

## Experience with Foundation of New Private University

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**ABSTRACT:** *In the area where approximately 160 thous. inhabitants in the Moravia region are living, in the Czech Republic, the authors take part in foundation of private university of logistics, and namely in the Prerov town. For this reason, the public utility company was founded which started with the preparatory works concerning the foundation of the university of the bachelor's type. After two-years work of a small team the school is before the official opening. In the course of preparatory and not always successful works the school is prepared for official opening. In the statement all experience which was obtained by the team during preparatory works are included which I would like, in this way, to provide to other persons who can get in similar situation, and namely in the areas where are university is relatively far away and the living standard of inhabitants has not necessary means for letting the children study in remote town. Although some activities are specific for the Czech Republic the most activities are generally valid and can be valid in any area in the world. The authors of the statement and their co-workers are prepared to provide other interested persons who would want to follow them in other parts of the world with their experience.*

### 1 INTRODUCTION

The university has a great importance for life of smaller town. It consists mainly in the fact that such students are concentrated in the town who are interested in education, the students who have the precondition to have a substantial intelligence, the students who have the perspective, due to education, to work in managing functions after graduation or as the businessmen. In addition, most students will settle down in the school vicinity and will lead their children again to higher degree of education. Further, the university life is connected with scientific and research works what brings the possibility to apply the results of research and development in neighboring enterprises and institutions, and namely rather there than in other places. This fact leads to the situation that the level of enterprises and institution in the vicinity of university seat increases. Each university, especially today, in the age of information technologies, enters in close contacts with other, professionally related schools in the world, and, herewith, the possibility of connection with institutions in other parts of the world is created, what creates again the possibility for student coming from abroad. This fact again creates the conditions for activity not only of other students but also for activity of enterprises and institutions.

Life in a town with university gradually gets on higher living level what will be seen also in the entire town appearance. From experience of the authors we can state that they met such situation that according to the town appearance on the streets and entire impression evoked during the short stay in the town they guessed that an important university can be found in the town and this actually was so. It is natural that we have visited this school and up to now we have been keeping professional as well as friendly contacts with some pedagogues.

The town with university is on higher level than other towns and with its educational system it influences the wide environs. It is natural that to found the university in the area where the university of similar orientation already exists and has high level has no sense, and, that is why, the authors want publish in their statement sum experience and knowledge obtained in establishing of private university.

### 2 CONDITIONS FOR ESTABLISHING OF PRIVATE UNIVERSITY

The university of technical orientation can be established in case when the sufficient number of students can be presupposed. We consider the situation as follows. Maximally half of secondary schools graduates has technical abilities so, from the total number of all secondary schools graduates in best case

half of this number can be the potential university students. From this half still a part remains which wants and have possibility to study in other town. Let us presuppose that this part will represent a half and, quite really, approximately a quarter of all secondary schools graduates will remain as the potential persons interested in study. Now, we have to determine, what the term wide environs means from which the students can come to our university. The students who are ensured financially very well thanks to their families will probably go to study in other town and, that is why, the students from medium and more pure social layers come to consideration for our university because the study in other town is not available for them as to the finance. Let us consider from which environs the students can come to our university. Let us look at Figure No. 1. Left, we can see our town, and, right the nearest town with other school of similar orientation. The distance of both places is imaginary and cannot be expressed only by kilometers.

From the diagram beginning two straight lines come out, the upper one and parallel dashed line express the living costs and coming to school when the student lives at home. The lower one represent the costs for coming to school when the students lives in college and goes home once a week. Above it the parallel dashed line is presented which adds the costs for living in college to costs for travel. In the place where they cross the point 1 can be found when the costs for living in

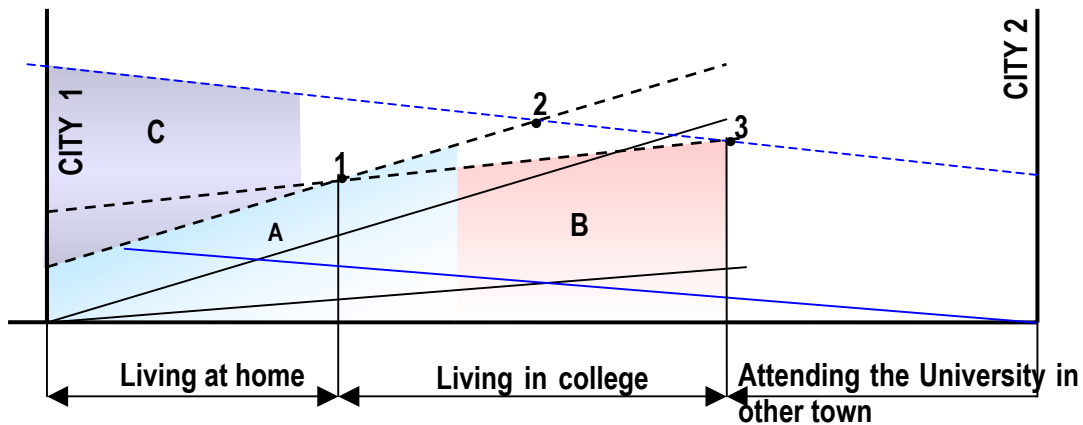


Figure 1- Costs for study in the place and in other town

college and costs for everyday coming to school are the same.

On the scheme right, the straight line begins, which represents the costs for coming to remote town when the students comes to school once a week and these costs are increased by dashed line by costs for living in college in remote town. The upper dashed straight lines intersect in point 2 which determines the imaginary distance when, as to the costs for study, it is the same in which town the student will study if he lives at home in the town 1. Point 3 determines the imaginary distance when, from the viewpoint of costs, it is the same in which the student will live in college. Said in other way, up to the distance which is marked by point 3, it is more advantageous to study in the town 1 from the viewpoint of costs.

The area identified by C is important. This is the financial reserve which nearly objectively determines the area when it is more suitable to pay the school-fees in private school than to go to distanced town. On the basis of such considerations we can mark out, naturally only approximately the area from which the students can attend the private university.

Now it is necessary to determine how many students is necessary so that the school-fees would cover the costs for university operation. This depends on many circumstances which cannot be set into diagram similar to the scheme presented on Fig. 1. This is influenced very much by living costs in given area, the possibilities to obtain the support of local self-administration, possibilities to obtain the necessary spaces for teaching, spaces for laboratories, spaces for accommodation etc.

The other and very important factor is the creation of good academic staff. To obtain good pedagogues and significant scientific workers to the area which is too far from the place of other university and is poor is nearly impossible. It is in contrast with above given selection of the area but it is quite objective fact. It follows from the above that we cannot establish good university of technical

orientation in places where only small number of technicians live and small number of industrial enterprises can be found. However, we can this factor compensate at least partially by suitable selection of study branches as showed below.

What does it mean - good academic staff. It means that we must obtain at least a half of pedagogues who are capable to work independently in what they evidence by doctor's study and, at the same time, they must have good pedagogic capabilities what can be documented by pedagogic practice or additional pedagogic education. It means that at least half of pedagogues must have several years long pedagogic practice after university studies finishing and the title PhD. or similar one, if possible.

Each university must have at least several „top“ significant pedagogues known in wider technical world, and namely also in abroad. These ones create both the good image of the school and good base for further development of younger pedagogues.

Herewith, we came to important fact in establishing of new university. It is nearly impossible to obtain younger top scientist for new university where he has not necessary background for his further development and where he is asked to create such background „on green meadow“ for other ones. It is evident from the above that in establishing of a new university we must be oriented on older pedagogues with high scientific and pedagogic degree who have already reached a certain top in their work and want to devote their experience and capabilities to education of younger pedagogues and scientists and naturally students. Because of the fact that we have to create acceptable conditions for their work and, probably they will not come from the place of a new university, we must take into account these facts in our financial consideration.

Generally, we could count the requirements for academic staff for each branch offered, i.e. one professor, one associate professor two specialized assistants with the PhD. title and assistants who will prepare for the doctor's study. In this consideration this is a question of technical branches because in teaching of necessary subjects and arts subjects the demands on scientific degrees of pedagogues are lower although the demands on their pedagogic capabilities are not lower.

### **3 SELECTION OF SUITABLE STUDY BRANCHES**

Good selection of study branches which we want to offer to potential students is very important part in preparation of a new university and for its success. One of the substantial matters is not to copy the specialized orientation of the nearest university if it is not far away sufficiently what was explained in chapter 2.

Then, there is also the fact that we have to provide the students with the branches which are modern, i.e. which are based on development of modern technique. In technical sphere they are branches based on utilization of information technologies, and micro-technologies related with it. As the bearing branch of university we have selected logistics which is the result of transport means and information technologies development.

Generally, in our opinion, it is suitable to think according to Fig. 2 in selection of study branches.

The base of each technical specialization is technology or, best said, production technology.

That is why, the bearing branch of each university of technical orientation is the basic technical branch which we have selected as logistics as management of materials transport in transport networks. This is the main engineering branch which creates the basic stone of technical study in university. One study branch certainly will not be filled in by sufficient number of students for establishing of university and, that is why, it is purposeful to supplement this main technical orientation by a branch which many young people, people of technical orientation want to study. We have selected the information management which is, in this case, closely connected with management of materials transport because logistics, without information technologies, should have very small space for acting. With information engineering it contains the transport management in the whole world. Because of the fact that transport of materials is related with the administration connected with many regulations, laws, directives, economic considerations and administration so we have selected logistics of services as the third branch as the management of non-tangible means supporting the main study branch.

Further important decision making is the framework determination of subjects being read. And now, this is a correct phase to think over the graduates finding their place in society.

Some will continue in master's study in branches which we have selected and agreed in advance in other universities. The other ones will enter a job and, that's why, they must be prepared properly. In the course of their life they will change their job several times and must have sufficient base of technical, economic and information orientation so that they could adopt quickly in a new job.

Such a base of knowledge will allow the graduates to go on more easily in study in other universities. For this reason we have selected the subjects of general base which are obligatory for students of all branches and creates totally nearly a half of all subjects.

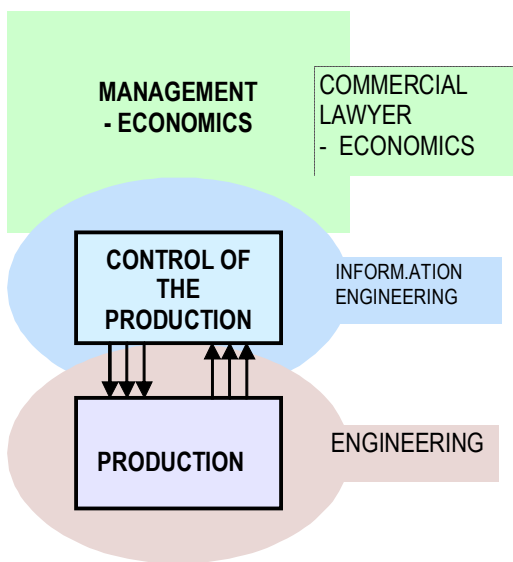


Figure 2 - Principle of study branches selection in university of technical orientation

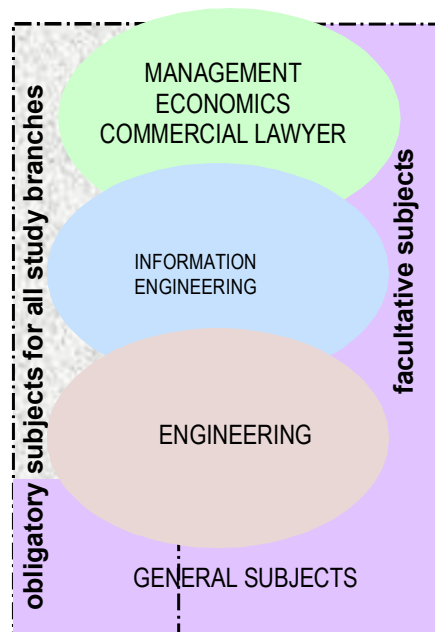


Figure 3 - Problem spheres of subjects read

The second part of subjects is created by obligatory subjects of professional basis which must be passed through by all students which have selected given study branch. This part creates approximately a quarter from all subjects.

The third subjects group is created by facultative subjects supplementing the professional orientation from which the students will select those subjects in which they are specially interested.

The fourth subjects group is represented by subjects supplementing the general base of bachelor's study from which the students will select those subjects which they consider as important for their further development. Among these subjects also physics and mathematics belong which are suitable and sometimes needed for supplementing of their education for continuing in other universities which have a wide base of mathematics and physics in their study bachelor's program.

From this complex view it is possible to set the orientation distribution of subject in the course of study what is presented on Fig. 4.

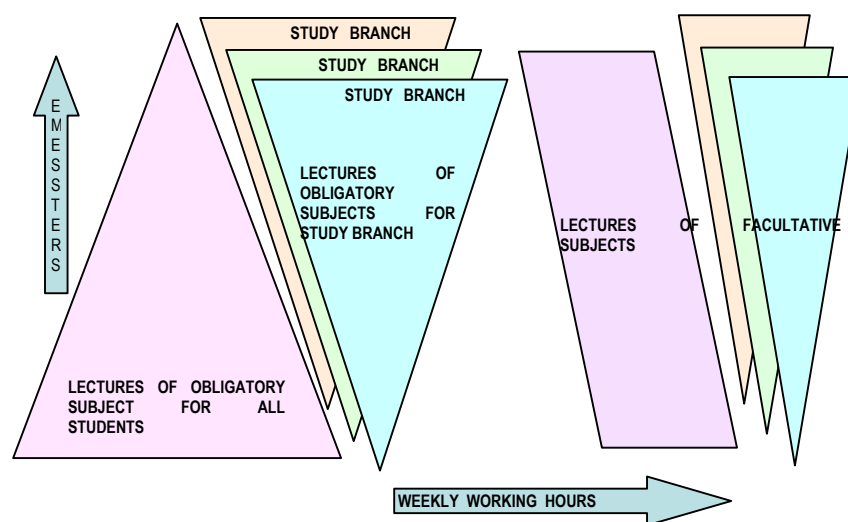


Fig. 4. Time schedule of subjects groups

The subjects of common base of bachelor's study have the greatest range in the first and second semester and with the continuing semesters they are waning. In the contrary, the number of specialized subjects increases gradually. The offer of specialized facultative subjects also increases while the offer of facultative supplementing subjects supplementing the general base of study is practically the same because these subjects are not connected closely to previous subjects passed through.

#### 4 PREPARATION FOR STUDY ACCREDITATION

If, in the appurtenant state, the accreditation is obligatory, what is mostly the case, so it is necessary, after previous considerations, to prepare materials for accreditation commission. The accreditation commission or the authority similar to it is obliged to consider the materials prepared for commencement of pedagogic process and, in positive case, it must give consent with granting the right to hand over the bachelor's or master's diploma after the study passing through. So the accreditation commission is then responsible mostly to ministry which has the university education in its sphere of activity for the fact that the graduates after finishing of accredited branch study have the knowledge corresponding to demands laid on the graduate of the appurtenant study degree on other schools. For this reason, it is necessary to prepare the detailed materials for accreditation commission which will enable complex consideration of the educational process being prepared.

##### 4.1. Basic Materials for Consideration of Pedagogic Process

On the basis of previous considerations we must approach to concretizing of pedagogic process, and namely that we will suggest:

- accurate names of subjects,
- range of lectures and training hours of each subject,
- annotation of each subject,
- contents of each subjects best worked out on single lectures and conclusion
- person who will read the appurtenant subject in the study commencement and, at least, who will guarantee the quality of appurtenant subject.

The persons who will ensure the teaching in single subjects must confirm in writing and binding that they will ensure these subjects, at least for a certain time period.

This part of preparatory works is rather more simple, after the previous more demanding decisions but, on the other hand, it requires a great amount of careful and patient work. The demanding character of this work consists also in the fact that after general considerations we have to know concrete persons with appurtenant and necessary titles which mostly have not their residence in the place of the school being established, and, therefore, they must consider how to arrange their further life so that they could be active on a new university, this will be a question, at least from one third, of persons which have good posts in their existing jobs. Maybe, this is the most troublesome part of the whole preparation of a new university.

## 4.2. Basic Materials for the State Consent

If it succeeds to obtain the suitable persons for pedagogic process so we can start with the consideration concerning the school organization. In each state it can be different but, it is probable, that some of the state authorities which has the university education in its competency will be interested also in other conditions necessary for study commencement in a new university. In the Czech Republic this is Ministry of schools system, youth and physical training which will consider all other conditions for existence of a new university and will give the „state consent with the rise of a new university“.

For consideration of conditions in the place of a new university foundation the appurtenant authorities require the submitting of the whole number of documents which the establishing group must work out, and namely even if the superior authority would not need them. They are as follows:

### *Basic data about the bachelor's study program*

- Organizational scheme of university
- Characteristic of study program and study branches
- Study branches and study plans of branches
- Annotation of study subjects

### *Documents concerning the personnel and financial ensuring of study program*

- Lecturers in the main employment relationship and their written consent
- Lecturers who are not in the main employment relationship and their affidavits *Financial ensuring of study program*

### *Material and technical ensuring*

- Dislocation of the school object and areas of lecture halls and teaching rooms
- Information ensuring
- Project preparation

### *Plan of the school development*

- Grant strategy
- Professional cooperation of the school
- Demographic characteristic of the environs

### *Internal regulations concerning the organization and activity of the university*

- Status of the university
- Study and examination order of the university
- Disciplinary order of the university
- Agenda of Academic council of the university
- Work order of the university
- Selection order of the university
- Working regulation of credit system of study in the university
- Wage regulation of the university
- Election order and agenda of Academic Senate of the university

After submitting these documents it is possible to consider the reality of a new university rise and mainly also the working group has quite clear idea concerning the possibilities which gives them a new university and the problems which must be still overcome.

## 5 REQUIREMENTS CONCERNING THE PERSONNEL AND SPATIAL EQUIPMENT

If we know all mentioned above so we will start to consider the organization of an university. An ideal composition of academic staff is outlined on Fig. 5.

In target state, each department should have one professor who would devote more time to research work and lead younger pedagogues to achieving the higher scientific and pedagogic degree, the pedagogic workers would have relatively small pedagogic teaching loads and would be prepared for pedagogic career. The scheme on Fig. 5 presents an ideal state and it is necessary, for its achieving, so that a sufficient number of students passed the university.

That is why, the pedagogic ensuring of teaching will be significantly more modest.

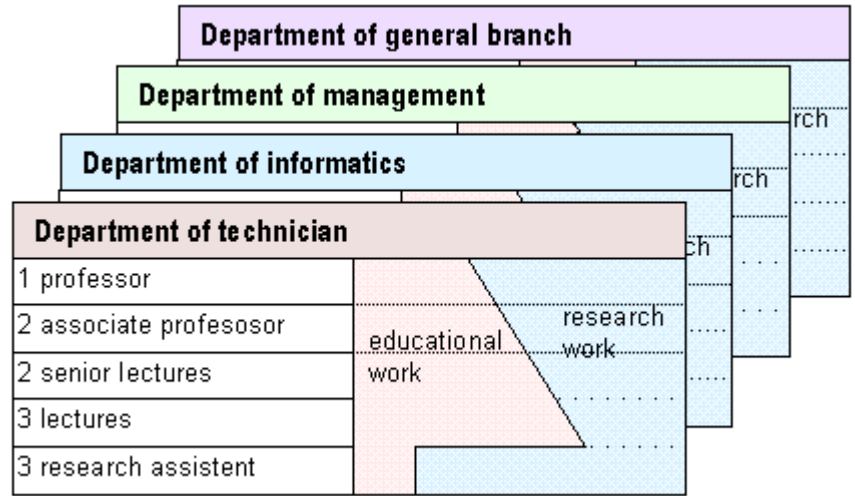


Figure 5 - Ideal personnel ensuring of departments

## 6 SPATIAL REQUIREMENTS

Setting of demands on lecture halls number and rooms and laboratories for training is rather more simple after the previous preparation. The basis for considerations can be the table on Fig. 6.

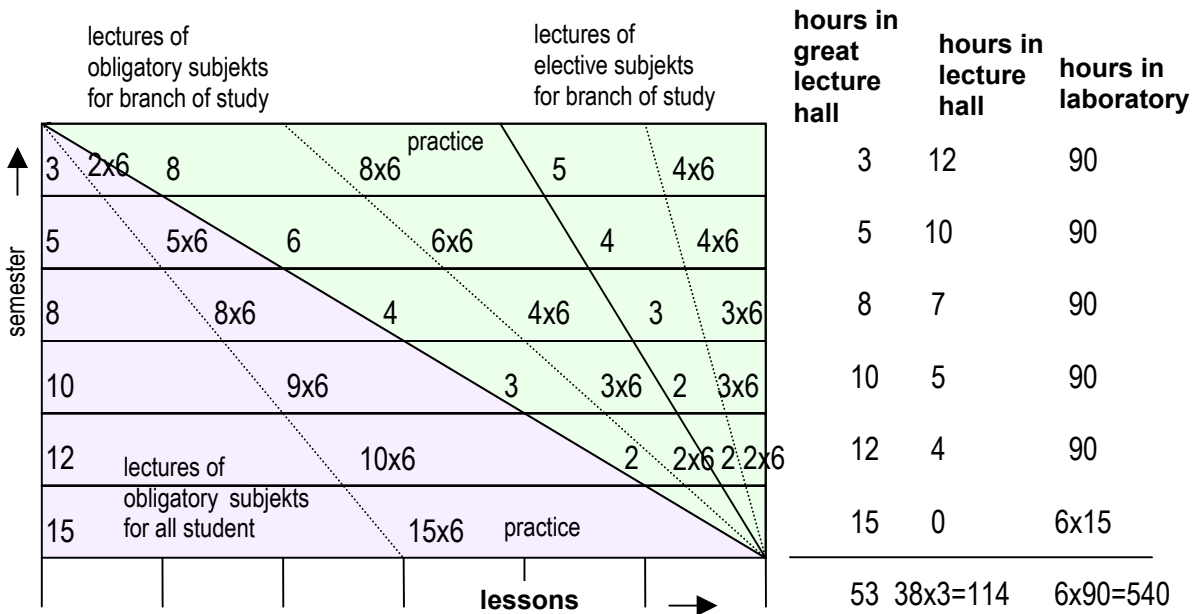


Fig 6. Diagram for determination of demands on teaching spaces.

On the figure, on left side, the range of common obligatory subject for the whole year, non-divided into branches up to now is presented. Left, the number of lectures hours is given for which we need the lecture halls where it is possible to read to the whole year, e.g. to 120 students. It is suitable to divided such a number of student into study groups, e.g. each of 20 students and, for training, we need small laboratories for study group but number of hours in these laboratories will be much greater. In our case 6 times, so 10 hours of training will contain 60 hours in laboratories. If we presuppose that we will teach in one room (lecture hall, laboratory etc.) 52 hours weekly (10 hours daily) we can deduce how many lecture

halls and laboratories we need, and namely in case that the laboratories will be used for training of any subject. In case of specialized laboratories we have to count with utilization 2 times smaller at least.

For study branches we need smaller lecture halls for lectures but the number of hours must be multiplied by number of branches. On the figure the simplified example for three branches and 120 students in the year is presented.

If to requirements obtained in such a way the room for professor, department secretary, room for associate professors and 2 research laboratories will be added for each department then we will obtain the survey of necessary spaces in final stage when the first graduates will finish their studies. The increase of requirements on rooms is strongly dependent on number of common lectures and, that is why, we must take this fact in account in creation of study program.

In addition, we must add the rooms necessary for organizational and economic management of the school but this already depends on rooms which we will have for our disposal. The ensuring of rooms necessary for pedagogic process is of primary importance.

## **7 CONCLUSION**

Finally, we have reached the end or beginning in this work? Only now, in our opinion, it is suitable to return back to the beginning and consider the selection of collective which will be capable to realize such a project. The experienced and good pedagogue is not good businessman and experience and good businessman cannot have sufficient amount of pedagogical experience. In case that enthusiasts of this type will connect together, because it has no sense to speak about establishing of a new university without enthusiasm, so the legislation must be respected - laws, regulations and directives, i.e. we need a man with good juridical experience. Mistake or only ill judgement in this sphere provides the students with the possibility to make use of shortages in legislation and, in case of failures in their study to evoke the situations in students' collective and academic staff which can affect the educational process adversely.

So, the establishing of a new university is very deserving and also very demanding, and, that is why, we submit to interested persons a part of our experience so that we would contribute, at least in this way, to education in the areas where the university education is not available for many people.

## **REFERENCES**

In this paper are not used other person's literature.