

Criteria and Standards in the Higher Education – Basis for Quality Higher Education Staff in Republic of Macedonia

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Abstract

The aim of this paper is to present the current state of higher education in the Republic of Macedonia in this period of reforms in all spheres of society. In particular, the paper focuses on the criteria and standards for awarding teaching academic and assistant titles, organization of instruction, and quality of programs of study and curricula.

The methodology of the research presented in this paper is based on analysis of legal documents defining the criteria for higher education activities, i.e. curricula, as well as the criteria to be met by the teaching academic staff, as one of the most important segments for quality education. The results of realized projects have been used as a benchmark for the subject and the aim of the paper.

It should be pointed out that the higher education activity in Macedonia has been fully transformed in terms of duration of studies, degrees in higher education in terms of number of credits and conditions and manner of master and doctoral studies. All these changes were initiated by the need to change the conditions of study, technical support, materials as well as the quality of the teaching and scientific staff. The reforms in the higher education in form of amendments to the Law on Higher Education bodies responsible for the control of the higher education process also required changes and establishment of new bodies, now

established as part of universities or cooperation between universities. In terms of raising the quality of teaching and scientific staff there have been some dilemmas that raised the quantity of the published research at the expense of its quality.

In the Republic of Macedonia significant changes have been made for the sake of promoting the establishment of qualitative education, efficient curricula and improving the quality of teaching and academic staff. But research shows the necessity of further modernization of the curricula to increase students' mobility, to accurately assess students' workload in the process of studying and to insure objectivity in grading. Also, to facilitate student's mobility, it is necessary to provide for institutional, national and international compatibility of the study and subject curriculums.

Keywords: *reform, education, teaching and research staff, quality, educational activities, Macedonia.*

Introduction

The Republic of Macedonia (RM) signed the Bologna Declaration on 19th September 2003. At the 2005 higher education ministerial conference in Bergen, Norway, the countries signatories of the Bologna Declaration committed themselves to forming national teams for the implementation of the Process as expressed in this Declaration. The Republic of Macedonia had commenced reforming the system of education before signing the Bologna Declaration. The ECTS (credit transfer system) was introduced with the amendments to the Law on Higher Education in 1999. The process of transforming the system of education in the Republic of Macedonia was characterized by a number of changes in the Law on Higher Education the aim of which was the improvement of the quality of education, curricula, and academic staff. The last changes in the Law on Higher Education, which led to allocation of 60% of the curriculum as core courses, 30% as faculty elective courses and 10% as university electives¹, provide an opportunity for students to participate in curriculum design and to implement their own desires and aspirations in it.

The National Program for Education Development 2005-2015² detected the problems and set the direction of the higher education reforms towards implementation of the Declaration of Bologna. As stated in the Strategy, the university structure proved to be one of the most serious obstacles for successful implementation of the amendments to the Law on Higher Education. Namely, Ss Cyril and Methodius University and St. Clement Ohridski University are structured in such a way that both the rectorate and the faculties are legal entities. This impedes efficiency, complicates implementation of procedures and creates overlapping of authorities and responsibilities. Faculties are locked in their own frames and barely interact with the rectorate. In their activities, faculties focus on their own affirmation rather than the affirmation of the university as a whole. Since signing the Bologna Declaration, RM has seen significant changes aimed at improving the quality of teaching and curriculum design. These changes have created a base for intensified implementation of the credit transfer system and have

¹Article 99 of the Law on Higher Education (“Official Gazette of RM” number 35/2008,103/2008,26/2009,83/2009,99/2009,115/10,17/11 and 5/11,123/1215/13,24/13)

² The National Program for Development of the Education 2005-2015, Ministry of Education and Science

provided opportunities for the students from the Republic of Macedonia to continue their studies in other European countries in order to deepen their knowledge and gain new experiences.³ However, quality academic programs require quality academic staff. The latest changes in the Law on Higher Education led to new criteria for awarding academic titles⁴. The new Law on Higher Education introduced more severe criteria for awarding academic titles in comparison with previous laws. The dilemma is that the Law on Scientific and Research Activities imposes different criteria for awarding research academic titles from the criteria for awarding teaching academic titles listed in the Law on Higher Education. However there is a question as to whether instructional activities are to be separated from scientific and research activities, taking into consideration the fact that criteria for gaining a scientific title are less demanding. Provisions of current laws do not take into account the type of scientific and research activities appropriate for lecturers at higher educational institutions nor do they provide sufficient explanation on what is meant by scientific activity which is to be performed by scientific and research staff in scientific institutions. This set of laws poses the question are university teaching staff actually required to be better scientists than the scientists whose primary activity is science and research? What causes even more confusion is the fact that the Law on Higher Education suggests equivalence of scientific and research titles, on the one hand, and instructional titles, on the other hand, while the criteria for the acquisition of the two are different.

Therefore, in this paper we focus on standards and criteria for the acquisition of teaching academic and assistant titles, organization of instruction as well as quality of studies and curricula.

Our methodology is based on analysis of legal documents defining the higher education criteria and conditions, i.e. curricula, quality of curricula, as well as the criteria for teaching and scientific staff as one of the most important segments for quality studies. The paper also presents some results of previous projects, which are used as benchmarks for comparison. In order to investigate

³Article 99 of the Law on Higher Education (“Official Gazette of RM” number 35/2008,103/2008,26/2009,83/2009,99/2009,115/10,17/11 and 5/11,123/1215/13,24/13)

⁴Article 125 of the Law on Higher Education (Official Gazette of RM number 35/2008 103/2008 26/2009 83/2009 90/2009 115/10 17/11 123/12 15/13 24/13)

curricula quality, a survey was conducted among students from different faculties of the University of Goce Delchev in Stip, Macedonia.

1. Criteria and Requirements for Curriculum Design in Republic of Macedonia

Study programs and curricula in higher education in the Republic of Macedonia in the last years have undergone significant changes. Numerous analyzes and research recommendations are aimed at redesigning the curricula. Higher education study programs continue to be defined by the hour model, which reflects the inability to achieve interaction between the students, the labor market and society. There is large difference of student workload between higher education institutions with some requiring hours below the Bologna recommendations, and into their institutions the workload is still very high. As for the course content, a large number of courses still include the same number of topics as previously, when they covered two semesters, in spite of the fact that now the same topics are squeezed in one semester. Hence, the workload for the students remains the same. The difference is that exams for two semester courses now need to be taken after one semester.⁵

This state brought about changes that will enable modernization of the curricula. The modernization of the curricula should be aimed at increasing students' mobility at the institutional and national levels; a good insight into and precise expression of students' workload in the process of studying; development of efficient mechanisms for continuous evaluation of students' progress on the basis of achieved results; objectivity in assessment and recognition of the achieved results; and compatibility of the curricula on institutional and national levels. In addition, successful realization of students' mobility requires realization of institutional, national and international compatibility of study programs and curricula. Higher education institutions should intensify development of curricula for highly skilled non-academic education, which would provide for jobs for which there is currently great demand on the labor market. Thus, the introduction of 40% of electives allows independence of the students and individualization of the programs, which reinforces students' capabilities, while at the same time meets the students' needs and helps them focus on a certain area or field of specialization.

⁵ Capacity analysis for good management in education 2007

The study program frame of the first, second and third cycle has been defined by the Law on Higher Education⁶ and they must include mandatory components specified in a separate act passed by the Board for Higher Education Evaluation and Accreditation. The Law allows universities to supplement programs with other components they deem relevant. The basic requirement for these components to be applied is that they are accredited by the Accreditation Board.⁷

Providing practical training became an obligation for each educational institution. As a result improvements were made to the quality of the curricula aimed at the introduction of a mandatory practical training in

⁶ Study programs are evaluated by credits by ECTS. Each year of the study curriculum contains 60 credits. The study curriculums which contain 180 to 240 credits and 75 credits, which last three to four years according to the type of the curriculum are evaluated as vocational or academic curriculums.

Curriculums of second cycle which contain 60 credits and together with 180 credits obtained on the first cycle which contain 120 credits together with 180 credits obtained on the first cycle of academic studies last two years, that is to say 60 credits and together with 240 credits obtained on the first level of academic studies and last one year are evaluated as master studies.

Curriculums of second cycle which contain 60 credits and together with 180 credits obtained on the first cycle which contain 120 credits together with 180 credits obtained on the first cycle of academic studies last two years can be evaluated after the end of the first year as specialist's studies and after the end of the second year as master studies.

Curriculum of the third cycle which contain 180 credits and can be correspondingly evaluated to the character of the studies of third cycle and together with 300 credits obtained on the second cycle of master studies and last three years are evaluated as doctor's studies.

Curriculums for professional qualification after the end of the first or second cycle of studies can contain at least 10 and the most 60 credits.

⁷ The security and evaluation of the quality of the higher education is made by the Board of Accreditation and evaluation of higher education (here within after "the Board"). The Board has a seal, which contains the titles Republic of Macedonia Board of Accreditation and Evaluation of Higher Education, Skopje. In the middle of the seal there is the coat of arms of Republic of Macedonia, the authorizations of the board are defined by the Law on Higher Education ("Official Gazette of RM" number 35/2008, 103/2008, 26/2009, 83/2009, 99/2009, 115/10, 17/11 и 51/11, 123/12,15/13,24/13)

addition to lectures and exercises. The method of implementation and logistic support for the realization of practical training is not precisely defined, which creates numerous ambiguities. The latest changes this year⁸ in terms of evaluating the quality of study programs brought about the introduction of an obligation of universities to create "Boards of trust and cooperation," which among other responsibilities for promoting the University would give their opinion regarding the curricula before they are submitted to the Accreditation Board. Taking into consideration the fact that the Law does not state precisely what qualifications board members should hold, the future will show if this idea is actually applicable. The Law defines who can be a member of the board (members include representatives of the municipality/the city where the board was founded, the founder, relevant representatives of the business community or the noneconomic services within the scope of the study program, as well as the ministry in the charge of the affairs of the Higher Education). There is a risk of interference with the autonomy of the university by incompetent representatives, which would affect the image of the university as well as the quality of the academic program. It is also worth mentioning that the criteria for responsibilities of the Boards of Trust and Cooperation with the Public are prescribed by the minister responsible for higher education with a bylaw, which also allows for administrative workers of the ministries, who have less expertise and competence than university professors, to interfere in the policies of higher education institutions.

In terms of improving the quality of academic programs at universities, and at the same time providing additional training and retraining for adult citizens, the Law on Higher Education introduces the concept of lifelong learning. Such programs are organized as in-service training with the aim of ensuring the upgrading and enhancement of a person's knowledge and are not considered as a program of study in terms of this Act. In addition to the programs for vocational, i.e. professional training, the universities and their units, i.e. higher vocational schools, higher educational institutions are obliged to organize various forms of informal learning including at least two courses / trainings per year per study program if it does not affect the realization of the higher education diploma study programs.

⁸ Article 67 of the Law on Higher Education ("Official Gazette of RM" number 35/2008, 103/2008, 26/2009, 83/2009, 99/2009, 115/10, 17/11 и 51/11, 123/12,15/13,24/13)

The Law on Higher Education requires study programs to be run in English. A necessary prerequisite for the implementation of this provision is a prior analysis of the capacity of the lecturers to carry out the instruction in English. This provision is in contradiction with the criteria for academic-scientific title because the acquisition of a scientific-teaching title of any rank is not conditioned by knowledge of English, nor is it acquired by taking the final exams in English. As a result, the obligation to introduce study programs in English cannot be seen as an obligatory provision that forces higher education institutions to comply with it. Tertiary level instruction will certainly benefit from the amendment of the Law on Higher Education which requires the university units thereof, all institutions of higher education or vocational schools to organize a study stay of a minimum of 30 of their students in duration of at least a month, and not more than three months, at the top 500 universities on the Shanghai list, i.e. the top 200 universities in the respective scientific area, i.e. the first 100 top-ranked universities in the MBA program according to CIO Tong University Shanghai, US News and Report, and the Times Higher Education Supplement-World University Ranking. This requirement applies only to those students who have achieved a GPA of at least 9 and they need to meet additional criteria set forth in the Law. This method allows students to gain new in-depth knowledge, to get acquainted with new approaches that they will be able to transfer through their student bodies to the higher education institutions that they come from.

As for the study programs, it is important to emphasize the acquisition of joint degrees. For its acquisition to be validated, the university, the independent college, should adopt and carry out the study program together with one or more universities, or independent higher schools, in the Republic of Macedonia or some institutions from abroad which have been accredited in the country where they are located. The implementation of this provision has not been put into practice yet. For this reason, the Law on Higher Education introduced a provision that requires universities to enter into agreements with top ranked universities⁹.

⁹The University or unit in its frames as higher educational school or institution is obliged to solemnize at least two contracts for double degree or joint curriculum(joint degree) with the university from the first 500 higher ranged universities pursuant to the list o Shangai that is 100 best ranged universities by MBA program as accredited higher educational institution on one of the first 200 best ranged universities from the corresponding scientific field

For joint degree study programs, the university or its units, the independent institution of higher education, in addition to the provisions of this law for the accreditation of the study programs, must also take into consideration the measures for creation and adoption of the study program for earning a joint degree prescribed by the Board of Higher Education Accreditation and Evaluation.

The quality of higher education is evaluated in compliance with article 68 of the Law on Higher education¹⁰ by means of a scheme for quality assurance and evaluation of the higher education. So, besides the Board of Accreditation that we have already mentioned and which evaluates the quality of the study programs, the Quality Assurance Agency by means of its system of evaluation makes assessment of the educational activity, management, financing, academic and other activities. While the process of accreditation in the Republic of Macedonia referring to the approval, confirmation and recognitions of the higher education institutions and their study programs is well in place and functions satisfactorily, unfortunately the process of evaluation, i.e. the quality assurance of the educational activity of higher educational institutions is still in the phase of “incubation” and does not give the expected results.

2. Quality Teaching is Conditional on Quality Academic Staff

Numerous research points to the need for changes in the approach, methodology and the techniques in the realization of instructional and scientific activities in the Republic of Macedonia. These changes are inevitable because they are related to systemic changes in the country and the need to produce quality staff who can fit into the system and will contribute to the advancement of the country. In order to achieve this efficiently, it is necessary to have high-quality academic staff. Therefore the Law on Higher Education introduced new criteria for filling in academic and scientific positions, which differ significantly from previous criteria, presenting specific

pursuant to Shanghai Dzio tong university US news and report and Times Higher education supplement word university ranking.

¹⁰Law of Higher education (Official Gazette of RM 35/2008, 103/2008, 26/2009, 83/2009, 99/2009, 115/10, 17/11 и 51/11, 123/12,15/13,24/13).

indicators relating to significantly higher criteria. In order to be awarded the titles of Assistant Professor, Associate Professor and Full Professor, candidates need to have GPA score of at least 8 in the first and the second cycle of studies, publication of four to six research papers in the relevant field in international scientific journals or two to four research papers in scientific journals with impact factor, successful application of research results, show the ability to carry out certain types of higher education instruction and positive self-evaluation score. These criteria apply to each position separately, which means that by the time candidates acquire the highest academic-scientific title, they will have published twenty-one papers in international journals or 14 papers in journals with impact factor. The resulting high criteria will be feasible if it is clearly differentiated what is scientific and what is teaching activity in higher education. The established criteria for awarding teaching titles indicate placing more emphasis on quality improvement in the field of scientific research at the expense of teaching activity. Ensuring quality instruction, which actually is the core business of higher education institutions, requires a different approach that will enable students to master syllabus units and provide satisfactory results. Taking into consideration that the Law on Higher Education sets forth high criteria regarding the number of courses a lecturer may teach (four in one semester, the question is raised as to how efficiently a lecturer can carry out both activities: teaching and scientific research. In order to make it possible for research projects to be carried out and their findings published in scientific journals with impact factor, the rules of the game need to be clearly set forth. In addition, it is necessary to have a system of funding university scientific research in place. Scientific projects must not be inventions of the academic staff; they need to be ordered by contractors, with clearly set goals. Scientists should meet market demands, and this requires a transparent system of funding. In most cases, it should be the state ordering projects that are to be implemented with the purpose of achieving its strategic goals. Currently, the Law does not provide clear provisions in mandatory funding of study visits, direct fees for publication in scientific journals or funding of research projects.

In terms of progress in teaching and research titles, The Law on higher education allows early election in higher teaching academic title. Early award of a higher teaching and scientific title can be given if the person has met the requirements for promotion to a higher title and if he/she has made exceptional contribution for his/her field of science or artistic pursuit, has published scientific papers out of which at least two research papers in international

journals with impact factor or works cited therein, and all this after the expiration of at least half the time for which the current title is valid. Such set criteria are hard to achieve unless they have been set on real basis. The setting of such criteria requires prior analysis of results already achieved in this domain.

In addition, the Law on Higher Education violates the autonomy of the University¹¹ by attaching additional criteria for mentors for Masters and Doctoral Studies.¹² If teaching and scientific staff have already received their respective teaching and research titles, the requirement of additional criteria for mentoring master's and doctoral thesis by quoting precisely the magazines in which papers are to be published and limiting the number of candidates to be mentored damages university autonomy and creates the basis for the establishment of unequal relationships. It also prevents the free choice of students who are investing in their master's and doctoral thesis. Again, the

¹¹ Pursuant to the article 8, paragraph 1, line 3 of the Constitution of Republic of Macedonia, the governance of the law is the basic value of the constitutional order of Republic of Macedonia. According to the article 9 of the Constitution the citizens are equal before the Constitution and the laws. With the article 46 of the Constitution the university is guaranteed autonomy. According to paragraph 2 of this article, the conditions for the foundation, performance and completion of the activity of the university are managed by the Law. According to the article 47 paragraph 1 of the Constitution freedom of the scientific, artistic and other types of creations are guaranteed. According to the paragraph 3 of the same article the Republic supports and protects the development of the science, art and culture.

From the listed constitutional regulations it can be seen that the autonomy of the university is a constitutional category and a condition for security of the qualitative constitutional education.

¹² The teaching academic worker at the same time can be a tutor of at most 12 master thesis candidates per year. The right to be a tutor of master students a professor must have published at least six papers in international scientific magazines or one paper in a magazine with impact factor and have been accredited by the Board for accreditation and evaluation of higher education. The board of accreditation and evaluation of higher education leads a registry of tutor of master students and controls a list of such professors. This list is updated every three months. The content, form and the way of establishing the registry are regulated by a sublegal act as per paragraph 3 of this article, tutors of the students of second cycle of studies is need to have published papers in journals indexed in EBSCO, Emerald Scopus and Thomson Reuters.

establishment of this provision is not based on preliminary analysis of the overall condition of the existing criteria in this respect.

The involvement for the promotion of the quality of the teaching staff is also an obligation of the higher educational institutions, so the faculties are able to visit 3% of their professors during the year. Expenses for these visits are paid by independent incomes of the university or a unit in its frames,, or higher professional school from the incomes that these higher education institutions have at their independent disposal. The application of this regulation will greatly contribute to the improvement of the quality of the teaching staff and increase their motivation and feeling of his own value, as they study from the experience of the others.

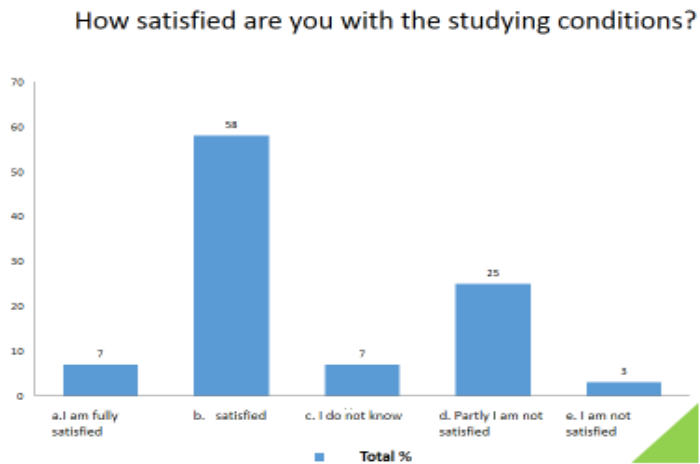
3. Research Findings

We will conclude this discussion with the findings of a survey, which we conducted among 300 students of five faculties at Goce Delcev University, Stip, in their first, second and third year of study. The survey refers to the perception of students regarding the overall satisfaction of the conditions of study, the approachability of the teaching staff and teacher assistants, satisfaction with university administration, assessment, ECTS, students' initiative and their satisfaction with practical instruction. In the group of open issues the students gave their own opinion and notes on the promotion of the studying at the university. Responses from the survey were organized by faculty, year of study and students' GPA.

Regarding the satisfaction of the studying about 58% are satisfied, 7% are completely satisfied and 25% are partly satisfied. Regarding the average grade of the students, the largest satisfaction, 69%, is among the students with grade point average, 9-10. With grade 8-9 the percentage of satisfied is 63% and, interestingly, students with grade point average 6-7 are more satisfied than the students with grade point average 7-8. With respect to the studying conditions, the most satisfied are the students from the Faculty of Economics and the Faculty of Computer Science at 63% -61%, followed by the Faculty of Natural and Technical Sciences at 59%, The Faculty of Law with 52%. Fifty-five percent of the students of the Faculty of Medicine stated that they are partly satisfied. These indicators suggest that more investment needs to be made in order to improve the conditions for studying at the Goce Delcev. A high percentage of the students are satisfied, but to increase that number,

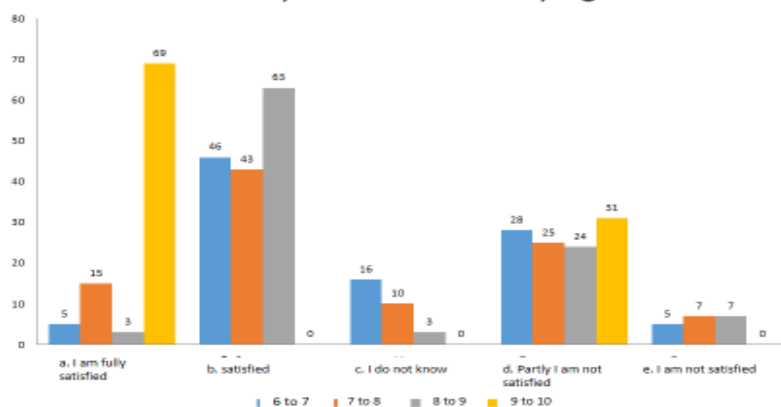
additional investment is needed in terms of teaching and scientific activities, administrative procedures and provision of technical aids at the University.

Survey number 1

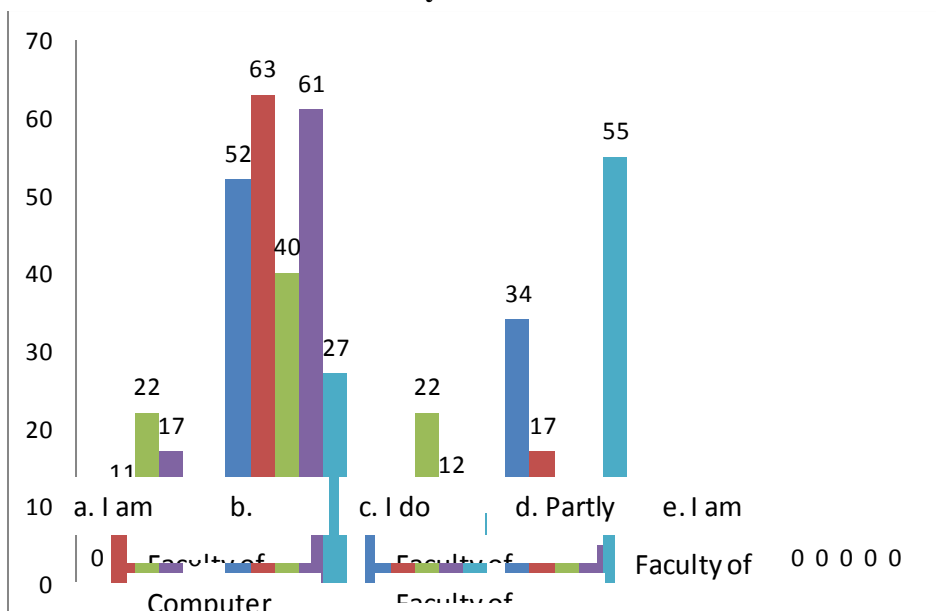


Survey number 2

Survey - Students and the University of the average-success-
How satisfied are you with the studying conditions?



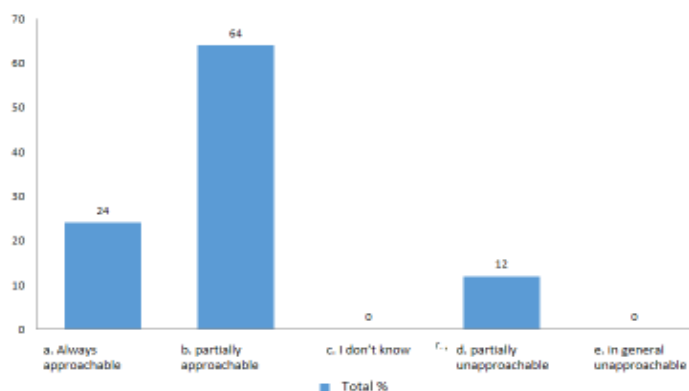
Survey number 3



Regarding approachability of professors and assistants, students showed high level of satisfaction, with 64% thinking that they are partly approachable and 24% that the teaching staff and teaching assistants are completely approachable. The same percentages refer to the satisfaction with the University administration. Survey number 4.

Survey number 4

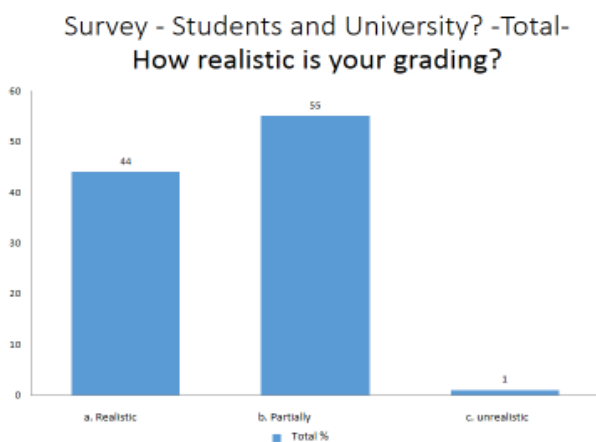
Survey - Students and the University -Total-
The approachability of the students to the professors,
assistants and administration



With regards to objectivity of grading, 55% of the students answered that they are partly satisfied, 44% are completely satisfied and 93% of the respondents of the third year think that they have been graded with complete objectivity and 7% are graded objectively. The largest percentage of the students of the first year, 49%, thinks that they are objectively graded. Regarding the achieved grade point average, the students who have obtained grade point average 9 to 10 think that they have been objectively graded. The result is interesting that the students with grades 6 to 7, 45% think that they are more objectively graded than the students with grade point average.

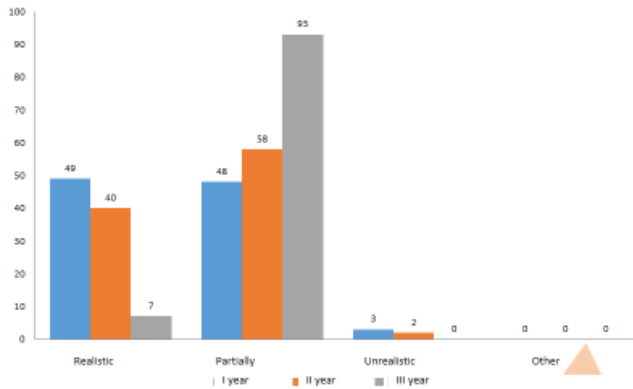
Regarding the faculties, 53% of the students at the Faculty of Computer Science think that they are objectively graded, while 46% of the students at the Faculty of Economics think the same. The percentage for the Faculty of Law and Faculty of Natural and Technical Sciences spans between 37% -39% and 25% of the students from the Faculty of Medicine think that they are objectively graded.

Survey number 5



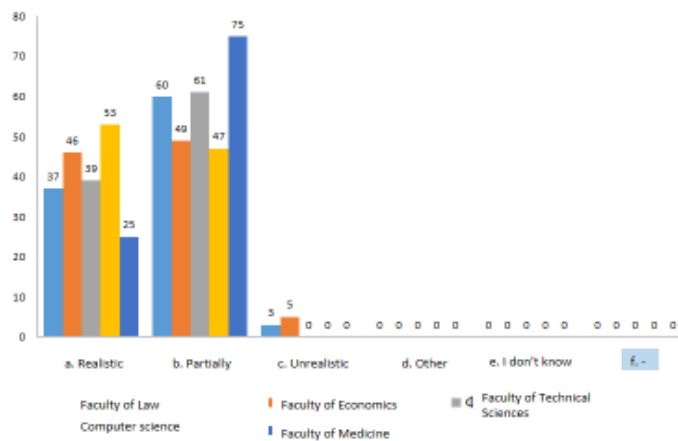
Survey number 6

Survey - Students and University -by-year studies
How realistic is your grading?



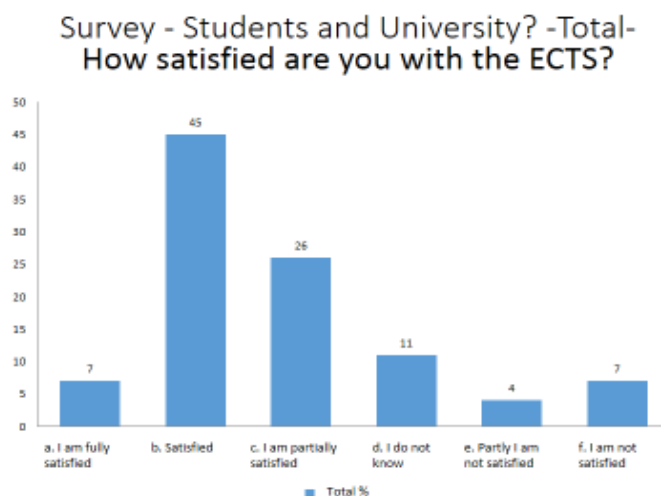
Survey number 7

Survey - Students and the University of - Universities-
How realistic is your grading?



Taking into consideration the fact that the percentage of those who are partly satisfied with the objectivity of grading is not high, new approaches of grading need to be considered so that students' trust is build up and their motivation is improved. Regarding the satisfaction with the ECTS system, 45% of the students are satisfied, 7% are fully satisfied and 26% are partly satisfied.

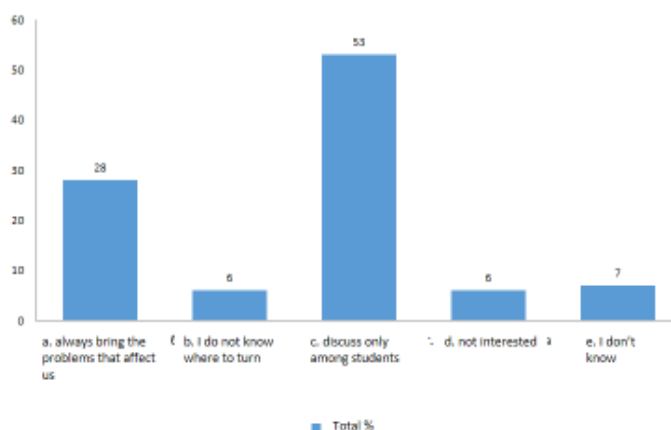
Survey number 8



With respect to students' initiative, the results of the research span from students' opting out to giving full contribution for the improvement of the conditions of study. The largest percentage of the students, 53%, discusses the problems among themselves and only 28% presents the problems and looks for solutions. The overall analyses reveals that students are not interested in participating in their faculty policy creation through membership in students' associations, nor are they interested to put forward their suggestions through representatives at the faculties or at the university.

Survey number 9

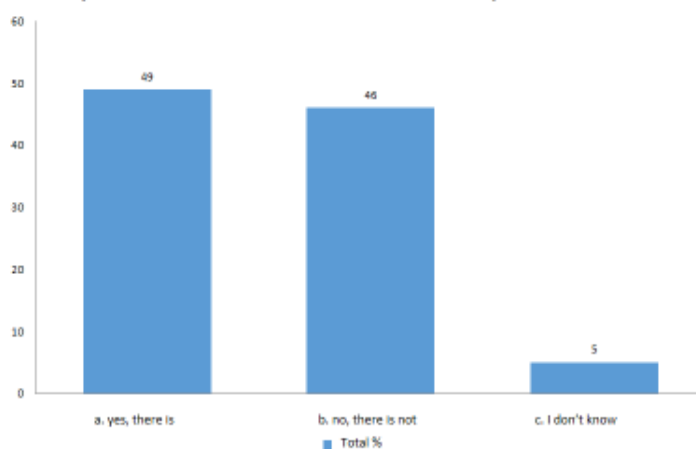
Survey - Students and University -Total-
To what extent the students show initiative?



Regarding the importance of field practice, 49% of the students stated they have practical classes, while 46% stated that they do not have any practical activities. Survey number 10. Out of all interviewed students, the largest percentage of the medical students, 92%, stated that they have practical classes. They are followed by Faculty of Economics, Faculty of Computer Science, Faculty of Law and Faculty of Natural and Technical Sciences express the necessity of practical education.

Survey Number 10

Survey - Students and University -Total-
Does your field of studies includes practical classes?



The changes in the Law on Higher Education require faculties to introduce compulsory practical instruction, which will affect the overall approach in the organization and realization of the practical education of the faculties. To the question: “How to achieve better results in studying?” the largest percentage of the students believes that regular attendance is a prerequisite for better results in studying. In addition, many students quote motivation as another important factor. The number of the students who think that smooth communication between students and teaching staff is important is also significant. They emphasize the importance of student-student interaction and their involvement in curricula development. The students also point out the need for improved technology, introduction of new methodology and development of modern curricula.

4. Conclusions and Recommendations

The Republic of Macedonia has made significant changes in the direction of establishing a quality education, the establishment of effective curricula and improvement of the quality of teaching and scientific staff. Yet research suggests that there is need for further modernization of curricula with the aim of increasing student mobility, provision of accurate insight into the scope of work and students' workload in the process of studying as well as insurance of objectivity in assessment. Also, in order to facilitate student mobility, it is necessary to ensure institutional, national and international compatibility of study programs and curricula. Our research has demonstrated that there is a need for increased creative engagement on the part of the teaching staff, commitment to good communication with the students, introduction of new teaching approaches that will facilitate learning. Teachers should provide for building up students' confidence by enabling collaboration and encouraging students' creative and critical attitude toward academic contents, scientific theories and social phenomena. Teaching and scientific staff needs to focus on attaining a high level of competitive knowledge and skills, and applying teaching methods in order to develop students' motivation for learning and research. It also highlights the importance of practical instruction, which was detected as a weakness in previous research and has since been introduced as mandatory. Logistical support for the realization of practical teaching still has ambiguities that need to be accurately delineated because there is a danger the whole burden on the implementation of this activity to be placed on it. In many cases instruction is dominated by traditional teaching techniques that make students passive and allocate the dominant role to the instructor. The autocratic type of management and teaching techniques are most frequently used in teaching, which makes the process of interaction and active learning of students during class a rare occurrence. One reason for this indolence on the part the teaching staff lies in the lack of modern teaching tools and instruments and manuals that could be available to those who want to modernize teaching. Moreover equalization of educational with the scientific activity by imposing high criteria affects high quality teaching because the Law on Higher Education places more emphasis on achieving scientific results by the teaching staff at universities than on their teaching. It is especially important to establish a clear system of criteria for awarding teaching academic titles. In addition, some provisions of the Law on Higher Education are suspected to be violating the university autonomy.

The survey results showed that students are indifferent to their involvement in the teaching process and show no initiatives for the realization of their rights. This situation is due either to ignorance or lack of motivation.

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