

**PREŠOV UNIVERSITY IN PREŠOV**



**SELF-EVALUATION REPORT**

**PREŠOV 2006**



## CONTENTS

<b>INTRODUCTION .....</b>	<b>3</b>
<b>1 BASIC INFORMATION ABOUT REPORT WRITING .....</b>	<b>3</b>
1.1 Procedure for writing the SER.....	3
1.2 Self-evaluation report authors and co-workers who participated in SER writing.....	3
1.3 Procedure of authorisation and approving the SER.....	4
<b>2 INSTITUTIONAL CONTEXT .....</b>	<b>4</b>
2.1 Characteristics of PU .....	4
2.2 University bodies.....	4
2.3 Study at the University .....	5
<b>3 INSTITUTIONAL NORMS AND VALUES .....</b>	<b>6</b>
3.1 Mission and main tasks of the University.....	6
3.2 Strategic vision .....	6
3.3 Strategic aims .....	7
<b>4 SCOPE OF AUTONOMY AND ACADEMIC SELF-GOVERNMENT .....</b>	<b>7</b>
4.1 The study organization .....	8
4.2 Employment rate of the graduates in the regional and national trade market.....	8
4.3 Further aspects of University activity .....	8
4.4 Managerial activities.....	9
<b>5 IN TERMS OF EDUCATION .....</b>	<b>9</b>
5.1 The process of creating study programmes .....	9
5.2 Priority study programmes .....	10
5.3 Share of educational programmes in fulfilling the mission and the aims of the University .....	10
5.4 Uniqueness in the study programmes .....	10
5.5 Characteristic signs of the course components .....	11
5.6 Didactic methods and didactic approaches.....	11
5.7 Strengths and weaknesses.....	12
<b>6 IN TERMS OF RESEARCH AND DEVELOPMENT.....</b>	<b>12</b>
6.1 Priorities and criteria in the field of research and development.....	12
6.2 Strengths and weaknesses.....	14
<b>7 IN TERMS OF INTERNATIONAL RELATIONS .....</b>	<b>15</b>
7.1 The position of international relations in PU activity .....	15
7.2 Strengths and weaknesses.....	16
<b>8 UNIVERSITY FINANCING .....</b>	<b>16</b>
8.1 Infrastructure evaluation.....	17
8.2 Evaluation of student/staff ratio.....	18
8.3 Development of entrepreneurial activities .....	19
<b>9 COMPLEX SWOT ANALYSIS .....</b>	<b>20</b>
<b>10 COMPLEX EVALUATION OF UNIVERSITY ACTIVITY .....</b>	<b>22</b>
<b>11 QUALITY MONITORING AND QUALITY MANAGEMENT .....</b>	<b>24</b>
11.1 Outcomes for creation of the management system and quality monitoring at PU .....	25
11.2 Position and tasks in the field of quality management and quality monitoring at PU .....	25
<b>12 STRATEGIC MANGEMENT AND THE POSSIBILITIES OF FURTHER DEVELOPMENT OF PU .....</b>	<b>27</b>
12.1 Trends in further development at PU.....	27
12.2 Action Plan .....	27
<b>CONCLUSIONS .....</b>	<b>29</b>



## INTRODUCTION

Prešov University in Prešov (hereinafter referred to as PU) joined the project of the EUA Institutional Evaluation at Higher Education Institutions based on the initiative of the Slovak Rectors' Conference and the Ministry of Education of the Slovak Republic and in connection with this an agreement has been signed with the European Universities Association. Twenty-three Slovak Higher Education Institutions have been involved in this project. Participation in the project is an opportunity for self-reflection for the University and to discover the necessary stimuli for further development according to the current trends within the framework work of the Europe-wide educational and research space.

## 1 BASIC INFORMATION ABOUT REPORT WRITING

### 1.1 Procedure for writing the SER

The following preparation and implementation steps were completed during the process of self-evaluation report writing at PU:

- a) the self-evaluation teams were created at the faculty level;
- b) EUA materials dealing with the projectisation and methodology of writing the self-evaluation report were studied as well as the EUA materials applicable to specific PU conditions – these materials were provided to the faculties;
- c) the self-evaluation team members regularly took part in the seminars organized by the Ministry of Education of the Slovak Republic and by the EUA evaluators, and the gained information was disseminated to PU and its structural units;
- d) the procedure for writing the report was the subject of several meetings of the rector's and deans' boards and the boards of PU faculties. A limited number of the team members worked on the completion of operational tasks;
- e) to learn about the opinions of the academic community and to get relevant feedback the discussion forum has been developed and is provided on-line at the University webpage: [www.unipo.sk](http://www.unipo.sk) ;
- f) questionnaires analysis – questionnaires are circulated at least once a year and are mainly focused on the level of and the general information about the teaching process; the results and measures that are implemented based on the survey are announced by the departments to the students of the academic community, and the departments are informed about them at the departmental meetings and the deans'/rector's boards meetings;
- g) valuable experience and information were gained at the joint meetings of the University management with the management of the faculties that were completed in two series during the three-year period of the current University management.

### 1.2 Self-evaluation report authors and co-workers who participated in SER writing

To implement the self-evaluation process and write the self-evaluation report a steering committee was named by the PU rector with the members as follows:

<b>Rector:</b>	Dr. h. c. prof. PhDr. František Mihina, CSc.
<b>Vice-rectors:</b>	doc. Ing. Peter Kuzmišin, DrSc. prof. PhDr. Zuzana Stanislavová, CSc. prof. PhDr. Viera Bačová, DrSc. prof. ThDr. Peter Šturák, PhD.
<b>Bursar:</b>	PhDr. Mária Dančišinová
<b>Deans:</b>	prof. PhDr. Rudolf Dupkala, CSc., FA dean prof. ThDr. Vojtech Boháč, PhD., FGCT dean prof. RNDr. Ivan Bernasovský, DrSc., FHNS dean prof. Ing. Róbert Štefko, PhD., FM dean doc. PhDr. Milan Portik, PhD., FE dean prof. ThDr. Peter Kormaník, PhD., FOT dean prof. PaedDr. Ján Junger, PhD., FS dean doc. PhDr. Anna Eliášová, PhD., FHC dean



## **Academic Senate**

**President:** doc. PhDr. Ján Mojdis, CSc.

**AS Vice-President:** Mgr. Radoslav Slovák, for students

### **The self-evaluation team consisted of:**

doc. Ing. Peter Kuzmišin, DrSc., team leader

PhDr. Ivana Cimermanová, PhD., deputy

doc. PhDr. Vladislav Dudinský, CSc., vice-president of the Academic Senate of Prešov University

doc. PhDr. Slávka Stašková, PhD., director of the Institute of Language Competencies

PhDr. Daniela Palaščáková, Director of the Institute of Digital Competencies

PhDr. Vladimír Dančíšin, PhD.

Mgr. Radoslav Slovák, representative of the students' part of the Academic Senate of Prešov University

Adriana Butoracová, administration and technical operator

## **1.3 Procedure of authorisation and approving the SER**

The self-evaluation report was discussed at the Council for Development and Informatics of PU, at PU management level, at the PU rector's board, and at several meetings of the self-evaluation team. It was sent to PU Academic Senate and PU board. The report was authorized and approved by PU rector on the 22<sup>nd</sup> of November, 2006.

## **2 INSTITUTIONAL CONTEXT**

### **2.1 Characteristics of PU**

PU is within the meaning of decree number 131/2002 of the Legal Code on Higher Education and on the Change and Supplement to Some Acts (hereinafter referred to as the "Higher Education Code") a public higher education institution of the University type. The descriptions above present the most principal characteristics of the University, and they place PU within the system of higher education institutions in the Slovak Republic, defining its basic mission in the field of education, research and development, international orientation and the technologies of ensuring the resources for its effective operation. It also determines the character of its internal academic life, management mechanisms and self-governing activities.

PU was established by decree number 361/1996 of the Legal Code on the breaking up of Pavol Jozef Šafárik University in Košice that entered into force on the 1<sup>st</sup> of January 1997. Its origin significantly influenced the predispositions and the conditions of education with respect to research and development, especially in the region in which it is located. However, its active educational and research share as well as impact markedly exceed the borders of the eastern Slovakia region.

### **2.2 University bodies**

**At present, the University consists of the following internal organizational units:**

#### **a) University Faculties: 8**

Faculty of Arts (FA), Faculty of Education (FE), Faculty of Humanities and Natural Sciences (FHNS), Faculty of Greek-Catholic Theology (FGCT), Faculty of Orthodox Theology (FOT), Faculty of Health Care (FHC), Faculty of Management (FM) and Faculty of Sports (FS).

#### **b) University units: 9**

University Library (UL PU), Computing Centre (CC PU), Institute of Regional and Ethnic Minorities Studies (IREMS PU), Rectorate (RPU), Student services centre (SSC PU), Institute of Digital Competencies (IDC PU), Centre for Life-long Education (CLLE) and Institute of Language Competencies (ILC) located at the FA, Institute of Pedagogy and Psychology (IPP) located at the FHNS.

#### **c) Special-purpose University buildings: 9**

Students halls of residence and canteen (SHRC PU), special-purpose building Batizovce, special-purpose building Zemplínska Šírava, special-purpose building Lodenica Zemplínska Šírava, Sport



Hall Pod kamennou baňou and the tennis court, sports site, school land Pod Kalváriou, University educational and training centre (ECD) Valkov and Ecumenical centre.

**d) Specialized University Units: 2**

Greek-Catholic seminary of the beatified Bishop Pavol Peter Gojdič (GCS FGCT), Orthodox seminary (OS FOT).

**e) Research Laboratories**

**The Phonetics Laboratory** of the Institute of Slovak Studies, General Linguistics and Mass Media Studies is the only workplace of its kind in Slovakia. It is a highly specialised and unique laboratory that is internationally acknowledged for its research into and modelling of speech communication processes. It also serves as a base for Doctoral studies in the scientific fields and study programmes of General Linguistics, Slovak Language and Mass Media Studies and is specially equipped with unique laboratory apparatus.

**Laboratory of Geographical Information Systems** of the Department of Geography and Regional Development, Faculty of Humanities and Natural Sciences.

**The Molecular Genetics Laboratory** of the Department of Biology, Faculty of Humanities and Natural Sciences, is an above-standard laboratory at the European level. The laboratory is equipped with first-rate technology including a genetic analyzer: "MegaBACE 750 genetic analyzer". The analyzer is used in research and practice in working on anthropogenetic studies in health care – providing diagnoses of selected illnesses.

Besides the research oriented laboratories that are equipped with leading technologies, the faculties and University centres also have other facilities at their disposal that are primarily **focused on the educational process**:

- **Faculty of Arts**  
Multimedia classroom built within the framework of the Infovek programme (for all departments).  
Interpretation classroom (for all language departments).  
Computer classroom at the Institute of Psychology
- **Faculty of Humanities and Natural Sciences**  
5 multimedia classrooms for ICT, language and natural sciences education.
- **Faculty of Sports**  
Sport diagnostics centre
- **Faculty of Health Care**  
10 laboratory classrooms for professional education in the following study branches: health care, midwifery assistance, physiotherapy, dental hygiene (DH) and urgent health care (UHC) (10).  
2 laboratories for clinical education in the J A Reiman Faculty Hospital with Polyclinic for the study branches DH and UHC.  
1 computer classroom.  
Clinical units for practical education at the J A Reiman Faculty Hospital with Polyclinic in Prešov
- **Institute of Digital Competencies**  
Specialized classroom for testing ECDL applicants  
Studio of information technologies  
4 specialized classrooms for ICT education

The organisational structure of the University, the functional structure of the Rectorate and the functional structure of the faculties can be found in Appendices no. 1, nos.1a – 1j.

## **2.3 Study at the University**

Eight faculties of the University provide a huge variety of study branches and specializations in the teaching and non-teaching courses at three levels of study – bachelor, magister and doctoral. Educational activities at the University are carried out based on the creative research and the artistic



activity of the University teachers who are involved in the fields of social sciences, natural sciences, theological sciences, arts, physical education and sports, management and health care. The natural demographic basis of the University students is formed by the Eastern Slovakia region; however the University is very clearly a higher education institution integrated into the national educational activities.

Applicants from secondary schools with a matura (school leaving exam) submit their application form at the appropriate time as announced by the faculties and are accepted based on the results of entrance exams or based on the results of their secondary school study.

Study at the University is carried out in the accredited study branches and their specializations and in the newly-accredited study programmes pursuant to the criteria of the Bologna process

The number of students has been rising since the establishment of the University. In 1997 there were 5,590 students studying at the University, compared to this academic 2006/2007 with 12,094 students.

Numbers and break-down of University students according to study levels, faculties and the developmental trends are documented in appendices nos. 2, 2a, 2b, 2c.

### **3 INSTITUTIONAL NORMS AND VALUES**

#### **3.1 Mission and main tasks of the University**

1. The mission of the University is to develop a harmonious personality, knowledge, wisdom, goodness and creativity in man and to contribute to the development of education, science, culture and health for the welfare and benefit of the whole of society.
2. The University carries out creative research, educational, artistic and cultural activities. Pedagogical activity at the University is based on the latest knowledge including the results of employees' own scientific research.
3. The University provides education in the study programmes at all three levels as well as further education pursuant to the special directive.
4. The University is responsible for the development of education in the sense of national, humanistic, Christian, democratic and ethical traditions and values.
5. The University respects the fact that at the theological faculties and their seminaries that form part of the University not only the legal norms of the Slovak Republic but also internal statutes of the particular religion are respected.
6. The University cooperates with both domestic and international higher education institutions, scientific and research institutions and other corporate bodies, supports common international projects and creates and promotes the conditions for the participation of academic community members in this collaboration. The types and methods of this collaboration are regulated by agreements and contracts.

#### **The fundamental principles of the University:**

- a) freedom in determining research objectives and aims, independence in the completion of basic research, orientation towards the educational process and implementation of scientific research in almost all scientific disciplines;
- b) individual scientific research activity, using knowledge from the best global sources of scientific learning and cognition and employing an interdisciplinary approach in problem solving;
- c) it freely defines its aims and priorities and the academic community members freely use their academic right when performing their job;
- d) promotion of the spirit of freedom, democracy, humanism, morality, and a disavowal of discrimination, not only in the academic field. It is our mission also to disseminate these principles throughout the whole of society.

#### **3.2 Strategic vision**

The University systematically implements the requirements of the principal innovations and changes that have arisen in the knowledge-based society; its graduates achieve a high degree of adaptability, creativity, individual initiative, mutual cooperation at the level of organization and at the



level of individuals, and are able to solve problems independently and to take responsibility for tasks in team work. To achieve this they use the professional, language, managerial-communication and information-communication competencies they have learnt, working in the Europe-wide scientific-research space and the wider employment market.

In this context, the University consistently and rigidly fulfils the latest content of University education that is based on the fact that the development of society is based not only on continuous scientific-technological development but it also requires a high level of actual implementation of knowledge and information. It is also focused on education in the sense of moral values and democracy, leading students towards democracy, enabling them to use their ability for critical thinking and independent thinking, healthy self-realisation and national dignity within the context of cultural pluralism and diversity. The University develops higher motifs (metamotivation), spirituality, emotional intelligence, prosocial behaviour and encourages the formation of noble values.

The University anticipates the developments and changes in the field of work structures and in this context it ensures life-long education and flexibility in the structures of the proposed study branches and programmes.

### 3.3 Strategic aims

1. To permanently ensure and develop its **own identity as a scientific and educational institution** of the highest international level, to reach excellent results in the fields of science and technology in the implementation of the study programmes of the 1<sup>st</sup>, 2<sup>nd</sup> and 3<sup>rd</sup> level degrees, and thus to **become integrated amongst the research universities**.
2. To ensure **the preparation of its students** in such a way that they represent **the highest degree of competence, scientific and moral quality, humanism and tolerance** and in such a way that students directly participate in fulfilling the educational, scientific, artistic and cultural aims of society that are included in all important documents from the field of education, science, technology in the domestic and international context, especially in the EU framework.
3. To create **quality working conditions for both employees and students** in such a way that along with a creative atmosphere and based on constructive interpersonal relations they permanently reach the aims in the field of increasing the quality of human resources.
4. To ensure the most effective **connection between the University and research systems in the "European research space" (ERS)** and to realise the objectives of the **"knowledge-based Europe"** strategy. Based on this basis to develop the potential of innovations and socio-economic development by improving cooperation among the European higher education institutions, to take part in the consolidation of the Universities in scientific research and education, especially in the form of networks creation.
5. Applying the model of **multi-source financing to ensure the adequate and permanent financial resources** to cover all current expenses and developmental needs and to fulfil its objectives.

## 4 SCOPE OF AUTONOMY AND ACADEMIC SELF-GOVERNMENT

This is the field that is defined by University law. Prešov University is defined as a public sector educational institution of the University type. The self-government is organized as a system of academic officials, academic Senates, scientific boards and disciplinary boards at the University and faculties' levels. The University itself freely votes its rector's candidate by means of the Academic Senate of PU. The rector is appointed to his/her function by the President of the Republic. Faculty deans are freely and directly elected by the faculty academic senates. The relation between the rector and deans is organizational and defined by the law. The other positions of the University teachers, heads and the research workers are assigned based on interviews.

The academic degrees are assigned based on accreditation, they are guaranteed by the state and have a national validity. This right is given to the University by the Minister of Education based on the recommendation of the Accreditation Committee. The Ministry of Education of the Slovak Republic passes the framework directives for awarding academic degrees. However, the criteria for awarding academic degrees are somewhat different within the Slovak Republic, something that creates uneven conditions regarding obtaining of awards to science groups or universities. In the eye of the law the



separation of the jobs of the University teachers and their academic degrees is important - the conditions to get the academic degree and the conditions to fill the particular job are different. These conditions are defined by individual faculties and they are approved as a complex by the Scientific board of PU. Introducing the system of function positions assumes the shift towards the quality, its efficacy should be a subject of evaluation after certain time of its introduction.

#### **4.1 The study organization**

The organization of study is within the competences of the University. It proceeds from the law and it respects the requirements of the Bologna process. The origin, termination or unification of the faculties and other organizational units is within the competence of the rector after the decisions of the Academic Senate of the University and the Accreditation Committee. The University has the right to issue University diplomas and to award the academic degrees based on the accreditation.

PU faculties define which study programmes will be implemented in the particular academic years, especially considering their capacity possibilities and the public interest. The numbers of the accepted students is coordinated by the University rector and is the subject of several meetings of the rector's board.

#### **4.2 Employment rate of the graduates in the regional and national trade market**

The intended monitoring of the success or otherwise of the employment rate of the graduates at the trade marked is not performed by the University. The University uses the statistical data of the Ministry of Labour, Social Affairs and Family. Based on these data Prešov University belongs to the more successful universities, its graduates are doing exceptionally well, many times reaching even the 100% employment rate. The above-mentioned fact is valid not only at the regional but also in the national job market. Our graduates also find positions on the international job market. Regarding the University infrastructure and the quality of the graduates we have to consider the requirement of the constant improvement of the University environment, structure of the offered study programmes and the quality of their assurance.

#### **4.3 Further aspects of University activity**

Considering other conditions for increasing the quality of the University's activities it is the social environment and the relevant legislation especially that should motivate the sphere of university education and research more markedly, e.g. the issue of the social position of PhD students, support of University research, rules for entrepreneurial activity, direct support of university studies within the multisource financing from the side of business and industry, etc.

There are significant activities in relation to the external environment, to the bodies of the state and public, in participation in creating the legal norms and the directives in the field of educational institution systems and other fields of a social life; they share in creating the conception and strategy material in the field of education, research and activity of the higher education institutions and in applying for and implementing the projects. PU reached significant successes in the requests for financial support from EU structural funds. Currently, there are 13 projects being implemented with a total value of **75 772 708 Sk.**

Regarding the general functioning of the University we consider the following fields to be especially problematic:

- a) untransparent and uncoordinated origin of the higher education institutions and unequal position of public and private higher educational institutions;
- b) continuing inadequate financial evaluation of the work of university teachers;
- c) the system of the subsidies of public higher educational institutions oriented mainly around quantity, problems with measuring the performance in research in various scientific study branches; problematic coefficients of the personal and economic levels of demand;
- d) work load of the teachers given by the large amount of pedagogical work load occupies the space for quality research, but also some subjective attitude on the part of the academic community, e.g. passivity, unwillingness to use new approaches in education and research, undertaking work in addition to their University work decreases the efficiency of the University's activities as well as



the faculties' activities. In fact, the above-mentioned are the internal factors that can in principle be overcome by improving the managerial work of the head workers and the conditions of work.

#### **4.4 Managerial activities**

The significant strengthening of the autonomy of the higher education institutions, especially in the field of economy resulted in the increase of the demands on the management workers and increase of their responsibility for effective use of public resources. At the University we pay attention to the improvement of the managerial skills of the head workers and their professionalism, which is a necessity for managing the University's activities. The above-mentioned also partly involves the administrative staff.

The changes in legislation are regularly implemented by internal normative orders at PU, e.g. directives, principles, measures. Valid legal and internal regulations related to the University are published on the internet webpage of Prešov University ([www.unipo.sk](http://www.unipo.sk)).

Supervisory activity is carried out pursuant to the adequate legal directives. It is focused on financial controls, to settle complaints and petitions and to provide information, to keep files of the requests and the complete documentation within this field.

### **5 IN TERMS OF EDUCATION**

#### **Academic priorities of PU generally**

1. The social and market saleability of the study programmes and the possibility to use the graduates in the job market; education that answers the requirements of education in the learning society and Bologna process in its contents.
2. Development of the key (digital, language, personal-socializing) competencies in connection to the European qualification framework; ensuring the equality of access to education for every citizen.
3. The quality of education (implementation of innovative methods to the educational system) and its monitoring.

#### **5.1 The process of creating study programmes**

The process of the creation and the character of the study programmes is implemented in pursuant to law 131/2002 of the Code on Higher Education. The study programmes are based on the descriptions of the study branches recommended by the Accreditation Committee. They are created in teams of the scientific guarantors who are professors and associate professors and as to the organization they are linked to the scientific-research activity of the workplaces, guarantors and the teachers. They are approved by the scientific board of the relevant faculty, or the University scientific board. The study programmes are divided into two periods within one year (winter semester, summer semester) that last up to 12 teaching weeks. The standard length of study is 3 years (the 1<sup>st</sup> degree of the study) in both, full-time and part-time form, 2 years (the 2<sup>nd</sup> degree of the study) in both, full-time and part-time form of the study, in the 3<sup>rd</sup> degree of the study it lasts for 3 years in the full-time form of the study and 5 years in the part-time form of the study. The only study programmes that have joined the 1<sup>st</sup> and 2<sup>nd</sup> degrees of the study are in the study branches: Catholic Theology and Orthodox Theology. The student's standard load is expressed by the number of sixty credits, minimum 50 credits per one academic year; this number is required for due completion of the academic years study in its respective year of study. The credits are in accordance with Decree no. 614 of the Ministry of Education of the Slovak Republic on the credit system of study and the criteria set by the Accreditation Committee - students reach circa 60-70% of the credits for the compulsory subjects that are based on the core of the knowledge described in the study branch description, compulsorily optional (cca 30-20%) and the electives (cca 10%) that are based on the extending of knowledge described in the study branch description and the individual offer of the department (faculty, or University).



## 5.2 Priority study programmes

Considering the **branch orientation** we can note two kinds of study programmes: a) Study programmes that form the traditional part of the educational activities at the University (teacher training study programmes for all levels of educational institution in the Slovak Republic; philology, social sciences, humanities, theological, artistic-educational, physical-educational, natural sciences study programmes of the non-teacher training type). These study programmes ensure the stability of the educational system of the University in the long-term perspective. In this concept it is necessary to prioritise the field of natural sciences as this presents the non-adequately developed or endangered field of the study branches at the University. b) The study programmes that already exist, or their dynamic development, was initiated by the changing needs of the job market (e.g. management, health care study programmes), the needs of the information-based and learning society (e.g. educating children with special needs, library-information studies, language-communication studies, mass media studies), the needs of the cultural and multiethnic European space (e.g. Catholic theology, Orthodox theology, probation and mediation work, religious studies, foreign languages and cultures, translation and interpretation, politology), the needs of the social sphere (e.g. charity and social work, andragogy). These study programmes extend the traditional offer of the study possibilities at the University, they increase its attractiveness and also provide the new possibilities in the job market to their graduates. The improvement of the offer about other study possibilities belongs among the priorities of the University.

As to the **level of the education** the University offers the study programmes of the first, second and the third levels and also the programmes of life-long education (the specialisation ones). From among those accredited up to now (1023) study programmes there is 50% of the study programmes of the first level, 45% study programmes of the 2<sup>nd</sup> level, and 5% study programmes of the 3<sup>rd</sup> level. The priority of the University is to adjust the ratio among the study programmes of the 1<sup>st</sup> level on one side and the study programmes of the 2<sup>nd</sup> and 3<sup>rd</sup> levels on the other side in order to advance the study programmes of the second and third levels.

## 5.3 Share of educational programmes in fulfilling the mission and the aims of the University

The dominant share of the activities of the higher education institution teachers, namely circa 50-75% (circa 1000-1500 hours per year), is teaching, 25-50% (500-1000 hours per year) is taken up by scientific research activity. The volume of educational activities is modified depending on the work and functional categorization of the University teacher.

Out of the accredited study programmes there are currently 228 study programmes that are undertaken, 115 teacher training study programmes (50.4%), 113 (49.6%) in the non-teacher training programmes. The study programmes in the field of teacher training are focused mainly at the joint degree combinations of the social sciences and the humanities, natural, artistic and physical education studies. Within the study programmes in the non-teacher training field the following programmes prevail: social sciences, humanities and managerial subjects (95), health care (10), natural sciences (6), physical education (2). There is a marked trend to balance the ratio between the realisation of the traditional teacher-training study programmes and the non-teacher-training study programmes. The topical task is to strengthen the positions of the study programmes in the field of natural sciences and mathematics.

## 5.4 Uniqueness in the study programmes

PU is the only university offering theological education in the study programme of Catholic Theology for the candidates for the priesthood of the Greek-Catholic church in Slovakia and, as to the Orthodox Theology, the University is the only provider of this kind of study programme in the Slovak and Czech Republics (apart from an outreach workplace in Olomouc). Part of the education is performed in the specialized facilities (theology seminaries). The uniqueness of the six-year Catholic Theology study programme is the pastoral year for the priesthood candidates (after the 3<sup>rd</sup> year of study).

The specifics of the health care study programmes is the preparation for the so-called regulated professions (the higher education institutions diplomas are accepted in 25 EU countries), and so-



called semi-regulated professions. The practical part of the study is carried out in specialized facilities (clinical workplaces).

Parts of several study programmes are performed in dedicated classrooms (translation and interpretation, teaching Physics, Ecology, Biology, Geography, etc.).

Within the framework of the study programmes in the field of teaching academic subjects, teaching practical and profile subjects, teaching arts and physical education oriented subjects there is an organized teaching practice providing one university social sciences and pedagogy-psychology core and this is organised in modules. The specifics of the accredited study programmes in teacher training is the combination of the humanities and social sciences subjects with the subjects of nature, the arts, physical education and technical subjects and the inter-faculty study programmes. The component of the preparation for the teaching profession is the elaborated and coherent system of teacher training practice (that is not yet fully sufficiently coherent in some of the non-teacher training study programmes). The practical skills in the field of arts (fine art, musics, literary) or in sports is developed in the practical subjects.

The University implements its study programmes with specific orientation to the specifics of the Roma ethnic group (pre-school and elementary pedagogy of the socially disadvantaged groups, music – playing music), to the national identity of the Ruthenian ethnic group (Ruthenian language and literature in joint degree teacher-training study programmes), to educating and bringing up mentally disabled and psycho-socially disadvantaged children.

The competences of education at the University were strengthened by establishing the specialised workplaces (institutes) that ensure the improvement of the personalisation and specialisation digital and language competencies of the students.

## **5.5 Characteristic signs of the course components**

The courses consist of the compulsory, compulsorily-obligatory and elective components. According to Decree No. 614/2002 of the Legal Code of the Ministry of Education of the Slovak Republic the number of credits assigned to the subject shall correspond to number of credits assigned to the study programme units (Section 62, Clause 2 of the Act) constituting a subject (Section 3, Clause 1), and shall express the amount of work required for its successful completion.

All subjects (with the exception of the selected work practice and field trips) are assessed by grading scales made up of six grades A-FX. In full time study there are one- or two-lessons components prevailing; in the part-time study there is mostly so-called "block" teaching. The selected practical courses are completed in the form of several-days workshops, pedagogical practices are assessed continuously but also in the "blocks", in the form of observation as well as practical parts. The modularity of the organisation of the course units is up to now applied only occasionally (e.g. in the teacher-training study programmes – the social science and the pedagogical-psychological core is modified based on the individual study branches of the teacher training; the courses in the study branches Pre-School Pedagogy and Elementary Pedagogy are organized in modules). The content of the course components is updated every year.

The lectures are usually given by those teachers with the academic degree and title of professor, associate professor (docent) and lecturer with PhD (odborný asistent s PhD.), or by other eminent professionals from the practice.

The workload of students and the ways of monitoring the performance are defined in the Information sheets on individual course units.

## **5.6 Didactic methods and didactic approaches**

Besides the traditional organisational forms of the education (lecture, seminar, learning in groups, practice) and didactic methods (lecture, interview, experiment, heuristic method, demonstration) the new methods and forms of work are applied (problem and project learning/teaching, case study, individual learning, simulations, workshops, terrain works, critical analysis method, etc.). Students take part in the students' scientific, professional and artistic work and they co-operate in the scientific research at the University workplaces.

The attendance method prevails at the University. The e-learning methods are being very slowly introduced (e.g. at the Faculty of Education PU and in the ICT teaching that is guaranteed and



provided by the Institute of Digital Competencies PU – distance and combined methods). Educational processes have to be developed based on modern, computer assisted methods of education and to individualize it more significantly.

## 5.7 Strengths and weaknesses

### Strengths in the field of education

1. Wide range of study possibilities in social sciences, humanities, natural sciences, physical education, technical, management, artistic, theological, healthcare focus, offered within the framework of the single-major programmes and also in the double-major programmes.
2. Study programmes with long traditions and the offer of new study programmes that are of national character (theological, health care study branches).
3. Optimisation of conditions for development of competency-professional education.
4. Qualification structure of the higher education teachers that is present in the guarantee potential of most of the study programmes.
5. Optimal combination of theory and practice within the framework of study that is confirmed by the low rate of unemployment, and thus good rate of employment of University graduates in the job market.
6. Steady and continual interest of applicants in the study programmes offered at the University.

### Weaknesses in the field of education

1. Slow adaptation of the students to the possibilities of the credit form of the study and their low flexibility. Students mostly follow the recommended study plans as they are not flexible enough in creating the individual study plans – personal curriculum.
2. Decreased flexibility of the study organisation that is caused by insufficient implementation of the academic information system to education at the University.
3. Atomization of the intellectual and scientific potential in the individual scientific branches as a consequence of the multiplicity of the workplaces as a barrier in forming of the competent guarantee teams and creation of new study programmes able to compete in the job market at home and in the EU.
4. Disproportions in the structure of the study programmes according to the scientific branches – insufficient development of the study programmes focused on the natural sciences and mathematics.
5. High work load of the higher education teachers caused by the teaching activities and increasing amount of administrative activities that limit their creative potential (the proof is the high number of students per single university teacher).

## 6 IN TERMS OF RESEARCH AND DEVELOPMENT

### 6.1 Priorities and criteria in the field of research and development

Considering the field of research and development the aim of the University is to reach the level of a research University. **Among the priorities of R&D** at the University belong the multidisciplinary and interdisciplinary research in the fields of:

- regional studies and regional development;
- studying nations, nationalities and ethnic minorities;
- studying the Roma issue;
- Educational technologies.

Evaluating the necessary level of research we are considering the following **R&D criteria**:

- the R&D projects solved and the amount of financial resources gained;
- activity of the higher education institution in publishing activity;
- results of the PhD study and namely: number of the PhD study graduates and the number of the internal PhD students with successfully passed PhD exam.



The results of the University in the R&D field are documented in Appendix No.3. Table 3 presents the number of the completed projects and the amounts of the financial resources in the period of 2004 – 2006 and illustrates the several-years success in getting the VEGA (Scientific Grant Agency) and KEGA (Cultural and Educational Grant Agency) grants. The creative workers of the University have already several times tried to get the international and other national grants to support their research in various fields. Because of the change of the requirements for the research projects in a decision process of grant allocation they were not successful. The intersection of the international research space has appeared in 2006 – in the field of natural science disciplines (geography and regional development). There are still no decisions and final results about some of the applications for financial support that were placed in 2006.

Tables 3b and 3c show the gradual turning point in the PhD study, that arose after the reconstruction of the PhD study to the University study of the third level and after the introduction of the necessary legislation. In the preceding years there was no unified "educational infrastructure" of PhD study at the University. It was left to the teachers in various scientific branches how they approached the education of the PhD students; the individual supervisors and the departments set the range and subjects on an arbitrary basis (if they set them at all); PhD students even at one department were supervised ad hoc; the lectures given for the PhD students were not counted in the lecturer's loads; the supervisors' work was not recorded properly, nor rewarded nor controlled. The question of language preparation and the exam that was required in scientific branches was not solved by the University; the faculties with language departments had more or less solved this problem, but the faculties without language departments were in an I difficult position considering their PhD students. These issues were the subject of the attention of the University management and the faculties management and in 2004 the systematic directives started to be discussed and prepared to solve the issues of the PhD study in a resolute way. The study code of PU for the PhD study was outlined and composed (entered into force after its registering at the Ministry of Education of the Slovak Republic from the 25<sup>th</sup> of October 2004) and established the Institute of Language Competencies (in 2005), that is also responsible for the language preparation of the PhD students.

Tables 3d and 3e point out the type of publication activity that prevails at the University and faculties. In summary, i.e. at the University the activities can be ordered as follows:

1. Presentation at Slovak scientific events – approximately 8 presentations per ten workers per year.
2. Scientific works in the Slovak reviewed scientific journals - approximately 8 works per 10 workers per year.
3. Articles in proceedings (from the conferences) – Slovak – approximately 7 works per 10 workers per year.
4. Presentations at international scientific events – approximately 5 presentations per 10 workers per year.
5. Scientific works in Slovak non-current journals – approximately 5 presentations per 10 workers.

**In the field of research and development we consider the following as limitations in the University :**

1. Diversity of University and unbalanced share of the faculties and the resulting possibilities to conduct research. The diversity is manifested in:

- different study branches, their range resulting in too many different and diverse research fields;
- different history, character and length of integration of different faculties into the University whole (either UPJŠ or PU).

Faculties were developed independently, they did not cooperate in research and they did not communicate together. The "older" faculties are currently crystallised as regards their research work. FA, FHNS and partly also FE can be considered to be the credited scientific-pedagogic workplaces that reach approved standard results. The specific position of the theological faculties at the University and in the Slovak Republic predetermines the specifics of the research at these faculties. The "new" faculties concentrate their attention on their creation and formulation. In this regard, in case of evaluating the University as a whole the faculties that are not very successful in getting (well) financed projects will have to "be compensated" by the correspondingly higher success of the stronger faculties.



2. Point 1 indicates the marked atomization and weak integration of the "scientific-research space of the University" around the research topics, in which the University has already achieved results. The competitiveness of the faculties in the field of science and research negatively influences the performance of the University. Having the current rules - the high number of "small" projects do not allow as much achievement as the small number of the "big" grants.
3. The smaller amount of finances that grant agencies provide to humanities and social sciences research projects. If the criterion for the amount of provision of the institutional financial support is the amount of the gained finances for the research projects from the non-budgetary resources, then in the case of the lower-financed scientific branches the inconvenient "vicious cycle " is created.
4. The share of educational and research activity in the job duties specification of the University teachers. According to the law research activity represents a compulsory component of the work of a University teacher. According to the law the University teacher shall take an active part in research, development, therapeutic-preventive or artistic activities aimed at acquisition of new knowledge, development of products or works of art, or in artistic performances. On the other hand, the law states that the active participation in research, development or artistic activities aimed at acquisition of new knowledge, development products or works of art may be substituted by pursuing research into the current state of science, technology and art (except for the teachers in the function of "professor") to ensure that the teaching activities are carried out at the level of the latest knowledge.  
The rate for budgetary finances are calculated for the teachers salaries from the Ministry of Education of the SR (methodology of the details of donations) and resulted in the fact that the rate stated in the document of PU "Directive on calculation of the workload of the teachers at Prešov University " (PU Rectorate, February 2005) was the ratio between the educational activity and research activity set to: 80 % of the pedagogic activity, 20 % of the scientific-research activity. The teacher with 32 hours of direct and indirect teaching per week (80 %) has 8 hours for the scientific-research and publication activity per week (20 %).
5. Motivation of teachers in the field of science and research. The motivation of teachers to achieve results is highly consuming of time and energy, without respective reward and award it is often just their internal motivation that is given by their ardour and zealousness for the research work. The adequate effective system of motivating teachers is not established at the University. It is still valid that the teacher can achieve and attain more by teaching at other higher education institutions than conducting research at their "own" institution. This fact is also strengthened by the current understanding of "doing" science and research at a higher education institution as something natural what does not need to be specifically supported.
6. Besides the VEGA and KEGA projects there is a minimal number of research projects within the University (faculty) in the status of receiver – project holder. The University teachers (especially from the FHNS and FA PU) participate in performing the various national and supranational research projects as co-researchers, where the coordinator is another scientific institution (Slovak Academy of Science, research institute, other higher education institution). Their work is thus partly delivered (in some sense) to other institution– even though co-working can be demonstrated, it does not reach such credit as the principal investigator or project holder.

## **6.2 Strengths and weaknesses**

### **Strengths in the field of research and development**

1. Eminent outstanding personalities and the research teams created at some branches have gained an international reputation.
2. Interest of other research workplaces (Slovak Academy of Science, higher education institutions) in cooperation with particular professionals – teachers at the University.
3. Existence of top research laboratories for molecular anthropology, geoinformatics and phonetics.
4. Existing international contacts as a presumption of creating the networks of collaborating and cooperating workplaces that are applying for more significant research projects (almost all faculties).



5. Existing national contacts and the signed contracts (with local authorities, Slovak Academy of Sciences) as the basis for cooperation in research and the connection between research and practice.
6. Existing cooperation with other workplaces and the participation in the developmental projects for the creation of infrastructure and the development of scientific-technical parks in the eastern Slovakia region.

### **Weaknesses in the field of research and development**

1. Existence of the faculties without scientific research basis – resulting in closeness and atomization, low concentration of capacities for research and development inside some of the faculties.
2. Disparity among the faculties in the field of research and development – resulting in inadequately developed cooperation among faculties.
3. Insufficient "innovation" culture at some faculties that is a result of non-informedness and inadequate motivation to conduct research.
4. Low level of the initial financing of the development of scientific research that disables or makes the start to higher levels more difficult.
5. Inadequate qualitative and quantitative level of infrastructure of research and development (technical and human). Low concentration of human resources on big projects of research and development.
6. Bad technical conditions of working environment and inadequate infrastructural equipment at all faculties – especially insufficient spatial capacities and possibilities of the development of the research infrastructure, lack and overload of workers for research services.

## **7 IN TERMS OF INTERNATIONAL RELATIONS**

### **7.1 The position of international relations in PU activity**

The field of international relations at the University are based on certain strategic documents, as for example: Sorbonne declaration (1998), Bologna declaration (1999), Prague Communiqué (2001) and Berlin Communiqué (2003). It is also based on the millennium project with the title *Conception of development of training and education in the Slovak Republic in the next 15-20 years*.

Based on the above-mentioned documents, the aim of the University in the field of international cooperation is development of the international contacts that enable not only the presentation of the University abroad but it also enables the University to gain new knowledge and stimuli and prompts international exchange of knowledge and experience in education, scientific activities, university teachers and students' mobilities while also gaining a more significant position for participation in the international projects.

To reach this aim Prešov University develops the international relations with the international partners based on the bilateral and multilateral contracts. Within the framework of creating the European research space and European space for higher education PU gradually fills the international dimension as a respected and acceptable educational institution.

One of the basic points of development of international cooperation at PU is a permanent effort to develop the international contacts of the University by means of signing contracts about mutual cooperation with foreign partners at bilateral and multilateral levels. At present there are 19 contracts signed at the University level. Recently, the number of signed contracts has increased but on the other hand the regular monitoring of international cooperation in relation to the existing contracts is a necessity as it is the principal assumption and real source for developmental activities of PU as regards international cooperation. Functionality of these contracts is regularly monitored at the faculty level according to the approved criteria. Monitoring should cover the continuous evaluation of the completed and signed contracts according to the work plans set out in advance, as well as teachers' and students' mobilities directed outwards and inwards, organizing international events, etc.

The International Office at PU has substantially enlarged the scale of the stable foreign partners within the framework of the EU / Socrates/Erasmus and Leonardo da Vinci and thus created the optimal space for the participation of all faculties. Since 2004 we have recorded a rapid increase in the teachers' and students' mobilities (Appendix no. 3, table 3g), the knowledgeability of the employees has been increased. That means knowledgeability about the possibilities of international cooperation,



and signing bilateral agreements, consequently the faculties' activity has grown as with the Leonardo da Vinci projects (currently 10 approved projects). The big positive is the high-quality study programme for foreign students of Socrates/Erasmus that has been elaborated and coordinated by FE, realised in cooperation with the FS and FA if needed.

## 7.2 Strengths and weaknesses

### Strengths in the field of international relations

1. Solid network of international contacts in the central European region.
2. The presence of acknowledged professionals who have achieved international credit in solving scientific and artistic projects.
3. Existence of the top research laboratories for molecular anthropology and geoinformatics that can be used for participation in international projects.
4. Organization of international conferences and international artistic competitions.
5. Increase of the possibilities of satisfying the needs and interests of teachers and students in study stays abroad within the framework of Socrates/Erasmus and Leonardo programmes.
6. Elaborated methodology for selection of the students for the mobilities considering their language competence and skills as well as the categorisation of the grants according to the financial costs.

### Weaknesses in the field of international relations

1. Inadequate participation in the international scientific-research projects.
2. Differentiated intensity of the international contacts at different workplaces.
3. Low publication activity of the workers in the foreign current journals.
4. Low indices of the foreign quotations recorded in the quotation indices.
5. Low number of the accepted foreign students (self-financing) and professionals and inadequate study programmes offered taught in the foreign language (for exchange stays at the level of faculty and University contracts).
6. Absence of foreign language competence of teachers and students.

## 8 UNIVERSITY FINANCING

The budget of current expenses of the main activity of the University is elaborated in connection with the details of the state budget and further anticipated yield pursuant to the Act on higher education, Section 16, clause 3 for the calendar year and finances the institution accordingly (details about the subsidies and economy of the University can be found in the Details of the subsidies of PU in Prešov to the faculties and in the statement on economy of PU in Prešov about the activity of PU in Prešov that is published annually). **The budget revenues are the following** (Appendix no. 4, 4a):

- grants from the State budget of the Ministry of Education of the SR
- tuition fees pursuant to Section 92, Clauses 1 to 6 of the Act and the Directive on tuition fee and study-related fees (hereinafter referred as the "Directive")
- study-related fee pursuant to Section 92, Clauses 7 to 10 and revenues from further education in accordance with the Directive
- University assets revenues, i. e. leasing the assets and selling the assets
- Positive economic results from the entrepreneurial activity
- Sponsors gifts and other revenues.

**The prevailing part of the revenues (besides the revenues from the entrepreneurial activity) consists of:**

- grants from the State Budget of the ME of the SR – in 2004 it was 97.62 % and in 2005 – 96.48 %
- grants (national) – state orders, state programmes, (foreign) projects Leonardo, Socrates/Erasmus – in 2004 the number was 0.5 % and in 2005 it increased to 1.29 %,
- study-related fees - in 2004 – 1.85 % and in 2005 – 2.07 %.

The grant from the State Budget of the ME of the SR was provided to the University in accordance with the Methodology of details of the grant from the SB to public higher education institutions for the



calendar year. The Details of the grants to the individual faculties and special-purpose facilities is mostly in accordance with the methodology that is applied in creating the University budget, the principal internal directive that determines the way of division of the state grant at the beginning of the accounting period with certain modifications based on criteria approved by the University. Distribution of the finances to the departments is in the full competency of the faculties. Criteria for budget distribution are connected with the methodology i.e., it reflects the number of students, coefficient of the economic and personal seriousness, amount of the financial resources for the national and foreign grants and the works published. The next part of the budget is created by University expenses – for utilities, software, maintaining assets, creation of the social fund, payment for deliveries, etc. Financial resources allocated for the clinical workplaces formation practice, pedagogical practice, rent based on the rent contracts, social stipends, motivation stipends and the financial resources to support the sport and cultural activities are also paid on a central basis. Application of the new initiatives is financed via developmental projects, scientific-technical projects from the Slovak research and developmental agency, grants from the VEGA and KEGA agencies, however their amount depends on the success of the project. The responsible grant researchers dispose of the grants individually but in accordance with the valid legislation. The allocated grant from the State Budget does not allow the University to allocate the financial resources for:

- reconstruction, mending and maintenance of the buildings at the desired level, to enlarge the educational capacities, to improve the technical equipment of the special classrooms and laboratories,
- completing and integrating of the spatial, personal and technical capacity of the Centre of computational technologies and the University library in accordance with the needs for ensuring the administration and development of the individual parts of the Integrated information system of the University and the library-information services.

This is the reason why the University management is mostly concentrated on gaining the financial resources from other resources such as European social fund, or from the special-purpose grants of the Ministry of Education of the Slovak Republic for developmental projects.

## 8.1 Infrastructure evaluation

We state that the infrastructure of the University in relation to the number of students and academic staff is satisfactory considering the state of (semi-finished) construction of the reconstruction works of the University premises (reconstruction of the former Elementary school at 17. novembra street no. 15 – offices, classrooms and 2 lecture rooms with the capacity of 200 seats and 1 lecture room with a capacity of 600 seats, enlarging the area of Prešov University library by 432 m<sup>2</sup> and the reconstruction of the underpass in the area of the University, that will enlarge the useable space by 810 m<sup>2</sup>).

The University owns 5 premises that are used by the FA, FHNS, FE, FM, FSS, FHC and Rectorate in the following age structure:

**buildings up to 30 years** - 1 – part of the University campus (partial reconstruction – heating economy, electro-installation and the roof lining),

**buildings over 30 years** - 4 – part of the university after complex reconstruction: FM - yr. 1994, Rectorate yr. 1997, FE – yr. 1998, FHC – yr. 2004.

Besides the above-mentioned premises the University also has leased the non-residential spaces for the FGCT and FOT. Considering infrastructure the areas that are used for teaching and research in the sports hall, sports area, boathouse, swimming pool, Educational centre Valkov – Domaša, as well as the school garden also belong here.

The **Centre for computational technology PU** with its workplaces of University character ensures the needs of information systems, computer networks and computation technologies.

The information and communication infrastructure of the University is created by the technologies and network interconnections of 15 individual buildings in the locality of Prešov municipality. All these buildings are interconnected with high-speed computer networks represented mainly by the optical connection, with additional (in two cases – the students hall of residence and the sports hall) by the radio-data connections. All buildings are connected to the computer network of the University and also to the Slovak academic net SANET as well as to the world wide web Internet.



Considering all the buildings there is a wide local computer net with more than 1200 computers and servers hooked. The University has built all necessary information systems to support the key processes (academic, library, economy, personnel, financial, identification, catering and communication information system).

The computer network is also used for further services – telecommunication interlinking of the buildings using the technology of IP telephony (in total 15 buildings) and partly to integrate the digital and hybrid telephone exchange in different buildings.

Part of the University campus is the PU **University library** that provides to the University employees and students the following basic and special library and information services: loans services, bibliographic-information services, advisory and consultation services, reprographic services and other services. The total area of the University library is 2269 m<sup>2</sup>, out of which there are 853 m<sup>2</sup> for its users. In six study rooms there are 230 study seats available. The University library operates its own computer network (PULIBnet) with 4 servers, 82 computers, out of this number there are 44 computers that are provided to students. The University library has been using the automated library system ALEPH to ensure the bibliographic-information services (including on-line book catalogue)

**The Student Services Centre of Prešov University** is a unique workplace amongst the higher education institutions in the Slovak Republic. It provides complex services to students in the field of counselling, information, organizing of training, courses and information sessions, processing and updating the data about study, accommodation etc.

**The Students Hall of Residence and the Canteen of Prešov University** also belong to the PU infrastructure with its 4 buildings and the capacity of 1,790 beds (the part of one of the halls is the canteen) in the age structure: 1 student hostel is up to 30 years and 3 student hostels are over 30 years old and have had thorough reconstruction of the heating systems, roof lining and a complete change of furniture. It is a special-purpose building of the University that provides the accommodation to students of all levels of study, international students and foreign lecturers. Catering services are provided by canteen for students, and University employees.

The University also uses, based on rental contracts, 2 theology seminaries that are in a very good state with the total capacity of 134 beds. **The seminaries** are dedicated workplaces of the University where University education is delivered and the education of students in accordance with the values and internal directives of the particular religion.

Sporting activities for students and employees are organized and provided by the Faculty of Sports and the Physical training club *Slávia*. The following can be used: swimming pool, 2 gyms, sports hall, tennis court, sport area, special-purpose holiday facility Batizovce and special purpose building Lodenica Zemplínska Šírava.

To improve the infrastructure of the University we orientate developmental projects that are focused on the improvement of the conditions for using the information technologies, innovation and forming of the unique workplaces and to support the efficacy of PhD study and the qualification and growth of younger employees of the University. Currently, the high-speed communication infrastructure has been improved, connecting to the European Academic communication network – continuation of the SANET II project; the University is taking part in creating the communication environment VRVS, wins projects for the development of the University library, introduces the financial information system within the framework of public higher education institutions - project SOFIA, is part of a network of 8 universities established to build the Academic Information System which implements the preparation of University employees in the field of digital competencies within the framework of ESF project implementation.

## 8.2 Evaluation of student/staff ratio

In November 2006 the University was employing 975 employees (adjusted numbers). In 2005 the University employed 965 employees, out of this number there were 471 University teachers and in 2004 the University employed 939 employees out of which there were 462 teachers. The numbers of University employees, the structure of the functional positions of higher education teachers are documented in the appendices no. 5, 5a, 5b, 5c, 5d.

Besides 485.22 University teachers in 2006 (appendix no. 5a) there are 8 foreign lecturers, 90 PhD students, scientific research employees and also contracted experts from practice taking part in the teaching process.



All accredited study programmes are guaranteed by the higher education teachers and thus the University guarantees the quality of the education it provides. Human resources care is in the hands of the faculties and institutes themselves.

Out of the total number of the University teachers 485.22 there are 176.47 teacher without an adequate qualification (PhD.), which means 36.36 %; out of this number there is 142.05 teachers who have already started PhD study with the estimated time of defending their PhD thesis in 2007 to 2011 and 32.42 are not PhD students which is 6.68 % out of the total number of the University teachers.

The adjusted number of students per one University teacher including the practice experts who provide education based on the agreement on performing of work for an employer per one teachers was 15 in 2004 – (with practice experts 15.7); in 2005 – 16 (without practice experts 17). Considering the valid coefficients of the personal demands defined by the number of students per one University teacher at the University the average 10.3 students per teacher should be reached. In reality, it means that there are 5.7 students more per one teacher than is determined by the methodology of the Ministry of Education SR. In other words, the personal demand is at a rate of 155.3 %. Compared to the national average at public higher education institutions, that is 13.9 students per one university teacher (including the adjusted contracts). That is 2.1 students more, which means 115.1 %. In the academic year 2006/2007 is the number of the students per university teacher is even higher as there are 453 students in full-time study and 427 students in part-time study, much more compared to the academic year 2005/2006.

From the above mentioned it is clear that the number of students per one university teacher is higher than the current norms. University teachers are overloaded by the educational process, consultations, examining and supervising the final thesis and diploma thesis that is negatively reflected in their scientific-research activity, qualification growth and publishing activity.

### **8.3 Development of entrepreneurial activities**

Considering the frame of multi-source financing there is also the yield from the entrepreneurial activities. The University meets all conditions defined by the laws for the entrepreneurial subjects including paying income taxes and the value added taxes.

Entrepreneurial activity does not belong among the priorities of the University. The University does not possess the adequate attractive conditions (spatial and technical) for business and thus it is not adequately developed.

Educational activities within the framework of further and life-long education, expertise and counselling activities are carried out only occasionally in the University. Most of the University teachers complete these kinds of activities by means of trade licence, agency contract, or based on the agreement regarding performing of work for an employer. This is one of the reasons why the entrepreneurial activity that is performed at the University is limited just to the effective use of revenues, either in the form of renting out the non-residential areas or using free capacity in the students' halls of residence at PU during the long summer holiday.

It is necessary to state that the current status is not just the result of lack of interest, or indifference of the employees but it is also caused by the inadequate legislation that does not support the development of the entrepreneurial activity at the higher education institutions.



## 9 COMPLEX SWOT ANALYSIS

FACTORA	
POSITIVE	NEGATIVE
<p><b>STRENGTHS</b></p> <ul style="list-style-type: none"> <li>• wide range, variability of the offered study programmes</li> <li>• dynamism of the development of the new combinations and branches.</li> <li>• Prešov University = educational centre of the region (also in broader sense).</li> <li>• Relatively high number of University students.</li> <li>• Tradition of several University study branches in Prešov and the reputation of the University.</li> <li>• Important and reputable personalities at different branches, significant number of the teachers who are competent in scientific research and educational process at the University.</li> <li>• Potential for developing new study branches/study programmes at the University.</li> <li>• Ability to take part in international cooperation (in connection with the quality basis of teaching various foreign languages at the University).</li> <li>• Good employment rate of the graduates on the job market.</li> <li>• Organisation of study based on the principles of the Bologna process, increasing internal openness for the students.</li> <li>• Internal legislation of the University.</li> <li>• Variety of the relations of the University with the external environment, especially in the region of East Slovakia.</li> <li>• Competencies-professional education and its assurance in the University infrastructure.</li> </ul>	<p><b>WEAKNESSES</b></p> <ul style="list-style-type: none"> <li>• Relatively low guarantee potential at some study branches.</li> <li>• In several fields – relatively out-of-date technical equipment, especially in the field of didactic technologies.</li> <li>• Relatively low development of scientific research at European standards.</li> <li>• Absence of bigger scientific-research basis of the University and the faculties</li> <li>• Concurrent study programmes at the University (related and identical).</li> <li>• Inadequate connection between university and practice especially in the non-teaching study programmes.</li> <li>• Insufficient connection of education and the employment strategy in several study branches.</li> <li>• Missing institutionalization at the University for ensuring and supporting the quality and the development of the human resources.</li> <li>• Inadequate efficacy of using the part of the human resources at the University.</li> <li>• Insufficient number of study programmes in other languages than Slovak language.</li> </ul>
<p><b>OPPORTUNITIES</b></p> <ul style="list-style-type: none"> <li>• New national system of the functional positions of the professors – new future guarantors of the study programmes.</li> <li>• International research programmes, funds.</li> <li>• Eurofunds for development of the University/faculties, campuses.</li> <li>• Creating and enlarging the European research space.</li> <li>• International conferences.</li> <li>• Information-communication technologies and the direct approach to the essential important information.</li> <li>• Distance educational forms and their trend of the development in the advanced world.</li> <li>• Grants and projects for dynamisation of research at the University, especially from the EU environment.</li> <li>• Proposal of the payment system for part-time study to University financing advantage.</li> </ul>	<p><b>THREATS</b></p> <ul style="list-style-type: none"> <li>• Availability of foreign (competitive) study programmes – especially in the V4 countries.</li> <li>• Penetration and building of the detached workplaces from other states and different fields of Slovakia in Prešov self-government region.</li> <li>• Rules for European evaluation of the research is frequently more demanding than in our country up to now.</li> <li>• International system of the evaluation of publication activity.</li> <li>• Low-set allocation key of the finances from the EU state budget.</li> <li>• Unsatisfactory population development in the region and in the SR, demographic perspective - decrease of the natural growth of population.</li> <li>• Brain drain of the qualified professionals to other branches, regions and abroad.</li> <li>• Legislative barriers – slow amendment and problematic legal norms.</li> </ul>



<ul style="list-style-type: none"> <li>• New legislation possibilities in the field of University autonomy and the study branches/programmes.</li> <li>• Revitalisation of the research and development – new challenges of the information society, knowledge-based society.</li> <li>• Growth of interest in the life-long alternative education.</li> <li>• Possibility and support of creating public service partnerships.</li> <li>• Balanced distribution of the network of the elementary and secondary schools, network of the institutions providing the social and health-care services and the built system of the relations with the University.</li> <li>• Integration of the SR into the EU and the effects related to this process</li> <li>• Trends of the potentials of the information, and communication technologies.</li> <li>• Diversified mechanism of the tools of the active policy of the job market including the tools for support of employment of the disadvantaged groups.</li> <li>• Potential of the new sources of employment in the tertiary and information sector.</li> <li>• Significant influence of the family as a support of education.</li> <li>• Interest in higher education institutions in the region and the broader territory.</li> <li>• Important natural, cultural-anthropologic, cultural-historic, recreational and tourism potential of the region, that is also a challenge for the development of some study programmes.</li> <li>• Real autonomy of the higher education institution and academic freedom as a space for creativity.</li> <li>• Existing space for graduate employment at the job market, including the EU market.</li> <li>• Institutionalisation and support of the quality and quality culture at the University in the sense of EUA criteria.</li> <li>• Increase of the professionalisation of the academic management of University/faculty.</li> <li>• Growth of intensity of cross-border cooperation, especially in the Carpathian euroregion.</li> <li>• Intensification of all activities of the University /faculties to increase its awareness in the external environment.</li> <li>• Trends of development of the region Slovakia-East at the level of NUTS II and preparation of the work power for the job market.</li> <li>• High number of youth with secondary education and their interest in higher education study.</li> <li>• Low percentage of population of Prešov self-government region compared to the Slovak Republic and EU.</li> </ul>	<ul style="list-style-type: none"> <li>• Lower mobility of human resources.</li> <li>• Increase of the social polarisation of the population and the socio-pathologic phenomena.</li> <li>• Low quality of the service of employment.</li> <li>• Inadequate development of the services provided for family, children and dependent persons in the care of employed people and its influence on education.</li> <li>• Insufficient cover of the development of the higher education institutions and the non-motivating legislation.</li> <li>• Non-rationalised networks of schools.</li> <li>• Developmental intraregional and interregional disparities within the SR and Prešov self-government region.</li> <li>• Relatively high rate of unemployment, including the long-term.</li> <li>• Sustainable inadequate support of the research and development from the state connected with the leave of the qualified workers in this field.</li> <li>• Insufficiency of the resources needed for the reconstruction and furnishing and equipping the buildings for education process and research.</li> <li>• Continuing of the redundantly complicated national legislation in relation to public higher education institutions.</li> <li>• Low-quality, low-effective legislation for supporting the education and research from the side of the entrepreneurial subjects.</li> <li>• Increasing social exclusion and dependence of the part of population at the age of potential interest in higher education.</li> </ul>
---	---



## 10 COMPLEX EVALUATION OF UNIVERSITY ACTIVITY

The University's interest in fulfilling the mission of the University is dominant. Not only accessibility but also the quality of education, research and the presentation of its results is in the hands of the University as a whole.

Education presents the most influential developmental factor – it equips us for the future, it increases our chances of success.

Our task is to check that changes permanently take place – our task is to change our academic everydayness in such a way that Prešov University participates in these changes adequately.

Here is one of the most dense University networks in the world. In the course of time there will be necessary changes, however these are not topical in the close future and once this time comes we have to be ready for them.

Our **universities**, however, are not adequately equipped, we talk about the equipment at the places where they are necessary. Talking about libraries and their services, that is a necessity for every University, Prešov University Library belongs, without any dispute, among the best ones in Slovakia considering the accessibility of the means of modern electronic communication for both students and staff of PU. There are 1200 computers connected to the internet, almost 400 computers are in the classrooms and at public areas available for students, all management and information systems are in fact electronic. Every year the technologies to the value of 8 millions Skk are bought. Computer and internet connection is the common equipment of every worker who needs it. As to the electronic capability – the University is sufficiently equipped. However, we have not started the necessary stratification in the sense of clearly defined above-standard workplaces, involvement in the centres of excellence is not sufficient, there is a big asymmetry in the distribution of quality at the University as a whole and at the individual faculties.

Considering the state policies, we expect that the state will invest more finances into higher education, on the other hand we accept that the state has the right to invest more effectively, that it has the right to make decisions about which educational institution it will support more and thus to influence their performance. And the performance of the University is still of dual character – quality of education and efficiency of research and development. In this sense there is an extremely pressing task facing the University and its faculties – to deepen and perfect the level of both components and with higher energy to overcome and reduce the obsolete stereotypes.

One of the tools of the europeanization of Europe itself is the application and putting into effect of the Bologna process principles – it is a certain level of voluntary unification of the University space with the aim of diminishing the barriers among the different countries – especially thinking of the barriers preventing the mobilities of students, teachers and researchers among the universities. This process has officially started by accepting the joint declaration on harmonisation of the framework of the European higher education system in Paris (25<sup>th</sup> of May 1998), however in fact it started in 1999 with the aim of creating the "European Area of Higher Education ", and especially the "European education and research space" and thus in a certain sense to unify and accept the joint aims to interconnect the state and national systems – their values and criteria - and at the same time to keep the elements in the sense of national, spiritual and other historic traditions. The strategic aim and the reason for its introduction is an increase in the competitiveness of the European system of higher education and science. What ensues is the commonly defined quality of higher education considering the level of education and the appreciable strengthening of the importance of science at higher education institutions.

Our University entered its name for this trend in September 2004, when the PU rector together with other representative of Slovak and foreign universities signed the so-called Bologna declaration at the ancient and glorious University of Bologna. The strategic aim of this process is evident progress in the increase of the level of education and research, especially the unification of its stratification in the form of the now already introduced three level-study (Bc., Mgr., PhD), and universal transformation to the credit system. As the Bologna process is the official strategy of the European Union, it also gets adequate resources from the eurofunds. The subprogrammes also belong here e.g. Erasmus, especially Erasmus Mundus (this is designated for post-graduates from the non-EU countries and thus it is not used by us). Students' and teachers' mobilities have been recently increased, however it is still not reaching all the possibilities that are on offer. It is not only the student and teacher mobilities that are being increased, but also the numbers of those coming for short-term periods and long-term periods, but this is still far less than the opportunities on offer. The principal barrier of the



mobility itself in the conditions of our University is the inadequate language preparation of both students and a high number of teachers of the non-philological departments and they are not able to give lectures and provide seminars in a foreign language and to be active at foreign conferences. It definitely means that we will be signing contracts just with those young or younger linguistically-skilled future teachers who do not have such a problem, if they meet the necessary qualification criteria.

Out of its four founding faculties – the Faculty of Arts, the Faculty of Education, the Faculty of Orthodox Theology and the Faculty of Greek-Catholic Theology – the University's internal structure has been changed and gradually it has reached the current form that is determined by the existence of eight faculties. The original faculty of education was split into the Faculty of Humanities and Natural Sciences and the Faculty of Education with the orientation to undergraduate preparation of pre-service teachers of K1-4 and special pedagogy; on the 1<sup>st</sup> of August 2002 the Faculty of Health Care was founded and on the 1<sup>st</sup> of October 2004 the Faculty of Management and the Faculty of Sports came into existence.

At the end of the first and on the threshold of the second decade of the existence of our University we will have an opportunity to prove to ourselves as well as to others what kind of university we are, what are our strengths and weaknesses. Prešov self-governing district is the only territorial unit in Slovakia where there is just one university – in all other regions there is more than one university. Thus, our efforts to preserve stable and effective development must be all the greater. **For the period of the very near future we have completed the possible processes for its extensive development** – what is ahead of us is the stabilisation of our position at home and abroad, striving for top ranking performance in research and development, restructuring of the educational programme with the dominance of such study programmes that are needed by the external environment in Slovakia but also (especially EU) abroad. We subscribe wholeheartedly to the strategic aims that are promoted by the European Union in the field of education, in particular:

- mastering foreign languages according to the 1 plus 2 model;
- digital competence and mastering the means of modern communication;
- developing citizens and the wider cultural ability of the students, particularly creativity and critical thinking;
- development of the natural sciences especially those ones for which this University already has good conditions created;
- development of the ability to think, not to master the required curriculum encyclopaedically, but to be able to work with information;
- to permanently keep the academic ethos – in the whole range of forms of academic life.

Prešov University belongs among the more stabilised institutions of our system of public higher education institutions. Through a number of trends that present the reaction to the changing conditions in connection with the modernisation and europeanization of higher education institutions we have been able to find our position, but some facts from our academic life still go to prove the high resistance of some parts toward the necessary changes. Here are some data that enable us to visualise the position of our University among the other ones.

In the academic year 2005/2006 there were 10 394 students at the undergraduate, i.e. bc. Mgr levels at PU, in PhD study there were 322 students (out of this number there were 100 internal (full time) students and 222 external (part time) students), which makes 3.1 percent of the total number of students. This percentage is low and it is a result of the unbalanced location of the training workplaces considering the individual faculties. Out of the total number of 24 doctoral study programmes run at the University – there is only one faculty that has none – the Faculty of Health Care, the Faculty of Management, the Faculty of sports and the Faculty of Education have one, the Faculties of Theology has 3, the Faculty of Humanities and Natural Sciences has 4 and the Faculty of Arts has 14 PhD study programmes. This is followed by the "docent" habilitations and professor nominations – we have the right in 13 branches, namely 8 of them are realised at the Faculty of Arts, 1 at the FHNS, FE, FGT, FOT, FS and there are two faculties - Faculty of Management and Faculty of Health Care that have no right to habilitate docents and nominate professors. **Increasing the number of the PhD study programmes at the third level, rationalisation and increasing efficiency of PhD study and obtaining further rights to habilitate docents and nominate professors belong to the strategic**



**aims of Prešov University – this is the only way to deepen the necessary autonomy of the University in this field.**

Prešov University has more than a thousand employees. On December 31<sup>st</sup> 2005 there were 477 teachers at the University, out of this number there were 67 teachers in the category of professor, 66 in the docent category, 27 workers were employed as research workers, 344 teachers were categorised as other teachers, and there also were 290 contracted teachers. There are 16 students per one teacher at PU – considering the qualification structure of teachers. If we realise the fact that 2/5 of the teachers are categorised as "odborný asistent" or an "asistent" who does not have a PhD degree or equivalent "CSc" degree, the share of those who are not categorised as adequately qualified (although most of them have already started PhD study), is too high and it is necessary to change the status quo. An average age of the qualified teachers, i.e. professors at the University is 55, and docent (associate professor) is 52, which, considering our credibility, is a propitious and positive piece of information.

From the law in force about public higher education institutions the universities have two main missions – to educate their students and to participate in research. Our share in higher education in Slovakia, expressed in numbers of students from the total number of higher education students is approaching 7 percent – which is not a low number and we are positioned at the beginning of the second third of all Universities. Studying university structure in detail – we provide 1,023 study programmes and branches. This represents an adequately large and structured range of educational possibilities. In future we will strive to enlarge the teacher training study programmes, and the **absolute student numbers on the teacher training programmes will be not decreased, but their share will be relatively decreased.**

Considering publication works – PU teachers in comparison to Slovak numbers as a whole participate in this activity as follows: publications of scientific monographs in book form – almost 10 percent (exactly 9.7), other publications in book form – 5.4 percent, peer-reviewed studies 5.5 percent – which is a very good result, however in current studies they have only 1.0 percent – this is the sphere where our orientation should be directed and oriented (although we know about problems connected with it). In relation to the VEGA (Scientific Grant Agency) project – as to the number (62) of the solved projects as well as considering the amount of the gained finances (6.4 millions SKK) we are placed at the 10th position from among public higher education institutions; in KEGA (Cultural and Educational Grant Agency) projects we have a better position, in the number of the approved projects as well as according to the amount of finances we are at the 7th position. In the following period there will be an intensive effort to improve our position in the field of international grants and solved projects, to reach a higher number of APVV projects (Slovak Research and Development Agency), a renewed effort to increase participation in the state programmes of research and development – in realisation of the adequate measures we have created and built a better basis for the future. Up to the present there is an unmet presumption – that is, participation of every scientific-educational worker in this effort. It is a necessity that all teachers/researchers at the University take an active part in adequate standard forms of research and present the results of their research.

Prešov University is currently home to more than 12,000 students. We want them to be not only able to use all the possibilities they are offered by the University but also to fulfil their educational aims, to live the rich and eventful lives of young people – Prešov as a regional centre would be much different not having university students. The fact whether the city will be an active city of young people depends directly on them. Their university life is connected with the various opportunities they can make use of in the form of various funds from public resources. There are two kinds of grants available – social and motivational; they have student halls of residence at their disposal, they can use the services of the Students Services Centre, they have a Pastoral centre and an Ecumenical centre at their disposal, The University has a lot of sports facilities, and a very good swimming pool; anyone who is interested in cultural activity has a chance to become a member of various choirs, dancing ensemble, and a lot of other activities culminating in the competition *Academic Prešov* – these are not all the possibilities that can be used by students who want also to be active in non-curricular activities.

## 11 QUALITY MONITORING AND QUALITY MANAGEMENT

Preparation for self-evaluation and complex accreditation needed the deep analysis of the internal environment of the University. In the first period we held joint meetings of the University management and the faculties managements, elaborating the situational reports of the faculties and the formulation of the strengths and weaknesses of the University. Within the scope of eliminating the



weaknesses, one of the systematic measures is to create and implement the integrated system of quality management that should come into force on the 1<sup>st</sup> of September 2007 and cover all fields of the University's activities, including an adequate information system. To accomplish this it is necessary to establish the specialised workplace in the organisational structure of the University that will coordinate those activities connected with implementing this system. In the preparatory phase the stress and emphasis is put on an information and motivation campaign to promote quality culture in accordance with the EUA's *Quality Culture Project*.

The personal and qualification development and social policy in relation to human resources is a necessary part of this process.

### 11.1 Outcomes for creation of the management system and quality monitoring at PU

The quality management system is a real manual for the unambiguous behaviour of the organisation in the field of quality. In this context, the word quality does not mean good, or the best, but it is the ability of an organisation to satisfy the needs and expectations of the public. Inspections and quality controls are just a small part of this system. This system is not unchangeable and valid forever. It is a system that must be constantly changed, adjusted to the trade conditions and changing requirements of society, students, parents, job market, etc.

Quality in higher education is the basic condition for trust, relevance, mobility, compatibility and attractivity. It is the measure of perfection, value, usefulness of nurture and education, meeting the requirements and expectations of the educational institution's customers: pupils, students, parents, employers, citizens, state alike. Quality of nurture and education can be continuously increased without regard to current levels. The prerequisite of the vitality of the Concept of Development of Education and Training as well as of the National Programme of Training and Education in the Slovak Republic is ensuring the highest possible quality of nurture and education.

### 11.2 Position and tasks in the field of quality management and quality monitoring at PU

PU management considers quality control and the quality monitoring to be one of the most crucial and most decisive factors of the successful development of the University in all fields of its activity as well as in all fields included in the long-term plan of PU. **High quality education and nurture, success in research and development, participation and the growth of sources of international cooperation are the key factors for fulfilling the strategy of PU development.**

The internal processes of quality monitoring are based on the internal evaluation of the main activities. There is no a special unit that would deal with quality monitoring, it is generally the task of the responsible managing workers and different teams and bodies. The standards for quality management systems and monitoring the internal processes in PU are not explicitly defined. If we admit a certain level of autonomy of the higher education institutions in this field, then many of the procedures and indicators approximate the European standards. It is mainly approval, monitoring, regular evaluation of the programmes and study results (average grades, indexes of re-taking subjects, success in progressing to the next grade, length of study, etc.), graduates and their position in the job market, equipment and study literature, student support, infrastructure, as well as types, methods and methodological procedures, ensuring the quality of the pedagogic staff (number, qualification structure, pedagogic load), etc.

Quality monitoring is the part of the institutional policy of PU and the feedback policy. Its results are presented at various forums, in particular adequate recommendations help the departments, faculties and Prešov University workplace improve their own policies in the field of scientific-research, pedagogical, administration and other activities.

PU managing mechanisms react to the reported facts in their short-term and long-term measures at all sections of activity. Feedback is a part of management of all linear and staff units and workplaces of PU.

In the field of administrative and entrepreneurial activities the quality monitoring mechanisms are within the competence of head workers and managers. Every manager at the particular level of management has the task of ensuring and fulfilling the set tasks at the highest level of quality.

Mechanisms of quality monitoring of the external relations, especially public relations and their management are gaining bigger importance and greater significance.



Quality monitoring types are monitored at the meetings of the management, boards and PU academic senate; management, boards and faculty senates; management of other University workplaces and PU units, advisory bodies, etc.

The data gained have a quantitative and qualitative character; their range depends on the activities that are evaluated. Monitoring of the internal processes is realised at least once and is assessed at the annual reports of PU and evaluation reports of PU faculties and workplaces. The results of quality monitoring are used at all management levels, frequently they have the character of feedback and influence the operational and strategic decisions.

The standards of the quality management system and monitoring of the internal processes of the quality at Prešov University are not explicitly defined by PU but the aim of PU is to ensure the quality of the processes, in the University framework, by means of **implementation of the Quality Management system according to the international standards ISO 9001:2000**, that supports the process approach and is aimed at enhancing the customers' requirement by means of meeting their requirements.

One of the tasks in the PU action plan is creating a diverse quality management system at PU. At the beginning it will be very important to understand and comprehend the relations between the **aims of the University** (that are specified by PU management) and the **contributions**, that should be gained by this implementation.

If the University management present their work that is based on the managerial principles, the task of the University policy are clearly set, original and applicable to the conditions of PU. The key to the ISO implementation **is communication and education**.

Considering this trend we can view the **information materials** covering the basic information about what the process approach is, the ISO standard and creating the quality management system, to be supportive. The preparation of the necessary human resources is natural as a part of creation of the quality culture system and the culture of PU generally.

Further, there is a whole range of activities and changes that will be fulfilled by PU step by step and are part of the plan – the schedule of the implementation of the quality management system, created at PU with the possible cooperation of the advisory organisation that will perform the supervision and with significant help from those parts of society already rich in experience of quality management systems.

#### **Principle objectives of implementing the quality management system at PU are the following:**

- to increase the satisfaction of the external and internal customers of the University;
- to increase the efficacy of the processes applied at the University by increasing the quality of educational, scientific activities, etc.;
- fulfilling the conditions within the framework of the complex accreditation of PU with regard to meeting the criteria of a research University;
- increasing the competitiveness of the University, especially in the European context;
- elaborating the plan for the implementation of the quality management system at PU and its constituents.

The implementation of the requirements of ISO 9001:2000 should bring many improvements, innovations, challenges, etc. that can help us to understand and make clear a lot of important facts and thence to proceed.

**The quality manager** at PU should be – considering the current organisational structure – the vice-rector for development and informatics, who was responsible for the implementation, supporting and improving the quality management system. The advisory authority for the quality manager would be the **Board of Quality** of PU, whose task is to support the whole process of the ISO requirements implementation in relation to the conditions of the University. The **documentation of the processes** influences quality within the organisation. Many institutions consider this ISO standards requirement to be the most difficult. The possibility is to create the documentation by PU management, approving these documents in the Board of Quality of PU and their presentation to all PU employees and the management workers.

In the intentions of the unified policy of PU and the unified aims of the quality of PU – every faculty and all University workplaces should have their own aims and objectives in accordance with the aims of PU.



The "secret" of the right approach to the documentation of the processes lies in its simplicity. It requires a certain time while PU masters how best to carry it out in the most effective and most efficient way.

PU will react to all threats and opportunities promptly over a shorter or longer time-span depending on the different fields. The priority for PU will be the preparation of the new study programmes, measures for the development of entrepreneurial activity, measures in the field of the development of human resources and the qualification structure, supporting the activities in the field of further education, increasing quality and competitiveness at the national and international level, etc. The most topical changes that will be necessary in realisation of the aims in the near future should deal with PU financing and using the opportunities in the field of entrepreneurial activities and the complex human resources management towards quality.

PU will base its activities on the European dimension of the national programme of training and education in the Slovak Republic in the next 15-20 years, that will be present in the openness towards Europe and world. It will have its finger firmly on the pulse of the latest trends in applying the most up to date information from around the world but still it will keep its traditions, specifics, its national identity not only in the approach to upbringing and education, but also in relation to its mother tongue, and in developing its culture along with the cultures of the nationalities living in this region, creating the conditions for an educational institution and extra-curricular nurturing and in building the relationship of a younger generation to the cultural heritage and building on the history of the Slovak nation and the history of the nationalities living here.

**The key component of the strategy of changes to the mechanisms of quality management** will be the conclusions of this evaluation in relation to University development and the experiences gained from the changes that are implemented.

## **12 STRATEGIC MANGEMENT AND THE POSSIBILITIES OF FURTHER DEVELOPMENT OF PU**

### **12.1 Trends in further development at PU**

The principal direction of the University is stated in the long-term objective of PU for 2003–2008 with prospects till 2010. Generally, it deals with quality orientation and the University's competitiveness in education and research, strengthening its international acceptance and the tendency to achieving the status of a research university. In accordance with the trends to create the European higher education space and European research space the University will pay special attention to internationalisation, informatisation and interdisciplinarity of the educational and research activity of the University. Concretization of the tasks is introduced in the following Action Plan of PU.

### **12.2 Action Plan**

#### **A. Within the scope of the University's management**

1. To strengthen PU management from the level of the University rectorate. It is mainly concerning the impact of new legislation in the field of activities of public higher education institutions.
2. To develop activities aimed at reaching alternative sources of financial assurance of the University. Special attention will be paid to gaining the financial resources from structural and other similar EU funds.
3. To concentrate all human and material resources on the reconstruction of buildings and facilities of the University, mainly the University campus at 17. novembra street, the University library and the Educational Centre at Domaša.
4. To elaborate and start implementation of the project of the integrated quality system at the University. In this framework to establish the specialised workplace for quality management at PU.



5. To intensify cooperation with the external bodies, especially with the institutions of the employment market, research organisations and the potential employers. In this sense – to use the potential of the University Administrative Board more purposefully.
6. To carry out tasks from the long-term aims of the University about establishing the Institute of the Human Resources management with the competencies defined in the above-mentioned document.

**Responsible:** University rector, head of the AS PU

**Deadline:** since 2007 and continuously;  
**Audit:** 1 x year

## **B. In the field of education**

1. To monitor the quality of education continuously according to the latest accredited study programmes (to increase the objectivity of entrance criteria to the study programme by elaborating the criteria for enrolment according to the related study programmes, to monitor the number of unsuccessful students in different study years, numbers of students enrolled for the study according to the study programmes and the graduates, number of students meeting the requirements for advancement to the 2<sup>nd</sup> level of the study, to get the feedback information about the quality of study from both students and graduates of the different study programmes, etc.). To analyse the gained data after the first three-year cycle of the study period (study programmes of the 1<sup>st</sup> level) and to assess and evaluate them, based on this evaluation in order to resolve measures to improve the educational process.

**R:** vice-rector for education of PU  
Board of Education of PU

**D.:** December 2008

2. Good preparation of the study programmes for the complex accreditation: curricular transformation of study programmes (global application of the competence-professional education, specification and elaboration of the modular system of the study material); elaborating of new, socially topical study programmes reacting to the current needs of the social practice (e.g. study programmes focused on work with socially dependant people, with children with special needs, on the needs of the multicultural and knowledge-based society, etc.); development of the natural science study programmes, etc.), to rationally structuralise the three-degree study model.

**R:** vice-rector for education of PU  
Board of Education of PU

**D.:** in the course of 2007 – 2008

3. To develop and effectively use the computer-assisted methods of education in the educational process (distance and combined education with the e-learning support); to improve the credit system with the electronic support of AIS.

**R:** vice-rector for education of PU  
Faculty managements of PU, Institute of digital competencies PU (IDC PU), Computing Centre (CC PU)

**D.:** in the course of 2007 – 2008

4. To energise and develop the system of the life-long learning at the University.

**R:** vice-rector for education of PU  
Board of Education of PU  
Centre for life-long education at PU

**D.:** in the course of 2007 – 20010

5. To systematically improve the process of developing the digital and language competencies of the University's students. To elaborate the standards of the language preparation of PU students and graduates and to implement them to the educational process.

**R:** vice-rector for education of PU  
IDC PU, CC PU, Institute of language competencies PU (ILC PU)

**D.:** in the course of 2007 – 20010

6. Within the framework of applying the trends of internationalisation in education to innovate the study programmes according the international standards and norms. In accordance with the realisation of the credit system at the University to prepare the necessary documents in foreign language versions.



**R:** vice-rector for education of PU                      **D.:** in the course of 2007 – 2008  
Vice-rector for international relations  
PU Vice-deans for international relations  
ILC PU

### **C. In the scope of research and development**

1. To prepare propositions for the full development of operations of the University research Institute of Regional and National Studies of PU (IRNS PU) with the aim of integrating currently atomised research potential of educational institution employees.
2. To perform the necessary investments to motivate the creative workers to participate in the demanding competition of research and development projects and thus to gain the necessary financial resources for research and development by means of funds and grants. To stimulate filing in applications for grant support of the projects of research and development (talking about national – especially from APVV - Slovak Research and Development Agency), and to reward the positively evaluated (those meeting requirements) and to file applications for grants even if they were not approved for financing because lack of finances of the agency resources.
3. To ensure the transformation of doctoral study to the credit system. To pay attention to good language preparation of the PhD students, to facilitate foreign stays of the PhD students and higher involvement of the supervisors in the PhD students' preparation. To prepare the possibilities of care for Post-PhD students.
4. To complete the system and rules of the electronic publishing of PU and their implementation.
5. To complete the conception of publishing the interdisciplinary, internet, Slovak-English professional periodical of PU with the possibility of cooperating with the Institute of Social Sciences of the Slovak Academy of Science in Košice in publishing the electronic magazine ČaS.

**R:** vice-rector for scientific research and PhD study      **D.:** since 2007; constant; audit once a year

### **D. In the scope of international relations**

1. To create the proper conditions for the acceptance of foreign teachers and students at PU (lectures, colloquium, evaluation and assessment of the compatibility of the study programmes, initiation of the joint scientific research projects) and for PU teachers' and students' mobilities abroad

**R.:** vice-dean for international relations                      **D.:** 2007

2. To elaborate the model of educating foreign students and to ensure effective financial cover of the teacher mobilities in EU mobility.

**R.:** vice-dean for international relations                      **D.:** 2007

3. To systematically improve the language performance of PU teachers and students through ILC PU.

**Z.:** ILC PU director    **T.:** constant task, audit continuously

4. To create the conditions for maximal effective use of the existing foreign contacts in the field of pedagogical and scientific research work and their dissemination.

**Z.:** vice-dean for international relations                      **T.:** constant; audit 1 per year

## **CONCLUSIONS**

**The knowledge gained while writing this report, discussions results, trends analyses, conditions analyses, needs analyses and the analyses of the external environment have lead us towards the formulation of the following conclusions in particular:**

1. We consider the period after the passing of a new law on higher education institutions to be a significant landmark in building a modern higher education system in the full spirit of the Bologna process. In this context the subject matter of our constant attention is the quality of



university activity, strengthening the three-level model of study and the mobility of both students and employees, as well as improving the financial management of the University, updating its long-term aims, fulfilling its mission in the field of long-life education and the realisation of the social support system.

2. Along with exercising the new law on higher education institutions – the gradual optimisation of the decision-making powers between the rectorate and the University faculties is being realised. Considerable parts of the competencies of the rector are delegated to the faculties, especially in the field of management and human resources development, distribution of finances and grants of the students. There is an effort to reach flexibility and efficiency in University operation. The faculties are relatively well-equipped to be able to make decisions and be responsible in the issues of education and research realisation.
3. New legal environment increases the demands on the managerial abilities. The University management pays special attention to permanent education in this field, especially of the head and the administration workers.
4. In the field of financing we support the efforts to increase the total volume of the donations from the State budget for higher education institutions and at the same time the need to improve the methodology of the specification of the financial resources in such way that it improves the quality aspects of their operation.
5. The amount of finances is defined by the framework of the legal norms. The University gets its budget from the State and allocates it to the faculties based on transparent criteria and based on the Senate decision. The income from research goes directly to the research teams who get the grant. The decision about delivery to the faculty for indirect expenses is in the hands of the relevant faculty authority.
6. In the field of infrastructure – University management gradually leads to building the modern campus of a higher education institution, with the students' halls of residence and other facilities providing services to students. The concentration of the decisive part of the faculties' buildings, halls of residence and leisure areas will contribute to creating the University environment and increasing the efficacy of the human and financial resources.
7. The University has reached its capacity maximum in quantity regarding the students' numbers; the priority aim in the closest period is the quality of performance in all fields. In this context we support the establishment of the register of the higher education teachers that would help to improve the transparency of the personal capacities of the higher education institutions, especially considering the study programmes guarantor.
8. It is necessary to improve and increase the University students' mobilities and employers' mobilities. To enable our students to attend at least part of their study abroad, and at the same time to enable higher numbers of foreign students to study at our University.
9. It is necessary to elaborate and introduce a complex system of quality and the costs for its increase, to increase awareness of the importance of quality control of education, research and the University management and its organisational components.
10. Priority attention should be paid to further implementation of the information system at the University, including the development of the digital competencies of the employees and students.
11. The necessary progress was recorded in the realisation of the Bologna process. The three-level structure of the study programmes offers the possibility for flexible study programmes as it enables the students both horizontal and vertical flexibility. The growth of this possibility of mobility would offer a competitive space to the University, especially in the period of mass education and would have the influence on the numbers of students that give up their studies and drop out. At the University there are many study programmes that are the result of the restructuralisation of the traditional study plans and are not attractive to those interested in study. Concurrently, we realise that it is a necessity to strengthen the dialogue with those organisations who are the employers of our graduates in optimisation of current trends and in developing the new study programmes with the aim of being accepted by the labour market.
12. We have achieved significant progress in introducing the information technologies in University management and education. The existence of the specialised units - CC and IDC PU – are an irreplaceable precondition for the unified coordination of these processes at the University level. Teaching ICT through IDC PU respects the new forms of education (distant



education, e-learning) and also it has content according to the materials of the European Commission in the field of key competencies and it enables the students to get the ECDL certificate as well as those interested in it from the external space.

13. The objective of the University and faculties managements is to strengthen research potential, especially at the level of departments. The aim is to optimize the size of workplaces for optimum research performance.
14. One still topical task is to increase the international research cooperation and the University students 'and employers' mobilities. One of the ways to stimulate the sufficient number of students to go for student mobilities is the investment into the marketing of various possibilities that students have and to offer greater assistance to students in various aspects where the help is needed to reach this aim.
15. Participation of the University in the evaluation process is the impulse for the implementation of the quality assurance system. The quality culture is perceived in the way that all internal workers of the University realise the overall needs and their own responsibility for the improvement of the quality of University teaching, research and services. Dissemination of good experience is the first step in enlarging the real quality culture for all involved.
16. The University recorded a successful entrance into the creation and implementation of projects from the EU structural funds. The success of the field in approved projects is isolated and using the finances from these funds has enlarged the possibilities of the complex development of the University, an increase in capacities, strengthening of competencies and improvement in the knowledge level in the field of project management and financial management. There has been an enlargement of educational activities, verification of the pilot projects and enlargement of education with the accent on the new forms.
17. The principal changes in the external environment where the University operates, especially the new legislation, contribution from Slovakia joining the EU, further system assumptions for the realisation of the Bologna and Lisbon processes can be evaluated positively. At the same time some legislation adjustments (in the field of taxes, field of public procurement, personal policy – mainly the problem of teachers working at more than one higher education institution, the guarantor in relation to the accreditation), caused certain problems in the University's functioning. The problem is also the unequal position of public and private higher education institutions, especially in the aspect of financial models and also the fact that there is no coordination of the newly-created private higher education institutions, there is a dominant orientation on the quantity without the systematic supervision of the quality of the performed activities, something which what handicaps the higher educational institutions.