was legally concluded and conditions created for the start of implementing the APIS project During the year, at monthly coordination meetings the University IT Service (USI) reported on the project and carried out preparatory activities, including reducing the differences between member institutions in IT support for the HR system and accounting IT system provider IRC
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KEY THREAT	The new Personal Data Protection Act (ZVOP-2) is being drafted, and this will lay down in detail the requirements of the GDPR and affect the technical and organisational details of personal data protection	Further cooperation through comments on the draft ZVOP-2 and active involvement in its drafting, regarding technical aspects as well as legal and organisational dimensions Monitoring the development of regulations and practices in this area and cooperation with the suppliers of our IT systems	implemented in 2018	UL participated by submitting comments on the draft ZVOP-2, set up a DPO, drew up internal rules and an information security policy in line with the requirements of the GDPR and other regulations
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#### 07.04. COMMUNICATION WITH PUBLIC

KEY WEAKNESSES	Inappropriate corporate image of the University of Ljubljana, since the existing one no longer meets the needs of the environment in which the University operates	Redesign of the corporate image in 2018 before marking the centenary of the University of Ljubljana We are starting to use the new corporate image in 2019	implemented in 2018	
KEY WEAKNESSES	A sense of belonging to the University of Ljubljana as an institution is still weak	Preparation of a range of measures leading to an improvement In the light of celebrating the centenary of the University through various events and activities, additional attention will be paid to developing a sense of belonging to the University of Ljubljana	implemented in 2018	

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KEY THREATS	The University of Ljubljana and its member institutions are often faced with improper and sensationalist reporting in the media Negative publicity impacts the reputation of the University, and also prevents the public from hearing about success stories and the actual contribution of the University to the development of Slovenian society	Preparation of a communication plan for the University that will include measures to promote UL achievements and ways of responding to negative publicity	partly implemented in 2018
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**07.05. PLAN OF MANAGING MATERIAL ASSETS**

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KEY WEAKNESSES	Lack of e-support for managing, coordinating and tracking investment projects, which consequently leads to a duplication of records (e.g. financial tracking of project implementation)	Ensuring adequate IT and professional support	partly included in the 2019 work programme (action plan)
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KEY THREATS	The competent ministries have still not re-established the financing of investment maintenance, which means a deterioration in the state of buildings, and thereby a deterioration in the conditions for work and reduced safety of students and employees	Systemic arrangement of financing for the University that will ensure implementation of the programme and investment in infrastructure	remains a proposal
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#### 07.06. INTERNAL AUDIT DEPARTMENT

KEY WEAKNESSES	Owing to the limited HR structure of the department, internal audit activities are not performed as a joint service at UL member institutions and the Rector's Office Coverage of the audit environment, in view of Article 10 of the Rules on Guidelines for the Coordinated Functioning of the System of Internal Controls of the Public Finance System, is not adequate	The internal audit department plans the implementation of cross-check audits, which partly ensure annual internal audits at all member institutions A management decision will need to be made on whether the activities for which member institutions have legal subjectivity will be carried out through new recruitment to the joint service or whether member institutions themselves will need to cover this area with audits	implemented in 2018	In January 2019 UL bodies will receive for confirmation the new operating strategy of the Internal Audit Department for the new period 2019–2022, with the planned gradual increase in newly recruited employees relative to the spatial and financial resources The department has in fact made cross-check audits of key risks that are important for UL
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# MEMBERS

Member institution	Abbreviation
ACADEMY OF MUSIC, Stari trg 34, Ljubljana	AG
ACADEMY OF THEATRE, RADIO, FILM AND TELEVISION, Trubarjeva 3, Ljubljana	AGRFT
ACADEMY OF FINE ARTS AND DESIGN, Erjavčeva ul. 23, Ljubljana	ALUO
BIOTECHNICAL FACULTY, Jamnikarjeva ul. 101, Ljubljana	BF
SCHOOL OF ECONOMICS AND BUSINESS, Kardeljeva pl. 17, Ljubljana	EF
FACULTY OF ARCHITECTURE, Zoisova ul. 12, Ljubljana	FA
FACULTY OF SOCIAL SCIENCES, Kardeljeva pl. 5, Ljubljana	FDV
FACULTY OF ELECTRICAL ENGINEERING, Tržaška c. 25, Ljubljana	FE
FACULTY OF PHARMACY, Aškerčeva c. 7, Ljubljana	FFA
FACULTY OF CIVIL AND GEODETIC ENGINEERING, Jamova cesta 2, Ljubljana	FGG
FACULTY OF CHEMISTRY AND CHEMICAL ENGINEERING, Večna pot 113, Ljubljana	FKKT
FACULTY OF MATHEMATICS AND PHYSICS, Jadranska ul. 19, Ljubljana	FMF
FACULTY OF MARITIME STUDIES AND TRANSPORT, Pot pomorščakov 4, Portorož	FPP
FACULTY OF COMPUTER AND INFORMATION SCIENCE, Večna pot 113, Ljubljana	FRI
FACULTY OF SOCIAL WORK, Topniška ul. 31, Ljubljana	FSD
FACULTY OF MECHANICAL ENGINEERING, Aškerčeva c. 6, Ljubljana	FS
FACULTY OF SPORT, Gortanova ul. 22, Ljubljana	FŠ
FACULTY OF PUBLIC ADMINISTRATION, Gosarjeva ul. 5, Ljubljana	FU
FACULTY OF ARTS, Aškerčeva c. 2, Ljubljana	FF
FACULTY OF MEDICINE, Vrazov trg 2, Ljubljana	MF

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FACULTY OF NATURAL SCIENCES AND ENGINEERING, Aškerčeva c. 12, Ljubljana	NTF
FACULTY OF EDUCATION, Kardeljeva pl. 16, Ljubljana	PEF
FACULTY OF LAW, Poljanski nasip 2, Ljubljana	PF
FACULTY OF THEOLOGY, Poljanska c. 4, Ljubljana	TEOF
VETERINARY FACULTY, Gerbičeva ul. 60, Ljubljana	VF
FACULTY OF HEALTH SCIENCES, Zdravstvena pot 5, Ljubljana	ZF

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# LEGAL AND OTHER FOUNDATIONS IN LAW THAT GOVERN THE OPERATION OF THE UNIVERSITY OF LJUBLJANA

- Constitution of the Republic of Slovenia (Official Gazette of the Republic of Slovenia No. 33I/1991-I, 42/1997, 66/2000, 24/2003, 69/2004, 68/2006, 47/2013, 47/2013, 75/16);
- Higher Education Act (Official Gazette of the Republic of Slovenia No. 32/12 – official consolidated text, 40/11 – ZUPJS-A, 40/12 – ZUJE, 57/12 – ZPCP-2D, 109/12, 85/14, 75/2016, 61/17 – ZUPŠ and 65/17);
- Decree on the public financing of higher education institutions and other institutions (Official Gazette of the Republic of Slovenia No. 7/11, 34/11 – Constitutional Court Decision, 64/12, 12/13, 38/16 and 35/17);
- Resolution on the National Higher Education Programme of the Republic of Slovenia 2011-2020 (Official Gazette of the Republic of Slovenia No. 41/2011);
- Statutes of the University of Ljubljana (Official Gazette of the Republic of Slovenia No. 4/17, 56/17);
- Ordinance on the reorganisation of the University of Ljubljana (Official Gazette of the Republic of Slovenia No. 28/2000, 33/2003, 79/2004, 36/2006, 18/2009, 83/2010);
- Research and Development Activity Act (Official Gazette of the Republic of Slovenia No. 69/2002, 115/2005, 22/2006-UPB1, 61/2006-ZDru-1, 112/2007, 9/2011, 57/2012-ZPOP-1A) and other regulations in the area of research and development;
- Resolution on the Research and Innovation Strategy of Slovenia 2011 - 2020 (Official Gazette of the Republic of Slovenia No. 43/2011).

University of Ljubljana departments and offices are also subject to other laws and rules governing specific fields, such as those in HR, finance, veterinary practices and the arts.

All the regulations that govern the operation of the University of Ljubljana as a whole are published by the University on its website [https://www.uni-lj.si/o\\_univerzi\\_v\\_ljubljani/organizacija\\_pravilniki\\_in\\_porocila/predpisi\\_statut\\_ul\\_in\\_pravilniki/](https://www.uni-lj.si/o_univerzi_v_ljubljani/organizacija_pravilniki_in_porocila/predpisi_statut_ul_in_pravilniki/).

