



STRATEGY OF THE
Academy of Music
OF THE UNIVERSITY OF LJUBLJANA
2021–2027





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Ljubljana, September 2021

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ADDRESS BY DEAN

This document presents the Academy of Music's outward orientation, our aim to look at the best players in our field. We want to follow them; we want to place the name of the Academy of Music of the University of Ljubljana on the map of the best higher education music institutions in Central Europe with confidence and vigour.

The present strategy was developed in an extremely difficult situation, when ambitious ideas seemed almost utopian, as the Covid-19 epidemic had severely curtailed all possibilities of public performances and activities in large groups. Our concert activity, of which we have been justifiably proud all these years, as it gives our students exceptional opportunities for professional maturation and preparation for future professions, was completely cut off.

Nevertheless, we did not give in to despondency, but planned boldly. We are aware of our small size, but at the same time we believe that it makes us leaner, more agile, more skilful. We are aware of our role in society, which for many seems marginal, insignificant, especially in times of hardship. But music has been a faithful companion in the lives of people and has been present throughout our development since the beginning of time. We are aware of our shortcomings, and we are ready to address them. We are also aware of our strengths and are ready to develop them. We are also aware of the challenges of the times and are ready to face them.

It would be hard to predict today what will happen in 2027, 'seven long years from now', as a folk song says. The document before you provides guidance and shows us how to control results to be achieved in the period of time up to 2027. All the results may not be exactly as we want, and we may not be able to realise some of our intentions, but we will certainly do our best. And for sure, in 2027, the Academy of Music of the University of Ljubljana will be different than it is today, much better, even more present and visible in its environment.

I would like to thank all my colleagues who have participated in the preparation of the UL AG Strategy 2021-2027. We have tried to design the strategy development process in as engaging a manner as possible, and to cover as many areas as possible for which we believe that will bind us together in the future and motivate us to act with quality. I hope we have succeeded in this.

I would like to extend special thanks to Dr. Adriana Rejc Buhovac, who, with her openness, has guided, directed and often inspired us in this process.

Prof. Marko Vatovec,
Dean of the Academy of Music of the University of Ljubljana
Ljubljana, September 2021





1. ANALYSIS OF STRENGTHS, WEAKNESSES, OPPORTUNITIES AND THREATS OF THE ACADEMY OF MUSIC, 2021

The analysis of the strengths, weaknesses, opportunities, and threats (the SWOT analysis) of the Academy of Music of the University of Ljubljana (hereinafter referred to as: “the UL AG” or “the institution” or “the Academy”) was carried out in a series of strategic workshops. As regards opportunities and threats, the experiential analytical insights made by the participants were complemented with research findings. *Table 1* and *Table 2* show areas at which the UL AG is excellent and weak respectively, whereas *Table 3* and *Table 4* show what are favourable and unfavourable factors in the environment. All the findings relate to the time period in which the analysis was carried out (spring 2021).

Table 1: Strengths of the UL AG

STRENGTHS – what are areas at which the UL AG excels	
1.	The AG students have the opportunity to perform with all professional conductors, orchestras, professional choirs, opera productions and other musical and cultural institutions in Slovenia. Concerts can be recorded and published on the UL AG video channels, the cooperation with Radio Slovenia is good. Some of performances are also reviewed by music critics. This is the institution’s valuable asset and a unique practice of this kind.
2.	During the conducting studies, students are provided with the opportunity to engage in practical work, perform annual examinations and take part in the master's concert with the Slovenian Philharmonic Orchestra or the Slovenian Philharmonic Choir.
3.	We have a number of internationally renowned professors, including younger, avant-garde colleagues, who are very successful in passing on their knowledge and experience to students. The credentials of the UL AG's senior teachers play an important role in obtaining scholarships, finding projects and providing subsequent employment for graduates.
4.	We have top-class instrumental and vocal ensembles.
5.	We are a small institution, and we know each other well, which allows for good networking and cooperation. Due to the small number of groups/students in an academic year, the group practical training provides for a more active practical work per student.
6.	The modern Music Education degree programme enables a student to develop a broad profile, allowing employability at all levels of the general and music education system. The other Master's programmes in Musical Arts and Music Education also offer a high level of employability for graduates.

To be continued



Table 1-continued

STRENGTHS – what are areas at which the UL AG excels	
7.	Many UL AG graduates are internationally recognised and successful. Participation in international competitions and auditions for world-renowned orchestras and opera ensembles are very successful.
8.	We allow the freedom to form chamber ensembles and to choose a tutor in the subject Chamber Music.
9.	We live at the crossroads of cultures. We are well positioned regionally. We are a leader in the former Yugoslavia for students pursuing all levels of study, including a PhD in Music Education.
10.	We offer free study for Slovenians and EU nationals.
11.	We have good links with the whole vertical system of music and general education system as regards the teaching practice. We also participate in the Association of Music Schools of Slovenia.
12.	Despite low financial support and weak infrastructure, we achieve high quality results (excellent work results despite working in 'guerrilla' conditions).
13.	We are a member of a comprehensive university organisation, which allows its members to pursue interdisciplinarity and selectivity. Cooperation between art academies is relatively well developed.
14.	We are members of various international professional associations and organisations (AEC, GMEL, EAS, CEEC, etc.).

Table 2: Weaknesses of the UL AG

WEAKNESSES – what are areas at which the UL AG is weak	
1.	Premises and equipment (instruments and other technical equipment) are our weakness.
2.	The state funding is insufficient; we also spend most of our funds generated in the market on salaries, and yet these are still not comparable to those paid out by foreign institutions. This is also the reason why we are not able to fund individual research work (the “IRW funds”). The employees turn to the UL AG management in order to obtain funds to pay proofreaders’ and reviewers’ services, fees for various conferences, symposia, competitions, etc. The rewards set by the UL AG's price list are low; the work carried out with Erasmus students is not paid.
3.	The ratio between the full-time employees and contract staff is too low and there are too few opportunities for a full-time employment of higher-education teachers. At the same time, the teaching workload of senior staff is high.

To be continued



Table 2-continued

WEAKNESSES – what are areas at which the UL AG is weak	
4.	Expert, administrative and technical departments are understaffed, some individual employees also lack motivation, there is lack of ownership; not everyone is up to the speed of work. There is no training plan for professional staff, and the level of networking within the UL and with comparable institutions abroad is insufficient.
5.	A negative mindset is still present: there are feelings of insecurity, employees feel threatened, and we don't want to see what we are good at, neither we have the courage to express that. As an institution, we do not give a strong enough impression of excellence, our actions in the environment are not pursued with enough confidence. This is also linked to the lack of financial resources.
6.	Staff disengagement, lack of commitment and loyalty. Inconsistency in the implementation of professional and ethical values (transparency, accountability, punctuality, discipline, acting by example). Insufficient attention is also paid to alumni networking and to creating (fostering) a sense of loyalty towards the institution.
7.	Students' opinions are not sufficiently taken into account; there is not enough room for constructive criticism and free exchange of views. The results of the surveys are irrelevant due to systemic problems in certain segments, although for some individuals, they are an important guideline to improve the study process.
8.	Our relevance as regards our curricula and courses is low (e.g., we spend a lot of energy on narrow disciplines that most people will not be able to practise, we don't have enough lifelong learning programmes and refresher courses). For example, we do not have a study course in the Accompaniment which would provide adequate differentiation and specialisation in this field. There is also a lack of practical work in accompaniment techniques for pianists.
9.	Our systemic organisation is insufficient (processes, documentation, transfer of knowledge and experience). "A historical memory of the institution is needed." Not enough attention is paid to the study areas and organisational issues.
10.	Not all of employees have yet mastered modern information and communication technologies. Modern information and communication technology equipment is not equally present in classrooms and lecture theatres, which in some cases leads to unequal working conditions.
11.	There is a room of improvement as regards the quality of individual tuition: it should focus on nurturing, building on or complementing the student's personal talents. Students' interest, motivation and self-initiative are therefore sometimes low.
12.	International students come mainly from the countries of the former Yugoslavia. There are too few students from Central and Western European countries, and almost no non-European students, although the quality of studies is higher than in a number of comparable music higher education institutions.

To be continued



Table 2-continued

WEAKNESSES – what are areas at which the UL AG is weak	
13.	Our international recognition is not broad enough. The UL AG is an institution without international accreditation. The UL AG's marketing activities are limited to its artistic programme. Not enough competitions and events are organised for students from our own and foreign academies.
14.	We lack project office. It is very difficult for the UL AG to obtain a research project. Our scientific research team is small. There are very few young people working in scientific research.
15.	Not sufficient attention is paid to the development of professional and research areas. There are too few professional publications.
16.	Preliminary announcements of international events hosted by the UL AG within the scope of the work plans of the individual departments/directorates (event promoters) are late and unsystematic which curtails the obtaining of funds for their organisation as well as implementation.

Table 3: Opportunities in the UL AG's environment

OPPORTUNITIES		Sources
1.	Accessibility to cultural facilities and services (concerts, theatres, opera, galleries, clubs, independent scene, etc.), the attractiveness of the micro-location of Ljubljana, and accessibility to other facilities (tourism, etc.).	https://www.visitljubljana.com/sl/obiskovalci/odkrivajte/dozivetja/umetnost-in-kultura/
2.	Slovenia's geographical and historical position provides a springboard for South-East Europe. Slovenia can be an attractive place to study and work.	https://studyinslovenia.si/why-slovenia/ideal-student-life/ ; https://www.investslovenia.org/business-environment/country-profile/geographical-characteristics
3.	There are many Slovenian students and professors abroad who might want to come back to Slovenia.	https://www.gov.si teme/slovenici-v-evropi/ ; https://www.delo.si/novice/slovenija/slovensko-pamet-bi-iz-tujine-radi-pripeljali-nazaj-domov/
4.	The University of Ljubljana (the UL) offers many international opportunities to take part in various exchange programmes for students and teachers.	https://www.uni-lj.si/mednarodno_sodelovanje_in_izmenjave/
5.	The accreditation of the UL's PhD Degree of Art Studies is in the final stage.	https://www.ag.uni-lj.si/studij/studij/vpis#doktorski-studij

To be continued



Table 3-continued

OPPORTUNITIES		Sources
6.	The UL is a member of prestigious international academic networks. The UL has good contacts with top research organisations, both foreign and domestic.	https://www.uni-lj.si/studij/partnerji/zdruzenja/ ; https://www.uni-lj.si/studij/partnerji/clanice/
7.	The interdisciplinary and multidisciplinary nature of research work is facilitated by the wide range of disciplines provided by the UL. Complex societal problems require complex responses, which can only be developed at an interdisciplinary institution.	https://www.uni-lj.si/studij/clanice/ ; https://www.uni-lj.si/sodelovanje_z_gospodarstvom_in_sirsim_druzbenim_okoljem/
8.	The UL's research activities are well supported by e-resources (good access to databases).	https://www.uni-lj.si/knjiznice/digitalna_knjiznica_(dikul)/ ; https://www.uni-lj.si/knjiznice/organiziranost_knjiznic/
9.	Most of the best intellectuals, artists, etc. in Slovenia are associated with the UL (the power of alumni network).	https://www.uni-lj.si/alumni/nasi_alumni/
10.	Digitalisation and the development of new communication channels offer opportunities for more effective and efficient communication and positioning of the UL AG in the society. There are opportunities for establishing an identity in the digital world.	https://fowmedia.com/communication-changes-in-the-digital-transformation/
11.	The requirements for the professions of the future have been made clearer by means of the Strategic Research and Innovation Partnerships and similar networks. The need for new occupations, new skills and new skill mixes is increasing.	https://www.bodieko.si/poklici-prihodnosti , https://srip-kroznogospodarstvo.si/srip-kroznogospodarstvo/razvoj-cloveskih-virov/
12.	EUTOPIA and other alliances are also expanding their field of action in education and developing various instruments (e.g. scholarships, exchanges, etc.). Erasmus and similar projects also enable networking and exchange of knowledge and experience to take place with many outstanding foreign universities.	https://www.uni-lj.si/eutopia_eng/ ; https://www.uni-lj.si/mednarodno_sodelovanje_in_izmenjave/program_erasmus_plus/
13.	The UL's professional services can provide a wide range of substantive support to its members, and expertise in areas that some of their members cannot have them organized due to their small size.	https://www.fu.uni-lj.si/o-fakulteti/zaposleni/strokovne-sluzbe/ ; https://www.ff.uni-lj.si/fakulteta/strokovne-sluzbe/ ; https://www.fdv.uni-lj.si/obvestila-in-informacije/imenik-sodelavcev/strokovne-sluzbe
14.	The professional services of the Rector's Office are very well connected with foreign universities.	https://www.uni-lj.si/o_univerzi_v_ljubljani/organizacija_pravilniki_in_porocila/imenik_zaposlenih_na_rektoratu/

To be continued



Table 3-continued

OPPORTUNITIES		Sources
15.	European funding is available for international exchanges of professional staff.	https://www.uni-lj.si/mednarodno_sodelovanje_in_izmenjave/erasmus_plus_mobilnost_osebja_za_poucevanje/
16.	The needs to participate in lifelong learning programmes are gaining importance and visibility.	https://www.pewtrusts.org/en/trend/archive/spring-2020/lifelong-learning-will-be-the-new-normal-but-are-we-ready
17.	There is a growing need to provide excellent international joint degree programmes in the educational environment.	https://www.researchgate.net/publication/228454454_the_management_and_administration_of_joint_degree_programmes_models_trends_good_practices_and_recommendations
18.	The background knowledge, which is developed by the entire educational system along its vertical axis gives Slovenian students a better position from the outset to take the Music and Artistic Talent Examination for the Musical Arts programme at home and abroad.	https://www.zurnal24.si/uporabno/za-najvecjimi-zvezdami-je-tudi-ogromno-odrekanja-366333 ; https://www.gov.si teme/programi-v-glasbenem-izobrazevanju/

Table 4: Threats in the UL AG's environment

THREATS		Sources
1.	The Slovenian society is not inclined to favour the patronage system (donations, sponsorship). Only the big players are provided with such financial support (Cankarjev dom, Festival Ljubljana, etc.).	https://www.dnevnik.si/1042619440 ; https://pxweb.stat.si/SiStatData/pxweb/sl/Data/-/1080775S.px/table/tableViewLayout2/
2.	This year, the concert halls will not be full yet; the subscribers are mostly elderly, and they are afraid for their health.	https://www.rtvsl.si/kultura/oder/gledaliscniki-razocarani-to-je-vrhunski-cinizem-vlade/577834
3.	The domestic market is small. There are few large stages in Slovenia.	https://pxweb.stat.si/SiStatData/pxweb/sl/Data/-/1080726S.px/table/tableViewLayout2/ ; https://www.stat.si/statweb/News/Index/5827
4.	The Higher Education Act does not allow the status of artistic assistants (accompanists, piano A, B, C) to be made equal with that of lecturers.	http://pisrs.si/Pis.web/pregledPredpisa?id=ZAKO172

To be continued



Table 4-continued

THREATS		Sources
5.	The UL does not dare to exercise the autonomy it is entitled to. It lacks self-confidence in the society and is unable to assert its social role in a sufficient manner.	https://www.uni-lj.si/aktualno/novice/2017042013053853/ ; https://www.vecer.com/v-soboto/razvoj-univerz-druzbeno-vloga-trg-komercializacija-6573663
6.	The UL members don't know each other very well - the diversity is not recognised - stereotyping. There is not enough cooperation in teaching and research. Interdisciplinary links are too weak.	https://www.uni-lj.si/univerza_v_stevilkah_2017/clanice_univerze_v_ljubljani/ ; https://www.uni-lj.si/o_univerzi_v_ljubljani/organizacija_pravilniki_in_porocila/predpisi_statut_ul_in_pravilniki/2013071211440831/
7.	The UL does not have the working and teaching conditions which would enable students from different UL members to work together; the project collaboration is not encouraged sufficiently enough.	
8.	Through politics, media representations, etc., the perception is created that public universities are not agile enough, and negative media representation (scandals, etc.) make the space for positive stories, which do exist, obscure. Only one side is presented and seen.	https://www.delo.si/novice/slovenija/spolno/ ; https://www.24ur.com/novice/dejstva/profesorji-na-dodatkih-11-8-milijona-evrov-si-je-v-treh-letih-razdelilo-200-izbranih-na-ljubljanski-univerzi.html ; https://siol.net/novice/slovenija/ljubljanska-univerza-mora-drzavivrniti-781-tisoc-evrov-494927
9.	The material needs of the UL AG study programmes and the related funding are not recognised by the UL and society at large. The study is more expensive than in most UL members due to the individual study mode (which is an international standard).	
10.	At the UL, research in the arts is not well developed, and there are very few links between artistic and scientific research.	
11.	Evaluation of research performance (natural sciences, social sciences, humanities) is problematic which is due to the UL criteria and the rules of the Slovenian Research Agency. Artistic fields are not represented in the field of work pursued by the Slovenian Research Agency.	https://www.rtslo.si/znanost-in-tehnologija/upravni-odbor-in-znanstveni-svet-arrs-ja-zavracata-ocitke-sindikato/514536 ; http://www.sicris.si/public/jqm/prg.aspx?lang=slv&opdescr=search&opt=2&subopt=700&code1=cmn&code2=auto&psize=1&hits=1&page=1&count=&search_term=pedagoška%20fakulteta&id=17677&slng=&order_by=

To be continued



Table 4-continued

THREATS		Sources
12.	The UL is characterised for being highly fragmented and for having under/inappropriately utilised research infrastructure. The small and fragmented research teams at the UL do not have the critical mass to make research breakthroughs.	https://www.uni-lj.si/studij/poslovno-porocilo-reaktorja-2016/izobrazevanje-druzbeno-odgovornih-diplomantk-in-diplomantov/
13.	There is a lack of in-house training for professionals at the UL. The UL does not have a competency model for higher education teachers and staff.	https://kakovost.uni-lj.si/usposabljanja/
14.	The number of enrolment places in the UL programmes is not determined according to the needs of employers. Concerns about potential changes in the funding system result in high enrolment quotas, which are being maintained; however, with a decreasing generation, this leads to a lower average quality of students.	https://www.delo.si/novice/znanoteh/univerza-bi-morala-misliti-kaj-naj-druzba-pocne/ ; https://www.gov.si/novice/2020-09-29-studijsko-let-20202021-v-stevilkah/
15.	The too rigid rules on the use of foreign languages in teaching result in foreign students and foreign lecturers to be less interested in study programmes provided. There are administrative obstacles at the national level.	https://www.delo.si/novice/slovenija/bo-na-univerzah-anglescina-z-zakonodajnim-trikom-prevladala-nad-slovenscino/
16.	The complex and limited process established by the Slovenian Quality Assurance Agency for Higher Education (SQAA) prevents the study programmes to be renewed effectively.	https://skis-zveza.si/naloge-in-pristojnosti-nakvis-a/
17.	Legislation on direct teaching work by higher education teachers and staff is not up-to-date and does not take into account the specificities of academies.	http://pisrs.si/Pis.web/pregledPredpisa?id=ZAKO172
18.	The State is unable to protect the teaching profession from unfavourable European legislation which allows foreign graduates to be employed at lower educational standards than Slovenian ones. The graduates of the first-cycle Bologna studies abroad meet the conditions for employment in music education in Slovenia, giving them an advantage over our own graduates, who do not have this opportunity.	http://www.cek.ef.uni-lj.si/u_diplome/zemljak14885.pdf
19.	There are a few similar institutions near Ljubljana that provide a lower level of knowledge but still attract students who could study at the UL AG.	https://www.carinthia.com/sl/izobrazevanje-in-usposabljanje/zasebna-glasbena-univerza-gustava-mahlerja/ ; https://www.institutknoll.eu



2. DESTINATION STATEMENT OF THE ACADEMY OF MUSIC IN 2027

Based on the analytical findings and taking into account the University of Ljubljana's Destination Statement 2027 (see *Annex 1*), a destination statement has been written down for the UL AG as of 31 December 2027. The vision is presented with regard to four aspects (see *Table 5*).

Table 5: UL AG Destination Statement in 2027

No.	ASPECT I: KEY STAKEHOLDER EXPECTATIONS
1.	<p>The UL AG is one of the most prestigious music academies in the Central European region:</p> <p>1.1. The founder recognises the UL AG as a highly competitive educational, artistic and scientific institution;</p> <p>1.2. The UL AG has an internationally renowned and top-quality teaching staff, which places it among the leading higher education institutions in Central Europe;</p> <p>1.3. The UL AG is internationally evaluated by MusiQUE – Music Quality Enhancement organisation.</p>
2.	<p>The UL AG is one of the most prominent producers of top-class and diverse concert events in Slovenia:</p> <p>2.1. The UL AG has the best concert and music research infrastructure in Slovenia;</p> <p>2.2. The UL AG organises international competitions in various fields of music.</p>
3.	<p>The UL AG provides its students a full range of knowledge and skills in the fields of musical production, reproduction, music education and research:</p> <p>3.1. The UL AG provides the following new accredited study programmes: PhD Degree in Artistic Studies, jazz music studies of the 1st and 2nd levels, early music studies, contemporary music studies, music therapy and music medicine studies, an interdisciplinary study programme in the field of neurology and anatomy, music production studies, acoustics studies, accompaniment programme ('collaborative piano'), etc.;</p> <p>3.2. The UL AG is implementing new courses such as music management, music production, methods, etc.;</p> <p>3.3. The UL AG has a diverse structure of international students from across Europe and the globe.</p>

To be continued



Table 5-continued

No.	ASPECT I: KEY STAKEHOLDER EXPECTATIONS
4.	<p>The UL AG graduates are highly employable and adaptive in managing their professional activities in a changing society:</p> <p>4.1. The UL AG produces competent and sought-after graduates who can compete successfully in all international calls to tender, competitions and auditions;</p> <p>4.2. The UL AG ensures that its graduates have a high level of professional expertise and a wide range of skills which enables their successful participation in the labour market. The UL AG graduates work in authentic environments and on a variety of digital platforms.</p>
No.	ASPECT II: EXTERNAL RELATIONSHIPS
5.	<p>The UL AG is an indispensable partner in national cultural policy decisions:</p> <p>5.1. The UL AG successfully cooperates with the Ministry of Culture of the Republic of Slovenia, the Ministry of Education, Science and Sport of the Republic of Slovenia and the Ministry of Foreign Affairs of the Republic of Slovenia (projects, tenders, etc.);</p> <p>5.2. The UL AG is successful in competing for projects funded by the Slovenian Research Agency. The Slovenian Research Agency treats all research areas dealing with the arts in the same manner, i.e., as scientific research work. Performance indicators in the field of musical arts have been established;</p> <p>5.3. The UL AG's presentation to its home university is successful.</p>
6.	<p>The UL AG is an established educational partner in international alliances and projects:</p> <p>6.1. Using the state-of-the-art technology, the UL AG is successful in making connections with the most successful international higher education institutions and runs joint study programmes with some of them (double degree option);</p> <p>6.2. The UL AG's departments are active in pursuing international activities, such as organising lectures with invited foreign lecturers, and promoting exchanges of concerts and teachers with foreign countries;</p> <p>6.3. The UL AG's students and professors regularly participate in international exchange programmes;</p> <p>6.4. The UL AG provides its own financial resources for invited experts from abroad (particularly for those opportunities which are not covered by the Erasmus+ programme);</p> <p>6.5. The UL AG provides accredited Bachelor's and Master's Musical Arts programme in foreign language.</p>

To be continued



Table 5-continued

No.	ASPECT II: EXTERNAL RELATIONSHIPS
7.	<p>The UL AG successfully participates in interdisciplinary projects within the UL and internationally:</p> <p>7.1. The UL AG establishes interdisciplinary links within and outside the UL, not only in the social sciences and the arts, but also in specific areas of the natural sciences (e.g., acoustics with neurology, etc.);</p> <p>7.2. The UL AG participates in four projects per year, which are opened within the scope of international competitions. Three of them are artistic in nature and one of them is a research-focused project;</p> <p>7.3. The UL AG has a clear vision of cooperation in the scientific and pedagogical field with the Department of Musicology of the Faculty of Arts, University of Ljubljana.</p>
8.	<p>The UL AG's music ensembles perform on the stages of renowned European music institutions regularly and successfully.</p>
9.	<p>The UL AG is a lead partner of local music and cultural associations:</p> <p>9.1. The UL AG actively cooperates with public institutions and professional societies and connects the local players acting in the field of local music and cultural production;</p> <p>9.2. The UL AG provides practical artistic training programmes (study practice) which is carried out in cooperation with public institutions and professional associations;</p> <p>9.3. The UL AG successfully runs various music programmes in cooperation with private companies;</p> <p>9.4. The UL AG successfully cooperates with various tourism providers (Ljubljana Tourism, Slovenian Tourist Board (STB), etc.).</p>
10.	<p>The UL AG has a strong network of partners in music and general education system which facilitates the education process and the recruitment of future teachers:</p> <p>10.1. The UL AG has succeeded in protecting its graduates from unequal employment conditions in music education (professional examination - a teaching profession regulated at the European level);</p> <p>10.2. The UL AG is committed to the lifelong development of its active teachers.</p>

To be continued



Table 5-continued

No.	ASPECT III: INTERNAL PROCESSES
11.	<p>The UL AG's work processes are designed in line with international standards:</p> <p>11.1. All internal processes are suitably organised, traceable and are predominately carried out in a digital mode;</p> <p>11.2. The professional departments of the UL AG are well-organised (competence, responsibility) and cross-department communication is efficient;</p> <p>11.3. The teaching staff of the UL AG is regularly updated on current artistic, professional, research and pedagogical trends;</p> <p>11.4. The UL AG has ensured a soft control system and remuneration system as well as sanction system which are all based on the job performance criteria;</p> <p>11.5. The status of all stakeholders in the UL AG study process is regulated (e.g. accompanists).</p>
12.	<p>The UL AG's processes are fully digitalised:</p> <p>12.1. The UL AG operates by using a single information system;</p> <p>12.2. The UL AG uses digital platforms in its study process in a successful manner.</p>
13.	<p>The UL AG has a clear plan for the introduction of new study courses:</p> <p>13.1. The UL AG regularly follows the professional developments and curricula of related institutions abroad, makes creative summaries of cases of good practice, which are constantly improved, and adapts its activities to domestic needs;</p> <p>13.2. The processes for changing curricula, study courses and other administrative procedures within the UL AG are simplified.</p>
14.	<p>The image of the UL AG perceived by its target public groups is the image of a modern and attractive institution:</p> <p>14.1. The UL AG uses a new corporate graphic image and has an attractive website;</p> <p>14.2. All events - from in-house performances to large-scale events - are organised by using a single image;</p> <p>14.3. The UL AG promotes the development of the domestic music profession, the publication of popular professional content from its field of expertise and the education of music audiences.</p>
15.	<p>The UL AG renders counselling services on career development for its students.</p>

To be continued



Table 5-continued

No.	ASPECT IV: STRUCTURE AND CULTURE
16.	<p>The UL AG provides the infrastructure to enable excellent creative, teaching, research and professional activities:</p> <p>16.1. The UL AG operates from the renovated premises of the Kazina Palace and in the extension of the said building;</p> <p>16.2. The UL AG has high quality musical instruments;</p> <p>16.3. The UL AG has a modern library and publishing infrastructure.</p>
17.	<p>Participation in governance is clearly defined and responsibilities are more widely distributed:</p> <p>17.1. The recruitment process for new teachers (national and international) at the UL AG is transparent;</p> <p>17.2. The UL AG's leadership team is gender-balanced;</p> <p>17.3. The Quality Control Committee of the UL AG is active in monitoring foreign professional trends which are thoughtfully integrated in the Academy's processes;</p> <p>17.4. The UL AG has established a transparent and modern internal communication system, which enables fast communication and involves all stakeholders. All employees are informed of the decisions of the working bodies in a timely manner.</p>
18.	<p>The UL AG employs a highly qualified, motivated and proactive professional staff:</p> <p>18.1. The UL AG employs a creative and highly qualified professional staff in the field of informatics and computer science;</p> <p>18.2. The UL AG employs a tutoring assistant who advises students on the content and the timing of their student commitments;</p> <p>18.3. The UL AG employs a dedicated Quality Control Officer who monitors and covers the area of quality;</p> <p>18.4. The UL AG has a strong international office, which makes sure that the presence and activity of the institution is recognised in a wider international arena, as well as ensures that a greater number of international exchanges take place;</p> <p>18.5. The UL AG also has an independent marketing department which is organised within the framework of the Academy's professional service department;</p> <p>18.6. The UL AG has a project office, which provides assistance in project preparation and applies them to all types of national and international calls for proposals.</p>

To be continued



Table 5-continued

No.	ASPECT IV: STRUCTURE AND CULTURE
19.	<p>The UL AG employs top-class teachers, artists and researchers who are the main players of the local cultural life:</p> <p>19.1. The staffing structure of the UL AG is balanced as regards the tenure titles within the individual fields, and the engagement of assistant professors is emphasized;</p> <p>19.2. The degree system at the UL AG is extended with independent international rapporteurs;</p> <p>19.3. The "Habilitation Criteria" of the UL AG are comparable with other UL members in terms of their quality and quantity (by creating appropriate mechanisms for objective comparison of scientific and artistic achievements for the purpose of carrying out their evaluation in habilitation procedures);</p> <p>19.4. The UL AG has its own career centre;</p> <p>19.5. The UL AG has a mechanism in place to involve newly recruited teaching and professional staff in the functioning of the UL AG (similar to the tutoring system for staff);</p> <p>19.6. The UL AG has a recognisable and sufficiently large research group, which enables applications to other institutions' invitations to tender (e.g., the Slovenian Research Agency).</p>
20.	<p>The UL AG is distinguished by its visionary stance, openness, cohesiveness and loyalty:</p> <p>20.1. The UL AG staff are open-minded and seek collaborations with other UL members and similar academies in the international arena;</p> <p>20.2. The UL AG employees set an example for students by their own example (dress code, concert attendance, communication, responsiveness, etc.);</p> <p>20.3. The UL AG has highly committed employees, students and alumni.</p>
21.	<p>The UL AG has a fund dedicated to exceptionally talented and successful students, while ensuring a level playing field for all students, including those with special needs.</p>



3. MISSION, VALUES AND VISION OF THE ACADEMY OF MUSIC

MISSION

The Academy of Music of the University of Ljubljana is a higher education institution of national importance and is crucial for the development of the Slovenian musical production, reproduction, musicology, and music education. The Academy of Music is responsible for the development of the Slovenian artistic, scientific and pedagogical discipline in the field of music and ensures that its development is comparable to the development of the discipline in Europe and around the world.

VALUES:

- Humanities and respect of human rights, including the principles of equal opportunity, inclusion, and solidarity;
- An ethical and responsible attitude towards the world and future generations;
- Academic excellence and assuring the highest quality standards in education;
- Academic freedom of co-workers and students, and, especially, creative freedom and the freedom of a critical mind;
- Autonomy in relation to the state, political parties, business, and religious and other communities.

VISION 2027

In 2027, the Academy of Music of the University of Ljubljana will be recognised as an excellent, internationally minded and well-established university music institution with a valid international accreditation. It will be one of the most prestigious institutions of its kind in Central Europe. It will be recognised as an excellent organiser of diverse musical events, providing its students a comprehensive range of musical skills in a variety of fields.



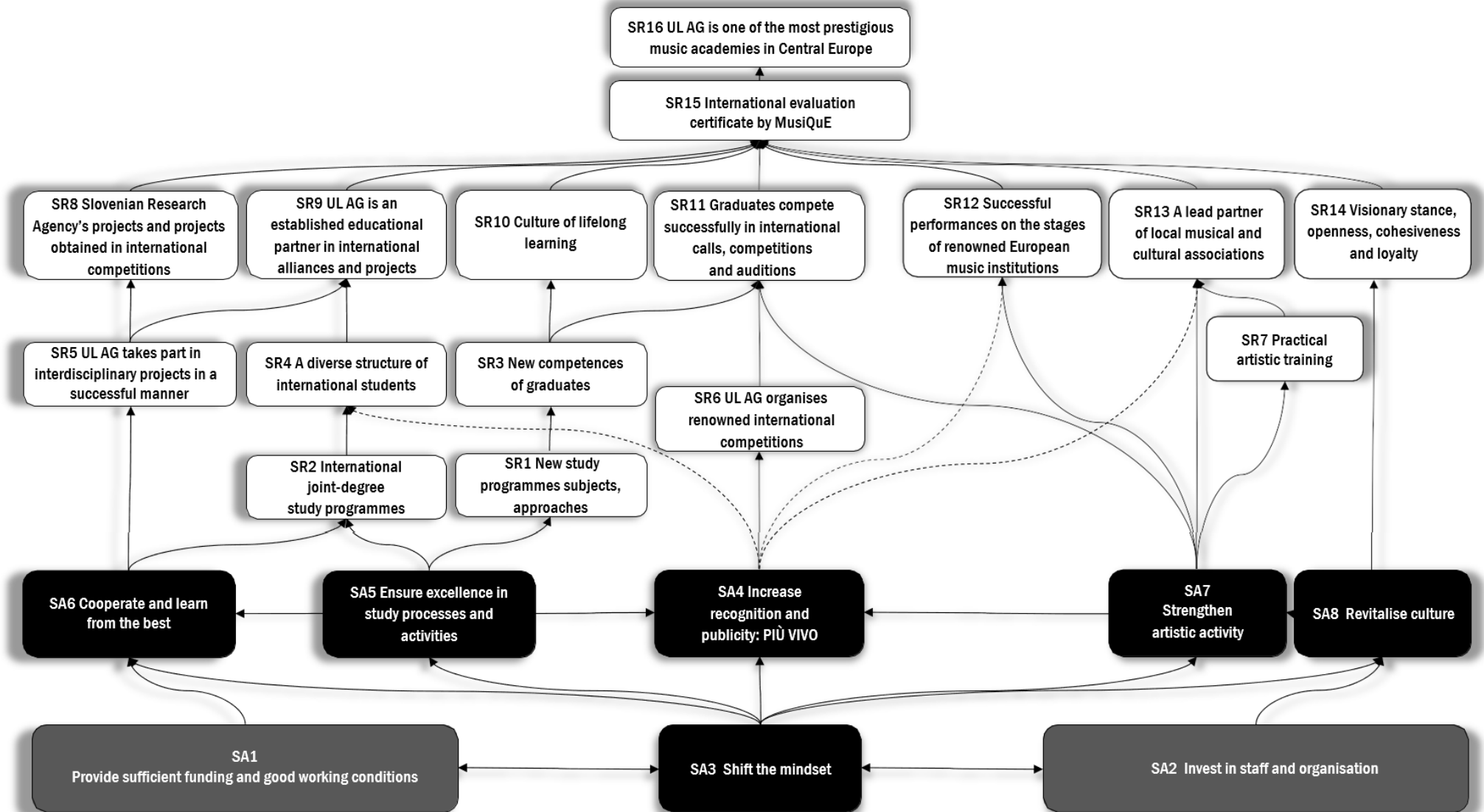
4. ACADEMY OF MUSIC STRATEGY 2021–2027

The vision of the UL AG for 2027 has led us to reflect on the strategic changes, which need to be carried out in the 2021-2027 period. These strategic changes have been organised as eight strategic activities, as illustrated in the *Figure 1* below while the expected strategic outcomes are illustrated in the figure above. These strategic outcomes are expected to lead the Academy to ultimately reach its goal of becoming one of the most respected music academies in the region.

The remainder of the Chapter presents strategic activities and a description of their content, persons responsible, the members of the teams that will be involved in their implementation, and the roadmap timeline. The roadmap timeline shows the progress of the strategic activities by quarter of the four-year period. The solid line shows the duration of a phase of a strategic activity as a sub-project with a start and an end, while the dotted line shows the implementation of a phase of a strategic activity as a regular process.



Figure 1: **STRATEGY OF THE ACADEMY OF MUSIC OF THE UNIVERSITY OF LJUBLJANA 2021–2027**





4.1 Strategic Activity 1: PROVIDE SUFFICIENT FUNDING AND GOOD WORKING CONDITIONS

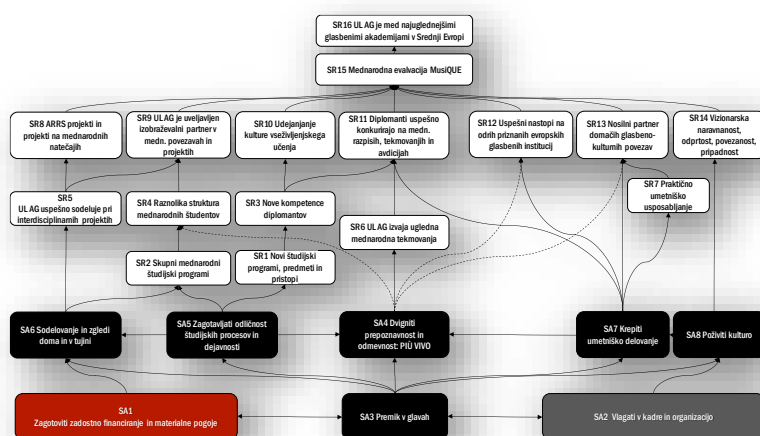


Table 6: Strategic Activity 1

SA1: PROVIDE SUFFICIENT FUNDING AND GOOD WORKING CONDITIONS		
Person responsible: Marko Vatovec		
Description of phases	Team	Risks
<p>1. Review the current financial and material situation and compare its findings with the objectives set</p>	<p><i>Marko Vatovec, Mojca Žugelj Marič, Dušan Bavdek, Matjaž Drevenšek</i></p>	<p>The State does not observe its commitment on dedicating 1% of GDP for higher education</p>
<p>2. Provide the resources, facilities and infrastructure to enable international standards on teaching and research activity to be achieved</p> <p>2.1. Present the issues and specifics of the UL AG's infrastructure needs to the Ministry of Education, Science and Sport and to the University of Ljubljana.</p> <p>2.2. Build an extension/concert hall with an associated infrastructure of an optimum quality which will become the basis for the outstanding study process.</p>	<p><i>Marko Vatovec, Mojca Žugelj Marič, Matjaž Drevenšek, Andrej Grafenauer, Matej Zupan</i></p>	<p>Economic crisis due to the COVID-19 pandemic</p>

To be continued



Table 6-continued

Description of phases	Team	Risks
<p>2.3. Lobby the Ministry of Culture, the Ministry of Education, Science and Sport and the Ministry of Foreign Affairs to allocate more budget funds which would enable new study programmes to be created.</p> <p>2.4. Provide specific additional funding for the accreditation of nationally important programmes (e.g., jazz) and for the recruitment of appropriate staff.</p> <p>2.5. Explore alternative funding options for new programmes (e.g., international calls for grants).</p>		
<p>3. Obtain new sources of funding to finance tuition fees for exceptionally talented students (including from outside the EU), the purchase of instruments and teaching aids, etc.</p> <p>3.1. Establish a fund for talented students.</p> <p>3.2. Regularly solicit donors and target audiences to contribute to the Fund.</p> <p>3.3. Establish mechanisms to successfully attract sponsorship and donor funding (part of the income tax to UniMusic Society, etc.).</p> <p>3.4. Allow the Fund to be replenished by a percentage of the funds generated from the provision of concerts and the teaching work of students.</p> <p>3.5. Report in a transparent manner on the resources raised and distributed by the Fund and on the social impact of donations.</p> <p>3.6. Research and regularly review calls for project proposals to attract talented students and submit them to students.</p>	<p><i>Marko Vatovec,</i> <i>FRS,</i> <i>Dušan Kranjc,</i> <i>Public Relations</i> <i>Department</i></p>	<p>Staff shortages in professional departments; economic crisis, legal constraints</p>
<p>4. Obtain funding to recruit assistants</p>	<p><i>Marko Vatovec,</i> <i>Mojca Žugelj Marič,</i> <i>Matjaž Drevenšek</i></p>	<p>Limiting recruitment, cutting funding for higher education</p>

To be continued



Table 6-continued

Description of phases	Team	Risks
<p>5. Ensure that the stock of instrument is constantly renewed</p> <p>5.1. Establish a process to regularly review the condition of instruments and teaching aid.</p> <p>5.2. Analyse the possibility to ensure additional funding for equipment.</p>	<p><i>Marko Vatovec,</i> <i>Mojca Žugelj Marič,</i> <i>Miha Rogina</i></p>	<p>Cutting funding for higher education</p>

Phases	2021				2022				2023				2024			
	1-3	4-6	7-9	10-12	1-3	4-6	7-9	10-12	1-3	4-6	7-9	10-12	1-3	4-6	7-9	10-12
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3					◆	◆										▶
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5			◆	◆												▶



4.2

Strategic Activity 2: INVEST IN STAFF AND ORGANISATION

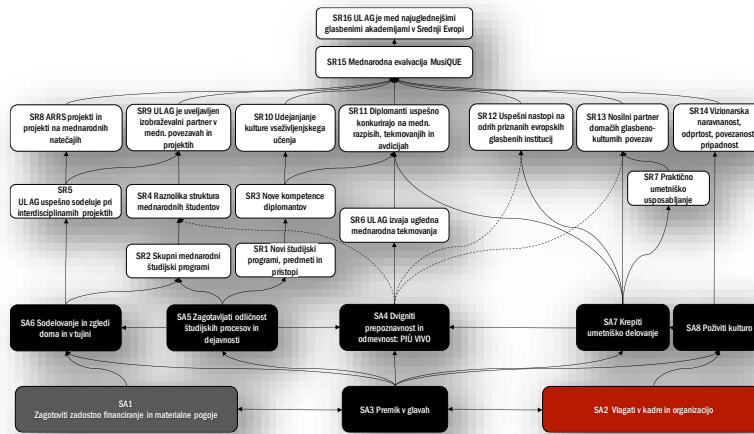


Table 7: Strategic Activity 2

SA2: INVEST IN STAFF AND ORGANISATION		
Person responsible: Mojca Žugelj Marič		
Description of phases	Team	Risks
<p>1. Optimize work processes</p> <p>1.1. Analyse the efficiency of work processes (compared to other UL members or foreign practices).</p> <p>1.2. Optimise work processes and ensure they are supported with information technology.</p> <p>1.3. Describe each process in an appropriate protocol and present protocols to the Academic Assembly.</p> <p>1.4. Update the Rules of the Academy of Music.</p>	<p><i>Management of the UL AG, Heads of Departments, Marta Kržič, Nina Podlipnik, Manja Belina</i></p>	<p>Failure to find relevant comparative practices, incomplete information, poor integration with existing solutions, introduction of a new business information system, incompatibility with other IT solutions; lack of information on the content of work processes</p>

To be continued



Table 7-continued

<i>Description of phases</i>	<i>Team</i>	<i>Risks</i>
<p>2. Actively seek and attract new teaching and non-teaching staff</p> <p>2.1. Establish criteria of excellence for staff (teaching, artistic work, research)</p> <p>2.2. Aim for an internationally recognised teaching staff.</p> <p>2.3. Advertise vacancies internationally via modern platforms.</p> <p>2.4. Present non-teaching posts at the UL AG in an attractive way that will attract high-quality staff.</p> <p>2.5. Obtain project funding for individual jobs first and build on them over time with regular jobs.</p>	<p><i>Management of the UL AG, Heads of Departments, Dušan Kranjc, Marta Kržič, Manja Belina</i></p>	<p>Difficult to recruit adequate, habilitated teaching staff, potential failure of projects, insufficient funding;</p>
<p>3. Optimise the UL AG's organisational structure</p> <p>3.1. Set up a project office or recruit a project assistant to help prepare and apply for projects.</p> <p>3.2. Provide additional support for the activities of the international office.</p> <p>3.3. Establish an independent marketing professional service.</p> <p>3.4. Recruit creative and highly qualified professional staff in the field of IT and computer science; a tutoring assistant to advise students on the content and timing of their assignments; and an assistant to monitor and cover the quality assurance area of work.</p> <p>3.5. Provide more administrative support within departments.</p> <p>3.6. Replace departing (retiring) professionals with young, promising staff.</p>	<p><i>Management of the UL AG, Heads of Departments, Nina Podlipnik, Manja Belina</i></p>	<p>Slovenian Research Agency does not call for projects in the field of art; there will be no start-up funds for the project office; public infrastructure does not allow fibre optic connection between sites; insufficient funds are allocated for additional training;</p>



Phases	2021				2022				2023				2024					
	1-3	4-6	7-9	10-12	1-3	4-6	7-9	10-12	1-3	4-6	7-9	10-12	1-3	4-6	7-9	10-12		
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4.3

Strategic Activity 3: SHIFT THE MINDSET

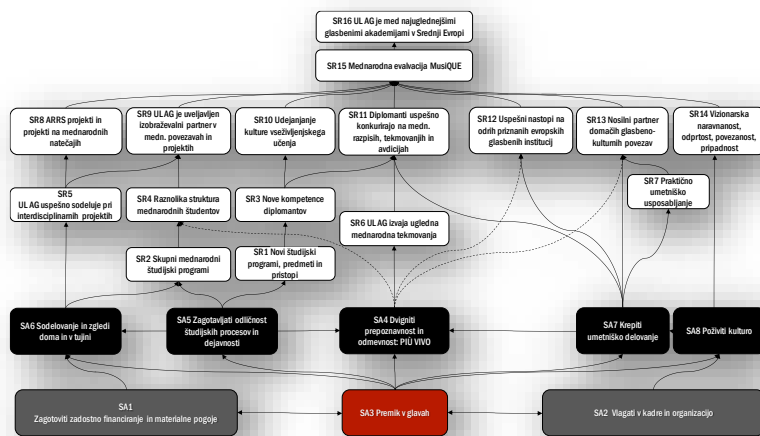


Table 8: Strategic Activity 3

SA3: SHIFT THE MINDSET		
Persons responsible: Dušan Kranjc and Gal Faganel		
Description of phases	Team	Risks
<p>1. Hello, Slovenian Research Agency (ARRS)!</p> <p>1.1. Explore the areas of work of the Slovenian Research Agency and make an initiative to conclude new agreements.</p> <p>1.2. Use the UL as an institution of science and arts to use its influence and persuade the Slovenian Research Agency to include artistic fields in its areas of work and funding programmes.</p> <p>1.3. Launch and implement an initiative to revise the Slovenian Research Agency's Codebooks, and to initiate the regulation of performance indicators for the field of musical arts at the UL AG.</p> <p>1.4. Develop performance indicators for the arts in cooperation with all art academies (link with habilitation criteria).</p>	<p><i>Branka Rotar Pance,</i> <i>Gal Faganel,</i> <i>Katarina Habe</i></p>	<p>The Slovenian Research Agency (ARRS) doesn't understand our arguments, artistic research is not accepted in the scientific community</p>

To be continued



Table 8-continued

<i>Description of phases</i>	<i>Team</i>	<i>Risks</i>
1.5. Succeed in persuading the Slovenian Research Agency to prepare calls for projects in which the UL AG can compete.		
<p>2. Let's spice up the science!</p> <p>2.1. Analyse different social challenges/problems that can be solved through music.</p> <p>2.2. Analyse the opportunities which are provided by the UL in the field of interdisciplinarity and identify strategic partners within the UL.</p> <p>2.3. Require the UL to take care of international calls to tender and provide networking that will explicitly address the arts.</p> <p>2.4. Address strategic partners identified within the UL and present to them elaborated proposals for interdisciplinary cooperation.</p> <p>2.5. Establish priorities which will lead the selection of appropriate projects and themes.</p>	<p><i>Drago Kunej,</i> <i>Katarina Habe,</i> <i>Matjaž Drevenšek</i></p>	<p>Our science-averse procedures and standards can undermine our reputation at home and abroad</p>
<p>3. One good turn deserves another</p> <p>3.1. Attract and select only high-quality students.</p> <p>3.2. Connect with economic operators willing to invest in the study of musical talent (endowments).</p> <p>3.3. Introduce the idea of promoting talented students to interested private financial partners.</p>	<p><i>Ljudmila Kastelec,</i> <i>Vesna Volk,</i> <i>Gregor Pirš</i></p>	<p>Misunderstanding, inadequate presentation</p>
<p>4. Other places, other customs</p> <p>4.1. Monitor the development of new learning environments and take advantage of cases of good practice.</p> <p>4.2. Update work processes in line with the changing learning environments.</p>	<p><i>Dušan Kranjc,</i> <i>Vito Žuraj,</i> <i>Urša Lah</i></p>	

To be continued



Table 8-continued

Description of phases	Team	Risks
<p>4.3. Explore different teaching systems practiced at the art universities (Germanic, Scandinavian, Benelux, Anglo-Saxon, Latin) - forms and quantity of teaching load</p> <p>4.4. Transform (increase) the teaching load and remuneration system in line with the Germanic and Scandinavian education systems by using a soft approach strategy. Succeed in persuading the Slovenian Research Agency to prepare calls for projects in which the UL AG can compete.</p>		

Phases	2021				2022				2023				2024			
	1-3	4-6	7-9	10-12	1-3	4-6	7-9	10-12	1-3	4-6	7-9	10-12	1-3	4-6	7-9	10-12
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2			◆	◆												▶
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4.4

Strategic Activity 4: INCREASE RECOGNITION AND PUBLICITY: PIÙ VIVO!

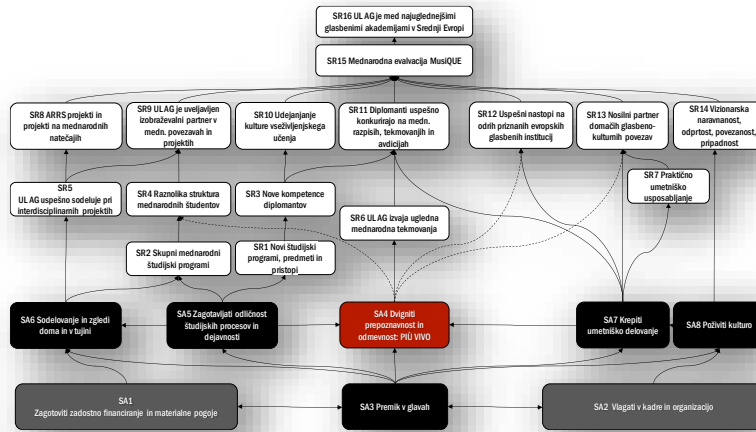


Table 9: Strategic Activity 4

SA4: INCREASE RECOGNITION AND PUBLICITY: PIÙ VIVO!		
Persons responsible: Dušan Bavdek in Mojca Žugelj Marič (or the Head of future Project Office)		
Description of phases	Team	Risks
<p>1. Strengthen national and international visibility</p> <p>1.1. Draw up a new corporate graphic image. The most important thing is the first impression when you meet the institution via the website.</p> <p>1.2. Develop a strategy to present the UL AG in foreign languages in an attractive way.</p> <p>1.3. Redesign the website - multilingual, attractive, transparent, more artistic content (top-quality audio/video), communicate the UL AG story with a focus on current and future projects. Promote the benefits of studying at the UL AG (Ljubljana, Slovenia) in an innovative way.</p>	<p><i>The Management of the ULAG, webmaster and the PR department</i></p> <p><i>The Management of the ULAG, departments, webmaster and the PR department</i></p>	<p>“If you pay peanuts, you get monkeys”</p> <p>“If you pay peanuts, you get monkeys”</p>

To be continued



Table 9-continued

<i>Description of phases</i>	<i>Team</i>	<i>Risks</i>
<p>1.4. Represent our study programmes at various international forums.</p> <p>1.5. Showcase the work of professors and top students in a prominent manner.</p> <p>1.6. Find the right global promotion channels and have a constant presence there (use the social networks that appeal to our target audience).</p> <p>1.7. Provide our diplomatic representations abroad with relevant information material.</p> <p>1.8. Develop promotional material that logically appeals to stakeholders outside the music profession. An example of good practice is the international flipbook on the English version of the website.</p>	<p><i>President of the Quality Control Commission, Vice-Dean for International Activities, Vice-Dean for Artistic Activities</i></p> <p><i>Head of the Project Office and external subcontractors</i></p> <p><i>Vice-Dean for Quality and International Activities</i></p> <p><i>The Management of the UL AG, departments, webmaster and PR department</i></p>	<p>“If you pay peanuts, you get monkeys”; pandemic and politics, media disinterest in cases of good practice - the media is practicing tabloid journalism</p> <p>Disinterest of those addressed; no success without a project office</p>
<p>2. Living area: take care of the interior design (lobby, corridors)</p>	<p><i>Vice-Dean for Arts, Head of the Library, Dr. Darja Koter, student representatives</i></p>	
<p>3. Proactive engagement in the decisions made by the UL and regarding the national cultural policy and successful representation before the home university</p> <p>3.1. Identify and engage in dialogue with relevant interlocutors in government institutions.</p> <p>3.2. Appoint the UL AG’s members to various commissions and bodies in the ministries.</p>	<p><i>Management through the Rector's Office, all active individuals from the different action groups (employees, external collaborators and students), The Management of the UL AG, UL members and the Rector's Office</i></p>	<p>State policy, insufficient moral encouragement for "lobbyists", insufficient responsiveness of external stakeholders</p>

To be continued



Table 9-continued

Description of phases	Team	Risks
3.3. Actively lobby the UL to appoint employees to various bodies and to take part in various projects.		
<p>4. Obtain internationally recognised accreditation</p> <p>4.1. Obtain information from experienced international accreditation experts and from institutions which already have international accreditation.</p> <p>4.2. Provide an annual overview of the activities carried out (comparing the practices of similar foreign institutions).</p> <p>4.3. Use the strategy development and implementation process to prepare the process of applying for international accreditation.</p> <p>4.4. Make changes and evaluations as required.</p>	<i>All stakeholders, the Management of UL AG</i>	Interest is low - poor success, some stakeholders are too weak

Phases	2021				2022				2023				2024				
	1-3	4-6	7-9	10-12	1-3	4-6	7-9	10-12	1-3	4-6	7-9	10-12	1-3	4-6	7-9	10-12	
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4.5

Strategic Activity 5: ENSURE EXCELLENCE IN STUDY PROCESSES AND ACTIVITIES

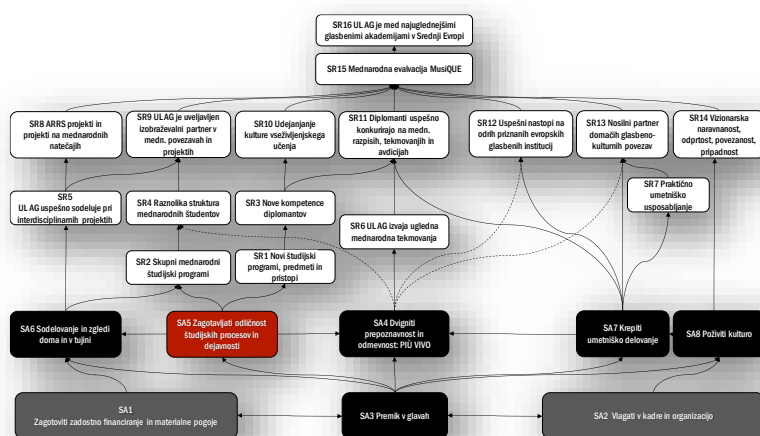


Table 10: Strategic Activity 5

SA5: ENSURE EXCELLENCE IN STUDY PROCESSES AND ACTIVITIES		
Persons responsible: Miha Rogina, Branka Rotar Pance and Ivan Florjanc		
Description of phases	Team	Risks
<p>1. Analyse the study programmes of the UL AG in terms of their international comparability and employability of graduates</p> <p>1.1. Compare the study programmes of the UL AG with those of internationally renowned foreign institutions.</p> <p>1.2. Analyse the current trends in the provision of study programmes at academies and conservatoires.</p> <p>1.3. Explore the employment opportunities of the UL AG graduates.</p>	<p><i>Vice-Dean for Academic Affairs; Vice-Dean for Quality and International Activities, all programme administrators; carefully selected staff profiles</i></p>	<p>Too exclusive a focus on one or only a few related institutions; poor identification of threats; succumbing to the fashion trends of globalisation, which prioritise spectacle and sensationalism over the content or message of artworks</p>

To be continued



Table 10-continued

Description of phases	Team	Risks
<p>2. Redesign and introduce new study programmes</p> <p>2.1. Develop and accredit new courses (e.g., music management, music production, methods, etc.)</p> <p>2.2. Develop and accredit new independent study programmes (PhD Degree in Arts Studies, jazz music studies of the 1st and 2nd levels, old music studies, contemporary music studies, music production studies, acoustic studies, accompaniment studies, etc.)</p> <p>2.3. Develop and accredit interdisciplinary programmes in collaboration with partners from Slovenia and/or abroad (interdisciplinary study programmes in neurology and anatomy, music therapy and music medicine, etc.).</p> <p>2.4. Provide a curriculum with more practice linked to the actual professional activities of graduates.</p> <p>2.5. Plan art projects in a systematic manner, bringing together students of artistic and education programmes and professional artists.</p> <p>2.1. Develop and provide advanced training programmes to a wider international audience.</p>	<p><i>Vice-Dean for Academic Affairs, Heads of Departments and Chairs, Student Representatives</i></p>	<p>Developing programmes that have no real employment prospects in practice; a departure from the essence of the professional profile; strategic partners are not interested in working together; overloading students with practical musical reproduction</p>
<p>3. Offer enrolment places on the basis of job prospects and the excellence of the candidates</p> <p>3.1. Develop a plan to adapt the number of enrolment places to the needs of employers.</p> <p>3.2. Strengthen the promotion of studies at the UL AG.</p> <p>3.3. Raise the criteria for selecting candidates for admission to the programme.</p>	<p><i>Vice-Dean for Academic Affairs; Vice-Dean for Arts, Dean; Heads of Departments and Chairs; PR Department</i></p>	<p>Impossibility of systematic planning (given the complex system of the UL AG' courses, it is practically impossible to allocate places by an individual course); it is impossible to unify the criteria for all courses on one single page</p>

To be continued



Table 10-continued

Description of phases	Team	Risks
<p>4. Reward and stimulate students in the academic and artistic fields</p> <p>4.1. Starting from each student's actual (prior) knowledge and creating a desire to deepen it.</p> <p>4.2. Develop motivational approaches for students in the artistic and academic fields.</p>	<i>The Management of the UL AG, Heads of Departments and Chairs</i>	Risk of misuse in order to build up one's own reputation
<p>5. Match spatial needs with available premises by adjusting opening hours</p> <p>5.1. Following the example of many institutions, the AUL G should be open all the time.</p> <p>5.2. Set up a system to make the best use of premises.</p>	<i>The Management of the UL AG, administrative and technical staff</i>	Inadequate security services; lack of coordination and information sharing

Phases	2021				2022				2023				2024			
	1-3	4-6	7-9	10-12	1-3	4-6	7-9	10-12	1-3	4-6	7-9	10-12	1-3	4-6	7-9	10-12
1			◆	◆			◆									
2					◆								◆			
3							◆			◆						▶
4			◆													▶
5							◆									▶



4.6

Strategic Activity 6: COOPERATE AND LEARN FROM THE BEST LOCAL AND INTERNATIONAL EXAMPLES

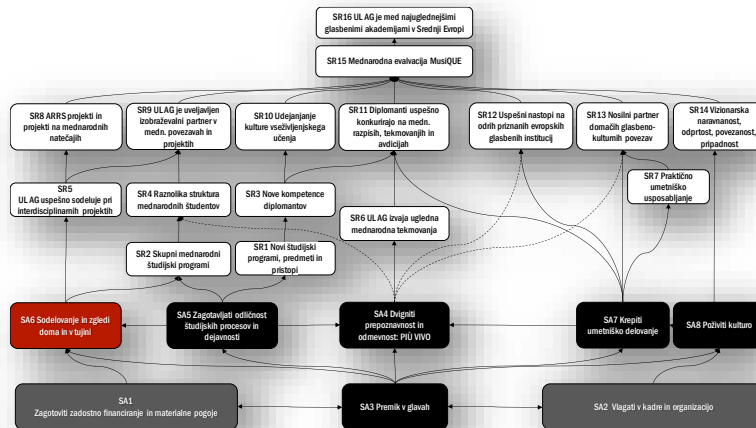


Table 11: Strategic Activity 6

SA6: COOPERATE AND LEARN FROM THE BEST LOCAL AND INTERNATIONAL EXAMPLES		
Persons responsible: Dušan Bavdek and Egon Mihajlović		
Description of phases	Team	Risks
<p style="text-align: center;">NOT REINVENTING THE WHEEL</p> <p>1. Analyse best practices within the UL and abroad in terms of international comparability (international relations - involvement in international associations and networks, exchanges, international projects, guest lectures, artistic research, work processes)</p> <p>1.1. Define the institutions to be analysed (in Slovenia and internationally). 1.2. Explore good practices within the UL. 1.3. Explore cases of good practice of similar international institutions.</p>	<p><i>Quality Control Commission, persons responsible</i></p>	

To be continued



Table 11-continued

Description of phases	Team	Risks
<p>MINDING OUR OWN BUSINESS</p> <p>2. Continue to pursue existing ways of cooperation within the UL and develop new ones</p> <p>2.1. Analyse existing cooperation themes pursued and identify potential partners who are already offering activities in the field of cooperation and promotion of music culture.</p> <p>2.2. Provide activities from the field of music and culture within the UL (horizontal elective courses in music and musical arts).</p> <p>2.3. Participate in the planning of joint events taking place at the UL.</p>	<p><i>Quality Control Commission, persons responsible, Vice-Rector of the UL for Arts</i></p>	
<p>WINDOWS</p> <p>3. Deepen international cooperation</p> <p>3.1. Obtain a software platform to have a clear record of all international events and activities with a detailed overview of all elements.</p> <p>3.2. Define strategic partners in the field of international cooperation and develop premises and proposals for international activities</p> <p>3.3. Obtain initiatives from departments and chairs as a premise points to further develop existing international activities.</p> <p>3.4. Build partnerships within the UL, with government institutions and businesses to ensure international presence.</p> <p>3.5. Explore interest in (permanent) presence in professional international associations and networks, organise multilateral international events, festivals, conferences (meeting of the IRC coordinators, congress or one of the AEC working groups), invite representatives of related institutions to (joint) events, and provide funds to pay membership fees.</p>	<p><i>APIS?, Media School (student s' internships)</i></p> <p><i>The Management of the UL AG, persons responsible, Heads of Departments and Chairs</i></p> <p><i>International Office, Vice-Dean QINT</i></p> <p><i>The Management of the UL AG, the PR Department</i></p> <p><i>Quality Control Commission, Persons responsible</i></p>	<p>Lack of finance</p> <p>Insufficient communication between the management and supervisors.</p> <p>Lack of good texts, comments</p> <p>Lack of interest, lack of finances to pay membership fees</p>

To be continued



Table 11-continued

<i>Description of phases</i>	<i>Team</i>	<i>Risks</i>
3.6. Establish a good overview of calls to tender and intensify processes to apply projects to these calls.	<i>Project Office</i>	Insufficient human resources
3.7. Develop Master's degree programmes in cooperation with foreign institutions for double/triple degrees.	<i>Vice-Dean QINT, Vice-Dean STIU, Commission for Study Activities</i>	Absence of financial support
3.8. Use existing contacts and links to attract students from outside the EU to fee-paying programmes.	<i>The Management of the UL AG</i>	

Phases	2021				2022				2023				2024			
	1-3	4-6	7-9	10-12	1-3	4-6	7-9	10-12	1-3	4-6	7-9	10-12	1-3	4-6	7-9	10-12
1.1		◆	◆	◆												
1.2		◆	◆	◆												
1.3		◆	◆	◆												
2.1				◆		◆										▶
2.2			◆					◆								▶
2.3	◆															▶
3.1		◆	◆			◆										
3.2				◆				◆								
3.3		◆	◆			◆	◆		◆	◆			◆	◆		
3.4								◆								▶
3.5				◆				◆								▶
3.6								◆								▶
3.7								◆								▶



4.7

Strategic Activity 7: STRENGTHEN ARTISTIC ACTIVITY

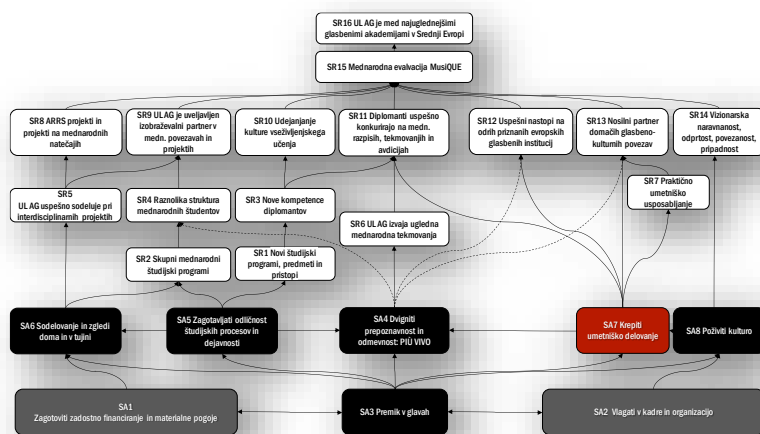


Table 12: Strategic Activity 7

SA7: STRENGTHEN ARTISTIC ACTIVITY		
Persons responsible: Simon Dvoršak and Luka Juhart		
Description of phases	Team	Risks
<p>1. Establish long-term planning of artistic events</p> <p>1.1. Ensure that the Commission for Artistic Activities plans long-term projects and ensures a diversity of production and a balanced workload for the teaching staff.</p> <p>1.2. Design artistic events together with partners from abroad.</p> <p>1.3. Intensify bilateral cooperation with academies in the Central European region, launch new projects as their promoter, continue the existing presentations on concert stages which are highly recognised and successful in the international arena.</p> <p>1.4. Use existing major projects in Slovenia (e.g., European Capital of Culture) to involve the UL AG in the implementation of activities.</p>	<p><i>Vice-Dean for Artistic Affairs, Vice-Dean for Quality and International Activities, selected representatives of departments and chairs, the PR department</i></p>	

To be continued



Table 12-continued

<i>Description of phases</i>	<i>Team</i>	<i>Risks</i>
1.5. Design artistic events together with high quality and recognisable local artists. 1.6. Plan regular tours in music cycles throughout Slovenia.		
2. Encourage high-quality and stylistically diverse projects 2.1. The quality of artistic production takes precedence over quantity. 2.2. Provide support for the quality of the preparation, technical support and promotion of artistic events.	<i>Vice-Dean for Artistic Affairs, Vice-Dean for Quality and International Activities, representatives of departments and chairs, the PR Department</i>	
3. Make attendance at arts events a compulsory part of the study process	<i>Vice-Dean for Study Affairs, Gal Faganel</i>	

Phases	2021				2022				2023				2024				
	1-3	4-6	7-9	10-12	1-3	4-6	7-9	10-12	1-3	4-6	7-9	10-12	1-3	4-6	7-9	10-12	
1				◆													
2					◆												
3								◆									



4.8

Strategic Activity 8: REVITALISE CULTURE

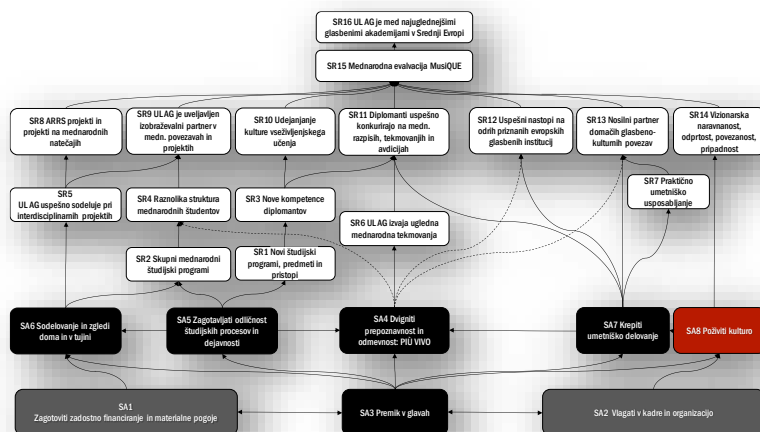


Table 13: Strategic Activity 8

SA8: REVITALISE CULTURE		
Persona responsible: Simon Klavžar and Marko Vatovec		
<i>Description of phases</i>	<i>Team</i>	<i>Risks</i>
<p>1. Interpersonal relations</p> <p>1.1. Adopt a Code of Ethics (building on the UL Code of Ethics with an internal addendum relating to the functioning of the parent institution).</p> <p>1.2. Encourage students to take an active part in decision-making processes.</p>	<p><i>Karolina Šantl-Zupan, a representative of Students' Council</i></p>	<p>Despite best efforts, poor response from students; insufficient information on achievements</p>
<p>2. Communication</p> <p>2.1. Encourage various forms of informal socialising among employees.</p> <p>2.2. Organise regular team-building events.</p> <p>2.3. Ensure more effective communication within the institution (interdepartmental and otherwise).</p> <p>2.4. Strengthen communication through social networks.</p> <p>2.5. Monitor employee satisfaction on an annual level.</p> <p>2.6. Supplement the student surveys with a set of questions on culture and atmosphere.</p>	<p><i>Katarina Habe, Manja Belina, Secretary</i></p>	<p>Disinterest in taking part in the surveys; time and space dispersion of employees - employees do not work in one single work place (at least before the move into new premises)</p>

To be continued



Table 13-continued

<i>Description of phases</i>	<i>Team</i>	<i>Risks</i>
<p>3. Remuneration, encouragement</p> <p>3.1. Establish a system for recognising and rewarding quality work in a transparent way (Commission for the establishment of a remuneration and incentive system).</p> <p>3.2. Encourage accountability for work not done or poorly done (soft sanctions).</p> <p>3.3. Ensure a culture of equal opportunities.</p> <p>3.4. Encourage teaching staff to get involved in interdisciplinary projects.</p> <p>3.5. Encourage full-time staff to participate in management.</p>	<p><i>Vito Žuraj,</i> <i>Miha Haas,</i> <i>Secretary</i></p>	<p>The complexity of designing a transparent and objective remuneration system</p>
<p>4. A culture of regular, ongoing training for all employees</p> <p>4.1. Introduce a culture of continuous learning for all staff (teaching and professional staff).</p> <p>4.2. Support formal and non-formal training and education at the national and international level.</p> <p>4.3. Promote inter-institutional cooperation in education.</p> <p>4.4. Encourage teaching staff to publish textbooks and other publications.</p> <p>4.5. Inform employees about training opportunities.</p>	<p><i>Žiga Brank,</i> <i>Nina Podlipnik,</i> <i>Katarina Zadnik</i></p>	<p>Lack of interest</p>

Phases	2021				2022				2023				2024				
	1-3	4-6	7-9	10-12	1-3	4-6	7-9	10-12	1-3	4-6	7-9	10-12	1-3	4-6	7-9	10-12	
1			◆	◆													▶
2				◆		◆											▶
3			◆									◆					▶
4			◆									◆					▶



5. STRATEGIC CONTROL 2021–2027

Tables 14 and 15 present performance indicators and their target values which aim to control the implementation of the UL AG's Strategy. The implementation of strategic activities will be monitored quarterly while the achievement of strategic objectives will be monitored on an annual basis. The Strategy will be reviewed after two years.

Table 14: Key performance indicators for strategic activities in the period from 2021 to 2027 with target values

Strategic Activities	Performance indicators	Frequency of measurement	Baseline 2020	Target 2022	Target 2024	Target 2026
SA1: Provide sufficient funding and good working conditions	SA1–KPI1: % of the UL AG's revenue generated from non-budgetary sources of financing	Semi-annually	4.6%	5%	7%	10%
	SA1–KPI2: Volume of donations and sponsorships	Semi-annually	EUR 2,850	20 % increase compared to the baseline	50 % increase compared to the baseline	100 % increase compared to the baseline
SA2: Invest in staff and organisation	SA2–KPI1: % of administrative, teaching and research processes supported by a common information system	Semi-annually	60%	80%	90%	100%
	SA2–KPI2: Proportion of employees achieving the excellence criteria in their field	Annually	TBD	5% growth compared to the baseline	10% growth compared to the baseline	15% growth compared to the baseline

To be continued



Table 14-continued

Strategic Activities	Performance indicators	Frequency of measurement	Baseline 2020	Target 2022	Target 2024	Target 2026
SA3: Shift the mindset	SA3–KPI1: Number of new research and artistic projects (including interdisciplinary projects) supported by the Slovenian Research Agency (ARRS)	Quarterly	0	1	1	2
	SA3–KPI2: Number of new learning environments	Semi-annually	0	1 (LoLa)	2	3
SA4: Increase recognition and publicity: PIÙ VIVO	SA4–KPI1: Number of presentations of study programmes at established international meeting places	Annually	1	2	4	5
	SA4–KPI2: Number of new promotional materials	Semi-annually	1	2	2	2
	SA4–KPI3: International accreditation	Quarterly	0	Preparation	Implementation	International accreditation granted by MusiQuE
SA5: Ensure excellence in study processes and activities	SA5–KPI1: Number of joint programmes carried out with partner institutions (within the UL and elsewhere), including interdisciplinary programmes	Annually	0	1	2	2
	SA5–KPI2: The opening hours of the UL AG	Annually	7–21	7–22	6–24	6–24

To be continued



Table 14-continued

Strategic Activities	Performance indicators	Frequency of measurement	Baseline 2020	Target 2022	Target 2024	Target 2026
SA6: Cooperate and learn from the best local and international examples	SA6–KPI1: Number of music elective courses offered to other UL members	Annually	4	4	6	8
	SA6–KPI2: Number of events organised by the UL (or the UL membrs) at which the UL AG participates	Semi-annually		Same as 2020	50% growth	100% growth
	SA6–KPI3: Number of projects prepared in cooperation with strategic international institutions	Semi-annually	1 (Swing)	1 (Medinea)	2	4
SA7: Strengthen artistic activity	SA7–KPI1: Number of publicly presented art events with a recorded critical or public response	Annually	0	1	2	3
	SA7–KPI2: Number of followers on social networks (Instagram, Facebook, LinkedIn, Twitter)	Quarterly	1,100	10% growth compared to the baseline	20% growth compared to the baseline	25% growth compared to the baseline
	SA7–KPI3: Number of "different-style" art projects	Annually	2	20% growth compared to the baseline	25% growth compared to the baseline	30% growth compared to the baseline
SA8: Revitalise culture	SA8–KPI1: Number of meetings between management and student representatives (Dean's College)	Annually	0	10	10	10
	SA8–KPI2: Number of informal events organised for employees	Annually	0	1	3	5

To be continued



Table 14-continued

Strategic Activities	Performance indicators	Frequency of measurement	Baseline 2020	Target 2022	Target 2024	Target 2026
	SA8–KPI3: Number of proposals for new employee bonuses	Annually	0	2	3	4
	SA8–KPI4: Number of regular training courses organised for employees	Annually	0	1	2	4

Table 15: Key performance indicators for strategic results achieved in the period from 2021 to 2027 with target values

Strategic results	Performance indicators	Frequency of measurement	Baseline 2020	Target 2023	Target 2025	Target 2027
SR1: New study programmes, courses and approaches	SR1–KPI1: Number of new study programmes	Annually	0	2 (Mgmt in Culture, PhD Degree in Arts Studies)	3 (e.g., jazz music studies, early music studies)	3
	SR1–KPI2: Number of new study courses	Annually	0	10	12	15
	SR1–KPI3: Number of new interdisciplinary study programmes at the undergraduate and graduate levels	Annually	0	1	2	2
SR2: Number of joint international study programmes	SR2–KPI1: Number of joint international study programmes	Annually	0	0	1	1

To be continued



Table 15-continued

Strategic results	Performance indicators	Frequency of measurement	Baseline 2020	Target 2023	Target 2025	Target 2027
SR3: New competences of graduates	SR3–KPI1: % of students who have chosen at least 1 subject outside their field of study (including parallel studies)	Annually	TBD	5% growth	10% growth	10% growth
	SR3–KPI2: % of courses at the UL AG that involve experts from non-music fields	Annually	4	50% growth	100% growth	100% growth
SR4: Diverse structure of international students	SR4–KPI1: % of international students among all students	Annually	19%	20%	22%	25%
	SR4–KPI2: Number of international students coming from outside Europe	Annually	1	2	3	5
SR5: The UL AG successfully participates in interdisciplinary projects	SR5–KPI1: Number of interdisciplinary projects at the UL involving the UL AG's staff	Annually	0	1	1	2
	SR5–KPI2: Number of scientific publications stemming from open access scientific projects	Annually	0	0	1	2
SR6: The UL AG organises renowned international competitions	SR6–KPI1: Number of international competitions organised by the UL AG	Annually	0	1	2	2

To be continued



Table 15-continued

Strategic results	Performance indicators	Frequency of measurement	Baseline 2020	Target 2023	Target 2025	Target 2027
SR7: Practical artistic training	SR7–KPI1: Number of public institutions (including music schools) and professional societies involved in practical artistic training at the UL AG (including traineeships)	Annually	TBD	3	5	7
SR8: Slovenian Research Agency's (ARRS) projects and projects obtained in international competitions	SR8–KPI1: Number of artistic or research projects launched in international competitions (partner or lead partner), in progress	Annually	1	1	2	3
	SR8–KPI2: Number of open access scientific publications	Annually	TBD	10% growth	10% growth	10% growth
SR9: The UL AG is an established educational partner in international alliances and projects	SR9–KPI1: Number of international agreements (Erasmus, bilateral) with recognised institutions	Annually	90	2% growth	2% growth	2% growth
	SR9–KPI2: % of the UL AG departments which organise at least 2 lectures per year with invited foreign lecturers	Annually	0	7	9	10
	SR9–KPI3: % of the UL AG departments which organise at least 2 lectures per year with invited foreign lecturers	Annually	60%	100%	100%	100%

To be continued



Table 15-continued

Strategic results	Performance indicators	Frequency of measurement	Baseline 2020	Target 2023	Target 2025	Target 2027
SR10: Culture of lifelong learning	SR10–KPI1: Number of refresher courses organised	Annually	0	3	4	5
SR11: Graduates compete successfully in international calls for applications, competitions and auditions	SR11–KPI1: Number of students and graduates who have successfully participated in a prestigious international competition, passed an international audition or succeeded in an international call for job vacancy	Annually	TBD	5	7	8
SR12: Successful performances on the stages of renowned European music institutions	SR12–KPI1: Number of performances by the UL AG ensembles on the stages of renowned European music institutions	Annually	0	1	2	3
SR13: A lead partner of the local musical and cultural associations	SR13–KPI1	Annually	0	1	2	2
SR14: Visionary stance, openness, cohesiveness and loyalty	SR14–KPI1: % of loyal employees	Annually	–	eNPS survey	–	eNPS survey

To be continued



Table 15-continued

Strategic results	Performance indicators	Frequency of measurement	Baseline 2020	Target 2023	Target 2025	Target 2027
SR15: International evaluation certificate by MusiQuE	SR15–KPI1: International accreditation obtained	–	No	Preparation	Implementation	Yes



APPENDICES



Annex 1: Destination Statement of the University of Ljubljana 2027

No.	ASPECT I: KEY STAKEHOLDER EXPECTATIONS
1.	<p>The UL is one of the leading universities in Central and Eastern Europe:</p> <p>1.1. Enjoys the highest scientific and artistic standing, as measured by international benchmarks, and is recognised internationally. It ranks among the top 4 00 universities in the ARWU rankings;</p> <p>1.2. All the UL member institutions have earned a place among the top 10 institutions in the region. They are internationally accredited or have undergone international programme/institution evaluation, where such exists;</p> <p>1.3. The UL is successful in winning prestigious international projects (e.g., 250 projects within the Horizon Europe 2021-2027 programme, including 15 projects funded by the European Research Council (ERC projects)).</p>
2.	<p>The UL is the leading institution in Slovenia for addressing and solving complex social problems:</p> <p>2.1. The society and politics take the UL's opinion into account and recognise its undisputed status as a scientific and artistic authority;</p> <p>2.2. The UL employees are the leading advisors in the society, who regularly participate in advisory bodies and influence policy-making at different levels of the society, including sustainable development and the digital transformation of the society as well as make an impact on the humanistic foundations of the citizenship and the common good.</p>
3.	<p>The UL provides world-class higher education and excels at talent development in connection with research activities and artistic production, in line with the principles of open science and responsible research and creativity.</p> <p>The UL graduates are:</p> <p>3.1. a synonym for excellence, professionalism, critical thinking, and creativity;</p> <p>3.2. socially and environmentally responsible persons who, while studying at the UL strengthen their integrity, work ethics and their awareness for further personal and professional development which, after their graduation, they transmit to the society at large;</p> <p>3.3. in demand and employable at home and abroad. At least 75% of graduates are employed in the field they were trained for within six months.</p>

To be continued



Table -continued

No.	ASPECT II: EXTERNAL RELATIONSHIPS
4.	<p>The UL is recognised as a source of knowledge and innovation, and is a sought-after partner institution for universities, businesses and other organisations:</p> <p>4.1. The UL is a central member of one of the leading associations of European universities (European University);</p> <p>4.2. The UL works intensively with the most important research institutions in the international arena and achieves synergies with them. At least 50% of agreements are concluded with institutions which are ranked equal to or higher than the UL;</p> <p>4.3. The UL is the main coordinator in the integration of SEE universities into the EU higher education integration process;</p> <p>4.4. Slovenia's most prestigious research institutions are affiliated members of the UL;</p> <p>4.5. The UL actively involves experts from the industry and other organisations in the education and research process;</p> <p>4.6. The UL files at least 20 new patent applications a year and participates in the creation of at least 5 spin-off companies. This revenue represents at least 30% of the UL's total investment in patent protection and the funding of the UL Innovation Fund.</p>
5.	<p>The UL is active and responsive in the wider media landscape:</p> <p>5.1. The UL promotes scientific and artistic creativity, strengthening the contribution of both to the development of the society;</p> <p>5.2. Target and general public groups are involved in the planning, implementation and promotion of research in science and the arts;</p> <p>5.3. Employees represent the interests of the UL in a responsible manner during their social engagements and in public speaking;</p> <p>5.4. The UL alumni are the UL ambassadors and the UL partners; Alumni and the economy provide material support to the UL's activities and are actively involved in them.</p>
No.	ASPECT III: INTERNAL PROCESSES
6.	<p>Governance processes and standards are clear, traceable, standardised, and comparable, allowing continuity of development and allowing decision-makers to focus on strategic content:</p> <p>6.1. Standard processes in professional departments are defined, standardised, and implemented to a reasonable extent by all members at the level of the UL;</p> <p>6.2. All teaching, research and administrative processes are IT-enabled through a common information system. Where technologically or legally possible, business processes are automated;</p>

To be continued



Table -continued

	<p>6.3. The UL enables its employees to properly manage research results and data, protect intellectual property and transfer knowledge and services to the market according to clearly defined rules (transparency and protection of the UL's interests in knowledge commercialisation processes).</p>
7.	<p>The educational and research activities at the UL are carried out in accordance with the principles of interdisciplinarity and open and responsible science and arts:</p> <p>7.1. Researchers from all UL members work in interdisciplinary research teams (with significant contributions from the social sciences and humanities, supported by digital technologies and artificial intelligence);</p> <p>7.2. Research and the dissemination of research results in science and the arts are carried out according to the principles of open science;</p> <p>7.3. At least 30% of the students in each UL member choose at least 1 subject outside their field of study; 10% of the subjects involve experts from other fields;</p> <p>7.4. The UL offers 4 additional interdisciplinary study programmes at the first two levels;</p>
8.	<p>The UL is an institution which is guided by a concern for human rights and for building an accessible, inclusive and non-discriminatory education, research and work environment:</p> <p>8.1. The UL L pursues the highest standards as regards working with particularly talented students; and with students with disabilities;</p> <p>8.2. The UL promotes gender equality in all areas;</p> <p>8.3. The UL promotes an accessible, inclusive, non-discriminatory and creative workplace environment for all groups of employees.</p>
9.	<p>The UL offers state-of-the-art study programmes, learning technologies and pedagogical approaches that make graduates highly employable at home and abroad:</p> <p>9.1. Combined and multifaceted learning is implemented at the UL at all levels of study and during and after studies (in terms of the use and development of learning technologies, pedagogical approaches, the involvement of experts from practice and in practical training, extra-curricular activities, personal and professional development);</p> <p>9.2. The UL students are active in gaining excellent educational and research experience in an international environment;</p> <p>9.3. The UL systematically monitors the employability of graduates and adjusts the number of places in study programmes accordingly.</p>

To be continued



Table -continued

No.	ASPECT IV: STRUCTURE AND CULTURE
10.	<p>The UL's high level of commitment is based on open, respectful and collaborative action:</p> <p>10.1. The UL values are promoted by the members of the academic community; The UL pursues a zero tolerance policy towards any form of violence;</p> <p>10.2. The Rectorate works in an inclusive and cohesive manner, promoting cooperation among members and treating staff and initiatives from all Members in an equal manner. It provides support to address individual, more complex challenges encountered by the members;</p> <p>10.3. The UL management asserts the autonomy of the UL;</p> <p>10.4. Loyalty of the members of the academic community and alumni towards the UL is at a high level.</p>
11.	<p>The financial resources are allocated among the members of the UL by pursuing development objectives:</p> <p>11.1. The UL has sufficient financial resources to carry out development activities that are not funded by the public service;</p> <p>11.2. The UL ensures an internal distribution of resources that enables the implementation of core activities and promotes interdisciplinarity, research and the development of study programmes for the professions of the future;</p> <p>11.3. The UL ensures that all investment planning respects the principles of sustainability, of well-maintained, safe and universally accessible facilities for teaching and research, and of an IT-enabled environment that provides excellent conditions for creative and innovative work.</p>
12.	<p>The recruitment processes and job classification at the UL enable the recruitment of the best teaching, research, and professional staff:</p> <p>12.1. The UL encourages an influx of the best researchers, teachers, artists, and students from international backgrounds. This action is supported by internationally recognised job vacancies, easy procedures, and funding. The aim is to bring back 100 Slovenian researchers and teachers who work abroad. The share of foreigners among staff and students exceeds 10%;</p> <p>12.2. The number of the UL staff and their competences enable all the UL's activities to be performed in an efficient and effective manner;</p> <p>12.3. The UL pursues various work arrangements (e.g., remote working) and forms of studying to make work more efficient, and, in the light of implementing the principle of gender equality, to improve the work-life balance.</p>

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