

Institutional Evaluation: University of Ljubljana

Faculty of Sports

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Answers to Questions/Comments of peers before site-visit

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Based on the des review of the university's self-evaluation the peers have been collecting the following comments and questions. This collection is meant to support the preparation of the upcoming site-visit and the respective sessions internally at the university and within the peer team.

Unless directly requested by the peers, there is no need for the university to provide a written feedback on these comments and questions before the visit! Nevertheless, in case the university wishes to let the peers know specific answers beforehand, we would need such feedback at least three days before the visit (Wednesday, 19/11/2014).

First impression

The quality management system and the self-assessment report seem to fulfill the expectations. It is in line with most criteria of the ASIIN's catalogue for evaluation. The institutional, procedural and cultural criteria and the respective questions for assessment have been addressed in view of objectives, missions, strategic goals as well as aspects of education and training, research development and the rules of organization and organizational structures.

General Questions

1. To what extent the Slovenian educational system fosters governmental influence on higher education institutions?

In Slovenia, the State is the main and the only financier of higher education institutions. We do not have institutions that would be fully funded from private sources. Therefore, the State is life-long interested in the quality of the education system, which is reflected in:

- Improving the quality of teaching and research process, which is the basis for an effective system of higher education (including the tightening of habilitation criteria),
- Restrictive process of accreditation of higher education study programmes,
- Highlighted demands for integration of higher education institutions with economic and public sectors,
- Tightening entry conditions for enrollment in higher education study programmes (also through restrictions on the number of rights of first entry on the various study programmes),
- Gradual reduction of the number of approaches to examinations.

2. It is notable that the structure of the Faculty is strongly split up in several parts. Why was this very detailed structure and not bigger units chosen?

We are aware that this is our specialty and we believe that it comes from our past socio-political system, which assumed participation of all in the management and decision-making. Changes require time and our current organizational structure also shows that with reducing the number of chairs we are on the right track. The same rationalization will shortly be held at the level of departments. Truth be told, many do not realize that the organizational structure is unproductive and people can not put their potential into practice.

3. Regarding the institutional structure of the faculty and the university: What are the differences between the Senate and the Academic Assembly?

The difference between the Academic Assembly and the Senate is as follows:

- Academic Assembly consists of all teaching staff, employed at the Faculty of Sport full-time,
- Academic Assembly does not have the decision-making functions but gives suggestions and proposals to the Senate of the Faculty of Sport,
- Academic Assembly has the main decision-making function only by electing the Faculty Senate and voting on the candidates for the Dean of the Faculty of Sport.

The Faculty Senate is the highest academic body of the Faculty of Sport and has the main decision-making function - to decide (adopts resolutions) on professional issues in the field of teaching, scientific-research, development and professional work, elects the Dean of the Faculty and decides on the organization of the faculty. The tasks of the Faculty Senate are set out in the Statute of the University of Ljubljana. The Senate consists of 12 members who are elected by the Academic Assembly. Nominating process is carried out according to the

procedure laid down in the Rules on the Organization and Functioning of the Faculty of Sport within departments and the Student Council of the faculty. Each of the four departments of the faculty elects two candidates, students elect three candidates, and the Dean is also a member of the Senate by function.

Definition of quality/quality management systems

The Self-Assessment Report contains all aspects for evaluation of the quality and the contents of the educational programs. The report based on the ASIIN criteria of institutional evaluation, national and international regulations and demands of academic education. Short-term aims and longer-term developing strategies of the Faculty are indicated. Special value is laid on ethical criteria of the academic education. The students have committees to perceive their democratic rights and to use influence at the Faculty.

4. In view of the broad scope of activities: What are (academic and strategic) top priorities considering the ambition to develop sport at all levels as well as raising awareness and participation?

Our core objectives in various fields of activity are going in the following directions:

- Consistent adapting to projections of the labor market needs, which means that we do not exploit the surplus applications to increase the number of available enrollment places, but on the contrary, we want to raise the quality of students entering the faculty and in such a way regulate a stable relationship of input and output parameters (enrollment of students – graduates),
- Ensuring good conditions for the operation of laboratories and implementation of the project of measurements and consulting athletes, financed by the users (economic and non economic),
- Updating the study classrooms and other areas related to the implementation of the study programmes and development and use of modern technologies to enhance the quality of study,
- Contribution to the internationalization of study by offering extracurricular programmes and by already established cooperation with Shanghai University to help with our students' study with the support of the Chinese government scholarships,
- In the research field we need to create a strategy that will motivate employees to more active participation in the field of scientific-research work, by reducing the upper limit of teaching workload in 2015 from 8 to 6 hours / per week,
- Active engagement in applying, procurement and management of scientific-research projects at home and abroad (mainly basic) by engaging the persons responsible for the operation in this field,
- At current valuations, we do not have enough internal space for the optimal implementation of study programmes, which could be solved by using spaces in the vicinity of the faculty.

5. Regarding the vast participation of students in the faculty governance it is notable that only one student was involved in the elaboration of the report.

In the core working group, which was responsible for preparing the report, the former president of the Student Council who has recently completed his study, has been continuously involved, which is important due to his great knowledge about student issues. Current Student Council representatives were involved in dealing with working versions of the report and in reading the final version of the report at the Academic Assembly and the Senate, where they have their own representatives.

Educational programs

The faculty of Sports offers a demanding Bachelor-Master-Program. On the website as well as in the report the study courses are shown very clear. Nevertheless it is difficult to determine the enrolled number of students in the several study programs. Because of that it is also difficult to measure the faculty student-ratio.

6. How many students are enrolled in the different programs?

In the study years 2013/14 and 2014/15 there were the following number of students enrolled in study programmes of the first and second cycle (bachelor's and master's study programmes):

Table 1: Academic year 2013/14

Study programme	1 st year	2 nd year	3 rd year	Senior year	Prolongation of the senior year	Total nr. of students
Bachelor's university study programme Sports Education	134	66	46	39	5	289
Bachelor's university study programme Sports Training	63	31	16	9	0	119
Bachelor's university study programme Kinesiology	77	81	65	46	0	269
Bachelor's university study programme Sports Recreation	0	0	0	0	3	3
Total of the 1st cycle	274	178	127	94	8	680
Master's degree study programme Sports Education	37	22	0	0	0	59
Master's degree study programme Kinesiology	25	0	0	0	0	25
Total of the 2nd cycle	62	22	0	0	0	84
Total of the 1st and 2nd cycle:					0	764

Table 2: Academic year 2014/15

Study programme	1 st year	2 nd year	3 rd year	Senior year	Prolongation of the senior year	Total nr. of students
Bachelor's university study programme Sports Education	123	88	66	26	3	306
Bachelor's university study programme Sports Training	69	31	24	14	2	140
Bachelor's university study programme Kinesiology	74	74	69	46	4	267
Bachelor's university study programme Sports Recreation	0	0	0	0	0	0
Total of the 1st cycle	266	193	159	86	9	713
Master's degree study programme Sports Education	40	35	0	20	0	95
Master's degree study programme Kinesiology	32	22	0	0	0	54
Total of the 2nd cycle	72	57	0	20	0	149
Total of the 1st and 2nd cycle:	338	250	159	106	9	862

7. How many doctoral candidates have concluded their doctorate since 2009 successfully?

Actually there are 10 students enrolled in doctoral program (4 of them in the first study year, 4 of them in the second study year and two students are enrolled in the third study year), and 22 candidates finished their doctorate since 2009. The courses on doctoral study programme are mainly taught in Slovenian language. With foreign students the professors are working in English and on an individual basis. We have approximately 3-5 guest lecturers per year. The lectures are taught in English.

8. In what languages the courses are mainly taught? Only in Slovenian? Or as well in English?

The courses in the study programmes of the 1st and the 2nd cycle are held mostly in Slovenian language, but there are some exceptions (some lectures of invited foreign professors on specific topic). Also there have been 11 subjects held in English language in the previous year, organised for foreign Erasmus students.

Educational programs/cooperations

9. The faculty obviously has numerous cooperations with national and international partners. Are there additional cooperations *within* the University of Ljubljana?

The faculty cooperates within the University in the execution of its own and other faculties' study programmes with many faculties (Faculty of Medicine, Faculty of Economics, Faculty of Education, Faculty of Arts), and outside University of Ljubljana with Faculty of Education at the University of Maribor, Faculty of Mathematics, Natural Sciences and Information Technology at the University of Koper, Institute Jozef Stefan, Institute of Occupational Health etc.

10. Can you provide further information about the internationalization strategy of the faculty? What efforts are made to gain students from abroad? Is international mobility of the own students fostered?

In the future, faculty wants to focus on the internationalization of the study by offering extracurricular specific programmes, especially for areas where we have internationally recognized experts. We want to offer these types of programmes to neighboring countries as well as countries outside the region and Europe.

Educational programs/recognition of achievements/monitoring/self examination

11. Is there any information about the drop-out rates?

For defining drop-out rate as a percentage of all students (enrolled in one study year of one study programme), who do not progress to the following year of the study programme they are attending, we can show the following data for our students (only for the bachelor's programmes):

Table 3: Shares of not progressing students

	from 2009/10 to 2010/11	from 2010/11 to 2011/12		from 2011/12 to 2012/13		from 2012/13 to 2013/14	
	from 1 st v 2 nd y.	from 1 st v 2 nd y.	from 2 nd v 3 rd y.	from 1 st v 2 nd y.	from 2 nd v 3 rd y.	from 1 st v 2 nd y.	from 2 nd v 3 rd y.
Sports Education	54,40%	60,70%	53,5	58,60%	19,40%	60,10%	37,70%
Kinesiology	52,40%	23,90%	6,70%	33,70%	15%	26,50%	18,60%
Sports training	87,20%	80,40%	83,30%	78,70%	33,30%	63%	40,70%
Sports recreation	0%	not more 1 st year	10%	No transition	No transition	No transition	No transition

But we have to consider that students of these shares are mostly again enrolled in the study, because they did not terminate their study permanently (most of them have just stopped the study for a year or two and then continued).

Table 4 shows how many students of all (enrolled in the study from the beginning of the first cycle programmes) are not enrolled in the study year 2014/15,

Table: Number of not enrolled students in 2014/15

1st cycle	Number of not enrolled students in 2014/15 (counting from the 1st year of the study programme - 2009/10)			
	after 1st study year	after 2nd study year	after 3rd study year	after senior study year
Kinesiology	36	23	1	20
Sports Education	98	40	1	19
Sports Training	87	16	2	3
Sports Recreation	0	1	0	5

Table 5 shows the number of students that terminated their study on our faculty permanently (they signed a statement of termination) in study years 2012/13 and 2013/14:

Table 5: Number of students with signed statement of termination

		2012/13	2013/14
Kinesiology	1 st year	7	6
	2 nd year	1	0
	3 rd year	0	0
Sports Education	1 st year	24	10
	2 nd year	0	1
	3 rd year	0	
Sports Training	1 st year	11	10
	2 nd year	0	0
	3 rd year	0	0
Sports Recreation	1 st year	0	0
	2 nd year	0	0
	3 rd year	0	0

12. Is it possible to provide any material on student feedback?

Table 6 shows the results of the most recent student survey, assessing satisfaction with compulsory and elective subjects.

Table 6: Student satisfaction with subjects

SUBJECT grades from -3 to +3 (-3, -1, +1, +3)	Information on the implementation of the subject	Conditions for study in the subject	Number of credit points in the subject	selection of topics / tasks depending on learning material	study literature in the subject	Regular examination in the subject	Acquired expert knowledge in the subject	Acquired general skills and competences in the subject	AVERAGE VALUE
SATISFACTION WITH COMPULSORY SUBJECTS	1,61	2,22	0,33	2,34	1,88	1,95	2,35	2,16	1,85
SATISFACTION WITH ELECTIVE SUBJECTS	1,80	1,94	0,10	1,87	1,51	1,55	1,71	1,61	1,51

Management of resources/Material and human resources

13. Is it possible to provide some background information on the recent changes in the faculties' personnel structure? In particular the long list of newly established chairs (pp 16ff) and in this respect also the chairs that have been disposed should be explained.

Operation of the Faculty of Sport in educational, scientific and professional field is embedded in three to four disciplinary areas:

- Theoretical and applicative sports knowledge / theoretical and applicative kinesiology
- Social sciences and humanism in sport / kinesiology
- Science in sport / kinesiology *
- Medicine in sport *

Note: * can be combined

Any disciplinary field (depending on the size, importance and organization of work in faculty) consists of one or more chairs. The reasons for the reduction in the number of chairs are::

- More adequate representation of a particular area of expertise in all decision-making bodies and working groups of FS (the Senate, KSZ ...)
- Finding more simple, more transparent and more rational organization of FS,
- Oversized number of chairs means a professional fragmentation and inefficiency
- The involvement of individuals in more chairs rather than to the efficiency leads to irrational professional operation,
- If we are a part of the University, let us also be by our organization at least approximately similar to other members of UL. Number of chairs in any other faculty does not reach the number of chairs in FS (eg. Faculty of Medicine = 26). Chairs at other faculties combine a larger number of educational and professional workers as in FS (usually 10 to 20, with us 2-4),
- Greater chairs will have more professional scientific potential and will be able to a greater extent than current to be involved in the designing of habilitation procedures of FS employees and represent a more direct link with research work and laboratories in FS,
- Combining chairs does not diminish the importance of departments, but it can only enrich them.

Management of resources/Research

The report provides an overview to the research projects with subjects and persons responsible.

14. Is it possible to provide information about the heights of the fundings?

Table 7 shows the total revenue of FS in 2013 according to the different institutions and activities.

Table 7: Sources of funding in year 2013

SOURCES OF FUNDING 2013	Revenue in EUR	The share of individual income
Total public service	4.500.322	83%
MESS (Ministry of Education, Science and Sport)	3.166.841	58%
ARRS, JAPTI, JAK (scientific-research activity)	267.410	5%
Other ministries - Ministry of Education and Sport (now a part of MESS)	96.732	2%
Municipal budgetary resources	0	0%
The funds from the State budget from the budget funds of EU: ESS, ESSR...	40.044	1%
Prices of services of UL: funds from the sale of goods and services from the implementation of public education	512.505	9%
Other funds from the budget of EU: 7th and 8th OP, Cmepius and other projects from the budget of EU	3.383	0%
Other resources	413.407	8%
Market	945.171	17%
TOTAL	5.445.493	100%

15. Is it possible to exemplarily specify the number and quality of the publications?

Table 8 shows the holders, titles of research projects and the amount of co-financing.

Table 8: Holders, titles and the amount of co-financing of research projects

Projects		Amount
Matej Supej, PhD	The influence of the width of the ski to safety in Alpine skiing	11.100,00 €
Matej Supej, PhD	Tactics of skiing through special combinations of slalom gate layouts	7.400,00 €
Milan Čoh, PhD	The load limits of the locomotor system in various sports activities	3.700,00 €
Ivan Čuk, PhD	The influence of body symmetry on the success and health in bowling	2.000,00 €
Igor Štirn, Phd	Analysis of the swimming start turns and swimming technique II	2.500,00 €
Bojan Jošt, PhD	Expert monitoring performance model factors in selected sports disciplines - the first phase of a two-year project	12.000,00 €
Bojan Jošt, PhD	Development of the blade arm strength of ski runners - the second phase of the project	4.700,00 €
Anton Ušaj, PhD	Effect of altitude training on endurance at submaximum and maximum load	2.900,00 €
Goran Vučkovič, PhD	Analysis of tactical and motion characteristics of play of the Slovenian National senior men team as the basis for optimal preparation to World Cup	2.200,00 €
Jernej Kapus, PhD	The effect of stopping the exercise for the power of the respiratory muscles, on the swimming result	1.600,00 €
Karpljuk, Edi Kolar, PhD	Measurement and analysis of kinematic and dynamic characteristics of the techniques in karate	2.400,00 €
Stanislav Štihec	Longitudinal analysis of changes in the results of measurements of athletes	12.800,00 €
Bojan Jošt, PhD	Structure of the blade power of ski-jumpers	11.600,00 €

In 2014, FS has two Research Programmes Groups: 1) Bio-psycho-social contexts of kinesiology - 80.000 € per/year; 2) Kinesiology of Monostructural, Polystructural and Conventional Sports - 130.000 € per/year, that are funded and one research project funded by the Slovenian research agency (ARRS).

In the annex „**Research group bibliography 0587-001 University of Ljubljana, Faculty of sport Institute for Kinesiology**“, all the scientific-research achievements of employees in the FS are listed.