Annual Report 2023

Business Report and Quality Assurance Report

University at a glance

Name of institution: UNIVERSITY OF LJUBLJANA

Abbreviated name: UL

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Contents

INTRODUCTION

This document[1] constitutes the Annual Report of the University of Ljubljana (referred to below as UL) for 2023, and includes the consolidated business report, the quality assurance report and the financial report. The purpose of this document is to present the achievements and the activities carried out to attain strategic goals in the previous year. The structure of the Annual Report aligns with the UL Strategy. Each chapter presents a development or support field of the Strategy and contains an overview of the fulfilment of strategic and other activities.

The UL Annual Report also includes a quality assurance report, presented in the form of self-evaluation tables for individual fields, in which we have assessed progress by individual fields and set out proposed measures for addressing identified deficiencies and threats. The system of quality assurance and the development of that system are described in Chapter 6 (Management and development of the quality system).

UL faculties and academies (UL members) first prepared their business reports complete with self-evaluations at member level. All the reports have been discussed and adopted by the competent bodies of the UL members (quality assurance committees and faculty senates). Based on the annual report of the Rectorate and the business reports of UL 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 Governing Board and Senate.

The development pillar of financing enables us to realise our development potentials at both university and member faculty/academy level and 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".

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 spheres 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.

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[1] The original Slovenian text uses terms and expressions given in the masculine form, but they are used neutrally and do not refer to a specific gender.

MISSION AND VISION

UL maintains its mission:
- to cultivate first-rate research, achieve excellence and meet the highest ethical standards in all areas of science and the arts. To make sure national identity is strengthened, including by developing Slovenian scientific and specialist terminology, which the UL also achieves through its own publishing activity;
- to educate, based on own research and on national and international research achievements, creative, critically thinking top scientists, artists and experts, who are qualified to conduct sustainable and responsible management, while working within the traditions of the European Enlightenment, humanism and respect for human rights. Paying special attention to an inclusive research, educational and working environment as well as development of talents while adhering to humanist principles;
- to promote interdisciplinary and multidisciplinary studies and share achievements in science and the arts with other universities, and with science and research institutions. By doing so, 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."

ACHIEVEMENT OF GOALS IN 2023 by area through self-evaluation

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

STRATEGIC ACTIVITIES

1. **Develop and update study programmes (Accreditation of new study programmes)**

The new academic study programme Physiotherapy has been accredited to replace the professional higher education programme with the same name. After several years of efforts, we obtained accreditation for the interdisciplinary doctoral programme Art, which represents a new feature in Slovenian higher education. We shall call for enrolment in the programme in 2024/2025.

Two new joint master study programmes are in the process of accreditation at the National Agency for Quality in Higher Education (SQAA): Artificial Intelligence (UL FRI and foreign partners) and Materials for Storage and Conversion of Energy (UL FKKT and foreign partners). All the new study programmes aim for an interdisciplinary dimension, both in content (connecting various disciplines) and design (cooperation between UL members and other partner institutions, preferably from abroad).

Two more master interdisciplinary programmes are currently in the approval procedure at University: Bioeconomics (UL BF, UL EF) and Bioinformatics (UL BF, UL FRI, UL FFA, UL FKKT, UL MF), along with the professional higher education programme Midwifery (UL ZF) a four- year programme intended to replace the current three-year programme. with the same name.

13 first-cycle four-year study programmes provided by UL FDV were proposed to SQAA for withdrawal of accreditation and one supplementary study programme, which is one of the results of restructuring programmes from 4 + 1 to 3 + 2. These programmes will no longer be accredited as from 30 September 2024.

Already accredited study programmes are being regularly updated, mainly regarding their content and curriculum. We confirmed changes to 112 first-cycle and integrated master's programmes, to 73 master's programmes, 18 doctoral programmes and two enhancement study programmes. The existing IT support for these programmes is being maintained.

After the passing of the amendment of the Professional, Scientific and Artistic Titles Act, we translated names of all degree study programmes and provided the relevant IT support for this. We changed the entry requirement to the first-cycle and integrated master's study programmes where appropriate.

As part of the ULTRA project, we added 60 new elective subjects with content in sustainable development to enhance professional higher education programmes, and we are offering them as electives to all students of the first and second cycles at UL in the framework of external or professional election options within their studies.

We carried out activities whereby we present and promote studies at the University, we are inviting external and internationally recognised experts to improve the learning experience in the study process and we are boosting career guidance and support during studies. We organise summer schools, conferences and seminars through which we seek to make employment opportunities and additional qualifications accessible to students. For students whose first language is not Slovenian we provide support activities, and with the aim of internationalisation we are providing courses and parallel study programmes in English. We link up with foreign partners and provide students with credit mobility and mobility for obtaining two diplomas.

To attain faster implementation and optimisation of processes we are upgrading applications and digital services for students. We are updating the regulations to enable optimisation of processes. We are also updating study tools and organising practical training where possible. We are linking up with potential employers and facilitating greater scope for the employability of our graduates. We are creating platforms for University staff for exchanges of opinions and experiences (pedagogical conferences), along with international experiences through staff mobility.

We have boosted the range of credit-earning extracurricular activities on offer through content steered towards sustainable development, digitalisation and key competences of lifelong learning. In 2023 the UL Senate approved nine syllabuses for credit-earning extracurricular activities: Challenges of sustainable operation of companies in the context of sustainable development and the circular economy, Analysis of attaining environmental, social and governance (ESG) goals at companies, Circular economy, Administrative consultation resource, Italian in the business environment 2, German in the business environment 2, Digital competences, Psychosocial and physical balance and Development of skills for effective work. Extracurricular activities are available to UL students as part of the general five-percent external electives.

We have developed and set up an optimised process for enrolment in credit-earning extracurricular activities. The new system will enable a better user experience, since it facilitates a simple and clear procedure for signing on to existing information systems and a simple choice of activities in the online classroom, along with optimisation of work in student affairs offices.

A total of 615 students from 24 different UL members enrolled in credit-earning extracurricular activities. In 2023 we issued calls for several daily recreation programmes and 73 other extracurricular events. In total we recorded 29,753 visits by UL students.

2. **Intensify the internationalisation of education**

Simplification of administrative procedures and prioritised and effective treatment of foreign study and employment candidates in the processes of obtaining work and residence permits.
In recent years we boosted activities in the area of internationalisation, which has been reflected in part by the increase in the number of foreign researchers employed and international students. We also anticipate a growth trend in the future, so we are striving for improvements related to arriving in and integrating into the Slovenian environment and studying and working at UL. Given the importance of this, several meetings have been held with the competent authorities, and under the aegis of the Rectors Conference of the Republic of Slovenia (RKRS) and the coordination of independent research institutes of Slovenia (KOsRIS) a working group has been set up and is being coordinated by UL, which is the presiding institution of the RKRS. In cooperation with the Ljubljana administrative unit we drew up standardised instructions relating to the submission of applications for residence and work permits. In cooperation with the Ljubljana administrative unit, we held a meeting with staff at UL member and UL Rectorate that provide support for students and employees from abroad in obtaining permits, we set up a special counter for international students to submit applications at the beginning of their first and second semesters, and we organised a review of documents for students before submitting applications to the administrative unit.

Strengthening student and teacher exchanges with international higher education institutions
We gradually increased the number of international exchanges for the purpose of study and practical training, as well as staff exchanges (academic and also professional staff). We paid special attention to encouraging teachers and students to apply in calls for international exchanges, monitoring them during the actual mobility, and disseminating results and effects after mobility. We especially encouraged mobility among participants from disadvantaged environments and appealed to them to use lower-emission transport and group transport.

We made efforts to form and build upon partnerships with outstanding universities in the Western Balkans and sub-Saharan Africa, including South Africa. We also boosted cooperation with partner universities in Ukraine, South Korea, Kazakhstan, Morocco, Australia, Argentina, Brazil, China, Japan, and Taiwan. At the same time, we maintained the existing, long-standing, and excellent cooperation with partner higher education institutions in Europe.

Organisation of interdisciplinary summer schools
In 2023 we again organised numerous summer schools for domestic and international participants. We compiled an overview of all the summer schools and promoted them via various channels.
With the aim of improving the provision of information we organised meetings by individual groups, at which we presented to staff relevant activities from the international setting and talked about their experiences, practices and suggestions.

Providing programmes and courses in a foreign language
We conduct study programmes in parallel in Slovenian and English. Based on mobility agreements for obtaining two diplomas, we provide some specialisations and modules in English. At seven UL members agreements are being implemented for obtaining two diplomas in the first or second cycle with foreign partner higher education institutions. We are training teachers to work in multicultural groups.

3. **Develop a comprehensive lifelong learning programme**

Strengthening career guidance
We continued implementing and developing activities to enhance career guidance for UL students. In doing so we linked up with UL members, employers, external professional institutions and other external partners.

In 2023 we held 189 events, at which we recorded 4,986 participants, including 223 international students. We provided 605 guidance sessions, of which 61 were for international students, on the topic of continuing studies, transition to the labour market and other career opportunities. We also held 16 events for UL staff – training of trusted persons and a working consultation on the topic of gifted students.

At the Summer School for secondary school students, we presented work with students, held the workshop Explore Your Interests, and were available to offer advice to the students.

As part of the public tender "Strengthening the Role of Career Centres in Comprehensive Student Support", we further intensified activities to establish a system for identifying special student groups and their support needs. We successfully concluded the project, and the results and activities of the project are presented in detail in Chapter 4.

We held two calls for students and two for UL members. 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. Within the framework of the EUTOPIA association we carried out TeamWork2023, a call for international virtual summer practical training, and a call for student career ambassadors.

Building up the alumni system
The main activity of the alumni clubs in 2023 was once again the mentoring programme Alumni for Students. Under the mentoring programme, in cooperation with 22 UL members we completed 243 mentor pairs.

We continued the cycle of Alumniteka talks, under which alumni of various UL members talk about selected socially relevant topics, and this is recorded and published in the form of a podcast. In cooperation with UL members, we carried out seven Alumniteka events in 2023.

We continued to provide regular information to UL alumni regarding new developments at UL, promoting the association on websites and social networks, and promoting the benefits that we offer to alumni. A total of 106 events, 556 job vacancies and 89 items of news were published on the portal. Alumni exchanged 1,557 private messages on the portal.
In the last quarter of 2023, we also held 1-on-1 meetings with UL members, aimed at more in-depth talks on the development of individual alumni clubs. The issue of funding their work and activities were highlighted.

In 2023 we saw the start of participation by the Network of Alumni Clubs in the Erasmus project AL4LIFE, in which we are transferring the good practice of setting up and developing our alumni clubs to universities in the Western Balkans.

Lifelong learning
At UL we regard lifelong learning as the fourth pillar of our operations, and as one that is equal in value to the other pillars. The great majority of UL members offer diverse lifelong learning content through which participants gain knowledge and skills needed for the labour market or personal growth. Nearly 300 seminars, workshops, postgraduate courses, lectures, round tables, courses and trainings were attended by more than 15,000 individuals. The content, methods and forms of education are adapted to the needs of the labour market, the environment and the participants. In this way we provided education designed in cooperation with the commercial or non-commercial sectors for the needs of building up specific knowledge, as well as education that helps individuals in their personal growth, such as language courses, public speaking and workshops on dealing with stress. UL is committed to inclusion, so for the third year running we have expanded the content of the Wise Faculty project, which in previous years has attracted more than 300 older adults.

New lifelong learning programmes
We submitted three new personal enhancement study programmes for the accreditation procedure: Teaching Foreign Languages in Early and Middle Childhood (UL FF and UL PEF), Veterinary Pathology (UL VF) and Specialization in Family Therapy Practice (UL TEOF).

Establishing micro-credentials
In the middle of the year, we started introducing a new model of lifelong learning with micro-credentials, which is conducted as part of the Recovery and Resilience Plan at UL for a sustainable society (ULTRA). Micro-credentials involve a new form of lifelong learning, which is in the stage of content and also legislative formulation in all EU countries. We linked up with various foreign and domestic institutions and individuals in the desire to obtain information about different good practices that would help us design a system for implementation at UL. We organised an international consultation on micro-credentials, at which we presented the ULTRA project in the part devoted to micro-credentials, we also hosted an international expert who presented the example of how this area is set up at University College of Cork and who led workshops involving practical experience of the considerations and preparation for of this kind of training.

Rapid technological advances, digitalisation and the search for sustainable solutions for the green transition demand the rapid transfer of additional knowledge and new skills to the labour market, and it

is short education and training sessions for micro-credentials that enable individuals of all ages to enhance their knowledge, their capacity to solve problems quickly, their innovativeness, flexibility and intersectoral and interdisciplinary links. We established the UL Lifelong Learning Centre, within which we have drawn up guidelines for Introducing Micro-Credentials at UL, which set out the process of designing, implementing and evaluating short education and training programmes for obtaining micro-credentials. At a consultation we presented guidelines to project leaders in the context of lifelong learning and micro-credentials and also to external circles with a specific interest. The UL Senate also appointed a Programme Council for Micro-Credentials, which approves short programmes leading to micro-credentials, monitors programme implementation and collaborates in guiding the development of the system. It is composed of 15 members, of whom 10 are from UL and five are representatives of the external environment. At the end of 2023 the first short education and training for micro-credentials was approved.

4. Promote teaching excellence

New methods of teaching and learning (technologically supported teaching and learning (digitalisation))
We continued to provide knowledge and support for UL teachers and students in the area of didactic use of information and communication technology (ICT). We held Teacher to Teachers consultations and other dissemination events involving international participation, at which we presented current trends in the area of use of ICT in the teaching process and development of digital competences among teachers and students. The events were attended by 140 educators from various UL members. We organised and supported the implementation of 189 pilot projects for updating the provision of courses through didactic use of ICT at various members. We organised and implemented 24 workshops online and 27 in-person (or in the form of webinars) on the topic of didactic use of ICT, and these were attended by 585 teachers. We held 545 individual guidance sessions on the topic of using various tools and implementing innovative approaches in the teaching process, and we monitored and supported work in the community of multipliers for didactic use of ICT, which currently comprises 56 educators from different UL members. We initiated activities with teachers from various UL members in the area of using artificial intelligence (AI) tools in teaching, building e-portfolios, developing micro MOOCs and project e-learning. We developed 120 sets of materials for teachers and students to help them in effective implementation of various ICT and learning approaches, methods and forms of work in the education process.

We developed the Moodle Topic UL (MTUL) for six UL members for which we are maintaining the Moodle online classroom. MTUL includes a standardised interface between the system and the student information systems (SIS), which means that the online classrooms system is automatically filled and synchronised with courses, providers (various roles) and groups of students as defined in the SIS. We implemented MTUL at the beginning of the 2023/2024 academic year and provided teachers with support in enrolling students, transfer of content and other technical issues.

We continued preparing the building blocks for the Integrated Study Environment (ISE) and developed the back-end support for the single study interface, which constitutes a single mobile and online entry point to the digital services used by students and teachers in the education process. With the developed application ŠTUDL we addressed the mobile entry point for students, for which we ran a pilot test with a dedicated group of students, and this includes access to selected services offered by the information systems (e.g. an overview of the curriculum, electronic index, registering for exams), to the content of courses in the online classrooms and to the Office 365 calendar and timetable. In planning and developing the applications we collaborated with a community of integrators for ICT use in the educational process, which includes 26 teachers who are also IT experts from various UL members.

Lifelong teacher training for higher education teachers, research staff and associates
Under the pilot project Educational ecosystem for digital competence acquisition by teachers and students (NOO ULTRA) we started implementing various activities. We organised and conducted 11 workshops on the topic of promoting the development of various digital competences in teachers and students, and started up the first set of training courses on the topic of use of software and hardware that will form part of the newly emerging model smart classrooms. The workshops and courses were

attended by 295 participants. In support of the workshops and courses we held 10 support consultations with 20 educators and developed 70 different sets of materials and scenarios for using ICT as part of the newly emerging model smart classrooms.

OTHER ACTIVITIES

Support for studies

Electronic record of study programmes (EŠP)
The electronic record of study programmes contains all the information that the University is required to keep about study programmes under the Higher Education Act. At the same time this application supports the procedures for confirming changes to the obligatory components of study programmes and ensures the transparency of information over time and the development of study programmes. During the year regular monthly meetings are held with the departments of the Rectorate and external users of data from the EŠP, and we are continuously upgrading the application and improving its functionality. We have enabled a range of data exports, which represent a basis for analysis and decision-making, and for comparison of versions and components of study programmes. The exchange of data between EŠP and eNAKVIS is being improved in both directions. All the syllabus forms are completed in Slovenian and English, which enables the export of curriculums for all study programmes also in English.

Implementing the study process
In 2023 the University of Ljubljana provided 139 first-cycle study programmes, 7 integrated master programmes, 158 second-cycle programmes and 21 third-cycle doctoral study programmes.

The number of students enrolled at UL fell in 2023/24 (mainly in the first cycle). A total of 37,402 students were enrolled, less than the planned 37,735, of whom 22,571 were female and 14,831 male students.

Number of students enrolled at the University of Ljubljana

	2019/20	2020/21	2021/22	2022/23	2023/24
Total	37.615	40.607	39.010	37.509	37.402
F	22.541	24.285	23.329	22.476	22.571
M	15.074	16.322	15.682	15.034	14.831
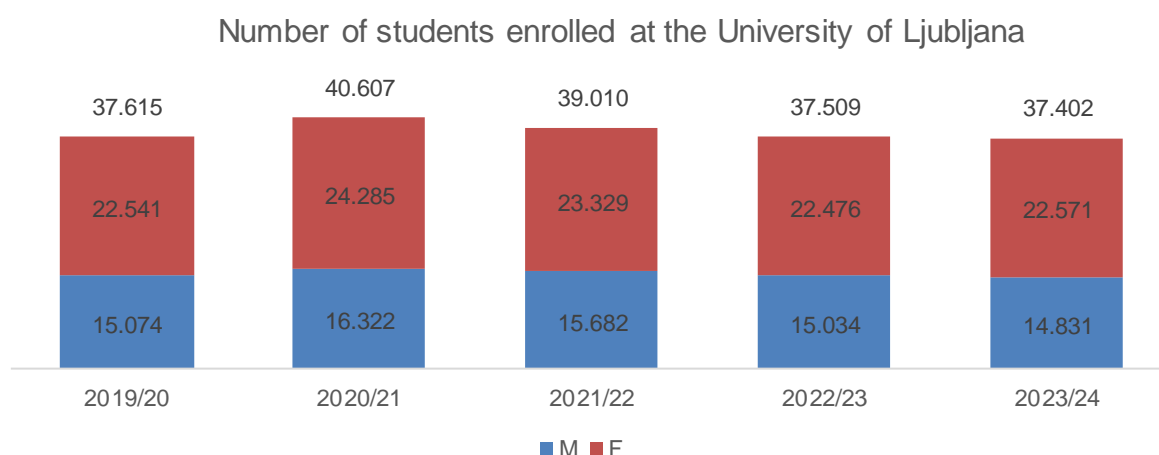
Figure 1: Number of students enrolled in all three cycles by gender

A total of 20,885 students were enrolled in first-cycle study programmes in the 2023/24 academic year (14,799 in academic courses and 6,086 in professional higher education programmes), which was slightly lower than the planned figure of 21,168.

Number of students enrolled in the first cycle

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

A total of 14,218 students were enrolled in second-cycle study programmes in the 2023/24 academic year (10,053 in master programmes and 4,165 in integrated master programmes), which was lower than the planned figure of 14,304.
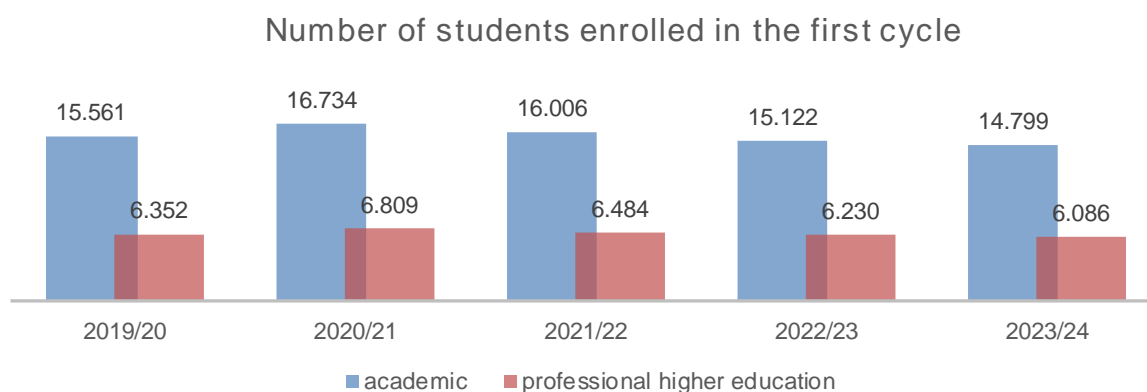
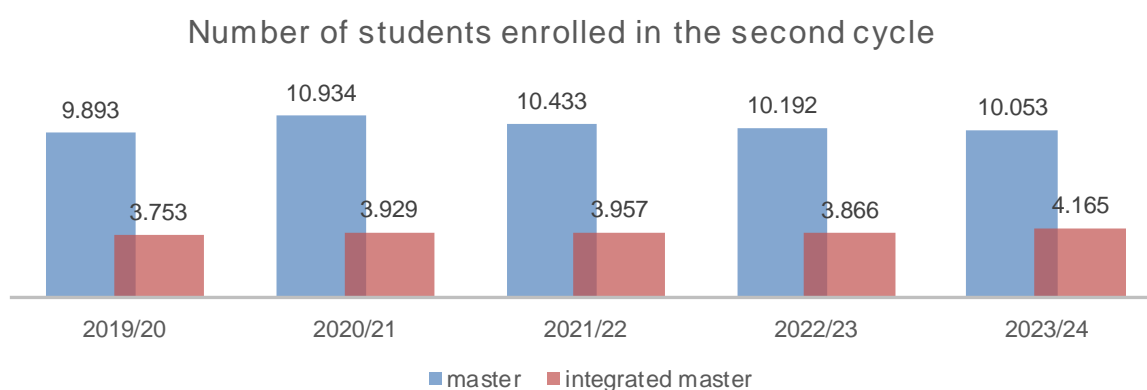## Number of students enrolled in the second cycle

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

A total of 2,299 students were enrolled in third-cycle study programmes, which is 200 more than the previous year and 36 more than planned.

Number of students enrolled in the third cycle
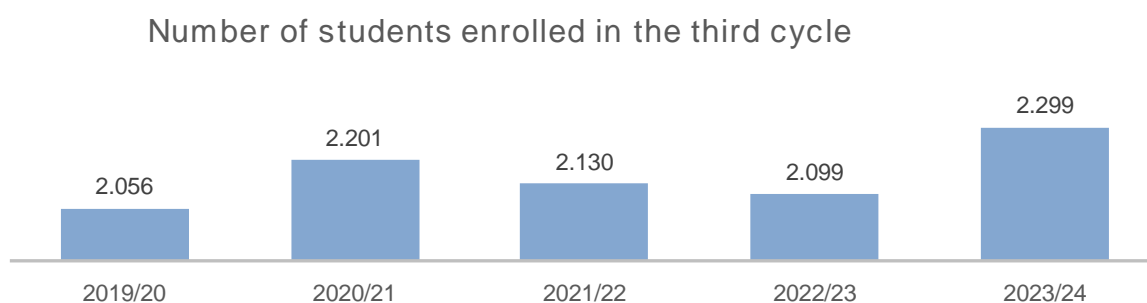
Figure 4: Number of students enrolled in the third cycle

The indicators of effective study, which we have monitored for several 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 a little less than 2% of students are involved in at least one course at another UL member.

In 2023 a total of 8101 students graduated from UL, which is 279 more graduates than the previous year. We also exceeded the planned number of graduates by 60 graduates.

Number of graduates
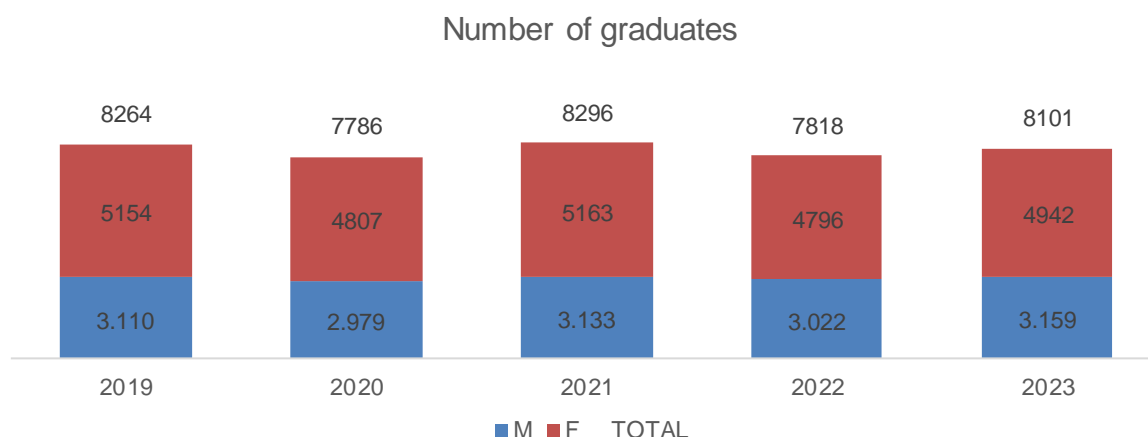
Figure 5: Number of graduates at the University of Ljubljana by gender

The rate of progression in the first cycle from the first to the second year is somewhat higher than in the previous year, but lower than the year before that.

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

First cycle	Programme duration (without additional year)	2019/20	2020/21	2021/22	2022/23	2023/24
academic	3	59.84%	69.02%	58.91%	53.65%	58.58%
academic	4	64.24%	72.15%	66.00%	61.78%	66.29%
professional higher education	3	53.88%	59.11%	53.91%	48.40%	49.84%

In 2023 a total of 4,533 students completed first-cycle studies, which is 61 more students than in the previous year. We planned for somewhat fewer to complete the first cycle, specifically 11 students.
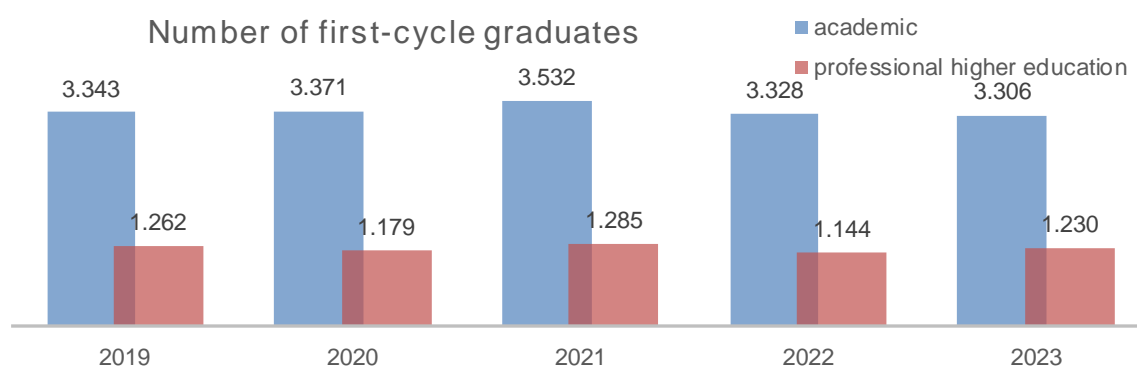
Figure 6: Number of students who completed first-cycle studies, by type of study

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)	2019/20	2020/21	2021/22	2022/23	2023/24
integrated master	5	74.35%	80.95%	70.20%	65.79%	73.47%
integrated master	6	94.51%	100.32%	82.86%	76.60%	82.62%
master	2	78.66%	87.95%	76.81%	78.99%	78.11%

A total of 3,246 students completed second-cycle studies, which is 174 more students than in the previous year and also 133 more students than we planned.
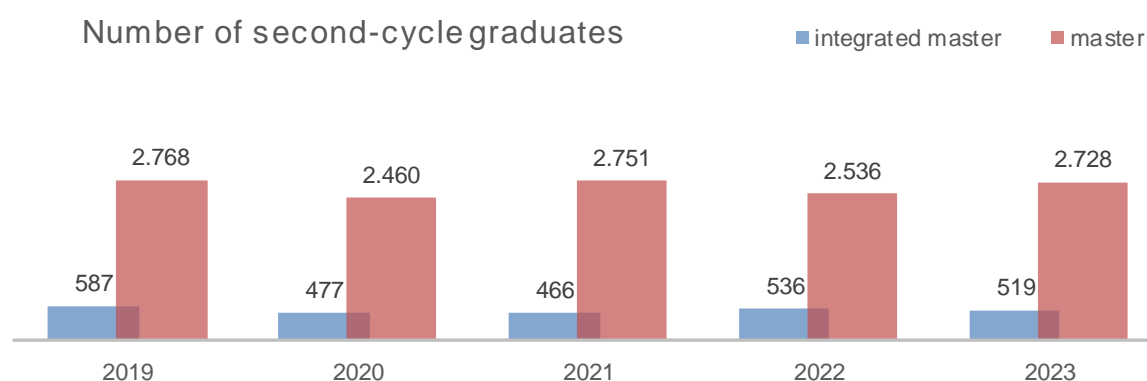
Figure 7: Number of second-cycle graduates

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
doctoral	4	88.89%	83.88%	86.85%	83.87%

In 2023 a total of 318 students completed third-cycle studies, which is 44 students more than in the previous year.

Number of third-cycle graduates

2019	2020	2021	2022	2023
304	299	262	274	318
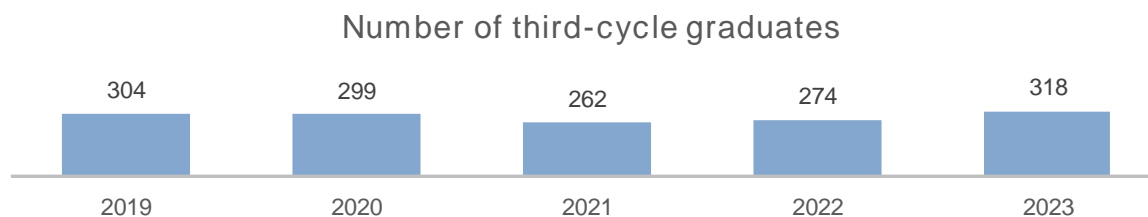
Figure 8: Number of third-cycle graduates

On 9 June 2023, in cooperation with the Ljubljana City Municipality we held the second doctoral award ceremony and the presentation of awards of major works of art in front of the University of Ljubljana Rectorate. On that day we promoted 312 doctoral graduates and presented eight awards for major works of art. In 2023 we promoted a total of 332 doctoral graduates, of which 172 were female and 160 male. In addition to the public event, we also held four more doctoral award ceremonies.

Number of promoted doctoral graduates

2019	2020	2021	2022	2023
261	200	246	350	332
		Male;114	Male; 159	Male; 160
		Female; 132	Femal; 191	Female; 172
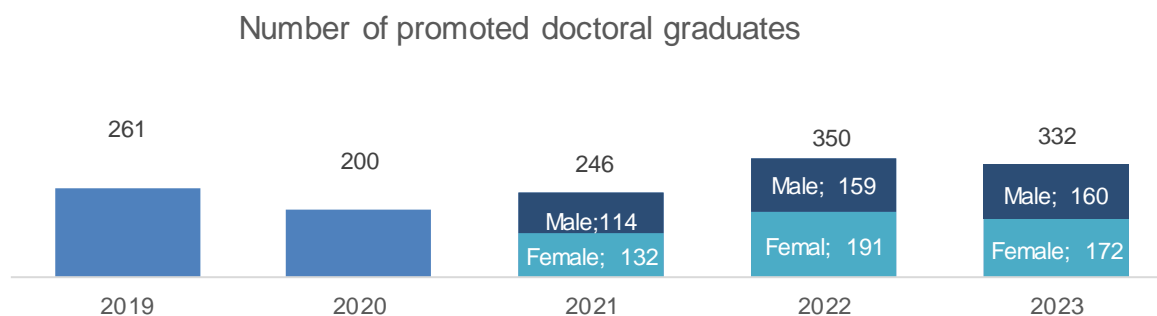
Figure 9: Number of promoted doctors of science

In 2023 we awarded for the first time the Dr. Ana Mayer Kansky Award for an outstanding doctoral thesis. The prize was awarded to the authors of six theses which 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. The award ceremony was conducted under the patronage of Slovenian President Nataša Pirc Musar.

In the 2023/2024 academic year the Ministry of Higher Education, Science and Innovation allocated to UL funds for co-funding doctoral studies. In this academic year a total of 561 female and 463 male doctoral students, giving a total of 1,024 doctoral students, who meet the conditions and are thereby eligible for co-funding of tuition fees.

Internationalisation
In the educational field, we pursued national guidance on internationalisation and used a variety of methods to promote those activities that led to the greater internationalisation and international prominence of the University of Ljubljana.
We boosted cooperation with the members of the UL Global Network (SMUL). We organised four presentations and a round table as part of the presentation 'Science for All'.
We enhanced activities within various networks in which UL is actively involved: CELSA, The GUILD, the EUTOPIA association, LERU CE7, UNICA, Utrecht Network, the Alps-Adriatic Rectors Conference, EUA and the Rectors Forum of Southeast Europe and the Western Balkans.

In promoting studies for international candidates, we were focused principally on the region of the Western Balkans and those countries where there are Slovenians and descendants of Slovenians. We took part in presentations for candidates from abroad under the auspices of the 'Study in Slovenia' initiative. We continued promotion via social networks and web portals in the Western Balkans region. We promoted studies at UL via teachers working as Slovenian language instructors at universities abroad, the Slovenian Government Office for Slovenians Abroad, Slovenian societies and representative offices of Slovenia abroad, the club representing Slovenian students from neighbouring countries, and targeted campaigns at secondary schools abroad, while also communicating with interested candidates by email.

We organised a welcome day in September for international students at which we provided all the necessary information regarding studying and living in Slovenia. We created a database of international student ambassadors.

We encouraged the mobility of doctoral students as part of various mobilities for obtaining international experience or performing part of their study at foreign research institutions. We also pursued international cooperation in the context of concluding agreements on the joint implementation of research and co-supervision in the preparation of doctoral dissertations by UL students in cooperation with a foreign university or research institution. We updated the guidelines and drew up a sample agreement for arranging this type of cooperation. In 2023 we signed two new 'cotutelle' agreements on the joint conducting of research and joint supervision in preparing a doctoral dissertation for UL students in cooperation with a foreign university or research institution (with the University of Genoa and Vrije Universiteit Brussel), we signed an annex to the agreement with CY Cergy Paris University and concluded umbrella agreements as part of the DEMO project (with the Chemistry Institute, Universidad del Pais Vasco/Euskal Herriko Unibertsitatea, University of Oslo, University of Turin, University of Lille and Johnson Matthey Public Limited Company) and with the University of Prishtina. We also coordinated 'cotutelle' agreements with the University of Warwick and CY Cergy Paris University. Together with the University of Rijeka and University of Graz, we organised a doctoral conference in October 2023 entitled 'Sustainability in Science and Society'. Doctoral students from all three universities presented summaries of their research in the area of sustainability in various fields.

Compared to previous academic years, in the 2023/2024 academic year the total number of all students enrolled at UL has fallen, but there has been an increase in the number of international students. In the 2023/24 academic year we enrolled 3,640 students without Slovenian citizenship, accounting for 9.7% of all enrolled students. Most study information systems already support a user interface in English for all users.

Share of international students enrolled at UL

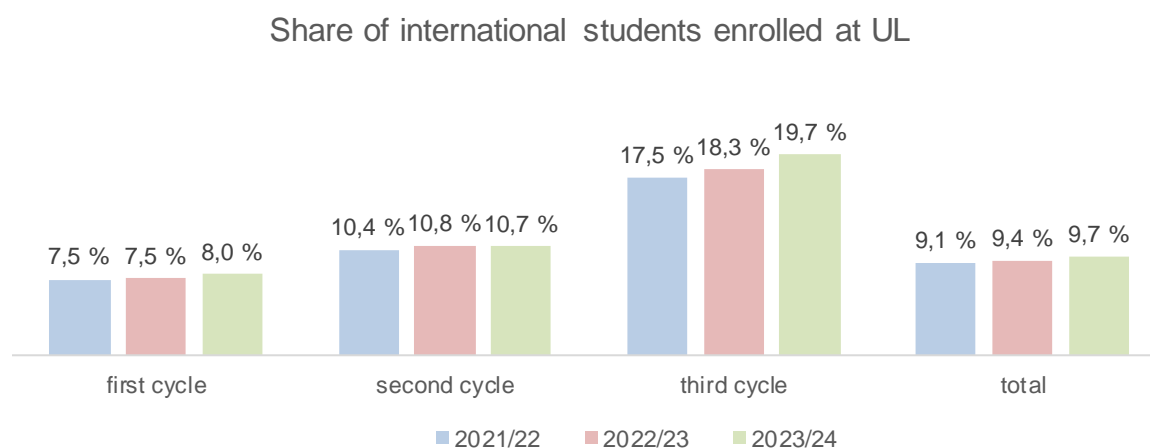|	first cycle	second cycle	third cycle	total
2021/22	7,5 %	10,4 %	17,5 %	9,1 %
2022/23	7,5 %	10,8 %	18,3 %	9,4 %
2023/24	8,0 %	10,7 %	19,7 %	9,7 %

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.
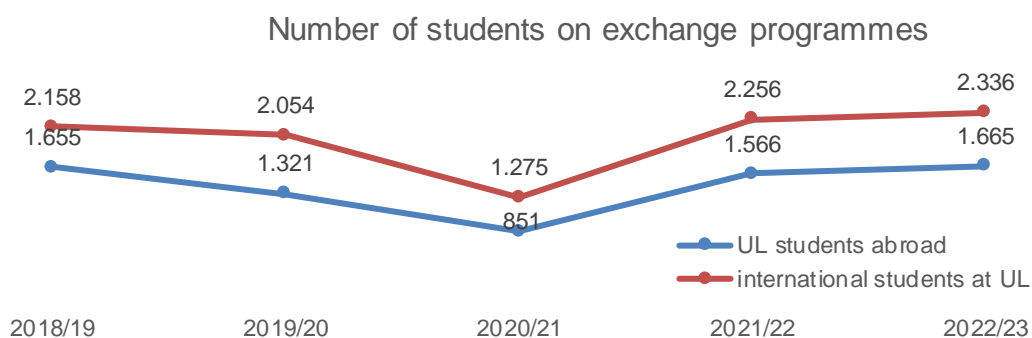
Number of students on exchange programmes

	2018/19	2019/20	2020/21	2021/22	2022/23
international students at UL	2.158	2.054	1.275	2.256	2.336
UL students abroad	1.655	1.321	851	1.566	1.665

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

Guidance and support for pupils in selecting courses

In 2023 we provided information and guidance to candidates and school counselors regarding the application and admission procedure and offered them personal and career guidance in selecting courses. We participated at the Informativa event and held an Autumn School for secondary pupils.

At the end of the year, we held the traditional annual consultation with secondary school counsellors. At secondary schools, both traditional grammar schools and vocational schools, we conducted eight meetings on their invitation. We organised two expert consultations for secondary school counselors, presenting important new developments and dates in the application and admission procedure, the status of candidates with special needs, legislative changes and the introductory provisions of the call for applications, and substantive changes to study programmes.

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

KEY IMPROVEMENTS AND BEST PRACTICES *THAT CONTRIBUTED VISIBLY TO RAISING QUALITY IN THE FIELD, AND AN EXPLANATION OF THE EFFECT ON QUALITY*
The introduction of digital conclusion of Erasmus+ interinstitutional agreements and digital signing of Erasmus+ financial agreements, which contributed to paperless operations and fulfilment of the Erasmus+ crossover goals: digitalisation and the green transition.
Establishing a process of introducing micro-credentials at UL (which will serve as one of the starting points for designing the national system), enabling more rapid transfer of higher education knowledge into practice.
All the course syllabuses are filled out bilingually (Slovenian and English), thereby enabling the export and presentation of curriculums in both languages.
Accreditation of a study programme for obtaining a doctorate in art. The doctoral programme Art is a new departure in Slovenian higher education, and now creates the possibility for third-cycle education in the field of art in Slovenia.
The awarding of Dr Ana Mayer Kansky Award for outstanding doctoral dissertations, whereby we established an award system for the best doctoral dissertations at the University level.

KEY THREATS	OBJECTIVES	PROPOSED MEASURES
Poor responsiveness of the competent ministry in establishing support for introducing micro-credentials into the national setting.	Ensuring the legal basis to enable the introduction of micro-credentials in higher education institutions still in 2024.	Closer cooperation with the ministry - inclusion of ministry representatives at consultations and other events that UL organises on the topic of micro-credentials. Linking up within the Slovenian Rectors Conference (RKRS) with the aim of coordinating the processes set out at the individual university, and determination of the guidelines for introducing micro-credentials.
Slow and non-transparent procedures of accreditation for new study programmes at **SQAA**.	A properly arranged, transparent and effective system of accreditation for new study programmes.	Call on SQAA to stick to the regulations and timetables applicable in procedures of accreditation for new study programmes.
Absence of a scholarship policy for doctoral students at the national level.	Calls for applications for scholarships for doctoral students.	Initiative to the Ministry of Higher Education, Science and Innovation (MVZI) and the Ministry of Labour, Family, Social Affairs and Equal Opportunities (MDDSZ) to provide funds and publish calls for scholarships for doctoral students.
A lack of accommodation capacities for foreign exchange students.	Increase student accommodation capacities.	Appeals to the competence ministries to construct new accommodation capacities.
KEY WEAKNESSES	OBJECTIVES	PROPOSED MEASURES
Inadequate range of courses offered in a foreign language at some members.	Increase the range of courses offered in a foreign language for foreign exchange students.	Draw up a relevant proposal to amend legislation and ensure the necessary funds for implementation.
Outmoded and non-implemented study programmes for personal enhancement in the field of higher education didactics.	Overhaul or design a new programme for personal enhancement of higher education teachers and associates for work with students.	Proposal for overhaul or design of a new study programme for personal enhancement in the field of higher education didactics.
Insufficient mobility of doctoral students.	Increase mobility of doctoral students for them to acquire international experience.	Greater promotion for inclusion of doctoral students in mobility programmes and exchanges under Erasmus+ projects.

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

Integration of professional departments
To integrate professional services in the area of research we agreed to hold twice yearly consultations at various UL members, at which individual departments will present themselves and describe good practices in applications for and heading research projects and other activities related to research support.

Strengthening professional support for applications in international calls for research projects
In the public call to strengthen professional support at public research organisations in the period 2023–2026 we were successful in the role of coordinator with the project KRPAN, designed to strengthen professional support for applications and heading projects under European centralised programmes. Within the framework of KRPAN and other Slovenian projects funded under this call, various trainings were organised to boost the knowledge of professional staff and researchers in the area of applications and management of European research projects. We facilitated additional training through funds from the UL Development Fund.

Many UL members employed additional professional staff in their research and project offices. This recruitment was funded through institutional stable financing. These employees help project leaders plan and lead research and development projects and reduce administrative burdens. The research offices also linked up with national contact points for EU programmes, which boosted their operations.

With the introduction of the new academic business information system (APIS) and the new module LODN we optimised the procedures for the financial management of research and development projects.

Ethics in research
Ethics in research and responsible research work are the cornerstone of research and development at UL. Alongside the ethics committees at certain UL members, for specific research fields a Committee for Ethics in Research Involving Work with People operates at the University level. Some UL members which to date have not set up committees for ethics in research have drawn up plans for establishing these committees.
UL members informed their researchers about the ethics rules in research.
With the aim of ensuring high standards of ethics and the integrity of research at UL, and of fulfilling the commitment to raise awareness among researchers and students at UL regarding ethical conduct in research, for doctoral students and researchers at the beginning of their careers we held a workshop on ethics and integrity in research.

Education for researchers
Within the Council of Doctoral Study Programme Administrators, we created a list of soft skills and generic knowledge that are not covered by study programmes and that contribute to greater effectiveness in the academic, personal and professional lives of doctoral students. We designed courses on entrepreneurism and intellectual property. We also enabled doctoral students to acquire knowledge in the field of artificial intelligence.

We promoted open science and based on the adopted guidelines for creating a plan for handling research data we organised a series of events for doctoral students in the area of handling research data.

Scholarships
In 2023 UL students could once again obtain scholarships from various foundations and institutions. The administration of the Milan Lenarčič Foundation awarded for the seventh time now one-year scholarships to 13 master's and doctoral students at UL who have achieved above average academic results, and who are also distinguished by numerous other exceptional qualities and talents and by their clear goals for the future and their careers.

Open-access publication
Slovenia has signed agreements with several international publishers that enable not just the reading of journals but also the publication of open-access articles by authors from organisations that are members of the consortium for the individual publisher. UL participates in all such agreements, and corresponding authors from UL have been able to use vouchers for publication of open-access articles. We have provided support for the deposit of publications in the Repository of UL, mainly by providing explanations to authors of articles regarding compliance with funders' requirements on open access and instructions to UL librarians on the creation of records and the deposit of appropriate article versions in the Repository of UL.

In order to boost the activities of UL members in the area of mechanisms for better international ranking of UL in all fields of science and the arts, we started collecting data for analysis and review of how UL employees are participating in surveys on reputation, which are sent out by organisations compiling the international rankings.

2. Increase financing for scientific and artistic endeavours

UL Development Fund
The UL Development Fund (RSUL) uses available funds to support researchers in rewarding the quality of research and the preparation of outstanding project applications under the European framework programme for research and innovation Horizon Europe and contributes to the development of professional training for the research support departments at UL. The following public calls were issued as part of RSUL activities:
- An internal call for preparatory research projects to establish interdisciplinary research groups;
- An internal call for preparatory research projects to apply to calls of the European Research Council (ERC);
- Cofinancing travel costs to promote participation in European and other international research projects.

We also enabled for researchers' collaboration with foreign experts in detailed reviews of project applications prepared for Horizon Europe calls (MSCA, ERC, HE Grozd 5 and Widera) and awarded six incentives for mentors of successful applicants for HE Marie S. Curie postdoctoral fellowships (MSCA PF).

Open science
We promoted the implementation of research in line with the principles of open science, including through the organisation of training. We provided support for higher education teachers and associates, researchers and doctoral students in handling research data to ensure compliance with the FAIR principles and to keep the data open as far as possible (including drawing up plans for handling research data).

UL is a member of a consortium of 20 public research organisations (PRO) and of the Central Technical Library at UL in the three-year project *Support for the implementation of open science principles in Slovenia* (SPOZNAJ), selected and funded through the Recovery and Resilience Plan at the public call *Adaptation of public research organizations and the Central Technical Library at UL to operate according to the principles of open science*. The main planned activities of the SPOZNAJ project are as follows:

- alignment of the functioning of PRO with the principles of open science;
- training, specialist education and preparation of a manual on open science, with emphasis on managing FAIR and open research data.

In participating in the SPOZNAJ project UL received funds to support open science, which will be used for the most part for employment of five data stewards. Under the SPOZNAJ project UL provided five training sessions on various aspects of open science.

At the end of the year UL received funds under the Action Plan for Open Science for the activity 'Online training for managing open (FAIR) research data for the needs of PRO'.

Publishing

Under the aegis of the joint organisational unit University of Ljubljana Press (Založba UL or ZUL), which links together the publishing activities at UL members, the following publications came out in 2023 under the University of Ljubljana Press brand:

1) 130 monographs, of which:
- 28 only as e-books (open access);
- 63 in both print and e-book versions (open access);
- 19 only in print versions;
- 20 updated reprints of printed publications.

2) 18 UL members published 55 international academic journals (140 volumes). Of which:
- all journals were published as open access.
- 30 journals were published under the University of Ljubljana Press name, which is 30% more journals than in 2022;
- 73% of the University of Ljubljana Press journals are indexed in the bibliography databases Scopus or Web of Science.

In 2023 through its successful registration in a wide variety of international bibliography databases and publishing associations, and with its presence at the Frankfurt Book Fair, UL boosted the reputation of the University of Ljubljana Press brand both in Slovenia and internationally.

3. **Enhance internationalisation in science and the arts**

Integration in national and international research networks

Part of the RSUL funds were allocated for promoting international research links and the preparation of outstanding new project applications to centralised European programmes, especially Horizon Europe. To this end we funded the costs of meetings between UL researchers and researchers from our partner universities under the associations EUTOPIA, The GUILD, CELSA, UNICA 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. We also linked up with African universities in joint research centres of excellence. Each year connections are also made with ALUMNI and members of SMUL working abroad for the purpose of participating in research and the transfer of information about ground-breaking research.

UL members also provided special encouragement to younger researchers in getting them to join international research networks and encouraged their applications for international research projects via the MSCA and ERC schemes.

Increasing participation in European research and development programmes
In 2023 the University of Ljubljana was involved in 643 projects, including 99 projects in which it was the lead organisation (coordinator). With the guidance and help of internal and external advisors we are increasing the number and quality of applications. Moreover due to the good professional support throughout the year there has been greater interest among UL researchers in participating in European and international research programmes and in putting together competitive projects.

Number of current European projects at UL
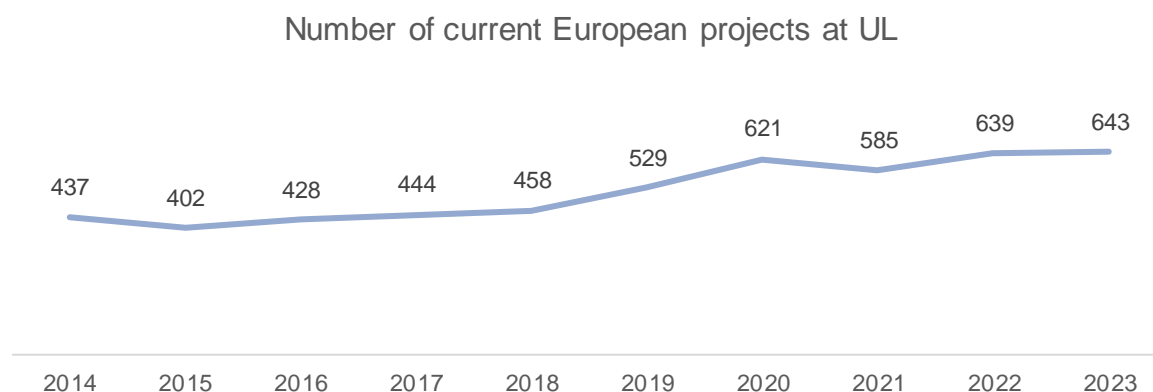
Figure 12: Number of current European projects in the last ten years

The Horizon Europe is the most important EU instrument for promoting collaboration among researchers and innovators, creating new technologies and addressing challenges in society. In 2023 we participated in 222 Horizon 2020 and Horizon Europe projects (including projects in which UL acted as an associated party), including 38 projects in which the University served as the lead organisation with an indicative total funding of around EUR 66.3 million. In 2023 we obtained 57 projects under the Horizon Europe programme, of which UL is the lead organisation in 11. We also obtained four ERC projects (two as lead organisation and two as a partner project), and in total we had 10 in 2023.

Number of current Horizon 2020 and Horizon Europe projects (by UL member)
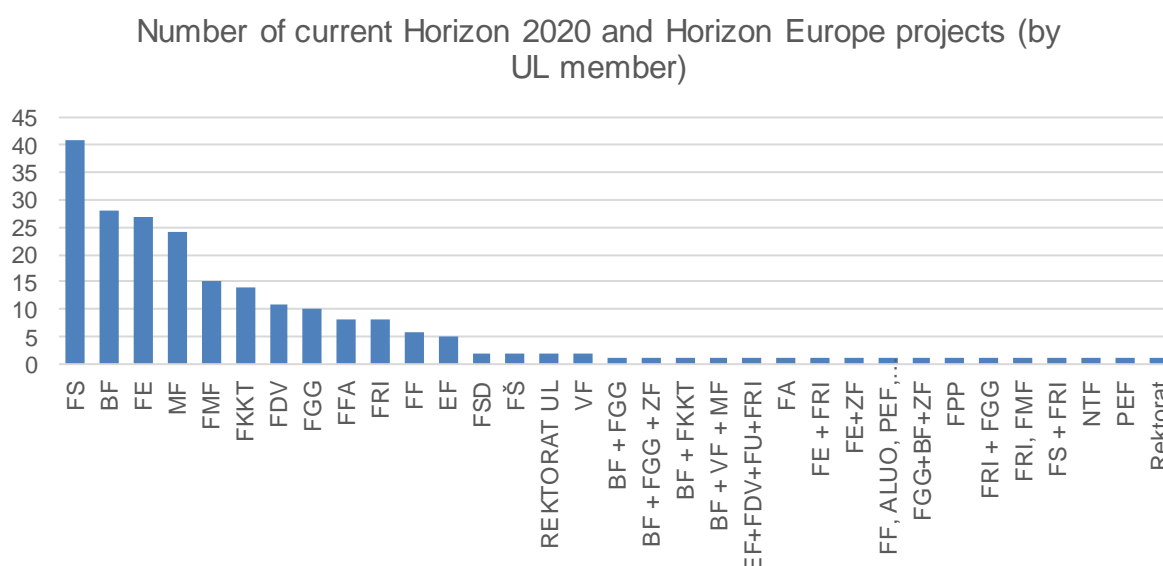
Figure 13: Number of current Horizon 2020 and Horizon Europe projects in 2023 (by UL member)

In 2023 we obtained 110 new projects under other European and international programmes, of which we were the coordinator for 19. At least two UL members are involved in 5.3% of European and international projects.

European territorial cooperation programmes
European territorial cooperation programmes are intended for transboundary and regional cooperation among EU Member States and countries outside the external borders of the EU. UL actively participates in open calls under various programmes; this year UL had a total of 16 current projects in European territorial cooperation, of which UL members have been acting in three projects as coordinator or lead organisation. The largest number of projects (8) are part of the transnational cooperation, followed by inter-regional cooperation projects (6) and two projects under the transboundary cooperation programme.

UL's Internal EU Project Academy and other training to increase research excellence
To raise the excellence of researchers, each year we hold various training courses, consultations and events. Through what is called the Internal EU Project Academy, researchers and other employees at UL can share knowledge, experience and good practices in the area of guidance, preparation and applications in centralised European calls.

The Guild of European Research-Intensive Universities
The association The Guild is especially active in the area of research and innovation policy. UL representatives cooperated in various working groups of the association to draw up recommendations for the European Commission for planning the 10th framework programme for EU research and development.
We also joined in the linking of association members with African universities that are members of the ARUA association. UL researchers are cooperating in four ARUA-GUILD centres of research excellence.

LERU - CE7 link
In 2023 cooperation further intensified among outstanding European universities in the LERU association and the seven best Central European universities, CE7, in the area of research and development.

CELSA – Central Europe Leuven Strategic Alliance network
Each year the CELSA network publishes a CELSA Research Fund call. The aim of the call is to fund two-year preparatory research projects intended for the joint preparation and application of a project in one of the calls under the Horizon Europe programme. Through its Development Fund, UL allocated funds for successful projects which involve the participation of researchers from KU Leuven, in addition to UL researchers. We financed four projects from the Development Fund. UL members conducted 13 CELSA preparatory research projects in 2023.

Crowdhelix international platform linking the research and business sectors, and the Research Professional platform for searching for public calls
The international platform linking the research and business sectors (Crowdhelix) facilitates linking and searching for international project partners, and thereby linking up into consortiums that have as their main objective preparing joint project proposals for calls under the Horizon Europe programme. Crowdhelix enables UL researchers to examine and gain access to academic and non-academic organisations, to find and publish thematic events, and to exchange opinions. The platform has 197 UL users.

The Research Professional platform for searching for calls represents an important database with numerous different open calls and possibilities for mobility. All researchers, students and other

employees at UL have the option of using this platform free of charge. There are 740 registered UL users in total.

Network for connecting and exchanging good practices in administrative support for European projects
Professional staff at the Rectorate and UL members took part in the international meeting of professional staff within the framework of the association EARMA/BESTPRAC, which took place in September 2023 at the Faculty of Mathematics and Physics. The meeting offered presentations of various good practices and new developments in the area of applications, administrative support and management of European research projects.

OTHER ACTIVITIES

In 2023 there were a total of 4,643 registered researchers. In 2023 we published 3,428 articles on WoS, which is 45 more articles than in the previous year.

Number of articles published on WoS

3.055	3.361	3.887	3.383	3.428
2019	2020	2021	2022	2023
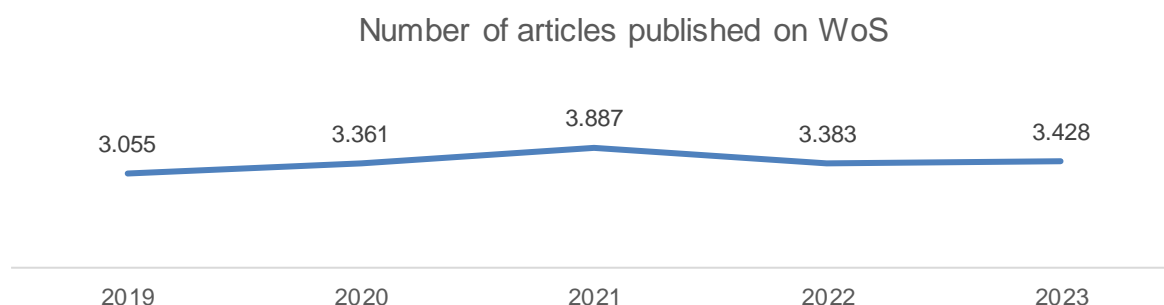
Figure 14: Articles published on WoS (source: WoS)

Citations over a 10-year period (c10)

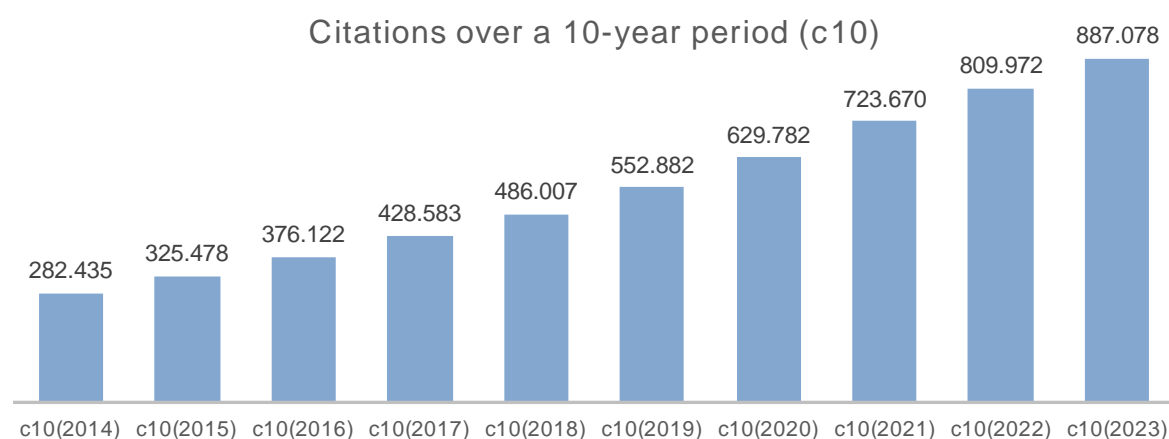| c10(2014)	c10(2015)	c10(2016)	c10(2017)	c10(2018)	c10(2019)	c10(2020)	c10(2021)	c10(2022)	c10(2023)
282.435	325.478	376.122	428.583	486.007	552.882	629.782	723.670	809.972	887.078

Figure 15: Citations over a 10-year period (c10)

National research projects and programmes
In accordance with the Scientific Research and Innovation Act (ZZrID), key developments for UL in 2023 were the adoption of the Methodology for Assessing UL Research Programmes and the successful implementation of the internal call for funding UL research programmes for 2023.

Research programmes

In 2023 work continued on 133 research programmes in which UL is the lead research organisation, and on 53 in which UL is participating as a joint coordinator.

With the adoption of the 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. As part of the adopted Methodology we held the first internal call for funding UL research programmes for 2023. In the call for research programmes UL has already included the subfields of panels of the European Research Council (under the ERC classification of 2023, where art is also its own field, ARIS should soon update these ERC fields and subfields).

In cooperation with ARIS we organised a consultation on the topic of Stable Funding for Research in 2023 at UL, where UL members were shown the competences of ARIS and UL in terms of implementing the ZZrID, the Business Guidelines for Implementing the ZZrID at UL in 2023 and the basis for the methodology for assessing research at UL.

Infrastructure programmes

In order to secure the smooth operation of the Network of Research Infrastructure Centres (MRIC UL) in 2023 we allocated EUR 2,015,379.66, which is a 10-percent increase over the previous year. The distribution of funds for the costs of labour, materials and depreciation among infrastructure centres at 14 UL members was allotted using the same pattern as in previous years, as part of stable financing. Within the MRIC network of research centres we also provide information and communication services necessary to support the operation of all researchers at UL. 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 procurements for expanded software needed in research.

Research equipment

In the framework of the Public Call for cofinancing purchases of research equipment (Package 22), ARIS approved 64 applications from UL.

In the UL Criteria for allocating funds for stable financing of research activity (for 2023) UL allocated funds for cofinancing the purchase of research equipment based on the Package 21 call. 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.

Some UL members started training professional staff or planned new recruitment for operators of large equipment to increase as much as possible the use of the equipment.

Research projects

In the public call for research projects in 2023 UL secured 91 new projects.

In 2023 there were 365 active projects at UL.

Young researchers

In 2023 we published six calls for young researchers, offering 110 positions. During the year we also published for the first time a call for extraordinary mentors. Out of the 45 that applied, the committee for selecting extraordinary mentors, composed of members of the SMUL Network, selected 10. The purpose of additional mentor positions was to enable extraordinary mentors to fund the training of young researchers. Based on the call, nine young researchers were employed.

ERC – European Research Council
UL researchers submitted 10 project applications in ERC calls (4 StG, 2 CoG, 2 AdG, 1 SyG and 1 PoC), of which the applications from two UL members were approved (UL FE and UL FMF). UL is also participating as a partner in two other ERC projects (UL FMF and UL BF).

Approval was granted to one complementary project submitted to ARIS, the Public Call for cofunding adapted research projects as part of the complementary scheme for applications to ERC calls. An additional opportunity is offered to researchers under the Public Call for (co)funding guest work at leaders of ERC projects. In 2023 a UL researcher was approved for such guest work.

The RSUL provided funding for two researchers to review project applications, and for two researchers to prepare for interviews by external experts.

Postdoctoral Marie Skłodowska Curie fellowships
Each year we organise a set of activities to provide support and training for applications in the MSCA postdoctoral fellowship call through a central event, a two-day online workshop MSCA PF Masterclass UL. With the support of the Development Fund, we also provided all foreign researchers with one-to-one guidance on improving project applications.

As the host institution UL gained the possibility of funding a total of six projects. A foreign postdoctoral researcher with a mentor from UL received a Seal of Excellence. Receipt of a Seal of Excellence enables the funding of a project by the ARIS via an application in the Open Call for cofinancing research projects under the Marie Skłodowska-Curie - Seal of Excellence.

Widening Participation and Strengthening the European Research Area (WIDERA)
UL researchers submitted 15 project applications for various calls under the WIDERA programme, which is part of the Horizon Europe programme intended for what are called Widening Countries. We should highlight the partner project EUTOPIA_HEALTH, which was submitted by members of the EUTOPIA alliance and applied successfully in the European Excellence Initiative call.

Library activity
The library collections of UL members were supplemented with textbooks, monographs and journals, mainly in electronic form, for study, teaching and research. New, specialised databases were made available.

We reviewed the funding of journals at UL members and submitted an initiative to the Rectors Conference of the Republic of Slovenia for a proposed increase in funding at the ARIS call for cofinancing the purchase of international scientific literature.

We carried out a joint public procurement for the purchase of foreign scientific and professional journals for the period 2024–2026, involving the participation of 22 UL members.

We provided information literacy training for users of libraries in-person and online, and on the invitation of higher education teachers also as part of study courses.

UL students can use all libraries of the University members, the National and University Library and the Central Technical Library at UL. The process of enrolment at UL libraries and using library services (including remotely) was made easier for students by the frequent updating of reference database with student data in COBISS3/Loan, which the libraries use to simplify student enrolment.

Through the reorganisation of library activities, we increased the number of reading room seats and extended library opening hours at some UL members.

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

KEY IMPROVEMENTS AND BEST PRACTICES *THAT CONTRIBUTED VISIBLY TO RAISING QUALITY IN THE FIELD, AND AN EXPLANATION OF THE EFFECT ON QUALITY*
The involvement of UL in the SPOZNAJ project (Resilience and Recovery Plan for open science) will enable the transformation of UL by 2026 in line with the principles of open science, and a network of data administrators and contact persons will be set up for handling research data.
The adoption of the Methodology for Assessing UL Research Programmes and the successful implementation of the internal call for funding UL research programmes for 2023 will contribute to improving the independent internal evaluation of research activity at UL.
Signing the agreement and implementation of activities under the KRPAN project - Strengthening Research Support and Activities for Advances in European Research Projects (Resilience and Recovery Plan Strengthening project offices at public research organisations), which contributes to raising quality and boosting professional support for researchers in the area of project applications under centralised European programmes. At the same time the KRPAN project serves to strengthen the cooperation of professional departments at the University of Maribor, the University of Primorska, the Jožef Stefan Institute and the Science and Research Centre Koper.

KEY THREATS	**OBJECTIVES**	**PROPOSED MEASURES**
Inadequate linking of different researchers or UL programme groups in applications for European calls, in the sense of interdisciplinary research.	Improve the connection between researchers in order to exploit knowledge and experience in interdisciplinary project applications.	Seeking connections at networking events and active exchange of information on research interests and ideas for applying in European calls.

KEY WEAKNESSES	**OBJECTIVES**	**PROPOSED MEASURES**
Deficient internal 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.
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.	Ensure 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 UL member departments.
Deficient internal system for reviewing and monitoring the activities of UL researchers.	An internal system designed for reviewing and monitoring the activities of UL researchers.	A review of existing and desired data and drawing up of a plan to set up an internal system.
Inadequate support for researchers in the area of ethics and integrity in research.	Improve support for researchers in the area of ethics and integrity in research.	Recruitment of an additional person to support researchers in the area of ethics and integrity in research, especially in the context of European and international research collaboration.
Cofinancing projects from own funds in applications for European projects.	Ensuring dedicated funds for own cofinancing of participation in European projects.	Planning these funds in the financial plan and actively searching for sources of cofinancing.

3. Transfer of knowledge and art

Enhance support for the transfer of knowledge and art into all spheres 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

Joint service at UL for transfer of artistic achievements
With the aim of enhancing the transfer of artistic achievements we established the University Service for Artistic Activity. Furthermore, we set up the UL Gallery in the spaces of the Rectorate.

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

Offering support for patent applications
Researchers have produced 13 new inventions, four new plant varieties, one innovation and one social innovation. We have coordinated 14 patent applications (first registration of invention). We concluded one licence agreement and one optional licence agreement. We increased funds in the Innovation Fund. Through the Innovation Fund, we supported four new projects to raise the technological readiness level of innovation development.

Partnerships in the transfer of art
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 first time we carried out the event UL Day for Art.
In cooperation with Ljubljana Tourism, in the Jakopič Walk in Tivoli Park we set up the exhibition Achievements of UL Through the Eyes of Artists.
Within the Western Balkans network, we established cooperation with the University of Arts in Belgrade and the University of Zagreb in the area of artistic projects, an arts doctorate and artistic research.

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
We enhanced and intensified the cooperation of members, management and the knowledge transfer office via the Group for Circulating Knowledge. We developed an educational module for knowledge transfer for doctoral students, to empower future researchers in recognising the market potential of knowledge generated from research.

We organised the festival UNI.MINDS, which was intended to promote good practices of cooperation between academia and the commercial sector and to create opportunities for networking. In the context of the festival UL researchers and students visited the companies: Paradajz d.o.o., Lek d.d., Novartis in Slovenia, InnoRenew center odličnosti, Luka Koper d.d. and Iskra d.d., and we opened the doors of several UL members. We also held a Strategic Development Conference (UL FS).

In 2023 we strengthened the partnership with MVZI, the SPIRIT agency, GZS, local hubs in Slovenia and the Roglab Centre, and also with Slovenian and foreign companies. We strengthened partnerships as part of the UNI.MINDS festival and also in the framework of specific projects. A good example of

strategic partnership is the cooperation with the company Lek, part of the Sandoz Group, with which at the level of all three public universities we have arranged cooperation agreements for student internships.

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

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
On the UL platform, which aims to present to the widest public audience in popular terms scientific research, research projects and UL researchers, we published 50 items of research news categorised by contribution to the sustainable development goals, and these items attracted 17,686 visits. In 2023 the highest numbers of readers accessed Research News from Slovenia, followed by the USA, Italy, Germany, India, France and Turkey.
We selected the 10 most outstanding research achievements in 2023 in terms of their international impact, the comprehensive nature of the achievement, their current relevance for professional circles and the general public and their usefulness in application.

Researchers from ten UL faculties and two academies, working within the European project 'Night of researchers in the Humanities, that's you!', prepared attractive events and workshops on the topic 'Human, animal', whereby they presented their work and tried to make it accessible to the general public.

UL members also participated in the Slovenian Festival of Science and organised their science festivals (such as Bfestival), they presented their research activities in the Slovenian Technical Museum, organised scientific meetings, symposiums, consultations, workshops and conferences in cooperation with research institutions abroad, and offered researcher open days and summer schools for Slovenian and international students and school pupils. By presenting achievements and cooperation on social media and websites such as ResearchGate, Crowdhelix, Research Professional and faculty sites, the UL members boosted the profile of researchers. Through the development of substantive proposals for designing a programme concept we also collaborated in setting up the Centre of Science.

The television programme (Spre)govori znanost (Science Speaks), which is broadcast as a live stream on AKTV and is produced in cooperation with UL AGRFT, is intended for talking with UL researchers about the most burning social issues. In 2023 the programmes addressed the following three topics: artificial intelligence, quantum technologies of the future and the challenges of platformisation. The primary basis and mission of the entire project is to provide a voice and platform for the most highly qualified experts in a given field in which they are also engaged as researchers.

Last year we combined the annual meeting of the Doctoral School with a guest lecture by Dr Sarah Ahannachom, head of the ISALA project and a postdoctoral researcher in the applied microbiology and biotechnology laboratory at the University of Antwerp, with the title Science and Women's Health: through innovative communication to co-creating solutions, and there was also a round table on the topic of citizens' science in the modern academic environment and its influence on the development of universities. One thing that the event showed was that at UL we are aware of the importance of communicating scientific achievements and letting the general public know about our research efforts.

kULturnica
For the second year running we boosted support for the transfer of the arts into all spheres of life in society through the e-newsletter kULturnica. Over several sections we published various articles on art and culture at UL, visual materials and a calendar of arts events. We upgraded the monthly publication through the participation of students providing vignette illustrations in each issue.

OTHER ACTIVITIES

EUTOPIA alliance
In the framework of EUTOPIA alliance development projects we are conducting numerous pilot activities to increase the transfer of knowledge and good practices as part of international cooperation, to raise the quality of research and development projects. Activities continued in 2023 in the project EUTOPIA MORE. Other projects created in the first stage of the alliance are EUTOPIA-TRAIN, EUTOPIA-SIF and FLECSLAB. In 2023 UL (as a partner) succeeded in securing cofinancing funds under the project EUTOPIA-HEALTH.

Cooperation with the local environment
In 2023 a total of 985 research and development projects were implemented with Slovenian and international entities. The annual value of these projects exceeded EUR 12 million. A total of 859 projects were carried out with Slovenian entities (153 in partnership and 706 on commission), and there were 53 partnership and 73 commission projects with foreign entities.

In 2023 we hosted 1,230 visiting specialists from the commercial and non-commercial sectors in the teaching process, along with 545 visiting teachers, associates and researchers from domestic research institutions. For 726 subjects at least one visiting expert participated. A total of 301 UL higher education teachers, associates and researchers collaborated with other research institutes.
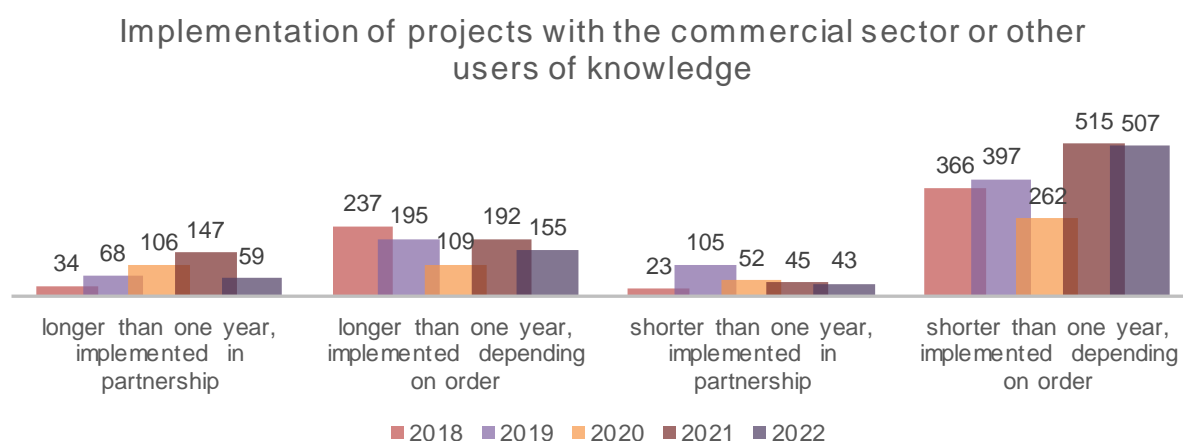
Figure 16: Number of projects implemented with the commercial sector or other users of knowledge (Slovenian entities)

Transfer of the arts into all spheres of life in society
We successfully implemented 23 (co-)financed projects under the third internal call for the allocation of funds from the UL Fund for the Arts in the amount of EUR 60,500.
We carried out 520 arts events and, in this way, exceeded the strategic indicator of success (SC3-K7) for 2023 (300).
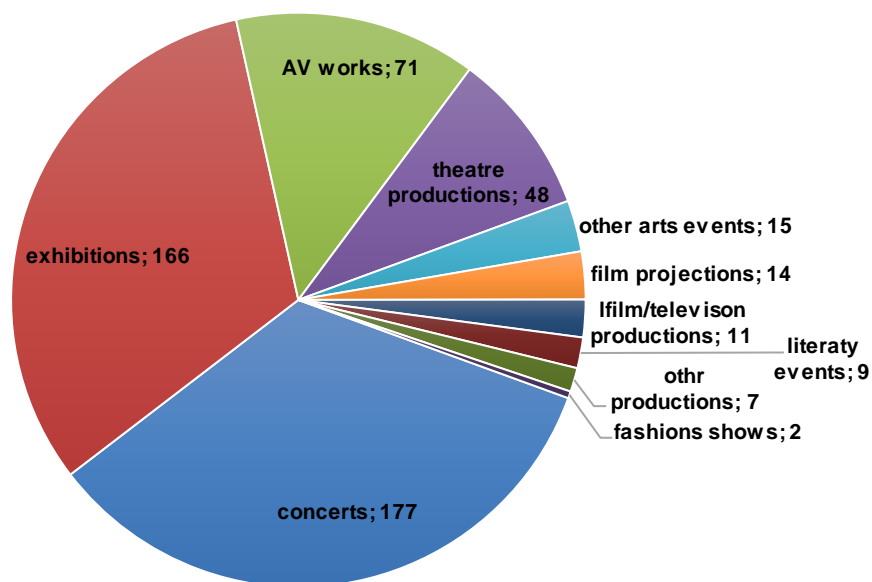
Figure 17: Number of arts events carried out

We boosted the transfer of the arts into all spheres of life in society through collaboration in and implementation of 276 activities.
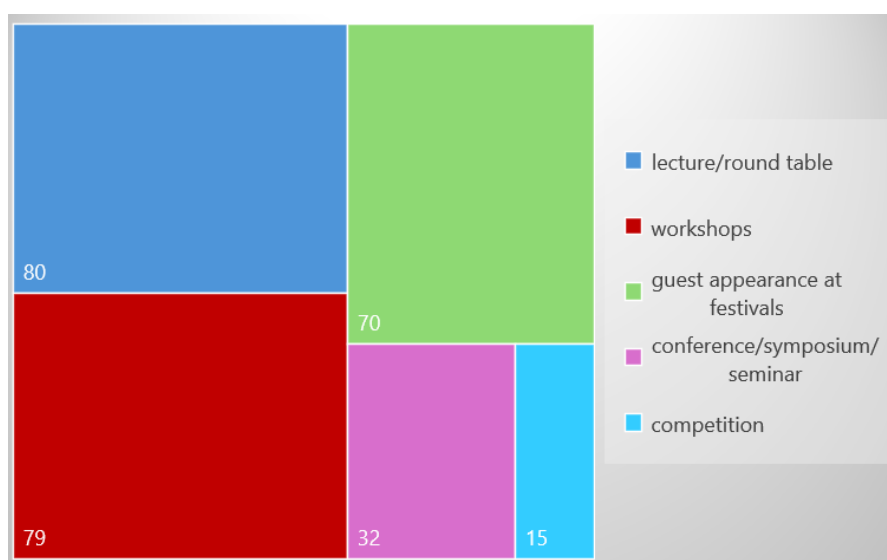
Figure 18: Number of arts activities (collaboration and implementation)

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

KEY IMPROVEMENTS AND BEST PRACTICES *THAT CONTRIBUTED VISIBLY TO RAISING QUALITY IN THE FIELD, AND AN EXPLANATION OF THE EFFECT ON QUALITY*
Publishing a call for support to knowledge transfer offices (JRO KTO), which will facilitate the additional development of this field in Slovenia.
Increasing the Innovation Fund, which will enable additional support for innovative projects at UL.
Establishing a University Office for Artistic Activities, which works to provide support for the transfer of the arts into all spheres of life in society and boosts the transfer of artistic achievements.
Starting up the UL Gallery, which enhances the transfer of artistic achievements.

KEY THREATS	OBJECTIVES	PROPOSED MEASURES
Lack of professional staff with competence in the area of knowledge transfer.	Recruitment of three new staff members with experience in knowledge transfer, for implementation of the project JRO KTO.	Ensuring competitive conditions for existing and new employees.
Meagre funds allocated for the development of the arts because funding goes exclusively to study programmes (via the MVZI).	Increase the volume of funds by including new funding sources.	Regulate the status of UL academies and other UL members that operate in the field of artistic creation and research. Place the field of artistic research within ARIS. Systemic inclusion in programmes of financing and co-financing of national culture as a national institution that brings together many working artists in the country who, independently and in mutual collaboration, are ranked at the peak of national cultural achievement.

KEY WEAKNESSES	OBJECTIVES	PROPOSED MEASURES
Lack of time among researchers to devote to knowledge transfer.	Larger number of researchers involved in the transfer of their research into practice.	Ease the burden of teaching and research for researchers who want more time to devote to knowledge transfer, and greater weight of knowledge transfer in the progression and assessment of researcher performance.
Inadequate promotion of artistic activity, which is limited to the functioning or digital possibility of processing/presentation on the current website and provision of information only to staff at UL.	Provide notification of the (general) public regarding artistic activity at UL.	Following overhaul of the UL website, upgrade the monthly e-publication kULturnica through modern digital approaches and set up the possibility of registering for the e-newsletter.

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

Student Ombudsman's Office
The Student Ombudsman's Office is the UL centre that serves to enforce the principles of equality and inclusion, protection of dignity, and respect of and custodianship over the rights of students. It is based on the enforcement and promotion of legal documents and guidelines for the development of an inclusive academic community. Its fields of work are equality and inclusion, enforcement of the Gender Equality Plan (NES), the prevention of violence, harassment and bullying, and support for the search for formal and informal forms of assistance. In 2023 the Ombudsman received 46 questions and met in person with several students and representatives of members. The questions received related to the regulation of legal status (re-enrolment, recognition of exams, exceptional progress), the substance of workplace bullying, the search for psychosocial assistance to deal with mental health problems, and the search for professional help for students with special needs.

Monitor implementation of the Gender Equality Plan (NES)
Based on the NES we designed an action plan and set up a working group in April 2023 to monitor the NES implementation. We drew up a plan to monitor the NES implementation, began a review of equality and inclusion arrangements among the members of the EUTOPIA alliance, and a review of online documents (policies) in terms of the use of grammatical forms at the Rectorate and UL members, which will be used as the basis for the development of guidelines for inclusive use of language. Together with students of the Chair of Information and Graphic Technology in the Department of Textiles, Graphics and Design at the UL Faculty of Natural Sciences and Engineering, we started activities to promote the inclusion of women in STE(A)M. We included the topic of equality and gender in various events and awarded the Dr Ana Mayer Kansky Award for an outstanding doctoral dissertation. By holding the event "Day of Safe and Diverse UL" we joined the EUTOPIA month for inclusion and diversity. At UL members, we designated responsible persons to ensure the implementation of the NES.
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 its members. A total of 33% of rector/dean positions are held by women, 39% of vice-rector/vice-dean positions are held by women, while women account for 70% of secretarial positions. A total of 58% of senate members are men, while 42% are women.
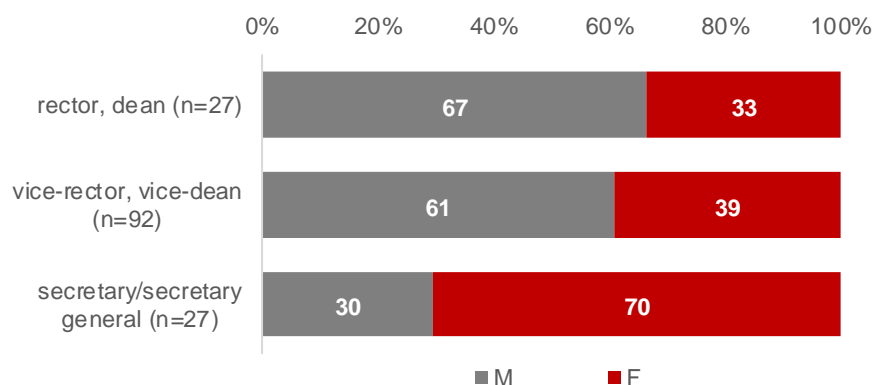

Figure 19: Employees in management positions by gender

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

Training for trusted persons

The University of Ljubljana has a zero-tolerance policy for all forms of violence, sexual and other harassment, and bullying. Sixty-eight trusted persons have been appointed across the University. We have organised get-togethers and training on the topic of conducting conversations with people who have experienced violence and on writing about/reporting conversations.

We organised the 3rd meeting of UL trusted persons (consultation), harmonised the form for reporting by trusted persons at UL members and the UL Rectorate, professional training on the subject of conducting a conversation with persons with experience of violence, the Rules on measures against violence, harassment and bullying, Psychological trauma and work with persons who have suffered a traumatic experience - training for trusted persons. We summarised the key content of training on the topic of the flow of a counselling talk, dilemmas in counselling talks, elements of conversing with a person who has suffered violence, how to communicate with victims of violence, and the Rules on measures against violence, harassment and bullying.

In 2023 we held three mentor meetings on the following topics: the roles and powers of trusted persons; when a potential victim expressly declines to make a report or talk about violations and prejudice traps. We began group supervisions, which take place once a month.

Advisors from the UL Psychosocial Counselling Centre are available to trusted persons for talks aimed at easing their emotional burden which can build up in their work.

At the beginning of the new academic year, we produced new versions of leaflets and posters, and with the aim of disseminating information about zero tolerance of violence, harassment and bullying we distributed them to trusted persons at UL members, and they in turn placed them appropriately in their faculties and academies. At the Welcome Freshmen event in Kongresni trg (Congress square) in Ljubljana, a quiz was held at the booth to present content concerning the prevention of violence, harassment, and bullying at UL.

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

Single systemic support for individuals with special status

The UL website offers access to online content for individuals with special status. We regularly review the content for compliance and improve its accessibility.

As part of the project UL Career Centres: Equipped for a Career Path (call to boost the role of career centres in the comprehensive treatment of students):
- we organised and carried out 14 training sessions for career advisors;
- career advisors attended various trainings/conferences/courses and also actively participated at some of them;
- we set up a system for identifying special groups of students and their support needs;
- we organised events and counselling with an emphasis on support for special groups of students;
- we cooperated with career centres of other higher education institutions around Slovenia and organised the Week of Universal Support: Together for the Good of Students, we cooperated with various institutions covering the area of working with young people with special needs (the Soča University Rehabilitation Institute of the Republic of Slovenia, Association of Friends of Youth of Slovenia, DrogArt, Legebitra, Young Academy and more);
- we organised a consultation for employers, Another Way to Talented Recruits;
- the Student Ombudsman Committee drew up guidelines on equality and inclusion at UL.

We also paid special attention to encouraging disadvantaged students to participate in mobility. Here we reached out to students who due to disability, health issues, barriers related to education and training systems, cultural differences, social and economic barriers, discrimination-related barriers and

geographical barriers face greater difficulty in opting for mobility. In this way we responded to the third priority of the Erasmus+ programme, i.e. inclusion and diversity.

Comprehensive monitoring of gifted students, students with special status and non-traditional groups of students

We drafted and published an e-monograph entitled Students who are capable of and want more, support during studies, in which we presented the findings of empirical studies and examples of good practices at members. In a working group composed of representatives of various UL members, we started drawing up guidelines for working with students who are capable of and want more.

As part of the Development of Open Educational Materials we drew up a proposal of guidelines for designing open-access materials. With the aim of promoting the inclusion of non-traditional groups in higher education we began creating final products (webinars).

Also, as part of the Promoting the inclusion of non-traditional/underprivileged groups in higher education programme we supported a UL member in conducting a summer school as part of which women students visited Bosnia and Herzegovina and where they were familiarised in the field with events from recent history, which they tied into the practice and theory of social work. They dealt with wars, social differentiation and exclusion and ethnic and sexual violence.

Funding for an accessible, inclusive and equal environment

Warm-hearted UL (Srčna UL) is a charitable campaign being conducted by UL in cooperation with the Association of Friends of Youth of Slovenia, to gather funds for students who due to special personal circumstances are in financial hardship and consequently lack sufficient means to live on. We use the collected funds to help at-risk UL students to survive these hardships, specifically by cofinancing rent and living expenses, purchase of food and clothing, study materials or computer equipment needed for studying.

UL staff and students help as far as they can in collecting funds for students facing hardship. In 2023 as part of the Warm-hearted UL campaign we helped UL students and staff who were affected by the floods (call in August 2023). In total we collected and distributed EUR 37,500 in funds. We distributed the assistance among 69 eligible persons, of whom 23 were UL staff members and 46 UL students.

In December we held the traditional charity concert by the student symphony orchestra Grex Symphoniacorum UL, the Tone Tomšič UL Academy Choir and the Combo Band of the UL Academy of Music. We collected EUR 6,500 for students facing hardship.

OTHER ACTIVITIES

Tutoring

We offer tutors and tutor coordinators at UL members support in the area of training and connecting. In 2023 we organised a workshop for them for subject tutors, an experiential workshop for tutors and a lecture and guest lecture from a foreign university.

We held the traditional consultation for tutors and coordinators, which took place in two parts, the first part in-person at a UL member where following the introductory lecture on communication skills for tutors, the emphasis was on presenting good practices at UL and abroad, exchanging experiences and on seeking proposals for upgrading tutoring work at UL. The second part was conducted online, to present key information and sources of help that students and staff have available within UL and which can help tutors and tutor coordinators in performing their work. In 2023 we had the UL Tutor's Manual translated into English, which can assist tutors for international students and Erasmus students and also be of direct help to all English-speaking students at UL.

UL members were active in the area of boosting tutoring. They organised regular meetings with tutors, some upgraded tutoring for special needs students, and a lot of effort was put into the actual promotion and prominence of tutoring among students.

The number of tutors at UL members has declined slightly, while the number of coordinators has been rising year on year. Equally, there has been an increase in tutoring support for students with special needs.

Table 4: Tutoring at UL by academic year

	2020/21	2021/22	2022/23	2020/21	2021/22	2022/23	2020/21	2021/22	2022/23
	number of coordinators			number of tutors			total number of tutorial hours		
STUDENT	127	112	136	1,349	1,408	1,273	27,201	26,257	22,134
course tutoring	19	12	26	179	220	205	4,623	3,690	4,132
international students	18	24	27	234	288	264	4,611	4,221	3,523
special needs	9	10	13	19	27	28	397	515	391
introductory	53	48	52	736	686	610	16,444	17,203	13,639
other	28	18	18	181	187	166	1,126	628	449
TEACHER	135	125	142	1,228	1,006	1,103	16,671	16,307	16,601
course tutoring	9	3	9	83	47	48	1293	1,432	825
international students	32	35	33	95	33	34	924	524	567
special needs	32	30	35	61	34	37	631	583	668
introductory	49	47	50	776	817	880	9327	10,357	11,307
other	12	10	15	213	75	104	4496	3,411	3,234
TOTAL	262	237	278	2,577	2,414	2,376	43,872	42,564	38,735

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	2020/21	2021/22	2022/23	Definition under the new rules
partial or total loss of hearing	6	14	19	deaf and hearing-impaired students
partial or total loss of sight	29	33	26	blind and visually impaired students or students with visual function disorders
long-term or chronic illness	205	208	213	students with long-term illnesses
mobility impairments	44	44	37	Mobility impaired students
speech impediments	24	21	18	students with speech impediments
specific learning difficulties	146	191	202	students with specific learning difficulties
autism spectrum disorders	21	26	37	students with autism spectrum disorders
physical and mental health disorders	40	52		
emotional and behavioural disorders	81	79		
exceptional social circumstances	9	3		
physical injury and/or long-term rehabilitation	1	4		
			148	students with emotional and behavioural difficulties
Total number of students with special needs	**606**	**675**	**700**	**Total number of students with special needs**
recognised artist status	10	19	27	students recognised as artists/cultural workers
elite athlete status	343	259	419	categorised athletes/trainer students
status of parent student	98	130	124	student parents up until the start of compulsory schooling for children
status of student participating in (sectoral) international competitions		3	1	students who participate in (sectoral) international competitions
Total number of students with special status	**1,057**	**1,086**	**1,271**	**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

There are 11 UL members at UL with an Athlete-friendly Education certificate (a further two are in the process of obtaining one), two UL members and the Rectorate have received LGBT-friendly certificates (and an additional UL member is in the process of obtaining one) and two UL members have Dementia-friendly certificates.

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

KEY IMPROVEMENTS AND BEST PRACTICES *THAT CONTRIBUTED VISIBLY TO RAISING QUALITY IN THE FIELD, AND AN EXPLANATION OF THE EFFECT ON QUALITY*		
Successfully completed project under the public call "Boosting the role of career centres in the comprehensive treatment of students", whereby we enhanced activities for special needs and special status students and set up a system for recognising special status students and their support needs.		
Increase in the number of participants at career centre events and in new registrations in the POPR application.		
Expansion of the area of credit-earning extracurricular activities with content addressing sustainable development, digitalisation and key competences of lifelong learning.		
Excellent response of UL members to the RSF call intended to promote work with gifted students and interest in further activities.		
KEY THREATS	**OBJECTIVES**	**PROPOSED MEASURES**
Suspension of good practices due to project funding for alumni club activities at UL 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 UL 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**
Poor response of UL members in producing reports on the work of trusted persons in 2022.	All UL members are to complete reports.	Message to be sent from the office (from the Rector or competent Vice Rector) with an appeal for all UL members to complete reports as a matter of urgency.
Inadequate accommodation of the principles of inclusion, diversity and equality in the administration and development of activities at the Rectorate and UL members.	Better incorporation of diversity, equality and inclusion into administration and development across UL.	Set up an office for equality and inclusion at UL, create an implementation plan for NES and evaluate the implementation of NES at the Rectorate and members.
Deficient data by gender for various areas of operation of UL.	Better arrangement of data for simpler decision-making and support for implementing the NES plan.	Establish databases designed to include monitoring by gender.
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.

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

We have devised uniform editorial rules for the UL website and the social media Facebook, Instagram, LinkedIn and YouTube. To strengthen internal communication and linking up with international audiences we revised the issuing of electronic newsletters for staff, UL members, international academic circles and students.

We continued pursuing activities in the area of communicating science, specifically organising the television streaming show Speak Science; we staged an exhibition on scientific achievements in Tivoli Park; continued and enhanced our partnership with MGML in the stage project M_oder (monthly presentation of undergraduate, master's or doctoral diploma assignments of UL students; presentation of works by University Prešeren prize winners).

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

Participation in projects for the sustainable development of society and environmentally responsible operation - establishing and implementing sustainable principles of operation
At UL we are pursuing our objectives related to sustainable transformation of our own processes, higher education and the society in part through our involvement in international alliances and networks, such as EUTOPIA and The Guild, which actively engage in discourse on various issues concerning the contribution of higher education to the sustainable development goals (SDGs).

Within the EUTOPIA alliance we have actively participated in the Sustainability Officers Network (SON). In the role of co-leader and partner of project activities UL has been actively involved in the development of an action plan for the following strategic areas: (1) impact on climate, (2) social innovations and social entrepreneurship, (3) biodiversity and (4) diversity, equality and inclusion.

The UL also has its representatives in the Sustainability Working Group established by The Guild network, who attended two consultation meetings organised by the group in the last year, one on the subject of sustainable mobility and one on the topic of green renewal of public buildings (the aspect of sustainable architecture).

At UL we performed a review of the inclusion of the SDG principles and individual SDGs in various aspects of our operation (teaching, research, scientific publications). We drew up a plan for performing a comprehensive sustainability course mapping to build a sustainability course inventory for all study cycles, and to this end we upgraded the Electronic Record of Study Programmes (EŠP) application. The courses were categorised by the overall level of their integration of sustainability-related topics and by the specific SDGs they address. The inventory will help us plan further activities in support of the inclusion of sustainability-related content in the UL curriculum.

The course mapping successfully captured 14,313 of 20,683 courses (i.e. 69.2%) being provided in the 2023/24 academic year as part of the accredited study programmes at UL and covered all study cycles. Data analysis of the mapping exercise shows that the highest number of courses included in the inventory (N = 14,313) fall into the category of courses that (only) indirectly include (37.8%) or include (33.9%) sustainability-related content. Sustainability-focused courses, on the other hand, account for

4.3% of the sample. Out of these (N = 621) a total of 50.4% are provided during the second cycle, 34.8% during the first cycle and 14.8% during the 3rd study cycle.

Courses (for) which:

■ indirectly include sustainability-related content

■ include sustainability-related content

■ do not include sustainability-related content

■ the level of inclusion of sustainability-related content cannot be determined at the overarching level due to special features in implementation

■ sustainability-focused
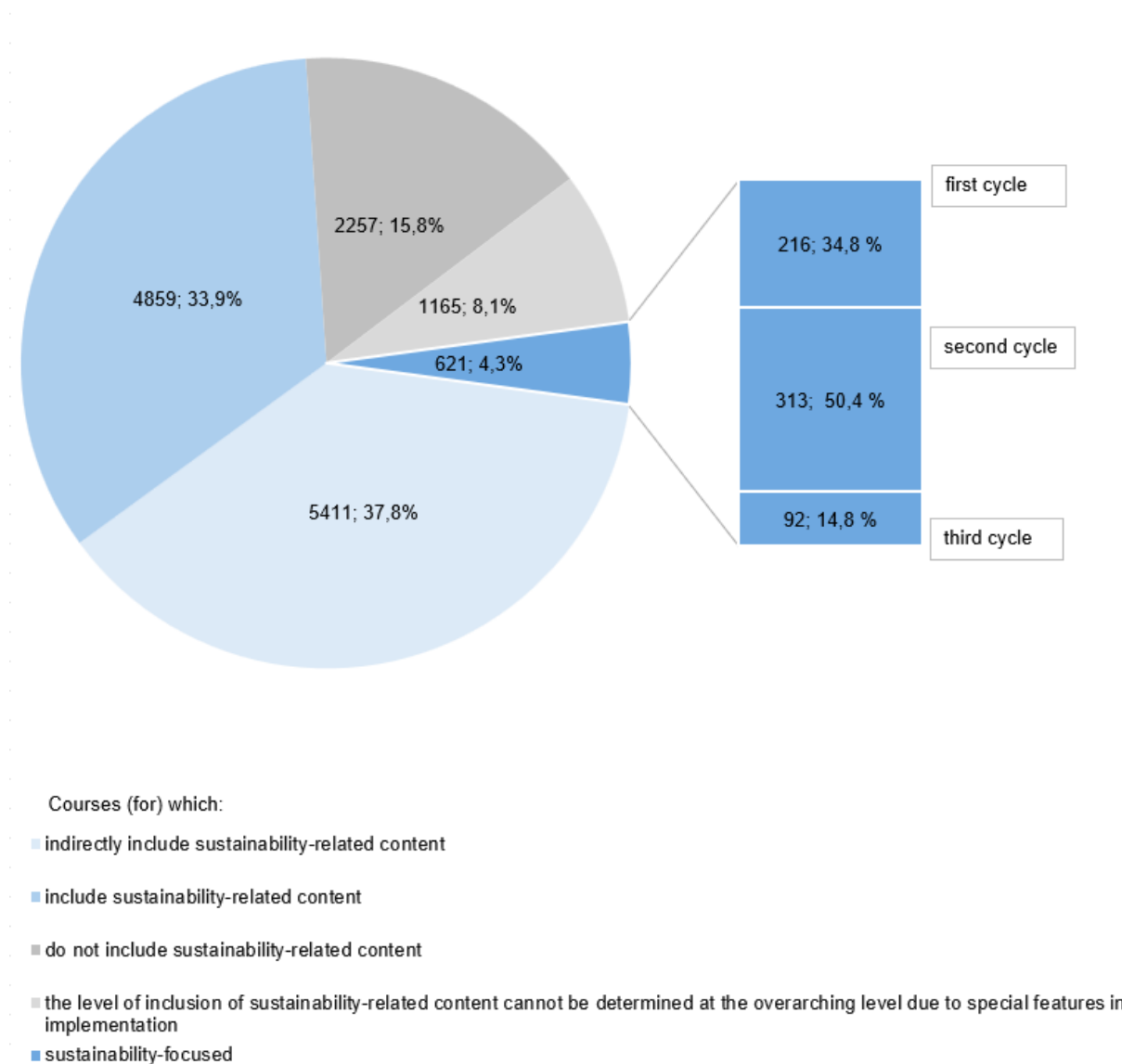
Figure 20: Number and share of courses included in the analysis in terms of level of inclusion of sustainability-related content by category (N = 14,313)

Most of the courses that identifiably include sustainability-related content, irrespective of the degree of its inclusion (N = 10,891), are primarily focused on addressing content related to the challenges of SDG 4 (Quality education). This group of courses is then followed by those that primarily cover the challenges associated with SDG 3 (Good health and well-being) and SDG 9 (Industry, innovation and infrastructure).
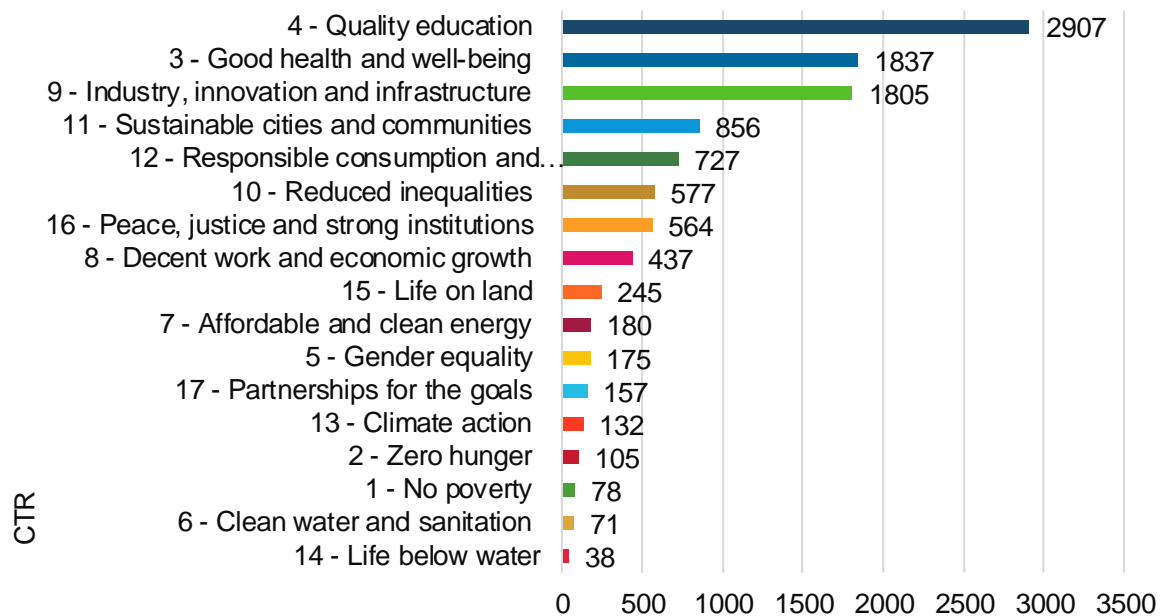
Figure 21: Number of courses, focused primarily on an individual SDG (N = 10,891)

We also performed an overview of the UL's scientific publications for the period 2018-2022 by SDGs, using the advanced bibliometric tool SciVal, which is linked to the Scopus database and enables the mapping of scholarly publications. The results of the analysis show that in the period 2018–2022 the highest number of scholarly publications by the UL researchers addressed topics related to SDG. This group of publications accounts for 16% of all scholarly publications from UL in that five-year period, which is comparable to the global average. For comparison, there was a total of 20,996 UL publications recorded in Scopus in the observed period (SciVal, 2023). The majority of these fall in the category of scientific articles (77.8%). The list of the top five most frequently addressed SDGs by the analysed scientific publications also includes SDG 7 (Affordable and clean energy), SDG 9, SDG 11 (Sustainable cities and communities) and SDG 4. Total number of scientific publications that addressed topics related to at least one SDG amounted to 7,956 (i.e. 37.9% of all UL publications registered in the Scopus database for the period 2018-2022). More than two-thirds of these publications (i.e. 69.2%) covered topics related to the 'social dimension' of sustainable development.

Figure 22: Breakdown of the UL's scientific publications covering at least one SDG for the period 2018–2022, by SDGs and the three dimensions of sustainable development (in %)
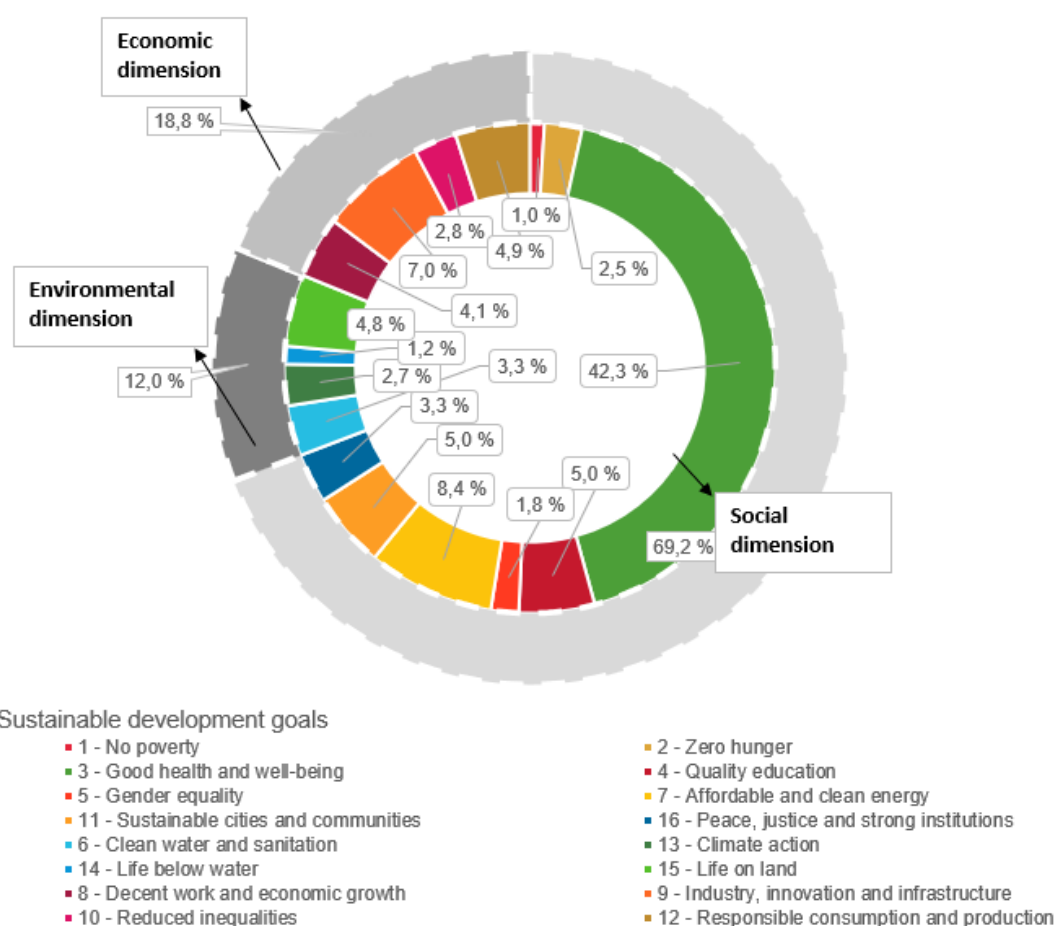
* Data obtained on October 18, 2023 using the SciVal tool. Sample (N = 7,956): number of scientific publications covering at least one of the SDGs.

In terms of the citation rate, the most cited UL publications relate to the SDG 3, followed by those addressing SDG 7, SDG 9, SDG 15 (Life on land), and SDG 12 (Responsible consumption and production). Another interesting result reveals that in the category of publications addressing SDG 15, SDG 4 and SDG 12, the number of UL publications is above the global average calculated by the Scopus database.

Legend: - - World (global view) — University of Ljubljana

Chart axes (clockwise from top):
1 - No poverty
2 - Zero hunger
3 - Good health and well-being
4 - Quality education
5 - Gender equality
6 - Clean water and sanitation
7 - Affordable and clean energy
8 - Decent work and economic growth
9 - Industry, innovation and infrastructure
10 - Reduced inequalities
11 - Sustainable cities and communities
12 - Responsible consumption and production
13 - Climate action
14 - Life below water
15 - Life on land
16 - Peace, justice and strong institutions

Radial scale: 0, 0,2, 0,4, 0,6, 0,8, 1, 1,2, 1,4, 1,6

SOURCE: Data obtained on October 18, 2023 using the SciVal tool, which enables a review of scientific publications by SDGs (with the exception of the SDG 17).

Figure 23: Comparison of the proportion of publications associated with a specific SDG at the UL level, and the proportion of publications dealing with that SDG on the global level (Relative Activity Index)

We also conducted a mapping of UL members' activities and research projects by SDGs. The analysis of the mapping shows that at the UL members level, 171 activities were carried out or set up (including measures, rules, events, patents) with a focus on fulfilling/adding to various SDGs. However, the five most frequently addressed/targeted SDGs by these activities included SDG 4, SDG 3, SDG 10 (Reduced inequalities), SDG 11, and SDG 13 (Climate action).
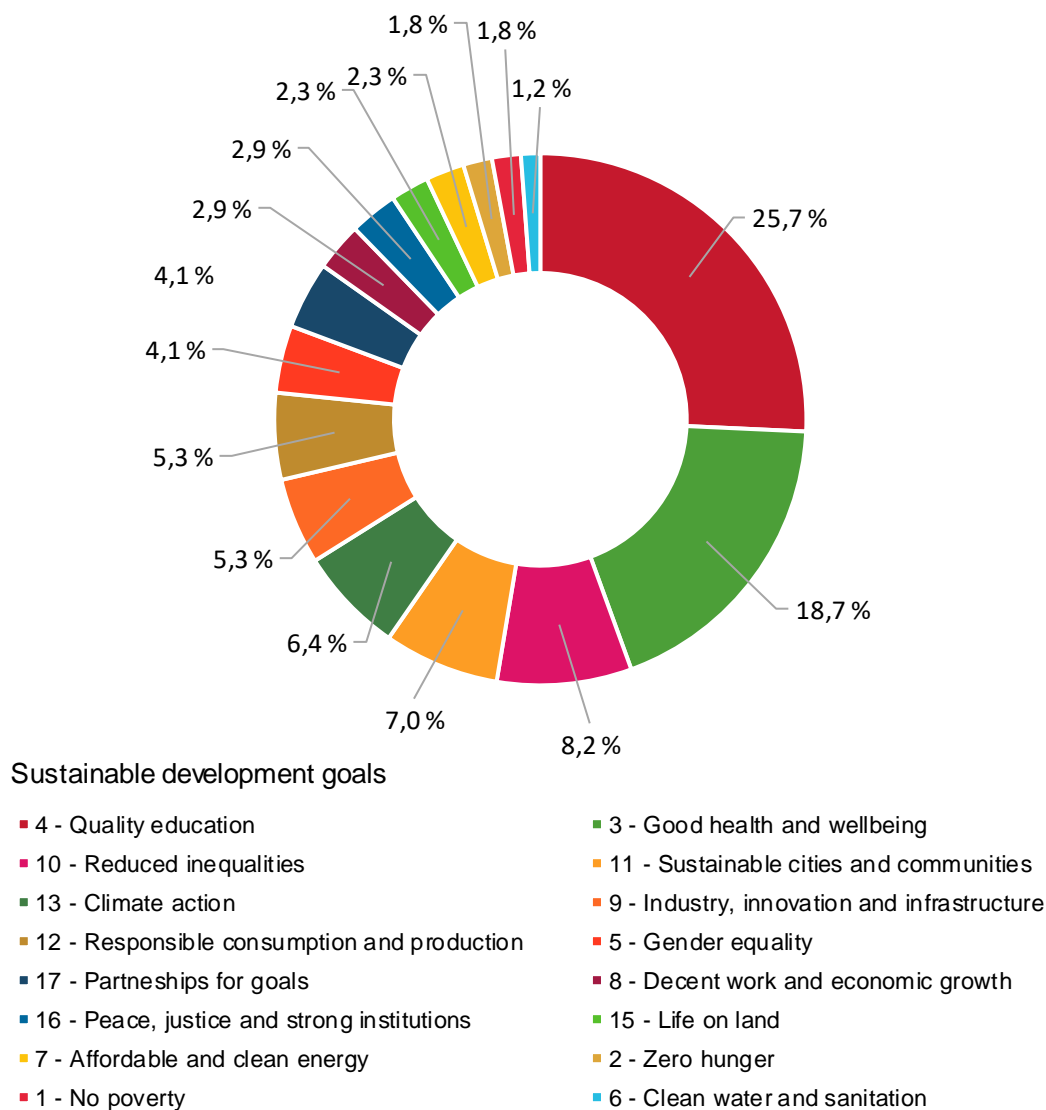
Figure 24: Breakdown of activities at UL members in terms of primary SDGs that they address (in %)

We also identified 351 ongoing research projects that are focused on addressing and strengthening individual SDGs (19 out of 26 UL members were included in this particular sample). The five most frequently addressed/targeted SDGs by these research projects include SDG 3, SDG 4, SDG 9, SDG 11, and SDG 12. However, the research projects with the greatest financial value in the past year primarily focused on challenges associated with SDG 6 (Clean water and sanitation), SDG 9, and SDG 3.
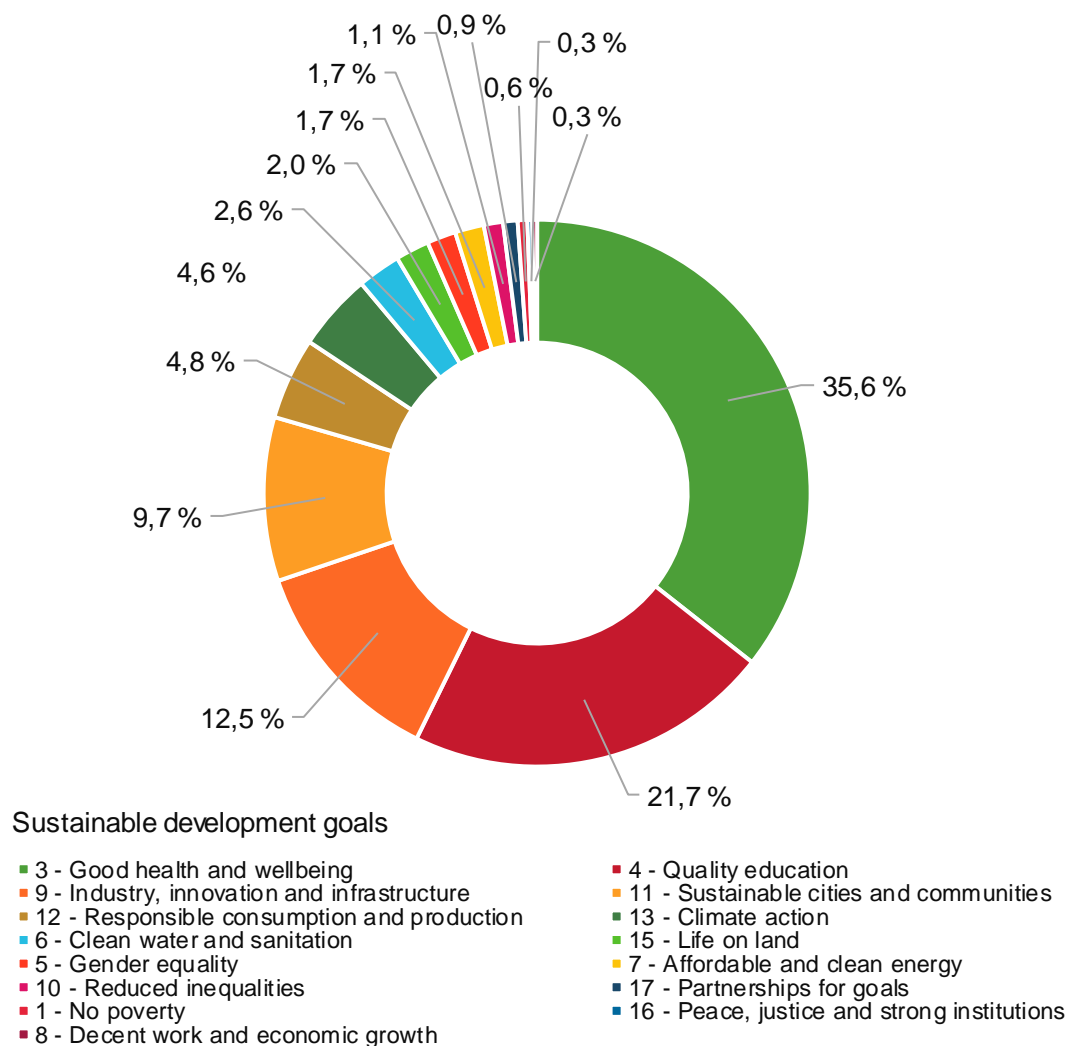
Figure 25: Breakdown of research projects by primary SDG that they address (in %)

In the past year UL has also contributed content for compiling the eGuide to the Greening of Higher Education, which was published by the competent ministry.

We set up a special interdisciplinary group for sustainable development (ASTRA), which brings together representatives of individual UL members. Its aim is to review the current state of affairs of sustainable activities and practices at UL, draw up guidelines for upgrading them and providing proposals for the sustainable development of UL. The primary task of the sustainable development group is to provide opinions and guidance in verifying the sustainability competences of students and in fulfilling the emerging sustainability strategy.

OTHER ACTIVITIES

At the end of 2023 we acquired the basic and expanded handbooks for the new corporate image of UL. Implementation began in 2024 and will last until the end of 2025. We drew up plans for implementing key changes to the corporate image.

We continued the process of redesigning the UL website, which we plan to have up and running in spring 2024. At that time, we will also begin updating the photo archive.

We organised the traditional events for external and internal circles, such as Welcome Freshmen, University Week, the New Year reception for senators, the celebratory announcement of full professors, the award ceremony for artistic works, reception of former Rectors; teams, reception for members of SMUL, the Rector's Prize for the top UL innovation, the Dr Uroš Seljak Prize and the promotion of doctors of science in Kongresni trg. A new feature of 2023 was the awarding of Dr Ana Mayer Kansky Award for outstanding doctoral dissertations and a donor dinner, which was postponed until 2024.

We resumed publication of the e-Univerzitetnik newsletter, which now includes UL member content (formerly the content of the e-newsletter 23+3).

In 2023 we continued providing guided tours of the Provincial Palace.

We also continued the regular coordination of representatives of UL member PR offices. We held regular informal meetings with the media and continued the presentation of UL within partner networks and at trade fairs in Slovenia and abroad.

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

KEY IMPROVEMENTS AND BEST PRACTICES *THAT CONTRIBUTED VISIBLY TO RAISING QUALITY IN THE FIELD, AND AN EXPLANATION OF THE EFFECT ON QUALITY*
UL acquires a new corporate image - acquisition of basic and expanded handbooks, custodianship implemented.
New recruitment in the Office covering the organisation of events.
Designing uniform editorial rules.
Setting up a special group for the sustainable development of UL (ASTRA), which will contribute to the review of everyday operations at UL and to planning the development of additional sustainable activities.
New recruitment at UL Rectorate in the area of sustainability, which on an overarching level commenced a review and inventory or the state of inclusion of principles and specific SDGs in various aspects of UL operation.
Strengthening cooperation in working groups of international associations and networks, which facilitates the exchange of experiences and practices in the area of the sustainable transformation of universities in Europe.

KEY THREATS	OBJECTIVES	PROPOSED MEASURES
Additional/new requirements for sustainability reporting, tied to the Corporate Sustainability Reporting Directive (CSRD).	Formulating guidelines for sustainability reporting at UL.	Study the current state and begin preparations for the system of sustainability reporting at UL.

KEY WEAKNESSES	OBJECTIVES	PROPOSED MEASURES
Loyalty to the UL from employees and connection between the UL and its UL members is still too weak.	Strengthen a sense of belonging and connection among employees.	Fulfill the possibility of the easier provision of information to the UL management and two-way communication (such as regular meetings of the UL management with employees, including at members, Rector's open day and so on).
Outdated photo archive.	Updating of photos.	Organisation of directed photographing. The needs of the new website to be considered in the scenarios.
Slower functioning of UL in certain areas of sustainability due to the absence of a strategy in this area.	Design an integrated sustainability strategy at UL.	Draw up and adopt an integrated UL sustainability strategy document.

Lack of flow of information on sustainability activities between UL members and the UL Rectorate.	Defined procedures for flow of information, responsible persons, timetable.	Strengthen the operation of the ASTRA group towards better (two-way) flow of information.
Lack of established action plans in the area of sustainable management of resources, waste, and energy at UL members.	Reduced emissions, waste and consumption of resources.	Boost efforts to draw up action plans at UL members to improve sustainable management of resources, waste and energy and to implement activities that support these objectives.
Low involvement of staff and students in volunteer programmes; limited range of volunteer programmes on offer.	Established (common) volunteer programmes for staff and students at UL.	Proactive inter-faculty cooperation in establishing common volunteer programmes, cooperation with external stakeholders and promotion of volunteer programmes.

6. Management and development of quality system

6.1 Functioning of internal quality system

UL Reporting application
Based on the user experience and suggestions from UL members, we made further upgrades and improvements to the UL Reporting application in 2023 to close quality loop and raise awareness about the quality system. With the aim of promoting the implementation of strategic activities and monitoring indicators of success, we adapted the structure of reporting for the preparation of the work programme and annual report to areas of the UL Strategy.

Self-evaluation of study programmes
For the 2022/23 academic year, a total of 292 self-evaluation reports were prepared for study programmes, out of 325 study programmes provided. In the self-evaluation of study programmes the majority (24) of UL members used the application UL Reporting – Self-evaluation of study programmes module, which offers a particular advantage in connection with the coherence of planning measures and the monitoring of their implementation.

Student survey
One of the mechanisms for monitoring and improving quality is the student survey. In accordance with the Rules on Student Surveys at UL and the implementation timeline, in cooperation with UL PEF we conducted all the student surveys and processed data from UL members that use the VIS information system. We also conducted the Year Plus student survey.

The UL student survey reports for the 2021/22 academic year were reviewed by the relevant UL committee, which found that scores in all three cycles of study were returning to the 'pre-corona level'. The committee emphasised the need to seek additional ways of obtaining student opinions on study programmes and their providers, as well as the need to revise the student survey for the third cycle of study.

At the end of 2023 the Rector's college appointed a task force to revise the student surveys. The task force includes the representatives of UL members covering different study fields, and a representative of UL Students Council. The aim is to improve the system, where difficulties in conducting prescribed surveys have been identified. At its first meeting, the group addressed proposed changes submitted by the Doctoral School and the Arts Council, and formulated proposals for further activities to shape the student surveys.

Training for the Quality Culture
We have been conducting training for the Quality Culture since 2013, and it is intended for all groups of employees at UL, to strengthen skills of communication, cooperation, leadership and care for the psycho-physical health. In 2023 we advertised seven workshops, with three being carried out. With the aim of improving the implementation of training, in the future, we will devote special attention to the timely and effective notification of employees.

Enhancement-led visits
In 2023 we completed two enhancement-led visits to UL members. This meant that we have now conducted enhancement-led visits to all UL members. We finalised this process by gathering feedback from all four members that participated in the activities in 2022/2023. In 2023 we prepared for and carried out an enhancement-led visit to one UL member. We received applications from eight UL members for such visits in 2023/2024 to 2024/2025.

The relevant UL committee addressed the initiatives arising from the enhancement-led visits, that are relevant to the UL. The advisory groups proposed that the enhancement-led visits approach at UL should also be used for dealing with common challenges at UL. In 2023 we identified two common issues or areas for which the approach could be applied on a University-wide level.

At the end of the year, we issued a call for new members of the register of advisory groups and conducted two-day intensive training. Following successful training, we included 20 new members to the register.

6.2 External quality assurance

International accreditations and evaluations
UL has been preparing intensively for international institutional evaluation at the Finnish Education Evaluation Centre (FINEEC). We drew up a self-evaluation report based on identification of the strengths, enhancement areas examples of successful enhancement activities of all areas of the University's operation. After the self-evaluation was submitted, a visit was conducted by evaluators. The interviews with the evaluators and online workshops involved the attendance of around 200 representatives of the entire UL community (management, teachers, researchers, professional staff, students, alumni and external stakeholders). At the end of 2023 we received a preliminary report from the evaluators.

UL EF successfully extended its accreditation with EQUIS (European Quality Improvement System) for the next five years. In 2023 evaluators conducted a visit, and through the accreditation process they assessed various aspects of the business education at the faculty, including the teaching process, its academic excellence, the faculty's involvement in the international research sphere, the faculty's links with the commercial sector, ethical aspects of its operation and the achievements of UL EF in other key areas of operation.

UL FS has three study programmes (professional study programme Mechanical Engineering – Project Oriented Applied Programme, academic study programme Mechanical Engineering – Research and Development Programme, master study programme Mechanical Engineering – Research and development Programme), which are accredited by the German agency ASIIN until 2024. In 2023 UL FS started working on an application for renewed international accreditation of the three study programmes. At the end of the year evaluators conducted a visit during which they had discussions with individual groups of staff, students and external partners about the quality of the programmes.

National institutional accreditation
In 2022 UL obtained a decision extending accreditation with validity of five years, i.e. until the end of the 2026/27 academic year. The report of the expert group and the decision of the Council of the National Agency for Quality Assurance in Higher Education (SQAA) extending UL's accreditation contained extensive findings resulting from the entire process, with numerous advantages identified and proposals for improvements. We responded to the majority of the findings during the accreditation process, and below we set out specific activities we have pursued based on the proposals for improvements, and we consider essential for the further development of the quality assurance system:
- preparation and implementation of international institutional audit at FINEEC: this has strengthened our quality system and self-evaluation at the University and member faculty and academy levels and contributed to the greater involvement of employees, external stakeholders and students in the work process;
- aligning the structure of the work programme and business report to areas of the UL Strategy for greater cohesion and better monitoring of the fulfilment of the strategy;
- setting up a task force to revise the student surveys that will address the issue of obtaining the opinions of students in study programmes with a small number of enrolled students;
- compliance of the admission requirements in master study programmes: to this end we have designed a sample of admission requirements and agreed them with SQAA.

UL strives for continuous improvement in all areas of operation, as can be seen throughout this document, which addresses in individual sections areas associated with specific recommendations, such as internationalisation, human resources and material conditions.

Based on the proposals for improvement of the national accreditation and international audit, for activities that require fundamental reconsideration, time and additional resources for their implementation, we have drafted a proposal for further development areas and objectives that we intend to address in the coming multi-year period.

To arrange the locations for providing study programmes of three members (UL AG, UL AGRFT and UL ALUO) UL submitted an application to SQAA for a change to the higher education institution.

National evaluations of study programmes
We conducted virtual visits for expert groups from SQAA as part of the external sample evaluation of five UL doctoral study programmes (Law, UL PF; Chemical Sciences, UL FKKT; Computer and

Information Science, UL FRI; Materials Science and Engineering, interdisciplinary UL FKKT, UL FMF, UL NTF and Humanities and Social Sciences, interdisciplinary UL AG, UL AGRFT, UL ALUO, UL FDV, UL FSD, UL FF, UL TEOF) and one visit by an expert group as part of the extraordinary evaluation of the academic programme Painting, UL ALUO.

For three doctoral programmes (Law, UL PF; Computer and Information Science, UL FRI; Materials Science and Engineering, interdisciplinary UL FKKT, UL FMF, UL NTF) the process of external sample evaluation was completed, with recommendations received from the SQAA Council.

We also began compiling applications for sample evaluations for 2024, in which the SQAA Council included nine UL study programmes that are internally differentiated (academic programmes: Musical Arts, UL AG and Asian Studies, UL FF; and master programmes Stage Acting and Theatre and Radio Directing, UL AGRFT; Sociology, UL FDV; Electrical Engineering, UL FE; Geography and History, UL FF; Social Work, UL FSD).

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*
Cooperation of all stakeholders in the preparation and implementation of a visit by audit team as part of the FINEEC international evaluation, which contributed to the greater recognition and understanding of the role of the common quality system.
In 2023, we carried out enhancement-led visits in the last two UL members, and thus conducted enhancement-led visits at all UL members. We issued a call for a new generation of enhancement-led visits and carried out training for new members of the register. By carrying out enhancement-led visits, UL and the UL members are establishing a more inclusive t**reatment** of complex challenges and boosting responsibility for quality.

KEY THREATS	**OBJECTIVES**	**PROPOSED MEASURES**
The national framework for quality assurance in higher education does not differentiate between higher education institutions and prescribes the continual verification of minimum standards as a condition for extending accreditation of the higher education institution.	Amendments of legislation which will (including in practice) facilitate support for the further development and strengthening of the internal quality system at UL.	Be proactive in drafting amendments to legislation that will take greater account of the diversity and specific features of UL, the biggest and oldest higher education institution in the country.
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 evaluation of UL and thereby obtaining accreditation. At the same time enabling greater autonomy of UL in other procedures (accreditation and changing study programmes).	Addressing the initiative to amend legislation at the competent ministry.
The regulations of the national agency for quality assurance in higher education (SQAA), which potentially interfere with the autonomy of the UL.	Greater transparency and predictability of procedures at SQAA.	Organise regular meetings with SQAA representatives and seek common answers to open questions.

KEY WEAKNESSES	OBJECTIVES	PROPOSED MEASURES
Lack of awareness of stakeholders regarding the importance of the quality system.	Increase awareness about different ways to obtain the opinions of students and external stakeholders regarding study programmes.	Continue the processes for revising student surveys, seek and formalise other ways to obtain opinions (focus groups, interviews and so forth).
Lack of awareness of stakeholders regarding responsibility in quality assurance.	Strengthen the use of quality system findings in decision-making processes.	Implement greater inclusion of the quality system at all levels of operation (training/presentations at the beginning of individual processes, for management staff, teachers and professional staff entrusted with specific fields).
Lack of awareness of stakeholders regarding responsibility in quality assurance.	Recognising the objective and effects of self-evaluation of study programmes among stakeholders.	Continue holding regular meetings, offering support and exchanging good practices in the process of completing self-evaluations of study programmes.
Lack of comprehensive IT support for important processes in the quality system.	More effective management and support for the development of the quality system in institutions and study programmes to seek synergies.	Upgrade and develop the application for reporting at UL for managing and supporting processes of the common quality system.
Fragmentation of the provision of training for staff and deficient provision of information.	Strengthen the provision of training to develop general skills (communication, management, care for psycho-physical health) intended for all groups of employees, to improve employee engagement and performance.	Continue implementing the Quality Culture. Compile a census of internal providers who can carry out relevant skills training for employees.

7. Support areas

7.1.   Autonomy and finances

STRATEGIC ACTIVITIES

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

Through cooperation in the working group for drafting the Higher Education Act we had the opportunity to be actively involved in finding solutions for improving practices which it seemed needed to be regulated. Given the rapidly changing higher education sphere it is all the more important for us to have a modern, unrestrictive and EU-comparable law.

We were active in the working group for supplementing the Scientific Research and Innovation Activities Act.

We also responded to other proposed regulations in the broader field of the University's operation via working groups at ministries or via the e-democracy portal.

2.   Ensure additional development sources of financing

In 2023 we paid special attention to continuing to establish an autonomous system for financing research and innovation. We upgraded the system of apportioning stable financing funds by holding an internal call for strategic projects, startup programmes and expansion of existing programmes that indicated a development plan in harmony with the UL's strategic orientations.

OTHER ACTIVITIES

Rules on elections
We began revising the procedures for electing the UL Governing Board and Rector. The objectives in revising the election procedure for the UL Governing Board are to attain a balanced representation of fields, balanced gender representation, formalised representation of researchers and term limits. The objectives in revising the election procedure for the Rector are ensuring transparency and simplifying procedures (shortening some deadlines for which there is no reason for them to be longer, creating a single electoral roll for the entire UL, the introduction of electronic voting which would serve to offer the possibility of voting to a wider circle of voters and tracing paper-free operations), the settling of all issues that arose in the latest elections (such as, are employees eligible to vote when on the day of the election they are on long-term sick leave or are absent on maternity and paternity leave, conducting election campaigns) and the formalisation of possibilities for the candidacy of employees with the title of full professor, if they occupy a position of higher education teacher or senior research fellow.

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*		
Holding a call based on new methodology, with external referees and panelists, which enabled the funding of strategically important programmes and startup programmes, while at the same time the procedure was conducted in a way that ensured independent judgement and assessment.		
KEY THREATS	**OBJECTIVES**	**PROPOSED MEASURES**
The new ZViS could encroach on UL's organisational autonomy.	Maintain the structure of the assigned responsibilities.	Active drafting of proposals for new legislation.
The system of public procurement is complicated, excessively bureaucratic and lengthy.	Simple, flexible procedures that allow for more rapid implementation.	Meeting with the competent ministries (MVZI and MJU).

KEY WEAKNESSES	OBJECTIVES	PROPOSED MEASURES
Excessive fragmentation of operations leads to non-strategic decisions.	Integration of strategic decisions and management.	Greater cohesion and communication of the strategy.

7.2. Processes and infrastructure

STRATEGIC ACTIVITIES

1. Optimise processes in specialist services

Habilitation process
The foundations have been laid for enabling greater future digitalisation of the habilitation process, so that based on an analysis of the process it will have adequate IT support. The aim is to ease the management of documents and in this way ensure appropriate transparency of the procedure, which due to the high degree of automation has also appropriately eased the burden of the previous manual procedure.

Norms
We started conducting an analysis for drafting norms and standards for support processes.

Digitalisation strategy
Expanding and adapting the document system GovernmentConnect (GC) is easing the management of electronic documentation, whereby the requirements are being met for secure work with electronic material and the rules for its storage. All UL members can use the common document system. Each year around a million new documents are added to it.
The common and central system enables the management and storage of documents that originate from other UL information systems, for example from the SAP business system or study systems. The document system is being constantly expanded with new modules and functionalities, for instance with support for student requests or the conducting of meetings.

2. IT support for (digitalise) processes

Implementation of Government Connect (GC) and the Academic Business Information System (APIS) at all UL members
We have concluded the implementation of APIS for all UL members and are continuing to use the system and upgrade and increase automation and digitalisation where appropriate.

Paper-free operation
In areas where we have already introduced paper-free operation (e.g. confirming and signing documents in the document system, conducting electronic voting at correspondence sessions of the UL Senate), we have continued this mode of work. We have also expanded paper-free operation to an additional process (Erasmus+ interinstitutional agreements and digital signing of Erasmus+ financial agreements) and started the process of amending the Rules on Elections of Bodies at UL, where we envisaged the introduction of electronic voting for the Rector. The system is also available for the implementation of other similar elections or voting, where it is important to ensure a high level of regularity or confidence in the credibility of the results.

Single student identity for creating student file
Just as we have done for all employees, for students we are introducing an electronic folder that will contain electronic documentation exchanged between the student and UL. It is important that this involves the implementation of common and uniform procedures that will ensure an equal level of

treatment for all student applications irrespective of UL member. This will ensure secure and transparent safekeeping of these documents.

3. Set up a sustainable investment policy

Structural renovation of buildings
To ensure adequate earthquake safety for the entire UL building stock, further analyses of the seismic safety of UL buildings were carried out in 2023 to draw up a priority list of buildings in need of retrofitting with earthquake protection and a preliminary investment or renovation plan.

OTHER ACTIVITIES

Information system functioning
We ensure a high level of availability and security of operation for the main common University information system. This is the central Metulj communication network, an IT infrastructure with a messaging system that is already being used by all UL members except one, involving clusters of databases that are available for business systems including the study information system (ŠIS).

The IT support implemented in the past year enables secure registration by students for compulsory or elective health check-ups or vaccinations. Support was carried out through the linking of UL study information systems with the information system of the UL Student Health Centre. The information solution significantly eases the procedure of registering and also ensures an appropriate level of information security. In turn this expands the accessibility of health services for students.

A single, common information support system was introduced for registering the time, controlling access, managing fixed assets and support doing inventory.

Ensuring security
At UL we invest a lot of effort and financial assets in ensuring security. We continuously and rapidly respond to new information security challenges. To increase security in the use of passwords and authentication of users, we standardised the security policy and carried out an extensive change of all user passwords. We introduced standardised authentication of users and in many information systems, including the study systems, a two-factor verification of users is already in place.

We drew up extensive plans for introducing additional security elements, including the introduction of a security control centre and protection on endpoint devices.

We upgraded the personal computers of users at the Rectorate and several UL members to the Windows 11 operating system. Where the hardware could not be upgraded, we replaced personal computers with more powerful ones.

We continue to ensure continuously high availability of the main information systems.

Management of the University Sports Hall in Rožna Dolina
The University Sports Hall in Rožna Dolina has been at the heart of university sport for the last 50 years. The hall can take up to 1,000 people a day attending members' programmes, COD UL ECTS programmes and/or daily recreation programmes. The hall is in a state where major renovation or remediation work is not economically justified, and a complete renovation is needed. In 2023 the University commissioned a Project Spatial Assessment and a feasibility study for the complete renovation of the Rožna Dolina University sports hall. The UL leadership held several talks in 2023 with competent institutions and experts that can support and place the renovation of the hall as a strategic national project. A document is also being drawn up to identify this capital project (DIIP) along with the arrangement of other documentation.

Implementation of plan of managing material assets
We implemented the following short-term objectives and activities in 2023:

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

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 also continued the digital archiving of the database with documents, overhauling the graphic part of the database and updates and upgrading of the information system.

We highlight just the major activities carried out, while the rest can be seen in the annex "Plan of managing material assets for 2023 – REALISATION" in tables 1 and 2.

We continued to arrange ownership issues of building floors (e.g. UL FDV, FDV garages, UL VF in Novo mesto), through procedures to determine the pertaining land lots for buildings under the ZVEtL (e.g. UL FDV, UL AGRFT at Aškerčeva 5, garages in Trnovo, Ilirska 6, Ul. 28. maja, UL AG by the parcel for an extension to the Kazina building and at Slovenska c. 28), and through procedures for harmonising the land register status with the status on the ground through the Development Fund (UL ZF, UL BF, UL VF).

Disposal and purchase of real estate
We continued efforts to sell real estate (e.g. the property being administered by UL VF at Gerbičeva ulica, in Postojna, in Murska Sobota, the parcel below the covered car park in Prule, the land being managed by UL BF at Rakovnik) and studied the advisability of selling other UL property (land, business premises and flats) which UL does not need for providing academic activities. We continued our activities for the purchase of property for UL ALUO along Dolenjska cesta and land for UL FS and UL FFA at Brdo and examined the feasibility of other potential purchases for the needs of the UL members.

Real estate encumbrance
We dealt with 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 capital projects.

Detailed data are given in the annex "Plan of managing material assets for 2023 – 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 UL 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 2023 – REALISATION" in table 5.

ENERGY MANAGEMENT OF BUILDINGS
In 2023 we carried out activities for the energy management of UL buildings, which include the management of the UL energy information system, energy management in UL buildings through the support of appointed energy managers by UL member, energy accounting with analytics, support, preparation and implementation of energy renovation projects, information and training of UL building users and technical staff, support for the installation of energy management systems for members, support for ensuring the safe operation of buildings from the point of view of infection risks through ventilation systems, etc. An overhaul of the UL energy information system was conducted.

INVESTMENT PROJECTS – CONSTRUCTION OF NEW FACILITIES, EXTENSIONS OR RECONSTRUCTION
For UL AG we completed the acquisition of the second portion of instruments in 2023. We continued activities to secure the conditions necessary for completing this project, the construction of an annex to the Kazina building.

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

For the project "New construction for UL VF", which is being cofinanced under the Recovery and Resilience Plan, we concluded the first stage of construction works (demolition and deep foundations) and continued to obtain further project design documentation and to conduct the public procurement procedures for construction and fitting works for completion of the second stage (new construction).

In the project "New construction for UL FFA" at Brdo we continued efforts for the adoption of the Municipal Detailed Spatial Plan (OPPN), creation of investment and project design documentation and activities to obtain an integrated construction permit together with the project "New construction for UL FS".

In the project "New construction for UL FS" at Brdo we continued efforts for the adoption of the Municipal Detailed Spatial Plan (OPPN), creation of investment and project design documentation and activities to obtain an integrated construction permit together with the project "New construction for UL FFA".

In the project "Vrazov trg campus, UL Faculty of Medicine", cofinanced under the Recovery and Resilience Plan, we concluded the first stage of construction works (demolition and replacement of temporary structure) and continued to obtain further project design documentation and to conduct the public procurement procedures for construction and fitting works for completion of the second stage (new construction).

As part of the project "Vrazov trg campus II" we carried out a check of the plans and started the process of coordinating with the Cultural Heritage Institute (ZVKDS).

Under the UL MF project "Korytkova 1 campus" we started compiling documentation for urgent investment maintenance works. Investment documentation is complete, project design tasks are assigned, and the procedure is completed for selecting a designer to produce the documentation for construction, finishing and installation works.

As part of the UL MF project "Zaloška campus" we completed all activities related to holding an architectural competition to select a designer for producing project design documentation and compiled the investment documentation.

For the project "Rehabilitation of the breakwater and setting up equipment for training in techniques for personal survival", which is intended for UL FPP and the GEPŠ schools in Piran, we completed construction, finishing and installation works and took over the equipment. Due to the required different method of deepening the breakwater we will need to carry out this as part of archaeological excavations. After deepening and conducting a load-bearing test of the equipment, the project should be concluded in March 2024 by issuing a user permit.

In cooperation with students from the Faculty of Architecture we began the spatial inspection of buildings on Aškerčeva street, as the Faculty of Pharmacy and Faculty of Mechanical Engineering will move from the existing buildings. The research also involved the Faculty of Arts, Faculty of Natural Sciences and Engineering, Academy of Theatre, Radio, Film and Television, the Central Technical Library and the Rectorate. The research aims to see how the area on Aškerčeva street can be arranged in terms of sustainable planning and ensuring synergies among members, while at the same time providing modern premises intended for student work. The report will be completed in 2024.

For the project "Reconstruction of the University sports hall in Rožna Dolina" we continued efforts to obtain design and investment documentation and to find possibilities for financing this project.

For the project "New construction of UL BF annex" we concluded the architectural competition and continued the procedure for obtaining a construction permit and for obtaining investment and project design documentation.

The financial data and investments being implemented and planned by UL members with their own funds are given in the annex "Plan of managing material assets for 2023 – REALISATION" in table 3.

REFURBISHMENT OF BUILDINGS

Energy-efficient refurbishment of buildings
UL members were informed about the current public calls to tender for grants for the energy-efficient refurbishment of buildings.

Earthquake refurbishment of buildings

A study of the earthquake safety of buildings conducted by UL experts from the Faculty of Civil Engineering and Geodesy was presented to the deans. The common decision was to continue the detailed analysis of buildings and to ensure continuous monitoring of earthquake risks.

INVESTMENT MAINTENANCE AND PURCHASE OF EQUIPMENT

INVESTMENT MAINTENANCE
We carried out the most urgent investment maintenance works on UL buildings in line with our financial capacities.

Data on realisation are given in the annex "Plan of managing material assets for 2023 – REALISATION" in table 4.

Purchase of equipment
We carried out the purchase of equipment, as shown in the annex.

Data on realisation are given in the annex "Plan of managing material assets for 2023 – 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*		
Start of the procedure for obtaining a DGNB sustainability certificate for UL VF and UL MF and preparatory stage completed for demolition works for both projects.		
Moving the prefabricated structure of UL MF from Vrazov trg to Korytkova street and obtaining a new user permit.		
Stress test completed for earthquake risks in UL educational buildings, which is the first step towards imposing measures and the basis for further analysis and determining priorities.		
Producing project design documentation for new constructions at UL VF, UL MF, UL FFA and UL FS.		
KEY THREATS	**OBJECTIVES**	**PROPOSED MEASURES**
Inadequate state of the University sports hall.	Providing project design documentation and means for the start of complete renovation – new construction of the University sports centre/hall.	Preparation of documentation, application in the call for sports infrastructure, arranging for the project "University sports centre" to be placed in a strategic national project.
KEY WEAKNESSES	**OBJECTIVES**	**PROPOSED MEASURES**
Fragmented and uncoordinated provision of exercise and sports activities at different stakeholders.	The centre for University sports as the leader of University sports in all segments (compulsory/optional content, recreational and competitive sports).	Designing a strategy for development of University sports, ensuring the HR and financial conditions for inclusion in exercise and sports. Restructuring of the existing system.

7.3.   Human resource development

STRATEGIC ACTIVITIES

1.   Setting up competence models of employees at UL

Career development (knowledge updating, training) for all groups of employees
We have continued with activities to meet our commitments in the UL Human Resources Strategy for Researchers and Teachers 2021–2023 with Action Plan. In 2023 we conducted a self-evaluation for the period 2021–2023 and drew up the UL HR Strategy for researchers and teachers 2024–2026, which is important for ensuring continuation of the logo "HR Excellence in Research", which is currently granted

by the European Commission up 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.

We incorporate the Gender Equality Plan (NES) into regular work across the entire HR field. In this area UL conducted an ongoing evaluation and implemented the necessary improvements.

Revision of habilitation procedures
We started implementing a revision of habilitation procedures in line with the reform of evaluating research activities. We also initiated activities related to the IT support of habilitation procedures, which serves as the basis of a new business information system intended for habilitation procedures that will be linked to the SAP information system.

2. Increase UL's staffing levels

We conducted an analysis of salaries and used this as the starting point for further negotiations with the Slovenian Government. Under the aegis of the Slovenian Rector's Conference, UL has been striving for changes to the salary system to make it competitive and at least partly stop the exodus of high-quality staff to other sectors.
In order to ensure stable funding of pure researchers we established the possibility of funding the costs of researchers' work through bridging funds.

Standardising the status of researchers throughout UL
Across all of UL we performed an analysis of the status of researchers in positions under salary group H, and established a basis for arranging their status.

Other activities

Recruitment of international teachers and researchers
We continued using the institution of "guest teacher". We encouraged the short and longer-term involvement of foreign nationals in the teaching process.

At UL we continued the recruitment of foreign nationals in line with the Instructions for Implementing HR Procedures, so in accordance with the UL Strategy 2022–2027 we are facilitating the greater inclusion of international researchers and teachers to pursue their work here. Despite the new Aliens Act (ZTuj-2), we still had problems recruiting foreign nationals in 2023. To address the challenges of recruiting foreign researchers, an inter-ministerial group has been established at the national level to harmonise regulations and practices. In 2023 we upgraded the UL website with all the important instructions for foreign nationals to obtain work and residence permits. Together with the Ljubljana Administrative Unit we made progress towards ensuring the more rapid processing of applications from foreign nationals for employment and priority treatment of complete applications.

In 2023 the UL employed a total of 287 full-time international staff (251 in 2022, 221 in 2021 and 189 in 2020), of whom 52 were teachers, 171 were researchers, 58 were professional staff and six were staff employed in healthcare positions.

In 2023 we started formulating the basis for a transition to the procedural organisation of work.

As at 31 December 2023 UL employed 164 higher education teachers (161.45 in FTE) holding habilitation titles obtained under arts criteria.

Implementation of HR development and plan
We planned for 7,249 employees as at 31 December 2023, and actually had a headcount of 6,891 persons, or in terms of FTE 6,542.67.
In 2023 the number of employees at UL increased over the previous year.

The increase in employment for positions in salary group D is a consequence of increasing the additional positions advertised, based on the Slovenian Government's proposal in the first-cycle programmes Computer and Information Science, the second-cycle integrated master programme Medicine, the higher education professional programme Midwifery and the academic programme Speech therapy and deaf/hearing impaired education. The increase is also a consequence of the excessive teaching burden on existing employees, which resulted from the reduction of groups of students and from the higher education reform and rejuvenation of teaching staff. Furthermore, we settled the issue of employing external associates, who until now had participated for several years running in teaching work based on civil law contracts.

In positions under salary group J there was increased recruitment principally due to the APIS project, and due to the increase in the complexity of business processes and the increased scope of new projects and new tasks. The number of projects, the requirements of business processes and the complexity of work have been increasing for some years.

Table 6: Number of all employees at the University of Ljubljana from 2020 to 2023 by salary group

SALARY GROUP	Number of employees as of 31 December 2020 in persons	Number of employees as of 31 December 2021 in persons	Number of employees as of 31 December 2022 in persons	Number of employees as of 31 December 2023 in persons	Index 2020/21	Index 2021/22	Index 2022/23
B	7	6	8	9	86	133	113
D	2,836	2,867	2,916	2,963	101	102	102
E	218	224	245	249	103	109	102
H	1,349	1,436	1,428	1,524	106	99	107
J	2,048	2,075	2,064	2,146	101	99	104
Total	**6,458**	**6,608**	**6,661**	**6,891**	**102**	**101**	**103**

Table 7: Implementation of HR Plan in FTE by source of reporting (methodology under the Budget Implementation Act)

Sources	Actual 1 January 2023	Plan 1 January 2024	Actual 1 January 2024
1. state budget	4,279.04	4,607.64	4,275.48
2. municipal budgets	0.00	0.00	0.00
3. ZZZS (Health Insurance Institute) and ZPIZ (Pension and Disability Insurance Institute)	2.50	0.00	0.00
4. other public funds for public service provision (e.g. taxes, fees, concession fees, RTV licence fee)	16.38	0.00	28.82
5. funds from the sale of goods and services on the market	480.08	555.82	478.62
6. non-public funds for public service provision	129.40	76.13	112.35
7. donations received	0.00	0.00	0.00
8. EU or other international funds, including co-financing funds from the state budget	328.42	501.81	404.09
9. budget funds for employees under the first, second and third paragraphs of Article 25 of the Medical Practitioners Act (Official Gazette of the Republic of Slovenia, No. 72/06 – official consolidated text, 15/08 – ZPacP, 58/08, 107/10 – ZPPKZ, 40/12 – ZUJF, 88/16 – ZdZPZD, 40/17, 64/17 – ZZDej-K, 49/18 and 66/19) and the third paragraph of Article 34 of the ZZDej	0.00	0.00	0.00
10. funds from the public works system	0.00	0.00	0.00
11. funds for research projects and programmes and funds for projects and programmes intended for internationalisation and quality in education and science	1,111.74	1,457.78	1,236.48
Total number of all employees under points 1 to 11	**6,347.55**	**7,199.18**	**6,535.84**
Total number of employees under points 1 to 4	**4,297.92**	**4,607.64**	**4,304.30**
Total number of employees under points 5 to 11	**2,049.64**	**2,591.54**	**2,231.54**

The Budget Implementation Act for 2024 and 2025 requires the UL, as a budget user, to abide by limitations when preparing its HR plan, namely that the HR plan for 2024 may not exceed in terms of the number of employees the HR plan from 2023, 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 2023 and 2024 and the Budget Implementation Act for 2024 and 2025, and in line with the instructions of the Ministry of Higher Education, Science and Innovation, based on the source state budget and other public funds for performing public service in 2023, we planned the employment of 4,607.64 persons in FTE (in the Work Programme for 2023), which was 303.34 persons more in FTE than what we implemented in 2023.

On 25 July 2023, the Ministry of Education, Science and Sport (MVZI) gave its consent to the 2023 HR plan in terms of 4,607.64 FTE on sources 1–4. As of 1 January 2024 the actual number of employees was 4,304.30 FTE, which is 303.34 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.
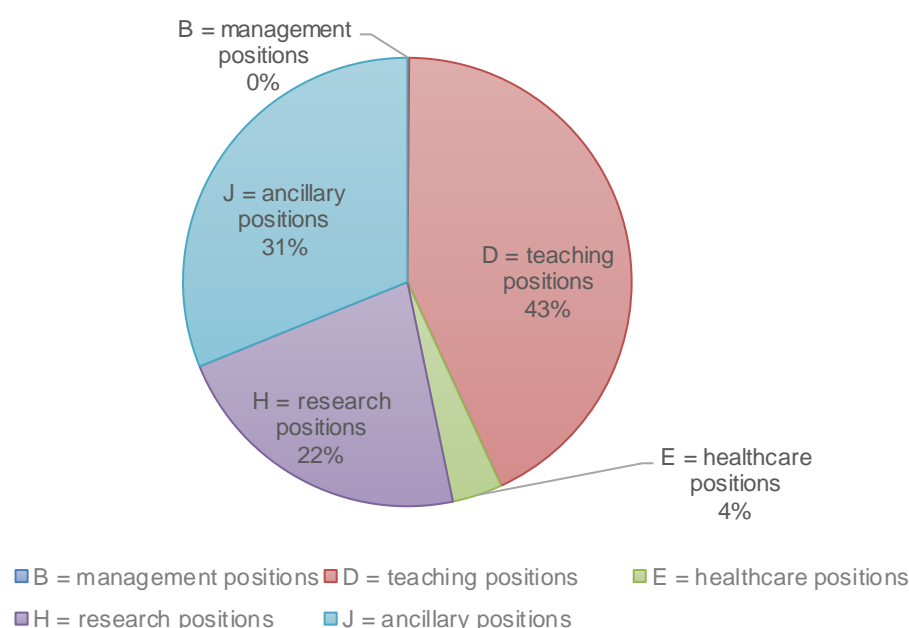
Figure 26: Proportion of employees as of 31 December 2023, by salary group
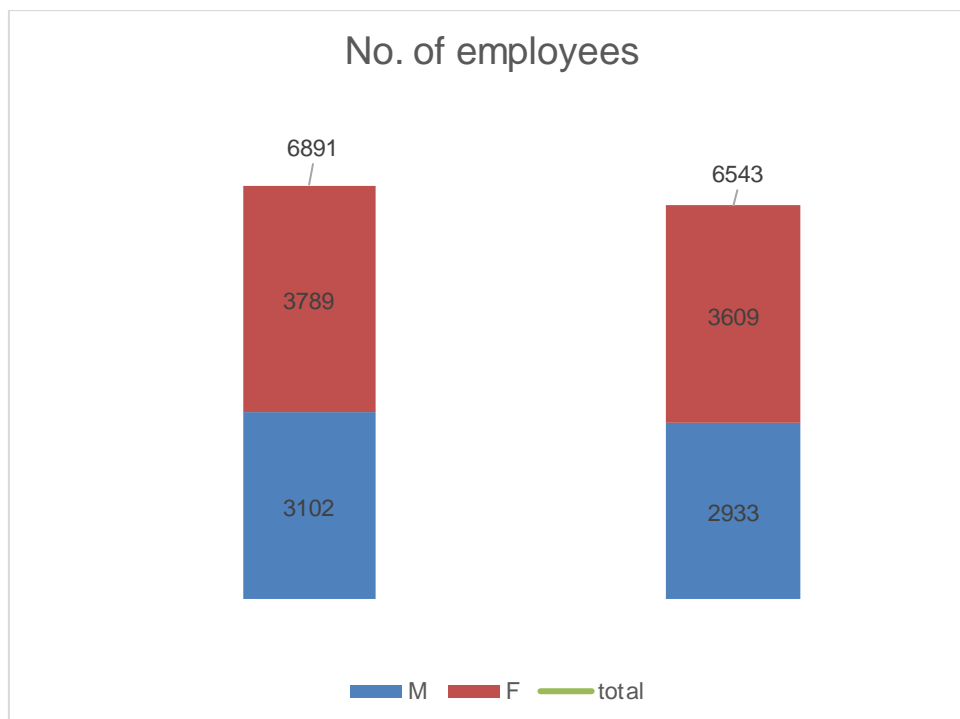
Figure 27: Number of employees and FTE by gender

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*
The migration to a single HR information system SAP and the introduction of Personal Folders (in GC) facilitate standardised HR operations at UL. By the end of 2023 all UL members and the Rectorate had migrated to the new HR information system, i.e. a total of 27 UL organisational units. As part of the introduction of the new information system we created several working groups to help users in HR departments, to eliminate errors and to work on developing functionalities. In 2023 we were also familiarised with the modules Employee Development and Recruitment, which had not yet been implemented at UL. 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.   The effect on quality can be seen in the harmonisation of the status of researchers with the Instructions and ensuring stable employment.

KEY THREATS	**OBJECTIVES**	**PROPOSED MEASURES**
Departure of good personnel owing to the uncompetitive nature of the public sector wage system: lawyers, IT workers, auditors, and employees working in financial accounting positions earn much better wages not just in the private sector, but also in the public sector, since other collective agreements enable higher wage brackets for the same type of work.	Retaining competent and expert personnel, and providing competitive wages.	Overhaul of the wage system. The import of new positions and thereby wage brackets into the collective agreement for the education sector (KPVIZ). 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.	Advising the competent ministries of the issue of permanent employment and project work of researchers, which is tied to fixed-term projects; this leads to the issue of ensuring funds for cases of possible cancellation of employment for business reasons.
KEY WEAKNESSES	*OBJECTIVES*	*PROPOSED MEASURES*
A lack of professional staff for the timely, professional and correct implementation of HR procedures.	Transparent procedures in line with the law and the principles of integrity.	Continuous work to improve internal communication. Short-term: resolving such individual cases through education of professional services and clear definition of competence. Long-term: training professional services depending on need or at least once every two years. The lack of professional staff could be at least partly compensated by 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.	The implementation of new HR functionalities in the SAP information system.	Holding a new public procurement procedure for improving HR functionalities of the SAP information system and implementing development of SAP.

7.4.   Ensuring compliance

Ethics and 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.

Internal controls

According to the plan, internal audits were carried out by the external audit company Deloitte d.o.o., which provides internal audit services.

Internal audits were provided in three areas, using what is called the cross-check review system, meaning that the auditors conducted an internal audit on a larger number of UL members with the same objective.

Areas of review:
1. The internal audits of the financial statements of the UL members were conducted with the objective of making findings and recommendations on the appropriateness of the control environment in ensuring the accuracy of the financial statements in the areas agreed. Risks that were identified involved lack of controls in the process of issuing, approving and booking (posting) accounting documents and the incorrect disclosure of financial statement categories. Three UL members were included in the audits.
2. Internal audits of the HR function of the UL members were carried out with the objective of verifying the control environment, compliance with the set rules, compliance with the legal bases and the monitoring of costs by source of financing. Risks that were identified involved the absence of an adequate control environment, non-compliance with rules and regulations, non-

compliance in the payroll system and inadequate documentation. The audit covered eight UL members.

3. Internal audits of the procurement function of the UL members were carried out with the objective of verifying that the control environment and public procurement system was in place. Risks that were identified involved the absence of an adequate supplier selection system, lack of adequate internal controls, inadequate monitoring of contractual provisions, inadequate legal compliance, inadequate documentation and reporting. Three UL members were included in the audits.

The audit committee of the Governing Board comprises three internal members (the President of the Governing Board and two members who are experts in the field of auditing or the functioning of audit committees) and one external member who is an expert in the field of internal auditing. The committee met several times in 2023, monitored the work of the external providers, provided guidance in drawing up the call for head of internal auditing and their selection, and also participated in drafting the public contract for the external provider of internal auditing, since the contract with Deloitte d.o.o. expired in 2023.

In this way we are pursuing a strategy where despite staff shortages we are implementing the control and preventive function and are continuously striving to improve processes and internal control.

Personal data protection

At UL we have noted an increasing awareness among staff and students of the importance of correct handling of personal data. For this reason, we carried out activities to raise awareness among staff that in their work they should strive to ensure the lawful processing of personal data and that the personal data that employees process in their work is appropriately protected.

The awareness-raising activities were intended primarily for familiarisation with changes to legislation. We organised four online courses for all University staff, divided up by area of work. UL members organised additional internal training for their employees in the form of workshops.

As part of the SPOZNAJ project we organised a hybrid event on the topic of personal data processing for research purposes, whereby we familiarised researchers with new dimensions of the Personal Data Protection Act (ZVOP-2).

Some UL members were assisted by the UL data protection officer in introducing a system of managing risks by implementing internal controls of personal data processing. Due to changes to legislation, some UL members updated their internal rules.

The UL Data Protection Officer (DPO UL) together with coordinators of this area and DPOs of UL members conducted thematic meetings at which they addressed topics relating to information security.

They conducted regular reviews of the compliance of key documents of the Rectorate and UL members with the valid legislation and internal acts, covering contracts, agreements, records, rules and instructions with provisions relating to personal data.

Visits were conducted by the DPO UL to UL members with the aim of reviewing and arranging compliance of this area.

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

Cooperation was established with the supervisory body in cases of notification of breaches and obtaining opinions regarding the appropriate actions in individual cases of personal data processing at the University.

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

KEY IMPROVEMENTS AND BEST PRACTICES *THAT CONTRIBUTED VISIBLY TO RAISING QUALITY IN THE FIELD, AND AN EXPLANATION OF THE EFFECT ON QUALITY*		
Increased awareness of the importance of correct and lawful handling of personal data among staff and students.		
Providing training for employees in the area of personal data protection.		
KEY THREATS	**OBJECTIVES**	**PROPOSED MEASURES**
The complexity of the field and changes to legislation that bring additional obligations.	Ensuring continuous concern for the area of personal data protection at the University level.	Further staff awareness-raising and training. Harmonising internal acts and records with the legislative amendments.
KEY WEAKNESSES	**OBJECTIVES**	**PROPOSED MEASURES**
Non-responsiveness to the recommendations of the data protection officer and internal audit department.	Increased involvement of the data protection officer and internal audit department in risk management activities at all levels.	Regular fulfilment and monitoring of recommendations from the data protection officer and from the internal audit department.
Insufficient action taken to implement safety requirements.	Effective and timely risk identification and management.	Briefing staff on new processes and internal controls, including personal data processing, especially in the implementation of new technology.

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

Support for the Slovenian language

In 2023 the Centre for Slovene as a Second and Foreign Language (CSDTJ) provided several different courses of Slovene language for adults attended by 906 people from 78 countries. Under the Slovene Courses programme we conducted 28 regular courses, one course for special groups and 82 individual courses. The free e-course Slovene Learning Online (www.slonline.si) already has almost 43,000 registered users from all over the world. The third (grammar) part of the course Slovene Learning Online 3 was published in 2023, and the content is being prepared for the fourth part – Slovene Learning Online 4. As part of the programme Slovene for children and adolescents we concluded the development project Upgrading the study material Time for Slovene 1 (Čas za slovenščino 1) in the digital environment and adaptation of the material for blind students. Users can freely access the online portal for learning Slovene Čas za slovenščino 1, the clickable list of core vocabulary A1 with lexical information and the version of the material Čas za slovenščino 1 adapted for blind speakers. As part of the regular seminars organised by the Slovenian National Education Institute (ZRSŠ) we trained teachers providing supplementary Slovene language and culture lessons in European countries, teachers working in schools in the Gorizia and Trieste area in Italy's Friuli-Venezia Giulia region and in the Raba region of Hungary, and a teacher of Slovene who started teaching in a kindergarten and primary school in the Val Canale area. We conducted a call and gathered applications for new Slovene language teaching assistants in Austrian Carinthia and organised a special meeting with the Austrian coordinator of foreign-language assistants in schools outside Slovenia's borders. 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 2022/2023 academic year the Slovene language departments and Slovene studies at foreign universities involved the participation of around 1,700 students. Teachers of STU participate in working groups on projects to design the graduated reading material Slovenščina po korakih (Slovene in Steps) and the body of Slovene as a foreign language, KOST. The 11th World Days of Slovenian Literature, a joint project of all Slovene studies at foreign universities, was held, with around 60 different events taking place around the world. By the end of October 2023, the Examination Centre (IC) had conducted just over 3,800 examinations of knowledge of Slovene as a foreign language at four levels. We organised the 59th Seminar of Slovene Language, Literature and Culture, which was attended by 93 participants – students, teachers, researchers of Slovene and Slavic studies – from 22 countries, and the 42nd Obdobja (Periods) symposium, attended by 51 specialists and more than 70 other participants; the two events generated monograph publications with the proceedings.

Higher education enrolment and information service of the University of Ljubljana (VPIS)

The Higher Education Enrolment and Information Service (VPIS) carried out the applications and admissions procedure for enrolling in the first year of undergraduate and integrated master 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 integrated master study programmes for six universities and 15 independent higher education institutions, in the first application window for Slovenian and EU citizens (14,970 applications), for the second application window (3,348 applications), for Slovenians without Slovenian citizenship (65 applications) and for citizens of non-EU countries (1,701 applications).

9. Development goals

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 wider society*): (i) to strengthen the quality of the study process, student-focused and in cooperation with the wider society in the area of *Quality of study*; (ii) support for the academic community (students, higher education teachers) to ensure the unimpeded and effective implementation of a strengthened transnational study process with the help of modern technological solutions in the fields of *Quality of study* and *Internationalisation* (as the two fields are interconnected); and (iii) a socially responsible university in the field of *Cooperation with the wider society*.

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 wider society

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

We formulated competence profiles for the higher education teacher in the area of learning and teaching for STEAM.

In 2022 in the call for applications for pilot projects to introduce approaches in researching the core curriculum we selected 24 pilot projects from nine UL members that had concluded their activities in the first half of 2023. Owing to exceptional interest we repeated the call during the winter semester 2023/24 and selected another 73 pilot projects from 18 UL members which will be concluded in the early months of 2024.
A total of 18 UL members selected in the call for an inventory of good practices and applications for pilot projects to implement approaches to student-focused learning and teaching successfully concluded 52 projects.

We hosted a visit by experts in the process of obtaining international accreditation for UL at the Finnish agency FINEEC, and we started preparing for a study visit in April 2024 to Finland with the aim of obtaining information for drawing up an action plan to harmonise with the FINEEC standards.

Coordination meetings were conducted with UL BF for carrying out collegial reviews of three study programmes in the area of forestry and a new interdisciplinary master programme Bioinformatics. Activities were also pursued with UL AG regarding MusiQuE sectoral international accreditations.

In an internal call for projects in the area of introducing and strengthening approaches to learning ergonomics in the study process we approved 12 projects for 10 members.

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

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

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

We published an internal call for projects in the area of introducing and developing open educational resources within the teaching process, in which we approved 107 projects. Through these projects we are seeking to promote 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 wish to promote 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 first and second cycles, and in this way to promote establishment of the principles of open science among both students and academic staff.

We will ensure 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 at various levels, including:
– organisation and implementation of the consultation Teachers to Teachers: Digitally competent teacher in the post-covid period, total of 40 participants;
– holding 24 online workshops (MOOC) on the topic of didactic use of ICT in the teaching process, total of 318 participants;
– holding 63 workshops in person or as webinars, total of 725 participants;
– holding 696 didactic advisory sessions;
– preparation and publication of 121 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; Creation of micro MOOCs and Building e-portfolios). Within individual projects 344 examples of good practices were selected for using ICT in support of various innovative approaches to teaching.

The "multipliers" community included 57 higher education teachers and associates from 24 UL 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 2022/2023 updates were carried out by 63 providers. We started collecting applications for pilot upgrades in the 2023/2024 winter and summer semesters. In the 2023/2024 winter semester implementation was initiated on 127 project pilot updates of subjects.

B. INTERNATIONALISATION

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

The measures to achieve the development goal are:
–   enhancement of the LETO PLUS programme with content that addresses students from various cultural areas and the development of linguistic competences;
–   development of a model for implementing combined education and distance learning in the light of internationalisation and virtual mobility;
–   development and boosting of cooperation as part of transnational inter-institutional learning communities and between already accredited study programmes of partner universities through 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 1), which we upgraded last year, was successfully completed by 270 students. By the end of the year, the Slovene Learning Online course had 44,720 registered users from 192 countries. With the online course, we strive to make it possible for foreign students, professors, researchers and other collaborators of UL to learn Slovene even before their arrival in Slovenia, for Slovenians living in neighbouring countries and Slovenian emigrants, for immigrants, and for all those who want to learn Slovene but for various reasons cannot (yet) attend a conventional classroom course. In the academic year 2023/2024, 328 students enrolled in Year Plus and were categorised into 16 groups.

In developing the integrated study environment (ISE) we initiated the project "Development of UL Moodle topic (MTUL)" for the needs of establishing a production environment for Moodle online classrooms at several UL members. The planned MTUL project aims to standardise the application interface between the building block of the online classroom and the student information systems, and to introduce the possibility of showing content in online classrooms in a way that users want at UL members. MTUL will facilitate the entry of additional data about courses that are in the student information systems of UL members, and a display of courses in an adapted user interface of the Moodle environment depending on that data. Another important segment is the creation of a standard API with ŠIS.

In the area of developing and enhancing cooperation in the framework of transnational interinstitutional learning communities, UL members have pursued various activities.

In the measure activities for cooperation with foreign partners/universities, among the already accredited study programmes of both partners, through structured mobility of students we carried out the following activities in cooperation with 10 UL members:
-   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;
-   organising summer schools or materials;
-   holding conferences and consultations to exchange good practices or for promotional purposes.
-   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;
-   creation of informational materials;
-   visits to partner institutions or visits by representatives of partner institutions to UL.

Activities under the project Online Notes (ON) were focused on the development and improvement of all components of the system. Both in the backend and interface sections there was a fundamental overhaul of the student, professor and administrator portals and pages for the streaming of lectures. We updated user documentation (available to students in Slovenian and English, and to professors just in

Slovenian), the sound capture portal and the text of the website. As part of the ON project we conducted 11 pilot lectures which served in practice to test the system for machine translation of Slovenian lectures into English. The lectures covered both social science and technical fields at nine members. At the end of the lectures, students and teachers also participated in the evaluation of the pilot lectures. We conducted pilot semester testing (i.e. testing the ON system in all lectures of a given course) and at two other events. The Society of Disabled Students of Slovenia and the Union of Associations of Deaf and Hearing Impaired of Slovenia showed interest in testing and providing feedback for improving the operation of the portal. We devoted special attention to promotion of the ON system to a diverse range of groups: students with disabilities, foreign school pupils, individuals working for the accessibility of everyday obligations for all persons, linguists and teachers. We gave a presentation of the ON system at the RCIS international conference on Corfu and presented the paper *Online Notes – a real-time speech recognition and machine translation system for Slovene university lectures* at the international conference DIGIN 2023 – Digital Inclusion in the Information Society.

C. COOPERATION WITH WIDER SOCIETY

Development goal: Socially responsible university

The measures to achieve the development goal are:
– the inclusion of local, regional and global challenges of sustainable development, interdisciplinarity, STE(A)M approaches and practical training in the study process;
– strengthening student competences for Society 5.0.

In the area of the inclusion of local, regional and global challenges of sustainable development, interdisciplinarity, STE(A)M approaches and practical training in the study process, in April we published an internal call for UL members entitled "Student projects for sustainable development", under which outside the study process, in cooperation with partners from the wider environment, students taught creative and innovative solutions for sustainable development on the local, regional and global levels under the mentorship of at least two educational mentors and at least one work mentor. A total of 59 projects from 21 UL members were selected. We successfully concluded 56 projects with the participation of 140 educational and 81 work mentors and 381 students, while three projects will be concluded at the beginning of 2024. At the end of February we concluded 38 projects selected in the call in 2022, involving the participation of 90 educational and 49 work mentors and 268 students. In December we published a new internal call for Student projects for sustainable development (2024).

Colleagues from UNESCO have cooperated in providing the international master study programme Flood Risk Management, in cooperation with UL FGG, UL FDV and UL EF. We continued compiling the international dictionary on water and the online observatory on landslides and floods. We created new study content in the field of hydrology using ICT tools. In September we organised a one-week international summer school in the field of hydrology. Students in the master programme Water Management and Environmental Engineering were taken on a three-day technical excursion to Flanders. We continued cooperation with the UNESCO office in Udine in Italy, working on arranging the platform ResiliEnhance on the topic of increasing resilience to natural disasters. After the catastrophic floods in August, we drew up and conducted several surveys (survey on co-natural solutions in water management, survey on the August 2023 floods and survey on understanding floods in Slovenia).

In the measure increasing the scope of practical training in academic study programmes, in cooperation with 14 UL members we pursued the following activities:
- introduction of new and evaluation of existing elective courses/study units in the area of practical training;
- finding partners to deliver practical training;
- expanding the list of partners for this purpose, attracting new partners;
- mentoring students participating in the measure;
- preparation, integration and testing of ICT support for planning, monitoring and delivery of practical training;
- workshops/trainings for work mentors in the practical training environment.

We enabled students of UL AG to take part in the meeting of students of choral conducting, teachers and professionals from all over the world in Basel, where students had the opportunity to gain new knowledge and experience in the area of children's and youth choirs.

To help graduates make a more successful transition to the labour market, we organised and held 53 different workshops covering a variety of soft skills and competences (public appearance and communication, project management, entrepreneurial skills, digital skills, resolution of conflicts). The workshops were attended by a total of 1,399 students.

We appealed to UL members to continue their mentorship activities between alumni and students (mentor pairs), by means of shadowing in the workplace. We provided UL members with all the necessary support in implementing mentor pairs. We implemented 243 mentor pairs.

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.

This involved the participation of 15 UL members. We carried out various activities: workshops for primary and secondary school pupils on various topics, summer schools and summer camps. We participated in designing and upgrading the material MINUTE – Napoj and held a two-day international conference Towards sustainability through co-creation in STEAM.

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/underprivileged groups in higher education.

We set up a working group to put together a handbook and to develop open educational resources for non-traditional groups. We drafted guidelines for creating open study materials. In addition to the guidelines, we also produced the content concept for open study materials for the purposes of promoting the inclusion of non-traditional groups, which will be available in the form of webinars.

We published the internal call "Development of solutions for including non-traditional groups of students in higher education", to which 11 UL members applied.

A summer school was held by UL FSD in Sarajevo, Srebrenica and Jasenovac. Participants learned about the wartime events of the recent past and tied them to the practice and theory of social work. The summer school was attended by 15 participants from UL.

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.

We held the consultation "Students who are capable of and want more: support during studies", which was aimed at presenting the current state of work with gifted students, highlighting the challenges and

issues that arise and promoting expert dialogue on further work. We set up a working group to draw up guidelines for national/local/University measures to encourage gifted students. We published an internal call for applying for additional activities to encourage gifted students. At the end of the year we published an e-monograph "Students who are capable of and want more: support during studies", which sets out examples of good practices in work with gifted students at UL members. Various activities were pursued at UL members for gifted students: the participation of students at 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), 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 and Week of Languages at UL FF), evaluation of work in the past year and so forth. A new learning community ECOTOPIA Summer School (UL EF) was selected, where students will have the opportunity to research topics on the future of the economy. The learning community Design+Science provided a summer school "Design+Science Summer School 2023". The learning community Europe and the world (UL EF) conducted the course EU Economic Policy in English. The learning community Legal history (UL PF) organised an in-person discussion meeting, i.e. a peak event, for students. The learning community Urban education (UL NTF) organised the personal enhancement of UL representatives at the partner university Vrije Universiteit in Brussels. In the autumn the learning community Epistemology of Every day organised a two-month series of online lectures.

A joint reflective and strategic meeting was held in Warwick.

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.

At a meeting of vice presidents of the EUTOPIA alliance at the partner university CY Cergy Paris University in France, we learned about what are called Knowledge Hubs and the new corporate image of the EUTOPIA alliance. We took part in a workshop on the topic of internationalisation for Western Balkan institutions in Montenegro. We also took part in the conference of the Berlin Process in the Western Balkans. The Berlin Process is a joint initiative of 16 European countries and the European Commission in support of efforts to include the region in the European Union and promote regional cooperation. The process includes areas such as resolving bilateral disputes, affirmation of the rule of law, cohesion and economic development and strengthening cooperation in the areas of education, science (research and innovation) and inter-societal dialogue.

The University of Ljubljana participated in two weeks of EUTOPIA, which offered various events for students, researchers and employees at partner universities of the EUTOPIA alliance. The first was

hosted by NOVA University in Lisbon, with the title "For a Better Europe". The second was hosted by Dresden University of Technology, and focused on "Ecosystems of Innovation".

The EUTOPIA weeks are also attended by external experts who represent future employers of students as part of the EUTOPIA alliance or who have a better insight into the employment of students when they complete their studies at individual universities (i.e. the Advisory Board).

Under the aegis of EUTOPIA we created and coordinated the extracurricular activity International Project Work, which earns 4 ECTS. We are developing the application Human Resources Mobility Roadmap, which will offer researchers participating within EUTOPIA easier access to information on migration processes, social rights and fiscal consequences and obligations.

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. A total of 17 teams applied in the call (36 students). Numerous workshops were organised for the students (in cooperation with researchers employed at UL 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.

We published a call for student career ambassadors of EUTOPIA and selected three ambassadors. The EUTOPIA partner university Dresden University of Technology (TUD) held a kick-off meeting for university coordinators and student career ambassadors, along with the workshop "How to Build Your Global Career", which was available to all students of all 10 universities in the EUTOPIA alliance.

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

The measures to achieve the goal are:
– promoting the inclusion of 1st and 2nd-cycle students and mentors in exchanges within the EUTOPIA network;
– boosting the participation of students at student conferences.

We published a call for students from EUTOPIA partners for "Student Individual Research Projects (ŠIRP)" with mobility funding. The call aimed 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 seven UL students underwent the mobility programme under the ŠIRP call.

We published the EUTOPIA TeamWork call for students to form a multidisciplinary and multi-university team of up to eight students from EUTOPIA universities to spend four weeks in the summer doing a paid part-time summer internship on a EUTOPIA project. A total of 62 UL students applied, with 33 being selected, and the internships were completed by 30 students. Before leaving for the summer internship, the selected students attended preparatory workshops and an introductory meeting with a representative of the organisation about the internship process itself.

This year 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.

Two UL students together with the UL management took part in the EUTOPIA Opening Ceremony Academic Year, which took place in the European Parliament.

At CY Cergy Paris University a BeEutopian student conference was held in person on the topic "An Interdisciplinary Approach to Research on Cultural Understanding and Cultural Heritage in Global Academic Collaboration". The main topic of the conference was raising awareness about European values, intercultural differences and identities, with the aim of promoting the development of the European identity and inclusive citizenship. Parallel to this was a BeEutopian event to which participants of the EUTOPIA Student Think Tank (EUSTT) were invited. The EUSTT focused on the topic of an interdisciplinary approach to researching culture and cultural heritage within the global academic sphere. The purpose of the event was to promote cooperation among students in the EUTOPIA alliance and to raise awareness of cultural heritage and cultural understanding.

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 continued with the design of the virtual campus model, with the aim that the technological solutions support the whole teaching process as much as possible. To this end, an analysis was carried out in the following areas:
a) Possibilities of introducing a single interactive application for the preparation and display of timetables at members, which could be used by all interested members. Meaningful integration of this application into the online environments used for the teaching process.
b) Possibilities to integrate different student information sources (e.g. student information system, timetables, attendance in courses) into a single user interface and to integrate them into the web-based environments used for the teaching process.
c) The field of digital assessment of knowledge, introduction of new solutions, didactic approaches and the necessary technological solutions.

We are participating in the development of an application that deals with digitalisation and digital services. With the other members of EutopiaMore we wish to develop and test the possibility of single registrations for various online (teaching/didactic) applications from different 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.	Optimisation of pilot project implementation on various measures.	Reduce the number of internal calls for pilot projects.
Fragmentation of means for projects and activities within measures.	Formulation of development goals depending on the strategic and long-term goals of UL and members.	Drawing up the RSF(š) 2025–2028 considering the UL Strategy and RENPVŠ30 in cooperation with the professional services of the Rectorate and members.

10. Assessment of success in achievement of goals set

10.1. Assessment of success in achievement of goals set

The assessment of success and the achievement of goals are defined in the chapter Achievement of Goals in 2023 by area with self-evaluation, and in the chapter Review of fulfilment of proposed measures from the 2022 report.

10.2. Assessment of the work of the internal audit of public finances

Self-assessment was conducted for 2023 under unchanged methodology published by the Ministry of Finance (hereinafter: MF methodology), supplemented by specifics for UL. Self-assessment was conducted at UL members and the Rectorate for a specific business function. This used the Methodology for preparing a Statement of assessment of internal control of public finances for the Instructions on preparing the final account of the state and municipal budget and the methodology for drawing up a report on goals achieved and the results of direct and indirect budget users.

We assessed studies, research, HR, finances, accounting, public procurement, information systems, libraries, publishing and other activities. In the self-assessment the assessors (deans, secretaries, heads of professional services, other management) took into account the findings of the internal audit department and external supervisory institutions. The overall assessment on the UL level is an aggregate of the self-assessments of all UL members and the Rectorate, i.e. 27 self-assessments. Internal controls are procedures implemented by management and employees to provide reasonable assurances that the goals of the organisation will be achieved. This is an uninterrupted process that serves as a tool for achieving the organisation's objectives, and not just a selection of policies, manuals, systems and forms, but a process that depends on individuals, and delves into all processes and levels of the organisational structure. The mechanism of internal supervision gives the management a reasonable assurance of achieving operational goals and is tied to achieving objectives from one or more elements of the model.

The COSO3 internal (control) environment defines the control environment as a set of standards, processes and structures that create a basis for implementing internal control throughout the organisation. The supervisory and management bodies determine from the top the importance of internal controls together with the expected standards of conduct. The management underpins these expectations at various levels of the organisation. The control environment covers the impeccability and ethical values of the organisation; parameters that allow the control body to perform controls over the tasks of management; the organisational machinery and allocation of authorisations and responsibilities; procedures for attracting, developing and retaining capable individuals and consistency in measures of success, incentives and prizes for responsibility for success. A control environment that derives from all of the above has a universal effect on the entire system of internal control. The internal control environment, as a foundation of the system of internal control in line with the MF methodology, represents infallibility and fundamental ethical values, a commitment to the qualification and management of HR, it demonstrates the method of management and operation, a clear organisational structure and how clearly responsibilities and powers are defined. In view of these components of the control environment the member institutions believe that an adequate control environment has been developed over the majority of operations. At UL several rules have been adopted to manage risk deriving from conflicts of interest, and these apply to all the UL members.

Risk management

Every organisation grapples with various risks from external and internal sources. COSO (2013) defines risk as the possibility of some event occurring that will have a negative impact on the achievement of objectives. The assessment of risks includes dynamic and recurring procedures for recognising and assessing risks to the achievement of objectives.

The risks of not achieving these objectives in the entire organisation are addressed in view of certain boundaries of risk acceptability. For this reason risk assessment is the basis for determining risk management. The precondition for assessing risk is determining the objectives associated with different levels in the organisation. The management and leadership define in detail and with sufficient clarity the objectives in groups that relate to operations, reporting and compliance, such that it is possible to recognise and analyse the risk to these objectives. The management and leadership study the appropriateness of the objectives for the organisation. In order to assess risk it is also essential that the management and leadership study the impact of possible changes in the external environment and in their business model, for which reason internal controls might fail. Most of them believe that the objectives set are realistic and measurable in most areas of operation and that the risks affecting the achievement of the objectives are adequately identified in most areas of operation. The COSO (2013) control activities define control activities as measures established through guidelines and procedures that assist in ensuring the implementation of instructions from the management and leadership to mitigate risk in achieving objectives. Control activities are pursued at all levels of the organisation, at various points in business processes and over the technological environment. They can prevent or detect certain issues, and some include a whole range of manual and automatic activities such as authorisation and approval, verification and confirmation, coordination and reviews of business performance. Separating tasks is commonly built into the selection and preparation of control activities. Where such separation is not feasible, the management and leadership select and prepare other possible control activities.

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

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

Notification and communication

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

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

Oversight

COSO (2013) defines the activities of monitoring as ongoing assessment, separate assessment or a combination of the two; they are used for confirming the presence and proper functioning of each of five components of internal control, including controls to attain principles for the individual component. The ongoing assessments built into the business processes at different levels of the organisation ensure timely information. Occasionally performed separate assessments differ in scope and frequency, depending on the risk assessment, the success of ongoing assessments and other management and leadership considerations. The findings are evaluated according to criteria determined by the regulators, the recognised authorities for setting standards or the management and supervisory body, and the management and supervisory body are informed of deficiencies as appropriate.

The majority of those asked believe that UL has an adequate system of oversight established for the majority or entirety of operations. The internal audit function has been organised and implemented, and an adequate internal control environment has been established. Within the organisation measures are implemented based upon findings of irregularities or deficiencies. Regarding the criteria for assessment, at the University of Ljubljana we painstakingly implement the measures and recommendations of audits, inspections and Court of Audit scrutiny. By individual function the assessors view as well provided (across the majority of the function's operation) the activities of accounting, libraries, public procurement and the HR, financial, educational and research functions (in that order). The assessments show negligible variances between functions. For the other three functions (publishing, other activities and the IT system) the self-assessments show that to a certain extent the area of operation (viewed functionally) is regulated properly in part or in individual sections.

Statistical data (realisation 2023)

Table 30: Number of students enrolled by cycle, type, method and gender for the 2023/24 academic year

CYCLE	type of study	gender	FULL-TIME	PART-TIME	Total
first cycle	academic	M	5,478	195	5,673
		F	8,840	286	9,126
	professional higher education	M	2,841	152	2,993
		F	2,767	326	3,093
second cycle	integrated master	M	1,094	26	1,120
		F	3,018	27	3,045
	master	M	3,787	208	3,995
		F	5,797	261	6,058
third cycle	doctoral	M	186	864	1,050
		F	130	1,119	1,249
			33,938	**3,464**	**37,402**

Table 31: Number of students enrolled by cycle, type, gender and UL member for the 2023/24 academic year

Member faculty / academy		first cycle		second cycle		third cycle	Total
	gender	academic	professional higher education	integrated master	master	doctoral	
UL AG	M	116			83	1	200
	F	165			112	5	282
UL AGRFT	M	48			38	8	94
	F	52			46	5	103
UL ALUO	M	99			55	8	162
	F	186			143	6	335
UL BF	M	372	274		290	77	1,013
	F	883	171		642	156	1,852
UL EF	M	737	355		926	35	2,053
	F	927	513		1,077	49	2,566
UL FA	M	35		253	19	8	315
	F	64		544	49	13	670
UL FDV	M	374			196	38	608
	F	860			450	72	1,382
UL FE	M	446	442		350	66	1,304
	F	119	16		67	19	221
UL FF	M	552			233	109	894
	F	1,906			952	180	3,038
UL FFA	M	12		177	24	45	258
	F	273		731	207	47	1,258
UL FGG	M	214	150		130	40	534
	F	96	51		107	42	296
UL FKKT	M	300	81		183	62	626
	F	332	128		223	51	734
UL FMF	M	397	76	12	231	109	825
	F	206	26	24	104	52	412
UL FPP	M	42	240		49	5	336
	F	24	84		21	1	130
UL FRI	M	543	472		291	38	1,344
	F	172	63		45	7	287

Member faculty / academy	gender	academic	professional higher education	integrated master	master	doctoral	Total
UL FS	M	454	474		397	101	1,426
	F	51	26		51	18	146
UL FSD	M	36			14	11	61
	F	384			183	18	585
UL FŠ	M	357			144	9	510
	F	297			147	16	460
UL FU	M	99	105		74	11	289
	F	146	300		190	13	649
UL MF	M			500		169	669
	F			1,195		332	1,527
UL NTF	M	112	139		84	27	362
	F	285	271		174	13	743
UL PEF	M	110	18		58	18	204
	F	1,062	328		584	61	2,035
UL PF	M	176		72	75	33	356
	F	450		187	162	30	829
UL TEOF	M	19		37	19	15	90
	F	58		3	124	26	211
UL VF	M			69		7	76
	F			361		17	378
UL ZF	M	23	167		32		222
	F	129	1,116		198		1,443
Total		14,799	6,086	4,165	10,053	2,299	37,402

Table 32: Number of international students enrolled by cycle, type and gender for the 2023/24 academic year

CYCLE	type of study	M	F	Total
first cycle	academic	454	836	1,290
	professional higher education	139	240	379
second cycle	integrated master	83	259	342
	master	492	684	1,176
third cycle	doctoral	213	240	453
		1,381	**2,259**	**3,640**

Table 33: Number of international students enrolled by cycle, type, gender and UL member for the 2023/24 academic year

Member faculty / academy		first cycle		second cycle		third cycle	Total
	gender	academic	professional higher education	integrated master	master	doctoral	
UL AG	M	29			18		47
	F	39			21	1	61
UL AGRFT	M					1	1
	F	1			3		4
UL ALUO	M	7			6	4	17
	F	18			20	2	40
UL BF	M	14	2		9	9	34
	F	65	3		34	15	117
UL EF	M	103	10		212	14	339
	F	169	64		263	18	514
UL FA	M	6		31	4	2	43
	F	12		116	15	7	150
UL FDV	M	53			39	14	106
	F	112			67	27	206

UL FE	M	35	17		23	14	89
	F	35	6		21	9	71
UL FF	M	41			14	18	73
	F	133			55	27	215
UL FFA	M	1		4	4	5	14
	F	17		16	17	4	54
UL FGG	M	17	4		46	14	81
	F	26	7		39	8	80
UL FKKT	M	14	3		18	19	54
	F	31	8		26	24	89
UL FMF	M	11			13	32	56
	F	13	1		10	18	42
UL FPP	M	8	22		5	1	36
	F	9	14		7		30
UL FRI	M	56	36		25	7	124
	F	47	14		9	3	73
UL FS	M	16	19		22	21	78
	F	12	6		7	7	32
UL FSD	M					2	2
	F	10			9	6	25
UL FŠ	M	21			4	3	28
	F	10			1	1	12
UL FU	M	7	3		17	8	35
	F	15	31		9	5	60
UL MF	M			37		14	51
	F			96		32	128
UL NTF	M	10	10		7	3	30
	F	25	25		15		65
UL PEF	M	2			1	6	9
	F	33	12		16	21	82
UL PF	M	1		4	0		5
	F	4		8	7		19
UL TEOF	M	1		5	1	1	8
	F				4	4	8
UL VF	M			2		1	3
	F			23		1	24
UL ZF	M	1	13		4		18
	F		49		10		59
Total		1,290	379	342	1,176	453	3,640

Table 34: Number of students who completed their studies in 2023, by cycle, type and gender

Cycle	M	F	Total
first cycle	1,810	2,726	4,536
academic	1,232	2,074	3,306
professional higher education	578	652	1,230
second cycle	1,193	2,054	3,247
integrated master	154	365	519
master	1,039	1,689	2,728
third cycle	156	162	318
doctoral	156	162	318
Total	3,159	4,942	8,101

Table 35: Number of students who completed their studies in 2023, by cycle, type, gender and UL member

Member faculty/academy	gender	first cycle academic	first cycle professional higher education	second cycle integrated master	second cycle master	third cycle doctoral	Total
UL AG	M	35			25		60
	F	51			22	1	74
UL AGRFT	M	13			6		19
	F	9			8	1	18
UL ALUO	M	22			12		34
	F	40			14		54
UL BF	M	95	52		74	14	235
	F	214	31		172	26	443
UL EF	M	191	38		168	4	401
	F	241	97		256	7	601
UL FA	M	8		40	4	3	55
	F	16		70	11	2	99
UL FDV	M	66	2		47	9	124
	F	214	1		122	7	344
UL FE	M	95	104		87	8	294
	F	21	2		13	3	39
UL FF	M	81			71	17	169
	F	401			236	19	656
UL FFA	M	1		38	14	9	62
	F	74		95	69	17	255
UL FGG	M	30	16		44	7	97
	F	22	10		42	5	79
UL FKKT	M	74	13		61	7	155
	F	86	39		64	7	196
UL FMF	M	76	11	2	60	16	165
	F	39	5	3	23	5	75
UL FPP	M	10	36		15		61
	F	11	12		5		28
UL FRI	M	129	103		46	1	279
	F	30	8		10	2	50
UL FS	M	125	127		155	17	424
	F	15	5		21	1	42
UL FSD	M	9			11	1	21
	F	78			81		159
UL FŠ	M	64			40	2	106
	F	65			54	1	120
UL FU	M	18	12		5	2	37
	F	27	47		25		99
UL MF	M			61		27	88
	F			154		38	192
UL NTF	M	28	20		32	2	82
	F	61	67		46	3	177
UL PEF	M	18	3		18	1	40
	F	225	70		225	3	523
UL PF	M	43			31	3	77
	F	97			91	7	195
UL TEOF	M			3	1	4	8
	F	2			25	6	33
UL VF	M			10		2	12
	F			43		1	44
UL ZF	M	1	41		12		54
	F	35	258		54		347
Total		3,306	1,230	519	2,728	318	8,101

Table 36: Number of employees by salary group and gender

Salary group	M	F	Total
B	5	4	9
D	1641	1,322	2,963
E	48	201	249
H	808	716	1,524
J	600	1,546	2,146
Total	3,102	3,789	6,891

Table 37: Teachers and associates and researchers on exchange in 2023 (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	7	2	3	5	17
Number of international higher education teachers, associates, and academic staff who took part in the teaching process on at least part of a course	286	2	11	5	304
Number of international academic staff and research associates who were on exchange and took part in the teaching process	74	3	1	2	80
Number of international academic staff and research associates who were on exchange and took part in the academic research process	95	15	2	4	116
Number of international academic staff and research associates who were on exchange and took part in artistic work at a UL member	27	0	0	0	27
Number of international administrative staff (ancillary positions) who arrived on exchange from abroad	142	0	0	0	142
Number of higher education teachers and associates who were on exchange pursued education, or participated in the teaching or academic research process or artistic work at higher education institutions abroad	346	23	21	1	391
Number of academic staff and research associates who were on exchange or participated in the teaching or academic research process or artistic work at higher education institutions abroad	120	10	9	0	139
Number of administrative staff (in ancillary positions) at UL members who went on exchange abroad	154	0	0	0	154

Table 38: Teachers and associates and researchers on exchange (in Slovenia) and guest experts

Line designation	Number of guest experts from the business and non-business sectors involved in the educational process	Number of guest higher education teachers, associates and researchers from domestic research institutes who participated in the educational process	Number of courses in which at least one guest expert participated	Number of higher education teachers, associates and researchers from UL members who participated in domestic research institutes
first cycle	683	205	364	8
second cycle	480	211	299	27
third cycle	49	129	63	
Research	18			266
Total	1,230	545	726	301

About the University

The University of Ljubljana is the biggest and oldest university in Slovenia. It represents a centre of higher education and research and offers a wide range of study programmes in various fields of science and the arts. 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 comprises 23 faculties and three arts academies, plus four associate member institutions (a list of UL members is given in the annex UL Members). We have a reputation for high-quality study programmes in social sciences, the humanities, natural sciences, medicine, technical fields, arts and sports. We employ more than 6,000 staff and have almost 38,000 students enrolled across all three cycles in a total of 363 study programmes.

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 reflect 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(š)), 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.

Teachers and associates are, for the most part, registered as researchers at the Slovenian Research and Innovation Agency (ARIS). We are conducting 365 ARIS projects in which UL is the lead organisation, and 186 research programmes (133 programmes in which UL is the lead, and 53 programmes in which UL is a participant) and 639 EU projects and projects under other European programmes. In 2023 WoS (Web of Science platform) published 3,428 articles from UL. According to these indicators we therefore rank among the larger European higher education institutions.

The University's commitment to notions of social responsibility can be seen in its cooperation with knowledge users in cultural, economic and social fields. As it is keen to maintain and strengthen this role in the future, and to maintain and increase its standing in the international arena, the University is involved in international associations and partnerships, within which we are strengthening the creation of common foundations for the successful, sustainable transition of higher education institutions in Europe.

Organisation

The University community is made up of the management, teachers, researchers, professional associates, students and external stakeholders (including alumni).

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 UL member and is, at the same time, the faculty'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 UL member and university level. They are members of senates and senate committees and members of the Governing Board, and of faculty 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.
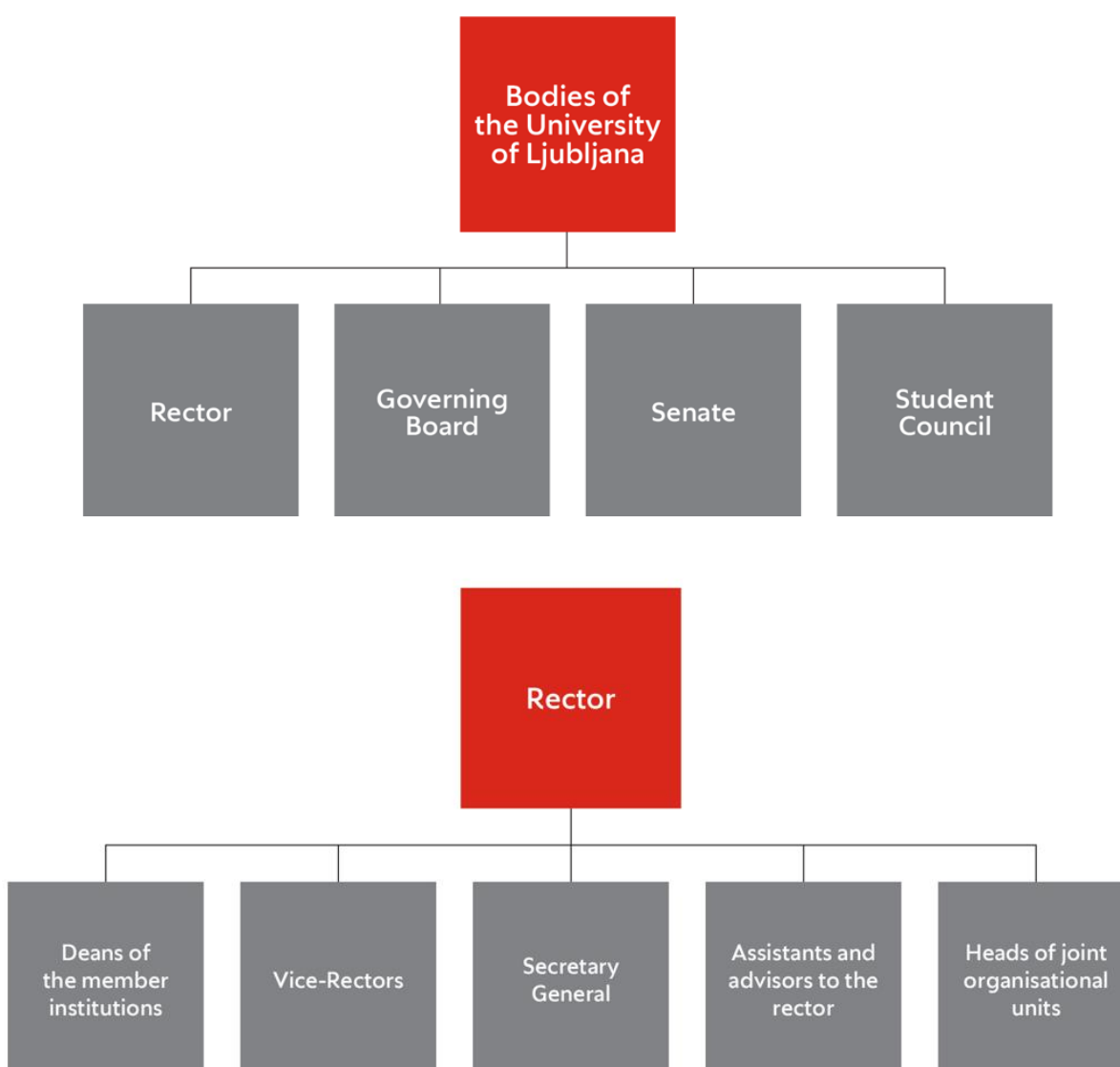

Figure 36: Organisational chart of UL

Overview of follow-up on proposed measures from the 2022 REPORT

Threat (T) / Weakness (W)	DESCRIPTION	OBJECTIVES FROM THE PREVIOUS REPORT	PROPOSED MEASURES FROM PREVIOUS REPORT	STATUS OF MEASURE	Additional reasoning
EDUCATION					
T	A lack of cooperation with the competent ministry (Ministry of Higher Education, Science and Innovation – MVZI) in agreements on keeping records and electronic communication of data on study programmes and their modifications.	Establishing regular monthly cooperation between UL, SQAA and the MVZI on the operational level.	Submitting initiatives to the competent ministry for operational cooperation.	Remains at proposal level	Initiative for cooperation taken over by SQAA, which is the source of data on study programmes for eVŠ.
T	The intervention of SQAA in areas of UL autonomy with requirements that have no legal basis.	Establishing transparent procedures at SQAA and their conclusion.	Submitting proposals to SQAA and establishing systemic cooperation at all levels (management, professional services).	Partly implemented	We set up regular monthly meetings with representatives of the UL professional services and SQAA on specific topics that present obstacles to cooperation.
T	Doctoral studies are not systemically funded. The cofinancing of tuition fees depends each year on budget funds.	Ensuring systemic funding of doctoral studies.	Initiative to the MVZI to arrange for the systemic funding of doctoral studies under the new ZViS.	Implemented	The ZViS will supposedly be in step with the Resolution on the National Programme of Higher Education up to 2030, in which point C 1.3. envisages free studies for all EU citizens in all three cycles irrespective of social status, gender, sexual orientation, age, political or other conviction, religious, ethnic or national affiliation, family composition, disability or any other personal circumstance of the individual.
T	Enrolment in doctoral programmes is open to candidates who have completed the second cycle, regardless of field of study and without any relevant prior knowledge, for which reason students, their supervisors and course leaders have problems; consequently fewer doctoral students graduate successfully.	Amendment of conditions for enrolment in doctoral study programmes.	Follow-up proposal to MVZI to amend Article 38a of the ZViS.	Implemented	The proposal was submitted as part of the proposals for a new ZViS.
T	Discontinuation of electronic operations after expiry of the Act on Temporary Measures to Mitigate and Eliminate the Consequences of COVID-19.	Electronic operations via the eVŠ information system.	Arguments in favour of electronic operations put to the Ministry of Education, Science and Sport and the relevant responsible bodies.	Implemented	
T	Lengthy and complex procedures for foreign nationals (staff and students) who wish to	Simplifying and speeding up procedures.	Coordinating with the Education, Foreign Affairs and Interior Ministries to	Partly implemented	Proposals drawn up for improvements and submitted to the competent bodies.

	obtain documents for study and residence in Slovenia.		simplify and speed up procedures.		Specifically at UL we upgraded the website, translated forms, conducted a meeting for staff, established contact persons at UL members and a general email address, in agreement with the administrative unit we set up a special counter for submitting applications at the start of each semester, and the Ljubljana Administrative Unit designated a contact person for cooperation with UL. In practice the procedures are still lengthy; coordination with the competent bodies brought no significant improvements or simplifications and speeding up of procedures.
T	Inadequate accommodation capacities for international students.	Increased accommodation capacities	Initiative to MVZI to build additional accommodation capacities.	Remains at proposal level	
T	Inadequate number of programmes offered in English.	Increase the number of programmes offered in English.	Encouraging UL members to prepare and provide programmes in English.	Remains at proposal level	Included in the 2024 Programme of Work
T	Inadequate number of enrolment places for non-EU nationals (on certain programmes).	Increased number of enrolment places for non-EU nationals.	Coordination with UL members regarding objectives relating to international students and international student numbers.	Partly implemented	Some UL members increased places, others reduced them. In total for 24/25 there are 16 more places offered for full-time study and 3 more for part-time study.
W	Lack of staff to support the operation of ICT systems in academic activities at the Rectorate.	Employing a person who will take care of all aspects of administration, use and linking of the EŠP Electronic Record of Study Programmes with other ICT environments.	Advertising the position.	Implemented	A person employed at UL to be in charge of cooperation among UL departments and members, and among UL departments and external users of data from EŠP.
W	Minimal conditions for demonstrating the research activity of the (co-)supervisor should have greater emphasis in qualitative indicators.	Changing the conditions for being a supervisor in doctoral studies.	A wider debate and drafting of amendments to the Rules on Doctoral Studies and a decision of the UL Senate on the minimum conditions for demonstrating the research activity of the (co-)supervisor.	Implemented	Proposed amendments to the Rules on Doctoral Studies, to include a change to the minimal conditions for demonstrating the research activity of supervisors and co-supervisors, were drafted and sent to the UL members for deliberation.
W	Slow upgrading of the eVŠ VIP module.	More effective support for the application and admissions procedure.	We have drawn up proposals to improve the operation of the eVŠ VIP module in collaboration with all admissions services at other universities.	Implemented	

W	Inadequate support for enrolled international students.	Improvements to support for the inclusion of international students.	Strengthening of tutoring at members.	Partly implemented	We created a database of international student ambassadors whom we involved in various promotional and support activities, we set up the "Chat with international students", through which future and current students can approach them for any kind of help with enrolment, studies and life in Ljubljana, and we also started creating the video series "With international students about…", in which international student ambassadors share their experience about studying and living in Slovenia.
W	Excessive workload on employees in participating in new projects.	Successful project implementation and inclusion of measures to achieve strategic objectives.	Studying the possibility of additional employment or greater inclusion of students in the second and third cycles.	Abandoned	Individual goals and measures will be addressed as part of strategic and other activities depending on the specific field.
W	Inadequate cooperation of UL members with external partners/potential employers.	More appropriate competence models in study programmes in line with the needs and requirements of professions.	Involvement of students in company projects, involvement of external partners in the teaching process and self-evaluation.	Abandoned	Individual goals and measures will be addressed as part of strategic and other activities depending on the specific field.
W	UL still has no established system of organisation and operation for obtaining microevidence.	Establishment of system.	Drawing up starting points and inclusion of members.	Partly implemented	The guidelines Introducing Microcredentials at UL were drawn up in 2023. Establishing microcredentials is a pilot project, so we will continue to adjust the guidelines in 2024.
W	The EWP information system for concluding Erasmus+ bilateral agreements is not yet stable.	Ensuring a simple digitalisation process.	Elimination of deficiencies.	Partly implemented	
RESEARCH					
T	Due to a lack of specialised legal capacities for the needs of national and European projects, there is a danger 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 UL member departments.	Remains at proposal level	
T	Deficient internal system for planning, reporting and monitoring stable financing funds within UL.	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.	Partly implemented	Internal rules were drawn up for planning and reporting stable financing funds, and the first proposed selection of data was compiled for research projects, along with development of a

					database for research analytics.
T	Possible infringements of research integrity.	Constant enhancement of ethical principles in research, zero tolerance for unethical practices.	The functioning of existing ethics committees, establishing new committees for integrity in science; maintaining appropriate education; organising discussions of the issues of ethics and integrity in research; drawing up guidelines for researchers on ethical conduct in academic publications.	Partly implemented	Some UL members had functioning ethics committees, and at the University level there is the Committee for Ethics in Research. Some UL members which to date have not set up committees for ethics in research have drawn up plans for establishing these committees.
W	A lack of professional support in the area of project applications in centralised European programmes.	Strengthen professional support.	Additional recruitment.	Implemented	Under the recovery and resilience project KRPAN we employed two new persons to provide expert support in project applications under centralised European calls.
W	Deficient support from the Development Fund for various strategic activities.	Boosting support from the Development Fund for various strategic development purposes.	Increase the level of annual funds in the Development Fund.	Implemented	Additional funds were allocated to the Development Fund from RSF(r) stable financing funds.
W	Inadequate training of professional staff (especially new staff) to support applications in European calls, and less than optimal organisation of work in the research sector due to new tasks and rules of management in existing series of projects.	Better training of professional staff in the research area and increased involvement of professional departments in application procedures for national and international projects.	Training of professional staff in the area of project applications in calls and administrative management of projects.	Implemented	Several training sessions were held in the area of project applications under European calls and project management, including as part of the recovery and resilience project KRPAN. Professional staff also met at two consultations and exchanged knowledge and experiences.
W	Worn-out research equipment that does not allow for competitive research and consequently publication.	Raise the level of research infrastructure and equipment.	Invest additional funds in new equipment and further development of laboratories.	Partly implemented	In 2023 UL cofinanced the purchase of research equipment for Packages 21 and 22.
W	RSF(š) calls are broken down into a lot of activities. This excessively fragments the funds intended for identified development goals, and on the other hand increases the workload of teachers, researchers and professional staff.	Development pillar RSF(š) calls to be appropriately evaluated in view of the scope of teaching, development, administrative and professional work.	Creating a numerically smaller selection of activities within recognised development pillar objectives, but with greater financial support.	Abandoned	Reframing of goals and proposed measure under the section Development Goals.
ARTISTIC ACTIVITY					
T	Meagre funds allocated for the development of the arts as a consequence of the fact that funding goes exclusively to study programmes (via the Ministry of Education, Science and Sport).	Increase the volume of funds by including new funding sources.	Systemic inclusion in programmes of financing and co-financing of national culture as a national institution that brings together a large number of working artists in the country	Remains at proposal level	

			who, independently and in mutual collaboration, are ranked at the peak of national cultural achievement. Regulation of the status of academies and other UL members that operate in the field of artistic creation and research. Provision of additional funding sources via European Cohesion Policy 2021–2027 measures.		
T	Arts missing from the ARRS coding system.	Strengthening arts research	Arts missing from the ARRS coding system.	Remains at proposal level	
W	Insufficient promotion of arts activities and of UL itself as a partner/leader of artistic production at Mala Galerija BS.	Inform the (general) public about the working and production of UL students.	Strengthen appearance/informat ion via UL promotional channels; links with other institutions and partnerships.	Partly implemented	
W	Spatial pressures at UL ALUO.	Put adequate premises in place for the unhindered operation and high-quality provision of study programmes at UL ALUO.	Continuation of activities necessary for new construction at UL ALUO	Remains at proposal level	Included in the 2024 Programme of Work
TRANSFER AND APPLICATION OF KNOWLEDGE					
T	The workshops co-financed from the development pillar of financing measure Society 5.0 were well-received by students and members. We were able to extend the measure (and the funding) into 2023, when it will come to an end.	To secure further funding for activities.	Provision of additional funds for the co-financing of activities from the development pillar of financing.	Remains at proposal level	Included in the 2024 Programme of Work
T	Workshops for the career development of doctoral students are not funded, which means that there are very few of them (despite demand).	To secure further funding for activities.	Provision of additional funds for the co-financing of activities from the development pillar of financing or projects.	Remains at proposal level	Included in the 2024 Programme of Work
T	Owing to the discontinuation of the SAP Upscale Commerce platform, Založba UL will have to find an alternative platform by December 2023 to ensure that all current functionalities of the online bookshop can be retained.	To launch a new online bookshop on a new platform by December 2023 at the latest, to be wholly integrated with SAP S/4HANA.	In the first quarter of the year, to draft a public call for applications specifying all the functionalities that we require to operate the online bookshop successfully.	Implemented	In 2023 we published a 4-year public call for a new online store platform. The new platform was successfully set up, so that the switch from old to new platform was without interruption. In 2024 we will also work on integrating the online store with SAP, which we were not able to complete in 2023.
W	Reduction in the number of staff at the Knowledge Transfer Office in 2022 despite the increasing workload.	Acquisition of calls for applications.	Employment of new people on projects.	Remains at proposal level	Included in the 2024 programme of work. In 2024 we will start the project Consortium for Knowledge Transfer (PRO KTO), which will enable the employment of an additional professional staff member.

W	The contract with the external contractor responsible for the POPR portal runs out in 2023. If we decide not to continue cooperation, users of the portal will lose their entire activity history, and the Office for Students and Alumni (USŠA) and other services that use the portal will remain without technical support for the implementation and monitoring of activities.	Retention of the portal.	Implementation of the public contract.	Implemented	Agreement concluded for a shorter period than desired – two years rather than four.
W	Mentorship programme involving alumni and students has proved to be necessary and successful (23 UL members took part). This is also part of the UL strategy. We were able to extend the measure (and the funding) into 2023, when it will come to an end.	To secure further funding for activities.	Mentorship programme involving alumni and students has proved to be necessary and successful (23 UL members took part). This is also part of the UL strategy. We were able to extend the measure (and the funding) into 2023, when it will come to an end.	Implemented	Funding was extended, but there is a continuing difficulty in 2024, since we are funding only the most basic activities.
W	Because of the growth of the 'Wise Faculty' (more programmes and more participants), the volume of work has increased.	Acquisition of calls for applications.	Employment of new people on the project.	Partly implemented	Partial employment on the Recovery and Resilience Plan.
W	'Warm-Hearted University' is a charity campaign that collects funds for UL students. The campaign would be larger in scale and be more successful if there was a uniform approach to it and to its presentation at university-wide level.	Collect as many funds as possible for UL students. Identify the 'Warm-Hearted University' campaign as a project of the entire University.	Following the example of the Faculty of Public Administration, all UL members could support the charity campaign in December and collect funds for it at their own faculty. A variety of charity campaigns not connected to 'Warm-Hearted University' took place at UL members in 2022.	Remains at proposal level	We called on UL members to invite those attending their events, such as exhibitions, concerts, performances and so forth to make donations to Warm-Hearted University.
W	Issuing of publications at UL members not standardised by names.	At least 125 publications at the University will be issued under the Založba UL name in 2023.	Emphasising the advantages of publishing under a joint name. Entry of Založba UL on the list of international publishing houses at ARRS.	Partly implemented	In 2023 more than 125 publications were brought out under the Založba UL name. In 2024 we will continue with the entry of Založba UL on the list of international publishers at ARIS.
W	Inability to sell e-books.	Adequately protected sales of Založba UL e-books.	Adding e-book sales functionalities to the call for applications for the new online bookshop platform.	Remains at proposal level	Due to time pressures the measure relating to changing the online store platform is being put forward to 2024.
CREATIVE CONDITIONS FOR WORK AND STUDY					
T	The funds earmarked for the work of trusted persons and the Committee and for additional support for the establishment of the identification system and support to special groups of students are modest and are currently obtained	Increase in funds or ensuring continuity.	Provision of funds.	Remains at proposal level	Included in the 2024 programme of work. Partial funding from TSF and RSF(š), work on project application for funding from the Cohesion Fund.

	from the ESF from a project that is coming to an end in 2023.			
T	Need for support to students and staff suffering mental health difficulties is on the rise (psychosocial counselling service).	Provision of additional funds.	Provision of additional funds for the co-financing of activities from the development pillar of financing or projects, for the recruitment of more associates.	Partly implemented	Expanded network of additional professional staff.
W	Some UL members do not enable their students to enrol and get recognition for credit-earning COD UL extra-curricular activities, even though all ECTS activities are in line with the rules adopted and approved by the UL Senate.	Twenty-six UL members recognise credit-earning COD UL extra-curricular activities as part of the requirements fulfilled within a particular course or in the form of an annex to the degree certificate.	Standardisation of the system at UL level. Discussion at UL and UL member management level. Presentation of activities at UL members that do not enable their students to enrol and get ECTS recognition for extra-curricular activities.	Implemented	All give recognition except FS.
W	Maintenance of the existing state of the University Sports Hall.	Preparation of project design and other documentation, search for funding sources.	Continuation of discussions and harmonisation procedures within the relevant departments and bodies. Communication with the ministry regarding options for acquiring funds for reconstruction of the hall. Regulation of sponsorship – marketing of advertising space in the hall.	Partly implemented	Much has already been done regarding call documentation, and additional talks are in progress. Regulation of sponsorship has not been implemented.
W	Awareness (understanding) of staff and students of the role of the Student Ombudsman.	Increase in the level of awareness of the role of the Student Ombudsman.	Preparation of informational material and intensification of information-provision to students, teaching and management staff and associates.	Partly implemented	A leaflet was produced on the topic of equality and inclusion, and in 2024 we are continuing activities for greater recognition of the Ombudsman's role.
QUALITY					
T	Limited understanding of quality in line with the model of satisfying "minimum standards".	Establish a system of quality that is 'tailored to the institution' and facilitates development support for more ambitious higher education institutions.	Organising consultations and preparing of discussions on shortcomings and development opportunities for external quality assurance. Facilitating strategic considerations regarding a development-oriented quality assurance system.	Partly implemented	Preparation and implementation of international accreditation at FINEEC.
W	Non-internalisation of the quality system at important stakeholders of this process.	Ensure that academic staff and other relevant stakeholders act in line with the principles of quality in their operations in all areas.	Implementing awareness-raising activities regarding the operation of the quality assurance system and the principles of quality. Synchronising the principles of quality with the principles of	Implemented	Preparation and implementation of international accreditation at FINEEC.

		management in all areas of operations.		
W	The realisation among teaching staff that implementing processes of quality is an activity for professional staff and external evaluators.	Instil a higher level of awareness of the positive sides of evaluation and self-evaluation.	Providing training in the area of quality system operation at the beginning of processes for teaching staff, managers and professional staff responsible for this area.	Implemented	Carried out as part of the preparation and implementation of international accreditation at FINEEC and regular training (training for a culture of quality and preparation of stakeholders for talks with evaluators).
W	Lack of IT support for important processes of quality assurance (annual self-evaluation, quality of learning and teaching, integration of reporting systems into support for quality processes).	Introduce more effective management and development of higher education institutions and study programmes.	Upgrading and development of the UL Reporting application for managing and supporting quality processes.	Implemented	Annual updating and upgrading of the application on the basis of recommendations and suggestions from UL members and USKPSU.
W	Delayed management and training.	Good IT support for managing and implementing training.	Reviewing and comparing options for introducing IT support for the management and implementation of training.	Abandoned	(UL Lifelong Learning Centre established)
W	Limited understanding of quality in line with the model of satisfying "minimum standards".	Developing quality in a collaborative way, taking into account the needs of those involved and by activating the power of UL members.	Preparation of a new cycle of enhancement-led visits to support the development of the quality of UL members (public call for UL members, training for new register members, four enhancement-led visits).	Implemented	Call issued for a new cycle, call and training for new members of the register, first cycle visits conducted and concluded.
W	Limited understanding of quality in line with the model of satisfying "minimum standards".	Establish a system of quality that is 'tailored to the institution' and facilitates development support for more ambitious higher education institutions.	Organising consultations and preparing of discussions on shortcomings and development opportunities for external quality assurance. Facilitating strategic considerations regarding a development-oriented quality assurance system.	Implemented	Carried out as part of international accreditation at FINEEC.

MANAGEMENT AND GOVERNANCE					
T	Complex and non-transparent legislation, which poses additional legal compliance risks.	Operations that comply with legislation.	Actively develop and coordinate initiatives at the level of the RKRS and Coordination of Independent Research Institutes of Slovenia (COsRIS).	Partly implemented	We submitted an initiative, and a meeting will be held in 2024 in relation to legislation in the area of public procurement with the MJU and MVZI.
T	Inappropriately short deadlines for the implementation of RRP projects.	Quality development and modernisation of the education process.	Ongoing evaluation of activities and active cooperation with the ministry.	Implemented	Regular meetings with the MVZI in relation to implementing RRP projects.
W	The way of working and thinking about stable funding for research has not changed, resulting in many significant unresolved issues.	Set up an autonomous system for managing research funds.	Organise a workshop with ARIS and set up an information system to monitor the data.	Implemented	One workshop was carried out, along with regular meetings with ARIS under the aegis of the Rectors Conference.

W	Overburdened staff due to a large number of strategically major and important projects: APIS; RRP, investments, transposition of the ZZrID.	Employee satisfaction.	Staff reinforcement, fair remuneration for completed work, various training courses.	Implemented	We boosted staffing for departments in the area of strategic projects. Documents have been drawn up at the RKRS level for regulating new positions under the collective agreement for better pay for professional staff.

HUMAN RESOURCES

T	Departure of good personnel owing to the weakness of the public sector wage system: IT workers, auditors, and employees working in financial accounting positions earn much better wages not just in the private sector, but also in the public sector, through collective agreements, which enable higher wage brackets for the same type of work.	Retaining competent and expert personnel, and providing competitive wages.	Overhaul of the wage system; introducing new jobs (and therefore salary brackets) in the Collective Agreement for the Education Sector; timely identification of reasons for possible employee departures – by conducting annual interviews – where managers will preventively identify the reasons for departure, in order to prevent the departure of good personnel owing to possible internal weaknesses that could be eliminated.	Partly implemented	We are continuing this work in 2024. The 2024 work plan includes the measure: systematically enter into and participate in the reform of staff wages. In line with government procedures we will enter into and participate in the reform of staff wages.
T	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).	Achieve financial stability for the employment of researchers.	Advising the competent ministries of the issue of permanent employment and project work of researchers, which is tied to fixed-term projects; this leads to the issue of ensuring funds for cases of possible cancellation of employment for business reasons.	Partly implemented	In 2023 we already made preparations so that we would carry out the measure in 2024 – under the 2024 work plan: confirm the rules on researcher salaries (Article 64 of the ZZrID). Based on the national Rules of Researcher Salaries, which is being worked on at the MVZI, at UL we are planning to link up under the aegis of the Rectors Conference of Slovenia with research institutes and draft UL rules on researcher salaries. This measure does not include the provision of funds for permanent employment and for cases of possible cancellation of employment for business reasons. The rules will resolve only the problem of the employment of researchers due to uncompetitive pay.
W	In view of the importance of HR procedures, inadequate attention is focused on their	Transparent procedures in line with the law and the principles of integrity.	Continuous work to improve internal communication. Short-term: resolving	Partly implemented	Permanent task, important.

	professional, correct and timely implementation.		such individual cases through education of professional services and clear definition of competence. Long-term: training professional services depending on need or at least once every two years.		
W	Inconsistent implementation of legislative provisions in the area of labour law.	Standardisation at the level of the whole UL.	With the introduction of APIS, standardising all aspects in relation to the rights and obligations of employees.	Partly implemented	Continuing in 2024 – with the development of new HR functionalities we will also standardise all aspects in the area of rights and obligations of employees (e.g. the aspect of using collective agreements).
INFORMATION TECHNOLOGY					
T	Increased risks to IT security due to the ICT system at UL, which for historical reasons is still very complex.	Continuously reduce the complexity of the common information system.	Introducing common, single and tested solutions, sharing best practices, and increasing the level of automation by reducing unnecessary differences.	Implemented	We are continuing activities to include MF in the common messaging system, introducing common solutions for instance for LODN, registering students for services at the UL Student Health Centre, as part of the RRP for IdPortal, Habilitation, EŠV and ISE, introduction of common additional security measures; we are planning greater automation and digitalisation of processes within the business information system.
W	The barriers and limitations in recruiting IT personnel in the public sector do not allow us to secure our own appropriate professional personnel support.	Obtain and employ professionally trained IT personnel.	Installing an environment in which it will be possible to recruit competent IT staff.	Partly implemented	Partly realised with the establishing of an independent group for SAP and inclusion of three new IT specialists, but some more professional staff will be needed as part of the HR plan for 2024.
W	Lengthy supply process in the hardware market.	Ensure acceptable supply deadlines for hardware.	Securing a better bargaining position with suppliers and principals by combining individual orders into joint public contracts.	Partly implemented	The supply situation improved greatly in 2023 over the previous year, but the plan for 2024 is very ambitious given the large number of new public procurement orders (40).
COMMUNICATION WITH THE PUBLIC					
T	Prolonged periods with the absence of social (live) events have changed people's habits.	Promote events in person and mutual contacts.	Strengthening communication among employees and students and with external parties by means of key messages and aims.	Implemented	
T	Lack of trust in science due to the growth of misinformation in the media,	Strengthening public trust in science.	Strengthening the promotion of scientific	Implemented	

			achievements at UL, including continuation of the round tables Science Speaks events and public presentations of outstanding final dissertations by UL alumni (M_oder).		
T	Staff's lack of acceptance of the new website, understanding of its functionality, structure and editorial policy.	Departments should adopt the new structure and functionality and adhere to the editorial policy.	Meetings with departments, measurement of visits, communication of results, organisation of training (copywriting, use of the new CMS).	Implemented	
T	The second competition for the new CGP will not lead to the selection of a suitable design solution.	UL selects the CGP, implementation of the CGP by UL member and the Rectorate.	Approach renowned designers or agencies for the task.	Implemented	
W	The current website serves an internal public (becoming a pseudo-intranet) and not an external one.	Introduction of an editorial policy.	An editorial policy is put in place for the current website; the technical requirements for publishing texts are also clearly outlined.	Implemented	
W	Non-compliance with the current CGP by members.	UL members will comply with the instructions and guidelines for use.	Appoint administrators at each UL member. Revise the instructions and guidelines as required; update the UL website sub-page.	Partly implemented	
W	Loyalty to UL from employees and connection between UL and its UL members is still weak.	Strengthen a sense of belonging and connection among employees.	Fulfil the possibility of the easier provision of information to the UL management and two-way communication (such as regular meetings of the UL management with employees, including at members, Rector's open day and so on).	Partly implemented	
W	The schedules of the committees selecting the best research achievements and the Prešeren Prizes are not aligned with the timeline of University Week. Recipients of the prizes/recognition are decided at the last minute.	Timely information on recipients, which does not lead to excessive exhaustion of staff directly before events.	Align the schedules of the committees selecting the best research achievement and the Prešeren Prizes with the schedule of the PR service or the Rectorate.	Remains at proposal level	
W	Outdated photo archive.	Updating of photos.	Organisation of staged photo shoots (Rector, Rectorate, architecture, internationalisation, education, quality, library, research, arts, economy, first and second cycle, third cycle, tutoring, alumni, UL student council, support for students with special needs, etc.). The	Remains at proposal level	Included in the 2024 Programme of Work

			needs of the new website will have to be taken into account in the scenarios.	

<table>
<tr><td colspan="5">INVESTMENTS</td></tr>
<tr>
<td>T</td>
<td>Funding has not been secured to ensure the earthquake-proofing of the UL building stock and associated activities: carrying out inspections, creating development and project design documents, and the earthquake instability of buildings prevents the energy-efficient renovation of UL buildings.</td>
<td>Secure budget funds for the earthquake-proofing of buildings.</td>
<td>Ensuring funding for investment and project design documents for the three structurally least stable buildings so that as much documentation as possible will be ready when funds for renovation become available (EU or other funds).</td>
<td>Remains at proposal level</td>
<td></td>
</tr>
<tr>
<td>T</td>
<td>For several years no financing has been ensured for investment maintenance, meaning the deterioration of buildings, and thereby a deterioration of the conditions for work and reduced safety for students and employees.</td>
<td>Securing funding from the relevant ministry.</td>
<td>Supplementing the list of necessary maintenance works contained in the tables of the annual programme of works with an identification of the problems (on a faculty-by-faculty basis) resulting from the inadequate funding of investment maintenance, and in this way familiarising the Ministry of Higher Education with the request to settle the financing.</td>
<td>Partly implemented</td>
<td></td>
</tr>
<tr>
<td>W</td>
<td>Lack of IT support for managing and financially monitoring development and maintenance projects.</td>
<td>Effective control over the financial construction of investment projects; effective monitoring of contractual threshold values.</td>
<td>Presenting problems identified in relation to the management of UL development projects, and the provision of adequate support within APIS.</td>
<td>Remains at proposal level</td>
<td></td>
</tr>
<tr>
<td>W</td>
<td>Due to delays in procedures and an unknown date of funding being secured, UL members use their own resources to finance projects in the initial phase with existing staff from UL members and the Rectorate, which means an added workload on existing staff, as additional recruitment is not possible until funding is secured.</td>
<td>Define the time frame for securing funding for the projects.</td>
<td>Presentation of the problems to the competent ministry.</td>
<td>Remains at proposal level</td>
<td></td>
</tr>
<tr><td colspan="5">INTERNAL CONTROL AND DATA PROTECTION</td></tr>
<tr>
<td>T</td>
<td>Non-responsiveness to the recommendations of the data protection officer and internal audit department.</td>
<td>Effective and timely risk identification and management.</td>
<td>Regular fulfilment of recommendations from the data protection officer and from the internal audit department.</td>
<td>Remains at proposal level</td>
<td>In 2024 we are continuing to pursue the measures to raise awareness and the prominence of risks in the area of personal data protection.</td>
</tr>
<tr>
<td>T</td>
<td>Insufficient action taken to implement safety requirements.</td>
<td>Increased involvement of the data protection officer and internal audit department in risk management activities at all levels.</td>
<td>Briefing and drawing attention to new processes and internal controls, including personal data processing, especially in the</td>
<td>Remains at proposal level</td>
<td></td>
</tr>
</table>

			implementation of new technology.		
W	Lack of awareness of the importance of the field and insufficient training of staff.	Employees are familiarised with the basic requirements for the protection of personal data.	Conducting training by area.	Implemented	We are continuing employee training in the area of personal data protection.

Statutory and other legal bases governing the operations of UL

1. Constitution of the Republic of Slovenia (Uradni list RS, 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])

2. 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)

3. Decree on the public financing of higher education and other institutions (Uradni list RS, Nos 35/17, 24/19, 65/22 and 61/23)

4. Resolution on the National Higher Education Programme of the Republic of Slovenia 2030 (Uradni list RS, No 49/22)

5. 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 – corrigenda, 202/21, 39/22, 49/22, 60/22, 135/22, 156/22, 64/23, 77/23, 77/23 and 112/23)

6. 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)

7. Scientific Research and Innovation Activities Act (Uradni list RS, Nos 186/21 and 40/23)

8. Resolution on the Research and Innovation Strategy of Slovenia 2030 (Uradni list RS, No 49/22)

9. Other regulations on higher education, research and development activities

UL departments and offices are also subject to other laws and rules governing specific fields, such as those in HR, finance, veterinary practices and the arts. UL publishes all regulations governing its operations as a whole online at the following address:
https://www.uni-lj.si/o_univerzi_v_ljubljani/organizacija__pravilniki_in_porocila/predpisi_statut_ul_in_pravilniki/

UL members and associate members of UL

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 ulica 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 ulica 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, Ljubljana	UL MF
UNIVERSITY OF LJUBLJANA FACULTY OF NATURAL SCIENCES AND ENGINEERING, Aškerčeva cesta 12, Ljubljana	UL NTF
UNIVERSITY OF LJUBLJANA FACULTY OF EDUCATION, Kardeljeva ploščad 16, Ljubljana	UL PEF
UNIVERSITY OF LJUBLJANA FACULTY OF LAW, Poljanski nasip 2, Ljubljana	UL PF
UNIVERSITY OF LJUBLJANA FACULTY OF THEOLOGY, Poljanska cesta 4, Ljubljana	UL TEOF

UNIVERSITY OF LJUBLJANA VETERINARY FACULTY, Gerbičeva ulica 60, Ljubljana	UL VF
UNIVERSITY OF LJUBLJANA FACULTY OF HEALTH SCIENCES, Zdravstvena pot 5, Ljubljana	UL ZF

Associated UL member institution

Central Technical Library at the University of Ljubljana, Trg republike 3, Ljubljana	CTK
University of Ljubljana Innovation and Development Institute, Kongresni trg 12, Ljubljana	IRI
National Institute of Biology, Večna pot 111, Ljubljana	NIB
National and University Library, Turjaška 1, Ljubljana	NUK
Ljubljana Halls of Residence, Svetčeva ulica 9, Ljubljana	ŠDL

Report by the UL Student Council Leadership Committee

In the past mandate period the Student Council of the University of Ljubljana met at six (6) regular and two (2) correspondence sessions. At all sessions a majority of Council members were present, which enabled constructive discussion and active involvement. The deliberations at the sessions are evident in the adopted minutes of the sessions.

Of the objectives set in the programme of work at the start of the mandate, the following were achieved in full:

- The active involvement of working bodies, where members worked to produce material for overhauling procedures of formulating opinions and conducting procedures related to the opinions of the student council of a UL member regarding the teaching work of a candidate in the habilitation process. To date the material has already been discussed by the Council, the UL leadership and the habilitation committee.
- Proactive cooperation with the representatives of student councils at members, in which at the Leadership Committee level we were actively involved in resolving the difficulties of student councils at UL members and set up a calendar of regular meetings, which positively contributed to the presence of members at the actual meetings.
- Proactive cooperation with UL stakeholders, where both the members of the Leadership Committee and other elected student representatives participated in the meetings and activities of authorities, bodies and committees. In addition to cooperation at UL level, we revived the participation of student councils of University members in the Rectors Conference of the Republic of Slovenia, in the context of which we created a Working Body for Student Issues at the RKRS, a letter concerning the arrangement of healthcare for students in university locations and actions to raise awareness of the importance of completing student surveys.
- Ensuring additional funding for work and carrying out projects of UL member student councils, in which the holding of two (2) calls for cofinancing projects of UL member student councils we enabled the allocation of funds to as large a number of councils as possible. Moreover the councils were shown alternative methods of additional funding for projects.
- Reorganisation of the Leadership Committee, in which the Committee members secured a better distribution of management for specific tasks and thus ensured more successful performance of work.
- A complete revision of how student opinions are formulated, wherein the working body and Leadership Committee created the following material: a draft set of Rules on the formulation of opinions and managing procedures related to the opinions of UL member student councils on the teaching work of a candidate in the habilitation process, Instructions for completing the form for the opinion of a UL member student council regarding the teaching work of a candidate in the habilitation process, and revised forms for positive and negative opinions and a form for non-submission of an opinion.

The following objectives were not achieved or not achieved in full:

- Expanding familiarity with the Council and its activities among the wider student population, where we did get the Council's social networks up and running, but due to the insufficient input of content we could not reach the desired circle of students. The newsletter we set up had limited functionality due mainly to the lack of content on one hand and the rather inappropriate format for communicating news on the other hand. During the mandate we migrated current communication entirely to the WhatsApp group. Based on this we propose that the objective be carried over to the next mandate, in which greater attention should be paid to social networks, and the method of communication and sharing news be shifted to WhatsApp.
- Establishing appropriate legal protection for student representatives, for which we held several talks at the level of the Leadership Committee, the UL management and heads of student councils of university members of the RKRS, but due to the scope of other work we did not embark on drafting a set of rules. We propose that the rules be drafted in the next mandate.
- Design of a system of monitoring the teaching work of full professors. To achieve this objective we first need to properly arrange the existing system for formulating student opinions. We

propose that the objective be carried over to the next mandate, although it is unlikely that the objective will be achieved in the near future.

In addition to the achievement of the set objectives, in the past mandate the Council drafted letters, i.e. appeals, based on substantive discussions at sessions. These are as follows:

- An appeal for deliberation over the proposed implementation of compulsory adult education training for teaching assistants at the time of the first repeat election to the title. The proposed compulsory training has to date not yet been included in the Criteria for election to titles of higher education teacher, research fellow and associate of the University or pertaining annexes of members, but according to the assurances of the management the proposal should be addressed once again as part of the development projects that deal with arranging the status of teaching assistants.
- An appeal for consideration of the UL Student Council proposal for extending the opening hours of faculty library reading rooms during the exam period. Through this appeal, which found support among the UL management and deans of members, we created a basis for UL member student councils to be able to request the coordination of faculty library opening hours with the needs of students.
- An appeal for consideration of the UL Student Council proposal for introducing minimal hourly payment for students. The appeal seeks to settle the unequal position of students at UL members in performing student work in promoting faculty activities. The appeal is currently awaiting deliberation in the UL Governing Board.

This year again the UL Student Council was involved in organising the event Welcome Freshmen, at which alongside other invited organisations the majority of UL member student councils presented themselves.

In conclusion, we can mark this past mandate as successful. This was without doubt aided by the regular monthly sessions, the proactive work of the Leadership Committee and the great willingness of Council members to participate in preparing content.

List of abbreviations used

Abbreviation	Definition of abbreviation
AKTV	Academy television
AL4LIFE	Erasmus+ project Western Balkan entrepreneurial university alliances – keeping in touch for lifelong relations
APIS	Academic Business Information System
ARIS	Public Agency of the Republic of Slovenia for Research and Innovation
ARUA	The African Research Universities Alliance
CGP	Corporate identity
CMEPIUS	Centre of the Republic of Slovenia for Mobility and European Educational and Training Programmes
CMS	Content management system
COD	Centre for Extracurricular Activities
COsRIS	Coordinating Body of Independent Research Institutes of Slovenia
CROWDHELIX	International platform for connecting research and the commercial sector
CTK	University of Ljubljana Central Technical Library
DGNB	Certificate of sustainable construction issued by the German sustainable construction association (Deutsche Gesellschaft für Nachhaltiges Bauen – DGNB)
DPO	Personal data protection officer
EAIE	European Association for International Education
EARMA	European Association of Research Managers and Administrators
EIC	European Innovation Council
EIT	European Institute of Innovation and Technology
EPO	European Patent Office
ERC	European Research Council
ESG	Environmental, social and governance aspects of sustainability
EUA	European University Association
EUA CDE	EUA Council for Doctoral Education
EUIPO	European Union Intellectual Property Office
EUTOPIA-SIF	The EUTOPIA Science and Innovation Fellowship Programme
EUTOPIA-TRAIN	EUTOPIA Transforming Research and Innovation
eVŠ	Register of higher education institutions and study programmes
FAIR	Findable, Accessible, Interoperable, Reusable
FLECSLAB	Flexible Learning Communities Supporting Lifelong Learning Across Borders
GC	Government Connect
GEPŠ	General education, electrical and maritime school centre
GOI	Construction, fitting and installation works
GZS	Chamber of Commerce and Industry of Slovenia
ICT	Information and communication technology
IJS	Jožef Stefan Institute
IRD	Individual funds for material costs of the research and artistic work of higher education teachers and associates
ISE	Integrated study environment
ISF	Institutional Pillar funding
IT	Information technology
KPVIZ	Collective Agreement for Education Activity in Slovenia
KRPAN	Strengthening Research Support and Activities for Progress
Mala galerija BS	Banka Slovenije's Mala Galerija
MDDSZ	Ministry of Labour, Family, Social Affairs and Equal Opportunities
MGML	Museum and Galleries of the City of Ljubljana
MOL	City of Ljubljana
MOOC	Massive open online course

MRIC	Network of Research Infrastructure Centres
MSCA IF/PF	MSCA individual Fellowship/Postdoctoral Fellowships
MSCA PF	MSCA (Marie Skłodowska-Curie Actions) Postdoctoral Fellowships
MTUL	Moodle topic UL
MVZI	Ministry of Higher Education, Science and Innovation
NU	New University
PR	Public relations
PRO	Public research organisations
ReNPVŠ30	Resolution on the National Higher Education Programme up to 2030
RKRS	Rectors Conference of the Republic of Slovenia
RRP	Recovery and Resilience Plan
RSF(r)	Development Pillar of funding for research
RSF(š)	Development Pillar of funding for study/teaching activity
SAP	The data technology company SAP (System Applications and Products in Data Processing)
SDG	Sustainable development goals
SPIRIT	Slovenian public agency for promoting investment, entrepreneurship and internationalisation
SQAA	Slovenian Quality Assurance Agency for Higher Education
ŠIS	Student information system
ŠPP	Students with special needs
ŠPS	Students with special status
TRL	Technology readiness level
TSF	Fundamental Pillar of funding
UE	Administrative unit
ULTRA	UL for sustainable development
UM	University of Maribor
UNG	University of Nova Gorica
UNM	University of Novo mesto
UP	University of Primorska
ZRS Koper	Koper Science and Research Centre
ZRSŠ	Slovenian National Education Institute
ZveTL	Act on the Establishment of Co-Ownership in Certain Buildings and Identifying Pertaining Land
ZViS	Higher Education Act
ZVKDS	Institute for the Protection of Cultural Heritage