

*Univerza v Ljubljani*



# **Analysis of the UL activities**

ABSTRACT

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## Introduction

The document is prepared for the purpose of the UL discussion on the UL 2020 Strategy and for the extension of accreditation of the university. It's based on accessible and only on reliable data (exp. previous years' bussines reports). The analysis is a general overview of the activities performed at the UL. The better and wider overview can be achieved by combining this analysis with the UL 2011 Annual Report.

# UL 2006-2009 Strategy – achievement of strategic goals

## 1. Strategic goal C1: Increasing volume and quality of research

<b>Strategic goal C1 - Assessment of achievement</b>	in principle achieved
<b>Area of realization</b>	<ul style="list-style-type: none"> <li>- number of young researchers</li> <li>- number of citations per researcher</li> <li>- number of patents</li> <li>- number of innovations</li> <li>- number of contracts with partners from economy</li> <li>- number of accessible sources</li> </ul>
<b>Area of non-realization</b>	intended volume of staff exchange

The external constraints (SRA public calls and funds and legislation regulating labour market) were the major obstacles for not achieving four of the set objectives: targeted numbers of post-doctoral students and realization of sabbatical years.

Table 1. Achievement of goals and operational objectives – Strategic goal C1 (UL 2006-2009 Strategy)

<b>Strategic goal C1: Increase volume and quality of research</b>					
<b>Goals</b>	<b>Operational objectives</b>	<b>Indicator</b>	<b>2006</b>	<b>2010</b>	<b>Goal achieved</b>
Attract more young and post-doctoral researchers from home and from abroad	Increase the number of young and post-doctoral researchers by 15%	Number of young researchers	<b>464</b>	<b>544</b>	<b>YES</b>
	Increase the share of young and post-doctoral researchers to 10%	Number of post-doctoral researchers	<b>46</b>	<b>32</b>	<b>NO</b>
		Share of young and post-doctoral researchers	<b>5</b>	<b>NO DATA</b>	<b>PARTLY</b>
Increase number of international publications and cited scientific research	Annual increase by 5%	Number of international publications per researcher	<b>0,65</b>	<b>0,52</b>	<b>NO</b>
		Number of citations per researcher	<b>1,82</b>	<b>2,2</b>	<b>YES</b>
Increase number of patents, innovations, development and systematic solutions for industry and public service	Annual increase by 10%	Number of patents	17 registered, 17 awarded, 2 sold	20 registered (9-slo), 21 awarded (10-slo), 1 sold	<b>YES</b>
		Number of innovations	<b>6</b>	<b>18</b>	<b>YES</b>
Increase number of contracts with partners from economy	Annual increase by 10%	Number of contracts with partners from economy	<b>353</b>	<b>568</b>	<b>YES</b>
	Implement sabbatical year	Share of staff implementing sabbatical	<b>0,218%</b> (8 persons)	<b>0,416%</b> (17 persons)	<b>NO</b>

Encourage study of junior staff at various institutions and programmes at home and abroad. Staff training in teaching, research, management.	Number of staff on education at other institutions in Slovenia and abroad Delež kadrov, ki se izobražujejo izven matičnih institucij in v tujini	144	49	NO
Knowledge base	Number of accessible documents (all* and physically accessible)	2901742* 60489	3022983*63068	YES

## 2. Strategic goal C2: Implementing study programmes reformed according to Bologna principles

<b>Strategic goal C2 - Assessment of achievement</b>	in principle achieved
<b>Area of realization</b>	<ul style="list-style-type: none"> <li>- accreditation of reformed first cycle study programmes at the latest in 2008</li> <li>- accreditation of reformed second cycle study programmes at the latest in 2009</li> <li>- accreditation of reformed third cycle study programmes at the latest in 2010</li> <li>- accreditation of further training study programmes</li> <li>- implementing reformed study programmes and abolishing pre-reform study programmes of all three cycles</li> <li>- increasing the students progression rate not decreasing the quality of study</li> <li>- reducing the number of students repeating a study year</li> </ul>
<b>Area of non-realization</b>	<ul style="list-style-type: none"> <li>- formation of study programmes for upgrading the level of education for employed adults</li> <li>- monitoring pedagogical skills of teachers at the university</li> </ul>

The priority of the time period were degree study programmes of all three cycles therefore there were no human resources available for forming other study programmes, adapted to already employed candidates. Due to non-favourable economic situation the interest of the employed for additional education was substantially reduced. Additional adaptations of implementation of degree study programmes are needed which is our task for the future.

Table 2. Achievement of goals and operational objectives – Strategic goal C2 (UL 2006-2009 Strategy)

<b>Strategic goal C2: Implementation of reformed degree study programmes</b>					
<b>Goals</b>	<b>Operational objectives</b>	<b>Indicator</b>	<b>2006</b>	<b>2010</b>	<b>Goal achieved</b>
Accreditation of degree study programmes of all three cycles	accreditation of reformed first cycle study programmes at the latest in 2008	Number of accredited reformed study programmes at the Council of HE of the Republic of Slovenia	<b>43</b>	<b>162</b> (including 7 long-cycle master programmes)	<b>YES</b>
	accreditation of reformed second cycle study programmes at the latest in 2009	Number of accredited reformed study programmes at the Council of HE of the Republic of Slovenia	<b>51</b>	<b>173</b>	<b>YES</b>
	accreditation of reformed third cycle study programmes at the latest in 2010	Number of accredited reformed study programmes at the Council of HE of the Republic of Slovenia	<b>1</b>	<b>20</b>	<b>YES</b>
		Number of joint study programmes	<b>3</b>	<b>13</b>	<b>YES</b>
Priprava programov za vseživljenjsko učenje	accreditation of further training study programmes	Number of persons, enrolled in the LLL study programmes	<b>No data</b>	<b>638</b>	<b>YES</b>
	Formation of study programmes for upgrading the level of education for employed adults	Number of programmes	<b>283</b> (no data about the number of accredited programmes )	<b>194</b> (including 7 accredited)	<b>NO</b>
Implementacija novih programov tako, da bi do leta 2010 vse članice razpisale nove programe.	Implementing reformed study programmes and abolishing pre-reform study programmes of all three cycles	Number of reformed programmes in the call for enrolment	<b>17</b>	<b>148</b>	<b>YES</b>

Increasing the efficiency of study	Increasing the students progression rate and not reducing the quality of study	% števila študentov drugega letnika brez ponavljavcev glede na število vpisanih študentov prvega letnika iste generacije – natančne evidence ni % vseh ponavljavcev glede na vse vpisane študente (brez absolventov)	FULL-TIME <b>50,2%</b> PART-TIME <b>25,1%</b>	LONG-CYCLE MASTER- <b>70.74%</b> ACADEMIC- <b>61.62%</b> HIGHER PROFESSIONAL <b>-33.51%</b> AVERAGE- <b>53,92%</b>	<b>YES</b>
	Reducing the number of students repeating a study year		<b>16,3%</b> -FULL TIME AND PART-TIME AVERAGE	<b>5,92%</b> - UNDERGRADUATE AND LONG-CYCLE MASTER	<b>YES</b>
		Annual shortening of time of study	TIME OF STUDY (full-time)- higher profesional: <b>5,7 years</b> , academic <b>7,8</b> years	<b>No data</b> (due to implementing reformed study programmes the 2010 data are not relevant, for 2011 the data are relevant)	<b>PARTLY</b>

### 3. Strategic goal C3: Strengthening and enhancing international cooperation

<b>Strategic goal C3 - Assessment of achievement</b>	not achieved
<b>Area of realization</b>	- number of joint study programmes - establishing EU projects office
<b>Area of non-realization</b>	- at least one joint study programme at every individual UL Member in the next two years - increasing participation in international projects by 10% every year - opportunity for every student to study one semester abroad by the end of the second cycle study programme - at least 10% of foreign students - establishing a foreign students' support fund - every UL Member offering at least one semester of study subjects in a foreign language - every new researcher or teacher working at a foreign institution for at least three months during the first period of appointment in the reserach or teacher title - increasing inclusion of foreign researchers and teachers by 5% per year



The goals were only partly achieved compared to the ambitions in the strategy, though the trends are encouraging especially in the research area. The educational goals were pursued rather modestly due to legislative constraints in joint study programmes provision and due to expensive implementation of joint study programmes. Nevertheless the UL should continue with the international activities, especially on the doctoral cycle, in student and staff mobility.

Table 3. Achievement of goals and operational objectives – Strategic goal C3 (UL 2006-2009 Strategy)

<b>Strategic goal C3: Strengthening and enhancing international cooperation</b>					
<b>Goals</b>	<b>Operational objectives</b>	<b>Indicator</b>	<b>2006</b>	<b>2010</b>	<b>Goal achieved</b>
Encouraging international cooperation for accreditation of all three cycles joint study programmes with foreign partners	At least one joint study programme at every individual UL Member in the next two years	Number of joint study programmes	2	13	<b>NO</b>
	Increase the number by 10% every year			achieved	<b>YES</b>
Intensifying of inclusion in international research networks and projects, particularly in the role of coordinators or in centres of excellence	Increase participation in international projects by 10% every year	Number of international projects	293	345 (18% compared to 2006)	<b>NO</b>
Increasing student exchange	Opportunity for every student to study one semester abroad by the end of the second cycle study programme	Share of students partly studying abroad	954oz. 1,8% (full-time)	1070 oz. 2,4% (full-time)	<b>NO</b>
Increasing enrolment of foreign students and their inclusion in Slovene language courses	At least 10% of foreign students  Establishing foreign students' support fund	Share of foreign students  Fund not established	714 oz. 1,3% (full-time)  Fund not established	1236 oz. 2,7% (full-time)  Fund not established	<b>NO</b>

Form offer of study subjects in foreign language	Every UL Member offering at least one semester of study subjects in a foreign language	Number of offered subjects provided in foreign language	61 +12 web provisions	225	NO
Increasing staff exchange	Every new researcher or teacher working at a foreign institution for at least three months during the first period of appointment in the research or teacher title	Number of foreign teachers	159	68 (one subject) and 191 (shorter)	NO
	Increasing inclusion of foreign researchers and teachers by 5% per year	Number of HE staff in educational process abroad	384	199	NO
Provide institutional support for international cooperation	Establishing EU projects office	Number of <u>acquired</u> projects  Note: Only newly acquired projects	6.OP - 29, 7.OP - NP drugi med.- 111	6.OP - 0 7.OP - 26 other EU - 86/ other Non-EU - 14	YES

#### 4. Strategic goal C4: Increasing knowledge transfer

<b>Strategic goal C4 - Assessment of achievement</b>	in principle achieved
<b>Area of realization</b>	- number of professionals from practice - sistematic employment monitoring
<b>Area of non-realization</b>	- monitoring hours of performance with professional from practice - follow-up employment of graduates

The UL failed to establish sistematic employment monitoring of graduates, which is still implemented only at the level of some UL Members. Most of them established ALUMNI clubs and started organizing contacts with graduates. The ALUMNI clubs' activities need to be encouraged further on.

Hours hours of performance with professional from practice were not monitored/counted, the indicator wasnot included in the UL 2010 business report.

Table 4. Achievement of goals and operational objectives – Strategic goal C4 (UL 2006-2009 Strategy)

<b>Strategic goal C4: Increasing knowledge transfer</b>					
<b>Goals</b>	<b>Operational objectives</b>	<b>Indicator</b>	<b>2006</b>	<b>2010</b>	<b>Goal achieved</b>
Inclusion of professional from practice in educational process	At least half of the ECTS credit points obtained in work or research environment with teachers from practical environment	Number of professionals from practice	1137	1051 and 167 from research institutions	YES
		Number of hours of performance with professional from practice	7735 hours	No data	PARLY
Keeping contacts with graduates and keeping their employment data	Every UL Member must monitor employment of graduates and keep and strengthen contacts with graduates	Degree of employment as a ratio between the number of graduates and the number of graduates failing to find employment in six months	No data	No data	NO
		Number of ALUMNI clubs	No data	Alumni established by almost all UL Members	YES

**5. Strategic goal C5: Establishing a comprehensive quality assurance system**

<b>Strategic goal C5 - Assessment of achievement</b>	achieved
<b>Area of realization</b>	<ul style="list-style-type: none"> <li>- establishing a comprehensive system of indicators, including inputs, processes and outcomes</li> <li>- every UL Member implements self-evaluation and external evaluation at least every 7 years</li> <li>- implementing international accreditation in certain areas, where there are relevant mechanisms</li> <li>- students survey revision</li> <li>- development of instruments and processes of ICT and library system</li> <li>- establishing a UL Career centre and tutoring system</li> <li>- elaboration of annual reports and organization of annual quality assurance conferences</li> </ul>
<b>Area of non-realization</b>	- revision of habilitation criteria with emphasis on pedagogical achievements

	<ul style="list-style-type: none"><li>- developing instruments for quality of administrative work</li><li>- follow-up on the graduates' careers</li></ul>
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The pedagogical skills verification is still not sufficient and the same goes for the value of educational achievements as regards the criteria for appointment to the research and teaching titles at the UL. The quality of administrative work was not systematically included in the UL self-evaluation.

Table 5. Achievement of goals and operational objectives – Strategic goal C5 (UL 2006-2009 Strategy)

<b>Strategic goal 5: Establishing a comprehensive quality assurance system</b>					
<b>Goals</b>	<b>Operational objectives</b>	<b>Indicator</b>	<b>2006</b>	<b>2010</b>	<b>Goal achieved</b>
Form a range of representative indicators for monitoring progress at the level of UL Members, programmes and the UL	Establishing a comprehensive system of indicators, including inputs, processes and outcomes	Developmental changes.	<b>Adopted range of indicators and the system plan</b>	<b>Operational system</b>	<b>YES</b>
Periodical detailed self-evaluations as a base for external evaluations	Every UL Member implements self-evaluation and external evaluation at least every 7 years	External evaluation assessment	<b>In 2006 there was an extensive UL self-evaluation as a preparation of EUS IEP evaluation and as a 2006-2009 strategy preparation</b>	<b>Implementation of detailed self-evaluations of some UL Members by external national evaluation teams (UL FF, UL NTF, UL FS, UL BF, UL FGG, UL FRI, UL FU, UL ZF) Or external international evaluation teams (UL VF, UL EF, UL FU, UL FPP, UL FKKT); preparation for external accreditations (UL EF, UL FU, UL FDV).</b>	<b>YES</b>
Encourage international accreditation of individual UL Members and study programmes	Implementing international accreditation in certain areas, where there are relevant mechanisms	Number of international accreditations	<b>2</b>	<b>4</b>	<b>YES</b>
IMprovement of individual quality assurance tools	Students survey revision	Assessment of students surveys	<b>Valid Rules on implementation of students surveys from 2003</b>	<b>Valid Regulation on students survey implementation from 2008, introducing e-survey and broadening the</b>	<b>YES</b>

				subject of survey From teaching evaluation to comprehensive study evaluation	
	Revision of habilitation criteria with emphasis on pedagogical achievements	Implementaion of new criteria	Preparation of changes	/	NO
Introducing system of quality assurance for administrative work	Developing instruments for quality of administrative work	Adoption and implementation at the level of UL Members	Inclusion of the are ain the e-survey (questions under point 1)	e-survey implemented on 14 UL Members e-survey preparation on 9 UL Members	YES
Development of instruments and processes of ICT and library system	Development of instruments and processes	Adoption and implementation at the level of UL Members	Realized	Annual implementation	YES
Establishing a UL Career centre and tutoring system	Vzpostavitev službe na UL in mreže sodelavcev na članicah	Adoption and implementation at the level of UL Members	Implementation of tutoring system and the Career centre	System of tutoring and Career centres network established	DA
	Follow-up on the graduates' careers	Graduates' responses	Not implemented	Some UL Members started implementation	NO
Reporting to the public on results and achievements	Elaboration of annual reports and organization of annual quality assurance conferences	Values of quality indicators	Elaborationg and publishing annual business reports. In 2006 a conference on quality.	Elaborationg and publishing annual business reports. Implemented workshops for elaboration of quality reports. An international seminar on quality in 2010 in cooperation with guests from Norway.	YES

## 6. Strategic goal C6: Development of extracurricular activities

<b>Strategic goal C6 - Assessment of achievement</b>	Not achieved
<b>Area of realization</b>	- criteria for recognition of extracurricular activities in accumulation of ECTS credit points
<b>Area of non-realization</b>	- establishing UL Centre for sport - accreditation of sport, artistic, cultural, social and other non-formal learning courses

With the establishment of an office – UL Centre for sport the goals were only partly achieved. The other extracurricular activities are still organized at the level of the UL Members and the recognition is still to be encouraged.

Table 6. Achievement of goals and operational objectives – Strategic goal C6 (UL 2006-2009 Strategy)

<b>Strategic goal C6: Development of extracurricular activities</b>					
<b>Goals</b>	<b>Operational objectives</b>	<b>Indicator</b>	<b>2006</b>	<b>2010</b>	<b>Goal achieved</b>
Establishing UL Centre for extracurricular activities	Establishing UL Centre for sport	Number of included students	<b>8631</b>	<b>7713</b>	<b>NO</b>
Encouraging formation of extracurricular programmes and their inclusion in the credit accumulation system	Accreditation of sport, artistic, cultural, social and other non-formal learning courses	Number of programmes	<b>61</b> (sport programmes)	<b>50</b> (sport programmes)	<b>NO</b>
	Forming criteria for recognition of achieved credit points	Number of included students	<b>Starting the project 2007/2008</b>	<b>1242</b> (sport only)	<b>PARTLY</b>

## 7. Strategic goal C7: Strengthening cooperation among autonomous UL Members

<b>Strategic goal C1 - Assessment of achievement</b>	in principle achieved
<b>Area of realization</b>	- introducing human management and business information ICT system - by 2009 tripling the number of programmes where more UL Members cooperate

	<ul style="list-style-type: none"> <li>- implement exchange of students among the UL Members for accumulation of ECTS credit points</li> <li>- implementing regular monthly meetings of the UL Members' deans</li> <li>- consultations of the UL Senate commissions before adopting more important decisions</li> </ul>
<b>Area of non-realization</b>	<ul style="list-style-type: none"> <li>- upgrading the ICT system in the area of study, research and libraries' activities</li> <li>- creating information exchange platforms</li> </ul>

There is still a negligible number of students taking optional or elective subjects at another UL Member. The offer is also limited on the part of the UL Members. The communication platforms have widened access to information sharing, however the ICT system was not comprehensively implemented due to decentralised UL system, lack of incentives and funds. This goal remains to be realized in full.

Table 7. Achievement of goals and operational objectives – Strategic goal C1 (UL 2006-2009 Strategy)

<b>Strategic goal C7: Strengthening cooperation among autonomous UL Members</b>					
<b>Goals</b>	<b>Operational objectives</b>	<b>Indicator</b>	<b>2006</b>	<b>2010</b>	<b>Goal achieved</b>
Implement a comprehensive ICT system	Upgrading the ICT system in the area of study, research and libraries' activities	Share of UL Members implementing comprehensive ICT system	<b>Implementing ICT in the area of education and human resources</b>	<b>e-student: 38,46 % (10 UL Members)</b>	<b>NO</b>
	Implementation of human resource management ICT		<b>UKE(QT) 100%-all UL Members</b>	<b>UKE(QT) 100%-all UL Members</b>	<b>YES</b>
Increase the number of programmes where more UL Members cooperate	By 2009 tripling the number of programmes where more UL Members cooperate	Number of programmes	<b>4 postgraduate 1 undergraduate</b>	<b>3 undergr. 2 master 20 doctoral</b>	<b>YES</b>
Implement exchange of students among the UL Members	Implement exchange of students for accumulation of ECTS credit points	Number of exchange students	<b>No data</b>	<b>365 študentov (vsaj 1 predmet drugje) 237 drugih št. na članici</b>	<b>PARTLY</b>



Creating information exchange platforms	Monthly meetings of the UL Members' deans	Satisfaction with exchange of information	YES	YES	YES
	Consultations of the UL Senate commissions before adopting more important decisions		YES	YES	YES
	Creating information exchange platforms			Implemented Intranet and the UL Portal/Sharepoint	YES
	Creating information material for the wider public		YES	YES	YES

## Analysis of indicators in reference to the UL 2020 Strategy

The indicators below are proposed for the 2020 strategy realization analysis. They are subject to discussion related to the UL 2020 strategy.

### 1. *Creation of knowledge and art for sustainable development of society and individuals*

#### 1.1 Encouraging creation of large interdisciplinary research groups

	2006/2007	2009/2010	2011/2012
Centres of Excellence	/	/	8
Projects			
6. OP	110	23	7
7.OP	0	94	103
WoS publications	1.701	1.669	2.507
Citations	13.517	/	39.515
Number of large research groups (by size and by UL Members)	No data	No data	No data (286 of all research groups)
Number of research projects with research institutes	No data	No data	No data
Share of acquired research funds (all SRA funds)	2006: 29,12	2009: 29,51	2011: 29,25

#### **Centres of Excellence**

»Centres of excellence are the measure for enhancing knowledge concentration in priority technological areas and horizontal links in the knowledge development production within the framework of scientific-technological policy of the Republic of Slovenia and based on strategic partnership between economic and the academic environment. It is a comprehensive, interdisciplinary research and development programme with specifically targeted transfer of knowledge for transition into energetically efficient economy with low greenhouse gases emissions and towards intensive transition into low-carbon society. Eight Centres of Excellence<sup>1</sup> were established in the period of 2009-2013.«

The UL participates in 8 Centres of Excellence.

#### **EU projects**

The number of EU research project and programmes are constantly rising at the UL. The number of more coordinating roles could be on the part of the UL as well as some more ERC<sup>2</sup> projects could be acquired. To achieve better results more administrative support is needed in project management.

<sup>1</sup> (Source: [http://www.arhiv.mvzt.gov.si/si/delovna\\_podrocja/znanost\\_in\\_tehnologija/centri\\_odlicnosti\\_in\\_kompetencni\\_centri/](http://www.arhiv.mvzt.gov.si/si/delovna_podrocja/znanost_in_tehnologija/centri_odlicnosti_in_kompetencni_centri/)).

<sup>2</sup> European Research Council

### ***Publications and citations***

The WoS<sup>3</sup> data are collected at the level of the UL Members and annually at the level of the UL for reporting purposes. The data include also publications in all reviews and not only in the indexed publications; therefore are the data not quite reliable. Nevertheless the upward trend is noted in publishing (also according to the SICRIS data).

### ***Acquiring of national research funds***

For the past 10 years the UL has been granted a little less than 30% of all the SRA annual funds for research. Given the fact that the number of researchers and research institutions in Slovenia is rising, the UL considers maintaining this average a success.

#### *1.1. Doctoral school*

	<b>2006/2007</b>	<b>2009/2010</b>	<b>2011/2012</b>
Number of programmes: pre-reform doctoral	80-completing	71-completing	18-completing
Third cycle	2 interdisciplinary	20 interdisciplinary	21 interdisciplinary
Number of registered students:			
pre-reform doctoral	855	951	447
Third cycle	5	1.275	2.229
Number of registered foreign students:			
pre-reform doctoral	No data	359	32
Third cycle	No data	No data	240
Number of doctoral graduates:			
pre-reform doctoral	327	373	353
Third cycle	0	1	40
Number of foreign doctoral graduates:			
pre-reform doctoral	No data	No data	34
Third cycle	/	/	5
Efficiency of doctoral study [elaboration of the indicator needed, exp. average completion time, share of graduates in the nominal duration of the programme)	No data	No data	No data

### ***Doctoral school***

Doctoral school was established to improve research and study synergies in an international context, in context of new projects and research groups in cooperation among mentors and doctoral students. The doctoral school proved as a good model also in interdisciplinary education and research. The number of doctoral study programmes diminished compared to the pre-reform programmes. The next mission is criteria for selection of mentors, inclusion of foreign experts and commissions. The procedures and organization should be simplified and shorter.

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<sup>3</sup> Web of Science

The number of students accessing doctoral programmes will remain restricted for the purpose of higher quality; therefore in 2011 the offered study places were not significantly increased.

### **International doctoral programmes**

There is 1 joint doctoral study programme implemented at the UL. More internationalization is needed at the level of doctoral study.

### **Enrolment of foreign doctoral students**

The share of foreign doctoral students in pre-reform programmes is 7% in 2011/12 and in the reformed programmes 10%. There were 9.6% of foreign doctoral study graduates from pre-reform programmes in 2011 and 12.5% in the same year from the reformed doctoral study programmes. Increased number of foreign students is planned.

#### *1.2. Post-doctoral projects*

	<b>2006/2007</b>	<b>2009/2010</b>	<b>2011/2012</b>
Number of young researchers (SRA register)	465	556	620
Number of post-doctoral programmes' candidates	46	19	36

There are more than half of doctoral students included in the national young researchers' scheme. The same is the situation in the post-doctoral programmes. Both schemes are highly dependant on the SRA funding; therefore there are quite substantial oscillations in numbers. In the ambitions of the UL to be a good research university, the UL intends to lead a pro-active policy in planning and implementing post-doctoral projects and criteria for incentives for most promising, above-average and excellent scientific and developmental achievements of research groups.

## **2. Education (knowledge transfer) of socially engaged and responsible graduates**

### *2.1. Separation of higher professional and academic study programmes*

	<b>2006/2007</b>		<b>2009/2010</b>		<b>2011/2012</b>	
	Pre-reform undergraduate	First cycle	Pre-reform undergraduate	First cycle	Pre-reform undergraduate	First cycle
Number of higher professional study programmes	30	5	37	31	1	31
Number of academic study programmes	98	19	120	124	85	126
Number of students in higher professional study	13.721	7378	3.655	7.289	1.794,0	8.868,0
Number of students in academic study programmes	21.712		12.826	14.147	9.898,5	19.785,0

<b>2006/2007</b>	<b>2009/2010</b>	<b>2011/2012</b>
------------------	------------------	------------------

	UNI	VS	UNI	VS	UNI	VS
% of registered candidates from secondary education						
General matura	88,70%	11,60%	88,90%	14,40%	88,20%	16,90%
Professional matura	8,70%	80,70%	8,70%	82,30%	10%	81%

### **Number of higher professional and academic study programmes**

The UL educates more than half of all the Slovenian students, being the largest Slovenian higher education institution. The offer of study programmes is the largest and most varied and covering all the disciplinary areas. The emphasis is on academic education which is not clearly separated from higher professional education as regards organization and contents.

### **Number of registered students**

The ratio between students in academic and professional study programmes is constant for the last 10 years. There is a noticeable trend of more students with general matura enrolling in higher professional study programmes.

#### *2.2. Increased efficiency of education*

	2006/2007	2009/2010	2011/2012
Students' progression rate (first study year to second study year) *	1st cycle –full-time-63% 1st cycle part-time-32,4% academic-full-time-65,3% academic-part-time-60,9% higher professional-full-time-54,9% higher professional-part-time-63,9%	1.st -UNI-64,35% 1.st -VS-38,89%  UNI-56,9% VS-50,49%	1.st -R-55,32% 1.st -I-44,49%  DODIPLOMSKI se izvaja le v višjih letnikih
Duration of study (in months)	Higher professional-67 , Academic-93,6	First cycle> higher professional -3,98 , First cycle>academic-4,43  higher professional-5,9  , academic-7	First cycle> higher professional -56,77 months, First cycle>academic -43,27months higher professional -82,94 months , academic-71,73months
Number of teaching staff on training courses at home	262	2073 (all employed)	740 (all employed)
Number of teaching staff on training courses abroad	144	49	250
Tutor system (descriptive presentation of situation)	Established system	Active system	Active system, including activities for specific groups

\*Data are not correct – the calculation does not include the number of students per UL Member. The data are an orientation.

### **Progression rate**

Progression rate is better in the master study programmes than in the undergraduate study programmes. The progression rate in doctoral study programmes is good, though not in all doctoral study programmes. With implementation of student centred learning methods of teaching and learning we intend to improve the progression rate.

### ***Duration of study***

Average duration of study in pre-reform study programmes of nominal duration of three years was 70.3 months in 2011. Taking into account the graduation year, the average duration of study surpasses nominal duration of study programme by two years. The data are still unreliable for the new study programmes due to low numbers of graduates, the first analyses show shorter duration of study – 54 months. The results are even better on new the master level study programmes. Completing study in nominal duration of study programme is an important UL goal.

### *2.3. Integrating and updating study programmes*

	<b>2006/2007</b>	<b>2009/2010</b>	<b>2011/2012</b>
Number of accredited 1st cycle study programmes	40	155	157
Number of accredited undergraduate study programmes	128	157	86-finishing
Number of accredited master study programmes	58	138	182
Number of long-cycle master study programmes	1	7	7

### ***Integrating study programmes***

The first and the second cycle study programmes are numerous and various. There is a need of integration of some programmes as there are only 3 interdisciplinary programmes at the first cycle and 2 at the master level.

### ***More offer of elective contents***

The students can choose elective courses outside their study programme or institution. The share of students selecting elective subjects and courses outside their programmes and institutions is negligible which calls for institutional and ICT support in this area.

### 3. Knowledge transfer

#### 3.1. Formation of strategic development partnerships and joint development groups in cooperation with economy

	2006/2007	2009/2010	2011/2012
Competence centres	0	7	7
Number of projects – NON EU projects	No data	(25)	818
Funds from NON EU projects	No data		24 918 563,49*
Number of lecturers coming from economy	More than 500 experts	1138	630

\*data do not include value of 11 projects included in the number of projects

#### **Competence centres**

»Competence centres are developmental research centres led by industrial partners and including partners from economy and public research sector. The centres are intended for capacity building and new technology in priority areas of development. They are complementing the centres of excellence and together the two instruments operate in the area of research and development. There were z competence centres established between 2009 -2013. «<sup>4</sup>

The UL participates in all 7 competence centres.

#### **Number of projects with partners from economy - non EU projects**

There were 700 projects implemented with partners from economy in total value of a little over 10 Million EUR (other public research institutions, economic and services sectors; excluding application projects, CRP and SRA funded projects). Despite difficult economic situation we have retained the same volume of cooperation which we consider a success. Increasing the cooperation is a challenge in the present economic situation.

#### **Guest lecturers from economy**

Inviting guests from economy to participate in education is a tradition at the UL. Their participation is especially valuable in higher professional study programmes. In 2011 there were 20% lectures given by experts from economy at the first and second cycle level.

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<sup>4</sup> (Source: [http://www.arhiv.mvzt.gov.si/si/delovna\\_podrocja/znanost\\_in\\_tehnologija/centri\\_odlicnosti\\_in\\_kompetencni\\_centri/](http://www.arhiv.mvzt.gov.si/si/delovna_podrocja/znanost_in_tehnologija/centri_odlicnosti_in_kompetencni_centri/)).

### 3.2. Development of LLL programmes

	2006/2007	2009/2010	2011/2012
Number of LLL programmes	283	377	68 projects, 83 other LLL forms
Inclusion in LLL programmes	7,627	3,435	3,523

#### **LLL programmes**

Dispersed offer of LLL programmes is becoming more systematic, though still varied in content and numerous in forms (seminars, courses, programmes). In 2011 there were 18 accredited programmes and 168 other forms of LLL. There were 483 implemented trainings. The UL intends to increase the number of accredited LLL programmes intended for economy and public sector.

#### **Participation in LLL programmes**

There is reduced participation in LLL programmes compared to 2006, which is due to the limited offer and limited possibilities of funding. The numbers of participants are rising slowly.

### 3.3. Career centre's activities

	2006/2007	2009/2010	2011/2012
Career centre's activities			
ALUMNI clubs			

#### **Career centre's activities**

The UL has acquired funds for development and activities of the Career centre twice, in 2010 in the amount of almost 1.2 Million EUR (ESF funds). The project finances a team of career counsellors, including a counsellor for students with special needs, and establishment of an network of career centres at the UL Members.

The group has offered 750 individual counselling, 200 workshops for students with more than 3700 participants, 8 events for students with special needs and presentations of employers for the UL members' students (altogether 61). There were more than 50 external experts included. The UL Career centre organized a seminar dedicated to the role of the career centres in student support upon their entering the HE environment. The seminar was intended for secondary schools' counsellors and attended by 101 counsellors.

The project will end on 30 June, 2013.

#### **Alumni clubs**



Almost all the UL Members established their ALUMNI clubs after 2006. Their activities are gradually evolving also in the context of the UL Career centre activities with the intention of systematic monitoring of employability indicators and the success of graduates in working environment.

#### **4. Creative study and work environment**

##### **4.1. University library system**

	<b>2006/2007</b>	<b>2009/2010</b>	<b>2011/2012</b>
Library funds and library units*	2.924.653	2.939.149	3.022.983
e-links with other libraries...*	68.581	71.814	60.321

\* Total library units (e-sources, accessible from distance excluded) (units)

##### **University library system**

The data on the UL library system activities from 2007 until 2011 show a stable decentralized system of 39 units in a classical HE library environment. Reorganization and modernization of the UL library system was planned and digital library was established (DiKUL). A document for establishment of the UL university library was also prepared for the purpose of integration of all library activities.

##### **Library funds and e-links with other libraries**

Despite unfavourable economic situation, the UL succeeded in increasing the library fund and library units. This provides for the needs of students, teachers, researchers and all other users. We are less successful in linking with foreign libraries due to the same reasons.

## 5.2. Support for extracurricular activities

	2006/2007	2009/2010	2011/2012
Students included in sports activities	8,631	7,713	9,575

The UL established a centre for extracurricular students' activities in sport, culture, art, social, humanitarian and voluntary activities. So far the offer is limited to sport. In the future also other areas will be developed and encouraged.

## 5. Internationalization

### 5.1. Increased offer of study programmes in foreign languages

	2006/2007	2009/2010	2011/2012
Number of subjects in foreign languages	61+12web implementations	259	481
Number of study programmes in foreign languages	0	0	0
Summer schools	No data	No data	31
Number of ErasmusMundus programmes	No data	1	1

### **Number of subjects offered in foreign language**

The offer, though increased after the reform of the study programmes, is still insufficient. In 2010/11 there were 459 such subjects out of total number of 8.925 subjects, which is 5.14%. To increase internationalization we need to offer more subjects in foreign language. A major obstacle are legislation requirements.

### 5.2. Provision of the UL study programmes abroad

	2006/2007	2009/2010	2011/2012
Number of locations abroad and destination	No data	1 Hyderabad, Indija 1 Skopje (Republic of Macedonia)	1 Skopje (Republic of Macedonia)
Numbr and cycle of stduy programmes	No data	1 second cycle	1 second cycle

The provision abroad is very modest. The challenge is providing UL study programmes in the area of Western Balkans, SE Europe and in Mediterranean.

### 5.3. Mobility

	2006/2007	2009/2010	2011/2012
Number of our students abroad			
First cycle	954	497	996
Second cycle		47	
Third cycle		3	
Undergraduate		505	
Postgraduate		18	
Number of foreign students at the UL			
First cycle	705	576	1,807
Second cycle		234	
Third cycle		7	
Undergraduate		417	
Postgraduate		2	
Number of staff abroad (education, research)	453	199	282
Number of foreign staff at the UL (education, research)	327	259	136
Number of foreign staff employed at the UL	99	51	68

In 2011/12 there are 1.538 foreign students at the UL, which is 18% more than a year before. The mobility also rised in 2010/11 compared to 2009/10, so the incoming mobility is significantly over the planed, while the outgoing mobility under the planed. Slightly fewer than 8% of graduates were on exchange during the study, yet from 0% to 20% depending on individual UL Member. Less mobility is a consequence of iminished funds and bologny reform implementation.

The UL concluded 21 agreements on provision of joint study programmes.

The staff mobility remains at a relatively low level.

#### 5.4. Research participation in international research networks and programmes

The UL intends to intensify research participation in international research networks and programmes by 2020.

### 6. Quality

#### 6.1. Quality assurance system

	2006/2007	2009/2010	2011/2012
Development of quality assurance system	Elaboration of UL Regulation on quality assurance system with supporting activities (adopted in 2008); linking annual action plan and annual report	Annual self-evaluations	- Including key impacts, challenges and measures in the annual reports as quality loops - Key focal points of quality report chapters - annual self-evaluations
Indicators	Adopted indicators and the system	Indicators are used for measuring progress in annual report and quality report for the UL and the UL Members. The range of indicators is improved and supplemented; the definitions of indicators are being clarified. The indicators are used for external and internal purposes.	Indicators are used for measuring progress in annual report and quality report for the UL and the UL Members. The range of indicators is improved and supplemented; the definitions of indicators are being clarified. The indicators are used for external and internal purposes.
Students surveys	- students surveys are implemented according to adopted rules and regulations at the level of the UL for teaching - preparation of rules and regulations for broadening the scope of surveys to study programmes implementation - survey questions in the annex of the regulations	- Implementation of student survey according to rules and regulations Izvajanje e-študentske ankete v skladu s Pravili o študentski anketi ter - questionnaire related only to teaching - developing the survey in eŠ3G ICT system and then transition to another ICT system	- nomination of working group for review of the student survey - e-survey implemented in 14 UL Members -e-survey preparations in 9 UL Members (paper surveys until conditions are established for the e-surveys implementation)
More comprehensive and detailed self-evaluations	Preparations for EUA external evaluation - by nomination of Commission for evaluation of strategic goals achievements and self-evaluation - by the UL self-evaluation and self-evaluation report in 2007 in line with the methodology of	2006-2009: Implementation of detailed self-evaluations of some UL Members by external national evaluation teams (UL FF, UL NTF, UL FS, UL BF, UL FGG, UL FRI, UL FU, UL ZF) Or external international evaluation teams (UL VF, UL EF, UL FU, UL FPP, UL	UL Members preparing for extension of accreditation of study programmes (UL EF, UL FDV, UL FU) have developed quality assurance systems.

	preparation for the EUA visit	FKKT); preparation for external accreditations (UL EF, UL FU, UL FDV).	
Developing quality assurance systems at the level of study process	Establishing a system of learning outcome evaluation at the UL EF and the development of education quality assurance system (pilot in 2007/08, regulat in 2008/09)	-preparation of guidelines for monitoring and improving quality -encouraging UL Members to nominate study programmes directors	- adoptoon of guidelines at the UL level - nomination of study programme directors at the level of teh UL Members
Professionalization of quality assurance activities	- UL EF – establishment of Quality assurance Office (2002) - UL –establishment of university office for student services and quality assurance	- UL FU - establishment of quality assurance office (CRPO) - UL FPP – quality assurance network - UL EF – quality assurance office - UL –university office for student services and quality assurance - inclusion of professional staff in quality assurance system	Establishing of university office for qality assurance, analyses and reporting - UL FU - establishment of quality assurance office (CRPO) - UL FPP – quality assurance network - UL EF – quality assurance office Ustanovitev službe UL za kakovost, analize in poročanje - Delovanje CRPO na FU - Delovanje Službe za kakovost na EF - inclusion of professional staff in quality assurance system
Transfer of knowledge on quality culture	Seminar on quality assurance	Workshop for elaboration of quality reports	- two days seminar on qulaity assurance with guests from Norway (2010) - UL quality week with international guests (2011)
Getting partners' feedback (employers, graduates, employees)	Including feedback in reforming study programmes	- periodical or occasional collecting feedback from partners (including student surveys) at some UL Members - periodical or occasional surveying graduates, employers at some UL Members - periodical or occasional surveying employees	- preparation for surveying graduates at the UL level (gating consents from graduates) -preparation (UL FDV and UL EF) and surveying (UL FU) for employments' satisfaction survey

The UL is the best antional higher education institutions and the only one ranked among the 500 best wolrd's universities. We still need to improve and connect the existing quality assurance and other instruments in a comprehensive quality system.

## 6.2. International evaluations and accreditations

	2006/2007	2009/2010	2011/2012
Number of international accreditations (UL Members)	UL VF: EAVE (1998) UL EF: EQUIS (2006)	Acquired, retained and extended international accreditations UL EF: EQUIS, AACSB and TedQual UL VF: EAEVE UL FPP: STCW/IMO UL FU: EAPAA (2008, 2011)	Acquired, retained and extended international accreditations : UL EF: EQUIS, AACSB in TedQual UL VF: EAEVE UL FPP: STCW/IMO UL FU: EAPAA (2008, 2011) UL FKKT: Eurobachelor Label (2011)  Future candidates: UL FS and UL FDV

Encourage other UL Members to apply for international accreditations.

## 7. Other

### 7.1. Rooms and facilities

	2006/2007	2009/2010	2011/2012
Ownership of m <sup>2</sup> of surface (lecture rooms, laboratories, cabinets, etc.)	UL AG	UL AG	Surface area- 1,808,143.00 m <sup>2</sup> object area 484,671.25 m <sup>2</sup>
Rented surface in m <sup>2</sup> /value and structure or purpose of rental	UL AG	UL AG	Surface in m <sup>2</sup> - 19698 rental- 869,001.31 EUR

The UL development of facilities has been rather unplanned. The facilities are scattered around the town which gives a special youthful spirit of a university town. The facilities being spread all around the town, this represents an obstacle for synergetic effects of the UL Members' activities and the students' community. Until 2020 the spatial development will be targeted and planned.