

University of Ljubljana



UNIVERSITY OF LJUBLJANA STRATEGY 2022–2027



Ljubljana, May 2022



The following entities took part in the preparation of the University of Ljubljana Strategy 2022–2027:

- the University of Ljubljana management from the past and current term: the Rectors, Vice-Rectors, Rector's Assistants/Advisers, Secretary General, Presidents of the Governing Board,
- managements of the University of Ljubljana member faculties: Deans, Vice-Deans, Secretaries, other member faculty representatives,
- heads of specialist services at the Rectorate, experts from specialist services at the Rectorate, Head of Doctoral School,
- representatives of Student Councils at the University of Ljubljana,
- members of the Committee for Library System Development at the University of Ljubljana,
- representatives of the Education, Science and Culture Trade Union of Slovenia (SVIZ) and the Higher Education Union of Slovenia (VSS),
- external stakeholders (as chosen by the University of Ljubljana member faculties).

Process coordinator: Prof. Adriana Rejc Buhovac, PhD, University of Ljubljana, School of Economics and Business, **associate:** Ana Oblak, Master of Business Studies, University of Ljubljana, Faculty of Law



CONTENTS

INTRODUCTION	1
1. MISSION AND VALUES OF THE UNIVERSITY OF LJUBLJANA	2
2. VISION OF THE UNIVERSITY OF LJUBLJANA 2027	4
3. UNIVERSITY OF LJUBLJANA STRATEGY 2022–2027	7
3.1 Development Area 1: DEVELOP EDUCATION, INTEGRATED IN THE HOME AND INTERNATIONAL ENVIRONMENTS, TO IMPROVE CREATIVITY, INNOVATION, CRITICAL THINKING AND SOCIAL RESPONSIBILITY	9
3.2 Development Area 2: PROMOTE EXCELLENCE IN SCIENCE AND THE ARTS, INTEGRATION IN THE INTERNATIONAL ENVIRONMENT, AN INTERDISCIPLINARY APPROACH, OPENNESS AND SOCIAL RELEVANCE.....	14
3.3 Development Area 3: ENHANCE SUPPORT FOR THE TRANSFER OF KNOWLEDGE AND THE ARTS IN ALL SPHERES OF SOCIAL LIFE	18
3.4 Development Area 4: PROMOTE AN ACCESSIBLE, INCLUSIVE AND EQUAL ACADEMIC ENVIRONMENT	21
3.5 Development Area 5: STRENGTHEN THE UL'S SOCIAL ROLE AND POSITION IN THE NATIONAL AND GLOBAL SOCIAL DIALOGUE.....	24
3.6 Support area 1: STRENGTHEN AUTONOMY AND FINANCES	26
3.7 Support Area 2: UPGRADE PROCESSES AND INFRASTRUCTURE	28
3.8 Support Area 3: SUPPORT STAFF DEVELOPMENT	31
ANNEXES	35
Annex 1: The process of drawing up the University of Ljubljana Strategy 2022–2027	36
Annex 2: Analytical assessments of the UL's internal and external environments	37

TABLES

Table 1: Vision of the University of Ljubljana as at 31 December 2027.....	4
Table 2: Strategic activities in Development Area 1	10
Table 3: Performance indicators in Development Area 1	12
Table 4: Strategic activities in Development Area 2	15
Table 5: Performance indicators in Development Area 2	16
Table 6: Strategic activities in Development Area 3	19
Table 7: Performance indicators in Development Area 3	20
Table 8: Strategic activities in Development Area 4	22
Table 9: Performance indicators in Development Area 4	23
Table 10: Strategic activities in Development Area 5	25
Table 11: Performance indicators in Development Area 5	25
Table 12: Strategic activities in Support Area 1	27
Table 13: Performance indicators in Support Area 1	28
Table 14: Strategic activities in Support Area 2	30
Table 15: Performance indicators in Support Area 2	31
Table 16: Strategic activities in Support Area 3	32
Table 17: Performance indicators in Support Area 3	33
Table 18: Performance indicators on achieving the ultimate strategic objective	34



FIGURES

Figure 1: Materiality matrix of the University of Ljubljana	3
Figure 2: University of Ljubljana Strategy 2022–2027	8



INTRODUCTION

The process of preparing the University of Ljubljana Strategy 2022–2027 has brought together members of the University of Ljubljana’s academic community (hereinafter: the UL), representatives of trade unions and numerous external stakeholders to devise development activities which will help consolidate the UL as a **recognised and established academic institution in Europe**. In addition, the UL has set itself a task for this period to assume, via its own international networks, a leading role in the processes of including universities of SE Europe in the European higher education sphere. In the 2020–2021 academic year, we carried out many gatherings, workshops and other forms of collaboration that helped shape the content of this document. The strategic workshops were attended by the representatives of all UL member faculties’ managements or their representatives, representatives of specialist services of the UL Rectorate and representatives of both the previous and current UL managements; the specially planned meetings were also attended by the representatives of Student Councils at the UL, representatives of trade unions (SVIZ and VSS) and members of the Committee for Library System Development at the University of Ljubljana. The process is presented in greater detail in Annex 1 hereto.

The University of Ljubljana Strategy 2022–2027 comprises five development areas and three support areas. **The development areas of the strategy** are as follows:

1. develop education, integrated in the home and international environments, to promote creativity, innovation, critical thinking and social responsibility,
2. promote excellence in science and the arts, integration in the international environment, an interdisciplinary approach, openness and social relevance,
3. enhance support for the transfer of knowledge and the arts in all spheres of social life,
4. promote an accessible, inclusive and equal academic environment, and
5. strengthen the UL's social role and position in the national and global social dialogue.

The support areas of the strategy are as follows:

1. strengthen autonomy and finances,
2. upgrade processes and infrastructure,
3. support staff development.

The University of Ljubljana Strategy 2022–2027 is in line with the central **European development documents in the field of higher education**:

- *Towards a 2030 Vision on the Future of Universities in Europe* (European Commission, 2020) focuses on the leading role of European universities worldwide in research and innovation based on the excellence of individual research disciplines and the ability to solve multifaceted problems by applying interdisciplinary approaches. It encourages cooperation and forging connections amongst universities and other research institutions and businesses in fundamental and applied research, knowledge and data exchange in accordance with the FAIR principles (*findability, accessibility, interoperability, reuse of digital assets*), and the provision of opportunities for lifelong learning for all members of academic communities;
- The focus of the *European Strategy for Higher Education* (European Commission) until 2024 is on supporting European higher education institutions in their efforts to strengthen their capabilities of adapting to change and their contribution to Europe’s recovery and resilience. Among the key objectives, it highlights (1) excellence in higher education training and research that is based on the values of quality and relevance, diversity and inclusiveness of the academic environment, and the fundamental rights and freedom of scientific research; (2) the leading role of the European higher education institutions in the process of digital and green transition; (3) deeper international



- collaboration of European higher education institutions to raise their global competitiveness while also preserving the European identity; (4) the development of unified diploma documents;
- *Digital Education Action Plan 2021–2027* (European Commissions, 2021) highlights two areas of priority: (1) fostering the development of high-performing digital education and work ecosystems and (2) enhancing digital skills and competences for the digital transformation.

The successful realisation of the University of Ljubljana Strategy 2022–2027 depends on several external factors, the most important among them being the provision of a share of GDP for the implementation of a public service that is at least equal to the GDP share received by the universities in comparable OECD countries with majority financing of tertiary education (e.g., Austria and Germany), university autonomy in relation to the state, equal treatment of all research areas in science and the arts within the Slovenian Research Agency (ARRS), possibilities of simple employment of and exchange with foreign scientists and higher education teachers, and enabling the simple return and inclusion of Slovenian researchers and teachers from renowned foreign institutions.

1. MISSION AND VALUES OF THE UNIVERSITY OF LJUBLJANA

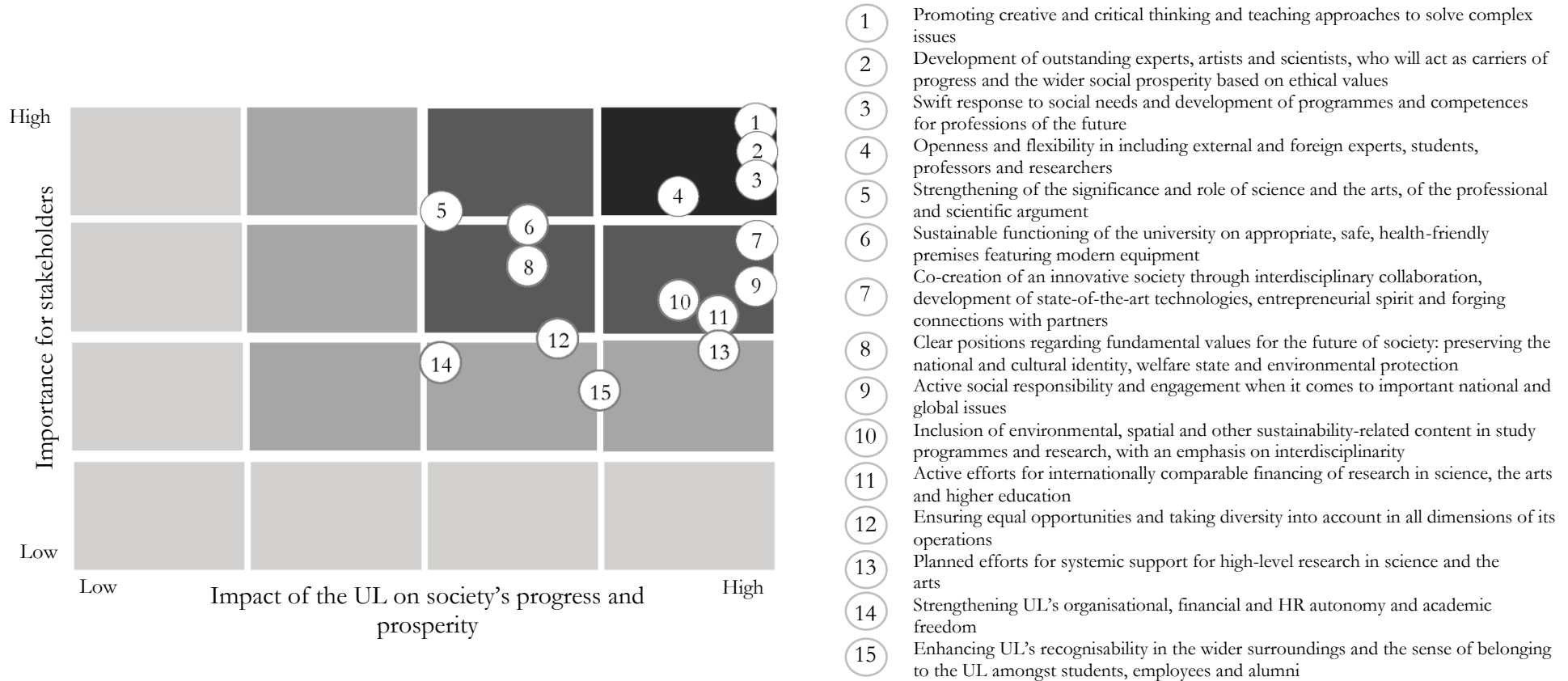
University of Ljubljana maintains its mission:

- to cultivate first-rate research, achieve excellence, and meet the highest ethical standards in all areas of science and the arts. To make sure national identity is strengthened, including by developing Slovenian scientific and specialist terminology, which the UL also achieves through its own publishing activity;
- to educate, based on own research and on national and international research achievements, creative, critically thinking and top scientists, artists and experts, who are qualified to conduct sustainable and responsible management, while working within the traditions of the European Enlightenment, humanism and respect for human rights. Paying special attention to an inclusive research, educational and working environment as well as development of talents while adhering to humanist principles;
- to promote interdisciplinary and multidisciplinary studies and share achievements in science and the arts with other universities, and with science and research institutions. By doing so, the UL will contribute to the Slovenian and global treasury of knowledge, passing this onto students and contributing to the global knowledge society;
- to collaborate with organisations from the business sphere and all other activities from the private and public sectors, and with state authorities, local communities and civil society. The UL will thus be able to accelerate the application 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 UL must serve as society's critical conscience and help shape the country's citizens so that they will tackle the development challenges of the 21st century in a decisive and responsible manner.

In collaboration with more than 4,000 stakeholders, we also determined the most important sustainability (social, environmental and economic) challenges, which the UL will address as part of its mission and strategy, thus contributing to the progress and prosperity of society. The “materiality matrix” is presented in *Figure 1*.



Figure 1: Materiality matrix of the University of Ljubljana





The University of Ljubljana maintains the values through which it reinforces its academic community and strives to play an active role in Slovenia and worldwide. It bases its education, research, expert and public work, along with its various relations, on the following values:

- humanism and respect for human rights, including equal opportunities, inclusiveness and the principle of solidarity;
- an ethical and responsible attitude to the world and future generations,
- academic excellence and ensuring the highest quality,
- the academic freedom of staff and students, particularly the freedom of creativity and cultivating a critical mindset;
- autonomy in relation to the state, political parties, corporations, and religious and other groups.

2. VISION OF THE UNIVERSITY OF LJUBLJANA 2027

A brief outline of the vision: “In 2027, the UL will be one of the leading universities that help shape an innovative knowledge society and wider social prosperity based on the foundations of the values of ethical cohabitation in Central and Eastern Europe.” **The comprehensive vision** is set out across the four aspects (see *Table 1*). The vision fully includes the materiality matrix.

Table 1: Vision of the University of Ljubljana as at 31 December 2027

No.	ASPECT OF EXPECTATIONS BY KEY STAKEHOLDERS
1	<p>The UL is one of the leading universities in Central and Eastern Europe:</p> <p>1.1. it enjoys a high reputation in the spheres of education, science and the arts, as measured by indicators of international databases, and is internationally visible. It is among the top 400 universities in the ARWU and QS rankings, and among the top 20 universities in the QS Emerging Europe and Central Asia rankings.</p> <p>1.2. all UL member faculties are among the top 10 academic institutions in the region. They are internationally accredited or have undergone international evaluations in the fields where these exist;</p> <p>1.3. it successfully obtains prestigious international projects (e.g., 250 projects in Horizon Europe 2021–2027, 15 of which are ERC projects).</p>
2	<p>The UL is the leading Slovenian institution when it comes to addressing and solving multi-layered social challenges:</p> <p>2.1. both society and the world of politics consider the UL’s opinions and recognise its indisputable status as a scientific and artistic authority;</p> <p>2.2. UL employees are leading advisers in society, they regularly take part in consultative bodies and have their opinions affect the formation of policies at different levels of society, including sustainable development, the digital transformation of society and the social scientific and humanist foundations of citizenship and the common good.</p>
3	<p>The UL conducts first-rate higher education and talent development connected with research and artistic creation in accordance with the principles of open science and responsible research and creativity. The UL graduates are:</p> <p>3.1. synonymous with high levels of knowledge, professionalism, interdisciplinary education, critical thinking, creativity and co-operation;</p> <p>3.2. socially and environmentally responsible; while studying at the UL, they strengthen their integrity, attitude to work and awareness for further personal and professional development; after their studies, they transfer these values into society;</p> <p>3.3. sought after and employable both at home and abroad. At least 75% of graduates become employed, within six months, assuming positions that suit the level of education they have achieved.</p>



Table 1 (continued)

No.	ASPECT OF EXTERNAL RELATIONS
4	<p>The UL is recognised as a source of knowledge and innovation, and is a sought-after partner institution for universities, businesses and other organisations:</p> <ol style="list-style-type: none"> 4.1. the UL is the central member of one of the leading associations connecting European universities (the European University Association); 4.2. the UL collaborates in-depth with the most important research institutions in the international arena, achieving synergies with them. Most agreements have been entered into with institutions that rank the same as or higher than the UL; 4.3. the UL is the leading coordinator in including SE European universities in the integration processes that take place in the field of higher education in the EU; 4.4. the most renowned Slovenian institutions from the fields in which the UL is active are associated member institutions of the UL, together forming a unified and excellent academic environment that is recognised in the wider international arena; 4.5. the UL actively includes experts from the business sector and other organisations in the educational and research processes; 4.6. the knowledge which the UL transfers into its surroundings through its spin-out companies or licence agreements contributes significantly to society's progress and prosperity. The UL is a strategic partner to the largest developmentally oriented companies in Slovenia; 4.7. with its regular publication of scientific journals and monographs, the Založba UL (University of Ljubljana Press) publishing arm is synonymous with high-quality publishing in the national and international arena.
5	<p>The UL is actively present and responsive in the wider public sphere:</p> <ol style="list-style-type: none"> 5.1. the UL promotes scientific and artistic creativity, thus increasing the contribution of both to society's development; 5.2. target audiences and the general public are included in the planning, implementation and dissemination of research results in science and the arts; 5.3. in their social undertakings and public appearances, the employees represent the UL in a responsible manner; 5.4. the alumni act as ambassadors and partners for the UL. The alumni and the business sector also make material contributions, and are actively involved in the UL's operations.
No.	ASPECT OF INTERNAL PROCESSES
6	<p>The management processes and standards are clear, unified and comparable, enabling development continuity and the decision-makers to focus on strategic content:</p> <ol style="list-style-type: none"> 6.1. standard processes in specialist services are defined, unified and, up to a reasonable extent, conducted for all member faculties at the UL level; 6.2. all educational, research and administrative processes are IT-supported by means of a common information system. Where technologically or legally possible, business processes are automated; 6.3. the UL enables its employees to have appropriate and unified management of research results and data, protection of intellectual property and transfer of knowledge and services to the market following clearly defined rules (transparency and protection of the UL's interests in the processes of knowledge commercialisation).
7	<p>Educational and research activities at the UL are implemented in accordance with the principles of interdisciplinarity and open and responsible sciences and the arts:</p> <ol style="list-style-type: none"> 7.1. researchers of all UL member faculties take part in interdisciplinary research teams (with significant contributions of social sciences and the humanities, and supported by digital technologies and artificial intelligence); 7.2. research is conducted and research results are disseminated in science and the arts in line with the principles of open science; 7.3. the UL Press publishes all its journals and at least half of the monographs in line with the open-access principle; 7.4. at least 30% of students at each member faculty choose at least one course unit outside their field of study; experts from other fields are involved in at least 10% of course units. At least two different lecturers take part in the lectures for at least 50% of course units; 7.5. the UL carries out four additional first- and second-cycle interdisciplinary study programmes.

continued below



Table 1 (continued)

8	<p>The UL is an institution guided by concern for human rights and building an accessible, inclusive and non-discriminatory educational, research and work environment:</p> <ul style="list-style-type: none"> 8.1. the UL realises the highest standards in working with talented students and students with a special status; 8.2. the UL takes care of equal gender representation in all areas in which it operates; 8.3. the UL promotes an accessible, inclusive, non-discriminatory and creative work environment for all groups of employees.
9	<p>The UL offers the latest study programmes, learning technologies and teaching approaches that enable its graduates to be highly employable in Slovenia and abroad:</p> <ul style="list-style-type: none"> 9.1. the UL conducts combined and multi-layered teaching at all levels of study, both during and after study (with regard to applying and developing learning technologies, teaching approaches, including experts from practice and practical training, extracurricular activities, personal and professional development); 9.2. the UL students actively gain excellent educational and research experience in an international environment; 9.3. the UL systematically monitors societal needs and makes reasonable adjustments to study programmes.
No. ASPECT OF STRUCTURE AND CULTURE	
10	<p>The high level of affiliation with the UL is based on open, respectful and connective operation:</p> <ul style="list-style-type: none"> 10.1. members of the academic community champion the UL's values. The UL has zero tolerance for any form of violence or any other type of inappropriate behaviour; 10.2. the Rectorate acts in a connective and inclusive manner, promotes collaboration among member faculties, and treats both its employees and initiatives coming from all member faculties and all groups of employees equally. It offers support in solving the more complex challenges at member faculties; 10.3. the UL management asserts the autonomy of the UL; 10.4. members of the academic community and the alumni have internalised a high level of affiliation with the UL.
11	<p>Financial funds within the UL are allocated in terms of development:</p> <ul style="list-style-type: none"> 11.1. the UL has sufficient financial funds ensured to implement development activities that are not funded as part of the public service; 11.2. the UL ensures an internal allocation of funds, thereby enabling fundamental activities to be carried out and promoting interdisciplinarity, research activity and the development of study programmes for professions of the future; 11.3. in the course of planning all the investments, the UL focuses on respecting the principles of sustainability, well-equipped, safe and universally accessible premises used for educational work and research, and ensures an IT-supported environment with excellent conditions for creative and innovative work.
12	<p>HR processes and job classifications at the UL enable the employment of top teaching, research and professional staff:</p> <ul style="list-style-type: none"> 12.1. the UL promotes the inflow of the very best teachers, researchers, artists and students from an international environment. This is supported by internationally recognised tenders, simple procedures and financing. The aim is to bring back 100 Slovenian teachers and researchers from abroad. The proportion of foreigners among employees and students thus exceeds 10%; 12.2. the number of employees at the UL and their competences enable effective and successful implementation of all UL activities; 12.3. through various forms of conducting work (e.g., working remotely) and study, the UL enables greater work efficiency and, in the light of asserting the principle of gender equality, balancing of professional and private life.



3. UNIVERSITY OF LJUBLJANA STRATEGY 2022–2027

We have devised eight strategic areas to achieve the vision of the UL 2027, namely five development areas and three support areas. The areas are presented at the bottom of *Figure 2*.

The five development areas (with persons responsible for specific areas provided in brackets) include the following:

1. develop education, integrated in the home and international environments, to promote creativity, innovation, critical thinking and social responsibility (*Vice-Rector for Study and Student Affairs*),
2. promote excellence in science and the arts, integration in the international environment, an interdisciplinary approach, openness and social relevance (*Vice-Rector for Research and Development*),
3. enhance support for the transfer of knowledge and the arts in all spheres of social life (*Vice-Rector for the Arts, Assistant Secretary General for Knowledge Transfer*),
4. promote an accessible, inclusive and equal academic environment (*Vice-Rector for Study and Student Affairs*), and
5. strengthen the UL's social role and position in the national and global social dialogue (*Rector, Vice-Rector for Internationalisation and Quality*).

The three support areas (with persons responsible for specific areas provided in brackets) include the following:

1. strengthen autonomy and finances (*President of the Governing Board*),
2. upgrade processes and infrastructure (*Secretary General*),
3. support staff development (*Secretary General*).

The ultimate strategic objective is to become **'A recognised and established academic institution in Europe'**, which includes placement among the top 400 universities in the ARWU and QS rankings, and among the top 20 universities in the QS Emerging Europe and Central Asia rankings, along with international accreditation for the UL and all its member faculties. We will achieve this by means of **five specific strategic objectives**:

Strategic Objective 1: first-rate learning experience and high employability,

Strategic Objective 2: top achievements in science and the arts,

Strategic Objective 3: a prestigious partner institution for the transfer of knowledge, innovations and creativity,

Strategic Objective 4: an academic institution that serves as a role model in respecting diversity,

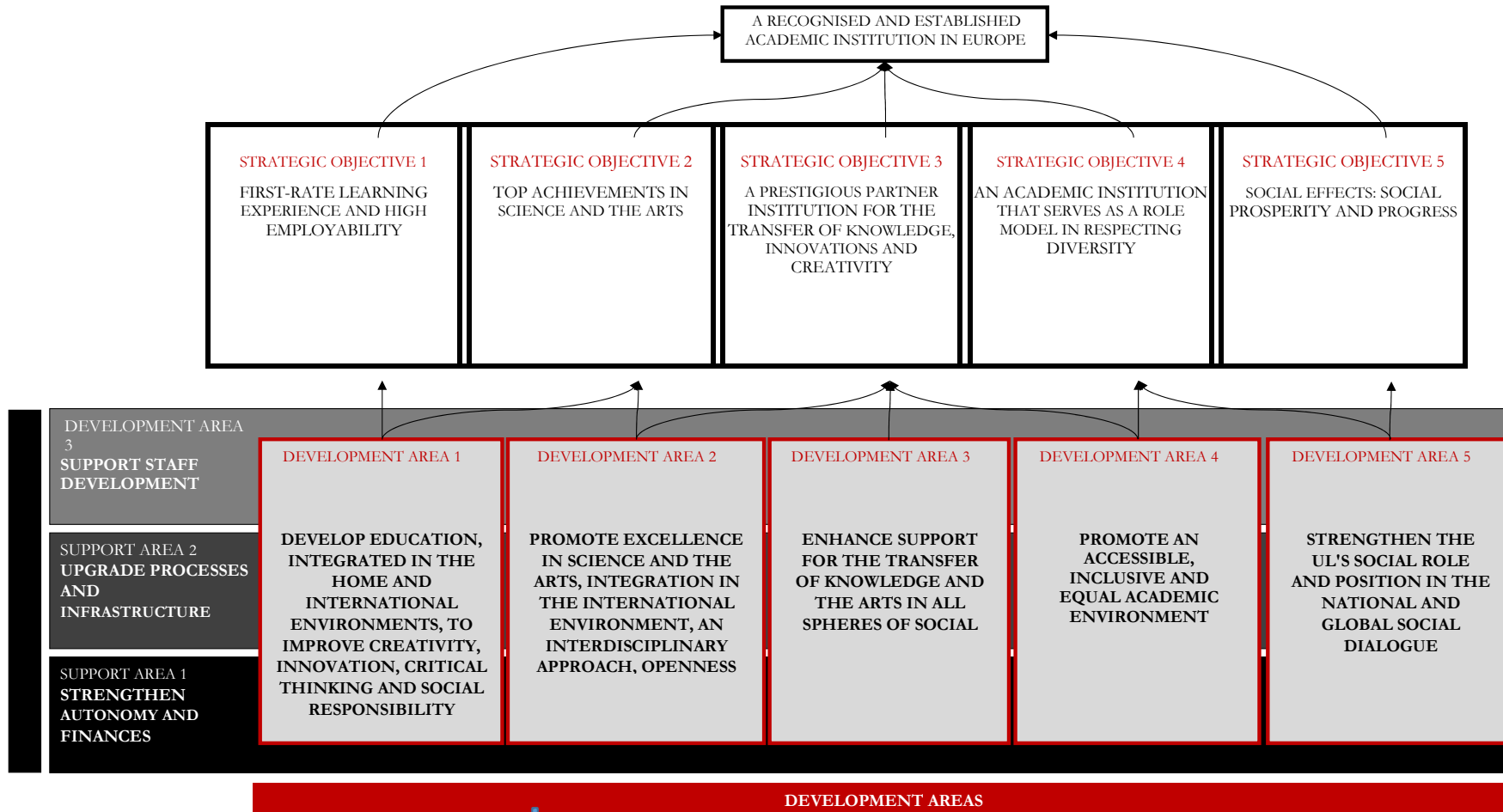
Strategic Objective 5: social effects – social prosperity and progress.

We determined indicators for all strategic objectives in order to conduct control with the target values. These achievements will be co-created by effective and successful activities that have been conducted at the UL thus far, and which this Strategy does not alter.

In this report, we present each strategic area in the following way: The presentation begins with a brief analytical introduction in which we lay out the achievements relating to the area within the past strategy, i.e., the University of Ljubljana Strategy 2012–2020. At the same time, we present certain other analytical findings, which are shown in greater detail in *Annex 2* thereto. The presentation continues with the description of the planned strategic activities and performance indicators. The latter are divided into indicators that will help us monitor the realisation of strategic activities, and indicators used to monitor the achievement of strategic objectives. The existing status and target values of indicators are presented by year.

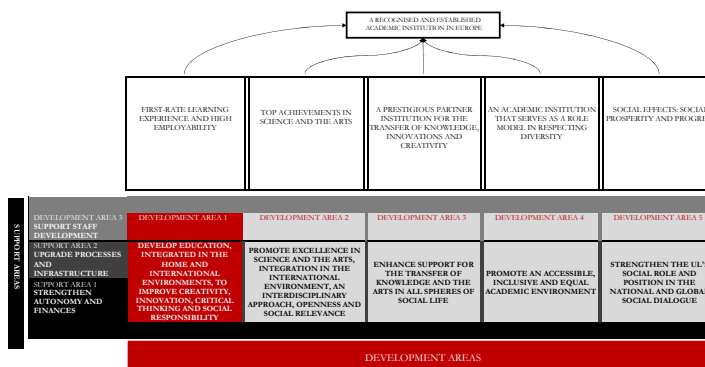


Figure 2: University of Ljubljana Strategy 2022–2027





3.1 Development Area 1: DEVELOP EDUCATION, INTEGRATED IN THE HOME AND INTERNATIONAL ENVIRONMENTS, TO IMPROVE CREATIVITY, INNOVATION, CRITICAL THINKING AND SOCIAL RESPONSIBILITY



Analytical starting points

In terms of content, several strategic areas from the UL Strategy 2012–2020 were close to this development area. In the strategic area *Education (knowledge transfer) of socially responsible graduates* we established an electronic record of study programmes (ESP), which provides an overview of study programmes in all three cycles and their development. We partially ensured connectivity with other information systems (PAUL, e-NAKVIS), whereby a transparent study environment began to be established. We established self-evaluation of study programmes at member faculties as a central quality mechanism for the development of study programmes and processes. Business reports make for an important part of the quality assurance process, as they link feedback loops in the area of quality. In addition, important parts of the quality assurance process include the formulation of principles for assuring quality, based on the valuable experiences of universities internationally and on the knowledge we gain as partners in thematic groups (EUA Learning & Teaching Thematic Peer Groups), through UL representatives as representatives of Slovenia, and in working groups of the Bologna Follow-Up Group (BFUG). We increased the number of student tutors and teacher tutors. We provided regular training on the new methods of teaching and learning, and the number of participants has trebled. This resulted in increased progression through years in the first cycle (from 52% to 60.19%), and in doctoral studies (from 90% to 97%). Continued strategic focus will be needed in the area of upgrading student surveys and surveys on graduate employability.

In the strategic area of *Use of knowledge – third dimension of the university*, we have set up a database of employers and an IT platform with updated information for students. We co-founded the Slovenian Innovation Hub, and promoted interdisciplinary linking through cooperation with all nine strategic development partnerships of the Smart Specialisation project. We implemented many interdisciplinary projects in which students together with supervisors set about resolving social challenges in the private and public sectors. As part of the operation of the UL Career Centres we established the Network of UL Alumni Clubs. As part of the development of the range of lifelong learning programmes on offer, we accredited at least one new lifelong learning programme every year and, in addition to the 31 accredited study programmes for further development, we offered other forms of lifelong learning as well. Member faculties were pursuing activities for target groups outside the University (workshops for primary and secondary school pupils, courses offering certificates in various fields, cooperation with sectoral chambers



to provide training in specific fields, etc.).

Through the transformation of the Centre for University Sport into the Extracurricular Activities Centre, the strategic area *Creative conditions for work and study* has enabled the promotion of the development of competences in fields that are not directly tied to study programmes, boosting of options for students' career development and their easier inclusion in the labour market.

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

The wider environment expects universities to respond even more swiftly to the needs of society or develop even faster the areas that will be vital in the future. Requirements regarding professions of the future are being formed more and more clearly; these professions will be based on new combinations of knowledge and skills, as well as creativity, innovation, critical thinking and responsibility. European development documents pertaining to higher education specifically highlight the role of European higher education institutions in the process of the digital and green transitions, the necessity of developing high-performing digital education and work ecosystems and enhancing digital skills and competences for digital transformation. Lifelong learning is becoming increasingly important as well. The universities that provide it are enhancing their recognisability and reputations. The European higher education strategy also anticipates the development of uniform diploma documents, such as micro-credentials and the European Diploma.

Strategic Objective 1: first-rate learning experience and high employability of graduates

Strategic activities:

1. Develop and update study programmes
2. Intensify the internationalisation of education
3. Develop a comprehensive lifelong learning programme
4. Promote teaching excellence
5. Financial support for the renewal of educational activities

Table 2: Strategic activities in Development Area 1

No.	STRATEGIC ACTIVITIES	Implementation responsibility
1	Develop and update study programmes	
	1.1. Implement systematic monitoring of national and global needs for new knowledge (professions of the future and the knowledge and skills required for them).	At the level of the UL and member faculties

continued below



Table 2 (continued)

<p>1.2. Reform/update study programmes, course units and extracurricular activities to make them socially relevant (e.g., sustainable development), internationally comparable and enabling interdisciplinarity:</p> <ul style="list-style-type: none"> – coordinate the preparation of new interdisciplinary course units based on cooperation of various member faculties; – identify existing study programmes that can be reformed into interdisciplinary programmes, and develop and accredit a total of four new first- and second-cycle interdisciplinary study programmes; – in study programmes, enhance learning and practical content relating to the digital transformation, sustainable development and a healthy lifestyle (sports education, mental health, etc.); – examine the possibilities of forming a problem-focused post-graduate study programme (adapting the syllabus to the chosen problems). <p>1.3. Implement IT-supported system solutions that simplify electivity and interdisciplinarity: a unified information system for the preparation of timetables at the UL, digital and professional support for various e-teaching techniques (e.g., recorded lectures, virtual campuses), etc.</p>	<p>At the level of the UL and member faculties</p> <p>At the level of the UL</p>
2 Intensify the internationalisation of education	
<p>2.1 Achieve a simplification of administrative procedures and prioritised and effective treatment of foreign study and employment candidates in the processes of obtaining work and residence permits.</p> <p>2.2 Achieve a legislative change that will better enable partial execution of lessons in the English language while also introducing machine translation. At the same time, form a linguistic strategy of the UL, which will support the development and strengthening of the Slovenian language as part of internationalising the UL.</p> <p>2.3 Intensify student and teacher exchanges with international higher education institutions, especially those ranked the same as or higher than the UL, and ensure that the students' educational experiences obtained in an international environment are appropriate in terms of substance and quality, recognised and have credits allocated.</p> <p>2.4 Organise interdisciplinary summer schools for first-and second-cycle students from foreign universities.</p>	<p>At the level of the UL</p> <p>At the level of the UL, and at FRI, FE and FF</p> <p>At the level of the UL and member faculties</p> <p>At the level of the UL and member faculties</p>
3 Develop a comprehensive lifelong learning programme	
<p>3.1. Enhance career counselling and the promotion of graduates in collaboration with career centres at the UL member faculties and the alumni, and upgrade the processes of getting employers involved in the work undertaken by career centres.</p> <p>3.2. Upgrade the alumni system so that it enables monitoring the employability of UL graduates by programmes and their career paths (mechanisms to obtain data on employability, actual employment and appropriateness of competences).</p> <p>3.3. Prepare new lifelong learning programmes and actively involve graduates in them after they get their diploma in any study cycle (full-time and part-time study, adapted study, extracurricular activities, specialisations, training, updating of knowledge, etc.).</p> <p>3.4. Planning the establishment of micro-credentials</p>	<p>At the level of the UL and member faculties</p> <p>At the level of the UL and member faculties</p> <p>At the level of the UL and member faculties</p> <p>At the level of the UL and member faculties</p>

continued below



Table 2 (continued)

4	Promote teaching excellence	
	4.1. Develop new teaching and learning methods: <ul style="list-style-type: none"> – student-focused teaching; – transformative learning and experiential learning for creative, innovative and critical solving of complex challenges; – intensifying the shared responsibility of students as future outstanding experts, artists and scientists, who will act as carriers of progress and the wider social prosperity based on ethical values; – technologically supported teaching and learning (digitisation). 	At the level of the UL and member faculties
	4.2. Establish a transfer of good teaching practices among member faculties to raise teaching excellence in order to: <ul style="list-style-type: none"> – enable individualised learning experiences for students (even in larger groups); – help as supervisors and advisers in the development of competences for the professions and knowledge of the future. 	At the level of the UL and member faculties
	4.3 Offer lifelong teaching training for higher education teachers, researchers and associates , which includes making sure they are constantly involved in the real environment so that they may transfer practical knowledge and skills to students.	At the level of the UL and member faculties
5	Financial support for the renovation of education activities	
	5.1. Adapt internal allocation of funds for development-oriented and nationally important study activity within the UL.	At the level of the UL
	5.2. Establish systemic financing of interdisciplinary course units and study programmes: <ul style="list-style-type: none"> – ensure additional sources of financing; – introduce incentives to member faculties for the electivity of course units at other member faculties; – establish a mechanism of collaboration in the exchange of students and higher education teachers and associates between UL member faculties. 	At the level of the UL
	5.3. Provide systemic financial support for activities aiming to involve guest lecturers (experts) and potential employers in the study process.	At the level of the UL

Performance indicators

Table 3: Performance indicators in Development Area 1

Strategic area	Performance indicators	Frequency of measurement	Status 2020	2022	2024	2026
Development Area 1 DEVELOP EDUCATION, INTEGRATED IN THE HOME AND INTERNATIONAL ENVIRONMENTS, TO PROMOTE CREATIVITY, INNOVATION, CRITICAL THINKING AND SOCIAL RESPONSIBILITY	DA1-I2: % of students at the UL, who choose at least one course unit outside their field of study from among the elective course units ¹ (first-, second- and third-cycle study)	annual	<i>analysis</i>			≥30%
	DA1-I2: % of students involved in at least one course unit at another UL member faculty (first-, second- and third-cycle study)	annual	2%	2%	6%	10%

continued below

¹ This includes students enrolled in interdisciplinary study programmes.



Table 2 (continued)

	DA1-I3: % of course units at the UL, in which higher education teachers and associates from other universities take part (first-, second- and third-cycle study) ²	annual	<i>analysis</i>			
	DA1-I4: % of courses at the UL, in which higher education teachers and associates from other UL member faculties take part (first- and second-cycle study)	annual	<i>analysis</i>			
	DA1-I5: % of courses at the UL, in which guest experts from the business and non-business sectors take part (all three study cycles) ³	annual	<i>analysis</i>			
	DA1-I6: number of new first- and second-cycle interdisciplinary study programmes	annual	-	-	2	4
	DA1-I7: % of foreign students enrolled (all three study cycles)	annual	9.12% (2021)	10%	13%	15%
	DA1-I8: proportion of UL member faculties at which lifelong learning programmes are actively taking place	annual	16/26	16/26	26/26	26/26
	DA1-I9: number of participants in UL lifelong learning programmes ⁴	annual	34,649 (2020/2021)	35.000	40.000	42.000
	DA1-I10: proportion of UL member faculties that set up at least one micro-credential	annual	0/26	0/26	8/26	13/26
Strategic objective	Performance indicators	Frequency of measurement	Status 2020	Objective 2023	Objective 2025	Objective 2027
SO1 FIRST-RATE LEARNING EXPERIENCE AND HIGH EMPLOYABILITY OF GRADUATES	SO1-I1: average assessment of the UL graduates' satisfaction with the study ⁵	annual	4.1 (2020/2021)	4.2	4.3	4.4
	SO1-I2: % of graduates who became employed in positions that suit the level of education they have achieved within six months	annual	<i>analysis</i> ⁶			75%

² The 2019/2020 academic year saw 229 higher education teachers and associates from foreign higher education institutions take part in the teaching process based on an agreement/contract.

³ In the 2019/2020 academic year, 1,780 guest experts from the business and non-business sectors were involved in the teaching process.

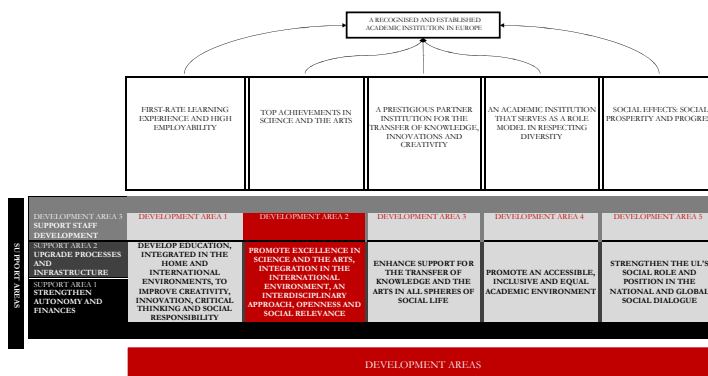
⁴ This includes participants in study programmes for further development (449) and other forms of lifelong learning (34,200).

⁵ Composite assessment of general satisfaction, satisfaction with course units and lecturers (scale from 1 to 5).

⁶ In 2013, 75% of UL graduates had education that was either lower than or suited the education level required for the employment position they occupied (634/849).



3.2 Development Area 2: PROMOTE EXCELLENCE IN SCIENCE AND THE ARTS, INTEGRATION IN THE INTERNATIONAL ENVIRONMENT, AN INTERDISCIPLINARY APPROACH, OPENNESS AND SOCIAL RELEVANCE



Analytical starting points

In the UL Strategy 2012–2020, the strategic area whose content came closest to this development area was entitled *Creating knowledge and artistic works for the sustainable development of society and the individual*. In the previous period, the UL preserved its status as the largest research institution in Slovenia. We established the Commission of the University of Ljubljana for Ethics in Research that Includes Work with People, and identified research areas with the greatest development potential. The UL became more involved in national and international research projects: we formed a consortium of Central European universities and the Catholic University of Leuven (CELSA) for boosting project applications in calls under EU programmes; we successfully joined The GUILD association, which involves the best European universities; we established a common organisational unit, the UL Research & Development Centre (RRC UL), which includes various multidisciplinary research and development centres (MRRC UL); we set up a joint organisational unit of the University through the Network of Infrastructure Centres (MRIC). We established the UL Development Fund for promoting participation in European and international projects and the work of younger researchers, as well as special training for applications in various calls under EU programmes, with an emphasis on the Horizon 2020 programme: Marie Curie, ERC and Widening Participation. In terms of the number of ERASMUS+ Strategic Partnerships projects, the University of Ljubljana was the most successful university in the European Union throughout the period. We secured the first ERC Starting Grant, ERC Consolidator Grant and ERC Advanced Grant in the Horizon 2020 programme, and we are participating as partners in several ERC projects. On inclusion in the EUTOPIA project, in an alliance with six European universities under the Erasmus+ call, we succeeded in being awarded grant funds of EUR 5 million for the construction of a European university of the future. As the main centre for developing artistic endeavours in Slovenia through its programmes and projects in the arts, the UL has additionally contributed to strengthening both the artistic activities of its member faculties and to forging ties with the local environment. In rewarding excellence, our awarding of prizes and commendations as part of University Week has started to offer recognition for the most outstanding research achievements and the achievements of professional staff. We supplemented the habilitation rules by increasing the requirements for research achievements and international collaboration. We have also established a common organisational unit – the University of Ljubljana Press – which will unite the publishing activity throughout the entire University, thus becoming more effective in disseminating outstanding scientific works in the national and international sphere.

The UL remains relatively poorly internationally ranked, something that research achievements have a significant impact on. In the coming strategic period, we see several options in this area. Multi-layered



social problems require solutions that can only be formed at an interdisciplinary research institution. The UL covers many areas and is thus very well positioned for interdisciplinary and multidisciplinary research work: it boasts first-rate researchers with extensive knowledge and a rich tradition of research. However, more intensive collaboration is necessary. The research work of units at member faculties needs to become more open, and the research infrastructure must be utilised better. Research in the arts is underdeveloped, with few connections between artistic and scientific research.

Strategic Objective 2: top achievements in science and the arts

Strategic activities:

1. Upgrade the support environment for scientific and artistic work
2. Increase financing for scientific and artistic endeavours
3. Change the way achievements in science and the arts are evaluated
4. Enhance internationalisation in science and the arts

Table 4: Strategic activities in Development Area 2

No. STRATEGIC ACTIVITIES	Implementation responsibility
1 Upgrade the support environment for scientific and artistic work	
1.1. Increase the involvement of specialist services in: <ul style="list-style-type: none"> – applying all types of projects, especially within international calls and calls in the European Union; – ensuring ethics in research; – procedures for employing key staff of the highest excellence; – publishing own publications. 	At the level of the UL and member faculties
1.2. Provide appropriate systemic, professional and technological support in obtaining, storing, managing and accessing data (research data archives) and publications (institutional repository of publications).	At the level of the UL
1.3. Introduce new systemic solutions in interdisciplinary and open research, including: <ul style="list-style-type: none"> – promoting, including and organising researchers of all UL member faculties in interdisciplinary research groups within internal UL calls; a requirement for open access to results should be included in the provisions setting forth internal calls; – transferring good practices of interdisciplinary research among member faculties; – communicating the significance of interdisciplinarity and open research in science and the arts; ensuring regular collegiums of vice-deans on research and development, and supporting members of the Committee for Library System Development at the University of Ljubljana, upgrading the platform used to notify researchers at the UL on open research, and providing training. 	At the level of the UL and member faculties
1.4. Intensify the activity of member faculties in the area of mechanisms aiming to improve the UL's international rankings in all areas of sciences and the arts.	At the level of the UL and member faculties



Table 4 (continued)

2	Increase financing for scientific and artistic endeavours	
2.1.	Systemically provide funds for research, development and innovation activities at all member faculties , with an emphasis on the principles of open science and responsible research. Set up a reward system for the most successful researchers at all member faculties.	At the level of the UL and member faculties
2.2.	Set up a fund for new research groups , to provide start-up funds for the most promising personnel at the beginning of their careers.	At the level of the UL
2.3.	Establish systemic support for researchers' sabbatical year.	At the level of the UL
2.4.	Ensure the operation of a system of open science at the UL, including as part of its own publishing activity and by participating in the setup of new data centres within the Republic of Slovenia.	At the level of the UL and member faculties
2.5.	Obtain systemic financing of information sources and equipment.	At the level of the UL
2.6.	Provide an appropriate scope and stability of financing for the protection of intellectual property.	At the level of the UL
3	Change the way achievements in science and the arts are evaluated	
3.1.	Prepare appropriate quality indicators for all areas of science and the arts.	At the level of the UL and member faculties
3.2.	Position the arts research into the Slovenian Research Agency (ARRS).	At the level of the UL and member faculties
3.3.	Actively participate in the changing and adapting of quality indicators for research excellence in the international arena.	At the level of the UL and member faculties
4	Enhance internationalisation in science and the arts	
4.1.	Continue with integration in national and international research networks	At the level of the UL and member faculties
4.2.	Intensify collaboration in research with universities that are ranked either the same or higher (the UL acting as the applicant and coordinator).	At the level of the UL and member faculties

Performance indicators

Table 5: Performance indicators in Development Area 2

Strategic area	Performance indicators	Frequency of measurement	Status 2020	2022	2024	2026
Development Area 2 PROMOTE EXCELLENCE IN SCIENCE AND THE ARTS, INTEGRATION IN THE INTERNATIONAL ENVIRONMENT, AN INTERDISCIPLINARY APPROACH, OPENNESS AND SOCIAL RELEVANCE	DAP2-I1: % of international agreements entered into with institutions ranked higher than or the same as the UL	annual	<i>analysis</i>			≥50%
	DA2-I2: % of research projects in which at least two UL member institutions are involved	annual	11% (69/620)	12%	16%	20%
	DA2-I3: total number of European projects in the current year/total number of Horizon projects in the current year	annual	620/157	650/160	650/160	750/200
	DA2-I4: number of new Horizon projects in the current year	annual	51 (2020): 17 (2021):	50	70	70
	DA2-I5: number of ongoing ERC projects /UL as the lead organisation	annual	6/4 (2021)	8/6	12	15

continued below



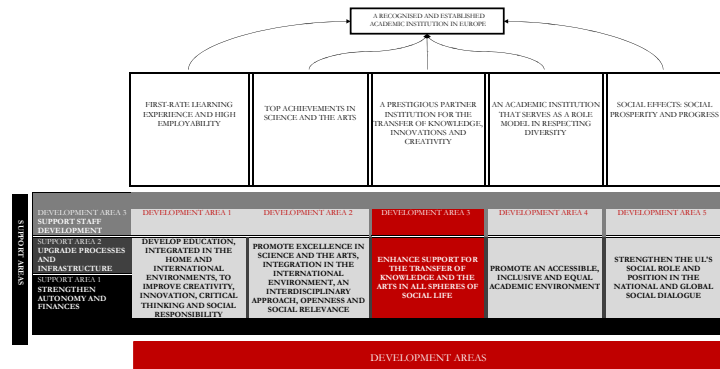
Table 5 (continued)

	DA2-I6: % of published reviewed articles and other publications by the UL associates, stored in the UL Repository ⁷	annual	21%	30%	70%	90%
	DA2-I7: the arts are incorporated into the Slovenian Research Agency (ARRS)	annual	NO	NO	YES	YES
	DA2-I8: number of own scientific journals on the common Revije UL (UL Journals) portal	annual	0	25	30	40
	DA2-I9: annual number of publications issued under the common name of UL Press	annual	10	100	125	150
Strategic objective	Performance indicators	Frequency of measurement	Status 2020	Objective 2023	Objective 2025	Objective 2027
SO2 TOP ACHIEVEMENTS IN SCIENCE AND THE ARTS	SO2-I1: % of top research achievements (scientific publications, patents) created through the cooperation of several member faculties and scientific disciplines	annual	<i>analysis</i>			15%
	SO2-I2: % of registered researchers with at least one publication in the past three years (Scopus or WoS)	annual	<i>analysis</i>			95%
	SO2-I3: number of citations for a 10-year period in the Web of Science (c10)/Scopus database	annual	626,619/ <i>analysis</i>	670,000/	740,000/	800,000/
	SO2-I4: number of the most cited articles according to Scopus	annual	<i>analysis</i>			
	SO2-I5: number of researchers at the UL who rank among the top 2% of the world's most cited researchers in their fields (Web of Science)	annual 718/(2020) 2.304/(2021)	70	80	90	100

⁷ Included are document typologies 1 (articles and other component parts) and 2 (monographs and other completed works) from the Typology of Documents/Works for Bibliography Management in COBISS. In 2020, there were 718 publications in the Repository, and 3,361 in WoS.



3.3 Development Area 3: ENHANCE SUPPORT FOR THE TRANSFER OF KNOWLEDGE AND THE ARTS IN ALL SPHERES OF SOCIAL LIFE



Analytical starting points

In terms of content, two strategic areas from the UL Strategy 2012–2020 were closest to this development area. In the area of *Use of knowledge – third dimension of the university*, we have established the Knowledge Transfer Office as a new organisational unit, adopted a Guide to Knowledge Transfer at the University of Ljubljana, continued the Consortium for Technology Transfer (KTI) project, and conducted educational and promotional events on intellectual property management. We regularly cooperated with the Knowledge Transfer Committee in the area of introducing systemic measures and drawing up strategies for developing this area. We drew up guidelines for a development strategy for long-term knowledge transfer at the UL, and set up a procedure for establishing spin-out companies. We established the UL Innovation Fund, which co-finances the development of innovative projects in the field of knowledge transfer.

In the strategic area of *Creating knowledge and artistic works for the sustainable development of society and the individual*, the UL as the main centre for the development of artistic activity in Slovenia boosted this activity by establishing the UL Arts Council, which is composed of representatives of the academies and faculties that provide study programmes in the arts. Through the adopted rules of procedure and Rules on the Management of the UL Fund for the Arts, we laid the foundations for issuing calls, obtaining additional sources of funding and the transparent distribution of the obtained funds.

The UL therefore boasts a well-developed research and development cooperation with the business sector, local communities and non-governmental organisations. There are many instances of successful knowledge transfers in both directions, formal and informal. However, the development of global sciences and the arts is increasingly faster, and the same goes for the transfer of research findings into work environments. In Slovenia, society as a whole is no exception in terms of expecting research and development excellence, while businesses expect new knowledge. The UL has limited possibilities for the enterprising or entrepreneurial conduct of units that would support the public interest while operating transparently. We must further enhance support for the transfer of knowledge and the arts; above all, systemic and long-term investments are needed for this activity.

Strategic Objective 3: a prestigious partner institution for the transfer of knowledge, innovations and creativity

Strategic activities:



1. Upgrade support processes in the shared services at the UL
2. Proactively seek strategic partnerships for the transfer of knowledge and the arts
3. Communicate achievements in science and the arts to the target audiences

Table 6: Strategic activities in Development Area 3

No. STRATEGIC ACTIVITIES	Implementation responsibility
<p>1 Upgrade support processes in the shared services at the UL</p> <p>1.1. Set up a shared service at the UL for the transfer of artistic achievements: provide strategic and operative support to artists in conducting a dialogue with society: in managing various forms of artistic expression, in copyright protection, in enhancing collaboration among the academies and other member faculties, and in information flow.</p> <p>1.2. Strengthen support for the transfer of knowledge and the arts in lifelong learning programmes at the UL member faculties (furthering knowledge and training, open university): support in terms of legal matters, communication and organisation.</p>	<p>At the level of the UL</p> <p>At the level of the UL and member faculties</p>
<p>2 Proactively seek strategic partnerships for the transfer of knowledge and the arts</p> <p>2.2. Proactively seek strategic partnerships with commercial, non-profit and public organisations (Slovenian/foreign companies, cultural institutions and associations);</p> <p>2.3. Enhance the process of identifying knowledge generated from research with commercial potential, and better recognition of the business sector's needs in the research and development segment;</p> <p>2.4. Increase the activities undertaken by the Knowledge Transfer Office in order to increase the scope of contract-based research for partners from industry and the transfer of technologies.</p>	<p>At the level of the UL and member faculties</p>
<p>3 Communicate achievements in science and the arts to the target audiences</p> <p>3.1. Provide support to researchers in science and the arts in communicating the results of their work: encourage professional and popular publications in science and the arts, which stem from scientific publications, and organise events intended for the broader public.</p> <p>3.2. Develop the (co-)operation of public relations services at the level of the UL and at member faculties in disseminating achievements in science and the arts to target audiences:</p> <ul style="list-style-type: none"> – select content and proactively establish a dialogue on social media and elsewhere; – involve the alumni in the dissemination of research achievements. 	<p>At the level of the UL and member faculties</p> <p>At the level of the UL and member faculties</p>



Performance indicators

Table 7: Performance indicators in Development Area 3

Strategic area	Performance indicators	Frequency of measurement				
		Status 2020	2022	2024	2026	
Development Area 3 ENHANCE SUPPORT FOR THE TRANSFER OF KNOWLEDGE AND THE ARTS IN ALL SPHERES OF SOCIAL LIFE	DA3-I1: number of renowned Slovenian research institutions that are associated UL member institutions	annual	3 ⁸ (2021)	5 ⁹	7	8
	DA3-I2: number of partnership agreements with Slovenian/foreign institutions from the fields of the arts and culture (UL and member faculties)	annual	56	60	80	100
	DA3-I3: number of research and development projects conducted in partnerships with Slovenian and foreign entities (ongoing or completed) ¹⁰	annual	247	270	330	400
Strategic objective	Performance indicators	Frequency of measurement	Status 2020	Objective 2023	Objective 2025	Objective 2027
SO3 A PRESTIGIOUS PARTNER INSTITUTION FOR THE TRANSFER OF KNOWLEDGE, INNOVATIONS AND CREATIVITY	SO3-I1: number of inventions disclosed	annual	24	26	28	30
	SO3-I2: number of other intellectual property disclosures, including social innovations	annual	8	10	12	14
	SO3-I3: number of patent applications ¹¹	annual	15	18	20	22
	SO3-I4: number of newly concluded licence and sales agreements	annual	2	4	6	10
	SO3-I5: amount of funds received from commercialisation of intellectual property (licence fees and sale of intellectual property rights)	annual	EUR 65,295	EUR 100,000	EUR 200,000	EUR 500,000
	SO3-I6: number of newly established spin-out companies/year	annual	1	3	5	5
	SO3-I7: number of musical productions and exhibitions carried out, and attendances at film festivals	annual	178 (exhibitions : 35, concerts: 94, film festivals: 49)	300	500	800

⁸ National and University Library (NUK), National Institute of Biology (NIB), Central Technical Library (CTK).

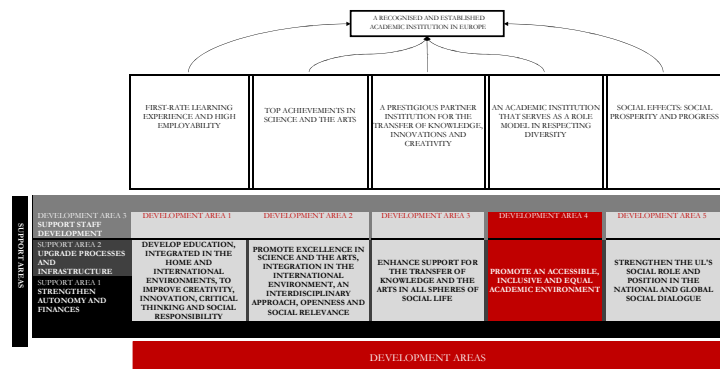
⁹ National and University Library (NUK), National Institute of Biology (NIB), Central Technical Library (CTK), University Medical Centre (UKC), Science and Research Centre Koper (ZRS Koper).

¹⁰ Without higher education institutions but with research institutions. These projects are not financed by the Slovenian Research Agency (ARRS) or with European research funds.

¹¹ One application per patent family.



3.4 Development Area 4: PROMOTE AN ACCESSIBLE, INCLUSIVE AND EQUAL ACADEMIC ENVIRONMENT



Analytical starting points

In the strategic area *Education (knowledge transfer) of socially responsible graduates*, the previous UL Strategy saw us adopt Rules on Students with Special Status at UL and establish a system of training for work with students with special status. In the strategic area of *Use of knowledge – third dimension of the university*, we have been developing support for students and staff in mental stress. In the strategic area *Creative conditions for work and study* we developed a programme intended to develop a culture of affiliation with the UL: we started issuing internal newsletters and organising events for employees to increase the sense of belonging to the University, we started presenting awards for professional staff, and introduced a selection of the best research achievements as part of University Week. We have organised social events – dances for students, the faculty-to-faculty run and other events with the aim of connecting students, as well as students and employees. We adopted the Rules on the Procedure and Criteria on the Recognition of the Knowledge and Skills Obtained through Informal Learning, and, in addition to credit-earning sports subjects, accredited other credit-earning extracurricular subjects. We designed spaces at faculties intended for various activities (socialising, studying, meetings). In the strategic area *Internationalisation for the international flow of knowledge and recognition* we introduced annual meetings of foreign researchers and teachers who are employed at the UL.

For a number of years, various programming documents and recommendations have been warning countries around the world about the necessity of transforming into inclusive societies of the future. The European strategy for higher education institutions highlights an open, inclusive and equal research and educational environment. Social expectations are extremely high. The UL has yet to provide the highest standards in this area. With a carefully considered plan, the UL can become an institution guided by concern for human rights and building an accessible, inclusive and non-discriminatory educational, research and work environment.

Strategic Objective 4: an academic institution that serves as a role model in respecting diversity

Strategic activities:

1. Ensure and develop an inclusive and equal environment
2. Provide information, awareness-raising, education and training to assert the principles of equality
3. Systemically support accessibility of study to special-status individuals
4. Ensure ethical conduct by all



Table 8: Strategic activities in Development Area 4

No. STRATEGIC ACTIVITIES	Implementation responsibility
1 Ensure and develop an inclusive and equal environment 1.1. Establish expert coordination for promotion and education pertaining to an inclusive and equal academic environment at the UL. 1.2. Implement and monitor the execution of the Gender Equality Plan (GEP) with regular annual reporting and other forms of support to achieve the objectives from the GEP master document.	At the level of the UL At the level of the UL and member faculties
2 Provide information, awareness-raising, education and training to assert the principles of equality 2.1. Ensure ongoing communication among member faculties about the meaning of an inclusive and non-discriminatory academic environment with the transfer and exchange of good practices. 2.2. Inform and raise awareness about legal acts, contacts and support services, including a network of trusted persons, to assert safety, dignity, non-discrimination and other commitments pertaining to ethical conduct.	At the level of the UL and member faculties At the level of the UL
3 Systemically support accessibility of study to special-status individuals 3.1. Establish uniform and systemic support for special-status individuals when deciding to study at the UL, and intensify expert support through regular education for persons authorised for working with students with a special status when integrating into the study process. 3.2. Systemically enable comprehensive monitoring of talented students, special-status students and non-traditional groups of students (e.g., enabling work in smaller groups, acknowledging additional direct teaching time for individual work with students). 3.3. Dedicate financial means for spatial and technical adjustments necessary for an accessible, inclusive and equal environment for members of the academic community with special needs.	At the level of the UL At the level of the UL At the level of the UL
4 Ensure ethical conduct by all 4.1 Adopt a public commitment of employees and students for proactive and consistent conduct in embracing diversity, and realise it.	At the level of the UL and member faculties



Performance indicators

Table 9: Performance indicators in Development Area 4

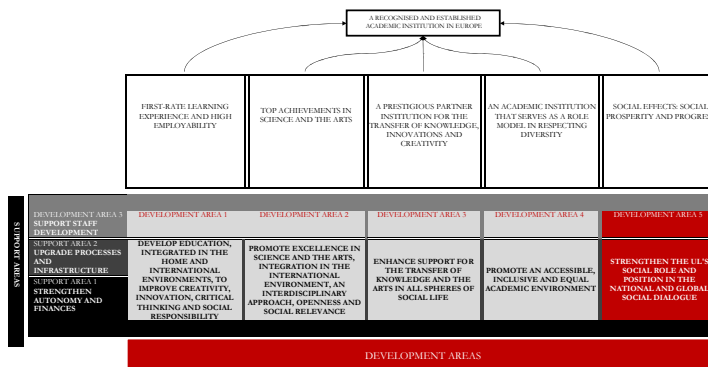
Strategic area	Performance indicators	Frequency of measurement	Status 2020	2022	2024	2026
Development Area 4 PROMOTE AN ACCESSIBLE, INCLUSIVE AND EQUAL ACADEMIC ENVIRONMENT	DA4-I1: % of women in commissions and committees of member faculties and at the level of the UL	annual	39%	40%	45%	50%
	DA4-I2: % of women in management positions (Rector, Vice-Rector, Dean, Vice-Dean, Secretary General, Secretary)	annual	42%	43%	45%	50%
	DA4-I3: % of women among the academic staff	annual	43%	45%	48%	50%
	DA4-I4: number of student coordinators and tutors for students with special needs	annual	38	38	45	50
	DA4-I5: number of teacher coordinators and tutors for students with special needs	annual	93	93	95	100
Strategic objective	Performance indicators	Frequency of measurement	Status 2020	Objective 2023	Objective 2025	Objective 2027
SO4 AN ACADEMIC INSTITUTION THAT SERVES AS A ROLE MODEL IN RESPECTING DIVERSITY	SO4-I1: number of certificates, by means of which the UL attests its proactive approach to including different groups	annual	3	4	5	6
	SO4-I2: share of UL member faculties with a certificate attesting their proactive approach to including different groups: 1 - Athlete-friendly Education certification 2 - LGBT-friendly certification 3 - other	annual	12/26 2/26 1 ¹² /26	13/26 13/26 1/26	UL in full	UL in full
	SO4-I3: % of special-status students at the UL, who have successfully completed their studies	annual	7% ¹³	8%	10%	15%

¹² Dementia-friendly certification.

¹³ In the 2019/2020 academic year, 910 students with special needs or with a special status were enrolled in all study cycles; 64 of them graduated in 2020 (7%).



3.5 Development Area 5: STRENGTHEN THE UL'S SOCIAL ROLE AND POSITION IN THE NATIONAL AND GLOBAL SOCIAL DIALOGUE



Analytical starting points

In the UL Strategy 2012–2020, under the strategic area of *Use of knowledge – third dimension of the university*, we carried out more than 100 interdisciplinary projects in which students together with supervisors set about resolving social challenges in the private and public sectors. We provided information about the UL’s achievements and operations in the international arena via the e-newsletter UL Echo, and embarked on new forms of providing public with information (e.g., the UL website and social networks: Facebook, Instagram, YouTube; also the alumni clubs’ social networks). In the strategic area of *Use of knowledge – third dimension of the university*, all 26 UL member faculties and their alumni linked together via 59 alumni clubs, which worked to connect experts with the aim of transferring knowledge and promoting the development of various professions. Through these activities, they strengthened the reputation of faculties and academies, and raised the value of their graduates. In the strategic area of *Creating knowledge and artistic works for the sustainable development of society and the individual*, the UL, through its joint project with the Bank of Slovenia, the Mala galerija BS (Little Gallery), has additionally contributed to strengthening both the artistic activities of its member faculties and to forging ties with the local environment.

We devoted 2020 to establishing a special online platform for publishing articles intended for the general public, concerning the most outstanding research achievements, researchers, recipients of ERC and MSCA projects and interdisciplinary research. The website, called Research News, was started in the second half of the year and now each week it posts engaging popular articles with descriptions of the research orientations of UL researchers. The articles are also highlighted on the main UL website and on UL profiles on social media (FB, LinkedIn). The public is responding positively to the website.

However, public trust in scientific institutions is in decline. We are experiencing a devaluation of knowledge and universities as a part of society where knowledge is created. The public do not recognise what universities contribute, because we often present excellent research and other results inadequately. At the same time, false (non-scientific) publications are spreading on social media, successfully achieving a wider social reach. The media mostly publish easily accessible and not necessarily credible achievements. However, digitisation and the development of new ways of providing information and communicating are offering opportunities for more effective communication. Society needs professional and moral authorities, especially during times of crises. Knowledge is key. The social role of universities must become the deciding factor once again.

Strategic Objective 5: social effects – social prosperity and progress



Strategic activities:

1. Strengthen the role of expert and scientific argument in society
2. Lead efforts for the sustainable development of society and intergenerational dialogue

Table 10: Strategic activities in Development Area 5

No.	STRATEGIC ACTIVITIES	Implementation responsibility
1	Strengthen the role of expert and scientific argument in society	
	1.1. Highlight and spread the meaning of critical, respectful discussion in public, including on socially sensitive topics: <ul style="list-style-type: none"> – spread scientifically based findings regarding important social issues; – represent clear positions regarding fundamental values for the future of society, e.g., prioritised preserving of the national and cultural identity, welfare state, tolerance and environmental protection. 	At the level of the UL and member faculties
	1.2. Intensify the dialogue of the UL and its member faculties with target audiences: <ul style="list-style-type: none"> – support public appearances by members of the UL's academic community; – make technological upgrades and substantive updates to the internal and external promotion of the achievements of the UL employees and students. 	At the level of the UL and member faculties
2	Lead efforts for the sustainable development of society and intergenerational dialogue	
	2.1. Develop and participate in national projects for the sustainable development of society and the economy.	At the level of the UL and member faculties
	2.2. Act in a socially and environmentally responsible way so that we serve as an example to others – set up and promote sustainable principles of operation.	At the level of the UL and member faculties
	2.3. Promote volunteering among the employees and students when it comes to getting involved in the solving of environmental and social issues.	At the level of the UL and member faculties

Performance indicators

Table 11: Performance indicators in Development Area 5

Strategic area	Performance indicators	Frequency of measurement			
		Status 2020	2022	2024	2026
Development Area 5 STRENGTHEN THE UL'S SOCIAL ROLE AND POSITION IN THE NATIONAL AND GLOBAL SOCIAL DIALOGUE	DA5-I1: number of popular publications on scientific research achievements in the general media	annual	<i>analysis</i>		
	DA5-I2: % of employees at the UL included in the consultative and decision-making bodies on the national and international levels	annual	<i>analysis</i>		

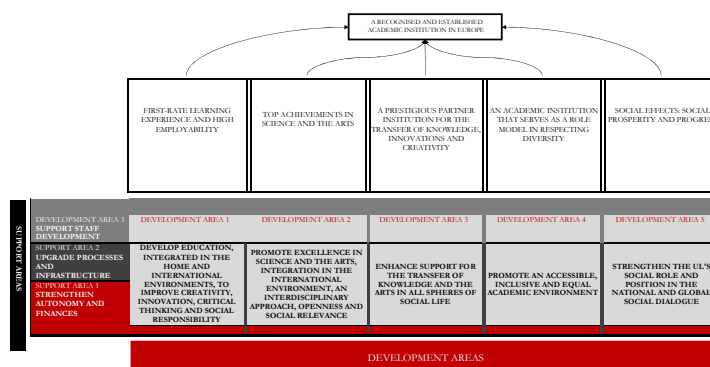
continued below



Table 11 (continued)

	DA5-I3: % of employees at the UL who appeared in public as experts in the current year to explain or solve social issues	annual	<i>analysis</i>			
	DA5-I4: number of UL alumni who act as mentors to students (sharing experiences of the workplace, other forms of non-formal mentorship)	annual	-	150	150	150
	DA5-I5: % of positive media publications about the UL (clipping)	annual	1/2020: 2% 2/2020: 18% ¹⁴	20%	25%	30%
Strategic objective	Performance indicators	Frequency of measurement	Status 2020	Objective 2023	Objective 2025	Objective 2027
SO5 SOCIAL EFFECTS: SOCIAL PROSPERITY AND PROGRESS	SO5-I1: number of publicly financed projects in which students have been solving the current social-economic issues	annual	115 ¹⁵	150	200	250
	SO5-I2: number of organisations involved in publicly financed projects, in which students have been resolving current social-economic issues	annual	177 ¹⁶	200	230	250
	SO5-I3: number of research-development and advisory projects carried out with the business sector or other national/foreign users of knowledge	annual	677	700	750	800

3.6 Support area 1: STRENGTHEN AUTONOMY AND FINANCES



Analytical starting points

Important conditions to realise the strategy include asserting the autonomy that belongs to universities, appropriate legislation and public funds. There remains a number of unresolved challenges in legislation, including a lack of alignment between the Higher Education Act and the Professional and Academic Titles Act, legislative and other restrictions in establishing spin-out companies, and out-of-date legislation on the direct teaching work done by higher education teachers and associates. Revision of study programmes is a complicated and restricted undertaking (NAKVIS). 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

¹⁴ The values refer to the first and second half of 2020.

¹⁵ For 2020, only the Creative Path to Knowledge (PKP), Student Innovative Projects for Social Good (ŠIPK) (95) and development pillar funding (RSF) projects (20) have been taken into account.

¹⁶ For 2020, only organisations within PKP, ŠIPK (153) and RSF (24) have been taken into account.



time ensuring the quality of education and research work. Funds allocated for the development of the arts are relatively meagre, which is a consequence of exclusively funding study programmes (via the Ministry of Education, Science and Sport). Among the favourable changes in the political and legal landscape is the Research and Development Activity Act, which introduced assigned financing for regular operations as of 1 July 2022. This will significantly supplement the financing of research work, which has up to now mainly depended on tenders or the market. In 2020, on the UL's initiative, the Decree on the Co-Funding of Doctoral Studies was amended to allow also fourth-year doctoral students to be eligible for tuition co-financing. We reached an agreement with the Ministry of Education, Science and Sport, whereby students who demonstrated justifiable reasons for non-fulfilment of their contractual obligations due to *force majeure* would not need to return funds received for the co-funding of tuition. We also adopted an amendment to the Criteria for the Selection of Candidates for Co-financing of Doctoral Studies, and took into account the exceptional extension of status in accordance with Article 49 of the Act Determining the Intervention Measures to Contain the COVID-19 Epidemic and Mitigate its Consequences for Citizens and the Economy (ZIUZEOP) in determining the fulfilment of the conditions for the co-funding of tuition for doctoral students.

Strategic activities:

1. Assert the university's autonomy in amendments to the legislation
2. Ensure additional development sources of financing

Table 12: Strategic activities in Support Area 1

No.	STRATEGIC ACTIVITIES	Implementation responsibility
1	Assert the university's autonomy in amendments to the legislation	
	1.1. Proactive collaboration with policymakers, target audiences and other external stakeholders with the aim of changing the relevant legislation (employment status, university's autonomy, etc.) and to ensure an appropriate share of public funding.	At the level of the UL
2	Ensure additional development sources of financing	
	2.1. Set up activities intended to obtain additional financial resources for the development of the UL (European development funds intended to strengthen institutional development, patronages, donations, sponsorships).	At the level of the UL and member faculties
	2.2. Increase financial resources within the development pillar of funding (RSF) for strategic development objectives.	At the level of the UL
	2.3. Increase funds at the level of the UL and at member faculties, which are formed from non-public sources:	At the level of the UL and member faculties
	– for scholarships;	
	– for supporting attendance at summer schools and international scientific meetings;	
	– to support junior researchers at the beginning of their careers.	

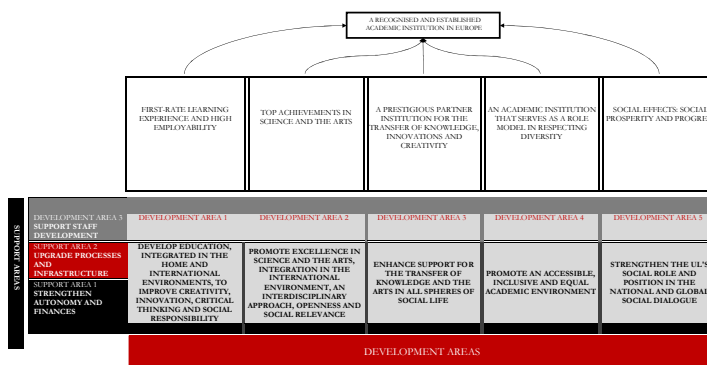


Performance indicators

Table 13: Performance indicators in Support Area 1

Strategic area	Performance indicators	Frequency of measurement	Status 2020	Objective 2023	Objective 2025	Objective 2027
Support Area 1 STRENGTHEN AUTONOMY AND FINANCES	SA1-I1: % of the GDP allocated by the state to public universities for public service	annual	0.68%			≥1%
	SA1-I2: % of the GDP allocated by the state for the financing of scientific and research activity	annual	0.52% (2021) ¹⁷			1% ¹⁸
	SA1-I3: % of European research and development funds in the UL financing structure	annual	6.6%	7%	8%	10%
	SA1-I4: amount of funds arising from patronages, donations and sponsorships	annual	EUR 126,442	EUR 200,000	EUR 300,000	EUR 500,000

3.7 Support Area 2: UPGRADE PROCESSES AND INFRASTRUCTURE



Analytical starting points

In the area of *Spatial Development of the University* as part of the University of Ljubljana Strategy 2012–2020, we set up an electronic database of real estate and optimised the value according to the Surveying and Mapping Authority of the Republic of Slovenia. We set up the Central Record of UL Real Estate application, appointed a Commission for Spatial Development, and adopted Rules on Managing UL Real Property. We obtained European investment funds (UL FKKT, UL FRI, UL MF (Vrazov trg), UL BF (laboratory and annex)), funds for energy-efficient renovations (UL EF and UL FF) and restoration of the UL FPP jetty. We are continuing activities to arrange premises for the academies. With the help of the Institute for Innovation and Development (IRI) we prepared the UL energy concept and set up energy accounting. In 2020 we carried out energy management activities for UL buildings, covering the obtaining of data on the consumption and costs of energy by each 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 and so forth.

In the area of the IT system, we implemented the exchange of electronic documents in all areas of

¹⁷ Slovenian Scientific Research and Innovation Strategy 2021–2030 (RISS 2021–2030).

¹⁸ Scientific Research and Innovation Activities Act (ZZrId) (2021).



operation and among University member faculties. Equally, we harmonised the internal rules and IT security policy for the Rectorate and member faculties. In the strategic area of *Quality for achieving excellence in all areas of operation*, we carried out evaluations and accreditations for the member faculties UL FGG, UL FRI, UL FFA, UL FŠ, UL FS and UL MF; member faculties UL FU and UL VF maintained their foreign accreditation, and UL EF became a business faculty with triple international accreditation.

There are still challenges to be tackled in the future. The UL member faculties have very different information systems. This does not apply just to the specific needs of member faculties, but also to areas that could be similarly or identically arranged at all member faculties, such as student offices, libraries, accounting and so forth. For this reason the member faculties and the entire University have greater and unnecessary operating costs, while cooperation among them is hindered and transparency at the University level is poor. Although the Rectorate's specialist services provide a wide spectrum of substantive support for member faculties, mutual unfamiliarity with the work processes decreases effectiveness and prolongs the decision-making process. While the IT support for processes is already up and running, it does not yet enable administrative support for specialist services. We are still working on the lack of IT support for managing the UL real estate and for managing and financially monitoring investment and maintenance projects.

In terms of infrastructure, work conditions are not comparable between the member faculties. Due to inadequate funding of investment maintenance on the part of the financial backer, the UL building stock is deteriorating. For the seventh year running, 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, employees and visitors. Funding has not been secured to ensure the earthquake-proofing of the UL building stock and associated activities: carrying out inspections, creating investment and project design documents, and earthquake renovations. The seismic vulnerability of the buildings negatively impacts the implementation of energy-efficient renovation and the use of available grant sources when tenders for energy renovations are published. As a result, the infrastructure is, to a significant extent, incompatible with the principles of sustainable management of buildings and equipment.

Strategic activities:

1. Optimise processes in specialist services
2. Provide IT support for processes (digitise processes)
3. Set up a sustainable investment policy
4. Provide expert assistance in the processes of international accreditations/evaluations



Table 14: Strategic activities in Support Area 2

No. STRATEGIC ACTIVITIES	Implementation responsibility
1 Optimise processes in specialist services 1.1. Standardise and optimise business processes at the level of the UL 1.2. Update the process of evaluating direct teaching work 1.3. Set up internationally comparable ways of revising study programmes.	At the level of the UL At the level of the UL and member faculties At the level of the UL and member faculties
2 Provide IT support for processes (digitise processes) 2.1. Complete the implementation of GC and APIS at all UL member states. 2.2. Prepare proposals for IT support of other processes at the UL member faculties and the UL: <ul style="list-style-type: none"> – identify which processes can be carried out in paperless mode from the legal aspect, and realise this by order of importance; – define substantive decisions and business rules that we can provide IT support for; – set up a standard on using ICT for teaching and non-teaching staff at the UL. 	At the level of the UL and member faculties At the level of the UL and member faculties
3 Set up a sustainable investment policy 3.1. Establish a central overview of the educational and research infrastructure and set up mechanisms that will promote the shared use and utilisation of educational and research infrastructure: premises, equipment, databases. 3.2. Prepare a common UL policy for sustainable planning and handling of buildings, premises and equipment. 3.3. Identify priority investment areas and draw up a long-term investment plan for premises and IT support, which, among other things, takes the following into account: <ul style="list-style-type: none"> – principles of energy efficiency/climate neutrality; – technical adjustments necessary for members of the academic community with special needs (those with movement and sensory impairments) at all member faculties. 	At the level of the UL At the level of the UL At the level of the UL and member faculties
4 Provide expert assistance in the processes of accreditations/evaluations 4.1. Identify appropriate foreign agencies for accreditation/evaluation of individual UL programmes/member faculties. 4.2. Set up specialist assistance of the Rectorate for UL member faculties in transferring good practices among member faculties and in procedures of obtaining international accreditations. 4.3. Set up a central system at the Rectorate, which enables an individual member faculty to analyse and use self-evaluation data.	At the level of the UL and member faculties At the level of the UL At the level of the UL

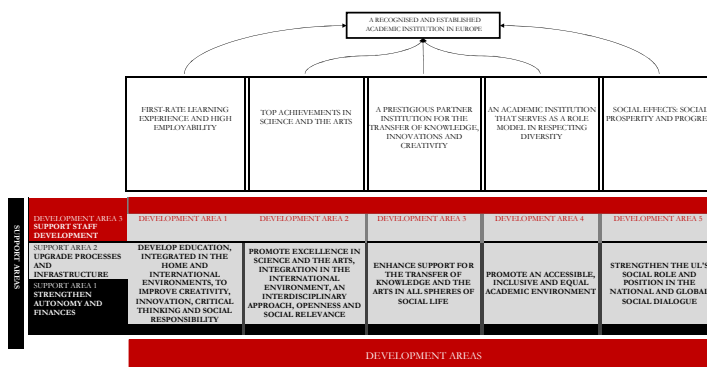


Performance indicators

Table 15: Performance indicators in Support Area 2

Strategic area	Performance indicators	Frequency of measurement	Status 2020	Objective 2023	Objective 2025	Objective 2027
Support Area 2 UPGRADE PROCESSES AND INFRASTRUCTURE	SA2-I1: share of UL member faculties that have implemented a unified SAP business information system	annual	7/26 (12/2021)	26/26	26/26	26/26
	SA2-I2: % of the UL's construction projects (renovations, new constructions) compliant with the EU 2050 climate neutrality objectives	annual	-	100%	100%	100%
	SA2-I3: share of UL member faculties that have made technical adjustments necessary for people with movement and sensory impairments	annual	16/26 (2017)		26/26	26/26
	SA2-I4: proportion of UL member faculties that reaches the target consumption of electricity ¹⁹	annual	16/26		26/26	26/26
	SA2-I5: proportion of UL member faculties that reaches the target thermal energy consumption (for heating and sanitary hot water) ²⁰	annual	16/26		26/26	26/26

3.8 Support Area 3: SUPPORT STAFF DEVELOPMENT



Analytical starting points

In the area of HR planning and development, our previous UL strategy continued with efforts towards settling the status and legislative provisions for higher education teachers in teaching assistant positions, and shifting employment from fixed term to permanent for researchers. We have settled the status of higher education teachers in teaching assistant positions, and are enabling the open-ended employment of researchers; we adopted the Rules on Avoidance of Conflict of Interest, the Human Resources Strategy of the University of Ljubljana for Researchers' Career Development for the 2012–2016 Period and the action plan to implement it. We adopted the UL Human Resources Strategy 2017–2020 with an action plan. We bolstered the staffing levels of the University Office for Quality Assurance, Analyses and Reporting. We drafted Rules on Sabbatical Years and Other Staff Absences for Development and Training; we are

¹⁹ The target energy consumption was calculated based on a three-year average energy consumption, i.e., for 2015–2017, and was decreased by 3% as proposed in the UL Energy Concept (IRI UL, 2021). Besides 10 UL member faculties, the target electricity consumption was not reached by the Rectorate.

²⁰ Besides 10 UL member faculties, the target thermal energy consumption for heating and sanitary hot water was not reached by the Rectorate and the sports hall.



systematically implementing education for teachers and professional staff, with an emphasis on new forms of work with students; we introduced annual interviews; we adopted indicators of educational excellence. We adopted instructions on the employment of higher education teachers with the demand for open international calls; we adopted instructions on determining salaries; we also adopted standards for employment in specialist services. Through employee training we facilitated for employees the development of the specific knowledge and skills necessary to monitor and assure quality, better communication and cooperation among staff and organisational development at various levels of UL.

In the strategic area *Internationalisation for the international flow of knowledge and recognition*, we sent requests to the competent ministries for interdepartmental coordination that would enable a better and simpler system of employing foreign researchers and teachers at UL. We included information on the employment of foreigners in the Instructions for Implementing HR Procedures, so that in line with the Strategy of Internationalisation at the University of Ljubljana and the Strategy for Researcher Career Development we could facilitate greater inclusion of foreign researchers and teachers in research and educational work. We also continued using the institution of guest teachers. We encouraged the short and longer-term involvement of foreign nationals in the teaching process.

Despite these developments, challenges remain. The first among them are the lengthy and complex procedures for third-country nationals who wish to obtain documents for study and residence in Slovenia. The UL also lacks a competence model for its employees. Often, the implementation of specialist subjects is not linked with the practical knowledge of the lecturer. The UL's habilitation rules contain no criteria that would make ICT knowledge and skills conditional. The employees estimate that the teaching work is inadequately valued, and that there is no incentive reward system in place for outstanding teachers. A higher education teacher's job security is linked with the number of direct teaching hours, which is why it is necessary to optimise direct teaching time and break down the teaching obligations to several course units/fields. There are a lot of teachers without teaching experience from abroad among the employees. At the same time, there is no room or resources to employ Slovenian experts who would like to return from renowned foreign institutions.

Strategic activities:

1. Establish competence models of employees at the UL
2. Increase the UL's staffing levels

Table 16: Strategic activities in Support Area 3

No. STRATEGIC ACTIVITIES	Implementation responsibility
<p>1 Set up competence models of employees at the UL</p> <p>1.1. Determine the criteria of excellence by areas of UL's activity and set up competence models for all groups of employees:</p> <ul style="list-style-type: none"> – take content into account when it comes to the excellence of teaching work (qualitative evaluation processes); – establish systemic recognition of the specialist work of UL employees in the course of their social engagement (e.g., participation in the drawing up of legislative measures, participation in expert groups, expert and popular publications, etc.); – take measures to promote collaboration among the UL member faculties and the business sector and society in general. 	<p>At the level of the UL and member faculties</p>



Table 16 (continued)

	<p>1.2. Plan the career development (knowledge updating, training) for all groups of employees, which includes:</p> <ul style="list-style-type: none"> – training to improve cooperation, coordination and management; – training to support psychophysical health. 	At the level of the UL and member faculties
2	Increase the UL's staffing levels	
	<p>2.1. Develop mechanisms for employment of excellent foreign researchers in science and the arts, higher education teachers and specialist staff depending on the work needs:</p> <ul style="list-style-type: none"> – endeavour to obtain attractive and internationally prominent tenders, and introduce simpler employment procedures and a competitive reward system; – loosen the habilitation conditions for guest appearances; – intensify efforts to attract/recruit excellent foreign researchers in science and the arts, higher education teachers and specialist staff, and set up systemic support upon their arrival; – adjust the rules on employment of higher education teachers and researchers; – endeavour to have the state introduce special ways of financing Slovenian researchers returning from renowned foreign institutions. 	At the level of the UL
	2.2. Reduce the obstacles for employees to transition between the research and teaching status.	At the level of the UL
	2.3. Standardise the status of researchers throughout the UL.	At the level of the UL and member faculties
	2.4. Establish a systemic approach to involving doctoral students (who are not young researchers) in the teaching activity conducted at member faculties.	At the level of the UL and member faculties
	<p>2.5. Update rules and procedures that would enable including experts from the field in the study process:</p> <ul style="list-style-type: none"> – ensure staff rotation between the UL, public institutes, research institutes and the business sector (e.g., mechanisms for habilitation and employment of experts who continued their careers in the business sector and would like to return to the University); – establish the academic title of “Adjunct Professor”. 	At the level of the UL
	2.6. Introduce rotation of specialist staff within the UL.	At the level of the UL and member faculties

Performance indicators

Table 17: Performance indicators in Support Area 3

Strategic area	Performance indicators	Frequency of measurement	Status 2020	Objective 2023	Objective 2025	Objective 2027
Support Area 3 SUPPORT STAFF DEVELOPMENT	SA3-I1: number of training sessions carried out at the UL in the area of innovative and flexible methods of learning and teaching for higher education teachers and staff (number of participants)	annual	85 (3,746)	85	90	100 (5,000)
	SA3-I2: number of training sessions carried out at the UL in the area of quality (number of participants)	annual	22 (439)	25	30	35 (700)
	SA3-I3: number of training sessions carried out at the UL for specialist staff (number of participants)	annual	19 (154)	22	25	30 (300)



Table 17 (continued)

	SA3-I4: number of Slovenian researchers, higher education teachers and associates, who returned from abroad and got employed at the UL	cumulative (from 2015)	<i>analysis</i>			100
	SA3-I5: % of foreign staff among the employees	annual	2.9%	5%	8%	> 10%

Ultimate strategic objective: The UL is a recognised and established academic institution in Europe

Performance indicators

Table 18: Performance indicators on achieving the ultimate strategic objective

Strategic objective	Performance indicators	Frequency of measure- ment	Status 2020	Objective 2023	Objective 2025	Objective 2027
SO6 A RECOGNISED AND ESTABLISHED ACADEMIC INSTITUTION IN EUROPE	SO6-I1: the UL's ARWU and QS rankings	annual	500–600	500–600	501–600	400
	SO6-I2: the UL's QS Emerging Europe and Central Asia ranking	annual				20
	SO6-I3: share of member faculties with an international institution and/or programme accreditation (including international UL accreditation)	annual	9/26 ²¹			26/26

²¹ <https://kakovost.uni-lj.si/mednarodne-evalvacije-in-akreditacije/>



ANNEXES



Annex 1: The process of drawing up the University of Ljubljana Strategy 2022–2027

The process of drawing up the University of Ljubljana (hereinafter: the UL) Strategy for the 2022–2027 period began in the summer of 2020 with **talks** held with the members of the UL management, the managements of the UL member faculties, heads of specialist services at the UL and certain other participants. At these talks, the parties involved presented their desired vision of the UL in 2027, and discussed potential obstacles on the path to achieving the vision and their role in realising it. A total of 45 people participated in these talks.

Based on the talks, we prepared a summary **overview of expectations regarding the future development of the UL** and presented them at the first strategic workshop. We continued **assessing the situation at the UL and the situation in the Slovenian and international environments**. We also conducted a **comparative analysis** of selected higher education institutions, namely the University of Maribor, the University of Primorska, Katholieke Universiteit Leuven, the University of Edinburgh and the Charles University in Prague. The analytical process included **a review of how the existing UL strategy was being realised**.

The analytical findings served as a starting point for the formation of the **UL materiality matrix**, which we verified with broad-scale surveying of the members of the UL academic community and external stakeholders. The materiality matrix illustrates the key sustainability-related challenges which the UL must address in its future operations; the matrix served as the basis for a fresh record of the UL's mission. At the workshops, we formed a proposal of 15 strategic sustainability challenges for the UL, taking into consideration thoughts shared by the invited external stakeholders, around 50 experts suggested by the UL member faculties. In October 2020, we surveyed the members of the UL academic community and selected external stakeholders to identify how relevant they found these sustainability challenges. We received more than 4,000 responses. Based on the survey results, we embedded the sustainability challenges into the matrix, and then jointly determined the final positions of these challenges at a workshop, bearing in mind their potential to enhance social progress and prosperity.

On these foundations, we made **a comprehensive record of the UL vision as at 31 December 2027**, along with a proposal of a strategy that outlines the path towards realising this vision. The **University of Ljubljana Strategy 2022–2027** comprises five development areas and three support areas; within them, there are strategic activities and **indicators for strategic control**.

Strategic workshops were attended by representatives of all member faculties' managements or their representatives, representatives of specialist services of the UL Rectorate and representatives of the UL management; the specially planned meetings were also attended by the representatives of Student Councils at the UL, representatives of trade unions (SVIZ and VSS) and members of the Committee for Library System Development at the University of Ljubljana.



Annex 2: Analytical assessments of the UL's internal and external environments

We made assessments of developmentally favourable and unfavourable facts regarding the UL's internal and external environments in the course of several strategic workshops with representatives of the UL member faculties' managements and representatives of the UL's specialist services. The internal environment encompasses the Rectorate and the UL member faculties, while the external environment refers to the Slovenian and international arena. Workshops took place in the late summer and autumn of 2020. The participants' experiential findings were supplemented with research findings, which are presented in annexes under the tables, and which are referred to in the text. The research work was conducted by Ana Oblak, Master of Business Studies, Faculty of Law, University of Ljubljana.

The analytical assessments were divided into four perspectives: the perspective of the UL status, the perspective of the UL's research and development activity, the perspective of the UL's educational activity, and the perspective of the UL Rectorate and specialist services' operation. Within each of these perspectives, we discuss what the UL excels in, where it is weak, and what favourable and unfavourable features can be found in its external environment.

Assessment of the UL's internal and external environments in terms of the UL's status

Table 2: Favourable facts about the UL in terms of status

1	The UL is a comprehensive university, which makes interdisciplinarity possible within its member faculties.
2	The UL has a century-old tradition. It is the largest Slovenian university, a point of reference in Slovenia and, in many fields, internationally as well.
3	The UL is a "Humboldtian" (research and education), not a "Napoleonic" university.
4	The UL enables artistic and intellectual freedom in action, which is a good basis on which to build an individual's identification with the UL.
5	The UL employees are members of various working bodies and professional associations, thereby having a significant social impact in the Slovenian and international arenas.
6	Most of the top intellectuals, artistic creators, etc. in Slovenia are connected with the UL (the power of alumni).
7	Decentralisation of operations at the UL enables the coexistence of diversity. Reputation in different fields is relatively independent. In addition to diversity, we nurture mutual acquaintanceships.
8	The UL is a member of major international academic networks.
9	The UL has stable systemic financing for the majority of its operations.

Table 3: Unfavourable facts about the UL in terms of status

1	The public do not recognise what universities contribute. We present excellent research and other results inadequately. The UL lacks a joint communication strategy.
2	The University itself is contributing to the decline of the UL's reputation. Instead of supporting one another, we all too frequently attend only to our own matters, thereby hindering enrichment through UL's diversity.

continued below



table continued

3	The UL does not dare enforce the autonomy that belongs to it. The institution lacks self-confidence in society and does not know how to adequately implement its social role.
4	The UL member faculties do not know each other well, and therefore do not acknowledge each other's differences. They do not cooperate enough in the education and research spheres. Interdisciplinary connections are weak.
5	The sense of affiliation with the UL is inadequate; it is mostly linked to member faculties, sometimes even just to departments or chairs. This is, among other things, the result of geographical dispersion, inadequate linking of various groups of employees at the UL and a discordant overall image of the UL.
6	The quality of students enrolled in various UL member faculties varies greatly.
7	The UL is inadequately responsive and adaptable (examples of rare incidences of good practice: responses to ŠIPK, PKP, COVID).
8	The UL lacks a coordinated approach to global university rankings.

Table 4: Opportunities for the UL in the Slovenian and international environments in terms of status

1	Digitisation and development of new ways of providing information and communicating are offering opportunities for more effective communication and a more successful integration in society. Space is opening up to establish an identity in the digital world. See Annex 1.
2	The weakness of the national educational sphere enables the institutions to build strong brands. In light of the new circumstances (ever new crises, new values, the need for credible information, etc.), the general social environment is especially favourable for those who can offer answers.
3	The European higher education space is difficult to define, especially post-Brexit. Roles are being reallocated, thereby providing room for agile and proactive higher education institutions to introduce more effective communication and better integrate into society. See Annex 2.
4	Science and the arts are developing in the direction of utilising interdisciplinarity – those who will know how to take advantage of it, will be able to build strong brands.
5	Society needs professional and moral authorities. At times of crises, the social role of universities as public intellectuals is especially important.
6	Society expects institutions to operate in an open and transparent manner, and to provide credible and useful information.
7	Political decision-makers agree unanimously that knowledge is of key importance. The constant inflow of top experts into society is urgently needed.
8	The media look for interesting, up-to-date content, yet mostly publish easily accessible and not necessarily credible research achievements.
9	The geographical position of the UL and the quality of life in Slovenia are attractive to people from abroad.

Table 5: Threats to the UL in the Slovenian and international environments in terms of status

1	Loyalty to brands is generally low among young people. The level of alumni affiliation with universities is also lower. See Annex 3.
---	--

continued below



table continued

2	The market includes providers of short higher education programmes of inferior quality, which attract with the promise of quickly gaining commercially valuable knowledge and skills, and through attractive market communication. This discourages young people from long-term study.
3	Public trust in scientific institutions is in decline. We are experiencing a devaluation of knowledge and universities as a part of society where knowledge is created. Higher education employees who make extra income on projects are often branded in a negative way, and seen as too focused on money. See Annex 4.
4	An image is forming through various public announcements and messages that public universities are stagnant and not agile enough. Negative media publications, even scandals, take up the space that should be given to positive stories that also exist. Only one side of the story is seen.
5	The reputation of universities is also in decline due to false (non-scientific) posts on social media, conspiracy theories and political actors who want to achieve the widest possible social reach.
6	Slovenia has poor systemic solutions with regard to employing graduates in the public sector (healthcare, social work).
7	We have an inconsistent higher education policy that makes it difficult to plan development. At the same time, the higher education sphere is governed by several acts, and there is little willingness to consider appeals to introduce an act governing universities. The revision of the Higher Education Act is taking too long.
8	Funding for public universities is decreasing due to the growing number of private schools and duplicated programmes at public universities. Funding in general is in decline.
9	There is a danger of “Zoom universities” due to the epidemiological situation.

Annex 1: Digitisation and the development of new information and communication channels are offering opportunities for more effective communication and more successful integration in society.

In light of the COVID-19 pandemic, digitisation is becoming increasingly important. It enables new ways of accessing information, communication, shopping, entertainment and education. In Q1 2020, regular internet use in Slovenia rose by 4 percentage points compared to 2019, to 87% of people aged 16 to 74. The 16–54 age group includes more than 90% of regular users, while the 55–64 group has 79% of regular users. The share of internet users aged 16 to 74 was greater in 2020 in terms of all purposes of use compared to 2019; 77% of people search for information online, while 71% read online news, newspapers and magazines.²²

A great rise in the number of people active on social media is also evident. Active users are defined as those who send messages and post photos on Snapchat, Facebook, Instagram, TikTok, etc. Those aged between 16 and 74 account for a 67% share in Q1 2020 (2019: 52%).²³ With 2.45 billion active users, Facebook prevails among the social media platforms. In the USA, Facebook is used by 51% of Americans aged 13 to 17, 76% of people aged 18 to 24, 84% of people aged 25 to 29, 79% of people aged 30 to 49, 68% of people aged 50 to 64, and 46% of people over the age of 65. The use of Facebook is in decline among young people, whereas the use of YouTube is on the rise (85% of people aged 13 to 17, 91% of people aged 18 to 29), along with Instagram (75% of people aged 18 to 24) and Snapchat (69% of people aged 13 to 17, 62% of people aged 18 to 29).²⁴

In 2020, 46% of companies in Slovenia employing 10 or more people enabled internet access to their employees; as a result, more than 50% of all employees have such access. The most widespread social network used for online communication with business users is LinkedIn, with 562 million users, and

²² <https://www.stat.si/StatWeb/News/Index/9136>

²³ <https://www.stat.si/StatWeb/News/Index/9136>

²⁴ <https://sproutsocial.com/insights/new-social-media-demographics/#FB-demos>



290,000 users in Slovenia (2017). In the opinion of Maja Zupančič of Red Orbit, “business users come to LinkedIn with a special purpose in mind: to search for new employment opportunities or build on their careers, network with other business users, read professional content, news from the world of business, and to share such content.”²⁵ Gaja Lampe from POINT OUT believes it is also “an ideal place to achieve business results, raise your brand’s recognisability, promote professional opportunities and educate potential clients about your products and services.”²⁶

Annex 2: The European higher education space is difficult to define, especially post-Brexit; the roles are being reallocated, thereby providing room for agile and proactive higher education institutions to introduce more effective communication and reach their target positions in society.

The impact of the United Kingdom of Great Britain and Northern Ireland exiting the EU is anticipated in several areas. “It will affect mobility, access to financial resources for research and innovation, the UK’s appeal to foreign students and staff and, ultimately, on collaboration between the EU and UK universities.” Research conducted among researchers from the UK, EU and selected non-EU countries showed that the UK’s exit from the EU is (already) impacting the career decisions of higher education teachers and researchers. Only 6% (18%) of surveyed researchers from EU countries (other non-EU countries) strongly agree or tend to agree with the statement that they would be more likely to accept a better position of employment at a UK university or research institute now than before the referendum. In contrast, 70% of respondents from EU countries strongly agree or tend to agree with the statement that they are less inclined to consider applying for a position in a university/institute in the UK than they were before the referendum, as well as 43% of respondents from non-EU countries. The impact felt by the UK universities and research institutes is negative as well, as 43% of researchers believe that the number of requests for collaborations from the EU has dropped.²⁷

The roles in the European higher education sphere are thus being redefined in the areas of teaching and research, the areas where the UK higher education institutions are among the best in the world. According to the 2020 Shanghai Ranking, two UK universities are among the top 10, the University of Cambridge placing third and the University of Oxford ninth. The first EU university (University of Paris-Saclay) is fourteenth.²⁸ In the 2021 Times Higher Education World University Rankings, the University of Cambridge and the University of Oxford are ranked even higher, first and sixth, respectively, while the first university from the EU is thirty-second.²⁹ In accordance with the QS World University Rankings 2021, the top ten universities included four UK universities, while the Technical University of Munich, the first university from the EU, was fiftieth.³⁰

The University of Oxford (EUR 460.95 million), the University of Cambridge (EUR 416.05 million) and the UCL (EUR 378.8 million) are also three of the largest recipients of funds from the Horizon 2020 programme among the higher education institutions and secondary schools. To date, higher education institutions and secondary schools have been allocated a total of EUR 23.26 billion from the Horizon 2020 programme. In addition to the University of Copenhagen, these UK universities also prevail in terms of the number of collaborations.³¹ The University of Cambridge recorded 669 collaborations (61.6% in the coordinator role), the University of Oxford 632 collaborations (57.9% in the coordinator role), the University of Copenhagen 614 collaborations (61.7% in the coordinator role), and the UCL 595 collaborations (46.7% in the coordinator role). The Technical University of Munich received EUR 215.6

²⁵ <https://www.red-orbit.si/blog/kako-do-poslovnih-uporabnikov-preko-spleta>

²⁶ <https://pointout.si/blog/druzbeno-omrezje/>

²⁷ https://www.elsevier.com/_data/assets/pdf_file/0017/543104/BREXIT-Global-researchers-views-on-opportunities-full-report.pdf?utm_source=EC&utm_medium=EC&utm_campaign=EC

²⁸ <http://www.shanghairanking.com/>

²⁹ https://www.timeshighereducation.com/world-university-rankings/2021/world-ranking#!/page/0/length/25/sort_by/rank/sort_order/asc/cols/stats

³⁰ <https://www.topuniversities.com/university-rankings/world-university-rankings/2021>

³¹ <https://webgate.ec.europa.eu/dashboard/sense/app/a976d168-2023-41d8-acc-e77640154726/sheet/0c8af38b-b73c-4da2-ba41-73ea34ab7ac4/state/0>



million and collaborated on 320 projects, acting as a coordinator in 33.1% of them.³²

Annex 3: Loyalty to brands is generally low among young people. The level of alumni affiliation with universities is also lower.

Generation Z are young people born between 1995 and 2015. They appreciate quality and look for authenticity and transparency. They want to co-create and collaborate, which includes solving environmental and broader social issues. Loyalty to brands in the traditional sense (repeated purchase) is lower compared to previous generations; Generation Z is particularly quick to switch brands if they are not responsive, do not promote co-creation and fail to deliver on their promises. Research results obtained by the IBM Institute for Business Value³³ also indicate a relatively low brand affiliation. Thirty-six percent of respondents aged between 13 and 21 feel a strong brand affiliation, along with 46% of respondents aged between 19 and 21.³⁴ Representatives of Generations Z and X are loyal to a brand for a longer period of time if they discover a brand they like – 60% of respondents between the ages of 21 and 34, and 55% of respondents aged between 16 and 20.³⁵ 59% of respondents trust the brands they grew up with.³⁶

The research conducted between November 2019 and January 2020 on a sample of higher education institutions globally (most of them being from the USA) indicates a rise in alumni memberships in 32% of associations. Compared to the 2017 research, the percentage of associations with membership stagnation increased considerably (growing from 34% to 43%). A negative trend is also found in the share of alumni who do not want contact with the alumni association, or do not want to receive telephone calls, emails and similar communication from the association. While 36% of associations recorded growth in the last five years, 32% record no improvement/decline. It was estimated that the share of alumni aforementioned increased by 15% compared to 2015.³⁷

Annex 4: Public trust in scientific institutions is in decline. We are experiencing a devaluation of knowledge and universities as a part of society where knowledge is created. Higher education employees who make extra income on projects are often branded in a negative way, and seen as too focused on money.

The 2010–2014 World Value Survey, which included Slovenia, measured, among other things, trust in various institutions and organisations. The survey included universities as an institution. For each institution, the respondents assessed how much confidence they had in it: a great deal, quite a lot, not very much, or none at all. The results are provided in Figure 1.

³² <https://webgate.ec.europa.eu/dashboard/sense/app/a22d6695-65d1-4f7a-a06f-b5bf3f3cc59c/sheet/3bcd6df0-d32a-4593-b4fa-0f9529c8ffb0/state/0>

³³ The research results were published in July 2017. N=15,600, young people between 13 and 21 years of age.

³⁴ https://cdn.nrf.com/sites/default/files/2018-10/NRF_GenZ%20Brand%20Relationships%20Exec%20Report.pdf

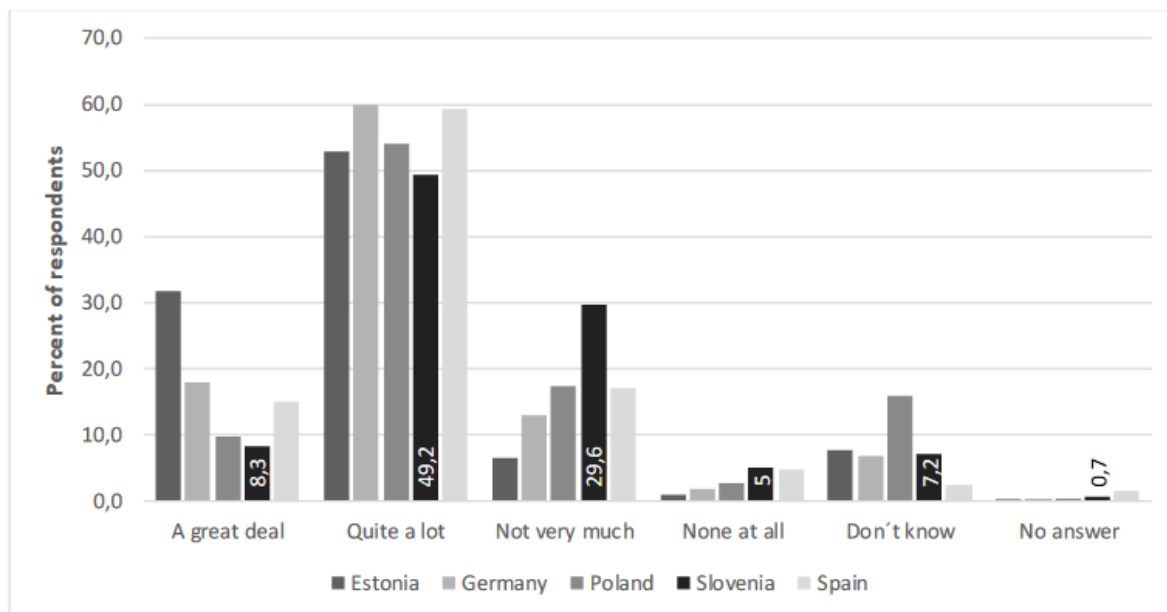
³⁵ The research results refer to Q2 2017. N=43,592, young people between 14 and 34 years of age.

³⁶ https://cdn.nrf.com/sites/default/files/2018-10/NRF_GenZ%20Brand%20Relationships%20Exec%20Report.pdf

³⁷ https://f.hubspotusercontent00.net/hubfs/263750/Alumni_Access_VAESE_Study%202020_VF.pdf



Figure 1: Percentage of respondents by level of confidence in the 2010–2014 period for selected European countries³⁸



In Slovenia, 8.3% of respondents had a great deal of confidence in universities, which is the lowest percentage when compared with selected European countries. In Estonia, 31.8% of respondents had a great deal of confidence in universities. The percentage of people with quite a lot of confidence in universities was lower in Slovenia as well, while the percentage of those with no confidence at all was the highest among the states analysed (5%).³⁹

The Slovenians' trust in institutions and organisations, as well as professions and individuals, is also measured by a survey called Mirror of Slovenia (Ogledalo Slovenije). Since December 2012, the survey has been occasionally carried out by the marketing and consultancy agency Valicon. Professions and individuals are ranked by the level of trust, which is calculated as the difference between the percentage of respondents who have more or even a lot of trust in a certain profession or individual, and the percentage of respondents who have more distrust in or do not trust a certain profession or individual. Although the level of trust enjoyed by scientists in the public is high in all measurements analysed,⁴⁰ it is possible to detect a slightly negative trend. In June 2020, the level of trust was 61%, which ranks scientists third, after firefighters and nurses. As written by the Research Centre of the Slovenian Academy of Sciences and Arts (ZRC SAZU) when it organised a public consultation entitled The Reputation of Science in Public (Ugled znanosti v javnosti), it is surprising, however, that “university professors were ranked significantly lower than scientists, even though these are mostly the same people in both cases.”⁴¹ University professors reached the highest levels of trust in 2013 and the first half of 2014 (47%), and the lowest in June 2016 (4%). Upon the last measurements in June 2020, the level of trust improved significantly, to 31%, which means a 22-point rise compared to November 2019.⁴²

The Slovenian media often report about professors in a decidedly negative tone, especially when it comes to their additional earnings.⁴³ Additional earnings are those arising from author's fees, work contracts and

³⁸ <http://www.worldvaluessurvey.org/WVSONline.jsp>

³⁹ <http://www.worldvaluessurvey.org/WVSONline.jsp>

⁴⁰ The analysed measurements cover December 2012, 2013, the first half of 2014, May 2015, June 2016, December 2018, November 2019 and June 2020.

⁴¹ <https://www.zrc-sazu.si/sl/dogodki/ugled-znanosti-v-javnosti-javni-posvet>

⁴² <https://www.valicon.net/sl/2016/06/valicon-ogledalo-slovenije-2016/>, <https://www.valicon.net/sl/2019/01/valicon-ogledalo-slovenije-2012-2018/>, http://www.valicon.net/uploads/Ogledalo_Slovenije_2012-2014.pdf, <https://www.valicon.net/sl/2020/06/valicon-ogledalo-slovenije-2020-ii/>

⁴³ <https://www.slovenskenovice.si/novice/slovenija/profesorji-ki-so-si-razdelili-tri-milijone-evrov>, <https://www.vecer.com/maribor/bajni-prejemki-profesorjev-epf-6284155>, <https://siol.net/novice/slovenija/lms-pojasnjuje-zakaj-so-damijanu-nakazali-18-tisoc-evrov-539829>,



various bonuses from commercial activities, for work performance, increased scope of work, supervisor work, position bonus, bonus for supplementary work, for specialisation and out-of-hours work. Under an article on the 24ur.com portal entitled “Professors’ bonuses: Over the course of three years, the select 200 from the University of Ljubljana split EUR 11.8 million between themselves”, readers left no fewer than 488 comments⁴⁴.

Assessment of the UL’s internal and external environments in terms of the research and development activity

Table 6: Favourable facts about the UL in terms of the research and development activity

1	Covering many areas enables the UL to take an interdisciplinary and multidisciplinary approach to research work.
2	The UL boasts well-developed research and development cooperation with the business sector, local communities and non-governmental organisations. There are many instances of successful knowledge transfers in both directions, formal and informal.
3	We have good ties with top research organisations from Slovenia and abroad. We are well-integrated in the international research environment and international networks.

continued below

<https://www.finance.si/8953878/Profesorski-zasluzkarji-s-100-tisoc-evri-dodatkov-k-placi-povsem-povampirjen-sistem?cctest&>

⁴⁴ <https://www.24ur.com/novice/dejstva/profesorji-na-dodatkih-11-8-milijona-evrov-si-je-v-treh-letih-razdelilo-200-izbranih-na-ljubljanski-univerzi-2.html>



table continued

4	The UL has established useful ties with the European Commission in the field of research, and its researchers are very well integrated in the working groups in Brussels.
5	The UL boasts first-rate researchers with extensive knowledge and a rich tradition of research.
6	We have direct access to top students whom we could include in research.
7	In certain areas we are large enough to acquire the most complex research tools and follow the latest developments.
8	Our research is well-supported with e-resources (good access to databases).
9	The UL achieves high research efficiency given the funds invested (effect per FTE).
10	The teaching status at the UL also enables research work. Some teachers are editors of top international scientific journals.
11	There is a Doctoral School at the level of the UL.
12	We are very familiar with the Western Balkans and the wider region.

Table 7: Unfavourable facts about the UL in terms of the research and development activity

1	We have insufficient prior technical and engineering knowledge to ensure the multidisciplinary collaboration of all.
2	Knowledge transfer is inadequate, because there is a lack of information about what colleagues from different member faculties are working on. As the same time, the research and development work undertaken by units/departments within member faculties is too closed off. Even the chairs/departments sometimes do not collaborate with one another. Small and fragmented research groups usually lack the critical mass necessary for research breakthroughs.
3	Research in the arts is underdeveloped, with few connections between artistic and scientific research.
4	At the UL, we do not conduct research and disseminate knowledge for all technological readiness levels (TRL).
5	The UL's criteria for assessment of research performance in various fields (natural sciences, social sciences, humanities) are not quite adequate.
6	The research infrastructure at the UL is highly fragmented and underutilised. It is also mostly obsolete.
7	Experience from the business sector is not valued enough at the UL when it comes to promotions. The employment rigidity at the UL prevents fluid transitioning of research staff from the business/non-business sectors and the University. The status of a young researcher from the business sector was discontinued.
8	We have relatively few post-graduate students who could help with research. Although we excel at nurturing staff up to the doctorate level, we are unsuccessful afterwards (as well as powerless in this regard, because we lack the financial/organisational support to include them in research).

continued below



table continued

9	The employment policy (including internal policy) paralyses the quality or the research and teaching staff. While teaching positions are secure, research positions are not. Assistants are overburdened. We have problems employing researchers for a fixed term. Foreign seekers of academic positions are unaware that the UL offers potentially interesting employment opportunities.
10	Brain drain – in the business sector and elsewhere – is present in the UL research activity.
11	Imbalanced pillars of operation – the research pillar is too weak, lacks systemic financing. For the most part, financing of research work is obtained through calls or on the market. Relations between scientific research and cooperation with the business sector/society differs from one field to another. This option is unavailable for some fields at the UL. As a result, we do not know how to obtain adequate financing for research.
12	The UL has limited possibilities for enterprising or entrepreneurial conduct of units that would support the public interest while operating transparently.
13	The UL's poor positioning on international university rankings is almost exclusively the result of inadequate research results.

Table 8: Opportunities for the UL in the Slovenian and international environments in terms of research and development activity

1	Multi-layered social problems require solutions that can only be formed at an interdisciplinary research and development institution. At the same time, every crisis is an opportunity to forge interdisciplinary connections and more efficient/successful knowledge transfer. It is an opportunity for creativity to be expressed more intensively.
2	The development of sciences and the arts is increasingly faster, as one accelerates the other. The transfer of research findings into work environments is also faster and more extensive.
3	The general awareness in society about the significance of knowledge and research is increasing. The society as a whole expects research and development excellence, while businesses expect new knowledge.
4	Investments in research and development activity and knowledge transfer are increasing at the national and international levels. See Annex 5. However, priority fields of research are yet to be determined in our country. The state is unable to do this alone.
5	Successful models can be seen abroad (e.g., Finland), where a university founds companies, through which theoretical knowledge is transferred into practice, and the profit is returned to the university. See Annex 6.

Table 9: Threats to the UL in the Slovenian and international environments in terms of research and development activity

1	Employers' demands for knowledge provided by universities are in decline (businesses are buying patents on the international market, for example, instead of developing new knowledge together with universities). University knowledge does not yet have the right price in the business sector. What is more, the external environment is developing towards followers (copying. etc.), while the potential of own research is neglected.
---	---

continued below



table continued

2	The temptation of undeclared collaboration – there is an increasing number of offers in the external environment, which may result in violation of the Rules on Avoidance of Conflict of Interest.
3	Copyright and intellectual property law is not sufficiently considered in Slovenia, the culture is not developed in this respect. Businesses are often unwilling to share revenue arising from intellectual property. See Annex 7.
4	Fewer and fewer companies are owned by Slovenians due to globalisation. In addition, the country lacks large technological companies that would conduct research and development in Slovenia.
5	A large part of the Slovenian economy is unable to modernise in order to achieve greater added value. A weak business sector also means it is more difficult to obtain funds from this sector.
6	Strategies are not efficiently realised at the state level (e.g., smart specialisation strategy).
7	The needs of universities within the Slovenian Research Agency (ARRS) are not suitably addressed (e.g., artistic fields are not represented within the ARRS). We lack appropriate national legislation in the area of research.
8	We are losing the balance between basic and applied research. There is no requirement for connections between all technological readiness levels (from TRL1 to TRL9). See Annex 8.
9	Development regions will bypass Slovenia (Zagreb, Graz, eastern Italy).

Annex 5: Investments in research and development activity and knowledge transfer are increasing at the national and international levels.

Figure 2 presents expenditures for research and development activity for individual years compared to 2011, and expenditures for research and development activity as a percentage of GDP from 2011 to 2018 for Slovenia and the EU average. In the 2013–2017 period, expenditures for research and development activity were declining, especially in the business sector. UMAR estimates that this trend can be partly attributed to the delay in drawing European funds, and that it also negatively affects knowledge transfer and the economy's innovation ability.⁴⁵ In 2018, expenditures for research and development activity increased in all sectors separately (business, government, higher education and private non-profit sectors); in total, they increased by 11.3% compared to 2017. Expenditures amounted to EUR 892 million (2011: EUR 894 million). The highest growth level was achieved in 2018 compared to 2017 expenditures in the higher education sector, amounting to 18.3%.⁴⁶ The proportion of expenditures for research and development activity in Slovenia amounts to 1.95% of GDP for 2018 and is falling behind the EU average (2.11).⁴⁷

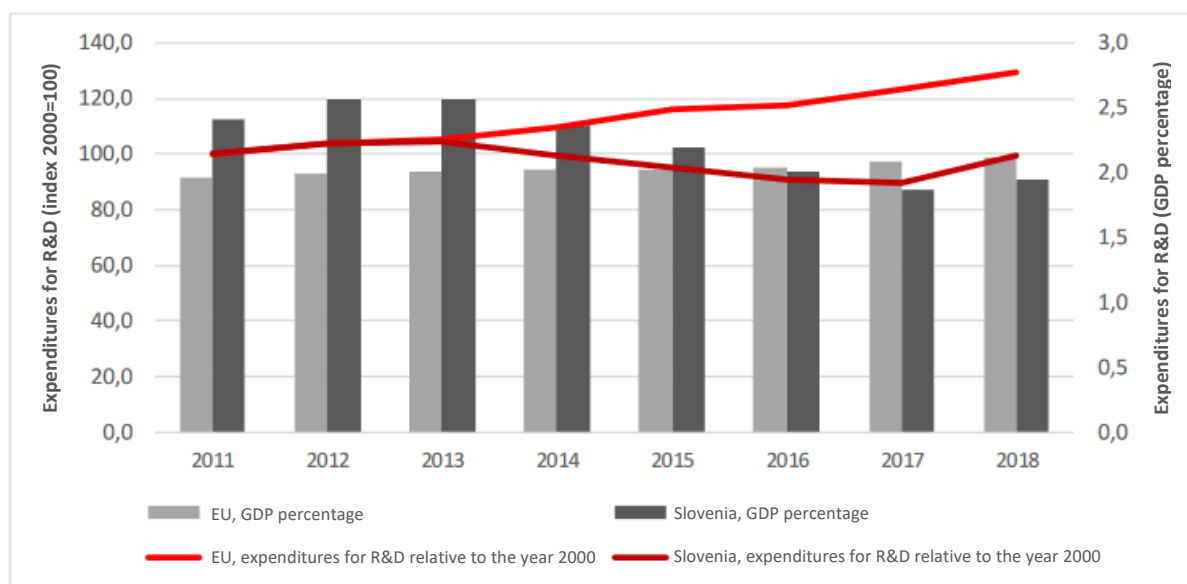
⁴⁵ https://www.umar.gov.si/fileadmin/user_upload/razvoj_slovenije/2020/slovenski/POR2020.pdf

⁴⁶ <https://pxweb.stat.si/SiStatData/pxweb/sl/Data/-/H126S.px>

⁴⁷ https://www.umar.gov.si/fileadmin/user_upload/razvoj_slovenije/2020/slovenski/POR2020.pdf



Figure 2: Expenditures for research and development activity for individual years compared to 2011 (2011=100), and expenditures for research and development activity as a percentage of GDP from 2011 to 2018 for Slovenia and the EU average



Annex 6: Models can be seen abroad (e.g., Finland), where a university founds companies, through which theoretical knowledge is transferred into practice, and the profit is returned to the university.

In the University of Oulu's 2019 annual report, the commercial utilisation of research results is defined as the confirmation of the employees' research excellence, an indicator of successful partnerships and collaboration with companies, as well as an additional source of financing for the university. The performance in research and development activity is shown in Table 10.

Table 10: Performance in research and development activity conducted at the University of Oulu in the 2015–2019 period⁴⁸

Year	2015	2016	2017	2018	2019
Invention disclosures	54	44	47	35	61
Priority patent applications	8	9	9	6	6
Patent portfolio of the university (number of patent families)	24	34	30	35	37
Technology transfer agreements (new)	13	10	14	10	16
New research-based companies	5	4	3	3	3
Proof of Concept (PoC) projects	6	9	* 11	9	11
Business Finland TUTLI funding (new projects)	5	6	5	5	0

The utilisation of research results brings added financing in various forms: via technology transfer agreements, private investments in newly-founded companies, which are based on the university's

⁴⁸ https://www oulu.fi/sites/default/files/content/Annual_Report_2019_0.pdf



research; financing for projects involving the development of newly-founded companies, which are based on the research conducted by the Finnish public agency Business Finland, ownership in company offshoots (7); collaboration with companies; and organisation of various workshops and education courses. The precise structure of additional financing from competitive sources is not presented; it constitutes a total of 39.5% or EUR 92.1 million, of which the contribution by the Academy of Finland amounts to EUR 26.8 million, the Business Finland public agency's contribution is EUR 9.2 million, EU programmes contribute EUR 7.2 million, and funds arising from other foreign financing amount to EUR 2.6 million.⁴⁹

Besides universities, the VTT company is one of the most successful research institutions in Finland and one of Europe's leading research institutes. It is a state-owned company that in 2019 generated EUR 245 million, employed 2,103 people and held 406 patent families. The data on assets generated from commercial utilisation of research results indicate a positive trend. In 2014, the company generated EUR 2.6 million from intellectual property rights. In 2019, it generated EUR 3.4 million in revenue, with EUR 1.9 million invested in the same year in the acquiring of intellectual property rights. In 2018, revenue was the highest, reaching EUR 3.8 million, when VTT Ventures sold a share in the Spinnova offshoot, which deals in the production of textiles from cellulose fibres.⁵⁰

Annex 7: Copyright and intellectual property law is not sufficiently considered in Slovenia, the culture is not developed in this respect. Businesses are often unwilling to share revenue arising from intellectual property.

Table 11 presents patent applications at the European Patent Office (EPO) by year of submitting the first application per million inhabitants for Slovenia and the EU average. From 2008 to 2017, the number of first patent applications in Slovenia ranged between 48 and 69 per one million of inhabitants, while the EU average was between 107 and 114 per million inhabitants. In terms of the number of the first parent applications per million inhabitants, Slovenia reached 51.4% of the EU average in 2017, which ranks it around the middle in the EU and positions it in first place among the new member states. In the 2008–2019 period, Slovenia progressed in terms of registering trademarks and exceeded the EU average in 2019. After 2014, the number of registered models was in decline. UMAR attributes the negative trend to insufficient awareness about the significance of industrial design for the increase of added value and competitiveness. In early 2019, the Slovene Enterprise Fund issued vouchers on allocated state aid for the protection of all types of intellectual property.⁵¹

Table 11: Patent applications at the European Patent Office (EPO) by year of submitting the first application per one million of inhabitants⁵²

Country	2008	2009	2010	2011	2012	2013**	2014**	2015**	2016**	2017**
Slovenia	69	61	52	55	62	62	66	58	54	55
EU	114	113	113	114	112	112	112	113	110	107

Annex 8: We are losing the balance between basic and applied research. There is no requirement for connections between all technological readiness levels (from TRL1 to TRL9).

The balance between basic and applied research is presented through shares of financing allocated for each individual type of research in recent years. Figure 3 presents expenditures for research and development activity by type of research for Slovenia and selected countries in 2017.

⁴⁹ https://www.oulu.fi/sites/default/files/content/Annual_Report_2019_0.pdf

⁵⁰ https://www.vttresearch.com/sites/default/files/2020-02/VTT_Annual_Report_2018_1.pdf,

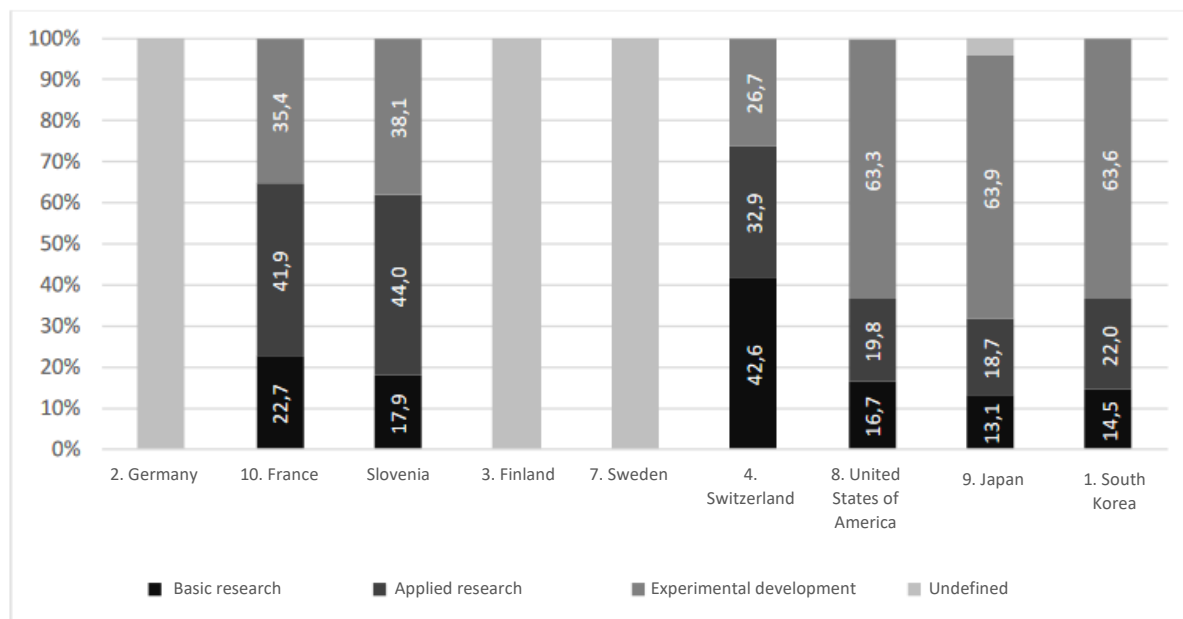
https://www.vttresearch.com/sites/default/files/2020-03/vtt_annual_report_2019.pdf

⁵¹ https://www.umar.gov.si/publikacije/porocilo-o-razvoju/?no_cache=1

⁵² https://www.umar.gov.si/publikacije/porocilo-o-razvoju/?no_cache=1



Figure 3: Expenditures for research and development activity by type of research for Slovenia and selected countries in 2017⁵³



In the 2007–2013 period, Slovenia allocated on average 13.1% of all research expenditures to finance basic research, and an average of 62.6% to finance applied research. In the 2014–2018 period, basic research expenditures increased on average and constituted 18.0% of all expenditures, while applied research expenditures amounted to 50.5%, and 31.5% were taken up by experimental development, whose share in total expenditures is rapidly increasing. Compared to the 10 most innovative countries⁵⁴, Slovenia, at 17.9%, allocated more funds for basic research in 2017 than South Korea, USA and Japan, but less than France and Switzerland, which stands out with 42.6% of expenditures for basic research.⁵⁵

The key EU programme to finance research and innovation that was active in the 2014–2020 period was Horizon 2020. The total value of financial funds intended for the programme exceeded EUR 80 billion.⁵⁶ As of January 2021, a new EU Horizon Europe programme began, worth more than EUR 100 billion and thus the most ambitious programme so far. As agreed, EUR 81 billion will be allocated for the Horizon Europe programme in the 2021–2027 period, along with an additional EUR 4 billion, which the leaders of the member states and the European Parliament provided at the last minute. Without these additional EUR 4 billion, the financing increase would be insignificant compared with the previous programme, and the European agencies, including the European Research Council, would receive less funds in 2021 than in 2020. From the EUR 85 billion, the amount of EUR 5 billion is allocated for applied research and support for small tech companies.⁵⁷

⁵³ https://ec.europa.eu/eurostat/databrowser/view/rd_e_gerdact/default/table?lang=en

⁵⁴ <https://www.natureindex.com/news-blog/data-visualization-graphic-reveals-most-innovative-countries-twenty-nineteen>

⁵⁵ https://ec.europa.eu/eurostat/databrowser/view/rd_e_gerdact/default/table?lang=en

⁵⁶ <https://www.gov.si/zbirke/projekti-in-programi/obzorje-2020/>

⁵⁷ <https://www.sciencemag.org/news/2020/11/european-research-budget-gets-unexpected-4-billion-boost>



Assessment of the UL's internal and external environments in terms of educational activity

Table 12: Favourable facts about the UL in terms of educational activity

1	The UL provides nationally important study programmes that no other Slovenian university offers. In addition, the UL features an extensive selection of study programmes and many different elective subjects.
2	The UL offers students the option of collaborating with the business sector and wider society, which facilitates the transfer of practical knowledge into study programmes. Forging good connections between the UL and its surroundings enables students to quickly test their knowledge and skills in practice.
3	The UL member faculties have in place good practices of introducing specialist extracurricular activities.
4	The UL alumni have a powerful voice when it comes to reforming study programmes.
5	The UL offers a lot of foreign exchange options for students and employees.
6	We have first-rate experts in various fields, and thus are able to quickly provide teaching support in these areas when a need arises (current, niche programmes).
7	We operate in a highly non-hierarchical manner; even the top professors have a genuine teaching relationship with their students.
8	We quickly adapted to working via the internet. The teaching and research staff possesses high-level digital knowledge and skills.
9	Options for the further education of employees are available within the UL.

Table 13: Unfavourable facts about the UL in terms of the educational activity

1	When forming study programmes, the UL does not collaborate sufficiently with the commercial sector and society. They should be listened to at least to some extent, which would make it easier to receive greater financing.
2	The UL's procedures for amending a course unit/study programme are too long and too rigid. The new programmes often retain certain course units even though they are not necessary for the new programme.

continued below



table continued

3	There is too much fragmentation and duplication in study programmes at the UL member faculties. Professional and academic study programmes are too connected.
4	The number of enrolment spots cannot be adapted to the needs in society.
5	The UL does not offer enough lifelong learning programmes.
6	In terms of research competence, transition to doctoral study is too fast, which is the result of eliminating the master of science study programme.
7	We do not have a more detailed denomination system for doctorates (dr. sc. techn., dr. sc. nat., etc.). We still have no artistic doctorates accredited.
8	The UL's reputation is weakened by unemployable graduates or graduates with deficient knowledge from certain current fields. The UL diploma is losing its value.
9	We do not have the working and teaching conditions in place which would enable students from different member faculties to work together – project collaboration is inadequately supported.
10	The teaching work is inadequately valued, there is no incentive or reward system in place for outstanding teachers.
11	A higher education teacher's job security is linked with the number of direct teaching hours, which is why it is necessary to optimise direct teaching time and break down the teaching obligations to several course units/fields.
12	The UL lacks a competence model for its teachers. Often, the implementation of specialist subjects is not linked with the practical knowledge of the lecturer. The UL's habilitation rules contain no criteria that would make ICT knowledge and skills conditional.
13	The teaching workload is too great at many member faculties. There are too many students per teacher.
14	There are a lot of teachers without teaching experience from abroad among the employees. At the same time, there is no room or resources to employ Slovenian experts who would like to return from renowned foreign institutions.
15	Instead of study fields, we have heads, i.e. a rigid organisation of the basic units in teaching work.

Table 14: Opportunities for the UL in the Slovenian and international environments in terms of the educational activity

1	Requirements regarding professions of the future are forming more clearly via Strategic Research and Innovation Partnerships (SRIP) and similar networks. The need for new professions, new knowledge and new knowledge combinations is increasing.
2	The wider environment expects universities to respond even more swiftly to the needs of society or develop even faster the areas that will be vital in 50 years, for example.
3	The Society 5.0 trend is on the rise.

continued below



table continued

4	EUTOPIA and other international university networks are expanding their field of action in education as well, by developing scholarships, exchanges, etc. In addition, Erasmus and similar projects enable forging connections and exchange of knowledge and experience with many excellent foreign universities.
5	New approaches in education (teaching and learning) are opening new possibilities. This includes digitisation and the development of online teaching at foreign universities as well.
6	There are Slovenian students and academic experts abroad who would like to return to Slovenia.
7	The significance and role of international accreditations and rankings of universities is on the rise.
8	The need for outstanding international joint degrees is increasing.
9	The need for lifelong education is becoming increasingly important and recognised. See Annex 9.
10	Brexit makes it more difficult for citizens of EU member states to study in the UK, while the European higher education space is becoming increasingly unified and harmonised. See Annex 10.

Table 15: Threats to the UL in the Slovenian and international environments in terms of the educational activity

1	Companies, institutes and other organisations are establishing their own educational academies.
2	Foreign universities are offering very attractive study conditions, which the UL cannot match. Mobility is making studying abroad more accessible, including online, and the best secondary school and university students are leaving the Slovenian education environment.
3	The level of the knowledge held by secondary school students enrolling in universities is falling. See Annex 11.
4	The prevalence of the digital environment in the learning process does not ensure high-quality teaching.
5	Overly rigid rules on the use of foreign languages in teaching lead to reduced interest among foreign students, as well as foreign lecturers. See Annex 12.
6	A complicated and restricted NAKVIS process prevents effective renovation of study programmes.
7	The financing of universities does not ensure appropriate technical equipment to conduct educational activities at all member faculties, nor does it ensure the substantive and technical renovation of programmes.
8	Slovenian legislation on the direct teaching work of higher education teachers and associates is outdated.
9	The Slovenian and international political environment is highly attractive for the academic staff.

Annex 9: The need for lifelong education is becoming increasingly important and recognised.

The 2007 Lifelong Learning Strategy defined lifelong learning as the leading principle of education in Slovenia. It was included in many strategic documents and programmes, including the National Strategic Reference Framework (NSRF) 2007–2013, the Resolution on National Programme of Higher Education 2011–2020, the Resolution on the National Programme of Adult Education in the Republic of Slovenia 2013–2020, the National Programme for Youth 2013–2022, and the Development Strategy for the Information Society until 2020.⁵⁸ Similarly, the Lifelong Learning Programme 2007–2013 was developed at the EU level in 2007. Its activities are partly continued by the Erasmus+ programme, for which EUR 14.7 billion were allocated over the course of the 2014–2020 financial framework. Within the 2021–2027 financial framework, the financing was increased and amounts to an estimated EUR 25.6 billion.⁵⁹ At the EU level, countries are focusing on lifelong learning (in addition to mobility, quality and effectiveness of education, equality and innovation) as part of Education and Training 2020. By 2020, 15% of adults are to

⁵⁸ https://eacea.ec.europa.eu/national-policies/eurdice/content/lifelong-learning-strategy-77_sl

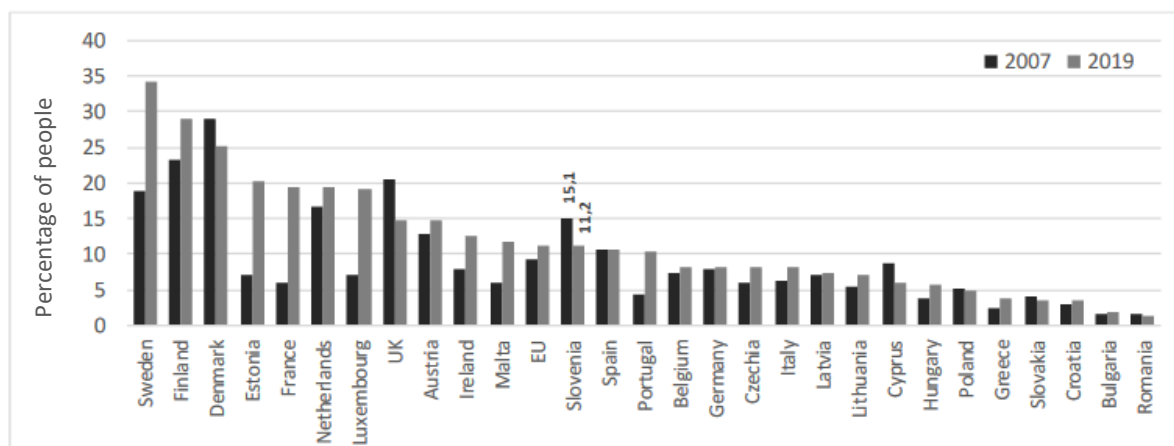
⁵⁹ https://ec.europa.eu/commission/presscorner/detail/en/IP_18_3948



be included in the lifelong learning system.^{60,61} The objective is in line with the 2030 Agenda.^{62,63}

Figure 4 presents the percentage of people aged 25 to 64 who stated that they attended an education or training course in the four weeks prior to the survey. Involvement in lifelong learning increased in 20 EU states, and decreased in eight states, including Slovenia. In 2019, 11.2% of people were involved in lifelong learning in Slovenia, which is less than in 2007 and less than the EU average (11.3%)⁶⁴

Figure 4: Percentage of people aged 25 to 64 who stated that they attended an education or training course in the four weeks prior to the survey, for EU states for 2007 and 2019⁶⁵



The significance of lifelong learning is also being recognised by a growing number of companies. In the survey conducted by the HEC Paris business school in November 2019, 67.5% of respondents assessed the effect of lifelong learning on employee performance with 5 out of 5. The effect of lifelong learning on a company's performance was assessed on average with 4.6 out of 5.⁶⁶

Annex 10: Brexit makes it more difficult for citizens of EU member states to study in the UK, while the European higher education space is becoming increasingly unified and harmonised.

In 2017, 12% of international students studied in the UK (26% in USA, which is the leading country in this regard), and this percentage is persistently declining. In the 2018/2019 academic year, 485,600 students were studying at UK universities, of whom 143,000 were from the EU. Other English speaking countries are growing in popularity, e.g., Australia, New Zealand and Canada, along with European countries that offer an increasing number of programmes in English. The reasons for the decline can be attributed to changed visa procedures, net immigration targets and the UK's exit from the EU.⁶⁷

For 65% of international students who expressed an interest in studying in the UK, Brexit does not affect

⁶⁰ The "involvement of adults in education" indicator refers to persons aged 25 to 64, who stated that they attended an education or training course in the four weeks prior to the survey.

⁶¹ <https://ec.europa.eu/eurostat/web/education-and-training/eu-benchmarks>

⁶² The 2030 Agenda for Sustainable Development merges the economic, social and environmental dimension of sustainable development in a balanced way. Its objectives have to be achieved by 2030. Goal 4. Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all.

⁶³ <https://www.stat.si/Pages/cilji>

⁶⁴ https://ec.europa.eu/eurostat/databrowser/view/SDG_04_60/bookmark/table?lang=en&bookmarkId=dd038117-95a5-4dfa-bbc2-7a94ba47dc72

⁶⁵ https://ec.europa.eu/eurostat/databrowser/view/SDG_04_60/bookmark/table?lang=en&bookmarkId=dd038117-95a5-4dfa-bbc2-7a94ba47dc72

⁶⁶ <https://www.hec.edu/en/news-room/why-should-companies-invest-lifelong-learning>

⁶⁷ <https://commonslibrary.parliament.uk/research-briefings/cbp-7976/>



their decision to study in the UK; 16% of students were encouraged by Brexit to consider studying in the UK, whereas 11% were encouraged to study elsewhere. Sixty-two percent of the respondents who were discouraged from studying in the UK due to Brexit named at least one country within the EU as a possibility for study. France and Germany are especially active in attracting international students.^{68,69} Brexit deterred a significant proportion of EU students from studying in the UK, namely a third of respondents. For students from the EU, the anticipated effects of Brexit are greater. Up until the end of the 2020/2021 academic year, the same tuition fees applied to EU students and domestic students (up to EUR 10,210 per year); as of 2021/2022, students from the EU are treated the same as other international students who pay higher tuition fees (ranging from EUR 11,040 to EUR 41,945 per year). As of 1 January 2021, a study that is longer than 6 months requires a student visa, which comes at a cost of GBP 348. Participation in the Erasmus+ programme also depends on an agreement between both parties.⁷⁰

Annex 11: The level of the knowledge of secondary school students enrolling in universities is falling.

For the period from 2006, when the general matura exam was taken by the highest number of candidates (10,745), to 2019, when it was taken by the lowest number of candidates (6,633), the trend was decidedly negative.⁷¹ This is partly due to the decline in the number of individuals in each generation, and partly due to the reduced interest in general education. The proportion of secondary school students involved in upper secondary general education declined from 41.2% of all secondary school students in the 2009/2010 academic year, to 35.0% in the 2018/2019 academic year. The proportion of secondary school students involved in upper secondary technical education grew in the same period, from 43.0% to 46.9%.⁷² Also on the rise are the number and proportion of candidates who took a vocational matura exam and an additional exam from a specific general matura subject. In 2010, the additional exam was taken by 1,381 candidates, or 11% of everyone taking a vocational matura exam, and 1,778 candidates or 16% in 2019.⁷³

Figure 5 presents the percentage of candidates by the number of points achieved in general matura from 1995 to 2019 in Slovenia. Analysis of the general matura results indicates a growing proportion of candidates who achieved more than 20 points. In 2006, 35.7% of candidates achieved this, and 42.5% in 2019. The percentage of those achieving the highest success with 30 to 34 points settled at around 4% after 2006. The number of unsuccessful candidates in 2019 is comparable to the number from 1995, while the proportion was higher in the period in between.⁷⁴ The average grade achieved for the additional exam in a general matura subject was 2.8 (2.2) in 2019 (2006) in the spring term, and 1.9 (1.71) in the autumn term.⁷⁵

⁶⁸ The results of a survey conducted by the QS company in 2020 already show that a state's as well as a university's favourable attitude to international students are two of the key factors when it comes to choosing a state and university for study.

⁶⁹ <https://www.internationalstudentsurvey.com/international-student-survey-2020/>

⁷⁰ <https://study-uk.britishcouncil.org/moving-uk/eu-student-advice>,

<https://www.euronews.com/2020/06/24/brexit-eu-students-will-be-charged-more-to-study-at-uk-universities-from-september-2021>

⁷¹ <https://www.ric.si/mma/Letno%20porocilo%20SM%202019%20poprava/2020072913473210/>

⁷² <https://pxweb.stat.si/SiStatData/pxweb/sl/Data/-/0979315S.px/>

⁷³ <https://www.ric.si/mma/Vmesno%20poro%20%20ilo%20PM%202020sprejeto/2020113015092301/>,

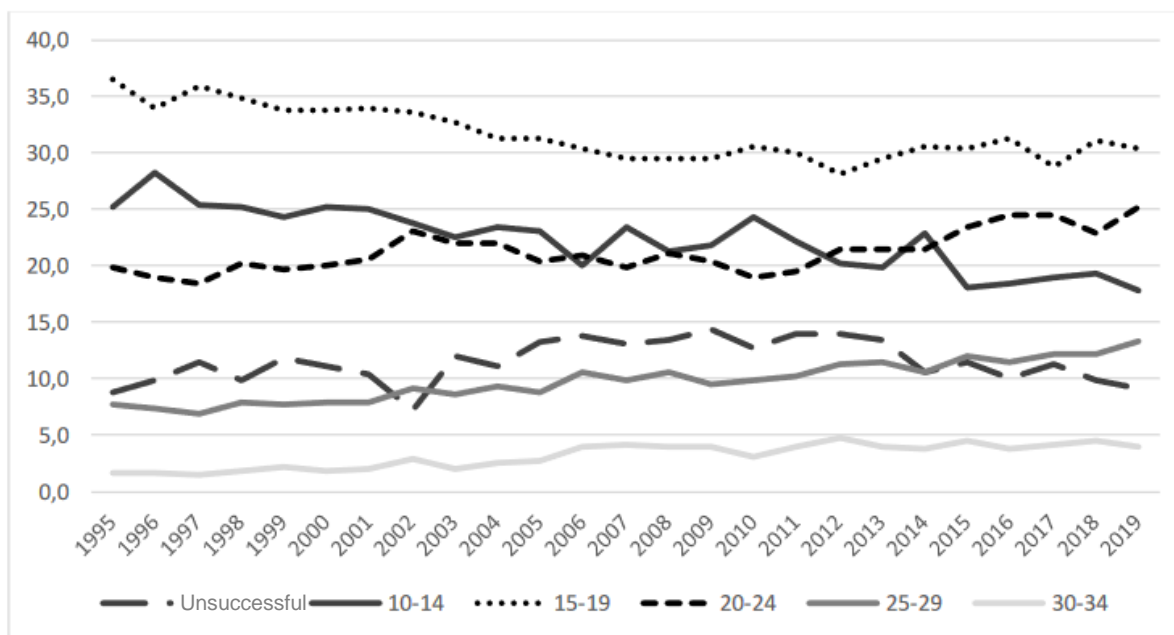
<https://www.ric.si/mma/LP%20za%20poklicno%20maturo%202019/2020052914530501/>

⁷⁴ <https://www.ric.si/mma/Letno%20porocilo%20SM%202019%20poprava/2020072913473210/>

⁷⁵ <https://www.ric.si/mma/Vmesno%20poro%20%20ilo%20PM%202020sprejeto/2020113015092301/>



Figure 5: Percentage of candidates who took the general matura exam, by the number of points, from 1995 to 2019 in Slovenia⁷⁶



The data on the minimum points necessary for acceptance in the chosen study programme indicate that the number of programmes, for which candidates have to achieve more than 80 or 90 points, increased from 11 in the 2010/2011 academic year to 32 in the 2018/2019 academic year. In the 2010/2011 academic year, candidates had to achieve 90 points to enrol into one programme, while there were seven such programmes in the 2018/2019 academic year.

Among all those accepted to the academic study in the 2018/2019 academic year, there were 16.9% of students who enrolled based on a vocational matura and an additional general matura subject.⁷⁷

Annex 12: Overly rigid rules on the use of foreign languages in teaching lead to reduced interest among foreign students, as well as foreign lecturers.

Article 8 (Language of instruction) of the Higher Education Act (ZVis, Official Gazette of the Republic of Slovenia, No. 32/12) stipulates⁷⁸ that the following may be provided in a foreign language if a higher education institution provides a public service:

- foreign-language study programmes,
- parts of study programmes if visiting higher education teachers from other countries participate in the provision thereof or a large number of foreign students are enrolled therein,
- study programmes if such programmes are also provided in Slovenian at the higher education institution.

Conducting study programmes in a foreign language is therefore restricted for higher education institutions in Slovenia to a part of the study programme or parallel implementation in Slovenian. In 2016, the Ministry of Education, Science and Sport proposed an amendment to the act governing higher education, which would enable greater international openness. According to the amendments, higher

⁷⁶ <https://www.ric.si/mma/Letno%20porocilo%20SM%202019%20poprava/2020072913473210/>

⁷⁷ <https://portal.evsi.gov.si/documents/10157/d17e52c6-438a-441d-94ff-99506d2f2ded>

⁷⁸ <http://pisrs.si/Pis.web/pregledPredpisa?id=ZAKO172>



education institutions could implement entire study programmes in a foreign language if visiting higher education teachers from other countries participated in the provision thereof or a large number of foreign students were enrolled therein, as well as joint degrees carried out together with foreign educational institutions and study programmes that higher education institutions are carrying out abroad. The proposed amendment was met with great resistance by various stakeholders.⁷⁹

The impact of related administrative obstacles on the likelihood of choosing a country for study was analysed by the QC company using a survey and the example of Denmark. In 2018, universities in Denmark were faced with the intention of their Ministry of Higher Education and Science to reduce the number of places in subjects conducted in the English language.⁸⁰ Forty-two percent of future international students surveyed responded that the reduction in the number of places will negatively impact the likelihood of enrolment to one of the Danish universities. When it comes to choosing a country, the favourable attitude of the state to international students is one of the top 5 factors for 59% of respondents.⁸¹

Assessment of the UL's internal and external environments in terms of the Rectorate's and support services' operations

Table 16: Favourable facts about the UL' in terms of the Rectorate's and support services' operations

1	The professional authority of the Rectorate's services enables more effective, reliable and unified operation of the member faculties. Specialist services can provide a wide spectrum of substantive support to member faculties.
---	--

continued below

⁷⁹ <https://topjob.finance.si/8846883/Zakaj-se-bojimo-predavanj-v-anglescini>

⁸⁰ <https://uniavisen.dk/en/danish-government-to-cut-english-language-programmes-with-more-than-1000-students/>

⁸¹ <https://www.internationalstudentsurvey.com/international-student-survey-2020/>



table continued

2	The Rectorate's specialist services are very well connected with foreign universities.
3	A centralised procedure of selecting candidates for enrolment in first-cycle study takes place at the Rectorate.
4	Joint public procurements (JPP) are conducted at the Rectorate.
5	The Rectorate's specialist services provide professional support in areas where certain member faculties are unable to provide it due to being too small.
6	The Rectorate acts as an incubator of high-quality specialist staff who move among the member faculties. The diversity of the member faculties' locations provides specialist service experts with many options, and enables them to make an optimised decision as to the location of work.
7	The Rectorate has clearly delineated the tasks and competences of individual services in relation to member faculties.
8	The Knowledge Transfer Office has competent staff and provides immediate responses and support. The University Office for Research Activity (ERC) also provides increasingly better support for those who need it.

Table 17: Unfavourable facts about the UL in terms of the Rectorate's and support services' operations

1	The UL's rules on collaborating with the business sector (establishing companies, etc.) are too restrictive and discouraging.
2	The UL has no system to maintain and retain talent/best specialist staff. There are not enough internal education courses for specialist staff, and no reward system for work performance or outstanding achievements.
3	There is insufficient economy of scale in providing services within the UL. Specialist services are fragmented, and there is not enough contact among the specialist services of member faculties and the Rectorate. Mutual unfamiliarity with the work processes at the Rectorate and member faculties makes work more difficult, causes friction, decreases effectiveness and prolongs the decision-making process. Within planning joint public procurements, for example, procedures at the Rectorate are managed in parallel with the procedures at member faculties.
4	Conditions of operation among the member faculties are incomparable, and the Rectorate pays too little attention to the resolving of this issue. There are differences among member faculties in terms of evaluating specialist jobs for comparable work and tasks.
5	There is too much operative and ongoing work and too little strategic consideration regarding the development of the UL.
6	The Rectorate is overburdened with projects: it takes on new projects before the existing ones are concluded.
7	We have no unified information support for processes, which would provide administrative relief for services. Too little consideration is given to better joint operation, simplification of procedures and instructions.
8	Reporting to the Rectorate is, in part, self-serving.

Table 18: Opportunities for the UL in the Slovenian and international environments in terms of the Rectorate's and support services' operations

1	Digitisation enables a simplification of certain processes that take place at the Rectorate.
2	European funds are available for international exchange of specialist staff. See Annex 13.
3	COVID-19 has been accelerating digitisation, optimisation of business processes, work from home and promotion of health in the workplace.
4	COVID-19 has been affecting the reformation of the system of international exchange, as well as the reformation of the habilitation system in terms of meeting conditions for international cooperation.



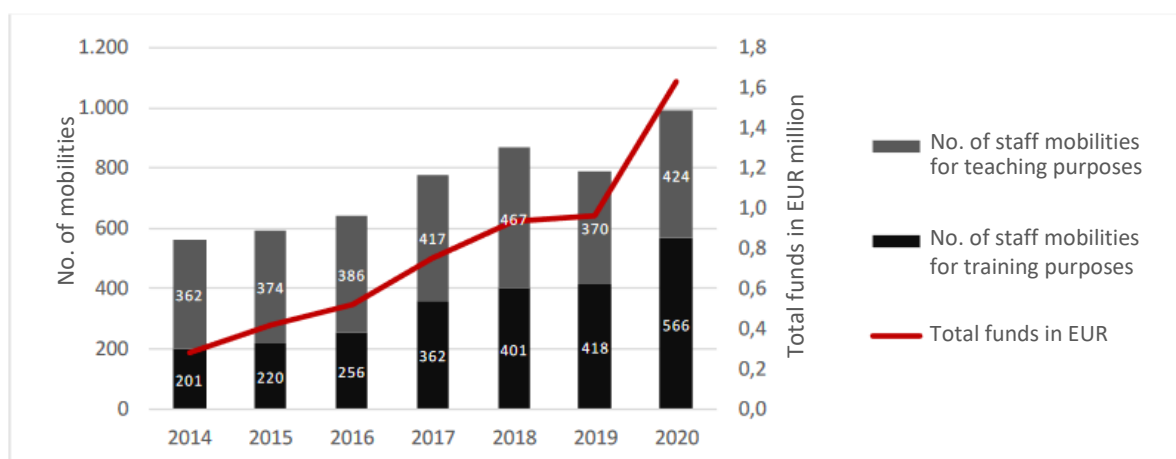
Table 19: Threats to the UL in the Slovenian and international environments in terms of the Rectorate's and support services' operations

1	Because specialist employment positions are more appropriately rewarded in the business sector and public administration, jobs there are more attractive.
2	The procedure of negotiating for funds between the UL Rectorate and the Ministry of Education, Science and Sport is complex. This is one of the reasons why there is a lack of funds for investments, equipment and maintenance.
3	The logic of the functioning of "Europrojects" prevents development-oriented operation of the Rectorate and its core mission.
4	The danger from hacking and unauthorised access to the UL's IT systems is high. See Annex 14.

Annex 13: European funds are available for the international exchange of specialist staff.

With the launch of the Lifelong Learning Programme in 2007, the EU enabled staff mobility for the purposes of training, education and job shadowing. The funds are intended to aid the mobility of lecturers and non-teaching staff at a higher education institution.⁸² Figure 6 presents total funds approved for staff mobility, mobility of staff for teaching and mobility of staff for training in the higher education sector from 2014 to 2020 for Slovenia. From 2014⁸³ to 2020, the funds approved for staff mobility increased by 479%, reaching EUR 1,631,090 in the call year 2020. A positive trend can also be detected in mobility (with the exception of 2019), especially in staff mobility for the purposes of training, which saw a 181.6% growth. In 2019, staff mobility for training purposes exceeded staff mobility for teaching purposes. The average grant has also increased, from EUR 500 in 2014 to EUR 1,648 in 2020.

Figure 6: Total funds (approved) for staff mobility, number of staff mobilities for teaching and number of staff mobilities for training in the higher education sector from 2014 to 2020 for Slovenia⁸⁴



Annex 14: The danger from hacking and unauthorised access to the UL's IT systems is high.

Higher education institutions are increasingly becoming targets of hacking and unauthorised access of their IT systems. In 2019, for example, 89 attacks on universities, higher education institutions and

⁸² <http://www.erasmusplus.si/kljucna-aktivnost-1/mobilnost-studentov-in-osebja-v-terciarnem-sektorju/>

⁸³ The 2014 call is recorded as the call year 2014, encompassing all activities taking place between 1 June 2014 and 31 May 2016.

⁸⁴ <http://statistike.cmepius.si/stat/index.php>



schools were detected in the USA (1,233 individual organisations were potentially attacked), and more than 30 in the first five months of 2020.⁸⁵ In May 2020, 19 higher education institutions and universities in the UK, USA and Canada were hit by an attack on the Blackbaud software provider.⁸⁶ Results of the research published in July 2020 show that personal data breaches, including breaches connected with hacking and unauthorised access, were reported over the past 12 months by 54% of universities in the UK.^{87,88} In October and November 2020, several attacks of this type were reported by Arnes.⁸⁹

⁸⁵ <https://blog.emsisoft.com/en/34822/the-state-of-ransomware-in-the-us-report-and-statistics-2019/>,
<https://www.govtech.com/security/Ransomware-Criminals-Are-Targeting-US-Universities.html>,
<https://theconversation.com/universities-are-a-juicy-prize-for-cyber-criminals-here-are-5-ways-to-improve-their-defences-144859>

⁸⁶ <https://www.bbc.com/news/technology-53528329>

⁸⁷ The research conducted by the UK company Redscan and published in July 2020 involved 86 universities from the United Kingdom of Great Britain and Northern Ireland.

⁸⁸ <https://www.redscan.com/media/The-state-of-cyber-security-across-UK-universities-Redscan-report.pdf>

⁸⁹ https://twitter.com/ArnesInfo?ref_src=twsrc%5Etfw%7Ctwcamp%5Etweetembed%7Ctwterm%5E1318799886142394369%7Ctwgr%5E%7Ctwcon%5Es1_&ref_url=https%3A%2F%2Fwww.24ur.com%2Fnovice%2Fkorona%2Ftretji-dan-tretja-tezava-spletne-ucilnice-tokrat-tarcanapada.html