

SLOVAK UNIVERSITY OF AGRICULTURE  
IN NITRA



SELF-EVALUATING REPORT  
BY THE SLOVAK UNIVERSITY OF AGRICULTURE

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Nitra  
December 2006

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## **1.0. PREFACE**

Following the decision of the Slovak University of Agriculture in Nitra management and in compliance with the Rectors of Slovakia Conference resolution a Self-evaluation Report of the Slovak University of Agriculture (SPU) has been worked out. This report has been brought into effect within the project „Institutional evaluation of universities in SR“ which started up in co-operation with the European Universities Association (EUA). The SPU Self-evaluation Report was elaborated according to the EUA methodology oriented at standards and values of the University, quality and management monitoring, strategy management and other possibilities of the SPU development. The Report has been elaborated following the performed SWOT analyses which are a base for making out an action plan for the SPU area of strategy management. For this purpose materials which were elaborated at the level of faculties have been exploited as well.

The SPU management appointed a work commission responsible for elaboration of the Self-evaluation Report. Prof. Dušan Húska was nominated coordinator. Prof. Ján Supuka, assoc. prof. Jozef Repiský, prof. Magdaléna Lacko-Bartošová, Ing. Alena Jančušková (bursar), prof. Jaroslav Antal and a doctoral studies student Ing. Viktória Zatráková became the members on behalf of the Academic Senate of the SPU. Next the representatives of faculties were nominated and namely vice dean, assoc. prof. Anna Belajová, (FEŠRR), prof. Ján Jančovič (FAPZ), prof. Jaroslav Kováčik (FBP), prof. Jozef Hrubec (MF), Ing. Klaudia Halászová (FZKI), assoc. prof. Milan Kučera (FEM). The commission secretary became Ing. Jozef Beľa (rector of SPU).

The Commission also approached the former University workers and Public Administration workers to present their opinion on the University activities. They were assoc. prof. Milan Belica – chairman of the Nitra Higher Territorial Entity, Mgr. Ferdinand Vitek, Mayor of the city, prof. Imrich Okenka (Agroinštitút Director), Dr.h.c. arch. Ladislav Švihel (GD. Agrokomplex), doc. Ing. Morovič, CSc., KU Ružomberok, Ing. Ivan Oravec ( Agricultural and Food Resources Chamber chairman ), Ing. Stanislav Becík, (chairman of the Agro-enterprisers Association at Dvory nad Žitavou).

Upon the elaboration information and data from the existing materials which are systematically made out by the SPU such as „ Annual Reports“, Management report, Scientific-and-research Activity Report “, „ Educational and Instructional Activity Report “ and other SPU documents (bylaws, eExecutive rules, etc.) were used. The Commission members cooperated closely with individual officials of the academic representation, faculties and the SPU administration. The presented report was discussed at the SPU management and a wide academic public (employees, students) was made acquainted with its contents through its work version on the university website, topical information in the University newspaper „Poľnohospodár“, e-mail through „msgsg“ (e-mail ), information and responses and supplements were obtained through e-

mail contacts with the university members. Some of the reflections have been incorporated in its contents.

The objective of this report is to show a real picture of the University and perform the analysis of the areas under evaluation. Maximum efforts have been developed to introduce the SPU as a functional institution with all its positives and negatives with an aim to adopt measures leading to the improvement of the SPU management and functionality. The Commission presents the Report with an aim to help with the identification of critical points followed by a necessary new vision of the school as well as its mission. The Commission members, after having discussed the report in the decisive boards, adopted the report in a democratic way and do not exclude that in some aspects the visions of the university members and the public can differ. The positive aspect of this self-evaluation process is a complex approach to evaluation and analysis of the University decisive activities and subsequent definition of strengths and weak spots of the school and possibilities of its further development. The self-evaluation process has not been accompanied by any significant problems and/or difficulties.

## **2.0. BASIC INFORMATION ABOUT SPU**

### **2.1. In brief from history**

Upon the origin of the Czechoslovak Republic agricultural education was carried out at the Agricultural Academy in Košice, two schools in Bratislava and Košice and at 7 junior agricultural schools (all of them were in Hungarian as the teaching language). The basis for institutions of academic learning in Slovakia were given by the Act No.170/1937 of the Coll., on establishment of the M. R. Štefánik University of Technology in Košice. After the first Slovak Republic originated, the Slovak University of Technology with the department of Forest and Agricultural Engineering was constituted in Bratislava by the Act No.188/1939 and in 1941 a study of Agricultural Sciences was opened under the aegis of prof. Gregor Chomkovič, prof. Vojtech Truksa and prof. Ján Hovorka. In 1946, in the restored Czechoslovak Republic, the University of Agricultural and Forestry Engineering was constituted in Košice and the first rector at this university was prof. Ján Novacký. By the Czechoslovak government decree of 8 July 1952 the Košice University was split up and an independent University of Agriculture in Nitra with the Faculty of Zootechnics and Faculty of Agronomy originated. Within a short time the Faculty of Operations and Economics was created from several departments and the zootechnics department became part of the Faculty of Agronomy. In 1969 Faculty of Agricultural Engineering originated. Further development of the University was recorded in 1995 when the Faculty of Horticulture and Landscape Engineering was established and replaced the education provided at Lednice na Morave till 1992. By the National Council of SR Act No. 324/1996 of the Coll., the University of Agriculture was renamed to the Slovak University of Agriculture. In 2002 the Faculty of Biotechnology and Food Sciences originated and in 2004 the Faculty of European Studies and Regional Development was founded.

At present the SPU is a top Slovak scientific-research and educational institution of international importance operating in a wide range of science: biology, technics, technology, economics sociology and environment, space economics and landscape development with orientation at rural regions.

## **2.2. Geographical location of the University**

The Slovak University of Agriculture has its centre situated within the SPU campus on the left bank of the Nitra river (Annex VIII) and its other locations are on four other sites in the city of Nitra shown on the attached maps (Annex IX). Nitra, as the oldest historical centre in Slovakia according to records from the 8<sup>th</sup> century, has always been the centre of culture. Except for the SPU there is a range of other teaching institutions (a secondary grammar school at Golianova st., Párovská st. - a bilingual grammar school, an eight year sports grammar school, St. Constantine and Methodius grammar school, St. Joseph Kalazansky grammar school, secondary technical schools: technical school of electrical engineering, business academy, seminary and universities: Constantine the Philosopher University (Faculty of Natural Sciences, Faculty of Philosophy, Faculty of Pedagogy and Faculty of Social Sciences) and Theological faculty of the Comenius University. The city of Nitra is also the centre of research. Many institutes of the Slovak Academy of Sciences are situated here - Institute of Archaeology, Institute of Genetics and Plant Biotechnology, Institute of Landscape Ecology, from branch institutes we can list the Slovak Centre of Agricultural Sciences, Institute of Scientific-and-technical information for agriculture and Agroinstitute, AGROKOMPLEX – organisation of exhibitions, Slovak agricultural museum and other institutes and the SPU has close cooperating relationships with them. Regarding its state-wide activity, its location in the West Slovakia region is partially eccentric and that is why the University has its detached places of work especially for external forms of education at Lučenec, Košice, Bardejov and Žilina (Annex X). Nitra is the centre of the Nitra Self-governing Region and the county seat with an area of 108 km<sup>2</sup>. The number of inhabitants is 85 172 (2005). Nitra at present is the fifth biggest city in Slovakia.

The better part of the University working places (faculties, administration, colleges and other infrastructure are situated within the university campus. Only the Faculty of Horticulture and Landscape Engineering has its Dean's Office situated in Tulipánová st., the western part of the city and three work places are at the foot of Zobor. The Faculty of European Studies and Regional Development has its places of work in three parts of the city. Bratislava – the capital of Slovakia as well as an international airport are 85 km to the west.

## **2.3. SPU work places.**

Faculties:

- a) Faculty of Agrobiology and Food Resources ( hereinafter FAPZ)
- b) Faculty of Economics and Management ( hereinafter FEM)
- c) Faculty of Agricultural Engineering (hereinafter MF)
- d) Faculty of Horticulture and Landscape Engineering (hereinafter FZKI)
- e) Faculty of Biotechnology and Food Sciences (hereinafter FBP)
- f) Faculty of European Studies and Regional Development (hereinafter FEŠRR)

Educational and research work places:

- a) Botanical garden (hereinafter BZ)
- b) University business undertaking with an area of about with an acreage of 2,133.3 ha of farm land of which 2,039.8 ha of arable land (hereinafter VPP)
- c) Institute of biodiversity protection and biological safety (hereinafter IOBBB)
- d) Agricultural Expert Institute of SPU (hereinafter PZÚ)
- e) Baltic univerzity – programmes centre (hereinafter BU )
- f) Advisory Centre for the EU Legislation (hereinafter PCLEÚ)

Informative work places :

- a) SPU Publishing Centre
- b) Slovak Agricultural Library (hereinafter SLPK)

c) Centre of Information and Communication Technologies (hereinafter *CIKT*)

Specific facilities:

a) Residential halls and canteens (hereinafter *ŠDJ*)

b) Teaching – training establishment at Račkova dolina (TTERA at present the Hotel Akademik)

c) Tennis courts of the SPU (hereinafter *TA-SPU*)

d) Club for cultural and spare time activities (hereinafter *KKZČ*)

#### **2.4. Students at the SPU**

The overall number of students at the SPU in the academic year 2005/2006 is 10127, of which 64% full time and 36% in the external form of study. The proportion of individual degrees within the full time study is as follows: bachelor degree 41,8 %, engineer degree 55 % and doctoral study 3 %. The present proportion between the 1st and 2nd degree of study is (1 : 1.3) will be changed in the nearest future in favour of the 1st degree, because in the previous academic year students were admitted to newly accredited bachelor study programmes within the whole SPU, the proportion of Bc will gradually grow (before it was also possible to admit students to a continual 5 year engineer study). Numbers of the SAU in Nitra students in the academic years 2001/2002 – 2005/2006 are shown in the Annex, Tab. 1A and 1b.

#### **2.5 . Scientific-and-research activities**

The University in compliance with its mission ensures research and development in branches where the accredited study programmes have been created, directs its attention at grants within the VEGA, KEGA, APVV programmes and 5 RP, 6 RP and 7 RP programmes. The main research areas are the biotechnology research, permanently sustainable and precision agriculture, research of limits for soil management with regard to vulnerability of ecosystems by environmental factors in the conditions of climatic changes, research of biological diversity of unconventional plant species used in food-processing industry and their optimal exploitation for man's health improvement, food quality and safety and good food in conditions of market economy, social and environmental research for sustainable development of rural areas. Research of non food exploitation of agricultural raw materials. Research of alternative forms of production and income sources in rural areas.

#### **2.6. Finances: public grants, other financial sources, research financing.**

Public grants from the state budget are the basic sources for the SPU financing which in 2005 created 76,01% of the overall gainings. Additional sources necessary to cover the activities are tuition fees, other training fees, gainings from the University property, other gainings from the main activity, European Union sources, gifts and gainings from business activity. In 2005 the SPU reached total gainings in an amount of 834 mil. of SKK whereby the greatest portion was the dotation from the Ministry of Education SR (634 mil. SKK). The proportion of capital dotation was 57 million SKK and other sources of coverage reached the amount of 200 mil. SKK.

#### **3.0. STANDARDS AND VALUES OF SPU**

The Slovak University of Agriculture in its vision puts an emphasis on reaching a position of a distinguished institution in the Central European region having an extensive cooperation with the universities in the region and world-wide, on creating a wide cooperation oriented at the

development of selected branches on the basis of a complex utilisation of the partnership potential by the cooperating universities. The main areas are biotechnologies, environment quality, protection of natural resources (water, soil, air) utilisation of renewable sources of energy and non food exploitation of agricultural production. The realisation will be ensured by:

- Organisation-and-administration way – enhancement of international cooperation within the universities consortium with an aim to utilise human and material potential within joint research projects.

- Pedagogical-and-research way – on the basis of international cooperation to increase joint educational projects number and award dual diplomas, increase the exploitation of EU supportive projects for the students mobility and expand educational activities by using the ECTS system.

### **3.1. SPU mission**

The Slovak Agricultural University (SPU) is a top educational and scientific institution and its main task is to provide university education in the meaning of the Bologna strategy on the basis of scientific knowledge in the field of agriculture, rural development, and related disciplines. Following from the above listed tasks the SPU has an exclusive position within the Slovak universities and nation-wide field of activity. Its mission is to provide and ensure education, research and guidance so that the knowledge necessary for the development of agriculture and related industries, rural development in Slovakia is created, transferred into and interconnected with the international community. Together with the academic places of work the SPU is part of a public universities network in the Slovak Republic. The SPU with its scope and quality of education supports and enforces the cultural level of the country, region, the city. The University and its employees provide the city, the region and the country with a range of services in the form of activities in public offices, in a number of specialist bodies and expert groups, in numerous projects of national and international importance.

An important element of the university acceptance is the membership of its teachers in international organisations, for instance International Commission on Irrigation and Drainage (ICID), Modenese gruppo entomologico Italy, Society for science and arts (Washington), International Society for Horticultural Science (ISHS), European Council of Landscape Architecture Schools (ECLAS), International Federation of Landscape Architecture (IFLA), European Federation of Landscape Architecture (EFLA), European Society of Agronomy (ESA), Czech and Slovak Association of Language centres, IAAE – International Association of Agricultural Economists, AAAE – American Association of Agricultural Economics, EAAE – European Association of Agricultural Economists, National Secretariat for World food Summit FAO.

The international context of the University activities supports the participation in solution of various international projects, recently for instance with China, USA, FRG, India, Russia, Austria, Serbia, COST E33, project ERASMUS LE:NOTRE within the European Association of Landscape Architecture Schools etc. The University also develops study programmes – European development programmes and the program Public Administration and Regional Development which are oriented at the development of rural regions and rural settlements. The SPU also prepares international study programmes with the EU universities for the Ist and IInd degrees.

### **3.1.1. Academic priorities of the SPU, study programmes and research areas**

Providing study programmes which profile the SPU that is the priority within the educational area. The University in compliance with its scientific and research orientation offers new accredited study programmes within a three degree system of education oriented at agro-food industry, food technology, food safety and control, applied biology, development and control of biotechnology productions, rural landscape development and tourism management, regional development, environment management, production quality management, reliability and safety of technical systems, transport and operating machines, agricultural technology in the area of precision agriculture, sale of agricultural technology, business management, scientific nutrition of people, production of food sources, genetic technologies in agrobiolgy, plant nutrition and protection, sustainable agriculture and rural development. Other study programmes are oriented at special breeding industries, animal nutrition and fodder production, plant and animal production management, special breeding, agro-ecology, garden and landscape architecture, landscape engineering, land arrangements GIS, establishment and maintenance of sports areas, gardening, water management of the country, biotechnology of park and landscape arrangements, etc. *The greatest interest is traditionally paid* to study programmes of the Faculty of Economics and Management, especially to business management, business economics, accounting and business enterprise. Study programmes by the Faculty of European Studies and Regional Development are also highly valued – European development programmes, rural landscape management and tourism, regional development. Programmes as people nutrition, sustainable agriculture and rural development are the most asked for at the Faculty of Agrobiolgy and Food Resources. At the Faculty of Horticulture and Landscape Engineering – they are the landscape engineering and garden and landscape architecture. At the Faculty of Agricultural Engineering the most favoured are the production quality management, operation of transport and operating machines and at the Faculty of Biotechnology and Food Industries they are the agro-food industry and applied biology study programmes

In addition to activities within the national agencies projects (APVV, VEGA, KEGA) the scientific-research activity of the University is concentrated at solution of 5.RP, 6.RP, COST and EUREKA projects. There were and there are still realised government programmes of bilateral cooperation. The University is participating in solution of TEMPUS, CEEPUS, COMENIUS, Leonardo da Vinci, SOCRATES/ERASMUS projects.

The qualification structure of university teachers is suitable at the present, actually with the number of teachers with scientific degree in all categories the University is at the top of all universities in Slovakia. In spite of this fact it is necessary to improve the qualification structure of scientific-and-pedagogic employees especially in the category of professors where the age average is above 60 years.

Considering the demographic development, decreasing number of secondary school graduates, leave of some of them for foreign universities, particularly to the Czech Republic and the growing competition of other faculties with similar orientation, it will be inevitable to improve the system of study programmes, intensify their promotion and attractiveness so that the present number of the interested be not lower. The numbers of students and effective study organisation put increased requirements on optimal exploitation of the auditoriums with high seating capacity. Measures will be necessary to ensure joint teaching of students from several faculties and new possibilities for creation of new auditoriums will have to be looked for both for lecture activity and practical training.

There are 36 accredited study programmes at the University for the first (bachelor) study degree , 35 for the second (engineer,) and 21 for the third (doctoral ) study degree. (Tab, No.2)

Educational process is a permanent process which logically ends in a lifelong further education. The University with its accredited programmes, scientific potential and international recognition has all preconditions for building a complex system of a lifelong education and guidance, to provide growth of qualification of the society with an emphasis put on the rural environment.

Every year within the EU programmes students from many cooperating universities come to our University for one term study stays within the ECTS. They are the students from Portugal, Spain, Poland, Italy, Turkey, the Ukraine and also from other countries. The same situation is within the SPU students mobility. Their study results are excellent.

At present, in the area of lifelong education, we provide a complete pedagogical study of special subjects for teachers, courses of academic pedagogy, language courses, accredited courses in the area of mechanisation of agricultural production, biodiversity protection and biological safety, international summer schools oriented at the environment, landscape creation, artistic skills and also the university of the third age create preconditions for fulfilment of this task.

### **3.1.2. Infrastructure evaluation compared to the number of students and staff**

In spite of the fact that the university tries to improve the lecture rooms there is a great difference in this matter among the faculties. After completion of the MF pavilion in 2004 this situation has been improved and by moving of some departments into the MQ pavilion the distances between the departments became shorter. There is a great dispersion of places of work at the FZKI, FBP and at FEŠRR, making the movement of students and teachers during the academic year hard and having a negative impact on the management and control system at individual stages of management and control.

Especially critical is the situation at the FEŠRR, where the lack of lecture and training rooms is evident and in addition they are scattered over three parts of the city. Also study rooms for teachers are missing. A basic system of information retrieval within the University has been elaborated which ought to offer an instrument for optimization of the university room capacity exploitation. (TAB.3a)

The number of students to the number of teachers at the SPU corresponds to the same ratio at prestigious European universities. But comparing that profile at individual faculties we can see that it differs. It is the lowest at the FBP, similar at the FAPZ and MF. At the FZKI it is by something higher. The higher ratio is also at the FEM and the highest at the FEŠRR. The last indicator is a little misleading because a great number of subjects at the Faculty of European Studies and Regional Development is ensured by teachers from other faculties and especially from FEM and FZKI. Regarding the fact that teachers from other faculties participate in teaching of all study programmes the ratio of tasking with the so called student-hours is significant. (see calculation in the Tab. 3b)

## **3.2. How the University performs its mission**

Academic activities

### **3.2.1. Analysis of research and educational approaches**

At present the SPU performs all activities following from the University position with regard to the unique character of its orientation within the whole of the Slovak Republic. In the research area projects of basic and applied character are solved with direct or indirect output into the practice. The strong side of the University is the solution of several international projects. Harmonisation of the scientific approaches with a direct impact on the educational process is ensured by laboratories equipped with top technology. The system of the SPU unique places of work includes the Department of Garden and Landscape Architecture and the Department of Biometeorology and Hydrology, the Department of Plant Products Storing and Processing and the Department of Animal Physiology. In this sense the best quality laboratory is the central agro-hydrology laboratory (CAHL) for complex analysis of hydro-physical soil characteristics, Agro-meteorological station for determination of unilateral and mutual relationships and effects of climate on the objects and processes in the agricultural production, Reological laboratory and Laboratory for quantification of mobility and characteristics of cellular and subcellular structures (CASA analysis). An important means for the presentation method of education is the Laboratory for development and application of biotechnologies using methods of tissue propagation. Not less important are the specialised computer training rooms with software products ArcGIS and EaglePoint. For instance at the FZKI the contents management system (CMS) based on Plone/Zope + Apache is used which serves as a base for the Faculty information system used for implementation of the services provided and applications (e.g. for support of e-learning).

The Department of Plant Physiology at the FAPZ has at its disposal a unique instrumentation with a complex of equipments for series measurements (gas-metric system with a closed circuit of CO<sub>2</sub> LICOR 6 200 and an open circuit CO<sub>2</sub> CIRAS-2, a moduled fluorometer MINIPAM and FMS 2, an analyser of a quick phase of fluorescence induction HANDY PEA, oxygen electrode LEAFLAB-2, psycho-meters WEASCOR and PSYPRO, MAXI, chlorofylmeter SPAD-502, UV-Vis, Spectrophotometer, 2D electrophoresis, trans-illuminator (Biometra D) with a chamber for BLOTTING, for SDS PAGE and IEF). Other top instruments at the FAPZ: BODYSTAT-QUASCAN 4000, REFLOTRON IV, ELISA, NOLDUS OBSERVER XT, LACTOCORDER, GLUTOMATIC 2 200, liquid chromatograph HPLC WATERS BREEZE and texture analyser TA.XT PLUS. At the FEM it is the laboratory for economic analysis equipped with a broader range of statistical softwares and specific softwares for exact analyses.

### **3.2.2. Analysis of the educational programmes creation and organisation of research activities**

The SPU under new conditions of the university education went into the rescheduling of study programmes and curricula and the ECTS application was put into study fields which are characterised mainly by the area and the scope of knowledge, skills and abilities which profile the University graduate. All submitted study programmes have met the quality criteria stipulated beforehand. They have a more consistent structure than the previous ones (they are not broken up into specialisations). The bachelor study programmes are more general and it will enable the graduates to accommodate the requirements of the practice more successfully. Engineer study programmes are aimed at acquiring theoretical and practical knowledge based on the present state of science and the development of their creative ability at the performance of their profession or at further doctoral study programmes. The present situation in bachelor studies programmes requires re-evaluation of their number and re-accreditation of their contents orientation.

In some study programmes it will be necessary to provide accreditation of the second degree of study and their innovation in compliance with the changing needs of the society. From the international point of view it will be a matter of joint programmes and joint diplomas.

The organisation of research activities is aimed at increase and enhancement of basic and applied research within VEGA, KEGA, state programmes and APVV with participation in international programmes 6. RP, and/or 7. RP and GA SPV. By a gradual completion of the material and technical facilities of the University it will be possible to apply for scientific-and research projects at the EU level. An institutional grant agency supporting young teachers has been established at the University. A distinct research orientation has to create a sufficient space for the support of educational activities at all stages of the education.

### **3.2.3. Evaluation of programmes and organisational units**

The accredited study programmes with their contents and orientation correspond to the University mission and objectives. New accredited study programmes enable the graduates to find their own and better place on the domestic and foreign labour market. The scope of scientific research corresponds to the social requirements and the University workers possibilities. Scientific and research work quality is documented by the University standing abroad, publications in current journals as well as the expert level of conferences organised by the University. The research results on the other hand ought to be oriented more towards innovations (patents, know-how). The quality of scientific-research activity is supported by representation of the University in international organisations, editorial boards of scientific and professional journals, in academic boards of our and prominent European universities. That the scientific activity is of a high value is also evidenced by the fact that according to the Academic ranking and rating agency (ARRA) evaluation of our University is at the forefront.

### **3.2.4. Transfer of research and technology, further education, services for the region,**

Transfer of research results is carried out at the level of cooperation with the production practice, MP SR (Ministry of Agriculture) research institutions, SAV (Slovak Academy of Sciences), biological services, state administration bodies, regional and local self government bodies. The University cooperates with many business undertakings and public administration institutions where the specialistic practices and short-term attachments are realised and where the students can confront their knowledge with the reality and develop valuable skills. The support of a creative educational process is another significant factor – summer schools where students solve tasks right in the regions as part of their professional practice. Not less important are activities of work places with self-governing and non-governmental organisations. The cooperation and partnership with the Nitra Self-governing Region are based on the Act on self-governing regions and the Act on support of regional development. The cooperation of the SPU with a Higher Territorial Entity has two levels – personal and contextual (programme and project). The chairman of the Nitra Self-governing Region, assoc. prof. Ing. Milan Belica, PhD., is in the position of the SPU Administrative Board deputy chairman engaged in looking for further routing of the University. The SPU educationists are as specialists asked for development of projects, for evaluation and/or selection of projects applying for support from the EU structural funds, where the powers were granted to the Higher Territorial Entities. For instance till the end of 2005 a SPU Commission of Regional Development employee was at the

Nitra Self-governing Region Council member. The co-operation of the SPU educationists for the Nitra Self-governing Region is an active one especially at creation of programme documents in individual areas of development at the level of the Higher Territorial Entity.

According to a statement by the representatives of the Nitra Self-governing Region the scientific and research potential of the SPU is a precondition and background for the project of a scientific and technological park BioTech Nitra and this project is a programme ambition of the Nitra Self-governing Region. In the BioTech park a space will be created for connection of science, research and practice by which the strategic goal of the SPU – to become a research university will be fulfilled.

The cooperation in the area of drawing assistance from structural funds and other EU financial instruments means to ask for a support from the Nitra Self-governing Region upon the submission of applications for a non-recurring financial contributions from actual operational programmes of the National Strategic Reference Framework SR 2007-2013. (Packet of projects for 2007 – 2013 on file at the Nitra Self-governing Region)

Within the PHARE CBC projects the SPU cooperates at mapping and reconstruction of historical greenery in the region and preservation of natural and cultural heritage, studies, programmes and projects of economic and social development for villages and towns as well as development programmes solved directly for micro-regions. The University participates in knowledge transfer into the society especially upon realisation of the University of the third age.

### **3.2.5. University students and management.**

The students participate in the University and Faculties control by means of their elected representatives who are full members of the Academic Senate of the SPU and the Faculty Senates having 30% representation (within the number of 5 members) and also the organisation Student Parliament. The students have their representatives in the SPU Rector's Board, Dean Boards of the Faculties and in the SPU Administrative Board. They have the right to submit suggestions and incentive proposals. They are also members of disciplinary commissions and have their representatives in admission boards and ŠVK evaluation boards. By anonymous inquiries they can evaluate the work quality of teachers. Students are little active and they have not considered the evaluation an important moment for improvement of their study conditions.

### **3.2.6. SPU policy in the area of international relationships at the European and international levels**

The international dimension of the University education is a new phenomenon bringing the students new possibilities to reach a good and flexible education and also gives a better chance on the international labour market. This is also a reason why the development of international cooperation is one of the SPU priorities.

To strengthen the international position of the University, its membership in international institutions and organisations is extremely important. At the SPU level they are mainly the following: EKA, AUDEM (Alliance of Universities for Democracy), IAU (International Association of Universities), ICA (Inter University Conference for Agricultural and Related Sciences in Europe), GCHERA (Global Consortium for Higher Education in Agriculture). In international occupational organisations and associations the representation of faculties, departments and individuals is very wide. Their activities are demonstrated through

international scientific events, often organised on the grounds of our University contributing to the international appreciation of our scientific work, promotion at the international level, serving as excellent tools for entering into new contacts and creating opportunities for new activities, extending horizons of knowledge.

From the existing spectrum of educational programmes the SPU in Nitra was the most successful from among the Slovak universities in the Leonardo da Vinci programme. The results of one project (SPU was the partner) were awarded by „European Seal of Excellence 2006” in the multimedia area.

In the area of education the University is concerned about the activities within the programme Socrates and its subprogrammes Erasmus, Comenius, Lingua, Grundtvig, programme of expert education and preparation of Leonardo da Vinci programme supporting various types of projects: mobility projects, pilot projects and reference materials.

In 2001 the University was also engaged in solution of the TEMPUS projects. Since 2004 the SPU has been involved in the new EU programme Erasmu Mundus as the only university in Slovakia. The programme is oriented at supporting cooperation and mobility of academic education between the European Union countries and the third world countries. The SPU is interested in cooperation in the area of education with the countries of the Central and Eastern Europe as confirmed by a permanent participation in projects of the international programme CEEPUS oriented at supporting academic studies in the Central and Eastern Europe by creating academic networks.

Since 2003 the University has been actively engaged in another EU programme, Jean Monnet, contributing to the improvement of knowledge and information related to the construction of Europe. Overview of the educational programs in TAB.4.

In the area of scientific technical and research projects solved at the SPU in Nitra the highest proportion belongs to the projects solved within the 5<sup>th</sup> Framework Programme and at present also within the 6<sup>th</sup> Framework Programme by the European Union. In addition, there is a continual engagement in the COST programme creating a framework for scientific-and-technical cooperation in Europe and enabling a controlled and coordinated research and development in certain branches of sciences and technology. A survey of the number of research programmes is given in Tab. 5, 6, and 7.

An important point in the development of international cooperation and foreign relationships is entering in partnership relationships with educational and research institutions. It is noticeable that the increase in the number of agreements and completed contracts is year by year higher. See Annex, Tab. 8.

#### **Mobility of SOCRATES/ERASMUS programmes**

The Slovak University of Agriculture participated in the European Union programme SOCRATES and its subprogramme ERASMUS from their very beginnings (see Annex, Tab. 9 – A survey of the number of the SPU students mobilities according to international programmes and survey of incoming foreign students are given in Annex, Tab. 10).

Except for student mobilities also educational workers stays are realised (see Annex, tab. 11).

#### ***Objectives and forms of international relations at the European and international levels***

At the internalisation of studies an uneven distribution of students mobilities among individual faculties can be seen. The reason lies in insufficient foreign language competencies of the SPU students - non acquaintance with the vocational language.

A real form of internalisation of studies is presented by the Consortium of Universities for virtual form of study (27 universities) where the education starts running via Virtual centres of excellent education and research established at all cooperating universities.

A serious reason for a smaller interest of students in programmes provided within the ERASMUS projects is the disadvantageous assistance policy as to the amounts provided for mobilities. Through other organisations these supports use to be twice as high

### **3.2.7. Education, research and other services**

SPU performs educational, scientific-and-research and other activities. Science and learning have a logical interconnection because new knowledge gained in time of solving research projects is a significant basis for saturation and innovation of the educational process. Even if the University pays sufficient attention to these relations nevertheless outputs from one's own research are not the only source of progress. Accessible domestic and world scientific publications are used as well and in addition also the electronic network and literature of world publishing houses which becomes part of the Slovak Agricultural Library.

At present the planned proportion between the learning, science and other activities is about 50:30:20 and the optimal proportion ought to be by 10% higher in favour of a science from the category of educational activities. In fact the direct teaching load is quite big and this reduces the potential for scientific research and gain of a higher volume of new knowledge in particular branches. In the future the burden – proportion between the research and learning will have to be reduced and we plan to engage more students, especially of the IIInd degree in research. A relative balance between the research and education can be obtained by an increased number of teachers and by intensifying the technical potential in laboratories and experimental bases with a higher labour productivity. The University also looks for sources for positions of direct research workers at faculties and departments along with teaching positions. One of possible solutions is a higher degree of the University participation in vocational research work places of the Slovak Academy of Sciences and the government department of agriculture.

The proportion between the education and research follows from a real need to secure both main functions of the University. These follow from the Accreditation Commission criteria, grant agencies and are included in the University internal criteria. The third group of activities of the University teachers is represented by the project, advisory, publishing and expert activities, participation in boards, societies, and communication with practice. Activities are a means for the University promotion, knowledge transfer, expert communication and acquiring off budget funds. This activity is little evaluated even if it has an important function especially from the aspect of practice. As an average there are about 60 seminars, conferences, workshops and other activities of research results transfer and application into practice held every year.

### **3.2.8. Preferred didactic practices**

At the SPU traditional didactic practices are used – lectures, practical trainings, laboratory practices, seminars and projects which are supported by application of the IKT means. The

University is equipped with modern computer and didactic technology enabling application of progressive teaching forms and methods supporting teaching quality (in some subjects e.g. electronic version of lectures, e-learning, checking knowledge, automated admission proceeding using IKT means, etc.). In order to increase the quality of education every year pedagogic work seminars are organised and for new teachers a course of the basic university pedagogy is provided.

Active forms of teaching are used (their proportion is higher toward higher years ) depending on study programme, case studies, model situations, model approach, systems to support decision making, problem oriented teaching, project oriented approach, team work, laboratory practices, practices in workshops, practical training at the level of businesses, in villages, rural landscape, excursions, vocational practices.

### **3.3. Degree of centralisation and a decentralisation at the SPU**

SPU is historically fully centralised in personal, financial, control, special tasks, legal, investment and other areas. It follows, besides other, from the fact that the above shown sections only exist at the level of the SPU Rector's office .

In practical terms these activities go from basic places of work through Faculties and Rector's Office. It is clear that the phenomenon of centralisation prevails having certain elements of decentralisation (e.g. selection procedures are also performed by faculties).

The learning-educational and scientific-research activities are characterised by a higher degree of decentralisation when e.g. the Rector's office does not have any study or research programmes.

On the other hand the particular vice-rectors with their offices give space for and enable mutual coordination and cooperation both in learning-educational and scientific-research activities. It means that in these areas decentralisation prevails with several elements of centralisation (e.g. central allocation board). It is a real assumption and may be a necessity to extend more markedly the elements of decentralisation especially in personal and financial areas and may be also in investment area and the elements of centralisation in the learning-educational and scientific-research activities (e. g. creation of inter faculty or university study programme teams or teams that solve projects ).

#### **3.3.1. Relationship of the University to its founder and the contractor for research**

The Slovak University of Agriculture is a public university in the meaning of the Act No. 131/2002 of the Coll. On universities and the change and completion of some acts in the wording of later regulations (referred to as „the Act“). It is the supreme educational and scientific establishment in the system of universities of the Slovak Republic.

The SPU ought to reflect the priorities of state research and development programmes in its plans to be helpful at the realisation of the state policy in a particular area. At the contractors for research the issue of intellectual rights to the research and development results is questionable so these issues have to be carefully stipulated.

### **3.3.2. Relationship of the University to the society and participation in public discussions**

The SPU as the only superior educational and scientific institution of its kind in Slovakia is not always aware of its responsibility for the development of the Slovak agriculture or the region development. But the same is contrariwise. Central and local bodies not always use the University potential in a sufficient way when solving tasks of the SR in agriculture, water management, etc. In spite of this fact the University organises various activities aimed at mutual discussion and transfer of knowledge into practice. (Days of the field, Days of the technology, Days of science, ....) Information for partner schools abroad is provided in many fields. We gave a hand when the Bologna criteria were applied in universities in Moscow, Saratov, Cracow, Warsaw, in the area of fibrous filters research in Cracow, Piza, Szarvas and as partners at the solution of international projects in cooperation with universities – Cornell, Iowa, Delaware, Wageningen, Rostock, Halle/Saale, Godolo, Stuttgart, and other. (Graduates are working very successfully in self-government as mayeors) At present the transfer of knowledge and research results achieved at the school is relatively limited. At various activities the University acts more or less as a participant – observer. A higher activity of the University workers would be needed and especially interconnection with the agro-sector producers and processors.

### **3.4. Limitations and opportunities**

#### **3.4.1. Evaluation of institutional autonomy within the present legal setting. Selection, appointment, promotion and discharge of academic and administrative staff**

Staffing is done in compliance with the Act on tenders. The SPU internal regulation defines the principles for selection procedures applied to university teachers, research workers, positions of professors and associated professors and positions of leading/managing employees. The selection boards of faculties organise tenders at the level of faculties and the University Board at the level of the whole university. The final decision about the occupation of a work place by a selection procedure upon the dean's or bursar's proposal is issued by the SPU rector. The number of functional positions is coordinated in the meaning of the SPU internal regulation which sets up the employment termination and is the matter of the University bodies.

Specific practices of pedagogic and research employees, disertation and second doctorate processes for becoming an assoc. prof, and university professors appointment procedures are governed by generally binding regulations. The criteria are adopted by the University and its faculties and are approved at scientific boards. But the Accreditation Board at the SR government requirements have to be respected when the criteria are approved.

The University has superior educationalists at a respectable qualification structure– more than 12% in the category of professors and 27 % in the category of associated professors. The University has the highest representation of teachers with a scientific degree from among all universities of the Slovak Republic. Support of further education and a professional growth are one of the University priorities. An increased attention will be given to a qualification growth of employees meeting the stipulated criteria especially in the category of professors because as at other universities of SR, the University is facing the problem of age structure.

#### **3.4.2. Selection of students**

The model of admission procedure at each faculty follows from a many years experience and a reality of the study programme on the labour market. The principles of the secondary studies

evaluation inclusive of the school leaving examination are coordinated at the University in compliance with the faculties objectives.

At three faculties students have to pass written tests from two selected subjects (mathematics, economics, world language, biology, chemistry). Recording of applicants at the admission, the study degree, test results and overall results of entrance examination are processed using modern information technologies. Each applicant will be given a computer generated unique test from the tasks data base and after its completion it is evaluated with a scanner without any intervention by a human factor and the applicant will learn the test result within a few minutes. Points earned for individual tests are published within 1 hours on the official bulletin board and on the faculty internet site.

The remaining three faculties organise entrance examinations for the first degree of study only on the basis of the secondary school and the school leaving examination results. For the second degree of study the applicants are admitted within a selection procedure. The selection procedure for the third degree of study contains entrance examinations in profile subjects, world language and a student's presentation of his/her approach to the solution of a chosen topic.

### **3.4.3. Teaching and education (establishment and liquidation of faculties,etc.)**

In compliance with the University Act, the University provides a three degree system of study in accredited study programmes, full time and external forms of study, by a presentation, distance and combined methods. Every study programme has a set of obligatory subjects, the so called corpus of a particular study branch which is 60% from the study programme and the remaining 40% enables the programme specialisation by means of obligatorily optional subjects and preferential subjects and underlines the singularity of the programme whether regarding its contents or forms of study. Since the national labour market does not accept sufficiently the first degree of study (more often with those who are already employed and have to acquire a higher qualification alongside with the employment), the overwhelming majority of students go on to the engineering degree of study. Concerning the scientific and research orientation, the University puts relevant emphasis on the third degree of study. The number of students at the doctoral full time study is limited by financial sources. The number of applicants exceeds the financial possibilities of the University. If the University wishes to increase the number of those who want to take a doctor's degree it must look for a possibility to finance the study from research grants, or projects. The University endeavours to ensure a good link-up of study programmes from bachelor degree to the doctoral degree. The problem is the number of professors in branches where the faculties have no right to the second doctorate and inauguration procedures.

The strength of the University is a wide range of offered study programmes and the weak spot is the number of subjects offered and/ or integrated programmes offered in a foreign language as well as the number of foreign students studying at the SPU inclusive of students from third countries.

The results of the admission and educational processes can characterise successfulness of study by means of the percentage of students who prematurely or unsuccessfully ended the study and the number of students graduating from the University at a standard duration and also the study results reached. The percentage of loss is the greatest in the first academic year of study (at FBP, FAPZ and MF 33 – 39 %, at FEM a FEŠRR 7 – 10 %). The loss is smaller in higher years. Extension of the study length is not very significant at any faculty. The best study results are

reached by the students at the FEŠRR, FEM and FZKI faculties. With advance to further academic years the study results are better and better at each faculty.

The organisation of the life-long education is stipulated by law. In parallel with the educational courses which have to be taken for the performance of one's profession, there have been established strict criteria for the applicants (complete pedagogic study for the University graduates, international welding specialists, attendance and driving of grain combines etc.). Other accredited courses such as ecological agriculture, seed growing of farm crop, policy of farm crop and food quality, etc. are ended by a final examination and certificate.

The internal organisation, that is establishment and liquidation of faculties and other organisational units, belongs to the self-governing powers of the University. A faculty can be established after a rector's proposal approved by the Accreditation Board by the Ministry of Education and the Academic Senate of the university.

### **3.5. Research (establishment and liquidation of research laboratories, projects)**

Establishment and liquidation of laboratories, individual and team projects and the research organisation are part of the University activity and decision making. The permanent objective is looking for new sources and stimuli to maintain the research good level, invention and implementation of new methods and research fixation in compliance with the trend in the European and world space. Except for structural changes we want to increase the research quality and concentrate on the biotechnologies, permanently sustainable development, biodiversity protection, exploitation of alternative energy sources in cooperation with practice. But the lack of funds for innovation and development of scientific and technical potential, recruiting and maintaining young and new potential scientists for the national research base is the surviving problem at the University level. The human resources potential does not have a background of a quality wage stabilisation and so cross border diffusion is a quite often phenomenon together with no interest in top science. In spite of this fact the University decided to accept the status of excellent work places where the laboratory equipment exceeds 1 mil. SKK, the scientists have permanently good results and publication activity and they participate in solution of above standard research projects, domestic and foreign and have an international reputation. There are 10 such work places at the SPU. In addition to it the SPU has established the Institute for Biodiversity and Biological safety, Biotechnological Centre, and Information Technologies centre. Specialists in individual branches pursue educational projects further to the European programmes aimed at life-long education.

### **3.6. Evaluation of the present situation on the regional and national labour markets**

The University has a good acceptance in relation to the education and research activities at the level of the region, city and the national labour market. The number of jobs where the University graduates can find their place is growing. The companies located in the region send their job offers and these are published on the internet sites of the faculties. Many of them prefer a personal contact and come to offer jobs on the grounds of the University. Discussions between the companies managements and the University management ended in preparation of new study programmes. The University graduates work in agro-food sector and related branches (banks, insurance companies, mechanical engineering, small and medium businesses, public administration institutions of all degrees, state administration bodies, educational system bodies, scientific institutions, etc.). At present the faculties do not have knowledge of how the graduates

find their employments – a survey ought to be elaborated in cooperation with the employment bureaus of particular Higher Territorial Entities. The national labour market certainly and the European labour markets partially are not ready to absorb fairly the graduates with the first university degree. It will be necessary to realise a coordination for creation of new study programmes in compliance with the interests of the production.

### **3.7. How does the University performs its mission**

#### **3.7.1. Supporting activities**

##### **Assistance analysis of the services to students**

Advisory services for students whether they are the study, occupative and psychology issues, improvement of social conditions, accommodation and catering at a bearable increase of fees are carried out by vice-deans for education, students departments, ECTS coordinators at the level of faculties and departments and study consultants. It relates to the curriculum organisation, solution of individual study curricula, change of faculties, foreign mobilities, organisation of study from the aspect of future occupation, selection of themes for bachelor or diploma theses, selection of practice, support at employment seeking, contact with employer, recording employers offers.

The interest to be accommodated in a hostel is covered by 54 % while the only criterium on the waiting list are the study results from the previous academic year and for the students of the 1st year the distance of their permanent domicile.

The University strives for solution of the deficient accommodation capacities by lodging the students at secondary school establishments. Three of the University four colleges were put into use more than 30 years ago and so reconstructions works are in progress in each of them in accordance with our financial possibilities. We have bought the Hotel AGROKOMPLEX which will be included into the college system after its reconstruction and will serve mainly to external and doctoral students.

In one of the colleges there is a health centre providing primary health care for the University students. Computerisation of teaching and other rooms can also be understood as a supporting service to students within the SPU, inclusive of colleges. At present there 25 computer training rooms. In pavilions on the corridors there are terminals. It is possible to use wireless (WIFI) connection to the computer network and 100 Mb/s cable connection to LAN and internet.

At the SPU the connection to the internet is provided by the Slovak Academic data network – SANET. At present about 90% of computers are connected to the computer network and cabling is in all University buildings. The buildings of the University campus and all distant workplaces and colleges are interconnected with optical cables.

An important supporting means for information sources at the University is the Information system called Student. This system enables processing of the study agenda from the entrance examinations through the students registration, subject registration, examination registrations together with reporting of examination schedules, registration and creation of time-tables and processing of other supporting systems up to the recording of graduates. A programme was developed for student register enabling to issue confirmations of study in Slovak and English languages, a programme for recording of examinations passed abroad by a student. Students can, via the IT Student, apply for accommodation in colleges and those students who were admitted for accommodation can choose the college according to study results in compliance

with the schedule. Then the system was completed by a possibility to work through the internet and apply for examinations from home.

At the University the non contact identification cards are used which are not only student's cards but they are also used for an entry permit into some training rooms, some buildings at the University, to order and receive food at the University canteens and for identification at the library. New cards were introduced with a Mifare S70 chip and have a state-wide unified data structure in the card chip and are currently updated in cooperation with the student register in Slovakia. The card will also serve as a proof of legitimacy for student discounts on the railways of Slovakia and for bus carriers. They will be disposable for cashless payment for city and extramural transports. In addition these new cards will be for the full time students issued as full value international student's cards in the ISIC organisation which provides reduced-fare tickets and cut-price stays of students all over the world (it has more than 10 million members, more than 5 000 offices in 116 states).

Through the Slovak Agricultural Library the students are provided access to the basic study literature (course books and lecture notes), scientific and special literature - domestic and foreign. They can also use the inter library lending service, consultation service, access to bibliographical and full text data bases, search for facts service, documents copying and scanning service.

The library has registered 8 950 students from all forms of study and they borrowed about 165 000 documents. The average number of borrowings per a student registered with the Library has increased moderately from 17.8 in the academic year 2004/2005 to 18.4 this year.

The automated borrowing system through the internet makes the access to the literature in library and the lending service more easily. More than one third of requirements for borrowings was sent from computers outside the Library. Permanently high is the number of visits on the Library website as a mediator of information about its services.

All data bases – bibliographic and full-text (Agrobibliography, Web of Knowledge, SpringerLINK, ProQuest Agriculture Journals, EIFL Direct, Electronic Library of Journals) can be used by students from any computer in the local University network. In order to support the independent work of students with data bases various kinds of supportive presentations have been prepared on the www site and events were organised to increase the information literacy. In spite of this the interest in search for facts service is great.

There are altogether 75 study seats in the study rooms. This is a deficient capacity but in the following academic year an improvement is expected.

In the past academic year except for a social scholarship from the state budget drawn by 546 students in average in the overall amount of 13 506 800.- SKK ( about 24 737 SKK per one student/year), a motivation scholarship was paid for the first time. The motivation scholarship is granted as a merit scholarship or a special scholarship. The merit scholarship was granted to 10% of students from the full time studies with the best achievements (5% 20,000.-SKK and 5% 10,000.-SKK). The overall amount of the merit scholarship paid in the last year was 11, 250,000.-SKK.

The special scholarship is granted to full time students for their extraordinary results in scientific, artistic or sports activity, for a successful representation in artistic, sports or scientific competitions, for excellent fulfilment of obligations during all the study or for the final work of an extraordinary quality. The maximum amount of this scholarship was 11,000.-SKK last year. The overall fund of this kind of scholarship was 1,427,000.-SKK. In addition to these scholarships the University and its faculties pay scholarships from their own sources, first of all to handicapped students, orphans, students representing school, faculty in various bodies, organisations, international events or reach extraordinary study results. The amount of this scholarship depends on the offbudget sources of the University or faculty.

The SPU and its faculties support financially, organisationally various student events and organisation such as AISEC, Student parliaments, Clubs for spare-time and artistic activities, theatrical forms, Zobor folklore ansamble, college radio studios, sports clubs – basketball, volley-ball, football, swimming, etc.

### **3.7.2.Financing**

The University is managed under economic conditions characterised by a transition to many sources financing, setting yields and costs budgets and the change of the University relationship to the property. New rules enable to obtain a part of funds for running by own activities. The main entries from the SPU yields are: dotation from the state budget by the Ministry of Education SR, tuition fees, yields from further education, sale of services, sale of property and other income from the main activities. The target amount of the dotation is shown in Annex, Tab.12. The University property status in Tab. 13. Retained earnings from current period are given in Tab. 14 – 17.

The drop in own revenues from the main activity since 2003 has been caused by several facts and namely: in 2003 the School agricultural business enterprise was also part of the University but on July 1, 2003 it was transformed into a limited liability company. The SPU Academic agricultural business enterprise (the yields till June 30 2006 were part of the SPU yields, for instance the revenues from sales of own products from this agricultural business enterprise were almost 25 mil. SKK. The change in the stock-in-trade almost 10 mil. SKK, etc.), in 2003 the SPU kept two student's canteens, in 2004 one student's canteen and in 2005 both canteens were leased (gradually reflected in yields from sale of own products and sale of services.

The yields from business activities in 2003 were positively affected by sale of a long-term property (15 mil.) and provisioning of services within business activities by particular SPU constituents. Since 2003 a gradual drop was recorded in yields from services provided by student hostels and canteens and exploitation of property and free capacities by particular constituents of the SPU. The objective of the University, in accordance with the Ministry of Education SR aims, is to pay attention to own yields with concentration on the life-long education, creation of conditions for acquirement of domestic and foreign projects and increase of volume and structure within the services offered. As in the recent past so in the nearest future to look for optimisation solutions in order to restrict the non-productive University costs.

### **3.7.3. Controlling activities**

The SPU structure and management follows from the particular legislation, internal regulations of the SPU and its organisational structure. The management practice scheme (direct, methodical and economic-administrative control) is given in organisational schemes (Annexes I-IV).

**The SPU is a statutory and autonomous institution**, it means it has legal personality with a certain scope of autonomous activity. The basis for the autonomy is the academic community and particular academic senates (university and faculty senates).

**The Rector** is the University statutory body and he is responsible for his activity before the SPU Academic Senate. In certain matters stipulated by law he is responsible to the Minister of the Ministry of Education SR. Within the scope specified by him, Rector is represented by Vice-chancellors.

**The Bursar** together with the central administration (Rector's Office) covers the administrative and economic run of the University.

**Deans** are representatives of faculties who control and act in the matters of a faculty. Dean is for his activity responsible to the Faculty Academic Senate and to rector for matters stipulated by law. Leaders of other organisational units of the SPU control divisions in the meaning of the approved organisational orders, they are responsible for their activity to their superior in the meaning of the organisational scheme of the SPU. The management coordination at the University, faculty and other organisational unit levels, is carried out at a Rector's consultative sessions of the University management and its units, boards, and at scientific boards sessions partially, at the Court of the SPU, academic senates, etc.

The University management prepares, controls and decides on principal issues and the main SPU activities (development, finances and budget, education, science and research, work and legal relationships etc.) in cooperation with organisational constituents. Some issues and decisions are subject to discussion and/or approval by the SPU Academic Senate and the SPU Board of Trustees.

Faculties are autonomous in their academic activities (the research objectives, teaching, selection of students, preparation of study programmes), they can carry out business activities and they are also relatively independent at the selection of academic and administrative staff. Faculties administer finances approved for them by the ASSPU in the budget upon the Rector's proposal. Also the level of faculties, the chosen proposals and decisions are subject to discussion and/or approval by the Academic Senate of the faculties.

### **3.7.4. Evaluation of the human resources adequacy, the SPU policy for the area of human resources**

Human resources of the SPU consist of teacher, manager and technical-and-subsidary team. The overall number of employees is 1234 of which 473 are the pedagogical and scientific component part of human resources. The basic precondition of a successful educational and research processes is a hopeful qualification and age structure. They make the limiting criteria for accrediting and giving the right for education in study programmes and fields, as well as for further professional promotion of associated professors and professors. They are also a potential for the science development and international cooperation development (see Tab.18).

Average age of individual scientific-pedagogical workers is as follows: professors - 61.89. years, assoc. prof. – 54,37 years, lecturers with PhD. (CSc.) degree – 42.03 years, lecturers without PhD. (CSc.) degree – 39.2 years. More detailed data are given in survey tables. The age

structure indicates a relatively high average age of professors and associated professors. At present the criteria by the Accreditation Board (which are incomparable with many EU countries), for the terminal age (65 r.) to guarantee study programmes and fields cannot be considered as human. In our point of view the decisive criterion which has to be taken into account is the scientific and pedagogical productivity.

Among the category of lecturers with PhD. (CSc.) degree an effect of late elaboration of dissertation works inertia, smaller interest in research stays abroad and a low invention and progress-development scientific level is still felt. The reason can be seen in a lower technical equipment of research laboratories and work load of doctorands in the pedagogical process and also a small wage motivation for work in the top science.

The University, its faculties and departments pay a due care to the professional growth of teachers which is also included in the plans of personal development. In the area of research the main emphasis is put on the participation of professors in the direct research, in coordination and research work control. The number of senior research workers at the school has been reduced because of the lack of funds. The above shown accompanying phenomena and problems can be solved only partially. The phenomenon of fluctuation is not ultimate in the personnel policy. The regime of time-employment contracts with teachers can be considered a certain stimulator. But an adequate competitive background is missing. In the meaning of older regulations by the Ministry of Education of SR a certain age category does not come under the group of circularized employees with a possibility of time-employment contracts who are then the development brake of their further qualification.

But there is an eminent effort to look for stimulative and regulative mechanisms of professional growth of the teachers (point evaluation of scientific-and-pedagogical activities) and basic procedures for taking positions exclusively by qualified and productive workers.

The University and all its work places are highly engaged in the development of enterprising activities which have the marks of applied research, expert opinions, projects and expert witness activities. These are also resources of an offbudget income such as: appraisal of land and special cultures, assesment of damages on the farm land and purchases caused by environmental impacts, projects for park and landscape arrangements, economic audit, realisation of garden products from the Botanical Garden and its demo areas, own School of Motoring and an Emission Control Station. There is a search for other activities where the laboratory of biological safety, university agricultural business undertaking and the Botanical Garden could be used.

The dotation funds are redistributed among the faculties according to the criteria approved by the SPU Academic Senate and the main indicators are: number of students and study programmes, science-and-research capacity, volume of the obtained funds for science projects and publication activity. The criteria are year by year made more strict and complete.

### **3.7.5. Realisation of the Bologna process and its quality**

Already during the first stage of the harmonisation of education at the SPU at the beginning of 90-ies, our school participated in the PHARE projects and especially in the TEMPUS. A flexible credit system of education has been built since 1992 when at the Faculty of Agronomy of the then VŠP (Agricultural College) a project was elaborated for transfer of a rigid form of study

program to a flexible program. And in parallel with the reconstruction of curricula also an inevitable information assistance started to be built. The basis for the information system „Student“ was processed and with small corrections it is still functional from the academic year 1994/95. This assistant system ensures a complex control over the course, organisation and study results of individual students and provides information about utilisation of material capacities (teaching rooms) and personal resources (teachers time-tables) and a necessary overview for the educational process management at the SPU. Considering the flexible structure of individual study programmes and creation of individual time-tables of individual students, the system provides information about the proportion of individual work places at the education of students of individual study fields for the needs of the personal work management at the school.

Referring to the above shown facts, accession of SR to the agreement completed at Bologna, has not not caused any serious problems at the SPU and the University welcome the idea of creation of the European university space and improvement of the general European system of higher schools. The SPU entered the European system of education with an effort to do its best with a series of projects TEMPUS at the beginning of 90-ies. This way a harmonisation of the study field with the universities not only in Europe but also with the USA universities has been executed. Already in the mid of 90-ies individual study branches of bachelor studies were incorporated.

Since 1997 when Slovakia as an associated country was offered a possibility to join the selected programmes, our University within the programme Socrates-Erasmus signed on ECTS building. After the preparatory phase all faculties came up to its realisation phase beginning with the academic year 2001/2002. In accordance with ECTS all study programmes are constructed so that a student can earn 60 credits for each year so to graduate from the Bachelor Degree one has to earn 180 credits and for Engineer Degree 120 credits. The Doctoral Degree needs to achieve 180 credits.

In order to get better informed about the study at the SPU a grant from the EU was obtained to create an ECTS Catalogue. This Catalogue of the Slovak University of Agriculture was for the first time completely processed in 2001 whereby in the next year we applied for the „ECTS Label“, which was not awarded because of some formal discrepancies. Anyway, the system is functional and is used when students apply for foreign stays (and also in our country). Of course the system works inside the University and the student have an option, except for compulsory and optional subjects, to create their own study programmes, to choose subjects according to their individual interest. ECTS as an instrument of a wide student mobility works in full and we have accompanying information materials in accordance with the ECTS structure at disposal. The problem lies in compatibility of study and the subsequent acceptance, offer of study programmes in a foreign language, language skills and students initiative and also social dimension (social aspect) of the mobility of students, number of scholarships etc., but not negligible is the ability of lecturers to ensure particular subjects in foreign languages.

Information about the possibilities of study (Information Package) is published on the University website in electronic form with a possibility of print. In previous years the information was published in a book form.

Solution of academic and administrative aspects of ECTS and guidance for students is provided by a network of coordinators – institutional, of faculties and departments. The University as the first in Slovakia started to issue Supplements to the Diplomas.

The Bologna Declaration has laid foundations for the institutionalisation of educational systems and competitiveness of Europe. Education is entered by European dimension, innovations in accordance with the needs of the changing society, extended teaching of foreign languages, activity of foreign teachers and creation of a possibility to take a part of study at other universities at home and abroad. To make the mobility easier a Directive for preparation of mobility, its execution and acceptance of credits was adopted. On the website a Student's guide has been published to help the students make themselves orientated with the SPU conditions.

With the formation of new accredited programmes in accordance with completion of the Bologna Agreement a pre-graduate degree (bachelor studies) was introduced. An accelerated formation of this system caused that in some study programmes the obligatory education was underestimated and it came up that the bachelor studies do not create a sufficient place to master multidisciplinary study programmes. We think that some programmes will be re-accredited and will be changed into a 4 year bachelor study. The consequential programmes of the graduate degree (engineer study) diversify particular study fields which is even more emphasised in the third degree – doctoral studies. The vertical interconnection of study degrees (study programmes) in study fields is different. It relates to the fact that bachelor study is an academic education of the first degree, that is, a relevant education for the national and European labour markets as an appropriate degree of qualification. A relative question is the question of formal recognition of the awarded title (Bc.) and definition of qualification requirements by the employers further to the new (three degree) system of education.

At present it is felt that not quite an optimal system of the three level study has been adopted. For the first degree a lot of programmes have been created which in some cases overlap the study field. It seems to be necessary to re-accredit bachelor studies (their partial integration), or even reduce their overall number.

The results of the evaluation process in the form of a complex report are reevaluated by the Rector's Board and the University Scientific Board, partial reports results discussed at the Dean's Boards and Scientific Boards of the faculties will be reflected in the measures for the University, faculty and department managements up to the level of coordinators of particular study programmes, coordinators of individual study subjects. The background data to individual reports are obtained from the study programme guarantors and departments which have the basic responsibility for the quality of the educational process then from the student's departments of faculties and from the information system Student. The conclusions following from the evaluation of the state examinations of Bachelor and Engineer Degrees of study by the State Examination Boards (they state their opinions about the final bachelor or diploma theses, to the level of the final theses defence, opponent or supervisor references, knowledge level and submit proposal and recommendations) also represent relevant information sources. An important source of information are students themselves who can express themselves in the form of various query sheets for evaluation of lectures and practical trainings. The student representatives are represented in the Rector's and Dean's Boards and if study programmes issues are solved they are represented at the Academic Senates of the Faculties and the University where issues of the education quality are solved as well. Students can present their suggestions individually or as groups via the vice-deans for education or study advisers.

## **4.0. QUALITY MONITORING AND MANAGEMENT**

### **4.1. Quality monitoring**

the present system of quality monitoring is based on external and internal processes. External processes are related to accreditation of study programmes, second doctorate procedures, promotion to a professorship and a complex accreditation procedures. Particular standards and criteria are generally known, they follow from the legislation and the Accreditation Board criteria. The main issues which are subject to evaluation are the level of research activity, material technical and information safety. In case of study programmes also their structure, belonging to the cores of study fields, guarantors, etc. The result is the admission of rights to execution of study programmes and particular activities. The external processes of quality monitoring contain e.g. the Academic rating and ranking agency activity, the first Slovak independent institution which decided to publish information about the quality of the Slovak universities. The report was for the first time published in 2005 and the SPU took the 4-7 positions (in various parameters) from among 19 universities ,

The internal parameters of quality monitoring are based on internal evaluation of main activities. Within the SPU there does not exist a special unit that would look after the quality monitoring as their main scope of activity and we prepare establishment of such unit for monitoring and development of the university that ought to follow the quality development from the aspect of the strategical development of the University. It is the assignment for particular controlling workers and various collective bodies. Internal processes of quality monitoring standards at the SPU are not explicitly defined. If we admit a certain degree of the academic institutions autonomy in this area, then many criteria, procedures and indicators are close to European standards. They are the approval processes, monitoring and periodical evaluation of programmes and study results (average marks, indications of repetitions, successfulness of accession to a higher year, duration of study, etc.), graduates and their self-assertion, provisioning of study materials, duration of study, infrastructure, forms and methods, didactic procedures, academic staff quality assurance (number, qualification structure, pedagogic /teaching load) etc. Not negligible part of the quality monitoring of the pedagogic/teaching process at the SPU is the control and observation (leading and senior managers), evaluation of teachers from the aspect of their pedagogic performance, evaluation of teachers by students and graduates (query sheets for students and graduates).

In the field of science and research the results of publication activity, their quality, references, expert and project activity, patents and discoveries, obtained grant tasks and volumes of funds, etc. are evaluated. The quality of scientific and research activity is also monitored via oppositions, control days, publication reviews, etc. Quality monitoring is executed in accordance with particular regulations for individual actions. From the aspect of instruments used for quality monitoring of great assistance is the Directive by the Ministry of Education SR No. 13/2005 on classification of publications and its application for second doctorates and inaugurations approved by the SPU Scientific Board which makes the quality control and its evaluation more transparent . However, the sources to support the increase of quality are small and the motivation for quality increase is rather moral than financial.

In the field of administrative and business activities the quality monitoring mechanisms are in the competence of leading and senior managers. Each manager at a particular stage of management is entrusted with a task to ensure fulfilment of the set up tasks with the highest

quality degree. And the particular manager can be credited with the losses accrued from careless services or other activities.

Quality monitoring mechanisms of external relations, especially public relations and their management gain in importance. The corner-stones of the activity in the area of public relations are: systematic informing of public, preparation and execution of recruitment campaigns and traditional and in relation toward other universities enviable activity – uninterrupted publishing of a biweekly newspaper *Poľnohospodár* (Agriculturalist) which by articles and photo documentation (also in electronic version) monitors the university life for more than 50 years. Besides, each faculty publishes scientific publications called „ACTA“ and they too have a long history, more than 40 years. The school has a Public relations department together with the editorial board of the *Poľnohospodár* and they place articles and put the University into other dailies and weekly magazines in Slovakia. Information about the University is also disseminated by the local TV and all-state broadcasting.

The most important instruments of public relations work are above standard relations with mass media and it is important not only for popularisation of pedagogic and research-scientific activities of the University but for providing relevant and full information to emphasise the involvement of the SPU in public affairs.

The above listed activities of quality monitoring, in dependence on their type, are monitored within the sessions of the SPU Administration and Boards, administration and boards of faculties, and administration and boards of other units and constituents of the University, advisory boards, etc. Some questions from this field use to be discussed in particular competent self-governing bodies of the SPU (Senate and the Scientific Board).

The data looked for have quantitative and qualitative character, their range depends on the activities evaluated. The frequency of the monitored external processes is 3 – 6 years, internal processes monitoring is done once a year, in some areas more often. The quality monitoring results are used at all management stages and they often have the feed-back character and affect operative and strategic decisions. The SPU intend is to introduce a quality management system using the experience and if possible also financial assistance by the EU.

## **4.2. Quality management**

Quality monitoring is part of the SPU institutional policy. Its results are presented at various forums. Particular recommendations serve the departments, faculties, and other SPU constituents to improve their own policy in the area of scientific-research, pedagogic, administrative and other activities. The adopted measures lead to improvement of the qualitative structure of the projects solved, more demanding evaluation of publications, more transparent processes of evaluation and remuneration. The existing system of criteria enable a good quality monitoring but a possibility for more differentiated remuneration is missing.

### **4.2.1. How the SPU responds to requirements, threats and opportunities in the outer environment.**

The SPU has to respond to all threats and opportunities promptly, with particular measures having longer or shorter time horizons in dependence on particular areas. The SPU responds to opportunities and threats listed at the end of this report by a preparation of new study programmes, measures for the development of business activities, measures in the area of human

resources and qualification structure, supporting activities in the field of further education, increase of quality and competitiveness at the national and international levels, etc. The most topical changes which will have to be executed in the nearest period relate to the area of the SPU financing and exploitation of opportunities in business enterprising.

#### **4.2.2. The SPU strategic management from the aspect of the outer environment**

The University has been creating conditions for cooperation at the local, regional and international levels for long. The University workers are members of working committees at production plants and on the other hand the workers from the outer environment participate as external members of the SPU Scientific Board and the Scientific Boards of faculties in their sessions. The controlling body from this aspect is the SPU Court which ensures the link-up with the society and the University, asserts the public interest especially in connection with effective exploitation of the property and financial means of the SPU, then there are the Scientific Boards of the University and faculties.

The strategy of human resources is oriented at stabilisation of teachers, employees, students, strategy of the science development, strategy of the pedagogy development (international co-operation, e-learning) is oriented at creation of conditions to achieve the University mission and its vision. At present the Councils for strategic development are being formed at the faculties and the SPU and they ought to strengthen the interest of the outer environment representative in the SPU strategic management.

#### **4.2.3. What changes in the University objectives can be expected**

The main strategic goal, to become a research university remains in force until it is reached. In order to reach it, in the SPU A long-time plan for the years 2003 – 2010 stipulating programmes has been defined for the nearest future in individual fields of activity:

1. In VVČ to concentrate on the exclusiveness of the biologic-ecological, technical, economic, space and technology research oriented at the principles of permanently sustainable development and agro-food resources of regions and settlements, exploitation and protection of natural resources and landscape with a reach of the all-European research space.

2. In pedagogical activity to orientate at manifoldness, internalisation, electronisation, rationalisation, creativity, adaptability, flexibility, humanisation and democratisation of the education system at the SPU at all its education and form stages, inclusive of life long education and all-university study programmes.

3. In the international cooperation to increase student and teacher mobilities, to internationalize education and research..

4. In the field of informatics and informatisation to orientate at their penetration into all areas of the University activities.

5. In the field of material-and-technical development and the SPU financing to orientate at reduction of the number of unfinished constructions, improvement of maintenance, rationalisation, and optimisation in the exploitation of utilities, financial sources and teaching potential of professors.

6. In the field of social security not to forget about better possibilities for cultural and sports spare time possibilities.

#### **4.2.4. What is the role of quality monitoring and management in further development**

Quality monitoring and its management is understood at the SPU as one of the decisive factors of a successful development in all areas of activity and in all defined development programmes of the SPU long-time development intend. A high quality of education and learning, success in science and research and growth of sources from international cooperation are key factors to fulfill the development strategy of the SPU. The application of all present instruments will have to be strengthened by an increased financial stimulation for the University employees. One of the possibilities how to do it is to increase prices of projects and preserve the present practice to use 10% of the price as a remuneration of those who worked out the project and also a transfer of financing from the dotation form to the project form of financing to remunerate a part of workers. In order to increase the expert knowledge of the SPU employees, foreign attachments were used but they were as a rule only short time attachments and we presume that the quality can be increased by establishment of „sabbatical leave“ bidirectionally, that is to receive guests from other work places and send out our workers abroad which needs sufficient financial means and motivation measures, and for the guest workers on the other hand appropriate work conditions (study rooms, PC, accommodation... etc., at European level), for those who will be sent abroad - to prepare financial assistance (travel expenses, scholarship for a stay).

#### **5.0. DEVELOPMENT PROGRAMME OF THE UNIVERSITY**

The Development programme will deal with the following:

- Re-accreditation of perspective study programmes with an emphasis on a multidisciplinary complex learning based on complex disciplines containing several branches emphasising links between the branches
- to introduce the study programme Informatization of Agriculture using the experience from precision agriculture
- to create a study programme e-Village for the assistance to the village and outland development as a complex
- to limitate the numbers of students in compliance with their practical opportunities on the labour marker (to reduce the number of those admitted for a problematic study programmes)
- to work out a system of the research results internet offer for the agricultural practice
- to concentrate on agro-sector analysis with a subsequent proposal for solution of problems and a proposal for progressive routing of support to the sector on the basis of the SR legislation and also the EU legislation. Proficient materials worked out would be of interest as for the ministry structures (agriculture, finances, regional development ) so for the self-government.

These measures will make the process of the University interconnection with the agricultural practice and the state administration much better.

#### **6.0. CONCLUSIONS**

##### **SWOT analysis results**

## 6.1. Strengths

- a unique centre of studiedness with connection to foreign universities and international research
- reputation of the University and its faculties
- enthusiasm of a non negligible number of lecturers and teachers, positive results, honors, acknowledgements..
- stable and highly qualified staffing in given areas. Distinguished workers abroad and cooperating in international teams – EU projects
- system of internal evaluation of workers leading to a financial motivation for fulfilment of tasks in research, education and transfer of knowledge
- organisation of language courses, information technology application courses and increase of pedagogical competence for the University employees
- all-state operation, multiregional structure of students
- elective character of the University and number of applicants
- sufficient diversification of accredited study programmes at all three stages of study
- consistent implementation of ECTS principles
- provisioning with study literature published by own publishing centre and supplying the Slovak Agricultural Library with latest publications of scientific literature
- many years tradition and a good level of student's scientific and expert activity
- possibility of a practical training at the School Agriculture Business Undertaking
- cooperation of other universities representatives, scientific and research working places, practice, regional self-governments, state bodies at the preparation of study programmes
- good advertising of study programmes
- very good equipment of basic working places with computers and a sufficient number of lecture rooms equipped with computers
- high number of student representation in the self-governing body – Academic Senate, no significant decision can be adopted without the student participation
- university supports cooperation with industry and practice (joint projects, preparation of „tailor made“ study programmes for industrial enterprises in the regions of Nitra and Trnava).

## 6.2. Weak spots

- Age structure in the category of professors and senior lecturers in fields where faculties have no right to perform second doctorate procedures
- Compared to foreign universities, the criteria for improvement of special qualifications are not flexible and do not allow for reaching degrees of senior lecturers and professors at a lower age category. This fact causes slowdown of the dynamic growth and development of the University. Cooperation of experienced scientific workers and young dynamic specialist would be a solution.
- Teacher's mobility linked to educational activity at the visiting universities is not enough exploited, the teachers only share selective lectures, insufficient exploitation of stays for creation of joint programmes.
- Uneven distribution of student's mobilities per faculties following from different knowledge of foreign languages. Partially caused by insufficient educational capacity of the Department for language preparation although some study programmes contents contain a condition for completion of the 2<sup>nd</sup> degree of study – a language examination.

- Insufficient number of subjects and complete study programmes taught in a foreign language. At present this number does not exceed 5 % of the overall number of subjects in the ECTS catalogue. About a quarter of the graduates have sufficient language skills.
- A low number of foreign students. The reasons may be a small offer of programmes, low motivation for foreign students, there are no scholarships, few English courses and especially complete studies in a foreign language are missing. ( at present selected study programmes in English are being prepared ).
- A small number of joint degree programmes.
- Work with gifted and talented students at the Ist and IInd stage of study and their small interest in scientific-and-research activity as well as in educational-and-learning processes at departments.
- Feed-back from students and graduates (it is necessary to work out a system of anonymous feed-back about subjects, teachers, skills and interconnection of subjects ).
- Student little use the powers which are at their disposal in the meaning of the University Act and the SPU in Nitra Statutes.
- Absence of modern didactic approaches in some subjects .
- Proportion of life-long education.
- Small spatial capacity especially for lecture-courses (as long as these facts have an expressive effect it is allowed for organisational changes and virtual forms of education).
- Material-and-technical side of the education.
- Large dispersion of principal places of work and theatres in the city of Nitra.
- Insufficient coordination at the preparation of the University central time-table.
- Creation of positions at the University.
- Faculties do not have a full survey of the graduates practical placement.
- The national and the European labour markets are not enough prepared to correct absorption of the Ist university degree graduates.
- Lack of written works.
- Case study
- Lack of participative education.
- Low cooperation with businesses.

### **6.3. Opportunities**

- Increased mobility of students and teachers.
- Increased interest of foreign students inclusive of third countries.
- A possibility to obtain domestic and foreign grants and projects through which it is also possible to improve material-and-technical conditions for the educational process.
- European funds – education of human resources and information society, knowledge society.

### **6.4. Threat**

- High energy consumption of the objects – a solution: to realise the projects of padding the objects warm and reconstruction of the heating system (alternative fuels);
- Lack of own financial funds for the property renovation and development – a solution: to acquire funds from the state budget, EU projects, enterprise activities;
- Dispersion of auditoria and principal work places over the city;
- Insufficient motivation for enterprising at the University. This activity ought to finalise the results of educational and research activity and support them back. Enterprising ought to be an inseparable part of the SPU work;

- Prevalence of small grants. The research activity is oriented in its majority at small VEGA grants. This approach has several negative impacts. The energy is dissipated as well as the research potential, people get used to work in small teams and do not learn how to coordinate bigger teams and prepare greater projects. When coordination is absent more complex problems cannot be solved.
- Limited capacity for accreditation of approved and new study programmes.

## **7.0.COMPLEMENTS**

### **7.1. LIST OF ABBREVIATIONS**

5.RP	Fifth Framework Programme
6.RP	Sixth Framework Programme
7.RP	Seventh Framework Programme
EABIOM	Association européenne pour la Biomasse – European Association for Biomass
AF	Faculty of Agronomy
APVV	Agency for Support of Research and Development
ARRA	Academic Ranking and Rating Agency
AS SPU	Academic Senate of the Slovak University of Agriculture
Bc.	Bachelor
CIDD	Consortium for International Double Degrees
ČZU	The Czech Agricultural University
ECTS	European Credit Transfer System
EÚ	European Union
EUA	European Association of Universities
FABZ	Faculty of Agrobiolgy and Food Resources
FBP	Faculty of Biotechnology and Food Sciences
FEM	Faculty of Economics and Management
FEŠRR	Faculty of European Studies and Regional Development
FZKI	Faculty of Horticulture and Landscape Engineering
Ing.-MSc.	Engineer (Master of Sciences)
KEGA	Cultural and Educational Grant Agency
MF	Faculty of Agricultural Engineering
MŠ SR	Ministry of Education of the Slovak Republic
Nr	Nitra
NSK	Nitra Self-governing Region
PEF	Faculty of Operation and Economics
PhD.	Philosophiae doctor
SLPK	Slovak Agricultural Library
SPU	Slovak University of Agriculture in Nitra
SRK	Slovak Rectors Conference
VEGA	Scientific Grant Agency
VPP	University Farm
VŠP	College of Agriculture
VÚC	Higher Regional Entity

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SLOVAK UNIVERSITY OF AGRICULTURE  
IN NITRA



SELF-EVALUATING REPORT  
BY THE SLOVAK UNIVERSITY OF AGRICULTURE  
(7.0.COMPLEMENTS)

*Prof. Ing. Mikuláš Látečka, PhD.*  
*Rector of SUA*

Nitra  
December 2006

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**Tab.1a: Number of students at the SAU Nitra in the academic years 2001/2002 - 2005/2006**  
 Number and distribution of students according to the study degree, faculties and trends over the past five years

Fakulty / study degree	2001/2002		2002/2003		2003/2004		2004/2005		2005/ 2006	
	DŠ	D+EŠ	DŠ	D+EŠ	DŠ	D+EŠ	DŠ	D+EŠ	DŠ	D+EŠ
<b>Faculty of agrobiolology and food sources</b>										
Bc.	0	475	391	515	658	1191	1000	1542	1011	1510
Ing.	2425	2542	1277	1751	903	1031	545	714	508	788
PhD.	55	172	47	156	51	153	44	126	53	119
<b>Spolu</b>	<b>2480</b>	<b>3189</b>	<b>1715</b>	<b>2422</b>	<b>1612</b>	<b>2375</b>	<b>1589</b>	<b>2382</b>	<b>1572</b>	<b>2417</b>
<b>Faculty of biotechnology and food sciences</b>										
Bc.	0	0	182	182	308	398	404	557	387	580
Ing.	0	0	481	481	341	341	235	235	249	249
PhD.	0	0	2	4	8	16	15	24	28	43
<b>Spolu</b>	<b>0</b>	<b>0</b>	<b>665</b>	<b>667</b>	<b>657</b>	<b>755</b>	<b>654</b>	<b>816</b>	<b>664</b>	<b>872</b>
<b>Faculty of economics and management</b>										
Bc.	0	1079	0	1064	0	800	0	633	378	887
Ing.	1963	2831	2136	2875	2017	2715	1729	2392	1296	1694
PhD.	47	145	55	142	55	144	53	134	46	94
<b>Spolu</b>	<b>2010</b>	<b>4055</b>	<b>2191</b>	<b>4081</b>	<b>2072</b>	<b>3659</b>	<b>1782</b>	<b>3159</b>	<b>1720</b>	<b>2675</b>
<b>Faculty of European studies and regional development</b>										
Bc.	0	0	0	0	0	0	208	457	446	876
Ing.	0	0	0	0	0	0	41	230	41	377
PhD.	0	0	0	0	0	0	6	19	13	31
<b>Spolu</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>255</b>	<b>706</b>	<b>500</b>	<b>1284</b>
<b>Faculty of horticulture and landscape engineering</b>										
Bc.	135	135	0	0	0	0	0	0	218	283
Ing.	898	1120	1150	1467	1095	1445	1064	1407	767	1068
PhD.	38	113	34	104	29	107	32	114	33	93
<b>Spolu</b>	<b>1071</b>	<b>1368</b>	<b>1184</b>	<b>1571</b>	<b>1124</b>	<b>1552</b>	<b>1096</b>	<b>1521</b>	<b>1018</b>	<b>1444</b>
<b>Faculty of agricultural engineering</b>										
Bc.	0	68	0	46	0	60	0	49	266	412
Ing.	1090	1319	1100	1330	1050	1347	1055	1411	700	953
PhD.	22	75	28	82	23	76	26	82	28	70
<b>Spolu</b>	<b>1112</b>	<b>1462</b>	<b>1128</b>	<b>1458</b>	<b>1073</b>	<b>1483</b>	<b>1081</b>	<b>1542</b>	<b>994</b>	<b>1435</b>
DŠ – full time study, D+EŠ – full time + external study										

*Continue Tab. 1a : Summary survey of the number of students at the SUA Nitra in the academic years*

Degrees of study	2001/2002		2002/2003		2003/2004		2004/2005		2005/2006	
	DŠ	D+EŠ	DŠ	D+EŠ	DŠ	D+EŠ	DŠ	D+EŠ	DŠ	D+EŠ
<b>Bc. total</b>	135	1757	573	1807	966	2449	1612	3238	2706	4548
<b>Ing. total</b>	6376	7812	6144	7904	5406	6879	4669	6389	3561	5129
<b>PhD. total</b>	162	505	166	488	166	496	176	499	201	450
<b>SUA total</b>	6673	10074	6883	10199	6538	9824	6457	10126	6468	10127

*Tab. 1b. Survey of the number of student at the SUA Nitra in the academic years*

Summaries according to the degrees and the form of study at the SUA					
Degree of study	2001/2002	2002/2003	2003/2004	2004/2005	2005/2006
Full time (Bc.+Ing.)	6511	6717	6372	6281	6267
External form (Bc.+Ing.)	3058	2994	2956	3346	3410
PhD. (D+E)	505	488	496	499	450
<b>Total</b>	<b>10074</b>	<b>10199</b>	<b>9824</b>	<b>10126</b>	<b>10127</b>
DOPŠ (complementary pedagogical study)	442	369	376	235	272
UTV (University of the third age)	511	470	445	427	430
<b>Total</b>	<b>11027</b>	<b>11038</b>	<b>10645</b>	<b>10788</b>	<b>10829</b>

*Tab.2: Accredited study programmes*

Faculty	Bc	Ing.	PhD.,
FAPZ	6	10	9
FEM	9	3	2
MF	7	9	3
FZKI	5	4	3
FBP	3	4	3
FEŠRR	6	5	1
SPU	36	35	21

*Tab.3: Proportion of students to the number of teachers according to faculties*

Faculty	Number						
	students				teachers	students/teacher	
	Physical		Converted (TAB.3b.)			n/n <sub>u</sub>	n <sub>p</sub> /n <sub>u</sub>
	n	%	%	n <sub>p</sub>	n <sub>u</sub>	n/n <sub>u</sub>	
FAPZ	2298	25.45	22.16	2001	126	18.23	15.88
FEM	2576	28.53	26.11	2356	114	22.59	20.66
MF	1365	15.12	17.56	1585	75	18.20	21.13
FZKI	1331	14.74	15.18	1372	70	19.0	19.60
FBP	863	9.56	8.94	807	51	16.92	15.82
FEŠRR	1284	14.22	10.05	908	34	37.76	26.71
Total SUA	9029	100	100	9029	468	19.29	19.29

**Tab.3a: Proportion of students to the number of teachers according to faculties calculated from the faculties duty of „student-hours“ (teaching students from other faculties)**

Faculty	Student-hours in %												Total
	FAPZ	%	FEM	%	MF	%	FZKI	%	FBP	%	FESRR	%	
FAPZ	638969	73.1	23568	2.7	31473	3.6	85646	9.8	82150	9.4	12144	1.4	873950
FEM	87945	6.8	875141	67.2	80195	6.2	53511	4.1	40760	3.1	164660	12.6	1302212
MF	27479	4.4	19926	3.2	544054	86.6	8611	1.4	20261	3.2	8096	1.3	628427
FZKI	32100	6.6	21776	4.5	11344	2.3	378943	78.2	7197	1.5	33280	6.9	484640
FBP	75432	23.3	1868	0.6	13102	4.0	28841	8.9	197766	61.1	6760	2.1	323769
FESRR	8853	2.8	83649	26.5	9588	3.0	40422	12.8	2912	0.9	170122	53.9	315546
Hours total	870778		1025928		689756		595974		351046		395062		3928544
Calculation for all SPU students number from the summary of student-hours	n		n		n		n		n		n		n
%		25.45		28.53		15.12		14.74		9.56		14.22	
Physical	2298		2576		1365		1331		863		1284		9029
%		22.16		26.11		17.56		15.18		8.94		10.05	
Calculate d	2001		2356		1585		1372		807		908		9029

**Tab. 4. Survey of the number of international educational projects**

programme, subprogramme, projects /activities/	2001	2002	2003	2004	2005
<b>Socrates -subprogramme of Erasmus</b>					
Common preparation of study programmes /CD/	1	2	2	3	
Subject networks /TN/	5	6	1	2	2
Intensive programmes/IP/	1	3	4	2	4
<b>Socrates - subprogramme of Comenius</b>	-	1	1	1	-
<b>Socrates-subprogramme of Lingua</b>	-	-	1	1	2
<b>Socrates-subprogramme of Grundtvig</b>	-	-	-	-	2
<b>Erasmus Mundus</b>	-	-	-	2	3
<b>Leonardo da Vinci</b>					
Mobility projects		5	3	4	4
Pilote projects	4	2	3	2	2
Reference materials	-	-	-	-	1
<b>CEEPUS</b>	5	4	3	5	2
<b>Jean Monnet</b>					
Jean Monnet Module	-	-	1	3	4
<b>TEMPUS</b>	2	-	-	-	-
Total:	<b>18</b>	<b>23</b>	<b>19</b>	<b>25</b>	<b>26</b>

**Tab. 5. Survey of the number of research projects**

programme, subprogramme, projects/activities/	2001	2002	2003	2004	2005
COST	4	5		3	4
INCO COPERNICUS	2	1			
PHARE	1	1			
5 RP	2	5	5	5	2
6 RP				5	10
EUREKA		1			
EDC 11221 eFarmer					1
<b>Total:</b>	<b>9</b>	<b>13</b>	<b>5</b>	<b>13</b>	<b>17</b>

**Tab .6. Other projects financed from foreign funds**

programme, subprogramme, projects /activities/	2001	2002	2003	2004	2005
Structural funds – Sector operating programme Human resources - ESF					1
Structural funds – Sector operating programme Agriculture and rural development					4
FAO projects				1	3
Open Society Foundation projects					1
TENDER EC					1
Programme Culture				1	1
Baltic University Programme	1	1	1	1	1
Other	14	21	4		
<b>Total:</b>	<b>15</b>	<b>22</b>	<b>5</b>	<b>3</b>	<b>12</b>

**Tab. 7 Survey of the number of projects realised at the SUA from 2001**

	2001	2002	2003	2004	2005
Educational projects	18	23	19	25	26
Other projects funded from foreign sources	15	22	5	3	12
Research projects	9	13	5	13	17
<b>Total:</b>	<b>42</b>	<b>58</b>	<b>29</b>	<b>41</b>	<b>55</b>

**Tab. 8: International Type Contract**

	2001	2002	2003	2004	2005
University	37	45	40	39	51
Socrates/Erasmus	31	39	48	63	77

**Tab. 9: Students mobility**

	2001	2002	2003	2004	2005
SUA faculties students	35	40	46	52	83
Foreign students at the SUA	2	4	3	5	17

**Tab.10: Students mobility in various programmes**

Type of a Programme	Year									
	2001		2002		2003		2004		2005	
	Out	in	Out	in	Out	in	Out	in	Out	in
Socrates	35	2	40	4	46	3	52	5	83	17
Leonardo da Vinci			26				12		11	
MŠ SR scholarship	64	50	16	63		66		60		57
Ceepus			9	8	11	8	6	8	6	8
Other programmes			16							
SUA Agreements			2		7		2			
<b>Total:</b>	<b>99</b>	<b>52</b>	<b>109</b>	<b>75</b>	<b>64</b>	<b>77</b>	<b>72</b>	<b>73</b>	<b>100</b>	<b>82</b>

**Tab.11: Survey of leaving for abroad SUA employees and received foreign guests**

SUA	Year				
	2001	2002	2003	2004	2005
<b>Leaving for abroad</b>	953	1031	877	1152	1344
<b>Reception of foreign guests</b>	367	477	511	573	469

**Tab. 12: Overall volume of dotation over the years 2003-2005 (in thou. SKK)**

Years	2003		2004		2005	
Dotation	BD	KD	BD	KD	BD	KD
	525 052	148 777	545 624	117 206	577 087	56 699
<b>Total</b>	673 829		662 830		633 786	
<b>Of which</b>						
- educ. & operation	420 873	129 672	432 716	101 139	446 560	27 292
- science & , APVT...	48 842	7 177	60 598	7 134	75 330	13 735
development	5 915	11 928	3 063	8 933	8 881	15 672
Scholarshipsupport *	49 422		49 247		46 316	

Explanations: BD – current dotation , KD – capital dotation \* board, lodg. Sports, cult

**Tab. 13: Property state according to kind and its sources (in thou. SKK)**

Years	2003	2004	2005
<b>Assets</b>	<b>1 141 692</b>	<b>1 281 485</b>	<b>1 336 671</b>
- fixed assets	979 140	1 262 173	1 129 667
- short-term assets	162 552	19 312	207 004
<b>Liabilities</b>	<b>1 141 692</b>	<b>1 281 485</b>	<b>1 336 671</b>
- capital & reserves	858 088	866 629	880 989
- outer sources*	283 603	414 856	455 682

**Tab. 14: Percentage proportion of the property coverage from own and outer sources**

Years	2003	2004	2005
Capital & reserves	75.2	67.6	65.9
Outer sources*	24.8	32.4	34.1

\*the main component part is formed by the MŠ SR dotation

**Tab. 15: Structure of yields and costs of the main activity**

Years	2003	2004	2005
<b>Výnosy</b>	<b>640 027</b>	<b>608 462</b>	<b>669 097</b>
-operating dotations*	478 819	503 316	586 857
- own yields	161 208	105 146	82 240
<b>Costs</b>	<b>638 708</b>	<b>606 863</b>	<b>666 853</b>

\*only the drawn dotation of the particular year is given

**Tab. 16: Structure of yields and costs of business activity**

Years	2003		2004		2005	
	Thous. SKK	%	Thous. SKK	%	Thous. SKK	%
<b>Yields</b>	<b>37 856</b>	100	<b>27 077</b>	100	<b>17 420</b>	100
- of which property lease	2 388	9.6	8 326	31	7 831	45
<b>Costs</b>	<b>30 977</b>		<b>18 757</b>		<b>12 366</b>	

**Tab. 17: Net income structure**

Years	2003	2004	2005
Total net income	6 664	8 338	6 640
Of which: main activity	1 319	1 599	2 174
business activity	5 345	6 739	4 466

Note: . In 2005 VPP SPU achieved net income in and amount of 3 909 thous. SKK

**Tab. 18: Lecturer's age structure**

Age from 1. 1. to 31. 12.	Academic year	Professors		Associated professors		Lecturers		Professors + assoc. prof	
		total	of which women	total	of which women	total	of which women	total	
SP U	less than 25	2004/2005	0	0	0	0	1	1	0
		2005/2006	0	0	0	0	4	2	0
		2006/2007	0	0	0	0	1	0	0
	25 - 29	2004/2005	0	0	0	0	52	18	0
		2005/2006	0	0	0	0	29	10	0
		2006/2007	0	0	0	0	37	18	0
	30 - 34	2004/2005	0	0	0	0	69	32	0
		2005/2006	0	0	1	0	82	38	1
		2006/2007	0	0	0	0	81	31	0
	35 - 39	2004/2005	0	0	6	2	32	17	6
		2005/2006	0	0	8	3	30	15	8
		2006/2007	0	0	8	2	39	20	8
	40 - 44	2004/2005	0	0	11	3	28	14	11
		2005/2006	0	0	12	4	26	16	12
		2006/2007	0	0	12	6	25	16	12
	45 - 49	2004/2005	4	0	10	3	35	17	14
		2005/2006	1	1	16	5	30	11	17
		2006/2007	0	0	15	2	29	8	15
	50 - 54	2004/2005	6	2	28	7	39	21	34
		2005/2006	4	0	26	7	40	21	30
		2006/2007	7	3	27	8	37	21	34
	55 - 59	2004/2005	14	2	27	7	23	10	41
		2005/2006	15	1	29	7	22	9	44
		2006/2007	10	1	28	6	23	11	38
	60 - 64	2004/2005	20	1	32	10	16	6	52
		2005/2006	22	3	30	7	15	6	52
		2006/2007	24	2	26	7	17	6	50
65 & more	2004/2005	14	1	10	0	1	0	24	
	2005/2006	13	1	10	3	0	0	23	
	2006/2007	14	1	7	1	0	0	21	
total	2004/2005	58	6	124	32	296	136	182	
	2005/2006	55	6	132	36	278	128	187	
	2006/2007	55	7	123	32	289	131	158	

7.3. ANNEXES