



SELF-EVALUATION OF THE INSTITUTION

Quality UL

**EVALUATION OF
THE UNIVERSITY
OF LJUBLJANA
STRATEGY 2012-
2020**

Univerza v Ljubljani



CONDENSED FINDINGS

Our assessment is that the strategies drawn up, adopted and implemented by UL are planned comprehensively, and that all strategic documents have been drawn up prudently, including in terms of the feasibility of set objectives. The interim evaluations for 2012–2016 and 2017–2020, performed during the period of the institution's reaccreditation, and their synthesis, indicate to us that in all strategic priority areas in the period set out under the strategy we have reached numerous milestones and adopted measures that will serve to achieve the objectives.

In the strategic area Creating knowledge and artistic works for the sustainable development of society and the individual, we continue proudly to maintain the status of the largest research institution in Slovenia. We have observed growth in the area of involvement in national and international research projects, something also confirmed by data from the European Commission, showing that in the 2014–2016 period, in terms of the number of ERASMUS+ Strategic Partnerships projects, the University of Ljubljana was the most successful university in the European Union. On inclusion in the EUTOPIA project, in an alliance with six European universities in EUTOPIA, under the Erasmus+ call we succeeded in being awarded grant funds of EUR 5 million for the construction of a European university of the future. As the main centre for developing artistic endeavours in Slovenia through its programmes and projects in the arts, UL has additionally contributed to strengthening both the artistic activities of its member faculties and to forging ties with the local environment.

In the strategic area Knowledge transfer, by establishing the electronic record of study programmes (EŠP) we have provided an overview of study programmes for all three cycles and a chronological overview of their development, thereby enabling the traceability of data and changes as well as support for the process of confirming changes to programmes at member faculties and University bodies. This has served to establish a transparent study environment that offers students an overview of possibilities, opportunities and obligations of study. The education of top graduates is also being notably enhanced by all the other support activities, and by progress in the area of self-evaluation of study programmes. Self-evaluation is a central quality mechanism for the development of study programmes and of a process intended to enhance successful and effective study, in which for the development of studies and disciplines also students are included. Further strategic focus will be needed in the area of upgrading the surveys which will offer a better insight into monitoring the conditions for achieving the envisaged academic outcomes for students.

In the area of Use of knowledge – third dimension of the university, we have set up a database of employers and an IT platform with updated information for students. We co-founded the Slovenian Innovation Hub, and promoted interdisciplinary linking through cooperation with all nine strategic development partnerships of the Smart Specialisation. In the context of the UL Career Centres we set up a Network of UL Alumni Clubs, which works to provide (i) the linking of experts with the aim of knowledge transfer and promoting development of the profession and (ii) enhancement of the reputation of

faculties and academies, and within this raising the value of UL graduates.

Through the transformation of the Centre for University Sport into the Extracurricular Activities Centre, the strategic area Creative conditions for work and study has enabled promotion of the development of competences, skills and abilities in fields that are not directly tied to study programmes, boosting of options for students' career development and their easier inclusion in the labour market. In rewarding excellence, our awarding of prizes and commendations as part of University Week has started to offer recognition for the most outstanding research achievements and the achievements of expert associates.

In the strategic area Internationalisation for the international flow of knowledge and recognition, the number of foreign students on exchanges increased, and in 2016 it already exceeded the planned numbers for 2020. There was also an increase in the number of foreign students enrolled in study programmes, which in 2018 had already exceeded the planned target. And there was a significant increase in the number of foreign teachers and researchers.

For the purpose of quality assurance, self-evaluation of study programmes has been established as a central quality mechanism for the development of study programmes and of a process intended to enhance successful and effective study, covering all member faculties and all areas of operation. Self-evaluation of study programmes is integrated into the process of managing member faculties, which ensures a systemic consideration and response to the findings. In addition to the aforementioned self-evaluations, important parts of the quality assurance process include (i) business reports, since they contain synthetic findings and thus link feedback loops in the area of quality and (ii) the formulation of principles for assuring quality, based on the valuable experiences of universities internationally and on knowledge we gain as partners in thematic groups (EUA Learning & Teaching Thematic Peer Groups), through UL representatives as representatives of Slovenia, and in working groups of the Bologna Follow-Up Group (BFUG).

For Ensuring the conditions for fulfilling the Strategy of the University of Ljubljana 2012-2020, in the area of Spatial Development of the University European funds were secured to enable the improvement of spatial conditions, through the acquisition of appropriate premises and implementation of energy-efficient rehabilitation. In the area of HR planning and development, efforts are continuing towards settling the status and legislative provisions for higher education teachers in teaching assistant positions, and shifting employment from fixed term to permanent for researchers. In the area of the IT system, we implemented the exchange of electronic documents in all areas of operation and among University member faculties. Equally, we harmonised the internal rules and IT security policy for Rectorate and member faculties.

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1 INTRODUCTION

The strategic documents of the University of Ljubljana (UL) include the *Strategy of the University of Ljubljana 2012–2020 (UL Strategy 2012–2020)*, *Strategy of Internationalisation of the University of Ljubljana 2014–2020* and the *HR Strategy of the UL for researchers and teachers 2017–2020* together with the action plan. All three strategies are aligned with the mission stemming from the founding document of the University, and are based on the [mission, values and vision](#) which the University updated in 2012 during the formulation of the *UL Strategy 2012–2020*. The strategies are appropriately harmonised with the *Higher Education Act* (Official Gazette of the Republic of Slovenia, No. 65/17, 2017), *National Programme of Higher Education in the Republic of Slovenia* (Official Gazette of the Republic of Slovenia, No. 20/02) and other national regulations, and they comply with the *Standards and Guidelines for Quality Assurance in the European Higher Education Area*.

The *UL Strategy 2012-2020* delves into what are strategically the most important areas of operation of the University, specifically the creation of knowledge and artistic works for the sustainable development of society and the individual; the education (knowledge transfer) of socially responsible graduates; the use of knowledge – third dimension of the University; ensuring creative conditions for work and study; internationalisation for the international flow of knowledge, and prominence and quality for achieving excellence in all areas of operation. Three fundamental orientations have been envisaged to support implementation of the strategy: spatial development of the University, HR development of the University and development of the University's information system.

At UL we are planning a process of designing a new general strategy where we will lean heavily on the interim evaluation conducted for the existing strategy for the period 2012-2016; moreover in the period of reaccreditation of the University we refreshed the collected findings of the interim evaluation, which indicated further shifts in strategic areas defined in the strategy. All these findings have been assembled in the present material. Design of the strategy involves every single stakeholder – the University leadership, higher education teachers, academic staff, expert associates, students and also representatives of the local environment.

At UL the fulfilment of strategic planning is checked using three basic mechanisms:

1. the annual Business Report and Quality Assurance Report
2. interim evaluations of the UL strategy
3. ad hoc evaluations for the requirements of reporting as part of various evaluations and accreditations.

In the context of the annual Business Report, UL monitors in particular the fulfilment of the annual plan, which is drawn up on the basis of strategy guidelines. The findings of self-evaluation at UL are recorded in the Business Report and Quality Assurance Report, which is prepared at each member faculty, at the Rectorate and for the University jointly.

At the University level we gather quantitative data on the activities of member faculties and the Rectorate in all areas of implementing public authority. In this we link up with internal and external information systems (e.g. study IT at member faculties, IZUM, PAUL/EVŠ, EŠP). Based on the gathered data, using a single methodology we formulate indicators for the University level and the level of individual member faculties, whereby we ensure the standardised measurement of quality indicators and comparability of values among member faculties. In self-evaluation at UL special emphasis is placed on monitoring fulfilment of the set measures. To this end in drawing up the final self-evaluation we have upgraded the table used to monitor fulfilment of the set measures. The upgraded table offers a more adequate differentiation between external and internal influences on an activity, more transparent differentiation between objectives and measures, and now also envisages a definition of responsible persons. The University provides training each year for strategic planning and the correct formulation of measures, and in this way additionally bolsters the process of its own planning. Equally, prior to each reporting for persons designated at member faculties as contact persons for that member's self-evaluation, we conduct a workshop where we present possible changes to this process. The process of planning and self-evaluation is being continuously updated, and in this way we ensure the coherence and effectiveness of the process.

By means of interim evaluations of the UL strategy we obtain multi-year insights into the current state regarding implementation of the strategy. This view is based primarily on a metaanalysis of the Business Reports and other forms of regular reporting at the University and its member faculties. The interim evaluation of the currently valid strategy was conducted at the beginning of 2017 and is included as an annex to the *Business Report and Quality Assurance Report for 2016*.

The third form of checking fulfilment of the strategy is implemented through various ad hoc evaluations for the requirements of reporting as part of various evaluations and accreditations. These include monitoring fulfilment of the HR strategy, i.e. the *Strategy for career development of researchers for the period 2012–2016*, which also covers higher education teachers. At the beginning of 2015 the process of evaluating this strategy included the drafting of an [*Interim report on fulfilment and supplementation of the action plan of the UL Strategy for career development of researchers*](#). In 2017 there was then the [*final internal evaluation of this strategy*](#), which via a questionnaire involved the participation of the UL and member faculty leadership and all UL researchers, who for the most part also work as teachers with educational employment contracts. Based on the findings of these interim evaluations, UL formulated a new, currently valid HR *Strategy of the UL 2017-2020 and action plan*. At the same time we regularly monitor the fulfilment of objectives and measures set out in the *Strategy of Internationalisation of the University of Ljubljana 2014-2020*. An in-depth report on its fulfilment was produced in 2017. As mentioned, for the requirements of reaccreditation a refreshed ad hoc evaluation was conducted on fulfilment of the UL Strategy 2012–2020, which showed numerous shifts in strategic areas defined in the strategy. In this document we present strategic priorities of UL for the period 2012–2020, and we include sub-objectives of specific areas and include the results of interim evaluations for the periods 2012-2016 and 2017-2020.

2 STRATEGIC PRIORITY AREAS

2.1 Creating knowledge and artistic works for the sustainable development of society and the individual

We understand creating knowledge as the academic, research and artistic work of researchers, teachers and students leading to new findings, solutions and creations. The University of Ljubljana is increasing the scope and quality of research, it occupies the top position as the largest research organisation and the main centre for developing artistic activity in Slovenia, and it seeks to maintain and consolidate this position in the coming period. It is confronting major differences in the success of research among individual member faculties, along with the issue of excessive fragmentation of its research capacities. In the period up until 2020 it will form at least three large interdisciplinary research groups, and it will increase by a quarter the number and value of international and domestic projects and the number of publications and citations. It will in particular:

- 2.1.1 Promote the creation of large interdisciplinary research groups that will have sufficient concentration of human resources, knowledge, equipment and funds for securing and coordinating major international projects and for equal collaboration in them, with the aim of achieving superlative results. For this reason too, it will link up more closely with research institutes and development centres.*
- 2.1.2 Enhance the Doctoral School as an international environment for creating new knowledge and the generation of new projects and research groups in a collaboration between supervisors and doctoral students. New doctors of science will enhance the achievements of doctoral studies in postdoctoral projects.*
- 2.1.3 Formulate an active research policy in the form of systematic planning and implementation of postdoctoral projects and criteria for recognition, and measures for promoting promising, above-average and superlative academic research achievements of research groups.*
- 2.1.4 Design internal financial mechanisms and incentives for research work, and measures to promote and reward interdisciplinary linking and linking among member faculties.*

2.1.1 Overview of two periods of evaluation

2.1.1.1 Results of the interim evaluation of the strategy 2012-2016

The interim evaluation of the general strategy at the beginning of 2017 showed that the strategy is being implemented successfully, for in the strategic area of *creating knowledge and artistic works for the sustainable development of society and the individual* a new, interdisciplinary research infrastructure centre has been established, the Centre for Linguistic Resources and Technology, which involves the participation of UL FF, UL PEF, UL FE, UL FRI and UL FDV. The evaluation showed that the number of European and international projects is constantly growing, despite the national policy under which the research budget has been persistently reduced. In terms of MIRRIS analysis results, by number of projects UL was 7th. The Framework Programme rated UL as the best university or best organisation as a whole in the new Member States of the EU. The number of scientific publications increased somewhat, while there was a considerable growth in the volume of citations of scientific works. In 2016 we linked up with The GUILD¹ association, we created a consortium of central European universities and the Catholic University of Leuven (CELSA)² for boosting project applications in calls under EU programmes.

As part of the sub-objective *Enhancing the Doctoral School as an international environment and enhancing postdoctoral projects*, we also applied in the call for funding researchers at the start of their careers (postdoctoral graduates), we signed a cooperation agreement for the Doctoral School with the University of Rijeka, continued cooperation with the University of Graz and joined the *Western Balkans platform*³ for the purpose of joint activities in doctoral studies.

Regarding the sub-objective *Formation of internal financial mechanisms and incentives for research work*, we have set up the University of Ljubljana Development Fund (RSUL) to promote European and international projects and to support younger researchers. A RSUL Board has been appointed, and *Rules on the Administration of the UL Development Fund* have been drawn up. We have also established special training for project applications seeking funding under EU programmes, with emphasis on the Horizon 2020 programme: Marie Curie, ERC and Widening Participation.

¹ The GUILD. Available at: <https://www.the-guild.eu/> [accessed 13 May 2020]

² CELSA. Available at: <https://celsalliance.eu/> [accessed 13 May 2020]

³ Regional Platform of the Western Balkans for Benchmarking and Cooperation in Higher Education and Research. Available at: <http://regional-platform.unizg.hr/index.html> [accessed 13 May 2020]

Figure 1: Interim evaluation 2012-2016: Measures for creating knowledge



2.1.1.2 Results of evaluation of the strategy 2017-2020

In the period of ad hoc interim evaluation in the process of accreditation of the institution, for the strategic area *Creating knowledge and artistic works for the sustainable development of society* we observed an increase in international projects. According to European Commission data, in terms of the number of projects under the European research programme Horizon 2020, UL is the best university in the new EU Member States that joined the EU after 2004. We secured the first ERC Advanced Grant, ERC Starting Grant and ERC Consolidator Grant in the Horizon 2020 programme. For the purpose of raising research excellence and interdisciplinary linking on the European level, we obtained two ERA CHAIR projects and one TWINNING project under the Horizon 2020 programme. We also secured 25 Marie Skłodowska Curie projects, of which we are heading two Marie Curie ITN Joint Doctorates projects as coordinator. There has also been an increase in the number of scientific publications and the volume of citations of scientific works. We set up a Commission for Ethics in Research that Includes Work with People; we joined the European university association EUTOPIA⁴ and as coordinator of the association we secured the prestigious project European University Alliance, funded by the European Commission. The EUTOPIA consortium was also successful in its application under the Marie S. Curie COFUND call, representing the first successful application from Slovenia, and the project will enable the funding of foreign postdoctoral researchers at UL.

As the main centre for the development of artistic activity in Slovenia, it boosted this activity by establishing the UL Arts Council, which is composed of representatives of the academies and faculties that provide study programmes in the arts. The Council operates in line with the adopted [rules of procedure](#) (available in Slovenian), and it has formulated [Rules on the management of the UL Fund for the Arts](#) (available in Slovenian) and thereby laid the foundations for issuing calls, obtaining additional sources of funding and the transparent distribution of obtained funds. Through its joint project with Banka Slovenije, the Mala galerija BS (Little Gallery), UL has additionally contributed to strengthening both the artistic activities of its member faculties and to forging ties with the local environment. As an official exhibition space for UL, Mala galerija BS showcases modern artistic production from UL member faculties, and in this way offers student artists opportunities for their first high-quality public showing.

As part of the sub-objective *Promoting the creation of large interdisciplinary research groups* we set up a joint organisational unit, the UL Research and Development Centre (RRC UL)⁵, which includes various multidisciplinary R&D centres (MRRC UL) and a joint organisational unit of the University through the Network of Infrastructure Centres (MRIC)⁶.

⁴ EUTOPIA. Available at: <https://eutopia-university.eu/> [accessed 13 May 2020]

⁵ UL Research and Development Centre: Available at: https://www.uni-lj.si/research_and_development/research_and_development_center/ [accessed 24 May 2020]

⁶ Network of Infrastructure Centres (MRIC). Available at: https://www.uni-lj.si/research_and_development/research_infrastructure/network_of_research_and_infrastructural_centres/ [accessed 24 May 2020]

For the sub-objective Enhancing the Doctoral School as an international environment and enhancing projects, in 2017 with the aim of ensuring uniform standards of quality in doctoral studies we adopted the Rules and Regulations for Doctoral Studies at the University of Ljubljana, which we updated in 2019 with new features in line with the changed duration of doctoral study programmes to four years. The Doctoral School gained international standing by organising international events and through cooperation with international partners and the transfer of experience and advice to partner institutions. In 2018 we successfully organised the annual conference of the Council for Doctoral Education of the European University Association (EUA CDE), and in 2020 as part of the EUTOPIA network we put together a joint call of partner universities for collaboration in the framework of joint co-mentorship in the preparation of doctoral dissertations by doctoral candidates of the network. We obtained a prestigious individual grant under the MSCA IF scheme for a two-year TCDL project and prepared an application for accreditation of the doctoral programme Art.

Figure 2: Evaluation of the strategy 2017-2020: Measures for creating knowledge



2.1.2 Synthetic overview of results for the area “Creating knowledge and artistic works for the sustainable development of society and the individual” during the strategy period (2012-2020)

2.1.2.1 Promoting the creation of large interdisciplinary and research groups

- we established the Commission of the University of Ljubljana for Ethics in Research that Includes Work with People;
- we identified research fields with the greatest development potential;
- we created a consortium of central European universities and the Catholic University of Leuven for boosting project applications in calls under EU programmes (CESA);
- we joined The GUILD association, which involves the best European universities;
- we established a common organisational unit, the UL Research & Development Centre (RRC UL), which includes various multidisciplinary research and development centres (MRRC UL);
- we established the Network of Infrastructure Centres (MRIC), a joint University organisational unit;
- we joined the European university association EUTOPIA and as coordinator of the association we secured the prestigious project European University Alliance, funded by the European Commission;
- we established the UL Arts Council, whose aim is to encourage new, fresh artistic processes and products and their promotion;
- The Council operates in line with the adopted rules of procedure, and it has formulated Rules on the management of the UL Fund for the Arts.

2.1.2.2 Formation of internal financial mechanisms and incentives for research work

- we established the UL Development Fund for promoting participation in European and international projects and younger researchers;
- we established special training for applications in various calls under EU programmes, with emphasis on the Horizon 2020 programme: Marie Curie, ERC and Widening Participation;
- the total number of current European projects in which UL is participating has been increasing from year to year, and the general quality of applications has also improved; it is particularly telling that at the EAIE conference the European Commission presented the fact that by number of ERASMUS+ Strategic Partnership projects in the 2014-2016 period, UL was the most successful university in the European Union;

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- we increased the number of international projects;
 - we increased the volume of citations for scientific works;
 - we increased the number of scientific publications;
 - we secured the first ERC Starting Grant, ERC Consolidator Grant and ERC Advanced Grant in the Horizon 2020 programme, and we are participating as partners in several ERC projects;
 - we obtained several prestigious postdoctoral individual grants under the MSCA IF scheme for two-year research projects with foreign researchers; one Widening scholarship, and many foreign researchers also received a Stamp of Excellence and on the basis of this stamp have obtained ARRS funds for carrying out two-year projects at UL.

2.1.2.3 Enhancing the Doctoral School as an international environment and enhancing projects

- we established the Doctoral School as a joint UL organisational unit;
- we updated the Rules and Regulations for Doctoral Studies at UL and harmonised the standards and procedures for obtaining a PhD at UL;
- we successfully organised the 11th annual conference of the Council for Doctoral Education of the European University Association (EUA CDE), entitled Excellence through diversity: doctoral education in a global world;
- we actively participated in the Steering Committee of the Council for Doctoral Education of the European University Association, in analysing the development of doctoral education in the past decade and formulating the Hanover Recommendations for improving doctoral education, adopted in the autumn of 2019 in Hanover at the international conference of the network Forces and Forms in Doctoral Education Worldwide, which was the initiative of the Center of Innovation and Research in Doctoral Education (CIRGE) of the University of Washington, Seattle, USA;
- we signed an agreement on cooperation between the Doctoral School and the University of Rijeka;
- we organised numerous summer schools and other events for doctoral students;
- we continued cooperation with the University of Graz, and we expanded the organisation of annual workshops for doctoral students of the University of Ljubljana and University of Graz into an international summer school with the University of Rijeka;
- we joined the Regional Platform for the Western Balkans for the purpose of joint activities in doctoral studies and created a [list of experts](#) who can participate as (co)supervisors or members of the commission in monitoring the work of doctoral students;

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- we applied in the call for funding researchers at the start of their careers – postdoctoral graduates;
 - we concluded agreements with partner institutions on the joint implementation of research and co-supervision in the preparation of doctoral dissertations, with the possibility of obtaining two degrees (co-tutelle), and within the EUTOPIA network we published a joint call of partner universities for joint co-supervision in the preparation of doctoral dissertations;
 - we 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, in the postgraduate centre in Dubrovnik and the Centre for Advanced Studies (CAS);
 - we raised the minimum standards for supervisors and co-supervisors of doctoral students and started the obligatory inclusion of foreign members in commissions for monitoring doctoral students;
 - we organised well attended meetings of the Doctoral School;
 - in the Council of PhD Programme Coordinators we worked to ensure greater quality and greater cooperation among study programmes;
 - we set up modules for the electronic implementation of the application and selection procedure for young researchers;
 - we successfully carried out calls for young researchers and for cofinancing doctoral studies;
 - 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;
 - we coordinated preparation of the application for accreditation of the doctoral programme Art.

2.2 Education (knowledge transfer) of socially responsible graduates

Education or knowledge transfer is one of the fundamental functions of a university, where new knowledge can be created on the individual level and in study groups. In terms of the number of teachers and students, the University of Ljubljana is the largest higher education institution in the country, with more than half of all Slovenian students enrolling at it. It offers the widest range of study programmes, covering all disciplines. The emphasis is on academic programmes with a significant proportion of professional studies, but these two dimensions are not sufficiently clearly delineated. In previous years it implemented the Bologna system of education, and the experience and results of this have in general been assessed positively, while being aware of necessary adjustments and improvements. It wishes to remain open to a wide circle of students and at the same time to increase the pace of raising the quality of education and to enable superlative achievements for those most capable.

Up until 2020 UL will slightly reduce the number of students, it will increase the number of graduates by a third and reduce the fragmentation of programmes. It will improve the area of education particularly in the following ways:

2.1.5 In terms of organisation and implementation it will increase the separation of professional from academic programmes, with the aim of specific professional programmes providing more practically oriented studies, and they will be placed in autonomous member faculties of the University with the possibility of common use of premises, equipment and staff together with other member faculties. This issue and the issue of the gradation of academic programmes will be resolved in cooperation with member faculties.

2.1.6 It will increase the success of education in the sense of greater progression through courses, less dropping out, shortening the time of study and greater employability of graduates, through the guidance and selection of students, the tutoring system, training teachers to provide higher quality educational work with an emphasis on student-centred working methods, through cooperation with member faculties in implementing programmes based on the mobility of students and teachers, by including students in research, through career guidance and by improving the equipment and conditions for studying.

2.1.7 It will establish a mechanism for changing study programmes, with the aim of increasing their relevance and reducing fragmentation: balancing enrolment, updating and linking programmes, introducing new ones, the suspension and withdrawal of existing programmes for which there is no interest and which do not contribute decisively to the national identity.

2.2.1 Overview of two periods of evaluation

2.2.1.1 Results of the interim evaluation of the strategy 2012-2016

Under the strategic area of education of socially responsible graduates, in the evaluation period we focused to a greater extent on quality assurance in study programmes and studying. The number of graduates increased, mainly due to the conclusion of old study programmes. The reduction in the number of students and the maintaining of graduate numbers can be attributed to the introduction of three-cycle studies, reduction of fictitious enrolment and increasing the effectiveness of studies. The first member faculty to conduct an overhaul of study programmes where it pursued the goal of reducing programme fragmentation was UL FDV (from 34 programmes down to 23).

In the evaluation period 2012-2016 the following more specific measures were implemented under individual sub-objectives:

In the sub-objective *Increasing the success of education* we successfully carried out Creative Path to Knowledge (PKP)⁷ projects, under which we involve students in research with the wider social environment; we conducted regular training on new methods of teaching and learning, and the number of participants trebled in the evaluation period. In the area of tutoring we conducted an extensive evaluation of tutoring at UL and revised the framework for carrying out tutoring. We adopted new Rules of the [UL tutoring system \(2015\)](#) (available in Slovenian). We increased the number of tutor hours provided by teachers and students by 11% and increased the number of student tutors by 8.5% and teacher tutors by 3%. In first-cycle studies we increased progression through years from 52% to 55.5%, and from 90% to 97% in doctoral studies.

Under the sub-objective *Establishing mechanisms for monitoring study programmes* we adopted Rules on balancing the programme structure and set up an information system for recording study programmes (EŠP) that enables us to manage data on all study programmes centrally.

⁷ Available at: <https://www.srips-rs.si/en/human-resource-development/creative-path-knowledge> [accessed 14 May 2020]

Figure 3: Interim evaluation 2012-2016: Education (knowledge transfer) of socially responsible graduates



2.2.1.2 Results of evaluation of the strategy 2017-2020

Under the sub-objective *Increasing the success of education*, due to the reduction in the number of students we were able to a greater extent to focus on quality assurance in study programmes and studies, and on designing merged study programmes for the purpose of better quality and more rational implementation of studies. In Figure 4 we show the measures tied to the sub-objectives of the strategic area, among which we note that in the evaluation period 2017-2020 we further increased progression through years in the first cycle (from 52% to 60.19%) and in doctoral studies (from 90% to 93.5%), we drafted an update to the tutor handbook, established a system of training for work with students with special status and began the regular implementation of training on new methods of teaching and learning. We are upgrading the priority area of learning and teaching in interinstitutional cooperation with other higher education institutions in Slovenia, which is promoting synergy effects in the entire sector (the INOVUP project and the working group for quality in the Rectors Conference of the Republic of Slovenia). Within that framework we are creating national strategic orientations based on common analysis, together we are providing a number and variety of pedagogical training programmes and we are designing didactic materials in support of the pedagogical process.

We established self-evaluation of study programmes at member faculties as a central quality mechanism for the development of study programmes and of a process intended to enhance successful and effective study. In this way, the process takes into account the results of all other mechanisms (planning the study process, student surveys, monitoring the employability of graduates, employee satisfaction, enhancement-led visits), analyses and recommendations, which facilitates in-depth reflection and the more comprehensive formulation of improvements. In this way the self-evaluation of study programmes is also integrated into the process of managing member faculties, which ensures systemic treatment and response to the findings.

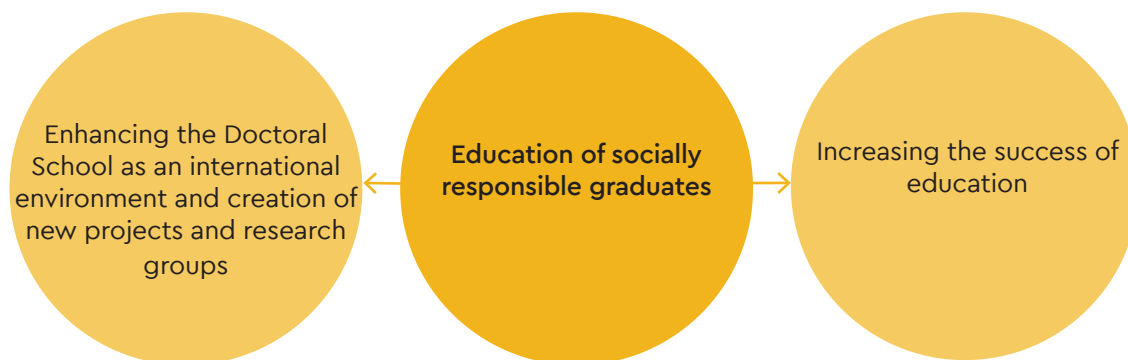
Through the survey on monitoring the employability and employment rate of graduates we are able to monitor the adequacy of achieving learning outcomes including through student surveys. In the future we are planning to upgrade both surveys, so that they will contain programme-specific competences of study programmes (employability monitoring survey) and individual courses (student survey), which will offer a better insight into monitoring the achievement of learning outcomes by students.

The University has a UL Senate Committee for Students with Special Status, which focuses on strengthening support for students with special needs and status at member faculties; training of staff for work with students with special needs or status and providing member faculties with the necessary equipment and aids to support studies by special needs students. In this area funds have been available since 2016 to cofinance the purchase of equipment and aids (tactile signs, audio loops, special IT software, mobile ramps and handrails, audio signals in lifts and so forth). In 2018 and 2019 systemic training was carried out with a focus on specific deficiencies or needs and on ensuring funds for the purchase of equipment and aids for the easier inclusion of special needs students in studies and which are used to promote an active and effective approach

to overcoming obstacles that these students encounter. The trainings were divided up thematically depending on the specific needs, and aimed at all University staff. There was especially high demand for training to work with students suffering mental issues. The [website](#) (available in Slovenian) offers materials which can be of help to students and others experiencing mental stress and those working with people in mental stress. The materials include manuals, recommendations and specific tips (e.g. de-escalation methods), listed sources of help and support with contact information and video tips along with recommended literature. We also adopted [Rules on Students with Special Status at UL](#) (available in Slovenian). At the University level we established assistance for member faculties in handling requests for the status of student with special needs, and this has proven to be an extremely good practice, taking into account the fact that member faculties do not employ particular experts in this field. The member faculties UL PEF and UL FF, with the support of the Ministry of Education, Science and Sport, coordinated a project in which across the territory of Slovenia an analysis was made of the current situation and, resulting in the publication of a *Study on the state of provisions for special groups of students in higher education*. The study will be used as the basis for appropriate placement and for settling the status of these students in Slovenian higher education. There has indeed been a major increase in Europe in the number of students with special status enrolled in higher education, who live in special circumstances or come from underprivileged environments.

Each year, at the beginning of the academic year, we organise education and training for tutor coordinators and tutors, and once a year we hold a consultation on tutoring. In line with the identified needs of tutors, during the year we then organise specific training for all forms of tutoring, i.e. introductory, course-specific, special status students and foreign students.

Figure 4: Evaluation of the strategy 2017-2020: Education (knowledge transfer) of socially responsible graduates



Establishing the system of self-evaluation of study programmes, conducted annually

Setting up the electronic record of study programmes

Setting up the system of monitoring and enhancing self-evaluation (metaanalysis of self-evaluation reports and training for preparing and conducting self-evaluations)

Adoption of Rules on balancing the programme structure

The start of regular training on new methods of teaching and learning, where in the period from the start to the end of training the number of participants has trebled

Increasing progression through years in the first cycle from 52% to 60.19%, and from 90% to 93.5% in doctoral studies

Survey conducted on graduate employability

Successful implementation of Creative Path to Knowledge and Student Innovative projects, where we include students in research, in association with the wider social environment

Successful implementation of Digital UL and INOVUP

Upgrading of the tutor manual

Establishing a system of training for work with students with special status

2.2.2 Synthetic overview of results for the area Education (knowledge transfer) of socially responsible graduates during the strategy period 2012-2020

2.2.2.1 Increasing the success of education

- we carried out a comprehensive overhaul of the quality assurance system as part of the project KUL;
- we increased progression through years in the first cycle from 52% to 60.19%, and from 90% to 97% in doctoral studies;
- we increased the number of student tutors by 8.5% and teacher tutors by 3%;
- we increased the number of tutor hours provided by teachers and students by 11%;
- we conduct surveys on graduate employability;
- we provide regular training on new methods of teaching and learning, and the number of participants has trebled;
- we are successfully implementing the Creative Path to Knowledge project, where we include students in research with the wider social environment;
- we adopted Rules on Students with Special Status at UL;
- we adopted the Rules and Regulations for Doctoral Studies at UL;
- we established a system of training for work with students with special status;
- we produced an updated tutor manual;
- in the area of transfer and use of knowledge we boosted international links and cooperation with the career centres of foreign universities; through the expanded network of partner career centres at European universities we boosted the possibilities of high-quality guidance for students planning mobility abroad.

2.2.2.2 Setting up mechanisms for monitoring study programmes

- we established the system of self-evaluation of study programmes;
- we set up an electronic record of study programmes (EŠP);
- we adopted Rules on balancing the programme structure;
- we set up the system of monitoring and enhancing self-evaluation (metaanalysis of self-evaluation reports and training for preparing and conducting self-evaluations);
- we adopted the [Rules for managing programmes for obtaining education](#) (available in Slovenian).

2.3 Use of knowledge – third dimension of the university

The University of Ljubljana enacts its social responsibility by putting the knowledge it helps create into practice. We achieve this through research and development and expert work, the employment of our graduates in other organisations, promoting entrepreneurship, advisory work and by including experts from the field in education and research, through programmes of lifelong learning, personal development and training. Organisational forms for knowledge transfer are competence centres, centres of excellence, R&D projects for companies and other organisations, career centre, Ljubljana university incubator, the Innovation and Development Institute (IRI) and college of business leaders.

This is what is called the third dimension of the University, which UL will enhance in the future, specifically by 2020 increasing the number and value of projects for the commercial and public sectors by a third and doubling the number of participants in lifelong learning programmes. It will achieve this:

2.1.8 By forming strategic development partnerships and joint development groups, and by implementing development projects in cooperation with commercial organisations and the public sector.

2.1.9 By strengthening the office for technology transfer and designing the role of knowledge managers as promoters of the transfer of fundamental knowledge to practical use, and of specific development issues from the production environment to research and development groups.

2.1.10 By developing the range of lifelong learning programmes for the enhancement and training of graduates, including through the possibility of obtaining additional qualifications.

2.1.11 By boosting the activities of the career centre, whose task is to guide students into UL study programmes, help graduates plan careers and find jobs, cooperate with employers, organise graduate clubs and monitor employability and the success of graduates in the work environment.

2.1.12 Through better connections and mutual cooperation between the career centre, LUI, IRI and the knowledge transfer office, with an emphasis on promoting the creation of new companies and new jobs and on increasing employment opportunities.

2.3.1 Overview of two periods of evaluation

2.3.1.1 Results of the interim evaluation of the strategy 2012–2016

In the strategic area of use of knowledge, i.e. the third dimension of the University, in the evaluation period 2012-2016 in the sub-objective *Creating strategic development partnerships and development groups and implementing development projects with the social environment*, despite a slight reduction in the number of projects with the commercial and public sectors, the value of these projects increased. The scope of cooperation with the local environment was also impacted by the economic crisis, but this decline was in part compensated by the programme of smart specialisation, in which in the first call we secured around 10 million euros. The number of patent applications and inventions did not increase in this period. The number of participants in accredited programmes of personal development in the context of other forms of personal development increased significantly. We succeeded in setting up a database of employers, where via IT platforms we publish current information for students, and UL was a promoter and co-founder of the Slovenian Innovation Hub⁸. We promoted interdisciplinary linking through cooperation with all nine strategic development partnerships of the Smart Specialisation.

As part of the sub-objective *Strengthening the office for technology transfer and designing the role of knowledge managers as promoters of the transfer of fundamental knowledge to practical use*, we conducted annual consultations on managing intellectual property, and employed a lawyer in the field of intellectual property. We set up a group for the dissemination of knowledge, the members of which are representatives of faculties. We also adopted [Rules on Managing Industrial Property Rights](#).

Under the sub-objective *Development of the range of lifelong learning on offer*, during the period of interim evaluation 2012-2016 we accredited a new programme for lifelong learning and established a review and promotion of summer schools at UL.

Under the sub-objective *Boosting the activity of the Career Centre*, during the evaluation period we organised a consultation and analysis of the situation regarding UL graduate clubs for the systemic arrangement of this area and setting up of an information system. As part of these activities we succeeded in increasing the number of employees at the Career Centre (including at member faculties). We expanded and intensified activities in our work with secondary schools, students with special needs and status and graduate clubs.

⁸ Slovenian Innovation Hub. European Economic Interest Grouping (SIS EGIZ). Available at: <https://www.sis-egiz.eu/> [accessed 14 May 2020]

Figure 5: Interim evaluation 2012-2016: Use of knowledge – third dimension of the university



2.3.1.2 Results of evaluation of the strategy 2017-2020

In the strategy evaluation period 2017-2020 in the sub-objective *Creating strategic development partnerships and development groups and implementing development projects with the social environment*, we continued to increase the number and value of projects with the commercial and public sectors, and increased the number of participants in all forms of personal development and lifelong learning. In the strategy evaluation period 2017-2020 we carried out many interdisciplinary projects in which students together with supervisors set about resolving social challenges in the commercial and public sectors. It is at the UL member faculty level that we should mention the numerous initiatives that link together the relevant environment with future graduates. For instance, potential employers sent to the Administration Advice Room of UL FU challenging technical cases which students then dealt with under the supervision of a teacher. We upgraded this experience of collaboration at a member faculty into a research subject in which, under the supervisor's leadership students deal with three to four cases from the field. As examples of this we can cite the UL FRI Garage, which is a student accelerator of ideas with the involvement of mentors from the business world in projects and lectures, the UL AG concert season, which with more than 100 concerts in its season is one of the biggest organisers of musical events in the country and offers students direct contact with the entire musical ecosystem, and students of UL AGRFT, who are involved in the professional environment through continuing guest appearances at major domestic and international festivals, along with the staging of (co)productions at professional theatres, cinemas and on national broadcaster RTV Slovenija. We notify separately the partners and foreign universities with which we have cooperation agreements about UL achievements in the UL Echo newsletter.

As part of the sub-objective *Strengthening the office for technology transfer and designing the role of knowledge managers as promoters of the transfer of fundamental knowledge to practical use*, we formulated principles for the development strategy for the long-term development of knowledge transfer at UL, we set up the Knowledge Transfer Office as a new organisational unit, thereby building upon the activities of the University Office for Research, Development and Intellectual Property. In addition to formal procedures of taking over and protecting institutional inventions, the Office offers substantive support in the recognition and legal protection of intellectual property, it actively markets University knowledge, links researchers with the commercial sector, helps in negotiating and concluding R&D contracts and promotes the high-tech entrepreneurship of students and employees at UL. During this time the Knowledge Transfer Office has carried out a vital set of activities to boost knowledge transfer at UL, such as: raising awareness about the importance of intellectual property, clear rules for employees and support and motivation for employees in the process of knowledge transfer; with the aim of raising employee awareness about the importance of knowledge transfer, strengthening competences and familiarisation with the basic rules of the University of Ljubljana 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. 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 encouraged employees to implement knowledge transfer activities. In the interim period we are encouraging employees to set up their own companies. To this end we also drew up a clear protocol for employees establishing spinoff companies. We also carried out several educational promotion events. These activities also yielded tangible results, which can be seen in the fact that we succeeded in protecting the interests of UL in individual R&D cooperation, increasing numbers of researchers are opting for the protection of intellectual property through the Knowledge Transfer Office and there has also been increased income from the marketing of intellectual property. Within the project Consortium for Technology Transfer from PRO to the Economy, which is being implemented by the Knowledge Transfer Office, we are cooperating successfully with the other Consortium partners and are well on the way to fulfilling the objectives we have set.

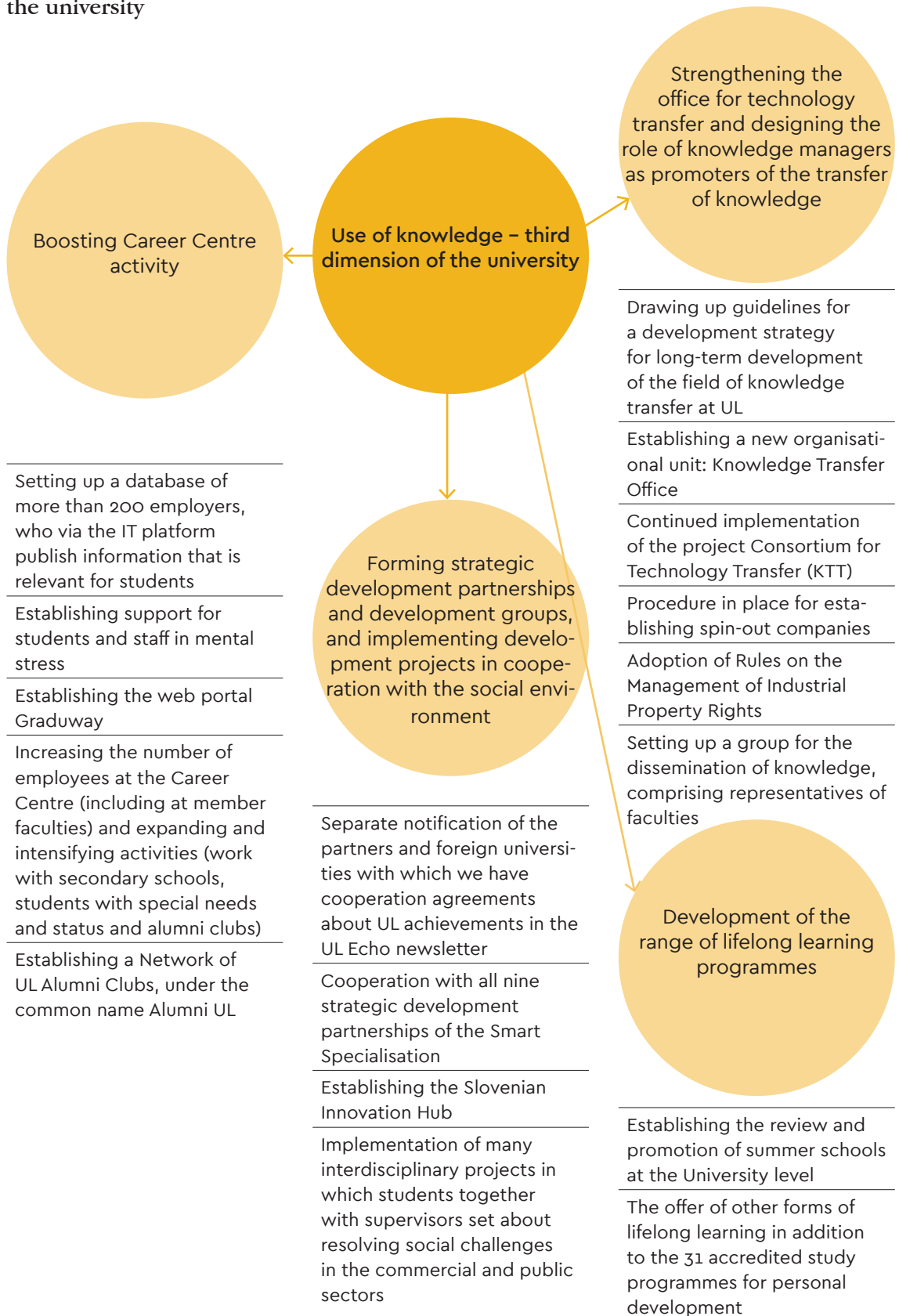
Under the sub-objective *Development of the range of lifelong learning programmes on offer*, in addition to the 31 accredited study programmes for personal development we are offering other forms of lifelong learning. As part of the UL Summer Schools we held a Cultural Management Summer School in cooperation with UL EF, and in cooperation with UL AG an Old Music Summer School, and for the first time we held a Visual Creativity 4x4 Summer School in collaboration with UL ALUO in 2017.

In the area of the sub-objective *Boosting the career centre* at the University we are proactively including representatives of the local environment in numerous activities related to the development of student career paths. We include them for instance in workshops, in Career Days, Employment Bridge and other similar activities intended to develop student career paths. For students we organise visits to employer work environments, and we facilitate presentations of employers and of the career paths of our alumni. In the past year we have enhanced cooperation with employers and the wider environment through the e-newsletter *Stičišče priložnosti* (Opportunity Hub). Based on several years of cooperation we defined the need for additional sources of information on new features in higher education, profiles and competences of graduates of newer, interdisciplinary, joint and/or less known study programmes. We take the view that this provides students with updated information on employment possibilities in areas that are appropriate to the competences or learning outcomes of graduates. They can access information online ([Career Centres website](#), [alumni clubs](#), weekly e-newsletters and through social networks such as [LinkedIn](#), [Facebook](#), [Instagram](#), [Twitter](#), [YouTube](#)) or in person. We are offering them career guidance and help finding employment, creating written presentations (CV, cover letter, etc.) and in their online profile (LinkedIn, portfolio, etc.). The University has also established a [Network of UL Alumni Clubs](#) and in 2019 this was upgraded through the digitalisation of services and [setting up of a digital community of alumni](#). The digital community now numbers more than 5,600 members. The increased membership has consequently led to an increased flow of information about improvements to the study process and actual cooperation with the local environment. All 26 UL member faculties and their alumni are linked together via 57 sectoral alumni clubs, which work to connect experts with the aim of transferring

knowledge and promoting the development of professions; strengthening reputation, raising the value of graduates, organising education courses, workshops, consultations, conferences and lifelong learning, support for members and strengthening business and career connections, career guidance and the posting of job vacancies, and providing benefits and discounts at various partners.

Through the UL Career Centres, with financial support for activities from European Union funds, in recent years we have successfully established a level of services and cooperation that is comparable to career centres in the Anglo-Saxon countries. In organisational terms we fall within the hybrid model of career centres since part of our activities are conducted at all UL member faculties, while the Rectorate provides support and carries out specific development services. Over the years our target groups of users have expanded to foreign students, students with special status, doctoral students, school pupils, school advisory workers, employers and others. In the period 2015-2019 we provided individual guidance 3,567 times, we held 1,378 workshops, consultations and round tables, 242 employer presentations, we organised 221 visits to work environments and held 43 major events. In our efforts towards additional development, in the future we will be striving for the digitalisation and internationalisation of certain services. We are also sharing established good practices outwardly with the representatives of foreign universities and other institutions (e.g. the Academia programme, exchange of personnel as part of the Erasmus+ programme). Over the years we have succeeded in identifying and adapting the content of services to various target groups of students. In the future we intend to further increase the population of students for whom we provide this kind of guidance, and to improve recognition among UL employees, so they can expand their co-creation of content whereby we contribute to the personal and professional development of students.

Figure 6: Evaluation of the strategy 2017-2020: Use of knowledge – third dimension of the university



2.3.2 Synthetic overview of results for the area “Use of knowledge – third dimension of the university” in the strategy period 2012-2020

2.3.2.1 Forming strategic development partnerships and development groups, and implementing development projects in cooperation with the social environment

- we set up a database of more than 200 employers, who via IT platforms publish information that is relevant for students;
- we carried out more than 100 interdisciplinary projects in which students together with supervisors set about resolving social challenges in the commercial and public sectors;
- the University was a promoter and co-founder of the Slovenian Innovation Hub;
- we are cooperating with all nine strategic development partnerships of the Smart Specialisation;
- we implemented many interdisciplinary projects in which students together with supervisors set about resolving social challenges in the commercial and public sectors;
- we provide separate notification of the foreign universities with which we have cooperation agreements and partners about UL achievements in the UL Echo newsletter;
- in 2019 in cooperation with Banka Slovenije we completed the reopening of the Bank's Little Gallery, intended for showcasing modern artistic production from the academies and other UL member faculties that provide arts programmes.

2.3.2.2 Strengthening the office for technology transfer and designing the role of knowledge managers as promoters of the transfer of knowledge to practical use

- we established a new organisational unit, the Knowledge Transfer Office;
- we are continuing implementation of the project Consortium for Technology Transfer (KTT);
- we are holding educational and promotional events about managing intellectual property;
- we regularly cooperate with the Knowledge Transfer Committee in the area of introducing systemic measures and drawing up strategies for developing this area;
- we adopted a Guide to knowledge transfer at the UL and set up the website of the Knowledge Transfer Office;
- we drew up guidelines for a development strategy for long-term knowledge transfer at UL;
- we established a new organisational unit: Knowledge Transfer Office;

-
- we set up a procedure for establishing spin-out companies;
 - we adopted Rules on the Management of the UL Innovation Fund.

2.3.2.3 Boosting activities of the Career Centres and Network of Alumni Clubs

- we increased the number of employees at the Career Centre (including at member faculties) and we expanded and intensified activities: work with secondary schools, students with special status and alumni clubs;
- we are just about to implement the new licence portal POPR, which will support the continued work of career centres, and another possible use is in the area of boosting extracurricular activities, the organisation of practical training and increased linking with employers;
- once a year we hold a summer school for school pupils entitled More than 360 opportunities awaiting you;
- we are upgrading services of individual guidance for the selection/change of studies, Transition to the Labour Market, and in this we are linking up with various strategic partners;
- we set up a database of more than 200 employers, who via IT platforms publish information that is relevant for students;
- we are developing support for students and staff in mental stress;
- we set up the Network of UL Alumni Clubs, under the common name alumniUL, we organised a consultation and analysis of the situation regarding UL graduate clubs for the systemic arrangement of this area and set up an information system, and we also established working meetings with coordinators of alumni clubs at member faculties;
- we set up the web portal Graduway;
- in cooperation with the Doctoral School we are developing a range of generic knowledge for doctoral students;
- in collaboration with RTV SLO MMC we are recording video content with presentations of alumni and their experiences in their studies.

2.3.2.4 Development of the range of lifelong learning programmes

- each year we accredit at least one new lifelong learning programme;
- we set up a review of summer schools at UL and promotion at the University level;
- in addition to the 31 accredited study programmes for personal development we are offering other forms of lifelong learning;

-
- member faculties are pursuing activities for target groups outside the University (workshops for primary and secondary school pupils, courses offering certificates in various fields, and we are cooperating with sectoral chambers to provide training in specific fields).

2.4 Creative conditions for work and study

The University can only succeed in its mission if those working and studying at it are highly motivated, engaged and loyal teachers, researchers, professional staff and students. For this reason it must ensure creative working and study conditions, which in addition to encouraging committed work and study facilitate for students and employees a high quality of working and educational life. To this end UL will continue to devote special attention to university sport, libraries and study places within them, to cultural activities such as APZ Tone Tomšič and UPOL, awards and commendations for the achievements of employees and students, cooperation with the student organisation and similar. In the future it will increase the inclusion of students in these activities:

2.1.13 By designing a special programme for developing a culture of belonging to the University and for promoting creativity and commitment to work and study, which will include the use of University symbols, a code of ethics for joint professional and social events, prizes and awards and similar.

2.1.14 Through the creation of a University scholarship fund, which will have the task in particular of incentivising the most gifted students towards superlative achievements.

2.1.15 By establishing a University library that will link together independent libraries into an integrated library system entered in the register and specially financed. It will also have the task of collecting, arranging and providing to the public publications and other forms of information on the achievements of the University and its member faculties.

2.1.16 By establishing a centre for extracurricular activities, whose task will be to foster sports, culture, artistic, welfare, voluntary and social activities and the non-formal education of students and employees. These activities will be logically linked to educational and other programmes of the University and the local environment.

2.4.1 Overview of two periods of evaluation

2.4.1.1 Results of the interim evaluation of the strategy 2012-2016

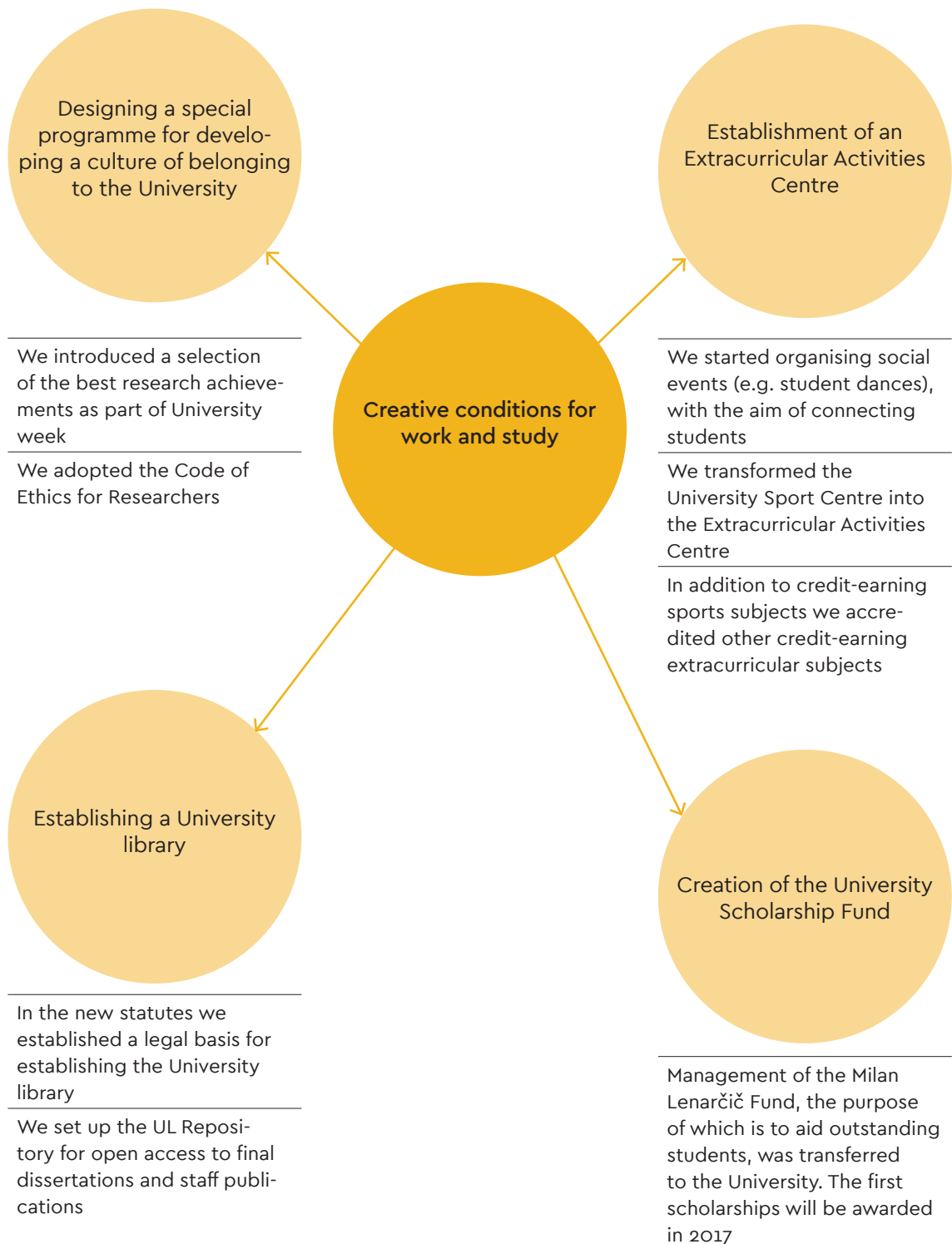
In 2014 as part of the sub-objective *Designing a special programme for developing a culture of belonging to the University* we adopted the [Code of Ethics for Researchers](#) and implemented a selection of the best research achievements as part of University Week.

Under the sub-objective *Creating a University scholarship fund*, management of the Milan Lenarčič Fund was transferred to the University. The purpose of the fund is to aid outstanding students.

Under the sub-objective *Establishing a University library* we set up the UL Repository for open access to final dissertations and staff publications.

Under the sub-objective *Establishing an extracurricular activities centre*, in the interim evaluation period 2012-2016 we transformed the University Sport Centre into the Extracurricular Activities Centre. In addition to credit-earning sports subjects we accredited other credit-earning extracurricular subjects. We also started organising social events (e.g. student dances), with the aim of better connection among students. In addition to students, certain activities can be attended by employees and alumni.

Figure 7: Interim evaluation 2012-2016: Creative conditions for work and study



2.4.1.2 Results of evaluation of the strategy 2017-2020

Under the sub-objective *Designing a special programme for developing a culture of belonging to the University*, partners and foreign universities with which we have cooperation agreements are informed separately about UL achievements and operations in the international arena via the e-newsletter UL Echo. We are also devoting attention to the high-quality provision of information for employees. Based on the findings from monitoring employee satisfaction for the area of internal notification, we have enhanced internal communication. Alternating every second month we use two e-newsletters: 3+23, which presents current content from UL member faculties, and e-Univerzitetnik, which contains current information from the departments of the Rectorate. The newsletters contribute to strengthening the sense of belonging to UL. Among UL member faculties there has also been a desire to arrange multi-purpose spaces for students (for leisure gatherings and studies) and to arrange spaces for high-quality passing of break time by employees. In addition to the already established selections of the best research achievements as part of University Week, we started presenting awards for the achievements of professional staff.

Under the sub-objective *Creating a University scholarship fund* we have provided better information for stakeholders about how UL students can receive scholarships for study at foreign universities from the Parus Foundation⁹, Knafelj Institution¹⁰, Tuma scholarships¹¹ and scholarships from the Likar Fund¹², MAUI scholarships for institutions in the USA and AEN scholarships for institutions in Australia¹³. Since 2017, based on annual calls, UL students who achieve above-average results are awarded scholarships from the University Foundation of Ing. Milan Lenarčič.

Under the sub-objective *Establishment of a University library*, the adoption of the new UL Statutes on 16 January 2017 and the provision on the Library of the University of Ljubljana as a joint organisational unit of the University enabled the adoption of the Decision Founding the Library of the University of Ljubljana.

Under the sub-objective *Establishing an extracurricular activities centre* we adopted the *Rules on Extracurricular Activities at UL*, whereby we support the involvement of students in extracurricular activities. Students have the possibility of acquiring additional knowledge and experience and expanding their social network, and for UL this signals an enhancement of its reputation and prominence at home and internationally.

⁹ Parus Foundation. Available at: <https://www.fundacija-parus.si/en/> [accessed 14 May 2020]

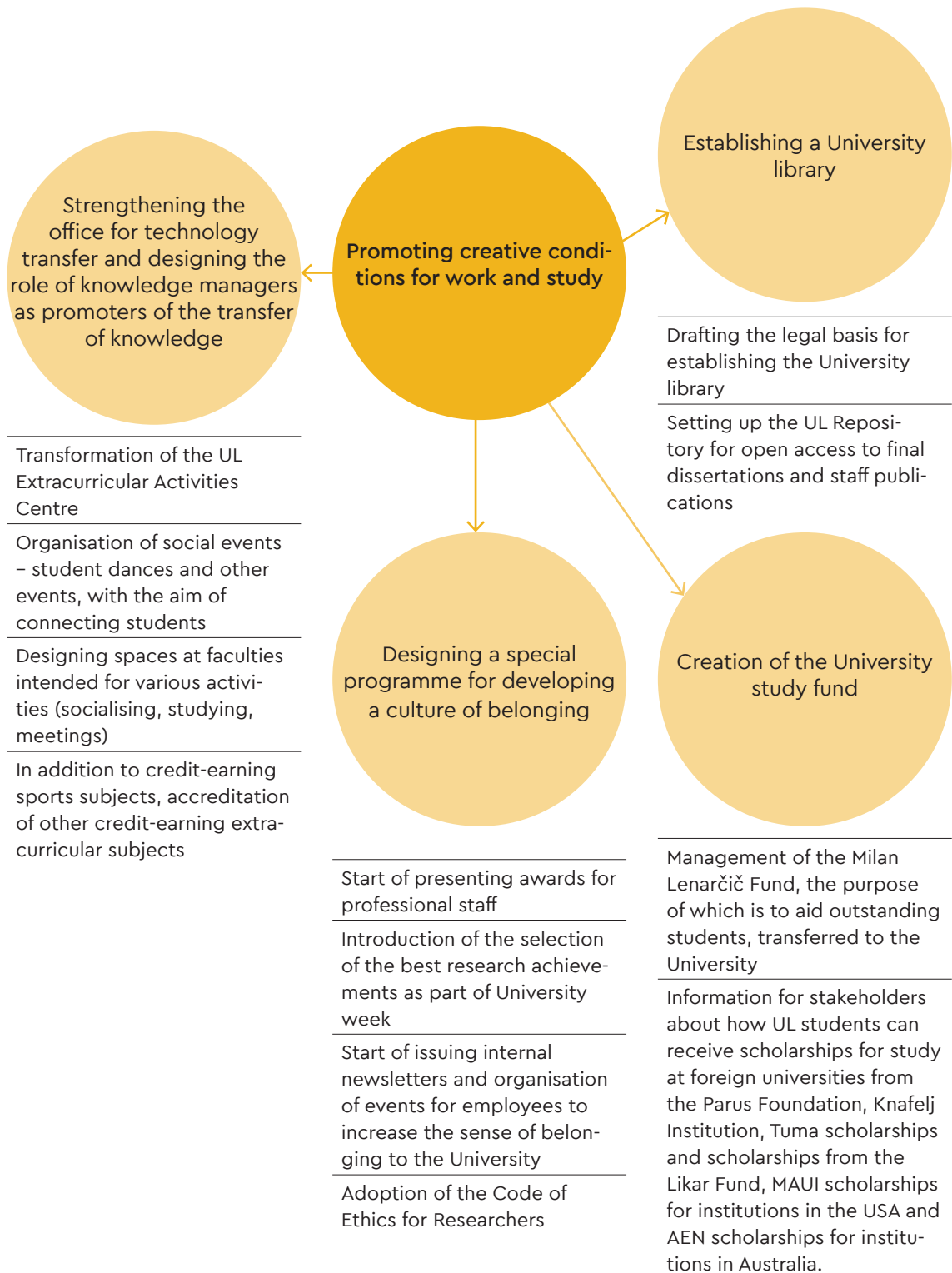
¹⁰ Knafelj Institution scholarship. Available at: https://www.uni-lj.si/stipendije/stipendija_knafljeve_ustanove/ (available in Slovenian) [accessed 14 May 2020]

¹¹ Tuma scholarship. Available at: https://www.uni-lj.si/stipendije/tumova_stipendija/ (available in Slovenian) [accessed 14 May 2020]

¹² Likar Fund scholarship. Available at: https://www.uni-lj.si/stipendije/likarjev_sklad/ (available in Slovenian) [accessed 14 May 2020]

¹³ MAUI consortium of universities and AEN consortium of universities. Available at: <https://www.uni-lj.si/aktualno/razpisi/2020011710361364/> (available in Slovenian) [accessed 14 May 2020]

Figure 8: Evaluation of the strategy 2017-2020: Creative conditions for work and study



2.4.2 Synthetic overview of results in the area “Creative conditions for work and study” in the strategy period 2012-2020

2.4.2.1 Designing a special programme for developing a culture of belonging

- we adopted the Code of Ethics for Researchers;
- we started issuing internal newsletters and organising events for employees to increase the sense of belonging to the University;
- we started presenting awards for professional staff;
- we introduced a selection of the best research achievements as part of University week.

2.4.2.2 Creation of the University Scholarship Fund

- we transferred management of the Ing. Milan Lenarčič Fund, the purpose of which is to aid outstanding students, to the University;
- we provided information for stakeholders about how UL students can receive scholarships for study at foreign universities from the Parus Foundation, Knafelj Institution, Tuma scholarships and scholarships from the Likar Fund, MAUI scholarships for institutions in the USA and AEN scholarships for institutions in Australia.

2.4.2.3 Establishing a University library

- we set up the UL Repository for open access to final dissertations and staff publications;
- in the new UL Statutes we drafted a legal basis for establishing the University library, and adopted a decision founding the Library of the University of Ljubljana.

2.4.2.4 Establishment of an Extracurricular Activities Centre

- we transformed the UL Centre for Extracurricular Activities;
- we are organising social events – dances for students, the faculty to faculty run and other events with the aim of connecting students;
- we adopted the Rules on the procedure and criteria for recognising non-formally acquired knowledge and skills;
- in addition to credit-earning sports subjects we accredited other credit-earning extracurricular subjects;
- we designed spaces at faculties intended for various activities (socialising, studying, meetings);
- Each year we coordinate a presentation of the University of Ljubljana at the Informa-

tiva education fair.

2.5 Internationalisation for the international flow of knowledge and for prominence

The University of Ljubljana is internationally recognised in individual fields of its operation. It is expanding the scope of its involvement in international research projects and the quantity of funds obtained through this. Unfortunately there is still a low level of mobility among teachers, researchers and students and in terms of the proportion of foreign staff and students. Equally, it is providing few joint education programmes and programmes abroad.

By 2020 the University of Ljubljana will increase by a third the number of students on exchanges and by a quarter the number of foreign students and number of foreign teachers and researchers. It will increase efforts towards informing students about possibilities for mobility and preparations for mobility. In order to become a recognised leading university in the wider region, in the future it will:

2.1.17 Increase its range of foreign-language study programmes, especially for the second and third cycles, and in the form of summer schools, while working to ensure the development of Slovenian scientific terminology.

2.1.18 Increase the provision of its education programmes abroad, especially in the Western Balkans, Southeast Europe and the Mediterranean.

2.1.19 Increase mobility and the exchange of employees and students with foreign universities and increase the share of foreign teachers and researchers.

2.1.20 Prioritise research that is embedded in international research networks.

2.1.21 Establish a University publishing house for disseminating outstanding academic works in Slovenia and internationally.

2.5.1 Overview of two periods of evaluation

2.5.1.1 Results of the interim evaluation of the strategy 2012–2016

In the strategic area Internationalisation, the interim evaluation 2012-2016 showed that the number of foreign students on exchanges at UL increased, and in 2016 it already exceeded the planned numbers for 2020. And there was a significant increase in the number of foreign teachers and researchers. In the employment of foreigners we identified three obstacles over which the University has very little influence: the complexity of administrative procedures in the employment of foreigners, the use of a foreign language in education and the incomparability of the salary system with those abroad.

In line with the strategy measures were implemented in this area, where it should be stressed that on the national level the objectives of internationalisation are in places at odds with other strategic objectives that the University must pursue (e.g. concern for the Slovenian language).

Under the sub-objective *Increase the range of foreign-language study programmes while working to ensure the development of Slovenian scientific terminology*, in the evaluation period 2012-2016 at all levels of study we (also) implemented programmes in foreign languages, and we began a standardised presentation of UL summer schools for foreigners. In the new statutes we also formally laid down the commitment to draw up a UL language strategy, and as part of this to create a working group to draw it up.

Under the sub-objective *Increase mobility of employees and students and increase the share of foreign teachers and experts* we introduced annual meetings of foreign researchers and teachers who are employed at UL. We also set up a new web page for foreign students, offering all the necessary information; we became involved in projects of funding guest teachers and drew up an action plan for the career development of researchers. Under the sub-objective *Prioritise research that will be embedded in international research networks* we created a consortium of central European universities and the Catholic University of Leuven, to boost applications for EU projects (CELSA); we established the UL Development Fund to promote international projects and younger researchers. We also successfully joined The GUILD association, which involves the best European universities.

Figure 9: Interim evaluation 2012-2016: Internationalisation measures

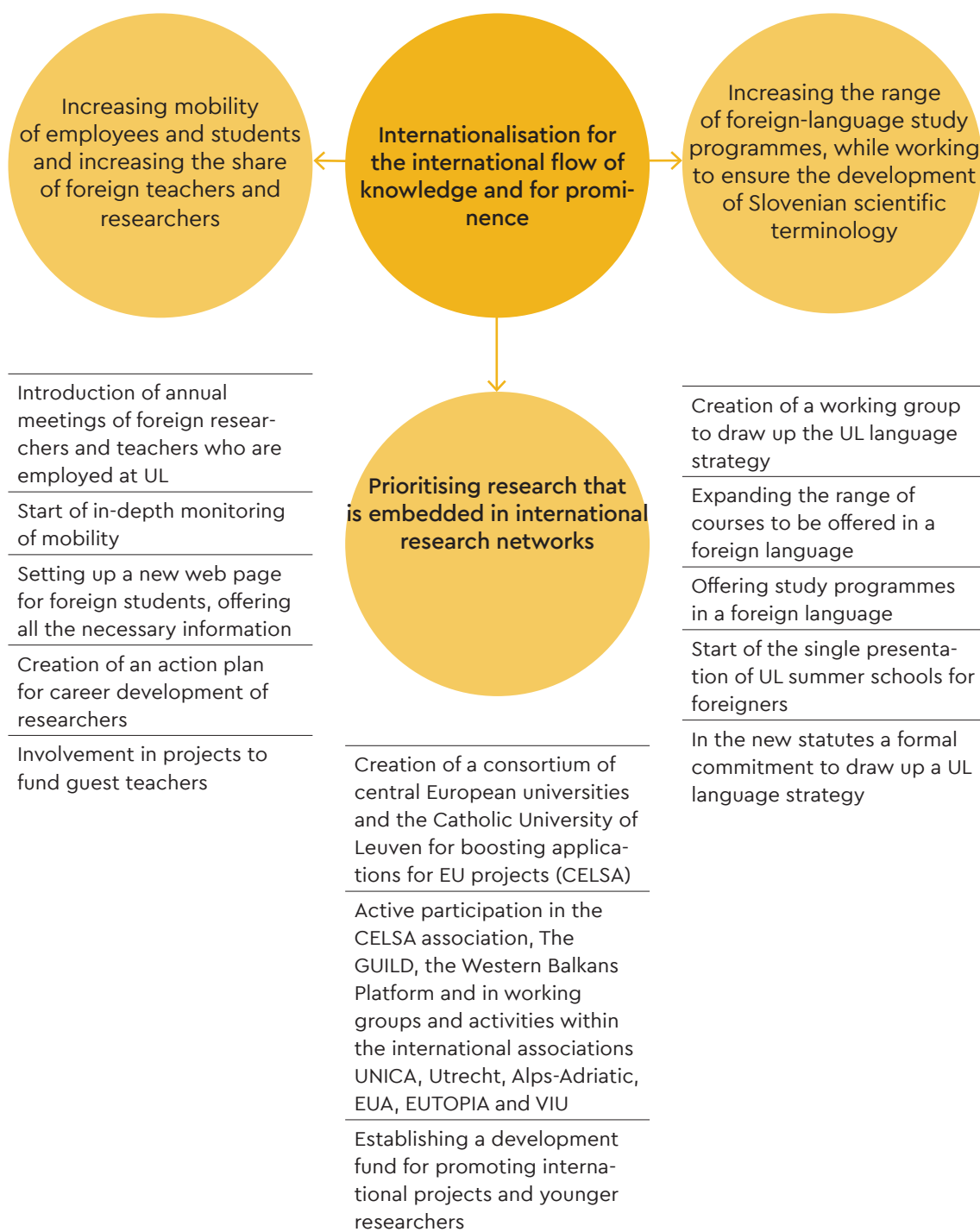


2.5.1.2 Results of evaluation of the strategy 2017-2020

If we evaluate the significance of the achievements for the three-year period, we can be proud that by increasing the number of registered researchers at UL we are maintaining our status as the largest research institution in Slovenia. Through the efforts invested in the period of strategy evaluation we have observed a growth in involvement in research projects, both nationally and internationally. The total number of current European projects in which UL is participating has been increasing from year to year, and the general quality of applications has also improved. It is particularly telling that at the EAIE conference the European Commission presented the fact that by number of ERASMUS+ Strategic Partnership projects in the 2014-2016 period, UL was the most successful university in the European Union. In 2018 a working group was set up at UL to prepare a EUTOPIA project as part of the new European Universities call. With the aim of preparing a successful project, UL joined forces with the following universities: University of Warwick, University Pompeu Fabra, CY Cergy Paris Université, Gothenburg University and Vrije Universiteit Brussels. In 2019 in an alliance with these six European universities in EUTOPIA, under the Erasmus+ call we succeeded in being awarded grant funds of EUR 5 million for the construction of a European university of the future. EUTOPIA will use the grant funds as a springboard for fulfilling its mission: operating in the form of a network of European campuses for dealing with global and local challenges through joint research, greater mobility of students and staff and joint innovations serving the wider public in regional communities.

We also implemented annual meetings with contact persons of the members entrusted with preparing the content of presentational brochures and websites for foreign students and partners, international contracts, fairs and support for foreign students enrolled in study programmes. We stepped up promotional efforts to attract foreign students (fairs, webinars, video and other presentations, presentational material, promotional material, communication with the media in selected foreign markets, publication of programmes on the masterstudies and phdstudies portal under the aegis of the Keystone Academic Solutions agency and in selected foreign magazines). Starting in 2017, at the beginning of each academic year we have organised centrally a reception for foreign students enrolled in study programmes. We introduced the surveying of foreign students enrolled in study programmes, through which we wish to gain information on where foreign students learned about the programmes we offer, what are their most positive experiences related to studying, what challenges or obstacles they encounter in being involved in their studies or in the Slovenian environment and what are their suggestions for improvements to them being involved in studies. We set up the activity Year Plus, for the purpose of easier integration of foreign students into the Slovenian environment and studies, learning Slovenian and the selection of additional subjects and content. On fulfilment of the conditions, student status can be extended. The Info point was set up in 2019, designed in part to offer assistance to candidates with foreign higher education admission qualifications in the admissions procedure.

Figure 10: Evaluation of the strategy 2017-2020: Internationalisation measures



2.5.2 Synthetic overview of results for the area “Internationalisation for the international flow of knowledge and for prominence” in the strategy period 2012-2020

2.5.2.1 Increasing the range of foreign-language study programmes, while working to ensure the development of Slovenian scientific terminology

- we are expanding the range of courses to be offered in a foreign language;
- single presentation of UL summer schools for foreigners now available;
- in the new statutes we formally laid down the commitment to draw up a language strategy;
- we created a working group to draw up the UL language strategy;
- despite significant obstacles in the design and implementation of joint study programmes with foreign institutions, and without the support of stakeholders in these activities, we are maintaining and successfully implementing joint study programmes, and over the entire period we have increased the number of cooperation agreements involving already accredited UL study programmes and accredited programmes of foreign partner institutions.

2.5.2.2 Prioritising research that is embedded in international research networks

- we established the UL Development Fund for promoting international projects and younger researchers;
- we created a consortium of central European universities and the Catholic University of Leuven for boosting applications for EU projects (CELSA);
- we are participating actively in CELSA, The GUILD, in the Western Balkans platform, in the Rector's Forum for Southeast Europe and the Western Balkans, and the working groups and activities of the international associations UNICA, Utrecht Network, Alps-Adriatic, EUA, EUTOPIA, VIU, CEEPUS and CEI;
- in the area of transfer and use of knowledge we succeeded in the joint application of the project Foreign Guest Experts at UL 2016-2018.

2.5.2.3 Increasing mobility of employees and students and increasing the share of foreign teachers and researchers

- we introduced annual meetings of foreign researchers and teachers who are employed at UL;
- we set up a new web page for foreign students, offering all the necessary information;
- we created an action plan for career development of researchers;

-
- we became involved in projects to fund guest teachers;

2.6 Quality for achieving excellence in all areas of operation

UL is the best higher education institution in the country and is the only one ranked among the 500 best universities in the world (ARWU ranking). Its ambition is to be ranked at least among the 250 best universities in the world on various existing scales. It will achieve this by raising the quality of research and education, better transfer of knowledge into practice, ensuring creative conditions for work and study and in particular through greater internationalisation. It will assure quality in particular:

2.1.22 By enhancing the overall system of monitoring and assuring quality, including standard indicators of quality in individual areas of operation, continuous monitoring of quality attainment and measures to improve it. It must link together existing instruments such as habilitation criteria, student surveys and assessments of the work of professional departments, and must formulate new ones such as monitoring graduate employability. By ensuring that monitoring and quality assurance are directly tied to the planning of work and with internal and external evaluations.

2.1.23 By stepping up international evaluations of quality and the accreditation of programmes and institutions in fields where this is relevant.

2.1.24 By bolstering the analytical and development departments, which by carrying out studies and analyses of the difficulties and achievements of the University and ensuring operation of the quality assurance system, are tasked with contributing to its development.

2.6.1 Overview of two periods of evaluation

2.6.1.1 Results of the interim evaluation of the strategy 2012–2016

Under the sub-objective *Enhancing the overall system of quality assurance* we successfully concluded the [KUL project](#) (available in Slovenian), which generated a shift in quality culture at UL towards greater reflection, cooperation and orientation towards improvements. As part of the Quality at the University of Ljubljana (KUL) project, we have developed tools for monitoring employee satisfaction, and these were adopted by the UL Senate in 2015. We developed and set up enhancement-led visits, whereby we are bringing greater creativity and cooperation to address quality challenges. In this evaluation period we adopted internal rules for monitoring and assuring the system of quality; we supplemented the habilitation rules by increasing the requirements for research achievements and international collaboration. We boosted the implementation of training

to develop a culture of quality and began training for learning and teaching. We conducted even more sectoral evaluations (tutoring, practical training, study programmes) and developed interdisciplinary elective courses.

Under the sub-objective *Boosting international evaluations and accreditations* we carried out evaluations and accreditations for the member faculties UL FGG, UL FRI, UL FFA, UL FŠ, UL FS and UL MF. Member faculties UL FU and UL VF maintained their foreign accreditation, and UL EF became a business faculty with triple international accreditation.

Following conclusion of the KUL project, the set sub-objective *Enhancing the analytical and development department* enabled the HR strengthening of USKAP. We also conducted surveys of graduate employability and monitored employee satisfaction, and set up a new system of student surveys that has been digitalised.

We participated in international networks and projects related to quality (EUREQA and EIQAS) through articles and mentoring, and we presented linking methods of work and enhancement-led visits at the European Quality Assurance Forum with a workshop and paper.

Figure 11: (2012-2016) Quality for achieving excellence in all areas of operation



2.6.1.2 Results of evaluation of the strategy 2017-2020

Under the sub-objective *Enhancing the overall system of quality assurance*, through the adopted *Rules of the UL Quality System* we are defining the purpose and aims, the activities and processes – including in terms of understanding and placing quality in the broader structure of the University's operation – that fall within the system of quality, and in particular they highlight the fundamental mechanisms of quality through which the University primarily monitors and assures quality. Within these mechanisms there is a clear definition of the involvement of stakeholders and the responsibility of University bodies in the core area of quality. Alongside a primary focus on self-evaluation, the UL internal quality system devotes considerable attention to the area of high-quality learning and teaching and to providing training for staff for high-quality learning and teaching and for quality management skills. Within the quality mechanisms, greatest attention is paid to elements that promote improvements – bolstering successful and effective study and also enhancing the research, artistic, professional and support activities of the University. We therefore steer resources into development and go beyond an understanding of quality as a system of verifying the achievement of individual set standards.

Self-evaluation of study programmes is being established at member faculties as a central quality mechanism for the development of study programmes and of a process intended to enhance successful and effective study. In this way, the process takes into account the results of all other mechanisms (planning the study process, student surveys, monitoring the employability of graduates, employee satisfaction, enhancement-led visits), analyses and recommendations, which facilitates in-depth reflection and the more comprehensive formulation of improvements. In this way the self-evaluation of study programmes is also integrated into the management of member faculties, which ensures a systemic consideration and response to the findings.

We are upgrading the priority area of learning and teaching in interinstitutional cooperation with other higher education institutions in Slovenia, which is promoting synergy effects in the entire sector (the INOVUP¹⁴ project and the working group for quality in the Rectors Conference of the Republic of Slovenia¹⁵). Within that framework we are creating national strategic orientations based on common analysis, together we are providing a number and variety of pedagogical training programmes and we are designing didactic materials in support of the pedagogical process. Independently (as UL) we are continuously providing training for the professional development of all employees, including in the area of monitoring and boosting quality. In this context we are currently implementing indicators of pedagogical excellence, which are shifting the orientation from scientometric indicators of research performance towards excellent pedagogical staff.

Through enhancement-led visits to member faculties, using a mechanism entirely focused on boosting quality we are providing support for member faculties in their efforts to strengthen quality, whereby we are activating internal resources for them to find their own solutions. The visits are also special owing to the invaluable exchange of

¹⁴ Innovative learning and teaching in higher education. Available at: <http://www.inovup.si/en/> [accessed 14 May 2020]

¹⁵ Rector's Conference of the Republic of Slovenia. Available at: <http://www.rkrs.si/en/> [accessed 14 May 2020]

experience among member faculties, which is a significant characteristic of systems of quality spurring improvements. Up until 2019 we carried out visits at 18 UL member faculties, and we are planning visits at the eight remaining in academic years 2019/2020 and 2020/2021.

As part of the annual self-evaluation of the institution (business report with quality report) relating to all areas of operation of the University, we monitor the achievement of set targets, the value of strategic indicators and the fulfilment of planned measures. In these cases too we are not focused solely on checking the status of whether a target, value or measure has been achieved or not; rather in all areas of activity we foster a recognition of progress made and its impact on quality. The UL business reports with quality report contain synthetic findings deriving from the report on self-evaluation of study programmes at UL in an individual year, and thereby connect up feedback loops in the area of quality, whereby we ensure that the quality system is also more understandable, transparent and mutually linked.

Under the sub-objective *Enhancing the analytical and development department* the University's quality, analysis and reporting department conducts numerous analyses by means of which we may monitor priority areas, identify parts that need improving and determine a range of support necessary for that. The results of such analysis are discussed at various forums with stakeholders (be they institutional or less formal), whereby the findings are additionally contextualised, and proposed measures are also appropriately confirmed. In this way too, and especially through meta-evaluations of quality processes, we regularly upgrade the internal system of quality, whereby we respond to changed internal and external needs which we monitor closely. In the further development of mechanisms we take account of international research and the practices of other universities, whereby we ensure development supported by findings and we build on the valuable experiences of universities in the international arena. We devote special attention to mutual linking of mechanisms through which we create the desired synergy. To this end we participate actively as partners in EUA¹⁶ thematic peer groups (EUA Learning & Teaching Thematic Peer Groups), through representatives of UL as representatives of Slovenia, and also in working groups of the Bologna Follow-Up Group (BFUG)¹⁷.

In the UL internal quality system the cooperation of all relevant stakeholders is understood as valuable and essential. Cooperation is vital for the proper understanding of various needs, the appropriate formulation of solutions, coordinated understanding of planned objectives, accelerated recognition and exchange of knowledge, practices and ideas and for increasing a sense of identification with the culture of quality and with the University. The reflections of students in monitoring the quality of their study process in order to offer suggestions for improvement enhance their learning process, which is an added positive influence of student cooperation.

The basic element of the internal quality system is a complete quality loop that comprises identifying the objectives and priorities, planning implementation, implementation,

¹⁶ The European University Association (EUA). Available at: <https://eua.eu/>[accessed 14 May 2020]

¹⁷ Bologna Follow-up Group (BFUG). Available at: <http://ehea.info/page-the-bologna-follow-up-group>[accessed 14 May 2020]

evaluation and the assessment of activities carried out, planned measures which at the same time represent some of the objectives of the coming cycle, and reporting. This process runs continuously, at all levels and in all areas of operation (education, research, artistic activity, transfer and application of knowledge and support activities). The internal quality system also ensures common mechanisms and the systematically and methodologically uniform gathering of data and opinions. This serves to ensure the comprehensive monitoring and assurance of quality.

2.6.2 Synthetic overview of results in the area “Quality for achieving excellence in all areas of operation” in the strategy period 2012-2020

2.6.2.1 Enhancing the overall system of quality assurance

- we successfully concluded the KUL project;
- the KUL project generated a shift in quality culture at UL towards greater reflection, cooperation and orientation towards improvements;
- since 2013 UL has produced a self-evaluation report for the institution, i.e. a quality report, in integrated form together with a business report;
- we adopted the Rules of the UL Quality System;
- we supplemented the habilitation rules by increasing the requirements for research achievements and international collaboration;
- we developed and set up enhancement-led visits, whereby we are addressing quality assurance challenges;
- up until 2019 we had successfully carried out enhancement-led visits at 18 UL member faculties (the remaining eight are due in 2019/2020 and 2020/2021), then there will be a new cycle;
- we are regularly providing training for the further development of the culture of quality;
- the self-evaluation process has been harmonised and defined through what are termed processograms for self-evaluation of study programmes;
- we developed separate processograms for self-evaluation of study programmes relevant to the cycle of study;
- on the University level we established a special repository in which we have collected self-evaluation reports for study programmes since 2013/2014;
- every two years we carry out a metaevaluation of self-evaluation reports on study programmes, covering all member faculties and all levels of study, whereby we verify and enhance the quality of managing this key mechanism of quality;

-
- in November 2019 for the purpose of implementing improvements based on self-evaluations of study programmes, by means of benchlearning with foreign universities we carried out the first activities in this.

2.6.2.2 Stepping up international evaluations of quality and the accreditation of programmes and institutions

- we carried out evaluations and accreditations for the member faculties UL FGG, UL FRI, UL FFA, UL FŠ, UL FS and UL MF;
- member faculties UL FU and UL VF maintained their foreign accreditation, and UL EF became a business faculty with triple international accreditation;
- we are monitoring and updating international evaluations and accreditations whereby at the UL level we are keeping records of all accreditations and evaluations.

2.6.2.3 Enhancing the analytical and development department

- we set up a new system of student surveys that has been digitalised;
- we introduced surveys of graduate employability and monitored employee satisfaction;
- we bolstered the staffing levels of the University Office for Quality Assurance, Analyses and Reporting.

3 ENSURING CONDITIONS FOR FULFILLING THE STRATEGY

This section addresses the conditions for fulfilling the strategy in three areas as follows: *Spatial development of the University, HR development of the University and development of the University's information system.* For individual areas we will present the findings for two periods of evaluation, 2012-2016 and 2017-2020, and this is followed by a synthetic overview of what has been achieved.

3.1 Spatial development of the University

UL has developed spatially in quite a haphazard manner. Its premises are spread across the entire city, which lends Ljubljana a special stamp of the youth of a university city. UL FPP is based in Portorož, and some units of other member faculties are in other Slovenian locations. This contributes to a lower level of connection among faculties and programmes and reduces the synergy offered by a diversity and concentration of staff and students. The future development of UL should not be subordinated to spatial conditions, and the University must actively plan the spatial conditions of its operation. The most important of these include:

2.1.25 Better management of available spatial capacities, which must be supported by the IT system at the University level and must enable the use of premises among member faculties.

2.1.26 Completion of the construction of new premises for UL FKKT and UL FRI at Brdo.

2.1.27 Arrangement of spatial conditions for UL FF in present and neighbouring buildings.

2.1.28 Construction of new premises for the arts academies behind Roška Street.

2.1.29 Construction of new gyms with the ambition of arranging the Kodeljevo University Sports Park, in cooperation with the City of Ljubljana.

2.1.30 Providing premises for guest teachers and researchers, and additional study spaces for students.

2.1.31 Renovation of existing University buildings for better energy performance.

2.1.32 Formulating spatial development plans for the needs of other member faculties and ongoing resolving of the most acute problems.

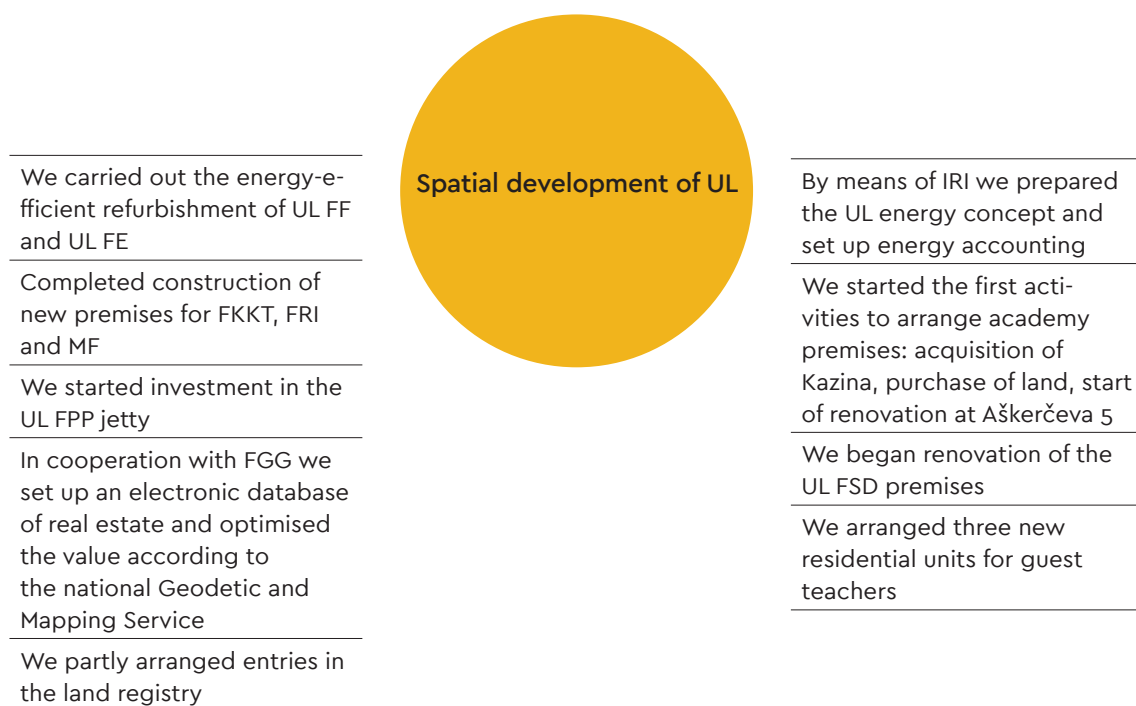
3.1.1 Overview of two periods of evaluation

3.1.1.1 Results of the interim evaluation of the strategy 2012–2016

Regarding the appropriateness of premises and equipment for pursuing the operations of a higher education institution, in December 2015 we adopted the [*Rules on Managing UL Real Property*](#) (available in Slovenian). These Rules lay down the method of managing real estate and movable property of high value, the procedure of allocating real property for use and administration, the conditions of using real property and authorisations and the method of keeping records of real property. The Rules apply to all real estate and movable property of high value owned and rented by UL and its member faculties. The real property includes bequests and donations managed in accordance with the purpose of the gift. By setting up the Central Record of UL Real Estate application we secured an overview of all UL real estate. With the greater transparency facilitated over the energy performance of buildings and thereby the energy efficiency or lack of in individual buildings, we continued activities to ensure the energy performance of UL buildings, such as energy accounting, managing the energy information system and energy inspections.

In the period since the last accreditation we concluded some major projects mentioned below. In 2014 we completed the construction of new premises for UL FKKT and UL FRI. The project was completed within the planned deadline and with fewer funds than planned. In 2015 we completed two projects at UL BF that were cofinanced by the European Union from the European Regional Development Fund, the Education Ministry and from UL BF's own funds, involving renovation of the laboratory for industrial bioprocesses and the new annex for the Woodworking Department, which houses three laboratories with pertaining technical spaces and ten offices. In 2015 the free transfer of property in the form of the Kazina building was made from the Slovenian state to UL, and a contract was signed in December for the purchase of the pertaining land for an annex to the Kazina building. In 2016 we received budget funds for carrying out the project. In the context of dealing with the spatial constraints of the UL arts academies that are vitally important for these academies, in 2016 under the aforementioned project we purchased the land for UL AG for the Kazina annex. In this way we finally took the decision whereby instead of the purchase and reconstruction of part of the Metalka building for UL AGRFT, reconstruction of the building at Aškerčeva cesta 5 (former premises of UL FKKT) should be pursued. An architectural competition was held for UL ALUO and activities pursued to obtain land for the annex to the building on Erjavčeva cesta. 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 provided budget funds for cofinancing of leases (i.e. UL AG for leasing premises in the Stiški dvorec mansion and in the Glasbena matica Cultural Society; UL AGRFT for leasing premises at Nazorjeva ulica 3 and Trubarjeva cesta 3; UL FF for leasing premises at Tobačna ulica 5). By means of budget funds, in 2017 we successfully concluded the reconstruction of part of the UL FSD building. The faculty started using the new premises at the beginning of the 2017/2018 academic year.

Figure 12: Interim evaluation of measures in the area of ensuring support for strategy implementation: Spatial development 2012-2016



3.1.1.2 Results of evaluation of the strategy 2017-2020

In 2017 the UL Governing Board (UO UL) appointed a Commission for Spatial Development, to provide expert assistance to the Board in decisions in terms of prudent and efficient management of University property, the prioritising of investment projects and so forth.

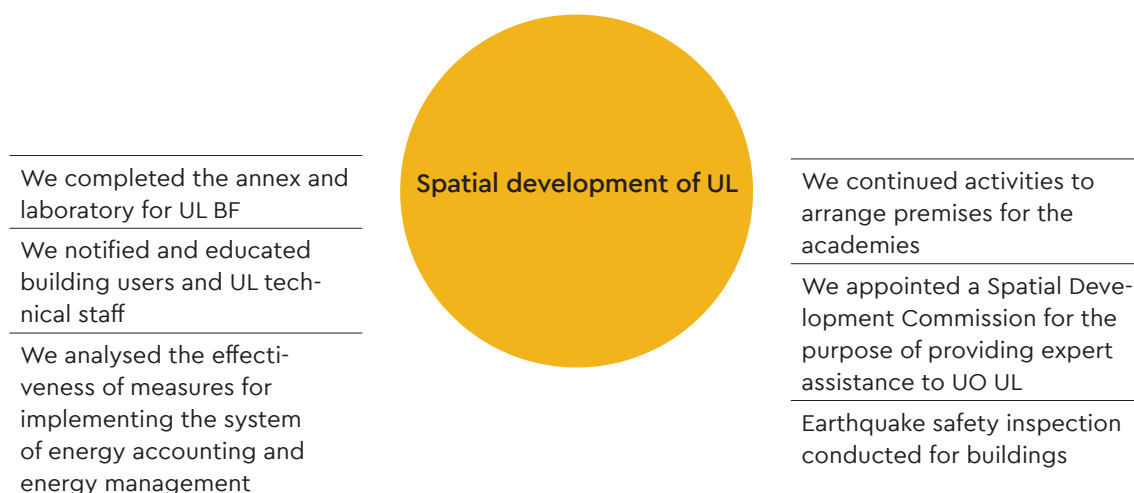
For the area of energy management of UL buildings, in 2018 we continued energy management activities, which involve managing the [UL energy information system](#) (available in Slovenian), managing energy in UL buildings, energy accounting, the study, preparation and implementation of projects for the energy refurbishing of buildings, information and education for users of buildings and UL technical staff and so forth. To this end we continued our reviews of the state of energy consumption for UL member faculties. We facilitated a review of energy inspections and energy IDs carried out, and this was presented to the member faculties. 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. At certain member faculties, steps were taken to reduce energy consumption. We organised and coordinated the implementation of projects for gradual refurbishing of certain energy inefficient UL buildings in line with progress in obtaining funds and with the UL energy concept. Certain member faculties interested in energy refurbishing were identified. Regarding the area of structural reha-

bilitation of buildings we created a table of the state of earthquake safety of UL buildings, which indicates the prioritising of buildings that will serve for the further detailed structural inspection of buildings and an investment or renovation plan. The majority of the University's stock of buildings in which education is provided are more than 30 years old, some of them are between 10 and 30 years old, and just a few raise no earthquake concerns and are less than 10 years old. For 2018 a record was made of the most urgent investment maintenance works on UL buildings in a total value of EUR 9.5 million. There was no cofinancing from the Education Ministry in 2018.

In the coming five years we will continue resolving the spatial constraints at individual faculties and academies through leasing, purchasing or construction (e.g. for UL AGRFT, UL ALUO, UL FS, UL VE, UL MF, UL FFA). At UL member faculties we will continue the refurbishing of buildings for energy-efficiency along with the necessary maintenance and renovation works. For the requirements of a high-quality education process we will also continue the regular upgrading of computer equipment at UL member faculties, and will also upgrade the multimedia facilities of the necessary lecture rooms. Among UL member faculties there has also been a desire to arrange multi-purpose spaces for students (for leisure gatherings and studies) and for the operation of member faculty student councils (e.g. UL BF), and to arrange spaces for high-quality passing of break time by employees (e.g. UL FU and UL FDV). We also addressed this issue as part of marking the centenary of the University, by means of a smart virtual pavilion that will enable the more rational and optimal use of existing spaces. We are also addressing the issue in the context of the competition for the BIO 26 Design Biennial, in which we wish by using the learning ergonomics approach to provide a purpose for what have been to date unused or inappropriately used premises or parts of premises for study or extracurricular activities, especially in light of introduction of the concept of "student-centred learning", which gives greater emphasis to project work, work in small groups and so forth.

The *Strategy of the University of Ljubljana* for the 2012-2020 period also notes sustainability aspects: UL must respond appropriately to the threats and opportunities in the changing domestic and international environment. This also relates to the use of fossil fuels, the rising costs of energy and the long-term secure supply of energy. The energy strategy is one of the key segments of the UL strategy of sustainable development, and it serves to promote appropriate research, innovation and balanced development. By implementing the energy strategy we wish to become a model and a good example of introducing sustainable development based on our own knowledge and competence. Sustainability is incorporated into the education process, thereby promoting a transition from energy-intensiveness based on fossil sources to a sustainably oriented university and society, where key factors are the use of renewable resources and minimising the environmental footprint. Through its energy strategy and effective implementation of measures, UL can become a reference case and disseminate the necessary know-how to the commercial sector to support transition to a low-carbon society. Through this vision UL is shaping a specific and feasible image in the area of energy sustainability for the future.

Figure 13: Evaluation of the strategy of measures in the area of ensuring support for strategy implementation: Spatial development 2017-2020



3.2 Personnel development of the University

UL is characterised by a high level of staff in-breeding, meaning that the majority of research and teaching staff started and finished their studies at UL and have quite limited teaching and research experience from other environments. New placements of academic staff tend to pursue the principle of selecting successors rather than being based on open calls and selection based on references. The proportion of foreign teachers and researchers is too small and there is insufficient circulation of staff between the University and professional settings. The habilitation system works relatively well, but does not ensure a normal pyramid of titles. For this reason the University will formulate a more active HR policy, which in addition to the habilitation system will contain the following elements.

2.1.33 It will set one-year education, training or work at a foreign higher education or scientific institution or in a professional setting as a condition for concluding longer-term employment contracts with teachers and researchers.

2.1.34 It will consistently hold open calls for recruitment of teachers and researchers, where a key criterion will be the selection of academic, professional and teaching references. This will also take into account the habilitation criteria and procedures.

2.1.35 Through active and professional recruitment it will improve its personnel composition and increase the share of foreign teachers and researchers.

2.1.36 *It will enable its staff to pursue personal development and acquisition of experience at foreign scientific and higher education institutions, and in professional settings through the system of sabbatical years, along with other organisational measures. It will offer a more secure career path for successful young staff members.*

2.1.37 *Through a flexible combination of educational, research, developmental and organisational work it will provide for the fulfilment of work obligations by employees.*

3.2.1 Overview of two periods of evaluation

3.2.1.1 Results of the interim evaluation of the strategy 2012-2016

At UL we have in place appropriate stimulus mechanisms (such as the [Code of Ethics](#) and [Integrity Plan](#)) and other documents and safety mechanisms (e.g. the Ethical Issues Committee, the Committee for University Student Grievances) for ethical and respectful operation and equal opportunities. Equal opportunities, respect of human rights and an ethical and responsible attitude to the world are part of the values of the UL and are reflected in the [UL Employee Commitment](#).

[The UL Strategy for the Career Development of Researchers 2012–2016](#) represents the fulfilment of the commitment made by UL in November 2008. It has relevance for academic and also higher education workers. By adopting the *Strategy for the Career Development of Researchers* and the action plan for its implementation, UL is contributing to improving its international prominence, the career prospects of researchers, greater mobility for researchers, better public information and transparency of procedures. In this way the University is establishing better conditions for inclusion in the European partnership for researchers. Based on internal analysis and internal evaluation of fulfilment of the *UL Strategy for the Career Development of Researchers 2012-2016*, which involved the participation of leaderships of all faculties and all interested teachers and researchers a new [UL Human Resources Strategy 2017-2020 with action plan](#) was drafted. It comprehensively includes 40 principles from the European Charter for Researchers and the Code of Conduct for the Recruitment of Researchers. It thus defines the ethical and professional aspects, employment, working conditions, social security and training.

In the aforementioned evaluation period we started arranging the open-ended employment of researchers, and increased the number of foreign teachers and researchers. We introduced the three-month period of work abroad as a condition for habilitation; at the Rectorate we created the organisational structure of the HR office, which will facilitate the development of the HR function. We also adopted the policy of open and transparent employment of researchers based on their achievements, instructions on the employment of higher education teachers with the demand for open international calls, we began settling the status of higher education teachers in teaching assistant positions and adopted rules for employment in professional departments.

Figure 14: Interim evaluation of measures in the area of ensuring support for strategy implementation: HR development 2012-2016



3.2.1.2 Results of evaluation of the strategy 2017-2020

Teachers gain professional education and development at various international events (Erasmus+ and other exchanges, sabbatical years, international conferences, etc.) and also through collaboration on international and domestic projects and initiatives (e.g. mentoring, sectoral competences). Member faculties and the Rectorate enable them to develop by providing training and other events and by enabling them to participate in relevant events (information, support, funding) and by carrying out habilitation procedures. The training we enable through member faculty funds and programmes in which we are included (e.g. Erasmus+) is recorded in the member faculty HR departments. Teachers prepare personal annual work plans that include development of the employee. In a more or less structured way, member faculties work to ensure the recognition of potentials, development of employees, the succession of staff and monitoring of employee satisfaction. We monitor teacher training as part of the self-evaluation of study programmes. Both at the University level and among member faculties we organise training, consultations and other events specific to the area or needs of member faculties. To ensure even better support for teacher development at member faculties we implement and introduce instruments such as mentoring of teachers at the start of their careers, collegial visits, reducing teacher workloads, and organising specific training and education, teacher days and conferences.

At the common level we work to ensure the development of employees in part through (1) providing numerous trainings and other events, (2) implementing the common HR-business information system, which includes the module Employee Development and envisages enabling records of employee training, (3) introducing and developing common tools (annual employee interviews, monitoring employee satisfaction) and (4) the researcher HR strategy and information provision.

Through employee training we are facilitating for employees the development of specific knowledge and skills necessary for monitoring and assuring quality, better communication and cooperation among staff and organisational development at various levels of UL. The trainings have three vital points of emphasis: (1) Training for better communication and cooperation in the work place (e.g. constructive resolution of conflicts, assertive communication, public speaking skills, organisational culture, management in the academic environment), (2) Training for the system and culture of quality (e.g. formulating and planning goals and measures, self-evaluation of study programmes, conducting enhancement-led visits); (3) training is being prepared for better health and personal growth (e.g. managing stress, mindfulness).

Below we set out some examples from member faculties where employee development has been more structurally supported. For example there are centres working to provide training and education at certain member faculties (e.g. the Centre for the Development of Teacher Excellence at UL FU, Centre for Teacher Training at UL FF) along with programmes or relatively intensive training (e.g. UL EF, UL MF, UL FMF). At UL EF there is an annual call for education and training of teachers, and there is also training provided outside this. We conduct annual personal interviews with higher education teachers. Higher education staff have mentors to help in career planning. UL FDV has a HR strategy and it uses for instance the following HR instruments: census of knowledge, experience and professional fields of staff for easier planning of workloads and identification of knowledge lacking at the faculty; the instrument of safe workload reduction, HR plans for chairs, research centres and departments; a formalised procedure for selecting candidates for new recruitment and on the emergence of work tasks that are not covered. All these instruments are linked into the instrument of the annual interview with employees in teaching, research and professional positions, as part of which employees define their individual career path with their manager.

In line with the internationalisation strategy and UL development goals we are striving to improve the recruitment of foreign teachers and researchers. In 2018 we sent requests to the competent ministries for interdepartmental coordination that would enable a better and simpler system of employing foreign researchers and teachers at UL. We included information on the employment of foreigners in the *Instructions for implementing HR procedures*, so that in line with the *Strategy of Internationalisation at the University of Ljubljana* and the *Strategy for the Career Development of Researchers* we could facilitate greater inclusion of foreign researchers and teachers in research and educational work. We also continued using the institution of guest teachers. We are encouraging the short and longer-term involvement of foreign nationals in the teaching process.

Opportunities for professional development also lie in various professional activities and initiatives in which teaching and non-teaching staff can be involved. Here we should mention the enhancement-led visits that we developed under the KUL project. The visits are development-oriented, they contribute to the organisational development of member faculties and strengthen their own resources. Member faculties value especially the exchange of knowledge and experience that takes place before, during and after the visits. The visits contribute significantly to strengthening cooperation within UL, at the University level and within member faculties. They also contribute to the development of the individual, since skills and knowledge can be used in various work and personal contexts. A considerable number of staff have become involved in training for conducting enhancement-led visits, after themselves experiencing a visit in the role of visited member faculty. Participants in enhancement-led visits and training for implementing them strengthen their skills in connective communication and inclusive management, and these are widely applicable (in management and in developing quality in the study process).

Figure 15: Evaluation of the strategy of measures in the area of ensuring support for strategy implementation: HR development 2017-2020



3.3 University information system

UL member faculties have very differently set up information systems. This does not apply just to the specific needs of member faculties, where this is expected, but also to areas that could be similar or identical at all member faculties, such as student offices, libraries, accounting and so forth. For this reason the member faculties and the entire University have greater and unnecessary operating costs, while cooperation among them is hindered and transparency at University level is poor.

For this reason in future UL will gradually standardise the information systems. The University will improve IT support for studies by ensuring that computers are available to all students and that teaching will also be computer supported.

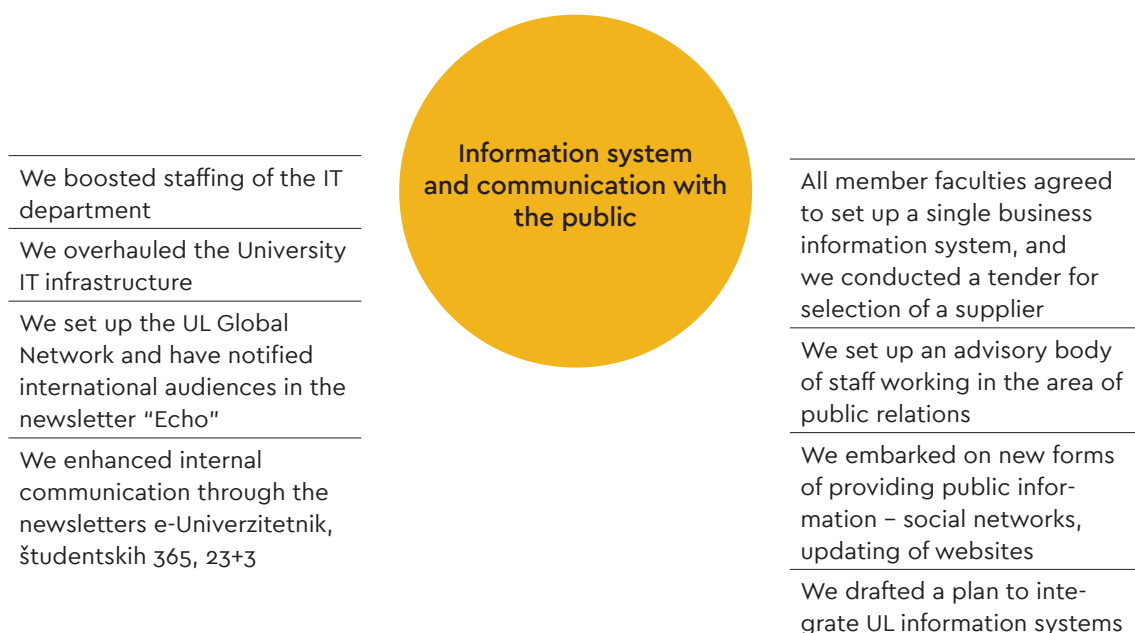
It will operate transparently and keep stakeholders and the public informed of its operation (e.g. publishing information on its quality, academic success, student satisfaction, their employment rate and so forth). A particular task of the information system is to increase the prominence and reputation of the University, both nationally and internationally.

3.3.1 Overview of two periods of evaluation

3.3.1.1 Results of the interim evaluation of the strategy 2012–2016

In the evaluation period in question we drafted a plan to integrate UL information systems. All UL member faculties agreed to set up a single business information system, and through a public call we conducted a tender for selection of a supplier. We also bolstered the staffing level of the IT Department, and from among UL member faculties set up an advisory body of staff working in the area of public relations. Through newsletters (23+3, e-Univerzitetnik, UL Echo) we enhanced internal and external communication and started embarking on new forms of providing public information (e.g. social networks, and also updating the website).

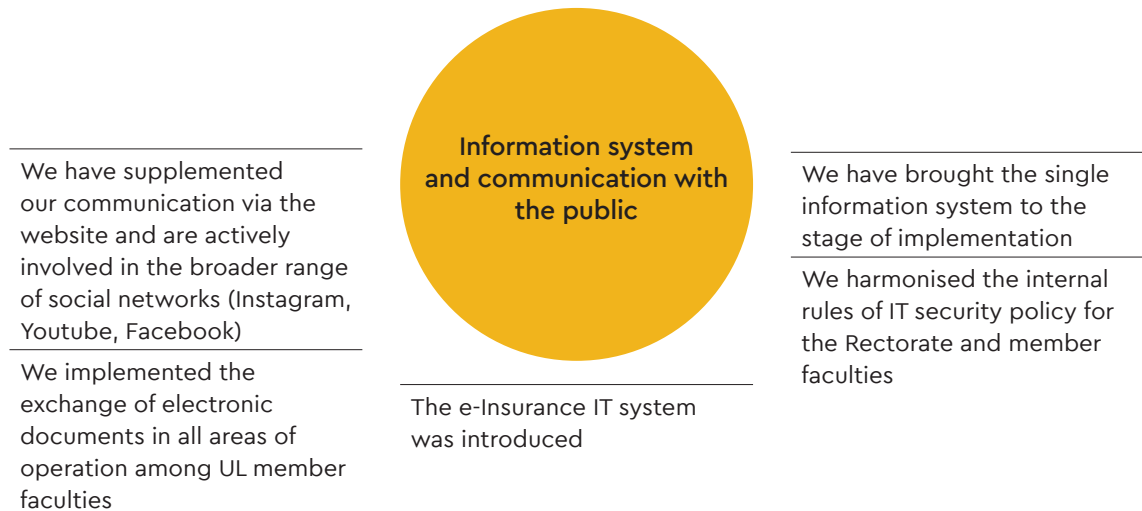
Figure 16: Interim evaluation of measures in the area of ensuring support for strategy implementation: Information system 2012-2016



3.3.1.2 Results of evaluation of the strategy 2017-2020

In the area of the information system we adopted the single methodology for cost accounting at UL. We implemented the exchange of electronic documents in all areas of operation and among University member faculties, which has improved transparency, integrity, accuracy and punctuality of carrying out financial transactions and recording business events. The information system for recording study programmes (EŠP) enables us to manage data on all study programmes centrally. Equally, we harmonised the internal rules and IT security policy for Rectorate and member faculties. By issuing the e-newsletter and arranging the website and presentational brochures for interested international students we ensured even better communication with the public. We are also communicating regularly via the UL website and on social networks (Facebook, Instagram, Youtube).

Figure 17: Evaluation of the strategy of measures in the area of ensuring support for strategy implementation: Information system 2017-2020



3.4 Synthetic overview of results in the area “Ensuring conditions for fulfilling the strategy” in the strategy period 2012-2020

3.4.1 Spatial development of the University

- in cooperation with UL FGG we set up an electronic database of real estate and optimised the value according to the national Geodetic and Mapping Service;
- we partly arranged the entry in the land registry;
- we completed investments: UL FKKT-FRI (new construction of FKKT-FRI building), MF (Vrazov trg), UL EF and UL FF (energy refurbishing), UL BF (laboratory) and UL BF (annex);
- we are continuing the restoration of the UL FPP jetty;
- we are continuing activities to arrange premises for the academies;
- by means of IRI we prepared the UL energy concept and set up energy accounting;
- we arranged three residential units for guest teachers;
- we adopted Rules on Managing Real Property;
- we set up the Central Record of UL Real Estate application;
- In 2017 the UL Governing Board appointed a Commission for Spatial Development;

-
- we are continuing activities for energy management;
 - we are continuing to resolve the spatial constraints at individual faculties and academies through leasing, purchase and construction.

3.4.2 Personnel development of the University

- we are increasing the employment of foreign nationals;
- we have settled the status of higher education teachers in teaching assistant positions, and are enabling the open-ended employment of researchers;
- we adopted the Rules on Avoiding Conflicts of Interest;
- we adopted the UL Strategy for the Career Development of Researchers 2012-2016 and Action Plan for its implementation;
- we adopted the UL Human Resources Strategy 2017-2020 with action plan;
- we successfully implemented the external evaluation of this strategy and secured approval from the European Commission for the right to use the logo “Excellence in Research” until the next internal evaluation in 2020;
- we are increasing the number of foreign teachers and researchers;
- we introduced a minimum three-month period of work abroad as a condition for the habilitation of teachers;
- we adopted instructions on the employment of higher education teachers with the demand for open international calls;
- we adopted rules on determining salaries;
- we adopted rules for employment in professional departments;
- we formulated the single methodology for cost accounting at UL;
- we drafted Rules on Sabbatical Years and Other Staff Absences for Development and Training;
- we are systematically implementing education for teachers and professional staff, with an emphasis on new forms of work with students;
- we introduced annual interviews;
- we adopted the Indicators of Educational Excellence.

3.4.3 University information system

- we drafted a plan to integrate UL information systems;
- we set up a single business information system;
- we adopted the single methodology for cost accounting at UL;
- we overhauled the University IT infrastructure;
- we introduced the information system for recording study programmes (EŠP), which enables us to manage data on all study programmes centrally;
- we provided full IT support for the selection and application process for young researchers;
- we harmonised the internal rules and IT security policy for the Rectorate and member faculties;
- we implemented the exchange of electronic documents in all areas of operation among University member faculties, which improves transparency, integrity, accuracy and punctuality of carrying out financial transactions and recording business events;
- we introduced the e-insurance IT system;
- we set up the UL Global Network and are notifying international audiences in the newsletter “Echo”;
- we embarked on new forms of providing public information (UL website and social networks: Facebook, Instagram, YouTube; also the alumni clubs social networks);
- we enhanced internal communication through the newsletters e-Univerzitetnik, študentskih 365, 23+3;
- we provide separate information about UL achievements and operations in the international arena via the e-newsletter UL Echo.

4 CONCLUSIONS

Our assessment is that the strategies being drawn up, adopted and implemented by UL are set out comprehensively, since the general strategy includes all activities of the University, the internationalisation strategy takes account of all aspects being addressed in the international arena as part of internationalisation, and the HR strategy, which relates to academic staff, covers all 40 principles stemming from the European Charter for Researchers and the Code of Conduct for the Recruitment of Researchers. We also take the view that the strategic documents have been drawn up prudently, including in terms of the feasibility of set objectives. The interim evaluations for 2012-2016 and the strategy evaluation for 2017-2020, performed during the period of the institution's reaccreditation, and their synthesis, indicate to us that in all strategic priority areas in the period set out under the strategy we have reached numerous milestones and adopted measures that will serve to achieve the objectives.

In the strategic area *Creating knowledge and artistic works for the sustainable development of society and the individual*, we are proud that by increasing the number of registered researchers at UL we continue to maintain the status of the largest research institution in Slovenia. Through the efforts invested in the last five years we have observed a growth in involvement in research projects, both nationally and internationally. The total number of current European projects in which UL is participating has been increasing from year to year, due to the improvement in the general quality of applications. It is particularly telling that at the EAIE conference the European Commission presented the fact that by number of ERASMUS+ Strategic Partnership projects in the 2014-2016 period, UL was the most successful university in the European Union. In 2018 a working group was set up at UL to prepare a EUTOPIA project as part of the new European Universities call. In 2019 in an alliance with six European universities in EUTOPIA, under the Erasmus+ call we succeeded in being awarded grant funds of EUR 5 million for the construction of a European university of the future.

As the main centre for the development of artistic activity in Slovenia, it boosted this activity by establishing the UL Arts Council, which is composed of representatives of the academies and faculties that provide study programmes in the arts. Through the adopted rules of procedure and *Rules on the Management of the UL Fund for the Arts* we laid the foundations for issuing calls, obtaining additional sources of funding and the transparent distribution of obtained funds. Through its joint project with Banka Slovenije, the Mala galerija BS (Little Gallery), UL has additionally contributed to strengthening both the artistic activities of its member faculties and to forging ties with the local environment.

In the strategic area *Education (knowledge transfer) of socially responsible graduates* we should highlight the implementation of the electronic record of study programmes (EŠP), which provides an overview of study programmes in all three cycles and their development (change) over time, thereby ensuring traceability of data and changes and supporting the process prescribed for confirming changes at member faculties and University bodies. Connectivity has in part already been ensured with other information systems (PAUL, e-NAKVIS), which use the same data, and we can thereby ensure

electronic and reliable exchange of data among the stakeholders participating in this. This has also served to establish a transparent study environment that offers students an overview of possibilities, opportunities, obligations and requirements of study. In this way students' careers are supported in formal and procedural terms and are transparent in substance. A major contribution to the education of top graduates comes from all other support activities, such as the tutoring system, and for students with special needs or status the system of training for work with special status students, along with advances in the area of self-evaluation of study programmes, which is being established at member faculties as a central quality mechanism for the development of study programmes and of a process intended to enhance successful and effective study and the involvement of students in developing studies and disciplines. Continued strategic focus will be needed in the area of upgrading the surveys, more precisely student surveys and surveys on graduate employability, in which we are planning to include programme-specific competences of study programmes, which will offer a better insight into monitoring the achievement of learning outcomes by students.

In the area *Use of knowledge – third dimension of the university* we succeeded in setting up a database of employers, and we also set up an IT platform on which we publish current information for students. UL was also an initiator and co-founder of the Slovenian Innovation Hub; we promoted interdisciplinary linking through cooperation with all nine strategic development partnerships of the Smart Specialisation. As part of the operation of the UL Career Centres we established the Network of UL Alumni Clubs, and upgraded it with the digitalisation of services. All 26 UL member faculties and their alumni are linked together via 57 alumni clubs, which work to connect experts with the aim of transferring knowledge and promoting the development of professions; strengthening the reputation of faculties or academies and thereby raising the value of graduates; organising education courses, workshops, consultations, conferences and working to provide lifelong learning; support for members and strengthening business and career connections; career guidance and the posting of job vacancies, and providing benefits and discounts at various partners. Through the UL Career Centres, with financial support for activities from European Union funds, in recent years we have successfully established a level of services and cooperation that is comparable to career centres in the Anglo-Saxon countries.

Through the transformation of the Centre for University Sport into the Extracurricular Activities Centre and the adoption of the *Rules on Extracurricular Activities*, the strategic area *Creative conditions for work and study* has enabled achievement of the purpose to a greater extent, i.e. promotion of the development of competences, skills and dedication in fields that are not directly tied to study programmes, boosting of options for career development and easier inclusion in the labour market. Measures were also taken in the area of higher quality informing of UL staff by using two electronic newsletters, 3+23 and e-Univerzitetnik. In addition to the already established selections of awards and prizes as part of University Week, we started presenting awards for the most outstanding research achievement and for the achievements of professional staff.

In the strategic area *Internationalisation for the international flow of knowledge and recognition*, the interim evaluation 2012-2016 showed that the number of foreign students on exchanges at UL increased, and in 2016 it already exceeded the planned numbers for 2020. There was also an increase in the number of foreign students enrolled in study programmes, which in 2018 had exceeded the planned target. And there was a significant increase in the number of foreign teachers and researchers. In the employment of foreigners we identified three obstacles, specifically the complexity of administrative procedures in the employment of foreigners, the use of a foreign language in education and the incomparability of the salary system with other salary systems.

The area *Quality for achieving excellence in all areas of operation* was the subject of major shifts in the strategy evaluation period. Self-evaluation of study programmes is being established at member faculties as a central quality mechanism for the development of study programmes and of a process intended to enhance successful and high-quality study. In this process, the process takes into account the results of all other mechanisms (planning the study process, student surveys, monitoring the employability of graduates, employee satisfaction, enhancement-led visits), analyses and recommendations, which facilitates in-depth reflection and the more comprehensive formulation of improvements. In this way the self-evaluation of study programmes is also integrated into the process of managing member faculties, which ensures systemic treatment and response to the findings. The UL business reports with quality report contain synthetic findings deriving from the report on self-evaluation of study programmes at UL in an individual year, and thereby connect up feedback loops in the area of quality, whereby we ensure that the quality system is also more understandable, transparent and mutually linked. In this way too, and especially through meta-evaluations of quality processes, we regularly upgrade the internal system of quality, whereby we respond to changed internal and external needs which we monitor closely. In the further development of mechanisms we take account of international research and the practices of other universities, whereby we ensure development supported by findings and we build on the valuable experiences of universities in the international arena. Cooperation is vital for the proper understanding of various needs, the appropriate formulation of solutions, coordinated understanding of planned objectives, accelerated recognition and exchange of knowledge, practices and ideas and for increasing a sense of identification with the culture of quality and with the University. We are also participating actively as partners in EUA thematic peer groups (EUA Learning & Teaching Thematic Peer Groups), through representatives of UL as representatives of Slovenia, and also in working groups of the Bologna Follow-Up Group (BFUG).

For Ensuring the conditions for fulfilling the *Strategy of the University of Ljubljana 2012-2020*, in the area of *Spatial Development of the University* European funds were secured to enable the improvement of spatial conditions, the acquisition of appropriate premises and energy-efficient rehabilitation. Key shifts in the managing of real estate were the adoption of the *Rules on Managing UL Real Property* and setting up the Central Record of UL real Estate application. In the area of *HR planning and development*, efforts are continuing towards settling the status and legislative provisions for higher education teachers in teaching assistant positions, and shifting employment from fixed term to permanent for researchers. In the area of the *information system* we adopted

the single methodology for cost accounting at UL. We implemented the exchange of electronic documents in all areas of operation among University member faculties, which has improved transparency, integrity, precision and punctuality of carrying out financial transactions and recording business events. The information system for recording study programmes (EŠP) enables us to manage data on all study programmes centrally. Equally, we harmonised the internal rules and IT security policy for Rectorate and member faculties. By issuing the e-newsletter and arranging the website, social network presence and presentational brochures for interested international students we ensured better communication with the public.

5 SYNTHETIC PRESENTATION OF FULFILLING THE OBJECTIVES OF THE DIMENSION

5.1 Strategic priority areas

OBJECTIVE	IMPLEMENTATION (minor/moderate/major shift)
Creating knowledge and artistic works for the sustainable development of society and the individual	
<i>UL will promote the creation of large interdisciplinary research groups that will have sufficient concentration of human resources, knowledge, equipment and funds for securing and coordinating major international projects and for equal collaboration in them, with the aim of achieving superlative results. For this reason too, it will link up more closely with research institutes and development centres.</i>	Major shift
<i>Enhance the Doctoral School as an international environment for creating new knowledge and the generation of new projects and research groups in a collaboration between supervisors and doctoral students. New doctors of science will enhance the achievements of doctoral studies in postdoctoral projects.</i>	Moderate shift
<i>Formulate an active research policy in the form of systematic planning and implementation of postdoctoral projects and criteria for recognition, and measures for promoting promising, above-average and superlative academic research achievements of research groups.</i>	Moderate shift
<i>Design internal financial mechanisms and incentives for research work, and measures to promote and reward interdisciplinary linking and linking among member faculties.</i>	Major shift
Education (knowledge transfer) of socially responsible graduates	
<i>In terms of organisation and implementation it will increase the separation of professional from academic programmes, with the aim of specific professional programmes providing more practically oriented studies, and they will be placed in autonomous member faculties of the University with the possibility of common use of premises, equipment and staff together with other member faculties. This issue and the issue of the gradation of academic programmes will be resolved in cooperation with member faculties.</i>	Moderate shift

<i>It will increase the success of education in the sense of greater progression through courses, less dropping out, shortening the time of study and greater employability of graduates, through the guidance and selection of students, the tutoring system, training teachers to provide higher quality educational work with an emphasis on student-centred working methods, through cooperation with member faculties in implementing programmes based on the mobility of students and teachers, by including students in research, through career guidance and by improving the equipment and conditions for studying.</i>	Major shift
<i>It will establish a mechanism for changing study programmes, with the aim of increasing their relevance and reducing fragmentation: balancing enrolment, updating and linking programmes, introducing new ones, the suspension and withdrawal of existing programmes for which there is no interest and which do not contribute decisively to the national identity.</i>	Major shift
Use of knowledge – third dimension of the university	
<i>By forming strategic development partnerships and joint development groups, and by implementing development projects in cooperation with commercial organisations and the public sector.</i>	Major shift
<i>By strengthening the office for technology transfer and designing the role of knowledge managers as promoters of the transfer of fundamental knowledge to practical use, and of specific development issues from the production environment to research and development groups.</i>	Moderate shift
<i>By developing the range of lifelong learning programmes for the enhancement and training of graduates, including through the possibility of obtaining additional qualifications.</i>	Moderate shift
<i>By boosting the activities of the career centre, whose task is to guide students into UL study programmes, help graduates plan careers and find jobs, cooperate with employers, organise graduate clubs and monitor employability and the success of graduates in the work environment.</i>	Major shift
<i>Through better connections and mutual cooperation between the career centre, LUI, IRI and the knowledge transfer office, with an emphasis on promoting the creation of new companies and new jobs and on increasing employment opportunities.</i>	Major shift
Creative conditions for work and study	
<i>By designing a special programme for developing a culture of belonging to the University and for promoting creativity and commitment to work and study, which will include the use of University symbols, a code of ethics for joint professional and social events, prizes and awards and similar.</i>	Moderate shift
<i>Through the creation of a University scholarship fund, which will have the task in particular of incentivising the most gifted students towards superlative achievements.</i>	Moderate shift

<i>By establishing a University library that will link together independent libraries into an integrated library system entered in the register and specially financed. It will also have the task of collecting, arranging and providing to the public publications and other forms of information on the achievements of the University and its member faculties.</i>	Moderate shift
<i>By establishing a centre for extracurricular activities, whose task will be to foster sports, culture, artistic, welfare, voluntary and social activities and the non-formal education of students and employees. These activities will be logically linked to educational and other programmes of the University and the local environment.</i>	Moderate shift
Internationalisation for the international flow of knowledge and for prominence	
<i>Increase its range of foreign-language study programmes, especially for the second and third cycles, and in the form of summer schools, while working to ensure the development of Slovenian scientific terminology.</i>	Moderate shift
<i>Increase the provision of its education programmes abroad, especially in the Western Balkans, Southeast Europe and the Mediterranean.</i>	Moderate shift
<i>Increase mobility and the exchange of employees and students with foreign universities and increase the share of foreign teachers and researchers.</i>	Major shift
<i>Prioritise research that is embedded in international research networks.</i>	Major shift
<i>Establish a University publishing house for disseminating outstanding academic works in Slovenia and internationally.</i>	Moderate shift
Quality for achieving excellence in all areas of operation	
<i>By enhancing the overall system of monitoring and assuring quality, including standard indicators of quality in individual areas of operation, continuous monitoring of quality attainment and measures to improve it. It must link together existing instruments such as habilitation criteria, student surveys and assessments of the work of professional departments, and must formulate new ones such as monitoring graduate employability. By ensuring that monitoring and quality assurance are directly tied to the planning of work and with internal and external evaluations.</i>	Major shift
<i>By stepping up international evaluations of quality and the accreditation of programmes and institutions in fields where this is relevant.</i>	Major shift
<i>By bolstering the analytical and development departments, which by carrying out studies and analyses of the difficulties and achievements of the University and ensuring operation of the quality assurance system, are tasked with contributing to its development.</i>	Major shift

5.2 Ensuring conditions for fulfilling the strategy

CONDITION	IMPLEMENTATION
Spatial development of the University	
<i>Better management of available spatial capacities, which must be supported by the IT system at the University level and must enable the use of premises among member faculties.</i>	Major shift
<i>Completion of the construction of new premises for UL FKKT and UL FRI at Brdo.</i>	Major shift
<i>Arrangement of spatial conditions for UL FF in present and neighbouring buildings.</i>	Moderate shift
<i>Construction of new premises for the arts academies behind Roška Street.</i>	Moderate shift
<i>Construction of new gyms with the ambition of arranging the Kodeljevo University Sports Park, in cooperation with the City of Ljubljana.</i>	Minor shift
<i>Providing premises for guest teachers and researchers, and additional study spaces for students.</i>	Moderate shift
<i>Renovation of existing University buildings for better energy performance.</i>	Moderate shift
<i>Formulating spatial development plans for the needs of other member faculties and ongoing resolving of the most acute problems.</i>	Moderate shift
Personnel development of the University	
<i>It will set one-year education, training or work at a foreign higher education or scientific institution or in a professional setting as a condition for concluding longer-term employment contracts with teachers and researchers.</i>	Major shift
<i>It will consistently hold open calls for recruitment of teachers and researchers, where a key criterion will be the selection of academic, professional and teaching references. This will also take into account the habilitation criteria and procedures.</i>	Major shift
<i>Through active and professional recruitment it will improve its personnel composition and increase the share of foreign teachers and researchers.</i>	Moderate shift
<i>It will enable its staff to pursue personal development and acquisition of experience at foreign scientific and higher education institutions, and in professional settings through the system of sabbatical years, along with other organisational measures. It will offer a more secure career path for successful young staff members.</i>	Moderate shift
<i>Through a flexible combination of educational, research, developmental and organisational work it will provide for the fulfilment of work obligations by employees.</i>	Moderate shift
University information system	
<i>In future UL will gradually standardise the information systems. The University will improve IT support for studies by ensuring that computers are available to all students and that teaching will also be computer supported.</i>	Moderate shift

It will operate transparently and keep stakeholders and the public informed of its operation (e.g. publishing information on its quality, academic success, student satisfaction, their employment rate and so forth). A particular task of the information system is to increase the prominence and reputation of the University, both nationally and internationally.

Moderate shift

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