



UNIVERZA
V LJUBLJANI

ANNUAL REPORT OF THE UNIVERSITY OF LJUBLJANA 2024

Business Report and Quality Report

Adopted by the UL Senate on 25 March 2025 and by the UL Governing Board on 27 March 2025.

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University at a glance

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INTRODUCTION

This document constitutes the Annual Report of the University of Ljubljana (referred to below as UL) for 2024, and includes the consolidated business report, the quality report, and the financial report. The purpose of this document is to present the achievements and the activities carried out in the previous year. The structure of the Annual Report aligns with the UL Strategy. Each chapter presents a developmental or support field of the Strategy and contains an overview of measures implemented to achieve the strategic objectives we set in the UL work programme for 2024, along with a description of other activities.

At the end of the individual chapter, we also present a self-evaluation of specific fields, featuring a definition of key improvements in the relevant period, an identification of significant weaknesses and threats and a breakdown of planned measures (in addition to those that we set and already presented in the UL work programme for 2025 based on the UL Strategy). The system of quality and its development are described in Chapter 6 "Management and development of the quality system."

The report also contains a financial report and a summary of the fulfilment of objectives and measures set for 2024, which we formulated in the previous report based on self-evaluation (analysis of identified weaknesses and threats in all areas of operation).

UL faculties and academies (UL members) first prepared their own business reports complete with self-evaluations at member level. All the reports have been discussed and adopted by the competent bodies of the members (quality committees and UL member senates). Based on the annual report of the Rectorate and the business reports of members, a report for the entire UL has been compiled. It has been scrutinised by the Rector's college and the UL Senate Quality Committee and adopted by the UL Senate and Governing Board.

The development pillar of financing enables us to realise our development potentials at both university and member level and, in particular, to facilitate targeted and balanced development across all UL members. In the plan of development goals with measures to achieve them in the period 2021–2024, in three development areas (quality of studies, internationalisation and cooperation with the local environment), we defined three key development goals. A more detailed description of the goals, activities carried out and an evaluation of the attainment of development goals are provided in Chapter 9 "Development goals". The report on ensuring equal gender opportunities is followed up in the chapter "Inclusive academic environment", the report on implementing the action plan for open science in the chapter "Excellence in science and art", and measures in the area of ethics and integrity and the report on implementing measures under the Resolution on the Scientific Research and Innovation Strategy of Slovenia 2030 (ReZRIS30; measures 6.3.5 and 6.3.6) in the chapter "HR development".

In 2024 we successfully developed and updated study programmes, upgraded the support environment for scientific and artistic work, proactively sought strategic partners for the transfer of knowledge and art, ensured and enhanced our environment of inclusion and equality, boosted the social role of UL and optimised and digitalised processes.

We adopted the UL Digital Strategy 2024–2027 and set long-term and short-term targets to enhance the quality of education and the efficiency of administrative processes.

Through the adoption of the Pilot Methodology for assessing research programmes we set up an independent, stand-alone system for assessing research work, based on the latest international principles of qualitative assessment. We signed an agreement on associate membership between UL and the Oncology Institute, and a strategic partnership agreement with Lek and Novartis. We linked up with outside institutions in promoting research

achievements (such as for the Food for Thought festival). We established an Office for Equality and Inclusion to support the development of an inclusive academic environment. We underwent a successful international institutional evaluation and obtained a FINEEC Quality Label for six years. The end of the year was marked by preparations for the transition to a new pay system, during which we carried out the conversion of employment positions in accordance with the law and the collective agreement.

MISSION AND VISION

UL is enhancing 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 achieves through its own publishing activity;
- to educate, based on own research and on national and international research achievements, creative, critically thinking 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 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, 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. 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, 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.

UL 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.

A brief outline of the vision: "In 2027, 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 coexistence in Central and Eastern Europe."

UL STRATEGY

UL operates in accordance with its adopted strategy of operation, which covers the period 2022–2027.

The UL Strategy has five development and three support areas.

The development areas of the Strategy are as follows:

1. develop education integrated into the home and international environments, to promote creativity, innovation, critical thinking and social responsibility;
2. promote excellence in science and the arts, integration into the international environment, an interdisciplinary approach, openness and social relevance;
3. enhance support for the transfer of knowledge and the arts into all aspects of public life;
4. promote an accessible, inclusive and equal academic environment; and
5. boost 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; and
3. support staff development.

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, along with international accreditation for UL and all its members.

We will achieve this through 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.

FULFILMENT OF MEASURES AND OBJECTIVES by field with self-evaluation

STRATEGIC ACTIVITIES

1. Excellence in education

Develop education integrated into the home and international environments, to improve creativity, innovation, critical thinking and social responsibility

Strategic Objective 1: First-rate learning experience and high employability

1. Develop and update study programmes

SA 1.1: Implement systematic monitoring of national and global demand for new knowledge

❖ *Measure: Draw up guidelines for recording (flexible) competences*

We have drawn up guidelines that have prompted reflection on the updating of compulsory components of study programmes, especially the aims of programmes and general competences acquired through a specific programme. The guidelines are currently relevant primarily in the context of introducing new directions and content to programmes, linked either to development projects in which the programmes are embedded, or to the development of the profession or discipline.

SA 1.2: Redesign or update study programmes, courses and extracurricular activities

We have updated study programmes in all three cycles. Intensive focus was placed on updating pedagogical study programmes, while in professional higher education programmes in the context of the ULTRA project, elective content was set up in the area of the green, sustainable and digital transition, this being offered at certain members for the second academic year running. At the same time, we are evaluating the effects of offering this content. Some UL members set out plans for the comprehensive redesign of study programmes in line with international trends and related to this is the invitation of international higher education teachers and experts, along with alumni, to participate in the study process. We implemented the increasing involvement of students in practical and research projects, to introduce innovative learning methods and of preparation for team work and familiarisation with diverse working environments. We encouraged students and teachers to pursue mobility and excellence, interdisciplinarity and multidisciplinary. For the purpose of promoting excellence at individual members we set up pedagogical centres, laboratories and criteria of pedagogical excellence. Here we established models for the use of generative artificial intelligence (AI) that are beneficial in teaching, and also worked to foster higher levels of creative and critical thinking as well as 'soft skills'. In practical exercises we used as far as possible renewable and recyclable materials and IT, along with other support for processes and students. We continued

activities and implemented measures based on proposals for improvements to study programmes in procedures of sample SQAA evaluations.

Accreditation was given to three new study programmes: the joint master's programme Artificial Intelligence (UL FRI and foreign partners) and two programmes for academic enhancement: Veterinary Pathology (UL VF) and Specialisation in Family Therapeutic Practice (UL TEOF).

This year all three arts academies, together with three UL members, started providing the new interdisciplinary doctoral programme Art.

❖ *Measure: Draw up a plan to overhaul extracurricular activities and guidelines for extracurricular activities*

We introduced two new credit-earning extracurricular activities, Competent and Ethical Use of Artificial Intelligence and Effective Written Expression. At 25 members we established an optimised process for enrolling in credit-earning extracurricular activities. We advertised 23 credit-earning extracurricular activities, in which in academic year 2024/2025 a total of 636 students from various UL members were enrolled. We gave notice of 5,040 extracurricular events, which recorded 34,056 visits by UL students (the highest number being for daily recreation programmes). We enhanced the range of sports on offer and dispersed them to more locations close to the student hubs.

❖ *Measure: Confirm changes through evaluation of professional higher education programmes in the project NOO-ULTRA (green/digital literacy)*

Under the ULTRA project we continued to update the professional higher education study programmes (PHE) by incorporating into them new subjects and courses, which will align with the sustainable development goals (SDG) and support a culture of commitment to a sustainably oriented development path and of linking disciplines and work processes. We also updated courses and other study units with SDG content.

We evaluated the development of study programmes as part of the regular self-evaluation of study programmes at members, and for the NOO-ULTRA project an additional evaluation mechanism has been provided which measures the attainment of green, digital and sustainable development goals with internationally comparable indicators. The method of interim evaluation under the ULTRA project, as implemented by the Organisation for Economic Co-operation and Development, and its scope have prompted further development plans in this direction, and are the basis for university-wide consideration on the method of disseminating content currently planned for PHE, at all levels of education, including in the form of lifelong learning (LL).

❖ *Measure: Update study courses through the didactic use of ICT*

By collaborating with a community of 56 multipliers for the didactic use of ICT from 24 members we analysed the need for support in the use of ICT at UL members. Through the planning, implementation and evaluation of 188 pilot updates of study courses with the didactic use of ICT, at 23 members we addressed the current needs of higher education teachers and associates for the use of ICT, to ensure the active involvement of all students in the educational process and promote the use of higher cognitive processes linked to the development of skills and knowledge needed for the 21st century in various fields of study. In providing support activities as part of the pilot updates of courses we placed special emphasis on planning sustainable, secure and effective use of AI tools in education.

SA 1.3: Implement IT supported systemic solutions enabling easier navigation of electives and interdisciplinarity

❖ Measure: Research the range of e-timetables on offer and prepare presentations

We analysed the existing status by member and needs tied to the use of timetable solutions (not so much in connection with the preparation of timetables each year), and the integration of this with backend systems in the sense of premises for implementation, especially groups of students, providers and the structure of the study process at members. We also formulated a plan for standardised integration of timetable solutions into the relevant backend systems (integrated study environment, standard web and mobile interface, multimedia services for automatic capture of lectures and so forth), which addresses the needs of individual members and their specifics (e.g. more or less scope of electives) where this involves the implementation of studies, and in particular this enables good support for increasing interdisciplinarity at UL.

❖ Measure: Implement a standard web and mobile interface for access to digital services and IT resources for use in the educational process

We developed this interface with full envisaged functionality and set it up as a mobile application for two UL members. The selected trademark Študl and its visual image were also registered. We conducted extensive testing, with findings from users and proposals for improvements. The emphasis was principally on verifying adequacy from the aspect of information security, since Študl is the entry point for various backend information systems.

❖ Measure: Implement the integrated study environment (ISE) and appropriate applications for production support in the pedagogical process

We purchased the necessary hardware and software infrastructure and carried out all activities for setting up the ISE, so that as a conglomeration of mutually linked online apps to support implementation of the pedagogical process it transitioned into regular production use and ensured for teachers, staff and students a stable and secure study environment with building blocks/applications/services that will in the future be logically expanded and integrated. In cooperation with various UL members and the group of integrators and technical experts who are involved in assembling the needs by individual UL member, we selected and set up a system for multimedia services that includes the use of a multimedia repository, an environment for capturing and editing videos from lecture halls or lecturers' multimedia equipment and their transmission in various online environments.

2. Intensify the internationalisation of education

SA 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

❖ Measure: Produce an analysis of the functioning of administrative units following implementation of improvements

In the survey questionnaire intended for international students regarding integration into the Slovenian environment and studies at UL, we included a special section on the procedure for obtaining a temporary residence permit. Together with the leadership of UL, the Ljubljana Administrative Unit and international student ambassadors we analysed the responses and came up with suggestions for further improvements. We also improved the system of notifying foreign study candidates.

SA 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 design a UL language strategy

❖ *Measure: Participate in a working group for new legislation and set milestones*

We were actively involved during the formulation of the new Higher Education Act (ZViS), offering proposals that would ensure the possibility of providing individual study programmes in a foreign language.

We set up a working group for designing the UL language strategy, which drew up the content for Article 15 of the new ZViS (language of instruction). At the time the new act was being drafted and following the public debate (despite attempts to amend it on the part of individual external stakeholders) the article was adopted in full. The working group also drafted a proposed survey on Language Policy and Languages of Higher Education in Slovenia, which we will implement in the coming year.

SA 2.3: Intensify student and teacher exchanges with international higher education institutions, and ensure that students' educational experiences obtained in an international environment are appropriate in terms of substance and quality, are recognised and have credits allocated

❖ *Measure: Analyse exchanges under the project Erasmus+ EUTOPIA MORE*

Through enhanced promotion as part of presentations and talks on activities in the international field, we provided additional impetus to the number of student and staff mobilities, with special emphasis on member universities of the EUTOPIA Alliance. Within the framework of the EUTOPIA Alliance, all the universities committed that by 2027 we would each attain 100 departing student mobilities and 10 departing staff mobilities annually. UL has already reached this target in staff mobility, and each year we are increasing the number of student mobilities. One of the methods we have implemented to increase interest in student and staff exchanges with EUTOPIA Alliance members is a criterion whereby mobilities to EUTOPIA member universities take priority in the selection under calls for mobility applicants.

❖ *Measure: Formulate guidelines for double degrees and the European diploma*

In the area of education we provided cooperation and support in maintaining and establishing contact with foreign partner higher education institutions through participation in networks and projects. In this way we are ensuring a platform for communication, exchange of opinions, good practices and systems of support for various activities, including studies. Based on practical experience we evaluated and updated the proposed cooperation agreement for obtaining two diplomas. We also evaluated the process of concluding agreements on joint implementation of research and co-mentoring in the preparation of doctoral dissertations by UL students, in cooperation with a foreign university, and based on the adopted new guidelines and a sample UL agreement, we also concluded these agreements with partner universities in the EUTOPIA Alliance.

SA 2.4 Organise interdisciplinary summer schools for first-and second-cycle students from foreign universities

❖ Measure: Update the summer school concept

Within the EUTOPIA Alliance and as part of the month of inclusion, in November we held the interdisciplinary pilot autumn school Ecological Intelligence, which linked EUTOPIA member universities with other universities in Western Europe and the Western Balkans. We tested new forms of interdisciplinary linking through innovative didactic and research agendas.

3. Develop a comprehensive lifelong learning programme

SA 3.1: Enhance career guidance and the promotion of graduates in cooperation with career centres at UL members

❖ Measure: Conclude the project Career Centres (CC) – ESS 2022-23 and continue activities

We continued implementing and developing activities to enhance career guidance for UL students. We organised 151 events that drew 4,187 participants, including 289 international students. The events included workshops on lifelong career orientation content and the development of additional skills in cooperation with external providers, and career days at members where students networked with potential employers. We organised programmes intended to promote student mobility, such as study exchanges and internships abroad (Challenges Abroad), we provided information on independent entrepreneurial paths and different forms of work (3P – Digital Nomads – When the World becomes my office), Back to Uni, Career Camps and more. In cooperation with members and UL alumni we cooperated in organising presentations of alumni career paths. In addition to the events we conducted 592 individual guidance sessions with students.

We created open-access video material that promotes the inclusion of non-traditional students in higher education. The content covers the areas of transition to the labour market for students of UL academies, strategies for successful psychological preparation, time management, mental health and effective learning, with special emphasis on student athletes and musicians. Together with employers, in addition to career days we organised individual presentations of career opportunities, visits by students to real work settings, we published job vacancies and carried out other activities where students acquired valuable skills that will help them in transitioning to the labour market. In collaboration with the European Patent Office (EPO) and the European Union Intellectual Property Office (EUIPO), we held a call for paid internships in their organisations and drew up a list of proposed candidates in the areas of the humanities, social sciences, natural sciences and technical sciences.

SA 3.2: Build on the alumni system so that it enables the monitoring of UL graduate employability by programme, and graduate career paths

❖ Measure: Draw up a plan to cooperate with alumni and the local milieu

On the alumniUL portal we are connected to more than 17,000 alumni, whom we can monitor by study programme and career path. Six members have joined the mentor programme Alumni for Students. In cooperation with four members we carried out four networking events – presentations of alumni (mentor) career paths. At the end of the year more than 90 students were connected into mentor pairings. Both alumni and students report positive experiences with the implementation of the mentor programme and wish for even more such opportunities.

We organised four *Alumniteka* live podcasts, in which alumni talk about selected socially relevant topics. This year the podcasts covered climate change, cultural heritage, artistic research and sustainable food systems. We participated in the Erasmus project AL4LIFE, into which we are transferring the good practice of setting up and developing our alumni clubs to universities in the Western Balkans. For senior year students we created two umbrella promotion campaigns (spring and autumn), inviting them to enrol in the alumni clubs at their members.

❖ *Measure: Draft a document on cooperation with the Chamber of Commerce and Industry of Slovenia (GZS), Center Rog and other institutions*

In view of the positive feedback, we once again concluded a cooperation agreement with the Rog Creative Centre, which enabled UL to gain a creative support environment for the development of innovative socially beneficial projects. This made available to UL students and teaching staff a classroom and community workshop at Rog again in the 2024/2025 academic year. At Rog we are continuing activities associated with lifelong learning and microcredentials as part of the Recovery and Resilience Plan (NOO).

Under the pilot project NOO-ULTRA Lifelong learning and microcredentials we worked closely with the GZS. In this way we held a consultation in June on Microcredentials – an effective response to the needs of the economy and society, which involved the participation both of company representatives and stakeholders working on the design of the microcredentials system.

The signing of a cooperation agreement between UL, Dewesoft and Katapult in the autumn of 2024 opened up new prospects for developing innovative approaches and addressing the challenges we are facing with all the rapid technological advances.

SA 3.3: Develop new lifelong learning programmes

❖ *Measure: Develop a lifelong learning plan as a continuation of the INOVUP project along with education courses for raising digital competences (NOO-ULTRA)*

The programme councils for INOVUP ULTRA and Digital UL were established. We provided trainings in the area of innovative methods of teaching, developing digital literacy and incorporation of the sustainable development goals into higher education. From the start of ULTRA project implementation until the present day, a total of 70 education sessions for teachers in the area of digitalisation were provided for 1,082 participants, while education in the general pedagogical field and innovative and flexible forms of teaching involved 25 sessions with 496 participants.

A description of other activities to raise digital competences can be found below under point SA 4.3.

SA 3.4: Plan the establishing of microcredentials

❖ *Measure: Formulate guidelines for the system of microcredentials at UL (NOO-ULTRA)*

Based on the guidelines for introducing microcredentials at UL and setting up the system of microcredential quality, we implemented various short education programmes and trainings for the acquisition of microcredentials. the 15-member Microcredential Programme Council (composed of experts employed at UL and external stakeholders), which monitors the introduction of microcredentials at UL, approved 65 short education and training programmes for acquiring microcredentials. Programmes for acquiring microcredentials were registered by 13 UL faculties and academies, whereby we exceeded the strategic indicator of success. For the most part the programmes have an interdisciplinary format, so a further five members are

also actively involved in providing the education and training. More than 30 different short education and training programmes for microcredentials were carried out, and a little over 550 participants, including both students and staff members, successfully completed the relevant tests. Here we regularly evaluated each short education and training session, and gained feedback from the participants, providers and external organisations that were actively involved in implementing some of the short programmes. We organised meetings at which we presented to employees the microcredential system at UL. We set up IT-supported systems that will support reviewing and the development of the range of content for lifelong learning with microcredentials, and will enable traceability of the inclusion of individuals in programmes whose development will continue in the coming year. We participated actively in designing the national framework for microcredentials, and we took part in events and consultations on the topic of microcredentials, including on the interdepartmental level, in which we played an active part by offering proposals and sharing best practices.

4. Promote teaching excellence

SA 4.1: Develop new methods of teaching and learning (student-focused teaching; transformative and experiential learning; strengthening the co-responsibility of students; technologically supported teaching and learning (digitalisation))

❖ *Measure: Continuous training for didactic use of ICT in the teaching process/including innovative methods and AI in teaching*

We organised various events for exchanging best practices (Teachers to Teachers consultations), which addressed current trends for using artificial intelligence (AI) tools in education, the possibility of using new technologies and innovative learning approaches in education and presentations of the possibility of using common software at UL. We organised three major events involving a total of 198 participants. We held 220 regular individual and group consultations at 21 members and organised and (together with multipliers) carried out 60 different online webinars and in-person workshops in the area of didactic use of ICT, with the participation of 693 educators. We upgraded existing and developed new education programmes that addressed current trends in education, such as AI, the development of micro MOOCs, the use of e-portfolios and the promotion of project e-learning, and helped educators (and students) prepare for the opportunities and challenges that the newly emerging technologies (such as AI tools) are bringing to education. The development of the education programmes was based on an analysis of examples of best practices at UL and further afield, pilot projects to update study courses using newly emerging technologies and testing existing applications and monitoring the development of new ones.

SA 4.2 Establish the transfer of good teaching practices among members to raise teaching excellence

❖ *Measure: Form a group to evaluate teaching excellence and draw up rules for awarding prizes for teaching excellence*

A working group was set up to evaluate teaching excellence, which will be involved in drawing up the rules for awarding prizes for teaching excellence.

- ❖ *Measure: Evaluate and adapt student surveys for science and art*

We conducted two pilot student surveys (for doctoral programmes and for art programmes). We adopted a new set of Student Survey Rules at UL. More information on this is given in chapter 6.1 “Functioning of internal quality system”.

SA 4.3: Offer lifelong teacher training for higher education teachers, research staff and associates

- ❖ *Measure: Design the offer and carry out teacher training for the development of digital competences of higher education teachers and associates, and evaluate the training*

Through activities in the pilot project NOO-ULTRA Educational ecosystem for acquiring digital competences for teachers and students, we continued upgrading the support system for educators (and students) in the use of ICT, with a focus on promoting the development of digital knowledge, competences and skills. We organised and carried out 29 training sessions for teachers and five for students as part of the Digital ULTRA Marathon, in which 760 teachers and 69 students participated. We set up the first sample smart or innovative classroom, based on the carefully considered and secure use of various ICT, and enabled teachers to conduct more interactive and inclusive meetings with students, both in-person and remotely. We started purchasing equipment that will be additionally included in the sample smart classroom. We also tested the equipment and started formulating didactic scenarios for teachers to use the equipment.

5. Financial support for the updating of education activities

SA 5.1 Adapt internal allocation of funds for development-oriented and nationally important study activity within UL

- ❖ *Measure: Conduct an analysis of the fundamental financing pillar (FFP) for study activities and a new concept for apportioning FFP study activities funds*

We completed an analysis of the FFP for study activities at UL, and based on the examples obtained of the apportioning of funds at certain foreign universities we formulated a basis for amending the method of disbursing FFP among members.

SA 5.2 Establish systemic financing of interdisciplinary courses and study programmes

- ❖ *Measure: Introduce incentives to members for the electivity of course units at other members*
- ❖ *Measure: Establish a mechanism of collaboration in the exchange of students and higher education teachers and associates between UL members*

We drew up guidelines that defined the interdisciplinary dimensions of courses and thereby ensured a standardised interpretation of interdisciplinarity. At the same time in the new development pillar of financing we will establish a mechanism for financing interdisciplinarity and devise calls for the implementation of financing.

OTHER ACTIVITIES

Electronic record of study programmes (EŠP)

The electronic record of study programmes (EŠP) is a basic tool for ensuring transparency in the development of study programmes and their components. Data from the record are also drawn by other UL information systems, and partial connectivity has been established with the eNAKVIS (SQAA online) system. The record is being functionally updated to be more user-friendly.

Implementing the study process

In 2024 the University of Ljubljana provided 140 first-cycle study programmes, eight single-cycle master's programmes, 155 second-cycle programmes and 22 third-cycle doctoral study programmes.

The number of students enrolled at UL rose in 2024/25. A total of 37,472 students were enrolled, more than the planned 36,338, of whom 22,500 were female and 14,972 male students.

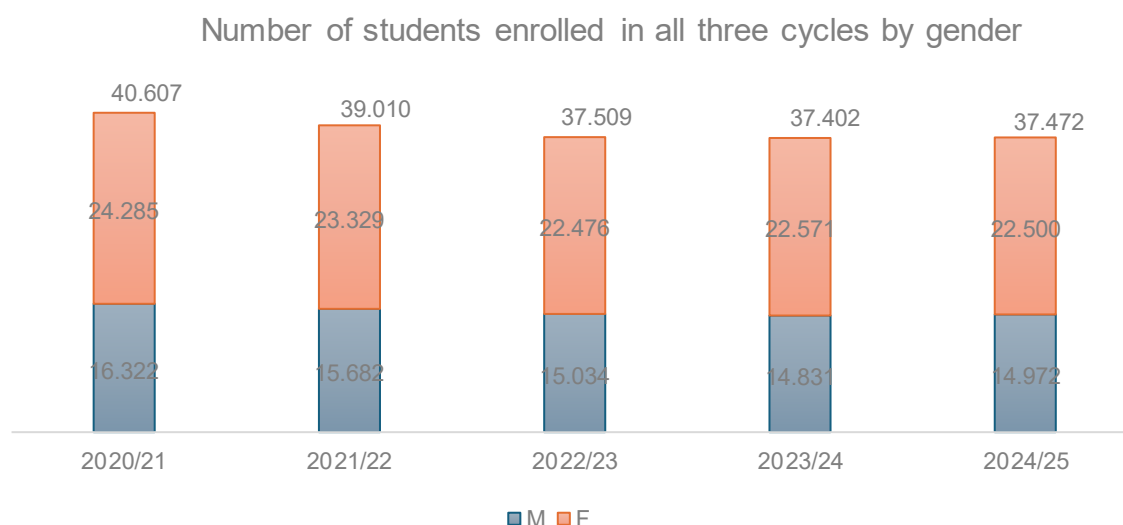


Figure 1: Number of students enrolled in all three cycles by gender

A total of 20,499 students were enrolled in first-cycle study programmes in the 2024/25 academic year (14,508 in academic courses and 5,991 in professional higher education programmes), which was more than the planned figure of 16,694.

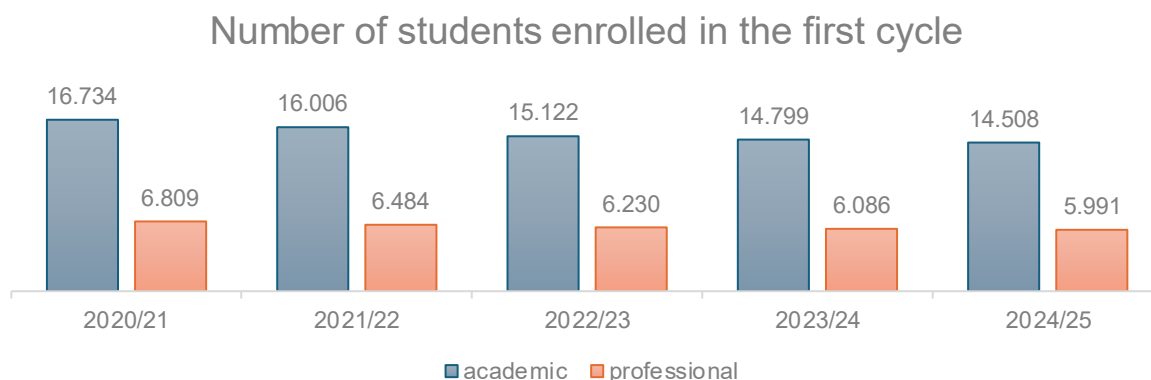


Figure 2: Number of students enrolled in the first cycle by type of study

A total of 14,550 students were enrolled in second-cycle study programmes in the 2024/25 academic year (4,508 in master's degree programmes and 10,042 in single cycle master's programmes), which was higher than the planned figure of 14,382.

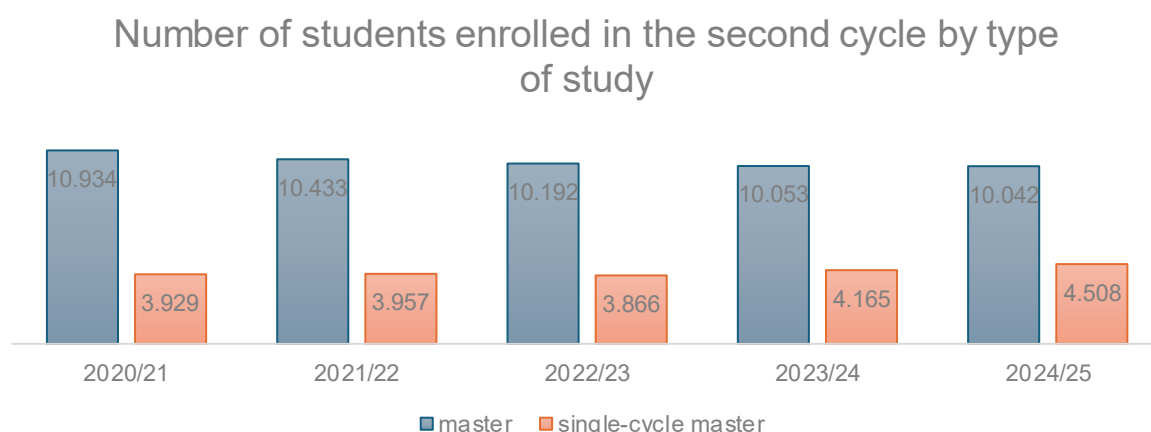


Figure 3: Number of students enrolled in the second cycle by type of study

A total of 2,423 students were enrolled in third-cycle study programmes, which is 124 more than the previous year and 161 more than planned.

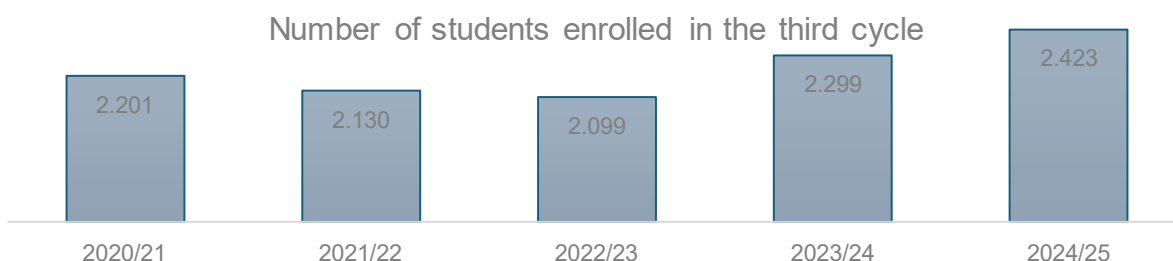


Figure 4: Number of students enrolled in the third cycle

The indicators of effective study, which we have monitored for a number of years, are the number of graduates, the rate of student progression into the next year of study and external selectivity. Below we present first the total number of graduates by gender, then the rate of student progression and the number of graduates for each cycle separately. Regarding

external selectivity, as in previous years we have determined that somewhat more than 2% of students are involved in at least one course at another member.

In 2024 a total of 8,316 students graduated from UL, which is 215 more graduates than the previous year. We also exceeded the planned number of graduates by 54.

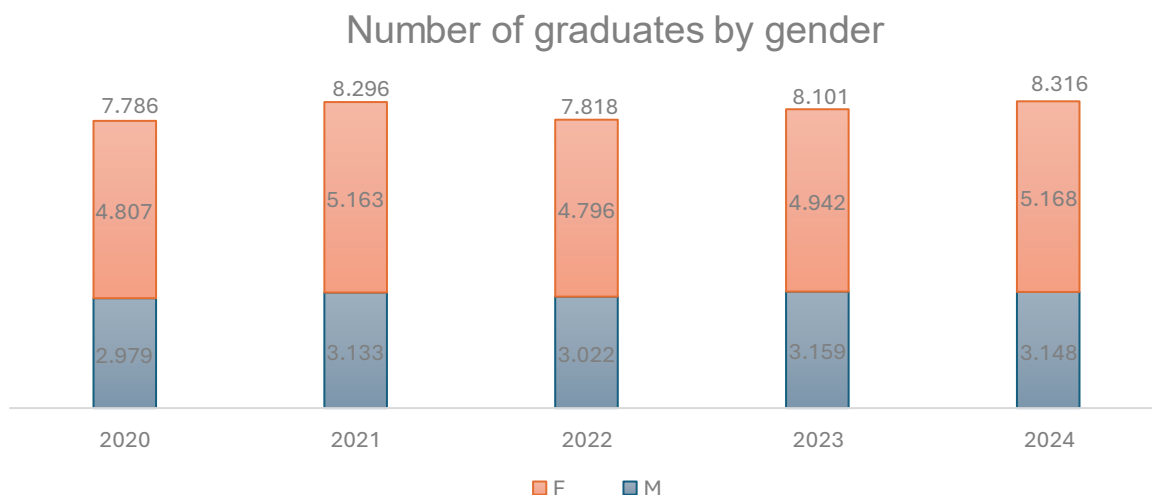


Figure 5: Number of graduates by gender

The rate of progression in the first cycle from the first to the second year is somewhat higher than in the previous year.

Table 1: Progression from the first to second year (first cycle), with information on study programme duration

First cycle	Programme duration (without additional year)	2020/21	2021/22	2022/23	2023/24	2024/25
academic	3	69.02%	58.91%	53.65%	58.58%	60.50%
academic	4	72.15%	66.00%	61.78%	66.29%	73.66%
professional	3	59.11%	53.91%	48.40%	49.84%	50.32%

In 2024 a total of 4,595 students completed first-cycle studies, which is 59 more students than in the previous year. We planned for somewhat fewer to complete the first cycle, specifically 56 students less.

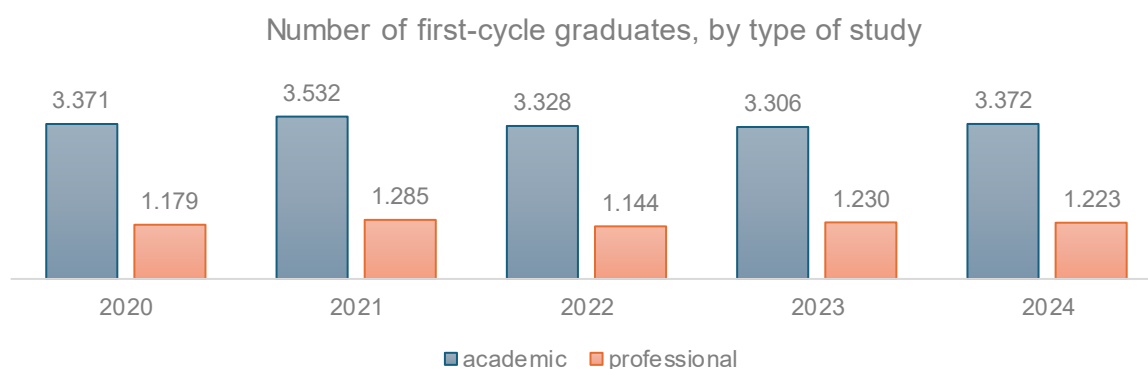


Figure 6: Number of students who completed first-cycle studies, by type of study

The rate of progression in the second cycle fluctuates through the years, but has improved over the previous year.

Table 2: Progression from the first to second year (second cycle), with information on programme duration

Second cycle	Programme duration (without additional year)	2020/21	2021/22	2022/23	2023/24	2024/25
single-cycle master's	5	80.95%	70.20%	65.79%	73.47%	62.04%
single-cycle master's	6	100.00%	82.86%	76.60%	82.62%	80.10%
master's	2	87.95%	76.81%	78.99%	78.11%	78.32%

A total of 3,373 students completed second-cycle studies, which is 127 more students than in the previous year and also 139 more students than we planned.

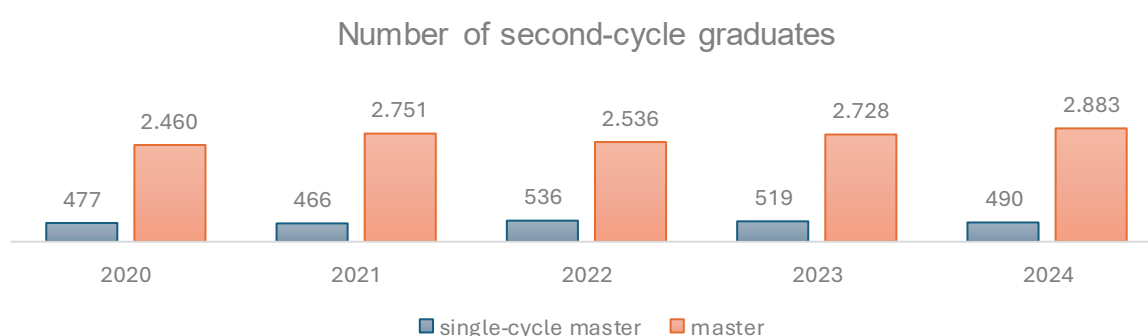


Figure 7: Number of second-cycle graduates

The rate of progression in the third cycle remained the same through the academic years with minor variations.

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

Third cycle	Programme duration (without additional year)	2020/21	2021/22	2022/23	2023/24	2024/25
doctoral	4	100%	36.36%	77.78%	63.64%	50.00%
doctoral	3	88.89%	83.88%	86.85%	83.87%	84.88%

In 2024 a total of 347 students completed third-cycle studies, which is 29 students more than in the previous year.

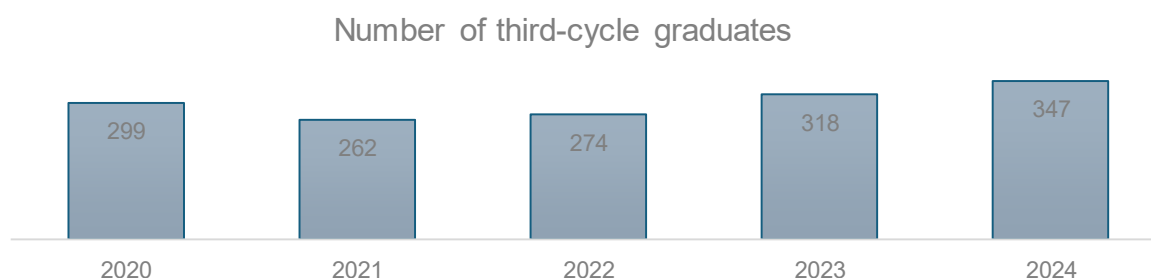


Figure 8: Number of third-cycle graduates

In cooperation with the City of Ljubljana, in front of the Rectorate at the University we held a public promotion of doctors of science and the presentation of awards for important artistic works. In two days we promoted 308 doctors of science and presented 17 awards for significant artistic works. We promoted a total of 326 doctors of science, of whom 172 were women and 154 men. In addition to the public event we also held two other promotions. In this way we wish to make science and art and the achievements of new generations of scientists and artists better known to the general public.

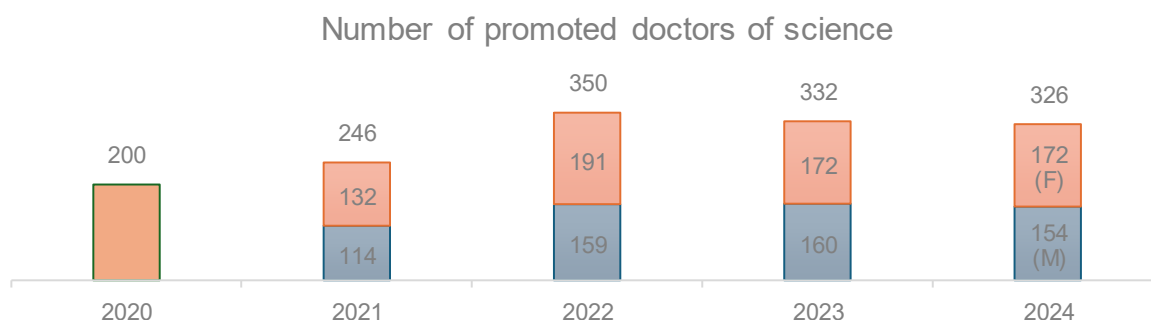


Figure 9: Number of promoted doctors of science

Under the patronage of the President of Slovenia, Nataša Pirc Musar, we awarded Dr Ana Mayer Kansky prizes for important doctoral dissertations for the second time. The prize was awarded to six doctors of science, whom the expert committee assessed as fulfilling the criteria of importance within their professional fields, while their content represents a superlative achievement and a breakthrough in a scientific or artistic field. With an exhibition on Dr Ana

Mayer Kansky in front of the Rectorate, we were able to showcase to the public the prize winners and their work.

We signed an agreement with the Ministry of Higher Education, Science and Innovation on cofinancing doctoral studies for academic year 2024/2025, for which 605 women doctoral students and 482 men doctoral students are eligible, giving a total of 1,087 students who meet the conditions for cofinancing.

Internationalisation

We carried out 2,252 departing mobilities under the Erasmus+ KA131 programme, of which 1,155 were long-term mobilities of students intending to study, 339 were long-term mobilities of students intending to pursue practical training, 188 were mobilities of students on combined intensive programmes (CIP), 14 mobilities were for students on short-term combined mobilities and 14 were short doctoral mobilities.

In addition to student mobilities, under the Erasmus+ programme we also carried out staff mobilities; 276 UL teachers went on mobilities with the intention of teaching, and 182 associates departed for the purpose of professional enhancement, while 21 UL teachers took up CIP teaching positions and 13 pursued professional enhancement on partner CIPs.

Under the ERASMUS+ KA171 programme 12 students and 37 staff members went on mobilities.

We hosted a total of 1,957 foreign exchange Erasmus+ students, of whom 1,615 were students who came to UL for the purpose of long-term mobility to study, and 146 who took long-term mobility at UL to pursue practical training. In addition to these, 107 students came to pursue CIP, which we coordinated at UL. We also received 16 students who arrived on short-term doctoral mobilities, and 28 who came to pursue short-term combined mobilities at UL. Under the ERASMUS+ KA171 programme 45 students and 51 staff members pursued mobility at UL.

In the 2024/25 academic year we enrolled 3,828 students without Slovenian citizenship, accounting for 10.2% of all enrolled students. The majority of study information systems already support a user interface in English for all users.

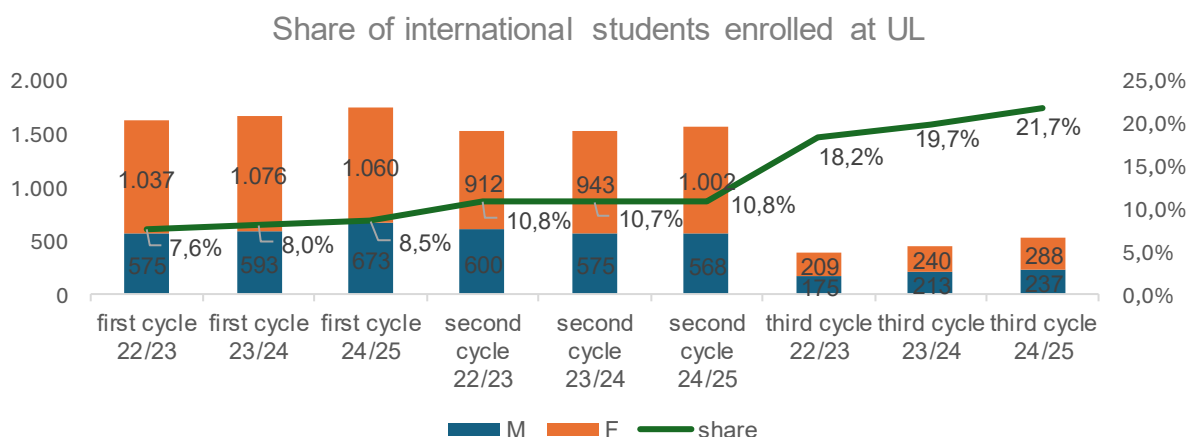


Figure 10: Share (in percentage) of international students as a proportion of all students enrolled

The number of students on exchanges increased slightly over the previous academic year. There are still more students coming to Ljubljana on exchanges than UL students going abroad.

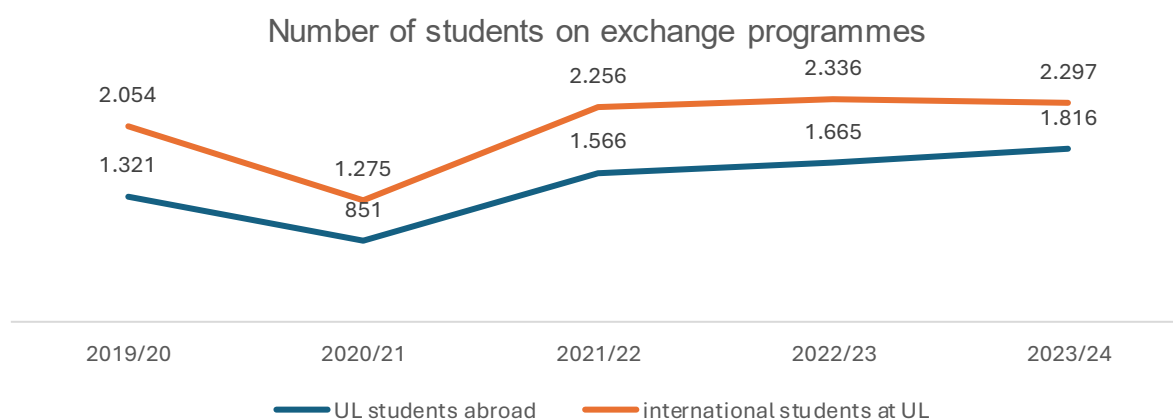


Figure 11: Student exchanges (trend over the last five academic years)

Guidance and support for pupils in selecting courses

We offered secondary school pupils personal and career guidance to support their choice of study. We conducted more than 100 personal guidance sessions and held 29 workshops for pupils. We held a Summer School for pupils and multiple workshops to aid decision-making regarding the choices for a continued path in education.

We took part in the Informativa 2024 education fair, where we held four workshops to provide more detailed information on higher education study and UL, and offered pupils the opportunity to calculate their anticipated number of points. We held a Summer School for pupils in which we took interested pupils to the Planica Nordic Centre, where they were familiarised with projects being conducted in Slovenia under the European Space Agency (ESA), and at the UL Rectorate we carried out several workshops to aid decision-making on choices for a continued path in education.

At the end of the year, we organised the traditional annual consultation for secondary school counsellors. We presented to participants the STEAM study programmes. Those involved in student interdisciplinary projects presented to participants the challenges, opportunities and advantages of including students in such extracurricular activities, whereby the University is developing increasingly vital competences for future experts.

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

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

Establishing a system of introducing microcredentials at UL and implementing a large number of short education and training programmes for microcredentials, not just as part of the NOO-ULTRA project. In this way the University is responding to the needs of society in the area of education and is increasing the accessibility of education to external stakeholders.

Changing the minimum requirements for demonstrating research activities for (co-)mentorship in doctoral studies, and the possibility of appointing an external adviser to the mentor team whose specific knowledge will contribute in the generation of doctoral dissertations. Alongside the quantitative assessment, a qualitative assessment is taken into account for the fulfilment of requirements, whereby the requirements are set out substantively and tied to the assessment of the suitability of mentors for doctoral studies as part of the standards and mechanisms at UL, and not just the SICRIS system, thereby ensuring fulfilment of the CoARA Coalition commitments and higher quality mentorship, which in turn leads to the higher quality of doctoral dissertations.

The introduction of digital conclusion of Erasmus+ study agreements (OLA), which contributed to paperless operations and fulfilment of the Erasmus+ horizontal dimensions: digitalisation and the green transition.

Multi-month teacher mobilities abroad that enabled the fulfilment of habilitation criteria and contributed to their international establishment and to the strengthening of international cooperation, improvement of professional development and quality of teaching or research.

KEY THREATS	OBJECTIVES	PROPOSED MEASURES
Suspending the best practices of implementing and developing microcredentials due to the shutting off of project financing.	A sustainable organisational scheme of lifelong learning at UL.	Draw up a plan for establishing a support system and actively seeking sources of financing.
A lack of accommodation capacities for foreign exchange students.	Increased student accommodation capacities.	Appeal to the competent ministry for the construction of new accommodation capacities.
Lengthy and complex procedures for foreign nationals (staff and students) who wish to obtain documents for study and residence in Slovenia.	Simplifying and speeding up procedures.	Continue coordinating activities with the competent ministries to simplify and speed up procedures and reduce the number of abuses of residence permits.
Small range of courses offered in a foreign language at some members.	Systemically organised possibilities and financial support for providing courses in a foreign language.	Draft a proposal for amending the legislation concerning implementation of programmes/courses in English.
The geopolitical situation in the world, which constitutes a security risk.	Provision of support to threatened (arriving) students and staff. Safe mobility (directing departing students and staff only to countries with a low level of risk).	Carefully monitor the geopolitical situation, provide guidelines and support students and staff.
KEY WEAKNESSES	OBJECTIVES	PROPOSED MEASURES
A lack of comprehensive IT support in setting up the system of microcredentials at UL.	Established system of IT support that will effectively underpin the system of microcredentials at UL.	Establish multiple channels of cooperation among professional departments and improve the flow of information. Upgrade existing systems.
A lack of education and training for doctoral studies mentors.	Career development of doctoral studies mentors.	Organise education and training and the sharing of best practices for doctoral studies mentors.
Lengthy procedure for selecting young researchers.	Simplified procedure for selecting young researchers.	Amend the Rules on Selection and Financing of Young Researchers.
A lack of support for enrolled international students.	Improvements to support for the inclusion of international students through enhanced tutoring.	Promote the active involvement of students in becoming tutors or international student ambassadors at all members.
Few enrolment places for non-EU nationals (on certain programmes).	More enrolment places for non-EU nationals.	Coordinate with UL members regarding objectives relating to international students and international student numbers.
Low recognition of the advantages of mobility for professional staff.	Increased motivation of professional staff to participate in employee mobility.	Implement promotional activities to encourage professional staff towards mobility, dissemination of experiences and best practices of colleagues who have been on mobility.

2. Excellence in science and the arts

Promote excellence in science and the arts, integration in the international environment, an interdisciplinary approach, openness and social relevance

Strategic Objective 2: Top achievements in science and the arts

STRATEGIC ACTIVITIES

1. Upgrade the support environment for scientific and artistic work

SA 1.1 Increase the involvement of specialist services in applications for all types of projects, particularly within international and European Union calls; in ensuring ethics in research; in procedures for hiring key, outstanding staff; in issuing our own publications

❖ *Measure: Coordinate the NOO KRPAN project, which is aimed at strengthening professional support for applications in international calls for research projects*

We coordinated the NOO project KRPAN to strengthen the professional support for applications to centralised European calls, involving the cooperation of the University of Maribor, the University of Primorska, the Jožef Stefan Institute and the Koper Science and Research Centre. In this project we hired additional staff to support writing project applications and ethics in research. In addition to two trainings we conducted two study visits with knowledge transfer and a networking event titled *Green technology, energy and digitalisation for a sustainable future* (more on the activities of the KRPAN project is provided under other measures in this chapter).

❖ *Measure: Provide education and training for professional departments and link research (and other) departments*

As part of the KRPAN project and other Slovenian projects financed from the public call for strengthening professional support in public research organisations in 2023–2026 (NOO), we held various trainings to boost the knowledge of professional staff and researchers in the area of applications and managing European research projects, for instance writing applications to Horizon Europe and for describing the impact in applications. With the financial assistance of the UL Development Fund we funded additional training, such as for the use of AI in writing project applications, for applying to Horizon Europe calls for Marie Skłodowska-Curie postdoctoral fellowships and for applications in ERC calls. Alongside researchers, these trainings were attended by staff in research offices for administrative and professional support for researchers in applying for and managing research projects.

❖ *Measure: Carry out events for professional departments – transfer of best practices*

To enhance the links among research departments and exchange best practices, we held two consultations for research departments, at which the representatives of the central research office presented the latest developments, while various members shared their best practices in applying for and managing research projects and programmes.

Under the NOO project KRPAN, we also took part in a meeting of the consortium, where we exchanged best practices in the area of professional support for European research projects, with emphasis on managing consortium projects and administrative support for those applying in coordination and cooperation in a consortium project.

With the aim of boosting cooperation and coordination of unresolved issues we held meetings of professional departments responsible for young researchers.

❖ *Measure: Conduct an analysis and consultation on ethics in research*

Within the newly established unit for ethics and integrity in research, we drafted a questionnaire on implementing the code of ethics for researchers and the ethical aspects of research at UL, which in the coming year we will send out to researchers, and on receiving responses we will provide an analysis of this area.

❖ *Measure: Provide education and training on ethics in research (and promote the work of ethics committees in research among members)*

Activities will continue in the next year through trainings for doctoral researchers at the start of their careers on research ethics and integrity, along with the drafting of guidelines for researchers at the start of their careers on ethical conduct in scientific publishing.

❖ *Measure: Provide general education for doctoral students to pursue successful research and publishing work (project applications, writing articles and so forth)*

We held several trainings, events and workshops for doctoral students to acquire generic knowledge that will be important in expanding research competencies for their further careers. One event we carried out was a modular training on *Intellectual property, impact and entrepreneurship*, which offered doctoral students the opportunity to immerse themselves deeply in the world of intellectual property, the commercialisation of research, generation of impact and strategic collaboration with the business sector. They also had the option of selecting courses in the field of artificial intelligence. We held several events on handling and management of research data, ethics and open publishing, and creativity in solving problems, and together with the National University Library (NUK), we gave a presentation of library collections and services for doctoral students. In cooperation with the University of Graz and University of Rijeka we organised a doctoral conference entitled *Artificial Intelligence in the Academic World*. In addition to this a number of workshops were held for researchers at the start of their careers.

❖ *Measure: Establish a Centre for Advanced Studies and a means of obtaining scholarships for postdoctoral students from the Western Balkans who might be potential employment candidates*

We set up a Centre for Advanced Studies that will function across the University as a single entry point for doctoral and postdoctoral researchers. The Centre will link together postdoctoral researchers at UL and postdoctoral researchers at universities of the Rector's Forum of Southeast Europe and the Western Balkans. The Centre for Advanced Studies is included in the Southeast Europe network of centres for advanced studies, which is coordinated by the University of Rijeka and which includes centres operating at the universities of Rijeka, Belgrade, Montenegro, Skopje, Sarajevo, Tirana, Ljubljana and Hasan Prishtina. The network will strive to boost the scholarship funds for postdoctoral students from the Western Balkans region.

❖ *Measure: Expand the publishing operations of the Založba UL publishing house*

As part of the publishing activities associated with the name Založba UL (University of Ljubljana Press), in 2024 we issued 148 monographs, thereby exceeding the strategic indicator for 2024, which was 125 monographs published under Založba UL.

Of these publications:

- 60 were only e-books (open-access);
- 62 were in both print and e-book versions (open-access);

- 9 were only in print versions;
- 17 were updated reprints of printed publications.

At individual members an additional 108 original monographs were published under the UL member names and 32 reprints published under member names in 2024.

This gave a total of 288 publications of all types in 2024, of which 60% were open-access. In addition to this we issued 56 international scientific journals (139 volumes) at all UL members, of which:

- all journals were published as open-access;
- 70% of all the journals were indexed in the bibliographic databases Scopus or Web of Science (WOS);
- a total of 1,418 articles were published;
- 34 journals were published under the Založba UL name;
- 32 journals published articles on the joint portal Založba UL Journals, meaning we exceeded the strategic indicator of success for 2024, which was 30 active journals on the joint portal. The portal has all the metadata required by ARIS properly arranged, along with an action plan for open science. Last year the Založba UL Journals portal recorded 320,000 visits, which was 35% higher than the previous year.

Through its successful registration in a wide variety of international bibliography databases and publishing associations, and with its presence at the Slovenian Book Fair, UL boosted the reputation of the University of Ljubljana Press brand both in Slovenia and internationally.

SA 1.2: Provide appropriate systemic, professional and technological support in obtaining, storing, managing and accessing data and publications

❖ *Measure: Generate an analysis of the situation and an action plan for the area of access to data and publications*

We formulated a questionnaire for the purpose of analysing the handling of research data at UL. We intend to use the findings in the analysis to set up appropriate support for handling research data at UL.

We drew up an action plan, i.e. a plan for adaptations at UL in line with the principles of open science, which is also a requirement for UL under the recovery and resilience project SPOZNAJ (Support for the Introduction of Open Science Principles in Slovenia).

Under the SPOZNAJ project we provided support for higher education teachers, researchers and doctoral students in handling research data, including a plan of handling research data, and for open-access publishing, and we encouraged participation at open science trainings. We held 31 events involving presentations of open-access publishing and/or handling research data for the FAIR (Findable, Accessible, Interoperable, Reusable) principles and, where possible, open-access data.

We provided a basic analysis of the situation, needs and possibilities for implementing online training for incorporating the FAIR principles and handling open research data for the requirements of public research organisations, and set up a pilot online classroom for FAIR principles and handling open research data, including an online entry page.

We promoted the international Research Data Alliance (RDA) in the Slovenian research community via the online subpage of the RDA hub, other networks and through presentations at events such as *Open Science Days* and the workshop *Infrastructure for Open Science*. In addition to this, efforts were made to increase international involvement, including through the planning of full membership of Slovenia in the RDA in the coming year. The national hub (for

the RDA), managed by the UL Social Science Data Archive (ADP), also participated in consultations on open science terminology, establishing the criteria for trustworthy repositories and in cooperation with publishers to establish policies for research data citations.

Via the Digital Europe project Genomic Data Infrastructure (GDI), which stems from the 1+MG initiative, we are involved in setting up the national data repository of Slovenian genomic data. The project is funded 50% by the European Commission and 50% by the Higher Education Ministry (MVZI). As part of this project we are building a unified, sustainable and secure infrastructure for storing Slovenian genomic data (a repository) and access to the data (hub). The aim is for each country to set up their own national repository that will enable the secure exchange of human genomic data, taking into account the ethical, legal and social parameters (ELSI) and the GDPR.

At UL MF we put in place an information system for gathering metadata on sequenced samples of human genomes and a bioinformation pipeline that enables the conversion of raw data on human genomes. A secure user portal that links the Slovenian hub with other European hubs was test started with the use of synthetic genome data. A proposed circulation of genome data under the FAIR principles was formulated. The genomes of healthy volunteers under the Digital Europe's Genome of Europe project will serve as a use case for testing the national data repository. Genome of Europe.

SA 1.3: Introduce new systemic solutions in interdisciplinary and open research

❖ *Measure: Include the requirements for open-access to results in young researcher, Programme Groups and other calls*

We included in the Rules on stable financing of research implementing provisions in accordance with the Decree on implementation of scientific research that align with the principles of open science, which are binding for recipients of stable financing through UL internal calls.

❖ *Measure: Upgrade the platform for notifying researchers at UL concerning open research and the training programme*

We provided basic information about open science via the UL website, and we will expand this in the form of a platform for informing researchers at UL regarding open research and targeted training.

❖ *Measure: Implement additional incentives for programmes/projects that involve multiple members*

We successfully concluded the first phase of the internal call for financing large interdisciplinary projects at UL that are funded from stable financing resources. Out of 19 applications received we approved 10 proposals for financing of the preparatory phase. The main aim of this call was to select large, internationally impactful interdisciplinary projects at UL, where in the coming year the second phase will be implemented, involving the selection of four large interdisciplinary projects.

We also published an internal UL Development Fund (RSUL) call for preparatory/research projects to set up interdisciplinary research groups whose aim will be to promote interdisciplinary linking between different UL members and researchers, to find answers to complex global social challenges, and to prepare project applications for calls under the Horizon Europe programme for research and innovation.

- ❖ *Measure: Organise linking events between members and other research institutes for greater interdisciplinarity*

Under the KRPAN project we organised a network and linking event for new joint project applications in calls from European centralised programmes on the topic *Green technology, energy and digitalisation for a sustainable future*. At the event, researchers from Slovenian and foreign universities, research organisations and companies from 13 other countries came together to draw up new applications for interdisciplinary research projects. The event was an ideal opportunity for mutual interdisciplinary linking of researchers from various UL members.

SA 1.4: Intensify the activity of members in the area of mechanisms aiming to improve UL's international rankings in all areas of sciences and the arts

- ❖ *Measure: Monitor and analyse rankings on the QS, THE SDG and ARWU scales*

We regularly monitored and analysed UL rankings on international scales, and with the aim of improving the ranking on THE WUR scale we started actively encouraging UL researchers and teachers to complete the questionnaires that the representatives of the scales send out for the purpose of ranking universities (such as questionnaires on the reputation of an institution). We also created a list of contacts of the representatives of foreign universities and partner networks, to whom we sent a request for consent to receive a questionnaire from QS World University Rankings, with the aim of increasing their response in completing the questionnaire in their connection with UL. We also communicated regularly on the UL website regarding the achievements of UL on international rankings.

- ❖ *Measure: Devise a strategy for improved ranking*

We generated an overview of indicators and methodologies used for ranking universities by the scales QS Sustainability and THE Impact.

2. Increase financing for scientific and artistic endeavours

SA 2.1: Systemically provide funds for research, development and innovation activities at all members, with an emphasis on the principles of open science and responsible research. Set up a reward system for the most successful researchers at all members

- ❖ *Measure: Implement the Rules on double pay for researchers*

We adopted the Rules on the salaries of researchers working on fixed-term projects based on special projects of national significance and special contracts, which enable researchers who work on Horizon Europe projects and identical reference national projects to earn higher salaries than those specified by the public sector salary system.

- ❖ *Measure: Implement incentives in the UL Development Fund for outstanding achievements*

In the context of the Development Fund we published a call for cofinancing activities to support internationalisation in the area of research excellence. The purpose of the internal call is to upgrade and incentivise research and development activities and the internationalisation of research.

SA 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

- ❖ *Measure: Set up a system for including young people in research while they are studying; searching for talent; working with talented people*

At the end of the year we published guidelines for working with students who are capable of and want more. The guidelines include proposals for the early inclusion of young people in research, strategies for recognising talented individuals and various forms of support for talented students during their studies. These proposals will then be revised and implemented through the action plan in 2025. For more on these activities go to chapter 4, SA 3.2.

- ❖ *Measure: Calls for initial research projects*

As part of the internal call for research programmes we selected nine new start-up programmes aimed at researchers at the beginning of their careers. We implemented the first phase of the call for Large Interdisciplinary Projects. With development pillar funds for stable financing of scientific research we funded the preparatory phase of 10 large interdisciplinary strategic projects.

SA 2.3: Establish systemic support for researchers' sabbatical year

- ❖ *Measure: Draft Rules modelled on the sabbatical year rules for higher education teachers*
- We began a revision of the existing UL Rules on Sabbatical Years.

SA 2.4: Ensure the operation of a system of open science at UL, including as part of its own publishing activity and by participating in the setup of new data centres within Slovenia

- ❖ *Measure: Draw up and implement an action plan and participate in setting up data centres*

We drafted an adaptation plan for ensuring the functioning of the system of open science at UL, incorporating the further development of the UL Repository, cooperation in setting up two data centres on the national level and further development of the infrastructure for publishing activities at UL. As part of the *SPOZNAJ* project we adapted our operations to align with the principles of open science, we carried out 31 trainings on various aspects of open science and employed five data advisers. Under the national Open Science Action Plan we set up a pilot online training for FAIR handling of research data.

UL members encouraged the participation of higher education teachers and associates, researchers, doctoral students, data advisers and librarians in the open science trainings. The most important topics for the dissemination of information and trainings were the provisions of the sources of financing regarding open science, handling research data in accordance with the FAIR principles, drawing up a plan for handling research data, storing and accessibility of research data via repositories and open publishing. After familiarisation with the setting up of the national Open Science Monitor under the Open Science Action Plan, UL members began the systematic process of *creating the COBISS record – entry in dCOBISS – storage in the UL Repository*, which will facilitate the proper display of openness of works with typologies 1 and 2 on the Open Science Monitor.

SA 2.5: Obtain systemic financing of information sources and equipment

❖ Measure: Review the current state, define new sources of finance

We reviewed the situation regarding the financing of information sources at UL members and agreed on a new method of cost-sharing for consortium journals from the publishers Elsevier, Wiley, SAGE and Taylor&Francis for 2025 among UL members.

Within the framework of the Slovenian Rectors' Conference (RKRS) we submitted an initiative to ARIS for the urgent increasing of funds to purchase and use international scientific literature for the 2022-2027 period, in an amount that will ensure for universities 100-percent financing of costs.

UL members made efforts for taking optimal advantage of the financing of information sources and acquiring resources for the needs of study and research. In some cases the purchase of information sources was financed partly from ISF funds.

SA 2.6: Provide an appropriate scope and stability of financing for the protection of intellectual property

❖ Measure: Apply to a project using Cohesion Fund support for promoting knowledge transfer

On 22 December 2023 the Ministry of Higher Education, Science and Innovation (MVZI) published a public call for the support of activities conducted by knowledge transfer offices, within the framework of an operation cofinanced by the Slovenian Government and the European Union from the European Regional Development Fund (ERDF).

Together with its consortium partners the University of Maribor and University of Primorska, UL applied in the public call with its project *Consortium of university offices for upgrading support capacities for knowledge transfer (UNIK@TT)* and was selected. The public call for the allocation of funds is being implemented under the 2021–2027 Programme, Policy objective 1: A more competitive and smarter Europe by promoting innovative and smart economic transformation and regional ICT connectivity; Priority 1: Innovation society of knowledge; specific objective 1.1: Developing and enhancing research and innovation capacities and the uptake of advanced technologies.

❖ Measure: Ensure funding for the operation of the Knowledge Transfer Office (KTO) under the institutional financing pillar (ISF) and secure additional projects

We ensured ISF funds for the operation of the KTO and protection of UL intellectual property. We obtained the project DeepTech Launchpad, by means of which as part of an international partnership we will offer UL researchers in-depth training for high-tech entrepreneurship.

❖ Measure: Boost the activities of the KTO in applications for projects with high technology readiness levels (TRL)

We carried out several individual consultations and offered specific support in applications for EIC and ERC POC projects. We also signed a cooperation agreement with the Vesna fund. Through this cooperation, UL projects will be able to apply as candidates for Vesna funding for the purpose of achieving higher technology readiness, and with the end goal of setting up spin-out companies.

❖ Measure: Increase funds for the development of technologies under the Innovation Fund

We allocated an additional EUR 100,000 for the Innovation Fund (giving a total of EUR 200,000), whereby we additionally supported two projects.

3. Change the way achievements in science and the arts are evaluated

SA 3.2: Position arts research in the Slovenian Research and Innovation Agency (ARIS)

❖ *Measure: Draft a proposal for ARIS to position the arts as a field of research*

We have not yet put this measure in place and will continue with it in the coming year.

SA 3.3: Actively participate in the changing and adapting of quality indicators for research excellence in the international arena

❖ *Measure: Change habilitation procedures with an emphasis on qualitative evaluation – draft concept*

A concept was drafted for the overhaul of habilitation procedures, and the measure awaits implementation in the new term of the habilitation committee. In devising qualitative indicators account will be taken of the already adopted Methodology for Assessing UL Research Programmes and its evaluation.

4. Enhance internationalisation in science and the arts

SA 4.1: Continue with integration into national and international research networks

❖ *Measure: Under the stable financing promote international linking and integration into international projects*

Part of the funds of the Development Pillar for financing scientific research at UL was allocated to the UL Development Fund for the purpose of promoting international research links and for the preparation of outstanding new project applications to European centralised programmes, especially Horizon Europe. To this end we funded the costs of meetings between UL researchers and researchers from our partner universities and institutes, the costs of participation of UL researchers at information days for European calls and other European events important for linking up in new project consortiums, help in writing and expert revision of project applications to raise their excellence. Through UL Development Fund calls we also financed preparatory projects for applications to ERC calls.

We devoted a lot of activities to international linking and applying for new projects, and in this way boosted internationalisation in science. To this end, with the help of individual funds for material costs of scientific research and artistic work (IRD), the Institutional Pillar of Financing (ISF) and other sources we enhanced support for project offices and provided financial and logistical support. We encouraged younger researchers to pursue active and concerted inclusion in international research networks through COST actions that would be compatible with their research field. To this end we also organised two COST events.

❖ *Measure: Enhance research collaboration within partner universities of the EUTOPIA Alliance*

The EUTOPIA Alliance offers researchers the chance to increase the impact of their work and to facilitate synergies through the joint use of research infrastructures, to take advantage of the entire range of the Alliance's research capacities, and to ensure that researchers have the support they need to establish themselves in the research sphere. The Alliance promotes and enables the fulfilment of ideas by creating synergies and empowering researchers, especially those at the start of their professional careers. In September the Alliance held the EUTOPIA

Impact School for doctoral and postdoctoral researchers on the topic of Science Communication, specifically storytelling and presentation techniques. Four researchers from three members came from UL to participate in the training. Two researchers from two UL members were selected for the EUTOPIA Young Leaders Academy. The purpose of that community is to support research exchange and offer training for ambitious researchers from the Alliance at the start of their professional career. Teachers, researchers and students from UL participated in five coordinated and 21 connected learning communities and two coordinated and nine integrated learning communities. We selected a new EUTOPIA connected community, Maintaining International Peace and Security.

The EUTOPIA Alliance also promotes joint applications of research projects to centralised European projects under EUTOPIA_HEALTH. To improve the synergies between research and innovation offices of university members of the EUTOPIA Alliance and to strengthen the research dimensions, EUTOPIA set up a network of professional services that was established as a pilot scheme under the EUTOPIA-TRAIN project and that provides high-quality support in the area of research and innovation, and promotes cooperation among EUTOPIA partners. These initiatives promote links between researchers from different disciplines.

❖ *Measure: Implement a 'Welcome Service' for new international researchers*

We posted on the UL website updated procedures required prior to the employment of international researchers, i.e. foreign citizens. Together with the Ljubljana Administrative Unit, at which we submit most of our applications for permits, we continued to optimise the process of obtaining permits for foreign researchers.

As part of the project EUTOPIA_HEALTH we created a web portal for researchers that simplifies the legal complexities by ensuring adapted and easily accessible legal information and eases the entire cross-border procedure for employees and employers. The portal, which was developed under the aegis of UL, is a groundbreaking platform intended to link together ten of the leading universities across Europe. Using innovative technology it successfully deals with complex administrative challenges, such as tax issues, visas and social security insurance, and in this way facilitates the free movement of university employees and students across borders. The Mobility portal enables ambitious individuals and universities to cooperate with international partners, and strengthens inclusion and links among the academic community.

OTHER ACTIVITIES

In 2024 we published 3,774 articles on WoS, which is 346 more articles than in the previous year.

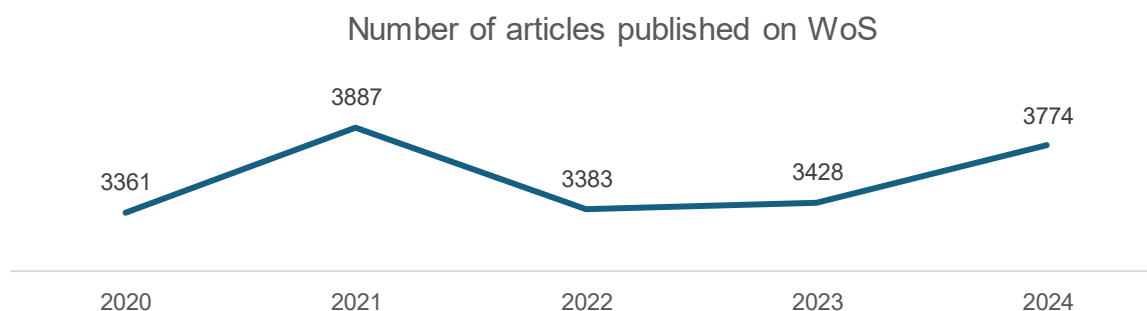


Figure 12: Articles published on WoS (source: WoS)

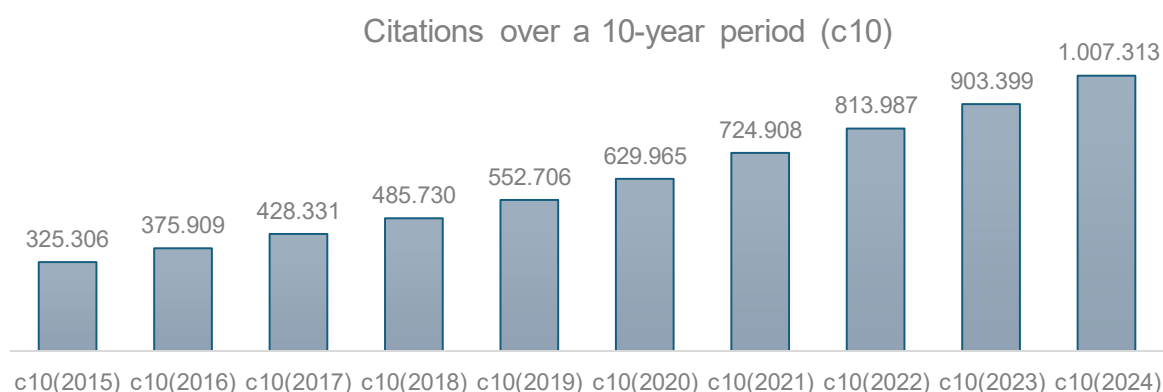


Figure 13: Citations over a 10-year period (c10)

In the area of research and cooperation on projects, the members implemented a number of strategic (e.g. applications to calls) and operational measures (e.g. implementing projects, organisation of internal scientific meetings, workshops and conferences) to boost scientific and artistic activities. Activities were oriented towards international links and applications in international research calls, such as Horizon Europe, and internal UL calls and ARIS calls. The arts academies also devoted attention to international calls such as Creative Europe. The members are focused on establishing a coordinated and systematic approach to applying for and managing research projects.

In the area of research the members are continuing to establish contacts and cooperation with national contact points for EU programmes, individual ministries and representatives of ARIS. This is enabling a better flow of information and is contributing to the more effective handling of challenges in heading projects. In addition to this the members are boosting the internal links of researchers among different departments and laboratories, which is encouraging interdisciplinary cooperation. With the aim of interdisciplinary research, in 2024 the members also boosted the research infrastructure through the purchase of new equipment.

Researchers were regularly encouraged to participate in networking and informative events that enhance collaboration with commercial companies and other academic and non-academic institutions, and to pursue cooperation with established international university networks (such as EUTOPIA). Special emphasis was placed on expert support for researchers in their scientific research and on promoting the internationalisation of research activities. Some members enhanced this support through new hiring, and enabled the additional professional development of expert staff.

UL members actively set about the promotion of research in the domestic and international environments, organising their efforts for various activities such as promotion on social networks and member websites, holding promotional events, exhibitions and so forth. To this end some members set up a system of monitoring major scientific achievements.

Participation in European research and development programmes

UL participated in 626 European projects, of which in 111 projects it was the lead organisation (coordinator).

The figure below shows the annual number of projects carried out in the past ten years.

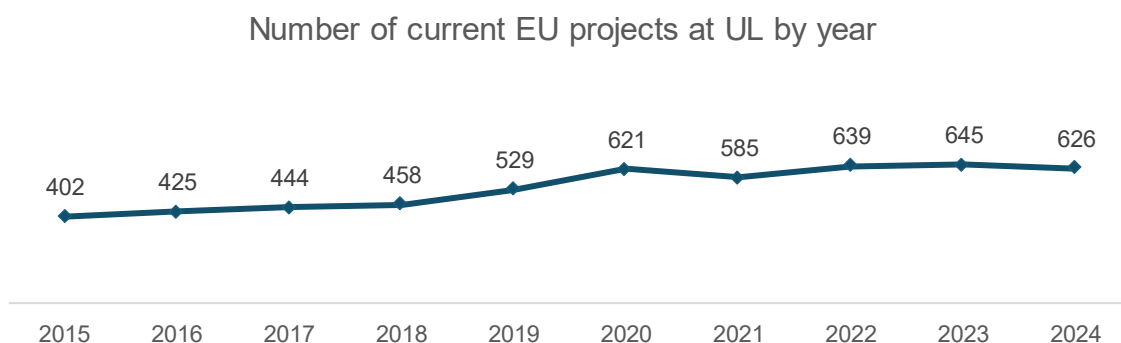


Figure 14: Number of current European projects in the last ten years

We can ascribe the decline in the number of projects to various factors, specifically: a number of projects were concluded, there was a marked drop in the number of applications, since many European calls started limiting their number, and also in the past two years there were a lot of national and internal calls.

Horizon Europe

The Horizon Europe programme supports outstanding projects pursued by scientists, companies and institutions throughout Europe, and it promotes the development of new technologies and innovations that boost the European economy.

We participated in 221 Horizon 2020 and Horizon Europe projects (including projects in which the University of Ljubljana acted as a third party or associated party), including 34 projects in which the University served as the lead organisation with an indicative total funding of around EUR 74.4 million.

In the past year UL researchers secured 45 new projects under the Horizon Europe programme, of which UL is the lead organisation or coordinator on nine projects. The number of applications to European central programmes has fallen considerably (source of data:

Funding and Tenders portal EC), and consequently there are fewer newly secured Horizon Europe projects (in 2023 a total of 58 new projects and 45 in 2024).

The figure below shows the number of projects carried out at members.

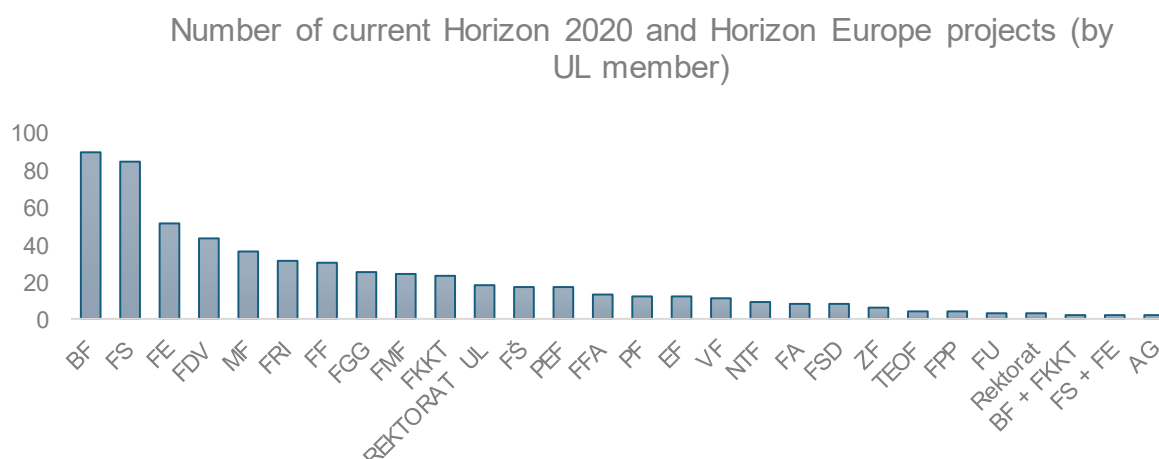


Figure 15: Number of current Horizon 2020 and Horizon Europe projects (by UL member)

The most successful members in securing and leading current projects under the Horizon2020 and Horizon Europe programmes were UL BF (89 projects) and UL FS (84 projects), followed by UL FE (51 projects) and UL FDV (43 projects).

UL obtained 120 projects under other European and international programmes, such as Digital Europe, LIFE, European territorial cooperation (Interreg), the ESA (European Space Agency) and more, of which it was the coordinator on 36.

ERC – European Research Council

UL researchers submitted 22 project applications in ERC calls (7 StG, 7 CoG, 5 AdG and 3 SyG), and we anticipate the results in the coming year. An ERC Proof of Concept project was approved at UL FS with the acronym E-CO-HEAT. There are 11 ERC projects under way, of which UL is acting as lead organisation in eight.

With the support of ARIS financing instruments, approval was given for the funding of three projects under the ERC Perspective call, while funding was also approved for three projects under the ERC New Horizon call. At the same time funding was approved for one project submitted in the ARIS public call for cofinancing adapted research projects as part of the complementary scheme for applications to ERC calls.

Postdoctoral Marie Skłodowska Curie fellowships

We organised a set of activities to support international researchers and UL mentors for applying to the call for MSCA postdoctoral fellowships (MSCA PF) along with a main event, a two-day online workshop titled MSCAPF Masterclass UL. The MSCAPF call is also appealing due to the additional possibilities of funding projects via the ERA Fellowships scheme or the Seal of Excellence. As the host institution UL gained the possibility of funding a total of four projects.

Widening Participation and Strengthening the European Research Area (WIDERA)

We submitted three project applications for two open calls under the WIDERA programme in 2024. The programme and its calls are intended for what is termed widening for countries and are part of the Horizon Europe programme. UL obtained two ERA Chairs coordinator projects, which are being carried out at UL BF (in cooperation with multiple UL members) and at UL FRI.

European territorial cooperation programmes

European territorial cooperation programmes are part of the European Union's Cohesion Policy and promote cross-border, transnational and inter-regional cooperation, and contribute to the coordinated and sustainable development of European regions. We succeeded in obtaining projects under European territorial cooperation, with 33 projects being carried out, of which 23 were newly obtained and UL is the coordinator for eight.

National research projects and programmes

We adopted the Pilot Methodology for Assessing UL Research Programmes and the methodology and criteria for apportioning funds from the development pillar of stable financing for scientific research. Based on these two documents, we successfully carried out two internal calls for assessing research programmes and the selection of new start-up research programmes, and an internal call for financing large interdisciplinary projects.

We organised two major consultations on the topic of Stable Financing for Scientific Research, at which we presented to members the pilot methodology and business instructions for implementing the Scientific Research and Innovation Activities Act (ZZrID) at UL this year.

Research programmes

We carried out 194 programmes and four start-up programmes. With the adoption of the Pilot Methodology for Assessing UL Research Programmes, UL has set up an independent system for assessing research, based on modern international principles of qualitative assessment with independent international experts. Under the adopted methodology we made an assessment of 50 research programmes in the domain of the European Research Council (ERC) panel for the fields of social sciences and the humanities. Under the call for financing new start-up programmes for all ERC fields, out of 19 proposals received, six new programmes were approved.

Infrastructure programmes

Within the network of research and infrastructure centres (MRIC) we provide IT and communications services necessary for supporting the work of all UL researchers. These services include support for the common communication network UL Metulj, support for technological infrastructure including common databases, a directory of users for joint applications, common communications with postal services, common websites, a document system and similar information technology services. We ensure high availability, throughput and the openness and security of the information and communication infrastructure that researchers need in their work. Researchers can make use of licences and access to expanded software. We carried out a series of joint public orders for expanded software needed in research.

Research equipment

We apportioned the funds for cofinancing the purchase of research equipment based on approved applications under the ARIS call Package 21 and 22. From these funds UL contributed at most half of its own financing on the application and at the same time at most 30% of the purchase value of the equipment applied for.

Research projects

We coordinated public calls and appeals from ARIS, including a new public call for cofinancing Gravitation. In the public calls we obtained 105 new ARIS projects.

Special national projects (financed through ARIS) and projects under joint public transnational calls

We also implemented three projects of European centres of excellence, financed 50% by the Higher Education Ministry and 50% by the European High-Performance Computing Joint Undertaking:

- Project EuroCC 2: For EuroCC 2 we conducted four workshops and one seminar, we compiled (part of) the documentation for the Supercomputer Manual (<https://doc.sling.si/hpc-guide/02-computer-architecture/01-flynn-taxonomy/01-flynn-taxonomy/>), distributed a questionnaire for medium-sized and small companies (and determined in 2025 that this does not serve us, since no one wants to complete the surveys) and explored the educational possibilities with the new computer architectures.
- Excellerat P2: Under this project we performed the optimisation of code and the transition to the HPC infrastructure, where the first tests are being conducted on the Vega supercomputer. We implemented parallel algorithms for tracking magnetic forces and beams, but the initial results point to insufficient scalability, so the emphasis is on improving parallelisation. In addition to optimising computing methods, they also improve physical models, including more precise tracking of charged particles and realistic simulation of the interactions of plasma with materials. The upgrades will contribute to the development of highly precise simulations for fusion reactors and optimisation of future energy systems.
- Plasma PEPSC: We performed an assessment and review of the scientific challenges of BIT1 code, with special attention focused on improving the modelling of particle collision with the new DCSM collision operator. Together with KTH we integrated the functions of particle shifting, using a combination of MPI+OpenMP and MPI+OpenACC, and analysed the communication patterns, which led to the decision for a dynamic distribution of load. We studied various I/O libraries and optimised recording by means of openPMD and ADIOS2. Alongside the technical improvements we developed the SIMPIC particle-in-cell code for the CPU and GPU and organised a computer camp at UL, and at the same time contributed to scientific publications and the dissemination of results.

Under the recovery and resilience (NOO) measure Mobility we implemented five approved projects:

- Project Integrating biodiversity conservation into food systems through innovative agri-food initiatives, headed at the Biotechnical Faculty by Asst. Prof. Dr Tanja Šumrada: We concluded research on the factors influencing the success of integrating nature protection goals into agricultural policy in new EU Member States (WP1), and analysed the preferences of farmers regarding the implementation of nature-friendly farming practices in the measure that will be conducted on the level of the individual farm holding (WP2). The results of this trial enabled us to model various scenarios for a cost-effective basis for such agri-environmental measure.
- Project Soft matter composite reconfigurable metaphotonic crystals, headed at the Faculty of Mathematics and Physics by Dr Urban Mur: We developed or improved computer code for non-linear optimisation of the design of the basic cell of photonic crystals and for the relaxation of liquid crystal in the presence of electric potential. Through their use we calculated the optimal geometry of basic photonic crystal cells, which have the potential to attain topological states with the use of materials and experimental techniques that are available in the research group, i.e. printing liquid crystal drops and polymerisation of liquid crystals and in combination with 3D printed polymer structures. We took part in two conferences.
- Project Neighbourhood Collective Action and Social Innovation for Resilient Cities in East Asia and Europe, headed at the Faculty of Arts by Assoc. Prof. Dr Blaž Križnik: The

research covered theoretical and methodological work, while the field research in Singapore, South Korea and Taiwan was set back to 2025 due to financial uncertainty. We received for review a scientific article on community gardens in Ljubljana as a form of neighbourhood action and social innovation. In line with the commitment to promote open science, the conducting and interim results of the research were presented in the project blog and in interim reports published in RUL. The project head participated regularly in scientific and professional events, and with the aim of reintegration into the domestic research environment regularly took part in professional trainings.

- Project Controlling the susceptibility of biological cells to pulsed electric field treatment by using ion channel modulators, headed at the Faculty of Electrical Engineering by Dr Lea Rems: We published as yet unpublished results obtained as part of the previous project MSCA-IF EPmIC. We continued research on the effect of electroporation on the electrophysiological response of biological cells. We also studied the effect of various parameters of electric pulses in terms of changes in the action potentials in excitable HEK cells and in cardiomyocytes in in vitro culture.
- Project Maximising plant and animal population persistence in an increasingly stochastic world, headed at the Biotechnical Faculty by Dr Maja Kajin: Within the general objective of the MaxPersist project – to understand how anthropogenic changes are squeezing plant and animal species out of their optimum for life – we perfected the definition of a new theoretical tool for a better understanding of the changes to the strategies of the life history of natural populations by means of high-quality demographic data. We developed a new method, called S-elasticity, which quantifies the effect of the second order on population growth and improves our understanding of the optimal values of survival. The scientific article, which presents the method, is planned to be submitted for publication in the journal *Ecology* in the first half of 2025.

We also carried out two coordinator programmes, which we successfully obtained under the public call for cofinancing longer-term large research and innovation collaborative programmes on the scale TRL 3-6 (NOO), specifically:

- Project Adaptable processing of natural language using Large Language Models (Slovenian acronym PoVeJMo), headed by UL FRI: Activities of the project were conducted in all six R&D programmes of the project in line with the work programme. We arranged all the legal requirements, protocols for safe storage and the website (<https://povejmo.si/>) for collecting and processing textual material in Slovenian, which we use for adapting large language models (LLM) for Slovenian. We created several training sets for adapting LLM, especially crowds for adapting the general LLM GaMS-Instruct-GEN, of which we also offered the public the current version for trial (GaMS-1B-Chat) on the website <https://povejmo.si/klepet/>. Parallel to this and in cooperation with the development of LLM GaMS was the development of specialised language models adapted to dedicated use (museum use, cultural heritage, translation model between antique and modern Slovenian, medicine, human-machine communication in industrial environments and so forth) and research in the area of optimising models for use on less powerful hardware. The researchers took part in several expert discussions and were active in the dissemination of project activities and communication with the public.
- Project Hybrid technologies of factories of the future for the green transition (acronym GREENTECH), headed by UL FS: Under the research programme GREENTECH an important advance was made in 2024 in support for the Slovenian economy's green transition. Research focused on artificial intelligence, laser technologies, robotic systems and energy-efficient solutions, where we developed a methodology for accelerating the development of products and implemented the concept of a digital twin of the modular production system. Key achievements include the development of a deep autoencoder for detection of surface anomalies, flexible laser source and algorithms for 3D-printing

and optimising of microprocessing. The project makes a significant contribution to the digital and green transformation of the Slovenian economy, where the Faculty of Mechanical Engineering remains a key player in the development of innovative technological solutions.

UL also participated in the Horizon Europe project MSCA Cofund entitled SMASH – Machine Learning for Sciences and Humanities, coordinated by the University of Nova Gorica. The project, which enables the financing of postdoctoral projects pursued by foreign researchers in the field of using machine learning in scientific research, is cofinanced by the European implementing agency for research and Cohesion funds via the Slovenian Ministry of Higher Education, Science and Innovation.

We also carried out two projects in which UL is participating as a partner:

- Project Development of resistant chemical storage of energy through hydrogen and batteries, with the acronym HyBReED, headed by the National Institute of Chemistry, and UL FS has the role of partner: The HyBReED programme focuses on the development of sustainable solutions in hydrogen technologies, battery systems and industrial transition. Analyses were made of the life cycle to assess the environmental sustainability of energy systems, along with research of advanced solid state battery systems. We developed an electrochemical model of battery cells that enables the optimisation of their capacities and life span. The HyBReED project is making a significant contribution to the objectives of the European Green Deal and to the strategy of sustainable industrial transition.
- Project Digital transformation of robotic factories of the future, with the acronym DIGITOP, headed by the Jožef Stefan Institute, with UL FE acting as a partner: Under the DIGITOP project we reviewed the methods of artificial intelligence and conducted research for the automated modelling of energy consumption and the formalisation of operator skills. The formalisation of operator skills included testing and selecting appropriate solutions, including soft logic, decision trees and graphs of knowledge, while in energy consumption key elements were filtering and predicting data and implementation of simulation models. In the use of the digital twin for the purpose of robot safety we implemented and verified on the robot the properties of the experimental system with four ToF sensors. An innovation for the reconfigurable grapple was the dedicated grapple finger pads with adjustable grapple surfaces, while a robot arm was integrated into the mobile platform, a power delivery system was developed and the safety and reliability of operation were verified.

Young researchers

We published three calls for young researchers, offering 118 positions. By the end of the year, out of 99 selected candidates we employed 90, of whom 42 were female and 48 were male young researchers.

We conducted two calls for outstanding mentors. A total of 53 mentors applied in the call. The committee for the selection of outstanding mentors, composed of members of the UL Global Network (SMUL) and other research institutions, selected 20 outstanding mentors from the two calls.

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

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

Establishing an independent system for assessing research, based on the modern international principles of qualitative assessment with independent international experts. Evaluation of existing research programmes and financing of start-up programmes intended for young researchers. The new system of assessment will help UL coordinate the practices of evaluating research with the modern principles of responsible evaluation of research, which will ensure fairer and more rational acknowledgement of scientific and artistic contributions.

Implementation of the first stage of the call for large interdisciplinary projects at UL. The aim is to select large, internationally groundbreaking interdisciplinary projects at UL. Another purpose is better linking of UL members in the research domain with the aim of enhancing research excellence throughout UL.

KEY THREATS	OBJECTIVES	PROPOSED MEASURES
Insufficient promotion of arts activities and of UL itself as a partner/leader of artistic production at Banka Slovenije's Mala Galerija.	Inform the (general) public about the working and production of UL students.	Strengthen appearance/information via UL promotional channels; links with other institutions and partnerships.
KEY WEAKNESSES	OBJECTIVES	PROPOSED MEASURES
A lack of specialised legal capacities for the needs of national and European projects, which represents a threat of poor representation of UL interests in contracts.	Specialised legal support for the research and international areas.	Employment of a qualified lawyer specialised in the research and international spheres to provide support both for Rectorate and member departments.
Deficient internal information system for planning, reporting and monitoring stable financing funds.	An internal system designed for planning, reporting and monitoring stable financing funds for research.	Supplement the internal rules and establish an information system for stable financing.
Fragmented and deficient databases on projects and all activities of researchers in the research and innovation sphere.	Design of an information system with all data on research and innovation activities at UL.	Draw up a data plan and set up an information system for the research sphere in connection with already existing internal data systems.

3. Transfer of knowledge and art

Enhance support for the transfer of knowledge and the arts into all aspects of public life

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

STRATEGIC ACTIVITIES

1. Upgrade support processes in the joint services at UL

SA 1.1: Establish a joint service at UL for transfer of artistic achievements

- ❖ *Measure: Arrange the gallery and museum part with the aim of transferring artistic achievements*

We stepped up the UL Gallery exhibition programme and organised five substantively distinct exhibitions, and in this way ensured the continuous presentation of artistic activities at UL. We successfully implemented 24 (co-)financed projects under the fourth internal call for the allocation of funds from the UL Fund for the Arts in the amount of EUR 65,040. We continued the project to set up courses and works of art from our history in the premises of the Rectorate, and in this way provided a more visible presentation to visitors. We also set up a working group, the Council for the Arts, for the professional implementation of the project.

- ❖ *Measure: Set up a common repository for audiovisual achievements (including channels of members operating at UL)*

The measure remains at the proposal stage and is included in the new work programme. UL members arrange and regularly update archives and repositories of audio and video recordings and photographs of events, in this way providing for the presence and better recognition of UL in the public and for the promotion of UL activities.

- ❖ *Measure: Make an inventory of movable cultural heritage at members*

We provided funding and started an inventory of cultural heritage at UL members, and started compiling records, which will be followed by digitalisation and entry in a register. UL members arrange inventories of movable cultural heritage.

- ❖ *Measure: Arrange material copyrights in the area of the arts*

We started examining the possibility of a standardised arrangement of material rights regarding the arts, since all the material rights to works created in the educational process at UL are held by UL. In the coming year the Council for the Arts will start drawing up guidelines for arranging this area.

UL members draw up documentation for arranging the material rights in the area of the arts.

SA 1.2: Legal, communicational and organisational support for the transfer of knowledge and the arts (in lifelong learning programmes at the UL members and elsewhere)

❖ *Measure: Offering support for patent applications*

We submitted 32 patent applications (of which 11 for new inventions).

❖ *Measure: Design education and training for HUD innovations (in the areas of the humanities, the arts, social sciences and sports)*

As part of the festival UNI.MINDS we carried out practical training on the topic of development of innovations in the area of HUD with the help of distinguished guests from abroad and presented this year's beneficiaries of the HUD Fund to illustrate best practices.

2. Proactively seek strategic partnerships for the transfer of knowledge and the arts

SA 2.1: Proactively seek strategic partnerships with commercial, non-profit and public organisations (Slovenian/foreign companies, cultural institutions and associations)

❖ *Measure: Establish new and formalise existing cooperation with national institutions in the area of the arts and culture*

We did not implement the measure on the formal level, so in the coming year we will continue to formalise cooperation with national institutions in the area of the arts and culture.

UL members proactively sought strategic partnerships and signed agreements with 10 Slovenian arts and culture institutions and also with 149 foreign institutions.

❖ *Measure: Sign an agreement on broader cooperation between UL and the City of Ljubljana, and annexes with cultural and arts institutions under the aegis of the City of Ljubljana*

We have not yet put this measure in place and will continue with it in the coming year.

❖ *Measure: Design a programme scheme for cooperation with institutions with which a cooperation agreement has been signed*

We have not yet put this measure in place and will continue with it in the coming year. UL members are designing programme schemes for cooperation with institutions with which they have signed cooperation agreements.

❖ *Measure: Cooperate with foreign non-profit and public partners (within the EUTOPIA Alliance, ELIA network and the Rector's Forum for Southeast Europe and the Western Balkans)*

Within the Western Balkans network we actively continued establishing cooperation in the area of artistic projects, the art doctorate and artistic research with the University of Arts in Belgrade, the University of Zagreb and we newly established cooperation with the University of Sts Cyril and Methodius in Skopje. We also boosted our participation in events within the ELIA network. UL members signed new cooperation agreements within the ELIA network and the Rector's Forum for Southeast Europe and the Western Balkans.

❖ *Measure: Establish cooperation with institutions and commercial companies that fund development projects in the area of the arts*

We enhanced the existing cooperation with institutions that fund projects in the area of the arts. We continued our successful cooperation with Banka Slovenije in the joint project Mala Galerija (Little Gallery) and staged eight exhibitions. We boosted cooperation with the City of Ljubljana, specifically for the Bobri and June festivals in the city, as part of which for the second time we

carried out the event UL Day for Art. UL members established cooperation with institutions and commercial companies that fund development projects in the area of the arts.

❖ *Measure: Provide enhanced promotion for EUTOPIA*

We continued the presentation of international activities of UL at members, with special emphasis on presenting the EUTOPIA Alliance, featuring examples of best practices and links between academic and professional staff of partner universities in the Alliance.

We encouraged members to link up primarily with EUTOPIA member universities in all international activities, and we prioritised the accessibility of funds in organising support for such linking.

We regularly included invitations and reports on the activities of the EUTOPIA Alliance in the monthly online UL newsletter, E-Univerzitetnik, in which we established a new column specifically for such news: International cooperation and exchanges. At least once a week we also devoted space on social networks for news. We regularly notified the PR collegium about EUTOPIA activities.

SA 2.2: 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

❖ *Measure: Review knowledge transfer activities by member*

Through active identification and visits to members we increased the number of disclosed inventions in the office, with a total of 22 disclosures (seven more than in the previous year).

❖ *Measure: Exchange best practices among members*

We organised two events entitled *Cup of Knowledge*, aimed at sharing success stories in the area of knowledge transfer within and among members.

❖ *Measure: Organise meetings with the business sector (knowledge transfer, obtaining donor funding for funds, joint research)*

We organised the first donor dinner for partners from the business sector. We held what was the fifth festival of [UNL.MINDS](#), which is aimed at strengthening cooperation between the academic sphere and the business sector.

SA 2.3: 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

❖ *Measure: Review calls and applications for EU projects at the EIC (European Innovation Council) and EIT (European Institute of Innovation and Technology)*

We obtained four EIC projects.

3. Communicate achievements in science and the arts to the target audiences

SA 3.1: Offer support for researchers in science and the arts in communicating the results of their work: professional and popular publications and events intended for the general public

- ❖ *Measure: Promote the achievements of teachers and researchers in terms of their wider social impact, and verify the possibility of introducing a sustainable operation certificate.*

We joined in the promotion of research and educational achievements with social impact, especially those that support the vision of transition to a sustainable society. To this end we designed the Food for Thought Festival, which covers a series of interdisciplinary events devoted to addressing current social challenges related to sustainability. During the first implementation of the festival we focused on addressing sustainable food systems, and supported this topic by organising events of various formats, which included round tables, the Science Slam, Alumniteka and cooking workshops, at which we drew attention to the importance of using local ingredients and pursuing a diet with minimal waste and unused food. Through these events we addressed a variety of stakeholders, from students and researchers to the general public. In carrying out the festival we linked up with the Jožef Stefan Institute and the National Institute of Chemistry.

SA 3.2 Develop the (co-)operation of public relations services at the level of the UL and at members in disseminating achievements in science and the arts

- ❖ *Measure: Set up regular weekly PR-collegiums and plans for publication at UL level*

We maintained monthly collegiums and continued the visits of media houses and other institutions that are of interest to staff working on public relations, such as the agency for social marketing Iz Principa, which operates under the aegis of the DrogArt organisation.

- ❖ *Measure: Strategic planning (together with PR-members) and implementation of communication activities and projects at UL level*

We continued to cooperate closely with members in communicating the achievements of researchers and students and shared important information on UL-wide channels. In cooperation with the City of Ljubljana we enabled the free use of booths in front of the City Hall, at which members could present their work and scientific achievements. We also included the members in the preparation of events and festivals such as the Food for Thought Festival.

- ❖ *Measure: Include alumni in the dissemination of research achievements*

In the four Alumniteka events held, 75% of those speaking were UL researchers who used the conversation to present their current research projects. We also redesigned the monthly newsletter for alumni, which includes coverage of research achievements.

- ❖ *Measure: Select content and proactively establish a dialogue on social media and elsewhere (podcasts)*

We continued the weekly editorial calendar for social networks, in which we place all the current topics of the Rectorate and UL members.

- ❖ *Measure: Implement a new corporate visual image for UL and members*

We continued to implement the new UL visual image for the Rectorate and members. We supplemented the handbook with addenda and annexes, and we published a basic online manual and suggestions for designing posts for social networks in the Canva tool. At the same time a custodianship for the visual image was set up. We also selected a provider for printed materials. We amended the legal acts that specify the form of public documents, certificates and seals. Seals were replaced, as was the sign with inscription in web applications, on websites and social networks, and the flags were replaced in front of the Rectorate and members. We updated the design of emails and the signature editor. We analysed the external signage for the Rectorate and UL members, and confirmed the document for the design of new signage panels.

OTHER ACTIVITIES

Cooperation with the local environment

A total of 1,077 research and development projects were implemented with Slovenian and international entities. The annual value of these projects exceeded EUR 11 million. A total of 931 projects were carried out with Slovenian entities (107 in partnership and 824 on commission), and there were 34 partnership and 112 commission projects with foreign entities. In 2024 we hosted 1,158 visiting specialists from the commercial and non-commercial sectors in the teaching process, along with 568 visiting teachers, associates and researchers from domestic research institutions. For 462 courses at least one visiting expert participated. A total of 236 of our higher education teachers, associates and researchers collaborated with other research institutes.

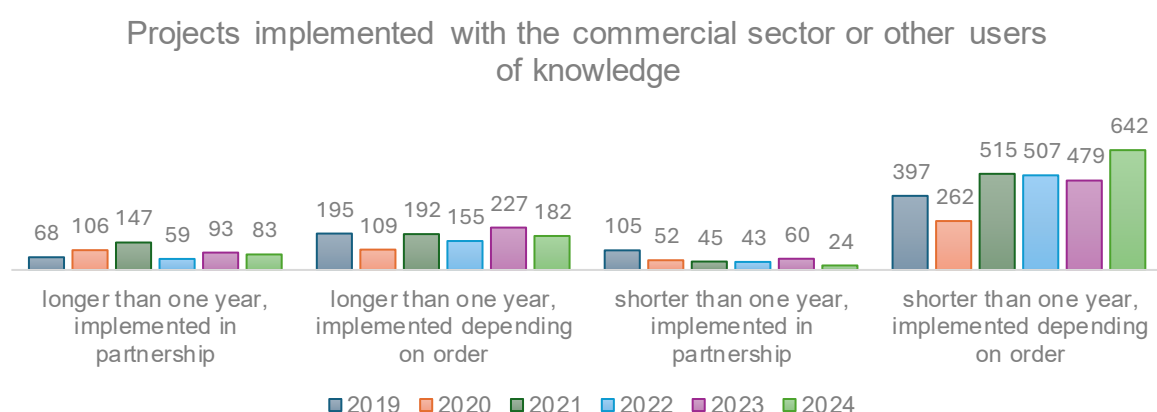


Figure 16: Number of projects implemented with the commercial sector or other users of knowledge (Slovenian entities)

Transfer of the arts into all aspects of public life

We successfully implemented 24 (co-)financed projects under the fourth internal call for the allocation of funds from the UL Fund for the Arts in the amount of EUR 65,040.

As part of the arts activities members carried out 851 events (AV works, workshops, other arts events, filmscreenings, film and television productions, theatre production, guest appearances at festivals in Slovenia and internationally, holding competitions, a concert, conference/symposium/seminar on art, literary events, international art competition, fashion show, other productions, lecture/round table on the arts, exhibitions) and received 175 national and foreign prizes and awards.

kULturnica

With the intention of transferring the arts and culture into all aspects of life in society, for the third year we compiled the e-newsletter kULturnica (12 issues were published). We published various articles covering culture and the arts at UL, visual material and a calendar of arts events. We continued the cooperation with students in the illustration of new vignettes. We upgraded kULturnica and integrated it into the new UL website, thereby making it more accessible to a wider audience. Furthermore we produced the online kULturnica newsletter and enabled subscriptions to it.

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

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

Signing of strategic partnership agreements with Lek and Novartis, thereby strengthening knowledge transfer and cooperation with the local environment.

Setting up a HUD fund to support knowledge transfer in the area of the humanities, the arts and social sciences.

Implementation of the second stage of the Innovation Fund and Securing the Project UNIK@TT (Support for office activities for knowledge transfer), which will contribute to the development and improvement of research and innovation capacities at the University and to knowledge transfer to the business sector, along with increased impact on society.

The UL Gallery contributes to the continuous presentation of artistic works and in this way to the promotion of culture and the arts.

The monthly (e-newsletter) kULturnica contributes significantly to the promotion of the arts and culture at UL.

KEY THREATS	OBJECTIVES	PROPOSED MEASURES
Lengthy procedures related to licence agreements, especially where they involve spin-out companies.	A procedure in place and delineated competences among members and the relevant University office.	A new set of rules adopted for the management of intellectual property.
Modest funds available for the development of artistic activities as a result of the funding exclusively of study programmes.	Increased scope of funds with the inclusion of new sources of finance, and enhancement through additional professional staff for the arts.	Regulate the status of members that operate in the field of artistic creation and research. Place the field of artistic research within ARIS. Systemic inclusion in programmes for (co-)financing national culture as a national institution that brings together the greatest number of broadly-based artists in the country at the pinnacle of national art and culture. Ensure additional professional staff to work in the arts.
KEY WEAKNESSES	OBJECTIVES	PROPOSED MEASURES
Information on activities in the area of knowledge transfer does not reach researchers.	Own database of researchers established.	Upgrade the TULIPAN application.
Inadequate promotion of artistic activities limited to digital options for processing and presentation on the current website and to provision of information only to UL employees.	Ensure the best possible notification of the general public about artistic activities at UL.	Upgrade the e-newsletter kULturnica with the latest digital approaches.

4. Inclusive academic environment

Promote an accessible, inclusive and equal academic 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

SA 1.1: Establish expert coordination for promotion and education pertaining to an inclusive and equal academic environment at UL

❖ *Measure: Draw up a report and analysis of activities of the Student Ombudsman's Office consortium*

The Student Ombudsman produced an annual report and analysis of activities, and reported on activities to the UL Senate.

The Student Ombudsman was approached by students from various members, receiving 39 queries, and also met in person with some students and representatives of members. The questions received related to the regulation of legal status (re-enrolment, recognition of exams, exceptional progress), workplace bullying issues, the search for psychosocial assistance to deal with mental health problems and the search for professional help for students with special needs. The Ombudsman was also approached by school pupils intending to become students and their parents concerning enrolment in a particular member and arranging their status at members. In the second half of the year attention was focused on reframing the Higher Education Act in the area of special needs students. The Ombudsman took part in planning support for members in creating individualised help for students with special needs and special status, and for mobile assistance to higher education professional staff and students.

The psychosocial advisory office offered assistance to students who due to various circumstances found themselves in hardship (e.g. distressing experiences, a wish to reconsider their next steps, the need to face past painful experiences, difficulties attaining goals, difficulty with motivation, issues related to self-image, identity, LGBTIQ+, the desire to improve communication and interpersonal relations). The office operated at five locations, specifically at UL AGRFT, UL PeF, UL FMF, UL ZF and in student halls of residence.

❖ *Measure: Analyse support systems of members for special status students*

We continued the visits to members aimed at analysing existing practices of including students with special needs and special status in the study process.

We set up a new equality and inclusion unit, which brings together support activities in the area of equal opportunities and inclusion. Its operation covers the prevention of violence, harassment and bullying and support for trusted persons, tutoring, support for students with special needs and special status, students who are capable of and want more, and students in socioeconomic hardship. It links up with the work of the Student Ombudsman, the Student Affairs Committee, Psychosocial Advisory Office and with the activities of the working group to implement the Gender Equality Plan. The primary objective is to contribute to the development of a culture of inclusion, tolerance and connection, and to the creation of an open academic community. The key activities of the unit include providing information, monitoring the regulatory framework for the prevention of discriminatory and offensive behaviour, and

promoting practices that help create a more inclusive and tolerant academic space. The unit also pursues activities aimed at the acceptance of diversity at all levels of operation of the University. Its operation contributes significantly to the fulfilment of the University's values of equality, respect and inclusion.

We linked up with the Olympic Committee of Slovenia to promote dual careers and the certificate of Athlete-Friendly Education. We enhanced cooperation with the Slovenian Association of Disabled Students, which had a presence at the Welcome Freshmen event where visitors were shown various forms of disability through simulation games and aids.

❖ *Measure: Update the website with a communication plan related to an academic environment of inclusion and equality*

We continuously updated the UL website on the topic of an inclusive and equal academic environment, under the tab Equality and inclusion, and created content that members could share through their trusted channels of communication.

SA 1.2: Implement and monitor the implementation of the Gender Equality Plan (GEP) with regular annual reporting and other forms of support to achieve the objectives from the GEP master document

❖ *Measure: Implement the GEP and evaluate the GEP action plan*

Posted on the UL website is the [Gender Equality Plan](#) and the [Rules on measures against violence, harassment and bullying](#). The working group for monitoring implementation of the GEP met regularly, and at the end of the validity of the UL GEP action plan for 2023-24 it drafted the first report on its work and activities carried out.

In order to strengthen the culture of gender equality we set up a working group to draft guidelines on the inclusive use of language at UL. We began assembling key information for staff and students related to equality and inclusion. We held the first meeting with the persons responsible for implementing the GEP, who are part of the management at UL members.

We participated in working groups for equality and inclusiveness in The GUILD and the EUTOPIA Alliance. For the second time, Diversity and Inclusion Month was organised at all EUTOPIA member universities in November.

We continued to monitor a range of gender-related data, including the representation of employees in decision-making bodies and in management positions at UL and members. We also gathered data on violence, harassment, bullying and discrimination.

In the area of work-life balance we drafted Guidelines for coordinating professional, study and private life and for lengthy absences of staff and students.

We reviewed the state of affairs regarding implementation of the Rules on Measures Against Violence, Harassment and Bullying, and held talks with the persons responsible in this area at UL, and provided information on the Rules.

UL members raised awareness about their commitment to the principles of equality, and held various events, some of them presenting the principles to freshmen at the start of the academic year, boosting the culture of equality by drawing attention to the use of the female gender in communication (e.g. professional titles in e-signatures).

2. Provide information, awareness-raising, education and training to assert the principles of equality

SA 2.1: Ensure ongoing communication among members about the meaning of an inclusive and non-discriminatory academic environment with the transfer and exchange of good practices

❖ *Measure: Create a leaflet EQUALITY AND INCLUSION for management staff and students*

We communicated regularly about activities, current information and initiatives in the area of inclusiveness and equality. We provided information to members on various support services operating at UL, such as the Student Ombudsman, Psychosocial Advisory Office, trusted persons, financial support in the case of socioeconomic hardship and support for students with special needs and special status. We organised education, training and an awareness-raising campaign, through which we promoted inclusion and spread best practices, while at the same time we contributed to creating an inclusive academic environment for all. Staff at individual members and tutors were active in carrying out numerous activities to raise awareness about the importance of an inclusive and non-discriminatory academic environment.

We participated in a consultation on effective communication and a supportive environment for ensuring gender equality in The Guild organisation.

We created open-access video content for student athletes and student musicians, covering topics for easier balancing of double careers. The video material covers educational content on strategies for successful psychological preparation for implementation, study strategies for effective learning, knowledge about effective time management and a module on mental health and psychopathology, which raises awareness of the occurrence and definition of mental illness and forms of help.

SA 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.

❖ *Measure: Provide education for trusted persons and evaluate education*

UL is committed to fostering a safe and respectful academic environment, free from violence, bullying, and harassment – sexual or otherwise. A total of 70 trusted persons work across the UL members, and they are available to assist in the event of violence or harassment. We continued the support for trusted persons in the form of regular education and training, group supervisions, mentor meetings and unburdening talks. We produced information flyers and posters for members, with the aim of providing information about the importance of a safe and respectful academic environment, and of steering individuals to sources of support and help, and these were distributed to members. Individual members organised training for their own staff.

3. Systemically support accessibility of study to special-status individuals

SA 3.1: Establish uniform and systemic support for special-status individuals in deciding to study at the UL, and intensify expert support through education for authorised persons

❖ *Measure: Draw up a report of representatives of the Student Affairs Committee to assist members with special needs and special status students*

We continued the visits to UL members that will serve as a basis for analysing support systems for the members, with an emphasis on special needs students. The analysis of the results and recommendations will be presented in 2025.

SA 3.2: Systemically enable comprehensive monitoring of gifted students, students with special status and non-traditional groups of students

❖ Measure: Formulate guidelines for working with gifted individuals

At the end of the year we drew up guidelines for work with talented individuals, i.e. with students who are capable of and want more, and we held a conference aimed at further consolidation of educational excellence at UL, along with a discussion on existing best practices for working with very diverse groups of outstanding students. At the conference we presented examples of best practices for innovative study methods to promote the active participation of students, guidelines for working with students who are capable of and want more, and we held talks with teachers and students who are capable of and want more about the adjustments necessary to establish an effective support environment, both for students and teachers. members included students who are capable of and want more in various projects in which they dealt with challenges in their environment, they took part in national and international competitions, in research projects and so forth.

SA 3.3: Dedicate funds for spatial and technical adjustments necessary for an accessible, inclusive and equal environment for members of the academic community with special needs

❖ Measure: In the proposed new allocation of funds, envisage a portion of the funds for this purpose

We once again published a call for cofinancing adaptations for special needs students in the amount of EUR 40,000, with 15 members responding to the call. They requested various adaptations, such as floor tactile signs for the blind and visually impaired, an optical microscope with screen, additional equipment for the microscope and a computer with desktop and wall monitor for work with the visually impaired, upgrading UL member lifts with audio information for persons with various forms of disability, a laptop computer, anti-slip contrast strips for stairs, affixing contrast strips to glass surfaces, an evacuation chair, audio induction loop and adaptation of website.

We continued the charitable action Warm-Hearted UL, which we are implementing in cooperation with the Association of Friends of Youth of Slovenia to help UL students in financial hardship. We use the collected funds to help students survive these hardships, specifically by cofinancing rent and living expenses, purchase of food and clothing, study materials or computer equipment needed for studying. We were helped by contributions from UL staff and students, and we also received donations from companies. With the participation of more than 100 musicians we successfully staged the third Warm-Hearted UL charity concert. Performances were given by the UL AG Symphony Orchestra, the UL AG Combo band and the UL Mixed Choir, which joined together precisely for the event.

REGULAR ACTIVITIES

Tutoring

We offer tutors and tutor coordinators support in the area of training and connecting. In the first half of the year we organised two education events for them, on boundaries in interpersonal relations and assertive communication, and on maintaining a balance between studies, work and free time. In September there were two events aimed at strengthening tutoring at UL, which brought together tutor coordinators and tutors of students from various members, with the aim of exchanging experiences and further development of this area – the traditional annual consultation for tutor coordinators, which offered an in-depth view of the current challenges of

tutoring, and the online Infoblok course for tutors and tutor coordinators, in which participants were familiarised with the operation of various university offices that can offer them support in their work with students. We designed and published the UL Tutor's Manual in English, which will ease the work of tutors for international students and Erasmus students, and it is also aimed at all English-speaking students at UL. Individual members also provided internal coaching for tutors adapted to their specific needs or priorities, and a lot of activities were focused on acquiring new tutors and enhancing the profile of tutoring among students who are potential users.

Table 4: Tutoring at UL by academic year

	2021/22	2022/23	2023/24	2021/22	2022/23	2023/24	2021/22	2022/23	2023/24
	number of coordinators			number of tutors			total number of tutorial hours		
STUDENT	112	136	104	1,408	1,273	1,158	26,257	22,134	25,386
course tutoring	12	26	18	220	205	157	3,690	4,132	3,987
international students	24	27	17	288	264	247	4,221	3,523	4,224
special needs	10	13	11	27	28	25	515	391	394
introductory	48	52	44	686	610	600	17,203	13,639	16,407
other	18	18	14	187	166	129	628	449	374
TEACHER	125	142	131	1,006	1,103	1,133	16,307	16,601	18,207
course tutoring	3	9	12	47	48	33	1,432	825	1,262
international students	35	33	29	33	34	32	524	567	595
special needs	30	35	32	34	37	35	583	668	640
introductory	47	50	47	817	880	958	10,357	11,307	12,328
other	10	15	11	75	104	75	3,411	3,234	3,382
TOTAL	237	278	235	2,414	2,376	2,291	42,564	38,735	43,593

Students with special status

Since we adopted a new set of rules, it is not possible to make a comparison for all forms of special status. For this reason the table is set up crosswise for past years and the last year.

Table 5: Students with special status

Definition under the previous rules	2021/22	2022/23	2023/24	Definition under the new rules
partial or total loss of hearing	14	19	20	deaf and hearing impaired students
partial or total loss of sight	33	26	36	blind and visually impaired students or students with visual function disorders
long-term or chronic illness	208	213	229	students with long-term illnesses
mobility impairments	44	37	36	mobility impaired students
speech and language impediments	21	18	23	students with speech impediments
specific learning difficulties	191	202	249	students with specific learning difficulties
autism spectrum disorders	26	37	49	students with autism spectrum disorders
physical and mental health disorders	52			
emotional and behavioural disorders	79			
exceptional social circumstances	3			
physical injury and/or long-term rehabilitation	4			
		148	159	students with emotional and behavioural difficulties
Total number of students with special needs	675	700	801	Total number of students with special needs

recognised artist status	19	27	28	students recognised as artists/cultural workers
elite athlete status	259	419	416	categorised athletes/trainer students
status of parent student	130	124	84	student parents up until the start of compulsory schooling for children
status of student participating in (sectoral) international competitions	3	1	7	students who participate in (sectoral) international competitions
Total number of students with special status	1,086	1,271	1,336	Total number of students with special status

We have also found that around 2/3 of all students with special needs have progressed to a higher year. Students are offered various adaptations for lectures and practicals, and also regarding study material and the method of testing and assessment.

Certificates

At UL there are 11 members with the Athlete-Friendly Education certificate (three members are in the process of obtaining it), two members and UL (Rectorate) have received the LGBT-friendly certificate (another three members are in the process of obtaining this). One UL member is part of the international Ecoschool programme and one member is a dementia-friendly point.

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

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

Setting up an Office for Equality and Inclusion, which will contribute to the development of a culture of inclusiveness, tolerance and connection and to the creation of an open academic community.

Special attention was devoted to implementation of the Rules on Measures Against Violence, Harassment and Bullying, and several meetings and activities were carried out in relation to cases at UL and consistent implementation of activities according to the Rules. In this way we are promoting an accessible, inclusive and equal academic environment.

Implemented initiatives of the working group for monitoring the GEP action plan in the area of equality and inclusion (such as analysis and drafting of proposed changes in the catalogue of official positions, jobs and titles regarding the recording of occupations, jobs and positions), which could contribute positively to shifts in promoting a culture of equality and inclusion.

KEY THREATS	OBJECTIVES	PROPOSED MEASURES
Ensuring funds for a sign language interpreter for students.	Systemic arrangement, funding from MVZI.	Continue the appeals to MVZI for systemic arrangement of funding for a sign language interpreter for students.
Suspension of good practices due to project funding for alumni club activities at members and provision of mentoring. Conclusion of project funding for workshops for students led by external providers, mentorships and projects for work with gifted students.	Financially stable implementation of alumni club activities at members. Acquisition of new project funds. Planning gradual funding of activity from core funds.	Enable regular funding of alumni club activities at members. Appeal to the competent ministry to publish the announced call for cofinancing the enhancement of support activities for students.

KEY WEAKNESSES	OBJECTIVES	PROPOSED MEASURES
Shrinking of the range of activities and involvement of alumni.	Greater involvement of alumni in the University community, with a reciprocal approach.	Incorporate into the plan of cooperation with alumni and the local environment active encouragement to develop a long-term relationship with UL: promote alumni meetings, thematic events (meetings with renowned professors and other experts on a specific topic), privileges for cultural events, guest lecturers and so forth. Formulate a carefully considered plan for gathering donor funds.
Barriers in habilitations due to the three-month mandatory work abroad, which creates a major discrepancy in attaining higher titles and positions within UL.	More flexible implementation of the habilitation conditions.	Generate an initiative for the Habilitation Committee (HK UL) and remove the barriers in habilitations.
Lack of information on the impacts of activities carried out in the area of gender equality.	Evaluate the impacts of specific GEP activities carried out and data obtained regarding implementation of the GEP at UL.	Conduct research on implementation of the GEP, specifically on the staff population and student population.
The procedures for dealing with reports of harassment are too lengthy, leaving the persons reporting with the feeling that dealing with the report is not important.	More effective processing of reports within agreed time frames, whereby the person reporting will feel taken seriously and justly and that there is a commitment to resolving the issue.	Boost the staffing of the office competent for conducting the procedures.
Limited scope of education and training for management and members of the committee for establishing facts and circumstances in the area of preventing violence, harassment and bullying.	Ensuring systematic education and training for those involved in establishing facts and circumstances related to the prevention of violence, harassment and bullying.	Arrange education and training related to the issue of preventing violence, harassment and bullying.
Poor level of awareness among staff about current rules and legislation concerning integrity, violence, equality and inclusion.	Ethical operation, integrity and inclusion in all processes of operation.	Enhance activities intended for greater awareness-raising among staff about current legislation and rules (emails, training and other events); providing information on options for support in the event of inappropriate behaviour (trusted persons, trustees, Student Ombudsman and so forth), notifying the management and so on.
Lack of balance in the representation of genders in decision-making and management.	Gender-balanced composition of management bodies and representation in committees and working bodies at UL and members.	Promote greater balance of genders in the composition of new UL management bodies and the Rectorate and in the formation of working bodies.

5. The social role and position of UL

Strengthen UL's social role and position in the national and global social dialogue

Strategic Objective 5: Social impacts – social prosperity and progress

STRATEGIC ACTIVITIES

1. Strengthen the role of expert and scientific argument in society

SA 1.1: Highlight and spread the meaning of critical, respectful discussion in public, including on socially sensitive topics

❖ *Measure: Organise public debates on socially important issues*

We organised a televised discussion entitled Science Speaks: Together about Food: Food at different life stages.

For the first time we organised the Food for Thought Festival, a series of interdisciplinary events prepared in cooperation with the Jožef Stefan Institute and the National Institute of Chemistry, on the topic of challenges for establishing sustainable nutrition systems (see also chapter 3 “Transfer of knowledge and art”, SA 3.1). Alongside the televised discussion, as part of the festival we also organised two round tables and a science slam.

We organised a round table entitled *How to create an innovative and competitive Slovenia*, involving the participation of the UL Rector and also the Minister of Higher Education, Science and Innovation and the directors of the Jožef Stefan Institute and the Institute of Chemistry. In cooperation with the University Medical Centre Ljubljana we organised the discussion *How to maintain outstanding medicine in Slovenia*, involving the participation of the UL Rector, the director of the Medical Centre, the Dean of UL MF, an infectology and internal medicine specialist and a full professor at UL MF.

SA 1.2: Intensify the dialogue of UL and its members with target audiences

❖ *Measure: Offer support for public appearances by members of UL's academic community*

We continued the M-oder (M-stage) project, in which students present the achievements from their seminar, diploma and master's dissertations.

We continued to offer communication support to members of the academic community in terms of formulating responses to questions from the press, designing a communication strategy in crisis situations, advising on the formulation of press information and other forms of press releases.

❖ *Measure: Organise a conference on communicating science*

We organised the second international conference on communicating science, this time on the topic of communicating the climate crisis.

- ❖ *Measure: Technologically upgrade and substantively update the internal and external promotion of the achievements of UL staff and students*

On social networks we published several videos that showcase innovations and other achievements of UL staff and students.

2. Lead efforts for the sustainable development of society and intergenerational dialogue

SA 2.1: Develop and participate in national projects for the sustainable development of society and the economy

- ❖ *Measure: Monitor current calls for sustainable operation*

As part of our regular activities we monitored local, national and international calls that promote the sustainable and green transition and cooperation with external stakeholders in resolving current challenges in society.

SA 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

- ❖ *Measure: Perform an analysis of the sustainable operation of UL*

We included in the application for the annual reporting of members an overview of the situation at UL members regarding the number of projects and activities linked substantively to specific sustainable development goals. For other analyses carried out see the selection of indicators at the end of this chapter.

- ❖ *Measure: Draw up guidelines for improving sustainable operations at UL by field: mobility, energy renovation of buildings, the use of plastic, paperless operation*

We devoted attention to drafting a UL Sustainability Strategy 2023-2030 (part of the NOO project), which incorporated an entire range of strategic activities and measures to support improvements to the sustainable operation of UL.

- ❖ *Measure: Integrate sustainable development goals into the functioning of the University*

We made an inventory of sustainability-related courses at UL. The courses were categorised by the overall level of inclusion of sustainability-related topics and by the specific SDGs they address, following a modified STARS methodology for sustainability course mapping (Sustainability Tracking Assessment & Rating System, 2023). To this end we upgraded the EŠP (Electronic Record of Study Programmes) database, which now enables ongoing entry and updating of these data in the case of an update of the study plan or on the introduction of a new subject. Through this kind of course mapping we gained an insight, at both University and UL member level, into the situation regarding the inclusion of sustainability-related content in UL courses. At the same time its implementation served to lay the foundations for identifying opportunities and priorities for planning further activities in this area (i.e. curriculum renewal) and provided a new data source for reporting on the sustainable operation of UL. For the results of analyses carried out see the selection of indicators at the end of this chapter.

- ❖ *Measure: Promote the exchange of experiences among members of the EUTOPIA Alliance, The GUILD network and other international institutions with which UL cooperates*

The EUTOPIA Alliance created a sustainable development group composed of a multidisciplinary group of researchers from all Alliance member universities. In addition to the initiatives implemented to set up a strategic framework for sustainability, the Alliance also focused on sustainable development and climate change through its first event entitled EUTOPIA Alliance Day, which ran simultaneously at all Alliance member universities. Content related to sustainability and the resolving of key global challenges in society at the local level is also being addressed in numerous study or associated groups, hackathons and the Alliance Ideas Club.

Within the framework of the EUTOPIA and The Guild international networks we regularly attended meetings of the sustainability groups. As a part of EUTOPIA's Sustainability Officers Network group, we participated in a situation analysis of the sustainability efforts of network members. And as part of The Guild's sustainability working group, we participated actively in drafting a joint statement from network members on the topic of sustainability in the context of higher education.

- ❖ *Measure: Set up a web page for sustainability content (dedicated section for sustainability-related content on the UL website)*

On the redesigned UL website we set up a special subpage titled Sustainable Development, intended for communication about sustainability-oriented activities, projects and achievements at UL. We also enabled the option of flagging news posted on the UL website with the "sustainable development" label and with labels for specific sustainable development goals.

- ❖ *Measure: Gather initiatives, proposals and best practices on the topic of developing sustainable practices within UL on the part of employees and students, with the aim of promoting their inclusion in sustainable activities at UL*

On the Sustainable Development subpage we set up the possibility of submitting initiatives and proposals for improving sustainable practices at UL. This is available to all UL employees and students. In this way we have offered them access to a single channel for expressing views regarding the further development of sustainability at UL, which follows the aim of active inclusion of various stakeholders in this process.

OTHER ACTIVITIES

Selection of sustainable development indicators

Analysis of data from the EŠP database shows that by the end of November 2024 data on sustainability-related content were included in 75.5% (i.e. 15,357) of 20,337 courses provided in the 2024/25 academic year as part of the publicly valid study programmes at UL. We have also found that among the courses captured in the inventory (N = 15,357), the highest number are those that (only) indirectly include (37.7%) or include (33.4%) sustainability-related content. Courses focused primarily on sustainability-related content represent 4.4% of the sample. Of these (N = 676) a total of 49.6% are provided in the 2nd cycle, 36.5% in the 1st cycle and 13.9% in the 3rd cycle of study.

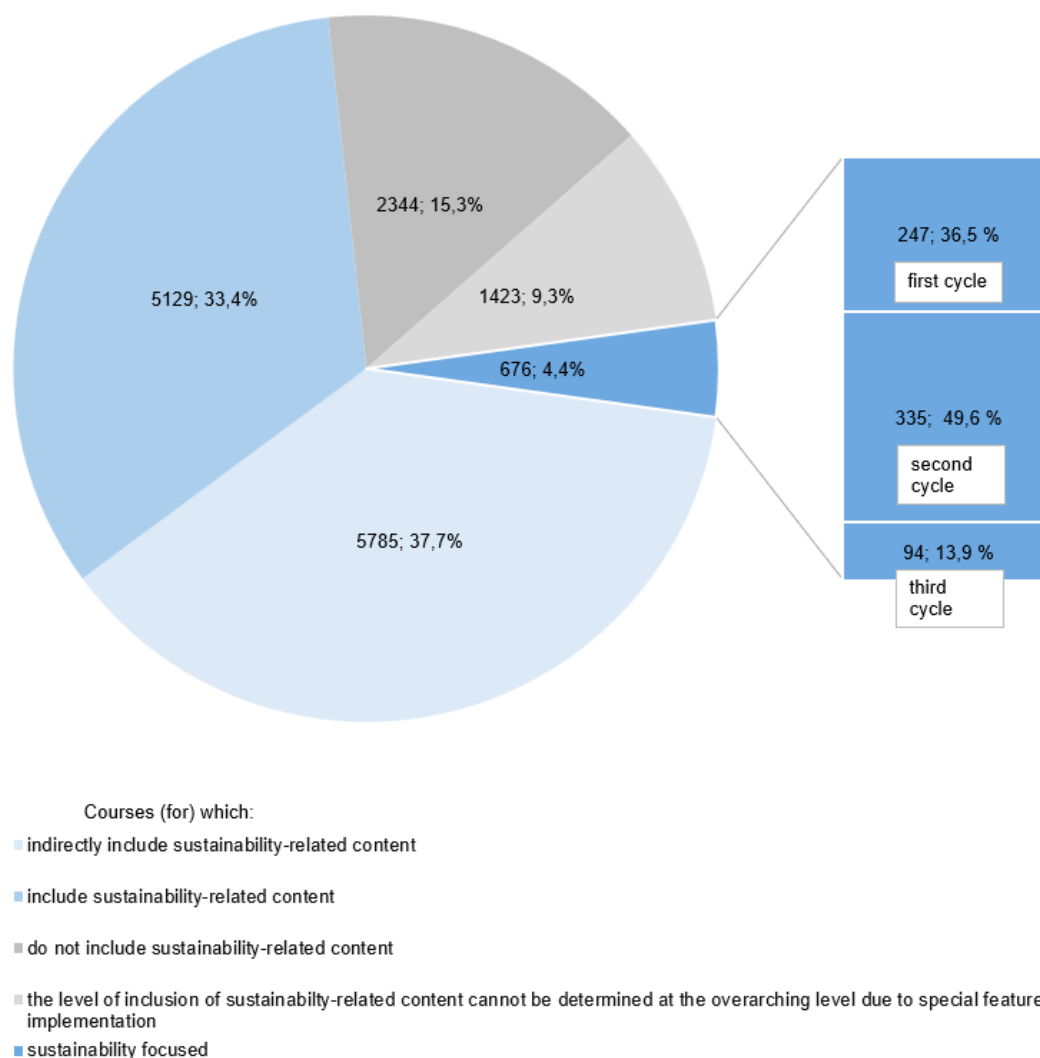


Figure 17: Number and share of courses included in the analysis in terms of level of inclusion of sustainability-related content by category (N = 15,357)

Among courses that identifiably include sustainability-related content, irrespective of the degree of its inclusion (N = 11,590), the highest number (i.e. 29.2%) are those that are primarily focused on addressing content related to the challenges of the SDG 4 (Quality education). These are followed by courses covering primarily the challenges and content related to the SDG 3 (Good health and wellbeing), SDG 9 (Industry, innovation and infrastructure), SDG 11 (Sustainable cities and communities) and SDG 12 (Responsible consumption and production).

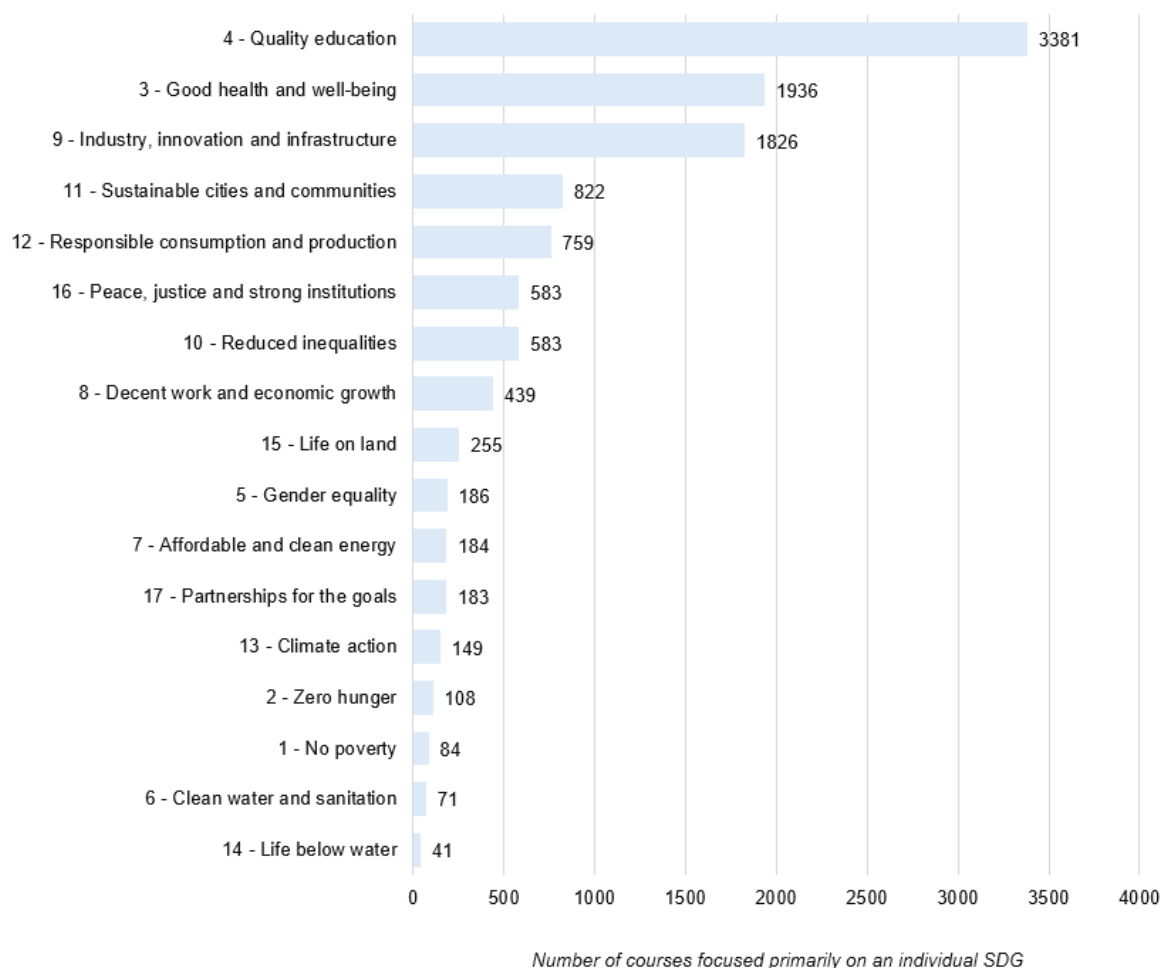


Figure 18: Number of courses focused primarily on an individual SDG (N = 11,590)

We were also involved in testing the database and bibliometric tool Dimensions, with the help of which we analysed UL scientific publications by individual SDGs for the period between 2019 and 2023.

In the observed five-year period the Dimensions database recorded 18,531 scientific publications by UL researchers (Dimensions, 2024). Of these 22.4% (i.e. 4,155) dealt with one of the SDGs. We studied this sample more closely and determined that the highest number of these scientific publications from UL covered topics related to the SDG 3. This goal is associated with more than a third (i.e. 37.8%) of all scientific publications from UL dealing with SDGs in this period. The first five of the most frequently addressed SDGs in the analysed scientific publications are complemented by those that are devoted to specific challenges under the SDG 7 (Affordable and clean energy), SDG 4, SDG 15 (Life on land) and SDG 16 (Peace, justice and strong institutions). Three quarters (i.e. 75.7%) of all publications dealing with SDGs can be thematically placed in the category of publications devoted to the social dimension of sustainable development. The environmental dimension of sustainable development is addressed by 16.7% of such publications, and the economic dimension by 7.6%. In terms of the indicator of citations of published articles associated with a specific SDG, UL is also ranked most highly in the category of publications addressing SDG 3. Among the better cited groups of publications can be found those dealing with SDG 7, SDG 15, SDG 4, and SDG 13 (Climate action).

Table 6: Number of scientific publications from UL and number of their citations by individual SDGs 2019-2023

Sustainable development goals (SDGs)	Number of scientific publications from UL (2019–2023) dealing with a specific SDG	Breakdown of number of scientific publications from UL (2019–2023) dealing with a specific SDG (%)	Number of citations of scientific publications from UL (2019–2023) dealing with a specific SDG
3 - Good health and well-being	1569	37.8%	29155
7 - Affordable and clean energy	520	12.5%	9648
4 - Quality education	437	10.5%	5326
15 - Life on land	353	8.5%	6079
16 - Peace, justice and strong institutions	263	6.3%	1084
13 - Climate action	205	4.9%	5172
2 - Zero hunger	154	3.7%	2931
11 - Sustainable cities and communities	145	3.5%	2149
12 - Responsible consumption and production	106	2.6%	2929
14 - Life below water	96	2.3%	2158
9 - Industry, innovation and infrastructure	89	2.1%	1677
8 - Decent work and economic growth	66	1.6%	630
10 - Reduced inequalities	55	1.3%	498
5 - Gender equality	51	1.2%	406
6 - Clean water and sanitation	40	1.0%	517
1 - No poverty	3	0.1%	10
17 - Partnerships for the goals	3	0.1%	55
Total	4,155		70,424

**Data obtained on 11 November 2024 using the Dimensions bibliographic tool. Sample (N = 4,155): number of scientific publications dealing with a specific SDG.*

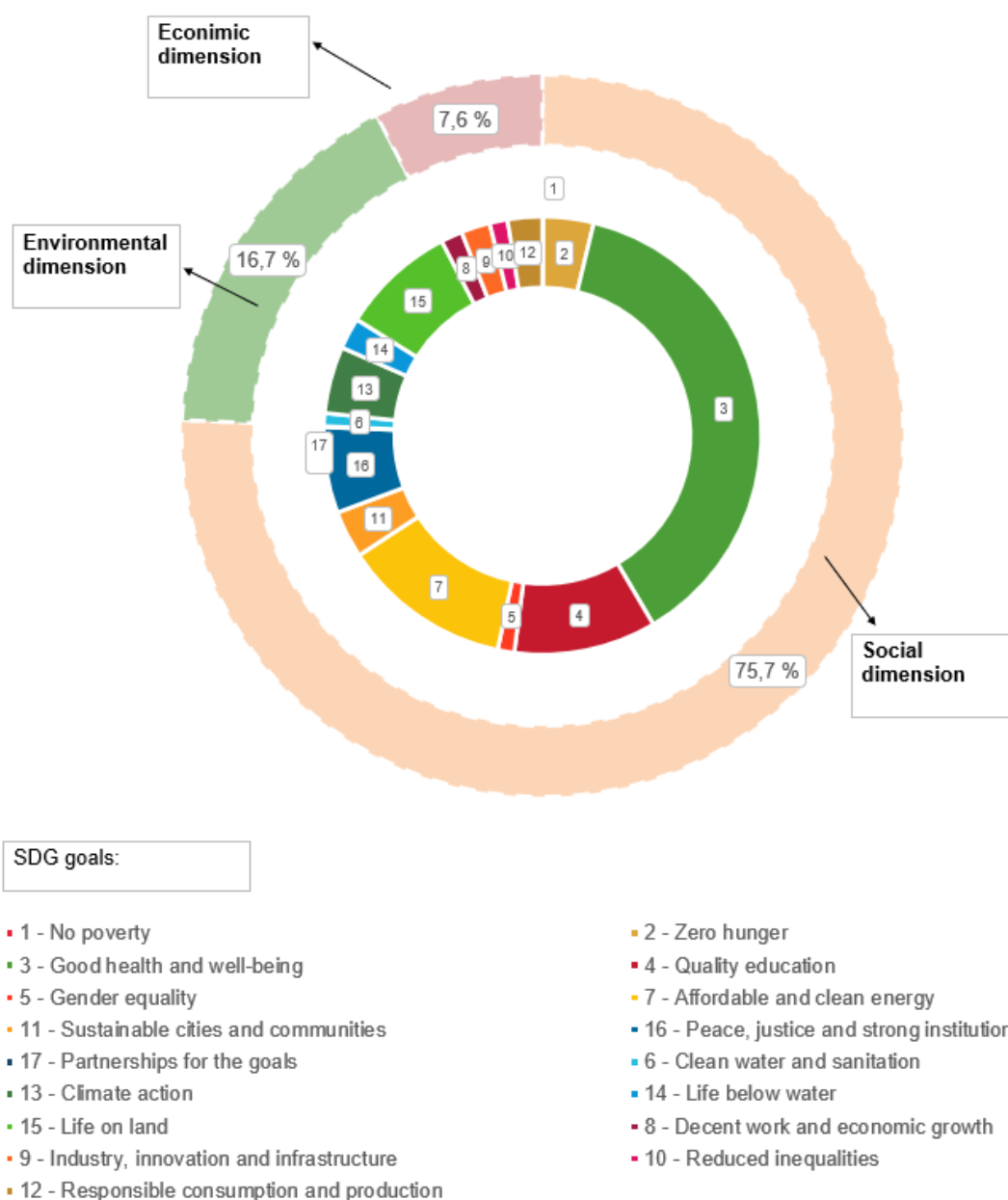


Figure 19: Breakdown of the number of scholarly articles from UL for the period 2019–2023 covering specific SDGs, by SDGs and three dimensions of sustainable development (in %)

We also performed an inventory of UL members' activities and their research projects in terms of SDGs. A total of 19 members were included in this analysis, which showed that at the UL member level a total of 101 activities were implemented or set up (covering measures, rules, events, patents) that focused on the topic of fulfilment of SDGs. The highest number of these activities dealt with content addressed principally by SDG 3, SDG 4, and SDG 9.

Analysis of the inventory of research projects at 18 of 26 members has shown that at the member level there were 377 current research projects focused on researching and strengthening individual SDGs. The highest number of research projects focus on content or challenges falling within the SDG 3, SDG 9, SDG 4, SDG 11, and SDG 13.

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

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

Prepared draft of the overall UL Sustainability Strategy 2025-2030, representing the foundation for development of further activities in this field, including the drafting of an action plan.

Thematic highlighting of the area of sustainability on the UL website, contributing to greater visibility and prominence of UL's efforts in this direction.

Collaboration with external institutions for the purpose of promoting sustainability-related research achievements of UL, as was carried out in the case of the Food for Thought Festival, contributed to the greater reach of communication activities and to the spread and quality of offered content.

KEY WEAKNESSES	OBJECTIVES	PROPOSED MEASURES
Limited awareness or knowledge of possible measures and solutions for more sustainable operation of UL and its employees.	Enhanced awareness of the importance of including practices that pursue the principles of sustainability in all processes and activities at UL.	Provide education and training for employees on the topic of including sustainable practices in everyday staff operations.
Limited circulation of information on specific activities, initiatives and obstacles related to sustainability.	Regular meetings of the vice rector competent for sustainability with the representatives of University offices.	Set up regular meetings with the aim of exchanging information and experiences and promoting discussion on the topic of sustainability.

6. Management and development of the quality system

6.1 Functioning of internal quality system

UL Reporting application

We continued upgrading and improving the application UL Reporting, to ensure quality loopholes are closed and to raise awareness about the functioning and implementation of the quality system. We developed the application so as to better ensure user-friendly and simple reporting by UL members for the needs of self-evaluation of study programmes, the annual work programme and business reporting.

Self-evaluation of study programmes

For the 2023/24 academic year a total of 288 self-evaluation reports were produced for study programmes, out of 318 study programmes provided. The majority (24) of UL members submitted their self-evaluation reports in the application UL Reporting – Self-evaluation of study programmes module. The application demonstrates considerable advantages in compiling self-evaluation reports – both in terms of content (coherence of planning measures and monitoring their implementation) and operation (pre-prepared data and graphs, which form the basis for the evaluation, connectivity with other information systems and databases; archiving of reports; the possibility of communicating relevant notifications to UL members; a standardised system and better prospects for comparison and analysis and so forth).

Student survey

The task force for revising the student surveys produced a draft of the reframed Rules on Student Surveys at UL. The starting point for the overhaul was two initiatives received (an initiative from the UL Arts Council for overhauling the survey for study programmes in the field of the arts and an initiative for overhauling the survey in doctoral studies) and the perceived difficulties in implementing student surveys. Two pilot student surveys were conducted: redesigned student surveys for third-cycle study programmes and a proposed student survey for arts programmes or study programmes with a smaller number of students. At the end of the year the UL Senate adopted new Rules on Student Surveys at UL.

In step with the timetable for implementing the studentsurveys, in cooperation with the provider of the student survey system we conducted all the surveys and processed the data of members using the VIS study information system. We also carried out a survey for Year Plus students. Under a decision of the UL Senate, the revised surveys for doctoral studies were already implemented in the 2023/2024 academic year.

We organised four sessions of the workshop on implementing focus groups, in support of the organisation of alternative forms of obtaining student opinions.

Training for the Quality Culture

We continued providing training for the Quality Culture, aimed at all groups of employees at UL to strengthen communication skills, cooperation, leadership and care for psychophysical health. We carried out 23 workshops for employees of which 11 were variations. We supplemented the programme with four new facilitators from UL and six new workshops. The most successful information channel for keeping employees informed is still email, and the number of registrations indicates a negligible share from other channels (posting online and in the e-univerzitetnik newsletter). There is great interest in the training, and for the majority of workshops there are also a lot of registrations on the waiting list.

Enhancement-led visits

We prepared and carried out four enhancement-led visits together with the members UL TEOF, UL FF, UL FMF and UL PF. We rounded this off by gathering feedback from the above members and the UL ZF, with which we had conducted an enhancement-led visit in the previous year. At the UL Quality Committee four members presented the impacts of the enhancement-led visits and progress in implementing the assigned improvements. In the past the visit groups had suggested that the UL enhancement-led visits approach be used also for seeking solutions to other common challenges at UL, so we started formulating a conceptual basis for these activities.

6.2 External quality assurance

We cooperated proactively in drawing up proposals for provisions and amending articles of the new Higher Education Act, in the area of quality in higher education, with the aim of addressing recognised dangers in the national context.

National evaluations of study programmes

The Slovenian Quality Assurance Agency for Higher Education (SQAA) carried out visits at six UL members for eight of the nine study programmes that were included in the external sample evaluation in 2024. These were the first-cycle programmes: Musical Arts, UL AG, and Asian Studies, UL FF, and the second-cycle programmes: Social Work, UL FSD, Electrical Engineering, UL FE, Sociology, UL FDV, History, UL FF, Theatre and Radio Directing, UL AGRFT. A visit is envisaged in 2025 for the second-cycle study programme Geography, UL FF.

The SQAA Council determined a sample of study programmes for external evaluation for 2025, specifically eight first and second cycle study programmes in the fields of Healthcare and Social Security and Veterinary Medicine. For these study programmes four UL members prepared applications which following scrutiny and approval by UL bodies were submitted for the procedure at SQAA.

The interdisciplinary doctoral programme Biomedicine, which is provided by members UL BF, UL FFA, UL FKKT, UL MF and UL VF along with the Jožef Stefan Institute, the Institute of Chemistry and the National Institute of Biology and is being coordinated by UL, was included in the sample of study programmes for 2022. Based on the findings received and the recommendations of the SQAA Council, in September 2023 we sent a notification to the national agency regarding measures implemented whereby we had eliminated identified non-compliance. Gradually addressing the proposed opportunities for improvements is part of the continuous cycle of assuring and improving quality, and part of the regular activities of the Programme Council and the study programme coordinators. The Programme Council has already addressed numerous recommendations for improvements to study programmes and has implemented relevant measures. Below we summarise the activities that we assess as being vital for the further enhancement of quality loops at the level of study programmes:

- we adapted doctoral study student surveys. The new surveys were implemented in 2024;
- we introduced a new approach to formulating the self-evaluation report, which is still in the testing stage. We focused attention on the inclusion of stakeholders in its preparation;
- we are addressing the participation of external stakeholders (holding annual meetings of all programme stakeholders).

The self-evaluation reports for a study programme, which contain detailed explanations and proposed and implemented measures based on recommendations received in the process of the sample evaluation of the study programme, are posted on the UL website.

Based on a SQAA decision on the implementation of the extraordinary evaluation of the first-cycle study programme Painting at UL ALUO, the academy designed and implemented activities under the action plan to eliminate deficiencies and non-compliances.

National institutional accreditation

In 2022 the SQAA Council concluded the procedure for reaccreditation of UL with a decision on reaccreditation with a validity of five years, i.e. until the end of the 2026/27 academic year. We stated our position regarding the majority of the improvements set out in the decision and in the final expert report in the framework of the procedure itself. The improvements we implemented on the basis of specific recommendations from the experts were set out in the previous UL Business Report and Quality Report, and below we state the individual activities carried out in 2024 based on the suggestions for improvements, and we assess them as vital for the further development of the quality system:

- we acquired international institutional accreditation at the Finnish agency FINEEC, with validity until 26 January 2030. In this way we confirmed the compliance of the internal quality system with international standards. The actual implementation of the evaluation contributed to the greater involvement of employees, external stakeholders and students in the processes of how the University functions;
- we reframed the Rules on Student Surveys, which served to update the provisions and harmonise them with the current situation and development in this area in recent years. We included in the Rules an emphasis on feedback for students on the opinions given and planned or implemented measures;
- we held trainings for creating focus groups in processes of self-evaluation in support of self-evaluation and as an alternative method of gaining student opinions, especially in study programmes with a smaller number of students;
- the SQAA decision served to conclude the procedure of settling on the locations for three UL members to provide study programmes;
- we continued monitoring fulfilment of the UL Strategy through adaptation of the work programme structure and the business report chapter of the UL Strategy;
- we intend to continue our efforts to harmonise the conditions for enrolment in master's study programmes following the adoption of the revised sectoral legislation.

UL is striving for continuous improvement in all areas of operation, as is evident from the entire document, which in individual sections deals with areas associated with specific recommendations, such as internationalisation, HR and material conditions.

Based on the identified opportunities for improvement of the national and international accreditation, for activities that require fundamental reconsideration, time and additional resources for their realisation, we have designed a proposal for further development areas and objectives that we are planning to address in the coming multiple-year period.

International accreditations and evaluations

Following the successful external evaluation, for the entire UL we gained international institutional accreditation from the Finnish Education Evaluation Centre (FINEEC). The FINEEC Quality Label is valid for six years, i.e. until 26 January 2030.

UL AG was subject to international evaluation by MusiQuE (Music Quality Enhancement), the renowned independent European agency for accreditation and external evaluation in the area of music, including a visit by evaluators. A report from the group of experts and a decision from the agency is expected in 2025.

UL FS successfully completed the process for extending international accreditation at German agency ASIIN (Accreditation Agency for Study Programmes in Engineering, Informatics,

Natural Sciences and Mathematics) for three study programmes (first cycle: professional course Mechanical Engineering – project-applied programme and academic course Mechanical Engineering – research and development programme, and second cycle: master's course Mechanical Engineering – research and development programme), with validity until 2031. UL FS also successfully concluded the procedure of extending the validity of the EUR-ACE® certificate until 2031.

UL EF received an extension of the AMBA (Association of MBAs) accreditation for the second-cycle master's programme Business Management and Organisation, with validity until 2029. UL EF also received a visit by evaluators from the AACSB (Association to Advance Collegiate Schools of Business), as part of which they evaluated the quality, development and influence of the School with the aim of programme accreditation for two programmes in the first cycle, 11 second-cycle programmes and a doctoral programme in the third cycle. Furthermore in November 2024 a visit was made by evaluators for the purpose of obtaining a BSIS (Business School Impact System) certificate, involving an assessment of the School's impact on society and the regional environment. Decisions from these agencies on the international evaluations are expected to be made in 2025.

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

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

Successfully passed international institutional evaluation and acquisition of FINEEC Quality Label for six years.

We reframed the Rules on Student Surveys at UL, which served to update the provisions and harmonise them with the current situation and development in this area in recent years. We included in the Rules an emphasis on feedback for students on the opinions given and planned or implemented measures.

KEY THREATS	OBJECTIVES	PROPOSED MEASURES
Limited selection of experts in procedures at the national agency and the issue of ensuring the principles of preventing conflicts of interest and impartiality in Slovenian higher education.	The possibility of selecting a (foreign) agency for institutional assessment of UL and thereby obtaining accreditation. At the same time enabling greater autonomy of UL in other procedures (accreditation and changing study programmes).	Formulate an initiative for amending legislation in the area of the quality in higher education and harmonisation with other stakeholders.
KEY WEAKNESSES	OBJECTIVES	PROPOSED MEASURES
Lack of awareness of the importance of the quality system and responsibility in its implementation.	Boost the involvement of staff, students and external stakeholders in implementing the quality system.	Review and where necessary substantively adjust the guidelines for preparing self-evaluation reports.
Poor awareness of the importance of obtaining and disseminating student feedback.	Raise the familiarity and awareness of students and staff at UL members about the functioning of the student survey system.	Organise meetings at members with various groups of staff and students on the subject of student surveys.

7. Support areas

7.1. Autonomy and finances

STRATEGIC ACTIVITIES

1. Assert the university's autonomy in amendments to legislation

SA 1.1: Proactive collaboration with policymakers, target audiences and other external stakeholders with the aim of changing the relevant legislation and to ensure an appropriate share of public funding

❖ *Measure: Draft main points for amendments to the ZViS*

We actively participated in drawing up the main points and draft of the new ZViS. A significant contribution has been the proposal of articles dealing with the internal autonomy of universities regarding member faculty/academy status, the implementation of public contracts at member level, flexible determining of the work requirements of higher education teachers and associates and regarding accreditation of study programmes.

2. Ensure additional development sources of financing

SA 2.1: Set up activities intended to obtain additional financial resources for the development of UL (European development funds intended to strengthen institutional development, patronages, donations, sponsorships)

❖ *Measure: Strengthen the alumni network at UL level*

We carried out a large number of different activities aimed at strengthening the network of alumni clubs at UL level (mentorship, Alumniteka, umbrella promotion campaigns and so forth), and these are described more precisely in chapter 1, under point SA 3.2. At the same time we began drawing up a plan of cooperation with alumni and the local environment, in which we include activities that will enhance the mutual relations between UL and alumni.

❖ *Measure: Design a concept for collecting donations*

❖ *Measure: Organise patronage events*

We held a pilot experiential donor dinner, in which we sought to establish permanent mechanisms and regular events related to donor support.

SA 2.2: Increase financial resources within the development pillar of funding (RSF) for strategic development objectives

❖ *Measure: Monitor the implementation of development goals as part of study activities funded from the RSF*

We concluded activities envisaged in the measures under the development pillar of funding for 2021–2024. An overview of activities carried out is given in chapter 9 “Development goals”.

❖ *Measure: Increase resources in the Development Fund*

In 2024 we transferred funds allocated in 2023 to the UL Development Fund from the Development Pillar of Financing for already existing financing schemes (CELSA projects, interdisciplinary projects, preparatory projects for applications to ERC calls and so forth), and for certain new schemes, through which we are seeking to increase internationalisation, the quality of research and HR development (for instance the hiring of Slovenian researchers abroad, shorter research projects conducted by Slovenian researchers from abroad with UL students and so forth).

OTHER ACTIVITIES

Overhauling of the voting system at UL

We redesigned the system of voting for the UL Governing Board (UO UL) and the voting system for the UL Rector, by adopting the Rules on Elections for the UL Governing Board and Rules on Elections for the Rector, and we amended the UL Statutes where they define the presentation of the Rector's team.

With the new Rules on Elections for the Governing Board we are pursuing the goal of balanced representation of fields (candidates are proposed and elected within three electoral units that are created in relation to fields and size of members) and limiting of member terms. An important new feature is the possibility of the Rector having their own elector who can vote only for a representative from the ranks of other staff. Furthermore the new Rules define more clearly and precisely the structure and sequence of electoral tasks. Adoption of the Rules on Elections for the Governing Board signals greater legal safety (more transparency, systematic arrangement of wording, compliance with the Ordinance on the Reorganisation of the University of Ljubljana (OdPUL-1H)).

The Rules on Elections for the Rector now define in greater detail the procedure for electing the UL Rector (public presentation or manner of promoting candidates, deadlines for individual electoral tasks, declaring the results, presentation of the newly elected Rector's team, inauguration, handing over the reins of office and so forth), and in this part have replaced the Rules on Elections of UL Bodies of 30 November 2020. The plan is for elections to be held through a system that enables e-voting (e.g. SimplyVoting), with voters being able to vote only through the use of a UL digital identity. Adoption of the Rules on Elections for the Rector also signals greater legal safety (filling in previous legal lacunae) and fulfilment of the UL goal of paperless operation (electronic voting carried out through a reliable system).

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

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

Adoption of the Rules on Elections for the Governing Board enables candidacies and the election of candidates within individual electoral units formed by field and size of member. This serves to enable related fields having a guaranteed member in the UO UL, thereby pursuing the goal of balanced representation of fields.

KEY THREATS	OBJECTIVES	PROPOSED MEASURES
Up until 31 December UL had not yet received a four-year agreement on funding activities.	Timely decisions regarding the allocation of funding.	Provide data for the drafting of a four-year agreement prior to conclusion of the business report.
The system of public procurement is complicated, excessively bureaucratic and lengthy.	Simple, flexible procedures that allow for more rapid implementation.	Submit a proposal for a new ZViS that envisages a special arrangement whereby members can independently conduct public contract procedures without this prejudicing the understanding of the threshold by which the method of conducting the procedure is assessed.
KEY WEAKNESSES	OBJECTIVES	PROPOSED MEASURES
Excessive fragmentation of operations leading to non-strategic decisions.	Integration of strategic decisions and management.	Greater cohesion and communication of the strategy.
Lack of a sense of belonging among employees.	Greater sense of belonging to the institution among employees.	Promotional activities that enhance the reputation of the University.

7.2. Processes and infrastructure

STRATEGIC ACTIVITIES

1. Optimise processes in specialist services

SA 1.1: Standardise and optimise business processes at the UL level

❖ *Measure: Create an inventory of the process of habilitations and start of development of IT solutions*

A working group created a pilot IT solution for digitalisation of habilitation procedures across the entire UL, which will be linked both to the SAP information system and the document system Government Connect (GC). We have already started testing the system. This has shown that we will need to supplement or further develop certain functionalities.

We started developing electronic annexes to diplomas, and a transition plan by member has been drawn up along with a draft of the necessary data for a standardised system.

❖ *Measure: Draw up norms and standards for support processes*

New norms and standards for support processes were drawn up as the first draft, which needs to be verified with simulated calculations before going to the decision-making procedure.

❖ *Measure: Draw up strategy for digitalisation of UL*

We adopted the UL Digital Strategy 2024–2027 and steered the long-term and short-term targets towards improving the quality of education, accessibility of study resources and the efficiency of administrative processes. The Strategy is based on a system of regular monitoring and evaluation of efficiency and adjustment depending on feedback and technological advances in society.

❖ *Measure: Review procedures at members and the Rectorate and establish procedures for simplification and optimisation*

A review of procedures and processes at the Rectorate was set up with individual heads of professional departments. A whole-day collegium was held at which we reviewed all the inventories and agreed on corrections and further steps. Following adoption of the norms there will be a review of processes linked to work at the Rectorate and members, with the aim of optimising procedures.

❖ *Measure: Analyse, draw up a proposal and establish optimised organisation of the functioning of professional departments at the Rectorate*

We continuously implemented certain improvements in procedures and processes of the operation of professional departments at the Rectorate with regard to suggestions from the departments. The measure will also be implemented in the future.

SA 1.2: Update the process of evaluating direct teaching work

❖ *Measure: Draft a proposal for evaluating teaching work in the light of new approaches to teaching and digitalisation*

The working group for revising the rules on the evaluation of teaching work met for the first time in December. We agreed that a proposed standardised terminology for teaching work should be drawn up.

SA 1.3: Set up internationally comparable ways of revising study programmes

❖ *Measure: Analyse comparisons of systems in countries of the EUTOPIA Alliance universities*

Together with partner universities we made a review of the rules and procedures for obtaining a doctorate of science. The review was conducted for the purpose of easier coordination and conclusion of agreements with members of the EUTOPIA Alliance.

❖ *Measure: Formulate proposed changes to internal procedures/acts*

We formulated a proposal for updated Instructions for Administration of Study Programmes for obtaining educational qualifications at UL. In the Instructions we clearly defined the competences and procedures for addressing initiatives for a new study programme, the preparation and deliberation over applications for accreditation of a new study programme, the development of study programmes, keeping records, monitoring the implementation of study programmes and initiatives for cancelling the accreditation of a study programme.

2. IT support for (digitalise) processes

SA 2.1: Conclude implementation of Government Connect (GC) and the Academic Business Information System (APIS) at all UL members

❖ Measure: Continue activities for implementing APIS

As part of the activities under the APIS project we concluded a new joint public contract for future multi-year development. One important part of the substance of this development was the design of specifications for new needs or changes and improvements to the existing operation for greater automation and digitalisation of processes. We purchased the necessary licences to use the business information system (BIS) SAP S/4HANA and we optimised the use of existing licences.

We upgraded BIS SAP S/4HANA to the latest version, which was a requirement for the continued option of implementing future upgrades as provided under the Enterprise Support Agreement. At the same time with the upgrade we again tested the supported business processes and checked the use of new transactions acquired through the upgrade.

Even before the adoption of the act overhauling the wage system in the public sector we conducted an analysis of the existing state of affairs and analysed the impacts and scope of work related to the necessary changes tied to the overhaul of the wage system at UL. At the end of the year, following adoption of the act overhauling the wage system we started implementing the necessary actions, especially in the areas of HR and salaries.

We introduced the SAP data storage Analytics Cloud SAC, which is the basis for implementation of the system of reporting, whereby we can offer standardised reports to assist in decision-making, especially for UL member management. With illustrative presentations in the form of up to date, graphically rich reports we contributed to a better understanding of quality and the commercial significance of data. Through this tool we enabled the adaptation of pre-prepared reports to the needs of the individual user.

At four members (UL ALUO, UL PF, UL TEOF, UL VF) we put in place solutions that support the annual personal development plan, and this is now in use successfully at nine members and the Rectorate. Seven members prepared for implementation of the system.

We concluded implementation of GC in connection with APIS at all UL members. Now all members are using GC to support APIS processes related to the creation, depositing, storing and digital signing of documents.

SA 2.2: Prepare proposals for IT support of other processes at UL members and UL

❖ Measure: Identify which processes can be carried out in paperless mode from the legal aspect, and implement this by order of importance

We continued the identification of processes for which it is most urgent (so as to reduce risk, gain faster business operations and so forth) to conduct them paper-free, and we identified the necessary steps for carrying out paperless implementation of these processes.

We started exchanging documents in the presented ways depending on the peculiarities of the individual procedure. Exchanging documents in the presented ways reduces more risks. We placed special emphasis on exploring the establishment of a single (part of the) document system for the Rectorate and members.

We sought solutions for the parallel digital signing of documents, which speeds up internal procedures, and adjusting the position of the digital signature, which expands their usability. We introduced IT support for student folders and the process of managing student applications. In this way we significantly increased the transparency of this procedure, and through IT support we eased the burden of staff having to perform repetitive manual tasks. We introduced

improvements for mass digital signing of documents. Through digital signing of systemic messages we increased their credibility.

Through IT support for the compulsory and voluntary appointments of students for examinations at the UL Student Health Centre we eased the burden of staff performing manual tasks and increased the user-friendliness of these services.

We set up the single time stamp at all members and the Rectorate, which has eased the different methods of manual administration and coordination of records, and has reduced risk. We provided IT support for various electoral or voting procedures through the use of secure electronic services. To increase confidence in IT-supported processes we introduced a large number of technical and organisational security measures, including two-factor authentication for staff and students in all central applications and IT services.

❖ *Measure: Establish single student identity for creating student files*

At the beginning of the year we initiated a pilot version of the student folder concept. For student applications, as an example of the use of student folders, we introduced folders in the electronic system for document management, Government Connect (GC). We linked the study information system (ŠIS) and GC with a single interface, which enables ŠIS with standardised commands via online services calls to deposit documents in a student folder.

In the final quarter we implemented the single interface at all members that use VIS. At other members we are completing testing prior to implementation in production.

We familiarised users with the new features and the possibilities opened up by student folders. At members we also presented other possible and useful methods of use and automation. We are preparing the implementation of other types of student documents which could be mass imported into student folders. In this way we are spreading the beneficial achievements of the project and supporting further shifts towards more successful electronic operations of the members and towards higher quality and more reliable support for storing UL student documentation.

❖ *Measure: Develop new functionalities in HR: education and training as part of the APIS 3.0 procurement*

We prepared the Public Procurement Order 3 and began the upgrading project.

❖ *Measure: Infrastructure and CDiUL applications for use in teaching*

We continued activities of setting up multimedia-equipped lecture halls and physical spaces in which the teaching process takes place. We purchased hardware and multimedia equipment in accordance with the public procurement contracts, and these will be concluded in the coming year. We bought didactic software (10 different applications), and also set up a system for allocating and managing licences.

3. Set up a sustainable investment policy

SA 3.2: Prepare a common UL policy for sustainable planning and handling of buildings, premises and equipment

❖ *Measure: Specify the range of sustainable action and planning*

See chapter 5, SA 2.2.

SA 3.3: Identify priority investment areas and draw up a long-term investment plan for premises and IT support

- ❖ *Measure: Create a spatial vision for development of the University infrastructure in Ljubljana*
- ❖ *Measure: Determine the use of spatial infrastructure after the move of members UL FFA, UL FS and UL ALUO*

We completed the report on the spatial testing of buildings following the move of UL FFA, UL FS and UL ALUO. On the one hand the report took into account the existing buildings and their capacities and the possibilities for adaptation, and on the other hand the needs of UL NTF, UL FF, UL AGRFT and the Rectorate. The aim of this study is to use the lens of sustainability and the green transition to envisage more optimally the use of existing spaces and the assurance of more modern approaches to work in these spaces.

- ❖ *Measure: Create a priority list of buildings for earthquake-proof renovation*

We completed the first phase of structural testing and continued the second phase, concluding a contract for the seismic stress testing of the UL buildings fund, which will be completed in the coming year. Based on the call of the Higher Education Ministry, by determining the priority projects up to 2030 we included structural remediation as pilot projects in the document.

OTHER ACTIVITIES

Management of the University Sports Hall in Rožna Dolina

We manage and maintain the Rožna Dolina University Sports Hall, which for more than 50 years has represented the core of the University's sports. Every day the Sports Hall receives up to a thousand visitors attending member programmes, ECTS extracurricular programmes and/or daily recreation programmes. The UL leadership conducted intensive talks with the representatives of ministries and other relevant bodies to secure funds for a new construction that would replace the existing facility. In the coming year we will begin drawing up the project documentation and design concept for the facility, which will enable an expansion of the programme structure.

Implementation of plan of managing material assets

REAL ESTATE MANAGEMENT

Records of real estate

We continued activities such as maintaining and arranging the central records of real estate, arranging the ownership of real estate in the land register, arranging records in the cadastre of real estate, settling horizontal ownership and land lots pertaining to buildings through regular procedures and procedures under the ZVEtL and so forth. We continued the digital archiving of the database with documents, refreshing of the graphic part of the database and modernisation and upgrading of the information system, and started activities focused on the additional selection of real estate for coordination with the City of Ljubljana.

Detailed data are given in the annex "*Plan of managing material assets for 2024 – REALISATION*" in tables 1 and 2.

Disposal and purchase of real estate

For financing the project *New Construction for UL VF* we studied the possibility of selling real estate being managed by UL VF at Gerbičeva Street in Ljubljana and the rationality of selling other UL property (land, business premises and apartments) which UL does not need for carrying out study activities.

Detailed data are given in the annex *“Plan of managing material assets for 2024 – REALISATION”* in tables 1 and 2.

Real estate encumbrance

We dealt with already received and new applications for granting easements at properties owned by UL and compiled the relevant material for addressing this at the UL Governing Board and for obtaining the consent of the UL founder (the Slovenian Government) and prepared material and applications for obtaining easements for the purpose of carrying out investment projects.

Detailed data are given in the annex *“Plan of managing material assets for 2024 – REALISATION”* in table 1.

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

In line with our needs we pursued activities tied to already concluded lease agreements for the needs of members and to acquiring new agreements for the needs of project implementation.

Detailed data are given in the annex *Plan of managing material assets for 2024 – REALISATION* in table 5.

ENERGY MANAGEMENT OF BUILDINGS

We continued activities tied to the energy management of UL buildings, which covers management of the UL energy information system and managing energy in UL buildings.

INVESTMENT PROJECTS – CONSTRUCTION OF NEW FACILITIES, EXTENSIONS OR RECONSTRUCTION

For the UL AG annex to the Kazina building we participated in procedures for the adoption of the Municipal Detailed Spatial Plan (OPPN Južni trg).

For UL ALUO we participated in procedures for adopting a Municipal Detailed Spatial Plan (OPPN) at the Roška location.

For the project *New Construction for UL VF*, which is cofinanced under the Recovery and Resilience Plan (NOO), we continued the second phase of construction works and the preparation of public contracts for the supply and assembly of equipment.

For the project *New Construction for UL FFA* at Brdo we obtained the integral construction permit together with the project *New Construction for UL FS* and obtained the detailed project design (PZI) documentation.

For the project *New Construction for UL FS* at Brdo we obtained the integral construction permit together with the project *New Construction for UL FFA* and coordinated the detailed project design (PZI) documentation.

For the project *Vrazov Trg Campus, UL MF*, which is cofinanced under the Recovery and Resilience Plan (NOO), we continued the second phase of construction works and the implementation of public contracts for the supply and assembly of equipment.

For the project *Vrazov Trg Campus 2, UL MF* we started actively working on securing PZI documentation.

For the project *Zaloška Campus, UL MF* we held an architectural competition and entered into negotiations for the selection of a contractor to generate the project documentation.

For the project *Korytkova Campus, UL MF* we continued working on obtaining PZI documentation and the construction permit.

For the project *Reconstruction of the University sports hall in Rožna Dolina* we continued efforts to obtain design and investment documentation.

For the project *Facility for Research and Development and Knowledge Transfer* we continued the procedure of obtaining a construction permit and obtaining investment and project documentation.

The financial data and investments being implemented and planned by members with their own funds are given in the annex *Plan of managing material assets for 2024 – REALISATION* in table 3.

RENOVATION OF BUILDINGS

Energy and structural renovation of buildings

UL began carrying out seismic stress tests on the most vulnerable elements of the building fund.

INVESTMENT MAINTENANCE AND PURCHASE OF EQUIPMENT

INVESTMENT MAINTENANCE

We recorded the most urgently needed investment and maintenance works and carried out works in line with the financial capacities. We obtained funds from the MVZI for cofinancing the renovation of the facade on the Rectorate building, a heat station at UL NTF and roof on UL FŠ.

Data are given in the annex *Plan of managing material assets for 2024 – REALISATION* in table 4.

Purchase of equipment

We purchased equipment. Data are given in the annex *Plan of managing material assets for 2024 – REALISATION* in table 6.

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

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

Ensuring continued digitalisation and automation in the area of business informatics through the arrangement of public procurement contracts to develop APIS and its support, and setting up our own professional support for it, thereby ensuring in the long term an environment for fulfilling the strategic aims of UL digitalisation.

Upgrading and updating to the current version of the SAP business system and GC, which has enabled new and more user-friendly possibilities for use, improved functioning and increased information security of the business system.

Implementation of measures to increase information security across UL, including the replacement of passwords and setting up multi-factor single login to common applications, thereby ensuring a more secure and reliable digital environment.

KEY THREATS	OBJECTIVES	PROPOSED MEASURES
Funding to ensure earthquake safety of the UL building fund and activities related to this has not been secured.	Obtain budget funds for the earthquake-proofing of buildings.	Active informing and alerting of the competent authorities regarding the vulnerability of the UL building fund. Carry out activities to obtain funding (submitting an application for cofinancing to the line ministry) and active monitoring of potential other calls for cofinancing.
Lengthy procedures and undefined time frame for the provision of funding for new investment projects demand the use of our own funds to start the investment.	A defined time frame for the provision of project funding.	Presentation of the problems to the competent ministry.
KEY WEAKNESSES	OBJECTIVES	PROPOSED MEASURES
Lack of IT support for managing and financially monitoring development and maintenance projects.	Effective supervision of the financial construction of development projects. Effective monitoring of limits on contractual values.	Presenting problems identified in relation to the management of UL development projects, and the provision of adequate support within APIS.
Non-optimised processes associated with SAP at individual members.	Optimisation of processes and improvement of the user experience.	Exchange of best practices among UL members and upgrading of SAP.

7.3. Staff development

Support Area 3: SUPPORT STAFF DEVELOPMENT

STRATEGIC ACTIVITIES

1. Setting up competence models of employees at UL

SA 1.1: Determine the criteria of excellence by areas of UL's activity and set up competence models for all groups of employees

❖ *Measure: Carry out a review of the arrangements within university members of the EUTOPIA Alliance*

Within the EUTOPIA Alliance we determined that only one university has developed its own competence model and a digitalised process for staff development.

We have continued with activities to meet our commitments in the UL Human Resources Strategy for Researchers and Teachers 2024–2026 with Action Plan. The logo HR Excellence in Research, which the European Commission has currently allocated, is valid until November 2025. This logo is evidence that we are an institution with a stimulating and inclusive work environment, and that when recruiting we comply with the European Charter for Researchers and the Code of Conduct for the Recruitment of Researchers.

SA 1.2: Plan career development (knowledge updating, training) for all groups of employees

❖ *Measure: Lifelong learning for teaching staff and researchers (Recovery and Resilience Plan)*

A description of activities is given in chapter 1, SA 3.3 and 4.3.

❖ *Measure: Systematically enter into and participate in the reform of staff wages*

We entered into the implementation of the new wage system immediately upon the publication of the new Common Foundations for Wages in the Public Sector Act (ZSTSPJS) and collective agreements. In November and December we reviewed the status of employees by wage subgroups, in line with the ZSTSPJS and the Collective Agreement for Education and Training. Based on this we created precise instructions for the conversion of jobs at UL, and these instructions served as the basis for the information tool which we used to carry out the conversion. We drew up and adopted a new internal organisation and systematisation bylaw, terminated non-valid jobs, systematised new jobs and started preparing the IT staff solution for the SAP programme. We also adopted instructions for placing employees in higher wage brackets than their base brackets in accordance with Article 22 of the ZSTSPJS. We drew up a plan of necessary activities for January 2025 up until the first payment of wages.

❖ *Measure: Study the possibility of easing the burden of research on teaching assistants*

We formulated an initiative for a new arrangement in the ZViS.

2. Increase UL's staffing levels

SA 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

❖ Measure: Confirm the rules on researcher salaries (Article 64 ZZrID)

On the basis of the national Rules on Researcher Salaries, at the beginning of the year we adopted the *Rules on Determining Researcher Salaries for Work on Fixed-term Projects Based on Special Projects of National Importance or a Special Agreement*, then due to some unclear elements related to implementation we also drafted amendments to the Rules. More precisely we defined the roles that employees have on a project, the level of pay and the amount of pay in view of the jobs and role on the project, we generated answers to FAQs and defined more precisely the preliminary period for current projects. See also chapter 2 “Excellence in science and the arts” (SA 2.1).

❖ Measure: Endeavour to have the state introduce special ways of financing Slovenian researchers returning from renowned foreign institutions

Under the UL Development Fund we published an internal call for cofinancing of the employment of Slovenian researchers from abroad, whereby we are seeking to promote the reintegration of outstanding and experienced Slovenian researchers working abroad. Through the call we wish to enhance knowledge and skills and our international involvement in scientific research. Under the auspices of ARIS there already exists a scheme for returning Slovenian researchers from abroad and Recovery and Resilience calls from ARIS for reintegration of Slovenian researchers who respond to MSCA calls.

SA 2.2: Reduce the obstacles for employees to transition between research and teaching status

❖ Measure: Participate actively in revising wage legislation

Despite our efforts to have UL representatives more involved in and informed about the progress of negotiations and the solutions in the new wage system, the UL leadership was not included and could not participate actively, since we were excluded from the information and negotiations. We drew the attention multiple times of the line ministry and representatives of the union to the fact that we have no information on the basis of which we could provide suggestions.

When all the regulations tied to the revision of wage legislation were already in force, we determined that new crucial discrepancies had arisen that would need to be resolved urgently: the position of secretaries at members vis-a-vis the comparable heads under other collective agreements (Collective Agreement for Research), the issue of implementing Article 17 of Annex h to the Collective Agreement for Education and Training (KP VIZ), which relates to additional teaching obligations, the interpretation of Article 22 of Annex h to the KP VIZ and more.

Meanwhile the new ZSTSPJS renders equal the research and teaching positions, and all positions have their own titles and each position has a range of ten wage brackets.

SA 2.3: Standardise the status of researchers throughout UL

❖ Measure: Perform an analysis of the current situation

Activities in this area were halted for a certain time, since we were awaiting the new wage legislation, which entered into force at the end of the year. Based on an analysis of the current situation, in the future we will check whether there is a need in this regard to implement

additional measures for the standardised status of researchers throughout UL, and where necessary we will draw up a plan of measures.

❖ *Measure: Draft standardised rules where necessary to standardise the status of researchers throughout UL*

We conducted a revision of the rules on elections for the Governing Board, the Rector and deans. See also chapter 7.1 “Autonomy and finances”.

SA 2.6: Implement the rotation of professional staff within UL and other forms of strengthening relations

❖ *Measure: Appoint a working group to draw up a proposal for an internal rotation system*

At the first conference for UL professional staff we held a round table related to the challenges of staff development and establishing a standardised system for the internal labour market.

❖ *Measure: Devise and implement activities for UL employees in the area of strengthening mutual relations, soft skills, a university culture and dialogue*

With a view to strengthening mutual relations we held workshops in the area of connective communication. We promoted a healthy lifestyle among employees and students at events intended for the entire academic environment (UL Path Along the Wire hike, the Big Canoe Competition, the Faculty to Faculty run), in which there were more than 1,000 participants. See also chapter 6 “Management and development of the quality system” (provide trainings for the Culture of Quality Programme).

Recruitment of international teachers and researchers

We continued to use the institution of the guest teacher. We encouraged the short and longer-term involvement of foreign nationals in the teaching process. UL employed foreign nationals in line with the Instructions for implementing HR procedures, with the aim of facilitating, in accordance with the UL Strategy 2022–2027, greater inclusion of foreign researchers and teachers in research and teaching. Despite the new Aliens Act (ZTuj-2), we still had problems recruiting foreign nationals in 2024. In 2024 on the redesigned website we published all the relevant content and instructions for foreign nationals to obtain work and residence permits. Together with the Ljubljana Administrative Unit we pursued the goal of faster processing of applications from foreign nationals for employment and priority treatment of complete applications. In 2024 the UL employed a total of 369 full-time international staff (287 in 2023, 251 in 2022, 221 in 2021 and 189 in 2020), of whom 67 were teachers, 231 were researchers, 60 were professional staff and 11 were staff employed in healthcare positions.

As at 31 December 2024 UL employed 177 higher education teachers (171.47 in FTE) holding habilitation titles obtained under arts criteria.

Implementation of HR development and plan

We planned for 7,906 employees as at 31 December 2024, and actually had a headcount of 7,138 persons, or in terms of FTE 6,826.89.

In 2024 the number of employees at UL increased over the previous year.

In positions within salary group D the increase in hiring is a consequence of additional call places for students, based on the Slovenian Government proposal, specifically at members

FFA, FRI, MF, FF, ZF and FE. Furthermore the increase in hiring in salary group D is also a result of settling the provisions for employing external associates, who for a number of years running now are involved in teaching based on civil law contracts (mainly at AG and AGRFT). There was an increase in salary group J due to the process of reorganising work in the professional service offices, which is a consequence of the APIS project (introduction of the single SAP programme and GC document system, digitalisation of business processes and the general increased complexity of operations). An increase can also be seen in the greater administrative support for carrying out work on projects. Equally, in salary group J we are employing additional staff in the area of maintenance, security and cleaning of premises, where work is currently performed by external contractors.

Table 7: Number of all employees at the University of Ljubljana from 2021 to 2024 by salary group

SALARY GROUP	Number of employees as at 31 December 2021 (in persons)	Number of employees as at 31 December 2022 (in persons)	Number of employees as at 31 December 2023 (in persons)	Number of employees as at 31 December 2024 (in persons)	Index 2021/22	Index 2022/23	Index 2023/24
B	6	8	9	8	133	113	89
D	2,867	2,916	2,963	3,089	102	102	104
E	224	245	249	260	109	102	104
H	1,436	1,428	1,524	1,633	99	107	107
J	2,075	2,064	2,146	2,148	99	104	100
Total	6,608	6,661	6,891	7,138	101	103	104

Table 8: Implementation of HR Plan in FTE by source of reporting (methodology under the Budget Implementation Act)

Sources	Actual 1 January 2024	Plan 1 January 2025	Actual 1 January 2025
1. state budget	4,275.48	4,696.17	4,344.95
2. municipal budgets	0.00	0.00	0.00
3. ZZZS (Health Insurance Institute) and ZPIZ (Pension and Disability Insurance Institute)	0.00	0.00	0.00
4. other public funds for public service provision (e.g. taxes, fees, concession fees, RTV licence fee)	28.82	0.00	15.90
5. funds from the sale of goods and services on the market	478.62	555.82	442.89
6. non-public funds for public service provision	112.35	122.39	136.44
7. donations received	0.00	0.00	0.00
8. EU or other international funds, including co-financing funds from the state budget	404.09	642.44	480.97
9. budget funds for employees under the first, second and third paragraphs of Article 25 of the Medical Practitioners Act (Official Gazette of the Republic of Slovenia, No. 72/06 – official consolidated text, 15/08 – ZPacP, 58/08, 107/10 – ZPPKZ, 40/12 – ZUJF, 88/16 – ZdZPZD, 40/17, 64/17 – ZZDej-K, 49/18 and 66/19) and the third paragraph of Article 34 of the ZZDej	0.00	0.00	0.00
10. funds from the public works system	0.00	0.00	0.00
11. funds for research projects and programmes and funds for projects and programmes intended for internationalisation and quality in education and science	1,236.48	1,457.78	1,291.19
Total number of all employees under points 1 to 11	6,535.84	7,474.60	6,712.34
Total number of employees under points 1 to 4	4,304.30	4,696.17	4,360.85
Total number of employees under points 5 to 11	2,231.54	2,778.43	2,351.49

The Budget Implementation Act for 2025 and 2026 requires the UL, as a budget user, to abide by limitations when preparing its HR plan, namely that the HR plan for 2025 may not exceed in terms of the number of employees the HR plan from 2024, in all sources of public financing (1–4). However, the number of employees in the other sources of financing (5–11), i.e. funds from the sale of goods and services on the market, non-public funds, EU funds or other international sources and research project funds, are assessed in FTE.

In view of the Decree on the method of drafting human resource plans of indirect budget users and the methodology for monitoring the implementation thereof for 2024 and 2025 and the Budget Implementation Act for 2025 and 2026, and in line with the instructions of the Ministry of Higher Education, Science and Innovation (MVZI), we planned the employment of 4,696.17 persons in FTE (in the Work Programme for 2024) on the source state budget and other public funds for performing public service in 2024, which was 335.32 persons more in FTE than what we actually implemented in 2024.

On 19 June 2024, the MVZI gave its consent to the 2024 HR plan in terms of 4,696.17 FTE on sources 1–4. As at 1 January 2025 the actual number of employees was 4,360.85 FTE, which is 335.32 FTE less than the number approved by the MVZI.

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

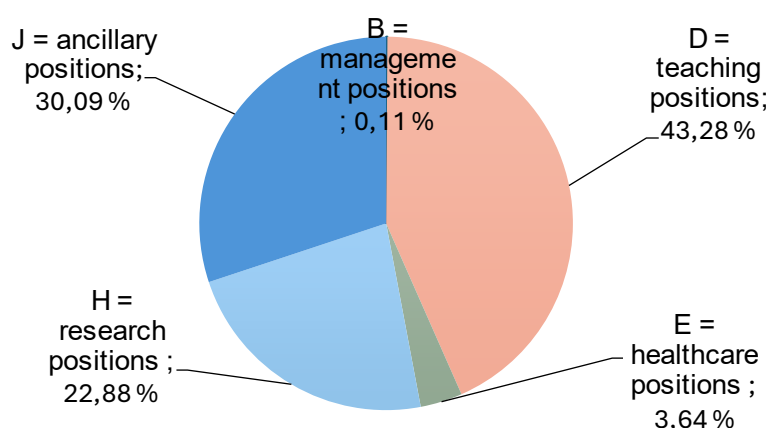


Figure 20: Proportion of employees as at 31 December 2024, by salary group

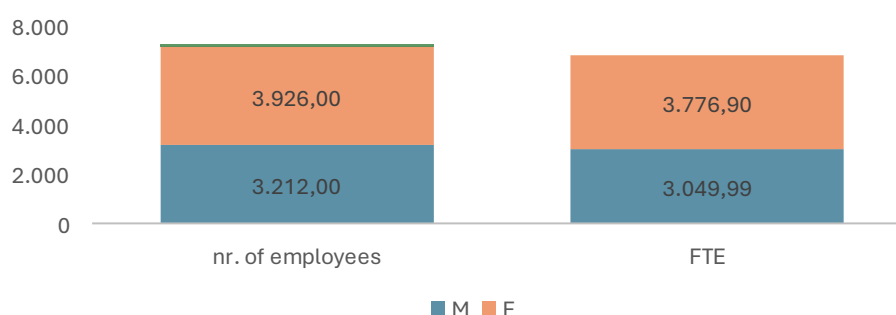


Figure 21: Number of employees and FTE by gender

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

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

SAP information HR system: working groups in individual areas/modules provided assistance to users, eliminated errors and worked to develop new functionalities as part of the new public procurement order APIS 3. The SAP system is built on uniform rules for the entire UL, which significantly contributes to raising the quality of HR operations and to optimised reporting of HR data.

Continued shifting of employment from fixed term to permanent for researchers. Ensuring observance of the updated Instructions on implementing HR procedures for higher education teachers, researchers and associates. In this way we will harmonise the status of researchers with the Instructions and ensure stable employment.

KEY THREATS	OBJECTIVES	PROPOSED MEASURES
Departure of good HR due to the uncompetitive nature of the Collective Agreement in higher education (lawyers, IT specialists, auditors, finance and accounts staff).	Retaining competent and expert personnel, and providing competitive wages.	Overhaul of the wage system. Timely identification of reasons for possible employee departures – by conducting annual interviews – where managers will preventively identify the reasons for departure, in order to prevent the departure of good personnel owing to possible internal weaknesses that could be eliminated.
Employment of researchers is restricted to the duration of the project, so it is difficult to offer them permanent employment (insufficient funding for permanent employment and projects do not provide funds for severance pay).	To achieve financial stability for the employment of researchers.	Drawing competent ministries' attention to the issue of the fixed-term employment and the project-based work of researchers (which is tied to fixed-term projects); this leads to the issue of ensuring funds for cases of possible termination of employment for business reasons.
Arrangement of supplementary work is for fixed terms due to employment for work on projects tied to the duration of the project.	Achieve a permanent legal solution for the entire UL.	Obtain a sustainable legal opinion and standardise the status at UL.
KEY WEAKNESSES	OBJECTIVES	PROPOSED MEASURES
Insufficient attention aimed at the professional, correct and timely implementation of HR procedures. Failure to effect timely implementation is principally a consequence of a lack of professional staff.	Transparent HR procedures in line with the law and the principles of integrity.	Improve internal communication. Short term: resolving individual sensitive cases through education of the HR services and clear delineation of competences. Long-term: training HR services depending on need or at least once every two years. Compensate for the lack of professional staff through the optimal reassignment of tasks – by the transition to a procedural organisation of work – and by the implementation of new functionalities in SAP.

A lack of HR functionalities in the SAP information system, meaning that the work of the HR departments is still not optimal. For this reason the easing of the workload on administrative staff is still not optimal.	Introduction of new HR functionalities in the SAP information system, which will serve to achieve optimisation of work processes and easing of the staff workload.	Implement further development of SAP (in HR modules that are not yet implemented). We will achieve the optimisation of work processes, which is a long-term process, through the digitalisation of processes and the delineation of processes among members and UL.
Annual interviews, which are important for: reviewing work done to date, planning work in the future, planning the development of professional staff – not yet implemented at all members.	Implementation of annual interviews for professional staff at all members.	Perform analyses, identification of members, implementation of activities to conduct annual interviews.

7.4. Ensuring compliance

Internal controls

In March a contract was signed with an external provider of auditing services, and an auditing plan was approved and implemented immediately by the provider. The plan was designed over-optimistically, so there was an enormous burden on staff. Nevertheless all the inspections were in the concluding stage by the end of the year, and some in the draft report stage.

Personal data protection

In the past year we updated the internal policies and procedures for compliance with the legislation on personal data protection. With the help of the UL Data Protection Officer (DPO UL) and personal data protection coordinators, members introduced systems for managing risk through internal controls for the majority of personal data processing operations. At three members, external contractors assisted in a review of the internal audit concerning the risk of loss and abuse of personal data.

The UL Data Protection Officer together with the coordinators and DPOs at members implemented regular meetings to address topics in the area of information security.

For all activities we regularly checked compliance with legislation and bylaws as well as key documents of the Rectorate and members (contracts, agreements, records, rules, instructions) containing provisions regarding the processing of personal data.

DPO UL together with the University IT service visited members with the aim of reviewing and arranging compliance of this area.

We regularly advised staff and students concerning issues related to the correct and lawful processing of personal data in various fields.

We established cooperation with the supervisory authority for notification of breaches, and obtained opinions regarding the adequacy of action taken in specific cases of personal data processing at the Rectorate and members.

Integrity

We reminded employees of the prohibition and restriction of accepting gifts, of the duty to report their financial status to the Committee for the Prevention of Corruption (upon taking up and leaving an official position and one year after this, and in the area of public procurement),

and we updated the integrity plan. We regularly notified members of the working group for preparing the integrity plan and heads of members regarding activities and seminars/trainings of the Committee for the Prevention of Corruption.

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

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

Increased awareness of the importance of correct and lawful handling of personal data among staff and students.

Comprehensive personal data protection with the aim of preventing abuse and ensuring that personal data at all levels are processed in a responsible and lawful way.

KEY THREATS	OBJECTIVES	PROPOSED MEASURES
External threats (cyberattacks) involving access to and theft of personal data.	Enhance technical measures to ensure information security.	Introduce a system of controlling access, where employees and students have access only to the data they need for their work.
KEY WEAKNESSES	OBJECTIVES	PROPOSED MEASURES
Inadequate understanding of legislation among staff and students.	Personal data processing in accordance with the legal framework.	Provide training and awareness-raising for employees and students.

8. Carrying out tasks under authorisation (nationally important tasks)

Support for the Slovenian language

The Centre for Slovene as a Second and Foreign Language (CSDTJ) provided several different courses of Slovene language for adults attended by 861 people. Under the Slovene Courses programme we conducted 27 regular courses and 56 individual courses. The free language e-course Slovene Learning Online (www.slonline.si) already has almost 52,000 registered users from all over the world. We were successful in the call issued by the Ministry of Culture and obtained funding for the project NASLON (upgrading the on line course Slonline), which is oriented towards creating and upgrading material for mobile, online and combined learning of Slovene as a second and foreign language for adult immigrants and other individuals from various cultural and linguistic environments who wish to learn Slovene. We continued to prepare content for the fourth part of the course – Slovene Learning Online 4. Under the programme Slovene for Children and Adolescents, we participated in the project PODVIG, which is run under the aegis of the Centre for Language Resources and Technologies (CJVT), specifically in supplementing the content of the Dictionary for Speakers of Slovene as a Second and Foreign Language (SLOGOST). As part of the regular seminars organised by the National Education Institute of the Republic of Slovenia (ZRSŠ), we trained teachers who are providing supplementary teaching of Slovene language and culture in European countries. We also carried out several courses of Slovene that were attended by more than 300 children and adolescents. We held the 19th Youth Slovene Summer School (117 participants), two courses of Slovene for school pupils from abroad who want to study in Slovenia and intensive weeks of Slovene for 193 school pupils from schools across the border. Several seminars for teachers were provided under the Education programme. All the seminars organised by the CSDTJ as part of various programmes (Education, Slovene for Children and Adolescents, Exam Centre, Slovene at Foreign Universities) or in which it collaborated recorded a total of more than 750 participants in 2024. As part of the programme of Slovene language at foreign universities (STU), we coordinated the operation of 58 Slovene language departments and courses at foreign universities; at 29 universities, Slovene studies has the status of an independent undergraduate and/or postgraduate course. In the 2023/2024 academic year the Slovene language departments and Slovene studies at foreign universities involved the participation of 1,858 students. The Examination Centre (IC) conducted just over 4,300 examinations of knowledge of Slovene as a foreign language at four levels. Two seminars were held for providers of exams, one for the organisers of exams and two for members of the public with a special interest. We organised the special anniversary 60th seminar of Slovene language, literature and culture, which was attended by 104 participants. As part of the Publishing programme at CSDTJ we provide regular updates on new features – including learning materials and on the preparation of learning materials via e-mail, on social networks, on the CSDTJ website, and in the form of presentations, workshops and lectures at educational and working meetings. In the project Language at the Workplace (in cooperation with the Adult Education Institute and Education Ministry) we designed a workshop and carried out a pilot seminar to raise awareness among employers about linguistic help for immigrant workers.

UL higher education enrolment and information service (VPIS)

The Higher Education Enrolment and Information Service carried out the applications and admissions procedure for enrolling in the first year of undergraduate and single-cycle master's study programmes for Slovenian and EU citizens and for Slovenians without Slovenian citizenship at the national level (in the first and second application windows) and for citizens of non-EU countries (in the first application window for UL). In addition to the applications and admissions procedure we conducted the elective procedure for enrolling in the first year of undergraduate and single-cycle master's study programmes for six universities and 15 independent higher education institutions, in the first application window for Slovenian and EU citizens (15,032 applications), for the second application window (3,574 applications), for Slovenians without Slovenian citizenship (58 applications) and for citizens of non-EU countries (1,844 applications).

9. Development goals

ANNUAL REPORT ON 2024 DEVELOPMENT GOALS (RSF 2024)

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

In development areas of national importance we set out the following objectives: (i) popularisation (promotion) of STE(A)M programmes with an emphasis on their promotion and on raising awareness of the importance of these profiles in the area of *Promoting studies and increasing enrolment in the area of STE(A)M for occupations of the future/for balancing knowledge for Society 5.0*; (ii) establishing activities and mechanisms for ensuring inclusive and balanced societies in the area of *Developing solutions for inclusion of non-traditional groups of candidates in higher education (e.g. adapted study programmes)*; (iii) recognition of gifted students in the area of *Additional activities for encouraging gifted students*; (iv) developing new forms of pedagogical cooperation in the context of transnational inter-institutional learning programmes; (v) establishing administrative guidelines/models for joint administration of international programmes and associations; (vi) designing a common set of associated communities for creating knowledge based on challenges within the EUTOPIA Alliance; (vii) creating a common employment space within the EUTOPIA Alliance; (viii) developing local and global internationalisation of the EUTOPIA Alliance; and (ix) establishing a new form of operation of the international university in the area of *Cooperation of the higher education institution in strategic partnerships, specifically preparation for applying in the call or implementing activities of the European University project, which has obtained funds from the Erasmus+ programme*.

A. QUALITY OF STUDY

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

The measures to achieve the development goal are:

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

We devised the **competence profile of the higher education teacher of musical and fine art**. The research also involved higher education teachers from other countries.

In the area of online learning for higher education teachers and associates in the area of learning and teaching (fundamental fields) two modules were created. They are structured in such a way that they enable the participant to gain the education at their own pace and with different types of content.

- The first **module is Motivation and Study**: Strategies for promoting motivation in students, which enables higher education teachers and associates to gain insight into

the characteristics of student motivation and strategies for encouraging and improving motivation in studies. Users of the online module will learn about the fundamental characteristics of motivation and evidence-based approaches for promoting motivation and creating a cooperative climate, which contributes significantly to the feeling of belonging, commitment and success of students.

- The second **module is Testing and assessing knowledge and posing questions**, which offers higher education teachers and associates an insight into the fundamental characteristics of verifying and assessing knowledge and posing questions, and providing appropriate feedback.

We provided seven trainings for higher education teachers and associates at UL in the fundamental fields of learning and teaching. We supported the training for higher education teachers at UL MF organised by Harvard Medical School – Training to Teach in Medicine.

A **module for induction into researching a substantiated curriculum** was designed. This enables participants to obtain a practical and theoretical basis for implementing research of a substantiated curriculum. They get to know what such an approach means, why it is crucial for modern teaching practice and how it can contribute to improving the quality of teaching. On the conclusion of the online module the participants know how to plan a teaching process that will develop the research competence of students and be based on a research-substantiated curriculum.

A **module for student-centred learning and teaching** was designed. The online module enables higher education teachers and associates to immerse deeply into the fundamental principles and characteristics of student-centred learning and teaching in the higher education environment, and the basics for reflection and planning teaching that will stimulate student activity.

We carried out 19 trainings for higher education teachers in the area of student-centred learning and teaching.

UL **successfully passed an international institutional evaluation at the Finnish Education Evaluation Centre (FINEEC)** and received a Quality Label from FINEEC for six years. With the aim of aligning with the FINEEC standards we also carried out trainings to boost skills and wellbeing among employees (Well-rested at the workplace, Healthy and comfortable sitting at the workplace, Time management and self-organisation in the age of digitalisation, How to motivate employees).

We set up a working group to prepare a methodology for collegial disciplinary reviews of study programmes, and the group crafted the document ***Guiding the reporter to conduct collegial reviews of UL study programmes in the procedure of sample evaluation*** (the document was approved at a session of the UL Quality Committee). Through SQAA we received a list of study programmes that will be covered in the sample to be evaluated by the national agency in 2025. On the preparation of applications for the procedure of external sample evaluation we performed collegial reviews for eight study programmes: UL MF (both single-cycle master's programmes), UL VF (single-cycle master's programme), UL ZF (three programmes in the field of radiological technology and work therapy) and UL ALUO (for the first-cycle programme Painting, which was in the procedure for extraordinary evaluation at SQAA). At UL BF a collegial review was concluded for all three study programmes in the field of forestry and the new interdisciplinary programme Bioinformatics. UL AG completed the international accreditation MusiQue.

UL ALUO produced a handbook for introducing learning ergonomics into the study process, entitled ***Introducing and enhancing approaches to the ergonomics of learning***, which sets out tips and instructions on how to improve the ergonomics of learning and wellbeing of students during lectures.

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

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

The measures to achieve the goal are:

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

The working group drew up *Guidelines for preparing open-access materials for higher education teachers*.

We additionally supported the implementation of 24 **projects for preparing open study materials** in the field of art, 32 publishing projects and six additional projects. Through these projects we promoted the development of open educational resources, which will enable students to develop higher cognitive processes and an enhanced learning experience that will be possible to adapt to various learning styles, through inclusion of various accessible multi-presentational elements and possibilities for interaction with the content. We also promoted the development and publication of open educational resources at UL and to the greatest extent possible to exploit available open educational resources (including international) and incorporate them into the study process and into independent student learning in the 1st and 2nd cycles, and in this way promoted establishment of the principles of open science among students and academic staff. A total of 10 UL members joined the pilot project for designing learning materials for the needs of independent study/research by students (UL BF, UL FDV, UL FE, UL FFA, UL FGG, UL FPP, UL FS, UL FU, UL NTF and UL ZF).

We ensured **comprehensive support in the area of didactic use of ICT in the education process in all fields of study at UL**. The operation of the UL Digital Centre facilitates the continuity of updating study programmes through didactic use of the ICT, and thereby contributes to improving the quality of studies. We carried out various activities to promote didactic use of ICT in teaching at UL members:

- Organisation and implementation of two Teachers to Teachers consultations: *Artificial intelligence in education*, 16 January 2024 (92 participants) and the *Use of new technologies and innovative learning approaches in teaching*, 21 June 2024 (60 participants).
- Holding 16 online workshops (MOOC) on the topic of didactic use of ICT in the teaching process, total of 107 participants.
- Holding 15 workshops in person or as webinars, total of 264 participants.
- Holding 220 didactic advisory sessions.
- Preparation and publication of 57 materials for didactic use of ICT.

- Implementing four one-year projects on the topic of development of didactic methodology and technical solutions for implementing various innovative learning approaches (Project learning at UL; Artificial intelligence in education; Design of microMOOCs and Construction of e-portfolios).

The Multipliers community included 57 higher education teachers and associates from 23 members who provided support to other teachers and associates in the use of ICT to update and upgrade courses. We have also incorporated into the UL Digital Centre support network teachers and associates from UL who wish to test out the options for using ICT in their courses, and launch trial updates of courses with an emphasis on the use of ICT in education work. In the summer semester 2023/2024 updates were carried out by 64 providers.

B. INTERNATIONALISATION

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

The measures to achieve the development goal are:

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

The course Slovenščina kot tuji jezik – lektorat 1 (Slovene as a Foreign Language), which we upgraded last year, was successfully completed by 270 students. In the academic year 2024/2025, 328 students enrolled in Leto Plus and were categorised into 16 groups.

By the end of 2024, the *Slovene Learning Online* course had more than 52,000 registered users from 197 countries.

We drew up **guidelines for combined study at UL**. An institutional model was selected for implementing combined study, constituting the core of the guidelines that has already been tested at member faculty UL FU. Through adaptations it can be accepted and used at other UL members.

In developing the **integrated study environment** (ISE) we continued the planned activities under the project *Development of UL Moodle topic (MTUL)* for the needs of establishing a production environment for Moodle online classrooms at several UL members. We developed a common administrator interface which, when transferred to the production environment, will serve to ease all procedures for maintenance of the online classroom system and the plug-ins used and upgrade procedures. At the same time we researched the requirements regarding compliance with European and Slovenian legislation in the area of information security and personal data protection. Documents were prepared that specify changes and upgrades to software and processes linked to this. A project was initiated to perform a penetration test of the application, with the aim of checking the appropriateness of the application's security mechanisms and detecting potential threats. The IT transition to the new academic year 2024/25 was carried out, the digital content of all courses at eight members (ULAG, ULALUO, UL FE, UL FFA, UL FPP, UL NTF, UL PF and UL VF) was transferred to a common

infrastructure purged of any potential security vulnerabilities, and a single system was set up for authenticating and authorising users and among the building blocks of the integrated study environment (ISE) and back office systems. Procedures have also been set up to continue integrating new UL members into the ISE, since they expressed major interest, meaning that the services suit the processes being carried out at the UL members.

In the area of development and enhancing cooperation within transnational interinstitutional learning communities, UL FS conducted coordination and administrative activities necessary for concluding an agreement on a double master's degree between UL FS and Parthenope University of Naples (UNP). This cooperation fostered the proposal of a curriculum for the courses Energy Engineering and Process Engineering.

In January we issued an internal call for International Summer Schools, in which we selected 36 international summer schools organised by UL members (ULAGRFT, ULALUO, UL BF, UL FA, UL FF, UL FFA, UL FGG, UL FMF, UL FSD, UL MF, UL PF, UL TEOF, UL VF and UL ZF). Through an internal call we supported **86 mobilities for teaching assistants and assistants with doctorates**, whereby we enabled them at the start of their careers to secure greater integration into the international environment and in this way to enhance their professional and teaching competencies. The mobilities lasted 3–4 months.

As part of the activities for **cooperation with international partners/universities in already accredited study programmes of both partners with structured student mobility**, in cooperation with 10 members (UL BF, UL EF, UL FDV, UL FF, UL FFA, UL FGG, UL FMF, UL NTF, UL PEF and UL VF) we pursued the following:

- promoting study in programmes that cooperate with programmes of foreign institutions that lead to two degrees;
- implementing this kind of study at UL;
- providing help and support to students on structured exchanges, holding information days, welcome days;
- carrying out workshops for students;
- organising working meetings with partner institutions (in person or online);
- preparation and implementation of summer schools or materials;
- holding conferences and consultations to exchange good practices or for promotional purposes, presentations of studies abroad;
- identifying partners for expansion of cooperation in already functioning connections or in new connections;
- professional assistance in establishing cooperation and preparation of documentation for cooperation;
- generation of information material, organisation and implementation of promotional events, updating the website with information;
- visits to partner institutions or visits by representatives of partner institutions to UL;
- extending cooperation agreements for obtaining two diplomas.

We steered activities in the project *Online Notes (ON)* towards functionalities that are essential for the successful start of using the Online Notes system in a real environment (refreshing the user interface, registration in the system with a digital identity, changing user roles and permissions, correcting segments in transcriptions of lectures, testing various models for speech recognition, support for foreign languages, adapting infrastructure to support users with sensory impediments). To a lesser extent we also carried out pilot lectures at UL members, but the lectures on this occasion served to test new implemented functionalities. We disseminated the results of the project at various events: a presentation of ON at a visit by school pupils from Celje, at UL FRI information days for secondary school pupils, a presentation of ON at UL FDV, workshops for employees at UL FGG, a presentation of ON at the college of deans. We linked up with CDiUL and resolved certain key issues regarding implementation of the ON system in the CDiUL infrastructure.

C. COOPERATION WITH THE LOCAL ENVIRONMENT

Development goal: Socially responsible university

The measures to achieve the development goal are:

- the inclusion of local, regional and global challenges of sustainable development, interdisciplinarity, STE(A)M approaches and practical training in study processes;
- strengthening student competences for Society 5.0.

A total of 21 members participated in the area of including local, regional and global challenges of sustainable development, interdisciplinarity, STE(A)M approaches and practical training in study processes (ULAGRFT, ULALUO, UL BF, UL EF, UL FA, UL FDV, UL FE, UL FF, UL FFA, UL FGG, UL FKKT, UL FRI, UL FS, UL FŠ, UL FU, UL MF, UL NTF, UL PF, UL TEOF, UL VF and UL ZF). They were selected in an internal call entitled *Student projects for sustainable development* (2024). We carried out 32 projects involving the participation of 71 educational and 36 professional mentors and 198 students.

Colleagues from the **UNESCO department** have cooperated in providing the international master's study programme FloodRisk Management, in cooperation with UL FGG, UL FDV and UL EF. We published three technical multi-language dictionaries, an English textbook on the programme tool R and its use in hydrology, and published the first version of an online observatory for landslides. At the end of February we took students of water management and engineering on a three-day scientific trip to Serbia. In September the department organised a week-long international summer school, HydRoData, on the topic of managing hydrological data. In cooperation with three foreign universities we are participating in designing a new master's programme on the subject of water and health (with the working title Water and Health Impact Science Master of Science). We continued cooperation with the UNESCO office in Udine in Italy, working on arranging the platform ResiliEnhance. We supported surveying Slovenian citizens on their perception of flood risk and the methods of managing this risk.

In **expanding the scope of practical training within academic study programmes**, in cooperation with 15 members (ULAGRFT, ULALUO, UL BF, UL EF, UL FA, UL FF, UL FFA, UL FGG, UL FMF, UL FPP, UL FU, UL FSD, UL NTF, UL PEF and UL VF) we pursued the following activities:

- preparation of documents tied to practical training for students (rules on work practices, draft of a tripartite agreement, instructions for writing a report on work practices and a work log and so forth);
- improving access to practical training: one of the members created a table with key data on organisations that offer internships, which makes it easier for students to find suitable opportunities;
- introduction of new and evaluation of existing elective courses/study units in the area of practical training, updating syllabus content;
- establishment and expansion of the list of partners for providing practical training, attracting new partners;
- mentoring students participating in the measure, the possibility of assistance for students at established experts including after completion of practical training;
- integration and updating of ICT support for planning, monitoring and implementation of practical training, organisation of an event with a presentation of the operation of the electronic portal for practical training to UL members;
- use of new technologies: use of virtual reality for work on a new subject;
- organisation of workshops for students on the topic of transferring knowledge into practice;
- international cooperation: organisation of meetings of engineering students from countries of the former Yugoslavia.

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

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

The measure to achieve the goal is:

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

Implementation involved the participation of nine members (UL BF, UL FDV, UL FE, UL FGG, UL FKKT, UL FMF, UL FPP, UL FRI and UL FS). We carried out various activities: presentational fairs, round tables, workshops for primary and secondary school pupils on a variety of topics, focus groups (UL FDV) and summer schools (UL BF). At the end of August the University enrolment service organised a summer school for secondary pupils, as part of which the pupils visited the Nordic Centre in Planica and learned about different fields within the new space science, an interdisciplinary subject of great interest for the future of society and the economy. At UL FMF a project was concluded to create an online classroom designed in collaboration with primary and secondary school teachers of mathematics and computer science.

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

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

The measures to achieve the development goal are:

- development of open educational material for promoting the inclusion of non-traditional groups in higher education;
- adaptation of study programmes to the needs of non-traditional groups;
- promoting the inclusion of non-traditional groups in higher education studies.

A working group drew up **Guidelines for the preparation of open-access materials for higher education teachers**, which have been enhanced with tips for preparing open materials for non-traditional students depending on their needs.

For students of the academies we put together six sets of videos (webinars) covering the transition to the labour market for arts courses: Strategy of successful psychological preparation for implementation, Effectivetime management, Effective learning strategy, Mental health and psychopathology, Art as a profession and Resistance and second score.

UL is encouraging and enhancing the development of ways to include non-traditional groups of candidates in higher education. In the first phase we visited seven members (with ten more to come next year) with the aim of making an inventory of the forms of inclusion and improvement of the principles of openness and inclusiveness in education at all members of the University. Based on the visits and analyses we drew up recommendations for the better inclusion of students in the study process and transition to the labour market.

In January we published the internal call *Development of solutions for including non-traditional groups of students in higher education*, to which 10 UL members applied. The projects confirmed that the adaptations of study programmes for non-traditional students are beneficial, since they improve the accessibility and transparency of study content, they enable a better understanding through the use of various learning approaches (videos, colour-coded notes),

they promote the active participation of students in preparing material and helping international students with English instructions.

Between 21 and 28 July the Kaverljag international summer school, organised by UL ALUO, was held in Pliskovica, Slovenia. Summer school participants were guided to scientific illustration, study drawings, three-dimensional models and graphic prints. They took an excursion to the Marine Biology Station in Piran. They learned about the content through expert lectures both in the field of visual communication and the focused field of biology, all with the aim of creating tactile content that would make marine organisms more accessible to blind and visually impaired persons. The summer school was attended by 18 students.

In November we held an autumn school entitled Ecological Intelligence, which offered students knowledge in the fields of environmental humanities, digitalisation and society, and at which they learned innovative practical methods of transformative art and social sciences. A total of 18 students attended the autumn school.

F. ADDITIONAL ACTIVITIES TO ENCOURAGE GIFTED STUDENTS

Development goal: Recognition of gifted students

The measures to achieve the development goal are:

- drawing up guidelines for national/local/University measures to encourage gifted students;
- development and implementation of pilot activities to encourage gifted students.

As part of the measure to encourage gifted students we drew up UL guidelines for implementing the **Excellence Programme Challenge: Support for students who are capable of and want more**. The guidelines were also presented at the November conference *Establishing an innovative and effective support environment for work with students who are capable of and want more*, which served to showcase examples of best practices of innovative methods of promoting the agency of students and examples of best practices from UL members.

At members that were selected based on an internal call for registering additional activities to encourage gifted students, various activities for gifted students took place: participation in international conferences and competitions, meetings and workshops.

G. COOPERATION OF HIGHER EDUCATION INSTITUTION IN STRATEGIC PARTNERSHIPS

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

The measures to achieve the goal are:

- develop cooperation in transnational learning communities;
- develop content of innovative transnational learning communities in the area of challenge-based research and innovations within the EUTOPIA Alliance of European universities;
- develop the concept of challenge-based research for students within the EUTOPIA Alliance of European universities.

Existing transnational learning communities Introduction to Cognitive Science (UL PEF), Veganism vs. Animal protein consumption (UL VF), Epistemology of Everyday Life (UL FF), Text and Discourse Analysis (UL FF), Design+Science (UL ALUO) continued their planned activities: creating content, video materials, resources and literature, holding lectures, regular

working meetings of members of study units, organisation of various events (such as the Language Cafe, Week of Languages and Open Student Forum at UL FF, and the Veterinary Congress at UL VF). The learning community Design+Science provided a summer school *Design+Science Summer School 2024*.

In May we published a call *Cofinancing EUTOPIA development cooperation*, in which we prompted staff at UL to cooperate and strengthen connections within the EUTOPIA Alliance. The call elicited a response from 18 UL employees, 10 of whom are teachers, who during brief visits to EUTOPIA Alliance partners gained new professional knowledge and competencies, learned about best practices within transnational communities and verified the possibilities for developing cooperation in transnational learning communities within EUTOPIA.

The tenth EUTOPIA week was held under the slogan Entrepreneurship for IMPACT, and was hosted by CY Cergy University (CY) in Paris. A prominent place was given to the role of universities in promoting social progress through innovations based on research. Learning communities were especially highlighted as an example of successful cooperation.

Within the framework of the operation of transnational learning communities we issued two internal calls:

- *Linked EUTOPIA communities for resolving challenges in the area of diversity and inclusion*, in which ten groups of students were selected from seven UL members (ULAG, UL ALUO, UL FDV, UL FKKT, UL NTF, UL PF and UL ZF). Of these, three were interdisciplinary groups involving students from UL FF, UL NTF and UL PEF. A total of 14 mentors and 63 students from 9 members took part.
- *Linked EUTOPIA communities and challenges in the field of climate solutions*, in which 20 projects from 12 members were selected (UL ALUO, UL BF, UL EF, UL FA, UL FDV, UL FE, UL FF, UL FGG, UL FKKT, UL FPP, ULF SD, UL FŠ, UL MF and the UL Rectorate). Of these, eight were interdisciplinary groups. A total of 27 mentors and 100 students from 19 members took part.
- The purpose of the two calls was to cofinance working groups of students and their mentors, within which students acted outside the framework of the study process to pursue various creative and innovative activities and presented solutions in the area of diversity and inclusion, and climate challenges and solutions, on the local, regional and global levels.

In November numerous events were organised at UL aimed at students of various streams and UL staff being encouraged to think about inclusion and diversity. Students and staff took part in online and in-person events that were organised in various formats (living library, learning group projects, international debate, round table and so forth).

In April UBB in Romania hosted the *Week of Discovery*, based on the **Open Innovation Challenge** developed in the pilot project EUTOPIA2050 (Erasmus+, European universities).

The week was aimed at improving cooperation with local and regional companies. ICS, which operates under the project EUTOPIA MORE (Erasmus+, European universities), is committed to linking and improving the widespread forms of local and regional cooperation via partner connections and challenge-based initiatives. The universities of the EUTOPIA Alliance are well-integrated into their local environments, with permanent links and contributions to shaping the local area. EUTOPIA is committed to maintaining such activities, which promote regional cooperation for integration and social cohesion. Eight students from UL took part.

We carried out the **Food for Thought Festival**, at which over three days scientists at interdisciplinary events highlighted principally the topic of establishing sustainable food systems.

Within the project *Development and creation of movable platform for simulation of a racing experience*, a team of four students from UL FS, together with the company Gospol – Gopan d.o.o., developed a system for safe experiencing of driving a racing car by constructing a movable platform for simulating the racing experience. The construction of the platform

enables simple adaptation of the simulation to various categories of race and various racing cars.

Students from UL BF took part in the Bio-based Innovation Student Challenge Europe, BISC-E, which is an all-European student contest that promotes the development of entrepreneurship in the area of the bioeconomy. BISC-E is held under the auspices of the Bio-based Industries Consortium, with the support of national coordinators, who provide for the implementation of the national BISC-E competition. The national BISC-E competition involved the participation of 16 students in 5 teams. The team Evapotricity became the national champion, and took 3rd place in the European competition.

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

The measures to achieve the goal are:

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

In May we marked the first **EUTOPIA Alliance Day**. We held the Alliance Day at all ten partner universities simultaneously, and celebrated the efforts to create a common higher education space that promotes the development of education, research and innovation both in the local and the global environments. At the event, academics and students talked about climate challenges that universities are also facing. A total of 120 students, researchers and professional staff from UL took part.

Also taking place in May was the 8th Rectors Forum for Southeast Europe and the Western Balkans and the 4th EUTOPIA MORE workshop for the Western Balkans on financing research on the international, national and institutional levels. In September came the 9th Rectors Forum for Southeast Europe and the Western Balkans, at which special attention was focused on the role of the initiative of the European university and the inclusion of universities of the Western Balkan countries.

June saw the EUTOPIA Alliance Week held at the University of Babeş-Bolyai in the Romanian city of Cluj-Napoca. Under the title *Path to Cohesion*, 200 participants discussed initiatives for unity and promotion of cooperation in shaping new educational and research strategies. There were 17 participants from UL. Under the Path to Cohesion banner, participants talked about initiatives for unity and cooperation among universities, and especially about creating mutually linked networks in which institutions share resources and collectively implement innovations. The events were intended principally to promote inclusive education, with the aim of creating a linked European higher education area.

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

The measure to achieve the goal is:

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

The Competition for the top social science/humanities innovation (HUD call) has been carried out as a sub-category of the Rector's Prize for the top innovation at UL. Five teams (involving seven students) applied to the call. Numerous workshops were organised for the students (in cooperation with researchers employed at members and the UL Rectorate) along with help preparing for the final part of the competition, in which they presented their ideas.

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

The measure to achieve the goal is:

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

In June the student career ambassadors of the EUTOPIA Alliance met in Dresden, where they took part in a range of activities and debates intended to promote cooperation, exchange of knowledge and improvement of career opportunities for students under the auspices of EUTOPIA. The ambassadors took part in workshops run by the Career Service of Dresden University of Technology (TUD), and had the chance to see the work done at the Centre for Molecular and Cell Bioengineering (CMCB). They also attended an event with the Erasmus Student Network (ESN) and the team of the Global Citizenship Certificate (GCC), where the students exchanged ideas and experiences. They learned about the sustainability practices and environmental initiatives of that university, and emphasised the importance of sustainability also within the EUTOPIA Alliance.

We organised six workshops for the student ambassadors on the topic of entrepreneurship, conflict resolution, project management and so forth.

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

The measures to achieve the goal are:

- promoting the inclusion of 1st and 2nd-cycle students and mentors in exchanges within the EUTOPIA Alliance;
- boosting the participation of students at student conferences.

In February, we published a call for students for *Student Individual Research Projects (ŠIRP)* with funding for mobility to member universities of the EUTOPIA Alliance. The aim of the call was to develop an individual student research project, which also included a mobility component at one of the EUTOPIA universities. Physical or virtual mobility lasted from 15 to 30 days. A total of 19 UL students underwent the mobility programme under the ŠIRP call. In February, we published the EUTOPIA TeamWork call for students to form multidisciplinary and multi-university teams of up to eight students from EUTOPIA Alliance universities to spend four weeks in the summer doing a paid part-time summer internship on an agreed project of participating organisations. This year's version under the project EUTOPIA MORE was expanded through international teams from seven member universities of EUTOPIA. The practical training was completed by 42 UL students. Five organisations cooperated with UL offering six challenges. Mentors from the Centre of Non-Governmental Organisations of Slovenia, the Centre for Creativity, Jožef Stefan Institute, Marles Houses and the Museum of Architecture and Design supported the teams at weekly meetings and were available to them throughout the duration of the programme. In the final week the teams presented their solutions for the challenges and gained feedback on the work they did. Before the start of virtual internships, the selected students attended preparatory workshops and an introductory meeting with a representative of the organisation about the internship process.

In April the European Student Assembly (ESA) was held, at which more than 230 students from the majority of the European University Association (EUA) debated current issues, drafted political recommendations for the future of Europe and advocated for them among interested parties and decision-makers. The Assembly was attended by one student from UL.

Two UL students took part in the EUTOPIA Ideas Club, which was held at Ca Foscari University in Italy. The event featured discussions on climate change and solutions for it.

The EUTOPIA Alliance Week at Babeş-Bolyai University in Cluj-Napoca, Romania was attended by three UL students, while eight students from UL took part in the Week of Discovery, which was based on the Open Innovation Challenge, at CY Cergy University in Paris, where

they solved challenges of companies in France in the areas of entrepreneurship and sustainability.

A group of 14 students from UL MF and UL ZF participated in the International Conference for Public Health Students at the University of Warwick in the UK.

Three UL students took part in the student initiative to promote cooperation and connection among student organisations within the EUTOPIA Alliance. The student initiatives contribute to resolving challenges and are linked to other activities of EUTOPIA, especially those in the area of sustainable development. The joint meeting was held at Babeş-Bolyai University in the Romanian city of Cluj-Napoca.

Four students from UL EF attended the student conference EUTOPIA Autumn School Multilingualism at Vrije Universiteit Brussel in the Belgian capital. The four-day programme was intended for exploring multilingualism through different cultural, political, literary and social perspectives. Lectures and workshops were organised by acclaimed experts from universities around the world, including Vrije Universiteit Brussel, the University of Warwick in the UK and Stellenbosch University in South Africa.

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

The measure to achieve the goal is:

- develop a model of the virtual campus.

We carried out adaptations, integrations and setting up of technical support services in the implement of the teaching process, aimed at the internationalisation of UL at the individual user level (international students at UL) and the institution level (various forms of linking UL to other/foreign universities).

We successfully carried out the next projects, related to establishing the **Virtual Campus for International Students**:

- Virtual Campus for International Students at UL;
- Integration of the application Online Notes (ON) into the Virtual Campus for International Students at UL;
- Setting up virtual laboratory services.

We addressed internationalisation at the institutional level with the aim of being able to use the University's ICT systems in a user-friendly way (and also friendly to participating University institutions) to enable the setting up and use of UL services for implementing cooperative activities or activities tied to the teaching process.

Under the measure we implemented the project *Standardisation of systems for identification, authentication, authorisation and recording, with the aim of simplifying the use of UL virtual campus solutions for users (teachers and students) with digital identities from foreign universities*.

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

KEY WEAKNESSES	OBJECTIVES	PROPOSED MEASURES
The allocation of numerous pilot projects and other activities at UL members leads to complicated management and coordination, administrative challenges and an excessive workload on teachers, students and professional support staff.	Optimised pilot project implementation on various measures.	Standardise procedures of internal calls for pilot projects.

10. Assessment of success in achievement of goals set

A. The occurrence of any inadmissible or unexpected consequences in the implementation of the work programme

There were no inadmissible or unexpected consequences in the implementation of the 2024 work programme.

B. Assessment of success in the achievement of goals relative to the goals achieved in the report from last year or over several years

All the set short-term goals under the Work Programme, which depend mainly on our internal activities, were achieved in 2024. Numerous measures remain in progress, since they are envisaged as part of the implementation of the strategy action plan for 2024 and 2025. In 2025 we will continue implementing measures initiated in 2024, and assign priority to their fulfilment and successful conclusion. We would point out in particular the transition to a new pay system, for which the date of transition was not certain until November 2024. Nevertheless in December we were able to set up the formal basis for the transition to a new pay system starting on 1 January 2025. In view of the large number of employees and the diversity of jobs, this was an exceptional achievement.

In 2024 we successfully developed and updated study programmes, upgraded the support environment for scientific and artistic work, proactively sought strategic partners for the transfer of knowledge and art, ensured and enhanced our environment of inclusion and equality, boosted the social role of UL and optimised and digitalised processes.

Under the ULTRA project we continued the updating of professional higher education study programmes by including new subjects that support a sustainably oriented path of development and linking of disciplines. We started carrying out various short education and training programmes for acquiring microcredentials. We adopted the UL Digital Strategy 2024–2027 and steered the long-term and short-term targets towards improving the quality of education and the efficiency of administrative processes.

UL participated in 626 European projects, of which in 111 projects it was the lead organisation (coordinator). In the past year UL researchers secured 45 new projects under the Horizon Europe programme, of which UL is the lead organisation or coordinator on nine projects. We carried out 194 programmes and four start-up programmes. Through the adoption of the Pilot Methodology for assessing research programmes we set up an independent, stand-alone system for assessing research work, based on the latest international principles of qualitative assessment. We conducted the first phase of the call for large interdisciplinary UL projects. We signed strategic partnership agreements with Lek and Novartis. We linked up with outside institutions in promoting research achievements (such as for the Food for Thought Festival). We established an Office for Equality and Inclusion to support the development of an inclusive academic environment. A draft of the comprehensive UL Sustainability Strategy 2025–2030 was created, representing the foundation for developing further activities in this area. An international institutional evaluation was carried out successfully and UL acquired the FINEEC Quality Label for six years. We continued the digitalisation and automation in the area of business informatics by arranging public procurement orders for developing APIS and setting up our own professional support for it, thereby ensuring in the long term an environment for fulfilment of the strategic goals of UL digitalisation.

C. Assessment of the economy and efficiency of operations according to the standards and criteria defined by the competent ministry and measures to improve the efficiency and quality of operations

UL is implementing a range of measures to ensure economical and efficient operations:

- We are merging together certain business functions, such as the internal audit function, and the implementation of complex public procurement procedures.
- We are digitalising certain business functions with the introduction of APIS, thereby ensuring uniform operating standards, the correct implementation of certain processes and the transparency of operations.
- We are optimising our ICT infrastructure by gradually migrating systems from multiple sites where maintenance and security needs to be managed to a single site, thereby reducing costs and security risks.
- Based on the analyses performed and the standardised methodologies we are preparing the apportioning of funds (e.g. the fundamental and development pillars of financing studies, stable financing of scientific research).
- We are performing various analyses to improve quality in specific areas of operation.
- We are carrying out self-evaluation processes with the aim of continuously monitoring progress in each area, strengths and risks, and formulating measures for improvement.

D. Explanations for areas where the goals set were not achieved

Measures we did not fulfil remain at the proposal stage, because they represent longer-term goals whose fulfilment depends mainly on external factors:

- Increase student accommodation capacities: the first activities were started in 2024, specifically agreements with the Company for Consulting and Administration relating to the construction of student capacities in Gerbičeva Street, which is currently the location of the Veterinary Faculty.
- An internal system designed for planning, reporting and monitoring stable financing funds for research. An internal system designed for reviewing and monitoring the activities of UL researchers: We have not yet been able to digitalise this area, since the system of stable financing for research is still being upgraded by ARIS.
- Link research offices at members organisationally into a new coordination: In 2024 we identified needs relating to standardised IT support for research projects. When this single information system is set up, we will be able to link offices more easily in terms of mutual assistance and transfer of experiences.
- Increase the volume of funds by including new funding sources for the development of artistic activities: This is a lengthy process that will require amendments to legislation and to the method of funding projects in the arts on the part of ARIS.
- Secure budget funds for the earthquake-proofing of buildings: We designed an initiative to place the funding of this area in the next financial perspective.
- Effective supervision of the financial construction of development projects. Effective monitoring of limits on contractual values: We started drawing up a spatial strategy which will incorporate a measure in this area. The strategy will be adopted in 2025.

Some measures were transformed into permanent tasks, which we detail further under the work programme (e.g. Promote exchange of experiences among members of EUTOPIA, The GUILD network and other international institutions with which UL cooperates, Take into consideration the objectives of sustainable development in the operations of the University, Identify focus research fields at UL – fields where we can truly be superlative). Based on an

assessment of the fulfilment of measures and the identified changes in circumstances, we left off specific measures and are not citing them in the report.

E. Assessment of the impact of operations on other areas, notably the economy, social affairs, environmental protection, regional development and spatial planning

Through its educational, research and artistic activities, UL contributes significantly to the wider social environment. We believe that UL is well-integrated into society at the local, regional and national levels and wider. We are striving to resolve social challenges and to increase the relevance of research knowledge, and to strengthen the role of science in society. In this we are promoting open science and ensuring the ethical pursuit of research. We support the transfer of achievements in science and art to the external environment. We are striving for the sustainable development of society, the creation of an inclusive environment and intergenerational dialogue.

For an even better understanding of social inclusion and its impact, UL is planning the development of goals across the entire University that are associated with activities, monitoring and measuring activities and stronger links with the UL-wide system of administration. We are also planning the development and implementation of qualitative indicators to measure social impact.

Statistical data (actual for 2024)

Table 31: Number of students enrolled by cycle, type, method and gender for the 2024/25 academic year

CYCLE	type of study	gender	FULL-TIME	PART-TIME	Total
first cycle	academic	Male	5,523	214	5,737
		Female	8,528	243	8,771
	professional higher education	Male	2,805	146	2,951
		Female	2,736	304	3,040
second cycle	single-cycle master's	Male	1,142	49	1,191
		Female	3,250	67	3,317
	master's	Male	3,774	218	3,992
		Female	5,752	298	6,050
third cycle	doctoral	Male	194	907	1,101
		Female	148	1,174	1,322
Total			33,852	3,620	37,472

Table 32: Number of students enrolled by cycle, type, gender and member faculty/academy for the 2024/25 academic year

Member faculty/academy	first cycle		second cycle		third cycle		Total
	gender	academic	professional higher education	single-cycle master's	master's	doctoral	
UL AG	Male	130			71	4	205
	Female	155			118	6	279
UL AGRFT	Male	47			33	8	88
	Female	50			47	11	108
UL ALUO	Male	92			58	13	163
	Female	208			122	17	347
UL BF	Male	371	274		306	85	1,036
	Female	863	172		646	162	1,843
UL EF	Male	791	365		943	38	2,137
	Female	936	523		1,112	48	2,619
UL FA	Male	35		246	22	8	311
	Female	62		574	55	14	705
UL FDV	Male	357			178	32	567
	Female	818			472	73	1,363
UL FE	Male	508	480		329	62	1,379
	Female	122	18		85	19	244
UL FF	Male	506			231	123	860
	Female	1,776			918	185	2,878
UL FFA	Male	8		176	37	46	267
	Female	285		766	197	58	1,306
UL FGG	Male	259	153		139	33	584
	Female	98	68		86	20	272
UL FKKT	Male	301	69		177	68	615
	Female	342	133		213	50	738

UL FMF	Male	394	63	13	256	123	849
	Female	209	36	25	108	59	437
UL FPP	Male	40	259		52	6	357
	Female	31	77		18	2	128
UL FRI	Male	541	464		302	40	1,347
	Female	143	65		50	10	268
UL FS	Male	460	420		369	106	1,355
	Female	41	20		47	18	126
UL FSD	Male	30			14	11	55
	Female	390			179	15	584
UL FŠ	Male	364			132	15	511
	Female	310			143	16	469
UL FU	Male	95	97		73	5	270
	Female	137	306		190	10	643
UL MF	Male			498		176	674
	Female			1,225		351	1,576
UL NTF	Male	127	132		82	22	363
	Female	268	253		176	16	713
UL PEF	Male	101	17		62	17	197
	Female	1,002	299		562	57	1,920
UL PF	Male	129		147	76	44	396
	Female	311		354	186	51	902
UL TEOF	Male	33		41	13	9	95
	Female	88		4	130	30	251
UL VF	Male			70		7	77
	Female			369		24	393
UL ZF	Male	18	158		38		214
	Female	127	1,070		191		1,388
Total		14,508	5,991	4,508	10,042	2,423	37,472

Table 33: Number of international students enrolled by cycle, type and gender for the 2024/25 academic year

CYCLE	type of study	Male	Female	Total
first cycle	academic	499	837	1,336
	professional higher education	174	223	397
second cycle	single-cycle master's	83	286	369
	master's	485	716	1,201
third cycle	doctoral	237	288	525
Total		1,478	2,350	3,828

Table 34: Number of international students enrolled by cycle, type, gender and member faculty/academy for the 2024/25 academic year

Member faculty/ academy		first cycle		second cycle		third cycle	Total
		academic	professional higher education	single-cycle master's	master's	doctoral	
UL AG	Male	33			16	3	52
	Female	42			23	2	67
UL AGRFT	Male				2	1	3
	Female	1			3		4

UL ALUO	Male	11			8	4	23
	Female	21			17	4	42
UL BF	Male	16	4		11	8	39
	Female	64	6		41	26	137
UL EF	Male	120	21		236	16	393
	Female	178	68		279	21	546
UL FA	Male	7		29	9	2	47
	Female	12		139	14	7	172
UL FDV	Male	48			31	15	94
	Female	125			79	31	235
UL FE	Male	39	15		26	10	90
	Female	34	4		25	9	72
UL FF	Male	40			8	23	71
	Female	139			49	35	223
UL FFA	Male	1		4	5	5	15
	Female	16		24	16	4	60
UL FGG	Male	15	7		38	15	75
	Female	21	10		23	3	57
UL FKKT	Male	11	3		13	21	48
	Female	28	11		23	22	84
UL FMF	Male	14	5		7	41	67
	Female	13	5		17	26	61
UL FPP	Male	10	30		6	3	49
	Female	8	9		8		25
UL FRI	Male	56	37		25	6	124
	Female	34	15		14	5	68
UL FS	Male	22	22		14	23	81
	Female	10	1		7	9	27
UL FSD	Male				1	3	4
	Female	10			7	5	22
UL FŠ	Male	21			3	5	29
	Female	7			1	1	9
UL FU	Male	11	5		13	5	34
	Female	17	20		10	4	51
UL MF	Male			33		16	49
	Female			89		42	131
UL NTF	Male	16	13		5	1	35
	Female	25	24		23		72
UL PEF	Male	2			1	4	7
	Female	28	5		23	22	78
UL PF	Male			7	1	5	13
	Female	1		8	2	2	13
UL TEOF	Male	6		7		1	14
	Female	3			4	5	12
UL VF	Male			3		1	4
	Female			26		3	29
UL ZF	Male		12		6		18
	Female		45		9		54
Total		1,336	397	369	1,201	525	3,828

Table 35: Number of students who completed their studies in 2024, by cycle, type and gender

Cycle	Male	Female	Total
first cycle	1811	2785	4595
academic	1242	2131	3372
professional higher education	569	654	1223
second cycle	1178	2195	3373
single-cycle master's	135	355	490
master's	1043	1840	2883
third cycle	159	188	347
doctoral	159	188	347
Total	3148	5168	8315

Table 36: Number of students who completed their studies in 2024, by cycle, type, gender and member faculty/academy

Member faculty/ academy	gender	first cycle		second cycle		third cycle	Total
		academic	professional higher education	single- cycle master's	master's	doctoral	
UL AG	Male	15			24		39
	Female	52			31	2	85
UL AGRFT	Male	13			14		27
	Female	22			17		39
UL ALUO	Male	23			12		35
	Female	41			47		88
UL BF	Male	96	45		76	14	231
	Female	225	33		190	29	477
UL EF	Male	153	42		173	3	371
	Female	225	78		247	6	556
UL FA	Male	5		32	3		40
	Female	17		62	12	1	92
UL FDV	Male	154	5		55	5	219
	Female	356	18		162	11	547
UL FE	Male	77	66		83	20	246
	Female	22	3		11	4	40
UL FF	Male	109			61	10	180
	Female	367			223	25	615
UL FFA	Male	4		26	6	6	42
	Female	62		103	78	6	249
UL FGG	Male	42	24		35	5	106
	Female	21	3		33	3	60
UL FKKT	Male	51	22		56	11	140
	Female	81	32		85	6	204
UL FMF	Male	96	9	2	55	17	179
	Female	39	8	4	28	7	86
UL FPP	Male	9	34		20	1	64
	Female		17		4		21
UL FRI	Male	115	99		77	6	297
	Female	27	5		12		44
UL FS	Male	102	130		141	14	387
	Female	8	5		18	3	34
UL FSD	Male	7			6	2	15
	Female	78			103	4	185
UL FŠ	Male	71			50	2	123
	Female	55			42	6	103

UL FU	Male	29	12		9		50
	Female	29	40		35		104
UL MF	Male			64		28	92
	Female			147		47	194
UL NTF	Male	15	28		28	7	78
	Female	53	50		43	4	150
UL PEF	Male	15	4		14	1	34
	Female	220	84		258	10	572
UL PF	Male	34			32	3	69
	Female	99			80	4	183
UL TEOF	Male	3		4	2	3	12
	Female	4			36	8	48
UL VF	Male			7		1	8
	Female			39		2	41
UL ZF	Male	4	49		11		64
	Female	28	278		45		351
Total		3372	1223	490	2883	347	8315

Table 37: Number of employees by salary group and gender

Salary group	Male	Female	Total
B	5	3	8
D	1,696	1,393	3,089
E	47	213	260
H	859	774	1,633
J	605	1,543	2,148
Total	3,212	3,926	7,138

Table 38: Leadership of the members and Rectorate by gender

Position	Male (in %)	Female (in %)
Rector	100	0
Vice Rector	60	40
Dean	58	42
Vice Dean	60	40
Secretary-General	0	100
Secretary	27	73
Total	54	46

Table 39: Teachers, associates and researchers on exchange in 2024 (to/from other countries)

	up to 1 month	1 to 3 months	3 to 6 months	over 6 months	Total
Number of international higher education teachers, associates and academic staff who took part in the teaching process on at least one course	37	8	10	36	91
Number of international higher education teachers, associates and academic staff who took part in the teaching process on at least part of a course	331	3	8	1	343
Number of international academic staff and research associates who were on exchange and took part in the teaching process	92	3	20	2	117
Number of international academic staff and research associates who were on exchange and took part in the academic research process	160	17	4	1	182
Number of international academic staff and research associates who were on exchange and took part in artistic work at a member faculty/academy	25	23	23	23	94
Number of international administrative staff (ancillary positions) who arrived on exchange from abroad	163	0	0	0	163
Number of higher education teachers and associates who were on exchange, pursued education or participated in the teaching or academic research process or in artistic work at higher education institutions abroad	454	72	30	0	556
Number of academic staff and research associates who were on exchange or participated in the teaching or academic research process or in artistic work at higher education institutions abroad	133	24	7	3	167
Number of administrative staff (in ancillary positions) at members who went on exchange abroad	182	0	0	0	182

Table 40: Teachers and associates and researchers on exchange (in Slovenia) and guest experts

	Number of guest experts from the business and non-business sectors involved in the teaching process	Number of guest higher education teachers, associates and researchers from domestic research institutes who participated in the teaching process	Number of courses in which at least one guest expert participated	Number of higher education teachers, associates and researchers from member institutions who participated in domestic research institutes
1st cycle	706	246	505	28
2nd cycle	409	240	274	19
3rd cycle	43	82	32	
Research				189
Total	1158	568	811	236

About the University

The University of Ljubljana, founded in 1919, is the oldest and largest institution of higher education and scientific research in Slovenia. UL comprises 23 faculties and three arts academies, plus six associate member institutions (a list of members is given in the annex UL members and Associate Institutions). It employs more than 7,000 persons and has nearly 40,000 students enrolled. On the European scale, it constitutes a higher education institution of larger size by number of students and medium size by number of employees. It has a reputation for high-quality study programmes in social sciences, the humanities, natural sciences, medicine, technical fields, arts and sports. Together with foreign universities, it provides interdisciplinary and multidisciplinary study programmes in all three cycles. The University's researchers and research groups prove their worth with high-quality and socially responsible projects, and in advances in science they cooperate closely with the Slovenian and international business sectors. It is regularly ranked on numerous international scales and in this way demonstrates its integration into the international research environment and its success in pursuing strategic activities.

UL study programmes cover all fields envisaged in the national classification of education. In this way we ensure the completeness and representation of disciplines and professions in cycle-oriented education and partly also in further personal enhancement. We support and promote the development of study programmes that reflects the needs of wider society in specific fields and the goals of society as a whole, including on the global scale. Here we rely on international guidelines and documents with which countries and institutions commit to the common efforts to tackle local, national and global challenges. To this end we are involved in national (e.g. UL for a sustainable society – ULTRA, which is financed from the Recovery and Resilience Plan) and institutional projects (e.g. development funds of financing – RSF), on the basis of which we promote the development of study programmes in the direction of ensuring the competences of graduates who will address issues in an interdisciplinary way, who will be aware of and internalise values that are the basis and bastion of development, and who will be able to establish and maintain long-term enduring, cohesive, inclusive and sustainability oriented systems. We are bolstering our implementation of new teaching approaches and setting up mechanisms for ensuring educational excellence. We also place major emphasis on practical training, project work, international exchanges, extracurricular activities, career guidance and other activities for students. In the area of education UL has three pillars of operation – undergraduate, master's and doctoral studies. The implementation of lifelong learning represents the fourth pillar. Introducing micro-credentials into our academic environment has been the first step towards designing a future-oriented educational and research ecosystem in Slovenia.

UL is a research-intensive and excellent arts university that strives for excellence and international standing in all areas of its operation. We have established foundations of ethical conduct in academic and research work and we carry out research in line with the principles of open science. Through the implementation of stable financing of research we have boosted the autonomous promoting and monitoring of research, with new approaches in achieving and supporting scientific excellence and its integration into the study process, its development and

orientation. Teachers and associates are, for the most part, registered as researchers at the Slovenian Research and Innovation Agency (ARIS). We participate in national and European programmes and projects. We are conducting 430 ARIS projects in which UL is the lead research organisation (RO), 194 research programmes (141 programmes in which UL is the lead RO and 53 programmes in which UL is a participating RO) and four start-up programmes. We have also had 678 EU projects, projects under other European programmes and international projects. In 2024 we published 3,774 articles (WoS).

UL adheres to the guidelines for the sustainable transformation of higher education and to the principles of sustainable development. Our social impact can be seen in our cooperation with knowledge users in cultural, economic and social fields. We wish to maintain this role and also consolidate it in the future, and retain and increase our standing in the international arena. Since 2019 UL has been a member of the EUTOPIA Alliance; this organisation brings together ten European universities and six partners who are striving to develop a new model of integrated higher education institutions through transnational cooperation. UL is also embodying international integration and pursuing the vision of a research-oriented European university through international connections such as The GUILD, CELSA, LERU, the Rectors Forum for Southeast Europe and the Western Balkans and other university networks through which UL is integrated into the modern development and operation of universities.

International comparability and quality are key domains and orientations for UL. UL is the first higher education institution in Slovenia to successfully undergo international institutional evaluation at the Finnish Education Evaluation Centre (FINEEC) and in January 2024 it acquired the Quality Label for six years.

Organisation

The University community comprises educators, researchers, students and professional staff.

The bodies of the University are the Rector, the Senate, the Governing Board and the Student Council. The Rector heads and represents the University. The UL Senate is the highest professional body of the University. The Governing Board (UO UL) primarily decides on economic matters and helps to ensure that the University runs smoothly. The Student Council (ŠS UL) is the body representing UL students. It consists of the chairs and vice-chairs of the various members' student councils.

The bodies of the UL members are the Dean, the Senate, the Academic Assembly, the Governing Board and the Student Council. The Dean heads and represents the member faculty/academy and is, at the same time, the member's management authority when it operates on the market. In addition to the bodies referred to above, UL members may create other bodies whose composition and powers are defined by rules.

Students are involved in formulating and adopting strategic and operational decisions at UL. They are actively and formally involved at member and university level. They are members of senates and senate committees and members of the Governing Board, and of faculty/academy and UL student councils.

The University's professional services perform developmental, expert, technical and administrative tasks via the Rectorate and members' secretaries' offices (UL Administration). UL Administration is headed by the UL Secretary-General, while the members' secretarial offices are headed by their own secretaries.

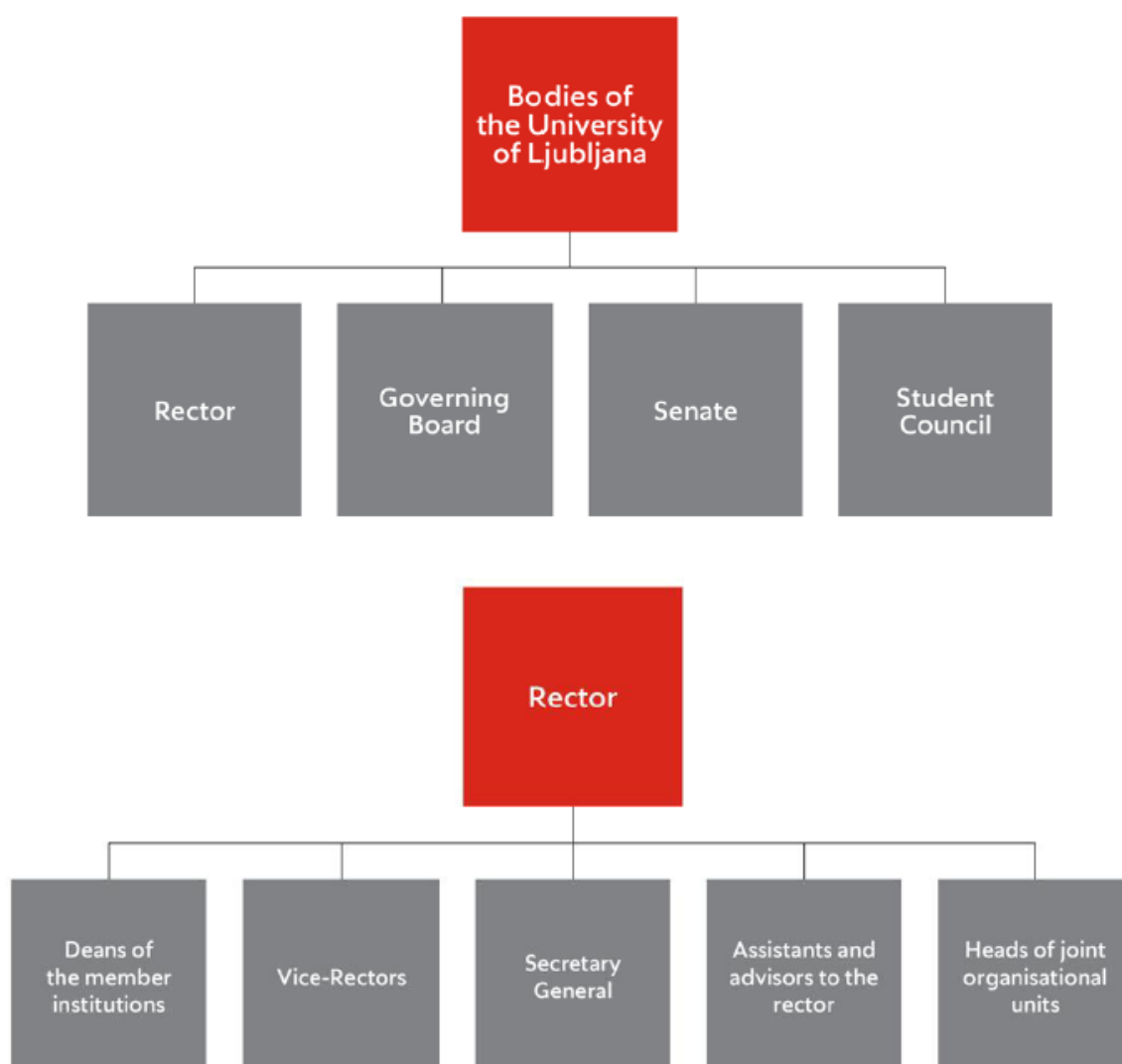


Figure 30: Organisational chart of UL

Statutory and other legal bases governing the operations of UL

- Constitution of the Republic of Slovenia (Uradni list RS/Official Gazette of the Republic of Slovenia, Nos 33/91-I, 42/97 – UZS68, 66/00 – UZ80, 24/03 – UZ3a, 47, 68, 69/04 – UZ14, 69/04 – UZ43, 69/04 – UZ50, 68/06 – UZ121,140,143, 47/13 – UZ148, 47/13 – UZ90,97,99, 75/16 – UZ70a and 92/21 – UZ62a),
- Higher Education Act (Uradni list RS, Nos 32/12 – official consolidated version, 40/12 – ZUJF, 57/12 – ZPCP-2D, 109/12, 85/14, 75/16, 61/17 – ZUPŠ, 65/17, 175/20 – ZIUOPDVE, 57/21 – Constitutional Court Decision, 54/22 – ZUPŠ-1, 100/22 – ZSZUN and 102/23),
- Decree on the public financing of higher education and other institutions (Uradni list RS, Nos 35/17, 24/19, 65/22, 61/23 and 2/24),
- Resolution on the National Higher Education Programme of the Republic of Slovenia 2030 (Uradni list RS, No 49/22),
- Statutes of the University of Ljubljana (Uradni list RS, Nos 4/17, 56/17, 56/17, 14/18, 39/18, 57/18, 66/18, 10/19, 22/19, 36/19, 47/19, 82/20, 104/20, 168/20, 54/21, 97/21, 159/21, 162/21, 163/21 – corr., 202/21, 39/22, 49/22, 60/22, 135/22, 156/22, 64/23, 77/23, 77/23, 112/23, 12/24, 30/24, 39/24 and 60/24),
- Ordinance on the reorganisation of the University of Ljubljana (Uradni list RS, Nos 28/00, 33/03, 79/04, 36/06, 18/09, 83/10, 8/19, 36/21 and 107/23),
- Scientific Research and Innovation Activities Act (Uradni list RS, Nos 186/21 and 40/23);
- Resolution on the Research and Innovation Strategy of Slovenia 2030 (Uradni list RS, No 49/22);
- other regulations on higher education, research and development activities.

In their work the offices and departments of UL apply other laws and rules governing specific areas, such as HR, finance, veterinary medicine and the arts. UL publishes all regulations governing its operations as a whole online at the following address:

[Legal documents | University of Ljubljana](#)

Appendices

Appendix 1: UL members and associate members

UL member	Abbreviation
UNIVERSITY OF LJUBLJANA ACADEMY OF MUSIC, Kongresni trg 1, Ljubljana	UL AG
UNIVERSITY OF LJUBLJANA ACADEMY OF THEATRE, RADIO, FILM AND TELEVISION, Trubarjeva 3, Ljubljana	UL AGRFT
UNIVERSITY OF LJUBLJANA ACADEMY OF FINE ARTS AND DESIGN, Erjavčeva cesta 23, Ljubljana	UL ALUO
UNIVERSITY OF LJUBLJANA BIOTECHNICAL FACULTY, Jamnikarjeva ulica 101, Ljubljana	UL BF
UNIVERSITY OF LJUBLJANA SCHOOL OF ECONOMICS AND BUSINESS, Kardeljeva ploščad 17, Ljubljana	UL EF
UNIVERSITY OF LJUBLJANA FACULTY OF ARCHITECTURE, Zoisova cesta 12 Ljubljana	UL FA
UNIVERSITY OF LJUBLJANA FACULTY OF SOCIAL SCIENCES, Kardeljeva ploščad 5, Ljubljana	UL FDV
UNIVERSITY OF LJUBLJANA FACULTY OF ELECTRICAL ENGINEERING, Tržaška cesta 25, Ljubljana	UL FE
UNIVERSITY OF LJUBLJANA FACULTY OF PHARMACY, Aškerčeva cesta 7, Ljubljana	UL FFA
UNIVERSITY OF LJUBLJANA FACULTY OF CIVIL AND GEODETIC ENGINEERING, Jamova cesta 2, Ljubljana	UL FGG
UNIVERSITY OF LJUBLJANA FACULTY OF CHEMISTRY AND CHEMICAL ENGINEERING, Večna pot 113, Ljubljana	UL FKKT
UNIVERSITY OF LJUBLJANA FACULTY OF MATHEMATICS AND PHYSICS, Jadranska ulica 19, Ljubljana	UL FMF
UNIVERSITY OF LJUBLJANA FACULTY OF MARITIME STUDIES AND TRANSPORT, Pot pomorščakov 4, Portorož	UL FPP
UNIVERSITY OF LJUBLJANA FACULTY OF COMPUTER AND INFORMATION SCIENCE, Večna pot 113, Ljubljana	UL FRI
UNIVERSITY OF LJUBLJANA FACULTY OF SOCIAL WORK, Topniška ulica 31, Ljubljana	UL FSD
UNIVERSITY OF LJUBLJANA FACULTY OF MECHANICAL ENGINEERING, Aškerčeva cesta 6, Ljubljana	UL FS
UNIVERSITY OF LJUBLJANA FACULTY OF SPORT, Gortanova ulica 22, Ljubljana	UL FŠ
UNIVERSITY OF LJUBLJANA FACULTY OF PUBLIC ADMINISTRATION, Gosarjeva ulica 5, Ljubljana	UL FU
UNIVERSITY OF LJUBLJANA FACULTY OF ARTS, Aškerčeva cesta 2, Ljubljana	UL FF
UNIVERSITY OF LJUBLJANA FACULTY OF MEDICINE, Vrazov trg 2,	UL MF

Ljubljana

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

Abbreviation

Central Technical Library of the University of Ljubljana, Trg republike 3, Ljubljana	CTK
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University of Ljubljana Innovation and Development Institute, Kongresni trg 12, Ljubljana	IRI
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National Institute of Biology, Večna pot 121, Ljubljana	NIB
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National and University Library, Turjaška 1, Ljubljana	NUK
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Ljubljana Halls of Residence, Svetčeva ulica 9, Ljubljana	ŠDL
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Oncology Institute, Zaloška cesta 2, Ljubljana	OI
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Appendix 2: Report by the UL Student Council Leadership Committee



LETNO POROČILO DELA ŠS UL V MANDATNEM OBDOBJU 2023/2024

V mandatnem obdobju 2023/2024 je Študentski svet Univerze v Ljubljani (ŠS UL) deloval kot najvišji organ študentskega zastopanja na Univerzi v Ljubljani, z nalogo obravnavanja pravic in dolžnosti študentov. Naše delo se je osredotočalo na izboljšanje delovanja svetov članic, zastopanje interesov študentov ter sodelovanje z različnimi deležniki znotraj in zunaj univerze.

1. Dopolnitev in posodobitev POSSUL-3 in usklajevanje poslovnikov svetov članic.

V mandatnem obdobju smo vzpostavili delovno skupino za prenovu poslovnika POSSUL-3 in usklajevanje poslovnikov svetov članic. Skupina še ni pripravila končnih osnutkov sprememb, a predlagamo, da se to delo nadaljuje v prihodnjem mandatu.

2. Sodelovanje s predstavniki študentskih svetov univerz članic RKRS.

Sodelovanje s predstavniki študentskih svetov univerz članic RKRS je bilo zelo uspešno. Organizirali smo več neformalnih sestankov, kjer smo oblikovali skupna mnenja o perečih temah, kot je priprava predlogov za nov Zakon o visokem šolstvu (ZVIS).

3. Vzpodbujanje deljenja dobrih praks na UL.

Za spodbujanje izmenjave dobrih praks smo razširili zadnjo točko dnevnega reda sej na predloge in vprašanja članic ter dobre prakse. Pobuda se je izkazala za koristno in jo želimo nadaljevati. Upamo seveda na večjo proaktivnost predstavnikov ŠS članic.

4. Povezovanje študentskih predstavnikov in razširjene debate o delovanju svetov članic tudi v neformalnih okoljih.

V decembru smo organizirali prvo neformalno srečanje, namenjeno povezovanju starih in novih članov ŠS UL. Dogodek je bil pozitivno sprejet, čeprav je bila udeležba nekoliko nižja od pričakovane. Menimo, da so takšni dogodki ključnega pomena za boljše sodelovanje med člani sveta.

5. Vzpostavitev ustrezne pravne zaščite študentskih predstavnikov.

Pravna zaščita študentskih predstavnikov je ključna, saj omogoča, da ti delujejo popolnoma avtonomno. Zato bomo oblikovali ustrezen program pravne zaščite. Za to bo zadolženo delovno telo, ki ga bo oblikovalo vodstvo ŠS UL. Na žalost je bil predlog za vzpostavitev sistema pravne zaščite zavrnjen v novem ZVIS. Kljub temu smo v razpravah zagovarjali pomen pravne zaščite in predlagamo, da se iskanje rešitev nadaljuje.

6. Predstavitev delovanja študentskega sveta preko socialnih mrež in krepitev prepoznavnosti.

Prenovili smo grafično podobo ŠS UL, vendar je za boljšo prepoznavnost potrebno redno izvajanje objav na socialnih omrežjih. Vodstvu predlagamo nadaljevanje aktivnosti na tem področju.

7. Aktivno delovanje študentov v organih UL, delovnih telesih organov UL ter drugih telesih.

Za izboljšanje delovanja predstavnikov smo začeli z ozaveščanjem o pomembnosti ustreznih poročil. Predlagamo, da prihodnje vodstvo uvede dodatne ukrepe za spremljanje njihove aktivnosti.

8. Implementacija pravilnika o oblikovanju mnenj in vodenju postopkov v zvezi z mnenji študentskega sveta članice o pedagoškem delu kandidata v habilitacijskem postopku s prilogami.

Uspešno smo sprejeli in implementirali pravilnik, usklajen z vsemi deležniki, ki ureja oblikovanje mnenj in vodenje postopkov v habilitacijskih postopkih.

9. Zavzemanje za pravično in pošteno plačevanje študentskega dela.

Na internih sestankih smo aktivno obravnavali vprašanje pravičnega plačevanja študentskega dela, pri čemer smo dosegli dogovor z UL glede minimalnih urnih postavk na promocijskih dogodkih.

V mandatnem obdobju smo izvedli 6 rednih sej in 1 dopisno, kjer smo obravnavali številna pomembna vprašanja za študentsko skupnost. Razdelili smo tudi 10.000 evrov za sofinanciranje projektov študentskih svetov članic in aktivno sodelovali pri pripravi stališč UL do novega Zakona o visokem šolstvu ter zastopali interese študentov na Univerzi v Ljubljani.

Naše delo je postavilo temelje za nadaljnje izboljšave, predvsem na področjih prenove poslovnikov, pravne zaščite študentskih predstavnikov, krepitev komunikacije preko socialnih omrežij in spodbujanja sodelovanja med člani. Predlagamo, da prihodnje vodstvo gradi na teh dosežkih ter še naprej krepi avtonomno in učinkovito delovanje ŠS UL.

Študentski svet UL ostaja zavezan zastopanju interesov študentov ter iskanju inovativnih rešitev za aktualne izzive.

Ljubljana, 18.1.2025

Nejc Tacer
Predsednik ŠS UL



Appendix 4: List of abbreviations used

Abbreviation	Definition of abbreviation
AL4LIFE	Erasmus+ project Western Balkan entrepreneurial university alliances – keeping in touch for lifelong relations
APIS	Academic Business Information System
ARIS	Slovenian Research and Innovation Agency
ARWU	Academic Ranking of World Universities
BS	Banka Slovenije
CGP	Corporate identity
COD	Centre for Extracurricular Activities
CSDTJ	Centre for Slovene as a Second and Foreign Language
CTK	Central Technical Library
DPO	Data Protection Officer
EIC	European Innovation Council
EIT	European Institute of Innovation and Technology
ELSI	Ethical, legal and social implications
EPO	European Patent Office
ERC	European Research Council
ESF	European Social Fund
ESFRI	European Strategy Forum on Research Infrastructure
EŠV	Single mobile and online study interface
EUA	European University Association
EUIPO	European Union Intellectual Property Office
EUTOPIA-TRAIN	EUTOPIA Transforming Research and Innovation
eVŠ	Register of higher education institutions and study programmes
FAIR	Findable, Accessible, Interoperable, Reusable
FINEEC	Finnish Education Evaluation Centre
FTE	Full-time equivalent
GC	Government Connect
GDI	Genomic Data Infrastructure
GDPR	General Data Protection Regulation
GZS	Chamber of Commerce and Industry of Slovenia
ICT	Information and communication technology
IRD	Individual funds for material costs of research and artistic work
ISE	Integrated study environment
ISF	Institutional Pillar funding
KC	Careers Centre
KP VIZ	Collective Agreement for Education in Slovenia
KRPAN	Strengthening Research Support and Activities for Progress
LLM	Large language model
LODN	Annual personal work plan
MDDSZ	Ministry of Labour, Family, Social Affairs and Equal Opportunities
MGML	Museum and Galleries of the City of Ljubljana
MKGP	Ministry of Agriculture, Forestry and Food
MOL	City of Ljubljana
MOOC	Massive Open Online Course
MRIC	Network of Research Infrastructure Centres

MSCA	Marie Skłodowska-Curie Actions
MVZI	Ministry of Higher Education, Science and Innovation
SQAA	Slovenian Quality Assurance Agency for Higher Education
NU	New University
OPPN	Municipal Detailed Spatial Plan
PR	Public relations
PRO	Public research organisation
PZI	Construction design
RDA	Research Data Alliance
ReNPVŠ30	Resolution on the National Higher Education Programme up to 2030
RRP	Recovery and Resilience Plan
RSF	Development pillar of financing
RSUL	UL Development Fund
SA	Strategic activity
SAP	The data technology company SAP (Systems, Applications, and Products in Data Processing)
SDG	Sustainable development goals
SVZ	Independent higher education institution
ŠIS	Student information system
The GUILD	European university network, that brings together European research-intensive universities
TRL	Technology readiness level
TSF	Fundamental pillar of financing
UE	Administrative unit
ULTRA	UL for sustainable development
UNESCO	United Nations Educational, Scientific and Cultural Organization
UP	University of Primorska
VŽU	Lifelong learning
ZDR	Employment Relationships Act
ZIPRS	Republic of Slovenia Budget Implementation Act
ZSTSPJS	Bases of the Public Sector Wage System Act
ZUPŠ	Student Status Act
ZveTL	Act on the Establishment of Co-Ownership in Certain Buildings and Identifying Pertaining Land
ZViS	Higher Education Act
ZZrID	Scientific Research and Innovation Act

Appendix 5: Implementation of study activity plan

Table 41: Advertised places for enrolment in the first year and number of enrolled students in the first year – FULL-TIME STUDY

Study fields under Klasius-P-16	Number of enrolment places offered for Slovenians and EU citizens for enrolment in the first year for the 2024/25 academic year			Number of students first enrolled in the first year of a study programme in the 2024/25 academic year (Slovenians and EU)		
	First cycle	Second cycle	Third cycle	First cycle	Second cycle	Third cycle
00 Basic and general education activities/outcomes						
01 Teacher training and education science	626	1037		543	451	
02 Arts and humanities	1630	911	30	1233	477	35
03 Social sciences, journalism and information science	1266	551	20	1169	409	10
04 Business and administration, law	840	1060	41	655	1158	12
05 Natural science, mathematics and statistics	824	521		745	402	
06 Information and communication technology (ICT)	390	130		501	139	
07 Technology, production technology and construction	1607	715	50	1496	636	26
08 Agriculture, forestry, fishing and veterinary science	385	175		239	179	
09 Health and social security	990	257		591	728	
10 Transport, security, hospitality and tourism, personal services	249	130		206	85	
TOTAL	8807	5487	141	7378	4664	83
<i>Proportion of enrolment places taken relative to enrolment places offered</i>				83.8%	85.0%	58.9%

Table 42: Advertised places for enrolment in the first year and number of enrolled students in the first year – PART-TIME STUDY

Study fields under Klasius-P-16	Number of enrolment places offered for Slovenians and EU citizens for enrolment in the first year for the 2024/25 academic year			Number of students first enrolled in the first year of a study programme in the 2024/25 academic year (Slovenians and EU)		
	First cycle	Second cycle	Third cycle	First cycle	Second cycle	Third cycle
00 Basic and general education activities/outcomes						
01 Teacher training and education science	120	192	20	109	54	13
02 Arts and humanities	215	155	288	61	2	107
03 Social sciences, journalism and information science	95	67	75	91	7	49
04 Business and administration, law	230	365	20	68	170	3
05 Natural science, mathematics and statistics		6	280			202
06 Information and communication technology (ICT)	16		20	19		13
07 Technology, production technology and construction	60	53	110	8	27	32
08 Agriculture, forestry, fishing and veterinary science						
09 Health and social security	20	70		15	31	
10 Transport, security, hospitality and tourism, personal services	110	55	17	74	15	11
TOTAL	866	963	830	445	306	430
<i>Proportion of enrolment places taken relative to enrolment places offered</i>				51.4%	31.8%	51.8%