

*Univerza v Ljubljani*



## **SELF-EVALUATION REPORT OF THE UNIVERSITY OF LJUBLJANA**

(Institutional Evaluation Programme, EUA)

Ljubljana, April 2007

Content:

0. Foreword
1. Norms and values: What is the UL trying to do?
2. Organisation and activities: How is the UL trying to do it?
3. Quality practice of the UL
4. Strategic management and capacity for change
5. Special focus: research and doctoral programmes
6. Tables
7. List of appendices

## Foreword

The new leadership of the University of Ljubljana (UL) decided to apply for the external institutional evaluation at the EUA in spring 2006. The **reasons** for such a decision were primarily two:

- There has been a frequent and strong, although unspecified, criticism publicly addressed to the UL by the Ministry of Higher Education, Science and Technology. UL needs a view from outside, which is less influenced by specific interests.
- The new leadership elaborated, in cooperation with the UL members, the first Strategy of the UL. An external evaluation of planned developments is needed.

When the evaluation was accepted by the EUA and after the preparatory meeting in Brussels in October 2006 rector of the UL has appointed **the group** responsible for preparation of the self-evaluation report. The group is composed of vice rector prof. Peter Maček and dr. Marjan Leban (research), vice rector prof. Julijana Kristl and ms. Marjana Slobodnik (education), president of the quality assurance commission prof. Marinka Drobnič Košorok and dr. Bogomir Mihevc (quality), Ms. Mihaela Bauman Podojsteršek (management and financing), vice rector prof. Ivan Svetlik and dr. Bogomir Mihevc (strategy, coordination) and Ms Bibi Ovaska Presetnik (secretary). The group was preparing the report from November 2006 to January 2007.

The **main inputs** for the report have been self-evaluation reports of the members of the UL, the UL Strategy 2006 – 2009 accepted in spring 2006 and the data on UL activities and processes. The draft of the report was discussed two times by the Commission for the Implementation of UL Strategy and accepted on the joint session of this commission and the Quality Assurance Commission in which there are representatives of UL members (faculties and academies) and students. The members of UL have been regularly informed about the preparatory activities. This stands also for the UL Students' Council and the UL Senate, which has finally approved the report. A specific feature of this self-evaluation report is that it is closely related to the UL Strategy, which was extensively discussed by all the UL members and UL bodies throughout the first half of 2006.

After the first visit of the EUA evaluation team the **upgrading of the report** has been required. This includes the description of the procedure of the self-evaluation report preparation and provision of additional information needed to enable the evaluation team to make appropriate conclusions. The final version of the self-evaluation report has been presented to the UL Senate and its commissions, as well as to the members' deans with the requirement to discuss it and send in their opinions and proposals. Additional information has been provided by the mentioned working group including also Ms. Mihaela Kranjc (organisation and management), Ms. Helena Kamnar (budgeting and finance) and Ms. Vanja Vučetić Dimitrovski (indicators). It is presented in the annexes of this report, while in the text a reference has been made to specific documents as appropriate.

On behalf of the working group

Professor Ivan Svetlik, vice rector

## **1. Norms and values: What is the UL trying to do?**

### **1.1. Facts about UL** (see also appendices)

The **University of Ljubljana** (UL) was established in 1919 upon the tradition of semi-university institutions from 17th century. It remained the only Slovenian university until 1975. The university has its seat in Ljubljana, the capital of Slovenia, with approximately 300,000 inhabitants. Only one faculty (for maritime and transport studies), is located outside Ljubljana; approximately 100 km away on the Adriatic coast.

The UL is the oldest and the biggest higher education and research institution in Slovenia. On the European scale, by number of students it ranks as one of the larger higher education institutions, and by number of employees as medium-sized. In 2005 the number of students was nearly 63,000, of them 4,114 masters degree and 809 PhD degree students. Out of 57,700 undergraduate students 47,000 were full time and 10,400 part time. These figures also include 11,800 students who have finished their courses but haven't graduated yet because they need either to pass some exams, finish or defend their theses etc. The number of graduates in 2005 was 9,239, out of them 642 masters and 319 PhD graduates.

UL is a comprehensive university, incorporating 22 faculties, three academies and one college, and employs 5800 staff. Of these, 2717 are teaching and assistant staff, who are for the most part registered as researchers, 378 are full time researchers, 483 are junior researchers and others are professional, technical and administrative staff. The University of Ljubljana (UL) has the largest research potential in the country. Studies are pursued at the UL by 58% of Slovenia's postgraduate and 64% of the country's undergraduate students, of whom 72% are full-time and 44% are part time. It provides 67.5% of all accredited undergraduate courses in the country. It also provides more than half of Slovenia's graduates, over two thirds of its master's and specialist graduates and almost all the country's PhD graduates. Furthermore, it contributes more than half of the scientific results in the Slovenian treasury of knowledge. It occupies a central place largely because it provides a public service in areas that are of special importance to society, such as its active concern for the national identity.

### **1.2. Mission**

The University of Ljubljana fosters basic, applied and developmental research, and strives to achieve excellence and the highest quality as well as to fulfil the highest ethical criteria in all areas of the sciences and arts. In these fields it works to consolidate national authenticity, especially through the development of Slovenian professional terminology.

On the basis of its own research and of domestic and international research achievements, it educates top scientists, artists and experts who are empowered to manage sustainable development, while taking into account the tradition of European enlightenment and humanism and respecting human rights.

It encourages interdisciplinary and multidisciplinary study. It shares its achievements in the sciences and arts with other universities and research institutions. In this way it contributes its share to the Slovenian and world treasury of knowledge and from that treasury it spreads knowledge among students and other beneficiaries.

It collaborates with organisations pursuing commercial and service activities in the public and private sectors, with the government, local communities and civil society institutions. In this way it promotes the application of its research and educational achievements and contributes to the development of society.

### **1. 3. Vision and goals**

The vision of the University of Ljubljana is to keep its primacy as the largest and comprehensive university in Slovenia. Under conditions of declining student numbers and increasing number of higher education and research institutions in Slovenia it aims at increasing its attractiveness for students as well as for organisations that seek applied research and development services.

UL aims to place itself into the group of the most distinguished European universities and to become one of the leading universities in the Central European and West Balkan region. This ambition is based on its comprehensive nature enabling a combination of the critical amount of knowledge from different fields, on its tradition, scientific infrastructure and geographical position. These aims will be achieved by the policies of increasing exchange of students, teachers and researchers, increasing share of foreign students, increasing number of joint research and teaching programmes, establishment of its activities abroad, an increasing share of EU and other international resources and a better utilisation of national and its own resources.

Following its mission statement expressed in the first **Strategy of the UL for the period 2006 – 2009**, UL set its seven goals:

- to increase the quantity and quality of research and development,
- to implement the reform of study programmes in line with the Bologna process,
- to strengthen and deepen international cooperation,
- to increase the exchange of knowledge with practice,
- to establish a comprehensive system of quality monitoring and assurance,
- to develop supportive students' services and
- to strengthen cooperation of the autonomous members of the UL.

### **1.4. Management**

UL is a large and diversified institution (see app. 1). Therefore it can only be effectively managed if a balance between decentralisation and integration is achieved. A great deal of decision making is delegated to its members to enable quick problem solving, response to demands for teaching and research services and to enhance their initiative in the raising of resources. Strategic functions, such as recruitment and promotion of academic staff, internal approval of teaching programmes, students' enrolment policy, international exchange of students, contracts with other universities, investment policy and similar have been controlled centrally. In addition, in searching for synergetic effects UL is strengthening integration by means of the creation of joint university programmes, establishment of a EU programmes office and interdisciplinary development institute, creation of a coordinated quality monitoring

and assurance system, tutoring, career counselling and elaboration of standards for the editing of scientific literature.

### **1.5. Academic activities**

Currently the proportion of budget for teaching and research activities is approximately 3 :1. UL aims to increase the share of the research activity especially in terms of the acquisition of additional international projects and development projects for industry.

As a comprehensive university UL has not set any special area priorities. The development of specific fields mainly depends on the initiative and capabilities of UL members, on the demand coming from students and industry and on the employability of students, which will be carefully monitored in the future. However, the accent will be on the development of joint degrees and programmes with a special focus on PhD programmes.

UL has been in the process of Bologna reform, which brings a significant shift from a traditional didactics to modern ones, which stresses competence development by means of an active role of students, a linking of teaching and research activities, group and team work, problem solving, utilisation of electronic media, involvement of practitioners in teaching and training of students in work environments.

All academic, senior and middle administrative staff are required to have a good command of at least one foreign language, which would most often be English. Students have good knowledge of foreign languages on the basis of their high school education. Several university programmes offer or demand further training in foreign languages. In addition, good command of foreign language is an entry requirement of several masters degree programmes, especially in cases where foreign lecturers give certain courses.

### **1.6. Academically related activities**

UL is a public institution having its most intensive contacts with the Ministry of Higher Education Science and Technology. These relations depend on current leadership on both sides. UL seeks intensive participation in all cases concerning the development of higher education and research in the country and also at an EU level . It frequently coordinates its activities with the other Slovenian universities in the framework of the Rectors' Conference as well as with the Students' Organisation. The Advisory Board of Business Leaders has been established at a UL level in order to strengthen the links with the business world and employers, which have already been practiced by some of the members. A regular coordination of activities has also been established with the city of Ljubljana.

### **1.7. Funding (see app. 2)**

Currently about 3/4 of the UL budget has been public, provided either for teaching or research. The other quarter of the budget is composed of tuition fees, research and development projects financed out of international projects and projects carried out for industry and other organisations. The aim is to increase resources for research, especially from the private sector and resources from abroad.

## **1.8. The context** (see also app. 5)

### **1.8.1. Institutional autonomy**

Universities in Slovenia are guaranteed autonomy by Constitution. This has been respected in cases of recruitment, selection, appointment, promotion and dismissal of academic and administrative staff, in cases of research projects and laboratories, and also to a great degree in other areas. However, limitations set by legislation must be respected, e.g. in cases of personnel dismissals, selection of students, programmes' accreditation etc. As a predominantly public institution UL must:

- enrol into publicly financed programmes those students, who meet the predefined criteria at state level (certain number of points on the external matura exam etc.); in addition it is free to choose students for privately financed courses according to the criteria set in the curricula;
- get approval for new study programmes or new faculties if it wants them to be accredited and financed, while minor changes and didactic approaches are subject to its autonomy;
- get approval for the establishment of new organisations, e.g. companies, incubators etc.;
- negotiate for the annual public funds allocated for its investments and running of the programmes.

### **1.8.2. Labour market situation**

UL provides graduates primarily for the national labour market, where the situation has been constantly improving in the last decade. In the third quarter of 2006 the labour force survey unemployment rate was 5,6 %. University graduates are in a better than average position in terms of unemployment rate and the period of job search. In 2005 they represented about 5.3 % of the unemployed, while their share in the active population was about 18 %. Their advantage in comparison to the other groups is gradually decreasing as their share on the labour market is rising.

### **1.8.3. UL infrastructure**

UL is situated in the capital of Slovenia. However, its infrastructure has not only been concentrated at one location. There are two main sites: one in the Northern and the other in the Central-Southern part of the city with several faculties also being located at other places. Each of the main locations has, in addition to lecturing and research facilities, students' facilities, such as libraries, dormitories, sporting halls, students' restaurants etc. The facilities date from half a century ago to brand new ones. However, the older buildings have been well maintained and renovated. The data on the main facilities of UL are presented in table 1 and app. 10.

### **1.8.4. Student/staff ratio**

The students/staff ratio at the UL is counted in two ways: A) only full time students are counted (lower ratio) and B) all full time, part time and not yet graduated students are counted (higher ratio). In both cases all the teaching staff are taken into account irrespective of status or grade. On average these ratios at the UL level are 11.72 and 18.2 respectively. This ratio is lowest at the academies, veterinary medicine and medicine and the highest at the faculties of social sciences. Natural and technical sciences fall in between as is shown in table 2 and app. 10.

## 2. Organisation and activities: How is the UL trying to do it?

### 2.1. Management

UL has traditionally had a two level management (see app. 1), of which the first level is represented by its members – faculties and academies and the second by the central administration. In the last decade members have lost their full legal subjectivity. In addition, the ownership has been transferred from the state to the university and a version of lump sum financing has been introduced. According to current legislation UL is a single legal subject when carrying out nationally determined and financed teaching and research programmes. However, UL members have retained their legal subjectivity and their special accounts for their autonomous market operations. All members of the UL are considered national budget beneficiaries, and are therefore obliged to prepare financial plans and reports on their realisation. At the central level general planning and business reporting is practiced, while UL members make the operational plans. Similar is financial planning and reporting. The Central financial report is more or less a sum of the UL members' reports.

The academic and business management have been separated although closely coordinated. The supreme academic body is the university senate, and the supreme academic manager is a rector. The supreme business body is the managing board and there are two chief managers, a business manager who manages business relations of the UL with the environment (government, local community, business world, international partners), and an administrative manager, who manages internal university affairs. A similar structure can be found at the members' level with the senates and deans on one side and administrative and business management on the other. The central and members' administration is not clearly delineated. Members' administration enjoys high autonomy, however coordination at the overall UL level is becoming stronger.

The roles of the managing bodies of UL are the following:

- Rector (full time position) leads and represents the university and is responsible for the legality of its activities. She/he is helped by vice rectors (three devoting 2/3 of their work load to the UL), and business and administrative chief managers – both full time. Vice rectors act according to the rector's delegation of authority. This is the leading group that meets regularly to make decisions on current issues and to prepare decisions for the UL bodies. Approximately every month there is a meeting with the members' deans, where major decisions are initiated, common issues discussed and feedback from the UL leadership given.
- A Dean leads and represents a member (faculty, academy) and is responsible for the legality of its activities in cases when a member does not carry out public services/ programmes. Otherwise he/she acts upon the authorisation of the rector.
- The University senate is the supreme academic body of the university, while the member's senate is the supreme academic body of a member. In both senates students have their representatives. In a number of cases, such as decision making about new study programmes, there is a two step procedure, first at a member's level and finally at a central level. The UL senate members coming from e.g. social sciences and natural sciences and technology members usually coordinate their attitudes about the issues put on the meetings agenda before the official meeting starts.
- The university managing board is composed of university, government and students' representatives. It decides on university business issues. University members may have their managing boards if they wish so.

The management of UL could be improved by means of:

- clearer delineation of responsibilities and authorities between the two levels and managing bodies, especially with respect to the running of public programmes/services;
- formalisation of the existing informal consultation procedures,
- establishment of an integrated information system, which is still missing, and which would enable higher transparency and standardised reporting;
- better monitoring of goal attainment and analysis of reasons for eventual difficulties in their fulfilment; and
- a clearly defined role of a managing board to be put in the position either of a management or control body.

### **2.1.1. Academic and administrative staff, students, funding, entrepreneurial activities**

**Recruitment and selection of staff** is carried out primarily at the members' level. However, the rector approves and signs employment contracts. This is to check if the requirements are met by the chosen candidates and if the recruitment stays within the teaching and financial plans. The recruitment of staff financed out of the members' local budgets obtained on the open market is the deans' responsibility.

Promotion of the administrative staff is subject to the state's administration regulation and applies for all the civil servants. Promotion of the teaching and research staff is regulated by the common university rules and procedures (see app. 4). Assistants are promoted by the members' senates. The same stands for teachers and researchers who need the approval of the central habilitation commission. Full professors are elected by the central university senate.

A weak point of the staffing policy is the lack of an overview of individuals' work loads and a possibility of staff redeployment. The other serious issue is the inbreeding of academic staff.

#### **The selection of students** (see app. 9)

Each teaching programme when accredited internally and by the National Council of Higher Education sets the conditions of students' enrolment. Annually each UL member determines the number of new students to be admitted in each of the programmes. Central administration coordinates this activity. The approval of the number of students to be admitted is given by the government, which may change the proposed figures according to its policy orientation. The autonomy of the university in this area is thus limited. The procedure of individual student's selection and admittance is computer aided and is subject of predefined criteria (a combination of grades obtained in the last two years of high school and of points obtained on the external examination - matura) and is thus rather objective and impartial.

The University is lacking reliable information on the employability of its graduates, which should serve as a basis of students' enrolment policy. It has also been felt that in addition to the existing admission criteria some should be in hands of programme directors and faculties. Currently this is only the case at the academies and some exceptional programmes, such as architecture.

#### **Funding issues** (see app. 2)

In 2004 a sort of lump sum financing of teaching programmes was introduced. However, the spending of public resources remains highly dependent on predefined criteria. UL has a freedom to distribute up to 10 % of it according to its own policies. 5.8 % of this money can be spent by the central administration of the UL in order to run common functions. Other received money is immediately distributed among the members when it comes to the central university account. The amount of public resources for investments is also determined by the government. The University has the right to set its investment priorities. Public research

money is obtained on the basis of tenders published by the National Research Agency for the basic research programmes, short term and applied research projects. Members enjoy full autonomy in cases of resources obtained on the open market, e.g. by selling courses to part time students and carrying out research and development projects for industrial and other organisations.

For 2007 and onwards UL will face certain cuts in public resources. This is because the amount of lump sum financing increasingly depends on the number of students and graduates and because the government has cut the number of students to be admitted to the UL in order to enhance the growth of newly found institutions of higher education in Slovenia. UL is particularly worried about restrictions imposed by the government to the enrolment of part time students who pay for their studies themselves and are not supported by public resources. UL feels discriminated against in comparison to the other institutions of higher education in the country, that have been allocated additional places for full time students by the government.

### **Entrepreneurial activities**

Entrepreneurial activities have traditionally been concentrated on some specific members. They are composed of courses for part time students, research and development projects for industrial and other organisations, consultancy work etc. For this purpose some members have developed their own networks of potential clients. Intrapreneurship has also been present since the initiatives for new study programmes usually come from below. It has been felt that the entrepreneurship could be maintained primarily by high enough autonomy given to the members.

Recently, however, the entrepreneurial spirit has also attained its place at a central level. UL has founded its incubator and has established its Advisory Board of Business Leaders composed of chief executives of major companies. In cooperation with industrial companies the establishment of a 'student grants fund' and of the 'institute for innovation and development' are under way.

### **2.1.2. How does UL involve students in its governance?**

The Students' council is the supreme students' body elected by students at a central and at a members' levels. It discusses and gives opinion to the other university bodies on all matters of student concern. In addition, it follows its own programme of activities based on a modest budget. The power of students is the highest in the senates, where they have 20 % of seats and participate in decision making with the faculty members on an equal basis. Their power could be decisive in cases when the other members of senates are split, such as the election of a rector and deans. Students are also represented in all the senates' commissions, where they usually bring proposals from the students' councils.

### **2.1.3. UL human resources**

UL has 5,800 employees, of them 2717 are teachers, 378 belong to other academic sections, (primarily research staff) and the rest are administrative and technical workers. The majority of associate professors are in their forties and the majority of full professors are in their fifties. Among the teaching staff there are 37 % females, with lower shares in the higher ranks.

Two issues concerning UL human resources have been encountered. First, the proportion of full professors is too high. This is a consequence of limited possibilities for new employments, which did not follow the rising number of students and a consequence of

perhaps too loose promotion criteria. The problem is that ever younger full professors are not obliged to meet any further formal requirements after they have been elected. Second, UL is facing a certain “inbreeding” problem caused by a rather small national academic area and insufficient international mobility of staff. Therefore UL needs a comprehensive human resources strategy, which has been only partially touched upon in the newly accepted UL Strategy 2006-2009. Part of the solution lays in open tenders for academic posts in order to attract the best candidates, including those from abroad, and in higher interuniversity mobility of those already employed.

#### **2.1.4. Concluding remarks on management policies**

UL as a comprehensive university is trying to gradually increase its integration in order to achieve better synergy, which is latently present in its diversified units. This has been done by means of the strengthening of its common functions and establishing new ones, as will be seen in the following sections of this report. Integration is carried out with a proper sensitivity in order not to make the institution too centralised and thus block the initiative of its members. This is particularly needed if UL wants to become less dependent on the state, to establish more intensive cooperation with industry and other organisations and to become more active in the international academic area.

#### **2.2. Academic activities (see also app. 5 – 8)**

The three core activities of UL are: education, research and the development of the arts.

There are more than 130 undergraduate study programs and 143 post-graduate programs (110 masters and 33 specializations) in all disciplines. These programmes are distributed among all the UL members. The majority of programmes are offered separately to full time and part time students. One fifth of students study part time. Unfortunately more than half of them are young students who were not admitted to full time programmes due to a limited number of places.

The number of programmes may change in the course of the Bologna reform, according to which the three cycles will be introduced. Various solutions have already been accepted, e.g. 3 + 2 and 4 + 1, depending on the situation in specific areas and disciplines. UL has taken a bottom-up approach in the introduction of the Bologna process. The accent of the reform has been on:

- less frontal teaching and more individual and group work of students, who take an active part in the learning process,
- competence development by means of problem focused teaching, practical training in the class, laboratories and work environments and by means of the involvement of practitioners in the teaching process,
- closer links between teaching and research,
- taking account of students' and not just teachers' work loads,
- students' choice of study routes and electives, as well as students' mobility between programmes and institutions with an accent on international mobility, and
- implementation of ECTS and diploma supplements (which have already been practiced for some years).

These changes are expected to help solve some persisting problems, such as:

- traditional orientation of teaching (a lot of ex cathedra lecturing, written exams at the end of the year), and
- low effectiveness of study, including high drop out and long duration of study 5.4-7.6 years for 4 years university programmes, which is 10 % to 70 % longer than expected. High drop out could be explained to some extent by enrolment in undesired study programmes, which are taken because of a lack of places in the desired ones and to obtain the status of a student and all its associated benefits. The long duration of study could be explained in addition by students' work (see table 3).

Special attention has been paid to the development of joint programmes at the level of the UL, where different members already successfully participate. This is an instrument of further integration of the UL. Another accent is on joint programmes and joint degrees to be developed in cooperation with foreign partners. The third accent has been on the development of PhD programmes, which up to now have been predominantly individual.

The UL fosters basic, applied and development research in the humanities, social sciences, law, economy, linguistics, natural sciences and technology, medicine, veterinary and art. The research is organised primarily in the institutes, research centres, laboratories, groups etc. located within the members. Its strength varies from one discipline to another. Every teacher is expected to be involved in research and gets a modest sum of money annually for his/her individual research and separately from the resources obtained via research projects and research programmes. Among the academic staff about 15 % are full time researchers.

The data on research of the UL show that in 2005 there were 148 long term basic research programmes and 114 projects both financed out of public resources, 255 applied projects financed on the principle of public private partnership, 40 projects financed out of EU framework programmes, 144 other international projects and over 800 projects for industry and other customers. This is a good basis for research supported study, which has been aided by relatively modern teaching technology.

Recently the accent has been in two directions. First is the accent on the applied research as to obtain more research money on the market and to strengthen the links with industry. Second is the accent on involvement in international research networks and projects. For both a better coordination at the central level is needed. This is why at the central level the office for EU projects has been established. In cooperation with industrial companies UL is about to establish a private non-profit innovation and development institute.

The Arts are taught and practiced primarily at the three academies: the Academy of Music, the Academy of Theatre, Radio, Film and Television, and the Academy of Fine Arts and Design. The academies, apart from the Faculty of Humanities, have a special mission of caring for national identity.

### **2.3. Academically related activities**

The following activities at the UL could be singled out:

- Several members of the UL promote their programmes among high school students and provide **information and counselling** service for those interested. Such a service exists also at a central level. It receives all the applications of potential full time students, coordinates admission procedures and informs applicants. Its services should be upgraded in terms of in depth individual testing and counselling.

- Several members of the UL have established their **students' international offices** in order to promote exchange of students. They provide information on the study programmes, receive and guide incoming students, send their students to the other universities and help students solve their problems related with accommodation, recognition of courses etc. The International students' office also operates at a central level. It coordinates the exchange of students of all the UL members, initiates and makes contracts with other universities, including those for the exchange of teachers, arranges for financial support of outgoing students, cares for housing issues of incoming students and provides other services for students of those members which do not have their international offices.
- Some of the UL members, such as the Faculty of Humanities, the Faculty of Mathematics and Physics and the Faculty of Economics and Management provide **life long learning courses for their graduates**. However, this has been a neglected opportunity of most of the UL members.
- Among the students' support services we should mention **sport and recreation**. Sports and recreation facilities are located close to students' dormitories. Some study programmes include sport as a compulsory or an elective subject. UL members provide teachers for these subjects. Recently the Centre for University Sport has been established. Its tasks are to coordinate sports and recreation activities of all the UL members, to provide this service for those members, that haven't organised it themselves, to offer additional possibilities for sport and recreation in order to involve as many students as possible, and to coordinate various sport competitions inside the UL and with the sport organisations.
- Several autonomous **art and cultural groups** exist at the UL. One with the longest tradition is the academic choir. Recently a wind orchestra has been founded. One can notice several painting and sculpture expositions at the headquarters of the UL and at individual members' premises.  
Quite a number of students' supporting activities have been organised by the **Students' Organisation**, which has its own source of income based on students' work. UL cooperates with the Students' Organisation in several fields, such as the exchange of students, organisation of seminars and workshops, sport, recreation etc.

One of the most neglected areas in the past was **tutoring and career counselling**. They existed only partially at some members of the UL, such as the faculties of economics and management, of administration and of architecture. A new project has been under way in order to establish both services at all the UL members including the central level. In case of tutoring both students' and teachers' form are previewed. Career services will include some of the existing counselling for students and will develop and provide new services, such as in depth occupational testing and counselling, a UL employment portal, optional courses to develop employability competencies, monitoring of career paths of graduates, supporting alumni associations etc.

#### **2.4. Funding** (see app. 2)

The UL budget amounts to cca 281 million EUR. Of this 77 % is from public sources including those coming from the EU. The rest is obtained on the open market by selling courses (7 %), research, development, counselling and other services.

Public money for study programmes is allocated to the UL as a *lump sum*. Its amount is determined according to the money received in the past and according to the number of students and graduates, of which the last factor is gaining increasing influence. The third

criterion is the field of study, of which social sciences and similar get a factor 1 and arts and similar factor 4.5. This money can only be used for the running of the publicly accredited programmes. UL has a freedom to distribute up to 10 % of it according to its own policies. 5.8 % of this money can be spent by the central administration of the UL in order to run common functions.

Out of public resources including those for research and development 94 % go for the members' activities. The utilisation of this money is earmarked by public regulation and tenders.

Members of the UL provide 0.15 % of their total income for the common tasks carried out by central UL services. Among these are development activities. However, UL is lacking in its development fund. Currently any major development activity should be agreed upon and financed by the UL members.

Efforts to establish a common accounting and business information system of the UL for all its members have only been made recently. Therefore the full cost of teaching and research can only be obtained at members' level and is not fully comparable between them.

A benefit of the existing system is that a lump sum gives certain possibilities to the UL to follow its policies, although they are rather limited. This system also enhances members to seek non public resources. However, on the other hand the management of liquid sources is not always optimal. Salaries are rather inflexibly determined by the state. One of the weakest points certainly is that a common business information system has not been established yet.

### **3. Quality practice of the UL**

#### **3.1. The responsibilities**

The responsibilities for internal quality control are defined in the Law on Higher education as well as in the Statute of the UL. The person responsible for QA is the rector at a central level and the deans at a members' level. They are supposed to promote the organisation of the efficient QA system in their institutions. They are also responsible for a regular annual quality review as well as for the implementation of corrective measures. At lower levels the heads of teaching units should play the same role.

The UL senate and some members' senates have their QA commissions in which the staff and students are represented. These commissions discuss all the QA issues and propose solutions to the senates.

Currently there are just a few faculties employing special QA staff, e.g. the Faculty of Economics and Management. At a central level of the UL the responsibility for QA has been delegated to the vice rector. However, only two people are professionally involved in QA. Their tasks are:

- to give advice and offer consultation to the UL members,
- to organise 2-3 trainings (workshops) per year,
- to prepare an annual self report of the UL based on the members' reports,
- to organise implementation and to analyse students' questionnaires,
- to prepare QA documents,
- to professionally support QA Commission.

The two professionals have recently been involved in the new development projects: development and application of QA and monitoring indicators, upgrading of a students' questionnaire, tutoring and career counselling projects.

Reporting lines are clear: head of the department to the dean and dean to the rector.

### **3.2. Standards**

Since 2004 when the "Standards" were adopted by the National Commission for QA this document has served as the main standard for higher education in Slovenia. Self-evaluation on the basis of this standard is requested from all higher education institutions. It has also been used for external assessment of the university performance.

Collecting sets of data longitudinally enables insight into development trends regarding specific university activities and monitoring of the results of implemented corrective measures either at a UL level or of its members. Recently the set of existing indicators has been reviewed and upgraded. A new set of cca 50 indicators has been in the process of implementation at central and members' levels (see app. 10). It is previewed to be applied annually.

- Since 2000 self-evaluation reports on quality of teaching and research, and on quality of services have been prepared by all members of UL. A common report is discussed every year by the UL senate and other bodies.
- In preparation of self-evaluations different groups (teachers, students, administrative/technical staff) should participate.

Staff and students are becoming aware of QA standards through:

- reports and discussions on the members' and the UL senates,
- special workshops,
- participation in special training, and
- independent students' activities, requesting the implementation of QA system.

### **3.3. Resources**

UL has gained experience in curricula and teaching upgrading and in international cooperation in the field of research and teaching in programmes such as the TEMPUS programme, 5th framework programme, SOCRATES/ERASMUS programme etc. After participating in institutional evaluation (EUA, 1996) and the PHARE project on quality assurance (1998) statistical analyses of study efficiency was developed (in 2000) as well as regular self-evaluation.

Special attention to QA was paid not earlier than in 1999. Therefore in the past adequate financial resources were not planned in the UL budget. That is why UL has to redistribute the existing resources to finance this new activity. The financing is therefore permanently undernourished. It is obvious that the awareness of the importance of QA is higher at schools that had encountered competition for students, such as the Faculty of Economics and Management.

Until now UL has not been successful in establishing a comprehensive QA system. However, several instruments and procedures have been in practice for many years and are being permanently improved. There are:

- The quality of teaching is annually evaluated by students using commonly accepted UL questionnaire (see app. 3). The results are given to evaluated teachers and

deans, who may discuss the results with teachers. They are made available to students' representatives, who give their opinion on the promotion of the academic staff. This instrument was introduced in 1997. The response rate varies highly among the members and should be improved. Many teachers, in addition, use their own instruments to collect students' opinions and proposals for improvement of their teaching.

- Research activities are evaluated by the National Research Agency. The evaluation results are made available for the public online. The results are decisive for obtaining new projects as well as for academic promotion.
- Students' performance has been regularly followed since 1978 by all the members of UL on the basis of the same indicators: succession rates, time-to-graduation etc.
- Administrative processes have been randomly evaluated as a part of the annual self-evaluation. A systematic approach to this field is still missing.
- The international activities (student and staff mobility, international research programs) are evaluated regularly on an annual basis. Usually they are incorporated in the annual self-evaluation report.
- The two traditional measures of quality assurance are internal accreditation of new study programmes, which must be approved by the UL senate, and the promotion (habilitation) procedures based on an individual's publications, teaching and research achievements, peer reviews and on students' evaluation (see app. 6).

The development of quality culture at UL is also supported through the activities of the specialised centre for teachers' continuing education at the Faculty of Humanities (seminars, summer schools and publications on higher education teaching and learning), and through discussions organised by the Slovenian association for teaching in higher education.

In the last period it is strongly suggested by the university management to use the outcomes of any evaluation step in decision making activities and for the implementation of improvements in the study process. However, there is no common procedure at a university level to assure these processes. There are the deans who are primarily responsible for quality assurance and are supposed to organise the implementation of corrective measures and quality improvement.

A further step in the development of QA is needed. This should be a comprehensive system, which will clearly define the responsibilities of individuals and bodies at a central and members' levels, will define the procedures to be regularly followed and will link the quality evaluation results with decision making on personnel, financial, development and other issues. Annual QA conferences of the UL are also previewed.

An urgent need has been expressed to follow graduates' careers and to get their feedback on the study programmes they graduated from. Only a few UL members have established this activity, which needs to be applied universally.

## 4. Strategic management and capacity for change

### 4.1. Responses to challenges and opportunities

An important challenge comes from the **demographic decline** associated with the increasing numbers of programmes offered to potential students in Slovenia and increasing possibilities to study abroad. The main response to this challenge has been a shift from growth, which in the past was enhanced by a larger number of students than could be admitted, to quality development. UL's strategic aim is to remain the most attractive university in Slovenia and to attract increasing numbers of student from abroad. To reach this aim the following measures have been implemented:

- All **study programmes** have been reviewed or prepared anew in line with the Bologna process with the aim to finish the reform of the first cycle in 2007, of the second in 2008 and of the third cycle in 2009. The accent has been on increasing number of interdisciplinary programmes, PhD programmes, joint programmes and joint degrees, of which those developed in cooperation with other universities have priority.
- All programmes are expected to focus on **competence development** by means of a greater share of practical training, links with research and development projects and the involvement of experts from work environments.
- All the University members are expected to gradually increase the number of **courses taught in English** and the number of **foreign teachers** up to 10 %. In 2005 251 UL teachers were hosted by other universities while the number of visiting teachers from abroad was 387. The duration of exchange was mainly for shorter periods, e.g. some weeks.
- The aim is to enable every student to spend **a semester at a foreign university** in the course of his/her 5 years study. For this purpose new agreements with other universities have been made. In addition to the central office for students' exchange all members are expected to upgrade this service.
- UL aims for a 10 % share of **foreign students** composed of those enrolled in UL and those in short term exchange. In 2005 there were about 1,000 outgoing and 620 incoming students. In addition, UL enrolled 760 full time students from abroad. To increase their number UL created a special fund in cooperation with industry, the purpose of which is to support students' mobility. In addition to the EU, the UL is oriented to Southern and Eastern countries.
- UL has started to develop **students support services**. An agreement for closer cooperation with the Students' Organisation has been signed and the Centre for University Sport has been established. Career advisory and career management services as well as the system of tutoring have been in preparation with the aim to become operational in Autumn 2007. UL also supports students' cultural activities and deals with students with special needs.
- Other **quality** monitoring and quality management measures have also been implemented. Among those there are: a set of common indicators to longitudinally monitor the input, process and output of the UL; upgrading of a students' questionnaire for the evaluation of a teaching process to be implemented online; the accent on open recruitment processes of potential teachers, on their references and experiences from abroad in order to decrease the inbreeding problem; the implementation of the questionnaire for the graduates in order to follow their careers and to get useful feedback for students' enrolment and curricula upgrading policies; UL also plans for the evaluation and improvement of administrative services.

The second threat associated with the falling number of students is **falling public resources**, which may hinder the UL development initiatives. To avoid it UL also focuses on the strengthening of its research activities. This will help upgrade teaching, especially in the second and the third cycle. Research will also strengthen relations with industry and other organisations, enhance the creation of new jobs for UL graduates, enable better placement of the UL in the EU research area and bring additional resources to its budget. In short, UL wants to be a desired partner for all who seek research and development services. To enhance research the following measures are especially important:

- UL is about to create a new non-profit **Institute for Innovation and Development**. It will operate as a network of researchers and research teams, which will carry out interdisciplinary research and development projects. The researchers and facilities will be provided by the UL members, as well as by the research and development units of industrial and other organisations. Part of its activities will also be training, a patent bureau and promotion of spin-offs. The founding capital is expected to be provided by industrial companies.
- An **office for EU projects** has been established at the central level in order to provide fluent information on various EU programmes and tenders and to help apply for projects, prepare contracts, and help in financial management and reporting. This service is expanding at a members' level also.
- UL has established its **incubator** in order to promote **entrepreneurship** and finding of new business units, especially among its graduates. The incubator operates as an autonomous unit and will be placed in the newly founded Ljubljana Technological Park.

UL believes that such a strategic orientation will bring together a variety of high quality expertise that exists within the UL and will contribute to a higher level of integration and better synergy at the UL. In addition, the UL administration is working on common information systems, joint programmes of different faculties, common quality criteria for the editing of scientific and teaching publications, common quality assurance, common students' services, coordinated planning and reporting and similar.

#### **4.2. Involvement of externals/ users**

As a public institution UL has representatives of the state in its Managing Board. When major decisions that might effect UL are prepared, such as the budget for higher education and research and long term governmental development documents, there are occasional meetings between the UL management and representatives of various ministries, especially the Ministry for Higher Education, Science and Technology.

The Faculty of Economics has founded its board of economy in order to strengthen links with the potential employers and buyers of its research, development, consultancy and training services. It has also established its alumni association, which exists at some other members also. All the members have been encouraged to follow this pattern.

At the UL central level the Advisory Board of Business Leaders, composed of directors of renowned industrial organisations has been founded. Its role is to give feedback on the UL activities and services and to initiate and help implement changes. The Institute for Innovation and Development and students' mobility fund are such cases.

### 4.3. The role of quality monitoring and management

In the light of UL's strategic orientation from growth to quality development quality monitoring and management plays a major role. Quality assurance instruments from the past, such as annual reporting on quality by all members to central quality commission, internal accreditation of new teaching programmes, central application of promotion criteria by the habilitation commission and students' questionnaires have been complemented by the following:

- a number of cca 50 **indicators** have been elaborated and agreed upon in order to longitudinally monitor the developments of UL, its members and programmes with respect to their inputs, processes and outputs (see app. 10);
- **the students' questionnaire** has been upgraded in order to get students' feedback on a wider range of study, organisational, teachers and other issues of their concern, and to implement it online (see app. 3);
- a **questionnaire for graduates** has been in preparation in order to follow their careers with the accent on their employability and evaluation of teaching programmes they finished.

In the next phase of quality assurance development we also plan on monitoring the quality of **administrative and support services** for students and teachers. The aim is to establish a comprehensive quality monitoring and quality management system, which will provide regular activities of the management, administration and designated bodies at central and members' levels. The records on quality will serve as a feedback for counselling, corrective and enforcement measures, and will have gradually an impact on the financing of teaching programmes and other activities.

UL strongly believes that all these measures will contribute to the seven **goals** of the first **Strategy of the UL for the period 2006 – 2009**.

Since this has been the first UL explicit strategy, the mission, values, vision and goals are difficult to compare with the past when the growth initiated by the increasing numbers of students, the somewhat privileged status of the main national university guaranteed by the national administration, primarily local initiatives of UL members and inertia on the central level prevailed. It should be stressed however, that the previous EUA evaluation of the UL put forward two main recommendations: to pay greater attention to quality issues and to strengthen the integration of the UL.

## 5. Special focus: research and doctoral programmes

### 5.1. Research (see app. 10.)

#### 5.1.1. Strategic priorities

The University of Ljubljana is a research intensive university. All the faculties are required to perform internationally visible, high quality basic and applied research, and also be stimulated to increase the extent of research and development in collaboration with local industry, services etc. Strategic goals are a) to increase the volume and quality of the members' R&D (seeking for increased governmental, EU, and "third stream" funding), b) to enhance international dimension of the university R&D (increase the extent of international collaborative research in EU FPs, exchange of researchers, etc. ), c) to foster R&D activities in the local community (user needs-oriented R&D), d) to foster a joint and interdisciplinary approach of the faculties R&D potential, and e) setting-up an internal system of monitoring and quality assurance of R&D activities and outputs.

In 2003, the sectorial R&D Strategy was formulated by the university R&D Commission and approved by the university Senate. In 2006, the R&D Strategy was implemented by the university leadership, discussed by the university R&D Commission and incorporated in the University Strategy 2006-2009 drafted by the university leadership. The strategy draft was discussed by UL members, university commissions, and the higher administration staff before being finally approved by the University Senate and Governing Board in 2006.

According to the national law on R&D, most of the R&D funding is of a competitive-type. The core university R&D funding is only very minor (about 0.6% of the total university budget) and is distributed among the members (*per capita* principle). Public funding is directed by the National Research Agency, and grants are allocated on a competitive basis directly to research groups for either 5 year research programs or 3 year research projects. Similarly, a limited number of individuals (doctoral students- junior researchers and post-doc researchers) are granted money for research projects including their salaries. UL has no direct influence on the policy of R&D funding. Researchers and research groups directly negotiate for research projects with other funding parties (industry, etc.)

With respect to the national funding system and regarding the fact that principal investigators are directly responsible to the national agency, no specific internal system of quality management and quality assurance has been set up. However, R&D intensity and the quality of R&D of academics is indirectly assessed during promoting procedure regulated by the university "Habilitation Code". In the course of implementation of the UL Strategy, indicators specific to R&D will be introduced to assure quality of R&D at the level of a member and university as a whole.

At the moment there is no general ethical code for researchers, however, specific disciplines (medicine and veterinary medicine) have their own ethical codes valid at the national level.

At the institutional level, there is no special mechanism to stimulate high quality research and top quality researchers as the university has no dedicated funds. To foster university collaboration in EU FPs, a specialized university administrative unit was established in October 2006.

Faculty administration, and in part the central university administrative staff, give necessary support to researchers. However, it is restricted to formal procedures prescribed by external funding parties (mostly national research agency, government, EU Commission,) and the

financial management of projects. In December 2006, a university administrative service was founded to manage intellectual property (invention disclosure procedure, patent application, etc.). However, it is felt that more human resources should be allocated to support researchers' needs.

In general, the university authorities can give only limited and general support to researchers through negotiations during the creation of national mid-term R&D policies (National R&D and Higher Education programs) because of restricted resources at the level of the university, which is a prerequisite for the creation of an institutional R&D policy.

Within the scope of "third stream" strategic goal, in 2004 the university founded the "university incubator" to promote students' and academics' entrepreneurship. At the time of writing, more than 10 "micro-I enterprises" had been launched. Currently, the foundation of a novel institution, with a mission to enhance applied interdisciplinary research and innovations, is under consideration. The novel university institute will be focused on R&D in collaboration with local industry, services etc. Meanwhile, it will enhance IP management, foundation of spin-off firms, etc.

International mobility of researchers is supported by some granting schemes of the national research agency (for example bilateral international collaborations, sponsoring international conferences) and Ad Futura Foundation (stipends for younger researchers, post-docs). The University does not have its own funds for this purpose.

#### **5.1.2. Technology transfer – applied research**

UL members, individual research groups or individuals, especially those in natural and technical sciences and engineering, collaborate directly with industry (applied projects, development). Some faculties (particular research groups) are partners in "technological platforms", "excellence centres" co-financed by local government, local communities (EU structural funds) and industry. To promote further collaboration with local economy (enterprises, services), the university co-founded a board of stakeholder in 2006.

In the beginning of 2006, the UL implemented the law on intellectual property by creating internal rules on invention disclosure and patent application procedures. At the end of 2006, a senate commission for intellectual property was nominated and appropriate professional staff were recruited as a seed unit to be transformed to an "office for technology transfer". UL started promotion of the intellectual property protection and management.

Considering the output of publicly financed R&R the most convenient results are publications (articles in peer reviewed journals, monographs, books, etc.) and only very few patents as compared to the situation in some other West European and U.S.A. universities.

There is a commitment of university leadership (central and members') to improve collaboration with economic environment. However, specific measures should be developed at all levels to increase penetration of knowledge (advertising the university R&D potential, systematic analysis of needs in local environment, offering collaborative developmental projects, etc.). The outcome depends on success of current governmental policy on the creation of institutions supporting academia-economy collaboration.

#### **5.1.3. Financing and R&D expenses**

Financing of university R&D in Slovenia is rather stringent as R&D and HE legislation and rules of national research agency in power are rather rigid and over-regulated as compared to respective EU legislation. Moreover, university education is regulated by the Law on higher education while R&R is ruled by a separate act valid also for research institutes

(governmental and those with concession). As the act regulating R&D is more focused on research institutes, universities face certain difficulties in gaining and allocation of financial resources. For these reasons, and those mentioned before (no core funding of R&D) there is no sustainable R&D financing at universities. Another important consequence of the current legislation (allocation of funding to individuals and research groups) is that it is not possible to be create institutional policy on R&D

## **5.2. Doctoral programmes** (see app. 10)

In 2006, all current doctoral programmes were structured according to the “pre-Bologna” scheme (2+2 years, 240 credits) except for one programme, which has been adapted to the Bologna 3rd cycle (180 credits). According to the “old” scheme, admission criteria are: completed adequate 4-6 years (240-360 credits) university program (national law) and criteria specific for disciplinary M.Sc. and/or doctoral programme, most usually average examination marks and diploma thesis, as determined in a programme. Another entry to a doctoral program could be a completed 2-years (120 credits) M.Sci. programme. Master of Science program includes 90 credits of taught courses (lectures, seminars, etc) and research work (30 credits). Doctoral student can leave the 2+2 years scheme after 2 years by taking M.Sci. degree or continues with a 2 years lasting research work (doctoral dissertation thesis).

Most doctoral programmes are disciplinary oriented and are generally offered and managed by respective UL members. In addition, some interdisciplinary programs are offered in collaboration of either two or more members, and two interdisciplinary programs are organized and managed at the central university level.

UL adopted regulations, which apply for all Ph.D. programs and assure minimal standards:

- the UL issues common call for enrolment in the graduate study programs (masters and doctoral) for all disciplines,
- study programs (faculty or university level) have to be evaluated by the central UL committees and approved by the UL Senate,
- the UL Senate approves thesis of doctoral dissertation, student’s mentor and co-mentor (if any),
- before defence of a PhD thesis, publication in peer-reviewed journal is obligatory,
- promotion of PhD graduates is performed by the Rector.

Submission of M.Sci. thesis, appointment of a supervisor, and evaluation of the thesis is under the control of UL members’ committees, and members’ senates while a doctoral dissertation thesis is regulated by the university statute. The thesis, mentor (co-mentor), and the doctoral dissertation evaluation commission should be approved by the university senate following the previous review of the senate committee for doctoral studies on the proposal of a faculty senate. The evaluation commission consists of at least 3 members, and at least one of them must be from another UL member or another university. There is a recommendation to invite a foreign expert if possible. The doctoral student should have a mentor (and co-mentor) qualified as an assistant, associate or full professor, or entitled scientist (university statute).

Recruitment of doctoral students is started upon a public call for application launched by the university. It specifies programmes to be enrolled in and the number of posts. Students fulfilling formal criteria are selected primarily on the basis of previous merits (average marks, awards, scientific publications). Meanwhile applicants may apply for a position of a so called “junior researcher” (National Research Agency) in order to obtain contracted full financial support (salary, social security) for the term of doctoral study. In fact, these positions are

associated with a mentor selected by the agency (a distinct call for mentors) which chooses a doctoral student afterwards.

Doctoral programmes may be co-financed (up to 80%) by the Ministry of Higher Education, Science and Technology. Universities can apply for co-financing upon an official call of the Ministry. A Doctoral student should pay a fee, which could be full or could be substantially reduced if a specific program is co-financed by the ministry. If the program is co-financed the upper limit of the fee is determined by the ministry. Otherwise, the full cost of the fee without co-financing is proposed by the UL member executing the program and approved by the UL managing board.

The legal status of doctoral candidates is dependent on whether they hold the position of “junior researcher” or not. In all cases, they have a legal student status (provision of some social security). However, the “junior researcher” has a regular legal status of a university employee for the contracted period of 3.5 years. The “junior researcher” is obliged to assist in teaching (up to 5 hr/week) while other doctoral candidates do not have this obligation. Some of the doctoral students are part-time students if they are employed by other parties.

Doctoral candidates are encouraged, in particular those having a “junior researcher” contract, to spend some time working at a university or research institute abroad. Usually, such mobility is provided by mentors having established international collaboration. Novel, the Bologna scheme, strongly suggests doctoral student mobility (at least 10 credits).

So far, there is no organized career counselling for doctoral candidates. The ministry keeps in track some records on the employment of Ph.D. holders, previous “junior researchers”. The UL is planning to establish a service for career counselling for doctoral candidates, too.

## 6. Tables

Table 1: **The main UL facilities expressed in square meters**

TYPE OF FACILITY	Square meters
Lecturing rooms	41,300
Offices	34,950
Seminar rooms and laboratories	49,250
Libraries and reading rooms*	13,100
Total premises	236,970
Rented in addition to above	23,500

\*UL students and staff, in addition, use the facilities of the two associated members: National University Library and Central Technical Library.

Table 2: **Students/staff ratio for selected members of UL**

	A	B
UNIVERSITY OF LJUBLJANA	11.72	18.20
Academy of theatre, film, radio and TV	2.3	3.18
Academy of fine arts and design	7.10	10.12
Faculty of veterinary medicine	4.69	6.04
Faculty of mathematics and physics	7.59	9.64
Faculty of biotechnology	8.07	11.35
Faculty of mechanical engineering	11.25	12.14
Faculty of electro engineering	12.16	15.44
Faculty of law	25.52	42.32
Faculty of economics and management	28.97	56.40

Table 3: **Selected effectiveness indicators for selected members of UL in 2005**

	IP1 %	IP2 %	T1-2 %	LS-years	ES
UNIVERSITY OF LJUBLJANA			50.2		
Academy of theatre, film, radio and TV	650	82	100	6.0-8.3	1.5-1.6
Academy of fine arts and design	474	106	86.7	5.4-6.8	1.1-1.3
Faculty of veterinary medicine	251	116	68.2	7.6	1.2
Faculty of mathematics and physics	68	107	22.5	6.3-7.2	1.4-1.7
Faculty of biotechnology	126	108	49.1	5.9-8.3	1.2-1.6
Faculty of mechanical engineering	86	100	35.2	5.9-7.4	1.3-1.4
Faculty of electro engineering	105	102	49.9	5.4-7.0	1.3
Faculty of law	143	104	32.5	6.3	1.2
Faculty of economics and management	152	110	57.8	5.4-6.8	1.3

Legend:

IP1 – applications / available places for full time students

IP2 – admitted full time students / available places

T1-2 – transition of full time students from the first to the second year of study

LS – length of study in different 3-5 years programmes in years

ES – effectiveness of study of full time students expressed as actual length of study / normative length of study

## **7.. List of appendices to the self-evaluation report (UL, april, 2007)**

- 1. UL organisational scheme** (s.e.report, part 1.1., 2.1.)
- 2. Budgeting process at the UL**  
**Financial data - year 2006** (s.e.report, part 2.4., 5.1.4.)
- 3. Student evaluation of teaching – questionnaires** (s.e.report, part 3.3., 4.1., 4.3.)
- 4. Information for foreign reviewers of promotion (habilitation) requests**  
(s.e.report, part 2.1.1.)
- 5. Outline of the Slovenian higher education and research&development system and legislative background.** (s.e.report, part: 1.8.)
- 6. The Procedure for Accreditation of Study Programme** (s.e.report, part 1.8.1., 2.2., 4.1.)
- 7. Description of the system of parallel study** (s.e.report, part 2.2.)
- 8. Analysis of study programmes considering similarity of subjects and comparison between UL members** (s.e.report, part 2.2.)  
Number of teaching hours performed for home and host members of UL in year 2006/07  
Table 2: List of chemistry subjects at different programmes performed by different members of UL  
Table 3: List of physics subjects in different programmes performed by different members of UL  
Table 4: List of mathematics subjects in different programmes performed by different members of UL  
Table 5: List of biology subjects in different programmes performed by different members of UL  
Table 6: List of sociology subjects at different programmes performed by different members of UL
- 9. Application procedure including Call for enrolment, application form and relevant rules** (s.e.report, part 2.1.1.)  
Application procedures for enrolment  
Application for courses at the UL (undergraduate study)
- 10. Quality indicators** (s.e.report, part 3.3., 4.3.)
- 11. A list of some remarkable achievements of the UL** (s.e.report, part 2.2.)