Academic profession and the conditions of academic work in Slovenia

Findings of the 2013 EUROAC survey

CMEPIUS
Centre of the Republic of Slovenia for Mobility and European Educational and Training Programmes

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with the conclusion by Ulrich Teichler

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Foreword

Academics are of key importance for every successful university and higher education system. In light of the extensive reforms that have occurred in higher education over the last decade, as well as the reforms that have been planned but not yet implemented, we have never asked how these reforms affect the values and preferences of academic staff and their behaviour, or how academic staff perceive, accept or perhaps even reject these changes. It is an established truth that higher education teachers and researchers are of key importance to the implementation of adopted reforms regardless to their specialisation, be it quality assurance, internationalisation of higher education, excellence in research, etc.

This study embodies the first serious attempt to empirically analyse the work situation of the academic profession in Slovenia, while its added value lies in it being situated within a comparable European framework. As such, it serves primarily as a basis for further analysis and reflection with the aim of contributing to well-considered decisions in the design of national education policies as well as the management of specific universities, faculties and other higher education institutions. The authors of the study have declared that the objective was not to compare the situation of different universities, but to gather key data to merge at the level of the entire higher education sector, and to submit the data sets to - among others - the management of specific universities. The authors deliberately did not engage in a more thorough description of the work situation of the academic profession. Rather, they have limited the study to capture the current situation, for which the gathered data is completely sufficient. However, their work shows that the aims can be expanded upon: the study can serve as a basis for potential - and necessary - qualitative analyses, which would contextualize the gathered data, explain the reasons for the identified situation and provide possible guidelines for the future. Regardless of who takes the next step and when it will be made, we sincerely hope that this will happen as soon as possible. There is a serious lack of research analyses on higher education - a fact we encounter with each attempt to change this situation.

The data in this publication include several very interesting findings; for example, that academics consider time and the resources of their institutions to be very important conditions of their work. This is an indisputable indicator of the growing pressure to increase and improve research productivity. However, academics are very dissatisfied with these two factors (i.e. time and resources), so there is serious doubt whether the expectation will be fulfilled. The data shows that, especially among lower academic ranks, there is a high level of dissatisfaction with employment conditions, which casts a shadow on the prospects for the future growth of young academics. Two thirds of respondents stated that work conditions have deteriorated since the beginning of their careers. However, even more worrying is the fact that among respondents from all over Europe this trend is the most distinct in Slovenia. This definitely calls for further research on the reasons and causes of the situation, and the preparation of reasonable, well-considered and well-founded reforms of the current system. Another interesting finding relates to the academic profession and careers; the data shows that large numbers of employees at any given university acquired their doctoral degree at the same university. In an international context this poses a dilemma; the potential for "academic incest".[1] Thorough reflection also leads to the conclusion that academic staff consider various activities in the field of international cooperation to be of higher priority than they think their university or faculty gives to them.[2] The study highlighted several other interesting findings; however, there is not enough room to present all of them in this short introduction. Moreover, we do not doubt that your curiosity will lead you to investigate further.

The current study of the work situation of the academic profession in Slovenia includes several other interesting findings, which pose additional questions and serve as starting points for further analysis and the preparation of well-considered measures that are required to stop or reverse specific negative trends and increase the pace of development of Slovenian higher education. In other words, the current study highlights several points, on which we can base new and more thorough analyses of the Slovenian higher education sector in an internationally comparative perspective.

Full Professor Pavel Zgaga
Faculty of Education
University of Ljubljana

1 For analysis of this question see: Klemenčič, M., Zgaga, P. (2015). Slovenia: The Slow Decline of Academic Inbreeding. In: Maria Yudkevich, Philip G. Altbach in Laura E. Rumbley (ur.), *Academic Inbreeding and Mobility in Higher Education*. Houndsmill in New York: Palgrave Macmillan, p. 156–181.

2 For analysis of this question see: Flander, A., Klemenčič, M. (2014). Will academics drive or obstruct the Slovenian government's internationalisation agenda for higher education? *CEPS Journal*, 4 (2): 27–48; open access: http://www.cepsj.si/doku.php?id=en:cepsj.

Preface

In spring 2013, we carried out the first study on the work situation of the academic profession in Slovenia. This study was a spin-off of the project "The Academic Profession in Europe: Responses to Societal Challenges" (EUROAC), coordinated by the INCHER research centre at Kassel University in cooperation with partner institutions. In our study we broadly followed the EUROAC methodology, which was itself based on a preceding methodology, developed in the project "The Changing Academic Profession" (CAP) (Teichler, Arimoto & Cummings 2013; Teichler & Höhle 2013). Slovenia was not included in either of the two projects. CMEPIUS representatives were invited to attend the closing conference of the EUROAC project in 2012, which resulted in the idea to independently carry out the EUROAC study in Slovenia. Full Professor Ulrich Teichler and his associates from the INCHER research centre at Kassel University kindly granted us access to the EUROAC questionnaire and the data acquired in other countries in order to carry out a comparative analysis.

The EUROAC study is the first extensive study on the academic profession and the conditions of the academic work in Slovenia. It is guided by the question of how academic staff at Slovenian higher education institutions perceive, interpret and confront their work conditions, particularly in times of rapid higher education reforms. The survey, which was conducted among academic staff with academic titles and non-titled academic staff at Slovenian higher education institutions, consists of six sections:

1. General work situation and activities
2. Academic career
3. Teaching
4. Research
5. Governance and management
6. International cooperation

The first five sections were included in the original EUROAC questionnaire, while we added the section on international cooperation (as did some, but not all, of the other EUROAC project partner countries).

The survey was conducted system-wide and was completed by 667 respondents in total, which represents 11% of all contacted individuals (5701). The total number of academic staff employed at higher education institutions in Slovenia in 2012/2013 was reported as 8763 (SURS 2013). The answers of non-university respondents were not taken into account due to an insufficient number of responses (37). The presented data in this report therefore includes answers from 630 respondents from four Slovenian universities: the University of Ljubljana, the University of Maribor, the University of Primorska and the University of Nova Gorica.

The low response rate can be attributed to the complexity of the questions and the length of the survey. Due to the low response rate, we urge additional caution when interpreting or using the survey data. However, despite the low response rate, we concluded that the acquired data nevertheless constitutes a helpful overview of the current situation, especially if we accord with the proposition of some researchers who claim that data acquired with a lower response rate can still provide accurate measurements (Horta 2013). This is due to the fact that the respondents who completed the questionnaire decided to do so despite its length and complexity and have thus given the survey their full consideration. Moreover, the answers are well-distributed over all key respondent profile categories (i.e. discipline, gender, academic rank).

There are several further limitations to the data, which need to be considered in any interpretation.

First, the survey was carried out in 2013 after announced higher education budget cuts and institutional austerity measures, which could have affected the feeling of dissatisfaction among academic staff.

Second, social desirability bias is a well-known phenomenon in survey research, especially in self-reported. We therefore advise caution in interpreting the participants' self-assessment of their own performance in teaching and research. Social desirability bias is especially plausible when the questions are complex and an informed judgement is difficult to make, such as, for example, the question prompting participants to provide a quantitative evaluation of research performance for the past three years.

Third, during the study, we tried to adhere to the EUROAC questionnaire as much as possible in order to enable a comparative analysis. However, upon completion of the survey, we found that in the future, specific questions will have to be adjusted to the Slovenian context or omitted all-together. The self-assessment of performance constitutes one such type of question. Another example is the question on teaching abroad or in a foreign language at home, in which we need to be more specific as to whether we refer to offering an entire course or only conducting a

lecture. Within the research group we prepared detailed comments related to the methodology of the questionnaire and recommendations to be considered in future studies.

The objective of the study was to investigate the academic profession and the conditions of academic work in Slovenia for scholarly purposes. Our hope has been that such a study would highlight the key role that academic staff play in higher education in particular and in a knowledge society more broadly. Academic profession and academic work situation do not receive enough attention in public discourse and policies. With data acquired in this study we can have a more informed discussion on the changes and challenges in the work conditions of the academic staff in Slovenia. To expose potential differences between disciplines and between senior and junior academic staff, we analysed the data according to the respondents' disciplines and academic ranks for the specific questions. The data should also serve higher education institutions in the design of institutional policies and strategies.

The aim of the study was not to compare the situation of different higher education institutions but to enable each participating university to use the data for internal institutional research in view of developing policies and strategies. In line with this aim, the study includes aggregate data for the entire higher education sector (and not data by specific university). We provided the universities participating in the survey with access to the full raw data set that was acquired exclusively from respondents from their universities (but not data from other universities). All data is anonymous and neither CMEPIUS nor the universities can identify specific respondents.

Our intention is to conduct the survey on the academic profession and the conditions of academic work in Slovenia on a regular basis in order to monitor trends, changes and challenges in this crucial aspect of higher education. We are particularly interested in the implications that the extensive reforms of Slovenian higher education have had and will continue to have on the academic profession and the role the academic profession plays within the broader framework of a knowledge society. This was the first step into the "unknown" in the hope that there may be repeated and more thorough future research. Right before the publication of this report, the research group that carried out the study joined an international network of researchers in the new project "The Academic Profession in the Knowledge-Based Society", which is planning the next generation of the survey on academic profession to be implemented in 2017. This time, Slovenia will be a full participant and one of the case countries in the comparative research.

We would like to thank Full Professor Ulrich Teichler from the INCHER research centre at Kassel University for all his support and encouragement to conduct this study and to allow us access to EUROAC questionnaire and data to conduct comparative analysis. Full Professor Ulrich Teichler also contributed the concluding chapter to this report, which is entirely his. Thanks go also to Ms Ester Ava Höhle from the INCHER research centre at Kassel University for providing us data to compare the time between undergraduate degree and academic employment. We especially thank all 667 respondents for answering the questionnaire. The secretaries of the four universities kindly distributed our invitation to participate in the survey through their internal mailing lists and several deans of independent schools and faculties have also distributed on our behalf. Herewith we would also like to gratefully acknowledge the support from the European Union, Lifelong Learning Programme and the Ministry of Education, Science and Sport of the Republic of Slovenia to conduct this study.

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Summary of the findings

General work situation and activities

1. With 50.4 hours of work in a typical week, academic staff at Slovenian universities reported the highest number of working hours of the European countries participating in the EUROAC project, similar to respondents from Germany and Austria. Out of the total number of working hours, on average they dedicate 20.6 hours per week to teaching and teaching-related activities, which is more than in all of the other countries included in the EUROAC study. Answers from Slovenian respondents show that the average number of hours dedicated to research is the lowest among the compared countries, both during the semester and when classes are not in session.
2. When we compared the importance that the respondents attributed to different factors that impact their academic work with their satisfaction with these factors, the following factors were rated as highly important yet with a low level of satisfaction: 1) Time available for research (96% of respondents rated this factor as very important or essential). The same factor is also one with which respondents were quite dissatisfied (62% rated their satisfaction with this factor as low or very low); 2) Research funding from home institution (93% of respondents rated this factor as very important or essential), while respondents were also rather dissatisfied with it (74% of respondents rated their satisfaction with this factor as very low or low); and 3) Possibilities to implement own ideas (93% of respondents rated the factor as very important or essential and 40% of staff rated their satisfaction with this factor as low or very low). Moreover, the majority of respondents were also dissatisfied with the support that their home institution provided for the acquisition of external research funding. (57%).
3. Of all respondents, about a third (36%) rated their overall satisfaction with their current job as high or very high, another third (30%) rated their satisfaction as low or very low, while the remaining third (34%) gave a neutral rate of satisfaction with their current job. The results in terms of academic rank show that satisfaction decreases with academic rank, while differences among disciplines are not significant. Compared to other countries that participated in the EURAC survey, the overall job satisfaction of academic staff at Slovenian universities is the lowest, followed by Great Britain and Ireland, where the share of dissatisfied staff amounted to 19%. Correspondingly, the share of Slovenian respondents who rated their overall satisfaction with their current job as high or very high is 36%, which is also the lowest among the countries participating in the EUROAC study.
4. More than half (64%) of academic staff believed that the overall work conditions at higher education and research institutions in Slovenia had deteriorated very much (26%) or had deteriorated (38%). On the other hand, only 15% of respondents believed that the situation had improved. A higher rate of deterioration was perceived by those in lower academic ranks and staff of departments from the fields of education/teacher training and from social sciences, business sciences and law. Other countries also observed a deterioration of work conditions at higher education and research institutions; however, the proportion of those who believed that the situation had deteriorated is the highest in Slovenia.
5. Academics at Slovenian universities believed that the main causes of stress in their work were the acquisition of research funding (72%) and time available for research (67%). The acquisition of research funding constitutes a larger burden for those of higher academic rank, while there are no significant differences between disciplines.
6. Slovenian academic staff stated that they were interested in both teaching and research, while we observed a slightly higher preference for research (47%) compared to teaching (43%).
7. The sense of belonging of Slovenian academic and research staff decreases as we move from the academic department to the faculty and to the university. This is a common trend among the other European countries that participated in the EUROAC study.

Academic career

8. A large majority of respondents gained all of their degrees in Slovenia. According to the percentage of staff who acquired their doctoral degree in their home country, Slovenia, together with Poland, is at the top of the list of EUROAC countries.
9. Of all respondents, 57% work at the same higher education institution from which they acquired their doctoral degree. The largest share of these respondents was assistant professors (68%), followed by associate professors (67%) and full professors (56%). The academic disciplines with the largest share of staff who work at the higher education institution from which they acquired their doctoral degree were engineering, manufacturing and construction (68%). [3]
10. According to the number of years elapsed between graduation from university and full-time employment at a higher education institution, Slovenia ranks somewhere in the middle with respect to other EUROAC countries (4.1 years). On average, the shortest times between graduation from a higher education institution and employment at a higher education institution are in Austria (1.9 years) and Poland (2.2 years). In the Netherlands and Norway, this period is nearly 7 years, while in Great Britain, Ireland, Croatia and Italy it exceeds 7 years. However, with respect to Slovenia (and, similarly, Austria and Poland) we must highlight the fact that 34.6% of all respondents gained full-time employment immediately after graduation, while 19.4% acquired employment within one year following graduation. In total, this represents 54% of all respondents.
11. In Slovenia, the average age of respondents at the time they acquired their doctoral degree was 34.5 years, which is close to the average age of doctoral graduates among all participating EUROAC countries (33.4 years - including Slovenia). The countries with the lowest average ages of doctoral graduates are Austria (30.5 years), Switzerland (30.9 years) and Great Britain (30.8 years), and the highest are Portugal (36.6 years) and Croatia (36.2 years).
12. The average age of respondents at the time of first full-time employment in higher education or research institutions in Slovenia is among the lowest (28.9 years), and lower than the European average (29.9 years, including Slovenia). This age is lower only in Poland (26.6 years) and Austria (28.1 years). The highest age at the time of first full-time employment is in Italy (32.5 years), which is followed by Great Britain (31.4 years) and Croatia (31.2 years).
13. About 69% of respondents stated that they had only one regular employer. Of the remaining respondents, the majority contractually worked also at another public higher education institution or research institute (15%).
14. 57% of all respondents considered changing jobs to work outside of higher education/research institutions, 44% considered changing their job for an academic position at a higher education/research institution in another country and 27% considered changing their job for an academic position at another higher education/research institution in Slovenia. The largest share of those who considered changing their job was among lower academic ranks. The number of Slovenian respondents who considered working outside of higher education/research institutions is very high compared to most other participating EUROAC countries (the percentage is highest in Slovenia and Switzerland at 57%). The same applies to respondents who considered working at a higher education/research institution in another country; Slovenia is among the top countries (the percentage is the highest in Switzerland (58%), followed by Austria (45%) and Slovenia (44%)). The proportion of Slovenian respondents is the lowest for those who were considering changing their job for a management position at their higher education/research institution (4%) and those who have actually changed their jobs (2%).
15. In terms of other academic services, the largest share of respondents stated that in the current or the previous year they had acted as peer-reviewers (67%) or had served as members of national scientific committees/boards/bodies (48%).

3 For an in-depth analysis of academic inbreeding in Slovenia, see the chapter "Slovenia – the Slow Decline of Academic Inbreeding" (Klemenčič and Zgaga 2015).

Teaching

16. Of the Slovenian academic staff participating in the survey, 65% stated that they had worked with foreign students in the current or the previous academic year, 19% had prepared students before their mobility period abroad, 37% had taught in joint or double degree study programmes, and 32% had integrated project learning or work in project groups into their teaching; for the later, the percentage is less than in the majority of other European countries.
17. Over half of the academic staff (51%) participating in the study had taught in a language other than Slovenian at their home institution, while 28% had also taught (conducted lectures) abroad. Slightly less than half (42%) had done neither. Both of the former percentages are higher than in most of the compared European countries.
18. The majority of respondents agreed with the statements that: 1) their research activities reinforce their teaching (70%); 2) they emphasise international perspectives and content in their teaching (69%); 3) their service activities (service, consulting, voluntary work) reinforce their teaching (68%); 4) they emphasise practically-oriented knowledge and skills in their teaching (66%); 5) their teaching load has increased to the detriment of their research (65%); and 6) they spend more time than they would like teaching basic skills due to the poor prior education of students (65%). The majority of respondents (57%) also expressed strong disagreement with the statement that there are adequate training courses for enhancing teaching quality at their institution.

Research

19. From the sample of surveyed academic staff at Slovenian universities, 92% conducted research.
20. Of those who conducted research, 80% had collaborated with colleagues from abroad, 74% had collaborated with colleagues at other institutions in Slovenia and 36% had conducted independent research. With respect to research cooperation with colleagues from abroad, Slovenian respondents are among the most internationally integrated of the participating EUROAC countries (80% - the highest percentage). Slovenian academic staff also appear to be the most developed in terms of domestic research cooperation, and have the lowest share of independent researchers among the EUROAC countries under comparison.
21. Of the participating academic staff, the largest proportion characterised their research as multidisciplinary or interdisciplinary (64%). The smallest group of researchers characterised their research as commercially-oriented or intended for technology transfer (19%). However, the share of those who characterised their research as very much or a fair amount commercially-oriented or intended for technology transfer is among the highest in Europe.
22. 67% of respondents stated that they had collaborated in national research project groups, while 45% had collaborated in international research project groups. About a third of respondents had been involved in the preparation of national and/or international research project grant applications. The shares of those responsible for research projects, for the preparation of grant applications or involved in technology transfer are smaller.
23. With respect to types of scholarly contributions, the largest share of respondents reported that in the last three years they had published articles or chapters in international academic books or journals (68%), followed by publication in national academic books or journals (59%). 70% stated that they had presented their work at international scientific conferences, while 52% had presented their work at national scientific conferences.
24. With respect to types of publications, the majority of respondents stated that in the last three years their publications had been peer-reviewed (85%), published in a foreign language (73%), published abroad or in international books and journals (67%) and co-authored with colleagues from Slovenia (61%). A smaller number reported that they had published together with colleagues from other countries (31%), online or in electronic form (44%).
25. The majority of respondents agreed with the following statements: 1) The pressure to raise external research funds has increased since my first appointment (76%); 2) High expectations to increase research productivity are a threat to the quality of research (63%); and 3) High expectations of useful and applicable results are a threat to the quality of research (56%). The highest rate of disagreement was with the statement that described their institutions as emphasising commercially-oriented or applied research (33%).

Governance and management

26. 57% of respondents reported that their teaching was monitored and evaluated primarily by students, while the number of those whose teaching was monitored by someone else is rather small. 37% reported that their research was monitored and evaluated primarily by the head of the department or unit. 29% reported that their administrative work was not monitored or evaluated by anyone, while 28% reported that this was done primarily by the senior administrative staff, and 24% stated that this was done by the head of the department or unit.
27. With respect to the strategic orientation of their institutions, the majority of respondents disagreed with the statement that their institution allocated funding to foster the most successful study fields and functions (56%). Apparently, other criteria are applied when funds are allocated. The highest level of agreement was with the statement that there is a strong emphasis on internationalisation at their institution (46%).
28. With respect to management and involvement of stakeholders, the majority of respondents agreed with the following statements: 1) The lack of interest and initiative of academic staff prevent improvement of the institution's quality (57%); while slightly less than half agreed that: 2) the administration of my institution supports academic freedom (48%); and 3) the lack of involvement of academic staff in decision-making is a real problem (47%). The highest level of disagreement was observed with the following statements: 1) At my institution there is a system of professional development for the administrative/management duties of the academic staff (63%); 2) At my institution there is good communication between the management and academic staff (54%); and 3) I am kept informed about what is going on at the institution (51%).
29. With respect to the modes of academic work that are emphasised by institutions, the majority of respondents expressed strong disagreement with the following statements regarding the situation at their institutions: 1) The practical applicability of academic work is taken into consideration in academic promotion (71%); 2) Resources are allocated to academic units/cost centres based on performance (68%); 3) Resources are allocated to academic units/cost centres based on evaluation (66%); 4) My institution encourages academic staff to conduct service activities/entrepreneurial activities outside of the institution (66%); 5) Teaching quality is taken into consideration in academic promotion (62%); and 6) My institution recruits academic staff who have work experience outside of academia (61%).

International cooperation

30. Responses demonstrate a high level of internationalisation within the teaching process. 48% of respondents reported that in the last three years they had conducted lectures in a foreign language at their home institution and 42% of respondents responded that they had taught (conducted lectures) abroad.
31. Among respondents who had taught in a foreign language at their home institution, the highest number had used English as the language of instruction (48%), and a smaller share (7%) had used Croatian or Serbian as the language of instruction.
32. The most popular destinations for those who taught abroad are the countries of the former Yugoslavia (12%), followed by Austria (5%) and Italy (3%); i.e. neighbouring countries.
33. Of the academic staff who participated in the survey, 55% had worked on projects or other forms of research collaboration with researchers from abroad in the last three years, while 50% had published joint publications with foreign researchers. A third (33%) of all academic staff had acquired research funding from abroad or from international sources. 24% of respondents had collaborated and 19% had published joint publications with researchers from the countries of the former Yugoslavia, which indicates some academic cooperation in the region.
34. In terms of their attitudes towards internationalisation, academic staff placed a high level of personal priority in the full range of activities of international cooperation. The most common forms include: 1) Staying up-to-date with international scholarly publications in your discipline/field (96%); 2) Publication in international journals and with international publishers (88%); and 3) Utilisation of international literature and topics in your teaching (88%).
35. Slovenian academic staff assessed the expectations of their institutions regarding internationalisation activities to be lower than their own personal priorities to engage

in such activities. In other words, academic staff appear keener to engage in international cooperation activities than they perceive their institutions' expectations for such engagement. According to academic staff, the highest institutional priorities in terms of internationalisation activities are: 1) Publication in international journals and with international publishers (84%); 2) Staying up-to-date with international scholarly publications in your discipline/field (69%); 3) Collaboration with foreign researchers in research projects (60%); and 4) Utilisation of international literature and topics in your teaching (55%). Respondents believed that their institutions place the least priority on conducting lectures and courses in foreign languages at their home institution (a total of 30%), the development of joint and double degree programmes (a total of 31%) and the mobility of foreign academic and research staff from abroad to their home institutions (a total of 33%), all of which are similar to the respondents' personal priorities.

36. Overall, academic staff rated the importance of institutional support for international cooperation very highly. They found the following forms of support to be the most important: 1) Support at your institution for the preparation of project documentation when applying for international calls for proposals (87%); and 2) Support at your institution for seeking international research funding sources (85%). On the other hand, they considered support to foreign incoming students as the least (however, not significantly less) important.
37. The satisfaction of academic staff with different forms of institutional support for internationalisation activities is very low compared to the importance they place on such conditions. Higher education teaching staff were least satisfied with: 1) the availability of funds within their institution for different forms of international cooperation (64%); 2) support at their institution for seeking international research funding (57%); and 3) support within their institution for the preparation of project documentation when applying for international calls for proposals (57%). The highest level of satisfaction (although still somewhat low) was related to support for visiting students (a total of 40%) and foreign academic staff (a total of 38%).

Introduction[4]

Slovenia has a small higher education system with only four universities – two of which were only established in the last decade. It is dominated by the concept of the national – flagship - university, with the capital-city university – the University of Ljubljana – enrolling the largest share of the student body and consuming more resources than the other universities. Apart from University of Ljubljana in the central region, Slovenia hosts two other public universities: the University of Maribor and the University of Primorska, each located in a different region. The fourth is a small "private" university, which is private only in the sense that it was established by a municipality and not by the state. However, it is largely financed from the state budget. Finally, there is also an international university network (EMUNI), which was established by the state.

All three public universities are comprehensive research universities, albeit differing in age, size, research impact and reputation. Together, they form a small and highly-stratified system. The University of Ljubljana was established in 1919 and served for seventy years as the national university. Its role as the national university, which is intimately associated with the promotion of the national language (which, in modern history, has generally been a sensitive political issue), further strengthened after 1945, and more and more of its full professors completed their PhD studies at home. There was little competition between, or division of work among, Yugoslav universities due to the highly decentralised higher education system of socialist Yugoslavia, and the differences in culture and tradition (Zgaga 1998). In the 1990s, during the war in the former Yugoslavia, some academics from other universities in the region found shelter and employment in Slovenia.

Only in 1975 did the Slovenian higher education system change significantly with the establishment of a second university–the University of Maribor in the Eastern side of the country. A third public institution, the University of Primorska, was established only recently, in 2003 in the coastal region in the West, and the "private" University of Nova Gorica emerged from a previously independent faculty, which acquired the status of a university in 2006. In addition, different types of non-university higher education institutions exist: one public independent faculty and 39 private independent faculties and higher professional schools (all of them very small). The independent institutions have only legally been allowed to operate since 1993; the first one was established in 1996, while most of them have emerged only recently (Zgaga 1998). The majority of enrolments are still at the public institutions: about 86 percent of all students are enrolled in public institutions and about two-thirds of all students are enrolled at the University of Ljubljana (Zgaga et al. 2013).

There is neither a clear binary differentiation within the system nor a clear division between public and private institutions. Two types of institutions – universities and independent faculties – offer degree programmes at all three cycles; higher professional schools cannot offer doctoral programmes. Private higher education institutions can also receive (under certain conditions; in practice most of them have met these conditions) public subsidies for accredited degree programmes (Klemenčič and Zgaga 2014). Furthermore, higher education in public institutions is tuition-free for full-time students (*redni študenti*), while part-time students (*izredni študenti*) pay fees (as they already did prior to 1990). Those students who score poorly on the *matura* examination at the end of secondary school and may not be admitted to university as full-time students can enrol in evening or other part-time programmes, pay tuition fees, and eventually obtain the same degree as full-time students (Klemenčič and Zgaga 2014).

Universities follow a traditional continental European approach to academic governance and administration. Rectors and deans are typically senior academic staff members elected by their peers, with 20% of votes allocated to students. They serve four-year terms and can be re-elected. At the end of their mandate, they typically return to academic positions. Governing bodies in the universities and within faculties are comprised of both academic staff and students. Students are organised into representative student associations: student councils and student unions, of which the former play a role in institutional governance (Klemenčič 2015; Zgaga et al. 2013).

In a country with a population of 2 million people in the middle of Central Europe, Slovenian higher education institutions enrol a total of 84,300 students of which 81% study full-time. Like elsewhere, the Slovenian higher education system has also gone through a period of substantive expansion, shifting from an elite to a mass system. Looking at the entire post-secondary system (including two-year vocational collages), there were around 64,000 students enrolled in 1991, compared to almost 116,000 students

4 This introduction is adapted from KLEMENČIČ, M., ZGAGA, P. (2015) Slovenia: The Slow Decline of Academic Inbreeding. In Maria Yudkevich, Philip G. Altbach, and Laura E. Rumbley (eds.) *Academic Inbreeding and Mobility in Higher Education*. Palgrave Macmillan, Chapter 7, pp. 156-181; FLANDER, A., KLEMENČIČ, M. (2014). Will academics drive or obstruct the Slovenian government's internationalisation agenda for higher education? C•E•P•S Journal (Center for Educational Policy Studies Journal), Vol. 4 No 2 Year 2014. Open access at: http://www.cepsj.si/doku.php?id=en:cepsj; and KLEMENČIČ, M., FLANDER, A. (2013). Evaluation of the impact of the ERASMUS Programme on higher education in Slovenia. Ljubljana: Center RS za mobilnost in evropske programme izobraževanja in usposabljanja (CMEPIUS) ISBN 978-961-6628-40-2 (pp. 160). Open access: http://www.cmepius.si/en/files/cmepius/userfiles/publikacije/2014/Eval_en_Erasmus.pdf

when enrolments reached a peak in 2006. Since then, enrolments have been falling - to 97,706 in 2012 - due to declining birth rates. Still, almost 50% of the age cohort of 19-24 year-olds is enrolled in post-secondary education and the government has set a goal to increase this number to 75% by 2020.[5]

The present study is the first study on the academic profession and conditions of academic work in Slovenia. Slovenia has experienced profound higher education reforms over the last two decades. The reforms have been driven by broad socio-economic developments, such as the reform of public institutions in the context of nation-building and democratisation (Zgaga 2010; 2012). Joining the European Union and participation in the intergovernmental Bologna Process, which seeks to establish a European Higher Education Area, have also had profound impacts on higher education policies. Finally, the enhanced relevance of knowledge and the consequent changing role of higher education institutions within the knowledge society have made an impression on the government's and the public's expectations towards universities. These developments have shaped the organisational fabric of higher education systems and institutions with profound implications on key aspects of the academic enterprise, including the academic profession (Kehm and Teichler eds. 2013).

The focus of our study is on how the academic profession in Slovenia 'perceives, interprets, and interacts with the changes in the socio-economic environment and in the organisational fabric of higher education systems and institutions' (Kehm and Teichler eds. 2013, 2). The study engages with the questions of conditions of academic work and is based on a survey of academics' perceptions and interpretations of key aspects of academic work. The survey has been designed broadly based on the EUROAC questionnaire (Kehm and Teichler eds. 2013), while questions concerning the internationalisation of higher education and international academic cooperation have been added (Klemenčič and Flander 2013). The study contributes to the rich body of literature emerging from the "Changing Academic Profession" project (Teichler, Arimoto, and Cummings eds. 2013) and from the ESF programme on the academic profession in Europe (Kehm and Teichler eds. 2013, Teichler, Arimoto, Cummings eds. 2013). The results from the Slovenian survey are thus placed – where possible - in inter-European comparison.

The general characteristics of the Slovenian academic labour market

There were 5,596 academic staff members holding academic titles, supported by 3,050 assistants, language preceptors and other non-titled academic staff, employed across Slovenian higher education institutions in 2012/13 (SURS 2013). The student-staff ratio is on average 1 academic staff member holding an academic title to 19.3 students, or 1 academic staff member (titled and non-titled) to 11.6 students. Among academics at higher education institutions, 37.8% are women and 20.8% are older than 60 years (SURS 2013).

There are several methodological difficulties in presenting the structural dynamics of academic staff in Slovenia over time. Although statistical records have been in existence since the time of former Yugoslavia, there have been changes in the profiles of academic staff and related definitions (Zgaga 2005). As Zgaga (2005) describes, there have been changes to the system governing habilitation titles (academic ranks) [*habilitacija*] (for example, academic titles of academic staff in post-secondary vocational institutions [*višje šole*] were excluded from the post-secondary system for a period of time) as well as changes to employment legislation and teaching hours, especially with regards to counting part-time employment in official statistics. In terms of the number of academic staff, Zgaga (2005) finds that there was a pause resulting from a slight decrease in numbers in the middle of 1980s, after which time the number began to increase again. Zgaga also notes that until the 1990s, the number of male academic staff was predominant (83.4% in 1991), after which time the share of male academic staff slowly began to decrease, with 72.7% in 2002 and 62.2% in 2012/2013. In 2005, the majority of academic staff were employed full-time (around two-thirds), while around one third were contractual academic staff (a similar ratio to the 1980s) (Zgaga 2005). Only since 1997 do official statistics calculate part-time staff in terms of full-time equivalents (FTE), which allows for the more accurate monitoring of trends in student-academic staff ratios (Zgaga 2005).

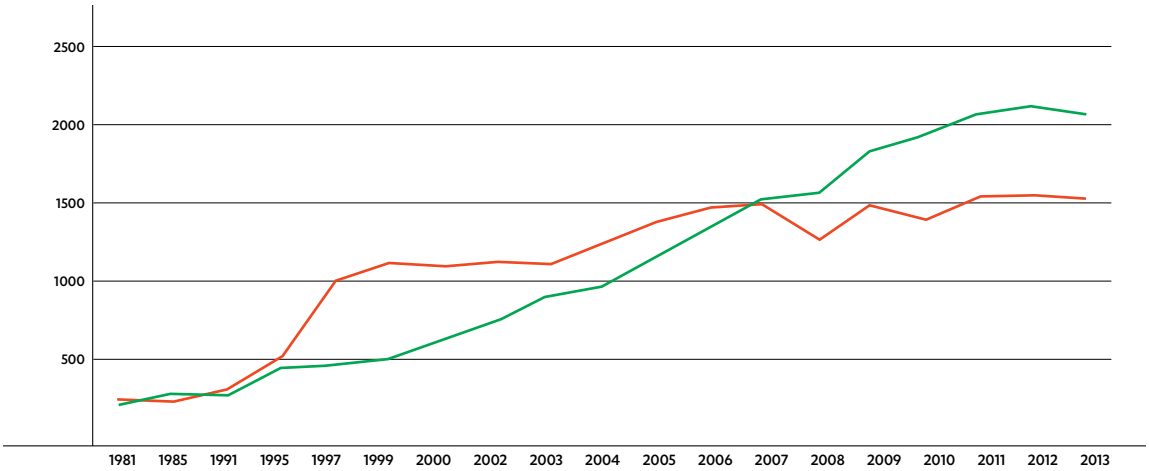
5 For details see Zgaga, P., Klemenčič, M., Komljenovič, J., Miklavič, K., Repac, I., Jakačić, V. 2013. *Higher education in the Western Balkans: Reforms, developments, trends.* Key findings from field research. Ljubljana: Centre for Educational Policy Studies, Faculty of Education, University of Ljubljana. June 2013. Available at http://ceps.pef.uni-lj.si/knjiznica/doc/hewb.pdf.

Table 1: Instructional and professional support staff at higher education institutions, Slovenia, academic year 2012/13

	Number			Number in FTE[1)]			Teaching load	
	Total	Men	Women	Total	Men	Women	Full-time or more	Part-time
Total	**8,763**	**5,074**	**3,689**	**5,762.8**	**3,398.7**	**2,364.1**	**3,487**	**5,276**
Teaching faculty	**5,596**	**3,483**	**2,113**	**3,471.5**	**2,156.2**	**1,315.3**	**2,019**	**3,577**
Full professors	1,623	1,248	375	1,035.1	803.3	231.8	615	1,008
Associate professors	1,167	780	387	817.3	531.1	286.2	505	662
Assistant professors	1,704	971	733	1,074.8	615.9	458.9	616	1,088
Senior lecturers	394	220	174	191.5	99.0	92.5	102	292
Lecturers	541	236	305	208.5	84.6	123.9	87	454
Lectors	167	28	139	144.3	22.3	122.0	94	73
Faculty assistants	**3,050**	**1,519**	**1,531**	**2,226.3**	**1,202.1**	**1,024.2**	**1,436**	**1,614**
Assistants	2,472	1,379	1,093	1,966.7	1,133.5	833.2	1,300	1,172
Instructors	125	46	79	71.6	26.8	44.8	57	68
Specialist advisors	412	90	322	153.3	37.8	115.5	47	365
Librarians	41	4	37	34.7	4.0	30.7	32	9
Research faculty	**117**	**72**	**45**	**65.0**	**40.4**	**24.6**	**32**	**85**
Research advisors	39	28	11	20.9	15.0	5.9	9	30
Senior researchers	21	11	10	13.8	6.5	7.3	8	13
Researchers	57	33	24	30.3	18.9	11.4	15	42

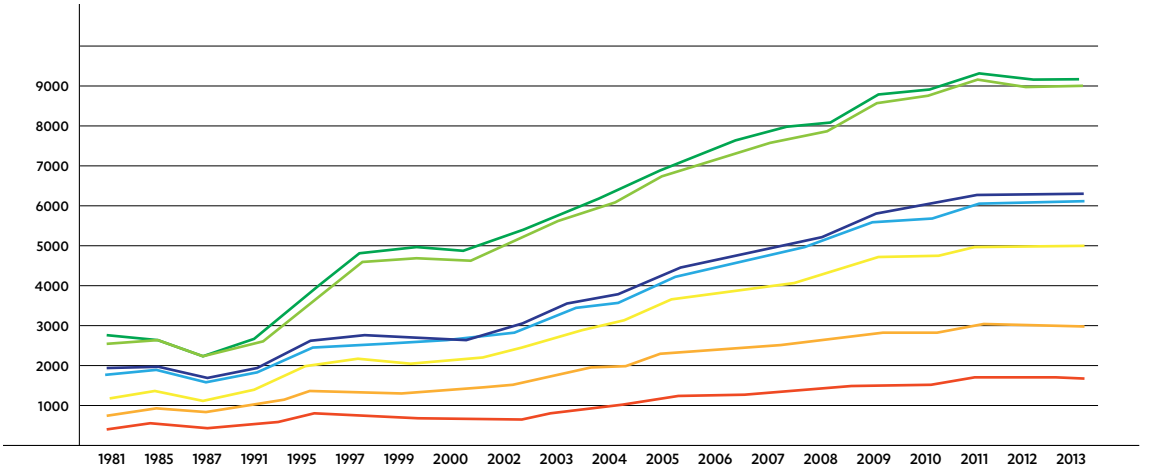
1) Full time equivalent.
Source: SURS (2013)

Figure 1: Women among members of teaching faculty, Slovenia



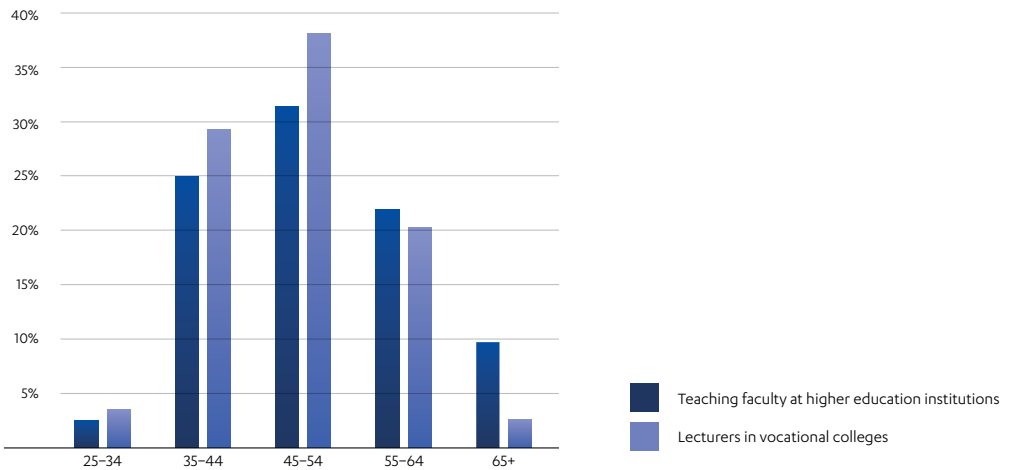
Source: SURS (2013)

Figure 2: Instructional and professional support staff at higher education institutions, Slovenia, between 1981 and 2013



Source: SURS (2013)

Figure 3: Age structure of professional staff in higher education institutions and vocational colleges, Slovenia, academic year, 2012/13



Source: SURS (2013)

All academic staff are civil servants and their pay is determined by their grade on the pay-scale as per the remuneration framework for salaries in the public sector. Base salaries and bonuses for the entire public higher education sector are determined by a comprehensive collective bargaining framework between the government and the Higher Education Union [*Visokošolski sindikat Slovenije*],[6] which was established in January 2012. Higher education also comes under the umbrella of the Union for Education, Science and Culture.[7] While the two unions have a cooperative relationship, the difference between them is that the former is mostly comprised of academics whereas the latter predominantly unites non-academic higher education staff and employees in the public education sector.

There are different forms of employment for academic staff in higher education in Slovenia. First of all, employment at higher education institutions can be permanent or on a fixed-term basis. In this survey, 75.6% of respondents reported permanent employment. According to hours of work, there are three basic categories. Full-time employment is the most common form. Institutions also commonly sign contractual agreements with their own full-time academic staff to work additional hours, most frequently to teach part-time courses, graduate courses, thesis defences or prepare handbooks. Such employment can only equate to a maximum of 20% of a full-time position; hence an individual academic can be employed up to 1.2 FTE. Second, academic staff can be employed on a part-time basis (any percentage of FTE), which can be combined with work at other higher education institutions, or other public or private sector organisations; again up to a maximum of 1.2 FTE accumulated. In this survey, only 12.9% of respondents reported that they were employed part-time; among such persons, 26.4% worked up to 20% and 31.9% worked half-time or more. Third, academic staff can also be self-employed, even though this is extremely rare. An independent higher education teacher [*zasebni visokošolski učitelj*] has to be elected into an academic rank and registered with the Ministry of Higher Education. An independent researcher [*zasebni raziskovalec*] has to be registered with the Slovenian Research Agency, which has certain conditions regarding the number of publications that have to be met.

Academic salaries at public higher education institutions in Slovenia are widely believed to guarantee a middle-class standard of living. Given that salaries are regulated by the remuneration framework for the public sector, they are similar across institutions, i.e. fixed according to academic rank and the number of years worked at that rank (Altbach 2000). As such, salaries do not necessarily factor in academics' choices of employment. There is no flexibility to negotiate the base salary. There is also additional pay for transportation, food and vacations, and supplements based on the length of employment. Based on their rank and length of service, academics are categorised into different pay-scale grades. There is some flexibility in terms of bonuses for performance [*dodatek za delovno uspešnost*] but not much, and the issue of merit pay is somewhat controversial. The application of merit pay differs according to the individual institution's own regulations and practices. As mentioned above, in addition to a regular salary and performance bonuses, academics can receive additional payments (e.g. for additional workload, teaching part-time and PhD students, research and development projects, consultations, etc.).

Salaries tend to be heavily taxed, although social welfare arrangements ensure that expenses such as health care, superannuation, schooling for children and paid vacations are covered by the state. Employees are entitled to full social security support and have fairly robust guarantees with regard to job protection and dismissal. In general, overall academic salaries (including base salary and bonuses) for full-time faculty are still fairly comparable to salaries of higher-ranking professionals in other sectors. However, this trend might be changing with increasing salaries for top-tier managers, lawyers and medical doctors. Still, academics in titled positions are not financially pressured to seek additional employment, although they often do so - as there is opportunity for additional income.

The full professoriate in Slovenia enjoys a relatively high social status and tends to be respected by the public. Hence, they are frequently invited to serve in ministerial and other governmental positions, on board of companies, etc. With the emergence of new private higher education institutions, there are also new teaching opportunities at these institutions. However, the competition clause, which most public universities apply, requests that academics seek the permission of the Rector or Dean to teach at another Slovenian institution. In the survey, 15% of respondents confirmed having additional employment at another public research or higher education institution and 3% reported working at another private higher education or research institution. 6% worked at another public institution, 3% had additional work at business organisations, 3% were also self-employed, 1% worked for the government, and 1% also worked in private non-profit organisations.

In 2013, the media brought to public light a discussion on academic salaries, which were depicted in the news as rather high. According to the data, an assistant (pay-scale grade 30 to 35) earns a base salary of between 1,373 EUR (=$1,716 - PPP$)[8] to 1,670 EUR ($2,087 - PPP$) and up to 20% more for additional weekly work. An assistant professor [docent] (grade 48) earns an average base salary of 2,572 EUR (=$3,215 - PPP$) and up to 15% more for additional teaching. Full

6 http://www.sindikat-vss.si/
7 http://www.sviz.si/Vse_o_SVIZ_o_sindikatu/index2.php
8 PPP conversion factor to market exchange ratio for 2012 (0.8 for Slovenia)

professors' salaries are (grade 50 to 55) between 3,009 EUR (=$3,761 - PPP$) to 3,661 EUR (=$4,576 - PPP$) and up to 15% extra for additional teaching. This data positions Slovenia somewhere in the middle of the European countries in terms of salaries (at the top is Italy at $9,118 per month (PPP$), while Armenia is the lowest at $665 (PPP$)) (Altbach et al. 2012).

The data also shows a disparity between those academic staff who hold an academic title and those who do not, where full professors' salaries are about three times higher than those of assistants and young researchers at the start of their academic career. The salary conditions at public universities differ from those at private universities, where remuneration schemes are less regulated. In addition, private institutions employ staff on a part-time and contractual basis to a large extent. We do not have, however, any data on salaries from these institutions.

According to legal requirements, all academic vacancies have to be publicised externally on relevant national online platforms, and there is a fairly open and transparent selection process: institutions publish the selection criteria together, a job advert and the composition of the selection panel. However, in practice, this does not mean that there is a high level of mobility of academic staff across the country. On the contrary, academic inbreeding - the employment policy of hiring PhD holders at the department or faculty from which they graduated - is a recognisable feature of the Slovenian higher education system (Klemenčič and Zgaga 2015).

Academic employment and promotion policies

Slovenian employment legislation in general has been worker-friendly, aimed at safeguarding employment relationships and workers' rights (though recent legislative amendments bring significant challenges). This is reflected in and enhanced by the employment practices of public higher education institutions, which account for the majority of academics employed in the country. Academic staff at public higher education institutions enjoy high levels of social security. Recently, the number of those who teach part-time or on a contractual basis has been growing. These individuals do not enjoy the same level of job security and civil servant benefits as academic staff that hold academic titles (SURS 2013).

The Employment Relationships Act (for the public sector) constitutes the body of legislation that influences academic employment. One of the key conditions it stipulates is that details of all job vacancies at higher education institutions are required to be made available externally; more specifically, in the database of the Employment Service of Slovenia,[9] on the hiring institutions' websites, and in daily local or national newspapers. Advertising internationally, however, is an extremely rare occurrence. For example, data from The Researchers Report on Slovenia by Deloitte (2012, 3) shows that in 2011, there were only 5 researcher posts advertised via the EURAXESS Jobs portal[10] –a markedly small number in comparison to the EU average of 24. It is also not common practice to advertise academic job openings on international academic job-search websites, in academic or professional journals or via academic associations' mailing lists. One of the limitations on the inward mobility of academic staff lies in the legal condition which stipulates that academics in Slovenia are expected to be able to teach in Slovenian, which significantly restricts the pool of potential candidates for academic vacancies (Klemenčič and Zgaga 2015). Hence, the number of foreign citizens employed at higher education institutions is still highly limited (in 2008, 2.7 percent of all higher education staff were foreign citizens; the majority employed as lecturers in language departments) (Kolar and Komljenovič 2011, 3).

Hence, the Slovenian academic job market is almost entirely closed to international academics. There are several reasons for this, revolving mostly around the fact that Slovenia is neither a notable study destination for foreign students nor is the education on offer in the country highly internationalised (Klemenčič and Flander 2013). Article 8 of the Higher Education Act specifies that the language of instruction at higher education institutions in Slovenia is Slovenian. The law does allow for exceptions to this rule. Instruction in a foreign language is permitted for study programmes of foreign languages and in parts of other study programmes that are conducted by foreign lecturers (typically visiting lecturers through the Erasmus scheme) or that enrol a large number of foreign students (in practice, usually Erasmus exchange students). Furthermore, study programmes which are already offered in Slovenian may also be offered in parallel in foreign languages. Such instances are

9 See http://english.ess.gov.si/

10 The EURAXESS - Researchers in Motion portal is a joint initiative of the European Commission and the countries participating in the European Union's Framework Programme for Research. The portal provides access to a complete range of information and support services for European and non-European researchers wishing to pursue research careers in Europe. Available at: http://ec.europa.eu/euraxess/index.cfm/general/about

very rare – only "mass" courses like, for example, economics or management - because institutions otherwise find it difficult to fund such courses (Klemenčič and Flander 2013). Consequently, in terms of instruction, there is no significant demand for foreign academics beyond visiting foreign lecturers nor is it easy to finance their employment, even if the institution desires to internationalise study processes.

Short-term visiting lecturers are, at present, a much more feasible, and much more likely, way of involving foreign academics in teaching, and such examples are more and more frequent. Article 62 of the Higher Education Act stipulates that higher education institutions may, for a limited period of time, invite a visiting lecturer to conduct part of a study programme, regardless of what the conditions are regarding the requisite academic rank for teaching at a Slovenian higher education institution–provided that the course leader holds an academic appointment at that institution. Only the "private" University of Nova Gorica has in its statutes a provision for hiring adjunct academic staff from abroad, although only for " conducting parts of a course" (Statutes of University of Nova Gorica, Article 76).

Academic career path

There is no one single path of recruitment into an academic career in Slovenia. The most expected and desired path is that full professors identify capable undergraduate students. Full professors then encourage these students to continue on to graduate study. It depends a great deal on the position of the mentor within the institutional hierarchy and his or her informal power as to whether the student will eventually make it into an academic career at the home institution. Powerful mentors have more leverage to claim instructional needs and know how to negotiate the opening of new positions. They also know how to prepare their students for academic careers in terms of giving them advise on what they need to secure an academic appointment. Such conditions (i.e. the importance of mentors for initial talent identification and early career development) are naturally conducive to inbreeding.

However, the influence of mentors diminishes in the recruitment and selection process for titled academic positions [*visokošolski učitelji*] (i.e. assistant full professor or higher). At this stage, the practice is that deans appoint a search and appointment committee following a fairly open and transparent process. However, informally, expectations and pressure from colleagues and others to hire internal candidates is inevitably strong and cannot always be resisted. Again, those that have been trained at the hiring institution under the mentorship of a well-informed and supportive mentor will be at an advantage, given that the mentor will have prepared his or her protégés for appointment to a titled academic position during the course of their academic training and during time spent in junior positions. Indeed, the impact of having sufficient information and preparation on facing a fairly complex set of appointment requirements should not be underestimated. Also not to be underestimated is the importance of close social ties in Slovenia's fairly small, tightly-knit academic communities.

The development of mentor-supervisee relations depends on an individual's route into an academic career. There are four distinct paths. After graduation, the mentor may help the student explore employment opportunities to stay at the same faculty, while he or she pursues postgraduate studies. The first two paths to an academic career stem from this scenario. One path is via employment as a "young researcher" [*mladi*/mlada raziskovalec/*raziskovalka*] whilst pursuing a PhD, and the second is via employment as an "assistant" [*asistent/asistentka*], which is not an appointment on the regular career ladder.

First, positions for young researchers have existed since the 1980s in the form of a government scheme to finance postgraduate study and research training. At present, this scheme is administered through the Slovenian Research Agency (ARRS).[11] Potential mentors are the ones who, in conjunction with their home institutions, apply to the Agency to gain funding for a young researcher position. Those that are successful are then allocated funds to hire young researchers for a fixed term, up to a maximum of three and a half years for a PhD programme. The mentors select postgraduate students, from any institution, who wish to become young researchers. The Slovenian Research Agency imposes only two eligibility requirements for candidates: that their average grade for all examinations and course work at graduate level is at least 8 (out of 10), and that they fulfil the conditions for enrolment in postgraduate studies for a PhD. The selection of young researchers must be conducted by the host institution following an open call and in accordance with the Agency's guidelines on funding, evaluation and monitoring of research activity. Hence, the rules (at least formally) limit academic inbreeding, though they do not necessarily prevent it.

11 http://www.arrs.gov.si/en/mr/predstavitev.asp

A young researcher is not required to do the work of an assistant (i.e. teaching), but is rather engaged in research work; he or she is paid to work on a PhD thesis, participate as a member of the mentor's research group, and sometimes do a bit of teaching (maximum 3 hours per week, whereas the norm for a full professor is 6 to 8 hours and for assistants 10 hours or more). Mentors might engage young researchers in other types of work–for example, lab work or sometimes research administration–but this is still the most comfortable path to enter academia. This avenue has been strengthened in recent decades, although the current austerity measures have brought severe restrictions; in some disciplines (e.g. humanities) this option may have even become marginal. Indeed, the number of young researcher positions has been decreasing due to austerity measures and a significant number of these have gone to STEM disciplines.

The second route to an academic career is via employment as an assistant. Assistants belong to the category of higher education staff who do not hold academic titles (together with language preceptors, librarians, sports and special skills teachers, etc.). To be elected to the role of assistant, the following conditions must be met: to have a university degree with high accomplishment (a master's, PhD and/or specialisation); and to show capacity for teaching, research and/or artistic endeavours (as relevant). Unlike young researchers, who can devote substantial amounts of time to working on their theses, assistants have to work 10 to 14 hours or more (up to 18 hours) teaching, working in labs, overseeing student examinations, etc. Furthermore, assistants are hired on a fixed-term contract. It is especially common for assistants to be employed by those faculties that have high student enrolments, and thus high demands for teaching, and insufficient funds to employ titled academic staff. The hourly teaching rate for assistants is significantly lower than that of staff with academic titles, which allows institutions to cover a greater number of teaching hours with fewer staff. Whether assistants will eventually be hired as titled academic staff depends on two factors: if they succeed in being appointed to the rank of assistant full professor [*docent*]; and if a position becomes vacant for them. It is possible that assistants are promoted to the level of a titled academic staff member but remain employed as assistants if there are no positions available.

In 2013, assistants at the University of Ljubljana filed a petition to improve their status at the university. They pointed out that, initially, the position of an assistant was intended to be a stepping stone for graduates into research and teaching careers at universities. At present, assistants find that it is difficult to be promoted to titled academic positions even if they fulfil the criteria for appointment. In practice, the majority of assistants have PhDs, they conduct research and teaching activities similar to their colleagues who hold academic titles, yet they are paid significantly less in comparison and they do not enjoy other rights that are attached to the status of a higher education staff member with an academic title.[12] The reasons for this are predominantly financial: there are not enough funds to employ new titled academic staff, and hourly pay rates for lectures who are employed as assistants are significantly lower than those of titled academics.

The third path into an academic career is trodden by PhD holders that have self-funded their PhD studies, most frequently while working full-time or part-time in another job outside of academia (and perhaps even outside of Slovenia). It can occasionally happen that such candidates are recruited into titled academic positions when candidates with sought-after teaching competences cannot be immediately found at the faculty (or other faculties). Again, the standard procedure would be to publically advertise the position, although certain individuals may be encouraged to apply. Indeed, the practice tends to be that a particular academic "finds" a suitable candidate, which often implies encouraging his or her former student to apply. The person would also need to qualify for appointment to a position that holds an academic title at the respective university. While candidates from other faculties within the same university would be eligible, those that apply from other universities need to apply and qualify for appointment to a titled academic position at the respective university. In other words, academic rank is not automatically recognised across Slovenian universities. For applicants from universities from abroad, university statutes typically prescribe that the appointment procedure and especially criteria need to be evaluated in order to establish that such candidates meet the requisite standards; however, this applies only to higher ranks and not for entry-level appointments to academic positions. If the time to complete the procedure is an issue, candidates might initially be hired as assistants and then apply for selection into a titled academic position. In the meantime, he or she will conduct lectures at the institution, although formally under the supervision of a "local" full professor.

The fourth and last path into an academic career concerns professionals not working in higher education institutions and not necessarily holding a doctorate. Individuals (with a PhD or without, should the teaching relate to specific professional competences) working in companies or government institutions are initially invited to help teach a particular course, on a contractual basis. From this arrangement, a part-time, fixed-term employment relationship can emerge to teach the course (which often equates to 25-33 percent of a full-time position). It is possible that such an individual eventually progresses into full-time employment.

12 http://www.sindikat-vss.si/Aktualnenovice/tabid/76/ArticleID/50/CBModuleId/399/Default.aspx

These four career paths have not changed much over the years, but the circumstances within institutions have changed significantly. There were periods (in the 1990s and the first half of the 2000s) when there were many new open positions for young researchers and assistants. Nowadays, however–due to austerity measures–there is much less opportunity. Furthermore, criteria for first election to an academic post have become more stringent.

The appointment processes related to titled academic positions are managed at the faculty level, both for entry-level ranks and for those candidates that are applying for appointment to a higher rank [*izvolitev v naziv*]. Faculties tend to observe the appointment criteria strictly and discourage candidates from applying for promotion if there are doubts that the applicant may not be successful. These discussions tend to cause some tension between academics and deans and deans' offices [*dekanat*]. Candidates apply directly to the faculty. The faculty leadership appoints three members to an appointment committee, from which one is not employed at the same faculty and often not at the same university. The problem is that, due to the small size of the country, in some cases it is impossible to find peers at other universities. Some disciplines and fields exist at one university only. Increasingly, foreign academics are invited to serve on appointment committees. Having foreign academics as members of appointment committees reflects changes to the academic culture, and also poses a significant challenge in terms of translating the entire opus of candidates' work into a foreign language, unless reviewers are sufficiently fluent in Slovenian.

The members of the academic committee then each prepare a report for the faculty leadership following the guidelines on appointment to academic titles approved by the university senate. The faculty senate obtains these three reports, and also checks all bibliographic and biographic data on the candidate. The senate appoints a chair of the faculty human resources committee to ensure that all criteria in the guidelines are observed. The entire application file then proceeds to the standing university appointments' commission [*habilitacijska komisija*]. This commission has thirteen members, covering all disciplines, and one student representative; however, not all faculties are always represented by the commission's members. The commission discusses each candidate and votes on the appointment. If the candidate obtains a majority of votes in favour, than the file goes back to the faculty senate, which has the final say. It is (in theory) possible that the faculty senate rejects the application, even if the university commission approved it. The exception to this procedure is for appointments to the position of full professor, in which the university senate, and not the faculty senate, has the final vote. This procedure is strict and also serves to protect against any academic abuse. Over the last decade especially, commissions–which are respected bodies within universities–have emphasised the criterion related to the international academic engagement of candidates, and academic success at home is no longer a sufficient reason for promotion.

Prior to the 1990s, due to the particular funding scheme at the time, the earmarked funding for the employment of academic staff was specified by the Ministry for each faculty. That is, since faculties were independent legal entities, such budgetary decisions pertaining to faculties were not made at the level of the university in Slovenia. Deans could discuss budget items with the Ministry, but the ministry ultimately decided on the distribution of funds. In 1999, an amendment in Higher Education Law introduced lump sum funding, which was gradually implemented in the early 2000s. At present, funding within the university is allocated by the rector and the management board according to mutually agreed criteria. So, in practical terms, this means that once the dean gets her or his share of the university cake, he or she then determines how much money is available for teaching. From this sum, the dean needs to account for all of the academic staff members that are already employed and ensure that all instructional needs are covered. This information determines whether and how much funding is available for new positions (or not). For any new position, approval from the rector is also needed: the powers of the rector have been strengthened in this regard in recent years. This change has reduced the power of the individual senior academic staff member in terms of employing young academics.

Due to recent austerity measures in the public sector, funding for universities has decreased in the past year significantly, effectively placing a freeze on any new appointments, unless they are funded by external funds (e.g. research project or market income). Given the massive curricular reforms that took place in Slovenian universities following the Bologna recommendations, instructional needs were reconsidered and some new positions (part-time or full-time) emerged as a result. However, changes to the criteria for hiring and promotion also followed the Bologna reforms.

Specifically, the shift has been towards a more unambiguously meritocratic approach to hiring. While criteria for academic appointments have always been transparent, they were more ambiguous and open to interpretation in the past. In the last decade, the criteria for measuring research productivity in particular (as well as teaching) have become strictly defined and quantifiable through bibliometric indicators. Our observation is that the present academic culture reflects the firm intention of the deans to find the best–academically strongest–candidates. These intentions are motivated by the rise of an evaluative academic culture, which has emerged from the political rationale of New Public Management, as applied to higher education. New in-

struments for quality and evaluation have been imposed on institutions through the European Standards and Guidelines for Quality Assurance, adopted as part of the Bologna process framework (ENQA 2005). These practices encompass approaches to hiring and promotion and, consequently, academics' research choices and career pathways.

The new quality assurance system imposes on institutions more stringent criteria for measuring academic research productivity and thus prompts institutions to be more mindful of such criteria in their human resources strategies, including academic appointments. Furthermore, the competition for public research funding has become fiercer and a key criterion in the competition for funding is candidates' research productivity. Benchmarking institutions according to scientific publications, citations and international collaboration has become the norm. Bibliometric criteria are adopted by independent government bodies–most importantly the National Quality Assurance and Accreditation Agency (NAKVIS) and the Slovenian Research Agency (ARRS)–and implemented through external quality assurance and reaccreditation procedures, as well as through external research funding schemes.

The same criteria are promoted by the University of Ljubljana, especially, as well as the Rectors' Conference, and directed towards the newly established universities and other higher education institutions. The intention of various institutional and policy actors appears to be to increase the rate of development of scientific activity. Consequently, institutions are imposing uniform criteria on their subunits and on individual academics, which has significantly changed the expectations and choices of deans and academic appointment committees in terms of academic recruitment and selection. The use of bibliometric indicators is not uncontroversial and should certainly be debated in light of the possible effects it has on decisions regarding academic research and the academic profession in general.

All faculties must prepare annual business reports, which adhere to frameworks included in the quality assurance system. These reports include several items on scientific productivity and international cooperation in research: the number of scientific publications (from the Web of Science database); the number of scientific publications with foreign partners (again, from the Web of Science database); and the absolute number of citations in the last five years. Slovenia's faculties and universities are benchmarked against one another according to these indicators. In addition, Slovenian universities, like others around the globe, compete on international rankings. These developments are translated into criteria for new appointments and, especially, into criteria for promotion to higher ranks, where 'promotion points' are directly calculated using various bibliometric indicators.

Academic inbreeding

There are various measures within the Slovenian higher education system that allude to academic inbreeding. In this survey, 57% of respondents reported that they were employed at the same institution from which they obtained their PhD. This percentage is highest at the University of Ljubljana and the University of Maribor, which are the two oldest universities and employ the majority of academic staff in the country. The two newer universities, per definition, have fewer inbred faculty. Our data also shows that academic inbreeding is highest in the areas of technology and construction (68%), followed by agriculture, forestry, fishery and veterinary sciences (58.1%), then natural sciences, mathematics and computer science (63%), and medicine and social services (63%). It is less common in education and teacher training (40%). Arts and humanities, at 51%, and social sciences, business and law, at 53 %, lie somewhere in-between. In terms of academic rank, we found academic inbreeding was highest among associate professors (68%), then assistant professors (67%), while inbreeding among full professors is the least among senior academic staff (56%). There is perhaps evidence of a gradual phasing out of academic inbreeding, indicated by a lower rate of academic inbreeding among assistants and young researchers: 45% of respondents in this category report having obtained their PhD at the same institution at which they are now employed.

Klemenčič and Zgaga (2015) suggest that the current causes of academic inbreeding in Slovenia do not lie as much in social factors as they do in structural and legal aspects of the Slovenian higher education system. Over time, both the criteria for recruiting and selecting academic staff, as well as the associated processes, have become more open, transparent and meritocratic; however, structural conditions, such as the number of universities, the vertical differentiation of universities and the relatively closed nature of the labour market for foreign academics have largely remained the same or at least not changed significantly.

The stratified system, in which the University of Ljubljana is at the top of the pyramid, explains why this institution has the highest rates of inbreeding. PhD holders from Ljubljana have often been appointed to roles at other universities. The opposite is less common because most (yet not all) faculties and departments at other universities do not hold

the same level of prestige. The fact that our data shows a somewhat lesser level of academic inbreeding among full professors could be an indication that at the time when these full professors were first appointed to an academic post, mobility between the only two established universities – Ljubljana and Maribor – might have been more fluid than what we see a generation or more later. Or that at the present time, with the establishment of new institutions, academics at this rank were more likely to change institutions. On the other hand, it could also be explained by the fact that academics of this generation in particular still think of their Alma Mater as their faculty rather than the university. Indeed, until the 1990s, individual faculties enjoyed full legal and financial independence and the university served more as a network of independent faculties (Zgaga 1998; Zgaga 2013).

The fairly high degree of academic inbreeding, especially at the two largest and oldest Slovenian universities, does not appear to have had detrimental implications for academics' research productivity as the literature would have us expect (Horta 2013). A regression analysis of the EUROAC data on the inbreeding qualifier did not find statistically significant differences between inbred and non-inbred academic staff when it came to feelings of belonging to the faculty or university, or favouring teaching over research, which are two of the key distinctions reported in other studies on academic inbreeding (Horta 2013; Horta et al. 2010).

When asked to describe their research work in the past or current academic year, slightly fewer inbred academic staff (35%) reported working alone on a research project than non-inbred academic staff (36%). Yet when asked whether they collaborate with colleagues at other higher education institutions in Slovenia, surprisingly more–although not many more–inbred academic staff responded affirmatively (78%, as opposed to 75% of non-inbred staff). Similarly, more inbred academics report collaborating with colleagues abroad than did non-inbred academics. One of the measures of internationalisation was whether academics have lectured at home in a foreign language or lectured abroad; on both questions, inbred academic staff reported engaging in more of such activities than non-inbred academics. For example, 49% of inbred academics reported having lectured abroad in the last three years as opposed to 42% of non-inbred academics.

Similar findings are seen in the success rates for acquiring international research project funding. More inbred academics reported participating in projects at home and abroad than did non-inbred academics. The only slight exception here relates to serving as principal investigators in research projects funded from national sources–16% of non-inbred academics indicated that they had been principal investigators in these contexts, as opposed to 15% of inbred academics. Inbred academics also appear to be more productive in terms of research, according to self-reported data on publishing books and articles, and editing or preparing scientific reports; the only exception being editing international scientific books (with 12% of non-inbred academic staff having engaged in this activity, as opposed to 8% of inbred academics). This finding remains the same even if we filter the data according to academic rank.

What we deduce from this data is that levels of international engagement and research productivity are higher among inbred academic staff. This can be explained by the fact that the most prestigious faculties and departments tend to train and later employ the best PhD students. In the survey data, the highest percentage of inbred academics are at the University of Ljubljana, which also qualifies as the top Slovenian university; and the most competitive when it comes to acquiring research funding. For example, in 2012, the University of Ljubljana was granted 65% of all grants (44 in total) from the Slovenian Research Agency for the purpose of establishing research programmes (Slovenian Research Agency 2014). The case of Slovenia as a small and stratified higher education system clearly shows that not only are the structural conditions for academic inbreeding unique, but that the consequences of inbreeding do not always confirm the propositions highlighted in the literature.

The university with the highest rates of academic inbreeding is also the most prestigious and overall produces the most and best research in Slovenia. Given that it is the pre-eminent university, it tends not to hire PhDs from other Slovenian universities; rather, it hires the best PhD graduates who tend to be trained at just this university. We do not wish to claim that the University of Ljubljana could not benefit from attracting excellent foreign researchers if this were more practical–it certainly would. Overall, it is the best Slovenian university, but in global terms, it is a relatively minor player. But the fact of the matter is that academic inbreeding does not show detrimental consequences for this institution when it comes to research productivity, despite what the literature suggests. There certainly are biases in hiring procedures and, as elsewhere, the influence of tight social networks and mentor-protégé relationships is present. But these practices are of equal (if not even lesser) significance to academic inbreeding than the structural conditions explained earlier.

Internationalisation and the academic profession

Given the small size of Slovenia, its membership and participation in the European Union and in the European Higher Education Area, internationalisation has been emphasised as a key policy objective as part of the nation's strategy for higher education (Kolar and Komljenovič 2011). International academic cooperation has long been promoted in Slovenia, especially academic mobility, and it has increasingly been linked to the notions of research excellence. Publishing with international publishing houses and in recognised international journals, and invitation to speak at international scientific conferences or teaching at foreign universities, is noted in academic circles as a sign of academic achievement (Klemenčič and Zgaga 2013).

From early 1990s onwards, the range of opportunities for international academic cooperation expanded as Slovenia participated in European Union programmes, especially TEMPUS and later SOCRATES, and framework programmes financing research cooperation (Zgaga, 1998). These programmes have certainly provided opportunities for international cooperation for Slovenian academics, and, arguably, also affected their attitudes towards internationalisation. There are several schemes to support outward mobility, however, these tend not to be sufficient to support longer term mobility. Mobility grants such as ERASMUS, which are administered by the Centre of the Republic of Slovenia for Mobility and European Educational and Training (CMEPIUS), are typically sufficient only for short-term mobility for teaching (on average, one week for university teachers). Longer-term mobility is possible through research grants; however, these funds are portable to other EU countries insofar as a short-term stay in another EU country is part of a research project.

Short-term mobility has also been incorporated into promotion criteria. Already in the 1990s, the University of Ljubljana established a rule that specifies that promotion to the title of full professor is not possible if the candidate has not worked for at least three months at a foreign university, which was soon adopted by other institutions and, more recently, also extended to associate professors. In 2010, this condition, applicable to both full professors and associate professors, was inserted into the national guidelines on minimal criteria for academic appointments issued by the Slovenian National Quality Assurance and Accreditation Agency (Klemenčič and Zgaga 2013).

When it comes to appointments to academic rank, all of the universities follow the basic requirements for appointment developed by the National Quality Assurance and Accreditation Agency (NAKVIS 2010). These basic requirements include knowledge of at least one widely spoken foreign language. For appointment to full and associate professor, candidates are required to have conducted research, teaching or artistic work at a foreign university or research institute for a minimum of 3 months (at least 30 days without interruption) after being awarded a PhD. At the level of assistant professor, a less specific requirement of active participation at the international level is stipulated (usually proved by attending conferences abroad or by participation in EU projects, etc.). These criteria have been adopted and extended by institutions and, in recent years, the proportion of staff that complies with these criteria is markedly increasing.

At the University of Ljubljana (2011), candidates for promotion need to demonstrate "international impact." One aspect includes the leadership of courses in international study programmes, or teaching experience at a foreign university. Furthermore, in terms of demonstrating teaching capacity, this can be done through the supervision of exchange students' theses. No other specific aspects of working with incoming international students are mentioned. The scoring system that is used to evaluate candidates for appointment to academic positions includes the following international teaching activities: participation in international projects for curriculum development, development of study methods, etc.; proven pedagogic work at a foreign university; the organisation of summer schools, seminars and competitions in which most of the participants are international; and participation in pedagogic training (at the level of the university or internationally).

The University of Maribor (2012) does not stipulate specific criteria regarding international teaching. As mentioned earlier, university statutes do stipulate that working with international students is considered a regular work obligation of academics. However, the scoring system that is used to evaluate candidates for appointment to academic positions states that lectures at a foreign university are valuated differently, depending on the number of hours taught. Also, lectures for incoming students at the University of Maribor are also taken into consideration.

The University of Primorska (2013) has the same provisions as the University of Ljubljana when it comes to demonstrating teaching competences or international impact. For promotion to the rank of associate professor, but not full professor, candidates need to demonstrate international engagement (e.g. the completion of international or bilateral projects, research or teaching at foreign institutions, etc.). The guidelines specify that shorter stays at foreign institutions score proportionally less, but can be aggregated to constitute a maximum score for this category.

The University of Nova Gorica (2013) added several criteria on international engagement to the basic requirements, such as: assistant professors require postdoctoral training or study abroad; and associate and full professors require cooperation with foreign institutions and groups. These criteria also apply to the appointment of adjunct full professors, for which teaching at a foreign university can serve as an example of pedagogic work.

In addition to promoting the short-term mobility of academic staff, Slovenia has developed funding schemes to enable domestic students to conduct PhD studies abroad. This has always been a reality, but in the past there were insufficient support mechanisms for candidates. In 2001, the Slovenian government established a general scholarship scheme, within the framework of the Slovene Human Resources Development and Scholarship Fund, to support the best students in the country to study at the best foreign universities. The requirement is that these students must return to Slovenia and be employed in the country for at least as many years as they were receiving scholarship support. If they do not comply with this requirement, they are legally obliged to repay the funds. In 2012, EUR 8.5 million was allocated to fund different forms of student mobility; most of this was earmarked for scholarships for Slovenian students to study in undergraduate and graduate programs abroad, although some of it was also to be used to attract postdoctoral researchers from the Western Balkan region (Slovene Fund 2013). While some of these students indeed returned and secured employment at Slovenian universities, this certainly has not been the major trend.

Based on the survey data, Flander and Klemenčič (2014) suggest that while Slovenian academics value internationalisation and seek ways in which to cooperate internationally, there are, however, some discrepancies between the values and behaviours of academics and the internationalisation aims and objectives that are stated in the National Higher Education Programme 2011-2020.

First, Slovenian academic staff assess the expectations of their institutions regarding internationalisation to be lower than their own personal expectations to engage in internationalisation activities, even though the institutional expectations are in general perceived as fairly high. Publishing in international journals and with international publishers, keeping up-to-date and using international literature in their teaching and participation in international collaborative projects are ranked highest by staff from all academic ranks. For example, 88% of academics reported that publishing in international journals is of high importance or important, while 96% supported the use of international literature. Much lower in terms of priority – although still positively valued - were activities typically associated with internationalisation of study at home: contributing to the formation of joint/double degree programmes (45%), courses in foreign languages (50%) and encouraging foreign students (56%) and foreign scholars (67%) to visit the home institution. The findings remain the same (in terms of the lowest and the highest ranked priorities) if we look at responses by academic fields. In particular, academics are highly supportive of mobility programmes and the involvement of foreign lecturers in either teaching or research activities. There is a clear window of opportunity here for institutions and the government to set a more ambitious internationalisation agenda.

Academics reported that Institutions had lowest expectations with regards to internationalisation when it came to conducting lectures foreign languages at home institutions (only 30% indicate high or very high expectations). This corresponds with the established practice in Slovenia that foreign language lectures are only conducted in courses offered as part of international programmes or if a course is simultaneously also offered in Slovenian (Klemenčič and Flander 2013; Golob Kalin et al. 2012).

The findings also point to a diversity of institutional priorities towards internationalisation activities as perceived by academics. Indeed, other research has pointed out that Slovenian higher education institutions hold very different ambitions from one another regarding internationalisation and that their internationalisation strategies are far from uniform (Braček Lalić, 2007). Our observation, based on the perceptions of academics, is that only a few institutions in Slovenia aspire to or have a strategy for competing on the global higher education market. We also observe that rationales and objectives for internationalisation differ between the university and faculty levels: i.e. the university's strategy does not necessarily represent the lowest common denominator of faculty strategies.

The comparison of personal and institutional priorities towards internationalisation alludes to a favourable academic climate, which would be conducive to the development of internationalisation should further appropriate conditions and support measures be created. At the same time, the data also indicates reasons for caution. Academic preferences tend to be highly divergent on questions concerning internationalisation of study at home. It appears that these activities interfere more directly with academics' everyday work routines. The difference in priorities is also fuelled by ideological differences as to the protection of the Slovenian language and culture. It also reflects different views as to the purposes and benefits of internationalisation.

Second, an ambitious internationalisation agenda, expectedly, requires a fair amount of institutional support. The comparison of personal and institutional priorities towards internationalisation points to the interest of academics to drive internationalisation should further appropriate conditions and support measures be created. However, the satisfaction of academic staff with different forms of institutional support for internationalisation activities is very low compared to the importance they place on such conditions themselves. Academics are least satisfied with the availability of funds within their institution to support different forms of international cooperation, and they are most satisfied (although still a rather low level of satisfaction) with institutional support for foreign students (Klemenčič and Flander 2013).

Whereas internationalisation certainly figures as a policy priority for the government, institutions and individual academics, the actual support for international cooperation by institutions does not appear to be adequate. Indeed, while 78% of academics believed that support for visiting scholars was very important, only 38% of them were actually satisfied with current levels of support. Particularly dissatisfying was how internationalisation objectives are defined by home institutions, with only 18% of respondents satisfied with the international objectives espoused by their home institutions.

Analysis by rank of the importance attributed to and satisfaction with the conditions of internationalisation shows that opinions are shared across academic ranks. All elements are considered important or very important by a high percentage of academics of all ranks (80% on average). Highly convergent responses can also be seen in terms of the (dis)satisfaction with the actual conditions within universities; indeed, only a small percentage of academics of all ranks are satisfied or very satisfied with such conditions (25% on average).

The most divergent responses are those related to satisfaction with the availability of information within home institutions regarding funding for international cooperation, where the information is seen to be more accessible to higher ranks. In terms of the importance attributed to conditions for internationalisation, the most divergent responses are those related to how clearly internationalisation objectives are defined by institutions, where its importance drops with rank (79% for full professors, 67% for assistants).

Third, the National Higher Education Programme (2011) states explicitly that one of its objectives and aims is to strengthen academic cooperation with the Balkan region (former Yugoslav countries). This objective is justified by the need to attract students and staff especially in light of declining demographics, and the ambition to strengthen Slovenian research. The objective also serves broader political goals to strengthen cultural, economic and political cooperation within the region, and to form a strategic alliance of small states within the context of the European Union. Regional cooperation is an excellent springboard for common initiatives and common projects within the European Higher Education Area (EHEA).

These objectives, however, stand in marked contrast to the present realities in terms of Slovenian academics' attitudes to cooperation with Western Balkan countries. In an opinion survey conducted in eight countries of the Western Balkans, including Slovenia, Zgaga et al. (2013) report that only 20.3% of Slovenian academics agreed that their institution should primarily seek to cooperate with institutions in this region, which was the lowest percentage of any country in the region. Slovenian academics stated significantly higher preferences for regional cooperation with Eastern European countries rather than with Western Balkan countries (ibid.). Our findings from EUROAC largely confirm these findings. We have established a relatively low level of existing academic cooperation with the Western Balkans as self-reported by our respondents. Of those that had taught abroad in the last three years, only about one quarter reported teaching in the countries of former Yugoslavia or collaborating in research with colleagues from these countries. Only 19% reported that they worked on joint publications in collaboration with academics from the region. The highest levels of cooperation were reported by associate professors with regards to international research projects. For only 4.3% of academics who taught in the Western Balkans, the region represented more than half of their actual teaching abroad. In research, this percentage was even lower (3%) for both joint publications and research collaboration.

Senior academics are, in general, more internationally engaged in terms of obtaining funding and research/publishing cooperation; however, even among these academics, cooperation with academics from former Yugoslavia remains rather low. Of those full professors that cooperated with colleagues from abroad, cooperation with researchers from former-Yugoslav countries represented 29% of international cooperation, for associate professors it was relatively higher at 41%, assistant professors 27% and for assistants it was only 12% of their international cooperation activities. Percentages of joint publications with Western Balkan colleagues (of joint international publications within the last three years) are even lower: the highest percentage was for associate professors (34%) and the lowest for assistants (8%). It appears that academic cooperation with former Yugoslavia has been rather marginalised due to other possibilities and opportunities for cooperation within Europe and European Union programmes and incentives. Perhaps, the Slovenian higher education sector has

preferred to build strategic alliances with the West, which would help it to "modernise" and "catch-up" with developments in that part of Europe.

Academics in our study reported that the employment of foreign academics from former Yugoslavia has decreased; however, it should be noted that the employment of foreign academics from other countries is also reported to have decreased or stagnated. On the other hand, there were 3,185 students with foreign citizenship enrolled in the academic year 2012/13, which represented 3.3% of the entire student population. Of these students, 75% were from former-Yugoslav countries, which is a considerable share. Cooperation with academics and institutions from the Western Balkans was not seen as having the potential to capitalise on established personal contacts, knowledge of languages and similarities in academic and research culture, or as enhancing international cooperation.

In sum, the existing level of academic cooperation with Western Balkan colleagues is reported to be rather low, although there seems to be potential to build upon this in the future. Inspiration on how to strengthen such cooperation may well be taken from the Austrian initiative launched under their presidency in 2006: the Steering Platform on Research for the Western Balkans. Several research projects that facilitate the exchange information and national policy developments, and focused on the Southern European or the Western Balkans Research Area, have been supported by European programmes or directly by the Austrian federal ministry (Klemenčič and Zgaga 2013).

Finally, academics in Slovenia tend to be intrinsically motivated to cooperate with colleagues abroad. Respondents appear to be fairly internationally oriented, both in research and teaching. They also tend to publish abroad, but more so academics with higher academic titles. However, as always, the self-reported data on publications and teaching abroad should be viewed with caution due to the potential for social desirability bias. In our survey, 37% of academics reported teaching in joint programmes and over 60% reported working with incoming foreign students, which is surprisingly high and in conflict with some of the findings from the survey of Erasmus students, which was conducted in parallel to this survey (Klemenčič and Flander 2013), and was also not corroborated during interviews conducted alongside the survey. In terms of teaching abroad, more than half of Slovenian academics (42%) reported to have had this experience in the last three years. More than half of senior academics have taught in a foreign language at their home institution and lectured abroad within the last three years. The share of those that have either lectured abroad or in a foreign languages decreases with academic rank (Klemenčič and Flander 2013).

The percentage of those involved in international research cooperation is much higher than in teaching. In the survey, 45% of academics reported that they participate in international research project groups, 14% also manage such projects. 80% of respondents reported collaboration with international colleagues. Almost 70% also reported that their articles had been published in an international academic book or journal. International research collaboration is indeed significantly better funded than teaching abroad. In addition, deliverables from international research collaboration, such as publications in international journals and with international publishing houses, score highly in criteria for academic appointments (Klemenčič and Flander, 2013). However, we are aware that we are relying on individuals' subjective estimations rather than actual publishing records, which exist for all Slovenian academics in the Co-operative Online Bibliographic System and Services of Slovenia (COBISS). This data should also therefore be treated with caution, as it is highly susceptible to social desirability bias. However, other sources confirm that Slovenian researchers are some of the most productive in Europe in terms of the number of papers published, with Slovenia coming in at sixth place within EU27 (Kolar, 2011). This is a strong indication of Slovenian academics' research productivity. The reason lies mostly in the fact that for a long time, the number of articles was one of the most important criteria used by the Slovenian Research Agency (ARRS) to evaluate whether or not to fund projects and is, of course, also an important criterion in academic promotion (ibid). Furthermore, based on scientific publications that are co-authored with foreign researchers (per million inhabitants), Slovenia is, with 749.7 publications, at ninth place within EU27, ahead of countries such as Germany, France, Czech Republic and Estonia (European Commission, 2011).

The self-reported data, which relates to engagement in internationalisation activities, is fairly high and, as we have already mentioned, should be treated with caution as it is highly susceptible to social desirability bias. To obtain reliable data we should consult the COBISS database, which, however, was not done as part of this study. Nevertheless, Slovenia is ranked fairly high in the European Union on the measures of scientific publication and co-authorship with foreign researchers per million inhabitants, which is testament to the broad acceptance of international research collaboration in the Slovenian academic culture.

Survey methodology

Survey design

The survey was designed broadly based on the EUROAC questionnaire (Kehm and Teichler eds. 2013), and questions concerning the internationalisation of higher education and international academic cooperation were added.

The survey was divided into six main sections:

1. General work situation and activities
2. Academic career
3. Teaching
4. Research
5. Governance and management
6. International cooperation

A seventh component of the questionnaire concerned the respondent's profile. The questionnaire was complex and consisted of 50 questions.

Targeted respondents

The survey was sent in February and March 2013 to academic staff employed at all Slovenian higher education institutions: universities and other higher education institutions, both public and private. The survey was distributed in two rounds of invitations in February and March 2013.

In the first instance, we asked administrators of universities and other higher education institutions to distribute the survey via their local mailing lists. The deadline was set at 25 February and only 199 responses were obtained. Due to the extremely low response rate, we adopted another strategy for the second round. We copied email addresses of target respondents (i.e. higher education staff with academic titles and non-titled academic staff employed by Slovenian higher education institutions) from the public websites of departments, research institutes and faculties. In total, 5,791 email addresses were collected this way (out of a total of 8,763 reported academic staff employed at higher education institutions in Slovenia (SURS 2013)). The invitations were sent during the first week of March in batches to faculties and schools with a deadline of 25 March, 2013. On 27 March, we sent out another email to all respondents thanking those who had responded and inviting more responses before a deadline of 3 April, 2013. The respondents completed the survey on the LimeSurvey website through an anonymous link.

Response rate

Out of the total number of invitations sent, the survey was fully completed by 667 respondents. The response rate was thus 11.52%, with only slight differences across universities. The respondents who only submitted partially completed surveys were excluded from the sample, since, in most cases, they only opened the questionnaire but did not complete it any further.

Responses from other (non-university) higher education institutions have also been excluded from the data included in this publication, as we obtained only 37 responses from these types of institutions. The data (630 respondents) thus covers the four Slovenian universities only. Accordingly, when we compare Slovenian responses to those of other EUROAC countries, we only include responses from universities (and not from other higher education institutions) so as to be able to compare responses from academic staff employed in the same type of institutions, i.e. universities. Other countries that conducted the EURAC survey also gathered data for the non-university sector, which were not included in our comparison.

The fact that more than half of respondents did not proceed and complete the survey after opening it could mean that after they realised the length of the questionnaire, they decided not to respond. In fact, we received many email messages with complaints regarding the length of the questionnaire and the time commitment required to complete the survey.

The low response rate can be attributed to the complexity of the questions and the length of the survey. Due to the low response rate we urge additional caution when interpreting or using the survey data. However, despite the low response rate, we concluded that the acquired data nevertheless constitutes a helpful overview of the current situation, especially if we accord with the proposition of some researchers who claim that data acquired with a lower response rate can still provide accurate measurements (Horta 2013). This is due to the fact that the respondents who completed the questionnaire decided to do so despite its length and complexity and have thus given the survey their full consideration. Moreover, the answers are well-distributed over all key respondent profile categories (i.e. discipline, gender, academic rank).

Table 2: Number of respondents in EUROAC countries (not weighted) by status and institutional type[13]

	Universities	
	Senior	Junior
Austria	380	980
Croatia	97	257
Ireland	304	499
Poland	1,255	1,716
Switzerland	250	762
Netherlands	292	336
Finland	296	785
Germany	302	715
Italy	1,047	650
Norway	556	388
Portugal	227	607
United Kingdom	566	452
Slovenia	403	227
Total	5,975	8,374

Table 3: Share of answers by university

Academic staff by institution where they work	Sent	N	Share (valid)	Response rate by institution
University of Ljubljana	3646	413	65.6	11%
University of Maribor	1206	140	22.2	12%
University of Primorska	554	60	9.5	11%
University of Nova Gorica	227	17	2.7	7%
Total	5633	630	100	11%

Figure 4: Share of respondents by gender

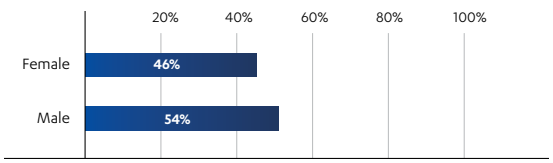


Table 4: Share of respondents by academic rank

	Number	Percentage
Full professor	91	15%
Associate professor	103	17%
Assistant professor	166	27%
Junior/associate lecturer	175	29%
Others	79	13%
Total	614	100%

13 The actual number of respondents is higher as about 7% did not provide information about their status or institution.

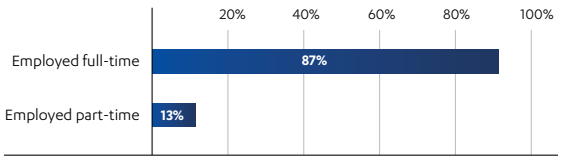
Table 5: Share of respondents by discipline of the highest attained degree

	Number	Percentage
Agriculture, forestry, fishery and veterinary	40	6%
Education/teacher training	51	7%
Engineering, manufacturing and construction	107	15%
Medical sciences and welfare	64	9%
Humanities and arts	103	15%
Physical sciences, mathematics, computer sciences	196	28%
Services	5	1%
Social sciences, business sciences, law	140	20%
Total	706	100%

Table 6: Share of respondents by discipline of the department where respondents work

	Number	Percentage
Agriculture, forestry, fishery and veterinary	45	7%
Education/teacher training	57	8%
Engineering, manufacturing and construction	106	16%
Medical sciences and welfare	72	10%
Humanities and arts	93	13%
Physical sciences, mathematics, computer sciences	173	25%
Services	8	1%
Social sciences, business sciences, law	138	20%
Total	692	100%

Figure 5: Share of respondents by type of employment



Findings from the 2013 EUROAC survey

This section presents the data from the survey. We have organised the data into six sections:

- General work situation and activities
- Academic career
- Teaching
- Research
- Governance and management
- International cooperation

Each section contains a number of questions. We report results for the entire higher education system and, where sensible or possible, we also filter the data according to academic rank and discipline of current employment (using the ISCED classification). In this report, we do not compare the results of the institutions. From the outset, our aim has not been to rank or benchmark institutions. Rather, we seek to better understand the situation across the system. Also, we believe that direct comparisons are hampered by the existing questionnaire, which does not sufficiently recognise the inherently differentiated higher education system in Slovenia. Our aim was also to give the participating institutions a better insight into how their academics and researchers experience the conditions of academic work at their institution and how they perceive some of the changes that are now underway in the system. For this reason, we have provided all three participating universities with access to the full raw data set that was acquired exclusively from respondents from their universities.

This is the first and, in many ways, an exploratory study. We are convinced of the benefits of periodic screening of the work environment of academic staff in Slovenian higher education institutions for the institutional leadership as well as other interested parties. The results concerning satisfaction, atmosphere and, especially, major causes of dissatisfaction and stress can help institutional leaders devise new policies and practices to address them. However, we are also aware that the present questionnaire has several methodological weaknesses and needs further improvement to better serve such purposes. It is also for this reason that we refrain from deriving insights into the working environment between institutions.

We hope that this survey will be repeated in due course so as to allow us to discern changes in work conditions. We also hope that specific questions will be followed up with qualitative studies, such as was conducted in relation to the question of internationalisation of higher education (Klemenčič and Flander 2013).

General work situation and activities

1

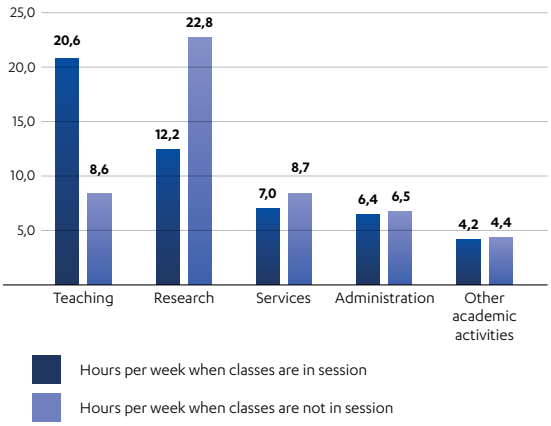
1. How many hours do you spend in a typical week on each of the following activities?

630 respondents

The working week of academic staff at Slovenian universities lasts on average 50.4 hours when classes are in session. The highest amount of hours (20.6 hours) are dedicated to teaching (i.e. teaching and preparation for teaching, mentoring, assessment and development of curriculum) followed by research (including review of literature, writing, experiments, field work) (12.2 hours); service activities (services, consulting, voluntary work) (7 hours), administration (including committees, workgroups, departmental meetings and reporting) (6.4 hours) and other academic activities not classified in any of the above-listed categories (4.2 hours).

When classes are not in session, the average working week is slightly different, although not shorter. On average, it lasts 51 hours. The largest share of time is dedicated to research (22.8 hours; i.e. a lot more than when classes are in session), followed by service activities (8.7 hours), teaching and preparation for teaching (8.6 hours), administration (6.5 hours) and other academic activities (4.4 hours; i.e. also slightly higher than when classes are in session).

Figure 6: Weekly hours dedicated to specific activities



Comparison with European countries which participated in the study

With 50.4 hours of work when classes are in session and 51 hours of work when classes are not is session, the typical week of academic staff at Slovenian universities has the highest number of working hours in comparison with other EUROAC countries. Of the total hours worked, they dedicate on average 20.6 hours per week to different forms of teaching, which is more than in all of the other EUROAC countries included in the study. When classes are not in session, the number of hours dedicated to teaching remains higher compared to higher education teaching staff in other EUROAC countries. Accordingly, Slovenian respondents also reported devoting less hours to research in a typical week when classes are in session compared to other countries included in the study. When classes are not in session, they do dedicate more time to research - a trend among academic staff elsewhere - but they still rank lowest among all of the EUROAC countries according to the time dedicated to research when classes are not in session. Nevertheless, out of all of the EUROAC countries included in the survey, Slovenian academic staff spend the most time in an average week conducting service activities, similar to Germany and Austria. The highest amount of time dedicated to administration was observed among higher education teaching staff in Great Britain and Ireland. In this respect, Slovenian higher education teaching staff sit in the top half of countries. Slovenian higher education teaching staff dedicate more time to other academic activities than their colleagues from abroad. Hereby, we primarily mean paid service activities, which are undertaken both when classes are in and out of session.

Table 7: Weekly hours for the listed activities (when classes are in session)

	2010						2007/2008						2013		
	AT	CH	HR	IE	PL	NL	DE	FI	IT	NO	PT	UK	SI	European average (excl. Slovenia)	European average (incl. Slovenia)
Teaching	11.6	8.6	18.2	17.1	19	18.5	11.6	13.6	18.1	11.6	19.7	16	**20.6**	15.3	15.7
Research	17	23.5	14.4	14.6	15.3	14.5	18.3	20.2	17.3	14.6	13.2	13.5	**12.2**	16.4	16.1
Services	5.5	3.5	1.9	2.4	3.2	1.9	6.1	2	3.7	1.3	1.7	1.4	**7**	2.9	3.2
Administration	6.4	4.8	5.6	9.8	4.6	5.5	3.2	4	4.1	4.2	4.1	9.6	**6.4**	5.5	5.6
Other academic activities	3	3.5	3.3	4	3.1	2.8	2.4	2.4	2.3	2.1	2.5	3.4	**4.2**	2.9	3
Total	43.4	43.8	43.4	47.9	45.2	43.2	41.6	42.2	45.5	33.7	41.2	43.8	**50.4**	42.9	43.5
Number of answers	1245	862	346	689	2843	310	915	935	1635	662	398	687	**630**	11527	12157

Table 8: Weekly hours for the listed activities (when classes are not in session)

	2010						2007/2008						2013		
	AT	CH	HR	IE	PL	NL	DE	FI	IT	NO	PT	UK	SI	European average (excl. Slovenia)	European average (incl. Slovenia)
Teaching	3,9	3,2	8,5	6,1	7,9	7,1	5,5	5,1	7,4	4,8	8,5	6,6	**8,6**	6,2	6,4
Research	24	28,4	22,4	24	22	23,5	25,3	26,7	27,1	29,4	23,4	22,6	**22,8**	24,9	24,7
Services	3,7	3,7	2,2	2,8	4,1	2,4	6,6	2,1	3,9	1,5	2,2	1,4	**8,7**	3,1	3,5
Administration	4,8	4,5	5,6	8,7	4,6	5,4	2,9	3,8	4,3	5,3	4	8,7	**6,5**	5,2	5,3
Other academic activities	3,4	3,5	3,9	4,4	3,4	3,1	2,8	2,6	2,5	3,3	3,2	3,7	**4,4**	3,3	3,4
Total	39,9	43,4	42,6	46,1	42	41,4	42,9	40,2	45,1	44,3	41,4	43	**51**	42,7	43,3
Number of answers	1210	870	331	647	1807	328	904	780	1571	600	370	728	**630**	10146	10776

2. At your institution, how would you evaluate each of the following factors and their importance with respect to your work?

630 respondents

This question examined the importance of and satisfaction with different factors that affect academic work.

Over 60% of respondents rated all factors as very important or essential; the following factors were rated as the most important:

(**1**) Time available for your research (71% of respondents rated this factor as essential and 25% as very important; **i.e. a total of 96%**);
(**2a**) Research funding from your institution (essential 61%; very important 32%, **a total of 93%**);
(**2b**) Possibility to implement your ideas (essential 61%, very important 32%, **a total of 93%**);
(**3**) Library facilities and services (essential 63%, very important 28%, **a total of 91%**);
(**4**) Possibilities for external research funding (essential 53%, very important 34%, **a total of 87%**);
(**5**) Telecommunications (internet, networks and telephones) (essential 54%, very important 33%, **a total of 87%**).

Other important factors included:

(**6**) Possibilities for cooperation with colleagues within your institution (essential 43%, very important 40%, **a total of 83%**);
(**7**) Research equipment and instruments (essential 55%, very important 25%, **a total of 80%**);
(**8**) Administrative/Secretarial support (essential 36%, very important 44%, **a total of 80%**).

The factors rated as slightly less important include: office space and laboratories (where there were significant differences between disciplines), and classrooms and salary.

Higher education teaching staff and researchers are most satisfied with telecommunications (very high 38%, high 39%, **a total of 77%**) and library facilities and services (very high 24%, high 38%, **a total of 62%**), which were also rated as essential.

Respondents were the least satisfied with the availability of research funding at their institution (very low 43%, low 31%, **a total of 74%**), time available for research (very low 31%, low 31%, **a total of 62%**) and the possibilities for external research funding (very low 24%, low 33%, **a total of 57%**). The satisfaction of respondents with regards to their salary is very low (20%) and low (29%), which constitutes **a total of 49%** of all respondents. Moreover, 28% assessed the importance of salary as essential or very important (47%), **a total of 75%**, which is slightly lower than the importance attributed to other assessed factors.

Figure 7: Importance of the listed factors

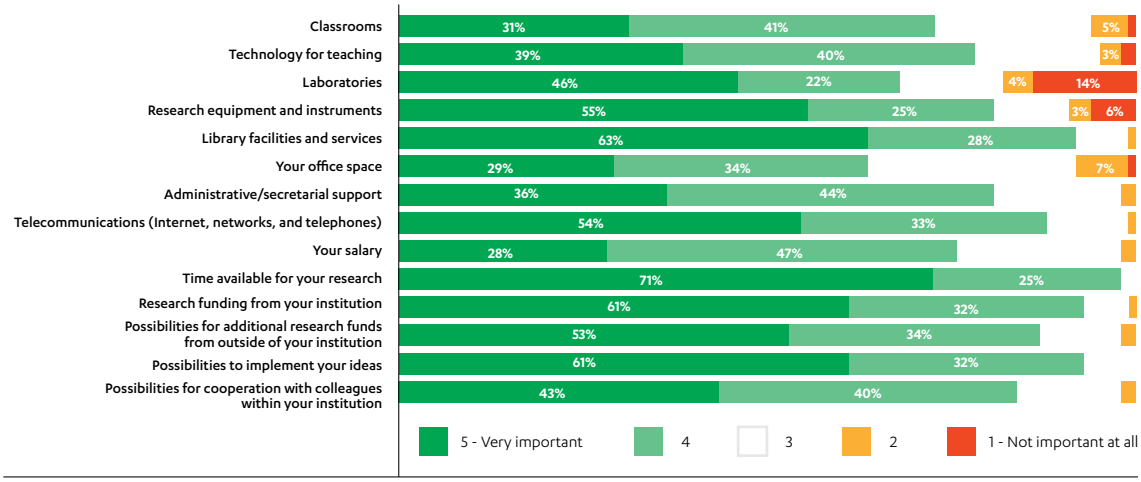
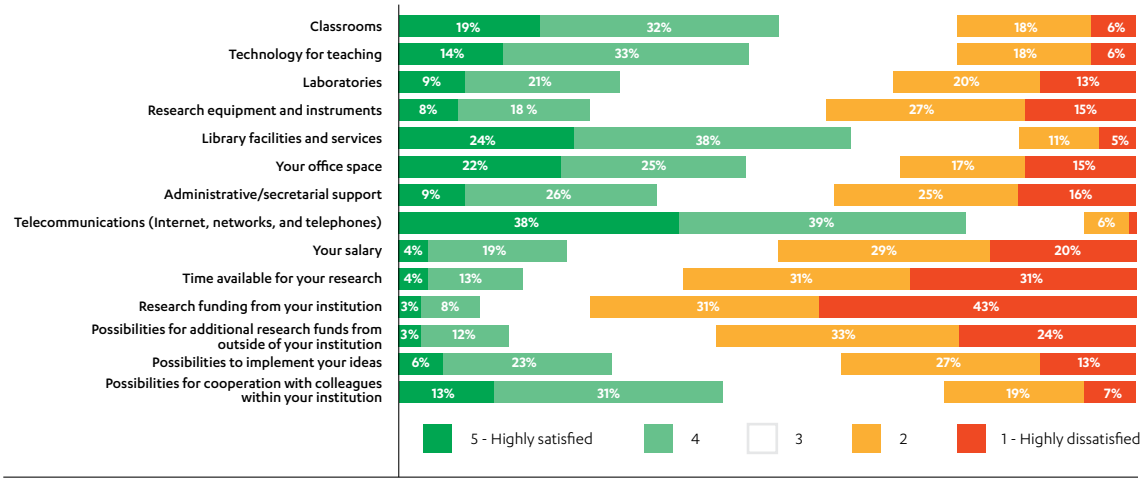


Figure 8: Satisfaction whit the listed factors



Comparison with European countries which participated in the study

In comparison with other EUROAC countries, Slovenian academics' satisfaction with classrooms, technology for teaching, library facilities and services, and telecommunications is average. Slovenian academic staff are, on average, slightly less satisfied with the resources available from the home institution for research, research equipment and instruments, laboratories and administrative/secretarial support.[14]

Table 9: Satisfaction with the listed factors

	2010						2007/2008						2013		
	AT	CH	HR	IE	PL	NL	DE	FI	IT	NO	PT	UK	SI	European average (excl. Slovenia)	European average (incl. Slovenia)
Classrooms	52	75	50	58	48	63	49	74	37	59	47	37	**51**	54	54
Technology for teaching	57	78	60	63	42	62	53	70	36	61	50	42	**47**	56	55
Laboratories	45	72	30	59	38	48	52	55	29	45	33	42	**30**	46	44
Research equipment and instruments	47	75	26	59	35	52	54	56	31	50	33	39	**26**	46	45
Library facilities and services	63	73	43	75	62	70	50	73	53	77	49	53	**62**	62	62
Your office space	63	68	49	67	50	65	61	69	44	68	46	42	**47**	58	57
Administrative/Secretarial support	43	61	39	43	49	54	48	58	33	25	37	35	**35**	44	43
Telecommunications (Internet, networks and telephones)	80	86	79	81	71	72	80	82	64	86	60	53	**77**	75	75
Research funding from your institution	14	56	8	22	9	24	26	24	8	23	17	18	**11**	21	20
Number of respondents	1488	946	350	727	2951	359	1000	1031	1702	885	440	797	**630**	12676	13306

The table shows the share of respondents who answered "high" and "very high" .

14 The Slovenian survey included a couple of additional questions, which were not included in other studies and have thus been excluded from international comparisons.

3. How would you rate your overall satisfaction with your current job?

628 respondents

Of all respondents, about a third (36%) rated their overall satisfaction with their current job as high or very high, another third (30%) rated their satisfaction as low or very low, while the remaining third (34%) rated their overall satisfaction as medium. A comparison of results by academic rank shows that satisfaction decreases with rank: the level of satisfaction is highest among full professors and assistant professors (very high 14%, high 30%, **a total of 54%**), and lowest among assistants and young researchers (very low 10%, low 24%, **a total of 34%**). With respect to discipline, the level of satisfaction is highest among those working in the field of education/teacher training[15] (very high 12%, high 30%, **a total of 42%**), humanities and arts (very high 9%, high 31%, **a total of 40%**) and social sciences (very high 4%, high 34%, **a total of 38%**), however, the share of dissatisfied respondents is also slightly higher in the social sciences (very low 14%, low 16%, **a total of 30%**). The level of job satisfaction is slightly lower in the following disciplines: engineering, manufacturing and construction (very low 12%, low 24%, **a total of 36%**) as well as physical sciences, mathematics and computer science (very low 8%, low 24%, **a total of 32%**).

Figure 9: How would you rate your overall satisfaction with your current job?

Figure 10: How would you rate your overall satisfaction with your current job?

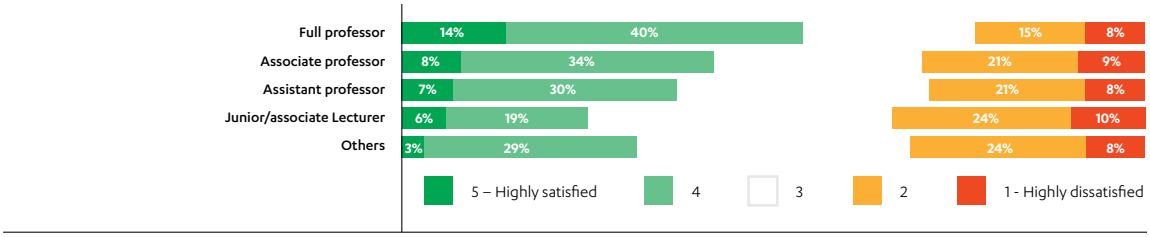
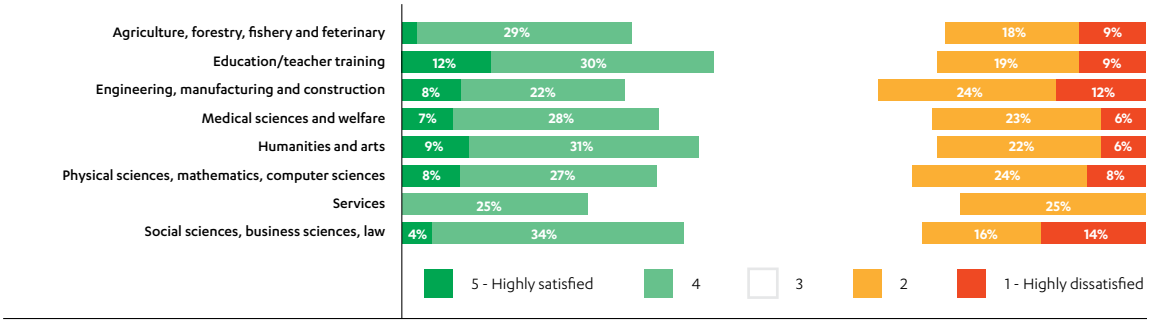


Figure 11: How would you rate your overall satisfaction with your current job? – by discipline as currently employed



15 The information on the service sector was excluded from this report due to a small sample size.

Comparison with European countries which participated in the study

Compared to other EUROAC countries, the level of overall job satisfaction of academic staff at Slovenian universities is the lowest, since about 30% of all respondents rated their overall satisfaction with their current job as low or very low; this is a much higher percentage of dissatisfied persons compared to other countries (in this respect, Slovenia is followed by Great Britain and Ireland, where the share of dissatisfied staff amounted to 19%). The share of Slovenian respondents who rated their overall satisfaction with their current job as high or very high is 36% (the lowest among countries participating in the study). We hereby highlight the fact that the research in Slovenia was carried out in 2013; a time of severe budget cuts and cost-saving in higher education, which was possibly reflected in the extreme levels of dissatisfaction among academic staff.

Table 10: How would you rate your overall satisfaction with your current job?

	2010						2007/2008						2013		
	AT	CH	HR	IE	PL	NL	DE	FI	IT	NO	PT	UK	SI	European average (excl. Slovenia)	European average (incl. Slovenia)
5 - Very high	19	17	38	15	16	21	11	13	20	18	9	11	**7**	17	17
4	44	54	39	41	46	54	46	53	44	50	47	34	**29**	46	45
3	23	20	5	26	28	17	28	24	29	23	27	36	**34**	24	25
2	7	6	11	14	7	7	12	8	5	7	12	10	**21**	9	10
1 - Very low	6	2	6	5	3	1	3	2	2	2	5	9	**9**	4	4
Number of respondents	1485	949	349	725	2950	356	993	1034	1703	881	437	802	**628**	12664	13292

The table shows the share of answers.

4. Since you started your career, have the overall working conditions in higher education and research institutions improved or deteriorated?

628 respondents

About two thirds of academic staff believed that the overall work situation at universities and research institutions had very much deteriorated (26%) or deteriorated (38%). On the other hand, only 15% of respondents believed that the situation had improved.

The opinion that conditions had deteriorated is higher among lower academic ranks (this opinion is the most common among assistant professors and young researchers, out of which a total of 72% stated that the conditions had deteriorated). On the other hand, an improvement of conditions was observed by some associate professors (27%) and full professors (29%); however, there are many in this academic rank that stated that the work situation had deteriorated (54% of full professors and 56% of associate professors).

With respect to discipline, a deterioration was most often noted by staff working in the following departments: Education/Teacher training (very much deteriorated 42%, deteriorated 37%, **a total of 79%**); services (**deteriorated 75%**). Followed by social sciences, business sciences and law (very much deteriorated 33%, deteriorated 37%, **a total of 70%**), engineering, manufacturing and construction (very much deteriorated 25%, deteriorated 42%, **a total of 67%**) and physical sciences, mathematics and computer science (very much deteriorated 23%, deteriorated 42%, **a total of 65%**).

Figure 12: Since you started your career, have the overall working conditions in higher education and research institutions improved or deteriorated?

Figure 13: Since you started your career, have the overall working conditions in higher education and research institutions improved or deteriorated? – by academic rank

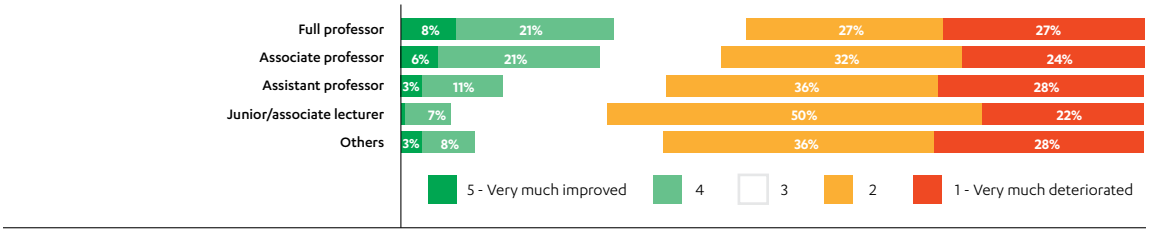
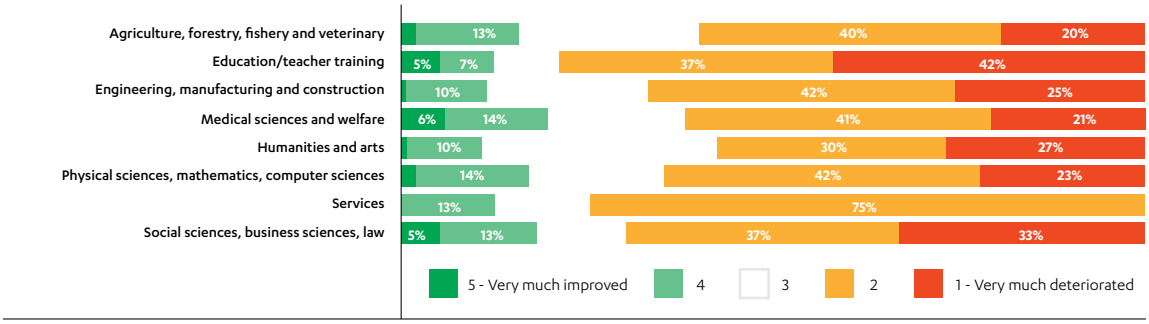


Figure 14: Since you started your career, have the overall working conditions in higher education and research institutions improved or deteriorated? – by discipline as currently employed



Comparison with European countries which participated in the study

All EUROAC countries that were included in the European comparison observed a deterioration of the work conditions at higher education institutions and research institutes; however, the share of those who believe that the conditions have very much deteriorated is especially high (the highest) in Slovenia. On average, 64% of Slovenian respondents stated that the conditions had deteriorated, which is the same as in Ireland (64%), followed by Austria (63%) and Great Britain (60%).

Table 11: Since you started your career, have the overall working conditions in higher education and research institutions improved or deteriorated?

	2010					2007/2008						2013		
	AT	CH	IE	PL	NL	DE	FI	IT	NO	PT	UK	SI	European average (excl. Slovenia)	European average (incl. Slovenia)
5 - Very much improved	2	3	4	9	1	1	6	2	3	7	1	**3**	4	4
4	9	15	14	23	18	9	21	11	12	24	14	**12**	15	15
3	26	56	19	40	40	37	39	31	43	27	25	**21**	35	34
2	38	21	42	19	31	38	24	35	33	27	42	**38**	32	32
1 - Very much deteriorated	25	4	22	10	10	16	10	20	10	15	18	**26**	15	16
Number of respondents	1362	926	717	2944	335	968	1010	1703	850	425	780	**628**	12020	12648

The table shows the share of answers.

5. Please indicate the level of stress caused by the following aspects of your work.

630 respondents

The main causes of stress in academic work for academic staff at Slovenian universities are:

(**1**) The acquisition of research funding (the share of respondents that answered that the level of stress caused by this aspect is high is 43%, and rather high 29%, **a total of 72%**);

(**2**) Time available for research (high level of stress 31%, rather high level of stress 36%, **a total of 67%**).

The acquisition of research funding is a significant stress factor for all academic staff. However, this aspect causes the most stress for assistant professors (high level of stress 48%, rather high level of stress 33%, **a total of 81%**) and full professors (high level of stress 55%, rather high level of stress 24%, **a total of 79%**), and slightly less stress for Assistants and young researchers (high level of stress 30%, rather high level of stress 30%, **a total of 60%**).

With respect to discipline, the acquisition of research funding is similarly perceived as stressful in all disciplines and on average exceeds 69%.

Other aspects of academic work causing stress include:

(**3**) Research productivity (publications) (high level of stress 23%, rather high level of stress 32%, **a total of 55%**);

(**4**) Departmental or institutional policy (high level of stress 25%, rather high level of stress 27%, **a total of 52%**);

(**5**) Promotion (high level of stress 25%, rather high level of stress 25%, **a total of 50%**).

Less common causes of stress include mentoring (26% stated that it caused no stress and 30% stated that is caused minimum stress, **a total of 56%**), teaching (no stress 21%, minimum stress 31%, **a total of 52%**) and department meetings (no stress 21 %, minimum stress 26%, **a total of 47%**).

Figure 15: Indicate the level of stress caused by the following aspects of your work

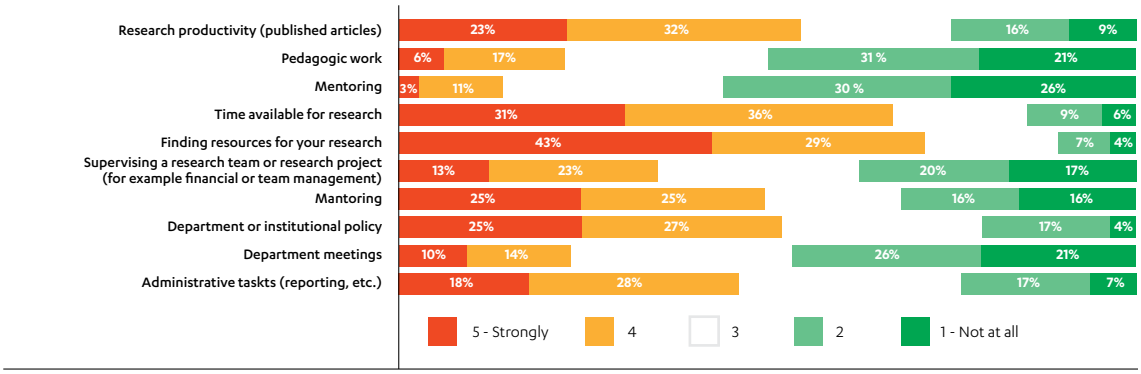


Figure 16: Indicate the level of stress caused by the acquisition of research funding – by academic rank

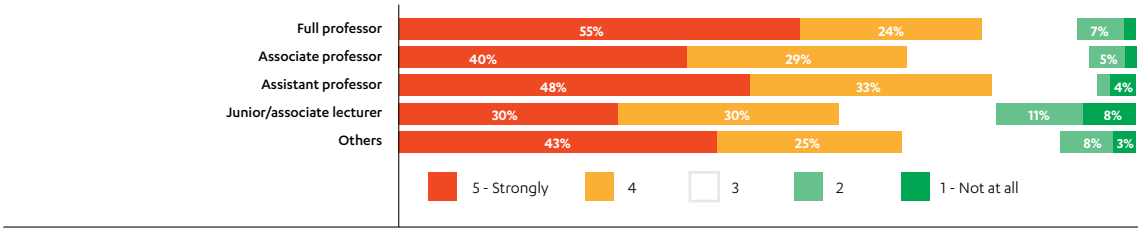
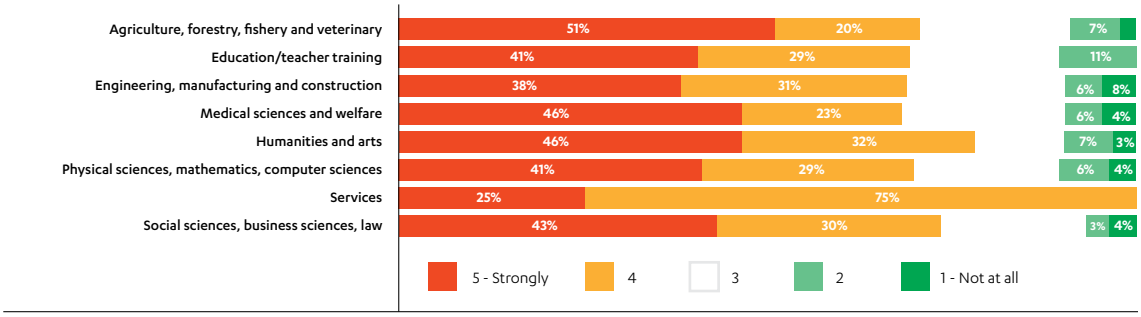


Figure 17: Indicate the level of stress caused by the acquisition of research funding – by discipline as currently employed



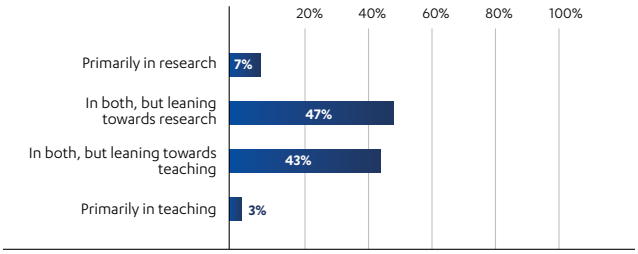
This question was not included in the surveys in other countries. Therefore, a comparison is not possible.

6. Regarding your own preferences, do your interests lie primarily in teaching or in research?

624 respondents

Slovenian academic staff stated that they are interested in both teaching and research, while we observed a slightly higher preference for research (47%) compared to teaching (43%).

Figure 18: Regarding your own preferences, do your interests lie primarily in teaching or in research?



Comparison with European countries which participated in the study

Compared to other EUROAC countries, the personal preferences of Slovenian academic staff with respect to teaching or research are more balanced. An exclusive research orientation among respondents is lower than in other European countries.

Table 12: Regarding your own preferences, do your interests lie primarily in teaching or in research?

	2010						2007/2008						2013		
	AT	CH	HR	IE	PL	NL	DE	FI	IT	NO	PT	UK	SI	European average (excl. Slovenia)	European average (incl. Slovenia)
Primarily in teaching	5	3	4	5	8	5	8	7	2	2	6	9	**3**	5	5
In both, but leaning towards teaching	19	18	37	28	31	17	22	14	22	16	40	23	**43**	24	25
In both, but leaning towards research	46	49	54	57	50	52	41	43	64	51	47	41	**47**	50	49
Primarily in research	30	30	6	10	11	26	29	36	12	31	7	27	**7**	21	20
Total	100	100	100	100	100	100	100	100	100	100	100	100	**100**	100	100
Number of respondents	1446	952	350	718	2919	372	1003	1034	1691	879	297	793	**624**	12454	13078

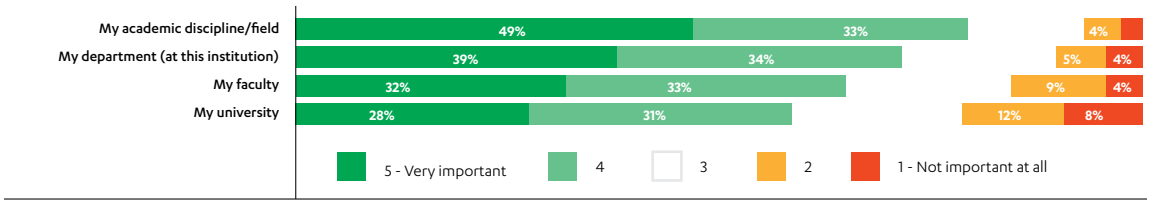
The table shows the share of answers.

7. Indicate the extent to which each of the following affiliations is important to you

630 respondents

The importance attributed to academics' various affiliations decreases as we move from the academic discipline of the department to the faculty and university. However, this is a common trend in all of the European countries that participated in the study.

Figure 19: Indicate the extent to which each of the following affiliations is important to you



Comparison with European countries which participated in the study

In the EUROAC countries that participated in the study, the importance attributed to various affiliations decreases as we move from the academic discipline of the department to the faculty and university. We found that academic staff in Slovenia rated the affiliation with their academic discipline slightly lower (or amongst the EUROAC countries with lower averages), while affiliation with the department and faculty is similar to other EUROAC countries where academic staff rated the affiliations higher.[16]

Table 13: Indicate the extent to which each of the following affiliations is important to you

	2010						2007/2008						2013		
	AT	CH	HR	IE	PL	NL	DE	FI	IT	NO	PT	UK	SI	European average (excl. Slovenia)	European average (incl. Slovenia)
Your academic discipline/field	93	86	84	91	89	86	92	89	78	96	79	81	**82**	87	87
Your department (at the institution where you are employed)	66	54	74	74	73	65	49	72	57	70	66	54	**73**	65	65
Your faculty	42	56	68	66	72	45	42	68	58	47	67	38	**65**	56	56
Number of respondents	1486	942	349	726	2915	359	999	1026	1693	872	440	793	**630**	12600	13230

The table shows the share of respondents who answered with essential or very important.

16 Affiliation to the university was examined only in the Slovenian survey. Therefore, we cannot compare the data.

Academic career

2

1. For each of your degrees, please indicate the year of completion and the country in which you obtained it.

Different number of respondents

A large majority of respondents completed all of their degrees in Slovenia. 8% of respondents completed their doctoral degree abroad. A significant share of respondents went abroad for postdoctoral studies or research (81%).

Table 14: Country of completion of awarded degrees

Country of completion	Undergraduate	Master's	Specialisation	Doctoral	Post-doctoral study/research
Austria	2	1	1	2	3
Italy	4	2	1	3	7
Germany	1	2	0	2	17
USA	1	2	4	6	28
Great Britain	0	4	1	7	14
Countries of the former Yugoslavia	10	14	1	6	3
Other	5	13	7	7	16
Slovenia	**552**	**328**	**62**	**391**	**20**
Total	575	366	77	424	108

The table shows the number of respondents.

Table 15: Country of completion of awarded degrees - Slovenia or other countries

Country of completion	Undergraduate	Master's	Specialisation	Doctoral	Post-doctoral study/research
Slovenia	96%	90%	80%	92%	19%
Other	4%	10%	20%	8%	81%
Total	100%	100%	100%	100%	100%

Comparison with European countries which participated in the study

After Poland, Slovenia has the second largest share of respondents who acquired their doctoral degree in their country of employment (Slovenia - 92%, Poland - 96%).

Table 16: Did you complete your doctoral degree in the country in which you are currently employed?

	2010						2007/2008						2013		
	AT	CH	HR	IE	PL	NL	DE	FI	IT	NO	PT	UK	SI	European average (excl. Slovenia)	European average (incl. Slovenia)
Yes	79	61	83	52	96	84	89	90	81	60	73	85	**92**	78	79
No	21	39	17	48	4	16	11	10	19	40	27	15	**8**	22	21
Total	100	100	100	100	100	100	100	100	100	100	100	100	**100**	100	100
Number of respondents	1067	553	188	521	2835	354	673	505	830	641	308	669	**424**	9144	9568

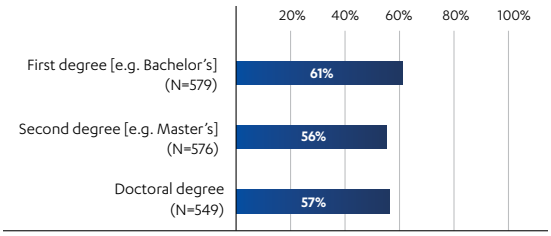
The table shows the number of respondents

2. Are you currently teaching at a higher education institution where you have studied in the past?

Different number of respondents

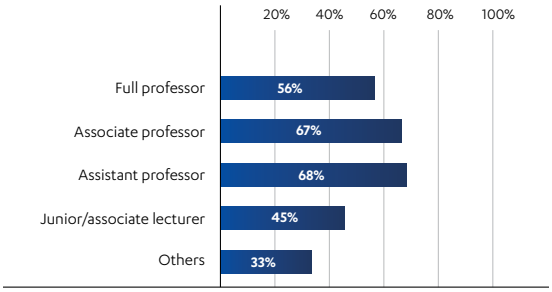
Of all respondents, 57% work at the same university where they also acquired their doctoral degree. The largest share of these respondents was among assistant professors (68%), followed by associate professors (67%). These are followed by full professors (56%), while the share is lowest among assistants (45%) and others (33%). The highest share of employees who are employed at the institution from which they were awarded their doctoral degree was observed in departments in the field of engineering, manufacturing and construction (68%), followed by agriculture, forestry, fishery and veterinary sciences (63%) and physical sciences, mathematics and computer science (61%). The lowest shares were observed in the fields of social sciences, business sciences and law (53%), humanities and arts (51%) and education/teacher training (40%).

Figure 20: Are you currently teaching at a university where you have studied in the past?



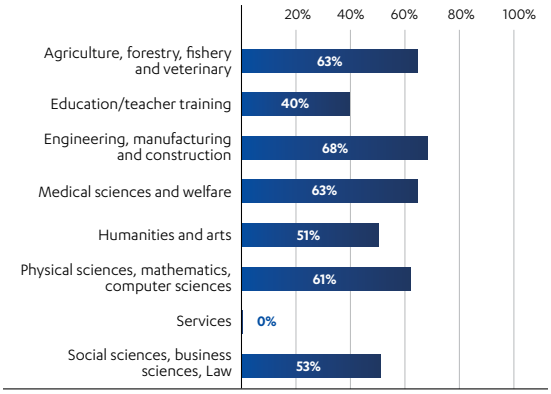
The figure shows the share of those who teach.

Figure 21: Are you currently teaching at a university where you completed your doctoral degree? – by academic rank



The figure shows the share of those who teach.

Figure 22: Are you currently teaching at a university where you completed your doctoral degree? – by discipline as currently employed



The figure shows the share of those who teach.

According to the number of years elapsed between graduation from a higher education institution and full-time employment at a higher education institution, Slovenia sits somewhere in the middle of the other EUROAC countries (4.1 years). On average, the shortest times between graduation from a higher education institution and employment at a higher education institution are in Austria (1.9 years) and Poland (2.2 years). In the Netherlands and Norway this period lasts almost 7 years, while in Great Britain, Ireland, Croatia an Italy it exceeds 7 years. However, with respect to Slovenia (and, similarly, Austria and Poland) we must highlight the fact that 34.6% of all respondents gained full-time employment immediately following graduation, while 19.4% acquired employment within one year following their graduation. In total, this represents 54% of all respondents.

Table 17[17]: The number of years from the undergraduate degree to first full-time employment at university

	2010						2007/2008						2013		
	AT	CH	HR	IE	PL	NL	DE	FI	IT	NO	PT	UK	SI	European average (excl. Slovenia)	European average (incl. Slovenia)
Average number of years	1.9	6.1	7.1	7.7	2.2	6.9	3.2	6.4	7.6	6.7	5.1	7.6	**4.1**	5.7	5.6
Median	1	5	5	7	0	6	2	4	7	5	4	6	**1**	4.3	4.1
Number of respondents	1231	326	104	717	2709	221	743	283	1617	523	473	814	**509**	9761	10270

Table 18: Age at the time of obtaining doctoral degree

	2010						2007/2008						2013		
	AT	CH	HR	IE	PL	NL	DE	FI	IT	NO	PT	UK	SI	European average (excl. Slovenia)	European average (incl. Slovenia)
Average age	30.5	30.9	36.2	34.2	32.6	32.8	31.3	35.4	31.4	36.6	36.6	30.8	**34.5**	33.3	33.4
Median	30	30	35.6	33	32	31	31	34	30	35	36	29	**33**	32.2	32.3
Number of respondents	795	452	59	316	2636	262	588	488	734	437	198	640	**425**	7605	8030

Table 19: Age at the time of first full-time employment in the field of higher education or research

	2010						2007/2008						2013		
	AT	CH	HR	IE	PL	NL	DE	FI	IT	NO	PT	UK	SI	European average (excl. Slovenia)	European average (incl. Slovenia)
Average age	28.1	30.1	31.2	30.4	26.6	29.5	29.9	30.0	32.5	31.3	30.0	31.4	**28.9**	30.1	29.9
Median	27	29	29	31	25	29	29	28	31	29	28.8	30	**27**	28.8	28.7
Number of respondents	1236	576	285	565	2887	305	696	851	1605	807	319	790	**541**	10922	11463

17 We hereby thank Ms Ester Höhle from INCHER at Kassel University for preparing and sharing the data for countries to compare with Slovenia in Tables 17, 18 and 19.

The average age of candidates who acquire their doctoral degree in Slovenia is 34.5 years, which is close to the average observed among EUROAC countries (33.4 years - including Slovenia). The lowest average ages at the time of acquisition of a doctoral degree are in Austria (30.5 years), Switzerland (30.9 years) and Great Britain (30.8 years), and the highest in Portugal (36.6 years) and Croatia (36.2 years).

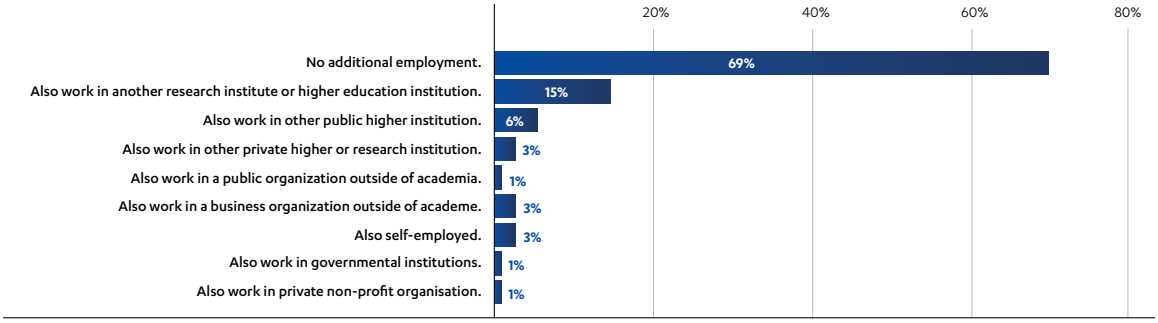
The average age at the time of first full-time employment in higher education or research in Slovenia is among the lowest of the EURAC countries (28.9 years), which is lower than the European average (29.9 years, including Slovenia). This age is lower only in Poland (26.6 years) and Austria (28.1 years). The highest ages at the time of first full-time employment are recorded in Italy (32.5 years), which is followed by Great Britain (31.4 years) and Croatia (31.2 years).

3. Do you work for an additional employer (institution) or will you do additional (contractual) paid work in the current academic year?

630 respondents

About 69% of respondents stated that they had only one regular employer. Among the remaining respondents, the majority worked at another public higher education institution or research institute (15%).

Figure 23: Do you work for an additional employer (institution) or will you do additional (contractual) paid work in the current academic year?



The figure shows the share of those who indicated other employment.

Comparison with European countries which participated in the study

From a European perspective, the forms of employment of Slovenian academic staff are somewhat average, and the percentages do not stand out. The share of self-employed persons in Slovenia (3%) is slightly lower compared to other EUROAC countries and places Slovenia in last place alongside Croatia.

Table 20: Do you work for an additional employer (institution) or will you do additional (contractual) paid work in the current academic year?

	2010						2007/2008					2013		
	AT	CH	HR	IE	PL	NL	DE	IT	NO	PT	UK	SI	European average (excl. Slovenia)	European average (incl. Slovenia)
Without additional employment	60	80	57	81	58	80	43	77	72	79	80	**69**	70	70
Another public higher education institution or research institute	16	9	27	7	21	6	45	8	13	4	7	**15**	15	15
Businesses (outside higher education)	5	3	15	3	7	3	5	2	3	2	2	**3**	5	4
Self-employed	17	4	3	7	10	7	12	7	8	8	6	**3**	8	8
Number of respondents	1492	952	354	825	2971	416	1065	1711	905	547	1030	**630**	12268	12898

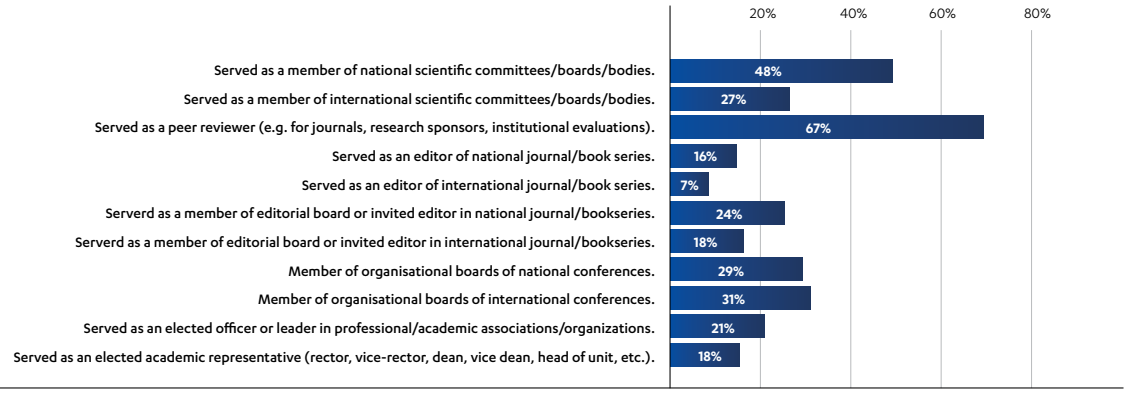
The table shows the share of those who indicated other employment.

4. During the current (or previous) academic year, have you undertaken any of the following?

630 respondents

The largest share of respondents responded that in the current or previous year, they conducted peer-review (67%), or served as members of national scientific committees/ boards/bodies (48%).

Figure 24: During the current (or previous) academic year, have you undertaken any of the following?



The figure shows the share of those who answered that they carry out the relevant activities.

Comparison with European countries which participated in the study

The distribution of answers by Slovenian respondents did not stand out.

Table 21: During the current (or previous) academic year, have you undertaken any of the following?

	2010						2007/2008						2013		
	AT	CH	HR	IE	PL	NL	DE	FI	IT	NO	PT	UK	SI	European average (excl. Slovenia)	European average (incl. Slovenia)
Served as a member of a national scientific committee/ board/body	44	61	27	57	29	48	26	31	62	47	47	26	**51**	42	43
Served as a peer reviewer (e.g. for journals, research sponsors, institutional evaluations, study programmes)	73	69	65	83	73	79	47	58	67	65	58	69	**67**	67	67
Served as an editor of a journal/book series	40	23	33	25	10	28	34	20	12	15	21	20	**20**	23	23
Served as an elected officer or leader in a professional/ academic association/organisation	39	19	31	36	27	22	35	36	14	19	28	13	**21**	27	26
Number of respondents	1149	673	240	765	1847	362	489	734	1415	656	387	824	**630**	9541	10171

The table shows the share of those who answered that they carry out the relevant activities.

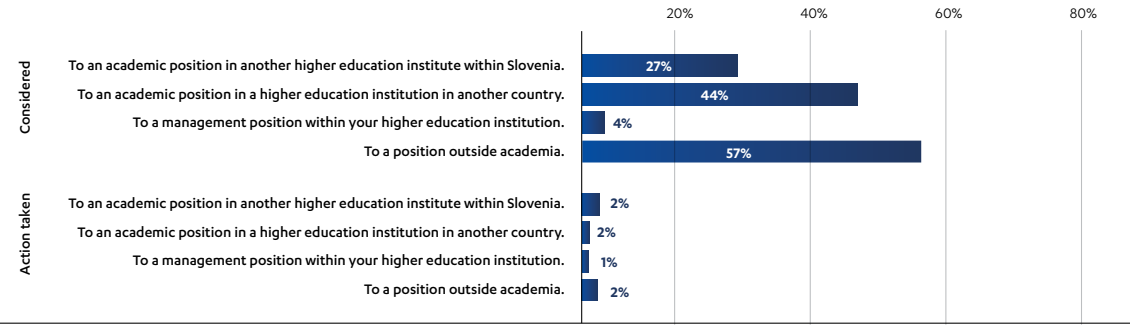
5. Within the past or the current academic year, have you considered a major change of job or actually changed your job?

630 respondents

57% of all respondents had considered changing jobs to work outside of higher education/research institutions, 44% had considered changing their job for an academic position in another higher education/research institution in another country and 27% had considered changing their job for an academic position in another higher education/research institution in Slovenia. The highest share of those who had considered changing their job to a position at another higher education or research organisation is among those of lower academic rank (to another institution in the same country: 33% of assistant professors and 27% of Assistants/Young Researchers; to another institution in another country: 50% of assistant professors and 51% of Assistants/Young Researchers). The share of those who considered working abroad at another higher education or research organisation is also high among other academic ranks (39%).

The share of those who considered working outside higher education/research is also highest among lower academic ranks (assistant professors 61%, assistants/young researchers 78% and others 68%).

Figure 25: Within the past or the current academic year, have you considered a major change of job or actually changed your job?



The table shows the share of those who have considered changing or actually changed their jobs.

Table 22: Within the past or the current academic year, have you considered a major change of job or actually changed your job? – by academic rank

		Full professor	Associate professor	Assistant professor	Assistant or young researcher	Others
Considered	To an academic position in another higher education/research institution within the country	23%	18%	33%	27%	29%
	To an academic position in a higher education/research institution in another country	31%	36%	50%	51%	39%
	To a management position in your higher education/research institution	9%	3%	1%	3%	4%
	To work outside higher education/research institutions	26%	35%	61%	78%	68%
Changed job	To an academic position in another higher education/research institution within the country	1%	3%	1%	3%	3%
	To an academic position in a higher education/research institution in another country	0%	1%	2%	4%	2%
	To a management position in your higher education/research institution	4%	1%	1%	0%	0%
	To work outside higher education/research institutions	1%	3%	1%	2%	3%

The table shows the share of those who have considered changing or actually changed their jobs.

Table 23: Within the past or the current academic year, have you considered a major change of job or actually changed your job? – by discipline as currently employed

		Agriculture, forestry, fishery and veterinary	Education/ Teacher training	Engineering, manufac-turing and construction	Medical sciences and welfare	Humanities and arts	Physical sciences, mathe-matics and computer science	Services	Social sciences, business sciences and law
Considered	To an academic position in another higher educa-tion/research institution within the country	32%	21%	25%	27%	29%	25%	38%	32%
	To an academic position in a higher education/ research institution in another country	39%	31%	45%	37%	47%	53%	38%	46%
	To a management position in your higher education/research institution	3%	4%	3%	5%	2%	4%	0%	6%
	To work outside higher education/research institutions	63%	52%	65%	56%	42%	63%	75%	55%
Changed job	To an academic position in another higher educa-tion/research institution within the country	0%	0%	0%	2%	1%	1%	0%	5%
	To an academic position in a higher education/ research institution in another country	0 %	0 %	0 %	2 %	0 %	4 %	13 %	2 %
	To a management position in your higher education/research institution	0 %	2 %	0 %	2 %	0 %	1 %	0 %	2 %
	To work outside higher education/research institutions	0 %	0 %	1 %	0 %	1 %	2 %	13 %	4 %

The table shows the share of those who have considered changing or actually changed their jobs.

Comparison with European countries which participated in the study

The number of Slovenian respondents who considered working outside of higher education/research institutions is very high compared to most other EUROAC countries (the share is the highest in Slovenia and Switzerland - 57%), or working at another higher education/research institution in another country, where Slovenia ranks among the top EUROAC countries (the share is the highest in Switzerland - 58%; the share in Slovenia is 44%). The lowest share of Slovenian responses is for those who were thinking about changing their job for a management position in their higher education/research institution (Slovenia is at the bottom - 4%), which is the lowest when we look at those who have actually changed their jobs.

Table 24: Within the past or the current academic year, have you considered a major change of job or actually changed your job?

		2010						2007/2008					2013		
		AT	CH	IE	PL	NL	DE	FI	IT	NO	PT	UK	SI	European average (excl. Slovenia)	European average (incl. Slovenia)
Considered	To a management position in your higher education/research institution	22	15	17	15	14	17	11	8	12	10	26	**4**	15	14
	To an academic position in another higher education/research institution within the country	32	47	21	20	35	34	22	16	26	18	51	**27**	29	29
	To an academic position in a higher education/research institution in another country	45	58	35	14	30	26	25	24	19	17	35	**44**	30	31
	To work outside higher education/research institutions	41	57	29	25	23	34	49	19	35	23	43	**57**	34	36
	Number of respondents	1344	875	714	2940	394	1047	991	1676	848	503	870	**630**	12202	12832
Changed job	To a management position in your higher education/research institution	14	5	10	11	6	12	7	4	7	4	12	**1**	8	8
	To an academic position in another higher education/research institution within the country	15	17	7	7	15	20	11	4	7	5	27	**2**	12	11
	To an academic position in a higher education/research institution in another country	20	19	16	4	13	10	9	5	3	1	12	**2**	10	10
	To work outside higher education/research institutions	11	14	9	6	6	13	16	4	4	3	10	**2**	9	8
	Number of respondents	1344	875	714	2940	394	1047	991	1676	848	503	870	**630**	12202	12832

The table shows the share of those who have considered changing or actually changed their jobs.

Teaching

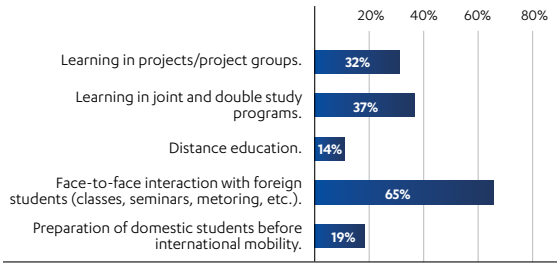
3

1. During the current (or previous) academic year, have you been involved in any of the following teaching activities?

586 respondents

Of the Slovenian academic staff who participated in the survey, 65% stated that they had worked with foreign students in the current or the previous academic year. 19% had prepared students at their institution for mobility abroad and 37% answered that they had taught in joint or double degree study programmes. 32% had integrated project learning or work in project groups into their teaching.

Figure 26: During the current (or previous) academic year, have you been involved in any of the following teaching activities?



The figure shows the share of those who answered that they carry out the relevant activities.

Comparison with European countries which participated in the study

32% of respondents stated that they had integrated project learning or work in project groups into their teaching, which is less than in the majority of other EUROAC countries (Austria 29%). With respect to distance education, the answers of Slovenian respondents are somewhere in the middle (14%). The lowest percentage of responses for this form of work was observed in Germany (1%) and the highest in Finland (23%). Other questions were not included in surveys in other countries.

Table 25: During the current (or previous) academic year, have you been involved in any of the following teaching activities?

	2010						2007/2008						2013		
	AT	CH	HR	IE	PL	NL	DE	FI	IT	NO	PT	UK	SI	European average (excl. Slovenia)	European average (incl. Slovenia)
Learning in projects/project groups	29	41	36	59	36	45	35	38	33	50	46	57	**32**	42	41
Distance education	2	4	12	17	12	7	1	23	9	8	12	19	**14**	11	11
Number of respondents	1287	636	346	746	2915	312	892	804	1687	664	398	670	**586**	11357	11943

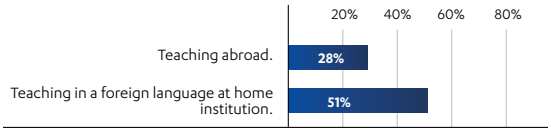
The table shows the share of those who answered that they carry out the relevant activities.

2. Did you teach (conduct lectures) in the current (or previous) academic year ...

586 respondents

Over a half of the academic staff (51%) who participated in the study taught (conducted lectures) in a language other than Slovenian at their home institution. 28% taught (conducted lectures) abroad. Slightly less than half (42%) neither taught classes abroad nor classes in a foreign language at their home institution.

Figure 27: Indicate whether you teach a course in a language other than Slovenian during the current (or previous) academic year



The figure shows the share of those who answered that they carry out the relevant activities.

Comparison with European countries which participated in the study

A larger percentage of respondents stated that they had taught (conducted lectures) abroad than in other European countries (28%). Also, the share of respondents stating that they had taught (conducted lectures) in a foreign language at their home institution (51%) in Slovenia is also relatively high compared to other European countries.

Table 26: Did you have classes (conduct lectures) in the current (or previous) academic year?

	2010						2007/2008						2013		
	AT	CH	HR	IE	PL	NL	DE	FI	IT	NO	PT	UK	SI	European average (excl. Slovenia)	European average (incl. Slovenia)
Taught (conducted lectures) abroad	21	15	5	20	13	16	11	14	14	21	6	14	**28**	14	15
Taught (conducted lectures) in a foreign language at your home institution	38	35	8	7	34	67	24	46	24	60	17	4	**51**	30	32
None of the above	57	62	90	76	64	29	72	52	74	38	81	85	**42**	65	63
Number of respondents	1296	639	346	769	2915	313	892	806	1687	666	398	670	**586**	11397	11983

The table shows the share of those who answered that they carry out the relevant activities.

3. Indicate your opinion on the following claims ...

586 respondents

With this question, we were able to record the opinions of academic staff. The majority (over 60%) agreed with most statements, while the level of agreement was highest for the following:

(**1**) Your research activities reinforce your teaching (strongly agree 41%, agree 29%, **a total of 70%**);
(**2**) In your courses you emphasise international perspectives or content (strongly agree 40%, agree 29%, **a total of 69%**);
(**3**) Your service activities (services, consulting and voluntary work) reinforce your teaching (strongly agree 40%, agree 29%, **a total of 69%**);
(**4**) Practically-oriented knowledge and skills are emphasised in your teaching (strongly agree 32%, agree 34%, **a total of 66%**);
(**5**) Your teaching load increased to the detriment of your research (strongly agree 39%, agree 26%, **a total of 65%**);
(**6**) You spend more time than you would like teaching basic skills due to student deficiencies (strongly agree 28%, agree 37%, **a total of 65%**).

Respondents expressed strong disagreement (strongly disagree 30% and disagree 27%, **a total of 57%**) with the statement, "there are adequate training courses for enhancing teaching quality at my institution". Those in lower academic ranks perceive even fewer possibilities for improving the quality of teaching: assistants and young researchers (68%) and assistant professors (60%), as well as staff from departments in the fields of agriculture, forestry, fishery and veterinary sciences (74%), engineering, manufacturing and construction (66%) and physical sciences, mathematics and computer science (58%).

Figure 28: Indicate your opinion on the following claims

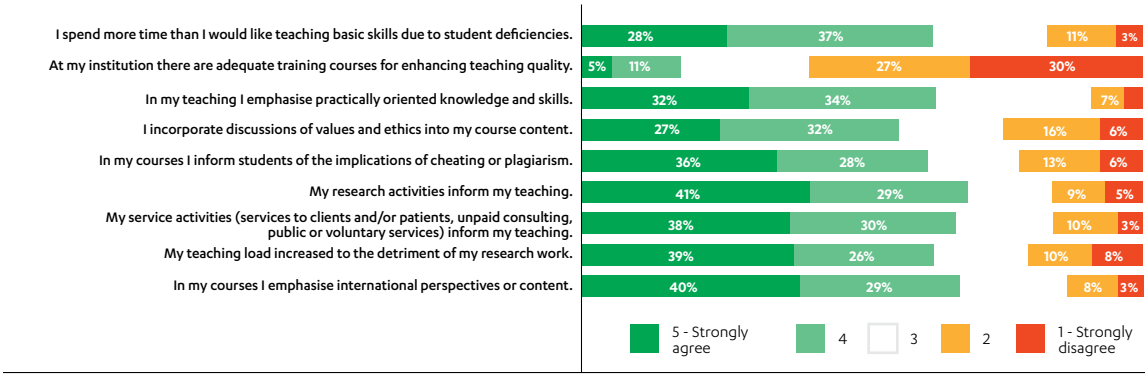


Figure 29: Agreement with the statement: At your institution there are adequate training courses for enhancing teaching quality – by academic rank

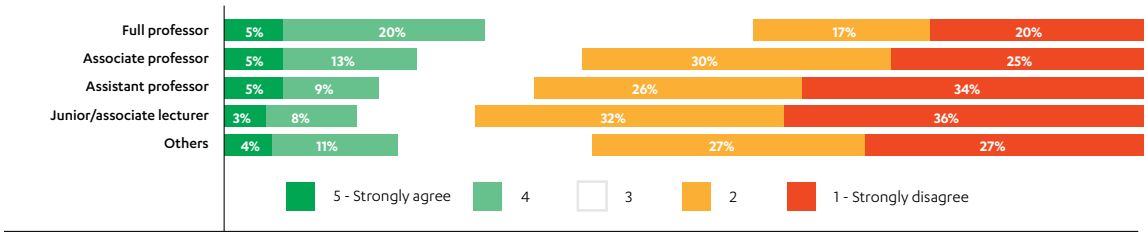
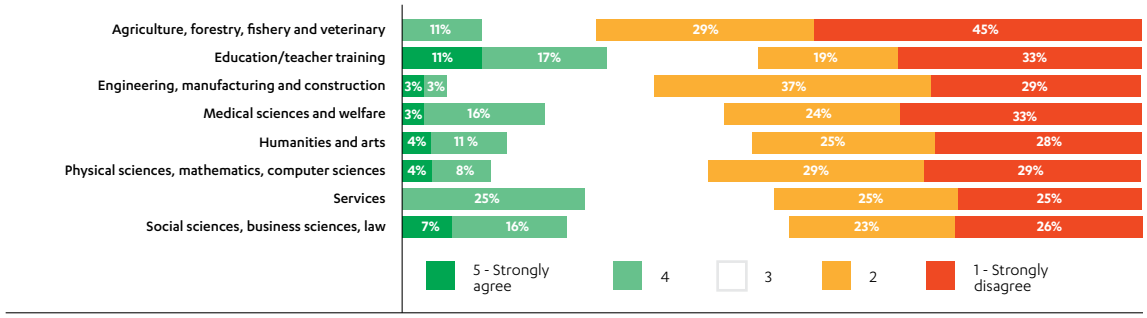


Figure 30: Agreement with the statement: At your institution there are adequate training courses for enhancing teaching quality – by discipline as currently employed



Comparison with European countries which participated in the study

Besides Great Britain, the share of respondents in Slovenia who agreed that they spend more time than they would like for teaching basic skills due to student deficiencies is larger than in other EUROAC countries. As in Italy and Poland, only a small share of respondents answered that there were adequate training courses for enhancing teaching quality at their institutions in Slovenia (16%), while the highest share of those in agreement was observed in Ireland, where 65% of respondents stated that they had such possibilities at their disposal. Slovenia stands out from the average with respect to the statement that "Your service activities (services, consulting, and voluntary work) reinforce your teaching", with which 68% agreed (i.e. the highest among participating EUROAC countries).

Table 27: Give your opinion on the following statements

	2010						2007/2008						2013		
	AT	CH	HR	IE	PL	NL	DE	FI	IT	NO	PT	UK	SI	European average (excl. Slovenia)	European average (incl. Slovenia)
You spend more time than you would like teaching basic skills due to student deficiencies.	56	31	43	53	42	53	53	42	51	36	64	65	**65**	49	50
At your institution there are adequate training courses for enhancing teaching quality.	41	49	19	65	9	59	29	41	3	38	23	59	**16**	36	35
Practically-oriented knowledge and skills are emphasised in your teaching.	73	57	81	78	44	41	77	43	54	50	76	68	**66**	62	62
In your courses you emphasise international perspectives or content.	72	0	64	85	30	62	55	51	61	65	83	62	**69**	58	58
You incorporate discussions of values and ethics into your course content.	59	0	57	72	22	46	40	45	38	41	71	70	**59**	47	48
You inform students of the implications of cheating or plagiarism in your courses.	59	0	63	84	64	55	44	39	31	36	86	90	**64**	54	55
Your research activities reinforce your teaching.	80	65	72	89	49	82	64	76	82	81	78	77	**71**	75	74
Your service activities (services, consulting, voluntary work) reinforce your teaching.	50	30	37	64	28	40	33	35	49	63	7	34	**68**	39	41
Number of respondents	1287	634	347	682	2886	306	883	775	1684	660	399	656	**586**	11199	11785

The table shows the number of those who agree or strongly agree.

Research

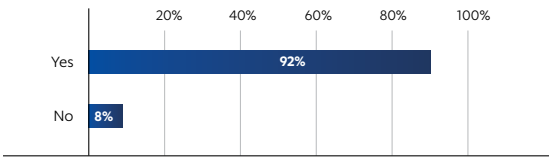
4

1. Have you been involved in research in the current (or previous) academic year?

630 respondents

From the sample of academic staff at Slovenian universities, 92% conducted research.

Figure 31: Have you been involved in research in the current (or previous) academic year?

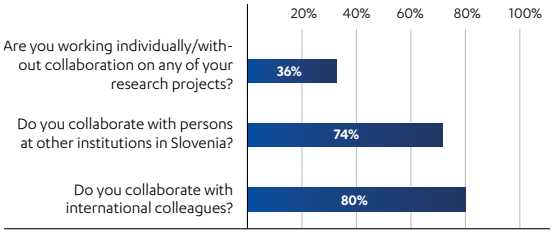


2. How would you characterise your research efforts undertaken during this (or the previous) academic year?

576 respondents

Out of those who conducted research, 80% collaborated with colleagues from abroad, 74% collaborated with colleagues at other institutions in Slovenia and 36% conducted independent research. Research collaboration with colleagues from abroad and colleagues at other institutions in Slovenia was especially evident among full professors and associate professors, while it slightly decreased with the academic rank. One exception was among the disciplines of humanities and arts, where a larger share of respondents worked independently on research projects (51%). Research collaboration with colleagues from abroad is especially common among staff of the departments in the field of physical sciences, mathematics and computer science (88%). Research collaboration with colleagues from other institutions in Slovenia is especially common among staff of departments in the fields of agriculture, forestry, fishery and veterinary sciences (93%) and health and welfare (89%).

Figure 32: How would you characterise your research efforts undertaken during this (or the previous) academic year?



The figure shows the share of those who answered that they carry out the relevant activities.

Table 28: How would you characterise your research efforts undertaken during this (or the previous) academic year - by academic rank

	Full professor	Associate professor	Assistant professor	Assistant or young researcher	Others
Are you working independently/without collaboration on any of your research projects?	35%	36%	37%	35%	37%
Do you collaborate with colleagues at other institutions in Slovenia?	84%	73%	80%	67%	71%
Do you collaborate with international colleagues?	91%	93%	86%	66%	68%

The table shows the share of those who answered that they carry out the relevant activities.

Table 29: How would you characterise your research efforts undertaken during this (or the previous) academic year?

	Agriculture, forestry, fishery and veterinary	Education /Teacher training	Engineering, manufacturing and construction	Medical sciences and welfare	Humanities and arts	Physical sciences, mathematics and computer science	Services	Social sciences, business sciences and law
Are you working independently/without collaboration on any of your research projects?	21%	38%	42%	28%	51%	34%	50%	34%
Do you collaborate with colleagues at other institutions in Slovenia?	93%	70%	77%	89%	69%	77%	50%	65%
Do you collaborate with international colleagues?	77%	76%	80%	71%	82%	88%	88%	80%

The table shows the share of those who answered that they carry out the relevant activities.

Comparison with European countries which participated in the study

With respect to research cooperation with colleagues from abroad, Slovenian respondents appear to be among the most internationally integrated of the compared EUROAC countries (80% - the highest share). They also rank among those EUROAC countries with the most developed research cooperation networks in the national environment (a higher share was observed only in Croatia - 83% and Italy - 77%), and among EUROAC countries with the lowest share of those who work independently on research projects (lower shares were observed in Finland - 15% and Norway - 32%).

Table 30: How would you characterise your research efforts undertaken during this (or the previous) academic year?

	2010						2007/2008						2013		
	AT	CH	HR	IE	PL	NL	DE	FI	IT	NO	PT	UK	SI	European average (excl. Slovenia)	European average (incl. Slovenia)
Are you working independently/ without collaboration on any of your research projects?	67	42	40	59	57	76	66	15	45	32	36	52	**36**	49	48
Do you collaborate with colleagues at other institutions in your country?	62	64	83	63	65	70	59	69	77	55	65	67	**74**	67	67
Do you collaborate with international colleagues?	75	69	74	78	50	76	45	72	59	60	51	61	**80**	64	65
Number of respondents	1403	902	321	670	2659	314	948	954	1682	838	405	672	**576**	11768	12344

The table shows the share of those who answered that they carry out the relevant activities.

3. How would you characterise the emphasis of your primary research activities during this (or the previous) academic year?

576 respondents

Out of the participating academic staff, the largest share characterised their research as:

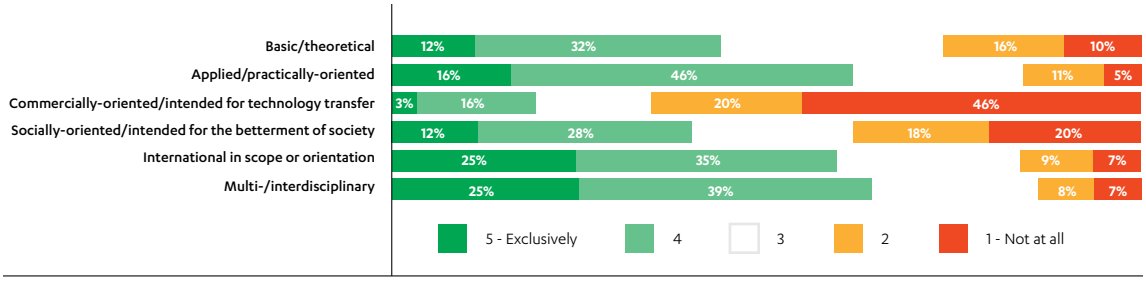
(**1**) multidisciplinary or interdisciplinary (very much 25%, a fair amount 39%, **a total of 64%**);

(**2**) applied/practically-oriented (very much 16%, a fair amount 46%, **a total of 62%**);

(**3**) international by scope or orientation (very much 25%, a fair amount 35%, **a total of 60%**).

The lowest share of respondents characterised their research as commercially oriented and/or intended for technology transfer (not at all 46%, very slight 20%, **a total of 64%**).

Figure 33: How would you characterise the emphasis of your primary research activities during this (or the previous) academic year?



Comparison with European countries which participated in the study

Slovenian academic staff characterise their research similar to their colleagues in other European countries. The percentages attached to specific responses are in line with the European average. However, the share of those who characterised their research as very much or a fair amount commercially-oriented or intended for technology transfer is among the highest in Europe. A higher share was observed in Croatia (23%) and Finland (20%). The share of academics who rate their research as basic/theoretical (44%) is slightly lower than the shares for the same item in other European countries.

Table 31: How would you characterise the emphasis of your primary research activities during this (or the previous) academic year?

	2010						2007/2008						2013		
	AT	CH	HR	IE	PL	NL	DE	FI	IT	NO	PT	UK	SI	European average (excl. Slovenia)	European average (incl. Slovenia)
Basic/theoretical	71	50	49	54	59	65	61	62	57	67	42	56	**44**	58	57
Applied/practically-oriented	59	58	75	62	54	57	67	63	61	59	70	65	**62**	63	62
Commercially-oriented/intended for technology transfer	13	16	23	14	17	13	17	20	15	14	18	16	**19**	16	17
Socially-oriented/intended for the betterment of society	38	34	55	50	30	40	29	30	34	31	52	41	**40**	39	39
International in scope or orientation	64	63	50	72	40	78	51	62	75	66	60	61	**60**	62	62
Multi-/interdisciplinary	59	64	72	62	57	67	59	58	66	54	75	61	**64**	63	63
Number of respondents	1410	902	344	671	2821	312	948	966	1684	843	366	677	**576**	11944	12520

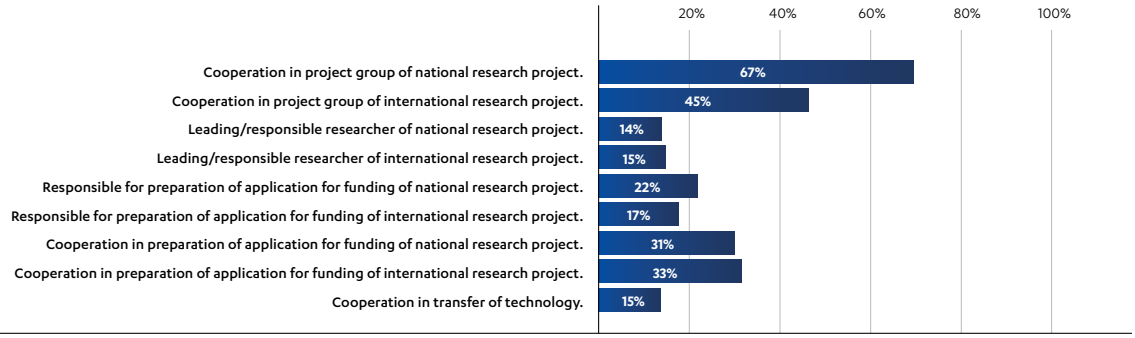
The table shows the share of those who answered with "a fair amount" or "very much".

4. Have you been involved in any of the following research activities during this (or the previous) academic year?

576 respondents

67% of respondents stated that they had collaborated in national research project groups, while 45% had collaborated in international research project groups. About a third of respondents were involved in the preparation of national and/or international research project grant applications. The shares of those responsible for the research project, responsible for the preparation of the grant application or those involved in technology transfer are smaller.

Figure 34: Have you been involved in any of the following research activities during this (or the previous) academic year?



The figure shows the share of those who answered that they carry out the relevant activities.

Comparison with European countries which participated in the study

The share of Slovenian academic staff that reported they were involved in technology transfer or the preparation of research project funding applications is in line with the European average. However, the share of those who answered that they were the leading/responsible scientist in a research project is smaller (a lower share was observed in Portugal only - 22%).

Table 32: Have you been involved in any of the following research activities during this (or the previous) academic year?

	2010					2007/2008						2013		
	AT	CH	IE	PL	NL	DE	FI	IT	NO	PT	UK	SI	European average (excl. Slovenia)	European average (incl. Slovenia)
Leading/responsible researcher in a research project	48	42	40	51	51	41	46	63	31	22	30	**23**	42	41
Involved in the process of technology transfer	11	16	12	9	13	12	28	14	11	12	10	**15**	13	14
Involved in the preparation of a research project grant application	56	49	49	58	50	52	59	70	70	22	43	**51**	53	52
Number of respondents	1492	952	825	2971	416	1065	1049	1711	905	547	1030	**576**	12963	13539

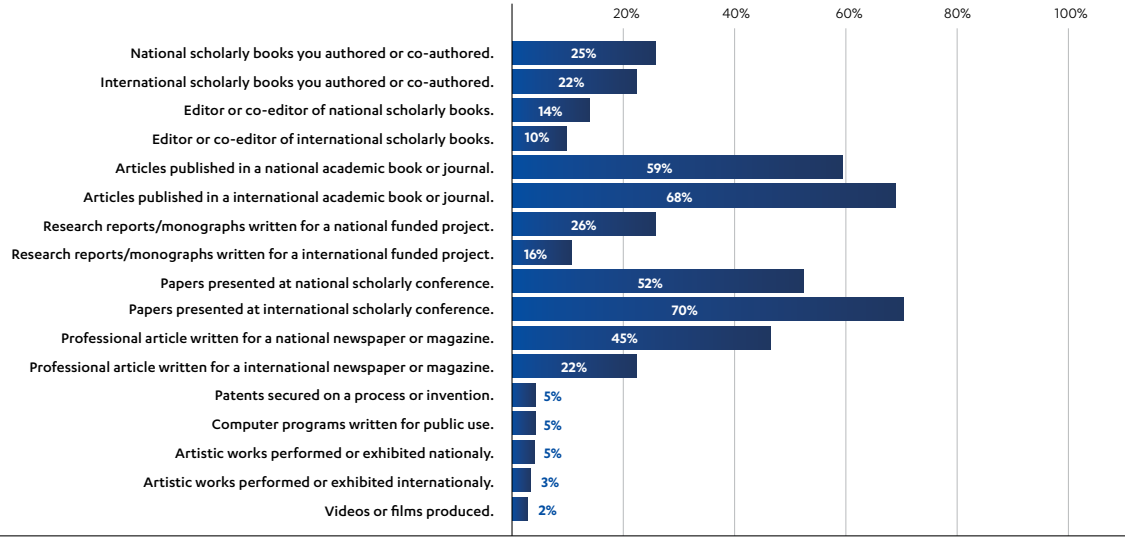
The table shows the share of those who answered that they carry out the relevant activities.

5. Which types of the following scholarly contributions did you make in the past three years?

576 respondents

With respect to types of scholarly contributions, the largest share of respondents reported that in the last three years they published articles or chapters in international academic books or journals (68%). This is followed by publication in national academic books or journals (59%). 70% stated that they had presented their work at international scientific conferences, while 52% had presented their work at national scientific conferences. The share of those who published professional articles or chapters in national academic books or journals is also significant.

Figure 35: Which types of the following scholarly contributions did you make in the past three years?



The figure shows the share of those who answered that they carry out the relevant activities.

Comparison with European countries which participated in the study

For the European comparison, we used aggregate data for international and national publications. Slovenian responses are once again around average, the exception being authors and co-authors of scholarly books (38%) the publication of professional articles written for a newspaper or magazine (50%), whereby Slovenian respondents placed among the top EURAC countries, and the presentation of papers at scientific conferences (74%), whereby the percentage of Slovenian respondents was lowest vis-à-vis colleagues from other EUROAC countries.

Table 33: Which types of the following scholarly contributions did you make in the past three years?

	2010						2007/2008						2013		
	AT	CH	HR	IE	PL	NL	DE	FI	IT	NO	PT	UK	SI	European average (excl. Slovenia)	European average (incl. Slovenia)
Author or co-author of a scholarly book	35	25	37	22	14	33	21	25	48	26	32	22	**38**	28	29
Editor or co-editor of a scholarly book	30	14	26	22	12	28	14	19	27	14	22	15	**21**	20	20
Article published in an academic book or journal	27	83	88	91	87	97	82	80	95	85	81	90	**77**	82	82
Research report/monograph written for a funded project	54	53	28	50	20	40	57	39	48	21	54	38	**33**	42	41
Paper presented at a national scholarly conference	89	82	92	93	84	89	79	82	86	80	86	87	**74**	86	85
Professional article written for a newspaper or magazine	30	31	33	32	30	51	28	33	28	35	39	25	**50**	33	34
Patent secured on a process or invention	6	6	2	5	4	6	10	5	6	3	6	3	**5**	5	5
Computer program written for public use	6	8	9	5	2	8	7	7	4	4	6	6	**5**	6	6
Artistic work performed or exhibited	3	6	5	5	2	3	4	3	1	5	5	3	**5**	4	4
Video or film produced	5	8	4	8	1	2	7	3	3	5	6	3	**2**	5	4
Number of respondents	1269	851	329	663	1843	300	907	914	1669	806	347	655	**576**	10553	11129

The table shows the share of those who answered that they carry out the relevant activities.

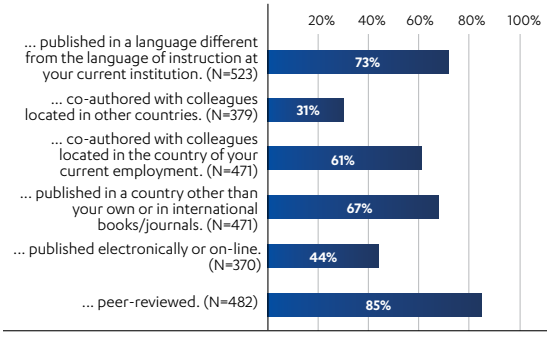
6. In the last three years, what percentage of your publications were...

Different number of respondents

With respect to types of publications, the majority of respondents stated that in the last three years their publications were peer-reviewed (85%), published in a foreign language (73%), published abroad or in international books and journals (67%) and co-authored with colleagues from Slovenia (61%). A smaller number reported that they published together with colleagues from other countries (31%), online or in electronic form (44%).

It should be noted that many respondents did not answer specific sub-questions and that answers might be somewhat biased in the sense that the questions were only answered by those with the above-specified types of publications and skipped by those without such publications.

Figure 36: In the last three years, what percentage of your publications were...



Comparison with European countries which participated in the study

Slovenian responses regarding four types of publications stand out from the European average, in that a greater share of Slovenian respondents answered affirmatively than in the compared EUROAC countries:

(**1**) publication co-authored with colleagues located in other countries, where the share of Slovenian answers (31%) is the highest;

(**2**) publication co-authored with colleagues located in the country of current employment, where the share of Slovenian answers (61%) is also the highest;

(**3**) peer-reviewed publication, where the share of Slovenian answers is also the highest (85%); and

(**4**) publication online or electronically, where the share of Slovenian answers is the highest together with Germany (44%).

Again, it should be noted that many respondents did not answer specific sub-questions and that answers might be somewhat biased in the sense that the questions were only answered by those with the above-specified types of publications and skipped by those without such publications.

Table 34: In the last three years, what percentage of your publications were...

	2010						2007/2008					2013		
	AT	CH	IE	PL	NL	DE	FI	IT	NO	PT	UK	SI	European average (excl. Slovenia)	European average (incl. Slovenia)
Published in a language different from the language of instruction at your current institution	61	55	3	55	80	59	61	59	76	53	4	**73**	51	53
Co-authored with colleagues located in other countries	25	27	21	17	29	16	19	16	20	18	15	**31**	20	21
Co-authored with colleagues located in the country of your current employment	49	49	38	47	51	58	55	56	54	49	49	**61**	50	51
Published in a country other than your own or in international books/journals	60	53	56	42	0	42	54	48	58	53	26	**67**	45	47
On-line or published electronically	43	43	32	28	7	44	22	27	38	35	26	**44**	31	32
Peer-reviewed	54	59	66	64	71	49	55	55	70	68	70	**85**	62	64
Number of respondents	1245	773	621	1718	292	839	824	1550	758	310	609	**576**	9539	10115

7. Please give your opinion on the statements listed below.

576 respondents

This question allowed us to examine opinions of academic staff at Slovenian universities. The majority of respondents agreed with the following statements:

(**1**) The pressure to raise external research funds has increased since my first appointment (strongly agree 50%, agree 26%, **a total of 76%**).

The level of agreement with this statement is highest among assistant professors (strongly agree 55%, agree 29% **a total of 84%**), followed by full professors (strongly agree 58%, agree 19%, **a total of 77%**) and staff of departments in the fields of agriculture, forestry, fishery and veterinary sciences (strongly agree 48%, agree 33%, **a total of 81%**), social sciences, business sciences and law (strongly agree 56%, agree 24%, **a total of 80%**), humanities and arts (strongly agree 54%, agree 24%, **a total of 79%**) and education/teacher training (strongly agree 61%, agree 17%, **a total of 78%**).

(**2**) High expectations to increase research productivity are a threat to the quality of research (strongly agree 32%, agree 31%, **a total of 63%**).

The level of agreement with this statement is highest among assistants and young researchers (strongly agree 32%, agree 34% **a total of 66%**), followed by assistant professors (strongly agree 40%, agree 25%, **a total of 66%**) and staff of departments in the fields of engineering, manufacturing and construction (strongly agree 26%, agree 41%, **a total of 67%**), education/teacher training (strongly agree 36%, agree 29%, **a total of 65%**) and social sciences, business sciences and law (strongly agree 36%, agree 29%, **a total of 65%**).

(**3**) High expectations of useful and applicable results are a threat to the quality of research (strongly agree 25%, agree 31%, **a total of 56%**).

The level of agreement with this statement is highest among assistant professors (strongly agree 28%, agree 33% **a total of 61%**), followed by associate professors (strongly agree 21%, agree 37%, **a total of 58%**), full professors (strongly agree 30%, agree 26%, **a total of 56%**) and staff of departments in the fields of humanities and arts (strongly agree 36%, agree 35%, **a total of 71%**) and education/teacher training (completely agree 38%, agree 29%, **a total of 78%**).

The highest level of disagreement was in response to the statement that their institution emphasises commercially-oriented or applied research (33%).

Figure 37: Please give your opinion on the statements listed below

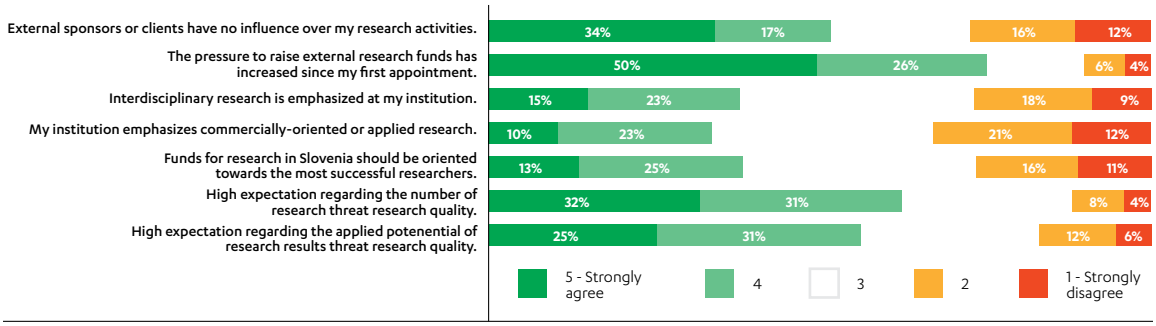


Figure 38: Agreement with the statement: The pressure to raise external research funds has increased since my first appointment – by academic rank

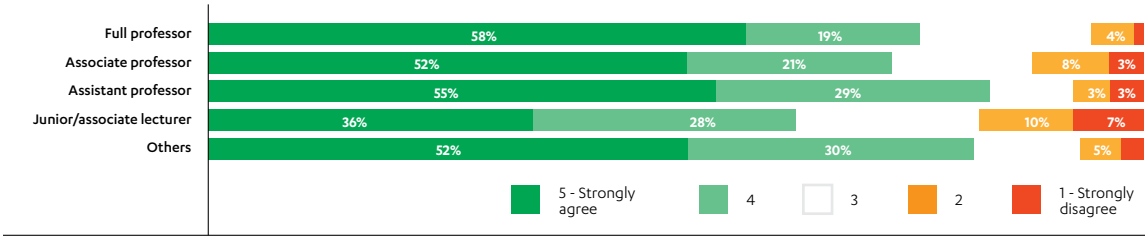


Figure 39: Agreement with the statement: The pressure to raise external research funds has increased since my first appointment – by discipline as currently employed

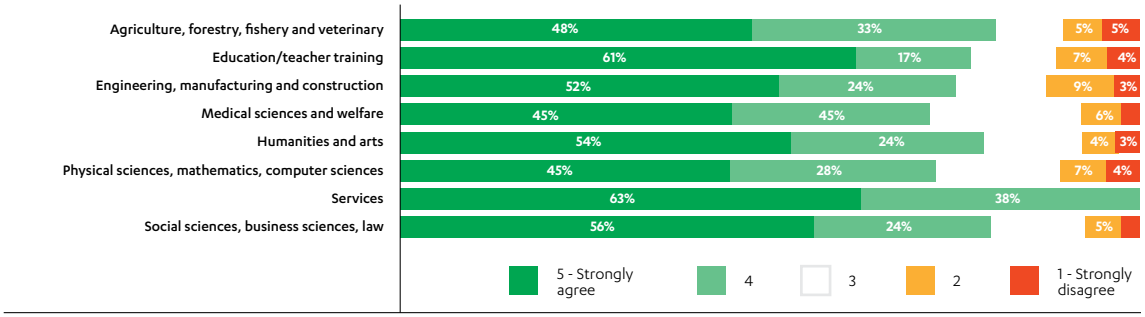


Figure 40: Agreement with the statement: High expectations to increase research productivity are a threat to the quality of research – by academic rank

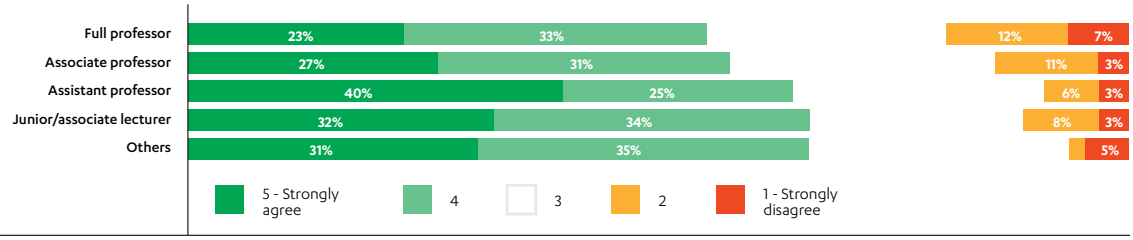


Figure 41: Agreement with the statement: High expectations to increase research productivity are a threat to the quality of research – by discipline as currently employed

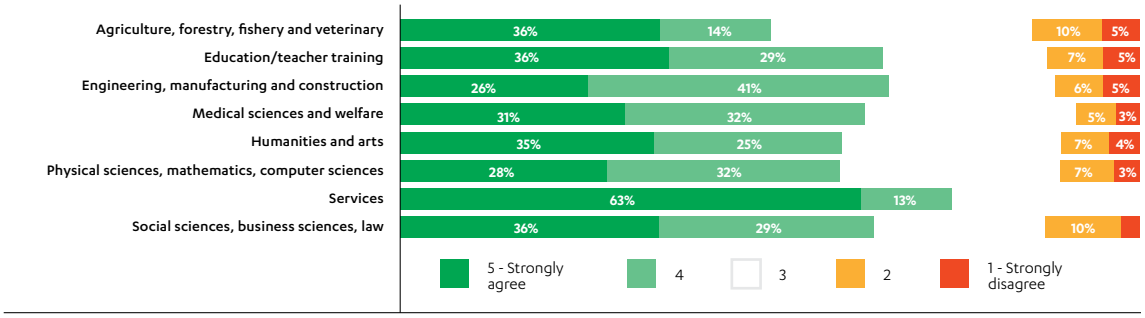


Figure 42: Agreement with the statement: High expectations of useful and applicable results are a threat to the quality of research – by academic rank

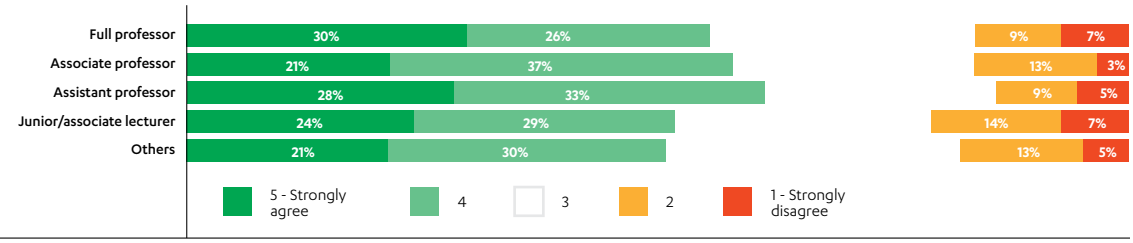
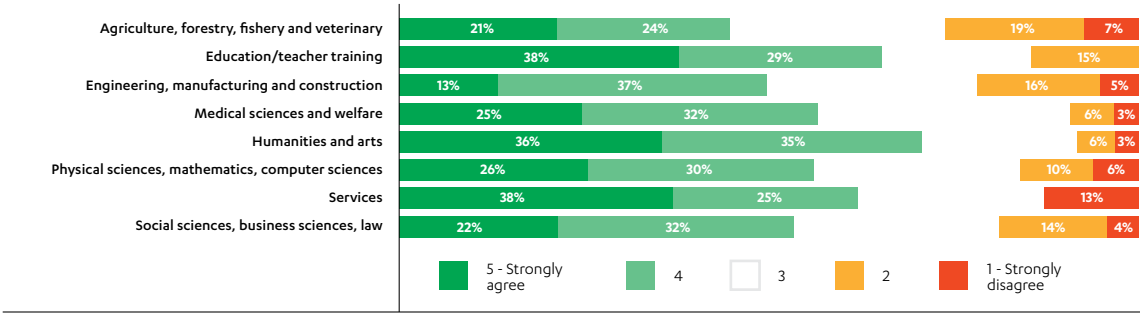


Figure 43: Agreement with the statement: High expectations of useful and applicable results are a threat to the quality of research – by discipline as currently employed



Comparison with European countries which participated in the study

Compared to other countries included in the EUROAC study, Slovenian academics' answers to most of these questions are around average. Slovenia places in the lower half of EURAC countries with regards to the statement "Your institution emphasises interdisciplinary research" (Slovenia - 38%, the lowest share was observed in Croatia and the Netherlands - 35% and the highest in Ireland - 71%).

Table 35: Please give your opinion on the statements listed below

	2010						2007/2008						2013		
	AT	CH	HR	IE	PL	NL	DE	FI	IT	NO	PT	UK	SI	European average (excl. Slovenia)	European average (incl. Slovenia)
External sponsors or clients have no influence over my research activities.	61	59	53	45	55	57	50	46	53	65	48	37	**51**	52	52
The pressure to raise external research funds has increased since my first appointment.	88	69	53	85	83	86	80	76	77	76	84	80	**76**	78	78
Interdisciplinary research is emphasised at my institution.	50	64	34	71	34	58	56	63	37	50	54	68	**38**	53	52
My institution emphasises commercially-oriented or applied research.	25	31	29	65	34	28	32	38	36	33	40	52	**33**	37	37
Research funding in Slovenia should be concentrated (targeted) on the most productive researchers.	52	0	43	0	42	25	39	28	69	34	35	24	**38**	33	33
High expectations to increase research productivity are a threat to the quality of research.	63	0	69	0	65	72	51	74	53	69	57	76	**63**	54	55
High expectations of useful and applicable results are a threat to the quality of research.	68	0	60	0	54	68	55	49	50	56	42	58	**56**	47	47
Number of respondents	1375	850	336	644	2791	293	931	940	1661	829	345	671	**576**	11666	12242

The table shows the number of those who agree and strongly agree.

Governance and management

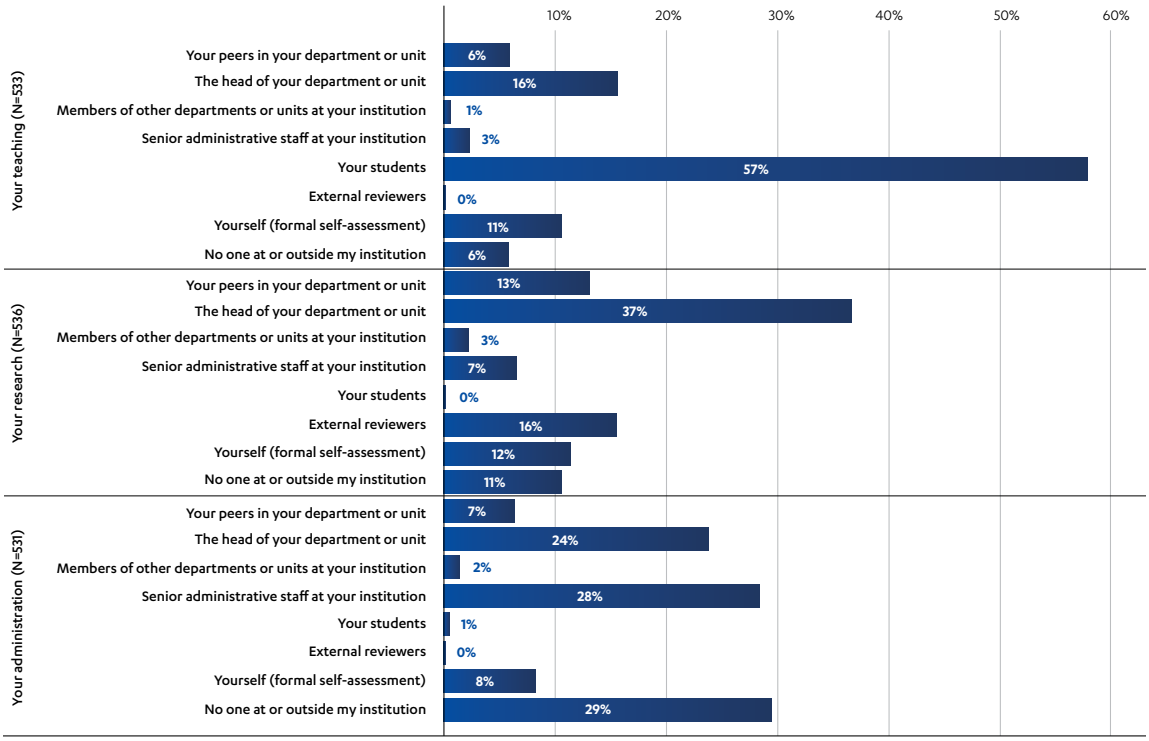
5

1. Who is responsible for the regular monitoring and evaluation of your work?

Different number of respondents

57% of participants in the survey reported that students were primarily responsible for the monitoring and evaluation of teaching; only a small share reported that their teaching is primarily monitored by the head of the department or unit (16%), themselves (in the form of formal self-assessment) (11%) or peers within the department or unit (6%). 37% reported that their research is primarily monitored and evaluated by the head of the department or unit, while a smaller share reported that their research is monitored and evaluated by external evaluators (16%), peers at the department or unit (13%), themselves (12%) or by no one (11%). 29% of respondents reported that their administrative work is not monitored and evaluated at all, 28% reported that this is done primarily by senior administrative staff, and 24% stated that this is done by the head of the department or unit.

Figure 44: Who is responsible for the regular monitoring and evaluation of your work?

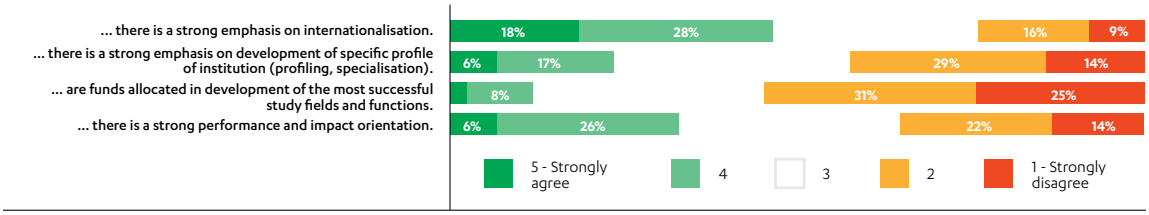


2. Strategic orientation of the institution

630 respondents

This question sought to gauge the opinion of academic staff at Slovenian universities regarding the strategic orientation of their institution. The majority of respondents expressed disagreement with the statement that funding was allocated to foster the development of the most successful study fields and functions (strongly disagree 25%, disagree 31%, **a total of 56%**), while slightly less than half disagreed that there was a strong emphasis on the development of a specific institutional profile (profiling, specialisation) (strongly disagree 14%, disagree 29%, **a total of 43%**). The highest level of agreement was in relation to the statement that there is a strong emphasis on internationalisation at their institution (strongly agree 18%, agree 28%, **a total of 46%**).

Figure 45: Strategic orientation of the institution: at your institution ...



Comparison with European countries which participated in the study

The study in other European countries included only the statement, "At my institution there is an emphasis on visible results and impact." On this specific question, Slovenian respondents placed within the bottom half (Slovenia - 32%; the lowest in Italy - 22% and the highest in Great Britain and the Netherlands - 68%).

Table 36: Strategic orientation of the institution: at your institution ...

	2010						2007/2008						2013		
	AT	CH	HR	IE	PL	NL	DE	FI	IT	NO	PT	UK	SI	European average (excl. Slovenia)	European average (incl. Slovenia)
... there is an emphasis on visible results and impact.	48	55	37	54	59	68	0	60	22	51	37	68	**32**	47	45
Number of respondents	1284	878	325	616	2862	301	925	969	1677	840	360	691	**630**	11728	12358

The figure shows the number of those who agree and strongly agree.

3. Management and participation of stakeholders in institutional governance

630 respondents

This question sought to gauge the opinion of academic staff at Slovenian universities regarding the management and participation of stakeholders in institutional governance. The majority of respondents agreed with the following statement:

(**1**) The lack of interest and initiative of academic staff prevent improvement of the institution's quality (strongly agree 25%, agree 32%, **a total of 57%**).

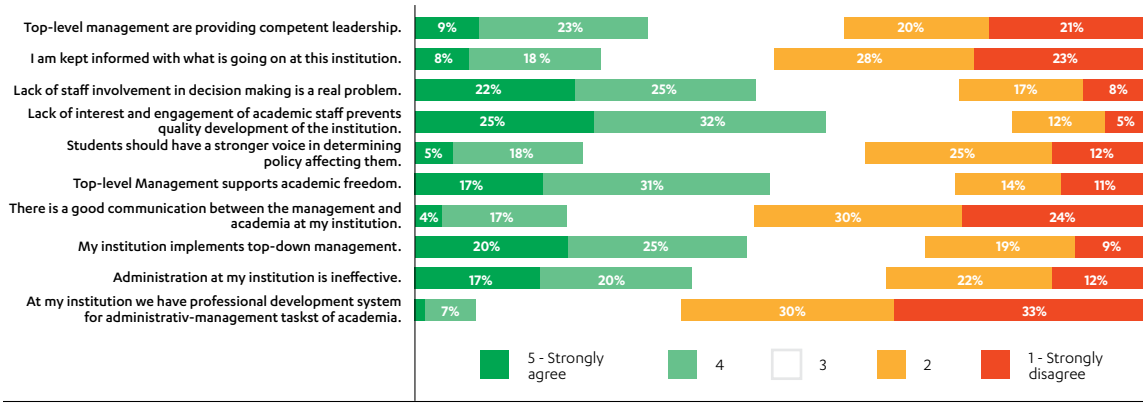
Slightly less than half of respondents agreed with the following statements:

(**2**) The administration of my institution supports academic freedom (strongly agree 17%, agree 31%, **a total of 48%**).
(**3**) The lack of involvement of academic staff in decision-making is a real problem (strongly agree 22%, agree 25%, **a total of 47%**).
(**4**) There is a top-down management style at your institution (strongly agree 20%, agree 25%, **a total of 45%**).

The highest level of disagreement was with the following statements:

(**1**) At your institution there is a system of professional development for the administrative/management duties of the academic staff (strongly disagree 33%, disagree 30%, **a total of 63%**).
(**2**) At your institution there is good communication between the management and academic staff (strongly disagree 24%, disagree 30%, **a total of 54%**).
(**3**) I am kept informed about what is going on at the institution (strongly disagree 23%, disagree 28%, **a total of 51%**).

Figure 46: Please give your opinion on the statements listed below



Comparison with European countries which participated in the study

Opinions of Slovenian academic staff are mostly in line with the European average. The only statement that is an exception is "I am kept informed about what is going on at the institution", where the level of agreement is lowest among EUROAC countries (Slovenia - 26%, the highest is in Austria - 58%). A lower level of agreement was also observed in relation to the statements: "At your institution there is a system of professional development for the administrative/management duties of the academic staff (Slovenia - 8%, the lowest was Italy - 5%); and " Students should have a stronger voice in determining the policy affecting them", where a lower level of agreement was observed in the Netherlands only (15%).

Table 37: Please give your opinion on the statements listed below

	2010						2007/2008						2013		
	AT	CH	HR	IE	PL	NL	DE	FI	IT	NO	PT	UK	SI	European average (excl. Slovenia)	European average (incl. Slovenia)
Top-level management provide competent leadership.	38	43	46	27	26	39	31	40	32	36	44	23	**32**	35	35
I am kept informed about what is going on at this institution.	58	43	37	34	35	46	46	44	41	38	39	35	**26**	41	40
The lack of involvement of academic staff in decision-making is a real problem.	65	28	52	59	17	28	46	29	39	34	54	38	**47**	41	41
Students should have a stronger voice in determining the policy affecting them.	47	28	33	35	27	15	42	28	31	28	27	31	**23**	31	30
The administration of my institution supports academic freedom.	39	53	60	38	17	49	33	24	47	31	42	40	**48**	39	40
At your institution there is good communications between the management and academic staff.	18	33	35	19	21	23	19	31	26	33	32	21	**21**	26	26
At your institution there is a top-down management style.	60	46	42	75	53	54	44	52	52	29	49	68	**45**	52	51
At my institution there is a system of professional development for the administrative/management duties of the academic staff.	38	52	9	47	15	24	20	23	5	10	11	39	**8**	24	23
Number of respondents	1309	876	327	615	2857	301	920	967	1673	843	354	672	**630**	11714	12344

The table shows the number of those who agree and strongly agree.

4. The extent to which various forms and/or modes of work are emphasised at the institution.

630 respondents

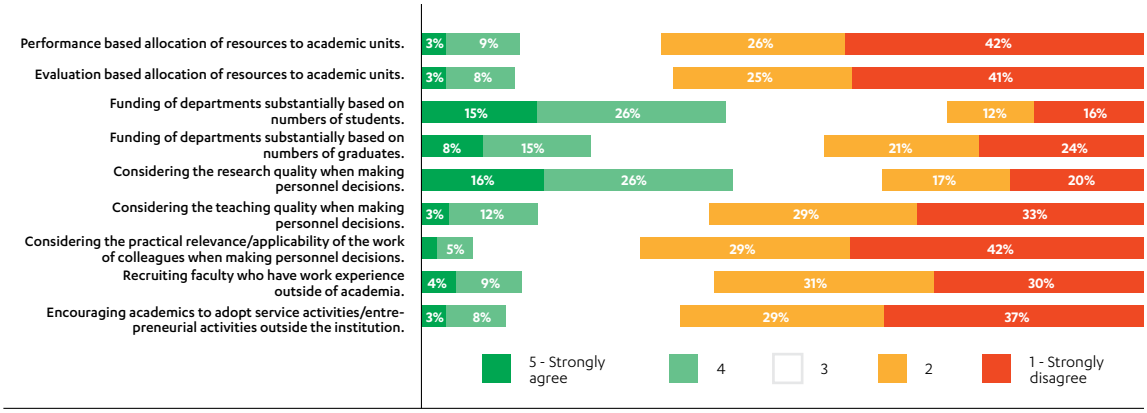
This question sought to gauge the opinion of academic staff at Slovenian universities regarding the forms and/or modes of work, which are emphasised at their institution. The majority of respondents expressed strong disagreement regarding the following situations at their institutions:

(**1**) Consideration of the practical relevance/applicability of the work of colleagues when making personnel decisions (strongly disagree 42%, disagree 29%, **a total of 71%**).
(**2**) Performance-based allocation of resources to academic units/cost centres (strongly disagree 42%, disagree 26%, **a total of 68%**).
(**3**) Evaluation-based allocation of resources to academic units (strongly disagree 41%, disagree 25%, **a total of 66%**).
(**4**) Encouraging academics to adopt service activities/entrepreneurial activities outside the institution (strongly disagree 37%, disagree 29%, **a total of 66%**).
(**5**) Consideration of teaching quality when making personnel decisions (strongly disagree 33%, disagree 29%, **a total of 62%**).
(**6**) Recruiting academic staff who have work experience outside of academia (strongly disagree 30%, disagree 31%, **a total of 61%**).

The highest share (however, less than half) of respondents agreed with the following items:

(**1**) Consideration of research quality when making personnel decisions (strongly agree 16%, agree 26%, **a total of 42%**).
(**2**) Funding of departments is substantially based on the numbers of students (strongly agree 15%, agree 26%, **a total of 41%**).

Figure 47: To what extent does your institution emphasise the following forms and/or modes of work?



Comparison with European countries which participated in the study

Compared to the opinions of colleagues form other European countries, the answers of Slovenian respondents deviated with respect to several statements. Indeed, the share of Slovenian respondents who agreed with the following statements was the lowest or in the bottom half:

(**1**) Performance-based allocation of resources to academic units/cost centres (Slovenia – 12%; the highest in Finland – 60%).
(**2**) Evaluation-based allocation of resources to academic units (Slovenia – 11%; the highest in Finland and the Netherlands – 39%).
(**3**) Consideration of the practical relevance/applicability of the work of colleagues when making personnel decisions (Slovenia - 7%; the highest in Great Britain - 29%).
(**4**) Consideration of teaching quality when making personnel decisions (the lowest in Italy - 12%, Slovenia and Portugal - 15%, the highest in the Netherlands - 33%).
(**5**) Encouraging academics to adopt service activities/entrepreneurial activities outside the institution (Slovenia and Austria - 11%, the highest in Germany - 50%).

Table 38: To what extent does your institution emphasise the following forms and/or modes of work?

	2010				2007/2008						2013		
	AT	IE	PL	NL	DE	FI	IT	NO	PT	UK	SI	European average (excl. Slovenia)	European average (incl. Slovenia)
Performance based allocation of resources to academic units/cost centres	40	28	39	58	50	60	30	53	18	46	**12**	42	40
Evaluation based allocation of resources to academic units	25	16	27	39	28	39	23	23	17	33	**11**	27	26
Funding of departments substantially based on the numbers of students	29	61	50	65	42	38	54	51	50	71	**41**	51	50
Funding of departments substantially based on the numbers of graduating students	18	35	9	59	23	72	23	56	26	31	**23**	35	34
Consideration of the research quality when making personnel decisions	48	46	33	64	53	46	23	34	22	62	**42**	43	43
Consideration of the teaching quality when making personnel decisions	20	17	22	33	23	24	12	25	15	31	**15**	22	22
Consideration of the practical relevance/ applicability of the work of colleagues when making personnel decisions	23	14	15	18	20	27	11	19	11	29	**7**	19	18
Recruiting academic staff who have work experience outside of academia	22	14	10	19	27	16	7	13	27	24	**13**	18	17
Encouraging academics to adopt service activities/entrepreneurial activities outside the institution.	11	25	12	18	50	17	15	14	28	30	**11**	22	21
Number of respondents	1138	590	2831	271	870	887	1622	802	348	652	**630**	10011	10641

The table shows the number of those who agree and strongly agree.

International cooperation[18]

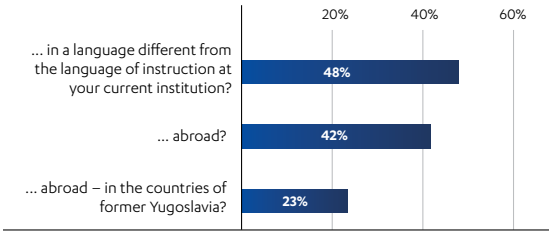
6

1. Did you... / teach ... in the last three years?

555 respondents

The answers show a high level of internationalisation within the teaching process. 48% of respondents reported that in the last three years they taught in a foreign language at their home institution, while during the same period, 42% of respondents taught (conducted lectures) abroad. The share of those who taught abroad or in foreign languages decreases from the highest to the lowest academic ranks. With respect to the academic discipline of the department where respondents are currently employed, the largest share of higher education teaching staff in all three categories work in the field of humanities and arts, followed by social sciences, law and business sciences and education sciences/ teacher training. The share of those who taught (conducted lectures) in the countries of the former Yugoslavia is low, although not extremely low (23%).

Figure 48: In the last three years, did you teach...



The table shows the share of those who answered that they carried out the activities.

Table 39: In the last three years, did you ... - by academic rank

	Full professor	Associate professor	Assistant professor	Assistant or young researcher	Others
... have classes (run a course) in a foreign language at your home institution?	63%	56%	43%	39%	49%
... have classes (conduct lectures) abroad?	75%	59%	52%	18%	24%
... have any classes (run any courses) in the countries of the former Yugoslavia (out of the classes abroad)?	44%	41%	28%	5%	13%

The table shows the share of those who answered that they carried out the activities.

18 In this section we summarize our findings, which are published in Section 3.3, from 'The role of academics in Erasmus Programme and in internationalisation of study at home', in Klemenčič, M. and A. Flander. 2013. The effects of the ERASMUS Programme on higher education in Slovenia. Ljubljana: CMEPIUS, pp. 90-120. There are differences in the reporting of data between both publications since the Erasmus publication includes answers from all respondents whereas this report comprises only the answers of respondents from the four universities.

Table 40: In the last three years, did you ... - by discipline as currently employed

	Agriculture, forestry, fishery and veterinary	Education/ teacher training	Engineering, manufac-turing and construction	Medical sciences and welfare	Humanities and arts	Physical sciences, mathematics and comput-er science	Services	Social sciences, business sciences and law
... have classes (conduct lectures) in a foreign language at your home institution?	36%	48%	48%	41%	65%	42%	57%	58%
... have classes (conduct lectures) abroad?	36%	56%	39%	46%	58%	31%	57%	51%
... have any classes (run any courses) in the countries of the former Yugoslavia (out of the classes abroad)?	21%	32%	22%	24%	40%	11%	0%	29%

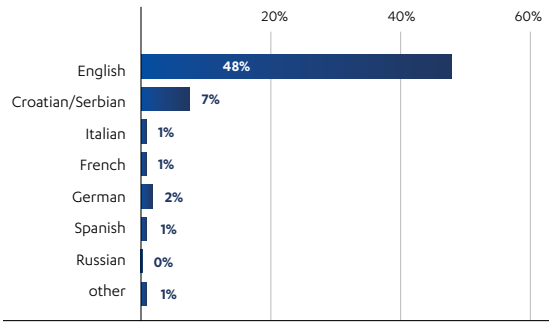
The table shows the share of those who answered that they carried out the activities.

2. During the current (or previous) academic year, have you taught or are you teaching a course in a language other than Slovenian?

630 respondents

Among respondents who taught in a foreign language at their home institution, the highest number used English as the language of instruction (48%), while a smaller share (7%) used Croatian or Serbian as the language of instruction.

Figure 49: During the current (or previous) academic year, have you taught or are you teaching a course in a language other than Slovenian?



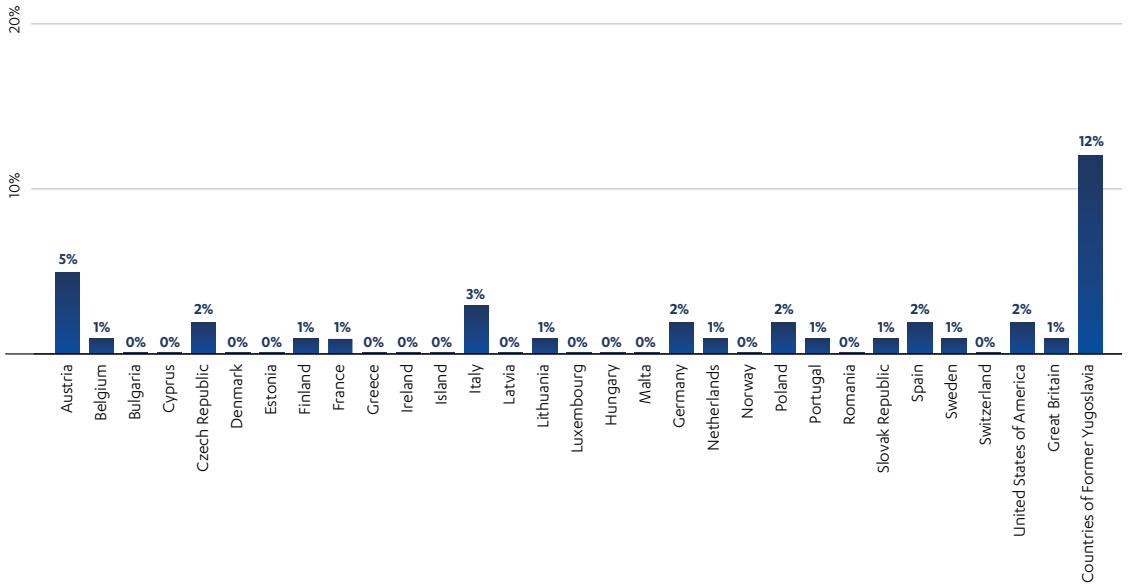
The table shows the share of those who answered that they carried out the activities.

3. During the current (or previous) academic year, have you taught or are you teaching a course in any of the following countries?

630 respondents

The most popular destinations for those who taught abroad were the countries of the former Yugoslavia (12%), followed by Austria (5%) and Italy (3%), i.e. neighbour countries.

Figure 50: During the current (or previous) academic year, have you taught or are you teaching a course in any of the following countries?



The table shows the share of those who answered that they carried out the activities.

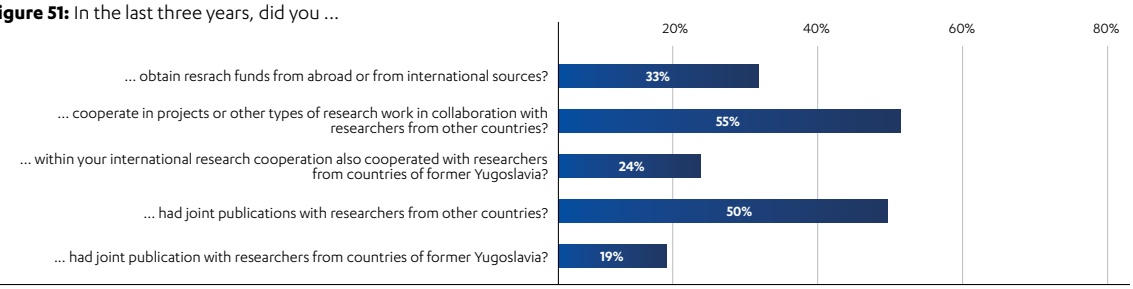
4. In the last three years, did you ... (participate in research activities)

555 respondents

Of the academic staff who participated in the survey, 55% worked on projects or other forms of research with researchers from other countries in the last three years, while 50% published joint publications with foreign researchers. A third (33%) of all academics acquired research funding from abroad or from international sources. 24% of respondents collaborated and 19% jointly published with researchers from the countries of the former Yugoslavia, which indicates academic cooperation in the region.

The share of those who obtained research funding from abroad, collaborated or jointly published with foreign colleagues and participated in the listed forms of international cooperation in general is higher among academic staff in higher academic ranks. According to discipline, academic staff employed in technology and physical sciences more frequently stated that they had been involved in the listed forms of international cooperation.

Figure 51: In the last three years, did you ...



The table shows the share of those who answered that they carried out the activities.

Table 41: In the last three years, did you ... - by academic rank

	Full professor	Associate professor	Assistant professor	Assistant or young researcher	Others
... obtain research funding from other countries and/or from international sources?	42%	44%	33%	24%	28%
... participate in projects or other types of research in collaboration with researchers from other countries?	67%	70%	59%	43%	43%
... within your international research cooperation also collaborate with researchers from countries of the former Yugoslavia?	29%	41%	27%	12%	17%
... have joint publications with researchers from other countries?	70%	72%	54%	34%	29%
... have joint publications with researchers from countries of the former Yugoslavia?	22%	34%	21%	8%	15%

The table shows the share of those who answered that they carried out the activities.

Table 42: In the last three years, did you ... - by discipline as currently employed

	Agriculture, forestry, fishery and veterinary	Education/ teacher training	Engineering, manufacturing and construction	Medical sciences and welfare	Humanities and arts	Physical sciences, mathematics and computer science	Services	Social sciences, business sciences and law
... obtain research funding from other countries and/or from international sources?	31%	26%	49%	22%	34%	38%	43%	33%
... participate in projects or other types of research in collaboration with researchers from other countries?	52%	42%	66%	51%	45%	62%	71%	59%
... within your international research cooperation also collaborate with researchers from countries of the former Yugoslavia?	26%	24%	36%	22%	18%	19%	0%	28%
... have joint publications with researchers from other countries?	52%	32%	62%	46%	29%	64%	57%	55%
... have joint publications with researchers from countries of the former Yugoslavia?	19%	20%	28%	14%	12%	17%	14%	20%

The table shows the share of those who answered that they carried out the activities.

5. What are your personal priorities regarding international cooperation at your institution?

630 respondents

With regards to academics' attitudes towards internationalisation, we found that a high level of personal priority was placed on participation in the full range of different forms of international cooperation. The most common forms include:

(**1**) Reviewing foreign literature in order to keep abreast of current trends in your discipline/field (essential 82%, very important 14%, **a total of 96%**);

(**2**) Publication in international journals and with international publishers (essential 66%, very important 22%, **a total of 88%**);

(**3**) Utilising international literature and topics in your teaching (essential 60%, very important 28%, **a total of 88%**).

Less common personal priorities (although the share of those who placed priority on these two activities still exceeds 45%) are lectures and classes in a foreign language at the home institution and the development of joint and double degree programmes. These two questions display the highest standard deviation; i.e. the answers are not homogenous.

On average, full professors and assistant professors place a higher level of priority on all forms of international cooperation than those from lower academic ranks. Significant differences were also observed with respect to the discipline of the respondents' departments, where personal priorities vary significantly from one question to another. The largest range of opinions was observed with questions such as: joint publications with co-authors located in other countries; and development of joint and double degree study programmes.

Figure 52: What are your personal priorities regarding international cooperation at your institution?

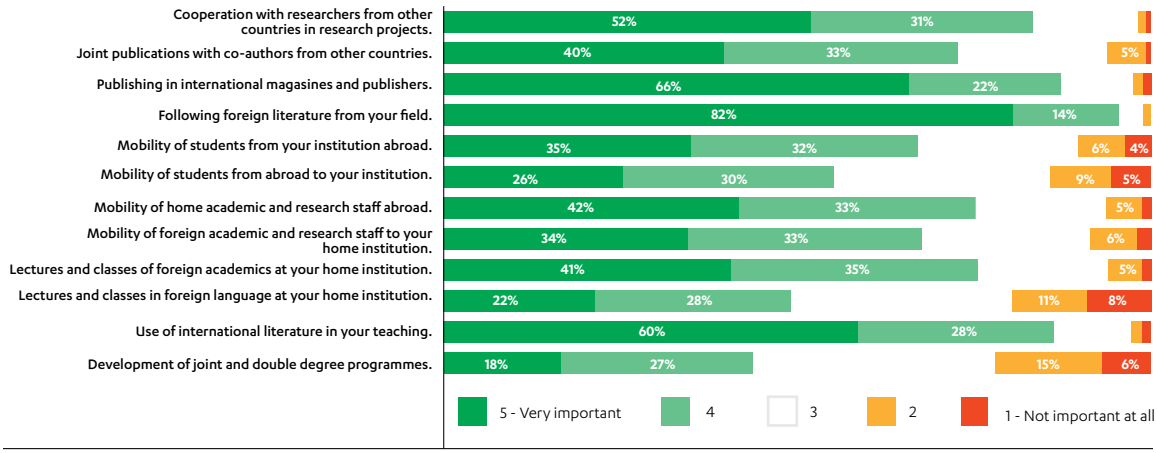


Table 43: What are your personal priorities regarding international cooperation at your institution? – by academic rank

	Full professor	Associate professor	Assistant professor	Assistant or young researcher	Others
Collaboration with foreign researchers in research projects	90%	82%	82%	85%	77%
Joint publications with co-authors located in other countries	76%	72%	75%	74%	62%
Publications in international journals and with international publishers	89%	89%	89%	90%	77%
Review of foreign literature in order to stay abreast of current trends in your discipline/field	98%	97%	97%	96%	91%
Mobility of students from your institution to other countries	69%	69%	65%	66%	69%
Mobility of students from other countries to your institution	63%	55%	53%	55%	55%
Mobility of academic and research staff from your institution to other countries	85%	73%	73%	76%	69%
Mobility of foreign academic and research staff from other countries to your institution	75%	68%	65%	66%	65%
Lectures and classes by foreign lecturers at your institution	77%	73%	75%	76%	73%
Lectures and classes in a foreign language at your institution	48%	45%	50%	54%	47%
Utilisation of international literature and topics in your teaching	87%	88%	89%	85%	87%
Development of joint and double degree programmes	45%	47%	47%	36%	50%

The table shows the share of respondents who answered with essential or very important.

Table 44: What are your personal priorities regarding international cooperation at your institution? – by discipline as currently employed

	Agriculture, forestry, fishery and veterinary	Education/ teacher training	Engineering, manufac-turing and construction	Medical sciences and welfare	Humanities and arts	Physical sciences, mathematics and comput-er science	Services	Social sciences, business sciences and law
Collaboration with foreign researchers in research projects	93%	78%	81%	85%	85%	86%	88%	82%
Joint publications with co-authors located in other countries	77%	76%	70%	86%	64%	76%	50%	73%
Publications in international journals and with international publishers	93%	93%	84%	90%	81%	91%	88%	87%
Review of foreign literature in order to stay abreast of current trends in your discipline/field	95%	96%	98%	93%	98%	99%	100%	94%
Mobility of students from your institution to other countries	67%	68%	63%	71%	73%	62%	63%	72%
Mobility of students from other countries to your institution	55%	65%	41%	56%	63%	52%	50%	69%
Mobility of academic and research staff from your institution to other countries	72%	85%	69%	80%	82%	74%	100%	75%
Mobility of foreign aca-demic and research staff from other countries to your institution	74%	82%	65%	66%	68%	67%	75%	69%
Lectures and classes by foreign lecturers at your institution	77%	85%	68%	73%	82%	74%	88%	80%
Lectures and classes in a foreign language at your institution	44%	48%	43%	49%	49%	46%	38%	69%
Utilisation of international literature and topics in your teaching	91%	96%	80%	83%	94%	86%	88%	94%
Development of joint and double degree pro-grammes	48%	54%	30%	46%	57%	34%	25%	56%

The table shows the share of respondents who answered with essential or very important.

6. How would you describe expectations regarding international cooperation at your institution

630 respondents

Higher education staff assessed the expectations of their institutions with respect to international cooperation to be lower than their personal expectations. In particular, they found that the expectations of their institutions with respect to classes in a foreign language were far below their personal (also rather low) expectations. The institutional priorities of greatest importance in the opinion of academic staff are:

(**1**) Publication in international journals and with international publishers (essential 65%, very important 19%, **a total of 84%**);

(**2**) Review of foreign literature in order to stay abreast of current trends in your discipline/field (essential 45%, very important 24%, **a total of 69%**);

(**3**) Collaboration with foreign researchers in research projects (essential 29%, very important 31%, **a total of 60%**);

(**4**) Utilisation of international literature and topics in your teaching (essential 30%, very important 25%, **a total of 55%**).

Respondents believed that institutions had lowest expectations regarding lectures and classes in foreign language at their home institution (a total of 30%), the development of joint and double degree programmes (a total of 31%) and mobility of academic and research staff from other countries to home institutions (a total of 33%), which is similar to respondents' personal priorities, as specified above.

Figure 53: How would you describe expectations regarding international cooperation at your institution

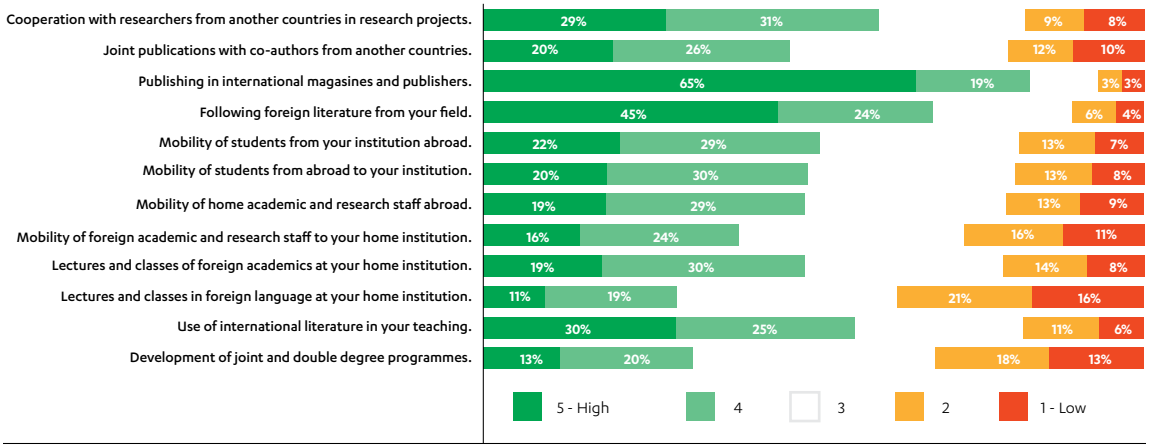


Table 45: How would you describe expectations regarding international cooperation at your institution – by academic rank?

	Full professor	Associate professor	Assistant professor	Assistant or young researcher	Others
Collaboration with foreign researchers in research projects	61%	61%	58%	60%	61%
Joint publications with co-authors located in other countries	51%	48%	44%	50%	41%
Publications in international journals and with international publishers	81%	81%	81%	89%	84%
Review of foreign literature in order to stay abreast of current trends in your discipline/field	69%	73%	64%	72%	68%
Mobility of students from your institution to other countries	50%	54%	48%	49%	59%
Mobility of students from other countries to your institution	44%	50%	47%	51%	57%
Mobility of academic and research staff from your institution to other countries	47%	45%	45%	54%	53%
Mobility of foreign academic and research staff from other countries to your institution	41%	41%	32%	44%	45%
Lectures and classes by foreign lecturers at your institution	44%	44%	47%	54%	52%
Lectures and classes in a foreign language at your institution	29%	33%	22%	34%	41%
Utilisation of international literature and topics in your teaching	66%	59%	54%	51%	56%
Development of joint and double degree programmes	33%	32%	34%	33%	36%

The table shows the share of those who responded with very high and high.

Table 46: How would you describe expectations regarding international cooperation at your institution – by discipline as currently employed?

	Agriculture, forestry, fishery and veterinary	Education/ teacher training	Engineering, manufac-turing and construction	Medical sciences and welfare	Humanities and arts	Physical sciences, mathematics and comput-er science	Services	Social sciences, business sciences and law
Collaboration with foreign researchers in research projects	58%	64%	63%	55%	43%	69%	50%	65%
Joint publications with co-authors located in other countries	44%	59%	37%	45%	31%	55%	38%	50%
Publications in international journals and with international publishers	76%	89%	88%	83%	64%	93%	63%	83%
Review of foreign literature in order to stay abreast of current trends in your discipline/field	72%	72%	73%	64%	56%	80%	50%	62%
Mobility of students from your institution to other countries	35%	62%	38%	49%	49%	47%	75%	68%
Mobility of students from other countries to your institution	31%	57%	35%	46%	42%	54%	63%	64%
Mobility of academic and research staff from your institution to other countries	44%	67%	41%	54%	42%	54%	50%	51%
Mobility of foreign aca-demic and research staff from other countries to your institution	30%	57%	29%	40%	32%	40%	50%	45%
Lectures and classes by foreign lecturers at your institution	37%	65%	36%	45%	44%	49%	38%	55%
Lectures and classes in a foreign language at your institution	23%	41%	21%	25%	24%	27%	13%	51%
Utilisation of international literature and topics in your teaching	45%	70%	45%	53%	50%	58%	50%	60%
Development of joint and double degree pro-grammes	15%	53%	18%	29%	30%	37%	13%	45%

The table shows the share of those who responded with very high and high.

7. How important do you find the following conditions?

630 respondents

Overall, academic staff rated the importance of institutional support for internationalisation activities very highly. They found the following forms of support to be the most important:

(**1**) Support at your institution for the preparation of project documentation when applying for international calls for proposals (essential 57%, very important 30%, **a total of 87%**);

(**2**) Support at your institution for seeking international research funding sources (essential 50%, very important 35%, **a total of 85%**);

(**3**) The availability of information within your institution about funding for different forms of international cooperation (essential 44%, very important 39%, **a total of 83%**).

Respondents found support to foreign incoming students as the least (however, not significantly less) important. The average assessment is quite homogenous with respect to the academic rank of respondents. The more significant discrepancies in respondents' answers were with respect to the discipline of their department and primarily with questions relating to the support for the preparation of project documentation when applying for international calls for proposals, institutional support to foreign visiting academic staff, and the importance of clearly specified internationalisation objectives. Academic staff employed in the field of engineering, manufacturing and construction on average rated different forms of support for international cooperation as less important than did academic staff in other fields.

Figure 54: How important do you find the following conditions?

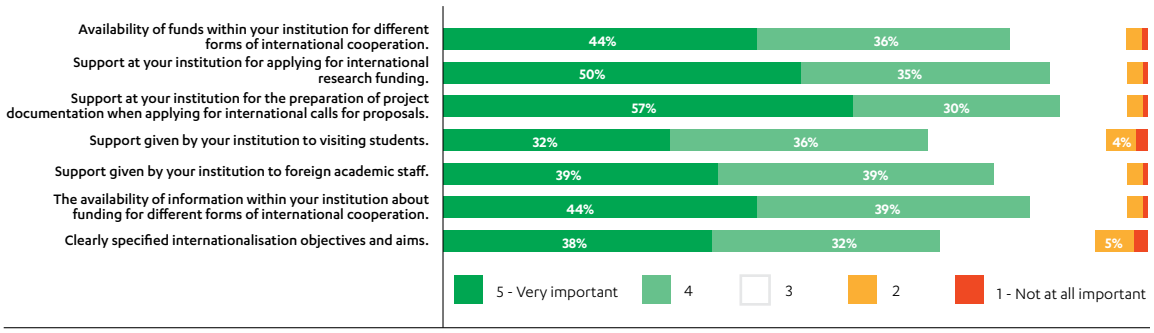


Table 47: How important do you find the following conditions? – by academic rank

	Full professor	Associate professor	Assistant professor	Assistant or young researcher	Others
Availability of funds within your institution for different forms of international cooperation	89%	80%	85%	86%	86%
Support at your institution for applying for international research funding	88%	88%	88%	84%	86%
Support at your institution for the preparation of project documentation when applying for international calls for proposals	75%	72%	67%	64%	71%
Support given by your institution to visiting students	83%	78%	78%	77%	75%
Support given by your institution to foreign academic staff	82%	74%	81%	82%	78%
The availability of information within your institution about funding for different forms of international cooperation	81%	82%	83%	85%	78%
Clearly specified internationalisation objectives and aims	79%	71%	70%	67%	68%

The table shows the share of respondents who answered with essential or very important.

Table 48: How important do you find the following conditions? – by discipline as currently employed

	Agriculture, forestry, fishery and veterinary	Education/ teacher training	Engineering, manufac-turing and construction	Medical sciences and welfare	Humanities and arts	Physical sciences, mathematics and comput-er science	Services	Social sciences, business sciences and law
Availability of funds within your institution for differ-ent forms of international cooperation	93%	96%	83%	83%	88%	85%	50%	88%
Support at your institution for applying for international research funding	95%	96%	80%	87%	92%	87%	100%	90%
Support at your institution for the preparation of pro-ject documentation when applying for international calls for proposals	76%	83%	50%	63%	82%	61%	63%	77%
Support given by your institution to visiting students	90%	89%	62%	78%	88%	74%	88%	80%
Support given by your in-stitution to foreign higher education teaching and research staff	83%	91%	76%	77%	86%	76%	75%	84%
The availability of information within your institution about funding for different forms of international cooperation	95%	89%	79%	86%	91%	75%	100%	87%
Clearly specified interna-tionalisation objectives and aims	91%	72%	63%	67%	74%	63%	88%	79%

The table shows the share of respondents who answered with essential or very important.

8. How satisfied are you with the following conditions at your institution?

630 respondents

The satisfaction of academic staff with different forms of institutional support is very low compared to the importance attributed to the listed conditions. Academic staff are least satisfied with:

(1) Available funds within your institution for different forms of international cooperation (very dissatisfied 35%, dissatisfied 29%, **a total of 64%**);
(**2**) Support at your institution for finding international funding sources (very dissatisfied 29%, dissatisfied 28%, **a total of 57%**);
(**3**) Support at your institution for the preparation of project documentation when applying for international calls for proposals (very dissatisfied 30%, dissatisfied 27%, **a total of 57%**).

The highest level of satisfaction (although still somewhat low) was with the support given to visiting students (a total of 40%) and foreign academic staff (a total of 38%).

Academic staff from the fields of agriculture, forestry, fishery and veterinary sciences are the most dissatisfied with the availability of information within their institution about funding for different forms of internationalisation activities, support given by their institution to foreign higher education teaching and research staff and institutional support for finding international research funding sources.

Figure 55: How satisfied are you with the following conditions at your institution?

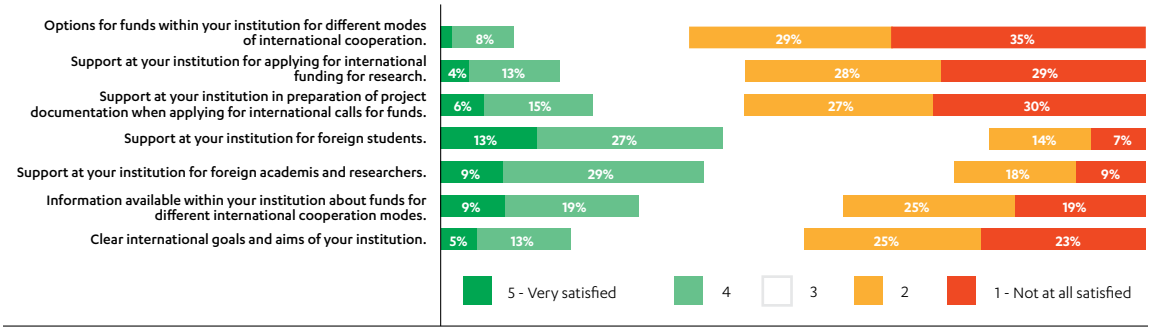


Table 49: How satisfied are you with the following conditions at your institution? - by academic rank

	Full professor	Associate professor	Assistant professor	Assistant or young researcher	Others
Availability of funds within your institution for different forms of international cooperation	18%	19%	16%	17%	14%
Support at your institution for applying for international research funding	24%	25%	19%	19%	22%
Support at your institution for the preparation of project documentation when applying for international calls for proposals	40%	49%	38%	37%	45%
Support given by your institution to visiting students	38%	40%	35%	36%	46%
Support given by your institution to foreign academic staff	10%	9%	10%	12%	9%
The availability of information within your institution about funding for different forms of international cooperation	38%	32%	29%	22%	25%
Clearly specified internationalisation objectives and aims	22%	21%	16%	18%	17%

The data shows the share of respondents who answered with satisfied and very satisfied.

Table 50: How satisfied are you with the following condition at your institution? – by discipline as currently employed

	Agriculture, forestry, fishery and veterinary	Education/ teacher training	Engineering, manufacturing and construction	Medical sciences and welfare	Humanities and arts	Physical sciences, mathematics and computer science	Services	Social sciences, business sciences and law
Availability of funds within your institution for different forms of international cooperation	2%	25%	7%	17%	19%	19%	13%	24%
Support at your institution for applying for international research funding	7%	20%	14%	21%	23%	20%	25%	31%
Support at your institution for the preparation of project documentation when applying for international calls for proposals	34%	45%	27%	43%	35%	35%	50%	53%
Support given by your institution to visiting students	34%	42%	24%	38%	30%	40%	38%	48%
Support given by your institution to foreign academic staff	2%	14%	6%	10%	15%	9%	0%	15%
The availability of information within your institution about funding for different forms of international cooperation	19%	28%	16%	28%	35%	28%	25%	38%
Clearly specified internationalisation objectives and aims	5%	24%	11%	13%	14%	19%	13%	32%

The data shows the share of respondents who answered with satisfied and very satisfied.

The academic profession in a national system from comparative perspective: The case of Slovenia

Ulrich Teichler

1. Looking at a national aggregate from comparative perspective

Activities of taking stock of the academic profession – the situation, the views and activities of full professors and young scholars – *often opt for a national aggregate:* to explore, for example, how scholars in Slovenia perceive higher education and society in Slovenia and what scholars in Slovenia think and do. It would be possible instead to look at the academic profession worldwide, because many substantive features of knowledge and academia are 'universal', many activities can be characterized as 'international' and 'global', and many academics harbour 'cosmopolitan' values. It also would be possible to look at institutional sub-categories within individual countries, e.g. at types of higher institutions (e.g. universities vs. teaching-oriented other institutions, individual higher education institutions, individual disciplines, etc.) and thus to focus on issues of diversity within higher education systems. It would be possible as well to put emphasis on socio-biographic distinctions, e.g. women in academia or differences between scholars' views and activities according to their parental background and thus focus on the role of socio-biographic factors. A national focus, however, is widespread, because many elements of higher education in general and the academic profession specifically are nationally determined, e.g. governance and funding of higher education, institutional patterns and – last but not least – academic career patterns and conditions for academic work.

If the analysis of the academic profession in a single country observed merely the available information on the conditions, the views and activities, as they can be made visible with a national survey, one would be in danger of lacking *yardsticks for interpretation*. For example, the 2013 survey addressed in this book shows that scholars at universities in Slovenia spend on average 13% of their working time on administrative tasks. Such a finding calls for interpretation. There is no need to discuss the figure as such, but, as the famous educational researcher Torsten Husén used to say: "The key question is: how much is 'much'?

There are two possible ways discussing these issues. Either we can look at the usual *discourses and interpretations in our own country,* at our own institution or whatever the reference frame for our experience is likely to be. On the one hand, we note that scholars tend to complain about unnecessary and inefficient administration distracting them from their core tasks. From that perspective, we might consider 13% as a heavy burden. On the other hand, we know that scholars want to have a say about the conditions of their core activities and thus hold at least academic self-administration in high esteem. From that perspective, we might view 13% as a surprisingly low proportion, possibly even indicating that academics in Slovenia nowadays are steered strongly by the university leadership and bureaucracy.

Or we can opt for *international comparison*. In this case, as will be discussed below, the 2013 survey in Slovenia had employed a similar questionnaire as surveys undertaken in two major comparative projects in twelve other European countries between 2007 and 2010 (see Teichler, Arimoto and Cummings 2013; Teichler and Höhle 2013); thus, a comparative analysis could be undertaken at ease. In this case, the available data suggest that the proportion of time spent on administration by academics in Slovenia is close to the mean of the twelve countries. Thereby, involvement in administrative tasks absorbs the highest proportion of time of academics at universities in the United Kingdom, while academics at German universities – notably junior staff – spend a small proportion of their time for such tasks (Jacob and Teichler 2011, p. 25).

If a survey is undertaken in a country at a similar historical moment and with a similar research instrument as a respective survey in other countries or if an explicitly comparative study covers various countries, comparative data are at hand. For example, the authors of this book could produce tables at ease covering various countries.

But comparative data as such do not indicate directions of interpretation. In comparative analyses of higher education systems we note a variety of *approaches of employing "comparative arguments" in interpretations*. We might classify them into six categories.

- *The idiosyncratic approach:* To what extent do our findings on the academic profession in Slovenia correspond to the – 'desired', 'typical', or realistically to be expected – character of higher education or corresponding character of academia – in Slovenia?
- *The gold mine approach:* We take information from other countries as valuable findings to open up our knowledge, fantasies and visions that things could be different from what we are accustomed to. The novelty is the key, the surprise, the interesting phenomenon, the possible alternative option. Efforts to classify such observations across countries as 'modern', 'top', 'desirable, etc., play at most a secondary role.
- *The benchmarking approach:* Where do our findings place the academic profession in Slovenia in comparison to the average of the comparison group of countries or in comparison to the 'top' of the comparison (to whatever value judgement as regards what place of the scale can be viewed as 'top' or as 'bottom')?
- *The modernisation approach:* As how far away or how close do we view the academic profession is Slovenia in comparison to the country in general or to certain features of a certain country, which we consider most 'modern', most 'future-oriented' or most 'successful' in higher education in general and specifically according to the features under consideration?
- *The political approach is somewhat similar to the modernisation approach:* How far away or how close is Slovenia in comparison to a single country or two countries, which pursue certain political goals with respect to higher education most relevant or most desirable for Slovenia (e.g. socio-biographic equality, support for economic growth, enhancement of critical thinking, etc.)?
- *The neighbourhood approach:* How does the academic profession in Slovenia look like in comparison to that in countries which we can consider similar in conditions and perspectives (e.g. a similar size of the country, a similar historic development, a similar socio-economic situation, or a similar philosophy of the desired character of higher education)? On that basis, a comparison of the academic profession in Slovenia with the academic profession of Croatia might be more fruitful than a comparison with the academic profession in the United Kingdom.

We often note that scholars comparing features of their own country with respective features of other countries have in-depth knowledge of these features in their own country, but at most general or often only rudimentary knowledge of the respective features in other countries. We often note that this *imbalance of knowledge as regards one's home country and other countries* leads to questionable data presentations and interpretations. In some instances, comparative data are just presented, thereby leaving the interpretation to the reader. Or certain extremes called are desirable, e.g. a high number of publications, a high degree of international activities, or a high extent of satisfaction, and the findings on individual countries are interpreted according to such a yardstick.

It would be preferable that those undertaking comparative studies would be acquainted or to do utmost to *get acquainted in the research process with the situation of all the countries comprised in the comparative analysis*. And in doing our best to get acquainted with other countries, we note that our knowledge about our own country has to be improved in order to come to convincing interpretations. For example, when higher education researchers from Slovenia find out that academics at universities in Slovenia spend more weekly hours on their job than academics at universities in other European countries for which corresponding information is available, they are led to seek for causes of many weekly hours in Slovenia: a high intrinsic motivation and devotion to academia? Inefficient working styles? A need felt to fight with adverse working conditions? A powerful system of incentives or pressures to work hard? Disregard of a 'work-life balance'? Similar questions can be asked regarding each other country included in the comparative analysis. For example, a comparative study on junior academics in Norway and Germany found out that those in Norway, who work fewer hours per week on average, feel more independent in their work, are less afraid of their future, consider their work and life spheres as more compatible, but have less impressive research output than their peers in Germany (Jacob 2011).

2. Comparative studies on the academic profession

In looking at overviews of research on higher education in Europe or worldwide, the academic profession (or academics, teachers, researchers, etc.) usually *is not named as one of the half a dozen top themes,* such as higher education systems, students, teaching and learning, administration, etc. It is either part of a broader thematic area, e.g. persons (students, teachers, etc.) (Teichler 1996), or a theme of secondary frequency (see the overview in Teichler 2015). *A recent analysis* of publications of higher education research in Europe, however, names the academic profession as *the fifth most frequent theme* after students (satisfaction, performance, evaluation, etc.); institutional analysis, governance and management; quality, evaluation and assessment; and eventually system regulation, government and institutions – i.e. clearly more frequent than for example access and equity or funding and economic issues (Teixeira 2013).

In general, conviction spread in recent years all over the world that *systematic knowledge is becoming more and more the key resource* for ensuring technological progress, economic growth, societal advancement and cultural enrichment. Universities and other institutions of higher education are viewed as institutions responsible to generate, retain, and disseminate knowledge through research, teaching of students, and possibly through services and other ways of direct action, as well as through certification and quality assessment of knowledge. The scholars active at these institutions, with the full professors at the apex of the career ladder, can be viewed as the "key profession", as the social historian Harold Perkin has expressed in the 1960s, i.e. as persons in charge of the core functions within higher education as well as carriers of knowledge in the individual disciplines and thus shaping the knowledge of the experts in all knowledge-intensive professional areas.

Four features characterise the academic profession all over the world, even though the conditions might vary considerably among countries. First, *the process of learning and maturation* between the award of a university degree and being eventually considered to be a full-fledged member of the academic profession is *very long*. These 'formative years' (Teichler 2006) of learning and concurrent work last in many countries over a time-span of 10-15 years at an age in which other higher education graduates get settled professionally and socially. Second, the *academic careers* are highly *selective*: most of those embarking on the first step, often the preparation of a doctoral dissertation, after a while move – voluntarily and involuntarily – to other professional areas. Third, the academic profession enjoys a *higher degree of disposition than other professions to determine its own work tasks and their institutional environment*. Fourth, the academic profession has in most countries in the world a *relatively high social reputation*, *mostly higher* than their financial remuneration.

Interest in analysing the academic profession began to flourish at a time, however, when doubts began looming, whether the academics themselves would be the 'winners' in the process of ever-growing expansion and relevance of systematic knowledge. In the U.S., such surveys were already undertaken regularly from the 1960s to the 1980s – i.e. at a time when enrolment rates in the U.S. expanded to higher levels than in other countries, but for example the remuneration of academic profession fall behind that of many other occupations.

The first international comparative study of the academic profession was realized in the early 1990s. Ernest L. Boyer, the President of the Carnegie Foundation for the Advancement of Teaching, invited scholars from various countries all over the world to undertake jointly a survey of the academic profession similarly to those previously undertaken in the U.S. Eventually scholars from 15 countries collaborated between 1991 and 1993 in conducting what was usually called the *Carnegie Study*, whereby the questionnaire was more strongly directed to the world-wide scene. Information was gathered from about 20,000 respondents mostly with the help of mailed questionnaires – with an average response rate above one third ranging by country from about 70% to less than 30% (see Altbach 1996).

It is interesting to note that authors summarizing the major findings of the project point out different features (Boyer et al. 1994; Altbach and Lewis 1996; Teichler 1996; see the overview in Höhle and Teichler 2013, pp. 27-30). Yet, they agreed, as was assumed when the project started, that the academic profession was a "*profession under pressure*" with some loss of status, power and resources amidst rising expectations, that some of the views and activities had *diversified* within the academic profession, but that the academics were *not disillusioned*, continued to have a sense of mission and loyalty to the norms and missions of academia, had not moved towards a self-understand of mere academic workers and had not become nervous about "uncertain times".

More than a decade later, researchers from various countries initiated a second comparative questionnaire survey on the academic profession. They prepared a joint project from late 2004 to late 2006, undertook a survey in 2007 or 2008 and collaborated in analysing the results subsequently over many years. The project "*The Changing Academic Profession (CAP)*" eventually succeeded to gather information from more than 23,000 academics in 18 countries all over the world – among them the seven European

countries Finland, Germany, Italy, the Netherlands, Norway, Portugal and the United Kingdom – and the "special administrative area" of Hong Kong. Questionnaires were distributed through various means – direct handing over, mailing, electronic mailing and online surveying – with an average response rate of less than 30%, actually ranging from about 70% to less than 10%. As about half of the countries had participated previously in the Carnegie Study and various questions were identical or similar, an analysis of change over time could be undertaken – unfortunately including only three European countries (Germany, the Netherlands and the United Kingdom). The project was coordinated by William K. Cummings (U.S.) in collaboration with Akira Arimoto (Japan) and Ulrich Teichler (Germany), whereby John Brennan (United Kingdom) chaired the "concepts commission" and Martin J. Finkelstein (U.S.) the "methods commission". Altogether, almost 20 international meetings were held to exchange information and enhance the quality of the research process and of the interpretation of the findings. The major results were published in six books (Locke, Cummings and Fisher 2011; Teichler, Arimoto and Cummings 2013; Bentley et al. 2013; Shin et al. 2014; Huang, Finkelstein and Rostan 2014; Galaz-Fontez et al. 2016), and many national reports, conference proceedings and individual articles were published in altogether (including those on successor projects) more than 500 publications.

The CAP project noted on that the crisis mood had persisted in the academic profession as far as oligopoly of knowledge, status, employment and work conditions as well as influence are concerned. Additionally, the project paid special attention to three 'key challenges' which had spread more recently: A growing expectation of *relevance*, i.e. of having a visible impact on technology, economy, society and culture; an increasing *internationalisation* of academia (e.g. in terms of mobility, cooperation, knowledge transfer across boundaries, international approaches in teaching and research, or use of other languages); a *growing power of management in higher education* (with possibly ambivalent consequences as stronger steering and control of academic work, but possibly new opportunities under professionalized conditions).

From 2009 to 2012, a follow-up project "The Academic Profession in Europe – Responses to Societal Challenges" (EUROAC) was undertaken. This was initiated by a support programme EuroHESC ("Higher Education and Social Change in Europe") funded by the European Science Foundation and national research promotion agencies in various European countries. Eight European countries collaborated in this project coordinated by Ulrich Teichler (Germany). Two of them had participated in CAP, and six others decided to undertake a questionnaire survey similar to the CAP survey. In addition, the eight countries undertook about 100 in-depth interviews each on a broad range of themes. The major results of EUROAC were published in three books (Kehm and Teichler 2013; Teichler and Höhle 2013; Fumasoli, Goastellec and Kehm 2015).

The European scholars involved in the CAP project and the EUROAC project agreed to merge the data sets, as far as the questions were identical. Thus, a data set could be established on the academic profession in twelve European countries (one country had to be excluded because the respective survey had addressed only a limited number of disciplines): Austria, Croatia, Finland, Germany, Ireland, Italy, the Netherlands, Norway, Poland, Portugal, Switzerland and the United Kingdom. The 12 country-analysis within the EUROAC project was based on information provided by more than 16,000 respondents. The average response rate was slightly less than 20%, varying by country from 36% to 6%.

The EUROAC project addressed the themes which played a key role in the CAP project. It analysed the qualification and the career of academics, their employment situation, professional activities notably in teaching and research, their views of their tasks and functions and of institutional and societal environment. The project paid attention to the issue of the 'academic profession under pressure' as already had been the theme in Carnegie surveys, and it took up the three 'challenges' analysed in the CAP project: the growing expectations and relevance, the increasing internationalisation, and the growing role of management in higher education. Beyond that, the 12-country EUROAC analysis raised the question more thoroughly whether the academic profession becomes more similar in its views and activities across countries or whether variety across countries persists – in this case whether one observes a "European academic profession" or various "academic professions in Europe" (Höhle and Teichler 2013).

The decision in 2013 to conduct a survey on the academic profession in Slovenia provided the opportunity of comparing 13 European countries. As the Slovenian questionnaire was largely based on the EUROAC questionnaire, such a comparison was possibly for most themes.

This made sense under the assumption that the conditions as well as the views and activities of academics have not changed substantially between 2007 and 2013, i.e. the first and the last survey undertaken in these countries. Moreover, this approach was based on the hope that the findings of the surveys are more or less representative for the academics in the countries analysed; unfortunately, notably the surveys solely undertaken electronically had low response rates and might have had biased returns. Finally, it has to be mentioned that the Slovenian survey addressed academics at universities and not at other institutions of higher education (the Carnegie, CAP and EUROAC survey addressed academics at all types of institutions providing at least bachelor programmes). Consequently, the Slovenia

report is based on comparisons solely with academics at universities in other European countries.

The analysis of the findings of the CAP survey stretched from 2008 to 2015 and within the EUROAC project from 2010 to 2014. Comparative projects with responsible roles from scholars of many countries, diverse financial sources and conditions, and different institutional bases and management styles in the participating countries are likely to stretch over a long time (see Teichler 2014). Therefore, the interpretation within the Slovenian study could draw from some, but not yet from all analyses undertaken within the CAP and EUROAC projects.

3. The academic profession at Slovenian universities in comparative perspective

In looking at the results of the survey of the academic profession at Slovenian universities, we pay attention to those themes for which the authors compared the Slovenian findings with those from other countries. Thereby, we initially present some findings which characterize the views of the activities of the academic profession in general. Additionally, we address some findings which are close to the specific themes of the CAP and EUROAC survey, i.e. the profession under pressure, relevance, internationalisation and strong management. Finally, we discuss where to place the academic profession in Slovenia as regards the issue of European similarity vs. variety across Europe.

Career and work situation

As regards the start of the academic career, academics at universities in Slovenia are close to average of the European countries surveyed. This holds true both for the age at the time of the first full-time employment in academia (29 years on average as compared to 30 years, see Table 18) and the age of the award of the doctoral degree (34 vs. 33 years, see Table 17).

Academics at Slovenian universities report a higher number of weekly working hours (51) than their colleagues in other European countries (43, ranging from 38 up to 47 hours). Thereby, respondents from Slovenia state that they spend a substantially lower proportion of time on research (about 32% as compared to 46% on average all over the whole year), about the same proportion of time on administration (about 13% each), but relatively more time on teaching (about 33% vs. 27%), services (16% vs. to 7%), and also on other academic activities (see Tables 6 and 7).

Thus, is does not come as a surprise to note that a higher proportion of academics at Slovenian universities state a preference for teaching (either clearly for teaching or an emphasis to both, teaching and research, but leaning towards teaching) than their colleagues in the other 12 countries on average (46% vs. 29%). Only in Portugal and Croatia as well, more than 40% of the respondents have a preference for teaching (see Table 11).

On average across countries, we note that high working hours are linked to a high proportion of work allocated to research as well as linked to a preference for research (see various articles in Bentley et al. 2013). The academics in Slovenia, however, report high working hours, but a relatively low proportion of time is devoted to research, and a preference for research is not very frequent. These findings call for a specific explanation: what specifically does drive Slovenian academics to work so many hours?

The academic profession under pressure

As regards the issue both discussed in the Carnegie Study and the CAP/EUROAC study, *whether the academics are a 'profession under pressure'*, attention is at place to the *resources available for academic work*. As Table 8 of the Slovenia report shows, only 43% per cent of respondents from Slovenia rate on average the nine resources as good as compared to 51% of the respondents across other countries. The ratings are more positive in seven countries, about the same in four countries and clearly more negative only in one of the 12 other European countries.
In this context, it is interesting as well that as many as 57% of

the respondents in Slovenia had *considered to work outside academia* as compared to 34% across the other countries. The respective proportion is only similarly high in one other of the 12 countries (see Table 23).
Thus, it does not come as a surprise to note that only 36% of the academics at universities state that they are *satisfied with their overall professional situation* as compared to 63% of the academics at universities on average of the 12 European countries. The respective figure ranges in the 12 countries from at least 45% up to 77% (see Table 9).

Thus, academics at universities in Slovenia perceive themselves more strongly as 'a profession under pressure' than their colleagues in other countries. It is difficult to say, however, to what extent those notions reflect conditions according to a similar yardstick or whether there are different expectations in play. It is certainly interesting in this respect to observe that academics in Croatia rate their resources similarly, but are substantially more highly satisfied with their overall professional situation than their colleagues in Slovenia.

Relevance

As regards relevance, only one third of respondents from Slovenia observe that their *university puts a strong emphasis on visible results and impact*. This is reported by about half of the respondents on average across countries – only less frequent of those from Italy than those from Slovenia. In contrast, two thirds of academics in the Netherlands and the United Kingdom observe such an emphasis (see Table 35).
This does not mean, however, that the academics at universities in Slovenia themselves do not *care about* relevance in their teaching and research activities. They report on average as often as their colleagues from other countries that they emphasize practical competences in their teaching and that their research has an applied, a commercial or a social emphasis (see Tables 26 and 30).

Finally, asked whether there might be *dangers in a strong emphasis on visible and useful results,* about as many of the respondents from Slovenia see such dangers as their colleagues on average across the European countries or at most slightly fewer. 63% of the academics at Slovenian universities are concerned that high expectations to increase research productivity might endanger the quality of research – more than their colleagues in Germany and Portugal, but fewer than those in the United Kingdom, Finland, the Netherlands, Croatia and Norway. 56% of the Slovenian respondents consider the emphasis placed on useful results and applications as the threat for the quality of research – more than their colleagues in Portugal and Finland, but fewer than those in the Netherlands (see Table 34).

Internationalisation

Relatively few of the academics in Slovenia holding a doctoral degree had been awarded this degree in another country: the respective proportion of 8% is only higher than that of their colleagues in Poland (4%), while it ranges from almost half in Ireland and about two fifth in Norway and Switzerland to about one tenth in Germany and Finland – altogether 22% on average of the other European countries (see Table 15).

However, academics at Slovenian universities are very active internationally and put a very strong emphasis on an international character of knowledge. For example, 28% have taught abroad within a year (the highest proportion across countries with 14% on average) (see Table 79). As regards their teaching activities, the respondents from Slovenia state slightly more often than their colleagues across European countries that they emphasize international perspective and content (69% vs. 63%) – however clearly less often than their colleagues in two other relatively small European countries, i.e. Ireland and Portugal (see Table 26). Also the research activities of many academics at Slovenian are visibly international – for example in research collaboration with colleagues from other countries (80% as compared 64% on average of the other countries, see Table 29), in the proportion of publications co-authored with colleagues from other countries (31% vs. 20%) and the proportion of international publications (67% vs. 49%, see Table 33).

In general, we note that academics in small European countries have a strong international emphasis in their activities. But academics in Slovenia seem to have an even stronger international emphasis than their colleagues in other small countries: we note the highest proportion in Slovenia according to three of the four measures presented above.

University management

Only very few of the academics at Slovenian universities perceive their institutions as strongly steering the academic activities through evaluation, targeted resource allocation, respective personnel decisions, etc. The respective proportion across eight indicators presented in Table 37 is 22% in Slovenia as compared to 33% on average across the other European countries; it is similarly low in Portugal and Italy as in Slovenia, but about twice as high in the United Kingdom, the Netherlands and Finland.

As regards management style, fewer academics from Slovenia than their colleagues from other European countries on average perceive a top-down style at their university (45% as compared to 52%). A top-down style is clearly least often reported for Norway (29%) and, in contrast, most often for Ireland (75%) and the United Kingdom (68%). However, the academics from Slovenia state more often than their colleagues from other countries on average: "The lack of involvement of academic staff in decision-making is a real problem" (47% vs. 41%). This problem is clearly least often stated in Poland (17%), but most frequently in Austria (65%) and Ireland (59%, see Table 36).

Altogether, about half of the academics at Slovenian universities believe that their university administration is supportive to academic freedom (see also Table 36). This is clearly above the average of the other European countries surveyed (48% vs. 39%) – it is clearly lower on the one hand than in Croatia (60%), but on the other hand clearly higher than in Poland (17%) and Finland (24%).

In sum, academics at universities in Slovenia perceive their university management to a lesser extent as powerful and intrusive as their European colleagues on average. This does not mean, however, that collegial management seem to prevail in Slovenia; rather involvement of academics in decision-making is less frequently characterized as strong as on average across the European countries surveyed.

Major findings at a glance

Academics in Slovenia consider themselves as a 'profession under pressure' notably as regards resources for academic work, and only a very small proportion of academics in Slovenia state that that they are satisfied with their professional situation.

However, the academics in Slovenia do not feel themselves pushed very much to care for relevance of academic work, they like themselves a practical relevance of research and teaching, but many of them are afraid that too much care for impact and relevance could endanger academic quality. The Slovenian academics as well relatively seldom consider their university management as pursuing a top-down and a strong steering style; rather, the administration is viewed as quite supportive to academic freedom.

Academics at Slovenian universities work many hours per week, whereby the proportion of time spent on teaching is very high as well as the proportion of academics who state a preference for teaching. They are quite active internationally and hold an international thrust of teaching and research highly in esteem.

Thus altogether, the academics at Slovenian universities can be characterized as having an only moderately strong and moderately pushy management, as relatively free in their options – for example as far as the relevance of academic work is concerned, but as often perceiving a lack of resources. They seem to work hard, have a strong emphasis on teaching and are quite international. Altogether, the satisfaction of Slovenian academics with their professional situation is remarkably low.

We tried to measure the 'neighbourhood' of countries in terms of the differences of percentages in the statements of three variables each in the above named thematic areas. This analysis neither shows a very high similarity of responses of Slovenian academics to responses of academics from certain other countries. Rather, the differences varied on average between 10% and 15%. If we exclude single striking differences in individual variables, we note the closest 'neighbourhood' of the respondents in Slovenia to those of Croatia and Portugal. In looking at select categories, we also note that academics in Switzerland differ substantially from those in Slovenia in terms of research emphasis, perceived high quality of resources and high overall satisfaction. Similarly, the academics in the United Kingdom, Netherlands and Finland clearly differ from those in Slovenia in terms of strong management and strong emphasis placed on relevance.

Overall we note similarities between the academics in Slovenia and those in other European countries here and there, but this country case fits to the picture of a substantial variety across Europe, as it had been underscored in the summary of the findings of the EUROAC project: "Altogether, there are some common or at least widespread perceptions about higher education and academic work among university academics across Europe. But overall, the results of the surveys in 12 European countries show enormous variety. This finding could be disappointing for those who expect or advocate a European solution of higher education and a European academic profession. On the other hand,

one can argue that the multitude of options in Europe preserves the opportunity of mobile students and mobile academics to learn from contrasting experiences, and that exciting discourses across Europe about the best possible way to improve higher education will continue. A variety of systems may also offer the conditions to stimulate a wider diversity of ideas and innovative research results. After years of discussion on elegantly formulated objectives such as the European Higher Education Area and the European Research Area, higher education systems in Europe have remained fairly varied ... Similarly, the academic profession has remained extremely varied across Europe and will still have ample room to ponder the pros and cons of this state of affairs" (Höhle and Teichler 2013, p. 271).

4. Future research

The international comparative questionnaire surveys of the academic profession have yielded such a wealth of information and have led to such a wealth of interesting interpretations that many of those participating and many other scholars are in favour of repeating such analyses after a while. In spite of all the challenges of raising funds, developing proper methods, ensuring productive collaboration and coping with the enormous load implied, scholars from more than 20 countries met several times in 2014 and 2015 – in Finland, Brazil and Portugal - to prepare a third major wave of comparative analysis of the academic profession.

A new comparative study is envisaged, and new priority areas have already been identified: the changing situation of academics – notably those in natural sciences – in higher education on the way towards the knowledge society, and the situation of junior academics. In 2017, the biggest ever comparative survey of the academic profession is likely to be realized, and Slovenia is likely to be among the participating countries.

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Appendix 1: Questionnaire

QUESTIONNAIRE ON INTERNATIONAL COOPERATION IN HIGHER EDUCATION AND THE GENERAL CONDITIONS OF THE ACADEMIC PROFESSION

General work situation and activities

1. At your institution, how would you evaluate each of the following factors and their importance with respect to your work?
(Select the most relevant answer for each factor.)

	SATISFACTION					IMPORTANCE				
	Very low				Very high	Not at all important				Essential
Classrooms	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Technology for teaching	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Laboratories	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Research equipment and instruments	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Library facilities and services	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Your office space	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Administrative/Secretarial support	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Telecommunications (Internet, networks and telephones)	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Your salary	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Time available for your research	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Research funding from your institution	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Possibilities for external research funding	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Possibilities to implement your ideas	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Possibilities for cooperation with your colleagues within your institution	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐

2. Since you started your career, have the overall working conditions in higher education and research institutions improved or deteriorated?
(Select the most relevant answer for each factor.)

	Very much deteriorated				Very much improved
Working conditions in higher education institutions and research institutes have...	☐	☐	☐	☐	☐

3. Please indicate the extent to which each of the following affiliations is important to you
(Select the most relevant answer for each factor.)

	Not at all important				Essential
Your academic discipline/field	☐	☐	☐	☐	☐
Your department (at the institution where you are employed)	☐	☐	☐	☐	☐
Your faculty	☐	☐	☐	☐	☐
Your university	☐	☐	☐	☐	☐

4. How many hours do you spend in a typical week on each of the following activities? [If you are not teaching during the current academic year, please complete the "when classes are not in session" column only]

	Hours per week when classes are in session	Hours per week when classes are not in session
Teaching (including preparation of classes, classes, mentoring and assessing student work, curriculum development and implementation)		
Research (review of literature, writing, experiments, field work)		
Services (including services to clients and/or patients, unpaid consulting and public or voluntary work)		
Administration (including committees, workgroups, departmental meetings and reporting)		
Other academic activities (not classified elsewhere)		

5. How would you rate your overall satisfaction with your current job?
(Select the most relevant answer for each factor.)

	... very low				... very high
My overall satisfaction with my current job is...	☐	☐	☐	☐	☐

6. Please indicate the level of stress caused by the following aspects of your work.
(Select the most relevant answer for each factor.)

	None at all				High
Research productivity (publications)	☐	☐	☐	☐	☐
Teaching	☐	☐	☐	☐	☐
Mentoring	☐	☐	☐	☐	☐
Time available for your research	☐	☐	☐	☐	☐
Acquisition of research funding	☐	☐	☐	☐	☐
Supervising a research team or research project (e.g. funding, peers)	☐	☐	☐	☐	☐
Appointment	☐	☐	☐	☐	☐
Departmental meetings	☐	☐	☐	☐	☐
Administration (reporting etc)	☐	☐	☐	☐	☐

7. Regarding your own preferences, do your interests lie primarily in teaching or in research?
(Please select **only one** response.)

☐ Primarily in teaching
☐ In both, but leaning towards teaching
☐ In both, but leaning towards research
☐ Primarily in research

8. Please indicate your views on the following:
(Select the relevant answer for each statement.)

	Strongly disagree				Strongly agree
This is a poor time for any young person to begin an academic career in my field.	☐	☐	☐	☐	☐
If I had it to do over again, I would not become an academic.	☐	☐	☐	☐	☐
My job is a source of considerable personal strain.	☐	☐	☐	☐	☐
Teaching and research are hardly compatible with each other.	☐	☐	☐	☐	☐
My institution nurtures collegiality and builds community.	☐	☐	☐	☐	☐
The competition and rivalry among peers at my institution are fierce.	☐	☐	☐	☐	☐
Students respect academic staff.	☐	☐	☐	☐	☐
The general public respects academic staff.	☐	☐	☐	☐	☐
Responsibilities of academic staff include social engagement (public discourse, media, etc).	☐	☐	☐	☐	☐
The State must finance the operation of higher education institutions, since they are key national institutions.	☐	☐	☐	☐	☐
Operation of higher education institutions must be commercially oriented and adjust to the knowledge market.	☐	☐	☐	☐	☐
The main mission of higher education is to educate experts who will provide for economic growth and social progress.	☐	☐	☐	☐	☐

Teaching

9. Did you teach in the current (or previous) academic year?
(Please select **only one** response.)

☐ Yes ☐ No

10. Please specify your teaching load.
Respond to this question only if the following conditions are met:
(Please select **only one** answer.)

☐ Full-time ☐ More than full-time ☐ Part-time

11. During the current (or previous) academic year, have you been involved in any of the following teaching activities?
Respond to this question only if the following conditions are met:
(Please select **all** the relevant answers.)

☐ Learning in projects/project groups
☐ Teaching in joint or double study programmes
☐ Distance education
☐ Preparation of domestic students before international mobility
☐ Face-to-face interaction with foreign students (classes, seminars, mentoring, etc)

12. Please give your opinion on the following statements.
Respond to this questions only if the following conditions are met:
(Select a relevant answer for each statement.)

	Strongly disagree				Strongly agree
You spend more time than you would like teaching basic skills due to student deficiencies.	☐	☐	☐	☐	☐
At your institution there are adequate training courses for enhancing teaching quality.	☐	☐	☐	☐	☐
Practically-oriented knowledge and skills are emphasised in your teaching.	☐	☐	☐	☐	☐
You incorporate discussions of values and ethics into your course content.	☐	☐	☐	☐	☐
You inform students of the implications of cheating or plagiarism in your courses.	☐	☐	☐	☐	☐
Your research activities reinforce your teaching.	☐	☐	☐	☐	☐
Your service activities (services, consulting, voluntary work) reinforce your teaching.	☐	☐	☐	☐	☐
Your teaching load has increased to the detriment of your research.	☐	☐	☐	☐	☐
In your courses you emphasise international perspectives or content.	☐	☐	☐	☐	☐

13. Please indicate whether, during the current (or previous) academic year, you have taught or are teaching a course in any of the following countries:
Respond to this question only if the following conditions are met:
(Please select **all** the relevant answers.)

- ☐ Austria – AT
- ☐ Belgium – BE
- ☐ Bulgaria – BG
- ☐ Cyprus – CY
- ☐ Czech Republic – CZ
- ☐ Denmark – DK
- ☐ Estonia – EE
- ☐ Finland – FI
- ☐ France – FR
- ☐ Greece – GR
- ☐ Ireland – IE
- ☐ Iceland – IS
- ☐ Italy – IT
- ☐ Latvia – LV
- ☐ Lithuania – LT
- ☐ Luxembourg – LU
- ☐ Hungary – HU
- ☐ Malta – MT
- ☐ Germany – DE
- ☐ the Netherlands – NL
- ☐ Norway – NO
- ☐ Poland – PL
- ☐ Portugal – PT
- ☐ Romania – RO
- ☐ Slovakia – SK
- ☐ Slovenia – SI
- ☐ Spain – ES
- ☐ Sweden – SE
- ☐ Switzerland – CH
- ☐ United States of America – USA
- ☐ United Kingdom – UK
- ☐ Countries of former Yugoslavia

14. Please indicate whether you are teaching a course in a language other than Slovenian during the current (or previous) academic year.
Respond to this question only if the following conditions are met:
(Please select all the relevant answers.)

- ☐ English
- ☐ Croatian/Serbian
- ☐ Italian
- ☐ French
- ☐ German
- ☐ Spanish
- ☐ Russian
- ☐ Other

15. Please indicate the proportion of your teaching responsibilities during the academic year that is devoted to instruction in each category below and the approximate number of students you instruct.
Respond to this questions only if the following conditions are met:
(Select a relevant answer for each statement.)

	Teaching time (total 100%)	Approximate average number of students per course
Undergraduate		
Specialist		
Master's		
Doctoral		
Continuing professional education		
Other		

Research

16. Have you been involved in research in the current (or previous) academic year?
(Please select **only one** response.)

☐ Yes ☐ No

17. How would you characterise the emphasis of your primary research activities during this (or the previous) academic year?
Respond to this questions only if the following conditions are met:
(Select a relevant answer for each statement.)

	None at all				Very much
Basic/theoretical	☐	☐	☐	☐	☐
Applied/practically-oriented	☐	☐	☐	☐	☐
Commercially-oriented/intended for technology transfer	☐	☐	☐	☐	☐
Socially-oriented/intended for the betterment of society	☐	☐	☐	☐	☐
International in scope or orientation	☐	☐	☐	☐	☐
Multi-/interdisciplinary	☐	☐	☐	☐	☐

18. Have you been involved in any of the following research activities during this (or the previous) academic year?
Respond to this question only if the following conditions are met:
(Please select **all** the relevant answers.)

☐ Cooperation in a national research project group
☐ Collaboration in an international research project group
☐ Leading/responsible researcher in a national research project
☐ Leading/responsible researcher in an international research project
☐ Responsible for preparation of a national research project grant application
☐ Responsible for preparation of an international research project grant application
☐ Involved in the preparation of a national research project grant application
☐ Involved in the preparation of an international research project grant application
☐ Involved in the process of technology transfer

19. How would you characterise your research efforts undertaken during this (or the previous) academic year?
Respond to this questions only if the following conditions are met:
(Select a relevant answer for each statement.)

	Yes	No
Are you working independently/without collaboration on any of your research projects?	☐	☐
Do you collaborate with colleagues at other institutions in Slovenia?	☐	☐
Do you collaborate with international colleagues?	☐	☐

20. Please, give your opinion on the statements listed below.
Respond to this questions only if the following conditions are met:
(Select a relevant answer for each statement.)

	Strongly disagree				Strongly agree
External sponsors or clients have no influence over my research activities.	☐	☐	☐	☐	☐
The pressure to raise external research funds has increased since my first appointment.	☐	☐	☐	☐	☐
Interdisciplinary research is emphasised at my institution.	☐	☐	☐	☐	☐

My institution emphasises commercially-oriented or applied research.	☐	☐	☐	☐	☐
Research funding in Slovenia should be concentrated (targeted) on the most productive researchers.	☐	☐	☐	☐	☐
High expectations to increase research productivity are a threat to the quality of research.	☐	☐	☐	☐	☐
High expectations of useful and applicable results are a threat to the quality of research.	☐	☐	☐	☐	☐

21. In the current (or previous) academic year, which percentage of the funding for your research (excluding your salary) came from the following:

(Please specify the relevant percentage for each source)

- ☐ Your institution
- ☐ Slovenian Research Agency (ARRS)
- ☐ Public Agency of the Republic of Slovenia for Entrepreneurship and Foreign Investments (JAPTI)
- ☐ Public Agency for Technology of the Republic of Slovenia (TIA)
- ☐ Ministries and other government bodies
- ☐ Slovenian businesses or industry
- ☐ Slovenian private not-for-profit foundations and charities
- ☐ Foreign clients (businesses)
- ☐ Foreign governments
- ☐ Foreign private not-for profit organisations
- ☐ Foreign universities and other higher education and research institutions
- ☐ European Commission
- ☐ International organisations
- ☐ Own funds

22. Which types of the following scholarly contributions did you make in the past three years?
Respond to this question only if the following conditions are met:

(Please select **all** the relevant answers.)

- ☐ Author or co-author of a national scholarly book
- ☐ Author or co-author of an international scholarly book
- ☐ Editor or co-editor of a national scholarly book
- ☐ Editor or co-editor of an international scholarly book
- ☐ Article published in a national academic book or journal
- ☐ Article published in an international academic book or journal
- ☐ Research report/monograph written for a nationally funded project
- ☐ Research report/monograph written for an internationally funded project
- ☐ Paper presented at a national scholarly conference
- ☐ Paper presented at an international scholarly conference
- ☐ Professional article written for a national newspaper or magazine
- ☐ Professional article written for an international newspaper or magazine
- ☐ Patent secured on a process or invention
- ☐ Computer program written for public use
- ☐ Artistic work performed or exhibited nationally
- ☐ Artistic works performed or exhibited internationally
- ☐ Video or film produced

23. In the last three years, what percentage of your publications were...
Respond to this question only if the following conditions are met:

(Please specify the percentage)

- ☐ Published in a language different from the language of instruction at your current institution
- ☐ Co-authored with colleagues located outside Slovenia
- ☐ Co-authored with colleagues located in Slovenia
- ☐ Published outside Slovenia or in international books/journals
- ☐ On-line or published electronically
- ☐ Peer-reviewed

International cooperation

24. How would you describe expectations regarding international cooperation at your institution and what are your personal priorities in this respect?
(Select the most relevant answer for each factor.)

	EXPECTATIONS AT THE INSTITUTION					YOUR PERSONAL PRIORITIES				
	Low				High	Not at all important				Essential
Mobility of students from your institution to other countries	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Collaboration with foreign researchers in research projects	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Joint publications with co-authors located in other countries	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Publications in international journals and with international publishers	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Review of foreign literature in order to stay abreast of current trends in your discipline/field	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Mobility of students from other countries to your institution	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Mobility of academic and research staff from your institution to other countries	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Mobility of foreign academic and research staff from other countries to your institution	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Lectures and classes by foreign lecturers at your institution	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Lectures and classes in a foreign language at your institution	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Utilisation of international literature and topics in your teaching	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Development of joint and double degree programmes	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐

25. Please assess the development of the listed activities at your institution in the last three years?
(Select the most relevant answer for each factor.)

	Strongly increased				Strongly decreased
Recruitment of foreign higher education teachers/researchers from the countries of the former Yugoslavia	☐	☐	☐	☐	☐
Recruitment of foreign higher education teachers/researchers from other countries	☐	☐	☐	☐	☐
Involvement in student exchange/mobility	☐	☐	☐	☐	☐
International cooperation at the institutional level	☐	☐	☐	☐	☐

26. How important do you think the listed conditions are and how satisfied are you with them at your institution.
(Select the most relevant answer for each factor.)

	SATISFACTION					IMPORTANCE				
	Very low				Very high	Not at all important				Essential
Availability of funds within your institution for different forms of international cooperation	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Support at your institution for applying for international research funding	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Support at your institution for the preparation of project documentation when applying for international calls for funds	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Support of your institution for visiting students	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Support of your institution for foreign academic staff	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Information available within your institution about funding for different forms of international cooperation	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Clearly specified internationalisation objectives and aims	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐

27. During your courses in the last <u>three years</u>, did you ...
(Please select **all** relevant answers.)

☐ ... have classes (conducted lectures) in a foreign language at your home institution?
☐ ... have classes (conducted lectures) abroad?
☐ ... have any classes (hold any courses) in the countries of the former Yugoslavia (out of the classes abroad)?

28. In the last three years, did you ...
(Please select **all** relevant answers.)

☐ ... obtain research funding from other countries and/or from international sources?
☐ ... participate in projects or other types of research in collaboration with researchers from other countries?
☐ ... within your international research cooperation also collaborate with researchers from countries of the former Yugoslavia?
☐ ... have joint publications with researchers from other countries?
☐ ... have joint publications with researchers from countries of the former Yugoslavia?

<u>Management</u>

29. Who is responsible for the regular monitoring and evaluation of your service? (you can select several answers)
(Select the most relevant answer for each factor.)

	Your peers in your department or unit	The head of your department or unit	Members of other departments or units at your institution	Senior administrative staff at your institution	Your students	External reviewers	Yourself (e.g. self-assessment)	No one
Your teaching	☐	☐	☐	☐	☐	☐	☐	☐
Your research	☐	☐	☐	☐	☐	☐	☐	☐
Your administration	☐	☐	☐	☐	☐	☐	☐	☐

30. To what extent does your institution emphasise the following forms and/or modes of work?
(Select the most relevant answer for each factor.)

	Strongly disagree				Strongly agree
Performance based allocation of resources to academic units/cost centres	☐	☐	☐	☐	☐
Evaluation based allocation of resources to academic units	☐	☐	☐	☐	☐
Funding of departments substantially based on the numbers of students	☐	☐	☐	☐	☐
Funding of departments substantially based on the numbers of graduating students	☐	☐	☐	☐	☐
Consideration of the research quality when making personnel decisions	☐	☐	☐	☐	☐
Consideration of the teaching quality when making personnel decisions	☐	☐	☐	☐	☐
Consideration of the practical relevance/applicability of the work of colleagues when making personnel decisions	☐	☐	☐	☐	☐
Recruiting academic staff who have work experience outside of academia	☐	☐	☐	☐	☐
Encouraging academics to adopt service activities/entrepreneurial activities outside the institution.	☐	☐	☐	☐	☐

31. Please give your opinion of the following statements. At my institution ...
(Select the most relevant answer for each factor.)

	Strongly disagree				Strongly agree
... there is a strong emphasis on international cooperation.	☐	☐	☐	☐	☐
... there is a strong emphasis on the development of a specific institutional profile (profiling, specialisation).	☐	☐	☐	☐	☐
... funding is allocated for the development of the most successful study fields and functions.	☐	☐	☐	☐	☐
... there is good communications between the management and academic staff.	☐	☐	☐	☐	☐
... there is a top-down management style.	☐	☐	☐	☐	☐
... there is an emphasis on visible results and impact.	☐	☐	☐	☐	☐
... administrative services are inefficient.	☐	☐	☐	☐	☐
... there is a system of professional development for the administrative/management duties of the academic staff.	☐	☐	☐	☐	☐

32. Please indicate your views on the following issues.
(Select the most relevant answer for each factor.)

	Strongly disagree				Strongly agree
Top-level management provide competent leadership.	☐	☐	☐	☐	☐
I am kept informed about what is going on at this institution.	☐	☐	☐	☐	☐
The lack of involvement of academic staff in decision-making is a real problem.	☐	☐	☐	☐	☐
The lack of interest and initiative of academic staff prevent improvement of the institution's quality.	☐	☐	☐	☐	☐
Students should have a stronger voice in determining the policy affecting them.	☐	☐	☐	☐	☐
The administration of my institution supports academic freedom.	☐	☐	☐	☐	☐

33. How influential are you, personally, in helping to shape key academic policies?
(Select the most relevant answer for each factor.)

	Not at all influential	A little influential	Somewhat influential	Very influential
At the level of the department or similar unit	☐	☐	☐	☐
At the level of the faculty, school or similar unit	☐	☐	☐	☐
At the level of the university or the extended institution	☐	☐	☐	☐

Career and professional situation

34. Please indicate whether, in the current academic year, you are working at the higher education institution or research institute on a full-time basis.
(Please select **only one** response.)

☐ Yes ☐ No

35. If you are employed part-time also specify the equivalent percentage of full-time employment (e.g. if you are employed for half the amount of hours of full-time employment, write 50%).

_____

36. Do you work for an additional employer (institution) or will you do additional (contractual) paid work in the current academic year?
(Please select **all** relevant answers.)

☐ No
☐ You also work at another public research institute or higher education institution
☐ You also work at another public higher education institution
☐ You also work at a private higher education institution or research institute
☐ You also work at government bodies and public administration (excluding public higher education institutions and research institutes)
☐ You also work at a business organisation (outside of higher education)
☐ You are also self-employed
☐ You also work at public institutions
☐ You also work in private non-commercial and not-for-profit organisations

37. Please specify the higher education institution where you are primarily employed (please select from one of the lists).
(Select the most relevant answer for each factor.)

List of universities and higher education institutions

_____

List of short-cycle higher education institutions

_____

38. Please indicate your current rank?
(Please select **only one** response.)

☐ Full professor
☐ Associate professor
☐ Assistant professor
☐ Senior lecturer
☐ Lecturer
☐ Junior/associate lecturer
☐ Research counsellor
☐ Senior research associate
☐ Research associate
☐ Junior expert
☐ Assistant or young researcher
☐ Other:

39. The duration of your employment is ...
(Please select **only one** response.)

☐ Permanently employed ☐ Fixed-term employment

40. What is your average monthly net income?
(Please specify the relevant percentage for each source)

- ☐ Your average monthly net salary
- ☐ Your average monthly net income from additional paid work (copyright contracts, service contracts or self-employment)
- ☐ Your average monthly net income from other academics-related activities (e.g. patent sale etc)

41. During the current academic year, have you undertaken any of the following?
(Please select **all** relevant answers.)

- ☐ Served as a member of a national scientific committee/board/body
- ☐ Served as a member of an international scientific committee/board/body
- ☐ Served as a peer reviewer (e.g. for journals, research sponsors, institutional evaluations, study programmes)
- ☐ Served as an editor of a national journal/book series
- ☐ Served as an editor of an international journal/book series
- ☐ Served as a member of the editorial board or invited editor of national journals/book series
- ☐ Served as a member of the editorial board or invited editor of international journals/book series.
- ☐ Served as a member of an organisational board of a national conference
- ☐ Served as a member of an organisational board of an international conference
- ☐ Served as an elected officer or leader in a professional/academic association/organisation
- ☐ Served as an elected academic representative (rector, vice-rector, dean, vice-dean, head of department, etc.)

42. Please indicate whether you are currently teaching at a higher education institution where you have studied in the past.
(Select the most relevant answer for each factor.)

	Yes	No
Where you received your first cycle degree	☐	☐
Where you received your second cycle degree	☐	☐
Where you completed your doctoral studies	☐	☐

43. Within the past or the current academic year, have you considered a major change of job or actually changed your job?
(Select the most relevant answer for each factor.)

	CONSIDERED		CHANGED JOB	
	Yes	No	Yes	No
To an academic position in another higher education/research institution within the country	☐	☐	☐	☐
To an academic position in a higher education/research institution in another country	☐	☐	☐	☐
To a management position in your higher education/research institution	☐	☐	☐	☐
To work outside higher education/research institutions	☐	☐	☐	☐

Respondent's Profile

44. Enter the years of service in the institutions listed below following the completion of your postgraduate studies.
(Select the most relevant answer for each factor.)

	Full-time	Part-time
Public higher education institutions	☐	☐
Private higher education institutions	☐	☐
University clinics	☐	☐
Public research institutes	☐	☐
Private research institutes	☐	☐

Government bodies (ministries, agencies, etc.)	☐	☐
Public institutions (excluding higher education institutions)	☐	☐
Private and public commercial entities	☐	☐
Non-commercial private not-for-profit institutions	☐	☐
Self-employed (as private researchers or private persons not in an employment relationship)	☐	☐
Enter the years of your uninterrupted service in higher education	☐	☐

45. How many institutions have you been employed at since the completion of your ...
(Select the most relevant answer for each factor.)

	First degree	Highest degree
Higher education institutions, university clinics or research institutes		
Other institutions (or self-employed)		

46. Please enter the ...
(Please specify the relevant percentage for each source)

☐ ... year of your first full-time employment in higher education
☐ ... year of your first part-time employment in higher education
☐ ... year of your first appointment as an academic or research associate in higher education/research
☐ ... year of appointment to your current rank
☐ ... for how many years have you interrupted your service at your current institution for family reasons, personal leave (e.g. maternity leave) or full-time study? [If you did not interrupt your employment enter '0'.]

47. For each of your degrees, please indicate the year of completion and the country in which you obtained it.
(Select the most relevant answer for each factor.)

	Year	Acquired in
High		
Master's		
Specialisation		
Doctoral		
Post-doctoral/research		

48. Please identify the academic discipline or field (according to ISCED) of your current academic department.
(In the event of interdisciplinary activities please specify all academic disciplines or fields.)
(Please select **all** relevant answers.)

☐ Agriculture, forestry, fishery and veterinary
☐ Education/teacher training
☐ Engineering, manufacturing and construction
☐ Medical sciences and welfare
☐ Humanities and arts
☐ Physical sciences, mathematics and computer science
☐ Services
☐ Social sciences, business sciences and law
☐ Other:

49. Please identify the academic discipline or field (according to ISCED) of your highest degree.
(In the event of interdisciplinary activities please specify all academic disciplines or fields.)
(Please select **all** relevant answers.)

☐ Agriculture, forestry, fishery and veterinary
☐ Education/teacher training
☐ Engineering, manufacturing and construction
☐ Medical sciences and welfare
☐ Humanities and arts
☐ Physical sciences, mathematics and computer science
☐ Services
☐ Social sciences, business sciences and law
☐ Other:

50. Gender

☐ Male ☐ Female

51. Age (years)

_____

52. Additional notes or comments ...

Enter your response:

_____

Thank you for your time.

REPUBLIKA SLOVENIJA
MINISTRSTVO ZA IZOBRAŽEVANJE, ZNANOST IN ŠPORT