



SELF-EVALUATION OF THE INSTITUTION

Quality UL

**ANNUAL REPORT
2021: Business
Report and Quality
Assurance Report**

Univerza v Ljubljani



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INTRODUCTION

In this text, terms used in the masculine gender shall apply equally to men and women as gender-neutral terms.

This document constitutes the Annual Report, and includes the Business Report together with the Quality Assurance Report and Financial Report of the University of Ljubljana for 2021. The purpose of this document is to provide a comprehensive and transparent presentation of achievements in 2021 and the activities carried out to achieve the University of Ljubljana's strategic goals.

The University of Ljubljana (UL) began drawing up a new strategy in 2020. Representatives from all UL member faculties, academic staff, professional staff, students, trade union representatives and larger employers were involved in the preparation process. As formulation of the new strategy is ongoing, the two currently basic documents used for the preparation of this business report are the Strategy of the University of Ljubljana 2012–2020 and the Internationalisation Strategy of the University of Ljubljana. The structure of the report follows the goals of the Strategy of UL 2012–2020 and the programme of work and activities carried out in 2021, along with the goals attained in that year.

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

The preparation of this report involved the participation of the entire university, its leadership and specialist departments, as well as students at the member faculties. Based on previously prepared analytical statements drawn up for this purpose by the services within the Rectorate, the member faculties produced their own business and quality assurance reports. Self-evaluations performed at member faculty level, which are an integral part of the business and quality assurance reports, serve as the basis for preparation of the quality assurance reports. These presentations offer a comprehensive overview of key shifts in the area of quality across the entire university and are contained in this report. All the reports have been scrutinised by member faculties' quality committees and senates. The report was also scrutinised by the UL Quality Committee prior to being scrutinised by the UL Governing Board and UL Senate.

An evaluation of the achievement of development goals is given in Chapter 9 (Development goals 2021–2024) on p. 101. The development pillar of financing enables us to realise our development potentials at both university and member faculty level and, in particular, to facilitate targeted and balanced development across all faculties. In the development goals plan, with measures for their achievement for the 2021–2024 period, we defined three key development goals in three development areas (quality of study, internationalisation and cooperation with local interests): to strengthen the quality of

the study process, student-focused and in cooperation with local interests; support for the academic community (students, higher education teachers) to ensure the unimpeded and effective implementation of a strengthened transnational study process with the help of modern technological solutions in the fields of quality of study and internationalisation (as the two fields are interconnected); and the social responsibility of the university in the field of cooperation with wider society.

MISSION AND VISION

Mission

The University of Ljubljana fosters basic, applied and developmental research. It strives to achieve excellence and the highest levels of quality, and to meet the highest ethical standards in all areas of the arts, sciences and technical disciplines. In these fields it provides for the enhancement of national identity, particularly through the development of Slovenian academic and technical terminology.

Based on our own research and on national and international research achievements, UL educates top scientists, artists and experts who are able to think critically and are capable of leading sustainable development processes, while working within the traditions of the European enlightenment, humanism and respect for human rights. It devotes particular attention to the development of talent, and promotes interdisciplinary and multi-disciplinary studies. It shares its top achievements in science and the arts with other universities, and with science and research institutions. In so doing, it contributes to the Slovenian and global treasury of knowledge, which it passes on to students and others.

It collaborates with business and service organisations from the private and public sectors, and with state authorities, local communities and civil society; this means that it is able to promote the use of its research and education achievements, and to contribute to the development of society. By actively responding to events taking place in its wider surroundings, the University of Ljubljana serves as society's critical conscience.

Vision

The University of Ljubljana will be recognised at home and around the world as an excellent, internationally open research university that contributes in a creative way to quality of life.

Values

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

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

ACHIEVEMENT OF GOALS IN 2021 BY ACTIVITY THROUGH SELF-EVALUATION

1. EDUCATION

RAISING THE QUALITY OF EDUCATION AND THE IMPLEMENTATION OF STUDY PROGRAMMES

In 2021 the University of Ljubljana provided 148 first-cycle study programmes (118 university and 30 professional higher education programmes), seven integrated Master's programmes, 169 Master's programmes and 21 third-cycle (doctoral) programmes.

It worked to raise the quality of its study programmes, to foster creative dialogue between students, educators and researchers, and to establish a culture of excellence in the provision of study programmes in all three study cycles.

Measures to control the spread of coronavirus were a feature of the study process in 2021, particularly as they affected practical workplace training and research. Nevertheless, we did make progress in realising the goals we had set ourselves in relation to the implementation of study programmes and, to the greatest possible extent, employed a hybrid system for ensuring that students gained the required skills. The practical elements of study were replaced by simulations and virtual visits, with the number of students in each group being reduced in accordance with National Institute of Public Health instructions (e.g. students at the School of Economics and Business, the Biotechnical Faculty, the Faculty of Architecture and the Faculty of Sport).

Member faculties provided support to students via video-conferencing systems during set office hours. Tutoring was also provided at distance, supported by communication with and between students via social media (e.g. students at the Faculty of Arts and the Faculty of Social Sciences).

Development of study programmes

In 2021 a total of 23 member faculties were involved in changes to and the development of first-cycle and integrated Master's study programmes, with changes made to various compulsory elements of first-cycle and Master's study programmes.

Seventeen member faculties modified their Master's programmes, again in relation to various compulsory elements as a response to the self-evaluation of programmes.

The 2021 work programme sets out a plan to accredit the Physiotherapy first-cycle study programme at the Faculty of Health Sciences (the accreditation application is currently being coordinated with the faculty).

Member faculties made changes to 17 doctoral programmes this year. At the responsible bodies of member faculties and the UL generally, the changes confirmed related principally to curricula, the introduction of new basic and elective courses, the discontinuation of some elective courses, changes to course-specific skills, and the introduction of a new field of scientific study.

Member faculties also carried out activities that will form the basis for their future development, with most of the activities being carried out by all faculties:

- *internationalisation* (international profile; student and staff mobility; organisation of summer schools; international conferences; signing of mobility agreements; involvement of international guest experts in the study process and course implementation; parallel provision of courses/programmes in English; expansion of networks of partner universities);
- *promotion of certain programmes* or their courses/integration (use of social media; recording and publication of video recordings; information/open days; participation in international portals; efforts towards gender equality in certain disciplines and study programmes);
- *interdisciplinarity* (implementation of workshops in cooperation with other member faculties, e.g. at the Faculty of Architecture; link-ups with other institutions, e.g. at the Faculty of Chemistry and Chemical Technology; establishment of links between different courses, e.g. at the Faculty of Computer and Information Science);
- *digital transformation* (development of new learning platforms, e.g. at the School of Economics and Business; digitalisation of student applications and the decision-issuing procedure, e.g. at the Faculty of Electrical Engineering; introduction of an application for instrument loans, e.g. at the Academy of Music; the upgrading of classrooms with multimedia systems, the establishment of online classrooms, the digital transformation of procedures and the submission of final dissertations);
- *preparation of analyses of study programmes from the point of view of graduate employment prospects*;
- *additional assistance to first-year students* (tutoring, induction into study, students retaking courses, e.g. at the Faculty of Electrical Engineering);
- *teaching conferences* (e.g. at the Faculty of Mathematics and Physics, Faculty of Social Work);
- *organisation of a support system at member faculties for the implementation of practical training, e.g. at the Faculty of Social Work, Faculty of Sport, Faculty of Medical Sciences*;

- arrangement of material conditions (premises) for study, e.g. at the Academy of Theatre, Radio, Film and Television, Veterinary Faculty;
- analysis of the incorporation of doctoral students into projects and project groups, e.g. at the Faculty of Natural Sciences and Engineering;
- training of teachers for work in ICT environments (all member faculties);
- e-learning and distance study support for students, e.g. at the Faculty of Social Sciences.

Specialised training programmes and other forms of lifelong learning in 2021

Despite the fact that the conditions for work and study were challenging as a result of the Covid-19 pandemic in 2021, member faculties did manage to carry out education programmes and other forms of lifelong learning:

Member faculty	Name of accredited study programme	Number of students enrolled
	<i>name of accredited study programme for specialised training announced and carried out</i>	<i>state the number of students enrolled in the accredited specialised training programmes</i>
AG	Specialised training programme – Adult education in the field of music (PAI)	21
FFA	European graduate education in Radiopharmacy – PERC 2021 – Module 1: Pharmacy.	25
FF	Adult education for professional staff in primary and secondary schools (PAI)	89
FF	Specialised training in library science (ŠPIK)	41
PEF	Special and social education assistance to children and adolescents with deficits in specific areas of learning and with emotional and behavioural problems (PPPU-CVT)	21
PEF	Adult education (PAI)	25
PEF	Specialised special education training for work with a selected group of children with special needs (SPIZP-OPP)	51
TEOF	Specialised marital and family therapy training	32
TEOF	Spiritual training	13
TEOF	Specialised pastoral training	5
VF	Specialised study programme of training in buiatrics	6

Other forms of education and training included various workshops, summer schools, conferences, seminars and courses. These were attended by more than 22,300 participants in 2021.

Accreditation of study programmes

In 2021 NAKVIS awarded accreditation to an integrated Master's study programme in Law at the Faculty of Law, a first-cycle two-subject university study programme in Portuguese Language and Literature at the Faculty of Arts, and a joint interdisciplinary Master's programme in Digital Linguistics.

In 2021 the NAKVIS Council also examined proposals for the termination of accreditation for the first-cycle Meteorology with Geophysics university study programme (Faculty of Mathematics and Physics), the first-cycle interdisciplinary Design Engineering university study programme (Faculty of Mechanical Engineering, Academy of Fine Arts and Design), and the Library Science, Publishing Studies and History of SE Europe Master's study programmes (all Faculty of Arts).

No new doctoral programme was accredited this year. An application for accreditation of an interdisciplinary doctoral programme in Art is currently being processed at NAKVIS.

Electronic study programme record

The electronic study programme record contains details of the compulsory components of study programmes (Article 35 of the Higher Education Act, ZViS) and the information kept by higher education institutions pursuant to Article 81d of the ZViS. The record also contains the syllabuses of study units for all UL study programmes. The application enables the development of each individual study programme and its components to be traced, and supports the programme modification process. A start was made in 2021 on establishing a code table of UL subjects in close cooperation with the Academy of Theatre, Radio, Film and Television (AGRFT).

All combined study programmes at the Faculty of Arts were incorporated into the electronic study programme record in 2021. The record now contains all current study programmes in all cycles and at all member faculties.

IMPLEMENTATION OF STUDY PROGRAMMES

Ensuring the quality of application and admission procedures

In 2021, like last year, we provided advice and information on application and admission procedures to prospective students from Slovenia and EU countries by email, telephone and Zoom. Between February and October we used information points to provide enrolment information to Slovenian and international candidates who had completed their secondary education abroad. We organised information days for Slovenians in neighbouring countries and for foreign nationals, and participated in a number of events organised by the Office for Internationalisation and strategic partnerships.

We worked with the Research and Development Centre and the Ministry of Education, Science and Sport to develop the online higher education enrolment module (eVŠ-VIP). We successfully implemented the eVŠ VIP module and were therefore able to conduct the application and admissions procedure and the classification of candidates at the national level for the first time using the new module, which replaced a module that was already over 25 years old.

We carried out all the requisite monthly meetings with member faculties' student affairs offices in 2021. These are designed to gather the key information necessary for ensuring that the secondary school environment obtains the best possible information and advice, as well as to improve cooperation and the transfer of information to member faculties and the specialist services within the Rectorate. We improved communication with all member faculties by providing them with easier and more efficient access to information on candidates accepted and subsequently placed on courses.

Figure 1: Number of students enrolled in study programmes (all three cycles) at the University of Ljubljana

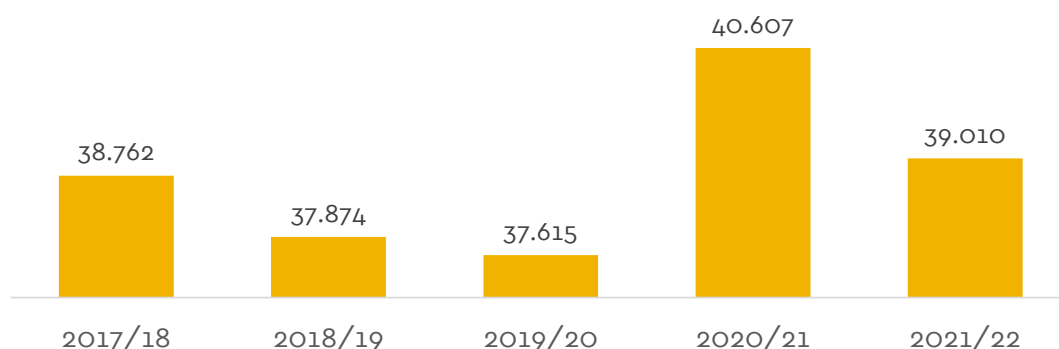
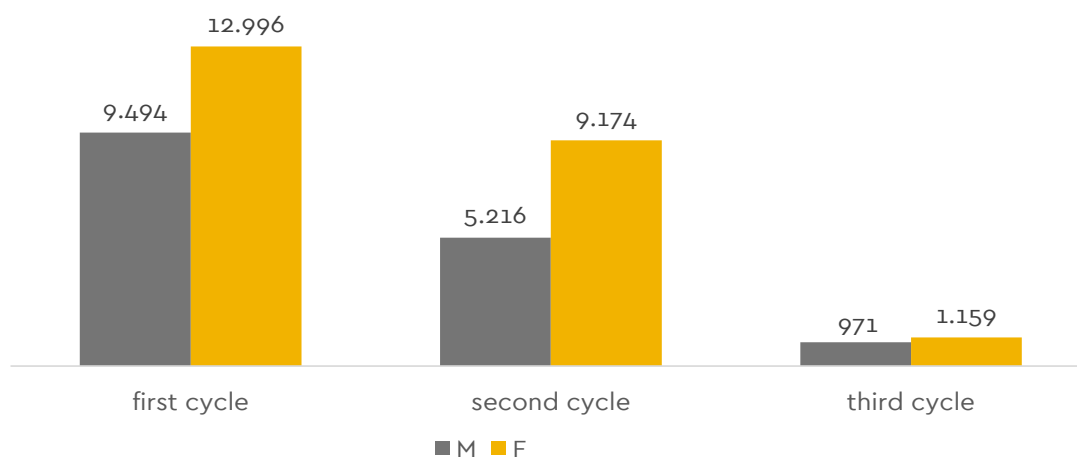
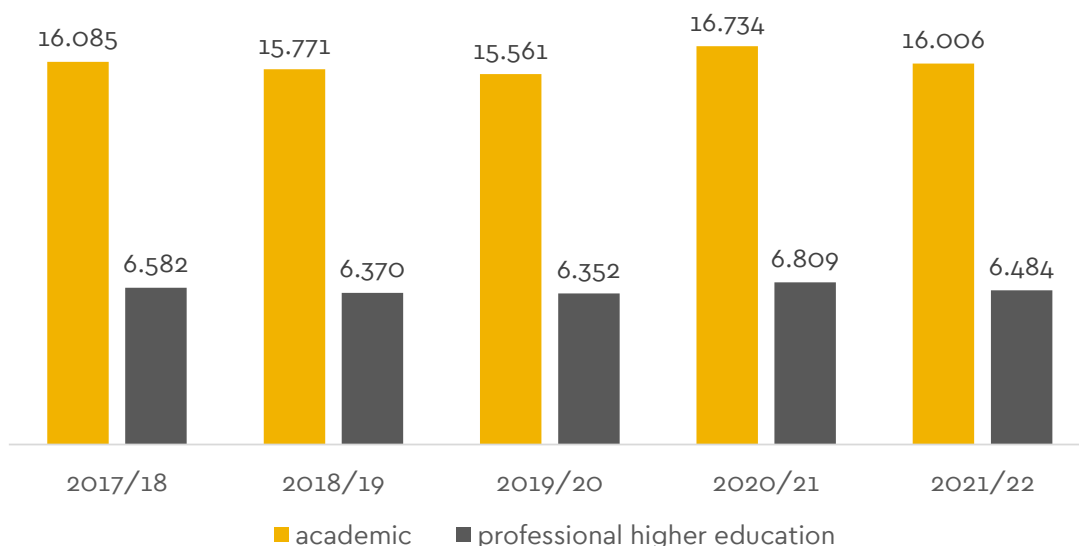


Figure 2: Number of students enrolled in the 2021/22 academic year (by gender)



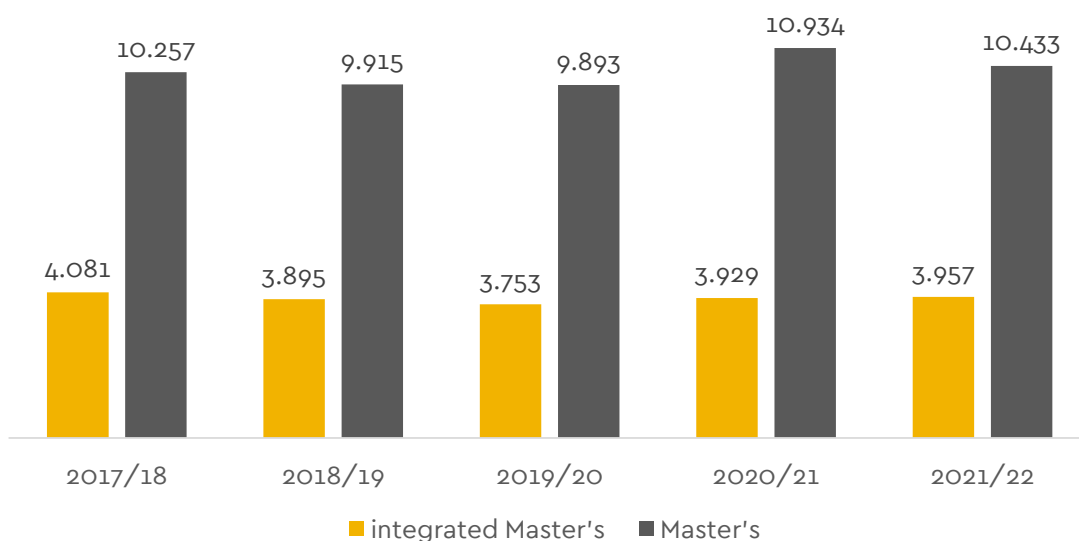
The number of students enrolled at the University of Ljubljana was still slightly higher in 2021/22 than in the years prior to 2020 (39,010, comprising 23,329 female and 15,681 male students).

Figure 3: Number of students enrolled in first-cycle study programmes



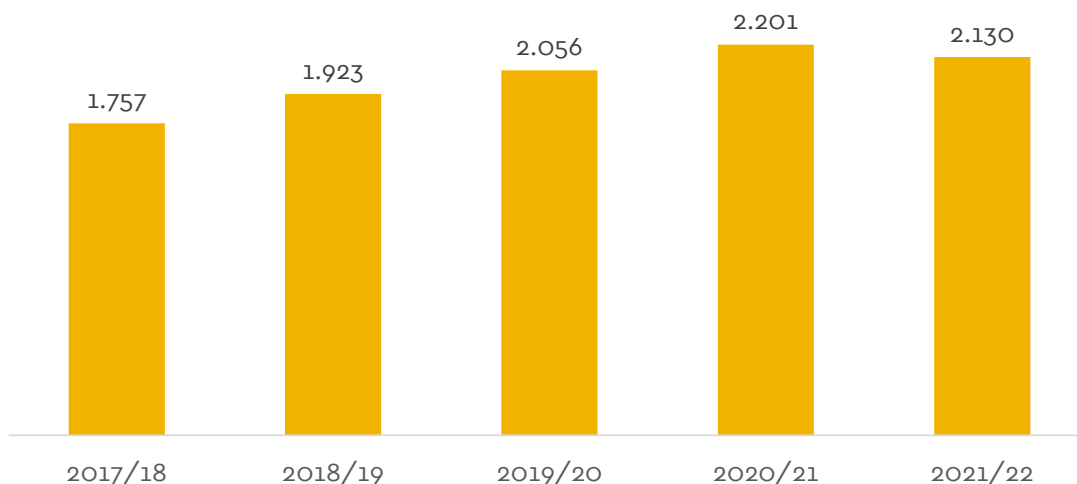
A total of 22,490 students were enrolled in first-cycle study programmes in the 2021/22 academic year (16,006 in university-level study and 6,484 in professional higher education), which was slightly lower than the planned figure of 22,927.

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



A total of 14,390 students were enrolled in second-cycle study programmes in the 2021/22 academic year (10,433 on Master's and 3,957 on integrated Master's programmes), which was lower than the planned figure of 15,326.

Figure 5: Number of students enrolled in third-cycle programmes



A total of 2,130 students were enrolled in third-cycle study programmes (71 fewer than in the previous academic year), which was slightly higher than the planned figure of 2,103.

Financing and co-financing of doctoral study

In the 2021/22 academic year we co-financed the tuition fees of 975 doctoral students who met the requirements set out in the Decree and the requirements and criteria adopted by the UL Senate. Under the Decree on the co-financing of doctoral studies in 2021 and on the basis of doctoral study co-financing contracts, the Ministry of Education, Science and Sport allocated a total of EUR 3,123,858.85 to the University of Ljubljana for the 2020/21 and 2021/22 academic years.

In line with the provisions of those contracts, we provided the ministry with reports on whether the co-financed students were meeting their contractual obligations and on any return of funds. We compiled reports on co-financing and resolved the applications of doctoral students who were obliged, under the Decree on the co-financing of doctoral studies (2016 cohort), to return the funding received because they had failed to meet their contractual obligations.

Milan Lenarčič scholarships

In 2021, for the fifth time, the governing board of the University Foundation of Milan Lenarčič awarded scholarships to second- and third-cycle University of Ljubljana students who had achieved above-average academic results (a total of 11 scholarships). The scholarships, which are intended to cover the costs of study, articles in academic and scientific publications, participation at student seminars, meetings and other study-related activities, and living expenses, were awarded for a period of one academic year, with the possibility of further awards in subsequent academic years.

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

A variety of activities were carried out at the UL Centre for the Use of ICT in Education (UL Digital Centre) in 2021. They were designed to encourage the use of ICT in the education process at UL member faculties. In addition to carrying out our regular support activities at the UL Digital Centre in relation to dissemination, education and development (for more details on this, see the 'Learning and teaching' chapter), we incorporated into the support system those individuals at UL member faculties who already had some experience in using ICT in the education process and who were prepared to share this experience with their colleagues in various forms. We established the 'Multipliers' community, which includes 40 higher education teachers and associates from 22 member faculties who offer support to other teachers and associates in the use of ICT to update and upgrade courses. We have also incorporated into the UL Digital Centre teachers and associates from the university who wish to test out the options for using ICT in their courses, and launch trial updates of courses with an emphasis on the use of ICT in education work. In 2021 (winter semester 2021/22, summer semester 2021/22), 71 providers from 22 member faculties took part in trial updates of course provision.

We also began designing and developing the Integrated Study Environment for all UL member faculties, teachers and other associates in 2021. This will encompass a set of interconnected online applications for supporting the education process. In addition to online classrooms, the environment will incorporate online applications for supporting multimedia/video and various dedicated applications linked to the student information systems and the single application system, and will provide access in one place to all content and activities within the study process. With the aim of ensuring the operational implementation of specific services associated with the establishment of the Integrated Study Environment, cooperation was strengthened in 2021 with the University IT Office (USI UL) and the 'Integrators' group, which includes technical experts from UL member faculties with experience in the use of multimedia or, more widely, online ICT solutions in the education process, or for whom this field holds particular interest and who wish to make an active contribution to the development of the Integrated Study Environment.

Moodle online classrooms were already in operation and being maintained at six UL member faculties in 2021. In support of the development of the Integrated Study Environment, we drafted updates to the 'Overview of multimedia equipment' document, which contains a list of such equipment, divided into packages according to its usefulness in different lecture halls. We also drafted the 'Overview of the functionality of dedicated applications' document, which outlines the concept of the 'smart classroom' and selected dedicated tools/applications that can help to encourage interaction between students and teachers regardless of the method of study (traditional, hybrid, combined, distance).

Learning and teaching

In the area of teaching and learning, we continued in 2021 with the organisation of the INOVUP teacher training project, which is designed to improve the teaching skills of higher education teachers and associates and to promote the use of innovative, flexible forms, methods and approaches to teaching and learning. We also continued to coordinate the preparation of materials in the area of general and special higher education teaching, and to analyse the state of learning and teaching in higher education, which offers insight into the frequency of use, viewpoints, practices and needs of higher education teachers in introducing forms of learning, methods and education strategies into higher education lessons.

A working group of vice-deans for first- and second-cycle study was set up in 2021 with the aim of digitally transforming the study process. It comprises representatives of the UL FF, UL EF, UL BF, UL FF, UL TEOF, UL FŠ, UL FDV, UL FKKT, UL FU and the UL Digital Centre.

In 2021 the UL Digital Centre continued to provide support services and pay particular attention to circumstances surrounding the Covid-19 epidemic. It designed a series of training sessions in the use of ICT in the study process and in the adaptation of methods, approaches and strategies of learning and teaching to the circumstances of hybrid, combined and fully remote learning and teaching. In relation to dissemination, we organised and held three events for the exchange of best practice in the use of ICT in the education process. We held 80 online and in-person workshops in the area of education in 2021, while in the area of advice-provision, we held 339 one-to-one and group advisory sessions on the educational and technical use of ICT. In the field of development, which includes the monitoring of trends in the use of ICT in the education process, we developed 117 items of material in support of such use. We presented all the results on the UL Digital Centre website (for more on this, see the 'Training' chapter).

Improving international cooperation

In the educational field, we pursued the national guidance on internationalisation and used a variety of methods to promote those activities that lead to the greater internationalisation and international prominence of the University of Ljubljana.

We actively participated in The Guild, LERU, CELSA (Central Europe Leuven Strategic Partners), EUTOPIA (European University Alliance), and in the working groups and activities of UNICA (Network of Universities from the Capitals of Europe), the Utrecht Network, UniAdrion, EADTU and VIU (Venice International University). At VIU, a teacher from the Faculty of Arts and one from the School of Economics and Business took part in course provision within the Globalisation programme. Teachers and students from UL member faculties were also involved in certain activities within specific networks.

At the central university level, we expanded our agreements with institutions abroad, and signed new ones with Josai University, Yokohama National University, Inha University, Bauman Moscow State Technical University and National Chiayi University. We also renewed the mutual cooperation agreement with Tohoku University School of Enginee-

ring. We established contacts with institutions abroad, held online meetings (which were attended by interested UL member faculties) with Northern Arizona University, Ural Federal University and Stellenbosch University, and strengthened contacts with existing partner universities abroad. Representatives of member faculties who had expressed an interest in cooperating with a specific university abroad also took part in meetings. We also held in-person meetings with an Indian institute of careers and study, while discussions were held with representatives of the University of Rijeka and the University of Belgrade on the topic of further and deepened cooperation and links within the region of the Western Balkans. We are participating as a partner in the two-year European project for drawing up an internationalisation strategy, support and other activities for improving the process of internationalisation and international recognition for higher education institutions in Montenegro. In 2021, as part of the project, we held presentations on the preparation of courses in the English language, a workshop on the topic of learning within multicultural student groups, and a workshop on intercultural competencies. UL member faculties (including the EF, FF, FPP, FDV, PEF and AG) took an active part in implementing all the workshops and presentations. With the aim of strengthening cooperation and links between the members of the University of Ljubljana Global Alumni and Associates Network (SMUL) and UL member faculties, we set up a network of contact persons at the faculties and held meetings with them. We also met three times with representatives of the SMUL leadership to discuss further online cooperation, and initiated a series of presentations of the achievements of SMUL members, which we called 'Science for All'.

We took part in presentations for candidates from abroad under the auspices of the 'Study in Slovenia' project. Owing to the coronavirus pandemic, we did not take part in any higher education fairs or information events abroad; instead, we prepared and gave online presentations in Slovenian, English and Serbian/Croatian in February and November, and took part in an online presentation organised by the club representing Slovenian students from neighbouring countries (Klub zamejskih študentov) for pupils attending upper secondary schools in Italy (January). In cooperation with several UL member faculties, we gave an online presentation for international candidates in the English language in February. We also continued to promote the Master's and doctoral study programmes of interested member faculties (FE, FU, FKKT, FA, the Statistics and Environmental Protection interdisciplinary doctoral study programmes) on the Keystone Academic Solutions portal. As part of that process, we gave presentations of the proposals to interested candidates in May and November. We prepared a web sub-page in English and Slovenian containing information on the information days organised by member faculties and the services within the Rectorate, as well as a series of presentations; we also continued to collect applications for presentations with the aim of maintaining contact with and providing further current information to prospective candidates. We promoted online events and presentations via all member faculties, teachers working as Slovenian language instructors at universities abroad, the Slovenian Government Office for Slovenians Abroad, Slovenian societies and representative offices of Slovenia abroad, the club representing Slovenian students from neighbouring countries, and targeted campaigns at secondary schools abroad. We also published advertisements in foreign magazines and advertised events on social media. Efforts to promote the presentation of and study at UL were focused on the countries of the Western Balkans, Russia, Ukraine,

and those countries in which Slovenes or the descendants of Slovenes reside.

We organised a welcome day in September for international students at which we provided all the necessary information regarding studying and living in Slovenia. This is one way in which we provide support to member faculties to ensure that adequate information is provided to new students. Following the proposals put forward by international students in response to a survey questionnaire, we took steps to improve our services in 2021. We began providing regular updates to international students on current events, activities and opportunities, prepared a 'welcome guide' and a PowerPoint presentation in two languages, and updated and upgraded the STUDY UL website.

Summer schools, conferences and symposiums are another way of promoting the university in order to raise its profile and attract more students. Forty-eight summer schools were held in 2021; these attracted 2,368 participants, including 1,371 non-Slovenian nationals. Academic credits were evaluated for 33 summer schools, with 778 students gaining credits. Member faculties also held 151 conferences and symposiums, including 105 international events. These conferences and symposiums were attended by 15,969 participants, and involved 1,755 domestic and 1,864 lecturers. We promoted the summer schools via the website and UL social media, the Slovenian teachers' portal (slo.si), the Keystone Academic Solutions, UNICA and Slovenci.si portals, and Slovenian language instructors working at universities abroad. We also sent invitations to those who had participated in online UL study presentations and to candidates on the Keystone portal, as well as to secondary schools and international partners.

There was a fall in the total number of students enrolled at UL in the 2021/22 academic year (including international students), although the proportion of international students rose in comparison with the previous year. In the 2021/22 academic year, we enrolled 3,558 non-Slovenian students; they account for 9.1% of all enrolled students. A total of 1,085 female and 603 male students were enrolled in first-cycle courses, 925 female and 573 male students in second-cycle courses, and 207 female and 165 male students in third-cycle courses.

Figure 6: Share (in percentage) of international students as a proportion of all students enrolled at the University of Ljubljana

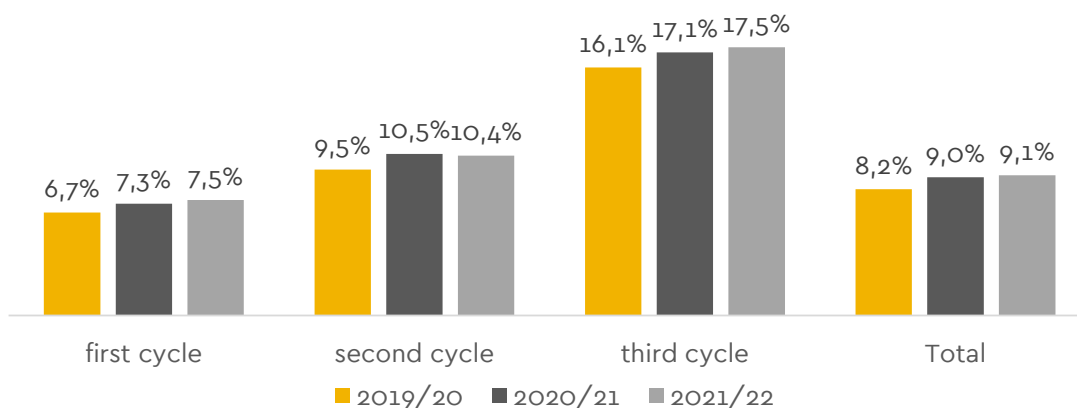
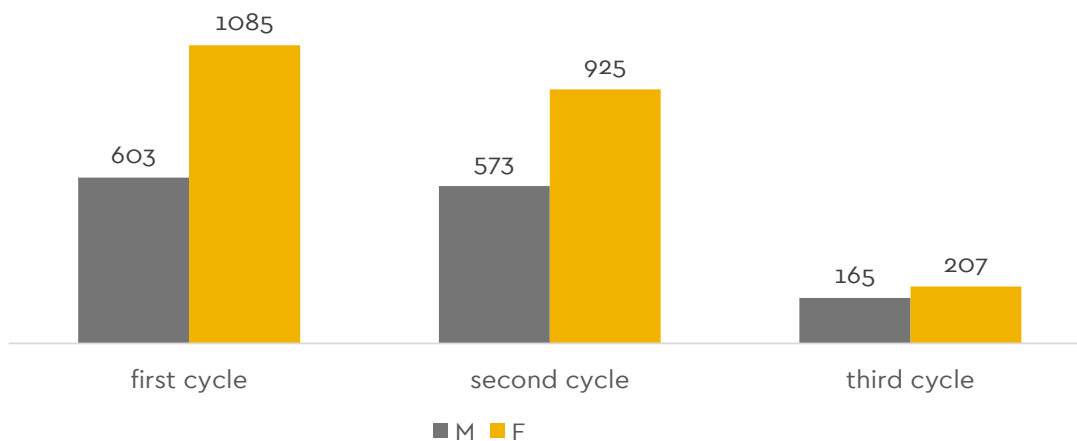


Figure 7: Number of international students enrolled at the University of Ljubljana in the 2021/22 academic year (by gender and cycle of study)



Following a successful application to the call issued by the National Agency for Mobility Programmes (CMEPIUS) for European mobility funds under the new Erasmus+ programme and the call from the Slovenian Public Scholarship, Development, Disability and Maintenance Fund for funds in the Ad Futura call as a supplement to the Erasmus+ stipends, we managed, despite the Covid-19 epidemic, to maintain a high number of outgoing students taking part in Erasmus+ exchanges for study and practical training in the 2020/21 academic year. The member faculties therefore stepped up their promotion of the Erasmus+ programme and of the opportunities that it offers students. Because of the Covid-19 pandemic, promotional activities generally took place online. While this meant that they were more ‘impersonal’, it did mean that more candidates took part than in previous years. We were slightly less successful in maintaining the volume of mobility for teachers and staff going to partner institutions in Europe and beyond, since the rapidly changing Covid-19 situation had a major impact on opportunities for physical mobility and on the readiness of partners to host UL teachers and staff. UL member faculties therefore expressed a keenness to re-establish regular teacher and staff mobility at partner institutions abroad, as well as to increase the number of teachers coming to UL from abroad, which will make a significant contribution to the internationalisation of the university.

Because of the unforeseen conditions brought about by the pandemic in Slovenia, there was a fall in the number of international students in Ljubljana as well as in the number of UL students going abroad. This meant that the objectives we had set were not achieved and, moreover, that the planned mobility activities of incoming teaching and other staff were postponed or cancelled.

In recent years the increase in the range of courses at UL member faculties provided at the same time in the English language has been a major reason why incoming exchange students have opted for UL in such high numbers. It has also significantly strengthened the linguistic skills of home students and brought them closer to the benefits of internationalisation. More female than male students arrived at UL on exchange programmes in the 2020/21 academic year; the same applied to students from UL embarking on exchanges abroad.

Figure 8: Student exchanges

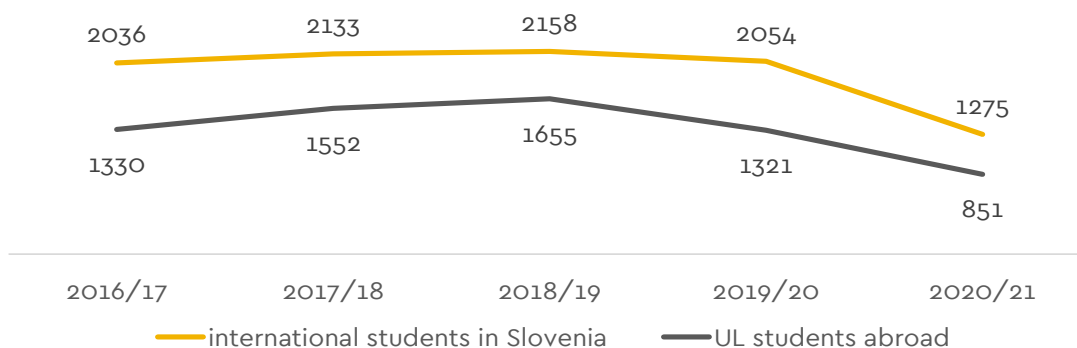


Figure 9: Number of students on exchange programmes in the 2020/21 academic year

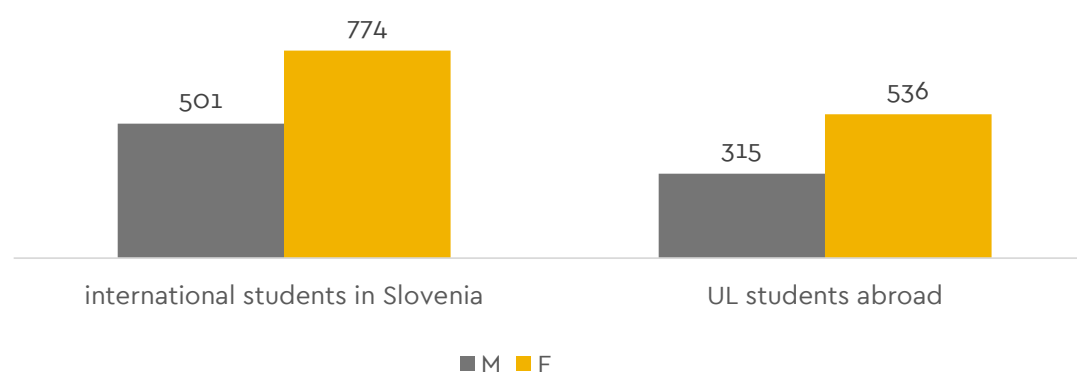


Table 1: Number of international students on exchange programmes at the University of Ljubljana (by type and duration of exchange) in the 2020/21 academic year

	up to one month	1 to 3 months	3 to 6 months	over 6 months	Total
Erasmus+ for study	14	5	734	169	922
Erasmus+ for practical work during studies	8	86	36	3	133
Erasmus+ for graduate practical work	/	5	1	/	6
Erasmus+ credit mobility	/	2	18	/	20
Inter-university agreement	2	1	11	2	16
Inter-governmental agreement	3	/	3	7	13
CEEPUS programme	27	10	7	2	46

Erasmus Mundus	/	3	/	/	3
Other	76	12	22	6	116
Total	130	124	832	189	1,275

Table 2: Number of University of Ljubljana students on exchange programmes abroad (by duration of exchange and level of study) in the 2020/21 academic year

	up to one month	1 to 3 months	3 to 6 months	over 6 months	Total
Erasmus+ for study	/	5	445	107	557
Erasmus+ for practical work during studies	1	85	66	17	169
Erasmus+ for graduate practical work	1	9	4	2	16
Erasmus+ credit mobility	/	/	2	/	2
Inter-university agreement	1	1	15	11	28
Inter-governmental agreement	/	/	1	/	1
CEEPUS programme	6		8	1	15
Other	51	4	3	5	63
Total	60	104	544	143	851

Certain institutions with which we cooperate in candidate selection enable our students to study abroad. UL students have thus received scholarships for study at foreign universities from the Parus Foundation and the Knafelj Foundation, Tuma and Likar Fund scholarships, MAUI scholarships for institutions in the USA, AEN scholarships for institutions in Australia and REARI scholarships for institutions in Brazil. However, none of the students approved in the calls for applications were able to take up these opportunities because of the Covid-19 epidemic.

International activities in the area of doctoral studies

Together with our university partners in the EUTOPIA network, we published two calls aimed at doctoral students. Following a call for joint dissertation supervision for EUTOPIA network doctoral students, three students will come to the University of Ljubljana in the 2021/22 academic year (from the University of Warwick, Vrije Universiteit Brussel and CY Cergy Paris Université), while two doctoral students from the University of Ljubljana

will go to the first two of these EUTOPIA partner universities. Candidates will therefore obtain doctorates from both universities. Together with our EUTOPIA partners, we issued a call for shorter-term mobility for doctoral students. Three students from UL (Biotechnical Faculty, Faculty of Electrical Engineering and Faculty of Social Sciences) will undertake research visits to Pompeu Fabra University, the University of Gothenburg and Vrije Universiteit Brussel. A student from Vrije Universiteit Brussel will visit the Faculty of Mathematics and Physics. At the same time, UL will host selected doctoral candidates from the partner universities, with each candidate being entitled to a grant of EUR 5,000.

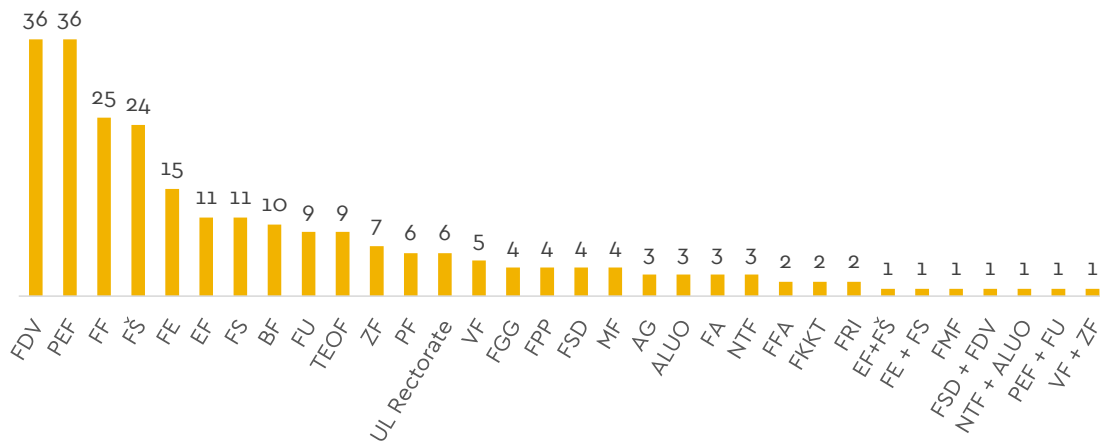
We participated actively in events organised by the European University Association's Council for Doctoral Education Steering Committee (EUA-CDE) and in regular meetings and discussions of the Steering Committee with other stakeholders in the European higher education arena. We took part in the annual EUA-CDE meeting, which focused on the Covid-19 crisis, on the future of doctoral study and its role in post-pandemic recovery, and on achievement of the United Nations' sustainable development goals. We organised a free international summer school for doctoral students with the University of Graz and University of Rijeka at the beginning of June 2021 ('Interdisciplinary Perspectives on Age(ing) and Care: What does it mean to grow old?'). Owing to the epidemiological situation, the school was organised online. We selected doctoral students for participation in the summer schools organised by The Guild and LERU (League of European Research Universities), and also bolstered our international cooperation by signing agreements on the joint implementation of research work and co-supervision of the doctoral dissertations of UL students in collaboration with a foreign university or research institution.

International promotion has raised the university's profile and led to an increase in the enrolment of international students for doctoral study as well. Despite the changed circumstances of the last couple of years, international doctoral students accounted for 17.5% of the third-cycle student body last year.

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

Erasmus+ (E+) is the most important European programme for modernising and developing the education system and educational processes. UL member faculties are actively participating in the E+ KA2-type projects Strategic Partnerships, Coalition of Knowledge, Strengthening Capacities, Jean Monnet and Sport. In 2021 they were involved in 143 projects, including 22 projects in which they were the coordinator or lead organisation.

Figure 10: Total number of all Erasmus+ projects



Together with partner universities in Montenegro, Serbia, Croatia, Bosnia and Herzegovina (members of the Platform for the Western Balkans) and members of the EUTOPIA Alliance, we began applying to European Commission calls and obtaining funds for participation in doctoral arts studies and the training of university staff in the area of social inclusion. To this end, an online seminar and several preparatory meetings were held in December.

Improving the quality of the study process

The indicators of effective study, which we have monitored for a number of years, are the number of graduates, the rate of student progression into the next year of study and external selectivity.

Figure 11: Number of University of Ljubljana graduates in study programmes (all cycles)

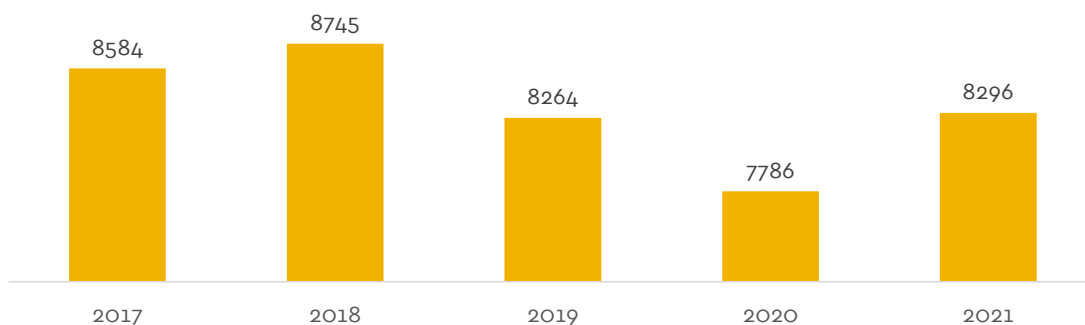
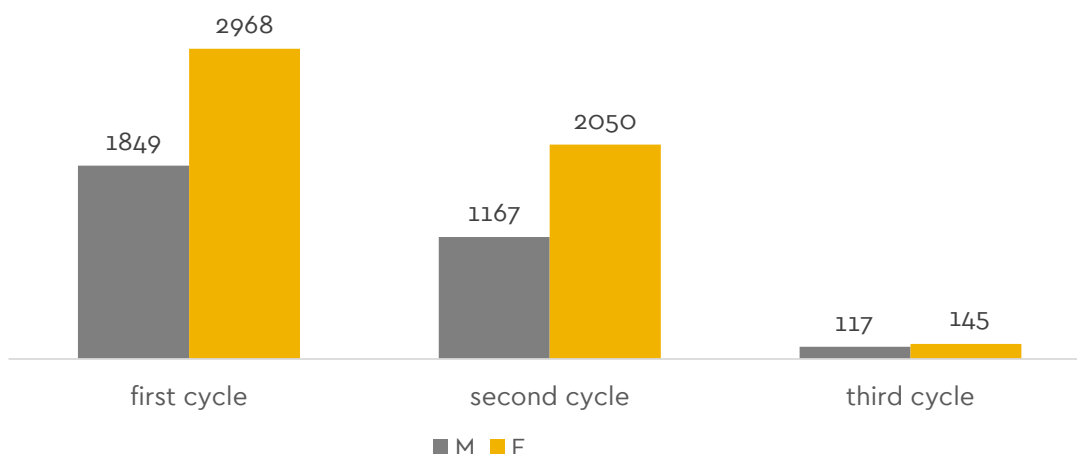


Figure 12: Number of University of Ljubljana graduates in 2021 (by study cycle and gender)



A total of 8,296 students graduated from the University of Ljubljana in 2021 (all cycles), which was an increase of 510 on the year before and slightly less than the planned figure of 8,573. This shortfall was most pronounced in the third cycle (262 of the planned 348 students completed their doctoral studies). A total of 3,133 men and 5,163 women graduated.

In all cycles of study, student progression to subsequent years of study was higher than the year before. Just under 2% of students were involved in at least one course at another member faculty (external selectivity).

Table 3: Progression from the first to second year (first cycle), with information on study programme duration

First cycle	Duration of programme (excluding additional year)	2017/18	2018/19	2019/20	2020/21	2021/22
academic	3	60,17 %	64,34 %	59,84 %	69,02 %	81,82 %
academic	4	57,33 %	44,11 %	64,24 %	72,15 %	79,14 %
professional higher education	3	53,99 %	55,32 %	53,88 %	59,11 %	69,59 %

Figure 13: Number of students who completed first-cycle studies (by type of study)

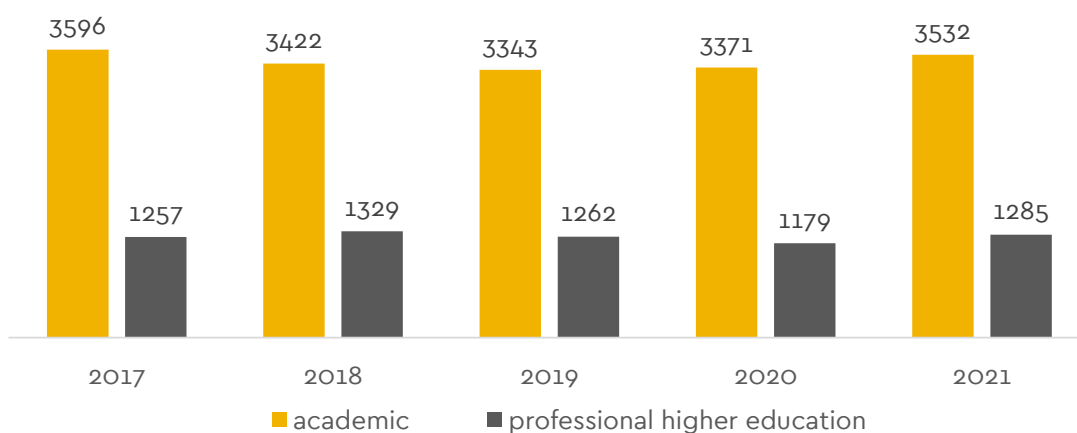


Table 4: Progression from the first to second year (second cycle), with information on study programme duration

Second cycle	Duration of programme (excluding additional year)	2017/18	2018/19	2019/20	2020/21	2021/22
integrated Master's	5	70,27 %	68,88 %	74,35 %	80,95 %	88,82 %
integrated Master's	6	91,14 %	85,19 %	94,51 %	100,32 %	99,09 %
Master's	2	72,01 %	73,90 %	78,66 %	87,95 %	94,82 %

Figure 14: Number of students who completed second-cycle studies (by type of study)

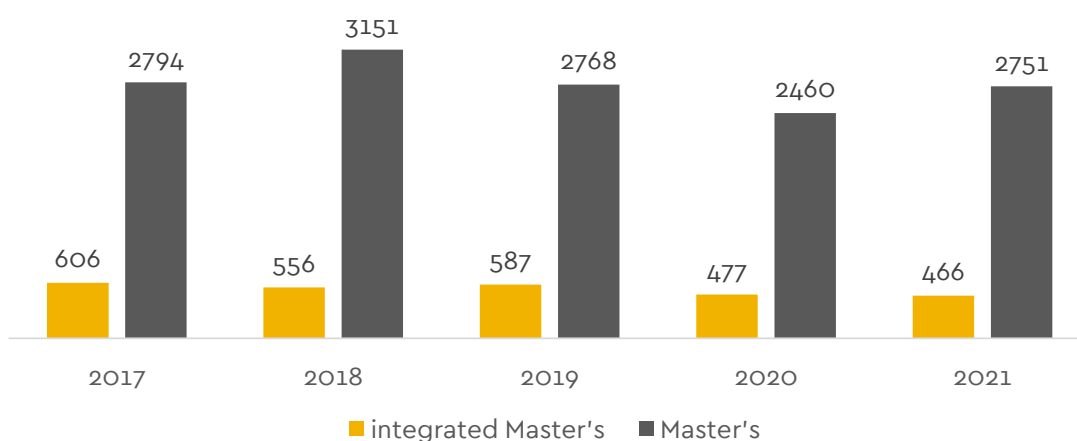
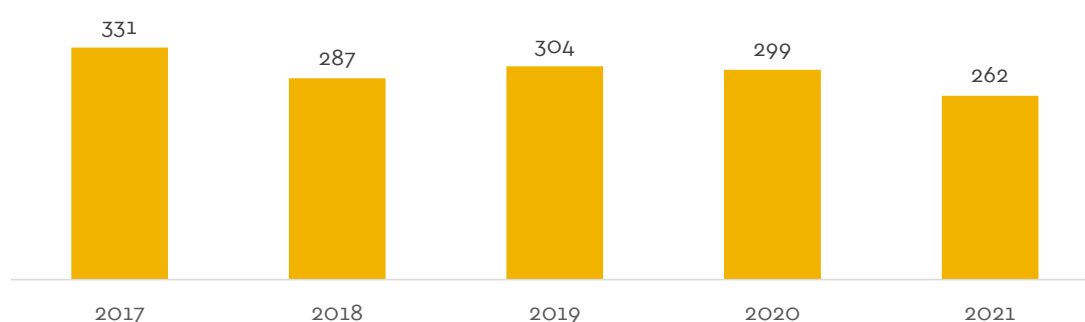


Table 5: Progression from the first to second year (third cycle), with information on study programme duration

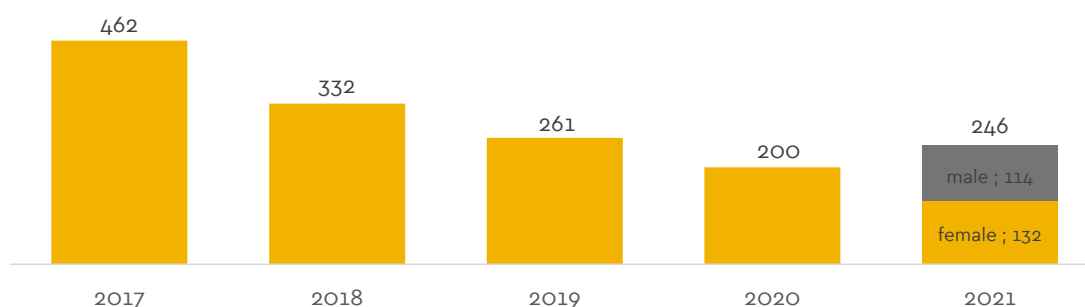
Third cycle	Duration of programme (excluding additional year)	2017/18	2018/19	2019/20	2020/21	2021/22
doctoral	4	0,00 %	0,00 %	0,00 %	88,89 %	100,18 %

Figure 15: Number of students who completed third-cycle studies



Owing to measures necessitated by the Covid-19 pandemic, changes were made to the way doctoral award ceremonies were organised. Award ceremonies were held for 132 female and 114 male doctors of science in 2021.

Figure 16: Number of doctoral award ceremonies



We took a variety of measures to increase the quality of doctoral study at UL. At the Doctoral School we carried out the first regular evaluation of the Rules on Doctoral Studies at UL. A wider discussion was held involving the heads of doctoral study programmes, members of the UL Doctoral Studies Committee and the specialist doctoral study services located at UL member faculties. Amendments to the Rules, including in particular the incorporation of new provisions on the handling of research data, new arrangements for the awarding of distinctions and a restriction on the number of doctoral candidates per supervisor, were included in the new version of the Rules on Doctoral Studies at UL, which were adopted by the UL Senate in March 2021. On the basis of the provisions of the new rules, we prepared guidelines for the production of a plan for the handling of research data, which is designed to encourage doctoral students, from the very outset of their research career, to give thought to how to maintain and make accessible to others the data they collect, acquire or create in the course of their doctoral research work.

We drafted a proposal to amend the Rules on UL Awards and introduce a new Dr Ana Mayer Kansky Award, named after the first woman to graduate as a doctor of science from the University of Ljubljana, for an outstanding doctoral dissertation.

We drew the attention of the Ministry of Education, Science and Sport to the unequal position suffered by students who were unable to extend their student status in the 2021/22 academic year because of the Covid-19 pandemic, despite justifiable reasons for the extension (students had been able to extend their status in the previous academic year). This meant that doctoral students whose student status was suspended lost the possibility of having their tuition fees co-financed. Due to the lack of access to research infrastructure and other difficulties that doctoral students faced under the measures imposed to contain coronavirus, we adjusted the conditions for progressing to the next year of study. In March we took part in a roundtable organised by the Young Academy of Slovenia on the topic of the mental health of doctoral students and researchers at the start of their career. As many young people encounter mental health difficulties as they embark on their research career, something that has a major effect on their quality of life and the future course of that career, the event highlighted the importance of mental health awareness and destigmatisation, and set out the help that is already in place in Slovenia.

In May 2021 we organised a spring meeting of the Doctoral School. Owing to the numerous restrictions and measures in place to prevent the spread of coronavirus, which put an end for some time to international exchanges, networking and collaboration for researchers just starting out on their career, the meeting was held as a hybrid event, i.e. in the large hall of the Faculty of Social Sciences (compliance with all National Institute of Public Health recommendations) and via the ZOOM video-conferencing system. The meeting was designed to provide doctoral students with the generic knowledge that they will require during their doctoral studies as well as in their subsequent career. Dr Alexander Hasgall, Head of the EUA Council for Doctoral Education at the EUA, and Dr Ana Slavec, EURODOC Open Science Ambassador for Slovenia, discussed the benefits and challenges of open science. In the second part of the meeting we discussed doctoral study after the pandemic and on the best ways to communicate science. There was also a presentation of the results of the survey of doctoral students on study during the

Covid-19 pandemic; they showed that the majority of doctoral students in this period encountered feelings of uncertainty and stress, obstacles to their research work, and difficulties in balancing study with private life.

Member faculties organised a series of events aimed at strengthening the networking and interconnection of doctoral students; these included online conferences with the coordinators of specific fields for doctoral students in all years of study, a 'Doctoral Day' involving students at the Biotechnical Faculty, summer schools at the School of Economics and Business and Faculty of Social Sciences, doctoral coffee gatherings at the Faculty of Arts, and presentations of research achievements to other doctoral students at the Academy of Theatre, Radio, Film and Television.

A start was made at the Faculty of Social Sciences and Faculty of Natural Sciences and Engineering on plans to involve doctoral students in research projects at the project preparation stage. At the Faculty of Computer and Information Science, we invited doctoral students to use the new specialised terminological dictionary for computer and IT studies, and to add new terms as they arose. Developing doctoral programmes, updating them and incorporating new elements has enabled member faculties to provide students with new knowledge. That knowledge has been warmly welcomed by doctoral students, particularly at the Faculty of Sport. It has been a considerable challenge at all member faculties to adapt the organisation of work to take account of all the safety measures to contain the spread of coronavirus and enable research work to continue. Similarly, all member faculties made use of ICT resources, the Moodle application and other platforms for facilitating study programme provision. Several member faculties continued activities to ensure greater progression to subsequent years of study and encourage doctoral students to speed up the completion of their studies.

In order to improve the quality of supervisors' work, we began organising regular training programmes within the INOVUP project for doctoral supervisors.

We continued the regular meetings of the specialist services for doctoral studies at member faculties. These were aimed at better provision of information and exchange of best practices with other higher education and research institutions.

Together with the UL Careers Centre, we organised a number of activities that helped to improve performance in doctoral students' academic, personal and professional lives. We organised several workshops and training sessions in the areas of communication skills, publishing ethics, open science and mental health. The workshops were very well received, as shown by the high levels of interest and participation. We also invited students to apply to the Career Path of Doctoral Students project, which guides students through various training programmes and workshops in which they acquire new knowledge and skills.

We also devoted a large amount of time to promoting doctoral study. We updated the content and graphic design of the UL Doctoral School website. It is now more readable and allows the visitor to find information more quickly; we also updated the prospectus for all doctoral programmes provided at UL.

Guidance and support for pupils in selecting courses

We continued in 2021 to provide school pupils with personal and career guidance via the Higher Education Application Information Service, with the aim of helping and supporting them in choosing the right course of study. We held 105 one-to-one guidance sessions with pupils and, on occasion, with their parents or guardian. Between January and December 2021, we held 14 workshops for pupils in collaboration with or at the request of secondary schools. The number of workshops for pupils, especially those aimed at supporting them in making the right study choice, was actually higher, as we sent out recordings of workshops to secondary schools, who could then use them as they saw fit. We took part in the Informativa 2021 education fair, where we held two workshops to provide more detailed information on higher education study at UL. In October we took part in the Autumn School for pupils at which we organised two workshops to encourage better decision-making when selecting a future education path. In July we took part in a meeting with Slovenian school pupils from Argentina who were attending a Slovenian language course. We presented them with details of the particular features of study at UL and the enrolment process. We also prepared and held two workshops for parents and employers' representatives.

In December we organised the traditional annual meeting with secondary school counselling staff. The Covid situation meant that it had to take place online. The central topic of the meeting focused on STEAM study programmes, which constitute a new paradigm in the education process. A range of staff members took part in the presentations (professional UL associates and external staff). The meeting was extremely well received by the 82 school counsellors who attended.

In 2021 the VPIS (enrolment) service also took over the coordination of the member faculties registered for the development pillar of financing measure 'Promotion of study for various groups with an emphasis on equal gender representation' (STEAM). To this end, we organised a series of meetings with member faculties. Work on the measure was designed in the form of the search for and testing of new, innovative and above all integrative and collaborative methods of promoting STEAM study/studies among primary and secondary school pupils. In the first year of work on the measure, 18 member faculties expressed an interest in taking part, with 13 actively involved in promoting STEAM study at secondary and primary schools with the aim of increasing enrolment in the study programmes and a more balanced gender representation in specific study programmes. Member faculties carried out a variety of activities in 2021 to achieve the objectives (organisation of themed summer schools for primary and secondary school pupils, preparation of printed materials, promotion of study, organisation and management of specific specialist research tasks involving interested pupils, etc.). As part of the measure, we set up a website on the SharePoint 'Info Bank' for member faculties, aimed at connecting and sharing experiences and opinions between member faculties.

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

KEY IMPROVEMENTS AND BEST PRACTICES THAT CONTRIBUTED VISIBLY TO RAISING QUALITY IN THE FIELD, AND AN EXPLANATION OF THE EFFECT ON QUALITY

Improvements to the electronic study programme record application and the resulting simplification of entries and of communication between member faculties and the specialist services at the Rectorate during procedures of modifying study programmes.

Incorporation of the research data handling plan into the new Rules of Doctoral Study at UL, under which research data created and collected for doctoral dissertations will be published and made available in other ways in accordance with the FAIR (Findable, Accessible, Interoperable, Reusable) principle and the principle of Horizon Europe, the framework European Union programme for research and innovation, in relation to open access ('as open as possible, as closed as necessary').

Signing of agreements on the joint implementation of research work and co-supervision of UL doctoral dissertations in cooperation with a foreign university or research institution with the aim of strengthening internationalisation in the field of doctoral study.

Amendments to the Rules on Doctoral Study at UL, which allow new awards to be allocated for outstanding doctoral dissertations at university level.

Career Path of Doctoral Students programme, which allows doctoral students to acquire the new knowledge and skills they require for their future career.

Development and implementation of the new eVŠ VIP module: implementation of the new module has fostered improvements in work processes (electronic submission of documentary evidence and provision of information to candidates, reduction of costs, reduction in the amount of information entered manually by staff, swifter data processing, the option for enrolment candidates of submitting documents electronically, more extensive and higher-quality information support to staff in their respective areas of work which, in addition to easing the data handling process, also brings a more systematic and transparent approach to the workplace).

Activities for the transition to electronic operations (electronic submission of applications and evidence by candidates and delivery of documents via the eVŠ site): provision of more up-to-date information to candidates on selection, no requirement to send documents by ordinary post, candidates submitting applications and documentary evidence electronically via the eVŠ information system.

Provision of advice to school pupils via Careers Centre (Personal and Professional Development Portal or POPR): Issuing of calls for guidance sessions and events through a single communication channel.

We continued with online presentations of UL study, provide information to secondary schools abroad, advertised on various portals and social networks, and attracted a higher number of candidates from abroad.

We upgraded and updated the website for international candidates and students.

Via presentations of the achievements of members of SMUL (University of Ljubljana Global Alumni and Associates), we boosted the profile of the SMUL network and encouraged cooperation between SMUL members and UL.

By including course providers in the trial updating of study courses with the use of ICT, we strengthened the digital skills of both teachers and students, training them to use ICT in the education process and encouraging them to reflect on the importance of the high-quality use of ICT in the education process (UL Digital Centre).

By establishing the 'Multipliers' community for the use of ICT in the education process at various member faculties across the university, we have bolstered the development of a system of support for higher education teachers, associates and students at UL for the introduction of ICT and other innovative forms of learning adapted to the needs of specific member faculties, which will improve the quality of the education process at UL (UL Digital Centre).

We have designed the UL Integrated Study Environment, which will enable the integration of a range of ICT solutions used by higher education teachers, associates and students at UL member faculties with the aim of improving user experience and thereby raising the level of learning quality (UL Digital Centre).

By establishing the 'Integrators' community at various member faculties, we have made a stronger start to the planning and establishment of the integrated study environment and to addressing the needs for the integration of ICT solutions at UL member faculties (UL Digital Centre).

KEY THREATS	OBJECTIVE(S)	PROPOSED MEASURES
Reduced responsiveness on the part of NAKVIS to communication on modifications to study programmes.	The establishment of feedback on the reports produced by specialist services on modifications to study programmes.	Proposal for regular meetings with representatives from NAKVIS and the University Office for First and Second Cycle Studies (USPDS) on the topic of modifications to study programmes.
Reduced responsiveness on the part of the Ministry of Education, Science and Sport to proposals for changes to legislation and other regulations.	Establishment of communication between the UL leadership and the Ministry of Education, Science and Sport, and between specialist services.	Meeting with representatives of the Ministry of Education, Science and Sport.
Difficulties in communication between UL services and eNAKVIS on the integration of the electronic study programme record and eNAKVIS.	Re-establishment of regular meetings between NAKVIS and the services of the University of Ljubljana and University of Maribor Rectors' Offices.	Initiative for regular meetings.
Discontinuation of electronic operations after expiry of the Act on Temporary Measures to Mitigate and Eliminate the Consequences of Covid 19.	Electronic operations via the eVŠ information system and VIP module.	Arguments in favour of electronic operations put to the Ministry of Education, Science and Sport and the relevant responsible bodies.
Lengthy and complex procedures for third-country nationals who wish to obtain documents for study and residence in Slovenia.	Simplification of procedures.	Coordination with the Ministry of Education, Science and Sport, the Ministry of Foreign Affairs, the Ministry of Public Administration, administrative units and the Ministry of the Interior with the aim of simplifying procedures.

Inadequate accommodation capacities for international students.	Increase in accommodation capacities.	Ministry of Education, Science and Sport initiative to construct additional accommodation capacities.
Inadequate number of enrolment places for third-country nationals (on certain programmes).	Increased number of enrolment places for third-country nationals.	Coordination with UL member faculties regarding objectives relating to international students and international student numbers.
Inadequate provision of programmes in English at some member faculties.	Increase in the number of programmes provided in English.	Encouraging all member faculties to prepare and provide programmes in English.
KEY WEAKNESSES	OBJECTIVE(S)	PROPOSED MEASURES
Lack of systemic support to member faculties in the establishment of cooperation between accredited study programmes that lead to two degrees.	Determination of specialist support to the Rectorate for this purpose (substantive, legal).	Identification of persons with skills and knowledge in the legal and substantive field, and with sufficient knowledge of English and of international law.
Lack of knowledge on the part of doctoral students' regarding the handling of research data.	Preparation of plans for the handling of research data collected, acquired or created in the course of research work for a doctoral dissertation.	Organisation of regular education and training for doctoral students and supervisors on the topic of the handling of research data.
Owing to the epidemiological situation, in-person award ceremonies could not be carried out, which led to an increase in the number of people awaiting them.	Reduction in the number of people awaiting award ceremonies and the promotion of science through award ceremonies.	Changes to the organisation of doctoral award ceremonies (organisation of a larger event in collaboration with Ljubljana city council).
Survey questionnaire for students not adapted to doctoral students.	Revised survey questionnaire for doctoral students.	Updating of the survey questionnaire for doctoral students.
Slow upgrading of the eVŠ VIP module.	More efficient support for the application and admissions procedure.	We have drawn up proposals to improve the operation of the eVŠ VIP module in collaboration with all admissions services at other universities ('Evaluation of the eVŠ VIP' report).
Inadequate support for enrolled international students.	Improvements to support for the inclusion of international students.	Strengthening of tutorial processes at member faculties, establishment of student ambassadors.

Too little student mobility and the non-provision of course units in a foreign language for international students on various study programmes.	Strengthening of student mobility and a greater range of course units in a foreign language (all member faculties).	Improvements to provision and promotion of international mobility.
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2. RESEARCH AND DEVELOPMENT

IMPROVING THE QUALITY OF RESEARCH

In 2021 we had 4,406 registered researchers operating across 266 research groups. According to Web of Science (WoS) data, we published 3,887 articles in 2021, which is 526 more than the previous year. This is a fine achievement given the number of registered researchers. We also managed to maintain an upward trend in citations.

Figure 17: Articles published on WoS (source: WoS)

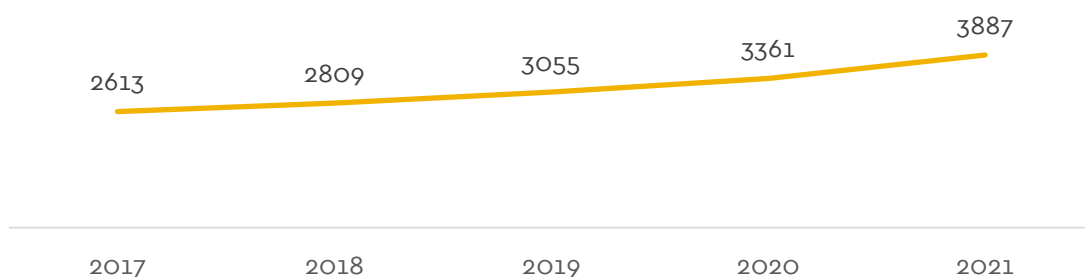
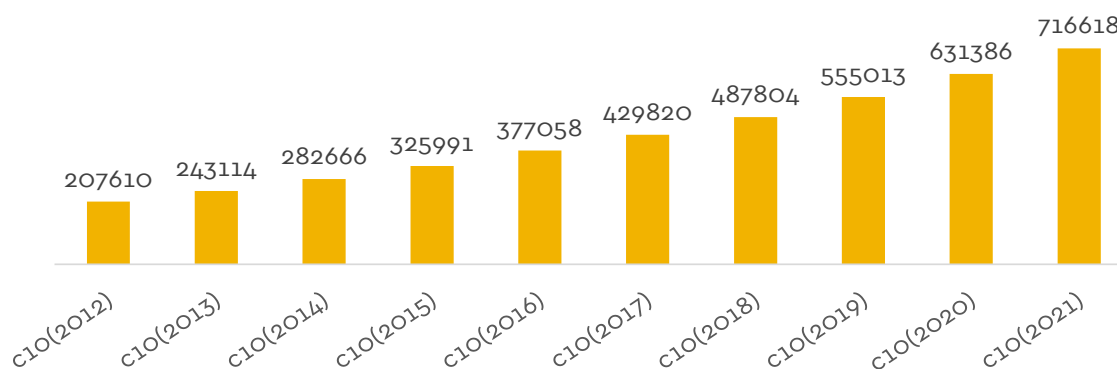


Figure 18: Citations over a 10-year period (c10) (source: WoS)



Each year the University of Ljubljana Development Fund (RSUL) uses its available resources to support UL researchers in their efforts to achieve high quality in their research work and prepare outstanding project applications within the European Framework

Programme for Research and Innovation. It does so by carrying out the following activities:

- linking UL researchers with strategic partners for the development of joint European research projects;
- providing various forms of training in writing applications for EU calls and increasing research excellence;
- providing expert support for UL staff applications for calls issued by the European Framework Programme for Research and Innovation.

In 2021, in addition to the internal RSUL call for individual preparatory research projects for the purpose of preparing applications for European Research Council (ERC) calls, the aim of which is to enable outstanding MSCA, WF or SoE researchers to design a preparatory project for submission of a project application to ERC calls, we drafted a new internal call for preparatory research projects for the setting-up of interdisciplinary research groups. As part of this call, internal two-year preparatory research projects involving at least four member faculties will be financed with the aim of preparing a coordinator project for the Horizon Europe programme. A project application titled 'Heritage Science and Climate Change', submitted on behalf of an interdisciplinary group of UL researchers by Professor Matija Strlič from the FKKT, was successful at the first RSUL call. Researchers from the FE, FGG, FF, BF, FKKT, FA, FDV, EF, FRI, FS and ALUO were also involved in the project. For project implementation, the selected interdisciplinary group received EUR 40,000 in funding from the Development Fund.

In 2021 we used RSUL to finance the travel expenses of researchers who took part in the TechConnect international conference for training and networking purposes. We once again enabled researchers to obtain expert reviews of their project proposals; these reviews were carried out by the University Office for Research Activity as well as by international experts. We also awarded six incentive packages to the supervisors of applicants who were successful in the call for H2020 Marie S. Curie Individual Fellowships (value EUR 18,000).

All member faculties were very active in acquiring new funds and creating suitable conditions for research work, particularly during the difficult situation caused by the Covid-19 pandemic. In various ways, they all encouraged researchers to take part in applications to competitive international project calls, publish in high-quality academic journals and produce outstanding research achievements.

Many member faculties also strengthened their research groups by employing new researchers. The Biotechnical Faculty also employed a 'positive discrimination' approach by employing outstanding external researchers, closing down 'outdated' research areas when professors retired, and opening up new areas of research. The Faculty of Arts paid particular attention to consistently preventing the precarious employment of researchers by providing targeted information and training to project group heads with an emphasis on the importance of career planning for researchers.

The Biotechnical Faculty and the School of Economics and Business boosted support for researchers by recruiting new staff to work in the project offices, upgrading the financial and technical/administrative monitoring of project implementation and formulating a project planning system. The Faculty of Chemistry and Chemical Technology improved its financial support for project activities by having one dedicated specialist member of staff within its financial office, while the Biotechnical Faculty established a system for managing commercial projects by creating a special working group. The Faculty of Sport set up a project office within the Institute of Kinesiology and recruited a new member of staff tasked with providing administrative and specialist support to project heads in applications to and the management of national and international projects. The School of Economics and Business and the Faculty of Social Work also paid particular attention to activities aimed at promoting multidisciplinary and interdisciplinary projects (internal calls for applications, links to the fields of health and education, etc.).

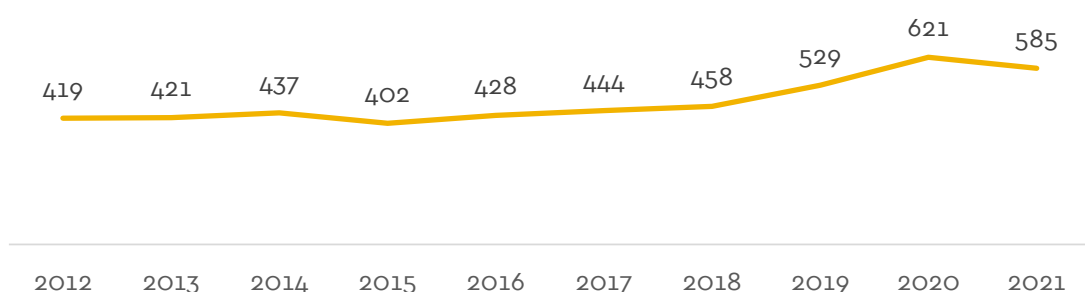
Some member faculties encountered considerable difficulties in implementing research work as a result of the Covid-19 pandemic. This affected the progress of project-based work (extension): the School of Economics and Business did not have access to the secure room at the national Statistical Office, the Faculty of Pharmacy had to limit laboratory work, the Faculty of Computer and Information Science postponed activities for the planned acquisition of ERC projects, and the Faculty of Mechanical Engineering had problems maintaining commercial activities because of the economic slowdown caused by the pandemic. A great deal of time was also spent setting up work from home and activities in virtual environments (Zooms, MS Teams, etc.). In-person networking and the establishment of new contacts with researchers abroad was not possible because of the restrictions on gatherings and travel. This affects research work going forward. That said, the pandemic also had several positive effects for the Faculty of Sport, as it led to an increase in the number of research results published in eminent scientific journals.

Increasing participation in European research and development programmes

We are stepping up participation in European research programmes and the preparation of competitive projects through the provision of guidance and the coordination of internal and external experts. We have observed a trend of year-on-year growth in the total number of current European projects in which UL is participating and, moreover, the general quality of applications has also improved. In 2020 a number of European funding programmes came to an end (including Horizon 2020, Erasmus+ and European Territorial Cooperation). New funding programmes were not adopted until 2021 and the first calls for applications were not published until the end of the first half of 2021.

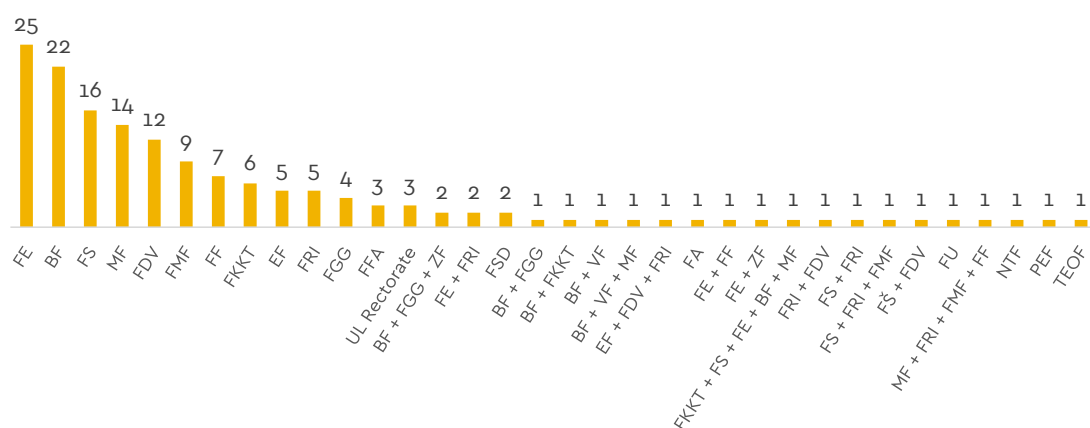
In 2021 the University of Ljubljana was involved in 585 projects, including 87 projects in which it was the lead organisation (coordinator). The graph below shows the annual number of projects undertaken in the last ten years. The slight reduction in the number is the result of a delay to the calls for applications for programmes in the new financial perspective.

Figure 19: Number of current European projects at UL in the last ten years



The Horizon 2020 programme, which came to an end in 2020, was the most important and far-reaching EU research and innovation programme in the research sphere. In 2021 UL participated in 149 projects (including projects in which it acted as a third party or associated party), including 25 projects in which it served as the lead organisation (framework funds totalling EUR 42 million). In 2021 we secured six projects under the new Horizon Europe programme.

Figure 20: Number of current Horizon 2020 and Horizon Europe projects in 2021 (by UL member faculty)



European territorial cooperation programmes

European territorial cooperation programmes promote and consolidate institutional transboundary and regional cooperation among EU Member States and countries outside the border of the EU. In 2021 there were 27 European territorial cooperation projects under way at UL, with member faculties participating in four as coordinator or lead organisation. The largest number of projects (15) fall under the transnational cooperation programme, followed by transboundary cooperation projects (8) and interregional cooperation projects (4).

European structural funds

UL member faculties are successfully involved in the implementation of cohesion policies. In 2021 they took part in a large number of R&D projects co-financed by structural funds, principally the European Regional Development Fund (ERDF). Twelve projects were carried out in the post-doctoral research field; these had been selected at two public Ministry of Education, Science and Sport calls aimed at encouraging researchers at the beginning of their careers. They also participated successfully in eight R&D projects that obtained co-financing from a public call titled 'Encouraging the implementation of research and development projects (TRL 3–6)'. They also continued to carry out the CLARIN, LifeWatch, EPOS, EATRIS and ELIXIR consortium-based infrastructure projects, which facilitate investments in research infrastructure with the aim of improving incorporation into European research infrastructure (ESFRI). As the lead partner, UL coordinates, through the Centre for Linguistic Resources and Technology, the consortium-based 'Development of the Slovenian language in the digital environment' project, which is funded by the Ministry of Culture and is aimed at developing digital products and services in the field of linguistic technologies for the Slovenian language to serve the needs of research organisations, companies and the wider public.

UL's internal EU Project Academy and other training to increase research excellence

UL employs a variety of different forms of education, workshops, consultations and information events to promote the acquisition of international projects and the increase in research excellence. Special attention is given to the UL's internal EU Project Academy, which organises events at which researchers and other UL staff can share their experiences and showcase best practices in the preparation of and application for European projects in particular. We organised 18 events in 2021:

- Opportunities for Researcher Mobility;
- MSCA PF Masterclass UL (two-day workshop);
- internal consultation among national project offices;
- two annual meetings of R&D departments on the topic of European and international research;
- Inclusion of citizens, civil society and end-users in Horizon Europe research project (online seminar);
- Widening of the work of the Horizon Europe programme (online seminar presentation);
- presentation of the successful RECETOX centre widening projects at Masaryk University;
- Ethical aspects of research that includes working with people (online training);
- Ethical aspects in Horizon Europe projects (online seminar);

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- Workshop on Horizon Europe RIA Proposal Writing (online, led by Yellow Research);
 - Proposal Writing with an Outlook to Horizon Europe (online seminar led by Europa Media);
 - education and training on the development of project applications for European Research Council (ERC) calls (led by Bigger Splash);
 - ERC WORKSHOPS for potential applicants to ERC calls:
 - Writing a winning ERC grant application: Intro, strategies and ideation
 - Writing a winning ERC grant application: Storytelling, tips & tricks
 - Analysis of written samples of the participants (practical workshop)
 - In practice: How to show my excellence? CV, Track Record and Funding ID
 - In practice: Extended synopsis B1 and Research proposal B2. Tips for the interview and the evaluation process.

INTERNATIONALISATION OF RESEARCH AND STRATEGIC LINKS

The Guild of European Research-Intensive Universities

In 2021 as part of the Research & Innovation Policy and Widening Participation working groups, we took part in preparing a GUILD opinion on the ‘lump sum’ funding of projects and the impact of the European Research Area (ERA) programme in Widening countries. We also collected details from member faculties of the experiences of researchers and associates in applying for projects at the first call for applications under the new Horizon Europe programme so that the Guild representative could pass them on to the European Commission.

CELSA – Central Europe Leuven Strategic Alliance network

The CELSA fund is operated by the CELSA strategic network, of which UL is a member. The fund finances two-year preparatory research projects, which are designed to secure the joint application of a project in one of the European calls. CELSA projects, in which UL researchers participate, are financially supported by the UL Development Fund. Two projects with a total value of EUR 60,000 were financed by the Development Fund in 2021: ‘Fundamental Study on next generation multi-material wire-arc additive manufacturing’ (Faculty of Mechanical Engineering researchers, Professors Damjan Klobčar and Drago Bračun); and ‘Rainfall interception experimentation and modelling for enhanced impact analysis of nature-based solutions’ (Professor Matjaž Mikuš from the Faculty of Civil and Geodetic Engineering). The 6th CELSA fund call was published with a deadline for the submission of project applications of 25 November 2021. A total of 29 project applications had been submitted by the deadline, with UL involved in ten of them. The outcome of the call will be known in 2022.

Every year the CELSA association of European universities gives the Service to Society Award. In 2021 they decided to give two awards to professors who had done outstanding work in pandemic control and whose achievements went beyond the call of professional duty and had an impact on society as a whole: Professor Kristof De Witte (KU Leuven) and Professor Ruth Tachezy (Charles University).

The Faculty of Public Administration has established excellent cooperation within the CELSA network, which has led to participation in a project consortium under the leadership of KU Leuven.

Crowdhelix international platform linking the research and business sectors, and the Research Professional platform for searching for public calls

The Crowdhelix platform provides a space for international partners to link up, find each other and set up attractive consortiums whose main goal is to enter joint projects in calls issued under the Horizon Europe programme. Crowdhelix enables UL researchers to examine and gain access to academic and non-academic organisations, to find and publish thematic events, and to exchange opinions. The UL representative gave a presentation at a virtual Crowdhelix workshop and took part on two occasions in 2021 in presenting UL to a range of organisations. At the end of 2021 there were a total of 162 UL users on the Crowdhelix platform.

The number of registered users of the Research Professional platform rose from 665 to 683 in 2021. We will continue to inform researchers of new developments on the platform in 2022 and encourage them to use it.

COST BESTPRAC

BESTPRAC, which serves as a platform for networking and the sharing of best practices in the area of administrative support for European research projects, has operated for the last two years under the auspices of the European Association of Research Managers and Administrators (EARMA). The COST BESTPRAC financial network, in which the UL research and knowledge transfer offices had been involved since 2014, came to an end in 2019. However, the network, which brought together more than 600 research managers from 41 countries, is still active within EARMA. On 14 and 15 June 2021, COST BESTPRAC and EARMA jointly organised a two-day meeting with an extensive programme. It was attended by representatives of the specialist services of the Rectorate and member faculties. In November the representative of the University Office for Research Activity outlined her experiences on the EARMA-BESTPRAC panel 'Audit experiences in Horizon 2020 and what to expect from Horizon Europe'.

UL RESEARCH AND DEVELOPMENT CENTRE

In 2021 the Research and Development Centre (RRC UL) continued with activities connected to the management of two existing multidisciplinary centres financed under the Horizon 2020 programme (Widening ERA Chair): The Chair of Micro Process Engineering and Technology (COMPETE) and the Chair of Neuroinformatics (CONI).

MRRC EUTOPIA – Multidisciplinary Centre for Development and International Projects

In order to manage and operate newly secured international EUTOPIA development projects and apply for new support projects, in June 2021 we set up a new Multidisciplinary Centre for Development and International Projects (MRRC EUTOPIA) to bring together all four pillars of knowledge (education, research, innovation, knowledge transfer). We are currently managing three projects at the centre: EUTOPIA 2050 within the ERASMUS European Universities programme (EUR 6 million), EUTOPIA-TRAIN within the Swafs Horizon 2020 programme (EUR 2 million), and EUTOPIA-SIF within the MSCA COFUND programme (EUR 10 million). The centre's main tasks are to provide for centralised project management and administration, the implementation of communication and dissemination activities, the institutionalisation of pilot schemes and programmes in line with institutional/national practices, networking, and the search for synergies with the development pillar of financing. Among other things, the centre is in charge of coordinating and carrying out all project activities taking place at the various services within the Rectorate and in cooperation with UL member faculties:

- the Doctoral Service (research grants and co-supervision);
- the International Service (support for exchanges, development of the EUTOPIA certificate, organisation of conferences and connecting with global partners);
- the Research Service (participation in research and development support services and the search for synergies with other European programmes);
- the Knowledge Transfer Office (preparation of projects in the area of knowledge transfer and the establishment of new researcher mobility programmes);
- the HR Department (preparation of guidelines to support mobility of researchers and other staff);
- the University Office for Library Activities (establishment of a system or service to support open science);
- the Quality Assurance Office (creation of learning units within the EUTOPIA network of learning communities);
- the Careers Centre (selection and coordination of students as part of the Open Innovation Challenge, and organisation of the network of student career ambassadors);
- UL Student Council (the chair or deputy chair of the Student Council performs a representational function within the EUTOPIA Alliance).

EUTOPIA 2050 framework project

In relation to the management and sustainable development of the alliance, we continued to coordinate project-based and associated institutional activities and carry out quality assurance activities within the EUTOPIA 2050 project. We prepared the annual quality assurance report and a SWOT analysis on the progress of the project, and coor-

dinated and submitted an 18-month interim report to the European Commission. At the end of the year we received a positive evaluation and the final advance for project implementation (EUR 1.9 million). As per the terms of the contract, we distributed this sum to six members of the alliance (UL's share was 19%). We also drew up a proposal for assuring and organising quality within the wider EUTOPIA Alliance and a proposal for evaluation and quality assurance for the learning communities education model. In June and November 2021 we organised two week-long international conferences ('EUTOPIA Weeks'), which involved the active participation of students and various UL representatives (academic and professional associates from a range of UL member faculties), in addition to that of external stakeholders. The autumn EUTOPIA Week took place at Pompeu Fabra University in Barcelona (it was the first time it had been held with live participation rather than virtually), and was attended by a delegation of 15 academic and professional associates and eight students.

In relation to the communication and dissemination of project results, we published 39 posts on the UL Facebook profile in 2021, along with 22 on Instagram, 13 on LinkedIn and 29 on the UL website. In addition to posts on the UL's public profiles, we provided regular news of current events to member faculties' research and PR offices via direct messages and the newsletters (the university's e-newsletter, careers centres' newsletters and the fortnightly EUTOPIA Updates newsletter in English and Slovenian). In 2021, as part of the same package, we put together a student competition for the design of promotional materials. We collected applications between 25 January and 21 February 2021, with 54 valid design solutions being submitted by 20 students from various faculties and academies. We selected the winning entries based on the number of likes on the UL Facebook page and the choice made by a committee. The winning design solutions were printed on promotional materials (masks and bags) distributed to all six EUTOPIA universities.

In the area of education and lifelong learning, we carried out the third selection round for EUTOPIA learning communities at the end of 2021. UL added two new learning units to the three existing units (Introduction to Cognitive Science (PEF), Epistemology of Everyday Life (FF) and Text and Discourse Analysis (FF)). The new units began working in March 2022: POLITICS OF THE WALLS: Political Graffiti and Street Art in Comparative Perspective (FDV), and Design & Science (ALUO and FKKT). Thirty-two UL higher education teachers are currently participating in 18 learning communities. As part of the same package of activities, we applied for and secured a new three-year project (Flexible Learning Communities Supporting Lifelong Learning Across Borders, FLECSLAB) within the Erasmus+ KA2 programme (EUR 320,000). The aim of the project is to produce and introduce a business model that will enable European universities to further develop their own objectives in relation to high-quality lifelong learning.

In the area of research, innovation and knowledge creation, a Young Leaders Academy (YLA) call was published in April 2021. This is a special two-year programme of education and training designed to support the professional development and exchange of researchers from all EUTOPIA partner universities. The call was aimed at researchers who had completed their doctorate between two and 12 years previously and who were employed at one of the EUTOPIA partner universities. UL selected four candidates from

the following faculties: BF, EF, FDV and FGG. The Young Leaders began their mandate in September 2021 and, in November 2021, took part in the first meeting of the full YLA network. A total of EUR 5,000 in special funding is available to every selected candidate for mobility purposes.

In the area of resolving challenges and connecting with the local and global environments, our six-person student team presented pitch videos of selected challenges at the three-day virtual WeKONNEKT Brussels (Open Innovation Challenge) event, which took place in April 2021. The aim of the event was to formulate suitable global responses to local challenges through various phases involving the identification of challenges, getting to know the other partners and the upcoming hackathon. A number of companies and representatives of the local and non-governmental sector (Ljubljana city council, Legebitra, the Spominčica Alzheimer Slovenija association, Roche) and 26 students took part in the process of resolving the challenges set. This year, in the area of career development, the team of ambassadors set up their own [LinkedIn](#) and [Instagram](#) profiles, which they used to publish a large amount of useful information on career development at all six partner universities. We had, together with the other EUTOPIA partners, organised 22 career development workshops by the end of 2021. They were attended by more than 1,000 students.

We coordinated the social and regional inclusion package at several international conferences and seminars: Sociology Days 2021, the Social Work Congress (June 2021) and an expert seminar on the topic of inclusion that took place on 16 December 2021 at the University of Gothenburg. As part of regional inclusion, we organised two online workshops for organisations in the Western Balkans (12–13 April and 11–12 October). Students and more than 20 internationally renowned experts from the Western Balkans and elsewhere in Europe discussed the autonomy and integrity of higher education institutions and universities' internationalisation strategies at the workshop. Both events were attended by more than 60 people. As part of the same package, we set up an expert working group tasked with preparing two international projects with EUTOPIA Alliance partners and strategic partners from the Western Balkans: an international doctoral study programme in the field of the arts (MSCA DN) and a European project on the democratisation of higher education (Erasmus+ KA2).

In the area of open science and global networking, a BeEUTOPIAn student conference took place from 20 to 22 April 2021 on the topic of the impact of Covid-19 on international education. Two students from each institution and one student representative from the EUTOPIA Student Council were part of the organising committee. The online conference was followed by more than 100 students and staff. The online International Conference for Undergraduate Research (ICUR) took place on 28 and 29 September 2021 and was attended by 49 students from the EUTOPIA partner universities, including six UL students (Prešeren Award winners), who presented details of their research work to students from all over the world. In 2021 we again issued a call for the EUTOPIA Undergraduate Research Support Scheme (EURSS). However, owing to the restrictions on travel, only one UL student applied, and received a grant of EUR 1,500 for summer research work abroad at one of the partner institutions.

Expansion of the EUTOPIA Alliance and the preparation of a new European Universities project

With the aim of setting up a larger and more competitive consortium of European universities for the preparation of a new project in response to the European Universities call for applications (deadline of 22 March 2022), four new universities were brought into the EUTOPIA Alliance in September 2021: NOVA University in Lisbon (Portugal), Ca' Foscari University (Italy), Dresden University of Technology (Germany) and, in November 2021, Babeş-Bolyai University (Romania). In December 2021 we commenced activities focused on the preparation of joint project applications, which will allow us to secure funds to extend the project until 2028 (framework value of the project is EUR 17 million).

EUTOPIA-TRAIN project

The EUTOPIA Transforming Research and Innovation (EUTOPIA-TRAIN) project has received Horizon 2020 funding to develop additional activities focused on innovation and research. In 2021 we continued with preparations for a joint research and innovation strategy and for the new Connected Research Communities project. We completed a questionnaire within the staff development working group and took a number of important steps towards the establishment of a EUTOPIA Glenn (Grants, Legal, and Innovation Office). In 2021 we also embarked on the first research, doctoral and innovation mobility activities, and brought together several young researchers and experienced mentors from partner organisations.

EUTOPIA-SIF project

We will employ 72 outstanding researchers across the EUTOPIA partner universities, including eight at the University of Ljubljana, over the five years of the Science and Innovation Fellowship programme (EUTOPIA-SIF), which is a programme of grants for science and innovation. In 2021 the university arranged the employment and residence of two international post-doctoral researchers (at FF and FKKT). In collaboration with mentors, we have helped to prepare and design a personal career plan for the next two years as part of the MRRC EUTOPIA project. Regular meetings help us to secure the success of the research project, include researchers from the non-academic sphere and carry out secondment activities. The project will, among other things, also help to build a wider EUTOPIA community, as candidates will work closely with research groups at at least two universities, regularly participate in joint training and other events, and transfer knowledge and experience to students.

Development pillar of financing – European Universities

In 2021, with the help of the development pillar of financing (a development area of national importance – participation of higher education institutions in strategic partnerships, i.e. the preparation of applications to calls or the implementation of activities under the aegis of the European Universities project, which received funds from the programme), we organised a competition to find the best humanistic innovation (HUD), established a network of employment ambassadors and developed two pilot schemes for first- and second-cycle students, i.e. the extracurricular activity 'International project

work within the EUTOPIA Alliance’ and a public call for individual student research projects (ŠIRP, more than 20 research grants available). Thirty-one students from 14 faculties registered for the extracurricular activity. Owing to problems at member faculties in recognising extracurricular activities, we offered students three forms of recognition: as an external elective subject for which four credit points are awarded, as an annex to the degree certificate or as an international certificate of participation (EUCI – EUTOPIA Certificate of Internationalisation). In addition to training, enrolled students may take part in international activities connected with the EUTOPIA Alliance, including EUTOPIA Student Think Tank, BeEUTOPIAn, ICUR and learning communities, and in organised training programmes on academic writing and public speaking in English, the preparation and writing of project applications, and project management.

In December 2021 we published a call for an ambassador and representatives of the University of Ljubljana at the Warwick Economics Summit (WES 2022). One ambassador and four representatives were chosen. WES 2022 will take place virtually in February 2022. The University of Ljubljana is also one of the main sponsors of the event, with 52 UL students having applied to the February event.

SUPPORT FOR PRIORITY INTERNATIONAL RESEARCH PROJECTS

European Research Council (ERC)

In 2021 we submitted 15 project applications to ERC calls (5 AdvG, 4 cognitive, 3 StG, 1 PoC, 2 SyG). In 2021, Assistant Professor Anna Dragoš from the UL [Biotechnical Faculty](#) received EUR 2.2 million in funding from the European Research Council (ERC) for a project titled ‘PHAGECONTROL – The evolution of host manipulation by bacteriophage’. This is already the sixth prestigious ERC project at the University of Ljubljana. Professor Matevž Dular from the Faculty of Mechanical Engineering submitted a project application in 2021 to the ERC Proof of Concept (PoC) call. The application is related to the results of an ERC (CoG) project he has already secured (CABUM). The results of the call will be known in 2022.

Approval was given in 2021 to the following complementary projects submitted to the public call for the co-funding of adapted research projects under the complementary scheme for applications to calls issued by the ERC, which is published every year by the Slovenian Research Agency (ARRS):

- Dr Damijan Miklavčič, UL Faculty of Electrical Engineering – Noninvasive noncontact electroporation for efficient gene therapy
- Dr Igor Klep, UL Faculty of Mathematics and Physics – Free real algebraic geometry with trace
- Dr Tomaž Prosen, UL Faculty of Mathematics and Physics – Quantum ergodicity: Stability and transitions
- Dr Bojan Mohar, UL Faculty of Mathematics and Physics – Interplay of geometry, topology and algebra in structural and topological graph theory

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- Dr Marko Novinec, UL Faculty of Chemistry and Chemical Technology – Engineering cooperativity into peptidases for enhanced activity and precise regulation
 - Dr Primož Potočnik, UL Faculty of Mathematics and Physics – Symmetries, fixity and flexibility of graphs
 - Dr Sašo Grozdanov, UL Faculty of Mathematics and Physics – Quantum chaos in relativistic plasmas
 - Dr Enej Ilievski, UL Faculty of Mathematics and Physics – Symmetries and transport in interacting many-body systems
 - Dr Franc Forsterič, UL Faculty of Mathematics and Physics – Holomorphic partial differential relations
 - Dr Maruša Bradač, UL Faculty of Mathematics and Physics – Exploring cosmic dawn with the James Webb space telescope

In 2021 potential applicants took part in a two-day training programme on developing project applications for ERC calls, led by external experts. We organised five online workshops (scientific writing, graphic preparation, CV and bibliography) for all three ERC programme schemes (Starting, Consolidator and Advanced Grant). With the help of resources from the UL Development Fund, we financed an international project clinic for three researchers and preparations for an interview via external consulting for one researcher in 2021.

Marie Skłodowska Curie Individual Fellowships

In 2021 we adapted the organisation of a two-day MSCA PF University of Ljubljana Masterclass to the epidemiological situation and conducted it online. The workshops were attended by 35 participants, who included foreign postdoctoral researchers together with their supervisors from UL member faculties. In addition to the presentation of details of the call by the national contact point (Stojan Sorčan from the Ministry of Education, Science and Sport), the workshop's information programme featured a presentation of the detailed requirements of the project application, written by a foreign expert. Researchers were therefore equipped with the knowledge required to prepare a high-quality project application to the MSCA PF call. With the support of the Development Fund, we also provided all foreign researchers with one-to-one guidance on improving project applications.

UL was very successful with its applications to the calls for Marie Skłodowska Curie Individual Fellowships (MSCA IF) in 2021, obtaining approval for the funding of three projects submitted by experienced foreign researchers. The successful supervisors of international researchers who received prestigious grants were Professor Matija Strlič (FKKT) with researchers Dr Floriano Coppola (UNCERTIR project) and Dr Hassan Ebeid (ISLAPAP project), and Professor Janko Slavič (FS) with researcher Dr Ivan Tomac (NOSTRADAMUS project). We secured one project from the Widening Fellowships scheme in cooperation with mentor Professor Damijan Miklavčič (FE) and researcher

Dr Shaurya Sachdev (GETPolPhys project) and a Seal of Excellence, which enables the project to be financed with ARRS funds acquired by foreign researchers supervised by Professor Miha Krofelj (BF), Professor Klemen Bohinc (ZF) and Professor Darja Zaviršek (FSD). The Seal of Excellence is awarded by the European Commission to researchers whose applications were not selected for co-financing but which exceeded the threshold of 85% of the required points.

WIDESPREAD

A new Widening programme within the Horizon Europe programme was published in 2021, with 2021 planned as the deadline for the submission of applications to the call for the TEAMING scheme. With the support of the Development Fund, the Faculty of Civil and Geodetic Engineering applied to the call with a project titled 'Geospatial information for the resilient society'. The results will be known in 2022.

UL hosted the international LERU-CE7 Widening online seminar 'Through Widening DOCS (Disparities, Opportunities, Complementarities, Synergies) policies towards research excellence' (https://www.uni-lj.si/research_and_development/cooperation_of_the_university_in_eu_programmes_Disparities,_Opportunities,_Complementarities,_Synergies/leru_ce7_widening_webinar/), which was organised by the University Office for Research Activity. Representatives of the European Commission, universities from the League of European Research Universities (LERU), central European universities and ministries from central European countries outlined the opportunities presented by the new Widening sub-programme within Horizon Europe, the new European research and innovation programme.

We also organised a meeting, for UL teachers and researchers interested in applying for Widening projects, with a representative of the Czech Masaryk University (RECETOX research centre), which had been successful in acquiring projects in all three Widening programme schemes (Teaming, Twinning and ERAChair). The representative outlined the reasons why they had been successful.

Horizon Europe, the new framework programme for research and innovation

We took part in a variety of workshops and conferences at which representatives of the European Commission and national contact persons presented the new calls under the Horizon Europe framework programme. The UL Office for Research activity also gave a presentation of the Horizon Europe programme and the latest developments specifically for those member faculties interested. In June and December 2021 we held an internal workshop and annual meeting at which we presented representatives of member faculties' research departments with details of the latest developments in the financial management of Horizon Europe projects, and answered questions relating to the financial and administrative rules of the new programme.

COMMUNICATING SCIENCE

Annual selection of the most outstanding research results

At the end of 2021 we collected proposals from member faculties for the most outstanding research achievements of the year (this event has been running for several years). In evaluating and making the final selection of the ten most outstanding achievements, the Research and Development Committee's working group principally takes into account the international impact, the comprehensiveness of the achievements, how relevant they are to the wider professional audience and the general public, and their applicability. Owing to the Covid-19 pandemic, the awards ceremony took place online, with the achievements also being presented on a special [University Week website](#) and in the [UL Research News publication](#).

Research News

Research News is an online University of Ljubljana platform that aims to present UL academic achievements, research projects and researchers to the general public in an accessible way. We devote particular attention to the most outstanding research achievements, recipients of ERC and MSCA funding, interdisciplinary research, and the links between the content of research and the UN's sustainable development goals. We publish articles every two weeks; these articles are also highlighted on the main UL website and on UL social media profiles (Facebook, LinkedIn). Since the founding of Research News in mid-2020, the number of visitors has increased from 4,481 to 16,731 (2021). Most of the readers have accessed the news from Slovenia, followed by the USA, India, Italy, Germany and Turkey. The number of site visitors grew significantly in December 2021 in response to the voting for the most interesting item of research news of the year. This year readers chose two: '[Scents of the past](#)' and '[Professor Andrej Bauer from the Faculty and Mathematics and Physics wins the prestigious American Mathematical Society prize](#)'. The latter was also the most read news item of 2021 and the most liked post ever on the UL LinkedIn page.

Participation in European Researchers' Night

The European Researchers' Night project is organised within the framework of the Horizon Europe European programme for research and development. It takes place every year in more than 350 European cities simultaneously and features numerous events on the topic of science and research. As in previous years, UL researchers, principally from the Botanical Garden, the FGG and the FMF, created a series of interesting events and workshops for the national 'Noč ima svojo moč' project, presenting their work and attempting to bring it closer to the general public, particularly young people who are deciding on their future career path.

International conference

Preparations began in 2021 for an international conference on communicating science, which is planned to take place in October 2022 in Ljubljana.

In 2021 member faculties paid particular attention to the popularisation of science by encouraging the dissemination of research results to the general public. The School of Economics and Business encouraged dissemination in Slovenia and throughout the region, including by establishing contacts with media editors and as part of public relations activities. The Faculty of Medicine greatly stepped up its efforts to inform the media of the achievements of its researchers and establish a systematic approach to communications with the media. The Faculty of Arts used workshops to inform researchers about open-access publication practices, and trained its specialist office in this area. This will help to make research results accessible to the whole of society and popularise science in the public sphere.

NATIONAL RESEARCH PROJECTS AND PROGRAMMES

National research projects and programmes

The Covid-19 pandemic again had a significant impact on this area, which is funded by the Slovenian Research Agency (ARRS), in 2021. The larger calls that had been planned for 2020 were carried over and implemented in 2021.

Special attention was focused on providing information on new developments in the area of ARRS funding that had arisen as a result of the pandemic. Specific working processes were adapted and optimised in relation to support for member faculties in applications under public ARRS calls, project management, reporting and other annual obligations faculties have towards the ARRS. Despite the particular circumstances, with the ARRS information system not operating in this period and applications and all documentation having to be submitted by post, work proceeded successfully and without interruption.

Research programmes

In 2021 UL participated in 167 research programmes, acting as lead organisation in 133 of them. ARRS allocated EUR 26.3 million to research programmes as the stable portion of UL financial support in 2021.

At the start of the year, ARRS published a public call for the financing of the research programmes of public research organisations for 2021 and a public call for the financing of concession-granted research programmes for 2021, with the Office for Research Activity actively involved in preparing the calls. UL was granted approval for four new programmes, and funding was extended for 50 research programmes that were due to conclude at the end of 2021. Within the call, ARRS asked UL to reallocate funds that remained unallocated after the call procedure had been completed because of rejections of applications or a reduction in the volume of research programme funding. Together with management, the Office for Research Activity prepared and coordinated the reallocation of funds.

Infrastructure programmes

ARRS allocated funding of EUR 2,477,788.09 to ensure the unimpeded operation of the UL Network of Research and Infrastructure Centres (MRIC) in 2021. The funds for material costs and depreciation (EUR 1,736,690.09) at the infrastructure centres of 14 UL member faculties were divided in the same way as in previous years. The division of funds was coordinated by the office and approved by the MRIC expert council. In addition to the activities referred to above, the office actively participated in drawing up interim substantive and financial reports for the infrastructure programme for 2019 and 2020.

Activities were also ongoing within the international ESFRI infrastructure projects, which are carried out by member faculties via their own infrastructure centres: FDV (CESSDA and PLMER), FFA (EATRIS), MF ([ELIXIR](#) and [SimBion](#)) and [FKKT \(E-RIHS\)](#). Via its member faculties, UL is also involved in the CLARIN, LifeWatch, EPOS, PRACE and DARIAH international infrastructure programmes.

In June the Office for Research Activity coordinated an application for a continuation of the funding of the UL MRIC infrastructure programme in response to the public call for submission of infrastructure programmes for the 2022–2027 period. The UL MRIC infrastructure programme application was placed in quality class A; ARRS therefore approved an increase in programme funding of 10% in comparison with the previous year. The annual volume of funding of UL MRIC in the 2022–2027 programming period is 19.21 FTE (excluding ESFRI projects). In December we convened a UL MRIC meeting at which the heads of the infrastructure centres appointed a new MRIC expert council for 2022–2027. This council, under the leadership of Professor Anton Ramšak (a UL vice-rector), drew up a scheme for the division of the funds received from the call and a plan setting out the council's activities.

Research projects

In the public call for research projects, UL secured 75 new projects in 2021 (40 basic projects, ten basic projects involving young doctors of science, ten basic postdoctoral projects and 15 applied projects) with a total volume of 99.61 FTE.

Under the agreement on research funding, UL received EUR 15.5 million for salaries, contributions, goods, services and the depreciation of research equipment in projects in 2021.

Under the public call for the selection of research projects for the targeted research programme 'CRP 21', UL secured 21 new projects, which ARRS will fund to the tune of EUR 2.1 million.

Owing to the tight restrictions on travel, the Covid-19 pandemic had a significant adverse impact on bilateral scientific cooperation in terms of project mobility. In 2020 ARRS facilitated the financially neutral extension of the duration of bilateral and bilateral scientific projects by one year for those projects that were to be concluded no later than by 31 December 2021. These are bilateral and bilateral scientific projects impacted by the

pandemic in the first or final year of project implementation.

In 2021 the third public call was issued for the reimbursement of costs of scientific publications that were published in the golden open-access period between 2 September 2020 and 1 September 2021. UL was granted approval for the reimbursement of costs amounting to EUR 224,000.

Research equipment

In 2021, as part of the public call for the co-financing of the purchase of research equipment (Package 20), ARRS approved the purchase of 47 items of equipment at the requested procurement cost of EUR 6.3 million. ARRS will co-finance the UL purchases in the amount of EUR 2.5 million.

Despite the exceptional circumstances, successful purchases were also made of large-scale research equipment as part of the public call for the co-financing of purchases in 2019–2021 (Packages 17, 18 19).

Under the terms of the ELIXIR, EATRIS, EPOS and LifeWatch projects, which are co-financed by the ERDF as part of the Ministry of Education, Science and Sport's call for the submission of applications for the 'Development of research infrastructure for the international competitiveness of the Slovenian RDI space – RI-SI', UL member faculties (Faculty of Medicine, Faculty of Pharmacy, Biotechnical Faculty, Faculty of Computer and Information Science, Veterinary Faculty, Faculty of Civil and Geodetic Engineering, Biotechnical Faculty) supplied new research equipment to national scientific partner institutions. This will contribute to better conditions for research at UL as well as nationally.

The majority of member faculties attempted to secure new funding to increase their stocks of research equipment. The Biotechnical Faculty has improved the utilisation rate of its research equipment by publishing details of that equipment on its website and by reducing administrative and other obstacles to access. The Faculty of Pharmacy has set up a new dedicated laboratory for larger equipment, appointed equipment custodians, organised a workshop at which it unveiled the new equipment, and set out timelines for equipment utilisation. It has also set up a dedicated laboratory for the preparation of samples for analysis at the Class II biosafety cabinet and various active ingredients. Owing to the Covid-19 pandemic, the FFA had to adjust and limit R&D work within its laboratories.

ETHICS IN RESEARCH

The Commission of the University of Ljubljana for Ethics in Research that Includes Work with People (KERL UL) convened a correspondence session in 2021 in order to review the report on the commission's work in the 2018–2020 term of office. The report on the commission's work was presented at the 40th meeting of the Senate on 21 September 2021. In 2021 KERL UL processed eight applications for an assessment of the ethical acceptability of research projects involving work with people. In November 2021 we organised an online seminar ('Ethical aspects of research involving work with people').

It was led by the chair of the commission and was aimed at training UL researchers in the handling of the ethical aspects of such research.

In response to the requirement of the American funders of the research projects for funding recipients to align their internal policies and rules with US regulations in the area of research ethics and integrity, we continued the alignment activities that began in 2020. The UL Senate adopted the internal Rules on the management of financial conflicts of interest in projects funded by the US Public Health Service, which were then published on the UL website and uploaded to the US eRA Commons portal. The amended internal Rules of the Ethical Issues Committee (KEV) were also adopted; these set out the criteria and procedures for addressing breaches of research integrity, and met the requirements of the US Office for Research Integrity (ORI). According to a signed declaration of compliance and following the submission of the new KEV rules, the ORI officially announced that the internal rules complied with US Code of Federal Regulations 42 CFR Part 93.

The School of Economics and Business strengthened the work of its Ethical Committee for Scientific Research Activities and provided regular information to researchers, teachers and doctoral students on ethical principles, the code of ethics for researchers and the guidelines for ethical conduct in research work. The faculty intends to highlight all these activities on its revised website.

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

KEY IMPROVEMENTS AND BEST PRACTICES THAT CONTRIBUTED VISIBLY TO RAISING QUALITY IN THE FIELD, AND AN EXPLANATION OF THE EFFECT ON QUALITY

New RSUL call for the financing of interdisciplinary groups: a selected interdisciplinary research group will develop an interdisciplinary subject area (the impact of UL in European and international research communities) and increase UL success at European calls.

UL compliance with the requirements of US public research funding agencies in relation to the management of financial conflicts of interest and breaches of research integrity: this has an impact on the quality and independence of research at UL and UL's credibility as a research organisation.

Establishment of a multidisciplinary centre for the administration and management of international research projects within the EUTOPIA Alliance: ensuring central coordination and the cooperation of the services within the Rectorate in the implementation of project activities.

Appointment of 'Young Leaders' and knowledge transfer to students: establishment of a mentoring scheme in which selected candidates guide and train students, who transfer this knowledge to project work.

KEY THREATS	OBJECTIVE(S)	PROPOSED MEASURES
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Lack of interest on the part of students, researchers and staff from member faculties in taking part in events and published calls, tenders, activities and mobility schemes within the framework of EUTOPIA Alliance projects.	Strengthening the participation of students and staff at member faculties in events and other EUTOPIA Alliance initiatives, and increasing the profile of and interest in centralised and inter-institutional pilot activities and initiatives from EUTOPIA.	To organise an information day for member faculties and design an attractive website containing all information on EUTOPIA Alliance projects.
Lack of recognition of achievements in arts research.	Evaluation of achievements in arts research.	Beginning the process of inserting arts research into ARRS.
KEY WEAKNESSES	OBJECTIVE(S)	PROPOSED MEASURES
Lack of specialised legal knowledge for the research and international fields.	Securing stronger legal support for the research and international legal fields.	Putting forward initiatives to management for one lawyer to specialise in these fields and provide support for the Rectorate/member faculties.
Absence of an internal system for allocating research funds within UL.	Internal system established for the use and allocation of funds for the stable financing of research.	Internal rules adopted and a system formulated for the stable allocation of funding.
Lack of specialist staff for all current and future research activities.	Strengthening professional support.	Recruiting new staff at the Rectorate and UL member faculties.
Lack of cooperation with universities in the Western Balkans and the preparation of joint strategic priorities in research, development and education fields.	Established network of expert associates, the student Think Tank and researchers/evaluators from the Western Balkans.	Design of a new EUTOPIA project and management of the Western Balkans package – establishment of a regional centre/network of excellence.
Lack of in-house specialists able to organise workshops/lectures within EUTOPIA Alliance projects on specific research management topics (ERC, MSCA, Citizen Science, Policy Engagement, leadership, etc.).	Inventory of in-house specialists (from member faculties), external experts and international training programmes for specific areas of deficit.	Selection of specialists at member faculties interested in areas of deficit/topics, and guiding them towards international training programmes.
Lack of communication within member faculties regarding open opportunities within the EUTOPIA Alliance for students and staff at member faculties.	Improving communication within member faculties.	Establishing a direct link between the EUTOPIA website and member faculties' websites (embed).

Lack of financial and staff resources for member faculties for high-quality research work and the internationalisation of research work.	Increase in the number of research projects secured, particularly European research projects (and especially Horizon and ERC), and the strengthening of research groups at member faculties.	Relieving researchers of administrative work, increasing the number of applications to competitive EU project calls, strengthening project offices in order to provide for effective support for project call applications, establishing a centre of excellence at the Biotechnical Faculty.
Reduction in the international mobility of researchers as a result of a worsening of the Covid-19 pandemic or possible war in the EU.	Re-establishment of international mobility to pre-pandemic levels.	Re-establishment of in-person academic gatherings and international conferences together with institutions from abroad, and the employment of more foreign nationals.
Low levels of public awareness of UL member faculties' research work and achievements.	Better public awareness and the popularisation of science among young people.	Member faculties plan the organisation of various programmes and events, such as Researchers' Night, Bfestival, Playful Architecture (Igriva arhitektura), Znanstival, maths and physics weekends (Mafijski vikendi) for secondary school students, cooperation with primary and secondary school teachers, revision of faculty website content, increase in the public dissemination of research results, establishment of the planned cooperation with larger Slovenian media outlets, increase in social media activity.

Inadequate attention paid to adherence to ethical principles in research work at member faculties.	Adherence to ethical principles in research work.	Member faculties plan the organisation of seminars on ethics in research, various education and awareness-raising campaigns for researchers and students, add content on research ethics to online faculty content, ensure that member faculties' ethics committees continue to operate, and organise at least two public discussions on issues of ethics, integrity and equal opportunities.
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3. ARTS

IMPROVING THE QUALITY OF ARTISTIC WORK

In addition to the three academies that are at the forefront of artistic activity at the University of Ljubljana, study programmes covering the arts are also provided by the following member faculties: Faculty of Architecture, Biotechnical Faculty, Faculty of Natural Sciences and Engineering, Faculty of Education, School of Economics and Business, Faculty of Arts and Faculty of Social Sciences. The representatives of these faculties are members of the UL Arts Council.

University of Ljubljana Arts Council

We successfully implemented 16 (co-)financed projects under the first internal call for the allocation of funds from the UL Fund for the Arts for 2021.

The UL Arts Council also published a second internal call for the allocation of funds from the UL Fund for the Arts intended for projects that UL member faculties will carry out in 2022. The internal call and (co-)financing aim to extend the spread and depth of artistic work and follow the adopted guidelines and work programmes of the UL Arts Council. The call is therefore intended to encourage additional artistic activity among students going beyond their work as part of study programmes.

In line with the conditions of the call, the committee processed and assessed timely and complete applications and, based on a points system, passed a decision on the (co-)financing of 21 projects, which was also approved by the Arts Council at its meeting.

Mala Galerija BS – joint project of the University of Ljubljana and Banka Slovenije

Mala Galerija BS (Bank of Slovenia Little Gallery) continued to function in 2021 as an official exhibition space for UL, showcasing the artistic production of students from member faculties.

Seven exhibitions were held, four of them directly produced by students from UL member faculties: 'Mala črna obleka' (Little Black Dress, Chair of Textile and Fashion Design, Department of Textiles, Graphic Arts and Design, Faculty of Natural Sciences and Engineering); 'Vaje v slogu' (Exercises in Style, an exhibition by landscape architecture students from the Biotechnical Faculty), 'Dolgoživost' (Longevity, an exhibition by students from the Department of Visual Communication Design at the Academy of Fine Art and Design UL); 'Katastrofa in priložnost: Ljubljana pred potresom in po njem' (Catastrophe and Opportunity: Ljubljana Before and After the Earthquake (an exhibition by students from the Faculty of Architecture)).

The BS Mala Galerija exhibition programme was also extended in 2021 to include collaborations with external partners, involving various institutions, non-governmental organisations, festivals and shows in the area of modern art and culture in Slovenia. We therefore expanded the 2021 programme to include exhibitions produced jointly with the Slovenian Association of Fine Arts Societies, the Svetlobna Gverila (Lighting Guerilla) festival and the International Centre of Graphic Arts: 'Trije veliki' (Three Greats, exhibition of the winners of the 13th Biennial of Slovenian Illustration), Tilen Šepič: 'Kozmični dež' (Cosmic Rain, collaboration with Forum Ljubljana – Svetlobna Gverila festival), 'Inside Job: Možnost, da smo zastrupljeni' (Possibility We Are Poisoned, part of the 34th Iskra Delta Biennale of Graphic Arts).

The exhibitions that were launched as part of large exhibition projects in Ljubljana involved UL students at various stages of the preparation and implementation of the exhibition project. In collaboration with the gallery's curator and the exhibitors, they prepared and launched a series of accompanying events, thereby acquiring the relevant professional experience.

Mutual integration and cooperation with wider society

The epidemiological measures introduced to reduce the risk of infection and prevent the spread of Covid-19 continued to have a major impact on the performance of artistic and cultural activities in 2021.

The arts academies and other UL member faculties providing study programmes covering the arts adapted the provision of artistic activity where this was possible. Although the restrictions on events, as well as the limited international activity resulting from the epidemiological situation, meant that we carried out less artistic activity than anticipated, a considerable number of projects and activities, both in association with UL member faculties and in cooperation with local and international circles, still went ahead.

At the **UL Academy of Music**, cooperation with the outside world, particularly with all Slovenian professional institutions, is unique on the international scale and has a very beneficial long-term impact on the students. Auditions for solo performances with orchestras are among the jewels in the UL AG crown, giving the best home students an advantage over the international competition and making them highly skilled. Inter-university and inter-institutional cooperation takes place at several levels. We collaborate regularly with UL AGRFT, UL ALUO and UL NTF, and with the Department of Musicology at UL FF.

We work successfully with a variety of professional organisations, including RTV Slovenija, the Slovenian Philharmonic, Cankarjev Dom, Festival Ljubljana, SNG Opera and Ballet Ljubljana and Maribor, the Slovenian Army Orchestra, the Slovenian Police Orchestra, the Slovenian Chamber Theatre and the Glasbena Matica cultural society. We also collaborate with artistic institutions abroad.

After a long hiatus, international activities picked up once again, and we collaborated in international projects in Italy and Austria (directly with the conservatories in Klagenfurt and Udine). Joint or sister projects are carried out with music universities and institutions in all neighbouring countries and in Germany. International cooperation therefore takes place with higher education institutions such as the Franz Liszt Music Academy in Budapest, the Academy of Music at the University of Zagreb (Muzička akademija Sveučilišta u Zagrebu), the Giuseppe Tartini Conservatory of Music in Trieste (Conservatorio di musica Giuseppe Tartini Trieste), Graz University of Music and Performing Arts (Kunstuniversität Graz), and isa – International Summer Academy of the University of Music and Performing Arts, Vienna (isa – Internationale Sommerakademie der mdw – Universität für Musik und darstellende Kunst Wien) in the form of concert tours, concert exchanges and teaching exchanges.

We organised a successful concert by the UL AG symphony orchestra at the Poletje v Ljubljani (Summer in Ljubljana) festival, conducted by Catherine Larson-Maguire and featuring pianist Urban Stanič; a production of Leonard Bernstein's operetta *Candide* at Linhart Hall in Cankarjev Dom featuring UL AG soloists, choir and orchestra; and a performance of Rachmaninoff's monumental Piano Concerto No 3 by the UL AG symphony orchestra at Gallus Hall in Cankarjev Dom, featuring pianist Tim Jančar and conductor Miha Rogina.

We managed to organise the seventh *Academia Musicæ Labacensis* summer school very successfully despite the situation, a considerable achievement given that such events were generally cancelled elsewhere in the world.

Despite the highly restrictive measures taken in response to the pandemic, first-cycle students at the **Academy of Theatre, Radio, Film and Television** did manage to create theatre, film and television productions. The productions of the Department for Theatre and Radio (both cycles) were seen by an audience of more than 1,100 and took place at the academy's new production spaces, GT22 (small stage), the Museum of Modern Art and online.

Domestic tours at theatre and film festivals were restricted, although the pandemic did not stop the artistic work of AGRFT students being presented at the country's two largest festivals, the Maribor Theatre Festival (June 2021), and the Festival of Slovenian Film, along with several others: the 51st Slovenian Drama Week, the Primorska Summer Festival, Ljubljana Documentary Film Festival, the DOKUDOC international documentary film festival, and numerous festivals abroad.

The most significant events included Lina Akif's Master's performance and exhibition 'Slovenski pasijon', which was covered extensively by the media; the short film *Otava* (2021), which reached the semi-finals of the Student Academy Award; the broadcasting of discussions and press conferences at the 24th Festival of Slovenian Film, where we collaborated with AKTV (AGRFT's broadcast channel), broadcast live events from the festival and also recorded the presentation of the festival awards in Portorož.

At AGRFT, we promote our study programmes through public presentations of students' artistic work and, at the same time, enrich and help to create the domestic (and international) cultural and artistic space. This also allows students to acquire the relevant experience, new knowledge and skills to operate in a real-world working environment. The pandemic meant that there were fewer collaborative exercises of this type than in previous years. Third-year students on the first-cycle Dramaturgy and Set Design programme work as assistant playwrights on various theatre productions staged by Ljubljana City Theatre, leading discussions with the public, taking part in rehearsals, preparing theatre programmes or writing dramaturgical articles for theatre programmes. The Department For Film and Television collaborated with the Slovenska Kinoteka arts cinema, RTV Slovenija, Maribor Puppet Theatre, Maribor Theatre Festival, the Festival of Slovenian Film, the Slovenian Film Centre, the Viba Film Studio in Ljubljana and the Slovenian Film Database. Collaboration encompassed the production of artistic projects, film showing and special cultural events.

The **Academy of Fine Arts and Design at UL** creates links with commercial companies and various institutions and organisations in a variety of ways. Examples include sculpture students and their supervisors taking part in producing and installing copies of the stolen bust of Dr Edo Šlajmer for Ljubljana city council, installing a spectrometer at the Institute of Chemistry, and producing a bust of Gregor Klančnik for the Municipality of Ravne na Koroškem. Conservators-restorers renovated five sculptures at the student halls of residence in Rožna Dolina for the Ljubljana halls of residence management organisation, carried out conservation and restoration work on six Vasko Pregelj murals at Jože Plečnik grammar school in Ljubljana and on the 'Alegorija pomladi' painting in the SAZU Mala Dvorana, and produced a 'Study of the Conservation and Restoration of Works of Art course at ALUO' for the Institute for the Protection of the Cultural Heritage of Slovenia (ZVKD) as part of the CHARTER programme co-financed by the Erasmus+ programme. In collaboration with their supervisors, graphic design students designed a New Year's greeting card for the Ljubljana halls of residence management organisation, and completed the first phase of the design of the commemorative badge and new graphic corporate identity.

Students from various departments and courses, and their supervisors, worked with a large number of partners on the organisation of exhibitions, including: the Slovenian Court of Auditors (exhibition of 'Burjafon' by Ana Ščuka, a student on the Unique Design course, in the foyer of the Court of Auditors), the Goga publishing company ('700 Years of the Divine Comedy' exhibition in Novo Mesto by students on the Illustration course), and the Istituto Italiano di Cultura ('700 Years of the Divine Comedy' exhibition in Novo Mesto by students on the Illustration course).

ALUO frequently responds to public competitions and calls with student work produced under the supervision of teachers at the academy. Pošta Slovenije launched a postage stamp design competition for 2021–2022. Six students from the Graphic Design course submitted entries for the New Year and Christmas designs. ALUO student Zala Perčič was selected to provide designs for the postage stamp, first-day cover, first-day postmark and booklet. Six students on the Illustration course submitted entries to the public competition launched by Ljubljana City Library for the graphic design of the mobile library service. The winning entry came from postgraduate student Anna Sangawa Hmeljak.

ALUO organised two international summer schools: Design+Science, which was organised in collaboration with FKKT and the PiNA cultural and arts society, and 'Neformalno mesto: začasne avtonomije utopije' (Informal City: The Temporary Autonomy of Utopia), which was organised in collaboration with KUD C3 in Koper.

The **UL Faculty of Architecture** takes an active part in exhibiting the artistic work it produces during the study process in appropriate exhibition spaces at home and abroad. It usually organises between 35 and 40 artistic and professional events a year. These are in the form of presentations of students' work to external partners and the public, exhibitions, lectures and roundtables, although there were fewer such events in 2021 because of the Covid-19 pandemic. Examples include the 'Turbulence sodobnosti' (Turbulence of Modernity) exhibition, which arose from cooperation between the Municipality of Ajdovščina and UL FA, with student intervention projects in Ajdovščina being presented; 'Mere udobja' (Measures of Comfort), a workshop and installation at the Museum of Architecture and Design (MAO), where we held a workshop for architecture students and erected a wooden spatial installation as part of the exhibition titled 'Svet znotraj: oblikovanje modernih interierjev' (The World Inside: The Design of Modern Interiors); the 'Rotovž, odprta hiša mesta', exhibition, which opened up the town hall and involved the presentation of projects created by students on the Renovation and Conservation course in the atrium of Ljubljana town hall. The works presented arose from a collaboration with students at the Department of Art History at the Faculty of Arts, who researched the development of Ljubljana town hall and came up with plans that would more suitably present past periods of history and open it up to the city and its inhabitants to a greater extent. The closing online exhibition 'Ni naprodaj!' (Not for Sale!) presented study and research assignments (around 700 student projects) that put forward, in a professional and socially critical way, concrete architectural and town planning solutions for the whole of Slovenia, as well as at several locations abroad.

The artistic activities of the Chair of Textile and Fashion Design, Department of Textiles at the **UL Faculty of Natural Sciences and Engineering** included productions of exhibitions, fashion shows, international workshops, special projects and domestic and international collaborations. Because of the Covid-19 situation, some of these activities were carried out in a limited scope or in an adapted or virtual format. Examples of activities include: the BIEN 2021 Biennale of Textile Arts (exhibitions and performances from 26 May to 14 August 2021 at various locations in Kranj and Škofja Loka); the RE_DE_FI_NI exhibition (redefinition in the widest sense of the word, in particular redefinition in the field of fashion and clothing and textile design); RE – OLIMPIJA (a presentation of the sustainable RE – Olimpija project, which arose in collaboration between the Chair of Textile and Fashion Design and Cedevita Olimpija basketball club); LJFW (a series of fashion shows as part of Fashion Week); the re - de - fi - ni - ci - JA exhibition (projects that address reflections on and redefinitions of the known, from approaches to research and design to sources of materials and methods of presentation); European Researchers' Night 2020 – The Chanel Phenomenon – Little Black Dress (working from modern principles of sustainability, the participants designed a little black dress that had to be universal, timeless, radical and innovative, just like Coco Chanel's creation almost 100 years ago).

Artistic activity at the **UL Faculty of Education** takes place at the faculty's own gallery, in the form of artistic creation by staff at faculty departments (Department of Fine Art Education, Department of Primary Teacher Education, Department of Preschool Education) and by students under the supervision of faculty staff (e.g. the women's chamber choir) or at individuals' own initiative.

The UL PEF Gallery continued to exhibit the work of faculty students, staff and artists from outside the institution. We put together six exhibitions at UL PEF Gallery in accordance with the pre-planned programme, along with four exhibitions in the (new) UL PEF Library gallery space and five exhibitions in outside galleries.

At the 12th Cultural Bazaar in Cankarjev Dom, Assistant Professor Vesna Geršak took part in a roundtable discussion, which was part of a series titled 'Imagining the future today: Remote teaching with the help of artistic experience'.

In cooperation with the Slovenian Public Fund for Cultural Activities (JSKD), we organised the 4th international conference on dance teaching titled 'Učinki plesa' (Effects of Dance).

At the Department of Landscape Architecture at **UL Biotechnical Faculty**, we designed an arts project in collaboration with UL FA, UL ALUO and the Piran office of the national cultural heritage protection institute (ZVKD) on ways to revive the medieval saltpans with the help of a salt farming school. A multivisual project (model, plans, video) was exhibited at the Portorož exhibition space, part of the Piran Coastal Galleries network, at the former Monfort salt warehouse. As part of the LIFE Lynx art colony project (2019) for academy-trained painters, we exhibited artistic works at three locations around Slovenia in 2021 (Bled, Pivka and Loška Dolina). At the Volčji Potok Arboretum, students prepared an exhibition of drawings of landscape motifs and plants that they had observed during

the period of the pandemic in 2021.

At the **UL Faculty of Arts**, we organised nine exhibitions of work by photographers, painters and illustrators from various member faculties, as well as elsewhere, at the Peti Štuk (Fifth Floor) Gallery which is housed at the faculty. As part of the programme accompanying the Liber.ac 2021 fair, interviews were held with well-known artists on the Slovenian and international scene (Roman Uranjek from IRWIN, Tadej Vaukman, Katarina Rešek – Kukla, Dorotea Škrabo), along with three exhibitions: ‘Mestni kri(ti) ki’ (Urban Critics, an exhibition of socially critical posters, UL ALUO, Graphic Design course, Figovec Poster Gallery); an exhibition to mark the 80th anniversary of the UL FF Department of Ethnology and Cultural Anthropology (in the faculty foyer); an exhibition of Polish literature (modern Polish women authors in Slovenian translation) in the Slavonic studies library. This year’s cycle of ‘Besedne postaje’ literary talks highlighted current literary production and saw the participation of 35 well-known and eminent names from Slovenian academic and cultural life, as well as eight publishing houses (15 talks). They gave us in-depth insights and encouraged us to read and reflect – which, not least, leads to the creation of new books.

The gallery at the **UL School of Economics and Business** showed the works of arts Master’s graduate Milena Gregorčič at an exhibition titled ‘Linije in transparence’ (Lines and Transparencies), while the faculty’s small gallery exhibited works by academy-trained painter Brane Širca (‘SILHUETE’). Works by artist Matej Markovič were shown in both galleries in an exhibition titled ‘Drugi cejt’ (Another Time). To mark the 75th anniversary of the School of Economics and Business, a monograph was published in Slovenian and English titled ‘Ekonomska obzorja likovnih podob: 30 let galerijske dejavnosti na EF’ (Economic horizons of visual images: 30 years of gallery activities at EF). We also successfully organised the seventh cultural management summer school.

The highest-profile event at the **UL Faculty of Social Sciences** gallery in 2021 was the exhibition ‘News from Chaos: On the Sounds of the Subconscious’ by Brazilian artist Cezar Altai. We began the new academic year with the opening of an exhibition of Spirou4Rights comic strips on the importance of human rights; it featured illustrations of 30 articles of the 1948 Universal Declaration of Human Rights by 30 Belgian comic strip artists. In November we opened an exhibition of posters titled ‘Maska 100 Let. 200 Številčk (Maska .. 100 Years .. 200 Issues) in collaboration with the Maska Institute. The last exhibition staged in 2021 was ‘Cloud Arrangers’, which showcased the work of the highly successful Slovenian photographer Žiga Koritnik.

Artistic field within the EUTOPIA Alliance

Work Package 2 confirmed the first model learning community in the field of the arts: the Design & Science learning unit (ALUO and FKKT).

We continued activities within the EUTOPIA Knowledge Bazaar project, which brings together science and art. UL students used it to present three technologies through art.

UL graphic corporate identity

At the end of 2021 we put together a small working group and tasked it with drawing up a plan and set of starting points to adjust the university's overall graphic corporate identity.

Cankar Prize

The prize for the most original literary work of the last year in the Slovenian language and published in book form went to Gašper Kralj for his novel *Škrbine*.

The Cankar Prize (Cankarjeva nagrada) was established in 2019 by the Slovenian PEN Centre, the Slovenian Academy of Sciences and Arts (SAZU), the University of Ljubljana and the SAZU Scientific Research Centre.

Quality in the field of art

In 2021 we continued to support study programmes at the arts academies and at other member faculties providing study programmes in the field or containing elements of the arts, specifically in processes of self-evaluation of study programmes and the related implementation of the mechanism of study programme self-evaluation, which included the enhanced meta-analysis of self-evaluation reports, an evaluation of the sample of study programmes in procedures of external quality assurance (NAKVIS), assessments of the application for extending UL accreditation and the second visit of NAKVIS experts conducted virtually in May 2021, which involved interviews with other UL member faculties and the evaluation of 16 study programmes, including eight in the field of the arts.

We continued the review and design of indicators for the field of the arts, which are modelled on comparable European educational institutions and address the specifics of artistic work and activities in the arts.

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

KEY IMPROVEMENTS AND BEST PRACTICES THAT CONTRIBUTED VISIBLY TO RAISING QUALITY IN THE FIELD, AND AN EXPLANATION OF THE EFFECT ON QUALITY

Establishment and implementation of an internal call for applications and internal call for cooperation in activities in the field of the arts – the expansion and consolidation of artistic creation both at the academies and member faculties that provide study programmes in the arts and at all other UL member faculties (open collaboration), and the promotion of additional artistic activity among students and artistic creation.

Digital transformation of artistic production – at the UL FA, we completed a project to overhaul the website and enable the presentation of academic current research work and artistic projects through 'research themes'. The best projects are collected and curated for the professional and general public on the web gallery of the Chair of Textile and Fashion Design at the Faculty of Natural Sciences and Engineering. These days, proper virtual presentation is extremely important for strengthening identity, and presenting the quality of and promoting work.

KEY THREATS	OBJECTIVE(S)	PROPOSED MEASURES
Meagre funds allocated for the development of the arts as a consequence of the fact that funding goes exclusively to study programmes (via the Ministry of Education, Science and Sport).	Increase in the volume of funds by including new sources of financing.	Systematic inclusion in programmes of financing and co-financing of national culture as a national institution that brings together a large number of working artists in the country who, independently and in mutual collaboration, are ranked at the peak of national cultural achievement. Regulation of the status of academies and other member faculties that operate in the field of artistic creation and research with the aim of applying to (ministry) calls. Start of the process of positioning the arts as an ARRS research field.
KEY WEAKNESSES	OBJECTIVE(S)	PROPOSED MEASURES
Insufficient promotion of arts activities at UL.	Informing the (general) public about the artistic operations and production of UL students.	Additional promotional activities – online monthly kULturnica newsletter dedicated to art and culture; links with other institutions; partnerships.
Spatial constraints of the UL academies.	Ensuring adequate premises for the unhindered operation and high-quality provision of study programmes at UL academies.	Successful completion of renovation work, the relocation of UL AG to Palača Kazina and the continuation of activities required for the construction of new UL ALUO premises.

4. KNOWLEDGE TRANSFER AND USE

INTELLECTUAL PROPERTY, SPIN-OUT COMPANIES COOPERATION WITH THE BUSINESS SECTOR

Performance indicators

In 2021 researchers disclosed 21 new inventions to the Knowledge Transfer Office (three fewer than in the previous year). A total of 12 patent applications (first application for an individual invention) were submitted (six Slovenian and six abroad). Five patents were granted after full testing (four of them Slovenian). In addition to inventions, we also registered nine innovations, including one social innovation. In the area of the marketing of intellectual property, we recorded two new licence agreements: one for a UL spin-out company and another for a University of Belgrade spin-out company (joint ownership of the patent). Income from the marketing of intellectual property totalled EUR 6,958.88 in 2021. We actively participated in reviewing/concluding research and development contracts and reviewing consortium agreements for various European and Slovenian projects. We established 15 contacts between Slovenian or foreign companies and researchers for the purpose of R&D collaboration.

Providing information and raising awareness

We organised the third Inovator.UL? workshop, which provided basic information on how to protect an invention in law. On this occasion the workshop was organised in cooperation with the Faculty of Mechanical Engineering and the Faculty of Electrical Engineering. We also organised the 'From idea to prototype' workshop. We provided lecturers for numerous other events, and acted as external doctoral study lecturers on two occasions (MF and FGG). The Guide to Knowledge Transfer at the University of Ljubljana was translated into English, making it available to foreign researchers and students.

Collaboration with the commercial sector and wider society

In November, for the second year running, we hosted the UNI.MINDS online festival in cooperation with the University of Maribor. Over three successive days, we presented best practices of collaboration with the commercial sector, linked the challenges facing companies to knowledge at the universities, and presented university knowledge to the local environment.

We took part in the Partnerships for Change initiative with the 'Skill Up! – Future Skills for Society 5.0.' project. The initiative is designed to create links with industry and the environment in the area of study ('challenge-based learning').

We added an education and training search to the expertise search engine for economics and the environment on the website: 'PPZ – ponudba za gospodarstvo'.

In addition to one-page descriptions of the technologies, we presented one of our technologies for the first time using a video presenting E-grids protection technology.

Encouraging innovation

We conducted the second UL Innovation Fund call (aimed at attaining a higher level of development of technology and thereby increasing the scope for marketing) and selected five promising projects in the area of knowledge transfer (from a total of 13 projects). All four funding recipients under the 2020 call successfully completed their projects and made major progress in marketing their technologies.

For the first time we conducted a HUD call for students, which is aimed at promoting the creation of creative solutions, and entrepreneurial ideas and multidisciplinary innovations that link up technological and non-technological fields, and at supporting students and equipping them with the necessary knowledge and skills to be able to transfer their ideas to society. We received 11 applications from student teams, with first prize going to 'Igra Čut', an innovative project by Elena Yakimovska, which addresses the decline in cognitive abilities among the elderly and the appearance of dementia.

Systemic measures

The Knowledge Transfer Office also took part in the working group of the Rectors' Conference for the support of knowledge transfer and the building of an innovation community, which produced a document for decision-makers titled 'Guidelines for systemic and project support for the operation of knowledge and technology transfer offices in Slovenia from June 2022 to 2030'. The document makes a clear argument for the importance of strengthening of the knowledge transfer field and doing so over the long term.

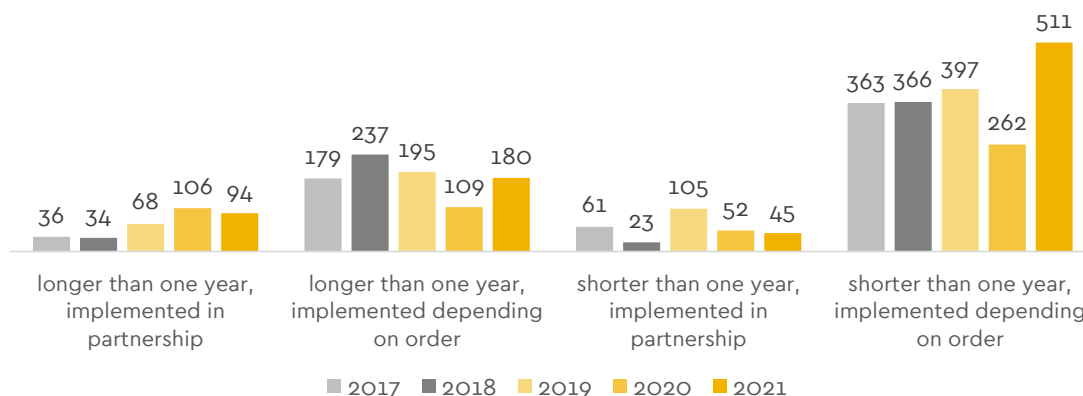
Measures at member faculty level

In the field of innovation and the establishment of spin-out companies, measures were also carried out by member faculties independently or in cooperation with the Knowledge Transfer Office. The FFA drew up clear instructions to inventors on the rules of the financing of patent applications, patent offices and fees, while the BF partly established a system for the registering of innovations, and is also planning to promote the setting-up of spin-out companies. The FRI increased the number of participants at events (active participation at the UNI.MINDS festival) and is keen, in the long term, to increase the number of licences and spin-out companies.

COOPERATION WITH WIDER SOCIETY

A total of 1,023 research and development projects were implemented in 2021 with an annual value exceeding EUR 7.5 million. Projects were carried out with Slovenian and foreign entities. A total of 830 projects were carried out with Slovenian entities (139 in partnership and 691 on commission), and there were 112 partnership and 81 commission projects with foreign entities. We exceeded the planned number of projects with Slovenian entities. We planned 213 projects with Slovenian entities longer than one year (carrying out 274), and planned 410 projects shorter than one year (carrying out 556).

Figure 21: Number of projects implemented with the commercial sector or other users of knowledge with Slovenian entities



The participation of experts from the field in the teaching process is also important. In 2021 we hosted 1,528 (1,780 in 2020) guest experts from the business and non-business sectors, and 980 (757 in 2019) guest teachers, associates and researchers from research institutes in Slovenia.

LINKS WITH USERS OF KNOWLEDGE THROUGH THE HIGH-QUALITY PROVISION OF LIFELONG LEARNING PROGRAMMES

Careers centres

Despite the adjustments that had to be made in response to the Covid-19 pandemic, we continued to carry out and develop activities to bolster careers advice to UL students by linking up with member faculties, employers and other external professional institutions.

A total of 6,923 UL students were involved in careers centre activities in 2021. We conducted:

- 676 face-to-face advisory sessions on the topic of continuation of studies, transition to employment and/or other career opportunities;
- 220 events of varying dimensions, such as workshops to develop career management skills and other skills for Society 5.0, ‘careers days’ with employers and employers’ representatives, presentations of employers and of alumni career paths, the Challenges Abroad and 3P (Ready for the Entrepreneurial Path) events, Careers Camp, etc.;
- simulation of a selection procedure (in collaboration with the Department of Psychology at FF);
- autumn school providing assistance to pupils in choosing a course of study.

Throughout the year we collaborated with member faculties' representatives in the implementation of activities and identification of needs. More efforts were invested in boosting the profile of careers advice services among students, and the implementation of thematic events aimed at the specificities of individual member faculties. We agreed with the majority of member faculties that any employer initiatives would be directed to us and that we would, in collaboration with them, ensure a high profile for career opportunities among students and enable employers to get to know graduates' profiles.

A total of 169 employers were involved in careers centre activities. Employers are able to present career opportunities within their working environments on the Personal and Professional Development Portal (POPR) or at events such as employer presentations, careers days, Challenges Abroad events, and so on. We ensured equal representation in the field of humanities, social sciences, natural sciences and technical sciences by inviting employers to participate at our own initiative. A considerable amount of advisory work was also done in relation to candidates' job searches and other opportunities for cooperating with students and alumni.

In collaboration with the **European Patent Office (EPO)** and the **European Union Intellectual Property Office (EUIPO)**, we held a call for paid internships in their organisations and drew up a list of proposed candidates in the areas of the **humanities, social sciences, natural sciences and technical sciences**.

Cooperation with the social environment

We joined the Microsoft initiative to develop digital skills of the future, took an active part in professional career guidance orientation (National Expert Group for Careers Guidance, the Careers Guidance Society of Slovenia, etc.), linked up with other (related) organisations such as the Employment Service of Slovenia, Young Transition (Prehod mladih), the National Education Institute, Cnepius, ambassadors, etc.), and cooperated with the OECD, universities abroad and EUTOPIA project partners (for more on this, see the chapter on the EUTOPIA project).

Upgrading careers advice services and quality assurance

In the 2021/22 academic year we prepared an overview of the range of career options available: international, doctoral, entrepreneurial, cultural and artistic, and digital.

We overhauled the careers centres' online Moodle classroom.

We incorporated the IAEVG ethical guidelines into our career guidance work, trained careers advisers to provide guidance to students interested in enterprise, and were involved in other specialist events at home and abroad.

More and more students and employers are using the Personal and Professional Development Portal (POPR), as are some of the specialist services within the Rectorate. The POPR is a licence and bilingual portal that provides a comprehensive overview, all in one place, of the range of career services, extracurricular activities and other services for students. Owing to the numerous functionalities that the portal provides, various

specialist services within the Rectorate are using it. We are also introducing a number of interested member faculties to the portal.

A total of 10,834 students, including 1,147 international students, registered on the POPR in 2021. Students from all UL member faculties are represented. Students at ALUO, BF, FE, FKKT, FRI, NTF, PF and VF account for the highest proportion and highest number of UL students registered on the Personal and Professional Development Portal (POPR, over 30%).

A total of 169 employers signed up, posting 540 career opportunities on the portal (full-time employment for those embarking on their career, student work, grants, competitions, practical work and other career opportunities).

‘Srčna UL’

The Srčna UL (‘Warm-Hearted University’) project took place between June and November 2021 as a partnership between UL and the Slovenian Friends of Youth Association (ZPMS). Students, staff, UL alumni and the general public collected EUR 18,341.95 for students in financial distress. On the basis of criteria determined in advance, assistance was allocated to 54 UL students by the committee tasked with assessing applications. The assistance was provided in the form of the co-financing of rent and living expenses (full or partial reimbursement of expenses), the purchase of food and clothing, study materials (full or partial reimbursement of the costs) and/or computer equipment for study (full or partial reimbursement of the costs).

Psychosocial counselling service

Twelve specialists work at the psychosocial counselling service offering psychosocial assistance. A total of 1,173 one-to-one counselling sessions were provided in 2021. The counselling service operates at the Faculty of Education. In 2021, with the aim of further improving physical access for UL students and staff, the service also began to be provided at the Faculty of Health Sciences and the Faculty of Mathematics and Physics.

Identifying and preventing violence

The University of Ljubljana has a zero-tolerance policy for all forms of violence, sexual and other harassment, and bullying.

In relation to the identification and prevention of violence, we have:

- organised two roundtables for students and staff;
- appointed trusted persons at member faculties and organised the first education and training programme for them;
- prepared an overview of useful information and published it on the UL web sub-page.

Alumni

We maintain contact with our alumni through 63 alumni clubs at the University of Ljubljana's faculties and academies, which in turn are part of the UL Alumni Clubs Association, which was founded in 2018. In 2021 we organised training and working meetings to support the management of alumni clubs at member faculties, and to provide support for the use of the alumniUL website. We continued to strengthen the range of lifelong learning programmes. We focused particularly on the mutual exchange of best practices, on the preparation of the proposed alumni-student mentoring programme, and on promotional campaigns to raise the profile of the alumni clubs among students and alumni themselves. These activities have helped increase membership numbers in the alumni database. We continued providing regular information to UL alumni regarding new developments at UL, promoting the association on websites and social networks, and organising thematic events for all UL alumni. In 2021 we also established the 'Wise Faculty' project and, with the help of funds from the development pillar of financing, started up the alumni for students mentoring programme.

A total of 2,325 UL alumni registered on the alumniUL portal in 2021, giving a total of 9,227 by the end of the year. A total of 132 events, 438 job vacancies and 120 items of news were published on the portal.

Member faculties were strongly engaged in raising the profile of the alumni clubs among students in 2021, and responded very readily to the joint mentoring and Wise Faculty initiatives. The Biotechnical Faculty also adopted a founding act for the BF alumni clubs, broken down by profession, while the School of Economics and Business greatly increased the number of online events with the aim of developing and strengthening the professional and social involvement of business partners and graduates.

Wise Faculty

The number of older adults is growing every year and their lives are getting longer. We are keen to use the Wise Faculty project to respond to the educational needs and interests of this new older population, which demands new opportunities and innovative practices of teaching, research and cooperation with communities.

The Wise Faculty project aims to:

- develop an inclusive university (inclusivity);
- increase knowledge of ageing and old age (education and research) and make people aware of the importance of active ageing and the impacts of ageism (resilience);
- develop new programmes, particularly socially innovative practices, that will foster the rapid flow of knowledge and encourage cooperation with the outside world (innovativeness).

A start was made on developing the [Age-Friendly University](#) project at the University of Ljubljana in the 2020/21 academic year based on Slovenian experiences with the educa-

tion of older adults. The group that began developing the Age-Friendly University project comprised representatives of a variety of UL member faculties (FF, FSD, FDV, FRI, FŠ, PeF, TeoF, EF) and included: Nives Ličen, Irma Potočnik Slavič, Jana Mali, Ana Vogrinčič Čepič, Alenka Kavčič, Vojko Strojnik and Tadej Stegu.

All UL alumni who are over the age of 60 have been able to enrol in the Wise Faculty programmes. Charges are made for participation in the programmes (EUR 50 plus VAT per semester), which last for one semester (20 hours). Although 12 different programmes were offered, the challenging epidemiological situation meant that we subsequently opted to offer only two of them.

Alumni student mentoring

In collaboration with 23 member faculties (all except the AG, FE and MF), the [Alumni Club Network](#) started up the [Alumni for Students mentoring programme](#) in November 2021. The core of the project is about shedding light on the workplace, with alumni offering students the chance to enter their working environment for one day. This will enable students to familiarise themselves with the work and career paths of alumni and will, in turn, help them when it comes to making career choices in the future.

By getting involved in the mentoring programme, alumni will:

- provide students with knowledge of the specifics of workplaces in practice;
- have the opportunity to share their experiences and knowledge with a younger colleague;
- help strengthen cooperation between UL students and the industrial and non-industrial sectors;
- participate in the transfer of knowledge from practice.

The mentoring programme arose in cooperation with member faculties, on the basis of examples of best practice and the wishes of both alumni and students. All mentoring programme activities are financed under the development pillar of financing.

Member faculties began securing alumni/mentors in 2021. By the end of the year, they had managed to encourage slightly less than 300 alumni to take part in the project.

UNIVERSITY PUBLISHING

In its first year of operation, the university's publishing arm, Založba Univerze v Ljubljani, set up a joint online bookshop (<https://knjigarna.uni-lj.si> (only in Slovene)). As of December 2021, 16 faculties were using it (FF, AGRFT, FA, BF, ALUO, FE, FMF, FSD, FKKT, PEF, EF, FDV, NTF, FU, FGG). The online bookshop currently offers more than 1,000 different titles. The bookshop has already been partly integrated with the SAP S/4HANA information system (APIS project), with final integration (sales orders and invoices) planned for the beginning of 2022. The joint online bookshop has been well-received by member faculties, particularly those that are already using the SAP S/4HANA information

system. However, there is still room for improvement, particularly in sales promotion.

Založba UL forged further links with professional staff, researchers and professors involved in publishing at the UL member faculties in 2021. It has already established ties with the editorial offices of scholarly journals published at UL member faculties (50 journals). The Publishing Council of Založba UL was constituted, giving Založba UL its own professional consultation body. We also created joint e-mail mailing lists, therefore establishing regular communication between all employees involved in publishing activities at UL for the first time. The single subscription to CrossRef for registration of DOI numbers worked very well for all UL member faculties. It will save considerable funds and administrative work, and provide all member faculties with registration of DOI numbers in 2021. Nineteen UL member faculties are currently involved in the joint subscription to CrossRef, and a total of 1,895 DOI numbers (articles, books, chapters) were registered in 2021. We also began planning a joint portal for journals and e-books. The project was presented at and approved by the Committee for the Development of the Information System. An external contractor was also chosen to establish and maintain the project. Quite a large number of member faculties are very much looking forward to the joint journals portal. A cross-faculty portal will make editorial procedures easier and reduce infrastructure maintenance costs.

At the joint 'virtual stand' (joint online bookshop), Založba UL appeared at the virtual Slovenian Book Fair 2021 and, in May, at the virtual academic book fair Liber.ac 2021. Založba UL regularly presents its new works in the Bukla magazine, where it advertises new publications from all faculty publishing houses. The Založba UL brand is slowly gaining profile among the general public. Založba UL also became a member of the Association of Learned and Professional Society Publishers (ALPSP) in 2021.

It has also become a reference point to which faculty publishing houses turn for help in migrating to the SAP S/4HANA single information system, and is preparing updated instructions on publishing processes in SAP S/4HANA. Member faculties frequently contact Založba UL for help in using the new information system.

A start was made on issuing publications under the common name of Založba UL (journals and monographs), and we will devote more attention to this in 2022. Quite a number of member faculties have drawn up plans to start publishing under the Založba UL name in 2022. This means that Založba UL already has a strong profile among those involved in publishing activities at UL member faculties.

Faculty publishing houses (e.g. EF, FF, BF, FGG, ALUO, FDV, FS, PF, FŠ) have expressed considerable interest in establishing infrastructure that would enable the publication and sale of e-learning materials.

Table 6: Number of books and volumes published at UL

Member faculty	Number of publications issued	Number of volumes
	<i>publications under the member faculty's own name (books with an ISBN number)</i>	<i>volumes of all journals published at member faculties under the member faculties' own name (duplicates are not counted)</i>
AG	0	2
AGRFT	3	6
ALUO	1	0
BF	14	14
EF	13	4
FA	6	2
FDV	23	5
FE	17	0
FFA	1	0
FGG	5	4
FKKT	14	0
FMF	4	3
FPP	0	0
FRI	1	0
FSD	3	4
FŠ	15	10
FS	2	16
FU	4	2
FF	66	24
MF	0	0
NTF	5	7
PEF	15	8
PF	0	8
Rectorate	3	0
TEOF	6	7
VF	0	5
ZF	11	0
TOTAL	232	131

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

KEY IMPROVEMENTS AND BEST PRACTICES THAT CONTRIBUTED VISIBLY TO RAISING QUALITY IN THE FIELD, AND AN EXPLANATION OF THE EFFECT ON QUALITY

HUD call for students; encouraging student interdisciplinarity, enterprise and creativity.

Application for managing data on intellectual property at UL; the application enables statistics to be processed and therefore makes it easier to monitor progress in the field of knowledge transfer.

Establishment of a joint online bookshop that shows all publications from 16 member faculties in one place, helps to spread awareness of the importance and academic breadth of the University of Ljubljana.

Implementation of the Srčna UL ('Warm-Hearted University') project.

Establishment of a network of trusted people at member faculties.

Strengthening of psychosocial support for students (in addition to the Faculty of Education, an expansion to two new locations at the Faculty of Health Sciences and the Faculty of Mathematics and Physics).

Very positive response from students and employers to the POPR and the full use of the new functionalities it offers to specialist services (makes administration and the monitoring of statistics and feedback easier, etc.).

Member faculties were strongly engaged in raising the profile of the alumni clubs among students in 2021, and responded very readily to the joint mentoring and Wise Faculty initiatives. The Biotechnical Faculty also adopted a founding act for the BF alumni clubs, broken down by profession, while the School of Economics and Business greatly increased the number of online events with the aim of developing and strengthening the professional and social involvement of business partners and graduates.

KEY THREATS	OBJECTIVE(S)	PROPOSED MEASURES
Potential reduction in funds for knowledge transfer upon completion of the KTT project (Consortium for Technology Transfer from PRO to the business sector), which currently covers the Knowledge Transfer Office's costs in full.	Systemic arrangement of permanent funding, which will enable the long-term development of knowledge transfer.	Securing funding for knowledge transfer from systemic financing in accordance with the new Scientific Research and Innovation Act (ZZrID).
End of Society 5.0 measures, which have been extremely well-received and are co-financed from the development pillar of financing only until the end of the 2022 calendar year (workshops, mentoring programme).	Securing further funding for activities.	Extension of the measure and securing of additional funds for the co-financing of activities from the development pillar of financing.
KEY WEAKNESSES	OBJECTIVE(S)	PROPOSED MEASURES

Issuing of publications at UL member faculties not standardised by names.	At least one third of all publications (approx. 80) at the university will be issued under the Založba UL name.	Emphasising the advantages of publishing under a joint name. Entry of Založba UL on the list of international publishing houses at ARRS. Providing support for publishing processes to all member faculties that publish under the joint Založba UL name.
Lack of funding, which could lead to the online bookshop (sale of e-books) not being developed further.	Compiling an analysis and proposal for the protected sale of e-books on the joint online bookshop.	Most cost-effective use possible of the funds available for the development of the online store, search for additional funding options. Together with member faculties, to collect positive experiences in the area of e-book sales.
Inability to sell e-books.	Adequately protected sales of Založba UL e-books.	Together with member faculties, to prepare an analysis of the project and proposal for the sale of e-books in the new online bookshop.

5. CREATIVE CONDITIONS FOR WORK AND STUDY

LIBRARIES

The responsible vice-rector, the Committee for the Development of the Library System and the University Office for Library Activities are tasked with coordinating the operations of the UL library system. Coordination activities are carried out in cooperation with the heads of UL libraries.

Open science

The University of Ljubljana did not adopt the principles of open science and the rules of the Repository of the University of Ljubljana in 2021, although it did follow the accelerated development of open science in the European Research Area (ERA). The principles of open science at UL will have to be designed with reference to open access to peer-reviewed articles, FAIRs and open-access research data in the light of the policies set out in Horizon Europe, the new Scientific Research and Innovation Act (Articles 40–42) and Plan S.

As the National Open Access Desk for the OpenAIRE AMKE non-profit partnership, we provided explanations of open access within the Horizon 2020 and Horizon Europe programmes at the University of Ljubljana and to other Slovenian stakeholders.

We provided support to UL libraries and the UL Office for Library Activities for the storing of publications in the UL Repository. In 2021 the UL Repository received for storage 2,884 new undergraduate dissertations (cumulative total of 49,525 as at 31 December 2021), 2,773 new Master's dissertations (total of 22,043), 273 new doctoral dissertations (total of 2,727) and approx. 2,300 peer-reviewed articles and other publications by UL member faculty staff. In 2021 the UL Repository's statistical office logged 17,487,466 views of entries for works and 4,128,405 file downloads.

We took part in activities within Work Package 3.4 (Advancement of open science) of the EUTOPIA 2050 project and Work Package 3 (Open science and inclusion of society) of the EUTOPIA TRAIN project (particularly Deliverable 3.2, EUTOPIA open-access portal, which is being led by UL).

Ensuring access to scholarly journals and concessions for the publication of open-access articles

The University of Ljubljana is the largest member of all the consortiums for journals from international academic publishers. Following the decision of the Slovenian Rectors' Conference in April 2019 regarding the basis for negotiations with publishers, we made efforts to conclude reformation contracts in 2021. These should, along with the right to read journals, grant open access to articles by UL correspondent authors in 2022. With the help of the UL Rector, negotiations with Elsevier and Wiley, the largest international academic publishers, concluded with the signing of three-year reformation contracts (2022–2024). This will make free APC vouchers available to UL corresponding authors for open-access articles. Concessions regarding open access for UL corresponding authors were also agreed with a number of other international academic publishers (in the form of vouchers for free open source articles or a reduction on the price of APC open-access articles).

In cooperation with UL member faculties, the services within the Rectorate carried out a joint public procurement process for subscriptions to electronic journals published by Elsevier for 19 UL member faculties for 2022.

Simplified registration of students at the University of Ljubljana library

University of Ljubljana students can use all libraries of the member faculties, the National and University Library, and the UL Central Technical Library. The process of registering at UL libraries and using library services (including remotely) is made easier for students by the frequent updating of reference databases with student data in COBISS3/Loans, which the libraries use to simplify student registration.

UL member faculties report the following important library activities in 2021:

- modernisation of library services, particularly in response to the adjustments made

necessary by the Covid-19 pandemic (FDV, FKKT, FŠ, FU);

- provision of access to electronic publications for study and research, including application to the ARRS call for the co-financing of the purchase of international scholarly literature (FDV, FKKT, FŠ);
- (online) user training (FDV, FU);
- assistance to students in publishing in Slovenian specialist and scholarly journals (AGRFT);
- new SPSS software installed on several computers in the reading room (FŠ);
- the two parcel lockers installed at the main entrance to the faculty allows library material to be picked up 24 hours a day;
- the UL MF Senate adopted a decision suspending payment of the library membership fee for MF staff;
- the inventory was taken using the direct reading method, which enabled the library to operate uninterrupted during the process (PEF);
- part of the reading room was rearranged into an area for group work and distance-learning courses (FDV).

TUTORING

The current epidemiological conditions caused by the Covid-19 pandemic have shifted tutoring online in order to provide students with easier access to support and services. Some have also focused on strengthening course tutoring and tutoring for students with special needs. The Faculty of Pharmacy has strengthened support for course tutoring through the use of online lectures. They have provided in-house training to tutors in the online provision of course tutoring and the use of graphic tablets. The Senate of the Faculty of Social Sciences approved changes to the rules of procedure of the tutoring system at the faculty, which obliges tutors to take part in at least one tutoring training programme. Student-tutors were encouraged to become involved in the education and training offered by the UL careers centres, including content connected to remote work and the use of online tools (Zoom, MS Teams, etc.). At the Faculty of Civil and Geodetic Engineering, students have the option of online interaction with tutors for the entire duration of their studies. Tutors prepare online meetings and invite students to attend them before mid-term and other exams, encouraging them and drawing their attention to possible problems. They have paid particular attention to first-year students who, at the start of the year, are given information about the role of the tutor and the methods of communication used. The Faculty of Sport has appointed a teacher/tutor for students with special needs, thereby giving students greater access to additional assistance and information. The Faculty of Public Administration wished to increase the number of tutors for students with special needs; however, despite numerous calls and a considerable amount of promotion for this type of tutoring, students showed no interest in

taking on the role. The Faculty of Education will continue efforts to secure additional teacher-tutors for students with special needs on the Two-Subject Teacher course.

Table 7: Tutoring at the University of Ljubljana (by academic year)

	2018/19	2019/20	2020/21	2018/19	2019/20	2020/21	2018/19	2019/2020	2020/21
	number of coordinators			number of tutors			total number of tutorial hours		
STUDENT	103	121	127	952	1.243	1.349	20.083	23.668	27.201
course	11	11	19	124	187	179	2.797	3.716	4.623
international students	19	16	18	205	238	234	3.948	3.943	4.611
special needs	10	13	9	25	25	19	492	632	397
introductory	57	62	53	579	637	736	12.615	14.409	16.444
other	6	19	28	19	156	181	231	968	1.126
TEACHER	116	143	135	1.066	1.310	1.228	13.868	16.150	16.671
course	5	13	9	120	139	83	791	1.298	1293
international students	29	31	32	79	82	95	1.043	905	924
special needs	29	32	32	58	61	61	500	636	631
introductory	46	56	49	701	789	776	8.629	9.974	9327
other	7	11	12	108	239	213	2.905	3.337	4496
TOTAL	219	264	262	2.018	2.553	2.577	33.951	39.818	43.872

EXTRACURRICULAR ACTIVITIES

Expansion of the range of credit-earning extracurricular activities

In the 2021/22 academic year we expanded the range of credit-earning extracurricular activities at the UL Centre for Extracurricular Activities. In addition to ECTS sports activities, we offered the following activities:

- the resolution of economic and social challenges;
- international project work within the EUTOPIA Alliance;
- the environmental aspect of sustainable development.

In the 2021/22 academic year we accepted 537 UL students for 24 credit-earning extracurricular activities.

In 2021 the UL Senate approved the credit-earning extracurricular activity Personal and Professional Development, which should be offered in the 2022/23 academic year.

In 2021 the work of the Centre for Extracurricular Activities involved 15,094 students (with daily recreation programmes accounting for the highest share of visits).

Encouraging students to participate in extracurricular activities

A range of events were organised to encourage students to participate in extracurricular activities and do something for themselves:

- art and culture-themed events (March 2021): cultural online communication, cultural quizzes, virtual visits to top museums in Slovenia and abroad, stand-up comedy evenings, etc.;
- health-themed events (April): natural ways of boosting the immune system, self-preservation measures in self-isolation, healthy eating and dietary habits, quality sleep, correct approaches to exercise;
- environmental protection-themed events (eco month – May): discarded food, self-sufficiency, organic food, excessive packaging; Planet Earth: What we can do today for a better tomorrow; eco-recycling plant, etc.;
- voluntary and charity work: blood donation campaigns.
- presentation of the range of credit-earning extracurricular activities at the UL Centre for Extracurricular Activities (September 2021)

At the end of the year we organised the first (virtual) Extracurricular Activities Fair. Students watched presentations by 29 organisations, societies, groups and/or projects whose activities include students irrespective of their fields of study. The day of the fair also saw the start-up of the #100xulaktiven competition, which is aimed at securing the greatest possible involvement of students in extracurricular activities that facilitate the acquisition and enhancement of new knowledge, competences, practical experiences, and expand networks of acquaintances. To complete the competition successfully, the participant has to collect 100 points or be involved in 100 extracurricular activities in the period between 21 December 2021 and 21 November 2022.

UL 'active break' programme

The epidemiological situation has compelled us to replace coming to work at member faculties or the Rectorate with sitting in front of a computer screen, which has negative effects on both physical and mental health. The idea behind the online 'active break' programme was to encourage students and staff to reduce the strain on their bodies, improve their well-being and health, and thereby their study or work productivity, by engaging in ten-minute exercises every day. The active break programme took place on Zoom every working day between 12.45 pm and 12.55 pm. There was an average of 66 participants a day in the programme in 2021 (143 active break sessions). We will continue with the programme in 2022.

Administration of the University Sports Hall in Rožna dolina

Throughout the year, there was coordination and supervision of the work of receptionists, the cleaning service and facility maintenance staff, the servicing and purchase of equipment, and maintenance of the hall. The hall was also leased to internal (UL) and external (associations, companies, individuals) users.

At the start of the academic year, heavy rain caused considerable damage to the flooring. Arrangements were made with the insurer to fix the damage as quickly as possible; this will be done at the beginning of 2022.

Students with special status

Irrespective of gender identity, nationality, health status, age, socio-economic or other circumstance, we all deserve the opportunity to develop fully our abilities and talents, and to function in a supportive and inclusive environment. We paid special attention to vulnerable groups of students in career planning and access to the labour market, at the same time linking them to numerous experts in this area.

In 2021 we continued to promote two manuals: 'Teaching Students with Special Needs' and 'Effective Self-Advocacy for Students with Special Needs'. We updated web content on the careers centres' online classrooms relating to recommendations as to how students might successfully enter the study process and job market.

We continued to work with Young Transition (Prehod mladih), which offers students free guidance on entering the study process and the job market, and with the Adult Mental Health Centre.

Recreational swimming practice under professional guidance is offered to students with special needs.

The Students with Special Needs Committee approved co-financing of the purchase of equipment and accessories to support special needs students in their studies, for which special funds of EUR 40,000 were provided. When purchasing equipment in 2021, member faculties mainly directed funds towards eliminating problems with distance learning. UL has enabled better website access.



Table 8: Number of students with special status

Special status types	2016/17	2017/18	2018/19	2019/20	2020/21
partial or total loss of hearing	15	14	19	15	6
partial or total loss of sight	23	14	17	17	29
long-term or chronic illness	185	144	154	149	205
mobility impairments	81	40	49	41	44
speech impediments	25	30	17	17	24
physical and mental health disorders	46	21	23	25	40
specific learning difficulties	93	71	110	121	146
emotional and behavioural disorders	/	21	56	66	81
exceptional social circumstances	/	1	/	6	9
autism spectrum disorders	/	6	4	9	21
physical injury and/or long-term rehabilitation	/	8	4	23	1
Total number of students with special needs	468	370	468	489	606

recognised artist status	20	20	28	24	10
top athlete status	309	367	372	327	343
parent student status	/	23	64	60	98
status of student participating in (sectoral) international competitions	/	/	4	2	/
Total number of students with special status	797	780	921	902	1057

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

KEY IMPROVEMENTS AND BEST PRACTICES THAT CONTRIBUTED VISIBLY TO RAISING QUALITY IN THE FIELD, AND AN EXPLANATION OF THE EFFECT ON QUALITY

Signing of reformation contracts between the Slovenian consortium and the Elsevier and Wiley publishing houses, which will provide Slovenian researchers, and particularly researchers from UL as the largest member of the consortium, with the free-of-charge publication of open-access articles. In addition to fulfilling the provisions of research funders, open access will contribute to greater visibility of and a higher profile for the results of research activities at UL.

Expansion of the range of credit-earning extracurricular activities at the Centre for Extracurricular Activities: Interdisciplinary resolution of challenges from the outside world, Development of business skills, and Environmental protection and sustainable development (plus voluntary work at the Faculty of Public Administration).

KEY WEAKNESSES	OBJECTIVE(S)	PROPOSED MEASURES
Researchers do not fulfil the provisions regarding open access in accordance with the agreements on the co-financing of Horizon 2020 and Slovenian Research Agency projects.	When drawing up a record for a researcher's bibliography in the COBISS system, UL librarians also save the appropriate version of the peer-reviewed publication in the UL Repository.	Encouragement of authors from member faculties to store peer-reviewed publications in the UL Repository.
Spatial and organisational fragmentation of BF, FF and TEOF libraries.	Organisation of BF, FF and TEOF library activities in line with work tasks	Transformation of the organisation of BF, FF and TEOF library activities

6. MANAGEMENT AND DEVELOPMENT OF QUALITY SYSTEM

Strengthening completion of the feedback loop (conclusion of measures and planning of new ones)

For greater transparency of self-evaluation and planning quality system processes, in 2021 we reviewed and drafted a report on the legal arrangements for the self-evaluation period at the University of Ljubljana, its member faculties and their study programmes, and we analysed the defined time frame for self-evaluation of fields within the processes of self-evaluation in higher education, and based on the findings we supplemented the Quality System Rules of the University of Ljubljana (UL).

The basis for the regular annual self-evaluation is the targets of the university in the current period and their operationalisation in the form of measures set out in the Annual Work Programme, and in the annual self-evaluation from the previous self-evaluation period. In this context we also boosted awareness-raising about the quality system and designed a new web application UL Reporting, which via the module Annual Work Programme and the module Business Reporting links up the planning of measures and their realisation, and in this way we established a basic quality assurance mechanism represented by a closed QA feedback loop, which is based on the process of determining objectives and priorities, planning, implementation and evaluation of activities carried out and measures planned, which follows as input information for the new cycle of operation of the quality system itself. We also continued work on a new web page <https://kakovost.uni-lj.si/> and created an English version of it <https://kakovost.uni-lj.si/?lang=en>.

System of self-evaluation of study programmes and external sample evaluation of study programmes

In 2021 we continued implementing the mechanism of self-evaluation of study programmes, which in addition to the already established programme of self-evaluations included an enhanced metaanalysis of self-evaluation reports. For the 2019/20 academic year we recorded a 100-percent implementation of self-evaluation of study programmes. With the aim of strengthening and optimising the process of self-evaluation of study programmes, as part of the meta-evaluation of study programmes we conducted a detailed review of a sample of 105 self-evaluation reports on study programmes. In order to provide stronger support to member faculties and the university as a whole in drawing up self-evaluation reports and carrying out self-evaluation, we updated the module Self-evaluation of Study Programmes in the application UL Reporting. The application is an important milestone, especially in the context of coherence of planning measures and monitoring their implementation, as was acknowledged by multiple member faculties (13) that prepared their reports in the application.

In the area of evaluation of the sample of study programmes in procedures of external quality assurance (NAKVIS) we successfully conducted virtual visits by experts and concluded the evaluation of 12 first and second-cycle study programmes: UL AG Music Education, 1st cycle, academic, Music Education, 2nd cycle, master's, UL FF Sociology, 2nd cycle, masters', Art History, 2nd cycle, master's, Comparative Literature and Lite-

rary Theory, 2nd cycle, master's, Philosophy, 2nd cycle, master's, UL FMF Physics Education, 2nd cycle, master's, Mathematics Education, 2nd cycle, integrated master's, UL PEF Two-subject Teacher, 1st cycle, academic, Teaching, 2nd cycle, master's, Special and Rehabilitation Education, 1st cycle, academic and Special and Rehabilitation Education, 2nd cycle, master's. The criterion for the sample of study programmes (SP) for the 2021 sample evaluation was that it should be a teacher-training programme (SP, that educate for regular professions). For the coming period (2022) we selected four study programmes in the third cycle (Biomedicine – UL BF, UL FFA, UL FKKT, UL MF and UL VF, Maritime Studies and Transport – UL FPP, Kinesiology – FŠ and Administration and Public Sector Economics – UL FU). At the end of the year the member faculties prepared applications that were submitted to the national agency for assessment. The applications were reviewed and approved by the member faculty senates.

National and international institutional accreditation of the university

In the context of assessment of the application for extension of accreditation of the University of Ljubljana, the second visit by NAKVIS experts was conducted in May 2021, albeit virtually due to the Covid-19 epidemic. The experts conducted interviews with the other member faculties UL FA, UL BF, UL FGG, UL TEOF, UL VF, UL FPP, UL FF, UL FS and UL EF, which had not yet been evaluated, and evaluated 16 study programmes (Painting – academic programme and Industrial and Unique Design – academic programme at UL ALUO, Public Sector Administration – academic programme and Administration - public sector administration – second cycle programme at UL FU, Laboratory Dental Prosthetics – professional higher education programme, Health Care – second cycle programme and Health Care – professional higher education programme at UL ZF, Architecture – integrated master's programme at UL FA, Graphic and Interactive Communication – academic programme, Graphic and Interactive Communication – second cycle programme and Graphic and Media Tech – professional higher education programme at UL NTF, Landscape Architecture – academic programme, Landscape Architecture – second cycle programme at UL BF, Theological and Religious Studies – academic programme at UL TeoF and Marriage and Family Studies – second cycle programme at UL TeoF). In the process of extending accreditation, in order to arrange the enrolment conditions for 106 study programmes that were captured in the evaluation review, we created a [Programme translator](#) (only in Slovene), which checks the matching of programmes for obtaining secondary professional education (vocational matura) with academic study programmes, depending on the professional field (under the Klasius P-16, FORD, ARRS and CERIF classifications). For all member faculties included we provided special workshops to prepare for the evaluation interview, and offered them the necessary support in the second part of the process of extending UL accreditation.

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

In 2021, as the lead consortium partner we continued implementation of the project Innovative Forms of Learning and Teaching in Higher Education (INOVUP), which was secured in 2018 in the Education Ministry call in the amount of EUR 3.28 million. The consortium partners conducted 87 training sessions for higher education teachers and

staff as part of the INOVUP project, which involved 2,746 participants, of which 1,471 were from UL. We also continued to coordinate the preparation of materials in the area of general and special higher education teaching, and to analyse the state of learning and teaching in higher education, which offers insight into the frequency of use, viewpoints, practices and needs of higher education teachers in introducing forms of learning, methods and education strategies into higher education lessons. The INOVUP project council under the coordination of UL met regularly and organised two national consultations in the area of learning and teaching.

We continued implementing the programme of training for a culture of quality, which is aimed both at teaching and non-teaching staff. Due to the restrictions, we continued to provide training remotely, but still we maintained an emphasis on interactive training and on the development of staff skills. In this area we conducted 14 different trainings for employees in 2021, giving a total of 25 sessions on three main topics: the system and culture of quality, communication and taking care of health. We increased the number of participations, from 439 in 2020 to 621 in 2021. The evaluation of trainings showed that participants were very pleased with them, both in terms of choice of topics and form of training and of the selection of providers.

Enhancement-led visits

Due to the Covid-19 circumstances, we conducted four enhancement-led visits in 2021 instead of 2020, in the form of Zoom meetings. With member faculties UL FA, UL BF, UL FKKT and UL FŠ we verified the current relevance of the materials prepared and refreshed them. Despite having to do this online, the member faculties were pleased with the implementation. At the end of 2021 we organised a two-day e-training for candidates for new members of the register, and supplemented the register of consultation groups.

International cooperation in the area of quality

In 2021 UL continued its quality assurance work under the EUTOPIA project. In addition to regular tasks (annual and periodic quality reports and analyses of project progress, SWOT analysis, monitoring indicators and project results and so forth), UL drafted a proposal for quality assurance and organisation within the broader EUTOPIA alliance, which will go beyond the first pilot phase under the project. UL also drew up a proposal for evaluating and ensuring the quality of the educational model within the EUTOPIA learning communities. Prof. Dr Tomaž Deželan in the role of head of the Quality Committee presented the EUTOPIA quality system at several European events: EUniQ&NVAO – the event ‘Outcomes of the EUniQ Pilots and Implications for the Framework for QA of European Universities’ (March 2021), closing conference of EUniQ (June 2021). As part of the EUTOPIA week, which took place in November 2021 in Barcelona, we conducted a workshop with the new EUTOPIA members in the form of a comparative analysis of quality assurance systems at EUTOPIA universities, with special emphasis on transnational and international offers of learning (joint international study programmes, other forms of international education on offer).

The third round of the selection of EUTOPIA learning communities was held in 2021. UL supplemented the three existing main learning units (Introduction to Cognitive Science (provided by PEF), Epistemology of Everyday Life (provided by FF), Text and Discourse Analysis (provided by FF)) with another two, which are starting work in March 2022: POLITICS OF THE WALLS: Political Graffiti and Street Art in Comparative Perspective (provided by FDV) and Design & Science (provided by ALUO and FKKT) (for more information see chapter 2, EUTOPIA2050 Project). In November 2021, in the context of working set 2, the six founding partners of the EUTOPIA alliance acquired a new project under the Erasmus+ programme (KA220-HED – Partnership for cooperation in higher education) entitled Flexible Learning Communities Supporting Lifelong Learning Across Borders (FLECSLAB). The project begins in January 2022 (lasting 36 months), and the total value of the project, which will be coordinated by UL, is EUR 323,453.00. Based on the development of associated learning communities in the EUTOPIA alliance, FLECSLAB will create a specialised instrument for higher education institutions in the area of lifelong learning (for more information see chapter 2, EUTOPIA2050 Project).

Employability of graduates

In 2021 regarding UL study programmes we acquired new data from the eVŠ data repository on employability of graduates, which now includes the 2019 and 2020 generations of graduates. Two new reports on graduate employability are a novel feature:

- Report 6: Study programme card (overview of status of graduates from a specific higher education programme in the labour market) and
- Report 7: Higher education institution card (overview of status of graduates from a specific higher education institution in the labour market).

In line with the aims of the project 'Establishing a system for monitoring the employability of higher education graduates in Slovenia and modernisation of eVŠ', which is cofinanced from the European Social Fund, the reports are intended for UL member faculties in support of the overhauling, preparation and implementation of study programmes, including the design of learning outcomes that will provide graduates with appropriate competences for the labour market, in self-evaluation, in recognising and target guidance of students, future students and graduates as part of professional and career guidance and in developing support systems.

UL Student surveys

At the end of 2021 the University Office for Quality Assurance, Analyses and Reporting (USKAP) took over the implementation and processing of UL student surveys, and continued preparations of the pilot project for revising them.

Quality in the field of art

In 2021 we continued to support study programmes both at the arts academies and at other member faculties providing study programmes in the field of or with elements of the arts, specifically in processes of self-evaluation of study programmes and the

related implementation of mechanism of self-evaluation of study programmes, which included enhanced metaanalysis of self-evaluation reports, evaluation of the sample of study programmes in procedures of external quality assurance (NAKVIS), assessment of the application for extending UL accreditation and the second visit of NAKVIS experts conducted (virtually) in May 2021, involving interviews with the other nine UL member faculties and evaluation of 16 study programmes, including eight in the field of the arts.

We continued the review and design of indicators for the field of the arts, which are modelled on comparable European educational institutions and address the specifics of artistic work and activities in the arts.

USKAP regularly kept all UL member faculties informed of all the activities and processes via the forums of the college of deans, college of vice-deans, college of secretaries and through the members of the UL Quality Committee. We also organised presentational workshops for UL member faculties in all the processes of monitoring and ensuring quality via the application UL Reporting and its modules Self-evaluation of SP, Business Reporting and the Annual Work Programme.

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

KEY IMPROVEMENTS AND BEST PRACTICES THAT CONTRIBUTED VISIBLY TO RAISING QUALITY IN THE FIELD, AND AN EXPLANATION OF THE EFFECT ON QUALITY

Upgrading and modernising the application for self-evaluation of study programmes.	Submission of self-evaluation report in electronic form enables simpler submission and long-term traceability in terms of monitoring the content and in particular the defined measures.
Supplementing the website for UL quality assurance (kakovost.uni-lj.si) and establishing an English quality assurance web page.	It presents information on the system of quality at UL to internal and external stakeholders in a more accessible and more user-friendly form. This then ensures higher levels of access to information in this area, a higher level of comprehensibility of this information and consequently also a higher level of awareness about the basis and functioning of the quality assurance system at UL. The English version will make the information accessible also to an international audience.
Carrying out 108 trainings for learning and teaching (INOVUP and other) and technical support for teaching and non-teaching staff (USKAP).	Training in a virtual environment allows the participation of larger groups of individuals, trains them in key areas, and especially in light of the Covid-19 it serves as a linking factor and strengthens a sense of loyalty to the university.

Management of the system of quality within the EUTOPIA network and preparation of key documents in this area.	Through management of the system of quality assurance within the EUTOPIA network (quality coordinator Prof. Dr Tomaž Deželan) UL stands alongside prestigious European universities and is even setting the agenda in this area. At the same time the management and exchange of practices within these activities represent an exceptional development opportunity.
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Carrying out the second accreditation visit by NAKVIS as part of the renewed accreditation of UL.	As part of the second visit we conducted a series of trainings and prepared a set of materials for appropriate support of our opposite numbers in the accreditation process, something also demonstrated by the evaluation of the preparations and the first visit. The organisation of the visit also covered the coordination of more than a thousand people involved in talks during the five days of the visit. Alongside high-quality support, one result of the visit was increased awareness of the quality assurance procedures and instruments of quality at UL.
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Preparation of a comprehensive data set for monitoring the equitable balance of university operations according to a number of variables (gender, job, age, title and so forth).	Based on the formulated data set, permanent monitoring has been set up for the equitable balance of university operations according to a range of variables, whereby the conditions are met for effective implementation of the HR strategy of researchers and educators (Seal of Excellence) and UL commitments regarding integration of the principle of gender equality.
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Adaptation of enhancement-led visits to an e-environment, successful implementation of four enhancement-led visits and e-training for new members of the register.	Development of quality in a cooperative manner, expansion and supplementation of the register of consultation groups.
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KEY THREATS	OBJECTIVE(S)	PROPOSED MEASURES
Limited understanding of quality in line with the model of satisfying 'minimum standards'.	Establish a system of quality 'tailored to the institution', which facilitates development support for more ambitious higher education institutions.	Organisation of consultations and preparation of discussions on deficiencies and development opportunities for external quality assurance. Facilitation of strategic considerations about a developmentally oriented system of quality assurance.
Insufficient level of response in student surveys.	Increase completion of student surveys	Promotion of results of UL student surveys and promote their completion
Omission of carrying out employee satisfaction survey at some member faculties.	Implementation of employee satisfaction survey.	Implementation and use of employee satisfaction survey.

KEY WEAKNESSES	OBJECTIVE(S)	PROPOSED MEASURES
Non-internalisation of the quality system at important stakeholders of this process.	Academic staff and other relevant stakeholders who act in line with the principles of quality in their operations in all areas.	Implementing activities of awareness-raising about the operation of the quality system and principles of quality. Synchronisation of the principles of quality with the principles of management in all areas of operations. Bolstering forums for exchange of information on the quality system and enhancing quality at UL (vice-deans for quality assurance, creating a pool of experts on quality at UL).
The realisation among teaching staff that implementing processes of quality is an activity for professional staff and external evaluators.	Higher level of awareness about the positive sides of (self-)evaluation.	Preparation of interactive informative materials on planning and implementing quality system activities. Providing training in the area of quality system operation for teaching staff, managers and professional staff responsible for this area.
Lack of IT support for important processes of quality assurance (annual self-evaluation, quality of learning and teaching, integration of reporting systems into support for quality processes).	More effective management and development of higher education institutions and study programmes.	Upgrading and development of applications for managing and supporting quality processes.
Inadequate support for the processes of planning and implementing training for various categories of workers.	High-quality IT support for planning and implementing training.	Review and assessment of the possibilities for introducing appropriate IT support for planning and implementing training.
Non-harmonisation of internal quality systems, which are a result of varying development dynamics at member faculties and the UL Rectorate.	Harmonisation of the internal quality system, which is supported through knowledge of best practices within the European Higher Education Area (EHEA).	Implementation of new practices and continuation of processes of existing practices of reciprocal learning within UL and between UL and other EHEA universities. Elimination of identified discrepancies.

Absence of a strong support system for strengthening competences for learning and teaching and managing higher education institutions.	Enhanced capacities (knowledge, competences, skills) for managing and for learning and teaching among employees, especially for younger staff (learning and teaching) and new or future leadership staff (management).	Provision of training in the areas of learning and teaching and management and administration.
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7. OPERATIONS

7.1 Management and administration of University of Ljubljana

In 2021 we were again faced with the challenge of maintaining the smooth and uninterrupted operation of the University of Ljubljana in the circumstances of an epidemic. We successfully carried out the election for the Rector, with those eligible to vote casting their ballots for the first time remotely in an electronic election.

Meetings of all UL bodies continued unimpeded, and this served to ensure all the most important decisions necessary for executing business processes. The change of management was also completed successfully despite the difficult circumstances.

Despite the still hampered conditions for working due to infections with the SARS-CoV-19 virus, we succeeded in continuing the project of introducing the business information system and other projects being coordinated at the Rectorate.

We continued the processes of drawing up a strategy which is most certainly one of the most important processes at UL, and which was started in 2019.

Improvement of the financial operation system

We carried out a division of funds from the Fundamental Pillar of Financing, providing as we do every year funds from the reserve fund, which we allocated for financing certain unforeseen costs that member faculties incurred in relation to managing real estate, covering a share of the costs of the APIS project and unforeseen risks in the operations of some member faculties which for a number of years had been under-financed and showed a deficit in study activities, while also drawing up a remediation plan.

The division of funds from the Developmental Pillar of Financing was determined provisionally, in view of how the member faculties expressed interest in participating in the individual measure.

Increasing prudence and the efficiency of operations

Through the APIS project we are introducing changes in the implementation of business processes in terms of optimisation and of ensuring compliance with legislation and the bylaws.

We are placing major emphasis on consistent implementation of public orders and seeking the most favourable suppliers, both in terms of the prices of goods and services and also of quality.

We are increasing the efficiency of operations by introducing electronic operations at all levels.

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

KEY IMPROVEMENTS AND BEST PRACTICES THAT CONTRIBUTED VISIBLY TO RAISING QUALITY IN THE FIELD, AND AN EXPLANATION OF THE EFFECT ON QUALITY

E-elections of the Rector and deans at certain member faculties (a larger number of those eligible voted, which contributed to greater legitimacy of the elections, while at the same time voting was made possible for those who on the election day would not have been able physically to vote, such as eligible voters who were sick).

KEY THREATS	OBJECTIVE(S)	PROPOSED MEASURES
The impact of the spread of SARS-CoV-19 infections and consequences of infection.	Maintain operations to the extent and in the manner from before the epidemic.	Promotion of vaccinations, observing protective measures, possibility of working from home.
KEY WEAKNESSES	OBJECTIVE(S)	PROPOSED MEASURES
Postponed implementation of SAP due to departure of key personnel.	Retain key personnel.	Regular meetings of the UL management with deans and key personnel. Pay for additional work.

7.2 Human resources development and HR plan

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

- Arranging employment positions that are specific to the university owing to the habilitation process;
- Enhancing employee competences;
- Ensuring European standards of development for researchers and teachers;
- Developing additional functionalities of the new information system and digitalisation of HR operations.

Legal arrangements

In order to prevent the spread of SARS-CoV-19 infections we regularly monitored the epidemiological situation in the country and the measures adopted by the government in relation to the Covid-19 epidemic. We regularly informed employees about measures and briefed them on what their options were. In order to ensure a safe working environment, we adopted Instructions for performing safe work, and in this way helped to reduce the risk of infection at the work place.

In order to prevent infections with SARS-CoV-19 we already arranged for temporary working from home in 2020, for all UL employees whose jobs enabled them to do so and who could safely perform their work away from the employer's main premises. Since it became apparent that working from home did not impede the work process in any significant way, if it was agreed in advance and was occasional, in 2021 we decided to maintain the option of working from home permanently, mainly with the aim of coordinating professional and private life and for other appropriate reasons. Work can only be performed from home if appropriate conditions for performing work are in place (e.g. safe working environment, ICT equipment). We also made appropriate arrangements in the employment contracts with UL staff.

We continued implementing the Instructions on implementing HR procedures for higher education teachers, academic workers and associates, supplemented the Rules on the working and teaching obligations of higher education teachers and associates at the University of Ljubljana and updated the Instructions for determining wages at the University of Ljubljana. This has given us the essential foundations and conditions for paying wages and other remuneration all assembled in one document.

In view of the Annex to the Collective Agreement for Education adopted in June 2021, which brought changes in the area of reimbursement for costs of transport, business travel accounting and reimbursement for food, we adopted new Rules on reimbursement of costs of travel to and from work for employees at the University of Ljubljana, and formulated an appropriate technical solution in the APIS information system.

In the area of habilitation procedures, due to the Covid-19 epidemic we continued the adapted setup from 2020 and began drafting major amendments to the Criteria for appointment to the titles of university teachers, researchers and associates at the University of Ljubljana, which should be adopted in 2022.

In the area of preventing violence, harassment and mobbing, as part of a working group we were involved intensively in drafting the Rules on measures against violence, harassment and mobbing, which will be adopted in 2022.

We began additional activities in the area of gender equality in 2021. To this end a working group was set up to propose based on internal analysis additional measures and activities in the area of establishing gender equality. In this way we will ensure the fulfilment of all commitments required by European institutions in order to successfully secure international projects.

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

UL continued employing international personnel in accordance with the Instructions for implementing HR procedures, so that in line with the Strategy of Internationalisation at the University of Ljubljana and the Strategy for Developing the Careers of Researchers we could facilitate greater inclusion of international researchers and teachers in research and educational work. The challenges of employing international researchers require inter-departmental coordination. In cooperation with the EURAXES network, during the year we provided a presentation of the new Aliens Act. In the area of international recruitment we identified a lot of outstanding problems.

In 2021 the University of Ljubljana employed full-time a total of 221 international staff (189 in 2020, 143 in 2019), of whom 52 were teachers, 130 were researchers, 33 were professional staff and 6 were staff employed in healthcare positions. In cooperation with the Centre for Slovene as a Second Foreign Language we continued providing courses in Slovene for employed international educators and researchers. In this year the course was attended by 91 participants (in 2020 74 participants).

Moreover in the 2020/21 academic year, in one or at least part of a course a total of 161 international higher education teachers and associates participated in the study process, which was 68 fewer than the previous year, this being a consequence of the epidemic.

A total of 171 higher education teachers and staff and scientific associates and staff went on exchanges abroad, which is 37 fewer than the previous year. Detailed figures are given in the table below.

Table 9: Exchange of teachers and staff in the study process for the 2020/21 academic year

	Number of international higher education teachers, associates and scientific workers who participated in the educational process for at least one course	Number of international higher education teachers, associates and scientific workers who participated in the educational process for at least part of a course	Number of international scientific workers and research associates who were on exchange and participated in the educational process	Number of higher education teachers and staff who were on exchange, pursued education or research process or in artistic work at higher education institutions abroad	Number of scientific workers and research associates who were on exchange or participated in the education or research process or in artistic work at higher education institutions abroad
Up to one month	3	121	20	85	42
1 to 3 months	11	6	0	36	0
3 to 6 months	1	13	0	3	2
Over 6 months	6	0	0	3	0
Total	21	140	20	127	44

A total of 76 international researchers and research associates participated in research projects for varying time intervals, which is nine more than in 2020 but far fewer than in 2019 (230 in 2019). A total of 44 UL scientific workers and research associates went on exchanges abroad, participating in the educational, artistic or research process, which is 8 more than in 2020.

Exchanges of professional staff (salary group J – ancillary positions) are promoted and financially supported under the Erasmus+ project and other forms of exchange. We facilitated exchanges abroad for 15 professional staff, and hosted 19 professional workers who came on exchanges from abroad. The numbers are a little lower relative to the previous year due to the epidemic, and considerably lower relative to the pre-epidemic years.

Training

In 2021 we conducted 87 training sessions for higher education teachers and staff as part of the INOVUP project, which involved 2,746 participants, of which 1,471 were from UL. We continued implementing the training programme for the culture of quality, speci-

fically in the areas of rhetoric, public speaking in English, business etiquette at virtual events, designing measures, strategising, sustainable management, stress management, conflict resolution, carrying out enhancement-led visits and preparations for evaluation interviews. Through this programme we facilitated for employees the development of specific knowledge and skills for quality, better communication and cooperation among staff and organisational development at various levels of UL, and we worked to ensure better communication and cooperation in the workplace, a better understanding of the area of quality, and better health and personal growth for employees. The evaluation of trainings showed that participants were very pleased with them, both in terms of choice of topics and form of training and of the selection of providers.

Within the framework of the UL Digital Centre, in the area of dissemination, we organised and held three events for the exchange of good practice in the use of ICT in the education process for higher education teachers and UL staff, with a total of 260 in attendance. At the events we focused on presenting the possibilities of assessing knowledge in studies remotely, ensuring an accessible study environment for all students and on presenting various possibilities for active involvement of students in the education process using ICT. We held 80 online and in-person workshops in the area of education in 2021 (40 thematic online workshops in the form of SPOCs on the topic of didactic use of ICT and 40 in-person workshops and webinars) with a total of 866 participants. In the area of advice-provision, in 2021 we held 339 one-to-one and group advisory sessions on the educational and technical use of ICT, with a total of 437 participants. In the area of development, which includes the monitoring of trends in the use of ICT in the education process, we developed 117 items of material (examples of best practices for using ICT, tips for using ICT to support various activities with students and instructions for use of ICT) in support of such use, and these are freely available online for all higher education teachers and UL staff. All the activities carried out in 2021 were closely associated with the possibility of using ICT during remote and hybrid forms of study (which includes the active involvement of students, promoting student interactions through the use of various ICT, use of videoconference systems, cooperative learning environments and so forth), since the circumstance of the Covid-19 epidemic caused in this area the greatest need among higher education teachers and UL staff.

In 2021 member faculties provided for the continuous professional development of personnel and their training, which in turn boosted employee loyalty to the university.

Career development for researchers and teachers

We continued our activities related to commitments in HR strategy. We produced the Report on the implementation of measures laid down in the UL Human Resources Strategy for Researchers and Teachers 2017–2020 with Action Plan, and formulated a new UL HR Strategy for Researchers and Teachers 2021-2023 with Action Plan. This is the basis for continued use of the logo ‘HR Excellence in Research’ up to April 2022. This logotype is evidence that we are an institution with a stimulating and inclusive work environment, and that we comply with the European Charter for Researchers and the Code of Conduct for the Recruitment of Researchers.

The circumstances associated with the Covid-19 epidemic seriously impacted implementation of the projects Guest Foreign Experts at the University of Ljubljana 2019-2022 and Mobility of University of Ljubljana Teachers 2018-2021. Numerous guest appearances of foreign experts were cancelled because of this, meaning that we carried out only 33 short and three longer hostings. Numerous guest stays under already agreed mobilities of University of Ljubljana teachers at universities abroad were cancelled or were cut short. In 2021 we carried out three three-month mobilities of higher education teachers in their entirety and one that was a continuation of the second part of a mobility from 2020 interrupted by the Covid-19 epidemic. The higher education teachers involved in mobility at institutions abroad were integrated directly into teaching work, and also developed various forms of cooperation with employees in the educational, research and professional fields. Under the public call for cofinancing of guest work at Slovenian higher education institutions, aimed at cofinancing guest teaching and/or research by internationally-based Slovenian experts with science doctorates at Slovenian higher education institutions, who have been working abroad for some time, of the planned six hostings we carried out five, while one is still in progress and will end on 30 September 2022.

Young researchers

In 2021 we published four calls for young researchers for 100 mentor positions at UL, for which we received a total of 387 applications. These included a full 158 applications from international candidates based in 25 different countries. A total of 99 young researchers were selected. In addition to the 83 Slovenians, we selected 16 international candidates, with three each from Croatia, Italy and Pakistan, two from Serbia and one candidate each from Bosnia-Herzegovina, North Macedonia, the Philippines, Iraq and Iran. By the end of 2021 a total of 93 young researchers had been employed at UL, while due to the lengthy procedures for employing non-EU foreign citizens, six of them were still waiting for their single permits for residence and work.

We conducted a survey among the young researchers about their difficulties and general satisfaction with the position and studies. A total of 179 young researchers, or 40% of all the young researchers training at the University of Ljubljana, responded to the survey. Just over 60% of the respondents took the view that the epidemic had negatively impacted their training, and noted as a major difficulty the lack of personal contact with researchers and of networking, closed laboratories, impeded access to potential research participants and consequently a backlog in empirical work, the cancellation of research visits abroad, fewer conferences and summer schools, impeded access to research resources, harder working conditions when working from home and problems with motivation, uncertainty and stress. The survey showed that the first wave of the epidemic had a particularly bad impact on research, while in the second wave the member faculties were able at least partly to adapt, so that work was not brought entirely to a halt, although it was still impeded.

Linking professional services

Among member faculties and the university we continued the regular periodical meetings of the HR departments of the members and university aimed at better coordination, information and exchange of best practices. In 2021 we conducted two meetings with all member faculties. As part of the introduction of the HR information system we also created several working groups with the representatives of employees at the Rectorate and various member faculties, which had the objective of standardising practices across the entire university. For this reason we organised for them a larger number of meetings, at which we coordinated solutions for the entire UL and at the same time provided support for the inclusion of individual member faculties in the new information system.

In the HR field, at the Rectorate as part of the SAP business information system we participated in upgrading functionalities and in the additional digitalisation of HR operations, especially on the module GovernmentConnect (GC) – Personal Folders. We also conducted preparations and testing for implementation of the HR module and GC Personal Folders module for six member faculties which during 2021 migrated to the new SAP business information system (FF, FE, FRI, BF, FSD, FKKT).

The number of employees increased most at UL in the area of projects, at positions related to healthcare and in the professional departments. The main reason for the increase in staff numbers is the new projects, increased recruitment due to Covid-19 and the increased demands of business processes and complexity of work involved in these positions.

IMPLEMENTATION OF THE HR PLAN

We planned for 7,133 employees as at 31 December 2021, and in actuality had a staff of 6,608 persons, or in terms of FTE 6,349.94.

Table 10: Number of all employees at the University of Ljubljana from 2018 to 2021 by salary group

SALARY GROUP	No. of employees as at 31 December 2018	No. of employees as at 31 December 2019	No. of employees as at 31 December 2020	No. of employees as at 31 December 2021	Index 2018/19	Index 2019/20	Index 2020/21
B	7	6	7	6	86	117	86
D	2.733	2.770	2.836	2.867	101	102	101
E	190	204	218	224	107	107	103
H	1.215	1.303	1.349	1.436	107	104	106
J	1.948	2.013	2.048	2.075	103	102	101

Total	6.093	6.296	6.458	6.608	103	103	102
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As at 31 December 2021 UL employed 167 higher education teachers (165.08 in FTE) holding habilitation titles obtained under arts criteria.

Table 11: Implementation of HR Plan in FTE by source of reporting (methodology under the Budget Implementation Act)

Sources	Actual 1 January 2021	Plan 1 January 2022	Actual 1 January 2022
1. state budget	4.251,11	4.340,97	4.288,46
2. municipal budgets	0,00	0,00	0,00
3. ZZZS (Health Insurance Institute) and ZPIZ (Pension and Disability Insurance Institute)	0,00	0,00	2,00
4. other public funds for public service provision (e.g. taxes, fees, concession fees, RTV licence fee)	0,00	25,00	7,15
5. funds from the sale of goods and services on the market	327,35	336,46	344,65
6. non-public funds for public service provision	190,91	253,40	177,07
7. donations received	0,00	0,00	0,00
8. EU or other international funds, including co-financing funds from the state budget	321,51	614,36	321,09
9. budget funds for employees under the first, second and third paragraphs of Article 25 of the Medical Practitioners Act (Official Gazette of the Republic of Slovenia, No. 72/06 – official consolidated text, 15/08 – ZPacP, 58/08, 107/10 – ZPPKZ, 40/12 – ZUJF, 88/16 – ZdZPZD, 40/17, 64/17 – ZZDej-K, 49/18 and 66/19) and the third paragraph of Article 34 of the ZZDej	0,00	0,00	0,00
10. funds from the public works system	0,00	0,00	0,00
11. funds for research projects and programmes and funds for projects and programmes intended for internationalisation and quality in education and science	1.032,15	1.052,00	1.117,12
Total number of all employees under points 1 to 11.	6.123,03	6.622,19	6.257,55
Total number of employees under points 1 to 4	4.251,11	4.365,97	4.297,61

Total number of employees under points 5 to 11	1.871,92	2.256,22	1.959,93
Skupno število zaposlenih pod točkami od 5. do 12.	1.766,53	2.332,56	1.871,92

The Budget Implementation Act for 2022 and 2023 requires all budget users in drawing up their HR plans to abide by the limitations, where HR plans for 2022 may not exceed in terms of numbers of employees the HR plan from 2021 where this is based on public sources of funding. Meanwhile the number of employees in the following sources (5-11): funds from the sale of goods and services on the market, non-public funds, EU funds or other international sources and research project funds – are assessed in FTE.

In view of the Budget Implementation Act and the Decree on the method of drafting human resource plans of indirect budget users and the methodology for monitoring the implementation thereof for 2021, and in line with the Education Ministry instructions, based on the source state budget and other public funds for performing public service, originally, at the beginning of 2021, we planned the employment of 4,365.97 persons in FTE as at 1 January 2022 (in the UL Work Programme for 2021). In the middle of 2021 we produced a revised version of the HR2021 plan and as at 1 January 2022 planned for 4,362.09 FTE. On 16 November 2021 we obtained approval from the Ministry of Education, Science and Sport for a rebalancing/revision of the HR plan for 2021 in the amount of 4,362.09 FTE (sources 1-4, 7, 9, 10). As at 1 January 2022 the actual number of employees was 4,297.61 FTE, which is 64.48 FTE less than the number approved by the Education Ministry.

The table is set out in proportions of employees by source of financing, since often employee salaries at the University of Ljubljana are covered from different sources.

Figure 22: Share of employees as at 31 December 2021, by salary group

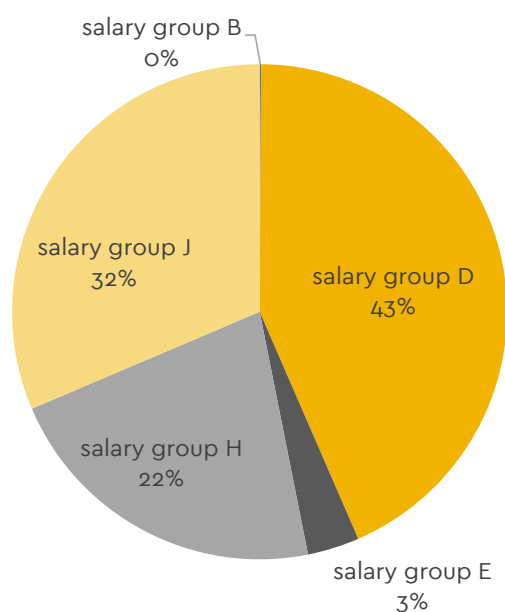
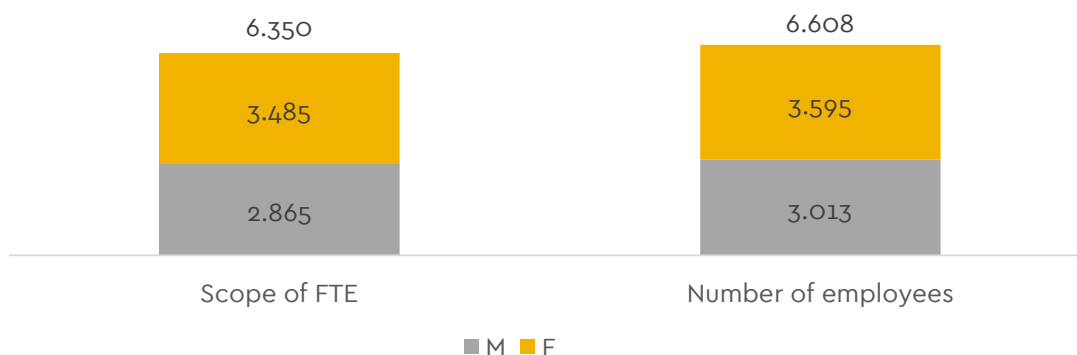


Figure 23: Number of employees and FTE by gender



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

KEY IMPROVEMENTS AND BEST PRACTICES THAT CONTRIBUTED VISIBLY TO RAISING QUALITY IN THE FIELD, AND AN EXPLANATION OF THE EFFECT ON QUALITY

Continued shifting of employment from fixed term to permanent for researchers. Ensuring observance of the updated Instructions on implementing HR procedures for higher education teachers, scientific workers and associates.
 Explanation of effect on quality: harmonisation of the status of researchers with the Instructions, ensuring job stability.

Coordinating the introduction of the HR module of the new business information system at ten member faculties.
 Explanation of effect on quality: a single HR system ensures standardised digital HR operations and optimised reporting of HR data.

Regular meetings with HR departments at member faculties and with working groups under the APIS project.
 Explanation of effect on quality: exchange of best practices, coordinated operation of member faculties and the university in HR.
 Ensuring one common system in the APIS information programme in which all member faculties will be included.

Continuing the arrangement of formal employment with regard to teaching obligations.
 Explanation of effect on quality: harmonisation with legislation, raising employee motivation.

KEY THREATS	OBJECTIVE(S)	PROPOSED MEASURES
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Departure of good personnel due to deficiencies in the public sector wage system.	Retaining competent and expert personnel.	As the presiding institution for the Rectors' Conference, we launched an initiative for the establishing of a Slovenian Rectors' Conference working group that would draft proposed measures for arranging wages. Timely identification of reasons for possible employee departures – by conducting annual interviews – where managers will preventively identify the reasons for departure, in order to prevent the departure of good personnel owing to possible internal weaknesses that could be eliminated.
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Employment of researchers is restricted to the duration of the project, so it is hard to offer them permanent employment (insufficient funding for permanent employment and projects do not provide funds for severance pay).	Achieve financial stability for the employment of researchers.	Advising the competent ministries of the issue of permanent employment and project work of researchers, which is tied to fixed-term projects; this leads to the issue of ensuring funds for cases of possible cancellation of employment for business reasons.
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KEY WEAKNESSES	OBJECTIVE(S)	PROPOSED MEASURES
In view of the importance of HR procedures, inadequate attention is focused on their professional, correct and timely implementation.	Transparent procedures in accordance with the law and principles of integrity.	Improvements in internal communication. Short-term: resolving such individual cases through education of professional services and clear definition of competence. Long-term: training professional services based on need or at least once every two years.
Inconsistent implementation of legislative provisions in the area of labour law.	Standardisation for the entire UL.	Upon the introduction of APIS, standardisation of all aspects in the area of rights and obligations of employees.

7.3 Information system

Harmonisation of information systems

In the further harmonisation of the information systems we are continuing to focus our main attention on introducing the SAP single common business information system as part of the project called APIS. Introduction of the business system is divided among member faculties into several sets. We first started using the system at the Rectorate, from 1 June 2020, followed at the end of the year (31 December 2020) by member faculties FE and FF and in 2021 member faculties FRI, BF, FSD, FKKT; NTF; FFA; FGG and PF. Successful introduction required a clean-up of existing business data and their transfer to the new system. We integrated the SAP system with other internal and external systems, especially with the GC document system, the VIS and Studis study systems, the common online shop, with the records of presence, with the IT support for travel orders and the active directory, which enables user-friendly registration with a single common identity. Work is conducted in workshops devoted to individual modules of the SAP system. Due to circumstances associated with the Covid-19 epidemic, we carried out these workshops remotely also in 2021, using IT tools. In implementation we took into account the needs for a common and uniform system, except where the specifics of member faculties are justified.

We cleaned up the business, HR and financial data of the Rectorate such that it will be possible to raise the level of automation and eliminate differences between member faculties, where it was causing barriers. We also provided technical and organisational assistance to member faculties at migrating to SAP to help them migrate their data, while retaining control and decision-making. Applying the principle of a unique single identification number for the employee, we introduced the standardised view of the employee from the IT aspect.

We helped member faculties who have migrated to SAP, to overcome barriers of using the system, to maintain common data or code lists, and to respond to requests for substantive or technical assistance. We have set up a work group dedicated to SAP support.

Vital successful shifts continued this year in the direction of reducing the unnecessary differences between member faculty IT systems. The necessary and envisaged upgrades and updates to the common application software were carried out. All member faculties have moved to a common identity within a common server forest on its own AD server, which represents a major success of long-standing efforts. Owing to the insurmountable difficulties caused by different, non-standardised or unconnected messaging systems, we reduced their diversity, only two member faculties (EF, MF) still use their own system. A single common mail infrastructure is used at the Rectorate and 24 member faculties, and at three associate member institutions. This integrated infrastructure allows users to access the single directory of users, share the calendar and use the common video conference system, with a wide variety of devices being supported. Users have at their disposal 150 GB mailboxes and unlimited archive space. The Rectorate and all member faculties at least to a minimal extent use the document system GovernmentConnect GC. Its use is continuing to expand in terms of scope of functionalities used by the member

faculty, and in terms of level of integration of GC with external systems, especially with SAP. We introduced personal folders for employees, which enables employees to receive sensitive digital personal documents, including pay slips. In this way employees have in one place simple access to all key documents, and these are in digital form.

In the area of study information systems (SIS), development and improvements followed the needs of users or external circumstances. We provided uniform IT support for changes in doctoral studies from the current three to four years.

Placement of VIS on the common infrastructure at the Rectorate is now being used by 19 member faculties, and there are plans for the migration of remaining three member faculties (FDV, FF and PEF) to the common infrastructure.

In the single common record of study programmes (EŠP) we are continuing to harmonise the structure and importance of data with NAKVIS, so as to increase the connectivity of these data and ease the automation of exchange with the aim of easier management of these data. In the surveying system 1KA, which is an integral element of the study process, we enhanced the standardisation and quality of data and through improvements increased the usability of reports.

We have renewed the joint procurement for the printing of student ID cards for the whole of the UL, and we have entered into a joint procurement for mobile telephony, which has significantly improved the commercial conditions compared to the market. We have renegotiated or renewed the Microsoft licences for Exam.net, ESRI and SPSS. The acquired licences are available to members who have expressed an interest. Joint procurement enables Members to develop technology more uniformly and invest more economically.

Development continued on PAUL, the data aggregation application, so the usefulness of collected data is increasing and integration with other applications using these data is eased. In cooperation with the Education Ministry, through improvements to the functioning of the application we reduced the amount of manual labour in handling exceptions and increased the level of automation. By introducing additional business controls over data based on the experience of past difficulties, we reduced the amount of manual correction of data at member faculties and improved data quality. We linked data on study programmes to the EŠP single common record of study programmes, so that changes between the systems are synchronised.

In introducing the new POPR application, which is a portal for personal and professional growth aimed at school pupils and students, we established a new integration with the backend system TargetConnect and through the additional exchange of data we increased the usability of the portal.

Table 12: Level of harmonisation of basic infrastructure software in 2021

Abbreviation of entity	Entity	ŠIS study information system	Placement of ŠIS on the infrastructure	Authentication	E-mail	Common e-mail	Business information – finance and accounts (PIS-FRS)
UL	Rectorate	VIS	USI server	AD	Exchange Online	YES	SAP
AG	member faculty	VIS	USI server	AD	Exchange Online	YES	IRC
AGRFT	member faculty	VIS	USI server	AD	Exchange Online	YES	Vasco
ALUO	member faculty	VIS	USI server	AD	Exchange Online	YES	IRC
BF	member faculty	VIS	USI server	AD	Exchange Online	YES	SAP
EF	member faculty	Student.net	own server	AD	Gmail	NO	IRC
EA	member faculty	VIS	USI server	AD	Exchange Online	YES	MINOA
FDV	member faculty	VIS	own server	AD	Exchange Online	YES	ProBit
FE	member faculty	STUDIS.FE	FRI server	AD	Exchange Online	YES	SAP
FF	member faculty	VIS	own server	AD	Exchange Online	YES	SAP
FFA	member faculty	VIS	USI server	AD	Exchange Online	YES	SAP
FGG	member faculty	VIS	USI server	AD	Exchange Online	YES	SAP
FKKT	member faculty	STUDIS.FKKT	FRI server	AD	Exchange Online	YES	SAP
FMF	member faculty	VIS	USI server	AD	Exchange Online	YES	IRC
FPP	member faculty	VIS	USI server	AD	Exchange Online	YES	Vasco
FRI	member faculty	STUDIS.FRI	FRI server	AD	Exchange Online	YES	SAP
FS	member faculty	VIS	USI server	AD	Exchange Online	YES	Vasco
FSD	member faculty	VIS	USI server	AD	Exchange Online	YES	SAP
FŠ	member faculty	VIS	USI server	AD	Exchange Online	YES	Vasco

FU	member faculty	STUDIS.FU	USI server	AD	Exchange Online	YES	MINOA
MF	member faculty	VIS	USI server	AD	Linux	NO	IRC + Navision
NTF	member faculty	VIS	USI server	AD	Exchange Online	YES	SAP
PEF	member faculty	VIS	own server	AD	Exchange Online	YES	Vasco
PF	member faculty	VIS	USI server	AD	Exchange Online	YES	SAP
TEOF	member faculty	VIS	USI server	AD	Exchange Online	YES	Vasco
VF	member faculty	VIS	USI server	AD	Exchange Online	YES	R kanal +
ZF	member faculty	VIS	USI server	AD	Exchange Online	YES	R kanal +
CTK	associate member institution				Exchange Online	YES	
IRI	associate member institution				Exchange Online	YES	
LUI					Exchange Online	YES	
NIB	associate member institution						
NUK	associate member institution						

We set up an online store for selling books, where 16 UL member faculties are already selling their books.

During the period of measures to combat Covid-19 and teleworking we supported the video conference systems MS Teams and Zoom, the remote exam tool Exam.net and the digital voting tool SimplyVoting. Since special multimedia software was needed for remote teaching, we conducted a joint public procurement order for obtaining standardised and uniform special software.

For interested member faculties we carried out a joint public order for the implementation of a single system for registration of time, which it was possible to expand later to recording student access as a measure to counter Covid-19. With the introduction of the required verification of digital certificates we have enabled member faculties to purchase suitable mobile devices at a favourable price.

We helped interested member faculties to introduce a single time registration system, which could also be extended to record student access as an anti-Covid-19 measure.

We have extended the use of SimplyVoting for cases where an appropriate level of electoral security needs to be ensured. The system is used for elections or votes at member faculties or student council and other similar bodies.

Safety assurance

In 2021, we increased the security of the network and server equipment by upgrading firewalls in the core network and in the Member States that expressed an interest. The server infrastructure was upgraded in 2020, increasing server reliability and reducing power consumption. The servers are co-located at two sites. Members have the possibility to use shared server rooms.

Following the installation of the WAF web access control system, the performance of the system was monitored and several improvements were made to enhance the security of the internal web servers.

In 2021, we have implemented a set of internal rules, including an information security policy. We have expanded the use and functionalities of the document system GovernmentConnect (GC). We helped the member faculty EF introduce the GC system, while at other faculties we actively monitored its use and supported implementation. In the future we will link the system closely to the single business information system.

We continued to provide services under existing joint procurement contracts for personal computing equipment and licences from Microsoft, Adobe and other vendors. Hardware deliveries have been delayed due to the global geopolitical situation, but due to the overall scale of the business, we have tried to prioritise and procure the necessary equipment regardless of the situation.

User support and ensuring smooth operation

Given the needs of other users, the OTRS (Open-Source Ticket Request System) supporting the operation of the user support service was expanded to new processes, especially in the area of study IT and in introducing Digital UL. Through standardised reports and statistics we are monitoring the quality of services provided to help users. With ISL Online, we allow the helpdesk to remotely access users, regardless of their location, if they are working remotely.

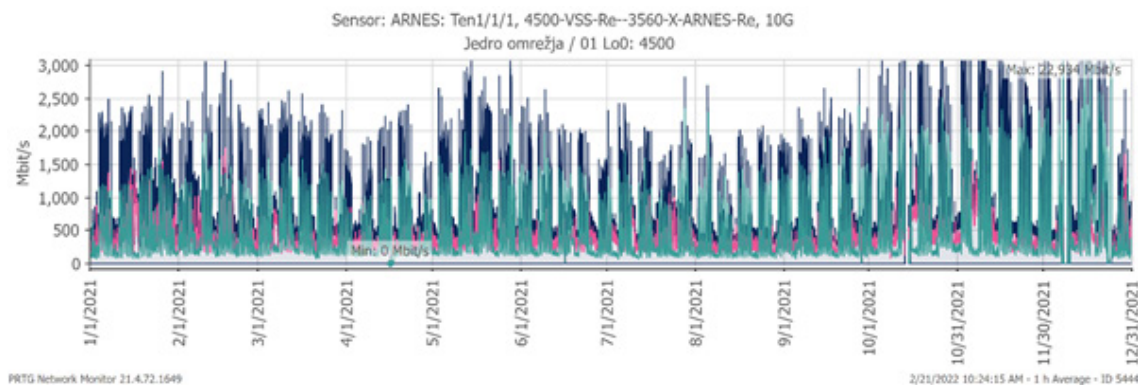
Table 13: Number of requests for help for users by year

Year	2016	2017	2018	2019	2020	2021
Number of requests	18.632	18.090	20.853	19.711	27.000	24.592

The quality of using the PRTG system for monitoring the operation of information and communication systems was improved, such that the system includes 3,500 sensors that offer ongoing monitoring of the quality of operation, and in the event of recognised

warnings or identified difficulties we can respond appropriately. We included in the system the monitoring of those common systems used by member faculties. For the critical main infrastructure we achieve on an annual level availability of operation that is higher than 99.9% and already on the threshold of the measurement error of systems for monitoring operation.

Figure 24: Quality of the functioning of information and communication systems, showing the permeability of the main communication network.



We improved the quality of monitoring the consumption of electricity and the operation of climate systems for cooling the system room and other premises in the Rectorate building. Through timely preventive and service measures we improved cooling. We have completed the transfer of server equipment from the system rooms at the Rectorate to a new secure location. Using Lansweeper, we facilitated the monitoring and record-keeping of ICT equipment.

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

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

KEY IMPROVEMENTS AND BEST PRACTICES THAT CONTRIBUTED VISIBLY TO RAISING QUALITY IN THE FIELD, AND AN EXPLANATION OF THE EFFECT ON QUALITY

Introduction and expansion of the SAP business system to the Rectorate and 10 member faculties.

Transfer of the main server and disk hardware to new premises and standardisation of the common active directory AD. Updating of the main common communication network.

KEY THREATS

OBJECTIVE(S)

PROPOSED MEASURES

Increased risks to IT security due to the ICT system at UL, which for historical reasons is still very complex.	Continuously reduce the complexity of the common information system.	Introduction of common, single and tested solutions, sharing of best practices, increasing the level of automation by reducing unnecessary differences.
KEY WEAKNESSES	OBJECTIVE(S)	PROPOSED MEASURES
The barriers and limitations in recruiting IT personnel in the public sector do not allow us to secure our own appropriate professional personnel support.	Obtain and employ professionally trained IT personnel.	Facilitate an environment in which it will be possible to recruit competent IT staff.
Long-term supplies in the hardware market.	Ensuring acceptable supply deadlines for desired hardware.	By combining individual orders into joint public contracts, secure a better negotiating position with suppliers and principals.

7.4 Communication with the public

In the area of communication with the public, in 2021 we focused primarily on:

- increasing updated communication among employees and students and with external circles during the Covid-19 epidemic (appealing for people to get vaccinated, clear information on the progress of studies via all key communication channels at UL (website, social networks, e-mail), words from the Rector, communications to the media);
- implementation of new solutions on the cancellation of planned annual University of Ljubljana events due to the Covid-19 epidemic (events online (Rector's prize for the top innovation, Welcome Freshmen) and hybrid events during the traditional University Week in association with the special web page for this purpose);
- strengthening internal communication through formal meetings with employees (Rector's college, college of deans and vice-deans, college of chief secretary and college of secretaries, PR college, meetings with representatives of the UL Student Council and representative unions); meeting of Rector teams, informal gathering with employees and issuing two internal e-newsletters: e-univerzitetnik (includes important information from the Rectorate and is intended for all employees), 3+23 (provides important information from UL member faculties);
- active revision and content supplementation of the UL website with topical content, events and achievements of UL;
- boosting active communication on UL social networks through daily postings;
- reactive and proactive communication with the media on the national and internati-

onal levels, where we perform and apply regular analyses of media references to the University of Ljubljana and its member faculties;

- support for internationalisation of UL through the issuing of the e-newsletter UL Echo (important information from the Rectorate for international academic circles and partner organisations); preparation of a booklet of the most outstanding research achievements of the University of Ljubljana in Slovenian and English; active participation in communication teams in the international networks UNICA, EUTOPIA and THE GUILD;
- preparation of UL promotional brochures;
- elections of the new Governing Board and new UL Rector.

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

KEY IMPROVEMENTS AND BEST PRACTICES THAT CONTRIBUTED VISIBLY TO RAISING QUALITY IN THE FIELD, AND AN EXPLANATION OF THE EFFECT ON QUALITY

Increasing updated communication among employees and students and with external circles during the Covid-19 epidemic.
 Greater focus on communication via UL social networks (FB and IG).
 Adaptation of events (hybrid forms).

Strengthening mutual relations and trust.
 Raising the reputation of UL, including in the media.

KEY THREATS	OBJECTIVE(S)	PROPOSED MEASURES
Changed habits of people due to lengthy period of absence of socialising/events in person.	Promoting events/meetings in person and mutual contacts.	Strengthen communication among employees and students and with external circles with key messages and aims.
Hobbling of the higher education sphere due to the growth of establishing private higher education institutions without any national-level strategy.	Through consistent communication and discussion draw attention to the threats to the higher education sphere with the aim of maintaining and upgrading the quality of higher education in Slovenia, which contributes to the development of a knowledge-based society.	A series of public debates on current issues and the future of higher education under the aegis of the Slovenian Rectors' Conference, over which UL is presiding.

Lack of trust in science due to the growth of misinformation in the media, especially on social networks.	Restore public trust in science.	Boost the promotion of scientific achievements at UL, including continuation of the round tables Science Speaks and public presentations of outstanding final dissertations by UL alumni. Regular, informal meetings with the media (briefings), greater linking with member faculties in this area (strengthened internal communication; regular coordination).
KEY WEAKNESSES	OBJECTIVE(S)	PROPOSED MEASURES
Loyalty to UL from employees and connection between UL and its member faculties is still weak.	Strengthen a sense of belonging and connection among employees.	Fulfil the possibility of easier provision of information to UL management and two-way communication (such as anonymous box for ideas, suggestions and comments, regular meetings of UL management with employees, including at member faculties, Rector's open day and so on). Boost the flow of information and communication between the Rectorate and member faculties (e.g. vice-deans for communication).
Non-uniform visible appearance of UL and its member faculties, non-adaptation of the overall brand sign for digital environments.	Arranging visible messages from UL and its member faculties with the aim of raising the reputation of the institution and rationalisation of processes.	Creating core and wider working groups to enhance the UL corporate image. Identify project aims, analyse the existing state of the visual appearance of UL and its member faculties. Prepare principles and a competition. Formulation of concept and implementation.

7.5 Plan of managing material assets

We implemented the following short-term objectives and activities in 2021:

- Efficient and economical management of assets by areas set out below.

I. REAL ESTATE MANAGEMENT

Records of real estate

According to the existing records, at the end of 2021 these amounted to around 680 parcels in a total surface area of approx. 2,290,000 m² and 255 buildings with approx. 490 parts of buildings in a total surface area of approx. 340,000 m². They are recorded in a special information system that covers data on parcels, buildings, floor areas of buildings and values according to the real estate register, etc.

In 2021 we continued activities such as maintaining and arranging the central records of real estate, arranging the ownership of real estate in the land register, arranging records in the cadastral register, cadastre of buildings and register of real estate, settling horizontal ownership and land lots pertaining to buildings through regular procedures and procedures under the ZVEtL, and dealing with applications for various easements and so forth. We also continued the digital archiving of the database with documents, overhauling the graphic part of the database and updates and upgrading of the information system.

We would highlight just the major activities carried out, while the rest can be seen in the annex 'Plan of managing material assets for 2021 – REALISATION' in tables 1 and 2.

We arranged the horizontal ownership for UL AGRFT at Aškerčeva cesta 5, completed procedures and processing for determining the pertaining building land under the ZVEtL, and are still awaiting the court decision. Establishing horizontal ownership for the car park building in Trnovo (UL FS) has also been completed, along with the determination of pertaining land for the UL FSD building. We will continue the procedures for establishing horizontal ownership under the ZVEtL for UL FDV and UL VF (Bršljin) in 2022.

Procedures for harmonising the land register status with the actual status between UL and the State were concluded for several pieces of real estate, specifically for property being managed by UL ALUO on Dolenjska cesta, for parcels in Brezovica managed by UL VF, while procedures for property managed by UL VF (Gerbičeva 60), UL NTF (Lepi pot 11) and UL ZF (Zdravstvena pot) have not yet been concluded and will be continued in 2022.

After several years of preparations and agreements, in 2021 we reached a final agreement with the City of Ljubljana authority and aligned and prepared documentation for the exchange of real estate between the City and UL. At the beginning of 2021 an exchange agreement was signed between UL and the City of Ljubljana, whereby we disposed of land on which stands the Roman Wall with pertaining park, land at Brdo being managed by UL BF, which the City needs for a multi-storey car park, and several smaller pieces of land in the Murgle area which UL does not need for its activities. We acquired land and a building at the Botanical Garden, which is being used by UL BF and which was being leased, land for the construction of a new building for UL VF, land with a laboratory for UL VF on Gerbičeva and land for construction of an annex to the Kazina building for UL AG.

In 2021 a harmonisation agreement was concluded between UL and the City, whereby UL transferred real estate to the City in accordance with the Commercial Public Services Act, specifically land which in actuality represents public areas such as the circular Path of Remembrance and Comradeship, parts of roads and so forth.

We continued settling the floor ownership for Lepi pot 11 (UL NTF), through procedures to determine the pertaining land for buildings pursuant to the ZVetL and procedures for harmonising the land register status with the actual situation with the Government and the settling of property ownership with the City of Ljubljana.

Disposal and purchase of real estate

In 2021 we sold a single person's room at Potrčeva ulica 6, an apartment at Maroltova ulica 10, land being managed by UL VF in the Murgle district, and continued with the sale of other UL real estate (land and apartments) which UL does not require for the implementation of study activities, specifically property being managed by UL VF in Ptuj, Naklo and Murgle, and property of the Rectorate in the Prule district and at Lepi pot 24.

We pursued activities for the purchase of property for UL ALUO on Dolenjska cesta, land for UL FS and UL FFA at Brdo, property for UL MF on Zaloška, the exchange of land with the City of Ljubljana at Zavetiška 5 and looked into the rationale of other potential purchases for the needs of UL member faculties, which we will continue in 2022.

Detailed data are given in the annex 'Plan of managing material assets for 2021 – REALISATION' in tables 1 and 2.

Real estate encumbrance

In 2021 we handled applications already received and new ones for easements concerning real estate owned by UL, and prepared appropriate material for deliberation by the UL Governing Board and for securing the consent of the UL founder, the Slovenian Government. For all the easements concluded with entitled parties, UL received cash compensation.

Detailed data are given in the annex 'Plan of managing material assets for 2021 – REALISATION' in table 1.

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

For study requirements the UL member faculties lease premises at various locations in Ljubljana, in a total area of around 12,500 m² (whole year lease), and occasionally they rent in particular spaces intended for sports. Each year the cost of all leases and rents amounts to around EUR 1.18 million.

For those faculties and academies that lack sufficient space for providing study activities, and where investment in new premises is in progress or in preparation, the Education Ministry provides cofinancing of lease and rent costs from the budget, in 2021 as follows:

- The Music Academy (AG) for premises in the Stiški dvorec mansion at Stari trg 34 in Ljubljana and in the Glasbena matica Cultural Society at Vegova ulica 5 and Gosposka

ulica 8 in Ljubljana;

- ALUO for leasing premises at Svetčeva ulica 1 in Ljubljana and Tobačna ulica 5 in Ljubljana;
- FF for the lease of premises in the building at Tobačna ulica 5 in Ljubljana.

Detailed data are given in the annex 'Plan of managing material assets for 2021 – REALISATION' in table 5.

Energy management of buildings

In 2021 we carried out energy management activities for UL buildings, covering the obtaining, entry and analysis of data on consumption and costs of energy by member faculty, managing the UL energy information system, managing energy in UL buildings, energy accounting, including reporting on the national website, information and education for users of buildings and UL technical staff, with an emphasis on the method of managing buildings during the epidemic, such as arranging a close inspection for PF and advising UL member faculties regarding the placement of air quality sensors. We participated actively in conducting the public contract procedure for the supply of electricity for the UL building stock. We carried out activities for sustainability certification of new UL buildings, and activities on the approach for building information modelling (BIM) in the process of planning, execution and management of buildings.

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

In 2021, we carried out the following activities by projects:

- ACADEMIES – in view of the spatial constraints and in line with the agreement signed between the Minister of Education, Minister of Culture and the Rector, the project 'Solving the spatial issues of UL arts academies' remained a priority for UL in 2021.

We carried out the following activities for individual academies:

- for AG we carried out activities for reconstruction of the Kazina building tied to construction, fixtures and fitting works, and for the purpose of constructing an extension for a performance hall we carried out activities tied to obtaining spatial planning documents and activities tied to the acquisition of land owned by the City of Ljubljana, and participated in court proceedings;
- for AGRFT we implemented construction, fixtures and fitting work for reconstruction of the building at Aškerčeva cesta 5, we obtained furnishings and technological equipment and handed over the building for use;
- for ALUO we carried out activities to obtain development and spatial planning documents for the new construction on Roška cesta, and carried out construction and fitting works and obtained equipment for the needs of resolving current spatial issues;

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- VF – for the project ‘New construction for VF’ we obtained development and project design documents for the location at Cesta v Mestni log, based on which an application was lodged for a construction permit and a decision obtained for the payment of utility fees, which the faculty financed from its own funds;
 - FFA – for the project ‘New construction for UL FFA’ at Brdo we carried out activities for obtaining the detailed municipal spatial plan (OPPN) for the construction zone and activities for obtaining project design documents for the new FFA construction and for the common entrance and exterior, which the faculty financed from its own funds;
 - FS – for the project ‘New construction for FS’ at Brdo we carried out activities for obtaining the detailed municipal spatial plan (OPPN) for the construction zone and activities for obtaining project design documents for the new FS construction and for the common entrance and exterior, which the faculty financed from its own funds;
 - FŠ – the project ‘New premises for FŠ – University Sports Centre’ was not continued, since the funds for this project were not provided;
 - MF – for the project ‘Vrazov trg campus’ we obtained the investment documentation, initiated an architectural competition, made preparations for demolition, worked on the removal of container spaces and the move of employees, which the faculty financed from its own funds, which it will do until funds are obtained under the Recovery and Resilience Plan (NOO), and for the projects ‘Zaloška campus’ and ‘Korytkova campus’, which have been identified under the Act Ensuring Funds for Investment in Slovenian Healthcare, we have initiated the preparation of investment and project design documentation;
 - FF – the project ‘Adaptation of premises at Trubarjeva 3 for the needs of the Centre for Slovene’ was concluded and delivered for use;
 - FF – the project ‘Covering the atrium on Rimska Street’ to set up a reading and study space was continued through procedures for obtaining documentation;
 - University Sports Hall – the project ‘Energy and fire refurbishing of the University Sports Hall in Rožna dolina’ was not continued, since the funds for this project were not provided.

III. RENOVATION OF BUILDINGS

Energy-efficient renovation of buildings

Despite the interest in carrying out energy-efficient renovation among member faculties via the Education Ministry call and the related securing of funds, applications for the Education Ministry call were not made, mainly due to a lack of funds for structural renovation, since it makes sense to carry out energy-efficient renovation at the same time as structural renovation. We helped coordinate structural inspections depending on the need for energy-efficient renovation. Data on the current state of partial energy-efficient

renovations by member faculty were partly updated.

Structural renovation of buildings

Due to inadequate funding of investment maintenance on the part of the financial backer, the UL building stock is deteriorating. The allocated funds for carrying out the programme are insufficient to pay for major structural renovations and maintenance works, so no structural renovations were carried out in 2021, although it is vital to implement them in order to ensure safety. 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.

IV. INVESTMENT MAINTENANCE AND INVESTMENT IN PURCHASE OF EQUIPMENT

INVESTMENT MAINTENANCE

For 2021 we made a record of the most urgently needed investment maintenance works on UL buildings in a total value of around EUR 15 million, with actual execution progressing in line with the available funds.

Data are given in the annex 'Plan of managing material assets for 2021 – REALISATION' in table 4.

Purchase of equipment

In 2021 we planned to purchase equipment in a total amount of approximately EUR 24.4 million.

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

KEY IMPROVEMENTS AND BEST PRACTICES THAT CONTRIBUTED VISIBLY TO RAISING QUALITY IN THE FIELD, AND AN EXPLANATION OF THE EFFECT ON QUALITY

Development projects were carried out unimpeded despite the epidemic, in accordance with the timetable.

We secured a guarantee that funding will be provided for three development projects.

KEY THREATS	OBJECTIVE(S)	PROPOSED MEASURES
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For several years no financing has been ensured for investment maintenance, meaning the deterioration of buildings, and thereby a deterioration of the conditions for work and reduced safety for students and employees.	Obtain funding at the Education Ministry.	The list of necessary maintenance works which is in the tables of the annual programme of works, to be supplemented with the identification of problems by member faculty due to inadequate funding of investment maintenance, and a letter to go to the Education Ministry with a proposal for a meeting or a request to settle the financing.
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Funding has not been secured to ensure the earthquake-proofing of the UL building stock and associated activities: carrying out inspections, creating development and project design documents, earthquake renovations and associated works. The earthquake vulnerability of the buildings consequently impacts the implementation of energy-efficient renovation and drawing available grant funds on the issuing of tenders for energy-efficient renovation.	Ensuring budget funds for the earthquake-proofing of buildings.	An inspection of the building stock and priority list are being prepared. Financing development and project design documents for the three structurally least stable buildings, so we will be ready when funds for renovation become available (EU or other funds). Briefing the Education Ministry on inspections prepared and materials for structural renovation.
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KEY WEAKNESSES	OBJECTIVE(S)	PROPOSED MEASURES
Lack of IT support for managing UL real estate.	Efficient planning, monitoring and analysis of implementation of real estate maintenance tasks. Effective adoption, monitoring and resolution of the demands of end users.	Presentation of identified problems in the overall management and maintenance of UL real estate to ensure financial resources for purchasing, in cooperation with the provider of energy management.
Lack of IT support for managing and financially monitoring development and maintenance projects.	Effective supervision of the financial construction of development projects. Effective monitoring of contractual limit values.	Presentation of identified problems in managing UL development projects and ensuring adequate support within the APIS system.

7.6. Internal control and protection of personal data

Internal auditing is conducted under the leadership of the manager in charge of internal audit at UL, in cooperation with the external service provider, since only in this way can we ensure coverage of the area of auditing.

Based on an assessment of the risks, the joint UL internal audit service conducted cross-check audits at UL member faculties by specific substantive sets of auditing. The cross-check audits in 2021 included the majority of member faculties, but we encountered limitations on implementing audits due to the epidemic and due to the introduction of the APIS project, and consequently due to the workload of the professional departments that should have cooperated in the audits.

The following internal audit inspections were carried out in 2021:

- the set of internal audit inspections to check the compliance of E-storage was concluded;
- the set of internal audit inspections of financial statements was partly concluded;
- reports were issued in respect of internal audit checks at the majority of member faculties in connection with the appropriateness of the delineation of tasks and activities at member faculties – the initialling of important contracts;
- we continued the audits started in 2020 relating to personal data protection, and the set of internal audit checks of compliance in the implementation of other (market) activities in line with the valid rules at three member faculties.

PERSONAL DATA PROTECTION

In 2021 UL started devoting greater attention to the area of personal data protection, in terms of raising awareness among staff and students and preventive measures. A new personal data protection officer (DPO) was appointed, with a supervisory and advisory role. Regularly monthly thematic meetings were held under the leadership of the UL DPO with coordinators of this area at member faculties.

Regular notifications and training were provided for employees, along with advice on current guidelines, the practices of supervisory bodies and current case law.

Controls were conducted over the duties of UL as a controller and processor of personal data (review of contracts and agreements on personal data processing, review of appropriateness and updating of the recording of processing activity, supervision of assessments made of the effect on personal data protection, notification and documentation of identified breaches).

A review was conducted regarding the compliance of documents such as the student enrolment sheet, various consents and consent forms, forms for providing information to individuals and privacy policies.

An analysis was made of the lawfulness of use and access to data and the suitability of security measures was checked.

Advice was provided to staff and students over issues concerning the processing of individuals' personal data by various fields and concerning the correct use of the legal foundations for processing personal data.

Cooperation was established with the supervisory body in cases of inspections implemented, reports of personal data protection breaches and obtaining opinions regarding the appropriateness of actions in cases of personal data protection.

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

KEY THREATS	OBJECTIVE(S)	PROPOSED MEASURES
Recruitment of an appropriate number of auditors is constrained by a lack of personnel in the labour market and uncompetitive wages in the public sector.	Establish our own internal audit department within five years.	Study the possibility of establishing appropriate positions in the UL jobs structure.
KEY WEAKNESSES	OBJECTIVE(S)	PROPOSED MEASURES
Lack of accessibility of the findings of internal auditors and proposed measures.	Timely action of management for risk prevention.	Establish an appropriate review of findings and recommendations.
Register of risks has not yet been set up.	Effective risk management.	Provision of workshops for establishing a register of risks.

8. CARRYING OUT TASKS UNDER AUTHORISATION (nationally important tasks)

CONCERN FOR THE SLOVENIAN LANGUAGE

In 2021 the Centre for Slovene as a Second and Foreign Language (CSDTJ) provided several courses of Slovene language for adults attended by 728 people from 56 countries, the largest number from Germany, France and Venezuela. The Slovene Courses programme carried out 26 regular courses (4 schools, 2 afternoon courses, 2 online afternoon courses, 2 morning courses, 2 online morning courses, 2 intensive courses, 5 exam preparation sessions, 2 courses for students, 2 courses for exchange students, 2 courses for foreigners employed at the University of Ljubljana, the course Let's Taste Slovene) and 2 courses for special groups (Banka Slovenije employees, and a group from Cairo that had an online course). They also organised 65 individual courses. Due to the epidemiological situation the majority of courses were held on Zoom. There is still major interest in e-courses (mainly for descendants of Slovenes around the world), so this practice will be continued in the future. In 2021 free participation was provided for various courses of Slovene for two persons with international protection from Turkey and two volunteers from the SOS society in Serbia. The programme is included in the Korpus KOST project (Digital collection of texts written by speakers of Slovene as a foreign or second language), as part of which texts written by participants of Slovene courses are collected and analysed. The number of users of the free online course Slovene Learning Online (www.slonline.si) continued to grow strongly in 2021, with the number currently at almost 30,000 users from all over the world. Every month on average around 3,000 users learn Slovene by means of the e-course. Currently content is being prepared for the third part of the course – Slovene Learning Online 3.

As part of the programme Slovene for Children and Adolescents, they were involved in the activities of the Education Ministry in the area of Slovene as a second language – between January and April 2021 an addendum to the curriculum was formulated for nursery schools that will define the beginner learning of Slovene as a second language in nursery schools, and in November three positive reviews were received from the Board of Education, while those in charge at the Education Ministry were full of praise for the material, so it will be submitted for approval by the expert council as recommendations and guidelines. They were involved as a partner institution in the project Objem (Embrace, 2017-2022), which aims to further develop models of including immigrant primary pupils. A working group is designing guidelines and a manual for teachers of various subjects who also teach speakers of Slovene as a second language in their classes. The Quality Assurance and Evaluation Council and the Expert Council for General Education were presented with the findings of the national evaluation study covering evaluation of models of learning and teaching of Slovene as a second language for pupils who do not have Slovene as a mother tongue. They work to provide education and training for teachers who teach children and adolescents Slovene as a second and foreign language. As part of the regular seminars organised by the Board of Education, in February 2021 they trained teachers working in Saturday schools in Australia (six teachers) and in August they trained educators and teachers in the Raba Valley in Hungary. Also in August they

conducted preparations for four new teachers of supplementary teaching of Slovene language and culture. At the request of the Education Ministry they conducted a call for applications for new Slovene language assistants in Austrian Carinthia, and helped them establish contact with schools. As part of the KATIS system they conducted four trainings for educators and teachers whose groups of children include immigrants and Roma (58 educators and teachers), and one training for teachers in primary and secondary schools, and they were involved in training as part of the programme Education. The programme courses involved 228 children and adolescents. The 16th Youth Summer School was held, both online (49 participants) and in person (19 participants). In the spring, on the initiative of the France Prešeren Lyceum in Trieste (51 pupils) and the Cankar - Trubar - Gregorčič institute in Gorizia (17 pupils), e-courses in Slovene were provided for their pupils. First and second-year pupils took part, along with matura students getting ready to take the matura exam. In September in Gorizia (Primož Trubar Lyceum, 20 pupils) and Trieste (France Prešeren Lyceum, 31 pupils and Anton Martin Slomšek Lyceum, 29 pupils), an intensive Slovene course was provided with the financial support of the Education Ministry and Board of Education. From March to June a course was offered for the first time for pupils abroad wishing to study in Slovenia. Two pupils took the course.

As part of the Education programme, a special educational seminar was held for scholarship holders under the Osimo Accords for Slovenian school teachers in Italy, and 5 seminars were provided for teachers of Slovene as a second and foreign language teaching in Slovenia and around the world, with a total of more than 200 participants. Due to the epidemic, the seminars were partly or entirely conducted online.

As part of the programme of Slovene language at foreign universities, they coordinated the operation of 58 Slovene language departments and courses at foreign universities; at 28 universities, Slovene studies had the status of an independent undergraduate and/or postgraduate course. In the 2020/2021 academic year the Slovene language departments and Slovene studies involved the participation of around 2,100 students. Due to the novel coronavirus pandemic, teachers taught for the majority of the second semester of academic year 2019/2020 and worked remotely, from home, half of them from Slovenia, but in the 2020/2021 academic year all of them except for four teachers were again teaching in-person at universities abroad.

At the Examination Centre (IC), up until the end of November 2021 a little over 3,000 exams were held in Slovene as a foreign language at four levels; together with the exams that will be held in December, they are counting on a 50-percent growth compared to 2020. The system of verifying and confirming knowledge at entry level (A1) started up, and in connection with this education for providers (after the first exams) was given, along with education for associates from the Employment Service of Slovenia, with which IC cooperates intensively. In addition to these two seminars, a seminar was provided for providers at the primary level (in two sessions), a seminar for ranking descriptors for illiterate immigrant adults (LASLLIAM) under the aegis of the Council of Europe and some other seminars on the topic of language testing for the general public. In April 2021 at the ALTE international conference a representative of the IC took part in a round table on languages with less numerous users, and IC staff took part in the regular annual

ALTE meeting. All these activities took place in a virtual environment. In the monograph *Challenges in Language Testing Around the World* (Springer) an article was published on prejudices in assessing written production in tests of knowledge of Slovene at the primary level. Two surveys were conducted among candidates, whereby the IC obtained some information on the consequences of tests.

They organised the 57th Seminar of Slovene Language, Literature and Culture, this year again remotely using the Zoom video conference tool, which was attended by 86 participants – students, teachers, researchers of Slovene and Slavic studies – from 24 countries, and the 40th *Obdobja* (Periods) symposium, also via Zoom, attended by 78 specialists and more than 220 other participants; the two events generated monograph publications along with the proceedings.

CSDTJ provides regular updates on new features – including learning materials and on the preparation of learning and exam materials and changes to the exam system, via e-mail, on social network sites Facebook, Twitter and Instagram, on the CSDTJ website, and in the form of presentations, workshops and lectures at educational and working meetings. A new textbook was published in collaboration with the programme *Leto+* (Slovenščina 1+), and two new textbooks and a work folder are in preparation (*Mozaik slovenščine* and *Slovenska beseda v živo 2a*, the textbook and work folder *Mozaik slovenščine* is ranked relative to the supplemented SEJO scale). They also printed seven textbook materials (*Gremo naprej*, *Jezikovod*, *S slovenščino po svetu*, *S slovenščino nimam težav*, *Slovenščina ekspres 1*, *Slovenska beseda v živo 1a* – textbook and work folder) and the material *Slika jezika* (Picture of Language). In the project *Stopenjsko branje* (Graded Reading) a methodology was formulated for designing graded readers. Using the methodology formulated, as part of the new collection *Slovenščina po korakih* (Slovene in Steps) the first two graded readers ever for Slovene were published, *Levstik's Martin Krpan and Desetnica*, *Povodni mož*, *Lepa Vida* – and a recording or audio book is available on the website for both readers. Their publications are presented at the Academic Book Fair *Liber.ac* and at the Slovenian Book Fair.

As part of the project *Language in the Workplace* (CSDTJ collaborates in this with the Adult Education Centre of Slovenia and the Education Ministry), CSDTJ staff analysed the results of an extensive survey conducted on the basis of a questionnaire intended to analyse the situation and record needs in the area of adult immigrants learning language at work in companies. They produced a report and in it condensed the main data, and on this basis drew up fundamental guidelines for language help for foreign workers employed in companies.

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

The Higher Education Enrolment and Information Service again in 2021 performed the application and admission procedure for enrolment in the first year of undergraduate and integrated master's study programmes. It conducted procedures for the enrolment of Slovenian citizens and EU citizens on the national level (in the first and second application periods), for foreign citizens from non-EU countries and Slovenians without

Slovenian citizenship (in the first application period for the University of Ljubljana).

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

We organised expert consultations with the professional services at secondary schools (Ljubljana, Maribor, Koper, Nova Gorica) aimed at informing advisory staff of new features of the application and admission procedure and calls for enrolment and organised information days for Slovenians in neighbouring countries and foreign citizens. Via information points we provided enrolment information to Slovenian and international candidates who had completed their secondary education abroad.

Parallel to these activities, via e-mail, telephone and Zoom we provided information and guidance to enrolment candidates regarding the application and admission procedure, and advised candidates regarding their choice of study.

Conducting of application and admission procedure

The Higher Education Enrolment and Information Service conducted the application and admission procedure for all higher education institutions in Slovenia, covering:

- the selection procedure for enrolment candidates on the national level via eVŠ VIP for the first and second application periods;
- conducting the entire procedure of the first and second applications for all member faculties of the University of Ljubljana, for the Faculty of Information Technology Studies in Novo mesto and for private higher education institutions for study programmes with a concession;
- cooperation with higher education institutions and the Education Ministry in drafting the final wording of the call for enrolment in bachelor's and integrated master's study programmes;
- coordination and implementation of professional meetings with secondary school counsellors and Employment Service advisors regarding the application and admission procedure;
- information and guidance was provided to candidates for enrolment regarding the application and admission procedure;
- subsequent ranking of candidates in the first and second application periods;
- production of a manual for the application and admission procedure call for enrolment in undergraduate and integrated master's programmes;
- operation of the Committee for Awarding Special Status to Candidates (handling applications and preparation of decisions for candidates with special status);
- evaluating international secondary school certificates, updating and review of foreign

assessment scales and rules for evaluating international secondary school certificates;

- implementation of procedures for classifying candidates: calculation of points, formulation of the population for classification, selection procedure, formulation of text files for printing decisions on the results of the selection procedure;
- preparation of the publication Analysis of Applications and Enrolment.

As part of implementing the eVŠ VIP module, member faculties were enabled to make electronic entries of the results of tests of special gifts, abilities and skills.

Due to the epidemiological situation, candidates submitted enrolment applications and all evidence required for their application via the electronic information system eVŠ.

KEY IMPROVEMENTS AND BEST PRACTICES THAT CONTRIBUTED VISIBLY TO RAISING QUALITY IN THE FIELD, AND AN EXPLANATION OF THE EFFECT ON QUALITY

Preparation of an addendum to the Kindergarten Curriculum or Recommendations for the Initial Learning of the Slovene language. The document provides a basis for the implementation of support for the initial learning of Slovenian in kindergartens and represents an important content gap in this area of education.

Final report of the Evaluation of models of learning and teaching Slovene a second language for students and pupils for whom Slovene is not their first language. The final report of the research provides insights into the process of language integration of immigrant pupils and provides concrete guidance for further planning in the field. The report was adopted by the general education council of experts in May 2021.

Preparation of the grammar part of the free online course Slovene Learning Online 3. By preparing free online Slovene courses, the Centre for Slovene as a Second and Foreign Language (CSSFL) aims to disseminate and promote Slovene language, literature and culture also among those who cannot attend traditional classroom courses.

Analysis of the results of the employer questionnaire of the Language at Work project. Analysing the language needs of immigrants and raising employers' awareness of the need to help immigrant workers learn Slovene are important steps in developing guidelines to support their learning of Slovene - both for the successful performance of their work tasks and for their social integration into the work and social environment.

KEY WEAKNESSES	OBJECTIVE(S)	PROPOSED MEASURES
Poor visibility of Slovene as a professional or scientific language.	Defined care for Slovene as a professional or scientific language.	We will prepare a Language Strategy and in it we will also define the care for Slovene as a professional or scientific language.

<p>The CSSFL is facing a space crunch as it lacks permanent classrooms. When conducting courses and other forms of training and examinations in the field of Slovene as a second and foreign language, they are time-bound to the available lecture halls at the Faculty of Arts, and thus in the morning, when most of the CSSFL's courses are held, they are limited to examination periods or have to rent the rooms, which increases the costs of the courses and prevents the optimal distribution of the teachers' workload.</p>	<p>Provide adequate classroom space as soon as possible.</p>	<p>Provide the necessary infrastructure for the activities, i.e. classrooms, with the help of the Faculty of Arts, the University of Ljubljana and the Ministry of Education, Science and Sport.</p>
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9. DEVELOPMENT OBJECTIVES 2021 – 2024

In the development goals plan, with measures for their achievement for the 2021–2024 period, we defined three key development goals in three development areas (*Quality of study, internationalisation and Cooperation with wider society*): (i) to strengthen the quality of the study process, student-focused and in cooperation with the wider society in the area of *Quality of study*; (ii) support for the academic community (students, higher education teachers) to ensure the unimpeded and effective implementation of a strengthened transnational study process with the help of modern technological solutions in the fields of *Quality of study and Internationalisation* (as the two fields are interconnected); and (iii) a socially responsible university in the field of *Cooperation with wider society*.

In development areas of national importance we set out the following objectives: (i) popularisation (promotion) of STE(A)M programmes with emphasis on their promotion and on raising awareness of the importance of these profiles in the area of *Promoting studies and increasing enrolment in the area of STE(A)M for occupations of the future/for balancing knowledge for Society 5.0*; (ii) establishing activities and mechanisms for ensuring inclusive and balanced societies in the area of *Developing solutions for inclusion of non-traditional groups of candidates in higher education (e.g. adapted study programmes)*; (iii) recognition of gifted students in the area of *Additional activities for encouraging gifted students*; (iv) developing new forms of pedagogical cooperation in conditions of transnational inter-institutional learning programmes; (v) establishing administrative guidelines/models for joint administration of international programmes

and associations; (vi) designing a common set of associated communities for creating knowledge based on challenges within the EUTOPIA alliance; (vii) creating a common employment space within the EUTOPIA alliance; (viii) developing local and global internationalisation of the EUTOPIA alliance and (ix) establishing a new form of operation of the international university in the area of *Cooperation of the higher education institution in strategic partnerships, specifically preparation for applying in the call or implementing activities of the European University project, which has obtained funds from the Erasmus+ programme.*

A. QUALITY OF STUDY

Development goal: Strengthening the quality of the student-focused study process and in cooperation with wider society

The measures to achieve the development goal are:

- Designing a support system and mechanisms and implementing pilot cases of providing a student-focused study process;
- Harmonisation of quality standards of teaching with the standards of international agencies, and introducing collegial disciplinary reviews of study programmes;
- Introducing and enhancing approaches to learning ergonomics in the study process.

In cooperation with experts we began preparing: a competence profile of a higher education teacher in the area of learning and teaching, analysis of the need for thematic/disciplinary/sectoral modules for self-training of teachers, the foundations for an online module for implementing a research-based curriculum and an online guide for web-based learning by higher education teachers in the area of 'student-focused' learning and teaching. Preparatory work was conducted on two internal calls for member faculties, which will be published at the beginning of 2022, in the following fields:

- implementing approaches in a research-based curriculum;
- implementing approaches of student-focused learning and teaching in pedagogical practice.

Activities were pursued in preparation for international institutional accreditation with the Finnish Education Evaluation Centre (FINEEC), particularly in terms of comparison of Slovenian and Finnish standards. We conducted an analysis of the internal application for peer-review of study programmes and drafted a proposal for its updating.

In the area of implementing and enhancing approaches of learning ergonomics we created a working group composed of experts from various member faculties, and began designing a workshop for member faculties and the basis for a manual and online guide for implementation.

Development goal: Supporting the academic community (students, higher education teachers) for unimpeded and effective implementation of an enhanced transnational

study process using modern technological solutions

For the introduction of changes and high-quality implementation of the study process, we must ensure support for all stakeholders in the education process, both in the context of preparing and implementing activities within the study process and in the context of ensuring greater security and preventing hacks of ICT systems, greater accessibility of materials, greater effectiveness of forms of learning and teaching by means of ICT and a general raising of quality in the study process. We will do this by implementing a series of measures focused on high-quality studies and at the same time on internationalisation of the study process.

The measures to achieve the goal are:

- Use and development of open learning materials at UL in the light of promoting their co-creation with students;
- Development of a support system for teachers and students in the area of including ICT and modern technology in the education process.

We began preparing the methodology, manual and online module intended for implementing open educational resources in the learning process. We started preparing a model and guidelines for development and publication of freely accessible open learning materials/resources for the needs of independent learning/research by students.

In 2021 work continued at the UL Digital Centre, which is ensuring comprehensive support in the area of didactic use of ICT in the education process in all fields of study at UL. The operation of the UL Digital Centre facilitates the continuity of updating study programmes through didactic use of ICT, and thereby contributes to improving the quality of pursuing studies. A variety of activities were carried out in 2021 at the UL Digital Centre to promote the use of ICT in the education process at UL member faculties, including:

- 2 Teacher to Teacher consultations (online), total 212 participants
- the consultation UL Digital Centre Days, total 48 participants
- 80 workshops with various implementations and forms (in-person and online), total 866 participants
- 336 guidance sessions, total 386 participants
- development and publication of 117 materials that are freely available online for all higher education teachers and UL staff (examples of best practices and instructions for use of various ICT)

We established the ‘Multipliers’ community, which includes 40 higher education teachers and associates from 22 member faculties who offer support to other teachers and associates in the use of ICT to update and upgrade courses. We have also incorporated into the UL Digital Centre teachers and associates from the university who wish to test out

the options for using ICT in their courses, and launch trial updates of courses with an emphasis on the use of ICT in education work. In 2021 (winter semester 2021/22, summer semester 2021/22), 71 providers from 22 member faculties took part in trial updates of course provision.

B. INTERNATIONALISATION

Development goal: Supporting the academic community (students, higher education teachers) for unimpeded and effective implementation of an enhanced transnational study process using modern technological solutions

The measures to achieve the development goal are:

- Enhancement of the LETO PLUS programme with content that addresses students from various cultural areas and the development of linguistic competences;
- Development of a model for implementing combined education and distance learning in the light of internationalisation and virtual mobility;
- Development and boosting of cooperation as part of transnational inter-institutional learning communities and between already accredited study programmes of partner universities through structured mobility of students;
- Upgrading of the system of machine translation for the needs of learning communities (including for students with special needs).

In the 2021/2022 academic year 337 students were involved in the Leto plus (Year plus) programme, assigned to 16 groups, and activities are also under way in relation to an online course.

For the needs of developing combined education and distance learning we began designing and developing the Integrated Study Environment for all UL member faculties, teachers and other associates. This will encompass a set of interconnected online applications for supporting the education process. In addition to online classrooms, the environment will incorporate online applications for supporting multimedia/video and various dedicated applications linked to the student information systems and the single application system, and will provide access in one place to all content and activities within the study process. We set up an expert group of integrators, which currently numbers 18 members from 16 member faculties (AGRFT, BF, EF, FDV, FE, FF, FGG, FKKT, FME, FRI, FŠ, FU, MF, NTF, PEF, VF). The group comprises ICT experts from member faculties who can bring their knowledge and experience in the use of multimedia and more broadly, and the use of online ICT in the education process, to help develop the Integrated Study Environment.

At six UL member faculties (AG, ALUO, FPP, NTF, PF, VF) we set up the online classroom Moodle, which is maintained by the UL Digital Centre. In support of the development of the Integrated Study Environment, we drafted updates to the 'Overview of multimedia equipment' document, which contains a list of such equipment, divided into packages

according to its usefulness in different lecture halls. We also drafted the ‘Overview of the functionality of dedicated applications’ document, which outlines the concept of the ‘smart classroom’ and selected dedicated tools/applications that can help to encourage interaction between students and teachers regardless of the method of study (traditional, hybrid, combined, distance).

In 2021 activities for cooperation with international partners/universities between already accredited study programmes of both partners through structured mobility of students were carried out by EF, FDV, FF, FGG, FMF and VF. Member faculties conducted the following activities:

- implementing and renewing existing agreements and cooperation;
- evaluation of cooperation, analysis of opportunities for expanding cooperation;
- regular cooperation in the scope of existing agreements, supplementation of documents;
- providing information to students and the public, promoting cooperation (information brochures, websites, social networks, consultations, presentations, exchange of best practices);
- drafting and signing of new agreements;
- intensive searches for appropriate partner institutions and study programmes for such cooperation.

We upgraded the system of machine translation (developing support for reviewing and selection of language, adding notes on the student portal, developing new functionality on the professor portal that enables adding material and copying of already captured lectures). We set up channels for obtaining recordings of lectures at all UL member faculties. We prepared domain corpora, one for natural science and technology and another for social sciences. As part of the project Online Notes (ON), five pilot lectures were given in the second half of 2021, which served as practical tests of the system of machine translating Slovene lectures into English. The pilot lectures involved lecturers from FE, FDV, FF and FRI. Lectures were conducted in the usual way – lecturers were equipped with a microphone which identified their speech and sent it to the system for speech recognition and machine translation. Students followed the machine translation on the ON pilot platform.

C. COOPERATION WITH WIDER SOCIETY

Development goal: Socially responsible university

The measures to achieve the development goal are:

- The inclusion of local, regional and global challenges of sustainable development, interdisciplinarity, STE(A)M approaches and practical training in the study process;

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- Strengthening student competences for Society 5.0.

In the area of including local, regional and global challenges of sustainable development, interdisciplinarity, STE(A)M approaches and practical training in the study process, an internal call for pilot projects at member faculties was prepared. The operation of the UNESCO Chair on Water-related Disaster Risk Reduction was also enhanced. This is an important factor in strengthening sustainable management of waters, which requires international cooperation and interdisciplinary treatment of local, regional and global challenges in this field. In the educational area it is developing such competences in students through the linking of teaching and research work embedded in the international environment. Chair staff participate in providing the international master's study programme Flood Risk Management. In implementing this programme they have linked up with lecturers from other member faculties (EF, FDV) and included them in providing the programme, since an interdisciplinary approach is essential for strengthening student competences in this field. Cooperation was also initiated with FA, along with discussions on linking up with FRI (flood modelling, use of the Orange tool). In cooperation with the UL Digital Centre they are also developing new study materials with the use of ICT in the area of hydrotechnology engineering, and these are published on the Chair website. Contact was also established with the UNESCO Chair on Open Technologies for Open Educational Resources and Open Learning and the Category II UNESCO International Research Centre on Artificial Intelligence at the Jožef Stefan Institute regarding the possibility of cooperation with them in various fields related to education and sustainable development.

In the area of increasing the scope of practical training in university study programmes, activities were started in 2021 at ALUO, BF, EF, FA, FF and FPP. In view of the existing circumstances at member faculties and in study programmes, member faculties set up or revived/improved the support system for implementing practices in the working environment, they evaluated the implementation to date and its organisation, increased the scope of existing practical training in university study programmes and performed a trial implementation of practical work.

Setting up and overhauling the system included the following activities:

- signing new and extending existing cooperation agreements;
- securing new organisations for cooperation in providing practical training;
- selection of mentors in the working environment;
- training of mentors;
- preparation/updating of instructions for students.

Increasing already existing practical training included the following activities:

- introduction of a new course of practical training;
- increasing the scope of practical training.

The evaluation included the following activities:

- analysis of acquired and expected competences, questionnaires, increased intensity of cooperation among work and educational mentors and associates, improved ICT support for organising practical training.

We also prepared an internal call for member faculties for conducting pilot projects of non-obligatory practices, which they will carry out in 2022.

For the more successful transition of graduates to the labour market, the UL Career Centres made a selection of the content of workshops covering various soft skills and competences required by Society 5.0. A total of 116 different workshops were carried out and attended by a total of 2,397 students.

The system of mentoring between alumni and students (mentor pairs), which includes shadowing in the workplace, was implemented by 23 member faculties. Several working meetings were held with participating member faculties, with presentations of the system of mentoring, a timetable for implementing mentor pairs and a communication and promotion plan for obtaining mentors and students. In May an analysis was made of the situation and needs among students and alumni, which served for the planning of further activities that reflect the needs of alumni and students. A total of 15 mentor pairs were implemented in 2021.

D. PROMOTING STUDIES AND INCREASING ENROLMENT IN THE AREA OF ‘STE(A)M’ FOR OCCUPATIONS OF THE FUTURE / FOR BALANCING KNOWLEDGE FOR SOCIETY 5.0

Development goal: Popularisation (promotion) of STE(A)M programmes with emphasis on their promotion and raising awareness of the importance of these profiles

The measure to achieve the goal is:

- Promotion of study for various groups with an emphasis on equal gender representation.

Implementation involved the participation of 13 member faculties (ALUO, BF, FE, FFA, FKKT, FMF, FPP, FRI, FS, FSD, NTF, VF). Member faculties carried out a variety of activities to achieve the goal: thematic exhibitions promoting studies and presenting them in the broader social perspective, organisation of various themed ‘summer’ schools for primary and secondary school pupils, preparation of printed materials and direct promotion of study, organisation and management of specific specialist research tasks involving interested pupils, and so on. We offered pupils personal guidance for better and easier selection of studies, workshops and guided discussions for pupils and parents. The main topic of the Consultation with Counsellors (December) was ‘STEAM in education’.

E. DEVELOPMENT OF SOLUTIONS FOR INCLUDING NON-TRADITIONAL GROUPS OF CANDIDATES IN HIGHER EDUCATION (e.g. adapted study programmes)

Development goal: Establish activities and mechanisms for ensuring inclusive and balanced societies

The measures to achieve the development goal are:

- Development of open educational material for promoting inclusion of non-traditional groups in higher education;
- Adaptation of study programmes to the needs of non-traditional groups;
- Promoting the inclusion of non-traditional/underprivileged groups in higher education.

We made up a draft of the implementation of activities for underprivileged student groups.

F. ADDITIONAL ACTIVITIES TO ENCOURAGE GIFTED STUDENTS

Development goal: Recognition of gifted students

The measures to achieve the development goal are:

- Formulation of principles for national/local/university measures to encourage gifted students;
- Development and implementation of pilot activities to encourage gifted students.

In cooperation with PEF we made an analysis of the situation regarding gifted students at home and abroad. We made up a draft questionnaire for UL member faculties with which we will verify the current situation regarding gifted students at UL and will formulate specific proposed activities for this group of students.

G. COOPERATION OF HIGHER EDUCATION INSTITUTION IN STRATEGIC PARTNERSHIPS

Development goal: Development of new forms of educational cooperation in conditions of transnational inter-institutional learning programmes

The measures to achieve the goal are:

- Develop cooperation in transnational learning communities;
- Develop content of innovative transnational learning communities in the area of challenge-based research and innovations within the EUTOPIA partnership of European universities;

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- Develop the concept of challenge-based research for students within the EUTOPIA partnership of European universities.

EF is cooperating in the development and implementation of the transnational learning unit 'Europe in the Word', as part of which two UL teachers conducted the summer school 'Virtual Simulation of Council Negotiation on Post-2020 EU Budget' (28 June - 9 July). The summer school was attended by 27 students, of which six were from UL. FF is conducting the preparation and development of the learning unit 'Epistemology of everyday life', in which teachers and associates at FF are participating.

In a collaboration between ALUO, FA and the company M Sora a team of students solved the challenge 'Development of details with the aim of simplifying the reuse of wooden windows and planning wooden windows based on the concept of reuse'. Solving the challenge involved nine ALUO students and 24 FA students.

Development goal: Establish administrative guidelines/models for joint administration of international programmes and associations

The measures to achieve the goal are:

- Standardisation of procedures (guidelines and instructions) regarding the preparation and implementation of joint international programmes, independently or as part of international associations;
- Establish a department for Research Education Policy;
- Include students in the preparation of international projects.

We drafted Instructions for managing programmes for obtaining education at UL, which were adopted at the UL Governing Board in October 2021. A review was conducted of existing regulations governing this area, and a document and annexes were drafted and then harmonised at member faculties. We also produced a set of rules for the design of joint study programmes.

We created a working group of Western Balkan universities with a focus on the arts and democratisation. We conducted workshops in April and October together with the universities of the Western Balkans. Under the new EUTOPIA project the aim is to boost cooperation with these universities in various fields.

Under the aegis of EUTOPIA we accredited the syllabus for the Extracurricular Activity International Project Work in the context of the EUTOPIA alliance, involving the participation of experts from BF, FDV and FA. A total of 31 students from 14 faculties registered for this activity in the 2021/2022 academic year. We performed an analysis of knowledge and skills in the area of project writing and an analysis of existing international training in this field. We also formulated and started to implement training for students in the area of preparing and writing project applications and project leadership.

Development goal: Create a common set of associated communities for creating knowledge based on challenges within the EUTOPIA network

The measure to achieve the goal is:

- Boosting the transfer of knowledge in the field of social sciences and the humanities – Competition for the top social science/humanities innovation.

We prepared and published a call for the competition for the top social science/humanities innovation centred on Innovation for the Challenges of Society (Onward to People). The call received applications from 11 student teams and individuals (total of 20 students) from EF, FDV, FF, FSD and TEOF. Numerous workshops were organised for the teams (in cooperation with researchers employed at member faculties and the UL Rectorate) along with help preparing for the final part of the competition, in which they presented their ideas.

Development goal: Create a common employment space within the EUTOPIA alliance

The measure to achieve the goal is:

- Establish a EUTOPIA network of employment ambassadors and local contact points.

We established a network of EUTOPIA employment ambassadors within which we are actively cooperating with partner universities in the joint organisation of various workshops. We are also compiling information on the mobility and employability of UL students. We conducted three trainings for students.

Development goal: Develop local and global internationalisation of the EUTOPIA alliance

The measures to achieve the goal are:

- Promoting the inclusion of 1st and 2nd-cycle students and mentors in exchanges within the EUTOPIA network;
- Boosting the participation of students at student conferences.

We studied the possibilities of introducing a grant for research student projects modelled on the EURSS (Warwick) and the funding of virtual mobilities. We prepared a call for individual research grants within the EUTOPIA network.

In the area of open science and global networking, a BeEUTOPIAN student conference took place from 20 to 22 April 2021 on the topic of the impact of Covid-19 on international education. Two students from each institution and one student representative from the EUTOPIA Student Council were part of the organising committee. The online conference was followed by more than 100 students and other participants. The online International Conference for Undergraduate Research (ICUR), which took place on 28 and 29 September 2021, was attended by 49 students from the EUTOPIA partner universities, including six UL students (Prešeren Award winners), who presented details of their

research work to students from all over the world. We prepared and published a call for an ambassador and representatives of the University of Ljubljana at the Warwick Economics Summit 2022 (WES 2022). One ambassador and four representatives were chosen. WES 2022 will take place virtually in February 2022. A total of 52 University of Ljubljana students applied to the February 2022 event.

Development goal: Establish a new form of operation of the international university

The measure to achieve the goal is:

- Develop a model of the virtual campus.

An analysis was made of the specifics and requirements for the technological environment of a virtual campus, with emphasis on inter-university cooperation, internationalisation in line with the European Universities initiative and the findings and orientations of the initiative projects that are underway. An analysis was also made of the existing technological set-up for studying and teaching and its suitability for the needs of a university campus was defined. We defined the functional sets of the virtual campus, with emphasis on the needs of students and teachers regarding the digital transformation of interdisciplinary study programmes within the university as well as cooperation in international studies and linking up with various background systems.

10. ASSESSMENT OF SUCCESS IN ACHIEVEMENT OF GOALS SET

A. ASSESSMENT OF SUCCESS IN ACHIEVEMENT OF GOALS SET

The assessment of success and the achievement of goals are defined in the chapter Achievement of Goals in 2021 by activity with self-evaluation, and in the chapter Review of fulfilment of proposed measures from the 2020 report.

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

Self-assessment was conducted for 2021 under unchanged methodology published by the Ministry of Finance¹ (hereinafter: MF methodology), supplemented by specifics for the University of Ljubljana. We performed self-assessment at member faculties and the Rectorate for individual business functions separately (studies, research, HR, finance, accounting, public procurement, IT systems, libraries, publishing and other activities). In the self-assessment the assessors (deans, secretaries, heads of professional services,

¹ The methodology for preparing a Statement on the assessment of internal supervision of public finances under the Instructions on preparing the closing account of the state and municipal budgets and methodology for preparing a report on achieved objectives and results of direct and indirect budget users, Article 10, point 8 and Article 16, point 8 (Official Gazette of the Republic of Slovenia No 12/01 and 10/06), Rules on guidelines for harmonised functioning of the system of internal supervision of public finances.

other management) took into account the findings of the internal audit department and external supervisory institutions. The overall assessment on the UL level is an aggregate of the self-assessments of all member faculties and the Rectorate, i.e. 27 self-assessments.

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

Internal (control) environment

COSO² defines the control environment as a set of standards, processes and structures that create a basis for implementing internal control throughout the organisation. The supervisory and management bodies determine from the top the importance of internal controls together with the expected standards of conduct. The management underpins these expectations at various levels of the organisation.

The control environment covers:

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

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

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

² Comprehensive internal control framework, COSO 2013, hereinafter: COSO (2013).

The individual component parts of the internal environment are assessed in the following way:

- **Infallibility and ethical values:** The assessment of the element 'Ethical values and infallibility' at the University of Ljubljana in terms of values and provisions in place is at a high level. The majority assess the university as operating in line with the principles of ethics and infallibility ***across the majority or entirety of operations***, and a negligible number see this as only ***in individual areas of operation***.
- **Commitment to qualification and management of HR:** The majority of assessors take the view that the commitment to qualification and the management of HR is adequate ***in individual areas of operation***, and the majority see the commitment to qualification and management of HR as being present across ***the majority or entirety of operations***.
- **Management philosophy and method of operation:** The majority of assessors believe that the system of internal control over the use of public finances is beneficial and contributes to achieving the set goals, that is, controlling risk, internal controls and internal auditing. ***Across the majority or entirety of operations***, most of those surveyed prepare appropriate annual work programmes down to the lowest level (departments and projects). In operations checks are regularly made and variances in the results relative to planned targets are determined.
- **Organisational structure:** At the University of Ljubljana it ***is true of the majority of operations*** that both the organisational structure, competences and responsibilities are clearly defined in relevant bylaws, and that they are also implemented in line with the bylaws. ***In individual areas of operation***, but not in all, responsibilities are defined up to the levels of objectives and tasks. The assessors believe that some areas are understaffed, while a smaller number of areas are staffed to the extent that there are no difficulties implementing basic activities. A small proportion was assessed as having only implemented initial activities.
- **Responsibility:** The assessors believe that ***in individual areas of operation***, appropriately regular reporting on the state of risk management, internal controls and auditing have been established.

Risk management

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

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

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

- Objectives:

In connection with objectives, those surveyed assessed their familiarity with short-term and long-term objectives, and they expressed the opinion as to whether these objectives are adequately defined in the organisation, whether they are measurable and whether the level of achievement is monitored (in short, management of objectives). Some 85% of those asked take the view that this kind of defining and monitoring of objectives has been established *in the majority of areas of operation*, 7% feel that this is the case *in all areas of operation*, and 7% feel this is the case *in individual areas of operation*.

The system of managing objectives at the University of Ljubljana, assessed by individual function/activity, is most highly developed within library and study activities. There is a similar situation with HR functions, research, publishing, accounting functions, the financial function and procurement. In all the above a very high level of management of objectives has been achieved. The assessors give a slightly lower assessment of just the way that this element is set up for IT system activities.

- Risk assessment for achieving objectives:

A total of 41% of assessors view activities as being appropriate *in individual areas of operation*, 22% *in the majority of operations* and just under 33% of member institutions *have only implemented initial activities* in this area.

Control activities

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

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

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

Notification and communication

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

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

Oversight:

COSO (2013) defines the activities of monitoring as ongoing assessment, separate assessment or a combination of the two; they are used for confirming the presence and proper functioning of each of five components of internal control, including controls to attain principles for the individual component. The ongoing assessments built into the business processes at different levels of the organisation ensure timely information. Occasionally performed separate assessments differ in scope and frequency, depending on the risk assessment, the success of ongoing assessments and other management and

leadership considerations. The findings are evaluated according to criteria determined by the regulators, the recognised authorities for setting standards or the management and supervisory body, and the management and supervisory body are informed of deficiencies as appropriate.

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

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

11. FINANCIAL REPORT

Financial report is available only in Slovene language.

STATISTICAL DATA (REALISATION 2021)

Table 14: Number of enrolled students by cycle, type and method for the 2021/22 academic year

	FULL-TIME	PART-TIME	Total
First cycle	21.323	1.167	22.490
■ academic	15.411	595	16.006
■ professional higher education	5.912	572	6.484
Second cycle	13.827	563	14.390
■ integrated master's	3.934	23	3.957
■ master's	9.893	540	10.433
Third cycle	284	1.846	2.130
■ doctoral	284	1.846	2.130
Total	35.434	3.576	39.010

Table 15: Number of students enrolled in 2021/22 by cycle and member faculty

	First- -cycle academic	First cycle profe- ssional higher education	Second cycle inte- grated master's	Second cycle master's	Third cycle doctoral	Total
Academy of Music	298			169	7	474
Academy of Theatre, Radio, Film and Tele- vision	97			91	5	193
Academy of Fine Arts and Design	297			201	14	512
Faculty of Biotechno- logy	1.328	463		944	222	2.957
School of Economics and Business	1.801	914		2.115	76	4.906
Faculty of Architecture	92		860	58	31	1.041
Faculty of Social Sciences	1.389	1		614	106	2.110
Faculty of Electrical Engineering	597	495		416	78	1.586
Faculty of Pharmacy	295		952	219	89	1.555

Faculty of Civil and Geodetic Engineering	337	200		217	77	831
Faculty of Chemistry and Chemical Technology	681	211		439	79	1.410
Faculty of Mathematics and Physics	669	119	38	286	138	1.250
Faculty of Maritime Studies and Transport	79	327		82	5	493
Faculty of Computer and Information Science	731	553		289	36	1.609
Faculty of Social Work	425			215	28	668
Faculty of Mechanical Engineering	616	620		512	97	1.845
Faculty of Sport	647			309	28	984
Faculty of Public Administration	276	439		232	20	967
Faculty of Arts	2.631			1.338	255	4.223
Faculty of Medicine			1.645		482	2.127
Faculty of Natural Sciences and Engineering	405	447		303	37	1.192
Faculty of Education	1.298	373		732	99	2.502
Faculty of Law	815			277	64	1.156
Faculty of Theology	33		38	149	40	259
Veterinary Faculty			424		17	441
Faculty of Health Sciences	170	1.322		227		1.719
Total	16.006	6.484	3.957	10.433	2.130	39.010

Table 16: Number of international students enrolled by cycle and type in the 2021/22 academic year

Line designation	Number of foreign students enrolled
First cycle	1.688
■ academic	1.278
■ professional higher education	410
Second cycle	1.498
■ integrated master's	360
■ master's	1.138
Third cycle	372
■ doctoral	372
Total	3.558

Table 17: Number of international students enrolled by member faculty and cycle in the 2021/22 academic year

	First cycle	Second cycle	Third cycle	Total
Academy of Music	49	34	1	84
Academy of Theatre, Radio, Film and Television			2	1
Academy of Fine Arts and Design	19	20	3	42
Faculty of Biotechnology	79	43	35	157
School of Economics and Business	396	460	31	887
Faculty of Architecture	17	158	13	188
Faculty of Social Sciences	146	81	34	261
Faculty of Electrical Engineering	99	47	16	162
Faculty of Pharmacy	12	41	10	63
Faculty of Civil and Geodetic Engineering	62	99	17	178
Faculty of Chemistry and Chemical Technology	53	44	12	109
Faculty of Mathematics and Physics	40	22	38	100

Faculty of Maritime Studies and Transport	64	7	1	72
Faculty of Computer and Information Science	153	33	7	193
Faculty of Social Work	11	6	8	25
Faculty of Mechanical Engineering	58	36	24	118
Faculty of Sport	33	7	2	42
Faculty of Public Administration	48	18	9	75
Faculty of Arts	161	74	32	267
Faculty of Medicine		175	30	205
Faculty of Natural Sciences and Engineering	69	17	3	89
Faculty of Education	52	29	38	119
Faculty of Law	9	14	1	24
Faculty of Theology		5	6	11
Veterinary Faculty		18		18
Faculty of Health Sciences	58	8		66
Total	1.688	1.498	372	3.558

Table 18: Number of students concluding studies in 2021 by cycle and type

Number of graduates	
First cycle	4.817
■ academic	3.532
■ professional higher education	1.285
Second cycle	3.217
■ integrated master's	466
■ master's	2.751
Third cycle	262
■ doctoral	262
Total	8.296

Table 19: Number of students concluding studies in 2021 by member faculty and cycle

	First-cycle academic	First cycle professional higher education	Second cycle integrated master's	Second cycle master's	Third cycle doctoral	Total
Academy of Music	58			65	1	124
Academy of Theatre, Radio, Film and Television	25			24	1	50
Academy of Fine Arts and Design	91			41		132
Faculty of Biotechnology	299	75		238	20	632
School of Economics and Business	464	151		412	5	1032
Faculty of Architecture	10		89	8	3	110
Faculty of Social Sciences	471	6		179	10	666
Faculty of Electrical Engineering	148	98		110	11	367
Faculty of Pharmacy	55		110	69	22	256
Faculty of Civil and Geodetic Engineering	37	24		75	12	148
Faculty of Chemistry and Chemical Technology	164	73		139	15	391
Faculty of Mathematics and Physics	111	23	4	66	22	226
Faculty of Maritime Studies and Transport	15	45		11	1	72
Faculty of Computer and Information Science	126	90		61	8	285
Faculty of Social Work	90			94		184
Faculty of Mechanical Engineering	155	103		149	15	422
Faculty of Sport	148			88	3	239
Faculty of Public Administration	43	54		37		134

Faculty of Arts	514,5		314	34	862,5	
Faculty of Medicine		208		45	253	
Faculty of Natural Sciences and Engineering	85	90	72	8	255	
Faculty of Education	246	99	271	8	624	
Faculty of Law	141		121	7	269	
Faculty of Theology	4,5	10	57	7	78,5	
Veterinary Faculty		45		4	49	
Faculty of Health Sciences	31	354	50		435	
Total	3.532	1285	466	2.751	262	8.296

Table 20: Teachers and associates and researchers on exchange in 2021 (to/from other countries)

	up to 1 month	1 to 3 months	3 to 6 months	over 6 months	Total
Number of international higher education teachers, associates and scientific workers who participated in the educational process for at least one course	3	11	1	6	21
Number of international higher education teachers, associates and scientific workers who participated in the educational process for at least part of a course	121	6	13	0	140
Number of international scientific workers and research associates who were on exchange and participated in the education process	20	0	0	0	20
Number of international scientific workers and research associates who were on exchange and participated in the scientific and research process	51	18	3	1	73
Number of international scientific workers and research associates who were on exchange and participated in artistic work at a member faculty	3	0	0	0	3

Number of international administrative staff (ancillary positions) who came on exchanges from abroad	19	0	0	0	19
Number of higher education teachers and staff who were on exchange, pursued education or participated in the education or research process or in artistic work at higher education institutions abroad	85	36	3	3	127
Number of scientific workers and research associates who were on exchange or participated in the education or research process or in artistic work at higher education institutions abroad	42	0	2	0	44
Number of employees in ancillary positions (administrative staff) at member faculties who went abroad on exchange	15	0	0	0	15

Table 21: Number of students with special status

Special status types	2016/17	2017/18	2018/19	2019/20	2020/21
partial or total loss of hearing	15	14	19	15	6
partial or total loss of sight	23	14	17	17	29
long-term or chronic illness	185	144	154	149	205
mobility impairments	81	40	49	41	44
speech impediments	25	30	17	17	24
physical and mental health disorders	46	21	23	25	40
specific learning difficulties	93	71	110	121	146
emotional and behavioural disorders	/	21	56	66	81
exceptional social circumstances	/	1	/	6	9
autism spectrum disorders	/	6	4	9	21
physical injury and/or long-term rehabilitation	/	8	4	23	1

Total number of students with special needs	468	370	468	489	606
recognised artist status	20	20	28	24	10
top athlete status	309	367	372	327	343
parent student status	/	23	64	60	98
status of student participating in (sectoral) international competitions	/	/	4	2	/
Total number of students with special status	797	780	921	902	1.057

ABOUT THE UNIVERSITY

The University of Ljubljana (UL) is the only Slovenian university ranked among the 600 best universities according to the ARWU scale (the Shanghai scale), which indicates that it ensures high standards of quality, especially in the scientific and research fields.

The University of Ljubljana comprises 23 faculties and three arts academies, plus four associate member institutions (a list of member faculties is given in the annex UL Member Faculties). It employs more than 6,000 persons, three quarters of whom are higher education teachers, associates and researchers and a quarter are professional staff. Teachers and associates are for the most part registered as researchers at the Slovenian Research Agency (ARRS). At UL there are almost 40,000 students enrolled across all three cycles in a total of 345 study programmes.

In 2021 the University of Ljubljana had 3,887 articles published on WoS. UL is implementing 666 projects and programmes financed by ARRS, and 585 EU and other European programme projects. According to these indicators we therefore rank among the larger European higher education institutions.

The university undoubtedly has the greatest research and development potential in the country. More than half of all Slovenian students in the first, second and third cycles and in integrated master's programmes study at UL.

Our social responsibility can be seen in the cooperation with knowledge users in cultural, economic and social fields. We wish to maintain and strengthen this role in the future, and also maintain and increase our standing in the international arena, so we are involved in international associations and in concluding international partnerships.

Organisation

Our university is composed of an academic community of teachers and students and a community of professional staff. Equality among them is defined by the Statutes, which enable the participation of professional staff and students in the election of the Rector and deans.

The bodies of the university are the Rector, Senate, Governing Board and Student Council. The Rector heads and represents UL, and in his or her absence is substituted under written authority by Vice-Rectors. The Governing Board (UO UL) is the administrative authority that primarily decides on economic matters and ensures the smooth material operation of the University of Ljubljana. The Student Council (ŠS UL) is the body of university students. It consists of the presidents and vice-presidents of UL member faculty Student Councils.

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

The professional services of UL perform developmental, expert, technical and administrative tasks via the UL Rectorate and secretaries' offices of member faculties (UL Administration). The UL Administration is headed by a UL Secretary General, and the member faculty secretarial offices by their own secretaries. The UL Governing Board lays down rules defining the organisation of services at UL, and the structure of jobs is defined by the Rector on the recommendation of the Secretary General or dean of the UL member faculty.

OVERVIEW OF FOLLOW-UP ON PROPOSED MEASURES FROM THE 2020 REPORT

DESCRIPTION	OBJECTIVES FROM PREVIOUS REPORT	PROPOSED MEASURES FROM PREVIOUS REPORT	STATUS OF MEASURE	ADDITIONAL EXPLANATION OF FULFILMENT
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01. EDUCATION

THREAT	Systemic deficiencies in the compatibility of the electronic systems EŠP, eNAKVIS and eVŠ.	Adjust the applications for successful collaboration.	Regular and prompt collaboration and harmonisation with NAKVIS and the Education Ministry.	Partly implemented in 2021.	Corrections needed in EŠP due to the merging of UL FF study programmes and the updating of the eNAKVIS application.
THREAT	Discrepancies between the Higher Education Act and the Professional and Academic Titles Act might affect accreditation of the new doctoral programme.	Definition of artistic title after completing a doctorate in art in the Professional and Academic Titles Act.	Renewed initiative addressed to the Education Ministry concerning amendments to the Professional and Academic Titles Act.	Implemented in 2021.	Initiative sent to the Education Ministry, draft act is awaiting adoption in the National Assembly.

THREAT	Insufficient support from ARRS for programme and project research of doctoral students.	Greater inclusion of students in research projects.	Arrange for ARRS to open up programme and project research to doctoral students. This would facilitate students conducting research institutionally in a group with experienced researchers for the needs of their doctoral dissertations, and various project groups would also gain from this.	Abandoned.	The new Scientific Research and Innovation Act offers the providers of research activities greater autonomy and as part of programme financing requires universities to establish their own arrangements for the operation of research programmes.
THREAT	Access of doctoral students and young researchers to research infrastructure blocked due to the declaration of the epidemic and measures imposed to contain the spread of the coronavirus.	Extending deadlines for fulfilling contractual obligations and extending funding to all generations of young researchers who due to the epidemic cannot or will not be able to perform their research in the normal way, waiving sanctions in the event of non-fulfilment of contractual obligations in the year following the conclusion of funding, and extension of deadlines for completion of doctoral studies.	Proposal to ARRS and the Education Ministry to arrange the position of young researchers and doctoral students who due to circumstances beyond their control find themselves in serious hardship, since they cannot pursue and complete their doctoral studies.	Implemented in 2021.	An initiative was sent to ARRS and the Education Ministry; the deadlines were extended for the completion of training and the use of material assets for young researcher salaries was enabled.

THREAT	Outmoded IT system for application and admission procedure.	Electronic operations via the eVŠ information system and VIP module.	Arguments in favour of electronic operations put to the Ministry of Education, Science and Sport and the relevant responsible bodies.	Implemented.	
THREAT	Inadequate accommodation capacities for international students.	Increase in accommodation capacities.	Ministry of Education, Science and Sport initiative to construct additional accommodation capacities.	Remains a proposal.	
THREAT	Lengthy and complex procedures for third-country nationals who wish to obtain documents for study and residence in Slovenia.	Simplification of procedures for third-country nationals in Slovenia.	Initiative for the Education, Foreign and Interior ministries for simplification of procedures.	Remains a proposal.	
WEAKNESS	Insufficient readiness for transitioning to remote teaching work due to exceptional circumstances.	Strengthen didactic methods and technical capacities for transitioning to remote teaching work.	Inclusion of the UL Digital Centre in the development of forms of remote educational work and exchange of best practices among member faculties and staff, identification of deficiencies and organised support for member faculties in strengthening potentials in this area.	Partly implemented in 2021.	Through work reports, recommendations and guidelines for remote working the UL Digital Centre was actively involved in meetings with vice-deans for the first and second cycles.

WEAKNESS	Lack of cohesion in the VIS-GC IT systems.	Integration of IT systems.	Preparation of integration plan.	Partly completed.	
WEAKNESS	Insufficient collaboration, association and networking among doctoral students (mutual professional and personal support).	Good mutual cooperation and networking among doctoral students, which will enable them to make comparisons with the work of colleagues as a reference point in determining their own progress.	Promoting the organisation of discussion meetings of doctoral students.	Implemented in 2021.	Under the auspices of the Doctoral School, a meeting and international summer school was organised.
WEAKNESS	The process of promoting doctoral graduates lacks IT support.	Establish IT support for the promotion process.	Drawing up a proposal to establish IT supported promotions.	Remains a proposal.	Coordinating stakeholders came to a standstill due to HR limitations.
WEAKNESS	Large number of incomplete applications from candidates with secondary education abroad.	Reduce the number of incomplete applications.	Introduction of various methods of notifying and advising international candidates (POPR site, ChatBot).	Partly completed.	
WEAKNESS	We lack a comprehensive and accurate overview of the international involvements of member faculties.	Set up comprehensive and accurate records of the international involvements of UL member faculties.	Set up a joint portal for maintaining records of the international involvements of UL member faculties.	Abandoned.	
WEAKNESS	Decline in the number of exchange students and staff due to the epidemic.	Maintain a high number of exchange students and staff.	Boost the provision of information and incentives to candidates, enhanced and updated communication strategy.	Implemented in 2021.	

WEAKNESS	Lack of promotional material for doctoral studies.	Greater promotion of doctoral studies and the Doctoral School.	Design a common presentational brochure for doctoral study programmes.	Implemented in 2021.	The presentational prospectus was updated and a common brochure produced.
WEAKNESS	Heavy workloads of lecturers/supervisors in teaching doctoral students at various faculties and in performing regular/clinical work.	Providing clinical lecturers/supervisors with more time to work with doctoral students.	Arranging the status of lecturers and supervisors in the area of clinical medicine.	Included in the 2022 work programme (action plan).	The measure is of a systemic nature and includes the arrangement of the status of physician teachers in general. The measure is indirectly linked to COVID-19, since many clinical lecturers and supervisors are involved in work with patients infected by COVID-19.

02. RESEARCH AND DEVELOPMENT

THREAT	Incoherence and laxity of ARRS documents in the area of national projects.	Higher degree of coherence in the mutual harmonisation of ARRS internal documents and calls.	Draw the agency's attention to inconsistencies and offer initiatives for arranging specific areas.	Implemented in 2021.	Initiatives were sent to ARRS with a view to arranging for the use and transfer of unused funds in programmes and projects. Initiatives for extending projects due to the epidemic. Initiatives for the arranging and updating of research records.
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WEAKNESS	Lack of specialised legal knowledge for the international and research fields.	Securing stronger legal support for the research and international legal fields.	Provide initiatives for the management whereby one lawyer is specialised in research and the international field and provides comprehensive legal support for certain Rectorate departments and member faculties.	Partly implemented in 2021.	Initiatives were sent to the management, but for the moment the finances did not enable any additional recruitment.
WEAKNESS	Lack of harmonisation of UL bylaws and the requirements of international sources of research funding.	Close the gap between internal bylaws and the rules of funding providers.	Adopt rules on the managing of financial conflicts of interest and rules on managing breaches of research integrity.	Implemented in 2021.	Rules on the management of financial conflicts of interest for American research were adopted and the KEV Rules were amended.
WEAKNESS	Lack of instruments for interdisciplinary research linking of member faculties.	Establish more interdisciplinary groups from different member faculties.	Draw up a RSUL call for interdisciplinary research groups/projects.	Implemented in 2021.	The RSUL call was carried out, and funding was approved for the interdisciplinary group Heritage Science and Climate Change.

WEAKNESS	Lack of knowledge in the market for successful lobbying as part of international programmes and strategic networks.	Inclusion of international postgraduate students or researchers in the fields of international relations or political science.	Ensure funds for recruitment and prepare a call for cooperation within the EUTOPIA network or other strategic networks.	Implemented in 2021.	In 2021 we issued eight calls for the involvement of students: Career ambassadors, Extracurricular activities, Call for cooperation in coordinating project writing, Call for participation at the Future of Europe conference, Call for student research projects and three calls for participation at the BeEutopia, ICUR and WES conferences. We issued one call for professional staff to work on project writing, and three calls for researchers: Young Leaders Academy, Call for co-supervision, Call for research mobility. We also issued three calls for the inclusion of researchers in learning communities.
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WEAKNESS	Lack of communication between the Education Ministry and EUTOPIA office regarding European university networks (especially in the light of the Slovenian Presidency of the EU Council).	Preparation and transmission of proposals and improvements to the Education Ministry.	Provide a contact person at the university who will communicate intensively regarding European networks on the local and international levels.	Partly implemented in 2021.	The Vice-Rector for Research took on this role, but the Education Ministry ceased activities.
WEAKNESS	Lack of transparency in the strategic goals of the EUTOPIA university and coordination with the strategic goals of UL.	Ensure linking and coordination of the two strategies.	Identify a person to ensure transparency and coordination of strategic goals of the university with the goals of the EUTOPIA university and new education and research programmes of the European Commission.	Partly implemented in 2021.	Adriana Rejc Buhovac was appointed Vice-Rector for Knowledge Transfer. Due to the change in leadership, a new appointment will be required.

03. THE ARTS

THREAT	Discrepancies between the Higher Education Act and the Professional and Academic Titles Act might affect accreditation of the new doctoral programme.	Definition of artistic title after completing a doctorate in art in the Professional and Academic Titles Act.	Renewed initiative addressed to the Education Ministry concerning amendments to the Professional and Academic Titles Act.	Implemented.
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THREAT	Relatively meagre funds allocated for the development of the arts, which are a consequence of funding exclusively study programmes (via the Education Ministry).	Increase the volume of funds by including new sources of financing.	Drawing up proposals/ options of possible new sources of funding (systemic inclusion in programmes of (co)financing of national culture as a national institution that brings together a large number of working artists in the country, who independently and in mutual collaboration are ranked at the peak of national culture; projects, calls, cooperation, etc.).	Included in the 2022 work programme (action plan).
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WEAKNESS	Inadequate promotion of the Banka Slovenije Mala galerija (Little Gallery) as an official exhibition space of the University of Ljubljana.	Inform the (general) public about the working and production of UL students.	Additional promotion of activities aimed at increasing awareness of the key target groups concerning the content, location and purpose of the Mala galerija in connection with UL: there are plans for additional weekly and monthly content, seeking external partners and connections, invitations to exhibitions for well-known guests who are former students or UL graduates (cooperation with alumni).	Partly implemented in 2021 and included in the 2022 work programme (action plan).	Additional activities relating to promotion of the Mala galerija implemented; a further step in informing the (general) public about artistic work (and student production) at UL is included in the 2022 work programme.
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WEAKNESS	Spatial constraints of the UL academies.	Ensuring adequate premises for the unhindered operation and high-quality provision of study programmes at UL academies.	Measures are at various stages of implementation: UL AG is renovating the Kazina palace building, UL AGRFT is concluding construction of premises at Aškerčeva 5, UL ALUO is continuing efforts for the new construction on Roška street, in line with the proposal for urban planning of the area selected in the tender.	Partly implemented.	Various stages of implementation: at UL AG we carried out renovation works on the Kazina Palace in 2021 in line with the plans, and in 2022 we anticipate being able to move in; at UL AGRFT we completed the construction of premises at Aškerčeva 5; at UL ALUO we continued activities to execute the new construction, and for a temporary solution to the spatial problems until completion in 2021 through the support of UL and the Education Ministry we leased additional premises for providing the study programme, and carried out urgent investment maintenance works to ensure health and safety at work, along with the purchase of equipment for new and existing premises.
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04. TRANSFER AND USE OF KNOWLEDGE

THREAT	The conclusion of the KTT project (Consortium for Technology Transfer from PRO to the business sector), which currently covers in full the labour costs of nine employees in the Knowledge Transfer Office.	Systemic arrangement of permanent funding, which will enable long-term development of knowledge transfer.	A proactive approach of UL in talks with the Education Ministry regarding continued support for knowledge transfer.	Fulfilled in 2021.	Drafting of guidelines to support the activities of knowledge transfer from 2022 to 2030 on the part of RKRS.
THREAT	Omitting patent protections due to lack of funds.	Setting up a system of funding the protection of intellectual property.	Studying best practices abroad and sending initiatives to the Education Ministry for systemic implementation.	Partly achieved in 2021.	A document was drafted and is currently still being coordinated with partners in the KTT consortium.
THREAT	Legislative and other limitations in establishing spin-out companies.	Promoting and ensuring funding and mentorship support for spin-out companies.	Studying practices abroad and seeking alternative possibilities for promoting spin-out companies at UL.	Fulfilled in 2021.	Linking with the Ljubljana University Incubator, which provides support for researchers in the initial stages.
WEAKNESS	Fragmented access to 48 journals in open access and all issued e-books in open access produced by UL member faculties.	Establish a single portal for all UL journals using the Open Journal Systems and Open Monograph Press.	Perform an analysis and proposal of a single portal for publishing the 48 scholarly journals and e-books published by UL member faculties using the Open Journal Systems and Open Monograph Press. Search of financial sources for setting up the two portals.	Implemented in 2021.	The project was analysed and then approved at KRIS, and will be implemented in 2022.

WEAKNESS	Insufficient practical experience with the new information system SAP S4/HANA in the area of publishing.	Best possible familiarity with the SAP S4/HANA system and full practical use in the area of publishing at all UL member faculties that have implemented the APIS project.	Closely monitor and actively participate in introducing the information system SAP S4/HANA into the publishing and book marketing processes at UL member faculties.	Implemented in 2021.	Precise instructions were drawn up for all the publishing steps in SAP S4/HANA.
WEAKNESS	Inability to sell e-books.	Adequately protected sales of Založba UL e-books.	Perform analysis of the project and proposal of e-book sales in the new online bookstore (third stage of project to develop the online bookstore).	Included in the 2022 work programme (action plan).	An analysis and proposal of the project will be made in 2022.
WEAKNESS	Issuing of publications at UL member faculties not standardised by names.	Start issuing publications of interested faculty publishing departments under the name Založba Univerze v Ljubljani.	In accordance with the Rules on the operation of Založba Univerze v Ljubljani we will set up a Publishing Council and call a constitutive meeting, which will be the basis for starting to issue faculty publications under the common name.	Partly implemented in 2021.	A council was created, and in 2022 we will focus on promoting publications under the common name.

WEAKNESS	The name Založba UL is not a recognised brand in the general public and in the Slovenian publishing sphere.	Establish the name Založba UL as a reputable brand in the general public and in the Slovenian publishing sphere.	<ul style="list-style-type: none"> - Advertise newly issued publications on social networks and in the journal Bukla. - Register for membership of the ALPSP (Association of Learned and Professional Society Publishers) and AEUP (Association of European University Presses). - Draw up an annual catalogue of issued Založba UL publications. - Participate with a joint Založba UL stand at the Academic Book Fair Liber.ac 2021 (May) and at the Slovenian Book Fair 2021 (November). 	Partly implemented in 2021.	A list of issued publications will be made in 2022.
WEAKNESS	Due to the technical challenges, there would be no second stage of developing the online bookshop or it would not be carried out (linking with the information system SAP S4/HANA).	Link in full functionality the pilot online bookshop of Založba UL with the information system SAP S4/HANA.	Comprehensive provision of HR and financial resources for project implementation.	Partly implemented in 2021.	Integration was completed half-way, and final integration (sales orders) will be carried out in 2022. External associates were selected (Sapphir, Logix).

WEAKNESS		Link in full functionality the pilot online bookshop of Založba UL with the information system SAP S4/HANA.	Implement the project as a priority and assign it as much work time as possible. Encourage all those involved (external providers, Založba UL, University IT Office) to find the most simple and effective IT solutions.	Partly implemented in 2021.	Integration was completed half-way, and final integration (sales orders) will be carried out in 2022.
WEAKNESS	The results of student surveys show that students have insufficient familiarity with the career guidance services at the member faculty/ university.	Registration of 30% of enrolled students in the POPR portal by the end of calendar year 2021.	Enhancing methods of providing information to students about career guidance services and thereby increasing student inclusion. Appeal to member faculties, student representatives, campaign on social networks etc.	Partly implemented in 2021.	We achieved the inclusion of 28% of students. Activities are continuing in the 2022 calendar year.

WEAKNESS	Delayed, non-automated procedures for checking the requests of graduates to join the Network of Alumni Clubs of the University of Ljubljana.	Simplification of procedures for checking alumni in records.	From eVŠ – Obtain records of higher education institutions and study programmes for the University of Ljubljana that relate to UL students enrolled from 2005 to 2011 who successfully graduated.	Partly completed.	We already have the EVŠ database. It also needs to be imported into PAUL. Since there are still a few discrepancies, it is still being arranged. When Graduway complete everything necessary from their end, we should be able to start integration in March 2022.
WEAKNESS	Lack of motivation among researchers to collaborate with the commercial sector due to negative media exposure.	Strengthening collaboration with the business sector.	Analyse the situation by member faculty and study whether it is possible in some way to improve the system or perhaps at least public opinion regarding freelance contracts.	Fulfilled in 2021.	New legislation enables the payment of employee bonuses through double-up wages.

05. CREATIVE CONDITIONS FOR WORK AND STUDY

THREAT	Due to the long-term closure of the University Sports Hall, poor physical activity and consequently deteriorated mental and health status of students.	Implementation of events in other areas of extracurricular activities.	Online exercise and implementation of other relevant events, such as lectures on overcoming stress, and healthy diet during the epidemic. Opening of the sports hall in accordance with the valid measures.	Implemented
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THREAT		Renovation to maintain and ensure safety of sports hall users.	Ensuring adequate budget funds (EUR 1 million), financial participation of member faculties in the project. If the renovation is not carried out soon, the facility will not be safe and suitable for use. Applications in calls were previously unsuccessful due to non-fulfilment of conditions and insufficient own participation.	Included in the 2022 work programme (action plan).	At the end of the year the Education Ministry indicated that it could provide a portion of the funds. More concrete activities in this area will be carried out in 2022.
THREAT	Contracts of Slovenian consortiums with publishers in which UL is always the biggest member institution, do not contain the necessary scope of publication of open access articles by correspondent authors from UL member faculties.	Fulfil the requirements of those funding research regarding open access to peer-reviewed articles from cofinanced research (starting in 2021, Plan S).	Participation of the University of Ljubljana in intensive negotiations with publishers for transformation contracts in accordance with the provisions of Plan S.	Partly implemented in 2021.	The Slovenian consortium concluded a three-year transformation agreement 2022-2024 with the publishers Elsevier and Wiley, which in addition to the reading of journals enables free publication of open access articles. It should conclude a similar agreement with the publisher Springer, and we will strive for this in negotiations in 2022.

THREAT	High open access article processing charges (APC).	Increase the proportion of open access items in journals.	Secure funds for ensuring open access, negotiations with publishers so that in addition to the right to read they provide free or reduced APC in line with Plan S.	Included in the 2022 work programme (action plan).	Efforts to secure privileges regarding open access have become the most important aspect of negotiations with international academic publishers and a permanent factor (see previous measure).
THREAT	Libraries of various types are being dealt with in different ways in government measures and National Institute of Public Health instructions due to the coronavirus epidemic, leading to confusion in the use of libraries (general libraries open, higher education ones closed, later the reverse). Lengthy closure of UL member faculties and libraries can lead to reduced motivation in students to use reading rooms and printed sources.	Keeping members and their motivation to use libraries and their services even in (possible) conditions of an extended epidemic.	Government/ Public Health Institute measures should treat all types of library equally in terms of closures during the epidemic. Boosting the provision of information to students and staff about library services under quarantine conditions.	Abandoned.	Activities abandoned due to the reduced scope of the COVID-19 epidemic and the consequent easing of restrictions. The differing provisions regarding restrictions due to COVID-19 were the result of placing higher education libraries under the Covid regulations for higher education and other types of libraries under the Covid regulations for the cultural sphere.

WEAKNESS	Non-recognition of COD extracurricular activities at some member faculties (currently 16 member faculties offer recognition).	Enabling registration for COD extracurricular activities and allocation of ECTS points to all UL students as part of the general external electives.	Boosting promotional activities and support for the leadership in talks with member faculties for recognition and encouragement of COD extracurricular activities. Presentation of activities to the leadership of the individual member faculty and coordination of systems of recognition.	Partly completed.	
WEAKNESS	Spatial and organisational fragmentation of libraries.	Organisation regarding work duties and segmentation of the work process at libraries.	Merge all BF libraries into a single organisational unit. Draw up a proposal for the reorganisation of work of the Central Humanities Library at FF.	Included in the 2022 work programme (action plan).	BF and FF are planning further activities for transforming the organisation of libraries.

06. MANAGEMENT AND DEVELOPMENT OF QUALITY

THREAT	Reductionist understanding of quality and quality assurance using the model of 'minimal standards'.	Establish a system of quality 'tailored to the institution', which facilitates development support for more ambitious higher education institutions.	Organisation of consultations and preparation of discussions on deficiencies and development opportunities for external quality assurance. Facilitation of strategic considerations about a developmentally oriented system of quality assurance.	Implemented	We set up a new web page Quality, we regularly updated the USKAP intranet site, and we organised two national INOVUP consultations for improving the quality of higher education.
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THREAT	The realisation among teaching staff that implementing processes of quality is an activity for professional staff and external evaluators.	Higher level of awareness about the positive sides of (self-)evaluation.	Preparation of interactive informative materials on planning and implementing quality system activities. Providing training in the area of quality system operation for teaching staff, managers and professional staff responsible for this area.	Implemented	We set up a new web page Quality, we regularly updated the USKAP intranet site, and we set up the new application UL Reporting.
WEAKNESS	Non-internationalisation of the quality system at important stakeholders of this process.	Academic staff and other relevant stakeholders who act in line with the principles of quality in their operations in all areas.	Implementing activities of awareness-raising about the operation of the quality system and principles of quality. Synchronisation of the principles of quality with the principles of management in all areas of operations. Bolstering forums for exchange of information on the quality system and enhancing quality at UL (vice-deans for quality assurance, creating a pool of experts on quality at UL).	Implemented.	We carried out training to prepare for evaluation interviews, provided regular notification via the forums of colleges of deans, colleges of vice-deans, KK UL and via meetings of vice-deans for quality.

WEAKNESS	Lack of IT support for important processes of quality assurance (annual self-evaluation, quality of learning and teaching, integration of reporting systems into support for quality processes).	More effective management and development of higher education institutions and study programmes.	Design of applications for managing and supporting quality processes.	Implemented.	We set up the application UL reporting with the modules Self-evaluation of study programmes, Work programme and Business report.
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07.01. MANAGEMENT AND ADMINISTRATION

THREAT	Negotiations for the Development Pillar of Financing will continue into 2021, when activities should have already commenced.	Achievement of the development objectives.	Prepare priority development objectives that would be carried out under any circumstances.	Implemented.	
THREAT	Funding under the Fundamental Pillar of Financing is not sufficient for investment in ICT infrastructure, nor are Development Pillar funds allocated for this.	Seek additional financial sources.	Draw up a plan for the necessary ICT infrastructure and submit this to the Education Ministry.	Being implemented.	

THREAT	Budget funds do not exceed 1% of GDP and for this reason do not suffice to cover all the legal obligations deriving from the wage system while at the same time ensuring the quality of education and research work.	Ensuring the material conditions for high-quality education and research work.	Active participation of UL in drafting the appropriate legal basis and pointing out insufficient financing.	Implemented.
WEAKNESS	Lack of standardised methodology for financial monitoring/recording financial events.	Correctness and accuracy of financial statements.	Standardised recording of business events in financial statements at all member faculties.	Being implemented.

07.02. HUMAN RESOURCES DEVELOPMENT AND HR PLAN

THREAT	Departure of good personnel owing to weakness of the public sector pay system: IT workers in the labour market earn much better wages not just in the private sector, but also in the public sector, through collective agreements, which enable higher wage brackets for the same type of work.	Retaining competent and expert personnel.	Introduction of new jobs and thereby wage brackets in the Collective Agreement for the Education Sector. Timely identification of reasons for possible employee departures – by conducting annual interviews – where managers will preventively identify the reasons for departure, in order to prevent the departure of good personnel owing to possible internal weaknesses that could be eliminated.	Being implemented.
THREAT	Employment of researchers is restricted to the duration of the project, so it is hard to offer them permanent employment (insufficient funding for permanent employment and projects do not provide funds for severance pay).	Achieve financial stability in the employment of researchers.	Advising the competent ministries of the issue of permanent employment and project work of researchers, which is tied to fixed-term projects; this leads to the issue of ensuring funds for cases of possible cancellation of employment for business reasons.	In progress.

WEAKNESS	In view of the importance of HR procedures, inadequate attention is focused on their professional, correct and timely implementation.	Transparent procedures in accordance with the law and principles of integrity.	Improvements in internal communication. Short-term: resolving such individual cases through education of professional services and clear definition of competence. Long-term: training professional services in principle based on need or at least once every two years.	In progress.
WEAKNESS	Inconsistent implementation of legislative provisions in the area of labour law.	Standardisation for the entire UL.	Upon the introduction of APIS, standardisation of all aspects in the area of rights and obligations of employees.	Being implemented.

07.03. INFORMATION SYSTEM

THREAT	Outside intrusions into ICT are a key threat.	Achieve an appropriate level of IT security.	Maintain a system of IT security, monitor it and rapidly respond to security events, reduce key recognised vulnerabilities or deficiencies, apply good international practices and heed the requirements of systems for IT security.	Being implemented.
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WEAKNESS	In implementing the APIS project the envisaged targets will not be reached in the planned time frame.	Achieve the planned targets under the envisaged time frame.	Improve project management methods.	Being implemented.
WEAKNESS	In implementing the business information system SAP we will not exploit all the possibilities for simplifying operations and reducing the differences between member faculties.	Reduce unnecessary differences between member faculties.	Actively seek common organisational approaches, exploit all opportunities for reducing differences or reducing the complexity of operations through organisational and also technological means.	Being implemented.
WEAKNESS	Lack of adequate training of personnel to introduce new technologies or systems for the whole of UL.	Standardise information systems, reduce differences between them, actively improve the conditions for employing appropriate professional staff in the necessary numbers.	Ensure appropriate HR through ongoing recruitment, training of employees and involvement of external providers in cases that involve short-term increases in the scope of activities or specialist knowledge.	Being implemented.

WEAKNESS	Difference and lack of connectivity of ICT systems at member faculties.	Standardisation of information systems.	Actively reduce differences unless they are necessary for special requirements, introduce uniform common systems in common infrastructure, reduce the number of related systems for the same purpose.	In progress.
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07.04. COMMUNICATION WITH THE PUBLIC

THREAT	Longer period of absence of socialising/ events.	Maintain mutual connection, key messages and objectives.	Draw up scenarios for various methods of holding events in online formats, video formats and other virtual solutions.	Implemented in 2021.
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WEAKNESS	Loyalty to UL from employees and connection between UL and its member faculties is still weak.	Strengthen a sense of belonging and connection among employees.	Carry out education and events for employees emphasising the importance of internal organisational communication and bringing to prominence the basic activity of UL (lectures, workshops), and fulfil the possibility of easier provision of information to UL management and two-way communication (such as anonymous box for ideas, suggestions and comments, regular meetings of UL management with employees, Rector's open day and so forth).	Partly implemented in 2021.	Due to the continuing epidemiological conditions, for the majority of time direct contacts were not possible. The change in leadership also impacted the implementation of planned events. Nevertheless we were able to hold meetings with employees and boost the provision of information to staff via internal communication channels.
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07.05. PLAN OF MANAGING MATERIAL ASSETS

THREAT	For several years no financing has been ensured for investment maintenance, meaning the deterioration of buildings, and thereby a deterioration of the conditions for work and reduced safety.	Obtain funding at the Education Ministry.	The list of necessary maintenance works which is in the tables of the annual programme of works, to be supplemented with the identification of problems by member faculty due to inadequate funding of investment maintenance, and a letter to go to the Education Ministry with a proposal for a meeting or a request to settle the financing.	Remains a proposal.	Due to inadequate funding of investment maintenance on the part of the financial backer, the UL building stock (260 buildings) is deteriorating. The safety of buildings is therefore questionable in structural terms and in terms of safety and health at work and fire safety. Where UL receives no funds for maintenance, the useful and economic value of buildings cannot be maintained.
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THREAT	No funding provided for inspections of earthquake vulnerability, no investment documentation, project documentation and investments for carrying out structural renovation of the UL building stock, which consequently impacts the implementation of energy-efficient renovation and drawing down available grant funds through the Ecofund.	Ensuring budget funds for the earthquake-proofing of buildings.	An inspection of the building stock and priority list are being prepared. Financing development and project design documents for the three structurally least stable buildings, so we will be ready when funds for renovation become available (EU or other funds). Briefing the Education Ministry on inspections prepared and materials for structural renovation.	Partly included in the 2022 work programme (action plan).	A systematic reinforcing of earthquake-vulnerable UL buildings would be urgently needed according to a priority list, which will be drawn up after funds have been provided for a structural inspection of all UL buildings. We have drawn the attention of the Education Ministry to the urgent need for earthquake reinforcement in writing and multiple times verbally.
WEAKNESS	Lack of IT support for managing UL real estate.	Efficient planning, monitoring and analysis of implementation of real estate maintenance tasks. Effective adoption, monitoring and resolution of the demands of end users.	Presentation of identified problems in the overall management and maintenance of UL real estate to ensure financial resources for purchasing, in cooperation with the provider of energy management.	Remains a proposal.	UL would require an integrated approach in managing real estate. This would be possible with effective software support, which is the trend among all modern legal entities.

WEAKNESS	Lack of IT support for managing, coordinating and tracking investment projects and building maintenance.	Effective supervision of the financial construction of development projects. Effective monitoring of contractual limit values.	Presentation of identified problems in managing UL development projects and ensuring adequate support within the APIS system.	Remains a proposal.	A new IT system was implemented in the middle of 2020 and is still being upgraded, such that currently for control purposes invoices are still being entered in parallel in the internal department database, and contractual values, account cards and internal databases are still being checked manually (e.g. all bills tied to a specific project are included in requests to the Education Ministry, etc.).
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07.06. INTERNAL AUDIT DEPARTMENT

THREAT	Internal auditor positions systemised by the UL bylaw on the job hierarchy are not competitive compared to internal auditor positions in state administration.	Improvement of position of civil servants working as internal auditors in the institution.	In compliance with the law, find a way to adequately value the work of UL internal auditors.	Being implemented.
WEAKNESS	Awareness of risk is at a low level.	Effective risk management at all levels of operation.	Implementing cross-check audits at all member faculties.	In progress.

WEAKNESS	Limited human resources.	Ensure in 2021 the employment of at least one more internal auditor in the university internal audit department.	Ensuring appropriate conditions for the recruitment of an additional internal auditor at the Internal Audit Office.	Being implemented.
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STATUTORY AND OTHER FOUNDATIONS IN LAW THAT GOVERN THE OPERATION OF THE UNIVERSITY OF LJUBLJANA

- **Constitution of the Republic of Slovenia** (Uradni list RS/Official Gazette of the Republic of Slovenia, Nos. [33/91-I](#), [42/97](#) – UZS68, [66/00](#) – UZ80, [24/03](#) – UZ3a, [47](#), [68](#), [69/04](#) – UZ14, [69/04](#) – UZ43, [69/04](#) – UZ50, [68/06](#) – UZ121,140,143, [47/13](#) – UZ148, [47/13](#) – UZ90,97,99 and [75/16](#) – UZ70a);
- **Higher Education Act** (Uradni list RS, Nos. [32/12](#) – official consolidated text, [40/12](#) – ZUJF, [57/12](#) – ZPCP-2D, [109/12](#), [85/14](#), [75/16](#), [61/17](#) – ZUPŠ and [65/17](#));
- **Decree on the public financing of higher education institutions and other institutions** (Uradni list RS, Nos. [35/17](#) and [24/19](#));
- **Resolution on the National Higher Education Programme of the Republic of Slovenia 2011-2020** (Uradni list RS, No. 41/2011);
- **Statutes of the University of Ljubljana** (Uradni list RS, Nos. [4/17](#), [56/17](#), [56/17](#), [14/18](#), [39/18](#), [57/18](#), [66/18](#), [10/19](#), [22/19](#), [36/19](#), [47/19](#), [82/20](#), [104/20](#), [168/20](#) and [54/21](#));
- **Ordinance on the reorganisation of the University of Ljubljana** (Uradni list RS, Nos. [28/00](#), [33/03](#), [79/04](#), [36/06](#), [18/09](#), [83/10](#) and [8/19](#));
- **Research and Development Act** (Uradni list RS, Nos. [22/06](#) – official consolidated text, [61/06](#) – ZDru-1, [112/07](#), [9/11](#), [57/12](#) – ZPOP-1A, [21/18](#) – ZNOrg and [9/19](#));
- **Resolution on the Research and Innovation Strategy of Slovenia 2011-2020** (Uradni list RS, No. 43/2011);
- **other regulations on higher education and research and development activities.**

University of Ljubljana departments and offices are also subject to other laws and rules governing specific fields, such as those in HR, finance, veterinary practices and the arts. All the regulations that govern the operation of the University of Ljubljana as a whole are published by the university on its website: http://www.uni-lj.si/o_univerzi_v_ljubljani/organizacija_pravilniki_in_porocila/predpisi_statut_ul_in_pravilniki/.

MEMBER FACULTIES

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

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

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

In the past academic year the Student Council of the University of Ljubljana (ŠS UL) convened at five regular and four correspondence meetings. The correspondence meetings were convened with the aim of promptly addressing issues which we had discussed at the regular meetings.

In this academic year the ŠS UL strove to carry out the tasks specified in the University of Ljubljana Statutes (referred to below as the Statutes), adhering to the ŠS UL Rules of Procedure and other documents governing the ŠS UL's operation. We should first highlight the duration of this year's mandate, which in order to harmonise the method of carrying out elections in the previous mandate is somewhat shorter, lasting from 1 April 2021. The past year was marked in particular by the coordination of everyone at the university following the return to the university environment in connection with the Covid-19 epidemic. This year in view of the programme of work of the ŠS UL, the Council's Presidency attempted to re-establish communication among all those involved at the university level, both among student representatives and at the student and staff levels. During its regular and extraordinary meetings, the ŠS UL encouraged the participation of all student representatives, but should note that in the current mandate some of the member faculties were very unresponsive, which it would be wise to address in the coming mandate as one of the issues to be dealt with by the ŠS UL.

Brief summary of all ŠS UL activities:

- formulation of a ŠS UL financial plan and implementation of the annual work programme (including assembling the financial plans of member faculty student councils and compiling the final financial report);
- elections of representatives to committees and bodies of UL (in addition to elections at the first meeting, elections were conducted regularly on the expiry of individual terms throughout the year);
- organisation of a workshop on personal data protection in cooperation with the person at UL competent for personal data protection, for student officials in light of their specific duties;
- organisation of the traditional event Welcome Freshmen (conducting the online event Welcome Freshmen in cooperation with and organised by a special team), at which there were around 400 in attendance;

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- representation of the UL (Student Council) in the EUTOPIA network;
 - presiding over the student council in the EUTOPIA association;
 - participation in the introductory information days for international students;
 - adoption of the new Rules on the elections to student councils of member faculties and bodies of UL member faculties;
 - adoption of amendments to the ŠS UL Rules of Procedure;
 - project collaboration with UL member faculties and their deans;
 - participation in the Rector's Conference of the Republic of Slovenia;
 - participation in the colleges of the Rector, deans and vice-deans;
 - updating students with all relevant information via social networks and the UL website;
 - establishing a communication network and regular cooperation with the student councils of member faculties and other universities;
 - reinstatement of cooperation among student representatives in the UL Senate;
 - holding an internal ŠS UL call for funding member faculty projects;
 - purchase of promotional materials for councillors and distribution;
 - drafting of common and single guidelines for providing habilitation opinions and pertaining instructions on fulfilment;
 - the committee for destruction of audio recordings met, and all audio recordings whose purpose of storage had expired were destroyed;
 - providing opinions on sets of rules affecting the work and activities of students;
 - participation at the extracurricular activities fair organised by the UL Extracurricular Activities Centre.

In this year's term the ŠS UL demonstrated that as the sole official representative body of UL students it is capable of promptly addressing issues that arise in the higher education sphere, and can also effectively and transparently resolve problems encountered by students at UL. Looking at the annual work plan we should point out that certain objectives were not met. Given the current situation, the sports competition between the University of Maribor and University of Ljubljana, which we envisaged as part of the work plan, was of course abandoned, although we still believe that – with the easing of restrictions – this can be an outstanding event that would enhance the already successful cooperation between the student councils of UL and the University of Maribor. We should also highlight in the annual work plan the desire to organise educational and extracur-

ricular events that would be held once per semester, whereby we would improve the mutual linking of various faculties and professions, and would also offer students the opportunity to participate in events where they could see a positive contribution to interdisciplinarity in the university environment.

