



SELF-EVALUATION OF THE INSTITUTION

Quality UL

**ANNUAL REPORT
2019: Business
Report and Quality
Assurance Report**

Univerza v Ljubljani



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INTRODUCTION

This document represents the Annual Report and includes the Business Report together with the Quality Assurance Report and Financial Report of the University of Ljubljana (UL) for 2019. The purpose of this document is to provide a comprehensive and transparent presentation of achievements in 2019 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 2019 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 faculties 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 faculties produced their own business and quality assurance reports. Self-evaluations performed at the member faculty 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 faculties. 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. 61). We conducted successful negotiations with the Ministry to obtain funds from the development pillar of financing. The development pillar of financing enables us to fulfil both on the university and member faculty levels our development potentials, and in particular to facilitate targeted and balanced development across all members.

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

In 2019 we recorded the following important events:

- We celebrated the centenary of the University of Ljubljana.
- In a call under the Marie Skłodowska Curie programme, Prof. Dr Mitjan Kalin of the UL Faculty of Mechanical Engineering was awarded a major European coordination project for the MSCA ITN European Joint Doctorate, entitled *GreenTRIBOS - European Joint Doctorate in Green Tribology for Sustainable Engineering*.
- In a call under the Horizon 2020 Widespread: Twinning programme the research group of Prof. Dr Samo Ribarič of the UL Faculty of Medicine, with the support of the UL Development Fund, was awarded the coordination project *COGDEC - Quantifying ageing related cognitive decline and mild cognitive impairment*.
- In 2019 the UL Faculty of Mathematics and Physics secured two prestigious postdoctoral individual MSCA IF scholarships for the two-year project *LiquidEff - Algebraic Foundations for Liquid Effects* (mentor Asst. Prof. Dr Matija Pretnar, researcher Dr Danel Abman) and the project *OPTOSOL - Interacting optical and topological solitons in frustrated cholesterics* (mentor Prof. Dr Slobodan Žumer, researcher Dr Guilhem Poy). The UL Biotechnical Faculty obtained a postdoctoral individual Widening Fellowship for the two-year project *NewSiest - Enhancement of UV stability of thermally modified wood through envelope impregnation with nanobased stabilisers* (Prof. Dr Marko Petrič, researcher Dr Kavyashree Srinivasa).

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 and with 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 as an internationally open and 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.

ACHIEVEMENT OF GOALS IN 2019 BY ACTIVITY THROUGH SELF-EVALUATION

1. EDUCATION

RAISING THE QUALITY OF EDUCATION AND IMPLEMENTATION OF STUDY PROGRAMMES

In 2019 the University of Ljubljana provided 163 first-cycle study programmes, 7 integrated master's programmes, 190 second-cycle programmes and 21 third-cycle doctoral study programmes. The University worked to raise the quality of study programmes, to foster creative dialogue between students, educators and researchers and to establish a culture of excellence in providing study programmes at all three levels of study.

Conducting self-evaluation of study programmes

Member faculties performed regular annual self-evaluations of study programmes, which looked at the individual study programmes as well as at the member faculties as a whole. At the same time, efforts were also made to raise competences in the area of self-evaluation of study programmes for both academic and professional staff.

A self-evaluation report is an obligatory part of any proposal to change an individual first-cycle or integrated master's study programme. The report generally already contains the elements that constitute a basis for developing the programme, as well as offering an indication of those proposing a change and the reasons for it, without needing any additional substantiation for it from member faculties. At the member faculties that formulate and use the reports, this serves to ease the preparation of material for developing study programmes and the material for their external evaluation.

Upon deliberating over the report on self-evaluation of study programmes, the council of doctoral programme administrators proposed an overhaul of the guidelines for making self-evaluation reports and survey questionnaires to adapt them better to doctoral education.

In the area of self-evaluation of study programmes, at the beginning of 2019 we concluded the process of meta-analysis of a sample of 51 self-evaluation reports, which we began based on the initiatives of the College of Vice Deans and doctoral programme administrators. We presented the results to representatives of the member faculties. In presenting the results of meta-analysis we showed member faculties the strong sides of self-evaluations performed, highlighted areas that need further development in the self-evaluation process, and also determined those points where the professional services could offer

additional support to member faculties. Based on the finding that self-evaluations were weakest as regards listing progress in the area of learning and teaching, in the middle of 2019 we began the process of updating the Guidelines for Self-Evaluation of Study Programmes. In this process we also got involved in the issue of the specifics of the arts academies and the specifics of the educational process in the third cycle (appropriate adaptation of the self-evaluation process), and formulated the first proposals for change.

At the beginning of 2019 activities were coordinated in preparation for sample evaluations (FA, Urban Planning, first cycle; EF, Business Administration, second cycle; EF, Banking and Financial Management, second cycle; EF, Entrepreneurship, second cycle; FE and FRI, Multimedia, first cycle), which were sent to NAKVIS at the end of March 2019. In September 2019 we notified member faculties of the list of study programmes for sample evaluation in 2019/2020 and briefed them on all the substantive and technical aspects of the process. By November 2019 the member faculties had drafted applications which at the end of the year were submitted for assessment. This process is continuing in 2020.

Linking content

The merging of study programmes at the UL Faculty of Arts is an extensive project that is still in progress at the Faculty. In cooperation with the member faculty, the Rector's Office has made all the necessary preparations for the entry of changes to study programmes (supplementing single-subject programmes with the content of two-subject programmes) in the Record of Study Programmes (EŠP). In 2019 no member faculty merged study programmes.

In the Chemistry master's programme, for the needs of internationalisation a new core field of study was introduced, links were established with foreign partners, the programme was opened up more for foreign students and the range of expert content offered by the programme was expanded.

Accreditation of new study programmes

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

We received accreditation for the joint master's programme Political Science – Integration and Governance (UL FDV).

Electronic record of study programmes (EŠP)

By the end of 2019 the EŠP included all doctoral study programmes and the first and second-cycle programmes of all member faculties, except UL FF and UL AG, and it is important to note here that UL FF is in an intensive phase of redesigning programmes and that by agreement it will be able to enter merged programmes in the EŠP, while at UL AG the work is challenging owing to the complex structure of the curricula, especially those for the programmes in Musical Arts in both cycles. In 2019 the electronic Record of Study Programmes (EŠP) greatly eased the procedures for developing study programmes

at all those member faculties that had confirmed entries of programmes in this information environment.

The protocol on exchange of data between eNakvis and EŠP was harmonised, and coordination work is still under way on the most appropriate technical systems. A trial export of data from EŠP to eNakvis was carried out, and possibilities for improvement were studied.

In 2019 a test environment was set up for checking the system in the EŠP that leads to the subject code at UL.

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 meetings with the guidance staff at secondary schools aimed at informing them of new features in the Higher Education Act, the Rules on the call for enrolment and the conducting of enrolment in higher education and the Call for enrolment in undergraduate and integrated master's programmes.

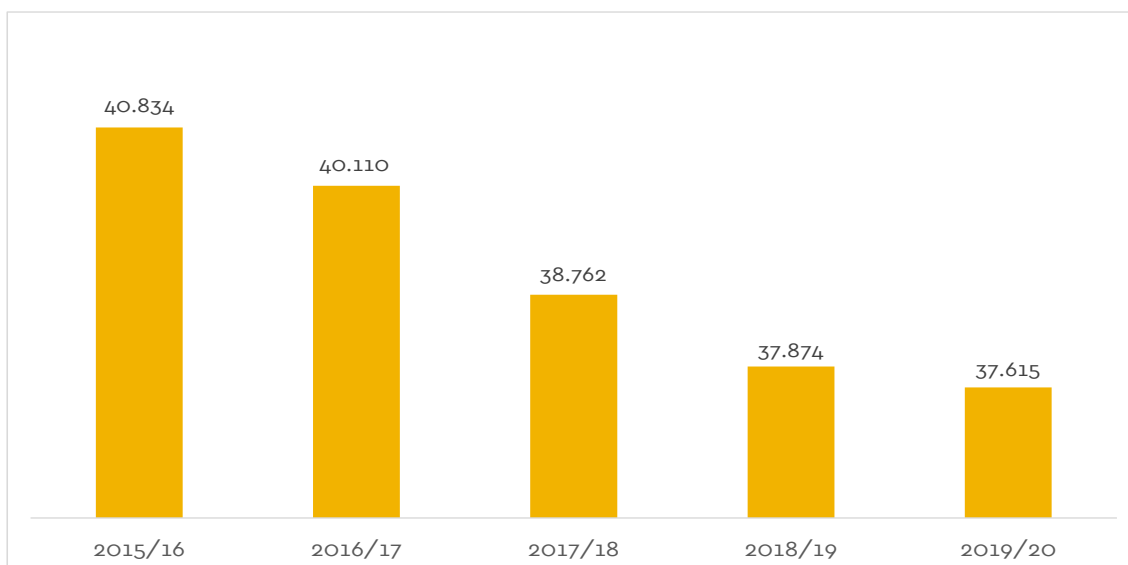
We organised an information day for Slovenians in neighbouring countries and foreign citizens and participated in a presentation on studying in Slovenia for pupils of bilingual secondary schools in Austria and Italy.

We took part in Informativa and at the education fair in Rijeka.

Member faculties also organised information days in 2019 for all levels of study.

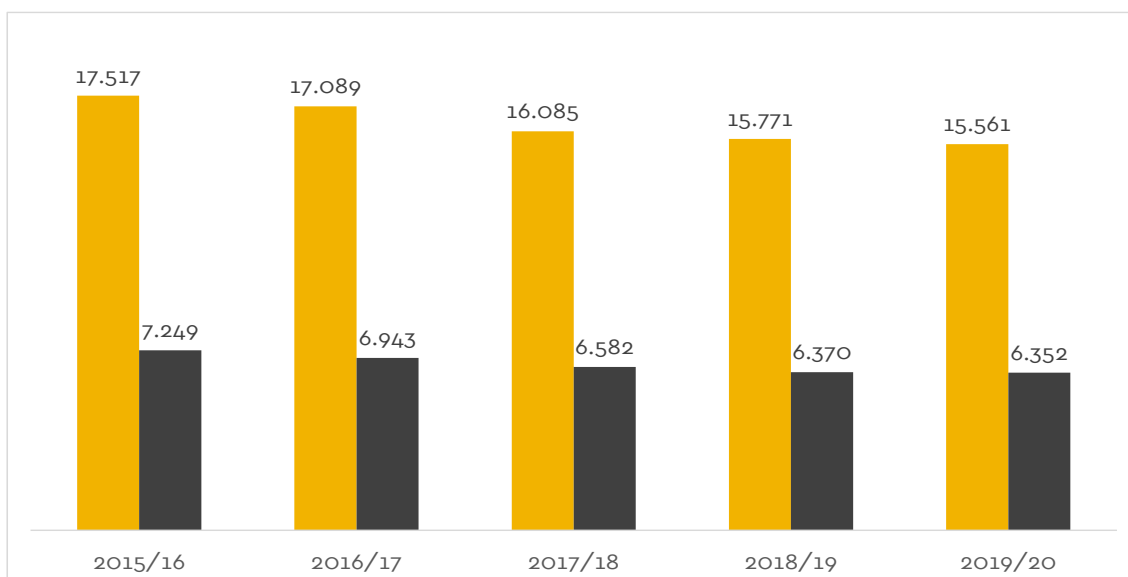
Parallel to this, information and guidance was provided to candidates for enrolment regarding the application and admission procedure (by e-mail, telephone, personal consultation), managing orders and issuing student ID cards, and cooperation with the Ministry of Education, Science and Sport (RRC provider) 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



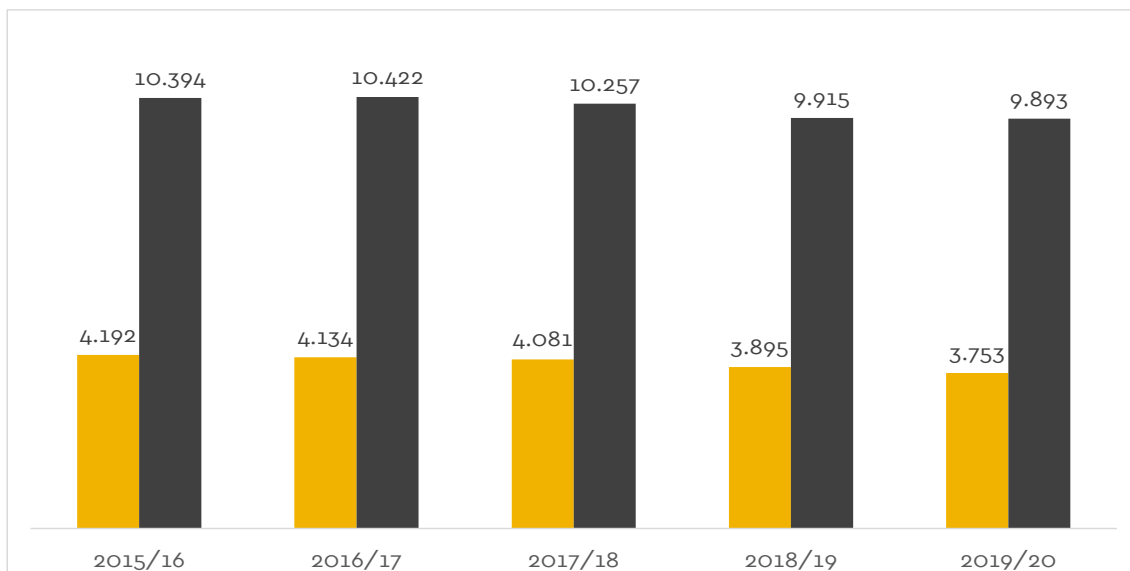
The number of students enrolled at the University of Ljubljana is falling, which is a consequence mainly of the demographic decline and openness of international higher education, and in part of what other higher education institutions are offering.

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



Relative to the planned number of enrolled first-cycle students, in the 2019/20 academic year enrolment fell, with 428 fewer students enrolled than in the previous academic year.

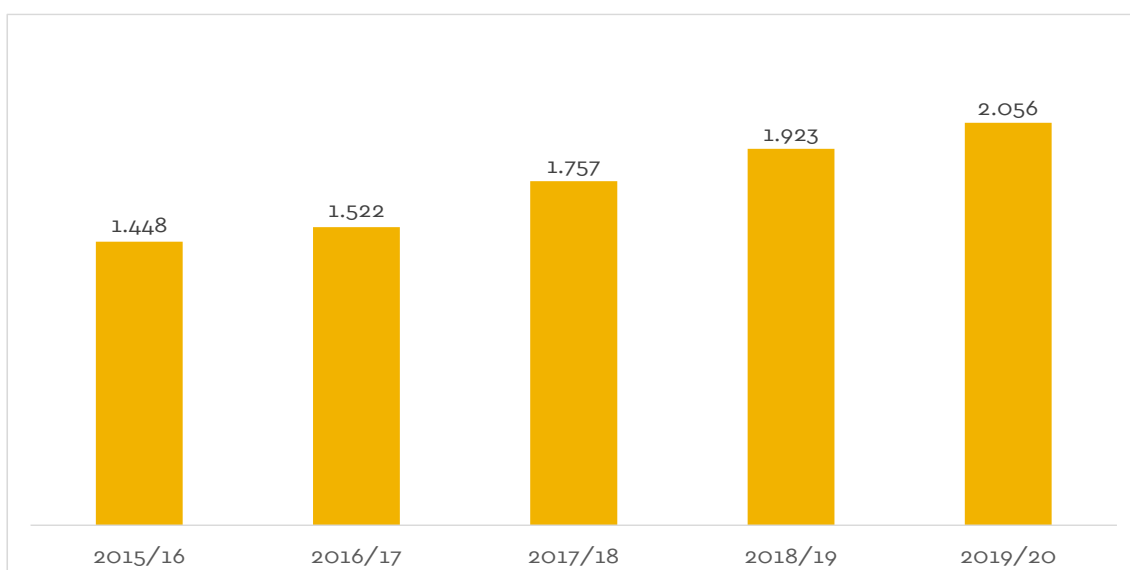
Figure 3: Number of students enrolled in second-cycle programmes



Relative to the planned number of enrolled second-cycle students, in the 2019/20 academic year enrolment fell, with 535 fewer students enrolled than in the previous academic year.

In the 2019/2020 academic year, four-year doctoral study programmes were offered for the first time, thus enabling doctoral candidates to take an additional year for in-depth scientific research work.

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



In third-cycle study programmes, enrolment exceeded the plan by 342 students. This is attributable to an increased demand for highly educated professionals, especially in the scientific fields of biomedicine and biosciences, and consequently also to the scope of cofinancing for tuition fees and promotion of doctoral study programmes.

We proposed an amendment to Article 38a of the Higher Education Act (ZViS) that would introduce more flexible conditions for enrolment in doctoral studies, so that the admission conditions for doctoral studies could also include appropriate fields of scholarship, thereby enhancing the quality of the study process and research. We bolstered cooperation with numerous Slovenian and foreign research institutions, with the Slovenian Research Agency (ARRS) and the Young Academy, the society of doctoral students and researchers starting out on their careers.

Cofinancing of doctoral studies

In the 2019/2020 academic year, public funding allocated by the Ministry of Education, Science and Sport to the University of Ljubljana for cofinancing doctoral studies amounted to EUR 3,113,834.78. A total of 1,026 students were eligible for cofinancing of tuition; of these, in line with the Decree on Cofinancing Doctoral Studies of 2017 and with the conditions and criteria adopted by the UL Senate, a total of 1,005 students received cofinancing for 74.78 percent of their tuition fees, while eligibility for cofinancing of tuition was also extended to a further 21 doctoral students selected in a public call for cofinancing doctoral studies issued in 2016.

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

As part of the Digital UL project, all member faculties were included in the process of introducing ICT into the education process, involving 55 study units or courses. A total of 20 pilot modernisations were completed in 2019, while 26 were in progress during the 2019/2020 winter semester. The project involved eight workshops and seven sets of webinars, which were attended by 423 participants, along with five consultations in the area of using ICT in the education process which were attended by 225 participants.

Learning and teaching

In 2019 we took several important steps forward in the area of learning and teaching. We invested efforts in providing teacher training for higher education teachers¹ and developed systems of quality assurance for learning and teaching. We effected some progress in the understanding of the current situation in higher education teaching at the University of Ljubljana, with UL being included in analysis of the existing forms of learning and teaching. For the first time we added a round table to the enhancement-led visits that will address learning and teaching, and have thereby created a system that will facilitate the exchange of best practices and recommendations for learning and teaching among member faculties. We focused special attention on the question of evaluating educational work, since we believe that the quality of learning and teaching is influenced by the recognition that as an institution we give to this work. For this reason we desi-

¹ We provided training as part of the project Innovative Forms of Learning and Teaching in Higher Education (INOVUP), the Digital UL project and within the programme for a culture of quality.

gned indicators of educational excellence. As part of our cooperation with the European University Association (EUA) we were actively involved in the Peer Learning Group in the area of learning and teaching.

The objectives that we set were achieved in 2019 as part of various activities carried out either in the framework of activities of University services or as part of projects or associations in which we are involved.

Shifts that indirectly or directly affected the educational process were also made at the individual member faculty level. Considerable progress was noted in terms of the use of modern technologies in the educational process and modernisation of educational/didactic equipment (UL AG, UL BF, UL EF, UL FPP, UL VF). Member faculties also took important steps in revising course syllabuses, optimising the selection of electives, and in updating and harmonising curriculums (UL AGRFT, UL ALUO, UL FDV, UL FKKT, UL FS, UL FU). Much was also achieved in efforts towards establishing the principle of interdisciplinarity and course cohesion² (UL AGRFT, UL FA, UL FU, UL PEF), and in improving the processes of knowledge assessment, while the qualitative and quantitative aspects of assessment were harmonised (UL AG), networks of assessors were established (UL FA), exam timetables were coordinated and internal inter-peer evaluations of lectures and exams were carried out (both UL FS), practical midterm tests were introduced along with the possibility of creating a practical (cosmetic) product (both UL FFA) and the possibility of applied directed master's dissertations (UL FA). Key progress was also noted in promoting various methods of teaching that are not teaching ex-cathedra, for instance of student projects and field work (FE), reverse learning and project work (both UL FFA), problem learning (FU), combined learning (EF) and new methods in general (emphasising ICT; UL NTF). Progress was also evident in the area of providing teaching in English (UL BF, UL FF, UL FFA, UL FGG, UL FKKT, UL ZF).

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. We began implementing measures defined in the UL Development Goal Plan.

We actively participated in the European universities association EUTOPIA (European Universities Transforming to an Open Inclusive Academy), CELSA (Central Europe Leuven Strategic Partners), The

Guild, in the Regional Platform for the Western Balkans, in the Southeast Europe and the Western Balkans Rectors' Forum, in working groups and also in the activities of the international associations UNICA, Utrecht, Alps-Adriatic Rectors' Conference (AARC), the EUA and VIU (Venice International University).

² For example cooperation among students of different fields of study and programmes, learning links between individual courses, recognising the same issues relating to multiple fields, multi-subject seminar assignments and projects.

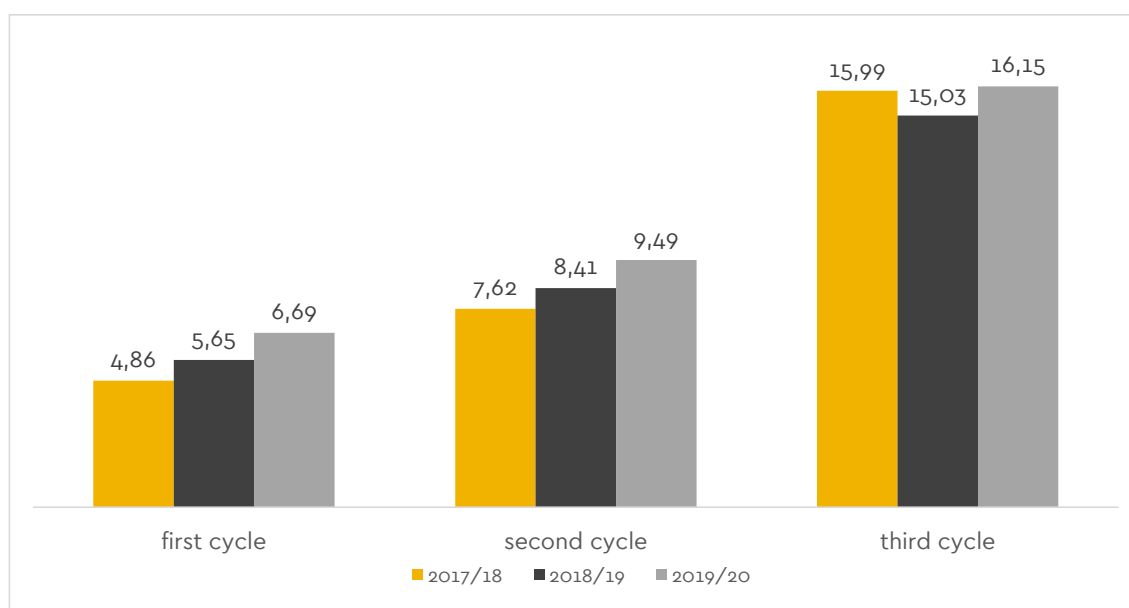
Based on successfully securing funds for mobility in the projects Erasmus+, European Structural Funds and the Scholarship, Development, Disability and Maintenance Fund of the Republic of Slovenia, we maintained the high number of outgoing students going on exchanges and practical training and of employees at partner institutions in Europe and beyond its borders. At the same time there was an increase in the number of incoming students and teachers on exchanges.

Each year UL students also take part in various competitions abroad, where their performance is outstanding.

In 2019 the University of Ljubljana saw an increase in the number of applications from candidates who completed their secondary education abroad: applications were submitted to UL by 1,717 candidates (in 2018: 1,240; in 2017: 925), of whom 800 were accepted (in 2018: 630; in 2017: 584).

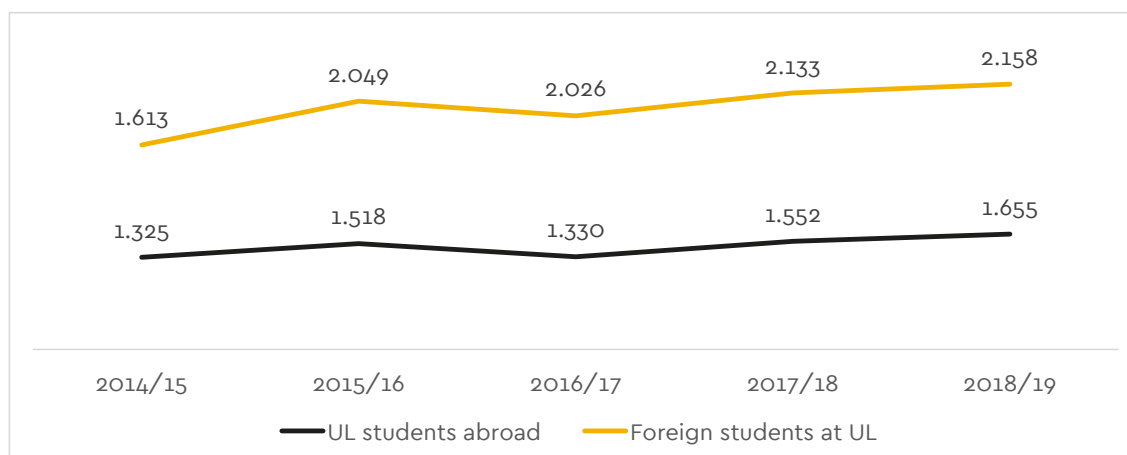
In the 2019/20 academic year, we enrolled a total of 3,094 students who do not hold Slovenian citizenship (foreign students), and who account for 8.23 percent of all enrolled students. Our goal for the 2019/20 academic year was 6 percent foreign student enrolment, which we exceeded.

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



UL students are enabled to study abroad by institutions with which we cooperate in the selection of candidates. In this way UL students have received scholarships for study at foreign universities from the Parus Foundation, Knafelj Institution, Tuma scholarships and scholarships from the Likar Fund. At the University level we have set up courses that are provided in a foreign language. The list of these courses is published on the website for the individual academic year. Some courses in a foreign language are intended only for exchange students. In view of what member faculties are offering, we recorded 87 percent provision of these courses.

Figure 6: Number of all students on exchanges 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 few 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 276 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 2018/19 academic year

	Up to 1 month	1 to 3 months	3 to 6 months	Over 6 months	Total
Erasmus+ for study	3	27	1,069	346	1,445
Other	136	22	34	14	206
Erasmus Mundus			3		3
Inter-university agreement	14		70	40	124
Inter-government agreement	7	9	18	10	44
CEEPUS programme	86	30	28	16	160
Erasmus+ for practical work during studies	1	80	73	4	158
Erasmus+ for practical work of graduates			1		1
Erasmus+ credit mobility		1	13	3	17
Total	247	169	1,309	433	2,158

Table 2: Number of University of Ljubljana students on exchange abroad by duration of exchange and level of study in the 2018/19 academic year

	Up to 1 month	1 to 3 months	3 to 6 months	Over 6 months	Total
First cycle	12	34	480	102	628
Academic	12	18	435	91	556
Professional higher education	0	16	45	11	72
Second cycle	179	101	573	153	1,006
Integrated master's	164	44	116	54	378
Master's	15	57	457	99	628
Third cycle	5	4	9	3	21
Total	196	139	1,062	258	1,655

International activities in the area of doctoral studies

In 2019 we continued activities aimed at increasing the internationalisation of doctoral studies. We actively participated in the Steering Committee of the Council for Doctoral Education of the European University Association (EUA-CDE), participated in events and conferences of that association (participated in the EUACDE Steering Committee meeting in Amsterdam, in the thematic workshop entitled Inter-institutional Collaboration in Doctoral Education at the Vrije University and participated in the EUA-CDE annual conference entitled The Societal Dimension of Doctoral Education in Brescia in Italy). We also linked up with other doctoral schools and cooperated with numerous other working groups of foreign universities, including in the external advisory committee of the Doctoral Academy of the University of Graz, in the field of interdisciplinary studies at the University of Zagreb and in the postgraduate centre in Dubrovnik. With the aim of acquiring funds for postdoctoral projects and opening up the possibilities of cooperating with Kochi University of Technology and the African Doctoral Academy at Stellenbosch University we started linking up with the Centre for Advanced Studies (CAS).

We actively participated in a group of 160 experts from various countries who compiled an analysis of the development of doctoral education in the past decade. We took part in an international conference in Hannover, which served to present the findings of analysis and to adopt the Hannover Recommendations for improving doctoral education.

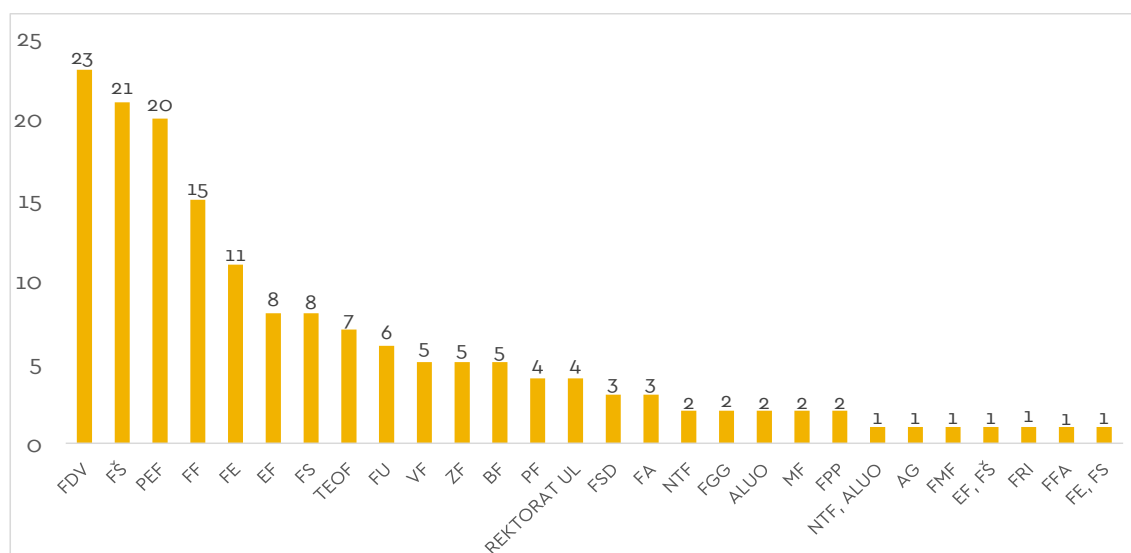
Joint call of partner universities in the EUTOPIA network

We put together a joint call of partner universities for collaboration in the framework of joint comentorship in the preparation of doctoral dissertations by doctoral candidates of the EUTOPIA universities network. In this pilot call the University of Ljubljana is working together with CY Cergy Paris University in France. In addition to this we signed two agreements between member faculties and partner institutions concerning joint implementation of research and co-mentoring in producing doctoral dissertations, with the possibility of obtaining two diplomas (co-tutelle: with Masaryk University of Brno, Czech Republic, and Parthenope University of Naples in Italy). We prepared six agreements which are still being fine tuned (University of Pisa, Italy, University of Groningen, Netherlands, KU Leuven, Belgium, University of Coimbra, Portugal, Lund University, Sweden, and Tor Vergata University of Rome in Italy), and participated in aligning agreements for obtaining doctor of science degrees at two institutions as part of the Marie Skłodowska-Curie Innovative Training Network European Joint Doctorate.

Projects to modernise the education system and study programmes as part of the Erasmus+ programme

The most important European programme for modernising and developing the education system and educational processes is Erasmus+. UL member faculties are actively participating in the E+ KA2 type projects Strategic Partnerships, Coalition of Knowledge, Strengthening Capacities, Jean Monnet and Sport. In 2019 they were involved in 114 projects, of which they were the coordinator or lead organisation in 20 projects. In terms of the number of Erasmus+ Strategic Partnerships projects (98), UL is the top university in Europe.

Figure 7: Number of all Erasmus+ projects



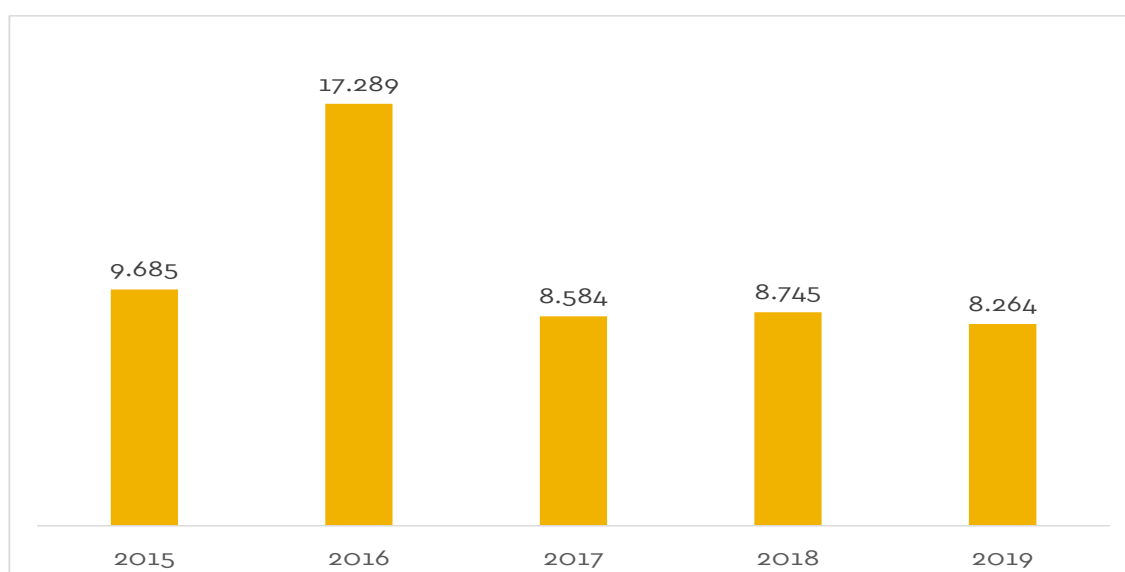
Regional Platform for the Western Balkans

In the framework of the Regional Platform for the Western Balkans, which devotes special attention to the development and quality of doctoral studies, and also to the greater recognition of and improvement of cooperation among universities in the region, in the desire for better support of doctoral students we updated and published a common database of experts and the most successful teachers and scholars. We also updated the website, which is now more open and enables easier searching of information. The database currently includes experts from the University of Ljubljana, the University of Belgrade and the University of Novi Sad, who participate as (co)mentors or members of committees in monitoring the work of doctoral students.

Improving the quality of the study process

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

Figure 8: Number of graduates from the University of Ljubljana in study programmes at all levels, 2015 to 2019



In 2019, a total of 8,264 students graduated from the University of Ljubljana in all three cycles, which is 481 less than in the year before and 885 fewer graduates than we planned.

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

Table 3: Progress from the first to the second year in the first cycle, with information on duration of study programme

First cycle	Programme duration (excluding final year)	2015/16	2016/17	2017/18	2018/19	2019/20
academic	3	56.49%	57.48%	60.17%	64.34%	59.84%
academic	4	58.96%	58.87%	57.33%	44.11%	64.24%
professional higher education	3	49.55%	50.67%	53.99%	55.32%	53.88%

Figure 9: Number of students completing their first-cycle studies, by type of study

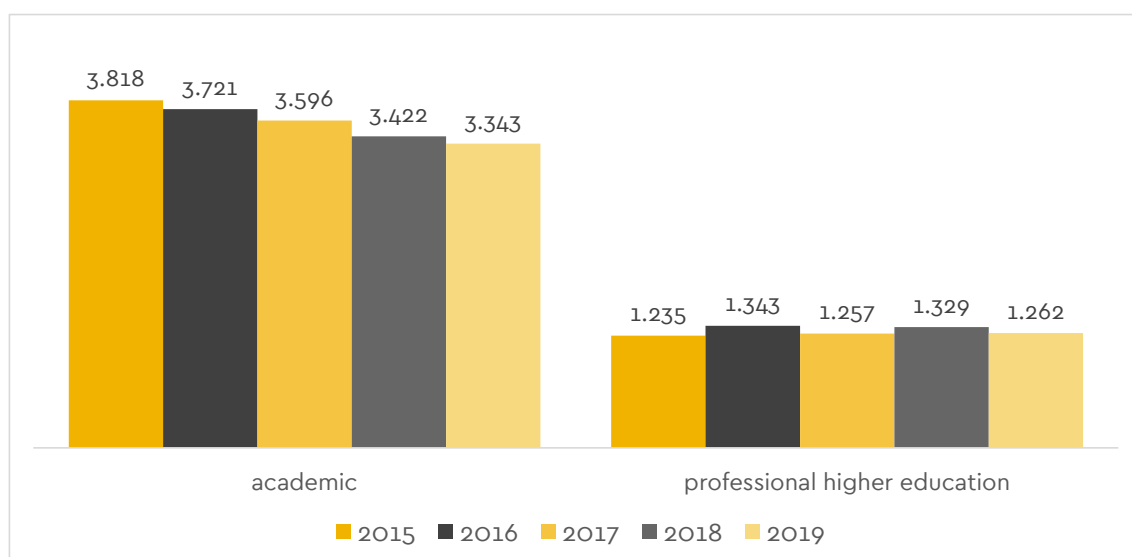
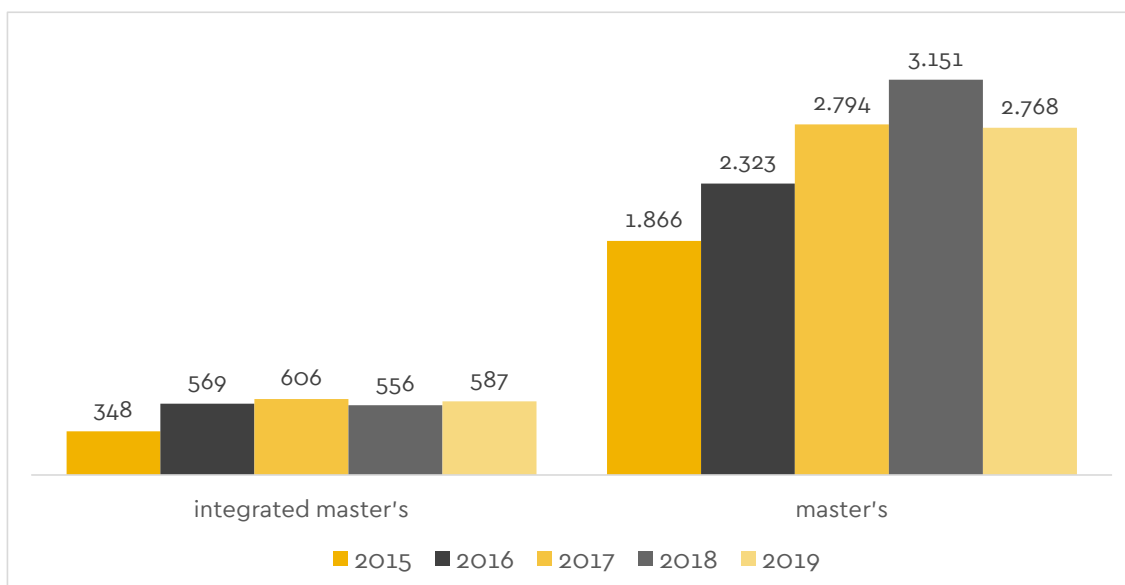


Table 4: Progress from the first to the second year in the second cycle, with information on duration of study programme

Second cycle	Programme duration (excluding final year)	2015/16	2016/17	2017/18	2018/19	2019/20
integrated master's	5	67.99%	65.78%	70.27%	68.88%	74.35%
integrated master's	6	87.62%	90.60%	91.14%	85.19%	94.51%
master's	2	70.75%	72.18%	72.01%	73.90%	78.66%

Figure 10: Number of students completing their second-cycle studies



Within the framework of the doctoral school and the Council of Administrators of Doctoral Programmes we worked to ensure integrated and high-quality doctoral studies, the implementation of the provisions of the umbrella Rules on Doctoral Studies, we promoted the interdisciplinary dimension and focused on improving the quality of mentor work.

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

Third cycle	Programme duration (excluding final year)	2015/16	2016/17	2017/18	2018/19	2019/20
doctoral	3	87.10%	97.53%	89.17%	93.50%	90.79%

We organised the annual meeting of the doctoral school, at which together with doctoral candidates, their mentors, administrators and others responsible for doctoral studies, we discussed new trends in the area of doctoral education, various aspects of the development of doctoral studies at UL and other current topics of importance for the quality of doctoral education. Within the regular meetings of the Council of Administrators of Doctoral Programmes we focused on establishing uniform standards for implementing doctoral studies and held a discussion on the implementation of the provisions and the application of the umbrella Rules on Doctoral Studies. We proposed amendments to the Statutes and the Rules, providing arrangements for continuing or completing doctoral studies after a hiatus of more than two years, and for the completion of studies by students enrolled in doctoral programmes changed to a duration of four years.

Figure 11: Number of students completing third-cycle studies

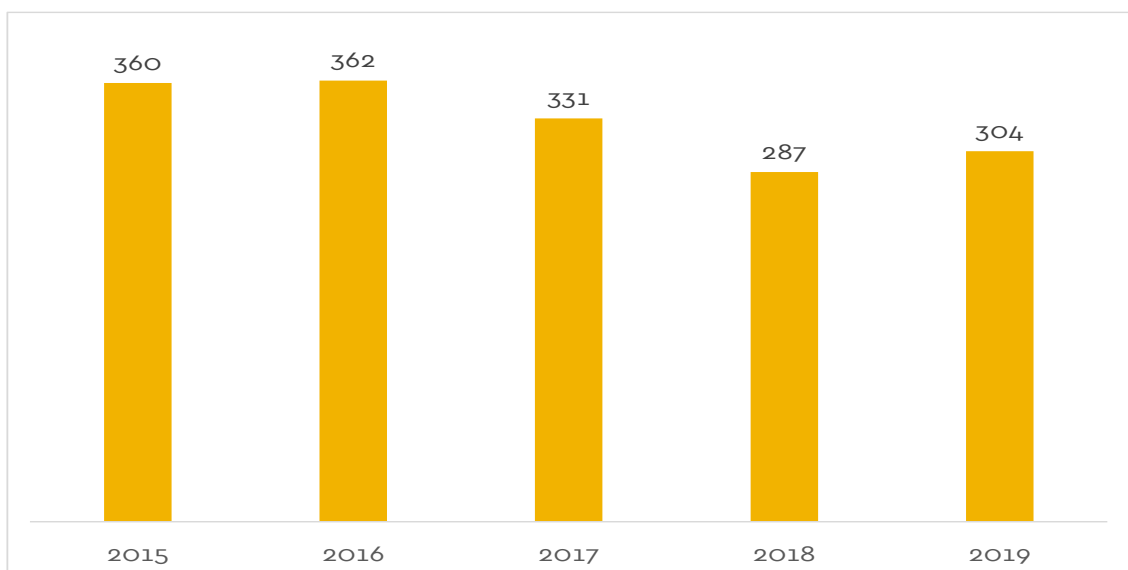
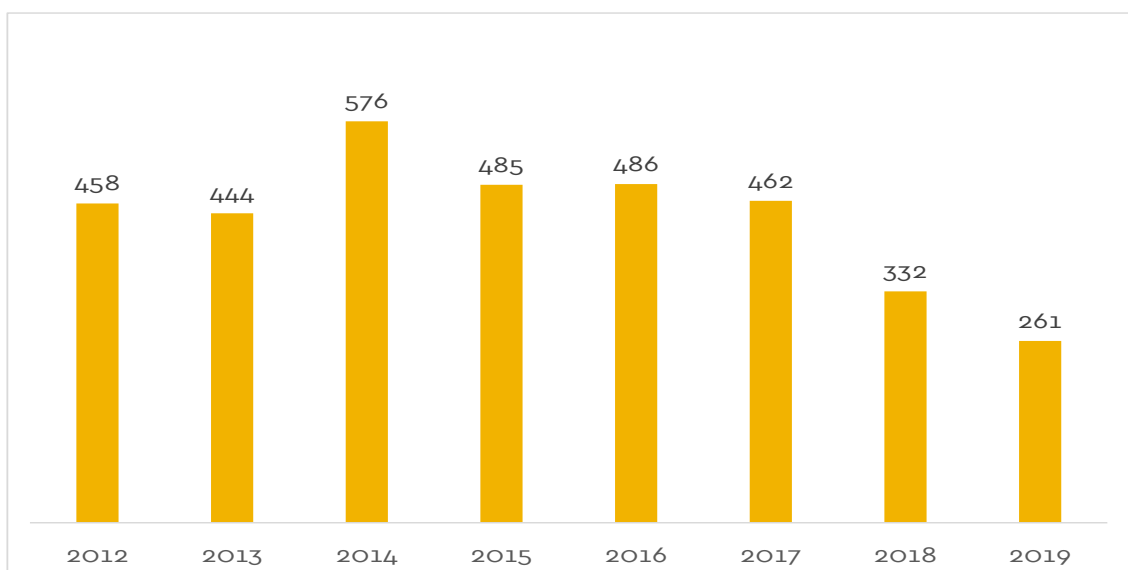


Figure 12: Number of promotions of doctoral graduates



In 2019, in a total of 25 promotions 261 doctors of science were promoted.

Promotion of study programmes

We promoted the University at international fairs: EAIE in Helsinki, at fairs in Zagreb, Trieste, Belgrade, Novi Sad, Tirana, Sarajevo, Rijeka and in Ukraine, and through notices in foreign local media. We gave online presentations of study at UL in English, Serbian

and Croatian through the Study in Europe initiative. We also composed a web presentation of studies by individual fields. Promotion of UL was also conducted in the context of summer schools. In 2019 we held 43 summer schools, which drew 1,754 participants, of whom 1,458 were not Slovenian citizens. Academic credits were evaluated for 23 summer schools, with 431 students with successful participation gaining credits. A total of 30 summer schools were provided entirely or in part in a foreign language.

International promotion of the University led to the greater prominence of UL and increased enrolment of foreign students at UL and an increase in the number of foreign teachers at UL. At the beginning of the academic year we held the traditional reception for foreign students, as part of which students gained information about studying at the University of Ljubljana and living in Slovenia. The reception was attended by over 400 students enrolled in University of Ljubljana programmes. Numerous information and social events for foreign students were also organised at UL member faculties. The reflections of foreign and domestic departing students provide for an effective form of exchanging best practices in deciding on such forms of study. We also promote studying at UL via the University's alumni, Slovenian diplomatic missions abroad and the UL Global Network.

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
Regular cooperation established with NAKVIS to set up electronic data flow on study programmes	Reliable and consistent review of study programmes, content and accreditation status accessible to all stakeholders envisaged in law for keeping records in their fields.
Support use of the EŠP records for developing study programmes	Ease of viewing data on study programmes in one place, shortening the procedure for modifying programmes and simple preparation of materials, transparency of the situation before and after modification, separated by academic years and comprehensive versions of study programmes by academic years.
Annual meeting of doctoral school	Familiarisation with new features and opportunity for all stakeholders (those in charge of doctoral studies, doctoral candidates, mentors and other groups), open discussion of challenges and opportunities to improve the quality of doctoral education.
Joint summer school of three universities (University of Ljubljana, University of Graz and University of Rijeka)	Strengthening international cooperation, sharing best practices and possibility of presentation of the research of doctoral candidates.
Modernisation of existing IS through automation of specific processes of the selection procedure	More reliable procedure with consequent reduction in complaints

Establishment of INFO POINTS for notification of candidates completing secondary education abroad	Greater flow of information, faster and more prompt notification of enrolment candidates.
Online presentation of studies at the University of Ljubljana and video presentations by individual fields	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 a greater choice of courses for foreign students.
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 THREATS	OBJECTIVES	PROPOSED MEASURES
Systemic obstacles to greater progress in the development of study programmes	Achieve standardised understanding of legal provisions	Participation in drafting the Higher Education Act.
Non-stimulative salaries of young researchers and consequent difficulty attracting candidates, especially in the fields of medicine and mechanical engineering	Establish a more stimulative environment and employ young researchers in all allocated positions	Cooperation with ARRS, Ministry of Public Administration, Ministry of Education, Science and Sport in finding appropriate solution.
Postponing the start of financing and training for foreign young researchers even by more than half a year owing to the lengthy procedures to obtain the single residence and work permit for foreign candidates	Timely arranging of status of foreign young researchers	Agreement with administrative unit on priority treatment and observance of legally defined deadlines for dealing with applications; initiative of Education, Foreign and Interior ministries for simplification of procedures.
Outmoded IT system for application and admission procedure	Provide effective information support for selection process	Participation in the systemic arrangements on the national level (for construction of a new module).
Insufficient percentage of applications with digital certificate	Increase proportion of digital certificate users	Participation in the systemic arrangements on the Education Ministry level; encourage applications with an AAI account.
Inadequate accommodation capacities for foreign students	Increase accommodation capacities	Education Ministry initiative for construction of additional accommodation capacities.

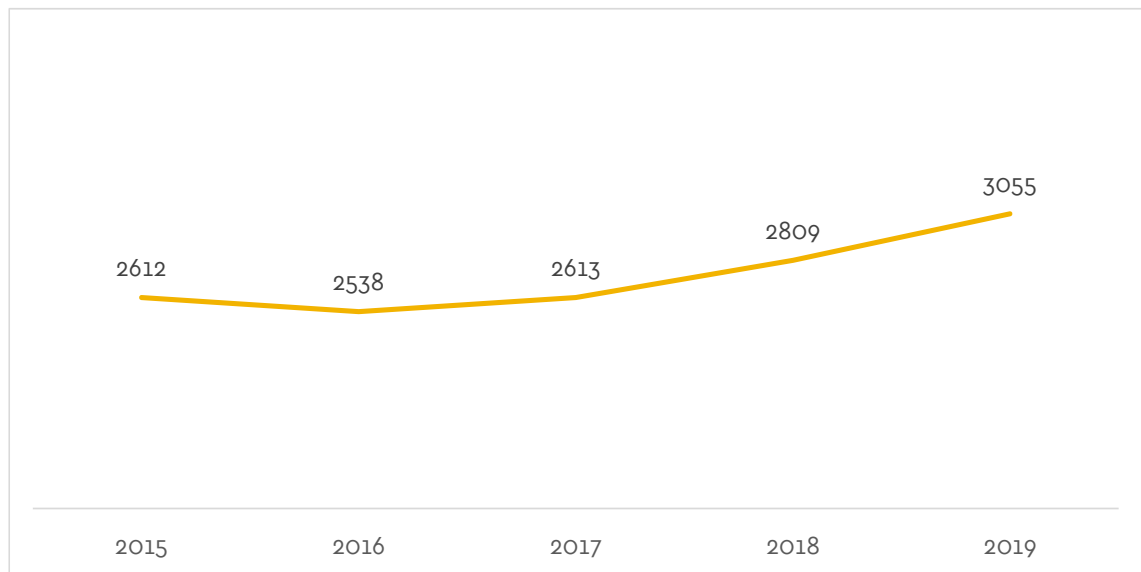
KEY WEAKNESSES	OBJECTIVES	PROPOSED MEASURES
Non-compatibility of eNakvis and EŠP in structure and usability	Simply and smoothly transfer data without additional checks on the correctness of data	Alignment of the EŠP in the structure (e.g. add the structure of enrolment requirements and criteria for candidate selection) and importance of data for cooperation with the Education Ministry in confirming enrolment calls.
Lack of interconnectedness of doctoral students	Establish a community of doctoral candidates	Organisation of at least two meetings of doctoral candidates per year.
Inadequate provision of generic knowledge	Empower doctoral candidates through knowledge and skills that are not represented in study programmes and are vital for their further careers	Modernisation of the provision of generic knowledge and skills at the doctoral school level.
Large number of incomplete applications from candidates with foreign secondary education	Reduce the number of incomplete applications.	Introduction of various methods of notifying foreign candidates, e.g. ChatBot, Skype.
Inadequate overview of international activities of member faculties	Obtain a comprehensive overview of the international activities of UL	Reporting on international activities as part of regular reporting processes.
The interest of UL students in foreign exchanges is stagnating or even declining	Increase the number of mobilities for UL students abroad	Increased promotion of the possibility of exchanges, boosting support activities before, during and after mobility.

2. RESEARCH

IMPROVING THE QUALITY OF RESEARCH

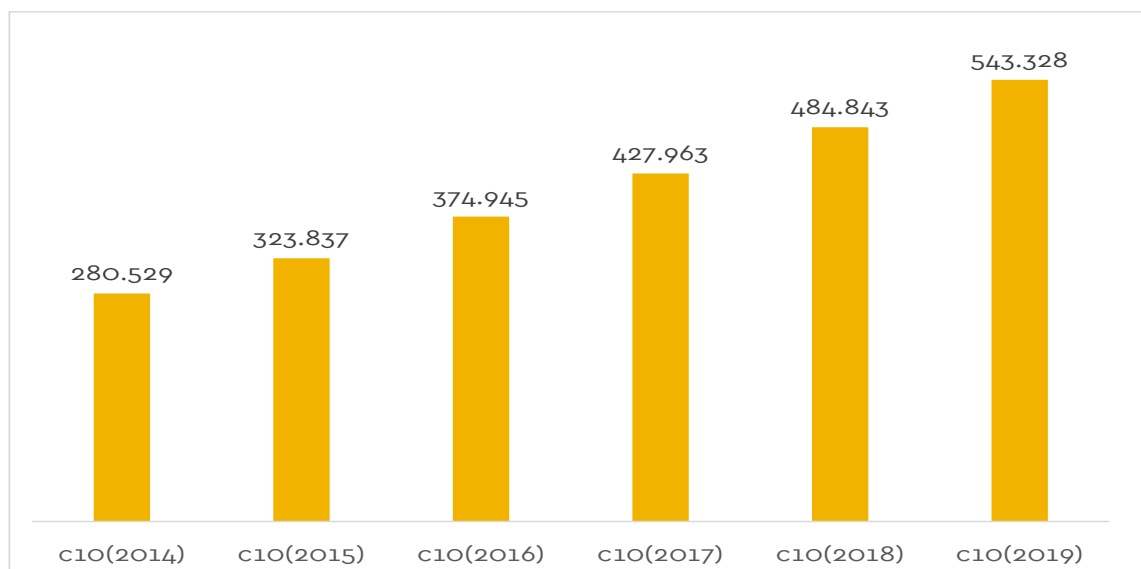
In 2019 we had 4,252 registered researchers, operating in 275 research groups. In 2019 we published 3,055 articles on Web of Science (WoS), which is a fine achievement given the number of registered researchers, while also being an increase over the previous year.

Figure 13: Articles published on WoS (source: WoS)



According to WoS data there was also an increase in the number of citations of UL publications, with the number almost doubling in the last five years.

Figure 14: Citations over a 10-year period (c10) (source: WoS)



The larger number of publications with foreign partners is an indicator of the greater research linking among researchers in Slovenia and abroad. The larger number of citations is an indicator of the greater international reach of research conducted at UL.

UL and member faculties Development Fund

The UL Development Fund (RSUL) has operated since 2014 and has at its disposal funds of approximately EUR 350,000 for:

- supporting the linking of UL researchers with strategic partners for the development of common European research projects;
- enabling various forms of training for those applying in EU calls and to raise research excellence; and
- financing expert support for UL employees applying in calls of the European Framework Programme for Research and Innovation.

In 2019, from the UL Development Fund (RSUL) we financed 35 professional paths of researchers and technical staff, with the aim of training and networking with strategic partners. We enabled 22 international expert reviews of project proposals. We also awarded seven incentive packages to mentors of applicants who were successful in the call for H2020 Marie S. Curie Individual Fellowships, in a value of EUR 21,000.

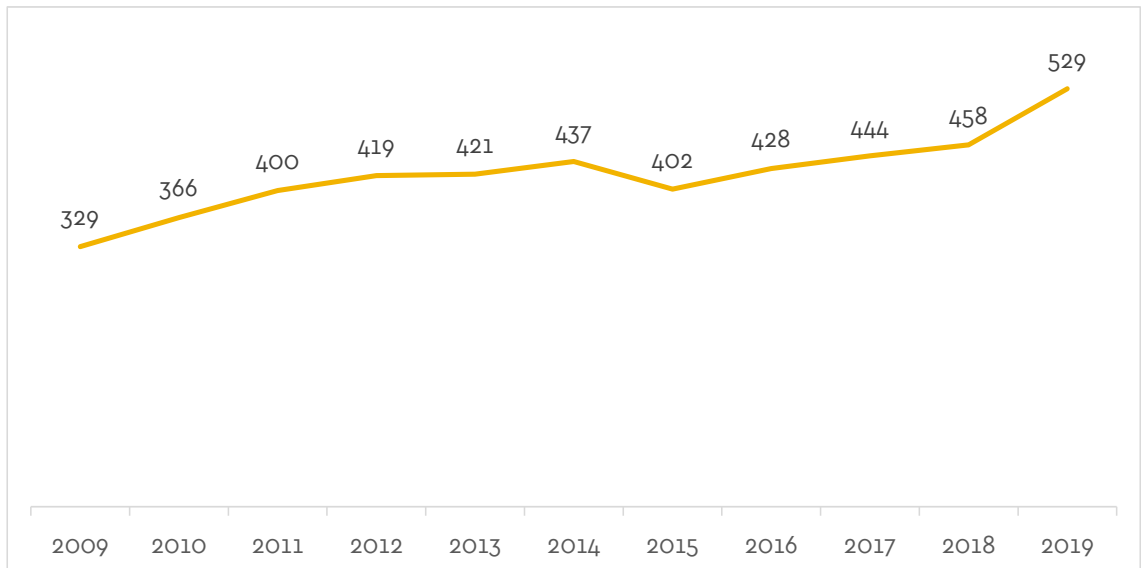
In 2019 some member faculties (including UL EF, UL FGG, UL FF) set up or already have their own development funds or are making special awards to researchers with the allocation of additional IRD funds³ (e.g. UL FPP). In this way in 2019 they funded internal calls for multidisciplinary projects and enabled various support activities for researchers, whereby they are seeking to promote the multidisciplinary aspect and international research excellence, a larger number of high-quality publications and the inclusion of doctoral students in research.

Increased participation in European research programmes

In order to increase the participation of the University of Ljubljana in European research projects and developing competitive projects, we provide consulting and enable the coordination of external professional services. We provide consultation and coordination services that include consolidation of the project concept and consortium, the preparation and submission of the project application, and the 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 2019 the University was involved in 529 projects, of which it was the lead organisation (coordinator) in 53 projects. The graph below shows the success of UL in applications under European calls.

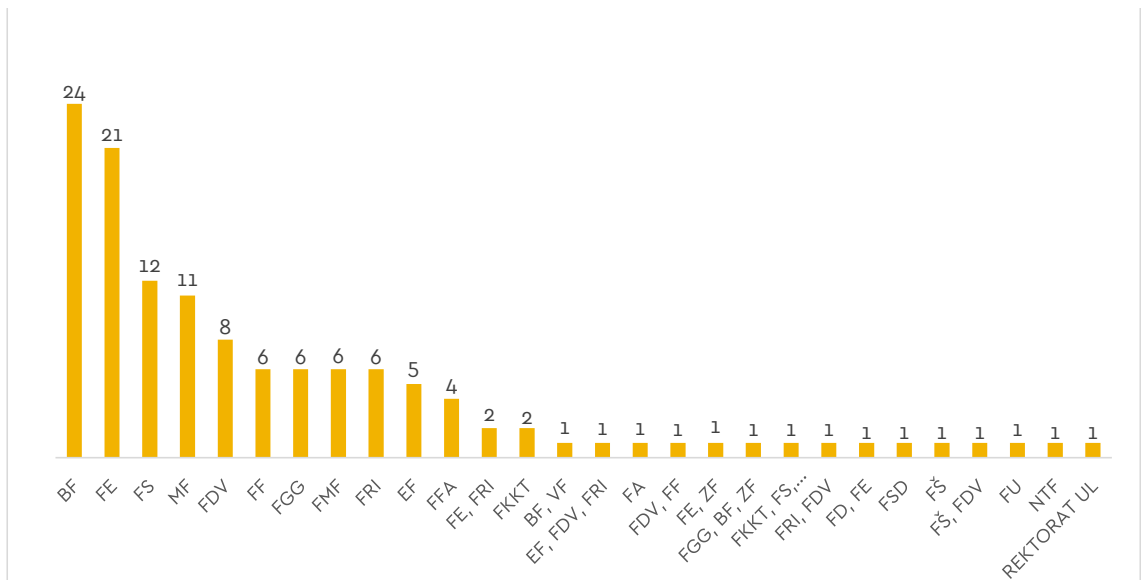
³ Funds for individual scientific, research and artistic work.

Figure 15: Number of current European projects at UL in the past 10 years



In the research sphere, Horizon 2020 is the most important and far-reaching research and innovation programme in the European Union. In 2019 we participated in 129 projects (including projects in which UL acted as a third party or associated party) with approved funds in a framework amount of around EUR 38 million, of which for 15 projects we served as the lead organisation.

Figure 16: Number of current Horizon 2020 projects in 2019 by UL member faculty



Programmes of European territorial 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 faculties 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).

In 2019 there were a total of 43 current projects of European territorial cooperation at UL, of which UL member faculties were participating in four as coordinator or lead organisation. The largest number of projects (27) fall under the programme of transnational cooperation, followed by transboundary cooperation projects (14), while two projects are classed as interregional cooperation.

UL Project Academy and other training to increase research excellence

In 2019 we organised 29 events (in the form of 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 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 applying to MSCA ITN, ERASMUS+, Interreg Italy-Slovenia, Horizon 2020 WIDESPREAD and for the 4th CELSA call;
- a coordination meeting for the call for Interreg Adrion;
- the event Opportunities for Researcher Mobility and we gave a presentation at the Welcome Event for Foreign Researchers;
- a two-day MSCA IF Masterclass of the University of Ljubljana;
- an internal consultation of departments for EU projects and departments for national projects, the annual meeting of R&R departments and the lecture Supporting Research at the University of Oxford (Gill Wells);
- the workshop How to make presentations in science more engaging (Mag. Barbara Luštek Preskar);
- the workshop Why become an evaluator of European projects (Asst Prof. Dr Jelena Juvan, Asst. Prof. Dr Mojca Volk);
- the training course Ethics in H2020 projects (Dr Nina Peršek);
- an ERC workshop – A University of Oxford Perspective (Gill Wells);
- 10 workshops for those applying in ERC StG and CoG calls (Yellow Research, Graphic Preparation).

At the prompting of the University of Primorska, the professional departments for research and doctoral fields and project offices from all the Slovenian universities met at an annual meeting and exchanged experiences and best practices, which we intend to

continue in 2020, when the meeting will be hosted by UL.

INTERNATIONALISATION OF RESEARCH AND STRATEGIC LINKS

The Guild of European Research-Intensive Universities

In 2019, within various working groups of The Guild, the University of Ljubljana actively participated in drafting recommendations for the European Commission regarding the setting up and designing of the new framework programme for research and innovation, Horizon Europe. A document was also created on the positions of UL (i.e. a UL Position Paper) regarding the proposals of the European Commission concerning envisaged changes to the Marie S. Curie programme as part of Horizon Europe, and this was sent to The Guild, to the Ministry of Education, Science and Sport, and to the Permanent Representative of Slovenia in Brussels.

CELSA – Central Europe Leuven Strategic Alliance network

Operating within the CELSA association, which was established in 2016, is the CELSA fund, which finances two-year preparatory research projects, which result in the projects being entered in one of the EU calls. CELSA projects in which UL participates are financially supported by the UL Development Fund. In 2019 we approved three projects valued at EUR 90,000, specifically *Intratumoral DNA-based immunomodulatory antibody therapy as a single or combined treatment with irradiation: A pre-clinical proof-of-concept study* (Prof. Dr Gregor Serša, UL ZF), *Treating cognitive decline by targeting energy production in the central nervous system* (Prof. Dr Robert Zorec, UL MF), and *Discovery of CCR7 small molecule inhibitors by virtual screening and hit-to-lead optimization* (Prof. Dr Stanislav Gobec, UL FFA). On 28 November 2019 we closed the fourth call for new research projects for 2020. A total of 29 applications had been submitted by the deadline, with UL participating in 9 project applications.

In 2019 the CELSA association awarded the Service to Society Award for the first time. Dr Rok Zupančič, Associate Professor of Defence Studies at the UL Faculty of Social Studies, is the first recipient of the CELSA award, for the important social, economic and cultural influence of his community-oriented research and field work, and for his efforts to include marginalised groups and the general public in research and awareness-raising activities. The award is intended for researchers who through their work have gone beyond their professional duties and had an important and positive impact on society, including outside academic circles.

VISION2020/CROWDHELIX - An Open Innovation Network for Research Organisations & Businesses and the platform for searching calls, Research Professional

The aim of the VISION2020/CROWDHELIX 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 2019 through this network we established several active instances of cooperation and numerous links with already established consortiums, and at the same time we appo-

inted our own representative to the network's advisory committee. The aim of membership of the advisory committee is to ensure more intensive cooperation of the University of Ljubljana in strategic and other special-interest initiatives.

In the platform Research Professional the number of registered users rose from 574 to 632 in 2019.

COST BESTPRAC

Since 2014 the research and knowledge transfer offices have been involved in the COST BESTPRAC action for linking and exchanging best practices in the area of administrative support for European research projects. The action concluded in 2019. In 2019 the representatives of those offices attended two meetings of the action. The closing event took place in September 2019 at the COST headquarters in Brussels, and involved a presentation of the results of this COST action and of the importance of this kind of linking for European research administrators and managers. Between 2014 and 2019, COST BESTPRAC involved the participation of 683 research administrators from 41 countries, the organisation of 12 meetings, 8 trainings with 248 participants, and funding for 76 brief visits. Together the research administrators prepared a range of documents and handbooks to help researchers and research departments conduct European research projects, for instance the Coordinator's Survival Kit, Financial Management of H2020 projects: Guide to Best Practice, Research Support Staff Framework, Legal Survival Kit: "Alone in the Grant Office" and H2020 Financial FAQ.

UL RESEARCH AND DEVELOPMENT CENTRE

EUTOPIA

The research office, working within the EUTOPIA consortium, which alongside the University of Ljubljana includes the University of Warwick, Pompeu Fabra University, Paris-Seine University, Gothenburg University and the Vrije Universiteit Brussels, coordinated the design and writing of the project EUTOPIA 2050 - European Universities Transforming to an Open Inclusive Academy for 2050, as part of the first pilot call Erasmus+ 2019: European Universities. The University of Ljubljana was successful in the call, thereby becoming the sole institution from all EU13 Member States to secure a coordination project in an amount exceeding EUR 6 million (EUR 5.2 million in grant funds).

For the purpose of managing and implementing this project, and for future linking of UL in the EUTOPIA association, a special unit was set up within the UL Research and Development Centre. The project will focus on promoting greater mobility, strengthening links between teaching, research and innovation and transfer of knowledge, on recognising qualifications, and the development of common educational and research programmes and projects. The EUTOPIA consortium also submitted an application in the MSCA COFUND call for establishing and financing postdoctoral scholarships. In line with the call, a total of 76 scholarships should be approved in four years, of which eight scholarships would be intended for candidates planning to conduct research projects at UL.

SUPPORT FOR PRIORITY INTERNATIONAL RESEARCH PROJECTS

ERC – European Research Council

In 2019 we submitted 11 project applications to the ERC (5 AdvG, 3 CoG and 3 StG). Asst. Prof. Dr Veljko Pejović (UL FRI) was accepted to the second round of assessment with his project *CARMA – Context-aware Approximation for Resource-efficient Mobile Applications*. Based on his excellent evaluation he received cofinancing for an adapted research project as part of the complementary ARRS scheme in the amount of EUR 200,000. Cofinancing was also received by Assoc. Prof. Dr Aleksey Kostenko (UL FMF) for the project *KdVKdB – Nonlinear Waves and Krein–de Branges Spaces*.

In 2019 as part of ERC training we hosted the head of the European and International Team at the University of Oxford, Gill Wells, and together with the Education Ministry and UL Faculty of Mechanical Engineering we organised a visit by the ERC president, Jean Pierre Bourguignon. In addition to the all-day workshops provided by the agency Yellow Research, we organised 10 internal 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 10 ERC project proposals.

Individual Marie Skłodowska Curie scholarships

In 2019 we again held a two-day MSCA IF University of Ljubljana Masterclass. The event was attended by eight foreign postdoctoral candidates together with their Slovenian mentors. The main workshop for preparation of a MSCA IF project provided by the Yellow Research agency attracted an audience of more than 40.

In 2019 the UL Faculty of Mathematics and Physics secured two prestigious postdoctoral individual MSCA IF scholarships for the two-year project *LiquidEff - Algebraic Foundations for Liquid Effects* (mentor Asst. Prof. Dr Matija Pretnar, researcher Dr Danel Ahman) and the project *OPTOSOL - Interacting optical and topological solitons in frustrated cholesterics* (mentor Prof. Dr Slobodan Žumer, researcher Dr Guilhem Poy). The UL Biotechnical Faculty obtained a postdoctoral individual Widening Fellowship for the two-year project *NewSiest - Enhancement of UV stability of thermally modified wood through envelope impregnation with nanobased stabilisers* (Prof. Dr Marko Petrič, researcher Dr Kavyashree Srinivasa).

In 2019 four (2x BF, FF and FMF) researchers were successful in the second national ARRS Seal of Excellence call for cofinancing Marie Skłodowska Curie projects which were not successful in the MSCA call but received the Seal of Excellence. The Seal of Excellence is awarded by the European Commission to researchers whose applications were not selected for cofinancing but exceeded the threshold of 85 percent of the necessary points.

Major success was recorded in a call under the Marie Skłodowska Curie programme, where Prof. Dr Mitjan Kalin of the UL Faculty of Mechanical Engineering was awarded a major European coordination project for the MSCA ITN European Joint Doctorate, entitled GreenTRIBOS - European Joint Doctorate in Green Tribology for Sustainable Engineering. The GreenTRIBOS project signals the successful linking of partners who back in 2018 under the leadership of Prof. Dr Kalin were awarded the coordination project ERASMUS+ TRIBOS+ Joint European Master in Tribology of Surfaces and Interfaces.

WIDESPREAD

In a call under the Horizon 2020 Widespread: Twinning programme the research group of Prof. Dr Samo Ribarič of the UL Faculty of Medicine, with the support of the UL Development Fund, was awarded the coordination project *COGDEC - Quantifying ageing related cognitive decline and mild cognitive impairment*.

New framework programme for research and innovation, Horizon Europe

In 2019 at an internal workshop we presented to representatives of the research offices of UL member faculties the adopted substantive and financial framework for the new framework programme for research and innovation, which will run from 2021 to 2027. The research office was also actively involved in communicating the opinions of UL on the proposed programme in the context of questionnaires we received from the European Commission and within the framework of The Guild.

COMMUNICATING SCIENCE

Annual selection of the most outstanding research results

In 2019 we once again compiled from the University of Ljubljana member faculties proposals for the most outstanding research achievements of the year. A special commission under the Research & Development Committee (KRRD UL) selected 10 proposals from member faculties 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.

The University of Ljubljana participated once again in activities of the European initiative Researchers' Night, which was funded in Slovenia by the European Commission as part of the Marie Skłodowska Curie project entitled Humanities, that's you! The project was coordinated by the UL Faculty of Arts, with events involving 14 UL member faculties, which also contributed to strengthening inter-departmental and inter-faculty cohesion. We carried out 55 different activities at 26 different locations.

Many UL member faculties have nevertheless found that insufficient effort has been invested in spreading the results of research to the end user, so they organised various internal events (for instance research days, science seminars, meetings of researchers) and also events open to the public (for instance open days), with presentations of rese-

arch results at individual centres and laboratories. Here we can mention several far-reaching events and guest appearances at foreign institutions which were important in terms of networking and promoting research. UL researchers are increasingly aware of the importance of connecting science to institutions of a social character and to the general public. They are making efforts to spread research results within Slovenia and around the region, including in association with the editors of media houses and using new communication channels (video content, social networks, etc.). The accessibility of research results will also be increased by the implementation of the national open access strategy via the UL repository for EU and ARRS project results.

NATIONAL RESEARCH PROJECTS AND PROGRAMMES

This area, which is funded by the ARRS, was marked in 2019 by the late adoption of the revised financial budget, the appointment of a new governing board, the overhaul of the agency's IT system and more, which caused lapses of several months in activities under the annual plan, and the postponement of certain activities to 2020.

Compared to 2018, in 2019 funding increased for science and research activities, and mention should also be made of the increased funds for the public call for projects and research equipment, where the University of Ljubljana was also more successful than in previous years.

Table 6: Number of research programmes and projects funded by ARRS (source: SICRIS) and postdoctoral projects not funded by ARRS

	2016	2017	2018	2019
research programmes	174	132	168	132
applied projects	42	33	48	42
basic projects	168	153	168	247
European (ERC complementary scheme)	12	19	19	29
postdoctoral projects	7	12	19	16
targeted research	84	39	56	54
postdoctoral projects not funded by ARRS	3	9	14	26

Research programmes

Research and infrastructure programmes are a stable portion of the financial support provided by the Slovenian Research Agency (ARRS) for research at the University of Ljubljana, accounting in 2019 for almost half of the EUR 52,164,190 that the University of Ljubljana received from ARRS.

In 2019 ARRS paid out EUR 22,509,189.80 to cofinance research programmes at the University of Ljubljana. In 132 research programmes UL is in the position of lead organisation in a total amount of 332.99 FTE (fulltime equivalent).

Based on a public appeal and call, continued funding for a period of six years, beginning on 1 January 2020, was approved for 24 research programmes for which funding had expired in 2019 and for which UL is the lead organisation.

Infrastructure programmes

For the uninterrupted operation of the Network of Research Infrastructure Centres of the University of Ljubljana (MRIC), in 2019 ARRS allocated funds amounting to EUR 2,191,111.58, representing a 22 percent increase over 2018. The division of funds for the costs of materials and depreciation in the amount of EUR 1,573,637.56 among 34 infrastructure centres and in 14 member faculties was conducted using the same key. In past periods the division of funds was confirmed by the Research Committee, but with the establishing of MRIC UL, in 2019 these tasks were transferred to the newly established MRIC expert council.

UL member faculties are encouraging laboratories to come together in purchasing high-value equipment, which is contributing to the modernisation of research equipment. Despite the increase in funds for equipment, UL member faculties note that modern research equipment requires experienced operators that are hard to pay. Since many infrastructure centres (IC) do not receive any funds for employees operating complex equipment, difficulties arise in providing services both to internal and external users. UL member faculties also point out the obsolescence of equipment and the lack of certain key items. At some member faculties the structure of the IC is not optimal, and they should be newly defined and organised.

In 2019 two new projects were started within the European Strategy Forum for Research Infrastructures (ESFRI), and are included in MRIC UL.

The Heritage Science Unit (E-RIHS.SI), which operates at the UL Faculty of Chemistry and Chemical Technology, offers researchers and experts in various fields from natural sciences to the humanities an interdisciplinary approach to solving problems in the area of heritage science.

The European Research Infrastructure for Imaging Technologies in Biological and Biomedical Sciences, EuroBioImaging (EuBI), at the UL Faculty of Medicine, is a research infrastructure that links technology in the fields of biological, biomolecular and medical imaging.

Since the primary activity of MRIC UL is developing and maintaining research infrastructure in support of research activity at the University, in 2019 a review was conducted of the larger-scale research equipment at infrastructure centres, and this will be appropriately supplemented in the coming years.

Research projects

In the public call for research projects the University of Ljubljana was more successful in 2019 than in 2018, securing 66 new projects (33 basic projects, 18 basic projects involving young doctors, 9 basic postdoctoral projects, 5 applied projects and 1 applied project being conducted by a young doctor), in a total scope of 88.37 FTE. As part of the calls for targeted research projects, UL secured 15 new projects in a total value of EUR 1,310,000.

In 2019 the second public call was issued for the reimbursement of costs of scientific publications that were published in the golden open access between 2 November 2018 and 1 September 2019. The University of Ljubljana had 35 applications approved.

In December 2019 ARRS issued a public call for research projects in 2020, which involved two important new features, the single-phase procedure of assessing applications and the inclusion of the Programme of Dr Aleš Debeljak, which will additionally encourage the return of and linking with Slovenian scientists who are abroad. In the call a total of 330 applications were submitted by 23 UL member faculties.

Research equipment

In 2019 ARRS increased the funds for research equipment as part of the public call for cofinancing purchases of research equipment (Package 18) and approved the University's purchase of 48 pieces of equipment in the requested original cost of EUR 6,233,288.82. ARRS will cofinance 36.73 percent of the original cost in the amount of EUR 2,289,817.80. Purchases were also made of large-scale research equipment as part of the public call for cofinancing purchases of research equipment in 2018-2020 (Package 17).

Provision was made for the unimpeded functioning and coordination of the committee for scientific and research activity, which at the beginning of the year designed an initiative and changes in the area of national funding of research provided by ARRS.

Funding for MERIC UL lapses at the end of 2020, so activities and discussions were already under way during the year on this topic.

ETHICS IN RESEARCH

The Commission of the University of Ljubljana for Ethics in Research that Includes Work with People (KERL UL) met four times in 2019. The committee deliberated over the following documents at its meetings: The rules for dealing with KERL UL applications that include work with people, instructions for drawing up submissions for assessment of the ethics of research, and instructions for preparing informed consent. In its 21st session of 22 October 2019 the Senate of the University of Ljubljana adopted the Rules for the Processing of Applications by the Commission of the University of Ljubljana for Ethics in Research that Includes Work with People (KERL UL).

Training was also provided for dealing with ethical issues in Horizon 2020 projects.

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
Acquisition of the project Erasmus+ European universities within the framework of the EUTOPIA association		Funds under the E+ programme will enable UL to forge intensive links with other members of EUTOPIA and to co-design the European university of the future.
Securing new H2020 projects in which UL is the lead organisation: MSCA ITN-EJD, MSCA IF; TWINNING		Success in exceptionally competitive European calls raises the research excellence and recognition of UL, and enables UL to be more integrated into the European research sphere.
More intensive linking of research, project and doctoral offices within UL and among Slovenian universities		Linking of these services and exchange of best practices strengthens knowledge and familiarity with fields, and facilitates more successful influencing of state authorities issuing calls.
Optimising specific working processes regarding support for member faculties in applications under public calls from the Slovenian Research Agency (ARRS), in managing projects, reporting and other annual obligations faculties have towards the agency		Optimising administrative processes and documentation for the area of national projects and programmes enables better and more cohesive operation of the University.
KEY THREATS	OBJECTIVES	PROPOSED MEASURES
Incoherence and laxity of ARRS documents in the area of national projects	Achieve a higher degree of coherence in the mutual harmonisation of ARRS internal acts and calls	mailto:info@vzajemna.si?subject=Kon-taktn%20%7C%20Vzajemna.si Draw the agency's attention to inconsistencies and offer initiatives for arranging specific areas.
KEY WEAKNESSES	OBJECTIVES	PROPOSED MEASURES
Lack of specialised legal knowledge for the international and research fields	Obtain legally relevant knowledge for the international and research legal fields	Provide initiatives for the management whereby one lawyer is specialised in these fields and provides support for the Rector's Office/member faculties.
Lack of harmonisation of UL bylaws and the requirements of foreign sources of research funding	Close the gap between internal bylaws and the rules of funding providers.	Draft rules on the managing of financial conflicts of interest and rules on managing breaches of research integrity.

Poor records of
research infrastruc-
ture

Obtain better
quality
records

Encourage member faculties to ensure timely
publication of information on infrastructure
and notification of the Rector's Office of
newly acquired equipment.

3. ARTISTIC ACTIVITY

RAISING THE QUALITY OF ARTISTIC WORK

The University of Ljubljana provides arts programmes and develops artistic content at 10 member faculties, which are brought together through the Rector's Office in the UL Arts Council, whose tasks are focused on activities tied to encouraging new, fresh artistic processes and products and their promotion.

In 2019, in cooperation with the Bank of Slovenia, the University of Ljubljana revived the Bank of Slovenia's Little Gallery (Mala galerija), and member faculties and the Rector's Office carried out a large number of events through which the University marked its centenary.

Centenary of the University of Ljubljana

To mark its centenary, the University of Ljubljana published a monograph in Slovenian and English in which it offered an overview of its hundred-year history. An exhibition of photographs and accompanying captions, which adorned 32 billboards in Kongresni Trg square in front of the UL Rector's Office, showcased to passers-by in November 2019 the development of the biggest and oldest Slovenian university. The high point of the University's centenary celebrations came in a ceremonial academy and artistic programme held on 3 December 2019 in the Gallus Hall of the Cankarjev Dom centre, with a live TV broadcast on national channel RTV SLO 2.

BS Little Gallery – joint project of the University of Ljubljana and Bank of Slovenia

On 4 April 2019 the opening of the first exhibition at the Bank of Slovenia's Little Gallery signalled the start up of the University of Ljubljana's official exhibition space, intended for showcasing modern artistic production from the academies and other UL member faculties that provide arts programmes.

A total of seven exhibition projects were carried out in 2019, and this also involved a continuous series of accompanying events tied to the theme of the specific exhibition. In this way, in addition to presenting academic study work, the BS Little Gallery spread awareness in the general public about the quality of the artistic vocation and the higher education programme at UL.

The following exhibitions were staged:

- Cursed Share (Exhibition by students from the photography department at UL ALUO, 4 April 2019 - 12 May 2019);
- Loud Life (Feminist art at UL ALUO, 5 June 2019 - 30 June 2019);
- Boundaries in Ceramics (Exhibition of ceramics students at UL PEF, 9 July 2019 - 22 August 2019);

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- Transformations (Exhibition of design students at UL ALUO, 12 September 2019 - 8 October 2019);
 - School for All (Building action by groups from the UL Faculty of Architecture and the Roof for All (Streha za vse) society, 17 October 2019 - 11 November 2019);
 - Studies of Horizontal and Solitude (Exhibition of landscape architecture students from UL BF in dialogue with students from UL AG, 21 November 2019 - 13 December 2019);
 - Garnir2: Rises and Falls of a Divine Countess (Exhibition by students of textile and clothing design at UL NTF, 19 December 2019 - 19 January 2020).

As part of the seven exhibitions listed above there were 15 accompanying events.

By establishing an exhibition space in the centre of Ljubljana, on the main Slovenska Cesta street, which with its closure to traffic is gradually transforming into a promenade, the University of Ljubljana has further enhanced its cooperation with the local milieu, the promotion of artistic production by its students and the showcasing of study programmes in the arts.

Mutual linking and cooperation with local interests

In addition to the presentation of modern artistic production in the BS Little Gallery, the academies and other UL member faculties that provide arts programmes presented to the public their projects in cooperation with cultural, arts and educational institutions, both within Slovenia and in the international arena.

In 2019 the series of concerts by students provided by the UL Academy of Music continued in cooperation with the highest professional institutions in the music sphere (including the Slovenian Philharmonic Orchestra, the Orchestra of the SNG Opera and Ballet Ljubljana and the RTV Slovenia Symphony Orchestra), and with the new cycle of concerts Solo e da camera and the Sunday Matinees in Ljubljana's National Gallery the public was treated to music integrated with fine art.

Linking together music and other artistic fields was also pursued by the UL Academy of Music in cooperation with the UL Academy of Theatre, Radio, Film and Television, from which students of the master's programme in Dramaturgy and Set Design provided for the staging of the short librettos Mini opere II, which served to showcase the two academies to Slovenian and international audiences (Janáček Academy of Music and Performing Arts in Brno, Franz Liszt Music Academy in Budapest).

The UL Academy of Theatre, Radio, Film and Television staged their production of Children in Power at Glej Theatre, then took the show to the international theatre festival FIST⁴ in Belgrade in May 2019, where it won the award for the best show in the festival, and then it was staged at the main Slovenian theatre festival, the Borštnik Meeting, in October 2019.

⁴ Festival internacionalnog studentskog teatra FIST.

The UL Academy of Theatre, Radio, Film and Television also had 14 student films screened at the main national film festival, the 22nd Festival of Slovenian Film, which was held in September 2019.

In addition to the guest performances, in 2019 the UL Academy of Theatre, Radio, Film and Television organised and conducted an international competition, the International One-Minute Play for Students, inviting more than 25 universities to participate. The winning scripts were staged at the 54th Borštnik Meeting.

In addition to its presentation of performing arts at the main national theatre and film festivals, in 2019 the UL Academy of Theatre, Radio, Film and Television collaborated with leading national institutions in its field, for instance with the theatres and venues SNG Drama Ljubljana, Slovensko mladinsko gledališče, Gledališče Glej, Španski borci, Slovenska kinoteka and Kino Šiška.

The UL Academy of Fine Art and Design headed the organisation of the biennial group exhibition under the international project Transform, TRANS-FORM:ACTION, which was opened in October 2019 in the Metelkova Museum of Modern Art (+MSUM). The project of linking the art academies of Southeast Europe has been running since 2009, and together with its accompanying programme provided at several locations in Ljubljana (+MSUM, National Museum – Metelkova, Slovenian Ethnographic Museum, Nočna Izložba Pešak Gallery – Metelkova mesto, the courtyard of the Metelkova Museum Quarter) this contributed significantly to the development of international cooperation among higher education institutions in the area of the visual arts.

In the area of design and architecture, between 1 March and 1 September 2019 Milan hosted the XXII

Triennale di Milano: Broken Nature: Design Takes on Human Survival. Students and lecturers of the UL

Academy of Fine Art and Design had a presence at the Triennial with the project Misliti pogoje našega časa / Thinking the Conditions of Our Time, which despite being a submission from an (educational) institution was placed among the national pavilions due to its outstanding quality. This meant that the Academy was showcased at the most elite location of the Triennial – in the main building under the Slovenian pavilion sign.

For those UL member faculties that provide arts programmes, in the area of mutual linking and cooperation with local interests in 2019 we would point out the following activities:

- Through its creative work the UL Faculty of Architecture is firmly positioned within the profession, within the commercial sector and also in local communities (including the Museum of Architecture and Design, the City of Ljubljana and Cankarjev dom), where it actively participated in joint projects in the areas of social security, environmental protection, traffic and urban planning (e.g. in the municipalities of Izola, Brda, Kamnik, Škofljica, Dolenjske Toplice and Semič).

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- The Textile and Fashion Design Programme at the Department of Textiles, Graphic Arts and Design of the Faculty of Natural Sciences and Engineering, in cooperation with the Academy of Fine Art and Design, the Creativity Centre and the Museum of Architecture and Design, presented the first retrospective exhibition of selected works by its graduates, in this way representing the first step towards the systematic documenting and recognition of modern Slovenian fashion and textile design as an important branch of Slovenia's creative industries.
 - The Department of Fine Art Education at the UL Faculty of Education increased its international links in the arts through active cooperation with the Chinese universities of Nantong and Xi'an, where cooperation with the latter was newly established last year.
 - The Landscape Architecture Department of the UL Biotechnical Faculty, together with the UL Faculty of Architecture and the Architecture Department at the Faculty of Civil Engineering, Transportation Engineering and Architecture of the University of Maribor, participated in the special 10th anniversary festival Open House Slovenia (OHS), with the exhibition Architecture in Society – Society in Architecture in the Jakopič Promenade in Tivoli Park, which included students' graphic interpretations of specific projects created in the workshop Understanding Architecture.
 - The UL Faculty of Arts, in a coproduction with the University of Ljubljana and the European Researchers' Night, carried out the project Triad Ballet, with most of the participating students coming from UL. The project, which marks the centenary of the Bauhaus art school and movement by exploring its ideas in a modern light, linked together UL member faculties into a creative and unified whole and consequently emphasised the importance of the interdisciplinary dimension.
 - The UL School of Economics and Business, together with the three UL academies, organised an interdisciplinary project Cultural Management Summer School (PŠKM), which was provided last year for the fifth time in a row in the first week of July. In 2019 it was thematically focused on creative industries, and facilitated for participants contact with representatives in the fields of the arts, business and wider social activities, both within Slovenia and in neighbouring Austria.
 - The UL Faculty of Social Sciences, cooperating with the Academy of Fine Art and Design in organising an exhibition of work by its students entitled Send Nudes, achieved a major boost to its prominence, leading to one of the most far-reaching events at the FDV Gallery.

Arts Council of the University of Ljubljana

In 2019 the UL Arts Council provided financial support from within its own budget to 26 projects at academies and member faculties fostering artistic activity.

The following projects were cofinanced:

- Mini opere II;
- Opening Concert of the 34th Slovenian Music Days, the Symphony Orchestra and Choir of the UL Academy of Music, the publication of a facsimile of Beethoven's 6th Symphony;
- Participation of the Chamber Choir of the UL Academy of Music at the international choral competition InCanto Mediterraneo;
- The 5th International Festival of Old Music and the summer school of UL AG, Academia Musicae Antiquae Labacensis;
- An evening of chamber operas;
- International One-Minute Play for Students (international competitive call for short drama texts by students);
- ADEPT magazine;
- (Pen)ultimate panda or statics;
- AKTV concert / Zoran Predin;
- Waiting for Superman, Plato: Symposium;
- Children in Power, guest theatre production;
- Počemučka: Piano and Screaming;
- I speak through costume, exhibition;
- Exhibition of UL ALUO at the XXII Triennale di Milano: Broken Nature: Design Takes on Human Survival; Thinking the Conditions of Our Time;
- Exhibition by UL ALUO students in the illustration programme: Visoko Chronicle;
- Interdisciplinarity through the eyes of alumni 2019;
- TRANS-FORM:ACTION: exhibition and accompanying programme;
- Young Talent Architecture Award (exhibition of selection);
- Exhibition Garnir 2;
- UL PEF Gallery: Exhibition during University Week; Prof. Anka Krašna (PEF, University of Maribor);
- Exhibition of works by UL PEF students of art education at the University of Nantong

(Silk Road Connection, International Art Exhibition);

- Festival of francophone theatre;
- Cultural Management Summer School 2019; - ODTISI exhibition;
- Send Nudes exhibition.

At the beginning of 2019 the UL Arts Council started applying the UL Senate-confirmed Rules of Procedure on the Work of the UL Arts Council, and in October it started formulating the Rules on Managing the UL Fund for the Arts.

Self-evaluation of study programmes at academies of the University of Ljubljana

The University's Quality, Analysis and Reporting Office, in cooperation with the Academy of Music, the Academy of Theatre, Radio, Film and Television, the Academy of Fine Art and Design and external experts carried out a project in September 2019 to identify the specifics of conducting self-evaluations of study programmes at academies, with the aim of adjusting to the specific features of the arts.

Corporate image of the University of Ljubljana

In 2019 a four-member working group was established to define the scope of reframing the corporate image of the University of Ljubljana, and it set about drawing up the first proposals for the redesigned corporate image. The sign commemorating the UL centenary was also designed.

Cankar Prize

In September 2019 the Slovenian PEN Centre, the University of Ljubljana, the Research Centre of the Slovenian Academy of Sciences and Arts and the Slovenian Academy of Sciences and Arts signed the Act Establishing the Cankar Prize, intended for rewarding superlative literary works.

Doctoral programme in the Arts and doctoral education in the arts

In 2019 the programme council for the interdisciplinary doctoral course in the Arts continued preparation of the application for accreditation of the interdisciplinary doctoral programme the Arts.

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
Implementation of joint project of the University of Ljubljana and Bank of Slovenia – the Bank of Slovenia’s Little Gallery		Presentation of modern artistic production of students of the academies and other UL member faculties providing arts programmes; accompanying events intended to create a living space to spread awareness of the quality of professions in the arts and the UL higher education programme,
Drafting of Rules on Management of the UL Fund for the Arts		Through the Rules the UL Arts Council will gain instructions in the distribution of funds, and UL students and their mentors will gain the possibility of applying in calls.
KEY THREATS	OBJECTIVES	PROPOSED MEASURES
Relatively meagre funds allocated for the development of the arts, which are a consequence of funding exclusively study programmes (via the Education Ministry)	Increase the volume of funds by including new sources of financing	The University of Ljubljana will strive for recognition on the national level of the importance of the cultural activities of educators and associates, and for this to be included systemically in programmes of funding and cofinancing of national culture.
KEY WEAKNESSES	OBJECTIVES	PROPOSED MEASURES
Insufficient information for students on exhibitions and events at the BS Little Gallery	Inform students of the (artistic) activities of their peers	Cooperation with UL Career Centres – notification via their channels
Spatial constraints of the UL academies	Ensure adequate premises for the unhindered operation of UL academies	Measures are at various stages of implementation, and are aimed at successful completion: <ul style="list-style-type: none"> - UL AG – in 2019 a construction permit was granted for renovation of the Kazina building, with works expected to run up to the end of 2021; - UL AGRFT – completion of construction of premises at Aškerčeva 5 expected by September 2020; - UL ALUO – intensive continued cooperation with the competent institutions for the new construction on Roška street.

4. TRANSFER AND USE OF KNOWLEDGE

INTELLECTUAL PROPERTY AND INVENTIONS

In 2019 researchers presented 13 new inventions (5 fewer than the previous year). A total of 13 international patent applications and one Slovenian were submitted. Three international patents were granted. In the area of marketing intellectual property we recorded two new licence agreements. In 2019 revenues from marketing intellectual property amounted to EUR 71,329.56 (EUR 15,268.50 more than in the previous year). This year we recorded the establishing of one spin-off company. We reviewed or participated in negotiations for concluding research and development agreements 25 times. We reviewed consortium contracts in various European projects and worked to ensure in particular the protection of interests tied to intellectual property.

To raise employee awareness about the importance of knowledge transfer and strengthen competences in this field, we published a Guide to Knowledge Transfer and set up the website of the Office, which offers educational and useful information for researchers and also for companies and students. We also carried out several educational promotion events. The most prominent of these was a two-day event in a joint organisation with the UL Faculty of Computer and Information Science, entitled From Idea to Market – Software, which over its two days was attended by 80 people from the academic and business spheres. At the UL Faculty of Pharmacy and the UL Faculty of Health Sciences we conducted workshops under the slogan Inovator.si? (Innovator. Are you?). As in the previous year, in 2019 we had a presence at the Innovation Day, and we prepared researchers for the event START:IP, which is organised by a Vienna incubator and at which we were able to present our knowledge to foreign companies and investors. With our consortium partners we collaborated in organising the National Conference on Technology Transfer. With the American Slovenian Education Foundation (ASEF) we organised the event The Importance of

Creativity in Scientific Research, which was led by Dr Anja Svetina Nabergoj, professor at the Hasso Plattner

Institute of Design of Stanford University and an associate professor at the UL School of Economics and Business. We also provided several smaller presentations and education sessions at member faculties, in the Ljubljana university incubator and at other partners.

In the area of systemic measures to promote knowledge transfer to the commercial sector, we carried out a variety of activities. We initiated activities to establish an internal innovation fund, by means of which we might financially support verification of the concept of promising projects (i.e. a Proof of Concept fund). Together with the UL Committee for Innovation we formulated amendments to the habilitation rules, which would take into account patents, licences and founding of spin-off companies, and thereby encourage employees to implement knowledge transfer activities. On the proposed amendments to the Higher Education Act (ZviS) we drafted an initiative for amending the Act towards it permitting the establishment of spin-off companies in which the University has an equity

stake along the lines of foreign universities.

Within the project Consortium for Technology Transfer from PRO to the Economy, which is being implemented by the Knowledge Transfer Office, all the envisaged indicators for 2019 were fulfilled, while we lag behind only in the indicator “research and development agreements concluded with Slovenian companies in which the office participates”.

SERVICE TO SOCIETY

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 2019 the University of Ljubljana carried out 65 PKP projects in a total value of EUR 1,127,621, which included 95 companies and organisations and 464 students.

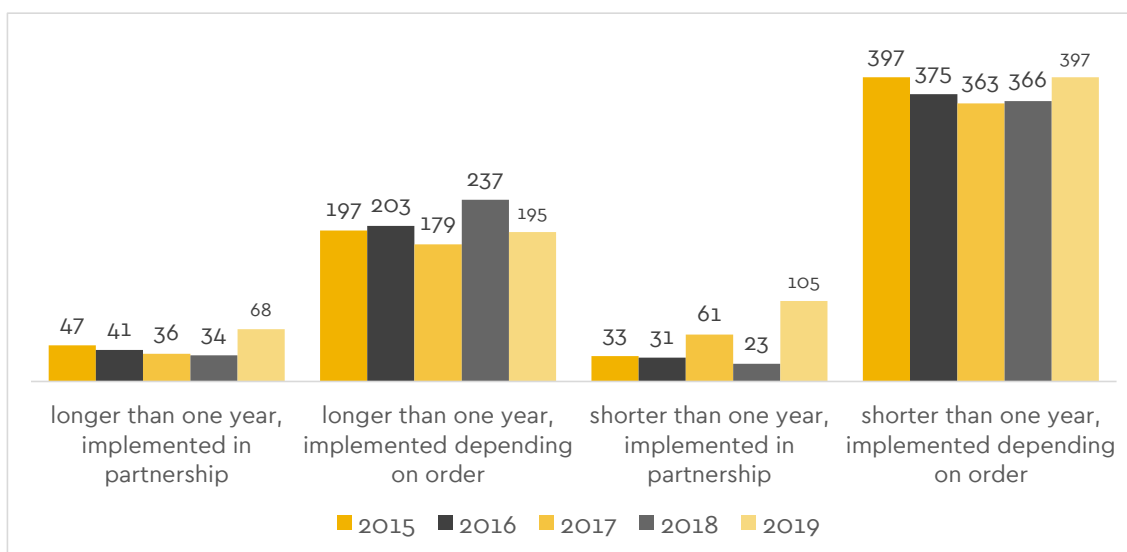
It also carried out 57 ŠIPK projects in a total value of EUR 959.896, which involved 66 organisations and 513 students.

PKP and ŠIPK projects create solutions for needs in the commercial sector, for challenges in the local community and also solutions for broader social challenges. They are very diverse projects that are carried out in various environments and cover various fields of research. The conditions of the public calls, the requirements and criteria encourage an interdisciplinary approach, which contributes to the networking of students from various programmes and mentors from various fields. 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;
- for companies they offer creative and innovative solutions; “potential recruits”;
- for organisations they offer creative and innovative solutions; development projects;
- for UL member faculties they offer linking and transfer of knowledge in the research and education fields, updating study programmes;
- benefits for the wider society and local environment.

In 2019 a total of 964 projects were implemented with an annual value exceeding EUR 14 million. Projects were carried out with Slovenian and foreign entities. A total of 765 projects were carried out with Slovenian entities, of which 173 were carried out in partnership and 592 on commission, while with foreign entities 112 were in partnership and 87 were on commission. The planned number of projects with Slovenian entities longer than one year was exceeded (plan 245, actual 263), while we did not achieve this for the number of projects shorter than one year (plan 519, actual 502).

Figure 17: 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 2019 we hosted 1,763 (1,152 in 2018) guest experts from the commercial and non-commercial sectors and 607 (702 in 2018) guest teachers, associates and researchers from research institutes in Slovenia. Collaboration also flows in the other direction: 308 (189 in 2018) 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 2019 we had accreditation for 18 study programmes for personal enhancement in the first cycle and 16 such programmes in the second cycle. The enhancement programmes provided were attended by 414 people in 2019.

In 2019 we submitted for the accreditation procedure the study programme for enhancement in natural sciences (UL PEF).

UL member faculties 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 11,800 participants attended these education sessions in 2019.

ALUMNI

There are currently 58 clubs in the network of UL Alumni Clubs. We met regularly with member faculties at working and advisory meetings aimed at providing information and guidance regarding the operation of their clubs.

Overall the alumni clubs across the University carried out 31 linking events between students and alumni.

We communicated regularly with alumni, UL member faculties and labour market representatives through the UL Alumni website, social networks and e-newsletters. We upgraded the web platform. On the website we posted 20 video stories about interesting UL alumni.

In 2019 we secured 16 partners for members of alumni clubs (museums, galleries, theatres and other cultural institutions around Slovenia), which offer special benefits to UL alumni.

We organised a series of different educational events, consultations and conferences, including the first international conference on relations with alumni, Alumni Relations: Make it happen, Alpe Adria Regional Conference (30 May 2019), a consultation on alumni relations (8 November 2019) and a two-day course for heads of alumni clubs on Organisation of Events (28 and 29 November 2019). We are internationally recognised as an example of best practices, and for this reason have been invited to several events to present the work of UL alumni (iCARE Alumni, Riga, May; CEADS, Graz, June; GLS, London, November). on 6 December 2019 in cooperation with the Centre for Slovene⁵ and the Slovenian Embassy in Beijing we held the first alumni event abroad.

We produced a brochure with a description of UL alumni, all the UL alumni clubs and a presentation of 26 stories from interesting UL alumni.

Table 7: Alumni in numbers

Number of member faculties joined	26
Number of alumni clubs	58
Number of members of clubs/size of database	5.069
Number of visits to web portal alumniUL	78.696
Number of posts on social networks (Facebook alumni, Instagram alumni)	305
Number of consultations carried out	2

⁵ Centre for Slovene as a Second and Foreign Language, Slovene Studies Department at the UL Faculty of Arts.

Number of advisory visits to member faculties	26
Number of working meetings	2
Number of trainings for staff at member faculties	1
Number of presentations of best practices	3

UNIVERSITY PUBLISHING

The establishment of a University publishing house is one of the UL development goals. The idea of establishing a joint University publishing arm goes back a few years, and in terms of organisation, content and financing this is a challenging project. In 2019 we drafted the basic documents that will serve as the basis for establishing a publishing house, specifically the proposed strategy, business model and rules of operation. An inter-faculty working group was set up, and will continue its work in 2020.

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
The first international regional conference on relations with alumni, Alumni Relations: Make it happen, Alpe Adria Regional Conference (30 May 2019)		In the international arena we are recognised as an example of best practices in the area of developing alumni clubs, which helps enhance the prominence of the University and its work and influence on the community.
Strengthening the competences of staff at the Knowledge Transfer Office		Ensuring high-quality support for researchers in the area of knowledge transfer.
Publishing a guide to knowledge transfer and the website of the knowledge transfer office		Raising the awareness of employees regarding the importance of the area of knowledge transfer and familiarisation with the fundamental features of the area.
KEY THREATS	OBJECTIVES	PROPOSED MEASURES
Lack of motivation among researchers to collaborate with the commercial sector due to negative media exposure	Strengthening collaboration with the commercial sector	Setting up a reward system that will raise motivation to collaborate with the commercial sector.

KEY WEAKNESSES	OBJECTIVES	PROPOSED MEASURES
Lagging behind in fulfilment of the indicator within the knowledge transfer consortium project (KTT): "Value of research and development agreements concluded in which the knowledge transfer office cooperates".	Attaining the indicator of contractual value with Slovenian companies	Greater inclusion of the Knowledge Transfer Office in negotiations for concluding agreements between member faculties and Slovenian companies.
Omitting patent protections due to lack of funds	Set up a system of funding the protection of intellectual property	Studying arrangements abroad and transfer of best practices to the University.
The undesired transfer of key intellectual property from UL to companies through R&D contracts	Strategy of protecting and marketing UL intellectual property	Greater inclusion of the Knowledge Transfer Office in negotiations tied to concluding R&D contracts.

5. CREATIVE CONDITIONS FOR WORK AND STUDY

LIBRARIES

The Rector's Office provides basic coordination for the functioning of the University of Ljubljana library system, which covers coordination of internal processes and cooperation with external institutions.

The assessment of the success of developing library activities at the University of Ljubljana, and the legal basis which would define the harmonised purpose and tasks for operation of a common UL Library organisational unit, were not completed, nor was the gradual establishing of the joint implementation of works and services. Stakeholders in UL library activities are not in favour of changing to align with the Decision on Founding the UL Library.

Ensuring access to scientific journals

As part of the joint public procurement order for 14 UL member faculties 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 faculties for subscriptions from 1 January 2020 to 31 December 2020.

We participated in negotiations with the four biggest international publishers of scientific journals and in coordinating activities to ensure access to payable electronic information sources (Elsevier Science Direct, Springer Nature, Wiley Online Library, ACS Online Package, IEEE/IEL, JSTOR, RSC Gold, EBSCOhost Research Databases, Emerald, Sage). The anticipated conclusion of agreements, which in addition to the right to read published journals includes the openness of publications by UL researchers, was not possible, due to the significantly higher price for the right to read and open publication compared to exclusively subscriber contracts.

In 2019 the UL representative collaborated with the European University Association (EUA) at meetings on the topic of negotiating with international publishers and in studying transformation contracts with scientific publishers.

Open science

We carried out several activities to manage and supplement the content of the national information website for open access, openaccess.si. Due to the accelerated development of open science in the European research arena, increased editing of the website is needed.

As the national point for the project OpenAIRE-Advance (National Open Access Desk, NOAD) the Rector's Office supported open access and open science at the University of Ljubljana.

In cooperation with the UL Faculty of Arts we organised a conference on open science (22 May 2019) and supported the organisation of a conference on University publishing (23 May 2019). As part of the project OpenAIRE – Advancing Open Scholarship (OpenAIRE-Advance, Horizon 2020) we provided support for Slovenian stakeholders in open access to fulfil the requirements of the European Commission (i.e. for national financing, research organisations, researchers, e-infrastructures) and carried out the activities of the national contact point (National Open Access Desk).

Using funds from the OpenAIRE-Advance project we enabled the participation of five researchers in events about open science and about research data.

For planning the requirements of UL researchers for storage of research data we gathered data from research projects and programmes coordinated by UL member faculties. We cooperated in the activities of the national hub, Research Data Alliance.

In 2019 the University of Ljubljana continuously kept up with the accelerated development of open science in the European Research Area (ERA), and in line with this we will continue to regulate the principles of open science through the Plan for Open Access to Reviewed Articles and the guidelines for FAIR and openly accessible research data.

Library services for students and staff

UL students can use all libraries of the University member faculties, the National and University Library and the UL Central Technical Library. 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 UL Central Technical Library the Rector's Office renewed the leasing of portal equipment for the functioning of the Digital Library of the University of Ljubljana (DiKUL), which enables an overview and access to all payable information resources.

The presentation of the library system planned as part of the UL presentation at Informativa was not carried out. The working group for promotion and advocacy at the Committee for Developing the Library System took the view that it would not be possible to prepare an appropriate presentation of the library system.

CAREER CENTRE

Development of additional competences for Society 5.0

In 2019 we carried out 443 different education events at which students developed soft and professionally specific competences, contributing to their personal and professional development and to the easier planning of career paths after graduating from the University of Ljubljana. We designed the content taking into account the interests of students and employees and the findings regarding the latest employer needs. We ourselves covered content on the topic of lifelong career orientation (e.g. identifica-

tion of interests, self-assessment, the modern labour market, preparation of students for internships, making up written and personal presentations and profiles on LinkedIn and other professional networks) and in cooperation with external workshop providers we also provided training for the acquisition of professionally specific knowledge and soft skills (public speaking, computer skills – Word, Excel, Adobe Illustrator, Adobe Photoshop, website design, short language courses, business etiquette, personal growth workshops, conflict resolution through mediation and so forth). By providing training in English we extended the range of services to foreign and Erasmus students, while giving Slovenian students the chance to converse in a foreign language and to increase their exposure to English.

In the summer months we updated the catalogue of training on offer, which is of help to member faculties and students in choosing workshops.

We organised various multi-day thematic educational events: Employment incubator, summer and autumn career camp, the entrepreneurship event 3P (ready for the entrepreneurial path) and Challenges Abroad.

In the area of planning international mobility for students and support for the integration of foreign students into the Slovenian environment, 16 workshops (also in English) and activities were carried out (calls for various grants, searching for internships and employment abroad, etc.). In cooperation with CMEPIUS we underwent training for providing workshops on the topic of recognising latent competences acquired in an international environment.

Cooperation with employers

Last year we included 119 employers in activities. At UL member faculties we organised nine career days and 10 events at which 25 employers presented themselves individually. We facilitated for students 46 visits to working environments in Slovenia and abroad, as part of which they had the opportunity to familiarise with various career paths of UL alumni and to learn about career opportunities offered by employers. On the Career Centres website we regularly post job vacancies and other career opportunities at home and abroad.

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 Union Intellectual Property Office (EUIPO) and the European Patent Office (EPO) and conducted the selection process.

Digitalisation and accessibility of services

The year 2019 was a milestone in the area of developing new e-services and e-content. We opened a Career Centre web classroom for students and started implementing the licence platform in support of carrying out Career Centre activities, which we named POPR (Portal for Personal and Professional Growth) of the University of Ljubljana. The contribution of the POPR of the University of Ljubljana towards raising the quality of UL lies in the improved overview of information covering personal and professional

development in one place for students, in the user-friendly notifications, and in the optimised operation of Career Centres, since it enables the joint monitoring of planned and completed events, guidance and activities of students and users, and also lies in the more effective cooperation with employers in publicising various career opportunities and possibilities for participation at events. Through reporting work we can obtain from the system a lot of vital information through which we can analyse the state of affairs, identify needs and seek pathways towards improvements and higher quality. It also enables the acquisition of feedback in the form of surveys and further data analysis, whereby we can improve and build upon services in various areas. We carried out six webinars, which are accessible in the web classroom.

We regularly notify students and the general public about new features in studies, employment opportunities and events on the CC website, via e-newsletters and on social networks, print and electronic media. In 2019 we had a total of 786 posts on social networks (538 posts on the CC Facebook page, 104 posts on CC Instagram, 13 on the CC YouTube channel, 98 on the Tutoring Facebook page and 33 on the UL LinkedIn profile – counted as CC and alumni posts).

Support for pupils in selecting courses

Throughout the year secondary schools enquired about workshops for pupils to help them select study courses. We carried out 12 such workshops for pupils across the whole of Slovenia.

We organised the third summer school for pupils which compared to previous ones was more broadly based and was run in three sets: one under the magnifying glass (a set of workshops intended to get to know interests, talents, the higher education system, possible forms of grants and professions of the future), faculties in practice (visits to individual faculties and academies and finding out about courses first hand) and knowledge in practice (organised visits of pupils to various work environments). The summer school involved the participation of 16 UL member faculties and 12 work organisations.

In December we held the 11th consultation for secondary school advisory workers, at which we addressed the challenges involved in career guidance and selection of courses in the context of the transformation of society in the 21st century.

Table 8: Career centres in numbers

Number of students included	10.833
Number of pupils included	1.744
Number of individual guidance sessions for students, graduates and pupils	1.117
Number of participating employers	119
Number of career days	9

Number of workshops and other forms of training	443 workshops <ul style="list-style-type: none"> ■ of which 124 in-house and ■ 319 workshops provided by external experts
Number of webinars	6
Number of subscribers to CC newsletter	more than 39.000

TUTORING

Development of tutoring at UL aimed at supporting students for successful integration into studies

For tutor coordinators and tutors themselves we organised 12 training events and a two-day course and training.

In order to break down stereotypes, prejudices, stigma and other forms of discrimination, in October 2019 we held the event So what's your story? This included a round table on Promoting a positive climate around LGBTQ+ persons at the University of Ljubljana and a Living Library entitled Meet Me.

We revised the content of the tutoring handbook published on the UL member faculty websites, and at the end of the year we also printed the handbook in cooperation with the UL Student Council. On the UL website we updated the information under the Tutoring tab, and we regularly post current events and new features for tutors and tutor coordinators on the Facebook page Tutoring at the University of Ljubljana.

Table 9: Tutoring at the University of Ljubljana by academic year

	2016/17	2017/18	2018/19	2016/17	2017/18	2018/19	2016/17	2017/18	2018/19
	number of coordinators			number of tutors			total number of tutorial hours		
STUDENTS	88	94	103	955	927	952	19274	17144	20083
course	8	17	11	139	169	124	3607	4529	2797
foreign students	15	20	19	97	176	205	1927	3142	3948
special needs	7	7	10	19	27	25	423	540	492
introductory	43	44	57	575	529	579	11724	8729	12615
other	15	6	6	125	26	19	1593	204	231
TEACHERS	142	123	116	1167	761	1066	14976	12795	13868
course	9	4	5	92	46	120	770	478	791
foreign students	33	31	29	80	31	79	1196	867	1043
special needs	36	31	29	41	32	58	659	454	500
introductory	57	47	46	806	524	701	9029	8427	8629

other	7	10	7	148	128	108	3322	2569	2905
TOTAL	230	217	219	2122	1688	2018	34250	29939	33951

EXTRACURRICULAR ACTIVITIES

Sports remain the most prominent and systematically organised extracurricular activities. As the most highly developed extracurricular activity it is organised into three segments:

- credit-assessed programmes;
- semester sports and recreation programmes – daily recreation;
- programmes during the exam period and seasonal programmes.

In the 2018/2019 academic year 325 students pursuing 19 sports subjects offering credits completed exams and received 3 ECTS as part of the 5 percent general electives.

The sports and recreational programmes (daily recreation, seasonal, exam period) involved 5,115 students from all UL member faculties. There were 37 semester daily recreation sports and recreation programmes organised and 22 programmes during the exam period and seasonal programmes.

Table 10: Number of students included in the 2018/2019 academic year

Programme	Number of students included
ECTS sports programmes	325
Daily recreation	4,762
Exam period, seasonal programmes	353
TOTAL	5,440

The majority of the programmes and subjects are provided at the University Sports Hall in Rožna dolina, where the member faculty programmes are provided as well as those of external groups renting the premises. The credit-assessed 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 up to the end of 2021 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 2019. We spoke about the importance of sleeping, healthy food and relaxation techniques, and learned about basic procedures for revival and use of a defibrillator. The second “Faculty to Faculty” night run took place, involving 316 entrants, an exceptionally high number.

We fused together culture and art in the now traditional student dances. In the 2018/2019 season there were four dances (and dance practices), each of which involved an average of around 150 students. We also added a course in drawing and painting and a guitar course, both of which were very well received among students.

In January 2019 we once again successfully coordinated a presentation of the University of Ljubljana at the Informativa fair, and in cooperation with the Career Centres we gave useful talks for future students.

The end of the calendar year 2019 also marked the conclusion of the 100xULaktiven competition on Instagram, which reached more than 5,500 posts; the competition was successfully completed by 52 students, meaning that they were involved in extracurricular activities a full 100 times.

In the 2018/2019 academic year the Extracurricular Activities Committee was active mainly in the area of developing and formulating an analysis and strategy for extracurricular activities.

STUDENTS WITH SPECIAL STATUS

Students with special status and students with mental health issues are vulnerable groups exposed to increased risk of dropping out early or being dismissed from a course, so we devote special attention to them.

In 2019 the Committee for Students with Special Status distributed funds amounting to EUR 40,000 for the purchase of aids and equipment for special needs students. UL member faculties obtained cofinancing for the purchase in the amount of EUR 3,000, if the costs were higher, otherwise the cost of procurement was covered in full. Cofinancing was provided for 15 UL member faculties. Purchases covered: WC equipment for disabled persons, swinging doors, adapted notebook computers, foldable, collapsible stairs, movable ramps, taped markings, touch maps of buildings, service hoists, electronic portable magnifiers and reading desks, interactive screens, notices in Braille.

An important factor in the successful integration of special needs students into the study process is appropriate training for employees to work with them. In the 2019 academic year we:

- organised training for work with students with special status, including a webinar on the topic of how to talk to someone considering suicide;
- created materials for employees that can help students and others experiencing mental stress. The materials included handbooks, recommendations, specific pointers, sources of help and support, video advice and recommended literature. The purpose of the materials was to offer basic information that could help individuals understand stress and in being possibly guided to professional help;
- drafted the content of two handbooks. One will be intended for staff for work with students with special status, and the other for students, with the aim of encouraging

students to be active selfadvocates.

It is also possible for other students who do not have special status, given their own special needs or other intensive activities they pursue alongside studying (sports, culture, artistic, competitive pursuits and so forth), to encounter during the time of their studies unforeseen events or situations that burden them or temporarily prevent them from studying, so the UL Committee for Socio-economic Issues highlighted the best practice of the student counselling service, which operates at UL PEF. Deliberations are currently under way regarding an initiative to set up a network of psycho-social counselling centres at UL. We cooperated with the Society of Students of Slovenia and with Young Transition (Prehod mladih), the association of providers of employment rehabilitation, and adopted the proposed protocol for cooperation with the newly established Adult Mental Health Centres.

Table 11: Number of students with special status

	2015/16	2016/17	2017/18	2018/19
partial or total loss of hearing	7	15	14	19
partial or total loss of sight	16	23	14	17
long-term or chronic illness	147	185	144	154
physical impairment	66	81	40	49
speech impediments	22	25	30	17
physical and mental health impairments	43	46	21	23
specific learning difficulties	82	93	71	110
emotional and behavioural difficulties			21	56
exceptional social circumstances			1	
autism spectrum disorders			6	4
physical injury and/or long-term rehabilitation			8	4
uncategorised	9			
Total students with special needs	392	468	370	468
status of recognised artist	18	20	20	28

status of top athlete	273	309	367	372
status of parent student			23	64
status of student participating in (sectoral) international competitions				4
Total students with special status	683	797	780	921

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
Implementation of a licence platform to support the operation of Career Centres and other professional services with the aim of improving provision of services for students	By introducing the latest technologies the University provides appropriate assistance and career guidance for students, along with services comparable with the most distinguished British universities, such as King's College, Glasgow University and Oxford University. The website is bilingual, so will be accessible to foreign and Erasmus students.
Setting up a CC e-classroom and preparation of the first six webinars on various topics	Using new technologies and approaches to teaching we are not just contributing to enhancing the range of extracurricular activities on offer, but also enhancing access to services for those who due to ill-health or other personal circumstances cannot participate in additional education and training organised within the CC and Employment Service project.
Improving study conditions for students with special needs	Greater success of students with special needs.
Greater scope of support for open science	Greater success of researchers.
Accessible materials for employees that can help students and others experiencing mental stress. The materials included handbooks, recommendations, specific pointers, sources of help and support, video advice and recommended literature	The University provides appropriate assistance and guidance for students, and takes account of the diversity and needs of students in establishing and determining the content of counselling or help for them. It strives to ensure professional support for employees at UL in order to successfully include students with special status in the study process.
Carrying out the 100xULaktiven competition	Prominence of the range of extracurricular activities and 100 years of the University of Ljubljana among UL students.

KEY THREATS	OBJECTIVES	PROPOSED MEASURES
Conclusion of the project CC Employment Service 2015-2020, which entirely financed the activities in the area of career centres, tutoring, alumni clubs, students with special status and work with school pupils. The conclusion of financing might tend to reduce the range of services being offered, especially the further development of areas with regard to identified needs	Systemically arrange permanent funding that will enable the unimpeded further development of services	Ensure permanent funding for basic activities, seeking the funding of developmental and nationally important projects in this area.

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	Fulfil the requirements of those funding research regarding open access to articles from cofinanced research	Cooperation of the University of Ljubljana in negotiations with publishers for transformation contracts in accordance with the provisions of Plan S.
The need to set up psychosocial counselling for students and the necessary systemically arranged support in order to successfully include students with special status in the study process	Set up psychosocial counselling centres and systematic support for inclusion of students with special status	Set up a special office/department that would systematically coordinate activities for the development of psychosocial support and successfully include students with special status in the study process.

6. MANAGEMENT AND DEVELOPMENT OF QUALITY SYSTEM

In the area of managing and developing the system of quality assurance, in 2019 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 and the planning of all processes of operation with emphasis on completing the feedback loop in terms of fulfilling planned measures (Business Report with Quality Assurance Report of UL and the Rector's Office)

In 2019 we compiled the Business Report of the University of Ljubljana, with its integrated Quality Assurance Report, which is one of the key instruments for ensuring quality, and contains a self-evaluation of the institution in all fields of operation, including verification of the implementation of measures and the planning of measures for the coming self-evaluation period. This process was composed of self-evaluation of the Rector's Office and UL administration (Business Report of the Rector's office for 2018) and a self-evaluation of the University as a whole (UL Business Report and Quality Assurance Report for 2018). As part of these processes we identified key shifts in these areas, and assessed the weaknesses and threats for those 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 2019 Business Report, we carried out a series of preparatory activities for representatives of member faculties, mainly on the topic of strategic planning and monitoring the implementation of measures. Falling within the system of self-evaluation and business reporting is the drafting of the annual programme of work, which in 2019 we performed for 2020, and this relates to the integration of planned and transferred measures from the previous self-evaluation period, the instructions of the Education Ministry and the adopted strategies of UL and positions of the UL management. The 2020 work programme was adopted by the UL Senate and Governing Board.

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

In 2019 we monitored the dynamics of carrying out self-evaluation of programmes for 2017/2018 and determined that a very high proportion of accredited and implemented study programmes carried out self-evaluation.

At the beginning of 2019 the member faculties prepared applications for sample evaluations at the NAKVIS agency, relating to the provision of study programmes in 2018/2019. After deliberation in sectoral committees and confirmation in the UL Senate, we submitted the applications via eNAKVIS. In 2019 NAKVIS conducted visits of evaluators in two study programmes (UL FA, Urban Planning, 1st cycle study, academic, UL FE and UL FRI, Multimedia, 1st cycle, interdisciplinary) and the first part of the visit for UL EF programmes in North Macedonia (UL EF, Business management and organisation, 2nd cycle, UL EF, Bank and financial management, 2nd cycle, UL EF, Entrepreneurship, 2nd cycle), but not also in Slovenia. Based on reports received we made an analysis of rece-

ived reports for 2019. In September 2019 UL member faculties started preparing applications for the NAKVIS sample evaluation, which relates to the implementation of selected study programmes in academic year 2019/2020 (UL FS, Tribology of surfaces and interfaces, UL EF, Tourism management), and by the end of the year made them ready for further consideration at meetings of the sectoral committees and the UL Senate.

National and international institutional accreditation of the University

We pursued a range of activities in preparation for extended accreditation of the University of Ljubljana. We upgraded the 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 the beta version of the new UL quality assurance web page was finalised. We also made the second interim evaluation of the Strategy 2012-2020 and in line with the criteria for extending UL accreditation we concluded the extensive Application for Extension of UL Accreditation, scrutinised it in the UL Quality Assurance Committee and discussed and confirmed it at a meeting of the UL Senate. In September we submitted it via eNAKVIS. With the aim of high-quality and developmentally supported international accreditation for UL, at the end of 2019 together with the National Agency for Quality in Higher Education in Finland (Fineec) we coordinated and signed an agreement for international accreditation in 2021.

Development of learning and teaching and training for a culture of quality, and management

In 2019, as the lead consortium partner we headed implementation of the project Innovative Forms of Learning and Teaching in Higher Education (INOVUP), which was secured in 2018 in the Education Ministry call in the amount of EUR 3.28 million. As part of implementing the project we carried out 125 training sessions in the area of innovative and flexible methods of learning and teaching for higher education teachers and staff, which were attended by 1,614 participants. We also coordinated the preparation of materials in the area of general and special higher education didactics, and carried out a Slovenia-wide analysis of the situation in the area of the use of methods and approaches for learning and teaching and the needs of higher education teachers associated with this.

At the same time we continued implementation of the programme of training for a culture of quality. Through this programme we are facilitating the development of specific knowledge and skills for quality, better communication and cooperation among staff and organisational development at various levels of UL, and we are observing better communication and cooperation in the workplace, an understanding of the area of quality, and better health and personal growth.

Enhancement-led visits

We continued the process of preparation and implementation of enhancement-led visits. A call was issued for carrying out the visits in 2020 and 2021, and a selection was made of participating member faculties for those years. Training of new members of the register

of consultation groups was also provided.

Survey on graduate employability and career success

In 2019 we continued conducting the process of revising the survey on the employability of graduates and the analysis of existing data. We analysed employability by programmes, but given the low level of responses this was not optimal. We obtained a legal opinion regarding alternative scenarios for gaining consent and inviting graduates to complete the surveys and – individually and also as part of the Rectors Conference – we conducted communication with the Education ministry regarding their intentions for monitoring graduate employability. Based on this communication, in the second half of 2019 we resolved to boost the monitoring of graduates through official statistics.

International cooperation in the area of quality

In the context of international cooperation, in 2019 we operated in several areas to develop quality. Within the working group The Guild we worked on diverse practices for boosting the careers of (young) researchers and contextualised the first analysis of a comparison of data submitted to The Times which as universities in that working group we share confidentially with each other.

As part of our cooperation with the European University Association (EUA) we were also actively involved in the Peer Learning Group of the EUA in the area of student-centred learning and teaching. We hosted the introductory meeting of this group in Ljubljana.

Within the European university association EUTOPIA in the area of monitoring and quality assurance of European universities we participated in drafting the rule book for quality of the network and designed the indicators of quality for all important fields of operation of the project and network. We also drew up an action plan for an external evaluation of the network to be performed by the Flemish agency for quality in higher education (NVAO) and assumed the role of co-coordinator of the entire system of quality of the network.

As part of the annual reporting processes we also reported and prepared data for all the key international rankings (QS, Multirank, THE, ARWU).

Development of the system of quality at the UL member faculty level

For the development of the quality system on the member faculty level in 2019 we should highlight (i) the appointment of project groups for carrying out the strategic goals of UL ALUO (ALUO), (ii) establishing the Committee for the Quality of Studies (VF), (iii) preparation and confirmation of the document System of Quality of FF (FF), (iv) establishing the additional mechanism of the feedback loop of quality through operation of the e-book Suggestions and Opinions (FF), (v) production of a flow chart of the process of quality and harmonisation with the University system (FGG) and (vi) adoption of the Rules on the Work of the Committee of UL MF (MF). In terms of individual practices and events that were conducted in 2019 at the member faculty level and which were aimed at promoting the development of quality, we recorded (i) the holding of a consulta-

tion on activities that should lead to more intensive improvement of study programmes (AG), (ii) the holding of intensive talks within which there was an exchange of opinions among educators, with the aim of raising the quality of their own work (FA), and (iii) the organisation of additional training in the area of quality for key stakeholders working to manage and develop quality (MF).

Development pillar financing (development of quality mechanisms)

In line with the planned measures, in September we carried out the project Identification of the specifics of performing self-evaluation of study programmes at UL academies, which aimed to pinpoint how to provide better support for the academies in the process of self-evaluation of programmes at the University level, and how the academies could build on such processes so as to better reflect the specifics of the arts.

In December 2019 we organised a pilot implementation of the new mechanism for quality assurance, benchlearning, which was focused on bolstering the self-evaluation of study programmes in three priority areas: effective introduction of systemic improvements into the study programme, self-evaluation supported by findings, and effective fulfilment and monitoring of measures. In this process we relied on various practices of the UL member faculties and also on the experiences of three foreign universities.

In the area of managing systems of quality we identified considerable room for improvement, which led to the design of a programme of training for management in higher education that addresses this gap. Due to the absence of comparable programmes focused on management in the academic environment, we established cooperation with one of the highest-quality providers of such training, who in line with our needs offered a series of three trainings for current and future managers in the area of quality in the academic environment. With Advance HE of the UK, which was founded by a group of British universities, we coordinated the final programme of training and signed a cooperation agreement.

In 2019 we set up a college of vice deans responsible for quality, and organised the first meeting with them. This forum was set up to facilitate appropriate discussion of topics relating to quality assurance and to enabling the easier flow of information from the University level to the member faculties and back, as well as among the faculties themselves.

In addition to regular implementation and processing of student surveys, in 2019 we started the process of evaluating and upgrading the system of student surveys (surveys for the course and provider and surveys on general satisfaction with studies). In this context we made an evaluation of the existing survey system based on the responses of users that we received in previous years, and formulated a UL working group for modifying student surveys that also met and confirmed the work programme and timetable for revision. In line with this we also started cooperating with experts from the University of Helsinki, with whom we are collaborating in drawing up the basis for the work of the group.

In 2019 we continued upgrading the application for monitoring the placement of UL on international rankings (ARWU, THE, QS, U-Multirank). This year we upgraded the level of the University as a whole through the level of disciplines and fields, depending on the format of the actual ranking, and in this way offered an insight into the placement of individual disciplines and fields at UL within our areas. We will present the application in the first half of 2020.

As part of the activities of development pillar financing we also took the first step in constructing a competence matrix tool, which on the level of the study programme enables a view of the structure of study programme design, where this concerns objectives and competences, learning outcomes, methods of assessment and methods of learning and teaching. The competence matrix will also be used as an aid in monitoring the adequacy of the design of study units and their cohesion with the study programme, which will support the programme creators and those in charge of quality. In 2019 we took the first steps in pilot implementation, which will cover all study programmes at UL PEF.

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
Establishing a forum of quality assurance vice deans		Improved communications and boosting capacities in the area of quality.
Carrying out the project to identify the specifics of		
the arts within the process of self-evaluation of study programmes		Adaptation of one of the fundamental mechanisms of quality for the arts, greater inclusivity of the quality system for arts academies.
Implementation of the benchlearning pilot project		Boosting the self-evaluation of study programmes, especially in terms of effective introduction of systemic improvements.
Preparation of application for renewed accreditation of the University		Comprehensive review and updating of the quality system and dealing with gaps in achieving ESG.
Signing an agreement on international accreditation of the University at the Finnish agency FINEEC		Quality shift in the process of external quality assurance.
KEY THREATS	OBJECTIVES	PROPOSED MEASURES
Low level of response to surveys owing to restrictive legislation and difficulty obtaining consent from graduates	Conduct survey among graduates that will yield high-quality data	Implementation of overhauled survey among graduates and greater use of official statistics (SORS).

KEY WEAKNESSES	OBJECTIVES	PROPOSED MEASURES
Absence of comprehensive connection and familiarity with rules in the area of quality	Know and understand 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	Formulate a more comprehensive system of student surveys that is better accepted in the academic community	Overhaul of system of student surveys.
The current system of annual reporting is based on an outmoded process of transfer and recording of data that represents a considerable administrative burden, takes a lot of time and is prone to errors	Set up an effective system of annual reporting through minimisation of the administrative burden	Create an application for entry, archiving and analysis of data.

7. BUSINESS OPERATIONS

7.1 Management and administration of University of Ljubljana

The University of Ljubljana had a representative in the working group for drafting the revised Higher Education Act and for drafting the new Research and Development Act. In this way it was actively involved in drafting the new legislation.

The Rector's Office conducted a census of the process of adopting and amending bylaws, and in this way we standardised the procedure and identified the person in charge of the process and the competence and responsibility of individual authorities, working bodies and Rector's Office departments. In this way we will ensure the harmonisation of internal legal documents.

In 2019 the working group for drawing up the integrity plan worked intensively on revising the plan. We also set up a tab on the website and thereby ensured better information provision for staff and students about this area.

In 2019 we drafted the internal rules of the Rector's Office, which we wish to confirm at the Slovenian Archives as the model and in this way make it available to those member faculties that do not have specific material that requires special consideration (e.g. recordings at academies).

The Rector's Office began regular meetings with member faculties on the subject of arranging documentary and archive materials and is continuing to use the document system. A lot of work in this area was aimed at the preparation of materials (monograph, exhibition and so forth) to celebrate the centenary of the University of Ljubljana.

Improvement of the financial operation system

In 2019 we set up a system for division of the development pillar funding which was based on attainment of the indicators for the individual target. The method of internal calls turned out to be very good. In these, member faculties could request funds for specific proposals of activities.

Increasing prudence and the efficiency of operations

The Rector's Office has set up a system of good financial planning, tied to activities in the work programme, along with monitoring fulfilment of the financial plan. Such a system allows us to ensure the allocated and prudent use of funds. We are consistently implementing procedures for selecting the most favourable supplier, in line with the Public Procurement Act and internal rules.

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
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Setting up regular meetings with member faculties on the subject of arranging documentary and archive materials and expanding use of the document system	The meetings address possible issues and through education establish uniform practices of arranging documents. Use of the document system is an essential condition for the use of the new business information system, which will enable the lawful and standardised arrangement of business operations.
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KEY THREATS	OBJECTIVES	PROPOSED MEASURES
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Unstable political environment and related uncertainty regarding the continued procedure of adopting amendments to the ZViS and ZRRD	Adopt amendments to the ZViS and a new ZRRD, which will recognise the autonomy of the University, ensure normal conditions for work and provide equality between researchers and the education staff regarding certain rights (e.g. supplementary work)	Active cooperation in the continued procedure for adopting legal documents, and when the political situation stabilises, proactive work for continuing the procedures of adopting regulations (the Rector through talks with the minister).
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KEY WEAKNESSES	OBJECTIVES	PROPOSED MEASURES
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Employees do not devote sufficient attention to ensuring integrity	Inform employees of adopted documents and best practices and thereby act in line with integrity	In addition to posts on the website we will convey as much news as possible in other ways too – for instance via the e-Univerzitetnik newsletter and at the college of secretaries.
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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 a new information system.

Legal arrangements

In 2019 for the purpose of arranging the status of employment positions we continued implementing the new Instructions on implementing HR procedures for higher education teachers, scientific workers and associates, started in 2018. We continued arranging the conducting of the procedure of employing higher education teachers and researchers; modifying the status of researchers from fixed-term to permanent; regulating employment regarding teaching obligations; arranging recommendations for the transfer of teaching work prior to retirement; cooperating with retired higher education teachers and researchers and recommendations in employing foreigners.

In 2019 UL adopted the amended Rules on advancement to salary grades at UL, and within the set time frame we harmonised it with the amended legislation. We began the updating of the Guidelines for setting salaries at UL, which should be concluded in the first half of 2020.

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. After deliberation in the UL Habilitation Committee, in 2019 the UL Senate adopted these amendments to the habilitation criteria.

In 2019 UL drafted an initiative for the Rectors Conference to formulate appropriate guidelines for legislative amendments and removal of legal impediments, in order to increase the number of foreign teachers in the education process at UL and thereby ensure greater prominence of UL on the international scale.

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 order to assist member faculties, UL updated the recommendations for employing 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.

In 2019 the University of Ljubljana employed full-time a total of 143 foreign citizens (128 in 2018), of whom 43 were teachers, 82 were researchers and 18 were professional staff. With the aim of maintaining and enriching Slovene scientific language, in 2019 in cooperation with the Centre for Slovene as a Second Foreign Language we began courses in Slovene for employed foreign educators and researchers. In this year the course was attended by 19 participants, and all of them noticeably advanced in their command of Slovene. Interest in the course is growing.

Moreover in the 2018/19 academic year, in one or at least part of a course a total of 421 foreign higher education teachers and associates participated in the study process, which was 36 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 541 higher education teachers and staff and scientific associates and staff went on exchanges abroad, which is less than the previous year (588 in 2018). 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 2018/19 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 re-search 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 education institutions
Up to 1 month	30	363	93	375	82
1 to 3 months	8	4	1	58	8
3 to 6 months	9	0	2	12	4
Over 6 months	7			1	1
Total	54	367	96	446	95

A total of 230 foreign researchers and research associates participated in research projects for varying time intervals, which is 15 more than the previous year. A total of 95 UL scientific workers and research associates went on exchanges abroad, participating in the educational, artistic or research process, which is 19 fewer 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 faci-

litated exchanges abroad for 120 professional staff, and hosted 127 professional workers who came on exchanges from abroad.

Training

In 2019 we provided 125 trainings as part of the INOVUP project, which included 557 UL staff, of which 502 were higher education teachers or associates. We continued implementing the training programme for the culture of quality, specifically in the areas of rhetoric, public speaking in English, conflict resolution, carrying out enhancement-led visits and self-evaluation of study programmes. Through this programme we are facilitating for employees the development of specific knowledge and skills for quality, better communication and cooperation among staff and organisational development at various levels of UL. We are striving for better communication and cooperation in the workplace, an understanding of the area of quality, and better health and personal growth.

In 2019, a total of 555 employees were enrolled in formal education (548 in 2018), while 3,853 pursued non-formal education (2,558 in 2019). Forms of non-formal education are mainly conferences, seminars, professional courses and congresses. A total of 14 teachers were on sabbatical year (19 in 2018, 28 in 2017 and 23 in 2016).

Career development for researchers and teachers

Prior to the arrival of the European Commission we undertook all the necessary activities to fulfil commitments under the HR strategy. In the spring of 2019, the European Commission conducted an external evaluation of the implementation of the Strategy for career development of researchers and teachers 2017–2020, and granted the University of Ljubljana the permission to continue using the “HR Excellence in Research” logotype for the next three years. With this logo we are demonstrating that we are an institution with a stimulating and inclusive work environment and that we are in line with the European Charter for Researchers and the Code of Conduct for the Recruitment of Researchers.

We upgraded the module for the application and selection process for young researchers and changed the evaluation criteria for candidates. In the pilot call MR+ we gained an additional 25 mentor positions. We conducted four calls for young researchers for a total of 115 vacancies, and successfully employed 110 new young researchers, of whom nine are foreign nationals. The University of Ljubljana had 370 young researchers in employment during 2019.

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, 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, in 2019 UL (5 member faculties) hosted eight guests for an average duration of eight months.

UL was successful in its application with the project Guest Foreign Experts at the University of Ljubljana 2019–2022 in the public call of the Education Ministry, and in December 2019 received a decision on cofinancing in the amount of EUR 1,184,034 for 196 short and 15 longer hostings of foreign experts in providing 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 2019 a total of 34 higher education teachers were on three-month mobility, 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 faculties and the University we continued the regular periodical meetings of the HR departments of the members and University aimed at better coordination, information and exchange of best practices. In 2019 we had three such meetings.

Further to the conclusion of the procedure for selecting a provider for the business information system, the UL HR Department pursued as a priority in 2019 preparation for implementation of the HR part of the new information system. We conducted the analysis phase, signed business plans for the HR module and started testing.

IMPLEMENTATION OF THE HR PLAN

In the 2019 Work Programme the University of Ljubljana planned for 6,569 employees as at 31 December 2019. The actual number of employees was smaller, with a total of 6,296 persons, or 5,768.46 expressed in FTE.

Table 13: Number of all employees at the University of Ljubljana from 2016 to 2019 by salary group

SALARY GROUP	No. of employees as at 31 December 2016	No. of employees as at 31 December 2017	No. of employees as at 31 December 2018	No. of employees as at 31 December 2019	Index 2016/17	Index 2017/18	Index 2018/19
B	8	7	7	6	88	100	86
D	2,681	2,693	2,733	2,770	100	101	101
E	173	180	190	204	104	106	107

H	995	1,097	1,215	1,303	110	111	107
J	1,873	1,921	1,948	2,013	103	101	103
Total	5,730	5,898	6,093	6,296	103	103	103

As at 31 December 2019 UL employed 165 higher education teachers (160.05 in FTE) holding habilitation titles obtained under arts criteria.

Table 14: Implementation of HR Plan in FTE by source of reporting (methodology under the Budget Implementation Act, in FTE)

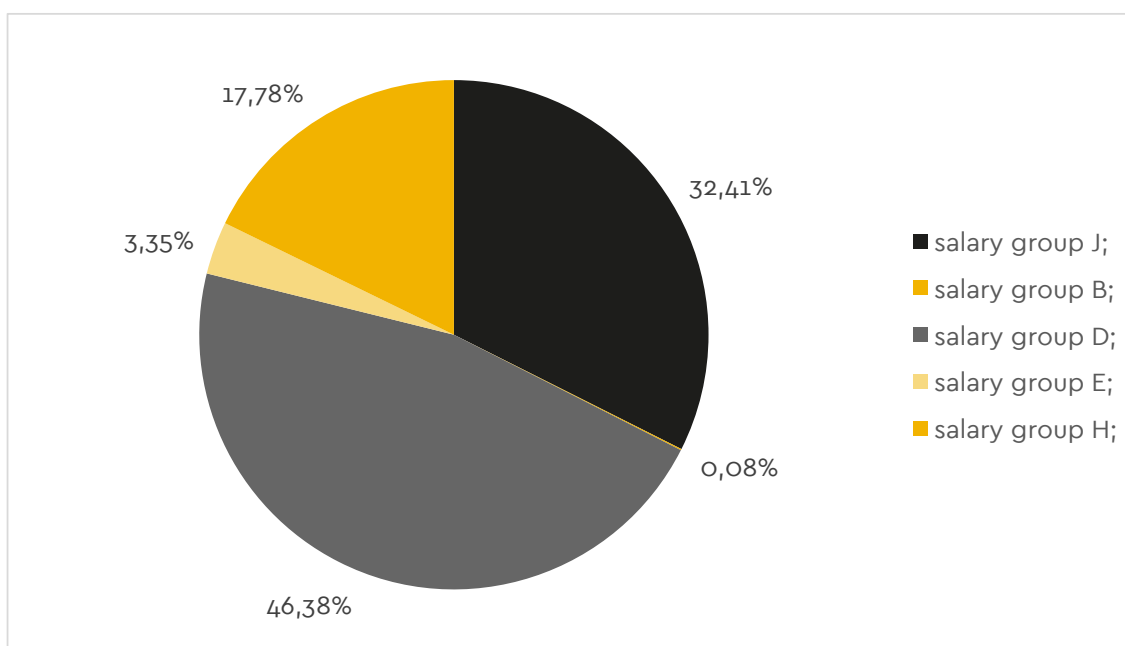
Viri	1. 1. 2019	Plan 1. 1. 2020	Realisation 1. 1. 2020
1. State budget	4,052.58	4,212.88	4,141.17
2. Municipal budgets	0	0	0
3. ZZSZ (Health Insurance Institute) and ZPIZ (Pension and Disability Insurance Institute)	6.5	0	1.5
4. Other public funds for public service provision (e.g. taxes, fees, concession fees, RTV licence fee)	23	23	19.9
5. Funds from the sale of goods and services on the market	271.13	345.5	295.37
6. Non-public funds for public service provision and donations received	154.74	228	167.91
7. Donations received	0	0.9	0
8. EU or other international funds, including co-financing funds from the state budget	344.41	484.45	347.84
9. ZZSZ funds for intern and specialising physicians, intern health workers, intern health associates and funds of re-search projects and programmes, and funds for projects and programmes intended for internationalisation and quality in education and science (allocated funds)	56.37	168.3	237.38
10. Funds from the public works system	0	0	0
11. Funds for research projects and funds for projects and programmes intended for internationalisation and quality in education and science	852.15	795.24	718.03

12. Funds for employees pursuant to the Measures to Eliminate the Consequences of Ice Storms Act	0	0	
Total number of all employees from Jan. to Dec.	5,760.88	6,258.27	5,929.10
Total number of employees under points 1 to 4	4,081.89	4,235.88	4,162.57
Total number of employees under points 5 to 12	1,678.80	2,022.39	1,766.53

In view of the Budget Implementation Act and the Decree on the method of drafting human resource plans of indirect budget users and the methodology for monitoring their implementation for 2019, and in line with the Education Ministry instructions, in the source item state budget and other public funds for performing public service in 2019 we planned the employment of 4,235.88 persons in FTE, which was 73.22 persons more in FTE than what we actually implemented in 2019.

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 18: No. of employees as at 31 December 2019, by salary group



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

KEY IMPROVEMENTS AND BEST PRACTICES		EXPLANATION OF EFFECT ON QUALITY
Shifting employment from fixed term to permanent for researchers; updating of the Instructions on implementing HR procedures for higher education teachers, scientific workers and associates		Harmonisation of the status of researchers with the Instructions, ensuring job stability.
Continuing the arrangement of formal employment with regard to teaching obligations		Harmonisation with legislation, better employee motivation.
Temporary strengthening of the University HR Department with an additional expert in HR – for the duration of the Apis project		Easing the burden on other HR Department staff for the duration of the Apis project.
Regular meetings with HR departments at member faculties		Exchange of best practices, coordinated operation of members/university in HR
KEY THREATS	OBJECTIVES	PROPOSED MEASURES
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 in the Collective Agreement for the Education Sector; 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
KEY WEAKNESSES	OBJECTIVES	PROPOSED MEASURES
Status of researchers – fixed-term contracts owing to temporary duration of projects	Employ researchers in accordance with legislation and UL bylaws	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.

Specific examples of implementing (or attempts to implement) HR procedures on the part of employees who are not competent for this	Achieve a higher level of competence among professional staff in the area of labour	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.
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7.3 Information system

Harmonisation of information systems

In the further harmonisation of the information systems we are continuing to focus our main attention on introducing the SAP business information system. After several years of public procurement procedures a contract was signed with the selected provider on 6 February 2019, so we were able to start work on the project we named Apis. Introduction of the business system is divided among member faculties into several sets. The first set is the Rector's Office and five faculties: EF, FE, FF, FRI and MF. Work is conducted in workshops devoted to individual modules of the SAP system. For the majority of the year we formulated BBP business plans, which determine the needs for a common and uniform system, except where the specifics of member faculties are justified.

At the same time we cleaned up the business, HR and financial data of the Rector's Office, so that it will be possible to raise the level of automation, and eliminated differences between member faculties. We took an important decision on the uniform view of the employee in terms of IT.

In order to implement the Apis project we installed IT and adapted premises in classrooms of a temporary location at Tržaška 2 in Ljubljana. We provided adequate server infrastructure from the development to the production environment at the external location and linked it to the University IT environment.

Vital successful shifts continued this year in the direction of reducing the unnecessary differences between member faculty IT systems. The necessary and envisaged upgrades and updates to the common application software were carried out. Just one member faculty still has a distinct feature in managing employee identities. The Rector's Office and 22 member faculties, plus associate member institutions, use the single common mail infrastructure Exchange. The Rector's Office and 23 member faculties 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 faculties 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 faculties, and there are plans for the next migration of remaining members to the common infrastructure.

An e-insurance system for easier and automated mass registration of students in the insurance system in the same infrastructure is used by 12 member faculties, while one uses its own infrastructure. This year we transferred one member faculty from its own infrastructure to the common infrastructure, which eases management of the system and increases its reliability. In the single common record of study programmes (EŠP) we are continuing to harmonise the structure and importance of data with NAKVIS, so as to increase the connectivity of these data and ease the automation of exchange with the aim of easier management of these data. In the surveying system 1KA, which is an integral element of the study process, we enhanced the standardisation and quality of data and through improvements increased the usability of reports. We once again conducted a public procurement order for obtaining a programme for verifying the similarity of content and flagging of Turnitin text, and agreed on the division of costs. The common storage of dissertations and final assignments, RUL, is growing each year through the natural growth of around 10,000 final assignments by students, new publications by researchers and teachers and reviewed publications. For this growing quantity of material we are providing secure storage and appropriate access.

Owing to the insurmountable difficulties caused by different, non-standardised or unconnected messaging systems, we reduced their diversity, so that only five messaging systems remain outside the single system, at the member faculties EF, FPP, MF, NTF and ZF, while BE, FDV, FE, FFA, FGG, FKKT, FRI, FS and FSP retain their own infrastructure with Exchange servers. Member faculties that are not listed and the Rector's Office are on the same mail server.

Ensuring security

In 2019 under the Rules for prior preparation for capture and storage of material in digital form we bolstered the common and uniform IT security policy and common internal rules. We formulated and tried out support for electronic personal folders in the document system GovernmentConnect (GC). We helped the member faculty EF introduce the GC system, while at other faculties we actively monitored its use and supported implementation. In the future we will link the system closely to the single business information system.

We conducted a large number of complex public calls in the area of licences or providing IT services for member faculties and the Rector's Office. Among the largest of these are the joint public contracts for personal computer equipment and for licences from Microsoft.

User support and ensuring smooth operation

Given the needs of other users, 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 and in introducing Digital UL. Through standardised reports and statistics we are monitoring the quality of services provided to help users.

Table 15: Number of requests for help to users by year

	2016	2017	2018	2019
Number of requests	18,632	18,090	20,853	19,711

The quality of using the PRTG system for monitoring the operation of information and communication systems was expanded, such that the system includes 3,500 sensors that offer ongoing monitoring of the quality of operation, and in the event of recognised warnings or identified difficulties we can respond appropriately. We included in the system the monitoring of those common systems used by member faculties. For the critical main infrastructure we achieve on an annual level availability of operation higher than 99.9 per cent and already on the threshold of the measurement error of systems for monitoring operation.

We raised the quality of monitoring the consumption of electricity and the operation of climate systems for cooling the system room and other premises in the Rector's Office building. Through timely preventive and service measures we improved cooling. We drew up a proposal for a long-term solution to the issue of locating the system room, and out of the options studied we decided to transfer to external rented premises.

We responded to the needs of member faculty FSD by enabling it to transfer its entire IT environment to the common system space USI. Our aim was to ensure for such member faculty a secure IT environment.

The UL centenary

For the needs of the UL centenary we introduced at the Rector's Office movable signage providing information and directions for visitors, and at the same time we heeded the demands for new corporate images in honour of the occasion. The system developed is also available for use at member faculties.

In the information systems we made adjustments required by the corporate image for the occasion. In the renovated premises of the Rector's Office we replaced worn out IT equipment and in the computer classroom we replaced computers with new ones.

In order to ease the workload of the enrolment office and improve the provision of information to candidates for enrolment, we created a chat robot ChatBot, which answers enrolment candidates' questions in Slovenian or English.

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

KEY IMPROVEMENTS AND BEST PRACTICES		EXPLANATION OF EFFECT ON QUALITY
<p>Through active support for administrators and users at member faculties we expanded the use of the GC document system to several faculties and several supported modules. We continuously updated the system to new versions</p>		<p>The document system enables e-business and reduction of paperwork, and increases efficiency and the speed of operation.</p>
<p>A decision was made regarding the long-term move of the server equipment to the external rented location</p>		<p>The external location will enable the further development and centralisation of hardware in appropriate premises, and the savings will allow us to replace energy wasting and outmoded hardware with a system that is more efficient and powerful.</p>
<p>A decision was made to replace the two main firewalls with more modern versions, and also to ensure the possibility of replacing equipment of the network firewalls for member faculties</p>		<p>By replacing the two main firewalls we will increase the security and reliability of operation of the computer network.</p>
KEY THREATS	OBJECTIVES	PROPOSED MEASURES
<p>In implementing the Apis project the targets will not be reached in the planned time frame</p>	<p>Achieve the planned targets under the envisaged time frame</p>	<p>Through methods of project management and best practices ensure adequate conditions for successful implementation of the project.</p>
<p>Outside intrusions into ICT a key threat</p>	<p>Achieve an appropriate level of IT security</p>	<p>Maintain a system of IT security, monitor it and rapidly respond to security events, reduce key recognised vulnerabilities or deficiencies, apply good international practices.</p>
KEY WEAKNESSES	OBJECTIVES	PROPOSED MEASURES
<p>In implementing the business information system SAP we will not exploit all the possibilities for simplifying operations and reducing the differences between member faculties</p>	<p>Reduce unnecessary differences between member faculties</p>	<p>Actively seek common organisational approaches, exploit all opportunities for reducing differences or reducing the complexity of operations through organisational and also technological means.</p>

Lack of adequate training of personnel to introduce new technologies or systems for the whole of UL	Standardise information systems	Ensure appropriate HR through ongoing recruitment, training of employees and involvement of external providers in cases that involve short-term increases in the scope of activities or specialist knowledge.
Difference and lack of connectivity of ICT systems at member faculties (message system, SIS, additional systems to support business processes – support for LODN)	Standardise information systems	Actively reduce differences unless they are necessary for special requirements, introduce uniform common systems in common infrastructure, reduce the number of related systems for the same purpose.

7.4 Communication with the public

In the area of communication with the public, in 2019 we focused primarily on:

- **notifying the public about the celebration of the centenary of the University of Ljubljana** through media releases and through employees, promotional activities and events:
 - organisation of a press conference at the start of celebrating the centenary;
 - issuing and presentation of a special postage stamp;
 - minting and presentation of a commemorative coin;
 - issuing and presentation of the book by Milan Vidmar;
 - issuing and presentation of the book on the rectors;
 - unveiling of the statue of Dr Fran Ramovš;
 - issuing and presentation of the monograph on the University of Ljubljana in Slovenian and English;
 - staging of an exhibition on the centenary of the University of Ljubljana;
 - creation and unveiling of a plaque to Dr Matija Slavič;
 - design and production of a commemorative silver coin marking the centenary of the University of Ljubljana;
 - presentation of the new chain of office of the rector, made to the design of Plečnik;

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- presentation of the space of knowledge (project designed with students);
 - a Celebratory Academy;
 - preparation and production of numerous promotional materials such as UL100, the special issue of the Rector's annual report, brochures for language departments and so forth;
 - **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);
 - 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 faculties);
 - **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;
 - 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;
 - **seeking the solution for the redesign of the corporate image of the University of Ljubljana**;
 - **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 faculties.

In 2019 we also held numerous regular 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. Highlights:

- presentation of studies at the University of Ljubljana for foreign students;
- Welcome Freshmen 2019;
- presenting arts awards;
- awarding title of full professor;
- University Week 2019 (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 2019;
- The Rector's Award for the Best Innovation at UL.

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
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).
Establishment and development of open, proactive relations with the media		Easier communication with the media and management of crisis situations.
KEY THREATS	OBJECTIVES	PROPOSED MEASURES
Frequent non-objective reporting by media in crisis situations at UL and its member faculties	Achieve more objective pieces in the media	Krepitev vsebin za pozitivno poročanje medijev in trajna praksa proaktivnih odnosov z mediji v primeru kriznih situacij, razmislek o razvoju lastnih medijev.
KEY WEAKNESSES	OBJECTIVES	PROPOSED MEASURES

Loyalty to UL from employees and connection between UL and its member faculties is weak	Strengthen a sense of belonging and connection among employees	Strengthen communication through greater inclusion of employees through internal newsletters and plan events for employees that elevate the basic activity of UL (lectures, workshops).
Tendency of employees to resolve internal issues in the media	Gain the confidence of employees to resolve issues from inside	Fulfil the possibility of easier provision of information to UL management and two-way communication (such as anonymous box for ideas, suggests and comments, regular meetings of UL management with employees).

7.5 Plan of managing material assets

We implemented the following short-term objectives and activities in 2019:

- Efficient and economical management of assets

I. REAL ESTATE MANAGEMENT

Records of real estate

According to the existing records, at the end of 2019 these amounted to around 720 parcels in a total surface area of approx. 2,440,000 m² and 282 buildings with approx. 520 parts of buildings in a total surface area of approx. 351,500 m². They are recorded in a special information system that covers data on parcels, buildings, floor areas of buildings and values according to the real estate register, etc.

In 2019 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 horizontal ownership (ZVEtL) and harmonisation of data on ownership in the land register, dealing with applications for easements and so forth.

We continued settling the floor ownership of PEF through procedures to determine the pertaining land or buildings pursuant to the ZVEtL and procedures for harmonising the land register status with the actual situation with the Government and the settling of property ownership with MOL.

Disposal and purchase of real estate

In 2019 we sold the holiday home in Mežakla and started the process of selling real estate in Gorazdova Street (FKKT) and single person rooms in Ljubljana.

Detailed data are given in the annex "Plan of managing material assets for 2019 – REALISATION" in tables 1 and 2.

Real estate encumbrance

In 2019 we handled applications received for easements 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 2019 – REALISATION« in table 1.

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

For study requirements the UL member faculties lease premises at various locations in Ljubljana, in a total area of around 20,000 m² (whole year lease), and occasionally they rent in particular spaces intended for sports. In 2019 the cost of all leases and rents amounted to around EUR 1.2 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.

To cofinance these costs in 2019 the Education Ministry provided funds amounting to EUR 541,909.84, specifically to cofinance leases and rents of the following member faculties:

- 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, up to payment of the full purchase price;
- 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 2019 – REALISATION« in table 5.

Energy management of buildings

Activities aimed at the energy management of UL buildings continued in 2019. Energy management activities involve obtaining, entry and analysis of costs and energy consumption in the UL energy information system and energy accounting, managing energy in UL buildings, the study, preparation and support of projects for the energy refurbishing of buildings, information and education for users and administrators of buildings and UL technical staff and so forth. In 2019 all the indicators in the energy-efficiency renovation of FF and EF were successfully attained. A continuous review is being made of the energy consumption situation for UL member faculties, including with the aim of a 3 percent reduction and an assessment of meeting the indicators. 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 faculties was organised and carried out covering quality of the interior environment, energy consumption and health in the workplace, and highlighting good projects (EF, FF and setting up a solar generator at FU, where we advised in all stages). At certain member faculties, steps were taken to reduce energy consumption, and possible measures were proposed based on a detailed analysis by member faculty. We provided consultation to ensure a high-quality interior environment. Temperature training was conducted at EF.

II. INVESTMENT PROJECTS – CONSTRUCTION OF NEW FACILITIES, EXTENSIONS OR RECONSTRUCTION

In 2019, 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 2019. We carried out the following activities for individual academies:
 - for the reconstruction of the Kazina building for AG we obtained location information and project documentation for obtaining the construction permit and final construction permit. All activities were carried out in relation to the move of the Archive of the Republic of Slovenia, to the construction of an extension, to obtaining spatial documentation, securing the land owned by the City of Ljubljana and demolition of structures behind the Kazina building. For
 - AG we acquired land on the eastern side of the Kazina building from the Government;
 - for AGRFT we implemented construction, fixtures and fitting work for reconstruction of the building at Aškerčeva cesta 5, we concluded the setting up of a transformer station and completed the purchase of the building at Trubarjeva cesta 3;
 - for ALUO we continued efforts to obtain investment, spatial and project documentation;
- FPP – the project “Repair of pier and setting up equipment for training in personal survival techniques” was postponed to 2020 or 2021, since the cost of the tenders received exceeded by more than 20 percent the estimates in the investment documents;
- 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 2019 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;

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- FFA – in the project “New construction of UL FFA” at Brdo we continued activities for implementing the second stage of the competitive tender (1 – urban planning and 2 – architectural) financed by the faculty up to the receipt of funds from the ministry or possible other sources;
 - FS – in the project “New construction of UL FS” at Brdo we continued activities for implementing the second stage of the competitive tender (1 – urban planning and 2 – architectural) financed by the faculty up to the receipt of funds from the ministry or possible other sources;
 - UL FŠ – for the project “New premises of UL FŠ – University Sports Centre” a project task was formulated, but further activities in connection with the project to purchase the building right and renovation of the Kodeljevo manor house were not carried out;
 - MF – the project of “Construction of a Centre of Excellence” is in the stage of obtaining the necessary documentation;
 - FF – the project “Premises for book repositories of FF: at FF we successfully concluded the project of leasing new book repositories, with 2,000 m² of surface area acquired, in which 10,000 continuous metres of book shelves were installed and approximately 220,000 units of book materials moved. The process of moving part of the archive of the joint professional services was started, and this will continue in the coming year. After moving a large number of books to the new repository at Zgornje Jarše, the building at Karlovška 19 was vacated and returned to the Education Ministry. The library spaces at the faculty are now more spacious and airy, and several libraries could shift to free access to materials by students, the number of reading spaces increased and new possibilities opened up for rearranging the library spaces. In the coming year individual departmental libraries will be further rearranged with the aim of obtaining even more space for reading. At FF a start was made on obtaining documentation for covering the atrium on Rimska Street (second stage of resolving the faculty’s spatial constraints), where once the atrium is covered the faculty will gain extra space for a reading room and other activities;
 - University Sports Hall – the project “Energy and fire refurbishing of the University Sports Hall in Rožna dolina” is at the stage of obtaining financial resources.

Financial data are given in the annex “Plan of managing material assets for 2019 – REALISATION» in table 3.

III. 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-efficient renovation of buildings in the broad public sector owned by the state, we reviewed the documentation needed to submit applications of interested member faculties. Despite the interest in carrying out energy-efficient renovation and the related securing of funds, applications for the Education

Ministry call were not made, since it makes sense to carry out energy-efficient renovation at the same time as structural renovation. Funds for carrying out structural renovation have not been provided. We will continue to monitor the publishing of new public calls for the energy-efficient renovation of public buildings.

Structural renovation of buildings

We obtained an analysis of the state of earthquake safety of part of the University of Ljubljana buildings, and this will serve as a basis for the envisaged structural inspection of buildings according to a priority list of buildings and a preliminary 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. Structural renovations were not carried out in 2019 due to lack of funds.

IV. INVESTMENT MAINTENANCE AND INVESTMENT IN PURCHASE OF EQUIPMENT

INVESTMENT MAINTENANCE

For 2019 we made a record of the most urgently needed investment maintenance works on University of Ljubljana buildings in a total value of around EUR 10.7 million, with EUR 2.1 million in such works actually being executed.

Data are given in the annex "Plan of managing material assets for 2019 – REALISATION« in table 4.

Purchase of equipment

In 2019 we planned to purchase equipment in a total amount of approximately EUR 21.6 million, with actual purchases amounting to EUR 12.9 million.

Data are given in the annex "Plan of managing material assets for 2019 – REALISATION« 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
Provision of training for users and administrators of buildings and technical staff		Trained staff of UL.
KEY THREATS	OBJECTIVES	PROPOSED MEASURES

For the fifth year now, no financing provided for investment maintenance, meaning the deterioration of buildings, and thereby a deterioration of the conditions for work and reduced safety for students and employees	Obtain funding at the Education Ministry	Systemic arrangement of financing for the University that will ensure implementation of the programme and investment in infrastructure.
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No funding provided for inspections of earthquake vulnerability, no investment documentation, project documentation and investments for carrying out structural renovation of the UL building stock, which consequently impacts the implementation of energy-efficient renovation and drawing down available grant funds through the Ecofund	Ensure own funds, Education Ministry	Ensuring own funds for carrying out the second part of earthquake vulnerability inspections of the UL building stock; ensuring own funds for the preparation of investment and project documentation for at least three most at-risk structures; systemic arrangement of financing at the University for structural renovation.
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KEY WEAKNESSES	OBJECTIVES	PROPOSED MEASURES
Lack of IT support for managing UL real estate	Efficient planning, monitoring and analysis of implementation of real estate maintenance tasks; efficient receiving, monitoring and resolving of demands of end users	Provision of financial resources for implementation.
Lack of IT support for managing, coordinating and tracking investment projects and building maintenance	Effective supervision of the financial construction of investment projects; effective tracking of contractual threshold values.	Ensuring adequate IT support.

7.6 Internal controls

The common internal audit service of the University of Ljubljana once again fulfilled its mission in 2019, 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 faculties and at the Rector's Office. Crosscheck audits were conducted at all UL member faculties.

In 2019 the common University of Ljubljana internal audit service conducted the following operations:

- conclusion of a cross-check audit started in 2018 on the correctness of implementing the UL Instructions for determining pay at all member faculties and the Rector's Office. This was conducted in two stages: a review of the justification for determining pay and a review of the correctness of accounting all types of payments with regard to the adopted methodology;
- conclusion of a regular audit of the financial statements of the UL Biotechnical Faculty, started in 2018;
- regular audit of the financial statements of the UL Faculty of Arts;
- audit of the operations of the UL Academy of Theatre, Radio, Film and Television prior to allocating additional financial means from the reserve fund;
- security review of the study information systems VIS, Student-Net and Studis, and subsequent security review of the elimination of vulnerabilities identified in the security review of the study information systems VIS, Student-Net and Studis;
- start of regular audit of the financial statements of the UL Faculty of Medicine, which will continue into 2020;
- monitoring of follow-up measures after audit of the financial statements and correctness of implementing the instructions for determining pay at UL at the UL Biotechnical Faculty;
- participation 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 responsible for STM and SN.
- coordination in the annual self-assessment of the Rector's Office and member faculties for preparation of the statement by the head of UL and individual member institutions on internal controls of public finances for 2019;
- holding of several consultations with member faculties over specific matters concerning staff possibilities and skills (advice in dealing with HR issues at a smaller member,

ongoing advice regarding contracts with business partners, for providing repayments under Article 3a of the ZSPJS, for clarification of amortisation to the funding provider ARRS, regarding the ordaining of days of annual leave under Article 47 of the KPVIZ);

- promoting the recognising and assessment of risk (advising management in determining appropriate measures to manage risk, coordinating activities related to implementing risk management, providing support in establishing risk management);
- permanent and open communication with all UL stakeholders.

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
Promoting the recognising and assessment of risk (advising management in determining appropriate measures to manage risk, coordinating activities related to implementing risk management, providing 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, goodwill, safety of people, health and property, and of data).
Permanent and open communication with all stakeholders		
Start of cross-check audit for key risks		
KEY THREATS	OBJECTIVES	PROPOSED MEASURES
Internal auditor positions in institutions not competitive compared to auditor positions in state administration	Improve status of civil servant employees of the institution	Proposed legislative amendments for civil servants at higher education institutions.
KEY WEAKNESSES	OBJECTIVES	PROPOSED MEASURES
Awareness of risk is at a low level	Effective risk management at all levels of operation	Implementing cross-check audits at all member faculties; 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.

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

CONCERN FOR THE SLOVENIAN LANGUAGE

In 2019 the Centre for Slovene as a Second and Foreign Language (CSDTJ) provided several courses of Slovene language for adults attended by 943 people from 69 countries, the largest number from Germany.

Alongside the 22 regular courses (4 schools, 2 afternoon courses, 2 morning courses, 2 intensive courses, 2 intensive morning courses, 6 exam preparation sessions, 2 courses for students, 2 courses for exchange students), this year it organised 3 courses for special groups and introduced a new course for foreigners employed at the University of Ljubljana – the response was good, with two courses being attended by 58 employees at the University of Ljubljana. The number of users of the free online language course Slovene Learning Online (www.slonline.si), which was set up at the end of 2017, has grown markedly. In 2019 the course gained 5,900 new users, giving a total of more than 13,700 from 152 countries, principally from the USA. In December 2019 users will be offered the free continuation of the online course, *Slovene Learning Online 2*.

As part of the programme of Slovene for children and adolescents they were included in the activities of the Education Ministry in the area of Slovene as a second language, specifically in introducing changes to the secondary and primary school system. For multipliers of the Employment Service project *Challenges of Intercultural Coexistence* (2016-2022), an 8-hour training was provided on the subject of teaching Slovene as a second and foreign 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. They were closely involved in the education courses provided by the National Education Institute for expatriate teachers and teachers around the world (training for teachers of Saturday schools in Argentina and Australia, for teachers of supplementary lessons in Slovenian language and culture abroad and Slovene in the Hungarian Raba valley), and also in training teachers in the KATIS system (more than 60 educators and teachers) and as part of the CSDTJ courses. The 14th Youth Summer School was held, and was attended by 107 adolescents, and they also organised eight specialised language courses in Slovene for pupils from schools in neighbouring countries, for the first time for pupils from the Jurij Vega Technical Institute and the Žiga Zois Technical Institute in Gorizia (Italy). Based on an inter-university agreement, a special form of year-long course in Slovene was also organised for 10 students (children) at the Beijing university BISU, who are learning Slovene with the aim of further study at the University of Ljubljana (the course will be concluded in July 2020).

As part of the Education programme, a special educational seminar was held for scholarship holders under the Osimo Accords for Slovenian school teachers in Italy, and several seminars were provided for teachers of Slovene as a second and foreign language in

Ljubljana, Maribor and Klagenfurt – a total of 12 different forms of seminar with around 250 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 61 Slovene language departments and courses at foreign universities; at 26 universities, Slovene studies had the status of an independent undergraduate and/or postgraduate course, and around 50 bachelor's, master's and doctoral dissertations in the field of Slovene studies were generated at foreign universities.

The Examination Centre conducted around 3,000 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). In this connection the placement of written work for a higher level on the CEFR scale was carried out, and a workshop held on intercultural awareness-raising for testers. At the beginning of November the Examination Centre organised the 54th meeting and public consultation of the ALTE association entitled *Single-language testing in a multi-lingual reality? Linguistic ideologies and their impact on language testing* (attended by a total of around 150 participants, mostly from abroad). In November the Examination Centre together with its courses in Slovene began designing a supplementary programme *Slovene as a second and foreign language* at the entry level A1. The project is linked to amendments to the Labour Market Act, which will require unemployed persons to have a command of Slovene at the A1 level (pilot courses and exams funded by the Ministry of Labour, Family, Social Affairs and Equal Opportunities). As part of celebrations marking the centenary of FF, a workshop was held in May 2019 for volunteer students and staff of FF (as a dissemination activity of the already concluded project *Including volunteers in the language education of immigrants (VIME), Erasmus+, K2*).

We organised the 55th Seminar of Slovene Language, Literature and Culture, which was attended by 96 participants – students, teachers, researchers of Slovene and Slavic studies – from 26 countries, and the 38th **Obdobja** (Periods) symposium, attended by 69 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, and on the preparation of learning and 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. We published the new textbook *Fonetika (Phonetics) 1*, a presentation of Slovene studies at universities abroad as part of the project World Days entitled Slovene and Slovene studies at universities around the world, a booklet by students at a language department in Germany, *Tübinger Blicke auf Slowenien: Beiträge zur slowenischen Gesellschaft, Literatur und Kultur aus Tübinger Sicht*, the booklet *Obstoj (Existence)* with the Department of Slovene Studies, we reprinted certain Slovene language learning materials (*ABC ... gremo, Gremo naprej, Križ kraž 1 and Priročnik za učitelje k učbeniku Križ kraž 1* (handbook for teachers), *Slovenščina ekspres 1, Žepna slovenščina* (pocket Slovene in German, Russian, French, Italian), and textbook sets with work books *Slovenska beseda v živo 1a* and *Čas za slovenščino 1*.

Our publications are regularly 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 an application and admission procedure for the enrolment of candidates in the first year of undergraduate and integrated master's programmes for Slovenian citizens and EU citizens on the national level (in the first and second application periods). The most important tasks performed by the service as part of the application and admission procedures are:

Providing information on application and admission procedures for enrolment in undergraduate and integrated master's programmes

In Ljubljana, Maribor and Koper we organised 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 at the Informativa event, we provided talks 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 the education fairs in Rijeka and Opicina.

Conducting of application and admission procedure

- The application and administrative procedure is conducted for all higher education institutions in Slovenia and includes:
- updating the VPIS database with new information for each year's call for enrolment;
- 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;
- evaluating foreign secondary school certificates and manual entry of assessments in the database;
- 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;
- 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 in 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.

Parallel to these activities, 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.

We set up an additional information point for providing information to candidates for enrolment, especially for foreign students.

With the aim of additional and immediate provision of information to candidates for enrolment, we started planning ChatBot, the virtual assistant on the University website, which will answer questions about applications and enrolment. Answers to questions will be accessible to candidates continuously in Slovenian and English. Young people frequently use this kind of communication.

9. DEVELOPMENT OBJECTIVES 2018–2020

A. QUALITY

I. Improving study programmes

Action: *We will establish standardised mechanisms for continuous analysis of competences and skills in study programmes.*

Indicator: *Established mechanism*

Achieved in 2019:

As part of the activities of development pillar financing we took the first step in constructing a competence matrix tool, which on the level of the study programme enables a view of the structure of study programme design, where this concerns objectives and competences, learning outcomes, methods of assessment and methods of learning and teaching. The competence matrix will also be used as an aid in monitoring the adequacy of the design of study units and their cohesion with the study programme, which will support the programme creators and those in charge of quality. In 2019 we took the first steps in pilot implementation, which covered all study programmes at UL PEF.

Action: *We will update study programmes/courses with key competences so as to establish a transition from the structural form of programmes (principles of accreditation under the Bologna reform) to a competence model, and increase cooperation with employers.*

Indicator: *Number of revised study programmes*

Achieved in 2019:

In 2019 member faculties started or continued the revision of study programmes as follows:

Member faculty	Study programme
UL FFA	EMFAR – integrated master’s; Industrial pharmacy (1000330) – second cycle, master’s
UL FGG	Construction (the new integrated master’s will replace three other programmes: Construction (1000344); Construction (1000348) and Architecture (1000350))
UL FKKT	Technical safety – first cycle; Chemistry (1000375) – second cycle, master’s
UL FRI	Computer and Information Science (1000471) – second cycle, master’s

UL FDV	Social informatics (1001037) – first cycle, academic; Communicology – Marketing Communications and Public Relations (1001038) – first cycle, academic; Defence Studies (1001045) – first cycle, academic; Sociology – HR Management (1001044) – first cycle, academic; Social Informatics (1001048) – second cycle, master's; Defence and Security Studies (1001054) – second cycle, master's; Sociology – Management of HR, Knowledge and Organisations (1001059) – second cycle, master's; Marketing Communications and Public Relations (1001058) – second cycle, master's.
UL FS	First-cycle academic study programme MECHANICAL ENGINEERING – research and development programme; Second-cycle master's study programme MECHANICAL ENGINEERING – research and development programme; First-cycle professional higher education programme in MECHANICAL ENGINEERING – project applied programme.
UL PF	Law (1000850) – first cycle, academic; Law (1000851) – second cycle, master's.
UL FKKT	Chemical Education (1000379) – second cycle, master's
UL FMF	Educational Mathematics – second cycle, integrated master's; Financial Mathematics (1000403) – first cycle, academic; Mathematics – first cycle, academic; Financial Mathematics – second cycle, master's; Mathematics – second cycle, master's; Physical Metrology (1000409) – first cycle, professional higher education
UL FU	Public Sector Administration (1000529) – first cycle, academic
UL PEF	Course Teaching (Two-course teacher, academic programme, first cycle + teaching, Course Teaching, second cycle); Speech therapy and deaf/hearing impaired education, first cycle; Speech therapy and deaf/hearing impaired education, second cycle
UL TEOF	Theology and Religious Studies (1000877) – first cycle, academic; Theology – first cycle, academic, two-course; Theology, two-course pedagogical (1000960) – second cycle, master's
UL VF	Veterinary Medicine (1000894) – second cycle, integrated master's
UL ZF	Health Care – first cycle, professional higher education; Health Care – second cycle, master's; Physiotherapy – first cycle, professional higher education; Physiotherapy – second cycle, master's
UL MF	Dental Medicine (1000733) – second cycle, integrated master's; Medicine (1000734) – second cycle, integrated master's
UL AGRFT	Film and Television Creation (1000034) – second cycle, master's

Action: *We will merge study programmes to effect more rational and better-quality implementation and monitoring, and establish a system of formal recognition of competences in combined programmes.*

Indicator: *Number of finally merged programmes*

Achieved in 2019:

The merging of study programmes at FF required prior coordination with the Education Ministry and NAKVIS. In 2019 all agreements were adopted and based on this we are implementing the merging of study programmes in 2020.

Action: *We will update courses that increase the interdisciplinary dimension and promote and implement various forms of cooperation among member faculties that increase the interdisciplinary nature of study programmes. Indicator: Number of updated courses that increase the interdisciplinary nature of programmes*

Achieved in 2019:

One of the forms of increasing the interdisciplinary dimensions is courses that students of one member faculty select at another faculty. In order to encourage this form of interdisciplinary approach, in 2019 we allocated part of the development pillar funding for this, so we added development pillar funds to those member faculties that provide these courses for students of other faculties. These were additional funds that faculties providing these courses received outside the fundamental pillar funds. A total of 275 courses were provided for students at other faculties.

We started implementing the full-time study of Applied Statistics, which in the past we provided as parttime. Financing the study programme using development pillar funds as initial financing proved to be a very good approach. Applied Statistics is a programme involving the participation of UL BF, UL EF, UL FDV, UL FE, UL FMF, UL FRI and UL MF. As a new programme we initially provided it as part-time study, which enabled us in this period to monitor the interest of students and employers. Based on an internal call for financing interdisciplinary programmes with development pillar funds, we selected the study programme Applied Statistics and in so doing took into account the interests of students and employers, the number of member faculties providing the programme and the proportion of cofinancing under existing fundamental pillar funds.

II. Improving the teaching process

Action: *We will ensure technical support for introducing modern forms of teaching.*

Indicator: *Modernised teaching aids*

Achieved in 2019:

Modern forms of teaching are universal, so the technical support for their introduction and implementation is composed of systemic hardware and software first on the national level, on the University level and the member faculty level, and only then is it composed

of implementation on the local level of individual programmes, core fields, educational units/courses. This requires systematic investment and constant maintenance and upgrades. Development pillar funds were not allocated to this aspect, and they were used mainly on the local level for teaching aids in the form of software or aids for study depending on the specifics of the individual member faculty and its programmes – teaching aids in lecture rooms, aids for laboratory work and ICT support. They also represented an inducement for trial introduction in areas where certain modern approaches have traditionally not been implemented, or where introduction is highly complex and could distinctly alter the method of work. This means that not all students were included in the modernised approaches in this development pillar financial framework.

III. Improving the quality loop

Action: *We will perform a content analysis of the existing student survey and upgrade it with content that relates to competences – in connection with objective 1.*

Indicator: *Revised student survey*

Achieved in 2019:

In addition to regular implementation and processing of student surveys, in 2019 we started the process of evaluating and upgrading the system of student surveys, with emphasis on acquired competences (surveys for the course and provider and surveys on general satisfaction with studies). In this context we made an evaluation of the existing survey system based on the responses of users that we received in previous years. We formulated a UL working group for upgrading student surveys that also met and confirmed the work programme and timetable for revision. In line with this we established cooperation with experts from the University of Helsinki, with whom we are collaborating in drawing up the basis for the work of the group. The preliminary results of cooperation point to changes in the direction of rationalising the administrative workload, immediate feedback to students and educators, and emphasis on qualitative indicators of satisfaction, the quality of teaching work and the motivation of students to study.

Action: *We will establish a system of correctional measures based on surveys, analysis, an action plan and the completed evaluation.*

Indicator: *System set up at all member faculties*

Achieved in 2019:

In 2019 we set up a college of vice deans responsible for quality, and organised the first meeting with them. This forum was set up to facilitate appropriate discussion of topics relating to quality assurance and to enabling the easier flow of information from the University level to the member faculties and back, as well as among the faculties themselves.

In line with the planned measures, in September we carried out the project Identification of the specifics of performing self-evaluation of study programmes at UL academies, which aimed to pinpoint how to provide better support for the academies in the process of self-evaluation of programmes at the University level, and how the academies could build on such processes so as to better reflect the specifics of the arts.

Action: *We will identify gaps between UL and selected best universities in the partner networks The Guild, CELSA and LERU.*

Indicator: *Comparative analysis performed by fields in at least a third of member faculties*

Achieved in 2019:

In December 2019 we organised a pilot implementation of the new mechanism for quality assurance, benchlearning, which was focused on bolstering the self-evaluation of study programmes in three priority areas: (i) effective introduction of systemic improvements into the study programme, (ii) self-evaluation supported by findings, and (iii) effective fulfilment and monitoring of measures. In this process we relied on various practices of the UL member faculties and on the experiences of three foreign universities. We will also continue the process in connection with the secured EUTOPIA project, which will help us to collaborate in the network with the best universities and transfer their best practices to the diverse environment of UL member faculties.

In 2019 we continued upgrading the application for monitoring the placement of UL on international rankings (ARWU, THE, QS, U-Multirank). This year we upgraded the level of the University as a whole through the level of disciplines and fields, depending on the format of the actual ranking, and in this way offered an insight into the placement of individual disciplines and fields at UL within our areas. We will launch the application in

B. INTERNATIONALISATION

I. Preserve or increase the number of foreign students (without Slovenian citizenship)

Action: *We will upgrade and consistently implement the “YEAR PLUS” module.*

Indicator: *Number of implementations for students in groups of 20 students each*

Achieved in 2019:

In the 2019/20 academic year a total of 300 places were offered. We actually enrolled 351 students, since in line with the experience of previous years we could anticipate a high drop-out rate. At the beginning of the 2019/20 academic year there were 96 students on the waiting list. We do not systematically collect data on which member faculty the students on the waiting list come from, but we may conclude that they come from those faculties where the enrolment and admission procedure lasted longer.

Action: *We will design and implement new study programmes in a foreign language in parallel to their implementation in Slovene.*

Indicator: *Number of new study programmes*

Achieved in 2019:

In 2019 a total of eight parallel study programmes were provided in a foreign language and Slovene, nine were provided only in a foreign language, these being joint programmes under consortium agreements.

Action: *We will implement parallel courses in a foreign language.*

Indicator: *Number of courses implemented in a foreign language*

Achieved in 2019:

On the University level, we provided 213 courses in parallel Slovene and foreign-language version in the 2018/19 academic year. On the University of Ljubljana website students can find which courses will be provided in a foreign language.

Action: *We will introduce new courses for parallel implementation in a foreign language.*

Indicator: *Number of newly introduced courses*

Achieved in 2019:

Number of first implemented courses provided in parallel in a foreign language 18/19

Biotechnical Faculty	3
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School of Economics and Business	5
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Faculty of Architecture	3
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Faculty of Pharmacy	5
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Faculty of Civil and Geodetic Engineering	3
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Faculty of Maritime Studies and Transport	17
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Faculty of Public Administration	8
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Faculty of Education	4
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Faculty of Theology	3
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Total	51
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Action: *We will introduce machine translation for lectures.*

Indicator: *Number of courses where machine translation is used*

Achieved in 2019:

At the Centre for Linguistic Resources and Technology, which operates within the Faculty of Social Sciences, a basic technical infrastructure was installed in 2019 for machine translation of lectures, which includes a machine speech recogniser for Slovene speech, a machine translator for the Slovene-English pairing, a technical system for speech capture and a platform for displaying machine translations on a laptop or mobile device. The technical system is being developed jointly by the Centre for Linguistic Resources and Technology and UL FRI. The demo version was presented in January 2020 at the college of deans.

2. Preserve or increase the number of foreign teachers

Action: *We will establish closer cooperation with the SMUL network (UL Alumni who work abroad).*

Indicator: *Number of events with SMUL members*

Achieved in 2019:

The University of Ljubljana Global Network (SMUL) brings together Slovenia-associated scientists, professors and other prominent figures from the academic, research and development environments abroad. It was created as one of the activities to raise the quality of study programmes, and to enhance international cooperation and the reputation of the University of Ljubljana. In 2019 we held two meetings at which we presented to members the current events at UL within the EUTOPIA association, new features and privileges in the alumni clubs, the possibility of cofinancing the guest appearances of Slovenian experts at Slovenian higher education institutions and also the possibility of the return of young scientists from abroad (the Aleš Debeljak Programme for linking Slovenian knowledge and innovation). We also called on SMUL members to play an active part in promoting study at the University of Ljubljana in the environments in which they work.

Action: *We will introduce organised learning of Slovene for foreign teachers.*

Indicator: *Number of teachers taking classes*

Achieved in 2019:

With the aim of maintaining and enriching Slovene scientific language, in 2019 in cooperation with the Centre for Slovene as a Second Foreign Language we began courses in

Slovene for employed foreign educators and researchers. In this year the course was attended by 19 participants, and all of them noticeably advanced in their command of Slovenian. Interest in the course is growing.

Action: *We will employ foreign teachers.*

Indicator: *Number of full-time foreign staff at UL*

Achieved in 2019:

In 2019 we employed a total of 15 foreign higher education teachers and staff.

3. Positioning UL in the international arena and linking with outstanding universities

Action: *We will establish new strategic partnerships and actively cooperate with foreign universities in these networks.*

Indicator: *Number of strategic partnerships concluded in which the University participates*

Achieved in 2019:

The University of Ljubljana is a member of EUTOPIA, the European University Alliance. Together with other universities in this association we secured an Erasmus+ project in which we are the project coordinator. We also actively participate in the networks CELSA (Central Europe Leuven Strategic Partners), in The Guild, in the Regional Platform for the Western Balkans, in the Southeast Europe and the Western Balkans Rectors' Forum, in working groups and also in the activities of the international associations UNICA, Utrecht, Alps-Adriatic, the EUA and VIU (Venice International University).

Action: *We will hold international summer schools in a foreign language with credit assessments for regular or general electives as part of first and second-cycle study programmes.*

Indicator: *Number of international summer schools*

Achieved in 2019:

In 2019 we held 23 summer schools offering ECTS. In a three-year period we will achieve the planned indicator.

Action: *We will design and implement new joint study programmes with foreign universities.*

Indicator: *Number of newly designed joint study programmes for accreditation*

Achieved in 2019:

MEMBER FACULTY	NAME OF STUDY PROGRAMME	TYPE	
FGG	BIM A+ European Master in Building Information Mod-eling	joint programme	BIM A+ is a core field in the master's study programme Construction. The pro-gramme was confirmed in 2019.
FDV	Political Science – Integra-tion and Governance	joint programme	Political Science and Governance is a new joint study programme accredited at the meeting of the NAKVIS council on 21 March 2019.
FDV	Migration Studies	joint programme	Migration Studies – data is being collected regarding the financial sources for han-dling the programme at the UL Governing Board, for placement in the work pro-gramme.
FF	Digital Linguistics	interdisciplinary joint study programme	Digital Linguistics is being scrutinised at the Rector's Office in preparation for de-liberation in the committee.

C. COOPERATION WITH LOCAL INTERESTS

1. Strengthening the competences of UL graduates

Action: *We will include experts from the field in the study process.*

Indicator: *Number of experts from the field*

Achieved in 2019:

Number of guest experts from the business and non-business sectors involved in the educational process	
AG	180
AGRFT	30

ALUO	36
BF	40
EF	149
FA	17
FDV	89
FE	174
FF	254
FFA	140
FGG	44
FKKT	25
FMF	10
FPP	14
FRI	52
FS	123
FSD	9
FŠ	1
FU	44
MF	88
NTF	11
PEF	80
PF	35
TEOF	23
VF	20

ZF	33
Total 2019	1721

The number of experts participating in the study process at the University of Ljubljana is exceptionally high, and there is also a wide range of forms of collaboration. As part of development pillar funding we took into account just a portion of the experts in the field involved in the study process, and promoted forms in which students must link their theoretical and practical knowledge, and draw on cases presented to them by experts in the field.

Action: *We will introduce a pilot project of practical training in the work environment in as many study fields as possible (in connection with objective 1).*

Indicator: *Pilot project carried out*

Achieved in 2019:

In line with the development goals of the University of Ljubljana 2018-20, which are tied to development pillar funding, we set ourselves the objective of designing and carrying out a pilot project of practical training that goes beyond the compulsory training and is carried out in the work environment in as many study fields as possible (non-compulsory practical work). In 2019 in cooperation with the member faculties we reviewed and analysed various examples and forms of implementing non-compulsory practical training at member faculties, identified the related open questions and formulated principles for designing a joint pilot model. On this basis we formulated a call for applications from pilot projects of non-compulsory practical work by students, which promote knowledge transfer and cooperation with local interests in strengthening the competences of students to face future challenges in the work environment and in society at large. The call was sent out to member faculties in January 2020. As part of the pilot implementation we wish to check various options for providing non-compulsory practical work, with the aim of obtaining the widest possible selection of experiences and best practices, in order then, based on an evaluation of projects carried out, to appropriately build on the pilot model.

2. Enhancing the prominence of the University and its work and influence on the community

Action: *We will organise events for school pupils to promote deficit professions.*

Indicator: *Number of events*

Achieved in 2019:

Member faculties are creating a lot of different events for school pupils to promote deficit professions. In eligibility for development pillar funds we took into account:

-
- the scope and complexity of creation and implementation of the event;
 - the justification of the deficit profession.

We divided the events into:

- small events (various presentations and visits to schools);
- medium-sized events (one-day, which requires more extensive preparation and involves more people – technical days, best pupils of ZOTKS (Zotkin Talents), festival of science, competitions, researchers’ night);
- major events (multi-day – summer schools for pupils, week of programming, camps, etc.).

In 2019 the member faculties carried out a multitude of small events, 36 medium-sized events and 32 major events. Development pillar cofinancing was only available for medium-sized and major events that demonstrated an appropriate target group with regard to deficit professions. Member faculties demonstrated this through notices from sectoral chambers, Chamber of Commerce sectors or ministries, through notices from the Employment Service, the Service’s analysis Occupational Barometer 2019 and through international research covering Europe.

Action: *We will establish a University publishing house.*

Indicator: *University publishing house established*

Achieved in 2019:

The establishment of a University publishing house is one of the UL development goals. The idea of establishing a joint University publishing arm goes back a few years, and in terms of organisation, content and financing this is a challenging project. In 2019 we drafted the basic documents that will serve as the basis for establishing a publishing house, specifically the proposed strategy, business model and rules of operation. An inter-faculty working group was set up, and will continue its work in 2020.

Action: *We will work with local communities in joint projects in the area of social security, environmental protection, transport, urban planning and so forth.*

Indicator: *Number of projects*

Achieved in 2019:

Member faculties are working with local communities to a larger extent than was envisaged in the development pillar cofinancing. In the plan we focused mainly on major and more complex events marking the centenary of UL and assigned a commensurate value to them. In talks within UL we found that the cooperation of the main Slovenian university with local interests is tied to numerous local communities throughout Slovenia, and it would not be right to highlight only Ljubljana. Within UL we therefore

cofinanced a larger number of projects but with lesser value assigned to each, so that we are remaining within the financial framework of the measure. In 2019 we organised more than 56 such events, and some will also run in 2020. Member faculties are cooperating mostly with municipalities, specifically with Ljubljana, Novo Mesto, Piran, Izola and elsewhere.

Action: *We will strengthen cooperation with cultural and arts institutions and students involved in arts programmes.*

Indicator: *Number of joint events*

Achieved in 2019:

In 2018 the University of Ljubljana signed an agreement with the Bank of Slovenia establishing cooperation and the use of the Little Gallery at the Bank of Slovenia. The gallery is intended to represent the artistic achievements of UL students. These events are organised centrally, at the University level, which is a major achievement, since the organisation of such events previously was left up to each member faculty. The organisation of events at the UL level serves to boost the prominence of UL and cooperation among member faculties.

In 2019 there were several hundred events at member faculties with artistic content and cooperation with local interests. In an internal call, 24 events were selected for development pillar funding, where students were involved with arts institutions, and member faculties with accredited programmes in the arts were also involved in charge of mentoring.

Action: *We will implement a pilot project of designing lifelong learning programmes for the needs of employees in the commercial sector and in other institutions.*

Indicator: *Concluded pilot project*

Achieved in 2019:

The development goals of the University of Ljubljana (2018-20, development pillar) include the establishing of a pilot project for designing programmes of lifelong learning for the needs of employees in the commercial sector and other institutions, through which we are striving to boost the prominence of the University and its work and impact in the community. We learned about the existing situation at member faculties and defined cases of best practices at member faculties and abroad. The majority of member faculties already recognised the added value in the range of lifelong learning for the target group of adults. We recognised the umbrella UL Alumni website as an important channel for promotion and addressing business leaders, other institutions and the wider public, and in cooperation with member faculties we are using it to present the possibilities of additional education and training programmes, and later we will also implement a joint pilot project.

10. ASSESSMENT OF SUCCESS IN ACHIEVEMENT OF GOALS SET

A. 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 2019 by activity with self-evaluation.

B. ASSESSMENT OF THE WORK OF INTERNAL AUDIT OF PUBLIC FINANCES

Self-assessment was conducted for 2019 under unchanged methodology published by the Ministry of Finance⁶ (hereinafter: MF methodology), supplemented by specifics for the University of Ljubljana. We performed self-assessment at member faculties 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 faculties 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

COSO⁷ 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.

The control environment covers:

- the integrity and ethical values of the organisation;

⁶ 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, point 8, Article 10 and point 8, Article 16 (Official Gazette of the Republic of Slovenia – referred to elsewhere in this Report as Uradni list RS – No. 12/01 and 10/06), Rules on guidelines for harmonised functioning of the system of internal supervision of public finances.

⁷ Comprehensive internal control framework, COSO 2013 (hereinafter: COSO (2013)).

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- 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 faculties 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 faculties.

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

- **Infallibility and ethical values:** The assessment of this element 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 the University 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***, the majority 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.
- **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 deal with 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 longterm 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). Some 85 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*, 7 percent feel that this is the case *in all areas of operation*, and 7 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 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 41 percent of assessors have appropriate activities in place *in individual areas of operation*, 22 percent *in the majority of operations* and 33 percent of member faculties *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. They 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, according to the results of self-assessment the majority of the assessors take the view that the member faculties 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.

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 faculties 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 the University of Ljubljana 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.

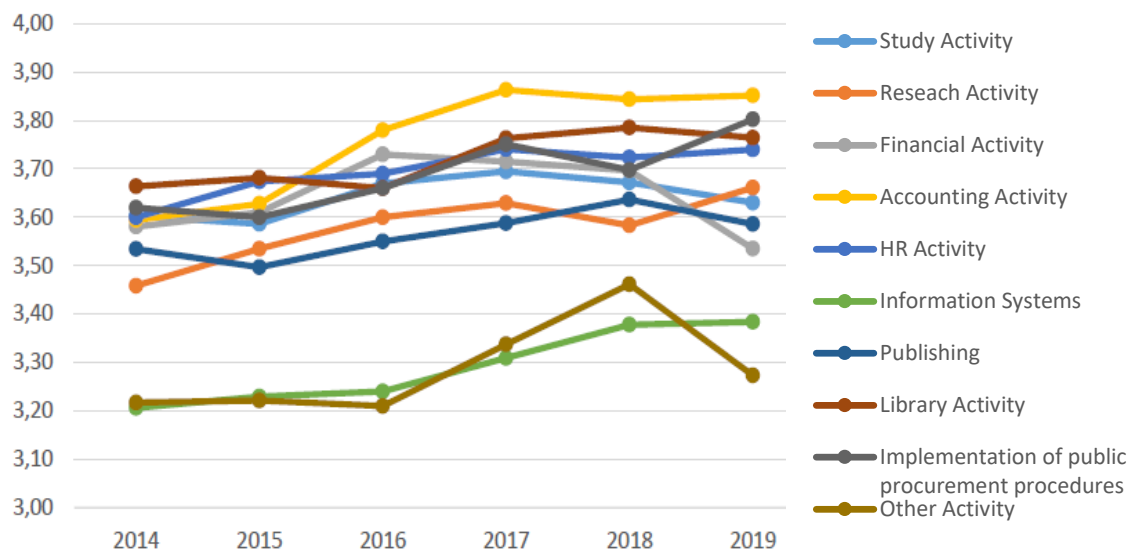
Table 16: Illustration of self-assessments for 2019, by individual element of the methodology, in total for member faculties and the UL Rector's Office, is provided in the table below.

Final scores 2017	Question 1	Question 2.1	Question 2.2	Question 3	Question 4	Question 5
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
AG	3	3	3	3	3	3
AGRFT	3	3	2	3	3	4
ALUO	4	4	2	3	4	5
BF	4	4	2	3	3	4
EF	4	4	4	4	4	4
FA	4	4	4	4	5	5
FDV	5	4	3	4	4	5
FE	4	4	2	4	4	4
FFA	4	4	3	4	4	4
FGG	3	4	5	4	4	5
FKKT	5	4	4	4	4	4
FMF	4	4	2	3	4	4
FPP	4	4	3	3	4	4

FRI	4	4	4	3	4	4
FSD	3	4	2	3	4	4
FS	4	4	4	4	4	4
FŠ	4	4	3	4	4	4
FU	5	5	4	5	5	4
FF	5	4	3	3	4	5
MF	3	4	3	3	4	4
NTF	4	4	2	4	4	4
PEF	4	4	3	4	4	4
PF	4	4	3	4	4	5
TEOF	3	4	2	3	4	3
VF	4	4	3	4	4	5
ZF	4	5	2	4	5	5
RECTOR'S OF-FICE	4	4	3	3	4	3

ASSESSMENT of head of budget user	Scores
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 19: Trend of self-assessment scores of member faculties and the Rector's Office at UL by individual function, over the past four years



10. FINANCIAL REPORT

Available only in Slovene

STATISTICAL DATA

Table 17: Number of enrolled students by cycle, type and method of study for the 2019/20 academic year

	FULL-TIME	PART-TIME	Total
First cycle	20.817	1.096	21.913
■ academic	14.984	577	15.561
■ professional higher education	5.833	519	6.352
Second cycle	13.127	519	13.646
■ integrated master's	3.734	19	3.753
■ master's	9.393	500	9.893
Third cycle	338	1.718	2.056
■ doctoral	338	1.718	2.056
Total	34.282	3.333	37.615

Table 18: Number of students enrolled in 2019/20 by cycle and member faculty

	First cycle academic	First cycle professional higher education	Second cycle integrated master's	Second cycle master's	Third cycle doctoral	Total
Academy of Music	262			184	8	454
Academy of Theatre, Radio, Film and Television	95			78	6	179
Academy of Fine Arts and Design	332			189		521
Biotechnical Faculty	1291	466		929	218	2904
School of Economics and Business	1759	856		1998	82	4695
Faculty of Architecture	90		886	47	32	1055
Faculty of Social Sciences	1448	18		447	102	2015
Faculty of Electrical Engineering	584	495		391	87	1557
Faculty of Pharmacy	261		864	211	93	1429
Faculty of Civil and Geodetic Engineering	257	164		221	75	717

Faculty of Chemistry and Chemical Engineering	692	224		407	71	1394
Faculty of Mathematics and Physics	614	131	42	273	126	1186
Faculty of Maritime Studies and Transport	72	315		70	10	467
Faculty of Computer and Information Science	656	487		274	37	1454
Faculty of Social Work	422			202	29	653
Faculty of Mechanical Engineering	628	594		455	103	1780
Faculty of Sport	592			287	27	906
Faculty of Public Administration	258	460		189	12	919
Faculty of Arts	2581			1358	253	4192
Faculty of Medicine			1543		388	1931
Faculty of Natural Sciences and Engineering	453	454		307	49	1263
Faculty of Education	1293	404		696	94	2487
Faculty of Law	733			317	70	1120
Faculty of Theology	36		34	158	65	293
Veterinary Faculty			384		19	403
Faculty of Health Sciences	153	1284		205		1642
Total	15561	6352	3753	9893	2056	37615

Table 19: Number of foreign students enrolled by cycle and type in the 2019/20 academic year

Line designation	Number of foreign students enrolled
First cycle	1.467
■ academic	1.133
■ professional higher education	334
Second cycle	1.295
■ integrated master's	297
■ master's	998
Third cycle	332
■ doctoral	332
Total	3.094

Table 20: Number of foreign students enrolled by member faculty and cycle in the 2019/20 academic year

	First cycle	Second cycle	Third cycle	Total
Academy of Music	40	47	1	88
Academy of Fine Arts and Design	25	23		48
Biotechnical Faculty	59	52	30	141
School of Economics and Business	357	425	39	821
Faculty of Architecture	28	150	16	194
Faculty of Social Sciences	136	71	24	231
Faculty of Electrical Engineering	90	33	22	145
Faculty of Pharmacy	5	35	13	53
Faculty of Civil and Geodetic Engineering	63	62	15	140
Faculty of Chemistry and Chemical Technology	47	23	8	78
Faculty of Mathematics and Physics	27	12	29	68
Faculty of Maritime Studies and Transport	59	9	1	69

Faculty of Computer and Information Science	107	26	6	139
Faculty of Social Work	14	5	4	23
Faculty of Mechanical Engineering	38	28	8	74
Faculty of Sport	21	10	2	33
Faculty of Public Administration	21	11	3	35
Faculty of Arts	158	64	28	250
Faculty of Medicine		126	28	154
Faculty of Natural Sciences and Engineering	62	31	8	101
Faculty of Education	43	20	33	96
Faculty of Law	14	9	5	28
Faculty of Theology		2	8	10
Veterinary Faculty		16	1	17
Faculty of Health Sciences	53	5		58
Total	1,467	1,295	332	3,094

Table 21: Number of students concluding studies in 2019 by cycle and type

Number of graduates	
First cycle	4.605
■ academic	3.343
■ professional higher education	1.262
Second cycle	3.355
■ integrated master's	587
■ master's	2.768
Third cycle	304
■ doctoral	304
Total	8.264

Table 22: Number of students concluding studies in 2019 by member faculty 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	69			66	2	137
Academy of Theatre, Radio, Film and Television	32			15	1	48
Academy of Fine Arts and Design	81			43		124
Biotechnical Faculty	344	81		269	34	728
School of Economics and Business	375	147		406	20	948
Faculty of Architecture	12		112	7	1	132
Faculty of Social Sciences	241	7		211	11	470
Faculty of Electrical Engineering	129	115		91	16	351
Faculty of Pharmacy	68		146	59	9	282
Faculty of Civil and Geodetic Engineering	43	30		67	13	153
Faculty of Chemistry and Chemical Engineering	132	82		106	16	336
Faculty of Mathematics and Physics	110	23	5	67	24	229
Faculty of Maritime Studies and Transport	11	46		9		66
Faculty of Computer and Information Science	104	82		42	4	232
Faculty of Social Work	83			69	1	153
Faculty of Mechanical Engineering	151	122		144	14	431
Faculty of Sport	175			66	8	249
Faculty of Public Administration	56	59		44		159

Faculty of Arts	556		344	47	947
Faculty of Medicine			248	47	295
Faculty of Natural Sciences and Engineering	86	75	71	12	244
Faculty of Education	262	94	310	7	673
Faculty of Law	175		180	14	369
Faculty of Theology	14		9	33	59
Veterinary Faculty			67		67
Faculty of Health Sciences	35	299	49		383
Total	3,343	1,262	587	2,768	304
					8,264

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

	Number of guest experts from the business and non-business sectors involved in the educational process	Number of guest higher education teachers, associates and researchers from domestic research institutes who participated in the educational process	Number of higher education teachers, associates and researchers from member institutions who participated in domestic research institutes
1ST cycle:	838	192	
2ND cycle	883	336	
3RD cycle	42	79	
Research			308
Total	1763	607	308

Table 24: Teachers and associates and researchers on exchange in 2019 (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 in at least one course	30	8	9	7	54
Number of foreign higher education teachers, associates and scientific workers who participated in the educational process in at least part of the course	363	4	0		367
Number of foreign scientific workers and research associates who were on exchange and participated in the educational process	93	1	2		96
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	375	58	12	1	446
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	82	8	4	1	95
Number of foreign scientific workers and research associates who were on exchange and participated in the scientific and research process	221	6	1	2	230
Number of foreign scientific workers and research associates who were on exchange and participated in artistic work at a member institution	31		3		34
Number of employees in ancillary positions at member institutions who went abroad on exchange	127				127
Number of foreign administrative staff who came on exchanges from abroad	120				120

Table 25: Number of students with special status

	2015/16	2016/17	2017/18	2018/19
partial or total loss of hearing	7	15	14	19
partial or total loss of sight	16	23	14	17
long-term or chronic illness	147	185	144	154
physical impairment	66	81	40	49
speech impediments	22	25	30	17
physical and mental health impairments	43	46	21	23
specific learning difficulties	82	93	71	110
emotional and behavioural difficulties			21	56
exceptional social circumstances			1	
autism spectrum disorders			6	4
physical injury and/or long-term rehabilitation			8	4
uncategorised	9			
Total students with special needs	392	468	370	468
status of recognised artist	18	20	20	28
status of top athlete	273	309	367	372
status of parent student			23	64
status of student participating in (sectoral) international competitions				4
Total students with special status	683	797	780	921

ABOUT THE UNIVERSITY

The University of Ljubljana (UL) is the only Slovenian university ranked among the 600 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 faculties is given in the annex UL Member Faculties). 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 37,615 students enrolled across all three cycles in a total of 382 study programmes.

In 2019 the University of Ljubljana had 3,055 articles published on WoS. UL is implementing 520 projects and programmes financed by ARRS, and 529 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.

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, so it is involving itself in international associations and concluding international partnerships.

ORGANISATION

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, and in his or her absence is substituted under written authority by Vice-Rectors.

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 faculty Student Councils.

The bodies of the University member faculties are the Dean, Senate, Academic Assembly, Administrative Board and Student Council. The Dean heads and represents the member faculty and at the same time is the management authority of the member faculty where it operates in the market (Annex to Article 26 of the UL Statutes). Member faculties have one or several Vice-Deans. In addition to the aforementioned bodies, member faculties 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 Office and secretaries' offices of member faculties (UL Administration). The UL Administration is headed by a UL chief secretary, and the member faculty 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.

OVERVIEW OF FOLLOW-UP ON PROPOSED MEASURES FROM THE 2018 REPORT

	DESCRIPTION	PROPOSED MEASURES	STATUS	ADDITIONAL EXPLANATION
01. EDUCATION				
KEY THREATS	Excessively complex procedures for recognising education obtained abroad are limiting the scope for foreigners to enrol at UL	Drafting of a proposal for improvement of the Recognition of Foreign Education Act and the pertaining rules, to be sent to the Education Ministry	remains a proposal	
KEY THREATS	Links between EŠP, eNAKVIS and eVŠ not yet working	Regular harmonisation of ICT systems for keeping records of study programmes between eNAKVIS, eVŠ and UL	partly implemented in 2019	This is a complex undertaking that involves the coordinated organisational operation of UL, NAKVIS and the Education Ministry, and based on adopted agreements, changes implemented in the information systems of all those included.

KEY THREATS	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	Drafting of proposed solution, to be sent to Education Ministry	remains a proposal	
KEY THREATS	Outmoded IT system for application and admission procedure	Participation in the systemic arrangements on the national level	remains a proposal	The new module is in the development stage.
KEY THREATS	Insufficient percentage of applications with digital certificate	Participation in the systemic arrangements on the Education Ministry level	remains a proposal	The percentage of applications with a digital certificate in 2019 did not grow noticeably over the previous year.
KEY THREATS	Inadequate accommodation capacities for foreign students	Education Ministry initiative for construction of additional accommodation capacities	remains a proposal	
KEY THREATS	Lengthy and complex procedures for foreigners from third countries obtaining documents for study and residence in Slovenia	Initiative of Foreign and Interior Ministries for simplification of procedures	remains a proposal	Excessive workload of administrative units; for now we have not been able to coordinate an appropriate solution.

KEY WEAKNESSES	The application and selection procedure is conducted for three interdisciplinary doctoral programmes by the Rector's Office	Conclude agreement with member faculties	remains a proposal	Talks have begun, no final decisions made yet.
KEY WEAKNESSES	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	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 and admission procedures	implemented in 2019	Establishment of INFO POINT for notification of candidates completing secondary education abroad in 2019.
KEY WEAKNESSES	Inadequate overview of international activities of member faculties	Establish information solutions for recording the international activities of member faculties	remains a proposal	Data are collected at various departments of the Rector's Office, and central oversight is lacking.

02. RESEARCH

KEY THREATS	Problems with personal data in project applications	Prepare statements for applicants	implemented in 2019	For external applicants to UL events (e.g. MSCA IF Masterclass) we added to the application forms statements of the applicants that they agree to the processing of personal data for the purpose of the event or their participation within the programme.
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KEY WEAK- NESSES	Poor promotion of research results	Tasks to be taken on by one employed person who will take care of promoting research achievements	partly im-ple-mented in 2019	The employee assigned to this task was by decision of the management reassigned to work on another project, so at the end of 2019 this task was taken over by another employee. This means we may only expect implementation of this task to begin in 2020 or later depending on other urgent tasks in 2020.
KEY WEAK- NESSES	Non-regulated area of violations of the Code of Research Ethics	Draw up an internal document defining violations of the Code of Research Ethics and measures in the event of violations	partly im-ple-mented in 2019	The wording of the Rules on the procedure for addressing violations of research integrity has been drafted, and in 2020 it will need to be coordinated legally and scrutinised in various competent committees.
KEY WEAK- NESSES	Non-regulated area of administration of research data	Draw up standard rules for administration of research data	remains a proposal	A working committee met and determined the need for drafting these rules, and more work will be needed on this.

03. ARTISTIC ACTIVITIES

KEY THREATS	Limited financial resources for resolving spatial issues	Construction of new premises (Aškerčeva Street) and rental (Nazorjeva and Kvedrova streets)	implemented in 2019	By acquiring an official exhibition space (BS Little Gallery), UL has made it possible for academies and other member faculties providing arts programmes to showcase the artistic production of students. Through accompanying events and thereby a live space, it is spreading awareness in the general public about the quality of the artistic vocation and the higher education programme at UL. In presenting their projects to the public, the academies and UL member faculties that provide arts programmes cooperate closely with Slovenian and foreign cultural and arts education institutions.
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.

04. KNOWLEDGE TRANSFER AND USE

KEY THREATS	Difficulties in re- porting and claim- ing costs in the KTT project	Inclusion of manage- ment in talks with the Education Ministry and coor- dinator	implement-ed in 2019	The management joined talks with other partners and the Education Ministry.
KEY WEAK- NESSES	Non-optimal level of staff competence owing to recent establishment of department	Enhance training, coach- ing, visits to comparable foreign universi- ties	implement-ed in 2019	In 2019 we cooperated with an expert from abroad. Andrea Basso came on three visits, and we also had consultations via Skype. This involved mainly leading and men- toring in specific cases.
KEY WEAK- NESSES	Insufficient recogni- tion of the office and UL as an im- portant stakeholder in the area of inno- va- tion	Media presence, inclu- sion in international networks, visits to inter- national TT conferences, membership of the asso- ciation ASTP Proton	implement-ed in 2019	In 2019 we joined the EEN net- work (via the University of Mari- bor), we forged links with certain incuba- tors and accelerators abroad, we became a member of the network of professionals for knowledge trans- fer (ASTP Proton), we had media presence (žurnal24.si – article on the event From Idea to Market) and more.
KEY WEAK- NESSES	Negotiations with users of knowledge on the individual level	Publication of handbook on knowledge transfer at UL, ensure support for the office, raise aware- ness on all levels (re-sear- chers, secretaries, faculty heads)	implement-ed in 2019	We issued a guide to knowledge transfer in printed form and also published a digital version on our website. We provided a series of lectures at member faculties (BF, FRI, FGG, FFA, ZF, MF, FS, FE and more).

05. CREATIVE CONDITIONS FOR WORK AND STUDY

KEY THREATS	Lack of funds for investment in University Sports Hall facility	Education Ministry initiative for obtaining funds; draw up guidelines for marketing services, sponsorship	partly implemented in 2019	We obtained the guidelines of the legal department, which will help us draw up a proposal for seeking additional sources of funding for activities for which currently we have no funds.
KEY THREATS	Unclear interpretation of the law as concerns getting consent for conducting surveys among graduates	Implementation of overhauled survey among graduates	partly included in the 2020 work programme (action plan)	We are continuing to revise the monitoring of employability and the career paths of graduates, since the legal restrictions associated with obtaining consent are seriously hampering implementation of the system under the existing methodology.
KEY WEAKNESSES	Non-implemented overhaul of survey on graduate employability	Methodological and substantive overhaul of survey	included in the 2020 work programme (action plan)	
KEY WEAKNESSES	Incomplete IT support for CC	Selection of provider	included in the 2020 work programme (action plan)	
KEY WEAKNESSES	Poor recognition of CC services among students	Strengthening promotional activities	partly implemented in 2019	

KEY WEAKNESSES	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	Participation of the University of Ljubljana and Rectors Conference of the Republic of Slovenia in international initiatives for transforming scholarly communication	included in the 2020 work programme (action plan)	In the 2019 work programme we planned the conclusion of agreements that in addition to the right to read journals of publishers will include the openness of publications by UL researchers. Such agreements could not be concluded due to the significantly higher price for the right to read and open publication compared to exclusively subscriber contracts.
KEY WEAKNESSES	Lack of adjustment of internal selfevaluation rules to the specifics of programmes and lack of support in carrying out selfevaluation of study programmes	Formulation of guidelines for self-evaluation of programmes that address the specifics of doctoral programmes; upgrading the mechanism of reviewing the selfevaluation of study programmes with emphasis on feedback to member faculties; preparation of electronic self-evaluation forms that will contain previously prepared data and analytics	partly implemented in 2019	An e-form is in the process of being created, the rest has been implemented.
KEY WEAKNESSES	Problem of carrying out the proposed measures and system of monitoring this area.	Construction of a more effective system of monitoring implementation of set measures stemming from self-evaluation	implemented in 2019	Implemented as part of the bench-learning pilot project, which we will implement as a mechanism of quality with emphasis on fulfilment of goals.

KEY WEAK- NESSES	Absence of comprehensive connection and familiarity with rules in the area of quality	Preparation of UL quality manual.	partly implemented in 2019	The draft of the manual has been prepared, and will go for adoption by the competent bodies in 2020.
KEY WEAK- NESSES	Internal resistance to student surveys, desire for greater openness of surveys, better measurement of competences, surveys not carried out in line with the rules	Overhaul of system of student surveys	partly implemented in 2019	We are continuing the process of revising the student surveys.
KEY WEAK- NESSES	Inadequate annual growth of printed and electronic resources (AG, ALUO, FRI, FSD, VF)	Ensuring or increasing allocated funds	included in the 2020 work programme (action plan)	
KEY WEAK- NESSES	Low IT literacy among students of certain programmes and member faculties	Cooperation with teachers, implementation of greater scope of individual and group trainings for library users	included in the 2020 work programme (action plan)	
KEY WEAK- NESSES	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)	Resolving space constraints through various measures	included in the 2020 work programme (action plan)	

KEY WEAKNESSES	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 (FS)	Regulating the number of professional staff and their training through various measures	included in the 2020 work programme (action plan)
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06. MANAGEMENT AND DEVELOPMENT OF QUALITY

KEY THREATS	Unclear interpretation of the law as concerns getting consent for conducting surveys among graduates	Implementation of overhauled survey among graduates	partly included in the 2020 work programme (action plan)	We are continuing to revise the monitoring of employability and the career paths of graduates, since the legal restrictions associated with obtaining consent are seriously hampering implementation of the system under the existing methodology.
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KEY WEAKNESSES	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	Formulation of guide-lines 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 faculties; preparation of electronic self-evaluation forms that will contain previously prepared data and analytics	partly implemented in 2019	An e-form is in the process of being created, the rest has been implemented.
KEY WEAKNESSES	Problem of carrying out the proposed measures and system of monitoring this area.	Construction of a more effective system of monitoring implementation of set measures stemming from self-evaluation	implemented in 2019	Implemented as part of the bench-learning pilot project, which we will implement as a mechanism of quality with emphasis on fulfilment of goals.
KEY WEAKNESSES	Absence of comprehensive connection and familiarity with rules in the area of quality	Preparation of UL quality manual	partly implemented in 2019	The draft of the manual has been prepared, and will go for adoption by the competent bodies in 2020.
KEY WEAKNESSES	Internal resistance to student surveys, desire for greater openness of surveys, better measurement of competences, surveys not carried out in line with the rules	Overhaul of system of student surveys	partly implemented in 2019	We are continuing the process of revising the student surveys.

07.01. MANAGEMENT AND GOVERNANCE

KEY THREATS	Excessively demanding and complex legislation in the area of public procurement which lengthens procedures	Initiatives for legislative changes	abandoned	A proposed legislative amendment was created that would facilitate legal protection in the courts (administrative dispute).
KEY WEAKNESSES	Not all employees are using the application GovernmentConnect (GC)	Monitoring the use of GC at the Rector's Office (and at member faculties); preparation of documents only in one form; allocation of licences to use GC to all employees; offering expert assistance to member faculties	partly implemented in 2019	The UL IT service (USI) is monitoring the use of GC at the Rector's Office and also at member faculties (statistics also compiled in 2019); more users have a licence for GC than they did in 2018; emphasis is on the need to use GC, which will also be inseparable from SAP; the head of the main office has regular meetings with the representatives of member faculties and trains employees (including individually) at member faculties that use GC more.
KEY WEAKNESSES	Inadequate number of human resources in view of the complexity of carrying out public procurement orders	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	partly implemented in 2019	We selected a provider of legal services in the area of public procurement, with which we are cooperating in complex legal issues and complex procedures; employees working in this area receive regular training; the number of employees dealing with this area has still not risen.

KEY WEAKNESSES	Non-standardised and unreliable business information system	Precise plan of implementation; strengthening the finance and accounting department with additional hiring; conducting workshops for implementing the standardised methodology	partly implemented in 2019	in progress
KEY WEAKNESSES	Adequacy of the system of division of funds from the fundamental and development pillars of financing	Analysis of existing situation and definition of risk; preparation of distribution simulation; discussion in a new model	partly implemented in 2019	

07.02. HUMAN RESOURCES DEVELOPMENT AND HR PLAN

KEY WEAKNESSES	Uncertain status of researchers – fixed-term contracts owing to temporary duration of projects	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	partly implemented in 2019	HR guidelines at UL were updated and revised to include recommendations for arranging the employment of researchers. Based on the guidelines the member faculties started settling the employment status of researchers. In 2020 these activities will continue. At the beginning of 2020 we will make an analysis of the situation across all member faculties. UL will continue to resolve this issue, which will cover: <ul style="list-style-type: none"> - financing fixed-term research projects; - limiting labour legislation for fixed-term employment and - ensuring funds for cases of possible cancellation of employment for business reasons. This is directly linked to the funding of research activity at UL, so this needs to be resolved urgently together with the competent ministries.
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KEY WEAKNESSES	Individual practices of non-competent personnel who conduct HR procedures for which they are not competent Individual practices of non-competent personnel who conduct HR procedures for which they are not competent	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	partly implemented in 2019	This topic and the related training were highlighted and discussed at all levels, i.e. with the heads of member faculties (deans, secretaries) and within HR departments.
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KEY WEAKNESSES	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	Introduction of new jobs and thereby wage brackets in the Collective Agreement for the Education Sector; 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	partly implemented in 2019	<p>In 2019 the Rector's Office started holding annual talks: to begin with the chief secretary with assistants – and this is also recommended for other employees in the professional services – with the aim of bringing to light challenges and opportunities for improving the work environment, work and expectations on both sides, and for preventive identification of possible reasons for employees leaving. In this way we can also forestall dissatisfaction in the case of poor assessment, since in the annual talk the two participants can discuss expectations on both sides. Annual talks are not obligatory, but are recommended.</p> <p>In 2019 we used three positions under other collective agreements for IT, since the positions under the KPVIZ no longer match the needs of business processes and thereby the complexity of jobs. The trade union also agreed with this. We also notified the competent ministry, since we need to find a solution for other professional fields.</p>
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KEY WEAKNESSES	Involvement of an insufficient number of foreign teachers in the educational process at UL	Initiative for the Rectors Conference to formulate appropriate guidelines for legislative amendments and removal of legal impediments	partly implemented in 2019	The Rectors Conference discussed the initiative and drew up proposals that will be addressed in 2020 at the competent ministries.
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07.03. INFORMATION SYSTEM

KEY THREATS	Outside intrusions into ICT a key threat	Carry out penetration tests, reduce key recognised vulnerabilities or deficiencies	implemented in 2019	The envisaged activities were carried out. Ensuring IT security also involves constant improvement, so appropriate activities will be continued.
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KEY WEAKNESSES	Inadequate HR and financial resources for ICT requirements	Application in Erasmus+ public call; cooperation with Education Ministry in preparing strategic documents; drafting of IT development strategy; ensure conditions and advertise for personnel	partly included in the 2020 work programme (action plan)	<p>At USI after some undesired departures of several employees, a number of new employees joined, so the overall number increased. Through agreements we were able to secure the cooperation of IT technicians at member faculties. With regard to HR, in the future we will respond to new requirements that will be presented by the business information system.</p> <p>Funds were provided for the most urgently needed server and network infrastructure. We commenced activities to secure more appropriate long-term financing, which will enable healthy development and upgrading of ICT relative to needs. Here we include all possibilities.</p>
KEY WEAKNESSES	Inadequate central ICT infrastructure	Preparation for project implementation with financial estimate and description of requirements	implemented in 2019	A decision was made regarding the move of the server room to the external rented location and replacement of the outmoded and uneconomical equipment with more economical and reliable systems.

07.04. COMMUNICATION WITH PUBLIC

KEY THREATS	Frequent non-objective reporting by media in crisis situations at UL and its member faculties	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	implemented in 2019	
KEY WEAKNESSES	Sense of identification with UL by employees and students still not at satisfactory level	Maintain internal communication via internal information services and plan events for employees that elevate the basic activity of UL	implemented in 2019	
KEY WEAKNESSES	Existing corporate image of UL is not adequate for modern visual communication	Testing steps of implementing new corporate image and harmonisation with individual member faculties regarding preservation of elements of their identity.	partly implemented in 2019	The measure was implemented, but the UL Senate passed a decision for the proposed image redesign not to be continued. It is still not known in what form the corporate image will be modified.

07.05. PLAN OF MANAGING MATERIAL ASSETS

KEY THREATS	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	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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KEY WEAK- NESSES	The Public Procurement Department is under-staffed, so as the only service at the Rector's Office providing the Uni-versi-ty's investment service, it must con-duct certain orders in their entirety (not just the expert part) by itself with exter-nal assistance	Ensuring addi-tional staff for implementing orders	remains a proposal
KEY WEAK- NESSES	Lack of e-support for managing, coordinat-ing and tracking inve-stment projects and building maintenance	Provision of financial resources	remains a proposal
07.06. INTERNAL AUDIT DEPARTMENT			
KEY THREATS	Internal auditor positions in institu-tions not competi-tive compared to auditor positions in state admini-stration	Proposed legisla-tive amendments for civil servants at higher educa-tion institutions.	remains a proposal
KEY WEAK- NESSES	Awareness of risk is at a low level	Implementing cross-check audits at all mem-ber faculties; more frequent reporting on key risks to UL Gov-erning Board	remains a proposal
KEY WEAK- NESSES	Limited human re-sources	Gradual fulfil-ment of HR plan under internal audit department strategy	remains a proposal

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

- Constitution of the Republic of Slovenia (Uradni list RS, No. [33/91-I](#), [42/97](#) – UZS68, [66/00](#) – UZ80, [24/03](#) – UZ3a, 47, 68, [69/04](#) – UZ14, [69/04](#) – UZ43, [69/04](#) – UZ50, [68/06](#) – UZ121, 140, 143, [47/13](#) – UZ148, [47/13](#) – UZ90, 97, 99 in [75/16](#) – UZ70a);
- Higher Education Act (Uradni list RS, No. [32/12](#) – official consolidated text, [40/12](#) – ZUJF, [57/12](#) – ZPCP-2D, [109/12](#), [85/14](#), [75/16](#), [61/17](#) – ZUPŠ in [65/17](#));
- Decree on the public financing of higher education institutions and other institutions (Uradni list RS, No. [35/17](#) in [24/19](#));
- Resolution on the National Higher Education Programme of the Republic of Slovenia 2011-2020 (Uradni list RS, No. 41/2011);
- Statutes of the University of Ljubljana (Uradni list RS, No. [4/17](#), [56/17](#), [56/17](#), [14/18](#), [39/18](#), [57/18](#), [66/18](#), [10/19](#), [22/19](#), [36/19](#) in [47/19](#));
- [Ordinance on the reorganisation of the University of Ljubljana](#) (Uradni list RS, No. [28/00](#), [33/03](#), [79/04](#), [36/06](#), [18/09](#), [83/10](#) in [8/19](#));
- Research and Development Act (Uradni list RS, No. [22/06](#) – – official consolidated text, [61/06](#) – ZDru-1, [112/07](#), [9/11](#), [57/12](#) – ZPOP-1A, [21/18](#) – ZNOrg in [9/19](#));
- [Resolution on the Research and Innovation Strategy of Slovenia 2011-2020](#) (Uradni list RS, 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:

http://www.unilj.si/o_univerzi_v_ljubljani/organizacija_pravilniki_in_porocila/predpisi_statut_ul_in_pravilniki/.

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

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

REPORT BY THE LEADERSHIP OF THE UNIVERSITY OF LJUBLJANA'S STUDENT COUNCIL

In 2018/19 the University of Ljubljana Student Council (ŠSUL) carried out all the tasks specified in the University of Ljubljana Statutes, taking account of the ŠSUL Rules of Procedure and other documents governing the ŠSUL's operation. Moreover our work was based on self-initiative and rapid response to current topics and issues that have arisen in the Slovenian higher education system, and on project work, which resulted from the celebrations marking the centenary of UL.

Our work was pursued for the most part through activities in working bodies, which proved to be highly successful. We also set up a temporary working body for promotion which this year worked to provide a communication strategy, the ordering of promotional material and handling the Facebook social network and later Instagram, since the responsiveness of students on the latter network has been much greater. This type of rapid communication gave us access to students in the shortest possible time and it also made ŠSUL more visible, because the working body continually posted updates on Facebook about all the activities of the ŠSUL members and the ŠSUL as a body. At the same time the working body provided promotion for the project Welcome Freshmen. We also produced two statements for the public in critical periods for students and student organising, various contributions for the e-univerzitetnik newsletter and the magazine Student.

Through the work of the temporary working body to revise ŠSUL documents we successfully updated the Rules on the elections of student representatives to student bodies of member faculties and bodies of UL member faculties. We devoted considerable time to amending the Rules on elections, since the revision and later also the harmonisation of internal rules of member faculties were urgently needed for the implementation of democratic and transparent elections.

Our term of office has been a very turbulent period for UL and for the entire Slovenian higher education system. Therefore, it has been crucial that we have been continuously able to cooperate well with the UL management, the representatives of student councils from all over Slovenia and other similar student entities (e.g., the University of Ljubljana Student Organisation, the Slovenian Student Union, the University of Maribor Student Council and other groups in this field of interest), and in this way to constantly ensure that the voice of students at UL was heard and that we were included in all the preliminaries and actual drafting of amendments to the legislation and individual documents of UL. A decisive factor in our work has been that we have strengthened ties within the ŠSUL, thereby facilitating the flow of information, cooperation and consequently faster

and more coordinated reactions, and we boosted this work through the implementation of working Saturdays (which we carried out due to low interest and consequently cancellation of the working weekend), in which we got quite a lot of work done. This work has proved to be especially useful in solving issues related to student surveys and habilitation opinions.

The leadership committee has worked well with its working groups, particularly with the members of the University of Ljubljana Senate committees, which have reported regularly to the ŠSUL on developments at committee meetings. Moreover during our term we have also cooperated with the University of Ljubljana Career Centres. We participated at various events and helped promote both our organisations, we mapped out guidelines for further cooperation in the area of tutoring and participated in the new publication of the tutoring handbook, which we also supported financially.

We have also been very active in the wider Slovenian higher education environment. The president of ŠSUL participated in the Working Group of the Council of the Slovenian Government for Student Issues. We also took part in the evaluation of Erasmus and in international events, including in the international student conferences Marmara Association Summit'19 and Youth.Integration.Development2019 and in the international association EUTOPIA, where during the year we formulated positions for the further work of student representatives and participated in a range of events at which we discussed the future of higher education with the general public and with experts.

During their meetings, the ŠSUL councillors were actively engaged in the topics discussed, proposed many initiatives and exchanged practices at individual member faculties, thus helping one another. Every kind of issue, question, statement and position was coordinated within ŠSUL, so that the entire range of work involved was democratic, of high quality and transparent.

In the past year the Student Council held five regular meetings and four correspondence meetings. The latter meetings were mainly a consequence of the priority ongoing addressing of issues that involved us all during the term of office, and of decision-making during holidays, when under the Rules of Procedure regular meetings are not held.

We further enhanced operations and cohesion on two ŠSUL working Saturdays and by work on projects

(Welcome Freshmen, Slavic Student Summit, sports competitions between the University of Maribor and UL). This led us to conclude that the working Saturdays have proven to be a real success, so that we are recommending to future compositions of the ŠSUL that they hold working Saturdays, and where there is interest, that they organise informal gatherings and work-motivation weekends since it has turned out that this serves to uncover and address a greater part of the issues, individuals of the ŠSUL can get to know each other informally, and work at meetings is thereby made a lot easier.

