

UNIVERSITY  
ROLE  
&  
SELFEVAUATION

Slovak University of  
Agriculture

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# UNIVERSITY

- Higher education and research institution,
- grants academic degrees at 3 levels (bachelor, master, and doctorate).
- Provides also tertiary and quaternary education (LLL).
- University is derived from the Latin **Universitas Magistrorum et Scholarium**, roughly meaning "community of teachers and scholars"

# The mission of higher education institutions is

- “to develop a **harmonious personality, knowledge, wisdom, goodness and creativity** in man“
- „contribute to development of **education, science, culture and health** for the **welfare of the whole society.**”

# MINE ROLE

- **“...education for understanding, preservation, propagation and cultivation of the national cultural heritage and of different cultures in spirit of cultural pluralism.”**

# SERVIS

Universities must serve for:

- Local and national needs
- Cultures while also being participants in globalization.
- They must look to the past as well as the future.

# Support Local needs (globalization)

- ♥ By providing higher education - opportunities for underserved populations
- ♥ By conducting research that addresses local needs.
- ♥ By providing opportunity for “liberal” education in addition to professional education

♥ By focusing on the cultural heritage in the search for “community” and the “common good”.

♥ By emphasizing the moral dimension in professional education (values and ethics in business and government).

**University's dilemma:  
sustain change, maintain support  
enduring values.**

- **SOLUTION**

- must be active in the present, also look to the past and to the future.
- reflect local culture, knowledge and even global cultures.
- Universities are  
“eternal” institutions

# RESPONSIBILITY FOR UNIVERSITY DEVELOPMENT

LEADERSHIP

FACE OF THE INSTITUTION

# Leadership

## **ability to secure followers**

not status, power and authority

- Management is reflected in a position in an organization that includes presiding over organizational functions and allocating resources.
- Leadership and management are not the same, they generally work together, i.e.,
- Good leaders are usually good managers..

# Good leader / managers must

- ♥ Think longer term (envision goals),
- ♥ Understand the relationship of the organization to larger, global trends,
- ♥ Place heavy emphasis on the intangibles of vision, values and motivation,
- ♥ Develop consensus (the “common good” in an increasingly pluralistic culture).
- ♥ A society in which pluralism is not supported by some shared values and held together by some measure of mutual trust **simply cannot survive.**

# Be able to

- ♥ Resolve conflict
- ♥ Plan and set priorities
- ♥ Involve and strengthen followers
- ♥ Apathy, passivity, and cynicism invite the abuse of power and weakness of institution.

# Personal attributes for leader

- physical vitality and stamina;
- intelligence and judgment-in-action;
- willingness (eagerness) to accept responsibility;
- task competence;
- understanding followers / constituents needs;
- skill dealing with people;
- need to achieve;
- capacity to motivate;
- courage,
- resolution and steadiness;
- capacity to win and hold trust;
- capacity to manage, decide, set priorities;
- confidence;
- ascendance,
- dominance, assertiveness;
- adaptability, flexibility of approach.

# FRAMEWORK OF UNIVERSITY INSTITUTION

# ACADEMIC FREEDOM

- Academics, have unrestricted liberty to question and test received wisdom and to put forward controversial and unpopular opinions,
- Academic institutions have no right to curb the exercise of this freedom by members of their staff, or to use it as grounds for disciplinary action

# ACADEMIC FREEDOM - STUDENTS

- The student is free to pursue their own course of study, taking whatever courses they like at whatever university they choose.
- Students' academic freedom is regulated by the faculty's prerogative to determine which viewpoints are supported by scholarly standards, peer review, and established norms in their disciplines according to their own judgement.

- All faculty shall be hired, fired, promoted and granted tenure on the basis of their **competence and appropriate knowledge** in the field of their expertise and, in the humanities, the social sciences, and the arts,
- TO foster a plurality of methodologies and perspectives.
- **No** faculty shall be hired or fired or denied promotion or tenure on the basis of his or her **political or religious** beliefs

- Students will be graded solely on the basis of their reasoned answers and appropriate knowledge of the subjects and disciplines they study, not on the basis of their political or religious beliefs.

# RIGHTS AND WAYS OF „AF“ APPLICATION

- STUDY FIELD BY OWN INTERESTS
- CREATE OWN STUDY PROGRAM
- SELECT SUBJECTS BY OWN WILL

## WAYS

- FRAMEWORK OF BOLOGNA AGREEMENT
- FIELDS OF STUDY - INTERNATIONAL SYSTEM (ISCED)
- CREDIT SYSTEM AND ECTS

- Curricula should reflect the uncertainty and unsettled character of all human knowledge by providing students with dissenting sources and viewpoints where appropriate.
- Teachers are
  - free to pursue their own findings and perspectives in presenting their views,
  - They should consider and make their students aware of other viewpoints.
- Academic disciplines should welcome a diversity of approaches to unsettled questions.

- Exposing students to the spectrum of significant **scholarly viewpoints on the subjects examined** in their courses is a **major responsibility of TEACHERS.**
- **TEACHERS** will not use their courses for the purpose of political, ideological, religious or anti-religious indoctrination.

# Mobilities

- University needs an environment conducive to the civil exchange of ideas being an essential component of a free institution,
- Not tolerated are obstruction of invited campus speakers, destruction of campus literature or other effort to obstruct this exchange.

- **Knowledge advances** - individual scholars are left free to reach their own conclusions about which methods, facts, and theories have been validated by research.
- Academic institutions and professional societies
  - **formed to advance knowledge**, maintain the **integrity of the research process**, and organize the **professional lives** of related researchers
  - Tserve as indispensable venues within which scholars circulate research findings and debate their interpretation.

- ALL THESE FACTS  
REPRESENT  
THE FRAMEWORK  
FOR FASION OF THE  
HIGHER EDUCATION  
INSTITUTION

# HOW THE INSTITUTION WORKS

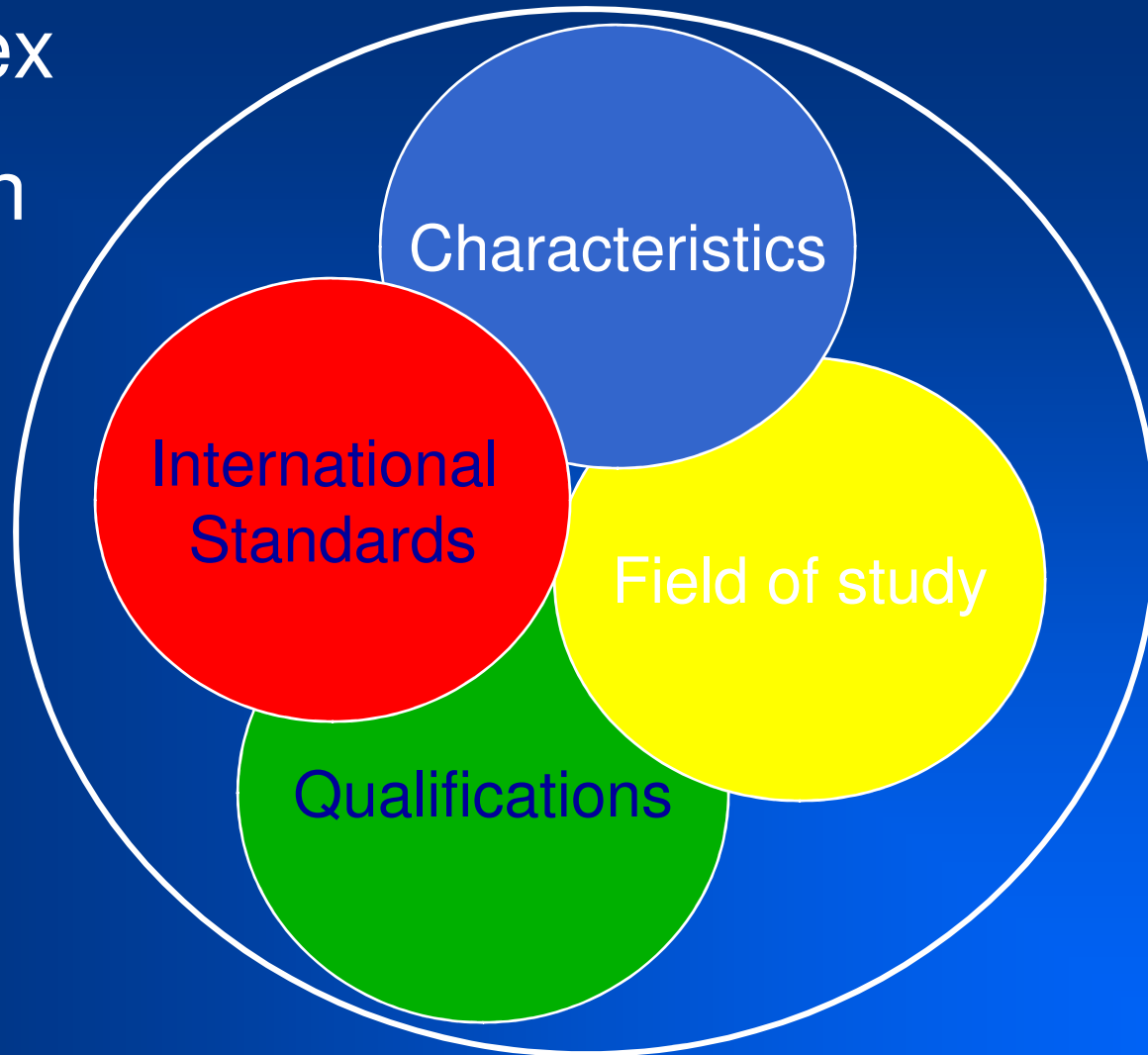
# QUESTIONS FOR INSTITUTION ESTABLISHMENT

- What has the institution trying to do?  
DEFINITION OF AIMS
- How the institution has trying to do it?  
PROCESSES OF IMPLEMENTATION
- How does the institution know it works?  
QUALITY MANAGEMENT
- How does the institution change in order to improve?  
PROCESSES OF CHANGE

# **The steps for creating strong institution**

- Establishing a Sense of Urgency**
- Creating the Guiding Coalition**
- Developing a Vision and Strategy**
- Communicating the Change Vision**
- Empowering Broad-Based Action**
- Generating Short-Term Wins**
- Consolidating Gains and Producing More Change**
- Anchoring New Approaches in the Culture**

Complex  
approach



**Field of study**

- academic discipline(s)**
- next possible study**
- professional practice (or international academic practice)**
- recent developments pp or ad**
- international developments**
- intake**

# Descriptors of qualifications and learning outcomes

- Dublin descriptors (generic)
  - Knowledge and understanding
  - applying knowledge and understanding
  - making judgements
  - communication skills
  - learning skills

# Dublin Descriptors

- *Qualifications that signify **completion of the first cycle** are awarded to students who (firstly):*
  - Have demonstrated *knowledge and understanding* in a field of study that *builds upon* [the level of] their general secondary education,
  - and is typically at a level that, whilst supported by advanced textbooks, *includes some aspects that will be informed by knowledge of the forefront of their field of study.*

- *Qualifications that signify completion of **the first cycle** are awarded to students who (secondly):*
- Can apply their knowledge and understanding in a manner that indicates a professional\* approach to their work or vocation, and have *competence typically demonstrated through devising and sustaining arguments and solving problems within their field of study.*
- \*The word '**professional**' is used in the descriptors in its broadest sense....., It is not used with regard to those specific requirements relating to regulated professions.

- *Qualifications that signify completion of **the first cycle** are awarded to students who (thirdly):*
- *Have the ability to **gather and interpret relevant data** (usually within their field of study) [in order] to inform **judgements that include reflection on relevant social, scientific or ethical issues.***

- *Qualifications that signify completion of **the first cycle** are awarded to students who (fourthly): Can communicate information, ideas, problems and solutions to both specialist and non-specialist audiences.*
- *Qualifications that signify completion of **the first cycle** are awarded to students who (fifthly and finally): Have developed those learning skills that are necessary for them to continue to undertake further study with a high degree of autonomy.*
- *The learning outcomes defined for a programme of studies as a whole must be **capable of being achieved by any of those who are admitted as students.***
- *It therefore very important to take account of the body of knowledge, understanding, competences, capacities and commitment which are required for entry to the programme.*

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# THE PROGRAMME OF EVALUATION

DEALS WITH THE MANAGING ELEMENTS AND  
PROCESSES AT THE HIGHER EDUCATION  
INSTITUTION

DECISION-MAKING PROCESSES WHICH ARE  
THE CONDITIONS FOR AN OPTIMAL  
REALIZATION OF THE REAL ACTS AT THE  
INSTITUTION.

# The major purposes of the Self-Evaluation

- To present the institution's view of quality management and strategic planning
- To analyse the strengths and weaknesses of the institution
- To propose a specific action plan
- To provide a framework against which the institution will be assessed
- Critical self-analysis and substantial numbers is Most effective way

# IMPORTANT ISSUES

- **Description of how the system is managed according to the formal regulations and how it practically and pragmatically works**
- **What are the incentives and the obstacles for processes of change on the systemic level?**
- **What is the objective of the national higher education system within the framework of the national policies?**

# Principles of Selfevaluation

European University Association  
Institutional Evaluation  
Programme Guidelines

# The intention of the evaluations

- Support the universities in the continuing development of their quality assurance procedures to meet best standards and practices.
- Strengthen institutional autonomy and support institutional change in universities.
- Formative orientation (i.e., contributing to the development and improvement of the universities' strategic and quality management)
- reinforce institutional development by disseminating examples of good practice in the areas of internal quality management and strategic change

# The evaluation will examine the following areas

- Decision-making processes
- Institutional structures and effectiveness of strategic planning
- Relevance of internal quality processes
- Degree to which the outcomes are used in decision-making and strategic planning as well as perceived gaps in the internal mechanisms processes

# SELF EVALUATION

# IMPORTANT FIELDS

- Institutes, study courses, students, graduates, finances
- Self-image, profile, focal point in the agricultural faculty
- Teaching/junior staff development
- Research (questions to the management of your faculty)
- Quality management
- Facilities
- Political set-up

# The EUA Institutional Evaluation Programme

- gain maximum benefit from an evaluation conducted by a team of experienced European university leaders
- the procedures and processes at university can be reviewed against best practice internationally.
- The intention is to support the university in the continuing development of quality assurance procedures to meet best standards and practices.

# The evaluation will examine the following areas

- Decision-making processes, institutional structures and effectiveness of strategic planning
- Relevance of internal quality processes and degree to which their outcomes are used in decision-making and strategic planning as well as perceived gaps in the internal mechanisms processes.

# The self-evaluation report

- The self-evaluation *process* is:
  - a collective institutional reflection
  - an opportunity for quality enhancement of any aspect of the self-evaluation process.
- The self-evaluation *report* provides:
  - information to the evaluation team, with emphasis on the institution's strategic and quality management activities.

# The self-evaluation steering committee

- its members are in a good position to judge strengths and weaknesses
- the group is small (no more than 10) to ensure that it is efficient
- it represents the major constituencies in the institution (academic staff, students, and administrative staff) to maximise involvement of all major stakeholders
- it selects a secretary to write the report under the chairperson's responsibility

# The chairperson responsibilities

- Planning and co-ordinating the work of the self-evaluation group:
  - tailoring the checklist to the national context and the particular institution,
  - gathering and analysing the data;
  - co-ordinating the work of any sub-committee
- Providing opportunities
  - for a broad discussion of the self-evaluation within the institution
  - to promote a broad identification with the report (WEB)
- Acting as a contact person with the evaluation team and the EUA Secretariat

# The leadership of the institution will:

- Clarify the responsibility of the steering committee towards staff members who are not on the team, i.e.,
- the steering committee should not work in isolation but seek, through institution-wide discussions, to present as broad a view as possible of the university.
- Support and encourage the process along by explaining its worth and allaying fears.

# the effectiveness of institutional arrangements,

- Its starting points are the institutional norms and values, the activities designed to meet the institutional mission and the decision-making processes.
- Once this context is in place, the self-evaluation report considers the quality processes.
- The last section of the checklist considers the capacity for change, with the goal of engaging the university into a discussion of gaps in quality processes, in the context of its future strategic goals.

# QUESTIONS

- **What is the institution trying to do?**
- **How is the institution trying to do it?**
- **How does the institution know it works?**
- **How does the institution change in order to improve?**

# *What the institution trying to do?*

## *A.1 Mission*

- What balance is the institution aiming to achieve in terms of its local, regional, national, and international positioning?
- What should be the institution's policy regarding international relations at European and international levels?
- What balance is the institution aiming to achieve among its teaching, research, and other services?
- What are the institution's academic priorities, i.e., which teaching programmes and areas of research are emphasised?

# *What the institution trying to do?*

## *A.1 Mission*

- What are the institution's preferred didactic approaches (e.g., case-study, problem-based learning, seminars)?
- What is the degree of centralisation and decentralisation that the institution aims for?
- What should be the institution's relationship to its funding agencies (state and others such as research contractors)?
- What should be the institution's relationship to society (external partners, local and regional government) and its involvement in public debate?

## *A.2 Constraints and opportunities*

- *Evaluation of institutional autonomy with respect to:*
  - selection, appointment, promotion and dismissal of academic (teaching and research) and administrative staff
  - selection of students (including adult learners)
  - teaching and learning (creating and closing down faculties, levels of degrees, study programmes, specialities within a study programme, course units, didactic approaches)
  - research (creating and closing down research laboratories, individual and team projects)
  - development of entrepreneurial activities (spin-off companies, science parks, incubators)
  - finance (degree of autonomy in the institutional allocation of government funds,
  - ability to raise its own funds, asset management)

- *Evaluation* of the current regional and national labour-market situation
- *Evaluation* of the infrastructure in relation to the number of students and staff: number and size of buildings, facilities, laboratories, and libraries; their location (e.g., dispersed over a large geographical area or concentrated on a single campus); age and condition of the facilities
- *Evaluation* of the student/staff ratio (lowest, highest and mean ratios)
- *Evaluation* of other constraints

# ***B How is the institution trying to do it?***

- the institution carries out its activities - teaching, research, and other services and management in order to embody its mission and goals
- □ Academic activities:
  - Analysis of research and educational approaches. This can be brief (with reference, as needed, to appropriate appendices) unless some programmes or approaches, teaching or research units deserve specific mention because they reflect the institution's academic profile (e.g., case-method teaching, problem-based learning, a unique and very large research institute, e-learning, etc.)
  - Analysis of educational programme design and organisation of research activities
  - *Evaluation* of how these programmes and organisational units reflect the mission and goals

## □ Academically related activities:

- - Analysis of research and technology transfer, continuing education, regional and community service, etc. This can be brief (with reference, as needed, to appropriate appendices) unless some programmes deserve specific mention.
- - Analysis of student support services
- - *Evaluation* of how these programmes and organisational units reflect the mission and goals

# Finance:

- What is the total budget of the university, including salaries, contracts, etc.?
- What percentage is allotted by the State, by student fees, by private sources (research contracts, foundations, etc..)?
- Is the State allocation a lump sum, or, if not, what percentage of this allocation is ear-marked?
- What are the amounts allotted to faculties and departments, and by what criteria? Are these amounts defined by the university?
- What part of the budget is controlled centrally?
- What are the proportions that could be used to implement new initiatives?
- What are the allocation procedures within the university? Who decides what, and how?
- Is the institution able to calculate the full costs of research and teaching activities?
- *Analysis* of strengths and weaknesses and proposed action plan on how to remedy weaknesses and enhance strengths

## □ Management activities:

- Description of the management practice: what are the respective roles of central-level administrators, offices and faculties/institutes? Does co-ordination among faculties/institutes take place, and if so how? What does the institutional leadership control and decide? What do the deans of faculty control and decide with respect to:
  - the selection and promotion of academic and administrative staff
  - the selection of students
  - finance
  - academic activities (teaching and learning, research)
  - development of entrepreneurial activities
  - research policies
- How does the institution involve students in the governance?
- *Evaluation* of how management practice reflects the institution's mission and goals

## □ Management activities:

- - *Evaluation* of how adequate are the university's human resources, human resource policy and practice to current and future needs (e.g., age profile, recruitment, promotion, redeployment and staff development)
- - *Analysis* of how the institution involves students in institutional governance
- - *Analysis* of strengths and weaknesses and a proposed action plan on how to remedy weaknesses and enhance strengths

# Institutes, study courses, students, graduates, finances

## 1. STRUCTURE

- (a) What study courses and degrees does your university/faculty offer in AFHF sciences currently?
- (b) Which faculties and institutes take part in these courses?
- (c) Are there any other study programmes (besides AFHF sciences) in which institutes of the agricultural faculty participate?
- (d) Does your university cooperate with partners from other institutions?

2. How did the number of first-year-students and other students in these study courses (AFHF sciences) develop since 2000?

3. How did the number of graduates (in AFHF sciences) develop since 2000?

# Institutes, study courses, students, graduates, finances

4. How did the number of PhD students and postdoctorates develop since 2000?
5. How many members of staff (assistants of professors) do the departments of your university/faculty (of AFHF sciences) currently have? How is the number of jobs at your university expected to develop in the next few years?
6. What institutions does the scientific staff of your university come from?  
What is the scientific background of the newly acquired staff?  
Were there any difficulties in filling vacancies in the past few years? What sort of difficulties were there?

# Self-image, profile, focal point in the agricultural faculty

7. What overall concept does the faculty have:
  - (a) core competences/focuses in teaching and research,
  - (b) integration into the professional context of the university,
  - (c) integration into the context of regional educational and research institutions
  - (d) What do you think are the strong and the weak spots of your faculty with regard to the national and international competition? In what ways should the faculty develop?

# Teaching/junior staff development

8. Is there a central unit bearing the responsibility for the teaching at the agricultural faculty?
9. Is evaluation of teaching being carried out? In what form is it practiced? Please describe in a few words the three main results of the last evaluation. What measures have been taken?
10. What changes in the study programmes have taken place since 2000 (which courses were newly introduced or dropped)?

# Teaching/junior staff development

11. Are there any structured PhD programmes at your university/faculty? Who is responsible for them? Which institutes (others than from your university/faculty) participate in these programmes?
12. Do you regularly conduct surveys with graduates of your university? What are the employability chances of your graduates?
13. Does your university/faculty have a concept of further education?

# Research (questions to the management of your faculty)

14. What are the core aims of the research at your faculty:
  - (a) basic research,
  - (b) practically oriented research for industry and food production,
  - (c) international development policy,
  - (d) counselling within public interest,
  - (e) local demand? Who are the recipients?
15. Please name the current focuses of the research (not more than 5 for the entire faculty). Which institutes besides the agricultural faculty participate in them?

## Research (questions to the management of your faculty)

16. What funds did you have at your disposal since 2000 (besides budgetary funds)?
17. (a) In which common research projects in AFHF sciences do institutes of your university participate?  
(b) Does a common realisation of joint research projects exist?
18. In case the emphasis is placed on the practically oriented research for the agricultural, horticultural or food production: how do you ensure the technology transfer?

# Quality management

19. What are the criteria for distributing funds at your university/faculty?
20. Has quality management been established at your university/faculty?  
What are the instruments?

# Facilities

21. Please describe the capacity of buildings at your university.
22. Are there any realistic plans for extensions?

# Political set-up

23. What is your general opinion of the state (strong and weak spots) of the research in AFHF sciences in the South-East-European region? Which structural changes should be carried out in the next few years?

**EUROPEAN UNIVERSITY ASSOCIATION  
(EUA)  
INSTITUTIONAL EVALUATION  
PROGRAMME**

**Slovak University of  
Agriculture in Nitra**

**Report**

December , 2007

[www.uniag.sk](http://www.uniag.sk)

# *Evaluation Team*

- Üstün Ergüder (Chair), former Rector Boğaziçi University, Istanbul, Turkey.
- Professor Sokratis Katsikas (Member), former Rector, University of the Aegean, Greece.
- Professor Mollie Temple (Member), former Vice Chancellor, University of Bolton, United Kingdom.
- Dr. Padraig Walsh (Secretary), Chief Executive, Irish Universities Quality Board, Ireland.

# Starting point – MISSION & VISION

- **SUA provides and education, research and guidance, knowledge necessary for the development of agriculture and related industries, rural development in Slovakia is created, transferred into and interconnected with the international community**

# Option of the team

- this is a clearly stated mission and during the course of the two review visits, it was evident that the Slovak University of Agriculture is diligently pursuing this mission.
- the university has to think beyond the 'legal' requirements of becoming a 'research' university and to face the challenge of strategically thinking about the internal institutional requirements of being a research university.

# Constraints

- The overall level of funding for higher education in Slovakia is low, by western European standards.
- The importance of university autonomy as a fundamental principle of quality assurance has been recognised by the ministers for higher education in the European Higher Education Area when they adopted the Standards and Guidelines for Quality Assurance in the EHE in Bergen in 2005.

# Approach of accreditation committee

- **In the opinion of the review team, an overly prescriptive, externally-imposed, university organisational structure allied with a system of externally-defined study fields (accreditation committee) can stifle innovation.**

- **The accreditation methodology in Slovakia is focussed on educational inputs which can lead to the development of programmes based on compliance.**
- **The system of academic guarantors leads to an input-defined approach to standards and quality. Such a system is inconsistent with the Bologna process and its focus on learning outcomes.**

- **Implementation of the Bologna reforms is unclear and faulty. For instance, there seems to be little effort to fulfil the criteria of the first (Bachelor) degree providing entry to the labour market or on the relation between the accreditation process and the Bologna requirement to develop a national qualifications framework based on defined competences along the lines of the so-called Dublin descriptors.**

# ***Mission As Stated in the Self Evaluation Report***

***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.***

- This is a clearly stated mission.
- The team feels that the university is diligently pursuing this mission..

# *Vision*

- The team recognizes the strong commitment of the university to become a “research university.”
- We feel that this is a vision shared by many Slovak Universities.
- We respect this strong commitment.
- The university, however, has to think beyond legal requirements.
- We feel the university faces the challenge of strategically thinking about the internal institutional requirements of being a research university.

# *What Are Those Challenges?*

- A need to integrate the vision of the research university with the current mission to ensure that there is no unconscious mission drift.
- The university, as distinct from its constituent parts (faculties), needs to produce a well thought and unique strategic development plan on the implications of becoming a research university.
- This needs to be a collaborative process and individual plans of the faculties should be consistent with the university strategic plan.
- This must be done in spite of the constraints faced such as lack of funds.
- Having such a plan will help distinguish SAU from other Slovak universities which are pursuing the same goal.

***In the Face of These Challenges The Team Feels That There Are Three Major Strategic Priorities***

- Teaching – sustainable innovation in study programs.
- Strategic prioritization of research.
- Internationalization

# *Our Overall Impression of the University*

- Dedicated staff.
- Contented students.
- Good relations among staff and students.
- Mutual respect between faculties.
- The university is related to stakeholders.
- Provision of part-time learning opportunities.
- Evidence of good practices: international consortium, e-learning, course evaluation.
- But, these “good practices” have to be capitalized on by systematically institutionalizing them at the university level.

# *Teaching*

- More integration of research to enhance teaching quality (especially post-graduate).
- Quality assurance system is in place and working effectively but should be extended according to European Standards and Guidelines.
- The university has to be commended for fostering interdisciplinarity, providing student choice and for having cross faculty teaching.
- However, care should be taken to avoid duplication or proliferation of courses at the module level.

# *Research*

- In accordance with its mission the university needs to enhance its research capacity through the means of a research development plan as part of the overall strategic plan.
- Such a plan could include:
  - A strategic research fund coordinated by the central administration.
  - Professional support for proposal writing and project management.
  - Mechanisms to reward and promote good research performance.
  - Incentives for active researchers.
  - Further promote interdisciplinary research by the creation of research clusters.
  - Internal quality evaluation of research activity.
- Research funds should be used exclusively for research activity.

# *Internationalization*

- Consider the development of a global, and not just a European, perspective according to clearly identified targets.
- Continue to increase the use of English among staff and students within teaching programs and research activities.
- Promote and support staff mobility.
- Make the good practice which exists in certain parts of the university common to the entire institution.
- Increase the number of joint study and double degree programs.
- Seek ways of attracting international scholars to the university.
- Create strategic alliances with major international research partners.

# *Relationship with External Environment*

- The team did not find evidence of systematic relationship with stakeholders at the university level.
- However, in discussion with the members of the faculties it was felt that such relationships are being effectively cultivated.

# *Financing*

- Exploit the income generation potential of the university to reduce reliance on state funds.
- Create funds to realize strategic initiatives of the university.
  - To be understood as “*seed money.*”
- Explore more efficient use of funds by reducing the duplication of services across the university.

# CONCLUDING REMARKS

- *The EUA team left the Slovak University of Agriculture with the feeling of a university with a clearly stated mission which it is diligently pursuing, with dedicated staff and contented students in an atmosphere of mutual respect between its constituent faculties, that now has to face the challenge of strategically thinking about the requirements of becoming a research university and the strategic priorities that must be pursued to achieve this goal.*

# *Final Thoughts*

- Whilst the team believe that the university is currently functioning well, in the more challenging future for all the European universities strong strategic leadership is absolutely necessary.
- The senior team must develop a sufficiently shared common, comprehensive, consistent strategic vision to lead this university to success in this future.
- Stimulate and develop a culture of strategic thinking across the university.