

LONG- TERM PLAN

(VISION AND MISSION)

ST. ELIZABETH UNIVERSITY OF HEALTH AND SOCIAL WORK IN BRATISLAVA

FOR THE YEARS 2021 - 2026

I. BACKGROUND AND HISTORY

The St. Elizabeth University of Health and Social Work in Bratislava, n. o. was established by a resolution of the Government of the Slovak Republic of 24 September 2003 by granting state approval for the non-profit organisation St. Elizabeth University of Health and Social Work in Bratislava, n. o., which builds on the legacy of the Elizabethan University in Bratislava, from 1914-1919, and on the mission and vision, linking health care and social work, as a legacy of the Bratislava native St. Elizabeth from 1214. Most of the disciplines moved to Szeged and Novi Sad, the theoretical disciplines to Szeged and Budapest (including the Hungarian professors who did not sign the so-called Benes Oath, among them the later Nobel Prize winner in medicine, prof. Albert Szent Györgyi, who was a Nobel laureate in the building on Nám. 1 May No. 1 had a laboratory, and is the author of the first publications on vitamin C).

The resumption of the St. Elizabeth's tradition followed the approval of the Government and the Ministry of Education in September 2003, when Ing. Mikuláš Dzurinda and the Government of the Slovak Republic by a state decision returned the Elizabethan tradition to Bratislava. Two years after the establishment of St. Elizabeth's University, a statue of St. Elizabeth, the first in Bratislava, was unveiled at Bratislava Castle. In Bratislava, only midwifery and nurses' training remained in the University Hospital with a boarding house on Leskova Street, where the first Slovak saint nurse, Sr. Zdenka Schellingová.

St. Elizabeth's University of Health and Social Work in Bratislava, n. o. started to provide studies since 2003 in social work and nursing, which gradually expanded to include social work and nursing on public health and also other health programs (2011- 2018), such as laboratory investigation methods in health care, emergency health care, midwifery, missiology and charity work, psychology. In 2008 the St. Elizabeth University of Health and Social Work in Bratislava, n. o.. accepted among the signatories of the Magna Carta of the University of Bologna in Bologna and in 2011 became a valid member of the European University Association (EUA) in Brussels.

II. STATUS QUO - MISSION

St. Elizabeth University of Health and Social Work in Bratislava, n. o.:

- assumes *primary responsibility* for the quality of education provided in all its components, at all levels of management, and in all its aspects, in the worthy and consistent fulfilment of its strategies and social mission, in which it educates and trains professionals with the highest qualifications in health and social work, who are guided by high moral principles, civic and social responsibility in the spirit of democratic values, humanism, specific ethical principles according to their profession and occupation, combined with critical and independent thinking,
- develops, approves, proposes, applies, implements, evaluates and innovates all study programmes in health care and social work in accordance with the generally binding normative legal acts of the Slovak Republic and the relevant standards of the Slovak Accreditation Agency for Higher Education Institutions, as well as according to its vision and mission as its long-term plan, which is constantly evaluated and adapted to the needs of society, including the preparation and approval of curricula for students,

PhD students, associate professors, professors, third age universities, complementary studies and other higher education projects,

- ensures the quality of higher education provision and implements a high level of quality within its internal system and through its continuous development, in particular through the strategic application of quality in higher education, research and creative activities, taking into account in this application the needs and policies of human resources training, which it sees as fulfilling the public interest,
- consistently applies formalised and established policies for quality assurance in higher education, in particular within a coherent internal quality assurance system for higher education,
- participates in the solution of concepts and models of social development, contributes to the prevention and treatment of diseases at home and abroad,
- cooperates with its alumni, with state and local government authorities and with other relevant institutions from all walks of life at home and abroad.
- supports both healthy and vulnerable communities through multi-sectoral collaboration, interdisciplinary research, capacity building and contributing to evidence-based strategies and practices.

III. GLOBAL AND NATIONAL BACKGROUNDS

The long-term plan for teaching and learning, science and research reflects current strategic documents, plans and programmes at the global level (WHO Resolutions, Action Plans and Strategies, UN Agenda 2030 and the Sustainable Development Goals of the UN and the EU) and European level (EUA: "Universities without Walls", Vision 2030, Slovak Catholic Charity, Regional Social Development of the Ministry of Labour, Social Affairs and Family of the Slovak Republic and plans of the Ministry of Health of the Slovak Republic in the field of teaching and learning, science and research, and research).

the fight against communicable diseases and the fight against diseases of civilisation - cancer and cardiovascular programme).

The institutional bases are mainly the documents of the St. Elizabeth University of Health and Social Work in Bratislava, n.o. reflecting the national legislative framework, aimed at creating and maintaining internal quality systems (Guidelines and internal quality assurance system for higher education of the St. Elizabeth University of Health and Social Work in Bratislava, n.o.; Guidelines for the creation, modification and approval of study programmes and submission of applications to the Slovak Accreditation Agency for Higher Education; Principles and procedures for internal assessment of the internal quality system and external assessment of the internal quality system of the St. Elizabeth University of Health and Social Work n.o.; and Long-term plan of the St. Elizabeth University of Health and Social Work in Bratislava, n.o. and Long-term plan of the St. Elizabeth University of Health and Social Work in Bratislava, n.o.

IV. VISION

St. Elizabeth University of Health and Social Work in Bratislava, n. o. has in the next 6 years the ambition to act as:

- a major player in the field of education, science, research - 69% of all graduates of nursing and emergency health care are graduates of VSSA, 100 graduates of dental technology, 75-80% of graduates of LVM - medical disciplines and more than 60% of graduates of Public Health are graduates of our university,
- Together with SZU Bratislava, SEU is the largest source of graduates in non-medical medical disciplines,
- university with a unique and irreplaceable position among universities in Slovakia;
- the university has opened after 2003 some unique fields of study that can be studied in

the EU only in a few universities and have not been activated elsewhere in Slovakia, such as dental technology, tropical public health, administration and management in public health, missionary charity and development aid, as well as medical specializations, namely neonatology, aphasiology, some types of FTE - opened successively in the Slovak Republic and outside the Slovak Republic (Czech Republic, Serbia, Kenya, Cambodia, Germany, Malaysia);

- an internationally recognised centre for science education and research, particularly in the social sciences, humanities and health sciences;
- an open university reflecting the principles of diversity, equality and inclusiveness, respecting the freedom of scientific research in the spirit of the principles of academic ethics;
- an employer providing opportunities for the realisation, application and development of the skills of all its employees, as well as protection for socially and health disadvantaged persons.
- a strategic partner with a significant degree of social responsibility, upholding the values of freedom, democracy, equality, cultural diversity, intercultural dialogue and respect for the environment in all its activities.

BASIC PRINCIPLES

- **Advocate for** research platforms, programmes and policies on healthy and vulnerable communities at local, national, European and international levels
- **Share** research **findings** with stakeholders, communities, governments and the public to support practice and equitable policies
- **Partnership based on ethical principles:** with communities, local, national and global policy and strategy makers, non-governmental, non-profit and other organisations, private sector stakeholders and researchers from other disciplines to build capacity and achieve common goals

- **Use** scientific and empirical knowledge and access to the necessary tools and data to build and improve supportive environments and sustainable approaches
- **Bringing and linking** innovative and rigorous research techniques and theoretical foundations to guide research, policies, strategies, implementations and practice
- **Bringing together** organisations, people, places/communities, knowledge and research across multiple disciplines and sectors, locally, nationally, internationally and globally
- **Mobilize** research, community and/or professional approaches, based on practice, quality and safety, for the development of action-oriented policies, strategies, practices and programs/services and effective implementation
- **Address** community issues related to physical, mental, social, spiritual and environmental health, as well as the built environment and new technologies that impact health, well-being and quality of life.

CORE VALUES

The fundamental values are based on the three pillars of the European Union:

- **European and Roman law**
- **Christian philosophy**
- **Universal solidarity and charity**

1. OPENNESS AND SOLIDARITY

Openness reflects the diversity, equity, inclusivity and transparency that are manifested in all University processes; with the homeless, migrants, asylum seekers, seniors, marginalized communities. The University has specifically created a social

medical practice and research programmes such as:

- health and social work with the homeless (4 own stationary shelters and DSS for the homeless), seniors (2 facilities), migrants (2 clinics and outpatient clinics) in Slovakia;
- 23 abroad, with malnutrition (anti-malnutrition 3 programs: Rwanda, Kenya, Yemen);
- centres for asylum seekers and migrants (Bratislava, Pruské, Krupá, Lesvos, Greece, Fier Albania, Vyšné Nemecké, Michalovce, etc.);
- treatment of tropical diseases within the framework of the John Paul II Institute of Missionary Work and Tropical Health in 25 countries (projects), Roma marginalized communities (Jarovnice, Kojatice project).

Public health and social, nursing and diagnostic programmes stem from this:

- malnutrition and anti-malnutrition programmes;
- The global migration crisis and social work with refugees;
- public health and early diagnosis of tropical diseases, especially malaria, helminths, HIV, TB, etc.;
- Dental health and physiotherapy as an intervention for seniors and marginalized communities;
- Humanitarian mission and development work and management;
- Disaster management in emergency health care and humanitarian missions.

2. FREEDOM AND RESPONSIBILITY

St. Elizabeth University of Health and Social Work in Bratislava, n.o. protects its autonomy, moral and scientific independence from political and economic power and respects academic freedoms. Responsibility is manifested both internally and

Outward. Inwardly, we understand it as a conscious and ethically responsible approach of employees and students to fulfilling their duties and obligations to the St. Elizabeth University of Health and Social Work in Bratislava, n.o. and to each other. External responsibility reflects the active role of the University in engaging in public debate and contributing to the development of civil society and the achievement of long-term sustainable development goals.

3. CHRISTIAN VALUES

These values include social work and health care and charity for all, regardless of faith (Christian in the workplace in University, animist in sub-Saharan Africa, Muslim in the Middle East, Buddhist in Southeast Asia).

Other core values are based on the following principles:

- **Collaboration:** we adopt a collaborative model that draws on a wide range of expertise and knowledge based on practice and evidence (these principles are not mutually exclusive in our philosophy, but synergistically complement each other through the use of innovative scientific approaches);
- **Integrity:** We operate with complete transparency according to the principles of equality, mutual respect, communication and trust with non-academic and community partners. We adhere to the highest standards of honesty, fairness, respect, and professional and scientific ethics;
- **Sustainability:** we support long-term and meaningful community change alongside care for human dignity, safe working and living environments;
- **Research Excellence:** We strive to achieve the highest quality in all endeavors as a leader in conducting rigorous evidence-based research that supports healthy and vulnerable communities, related strategies, policies, and practices;

- **Health and quality of life:** We recognize that the health of individuals and populations is influenced by the social determinants of health - with this in mind, our work takes place in a variety of sectors and settings such as communities, schools, workplaces, etc;
- **Health Equity and Diversity:** we aim to promote social inclusion and belonging, integration, inclusion and achieve wellbeing for all members of communities by taking into account the dignity, human rights and health equity of both healthy and vulnerable, marginalised and/or oppressed individuals and communities;
- **Systems Approaches:** we recognize that community health is dynamic and rooted in multiple systems; therefore, we take a systems approach to solving complex and complex problems;
- **Learning.** We are dedicated to the discovery and dissemination of knowledge that will improve the health and social well-being of all people, especially those with vulnerable experiences;
- **Community.** We are committed to collaboration and active efforts to engage community partners in our education, research and public service;
- **Diversity.** Diversity is the key to a vibrant intellectual academic and practical environment. Respecting and including all persons and valuing their unique experiences and contributions is essential to achieving our mission;
- **Respect.** We are committed to maintaining an environment that recognizes the inherent worth, natural law and dignity of every human being, and that fosters tolerance, sensitivity, understanding and mutual respect;
- **Responsibility.** St. Elizabeth's University of Health and Social Work is dedicated to the stewardship of all resources entrusted to it and supports public policies that promote sustainability in all human activities, including the protection of life, the prevention of suffering, violence, social pathology, preventable disease and death, global, international, national and local strategies to strengthen and sustain

health and improving the determinants of health (including social determinants), development and community health;

- **Social Justice.** All activities are motivated by a commitment to social equity and fairness, a spirit of compassion for all persons, and a desire to apply the tools of scientific knowledge to pressing societal health concerns. It seeks to improve the conditions in which everyone lives (both individuals and communities) and thus contribute to the formation of a just society based on the principles of social doctrine: solidarity and subsidiarity.

STRATEGIC AREAS, STRATEGIC OBJECTIVES

- I. Teaching and learning area
- II. Area of creative activity (research and humanitarian projects)
- III. The area of internationalisation - an open university, a reliable partner with a specific anchorage in the European area.
- IV. Area of fulfilment Community service
- V. Area of innovation

I. TEACHING AND LEARNING

I.1 Continuous improvement of the internal quality assurance system for education

Indicators (indicators) and methods

I.1.1 Updating regulations related to the internal quality system

Indicators (indicators): annual IR (Institutional review) - review of newly developed internal regulations in relation to the VSK, number of updated regulations depending on the received suggestions for quality improvement.

I.1.2 Alignment of study programmes

Indicators (indicators): number of aligned degree programmes, share of aligned degree programmes in the total number of degree programmes before the alignment process, number of aligned HIC disciplines, share of aligned HIC disciplines in the total number of HIC disciplines before the alignment process, share of aligned HIC disciplines in the aligned level III degree programmes.

I.2 Education, learning and teaching

Tools and indicators (indicators)

I.2.1 Increase the proportion of practical and work-based learning

Indicators (scoreboard) :Number of study programmes with practical teaching in DSS and hospitals

Number of practical training centres at home and abroad / tropical, natural disaster and civil war areas.

I.2.2 Digitalization of education, e learning, programmes using e learning

Indicators (indicators): number of e-learning, satisfaction of students and teaching staff with the academic information system.

I.2.3 Comprehensive counseling and support services responsive to the current and specific needs of students, the work of disabled ESL teachers

Indicators (indicators): functioning counselling services providing social, psychological and legal counselling and guidance for students and applicants with specific needs and from socially disadvantaged backgrounds. Plus the proportion of disabled applicants with motor disabilities and disabilities.

I.3 Teaching and creative activities

abroad Tools and indicators

(indicators)

I.3.1 International students

Indicators: quality, number and representation of international students. Share of study abroad programmes - scientific productivity and number of foreign SEU teachers.

I.3.2 Foreign teachers

I.3.3 International reach of creative activity

Indicators (indicators): number and share of study programmes in a foreign language, number and share of final theses in a foreign language, number of publications abroad and in foreign databases.

I.3.4 Foreign evaluation

Outcomes of foreign evaluations / accreditations according to study programmes accredited by foreign authorities.

I.3.5 Foreign humanitarian and development projects

Number of projects in Europe, outside the EU and within the EU. Number of countries with war conflicts or natural disasters with humanitarian social services abroad.

I.4 Lifelong specialisation training Tools

and indicators (indicators)

I.4.1 Supplementary Pedagogical Studies (SPS) Number of centres of graduates of SPS programmes Specialisation / attestation activities

I.4.2 Educational activities and lifelong learning programmes using distance learning elements

Indicators: number of training activities and programmes offered

number of distance and blended learning activities and distance and blended learning programmes, number of participants in distance and blended learning programmes, number of participants in distance and blended learning programmes.

Specialisation activities - number of attestations in health and social sciences

I.4.3 Rigorous procedure: number of candidates in the rigorous procedure and number of defended theses in a foreign language

I.4.4 University of the Third Age and Children's University: number of UTV and DU courses per year

II. AREA CREATE ACTIVITIES (RESEARCH AND HUMANITARIAN PROJECTS)

Creative activity in science and research

Tools and indicators: list of research focus areas, number and quality of research teams, new internal quality system.

Numbers of category A and B outputs.

Support for international cooperation

Indicators: number of international contracts and partnerships, number of international research projects, number of mobility of research team members, excellent publication outputs, number of joint scientific results with foreign co-authors

Financial support

III. INTERNATIONALISATION

Implementing new EU policies for education

Tools and indicators (scoreboards)

1. Higher education and Supplementary Pedagogical Studies (SPS) of foreign students in the Slovak Republic, teaching in foreign languages (VZ, SP), in Slovak, Czech, Serbian and English.

Support for Slovaks abroad (Serbia, USA, Romania, Czech Republic, Croatia, Ukraine) Support for European university partnerships and harmonisation at all levels.

1. Within Europe and world universities.

2. Fulfilling the mission of Magna Carta Bologna, European University Association (EUA).

3. Fulfilling the mission of the Foreign Slovaks and the St. Elizabeth University of Health and Social Work in Bratislava, n.o.

Students - programs for the Czech Republic (Příbram, Prague), Croatia (Josipovac), Ukraine (Korolevo), Romania (Gemelčička, Nadlak), USA (Scranton), Serbia (Báčsky Petrovec).

2. Support services for student and staff mobility (both ways) - accommodation. Guest rooms on campus, full subsistence for students travelling abroad. Social counselling and services.
3. Support for student and staff mobility

Indicators (indicators): number of incoming and outgoing student and staff mobilities for educational, social and health projects, number of participants in short-term mobilities, virtual mobilities, mixed mobilities, volume of funding administered under the different mobility schemes, structure and benefits of staff mobility.

4. Number of international and global collaborations in key areas (e.g. with WHO, ILO, etc.

IV. COMMUNITY SERVICE AREA

IV.1 Orientation of education and research activities towards current global health needs, WHO and social work objectives (OSR, UN-DP, UNHCR).

IV.2 SR and EU health projects, Agenda 2030, WHO, development projects, international projects (international humanitarian missions) in this our university is unique in the Central European university area:

IV.2.1 Foreign development and science projects targeting WFP and UNDP, i.e. UN malnutrition programmes and UNHCR migrant programmes in a total of 25 countries, including 5 with war-related conflict (Syria, Nagorno-Karabakh, Yemen, Afghanistan, Ukraine). We have received official awards from the Government of the Kingdom of Cambodia and the Federation of Malaysia (for the first childhood HIV programme) for our achievements in treating childhood AIDS and TB.

IV.2.2 We have over 1500 students abroad (Kenya, Cambodia, Serbia, Czech Republic, Austria), we are the second largest university in the Slovak Republic after the UK. We have 14 study abroad programmes in 4 languages (at 5 sites - two in the EU and three outside the EU). This was also a condition of admission among the EUA - European University Association.

IV.2.3 In cooperation with SZU Bratislava we create two thirds of all nurses and paramedics in the Slovak Republic (8 nursing programmes - over a thousand applicants registered at 8 workplaces where the programme is accredited).

IV.2.4 We have introduced into the joint programmes, two new subjects that other Universitys do not have. Initially as electives, but after the start of the Covid pandemic, Disaster Management demanded all programmes as compulsory

Subject. The Modern History of Slovakia (in cooperation with the Institute of Memory of the Nation) as well as the subject Management of Health and Natural Disasters were introduced 5 years ago in all health and social work programmes.

IV.2.5 We have so-called "unique" programmes, which the Ministry of Health and the Ministry of Education and Science of the Slovak Republic call "those that are not taught anywhere in the Slovak Republic" - dental technology, public health administration, tropical public health and missionary, charitable and development activities - a total of 7 programmes.

IV.2.6 With regard to teaching outside the EU, the University undergoes international accreditation/evaluation every 5 years (5 in total: 2004, 2008, 2012, 2017, 2022).

IV.2.7 Service to foreign Slovaks - Gemelčička and Nadlak Romania, Báčsky Petrovec Serbia, Ilok Punitovac Petrovacký Croatia, where we have about 300 students (foreign Slovaks) to whom we open social, medical and DSS market - the only Slovak university that has accredited 4 programs among foreign Slovaks.

IV.2.8 Community service, i.e. community service for the homeless, projects Stopa (frant.) and Most (Equity), own projects - day care centre in the building of the Rectorate of St. Elizabeth, St. Lujza (lesson visits), House for the elderly Jarná, Resoty Bratislava. The only University that has its own facilities for migrants (Pruské), seniors (Jarná), homeless (Rectorate), abused women (Dolná Krupá).

IV.2.9 We are the only university that is represented in the WHO structures (prof. Šuvada member of the Executive Board of WHO) and the Ministry of Health of the Slovak Republic i.e. in the health policy of the state and the world, state secretaries of the last 8 years, chief hygienist, ministers of health - our graduates: A. Kalavská, R. Kováč, T. R. Mikloško, V. Tomanová: children's ombudsmen - our graduates of the PhD programme in social work.

V. THE FIELD OF INNOVATION

Education, research and support for the implementation of a "new concept of public health and social work" using the synergies of educational, behavioral, psychological, cultural, human rights and evidence-based approaches, linking experimental, socio-economic and global health policy as a holistic principle of innovative approaches.

V.1 A new public health focus on improving the effectiveness of interventions by synergistically combining health education and healthy policy strategies.

V.2 The new public health also emphasises participatory practice and research methods.

V2.1 Research on public health and health policies for community needs and vulnerable groups

V2.2 Research, evaluation and implementation of evidence for innovation and quality

V.3 Social sciences have long contributed to public health and health policy research, but even greater contribution and development is possible. Various gaps in the social sciences offer the possibility of school hybrids with traditional public health research methods that could enrich the productivity and relevance of public health and health policy research (with overlap to other policies e.g. social policy, etc., taking into account the principles of the SDGs and intersectionality with the creation of synergies).

Strengths and weaknesses, internal and external opportunities and threats for the fulfilment of the long-term plan (SWOT analysis)

A. Strengths

1. Only 6% are in University teachers from other universities and only 10% of the professors are over 65 years old.
2. The University has the fourth lowest unemployment rate for its graduates (according to sources www.aua.sk, www.usvaz.sk, www.mpsvr.sk) in 2015 and the second lowest in health disciplines.

Graduates find employment in the departments of health (52.6%), labour, social affairs and family (20.6%), municipalities, cities (19.2%) and the private sector (6.7%) (www.mpsvr.sk).

The proportion of unemployed among all health graduates is less than 0.5 % in 2013

https://www.upsvr.gov.sk/statistiky/nezamestnanost-absolventi-statistics.html?page_id=1252 v. 2021

www.saavs.sk.

3. The University has the highest percentage of foreign undergraduate students in the Slovak Republic of students of other than Slovak nationality. The University has the second highest number of foreign students and graduates (source www.uips.sk and www.minedu.sk) and the highest proportion of international students among all schools www.minedu.sk MS/statistics/annual reports (20-25%)

4. The University has the most accredited study programmes abroad (18 in foreign languages), workplaces (5) outside the seat of the University abroad among all Universities (3 workplaces in European countries, (4) study programmes outside Europe).

5. SEU is the only one in the Slovak Republic to have a joint study programme of medical specialization with the American University of Scranton, PA, USA - Master of Health Administration (MHA). Every year about 10 students from the USA use part of the specialisation studies in the Slovak Republic.

6. SEU Awards. Since its inception, SEU has received several important awards:

- **2005 - Award of the Minister of Education, Science, Research and Sport of the Slovak Republic for the University of Health and Social Sciences. Elizabeth in the category "Prestigious Research and Development Organisation"** for research and treatment of AIDS in children in third world countries and research on tropical diseases in the third world,

<https://www.vedatechnika.sk/SK/Ocenenia/CenyMSSR/Stranky/Ceny-udelene-v-roku-2005.aspx>
- **2010 - Award of the Minister of Education, Science, Research and Sport of the Slovak Republic for the Slovak Tropical Institute of the SEU in the category "Science and Technology Team of the Year"** for outstanding contributions to research into diseases and their treatments that cause the highest morbidity and most deaths in developing countries, thus directly linking research and saving thousands of lives, <https://www.vedatechnika.sk/SK/Ocenenia/CenyMSSR/Stranky/Ceny-udelene-v-roku-2010.aspx>
- **2010 - award for the entire Slovak Tropical Institute of Tropical Medicine and Labour from the association "Man in danger"** - award for contribution to crisis areas of the world (for humanitarian aid to the people of Haiti affected by the earthquake)
- **2011 St. Elizabeth's University of Health and Social Work became a valid member of the European University Association (EUA) on 13.4.2011**, thus becoming

part of higher education in Europe, with the right to take part in EUA activities and projects and thus to contribute significantly to the academic world in Europe

<https://www.vssvalzbety.sk/userfiles/REKTORAT/201104.18.EUASTElizabethHealthSocialWork2.pdf>

- **2013 Signing of the cooperation agreement between the St. Elizabeth University and the University of Scranton, USA . On 10 May 2013 in Bratislava at 14.00 h the Rector of the University of Scranton, prof. Dr. K. Quinn and the Rector of the University of St. Elizabeth prof. Dr.h.c. V. Krčmery the agreement on cooperation between the two universities and the agreement on a joint study programme.**
- **2014 - our St. Elizabeth's University was accepted into the Oxford Rectors' Club and the Oxford Academic Union.** This was preceded by an invitation from prof. Karvaja to lecture at Baillors University Oxford University and prof. Krcmery to lecture at the Oxford Club of Rectors.
- **2018 - Certificate of excellence for FOSL Nové Zámky**
- **2020 - Superbrands Award** - Dr. h. c. prof. MUDr. Juraj Benca, PhD., MPH. and the entire Slovak Tropical Institute of the SEU.

7. Teacher Awards. Teachers of SEU have received several important awards, ten professors from SEU have received honorary doctorates at foreign universities, have been appointed to important domestic as well as international positions:

- Dr.h.c. prof. MUDr. Vladimír Krčmery, DrSc.- Crystal Wing for Philanthropy in 2015
- prof. MUDr. Štefan Galbavý, DrSc. - „ Personality of Science and Technology" in 2012
- prof. MUDr. Peter Fedor Freybergh, DrSc. - Scientist of the Year 2005
- Awarded 10 honorary doctorates Dr.h.c. (Poland, Malta, Ukraine, Hungary, Czech Republic, Cambodia, Slovak Republic, USA) for prof. PhDr. P. Dancák, PhD.,

prof. Dr. med. C. Mussa, prof. JUDr. R. Vlček, PhD., prof. MUDr J.Bencu, PhD., MPH, prof. MUDr. V. Krčméry, DrSc. , prof. MUDr. PhDr. P. Fedor Freybergh, DrSc. prof. JUDr. V.Tkáč, CSc., prof. Dr. G. Herdics, prof. Dr. V. Kozoň, PhD. and prof. MUDr. M. Karvaja, PhD., MHA,

- appointment of prof. MUDr. J. Šuvadu, PhD., MPH. MHA as a member of the WHO Executive Board (the first candidate to have passed from the V4 so far),
- election of Mgr. P. Pollák, PhD. from the Department of Social Work as a Member of the European Parliament,
- prof. MUDr. S. Špánik, CSc. and prof. PhDr. R. Babel'u, PhD. , MBA as State Secretaries of the Ministry of Health of the Slovak Republic,
- four professors from the University of Science and Technology of the Slovak Republic as members of advisory bodies of the Slovak Government in 2012, 2014 and 2020 and of the Pandemic Commission in 2019-2022.

Annex: <https://www.vssvalzbety.sk/veda/ocenenia-vs>

8. Awards for students and graduates of SEU:

- Mgr. Zuzana Reháková - Štefečeková - silver medal from the 2012 Olympic Games and gold medal from the 2020 Olympic Games in Tokyo
<https://www.vssvalzbety.sk/katedry/katedry/katedra-misiologie>
- PhDr. Ján Riapoš, PhD. - 3 gold medals in Paralympics
- Appointments of our international alumni : Dr. Subramaniam Selvaraj as Minister of Health in Malaysia, Dr. Okoth as Vice Dean of the Faculty of Health in Hargeisa(Somalia), Dr. Kennedy as WHO Management Area in Rwanda , Dr. Johnson as Vice Dean of FiF in Mwanza (Tanzania) , Dr. Hoin as Government Adviser on Social Work in Cambodia, Dr. Muhammad Petra as Rector of the University of Kelantan,
- Appointment of our local graduates : PhDr. RNDr. MUDr. J. Mikasa, PhD., MPH as the Chief Hygienist of the Slovak Republic and MUDr. Kalavská as the Minister of Health of the Slovak Republic ,

- Evaluation of Student Satisfaction Results - Academic Quarter Hour (SAAVŠ)

<https://www.vssvalzbety.sk/userfiles/VSK/AkadSvtrthod-VSZaSP-vyhodnotenie.pdf>

- Employment of SEU graduates - very low percentages of unemployed graduates 2019 - only 3% of our graduates were unemployed

<https://www.uplatnenie.sk/?degree=V%C5%A0&vs=724000000&faculty=&field=&year=2019>

[2018 - only 4% of our graduates were unemployed](#)

<https://www.uplatnenie.sk/?degree=V%C5%A0&vs=724000000&faculty=&field=&year=2018>

- According to three independent statistics from 2014, SEU is one of the universities with the lowest graduate unemployment. In three independent statistics, graduates of our St. Elizabeth's University of Health and Social Work in Bratislava have the sixth to eighth lowest unemployment rates compared to 36 Universitys. Graduates of nursing and public health even have the second lowest unemployment. [Tab.1](#), [Tab.2](#), [Tab.3](#)

The above-mentioned facts show that the University is fulfilling the main strategic objectives stated during the last comprehensive accreditation and which are stated in the evaluation report of the last comprehensive accreditation published by the Ministry of Education on 3 March 2016 (www.minedu.sk).

In the last two accreditations, the Accreditation Commission stated that the St. Elizabeth University of Health and Social Work in Bratislava **fulfils its mission** as set out in its statute and long-term plan.

Attachments - Accreditation Commission Evaluation Reports from 2008 and 2015:

<https://www.vssvalzbety.sk/userfiles/REKTORAT/HodnotiacasprvaKA2.7.2008.pdf>

<https://www.vssvalzbety.sk/userfiles/REKTORAT/HodnotiacaspravaKAcinnostiVS2015.pdf>

B. Weaknesses

1. Decrease in interest in Mgr. studies due to the extension of studies by 1 year - from 2 to 3 years

This is compounded by the relatively low graduate completion rate, which is reflected in the fact that the number of students in the second year of the Master's degree is barely 50% of the number enrolled in the first year of the Bachelor's degree. The number of students failing exams due to their difficulty is also high.

2. Up to 20-30% i.e. the low percentage of admitted applicants in the study programme of physiotherapy and dental technology (the interest in studying exceeds the school's capacity by about 5 times) persists due to the limited capacity of laboratories and classrooms. The high load of practical teaching (practicals, internships) is not sufficient for the capacity of the HEI.
3. There remains a low percentage of successful graduates in tropical public health (less than 50%) due to the high workload in tropical laboratories and poor infrastructure in some tropical countries.
4. There remains a low international impact factor for publications in nursing (compared to psychology and sociology) and public health below 0.5.
5. The lack of subsidy for operational activities requires the necessity of tuition fees, which puts the school at a disadvantage compared to public and state HEIs in full-time studies and fewer students will apply to the DH, as they have free full-time studies at public HEIs.
6. The persistence of zero (0) subsidies for teaching and research (VEGA and others) from the state budget causes discrimination against state medical Universitys.

C. Opportunities

1. Research

We see the strengthening of research in the forthcoming amendment to Act No. 131, which will allow private schools to draw research subsidies from the budgetary capacity of the Ministry of Education and Science, as well as the use of VEGA, KEGA funding, since the VŠZSP could only draw subsidies from the SAMRS /Slovak Aid and EU (Interreg) grant scheme.

2. Pedagogy

Another opportunity will be the possibility to employ practitioners from outside the EU Member States, in Kenya, Cambodia and other R&D projects or study programmes, in the context of the cited amendment. Until now, we had to seek approval from the Labour Office or fund them from accounts outside the Slovak Republic, which caused problems in registering them with the UZP and CRZ.

3. We also expect an amendment to the Quality and Higher Education Act, which would facilitate the operation of Slovak HEIs abroad (e.g. in Serbia and Kenya) and which health professionals or social workers have to nostrify if they want to operate in the EU or vice versa in the country of their citizenship. The operation of private HEIs is very complicated with the current setup of the Quality Act 269/2018 as well as the NV 296/12.
4. The staffing criteria for medical degree programmes will help to increase the harmonisation of the criteria of the OP MHSR of 1/2013 with the students if they are harmonised by 31/8/2022.
5. The lack of practical teaching spaces in nursing (a worldwide problem) would be solved by a renewed reform of the proposed reform of health care facilities as planned by the MZ SR from 2023.
6. Amendments to the Migration Legislation and the Nationality Act will strengthen teacher councils with practitioners from tropical and developing countries.
7. The expansion of databases in social work - ERIH plus, Copernicus and other databases in the social sciences, will allow for improved "rankings" beyond the

health sciences.

8. Compensate for the departure of teachers to health and DSS by recruiting them through a selection procedure Slovak teachers from countries where there are large Slovak minorities and where university salaries are only around 500 euros, i.e. Vojvodina Serbia, Ilok Croatia, Nadlak and Oradea Romania, Uzhhorod Ukraine.

D. Threats (Treats)

1. Rejection of the Amendment to the Higher Education Act and making it impossible to fund research, which currently discriminates against private HEIs.
2. Repeated disallowance of the use of VEGA, KEGA and other state grant schemes, while the requirements for the standards of creative activity for accreditation are the same as for public and state HEIs.
3. Making higher education more difficult in both EU member (Hungary) "Lex Soros" and non-member states (Republic of Serbia, Bosnia and Herzegovina, Albania, etc.)
4. Legislative settlement of diploma recognition of qualifications in the Slovak Republic in the health sector (UA, Serbia, etc.) will noticeably reduce the number of potential graduates of VŠZSP from non-member states employed in the EU social services and health sector in the Slovak Republic and the V4 countries.
5. The prohibition of the refurbishment of the dormitory by the Conservation Authority and the owners will lead to a restriction of accommodation for day students.
6. Reluctance to recognize practical teaching in DSS and hospitals outside the seat of HEIs as a mismatch between pandemic legislative measures and real practice, with "old" curricula or hitherto accredited programmes (ignoring the real situation of the "lex corona").
7. Multicultural nursing and midwifery after years of no change, i.e., an unsustainable situation in light of wage increases, threatening to depopulate doctors out of school who have 3x the salaries, but now also for nurses who have salaries higher than the tables of professors and associate professors of nursing in routine practice.

8. Denial of interdisciplinary relationships in publications (SRI) between social work and health by professional chambers and NGOs.
9. Unsustainability of low tuition fees - given the shortening length of study and rising energy prices.
10. The unsustainability of teachers between the ages of 30 - 60 years old who are on triple salaries in the health sector and double salaries in the DSS i.e. only PhD students and retirees in their sixties will be left to teach in 10 years time.
11. The average age of university teachers at the school has risen over the last 6 years from 48.5 years to 54.4 years, i.e. some of the nurses and doctors (who teach) are leaving to work in the health sector in Slovakia and abroad - Austria and the Czech Republic.